

Active and interested listening and good conversational skills

1. *ask questions*
2. *give extended answers*
3. *react aloud to show interest*
4. *react non-verbally to show interest*
5. *use your partner's name*
6. *take the lead to get the conversation going if there is a silence*
7. *"triple A" = answer + add + ask*

Exercise 1, student A (student B, turn to the next page)

1. Read the list of questions and write one answer on each of the fruit.
2. Exchange papers with your partner and take turns asking each other about the answers you have given. When doing the exercise, remember to apply the elements of active listening and speaking above! Ask follow-up questions and get involved! It is better to have a lively conversation about a few of the answers than cover every single one of them superficially.

Example of a conversation:

A: In the banana you have written 3,5 years. What does that refer to?

B: It took me 3.5 years to pass the first mathematics course I took in Kulu.

A: Oh dear Why did it take that long?

1. In the lemon, write something you enjoy doing in your free time.
2. In the pineapple, write the number of kilometres you travelled to get here.
3. In the apple, write 'yes' if you have (had) a pet and 'no' if not.
4. In the pear, write down the time you spend on a regular hobby weekly.
5. In the apple in the middle, write how many hours a day you spend on the computer.
6. In the grapes, write the name of a country you have visited or lived in.
7. In the orange, write the name of someone famous you have seen in real life.
8. In the strawberry, write the number of people you share a house with.
9. In the banana, write something positive you have experienced in this school



Exercise 1, Student B

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Example of a conversation:

A: In the banana you have written 3,5 years. What does that refer to?

B: It took me 3.5 years to pass the first mathematics course I took in Kulu.

A: Oh dear Why did it take that long?

1. In the lemon, write the name of a town or village where you lived earlier.
2. In the pineapple, write the number of kilometres you travelled on your longest summer trip.
3. In the apple, write the name of a band or musician you like listening to.
4. In the pear, write something you would change about this school if you could.
5. In the apple in the middle, write the name of someone you admire (living or dead).
6. In the grapes, write one thing you can see from your living room window.
7. In the orange, write the number of family members/relatives you see (or call) in a typical week.
8. In the strawberry, write something you like to do at the weekend.
9. In the banana, write down something positive that happened this week.



3 tips for active listening

1. *Ask open questions. 'what, how, why' rather than yes/no-questions.*
2. *Summarize and clarify what your partner has said to show that you understand.*
3. *Encourage and empathize.*

Exercise 2: active listening

Phase 1:

Both A and B: Tell your partner about your summer job/summer holiday! The partner is very Finnish. S/he doesn't comment at all.

Phase 2:

Student A: Tell your partner about the senior dance (vanhojentanssit). Your partner listens actively applying all the elements of active listening listed on the first page.

Student B: Tell you partner about a festival/concert/play/spectator sports event you attended this summer. Your partner listens actively.

Exercise 3: active responses

Take turns reading your sentences. Your partner reacts using strategies 1 -> 5 (see page 1)

Student A:

1. My gym teacher threatened to throw me off the course.
2. I got full marks on my maths test.
3. School lunches are rubbish these days.
4. The non-graded school system does not suit me at all.
5. I've finally decided what I want to study after graduation.

Student B:

1. The unemployment rate is much too high nowadays.
2. I've landed a summer job in my dad's company.
3. My boss promised me a raise if I do this task well.
4. Shift work really wears me out.
5. When my supervisor told me I should show more initiative, he meant that I should work harder for the same salary.

Glossary: School and education

abiturientti

alakoulu

ammattikorkeakoulu

ammattikoulu

arvosana

jakso

koe

 pääsykoe

 uusintakoe

kurssitarjotin

lukio

lukujärjestys

lukukausi

luokaton

luokka-aste

läksyt

opetussuunnitelma

oppitunti

pakollinen

peruskoulu

pitkä matematiikka

reputtaa

todistus

 päättötodistus

tutkinto (yliopistossa)

valinnainen

valmistua

välitunti

yläkoulu

yliopisto

ylioppilas

ylioppilaskirjoitukset

Exercise 4. Glossary revision: Translate the sentences into English.

1. Pentti harkitsi ammattikoulua, mutta päätyi lukioon.
2. Ylioppilaskirjoitusten jälkeen hän alkoi lukea pääsykokeisiin.
3. Hän halusi opiskella historiaa yliopistossa, mutta hänen arvosanansa eivät olleet tarpeeksi hyviä siihen.
4. Sitten Pentti sai hyvän ajatuksen: hänestä tulisi alakoulun pakollisten aineiden opettaja.
5. Vaikka hän ei koskaan saanut yliopistoarvosanaa, hän on tyytyväinen koulutukseensa.

