



# F. 5 CE English

## Sample Lecture Notes

Speaking (Paper 3)

Lecture 1

By

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# Common Expressions For Paper 3 Speaking

## Part A: Group Discussion

### Unit 1 Starting the Discussion

#### (1) Greeting others and starting the discussion:

- Hello / Good morning / afternoon, everyone.
- Are we all ready to start?
- Okay. Let's start.
- Shall we start?

#### (2) Defining the topic:

- Let's define the topic first.
- Today, our topic is ...
- We need to talk about/discuss/plan/find out

#### (3) Stating your first point:

- Can I make a point first? My idea is ...
- In my opinion, ...
- From my point of view, ...
- The first sub-topic we have to discuss is ...

#### (4) Asking for opinions:

- Does anyone want to say something first?
- What do you think?
- What's your idea/opinion?
- What's your point of view?

### Unit 2 Making Suggestions

#### A. Making Suggestions

- How/What about (verb + ing) ...?
- I suggest/think (that) ...
- Let's (see if we can) ...
- Shall/Can we ...?
- Why don't we ...?

#### B. Asking for Suggestions

- Do you think that's a good idea?
- Are there any (other) suggestions?
- What would you suggest?
- What's your suggestion/opinion?

#### C. Elaborating on Suggestions

##### (I) Giving Reasons

- I say this because/since/as ...
- My reason(s) is/are ...
- I have reasons for saying that ...
- This/That is because ...
- I suggest that ... because of/due to/owing to (reason) ...

##### (II) Giving Examples or Details

- ...for example/for instance/such as/like ...
- Here's an example.
- Let me explain/elaborate/clarify (my point/what I've said).

### Unit 3 Agreeing and Disagreeing

#### A. Agreeing

##### Mild

- I suppose so/you're right.
- You could say so.

##### Normal

- I agree (with you).
- I feel the same.
- That's right.
- That's a good suggestion.

##### Strong

- I agree with you entirely.
- I'm strongly in favour of this.
- That's exactly the point.

#### B. Disagreeing

##### Mild

- I'm not so sure about that. I think ..."
- You may be right, but I think that ...

##### Normal

- I don't agree/think so. I think ..."
- I'm sorry I disagree (with you), because ...

##### Strong

- I totally disagree with this (idea/suggestion).
- This won't work because ...

#### C. Making a New Suggestion after Disagreeing

- I think quite the opposite.
- Instead of ... , I would ...
- On the other hand, I believe that ...
- Will/Wouldn't it be better ...?

### Unit 4 Making Choices & Explaining

#### A. Making Choices

##### (I) Talking about the Two Sides

- I think we should talk about the advantages and disadvantages. Let's discuss the advantages first.
- Now, let's talk about the disadvantages.
- Let's discuss the pros and cons of ...

##### (II) Making Choices

- I like ... more than ...
- I prefer ...
- I think ... is better.
- My choice/preference would be ...

#### B. Checking Understanding

- Do you see my point?
- Do you understand what I mean?
- What I just said was ...

#### C. Asking for Explanation or Clarification

- Could you explain your point?
- Could you give an example?
- What do you mean by ...?

## Unit 5 Making Effective Communication

### A. Inviting Others to Speak

#### (I) Asking for Ideas

- What do you think (of that)?
- Do you have any ideas?

#### (II) Asking for Agreement

- Do you agree?
- Don't you think so?

#### (III) Encouraging

- That's a good idea.
- You're right.

### B. Telling Others You are Listening

- Really?
- I see.
- Yes/Well, I know what you mean.

### C. Finding the Missing Words

- You know (explanation) .... What is it called?
- I'm not sure how to say it in English ... I mean ...
- Do you know the word/phrase for ...?

### D. Keeping on Track

#### (I) Interrupting Politely and Keeping Discussion on Track

- I'm sorry, but can we get back to our topic?
- Excuse me, we should be talking about ...
- Sorry to interrupt, I think we're getting off track. Let's return to our topic.

#### (II) Moving On to the Next Point

- Well, shall we move on to the next point?
- Okay, let's move on.

## Unit 6 Summing Up & Ending the Discussion

### A. Ending an Argument

#### (1) Agreeing Partly

- Both of you are quite right. Let's combine the two suggestions.

#### (2) Making a Decision Later

- Both/All are good suggestions. Shall we decide it later?

