

<i>900 exercises in vocational communication</i>	Notes for teachers	A / 22
<i>General aim</i>	A: COMMUNICATING ORALLY	
<i>Level of difficulty</i>	2	
<i>Intermediate aim</i>	2: BEING UNDERSTOOD BY THE OTHER PERSON	
<i>Operational aim</i>	2: Construct a coherent message according to the rules of correct syntax; Master the simple structures of oral language; master questions and answers.	
<i>Pre-requirements</i>	None	
<i>Number of exercises</i>		
<i>Comments</i>		

To practise getting across a coherent message with regard to rules of syntax, the teacher can do all or a part of the following exercises with the learners, according to:

- the number of learners (the exercises should be varied if there are a lot of learners);
- the level of the learners (some exercises are more difficult than others).

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EXERCISE N° 1

The learners will take turns to use one of the words used in sentence construction.

They must make a sentence orally, using the following words.

NB. Certain words can first be grouped by meaning or by construction; the teacher will make sure that the grammar is correct.

The teacher can, of course add words of his own choice to this list.

- because
- therefore
- apart from
- in spite of
- since
- unless
- despite
- consequently
- as long as
- unlike
- although
- whatever
- so that
- because of
- in order that

EXERCISE N° 2

Each learner will choose a proverb, or a quotation, from the list or even from his own knowledge.

He will explain the sentence and then comment on it, giving examples if necessary, and making sure that he speaks coherently and uses correct grammar and syntax.

While the learner is explaining the sentence, the teacher will note down discreetly any mistakes the learner might make while speaking. The teacher will come back to them at the end of the speech and give any necessary advice or explanations to all the learners on the whole performance.

The list of proverbs or quotations will be given to the learners first. It is on the following page. They are all taken from Aesop's Fables.

Quotations taken from Aesop's Fables.

1. Slow and steady wins the race.
(*Aesop, The Hare and the Tortoise*)
2. Be true to your own character
(*Aesop, Frog and the Ox*)
3. Expect no gratitude if you show charity to an enemy
(*Aesop, The Wolf and the Crane*)
4. Instead of envying the gifts of others, make the most of
your own
(*Aesop, The Peacock's Complaint*)
5. Beware sudden offers of friendship.
(*Aesop, The Cock and the Fox*)
6. It is wiser to bear a single injury in silence than to provoke
a thousand by flying into rage.
(*Aesop, The Bear and the Bees*)
7. Fine feathers do not make fine birds
(*Aesop, The Vain Jackdaw*)
8. Persuasion is better than force
(*Aesop, The Wind and the Sun*)
9. Never go into business with others without first agreeing
how the profits will be shared.
(*Aesop, The Lion and the Other Beasts*)

QUOTATIONS CONTINUED ON THE NEXT PAGE

10. A humble life with peace and quiet is better than a splendid one with danger and risk.
(*Aesop, The Town Mouse and the Country Mouse*)

11. One good turn deserves another
(*Aesop, The Lion and the Mouse*)

12. Too much cunning can have unfortunate results
(*Aesop, The Old Woman and her Maids*)

13. It is foolish to attempt to be something one is not
(*Aesop, The Ass and the Little Dog*)

14. Beware of unexpected favours.
(*Aesop, The Wolf and the Ass*)

15. One can change one's appearance but not one's nature.
(*Aesop, Venus and the Cat*)

16. Better to show mercy to the living than respect to the dead.
(*Aesop, The Bear and the Fox*)

17. Do not grudge others what you cannot enjoy yourself.
(*Aesop, The Dog in the Manger*)

18. Beware of those who insist they are not after your money
(*Aesop, The Young Man and the Fickle Woman*)

EXERCISE N° 3

Each learner will improvise a story, plausible or not, using all or some of the words in the following lists.

They must keep to one list of their choosing (the verbs will of course be in the right tense according to the requirements of the story).

This exercise should not be written first. The learners will make up a story, individually, then will improvise orally using their ideas.

They must make sure their expression is correct as regards oral expression, which does not exclude for example the use of a language register of their choice.

The lists will be given to the learners first. They are on the following page.

The other learners should make comments after each speaker's performance. The teacher can give advice or explanations if the expression was incorrect.

List 1

To phone
Friends
To ask
Diner
Tonight
Pizza
Films
To watch

List 2

Beautiful
Ridiculous
To meet
To fall
Someone
Street
Cars
Pavement

List 3

Deteriorate
Equivalent
Grotesque
Table
Advice
Abuse
Moving

List 4

Giraffe
Laugh
Serve
Funny story
Enormous
Restaurant
Family

EXERCISE N° 4

One learner will talk for 3 or 4 minutes about an event, a film, a TV programme, a book or a game.

During the talk, the other learners will write down all the questions prompted by the account.

At the end of the talk, these questions will be put to the learner, who will try to answer as precisely as possible.

NB. Each learner must note down at least two questions.

The particular aim of this exercise is to start practising for the “question and answer” game.

EXERCISE N° 5

The learners will be divided into two or three groups, depending on numbers, so that there are at least three people per group.

Each group will write down about ten questions to ask one of the learners of another group.

The questions will then be put to the learner concerned, who must try to answer as clearly and as precisely as possible.

NB. If some questions are embarrassing, the learner should try to get round them cleverly. The teacher will mention this when explaining the exercise.

No question should be asked other than those in the established list, as each of the answers is given. A variation of the exercise would be to allow other questions, which makes it much more difficult for the learner in the hot seat.

The other learners will then comment on the two performances (asking and answering) concentrating especially on the answering.

EXERCISE N° 6

One learner (at first they should be volunteers) will be interviewed by another learner who will ask all the questions he wants, taking into account the answers given. The interview will last on average about five minutes.

One variation of this exercise, to help those learners who feel inhibited being interviewed as themselves, consists in suggesting they take the role of a different person, someone well known, for example an actor or actress, a singer, a politician (man or woman), a character from history, etc. The character should be chosen by the learner.

A second variation of this exercise consists in letting the learners impose a role on the interviewee who then has to become the person imposed by the group (for example: “You are now Leonardo di Caprio and you are being interviewed”). The group can also decide to let the interviewee choose one person from two or three characters suggested by the group.

Comments from the group will follow each performance.