Exercise 5. Your studies so far: Discuss in groups of four

- What schools have you studied in?
- How has this school been different from the previous one?
- Has this school corresponded to the image you had of it beforehand?
- What subjects have you succeeded in? In what ways?
- Have you been disappointed with something?
- What have you learned?
- How do you think your studies in upper secondary school will help you in the future?
- What are the most memorable moments of the past two years for you?
- What would you change in this school if you got to be the principal for a year? Why?

Disagreeing politely

- *That's a good point but*
- *Well, it's complicated...*
- *Can I just say that...*
- *What I would like to add is...*
- *But have you ever considered...*
- *I was thinking that...*
- *A different way of looking at it is...*

Exercise 6. Compare the American and Finnish high schools with your partner.

You meet an American high school student and compare your schools. Act out the dialogue.

Student A: the American student

Here is some information about American high school. Talk about one topic at a time. Take turns in asking, answering and adding your own information.

1. kestää 4 vuotta
2. sama lukujärjestys joka päivä
3. lukukaudet, ei jaksoja
4. pakollisia aineita
5. joitakin valinnaisia aineita
6. vieraita kieliä ei ole pakko opiskella
7. lyhyet välitunnit (usein 5 min.)
8. ruokailu maksaa
9. ei lukukausimaksuja
10. kirjat pääosin ilmaisia
11. tunnilla oltava aktiivinen ja keskusteltava
12. ei päättökokeita, mutta soveltuvuuskoe (SAT)

Student B: the Finnish student

1. kestää 2,5 – 4 vuotta
2. joka päivä eri lukujärjestys
3. 5-6 jaksoa, lukukaudet eivät merkittäviä
4. pakollisia kursseja eri määrä eri aineissa
5. valinnaisia kursseja paljon
6. kielet: ruotsi ja yksi tai useampi vieras kieli
7. välitunnit usein 15 minuuttia
8. ruokailu ilmaista
9. ei lukukausimaksuja
10. kirjat hankittava itse
11. tuntiaktiivisuus
12. kurssien päätteeksi koeviikot, ylioppilaskirjoitukset

Exercise 7: Studies after the matriculation exam: Discuss in groups of four

- What would you like to study after high school? Where? What are your chances of getting in?
- What subjects would be impossible for you to study? Why?
- Have your career goals changed during high school? If so, how?
- Have you ever considered studying abroad? Where? Why? Why not?

Conversational styles: Bowling, ping-pong and rugby

- *Finnish style = bowling. Others listen while the speaker finishes their thought. Pauses & silences ok.*
- *Anglo-American style = ping-pong. Participants comment, react and ask questions to keep the conversation going. Give space to others, but listen actively making noises & continue the conversation.*
- *Latino style = rugby. Interrupting others and being interrupted by others is expected. High level of involvement from all participants.*

Exercise 8: Discuss with your partner

1. What advantages do these three conversational styles have? What disadvantages?
2. Which types of conversationalists do you think would find it most difficult to communicate with one another? Why?
3. Which one of the styles describes you best? Why?

Exercise 9: Student A (Student B: go to the next page)

Be yourself. Try to keep the conversation going for a few minutes regardless of your partner's conversational style.

1. You are torn between two career choices: physiotherapy and jewellery design. Explain why and ask for suggestions.
2. You've had a rough week at school and want to talk to your friend. You don't need or want solutions, just a friendly ear.
3. You have a summer job at the local paper and are asked to interview the beer festival organizer.
4. You were on a date that was the best you've ever had. You are desperate to tell your best friend.

React to your friend's ideas and questions according to the following instructions.

5. Interrupt your friend with your own plans and memories.
6. Appear to be absent-minded, even bored.
7. You are very pessimistic towards everything your friend suggests and find a problem with every suggestion.
8. You are annoyed with your friend's ideas and suggestions. React accordingly.

Pronunciation: *th soinnittomana ja soinnillisena* θ / ð

- *th-äänne on suomalaiselle vaikea ääntää. Treenaa sitä!*
- *soinniton versio: pistä kieli hampaiden väliin ja puhalla ilmaa hampaiden ja kielen välistä. Soinniton versio kuuluu mm. sanoissa 'think, thought, anything, monthly'*
- *soinnillinen versio (= sama äänne niin, että suun lisäksi äänihuulet ovat mukana muodostamassa äännettä): hampaat ja kieli samoin kuin soinnittomassa versiossa, mutta tällä kertaa pidä puhaltamasi ilma sisällä suussa sen sijaan, että annat sen suhista hampaiden ja kielen välistä. Tämä äänne kuuluu mm. sanoissa 'there, weather, they'*

They say sloths don't wear clothes. (sloth = laiskainen)

Red leather, yellow leather, red leather, yellow leather.

Elizabeth's birthday is on the third Thursday of this month.

The thirty-three thieves thought that they thrilled the throne throughout Thursday.