### B. Summing Up

#### (1) Seeking Agreement

- If you all agree, let's sum up (our discussion). We've decided ...
- Should we sum up what we have discussed? We agree that ...

#### (2) Directly Going into the Summary

- To sum up, we've decided ...
- To conclude, we agree that ...
- In short, we've decided ...

### C. Ending the Discussion

- Well, let's finish the meeting.
- Okay, that's the end of our discussion.
- Right then, let's call it a day.

**End of Part A**

## Common Expressions For Paper 3 Speaking

### Part B: Individual Response

#### Unit 7 Giving an Individual Response

##### A. Starting Off Your Response

###### (1) Starting Off

- I guess I would ...
- I'd prefer ...
- I think ...
- I'd choose ...
- In my opinion,...
- My preference would be ...

###### Gaining Extra Time

- I haven't thought of that before ...
- I mean ...
- Let me think ...
- Right ...
- That's an interesting question ...
- Well ...
- You see ...

##### B. Organising Your Response

###### (1) Indicating Sequence/Order

- Firstly/First, ...

- Secondly/Second, ...

- Finally,...

###### (2) Adding Information (Linking)

- And ...

- Also, ..

- Besides this, ...

- What's more,...Showing Cause and Effect

- Since ...

- ... because ...

- Therefore, ...

- As a result, ...

###### (3) Showing Compare and Contrast

- Although/Though ...

- But/However, ...

- In the same way, ...

- On the other hand, ...Giving Examples

- For example,...

- For instance, ...

###### (4) Making a Conclusion

- In short, ...

- To conclude, ...

## Understanding Key Words & Key Phrases for Paper 3: Speaking

### Part A: Key Words

- 1 what Example: **What**'s your opinion of going on a diet?
- 2 where Example: **Where** should we hold the graduation dinner?
- 3 when Example: **When** will we hold the walkathon?
- 4 who Example: **Who** should we interview for our yearbook?
- 5 why Example: **Why** should students take part in extra-curricular activities?
- 6 which Example: **Which** view will you take on this issue?
- 7 how Example: **How** could we raise money for our school?

### Part B: Key Phrases

- 1 advantages and disadvantages
- 2 strengths and weaknesses
- 3 pros and cons
- 4 benefit and harm

Example: We are asked to discuss the **pros and cons** of a smoke-free policy in restaurants

- 5 reasons for / why ...
- 6 causes of ...
- 7 account for ...

Example: We are asked to give **reasons why** fewer people have children nowadays

- 8 favourable and unfavourable effects

9 positive and negative results/effects

Example: We are asked to discuss the **positive and negative effects of** watching TV

10 suggest solutions to a problem

11 suggest ways to tackle a problem

12 methods/ways to prevent ...

Example: we are asked to **suggest ways to tackle** the rise in eating disorders among young people.

13 what to include in ...

14 organise the details of/for ...

15 how to (organise an activity) ...

Example: We are asked to **organise the details for** holding our school's open day.

16 advise

Example: We are asked to **advise** our friend on how he can improve his English.

17 choose

Example: We are asked to **choose** between buying your 8-year-old brother an English book and a comic.

18 discuss

Example: We are asked to **discuss** the differences between Chinese and Western food.

19 comment

Example: We are asked to **comment** on why fewer people are getting married nowadays.

20 suggest

Example: we are asked to **suggest** a short study trip outside Hong Kong.

21 organise

Example: We asked to **organise** a dancing contest.

22 solve

Example: We are asked to suggest ways to **solve** the pollution problems in Hong Kong.

23 prepare

Example: We are asked to **decide** what you should prepare for a party.

24 debate

Example: We are asked to **debate** the pros and cons of public transport.

25 persuade

Example: We are asked to discuss how to **persuade** students to join a drama competition.

26 design

Example: We are asked to **design** the programmes on Teachers' Day.

27 include

Example: We are asked to discuss what should be **included** in the School newspaper.



