

**English Program**  
**School of International Liberal Arts**  
**Miyazaki International College**  
**Speaking Handbook**



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## A note to students

Welcome to the Miyazaki International College English language program!

This speaking handbook contains examples of language that will help you to communicate in your courses and around campus. You can use it as a study guide to help you in your English courses. You can also use it as a reference if you aren't sure how to say something in English. We hope this handbook will be useful for you throughout your four years of study at MIC.

### Phrases for communication

The handbook contains lots of phrases that can be used in various situations. Learning whole phrases is a useful way to improve your communication skills and fluency because a lot of the language we use every day is based on simple phrases that we have remembered as 'chunks' of language. By storing these phrases in our minds, we don't have to think about grammar rules or vocabulary when we speak, and this helps us to speak more fluently.

### Speaking in English at MIC

Here at Miyazaki International College, we want you to learn to communicate and express yourself in English. Here is some general advice for improving your communication skills:

- Think of English as a communication tool, something to help you in your future life. It's not just a subject to pass at school.
- Language is for communication, so use it to express your ideas, to make jokes and to have fun.
- Don't worry about making mistakes. Mistakes are a natural part of learning.
- If you do make mistakes, try to learn from them. Maybe you won't make the same mistake next time.
- Try to use new language whenever you can. If you use it, you'll remember it better.
- Try to use what you learn in your other classes.
- Listen to other students and learn language from them.
- Ask questions if you don't understand. It's always good to ask questions.

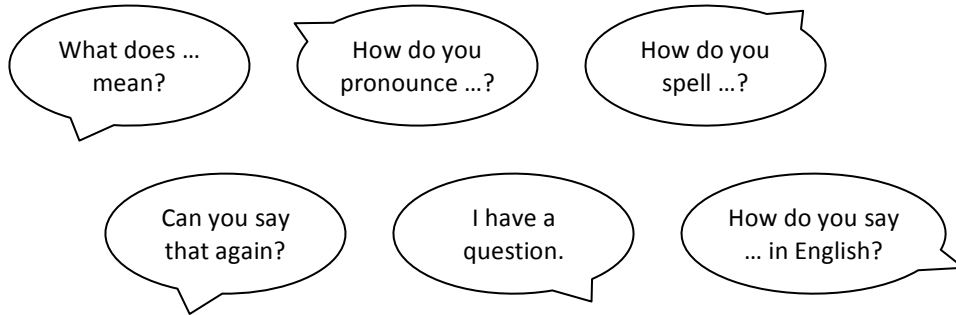
Please remember that the phrases in this book are just suggestions.  
You can change the language in the phrases to fit your situation.

# Oral communication 1 (English 1)

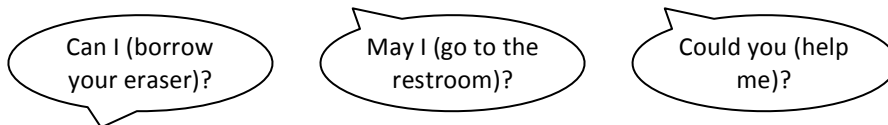
## Classroom English

- At MIC, we want you to communicate only in English. If you have questions or problems, please use simple classroom English.