Something in a 30-acre thermal thicket of thorns and thistles thumped and thundered threatening the 3D thoughts of Matthew the thug - although, theatrically, it was only the thirteen thousand thistles and thorns through the underneath of his thigh that the thirty-year-old thug thought of that morning.

The thousand thinkers there thought how the other three moths withered through a thunderstorm.

Three blind mice, see how they run!

They all ran after a farmer's wife,

who cut off their tails with a carving knife.

Did you ever see such a sight in your life, as three blind mice?

Exercise 9: Student B (Student A: go to the next page)

React to your friend's ideas and questions according to the following instructions.

1. Listen to your friend carefully and in your replies always say your friend's name.
2. React with a personal question, e.g. "What do you think you could do?"
3. You are very excited about everything your friend says. React with "Oh, amazing/OMG/That's interesting" etc.
4. Listen carefully, but don't react verbally. When you speak, focus on your own experiences in situations similar to what your friend is describing.

Be yourself. Try to keep the conversation going for a few minutes regardless of your partner's conversational style.

5. You're planning to buy a new car, but are a bit unsure of what kind. You are hoping to get some advice from your friend who really knows cars.
6. You've recently been abroad and want to share your experiences with your friend.
7. You are planning on organizing a fun weekend for your group of friends.
8. You have just started a new hobby and think it would suit your friend really well. Try to convince your friend to join you.

Exercise 10: Discuss exercise 9

1. Which conversation seemed the most uncomfortable? Why?
2. Which one felt the most natural? Why?
3. Which ones have you experienced in real life? Give examples!
4. Do you change your conversational styles in different situations? How and why? Give examples!

Exercise 11: Facts about Finland.

Work with your partner. One is a Finn on holiday abroad, the other is a local person. Change roles after the first five questions. The Finn elaborates and gives examples avoiding short answers. The enthusiastic foreigner listens actively and asks follow-up questions.

1. location – where is Finland
2. characteristics – what is Finland like
3. customs
4. neighbouring countries
5. different parts of Finland
6. different regions
7. size
8. climate
9. tourism
10. recommended sights

Exercise 12: Word stress

In Finnish the word stress is always on the first syllable (lanttu – lanttulaatikko – lanttulaatikkovuoka). In English, the stress can be on any syllable. The stressed words are louder and longer than the unstressed.

In the following exercise, the words use five different kinds of stress pattern

1. DIN-ky
2. ta-DOO
3. ta-DIN-ky
4. DOO-pet-ty
5. ip-py-DOO

Work with your partner. Read aloud the words in your list and let your partner say, which of the five stress patterns the word has. You have the correct answer in parenthesis. Please note, that sometimes the word may have a two-syllable pronunciation even though it looks like a three-syllable-word in the written form.

Words for student A (student B, go to the next page)

- | | |
|-------------------------|-------------------------|
| 1. potential (tadinky) | 6. assignment (tadinky) |
| 2. strategy (doopetty) | 7. disagree (ippydoo) |
| 3. pretend (tadoo) | 8. divide (tadoo) |
| 4. prosecute (doopetty) | 9. difference (dinky) |
| 5. purchase (dinky) | 10. conclude (tadoo) |

Oral exam by the National Agency for Education

Opetushallituksen hallinnoimassa suullisen kielitaidon kokeessa on kolme tehtävää. Kaikki tehtävät tehdään kielitaidoltaan mahdollisimman saman tasoisen parin kanssa. Harjoittelemme jokaista tehtävätyyppiä tämän kurssin aikana.

Näyttökokeen tehtävätyyppi 1: Tekstin lukeminen

Tämän viikon harjoituksen kohteena on artikkelitekstin lukeminen ääneen ja ääneen luetun tekstin ymmärtäminen.

Saat englanninkielisen asiatekstin, esim. lyhyen lehtiartikkelin. Lue teksti etukäteen ajatuksella. Voit tehdä merkintöjä paperiin esim. vaikeiden sanojen ääntämisestä tai painotuksista, joita haluat lauseisiin tehdä saadaksesi sisällön elävämmäksi kuulijalle.

Tehtävässä arvioidaan lukijan ääntämystä (joka kertoo mm. sanavaraston laajuudesta), sana- ja lausepainoa sekä kykyä lukea teksti kuulijalle eläytyen siten, että se on mahdollisimman helppo ymmärtää oikein. Kuulijan osalta tehtävässä arvioidaan kuullunymmärtämistä sekä kykyä reagoida spontaanisti ja perustella mielipide tuoreeltaan kuullusta sisällöstä.

Exercise 12: word stress

Words for student B (student A, go to the previous page)

1. overwhelmed (ippydoo)
2. fantastic (tadinky)
3. dialogue (doopety)
4. prefer (tadoo)
5. tradition (tadinky)
6. reject (tadoo) verbinä
7. regional (doopety)
8. extract (dinky) substantiivina
9. reluctant (tadinky)
10. apply (tadoo)