

Grammar syllabus for the spoken part of OGE/EGE exams :

Consider the following listing of grammar structures. Cross out those that a student can do without when doing spoke exam tasks...

- Communication types of s simple sentence: affirmative, negative, interrogative, imperative. Word order
- Sentences with linking words: *and, but, or, what, when, why, which, that, who, if, because, that's why, than, so, for, since, during, so that, unless*
- *There + to be*
- Sequence of tenses
- Reported speech
- *Neither ... nor, either ... or, as ... as, not so ... as*
- *So, such*
- Nouns: countable, uncountable; regular, irregular plurals
- Articles
- Pronouns (subject, object, possessive, reflexive) and possessive determiners; indefinite pronouns
- Degrees of comparison of adjectives and adverbs
- Cardinal numerals, ordinal numerals
- Prepositions of time and place
- Present Simple
- Past Simple
- Future Simple (future with *will*)
- Present Continuous
- Past Continuous
- Present Perfect
- Past Perfect
- Future in the past
- Conditional first and second
- *I wish*
- *-ing* and infinitive
- Present, past, future simple passive
- *Be going to*
- Phrasal verbs
- Modals and their equivalents: *may, can/be able to, must/have to/should, need, shall, could, might, would*
- Linkers: *firstly, finally, at last, in the end, however, etc*

→ [1] select as _____ as possible and [2] _____ it really hard!

Word/ Phrase Stress - awareness raiser:

Get your Ss gradually to notice and practice word and phrase (utterance) stress - one of the key aspects of phonological awareness that they will be tested upon. One tried-and-tested technique is to get them to make a habit of highlighting **stressed** syllables whenever they record a new item in their notebooks (bigger font, special colour, drawing an extra shape around - whatever they want, so long as they do it systematically!)

Question Generator Engine:

1. Ideally, put all Ss in a circle or a U-shape.
2. Tell them you are going to write one *word* on a blackboard/IWB and that their task is to take it in turn to ask questions about that word. The point of this is for Ss to get as much info about the subject that the *word* represents.
3. Before they start, give them an extra grammatical condition, e.g.
 - [i] each question need to begin with a *different* question word
 - [ii] each question must be in a different tense
 - [iii] each question must contain a different phrasal verb
 - [iv] ... any other grammatical construction or vocabulary area ;-)

Pass and Talk - merry-go-round:

Each learner has a card with a task on it, e.g. 'Describe sth or someone in the class', 'Express opinion on a topic', etc.). Everyone has to do the task aloud. Then the cards are passed around until the teacher says **stop** and then the learner has to do the task on their card. Preferably done several times so the tasks are repeated sufficiently for Ss to gain extra confidence doing them.

4/3/2 - roller-coaster:

Three deliveries of one talk (or any extended speech turn, such as a description, a presentation, etc.). Ss work in pairs with one acting as the *speaker* and the other as *listener*. The speaker speaks for 4 minutes on a topic while their partner listens; then the pairs change, with each speaker giving the same information to a new partner in three minutes, followed by a further change of partners and a 2-minute talk.

Pushed Output - assembly line:

A simple techniques for how to get Ss to say more whenever they answer a question, express opinion, work in pairs, debate in groups etc.:

OJE: Opinion → Justification → Example

Appendix:

How to drill with a bit of a ... thrill 😊

AT ANY LEVEL !!

- | | | |
|-----|---------------------------------|---------------------------------|
| [1] | T: He's going to drive the bus. | S: He's going to drive the bus. |
| | T: bus | S: |
| [2] | T: He's going to eat the cake. | S: He's going to eat the cake. |
| | T: coffee | S: He's going to |
| | T: film | S: ... |
| [3] | T: He's going to eat the cake. | S: He's going to eat the cake. |
| | T: coffee | S: ... |
| | T: Mary | S: ... |
| | T: make | S: ... |
| | T: beds | S: ... |

[4] antonyms: short - , open - , black - ... etc.

[5] statement → question; statement → negation

Who speaks?? → 'choral' practice vs. individual S. practice; round the class vs. random selection of individuals; male vs. female; this half vs. that half; 'A's vs. 'B's; 'open pairs' vs. 'closed pairs'; T. leads the drill vs. Ss (in turn) lead the drill

How do they speak?

- normal volume/ shout / stage whisper
- normal speed / fast / slow
- normal intonation / flat intonation/ exaggerated intonation
- English accent/ Russian accent

[acknowledgement: Jim Scrivener, *Learning Teaching*, Macmillan]