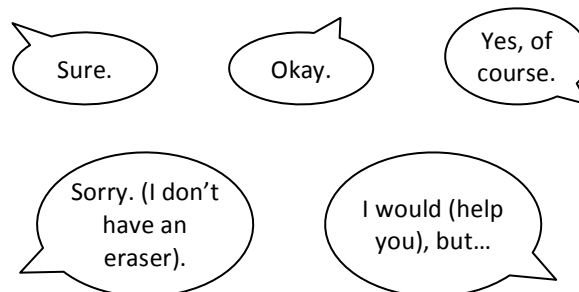
### General classroom English



### Requests



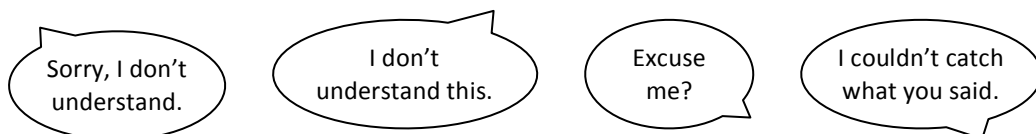
### Responding to a request



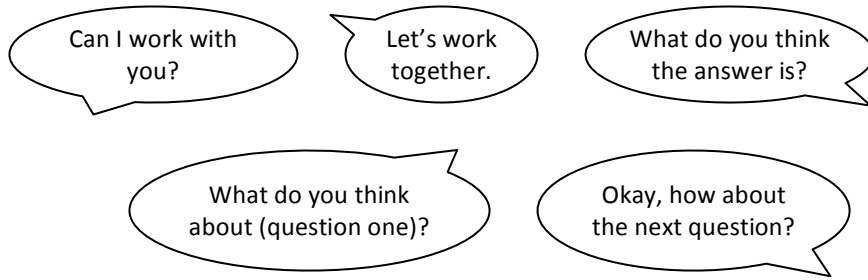
### Showing understanding



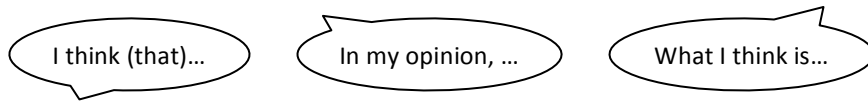
### Showing you don't understand



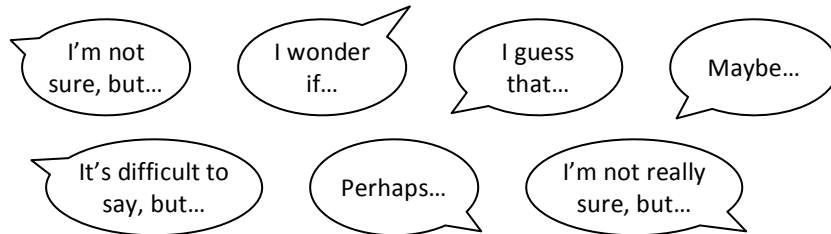
**Working with a partner**



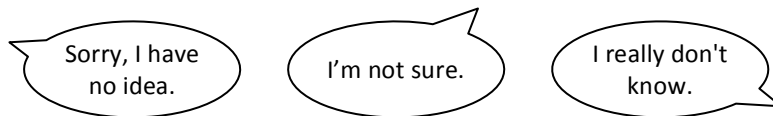
**Expressing opinions**



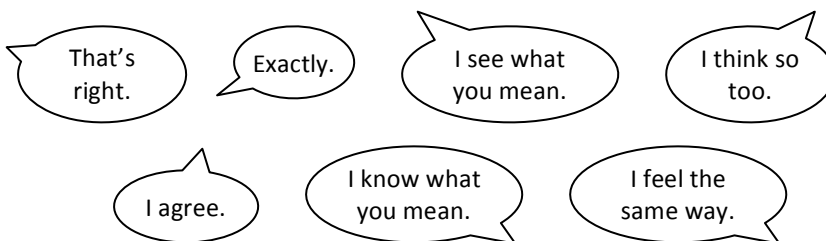
**Expressing lack of certainty**



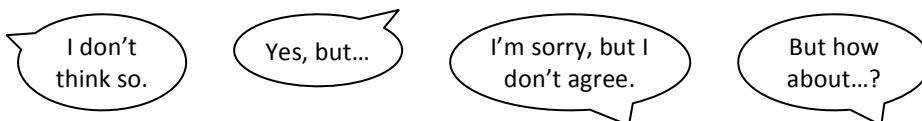
**Showing you have no opinion**



**Showing you agree**



**Showing you disagree**



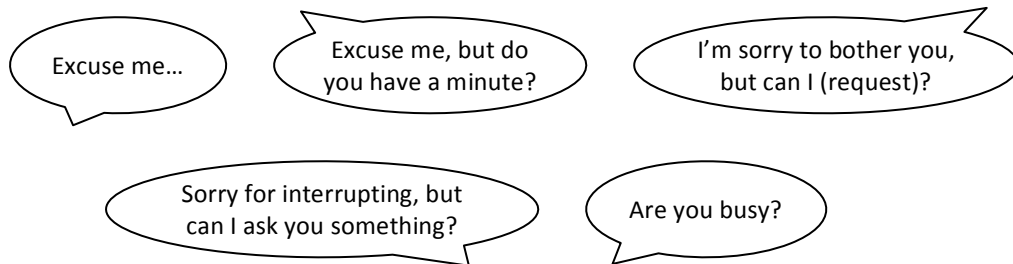
## Managing conversations (1)

### *Beginning a conversation*

- Conversations can start in many different ways, and the language you use depends on the situation.