## Part C: Vocabulary & Useful Expressions

### **Group 1**

- |                      |                     |                     |
|----------------------|---------------------|---------------------|
| 1. blindly           | 23. public          | 45. exciting        |
| 2. comfortably       | 24. report          | 46. existence       |
| 3. despise           | 25. respect         | 47. favourite       |
| 4. earn              | 26. royalty         | 48. ghost           |
| 5. entertainment     | 27. rumour          | 49. horror          |
| 6. famous            | 28. simple          | 50. mature          |
| 7. freedom           | 29. sponsorship     | 51. monster         |
| 8. hanging out       | 30. stage           | 52. plot            |
| 9. indoor            | 31. status          | 53. realistic       |
| 10. influential      | 32. treatment       | 54. recommend       |
| 11. karaoke          | 33. action film     | 55. relationship    |
| 12. millionaire      | 34. adventure story | 56. romance         |
| 13. ordinary         | 35. award-winning   | 57. scary           |
| 14. outdoor          | 36. cartoon         | 58. scene           |
| 15. paparazzi        | 37. celebration     | 59. science fiction |
| 16. perform          | 38. character       | 60. shadow          |
| 17. playing chess    | 39. chat            | 61. superhero       |
| 18. pop singer       | 40. childish        | 62. thriller        |
| 19. pressure         | 41. comedy          | 63. touching        |
| 20. privacy          | 42. curious         | 64. tragedy         |
| 21. privilege        | 43. drama series    | 65. unbelievable    |
| 22. product endorser | 44. evil            | 66. violence        |

### Questions for Group 1 Vocabulary:

- 1 Which of the following words means 悲劇?  
A thriller      B comedy      C cartoon      D tragedy
- 2 Which of the following words means 狗仔隊?  
A rumour      B violence      C paparazzi      D curious
- 3 Which of the following words means 故事情節?  
A plot      B status      C despise      D privilege
- 4 Which of the following words means 謠言?  
A realistic      B rumour      C ghost      D scene
- 5 Which of the following words means 推介?  
A recommend      B comfortably      C millionaire      D respect
- 6 Which of the following words means 贊助?  
A horror      B adventure      C sponsorship      D drama
- 7 Which of the following words means 成熟的?  
A treatment      B stage      C evil      D mature
- 8 Which of the following words means 娛樂?  
A character      B entertainment      C romance      D monster
- 9 Which of the following words means 特別待遇?  
A shadow      B award      C ordinary      D privilege
- 10 Which of the following words means 感人的?  
A influential      B perform      C touching      D freedom

## Part C: Vocabulary & Useful Expressions

### Group 1

1. 盲目地
2. 舒適的
3. 鄙視
4. 賺得
5. 娛樂
6. 著名的
7. 自由
8. 外出
9. 室內的
10. 有影響力的
11. 卡拉 OK
12. 百萬富翁
13. 平凡的
14. 戶外的
15. 狗仔隊
16. 表演
17. 下棋
18. 流行歌手
19. 壓力
20. 隱私
21. 特別待遇
22. 產品代言人
23. 公眾
24. 報導
25. 尊敬
26. 王室成員
27. 流言
28. 簡單的
29. 贊助
30. 舞台
31. 身份'地位
32. 待遇
33. 動作片
34. 歷險故事
35. 獲獎的
36. 卡通
37. 慶祝
38. 角色
39. 聊天
40. 傻氣的
41. 喜劇
42. 好奇的
43. 連續劇
44. 邪惡的
45. 令人興奮的
46. 存在
47. 特另 1]喜愛的
48. 鬼
49. 恐怖的
50. 成熟的
51. 怪物
52. 情節
53. 真實的
54. 推介
55. 關係
56. 愛情片
57. 駭人的
58. 場面
59. 科幻片
60. 影子
61. 超級英雄
62. 恐怖電影
63. 感人的
64. 悲劇
65. 不可思議的
66. 暴力

**Part A** (*preparation: 5 minutes; discussion: 6 minutes per group*)

You are the class representatives and need to choose one of the following summer programmes for your class. Discuss with your group which course would be more suitable and explain your choice.

**Cultural Tour of Beijing**

Place: Beijing  
Date: 20 July - 3 August  
(15 days, 14 nights)  
Fees: HK\$ 3,600  
Accommodation: local families

Programme:

1. Language course (Mandarin, public speaking skills, in total 40 hours)
2. Cultural exchange with local students (sports, school visits)
3. Cultural tour (sightseeing, visits, rural villages)
4. Outdoor fun (hiking along the Great Wall)

**Modern English for Young People**

Place: Lantau Island  
Date: 20 - 26 July (6 days, 5 nights)  
Fees: \$ 1,500  
Accommodation: Lantau Youth Camp

Programme:

1. Language course (English writing and speaking skills, in total 24 hours)
2. Fun activities: games, songs and movies in English
3. Cultural activities with teenage native speakers of English (exploring Lantau)

You may want to talk about:

- the place
- the budget
- the pros and cons of the programme
- anything else you think is important

**Part B** (*1 minute per candidate*)

Which of these two programmes would you choose for your 12-year-old brother? Why?