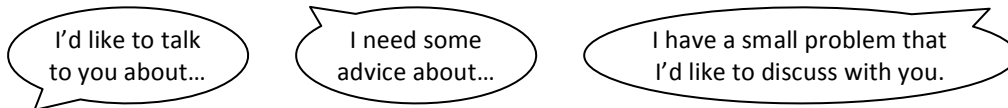
### *Getting attention politely*

- If you need to talk to someone, but you think they might be busy, there are some simple phrases to politely get attention.



### *Explaining your business*

- You should also explain what you need.



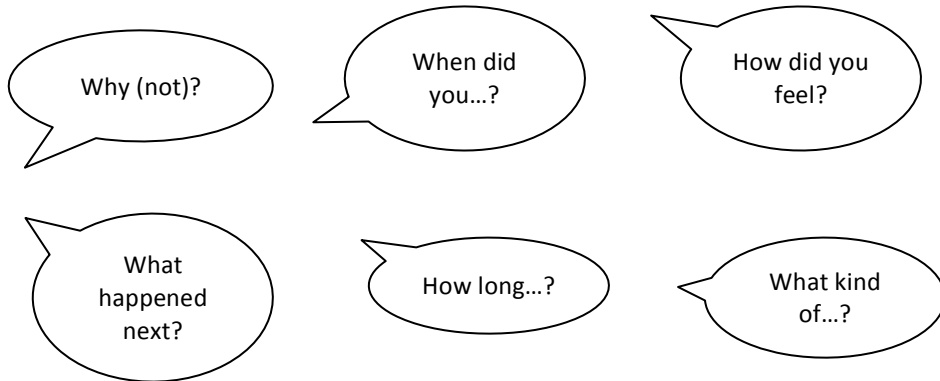
### *General conversation starters*

- Sometimes, you might want to start a conversation just for enjoyment.
- In this case, you need to begin with a topic that your partner can discuss.  
e.g. the weather, a class you are taking, a homework assignment, life at MIC, or another common situation

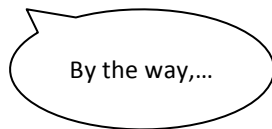
### ***Sustaining a conversation***

- When you are speaking with a partner, you should try to continue the conversation.
- Asking follow-up questions and introducing new topics are good ways to continue a conversation.

### ***Follow-up questions***



### ***Introducing a new topic***

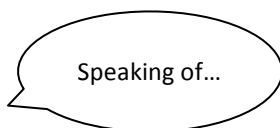


*By the way,...* introduces a completely new topic.

A: ...so that's my opinion.

B: Yeah, I agree with you.

A: By the way, have you finished your homework for Academic Writing yet?



*Speaking of...* links from one topic to a related topic.

A: I'm planning to finish my essay tonight.

B: I see. Speaking of homework, when do you want to work on our project?

- Note: Although introducing new topics helps to sustain a conversation, be careful to only change the topic when it is appropriate.

A: Are you okay?

B: Well actually, I'm pretty worried. I can't find my wallet anywhere.

A: Oh, I see. By the way, do want to go and see a movie tonight?

*This would be inappropriate (in fact, rude) because A has ignored B's problem.*

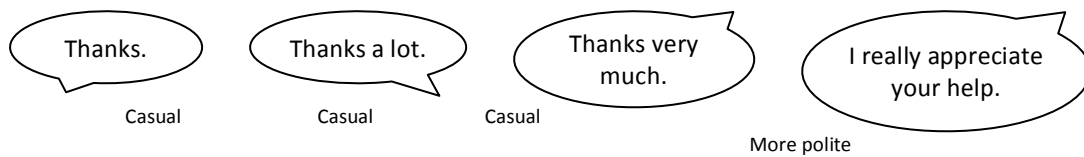


### ***Concluding a conversation***

- When you want to finish a conversation, you should signal this to your partner.
- You should be careful not to appear rude to your partner. For example, don't just walk away from them.

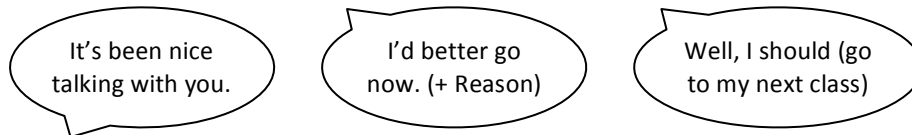
### ***Thanking***

- Conversations often have a natural ending. For example, you might have finished discussing some questions with a classmate.
- If the conversation is ending naturally, an easy way to finish is to thank your partner.



### ***Signalling a conclusion***

- If your conversation has no natural ending, you should politely signal that you want to finish it.

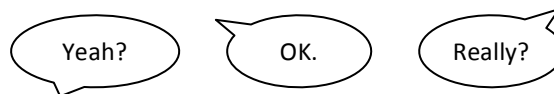


### ***Responding appropriately***

- In a natural conversation, it is important to respond to your partner appropriately.
- You should say something that shows you understand their feelings. If they are happy, you should show happiness, too. If they feel something is interesting, you should try to show interest as well. For example...



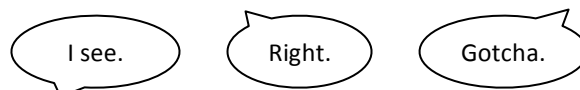
### ***Showing interest***



- Tag responses are a simple way to show interest. Just match your response to your partner's comment. For example...

A: I <u>went</u> to Kagoshima last weekend.	A: I <u>can</u> play the guitar.
B: <u>Did you</u> ?	B: <u>Can you</u> ?
A: Yeah, I went to...	A: Well, a little. I'm still learning.
A: I <u>have</u> been to Taiwan.	A: I <u>am</u> feeling sick today.
B: <u>Have you</u> ?	B: <u>Are you</u> ?
A: Yes, it was a school trip...	A: Mmm. I <u>might</u> go home early.

### ***Showing you understand***



- Note: Only use these expressions if you do understand. Expressions for when you don't understand are on page 2.

*Showing happiness / positive emotions*



*Showing sadness / sympathy / negative emotions*



*Showing surprise or shock*



*Showing empathy*

- The word *must* can be used to show that something is easy to guess. We use it to show we understand people's feelings. For example...

A: I was offered a job after graduation!

B: Oh, that's good news. You must be happy about that.

A: Yeah, my parents are happy too.

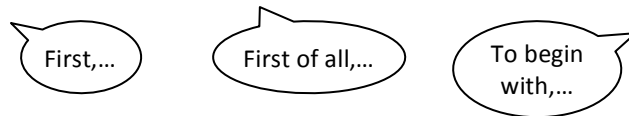
A: My high school baseball team lost yesterday. If we had won, we would have gone to the Koshien tournament.

B: Oh, that must have been disappointing.

## Recounting past events

When you are telling a simple story, using simple phrases to show the order of events makes it easier for the listener to understand.

### **Beginnings**



### **Continuing**



### **Ending**



## Advice

There are many situations when you will need to either ask for advice or give someone else some advice.