# Sample Group Discussion & Individual Presentation

## Summer Programmes

- A: Good morning, everyone. **Shall we start?** We're organising a summer programme for our classmates. There are two options available so far - one is a cultural tour of Beijing, and one is an English camp on Lantau Island. What do you think?
- D: **In my opinion**, it is more exciting to take an overseas trip in the summer. We can experience a different regional culture and learn from native Beijing residents.
- B: **However**, it is much more difficult to organise an overseas tour and it is more expensive.
- C: **Besides that**, the Beijing programme also lasts longer than the local camp. Some students might not be willing to spend so much time and money on a school tour.
- A: **You may be right**. But if you consider the duration, **I don't think** the Beijing tour is much more expensive than the local tour.
- B: **Yes, but you can't deny** the total fee for the Beijing tour is more than double the local camp. **I'm afraid** not all our classmates can afford the Beijing trip. **I'm not so sure** they'll support an expensive summer programme.
- A: **I don't think that is a problem**. Students can choose not to join the tour if they really can't afford it.
- C: But it will affect the number of participants if many students find the programme expensive. **I suggest** we choose a programme that is affordable for everyone.
- A: **Well, I think we should** seek the general opinions of our classmates before we really decide our budget. Why don't we move on to the next point first?
- D: **Okay. I think the purpose of** the summer programme is to improve our language skills. Living together with native Beijing students for half a month is an effective way to encourage us to communicate in Putonghua.
- C: **However, isn't it more important to** improve our English since it is one of our core subjects? The summer camp is a valuable opportunity for us to improve our English.

- B: **I agree with you totally.** English is an international language. **It is much more** useful **than** Putonghua. Also, many students are too shy to speak to foreigners. If they can live with the teenage native speakers in the camp for some days, **I'm sure** they can overcome their fear of speaking English. **What do you think?**
- D: **Well, I'm afraid I don't agree with you.** Of course English is important, but so is Putonghua. Many jobs these days require candidates to be fluent in Cantonese, English and Putonghua. **So I think** both of them are equally important.
- A: **That's right.** And also if you take a look at the total course hours, it is 40 compared with 24 hours. **I'm sure** the Beijing tour will be more useful for improving our Putonghua.
- B: **I'm not so sure ... but you could be right.** The Beijing programme seems better organised than the local camp because it offers a wide variety of activities. Apart from the language class, there are sightseeing tours, school exchange visits, rural area trips and outdoor activities. The programme for the English camp seems less interesting.
- C: Well, there is less time since the English camp lasts only a few days, so it's understandable that there are fewer activities.
- A: **Well, what you've said is also true. So, what's our decision?**
- B: I'm not sure. **Let's sum up what we've discussed first.**
- A: **That's a good idea. So far we've discussed** the place, time, budget and programme details of the two options. **There are pros and cons for** both activities. The Beijing tour is more interesting, and offers more variety. It lasts longer and gives us an opportunity for cultural exposure, but it takes much more time and costs much more. We are all concerned about the budget.
- D: Also, the local tour is easier to organise, less expensive and can attract more participants. But it could be less interesting in terms of the course programme and cultural exposure. **I don't think we could make a decision today. Shall we meet again next time?**
- B,C: **Sure.**
- A: **Let's call it a day then!**

## Part B

### Version 1: Beijing-Tour

**I think I'd choose** the Beijing tour for my brother. **There are three main reasons to support my choice.** **The first one is** my brother can learn how to be independent and take care of himself in a foreign city. **The second reason is** he can build new ties of friendship with the Beijing students. He can learn more about Chinese culture from the students. **Lastly, I think** every Chinese person should visit the capital city of our country. My brother will have great fun visiting the Forbidden City and the Great Wall. **I'm sure** he will enjoy it.

### Version 2: Local Camp

**I would pick** the local camp instead of the Beijing tour. **My reason is,** the Beijing tour takes almost half a month. My brother is only 12 years old and I'm afraid he will get homesick when he's away from home for such a long time. On the other hand, the local camp can help us improve our English. **This is very important,** as having a good English standard is one of the prerequisites for further studies and job seeking in Hong Kong. English is an international language. I think it's a lot more useful than Putonghua.

~~ End ~~