In this situation, the conversation usually follows a particular sequence:

1. Person A: Explains their problem



2. (Person B: May ask questions to understand the



3. Person B: Gives advice

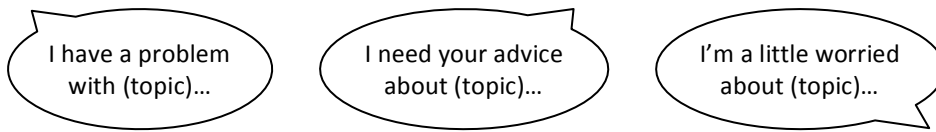


4. Person A: Accepts advice and thanks Person B

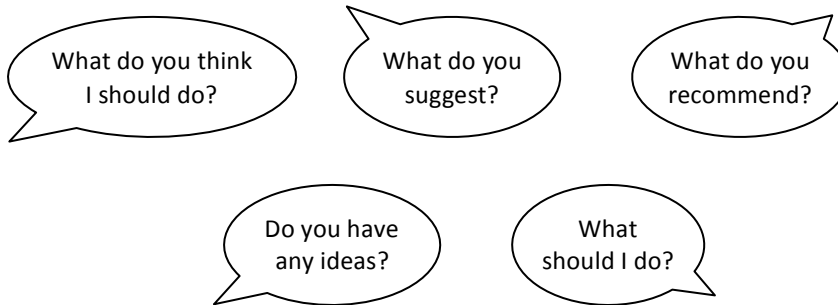
*or*

4. Person A: Rejects advice (with a reason) (GO BACK TO 3)

### **Explaining a problem**



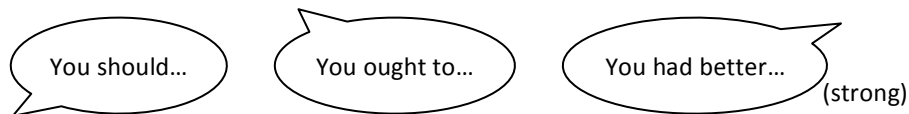
### **Asking for advice**



### **Giving advice**

#### *Advice with modal verbs*

The modal verbs *should*, *ought to* and *had better* can be used to give advice.

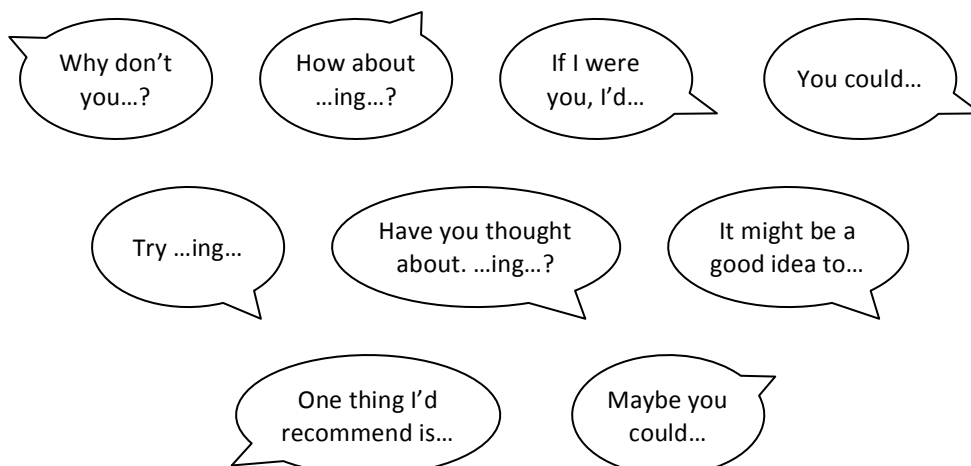


*Should* and *ought to* express the meaning 'I think this is a good thing for you to do.'

*Had better* expresses the meaning 'If you don't do this, something bad might happen.'

#### *Other ways to give advice or suggestions*

There are many other ways to offer ideas. To improve your fluency, try to use some of these different expressions.



## ***Responding to advice***

### *Accepting advice*

That's a good idea.

Okay, I'll do that.

Okay, I'll give it a try.

### *Rejecting advice*

- Sometimes, there is a reason that we cannot follow that advice.
- In this case, we should be polite and show that we are grateful for the idea, but then explain why it is not possible.

The problem is...

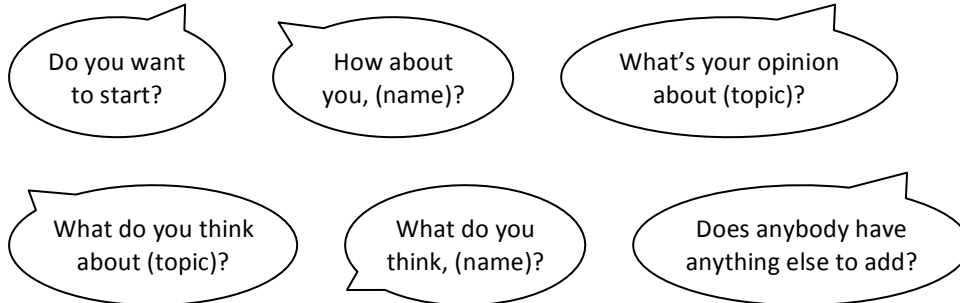
The thing is...

I would do that, but...

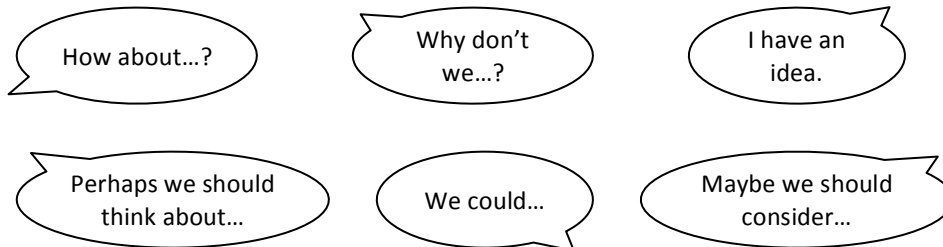
## Oral Communication 2 (English 2)

### Managing conversations (2)

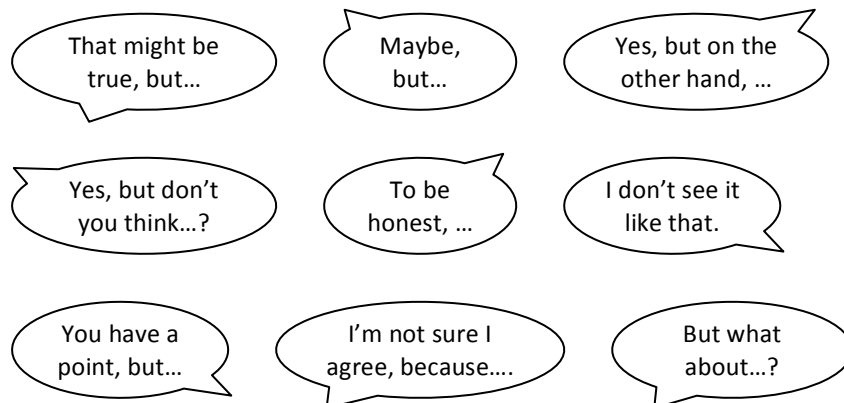
#### *Bringing others into a discussion*



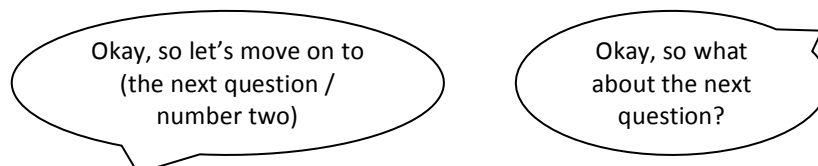
#### *Suggesting alternatives*



#### *Offering different opinions*

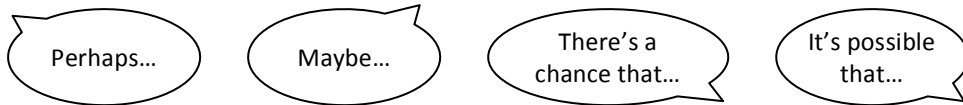


#### *Moving on to a new topic*

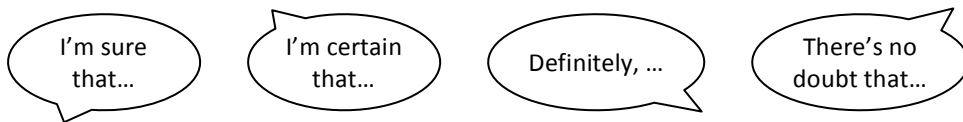


## Expressing possibility, probability and certainty

### *Possibilities and probabilities*

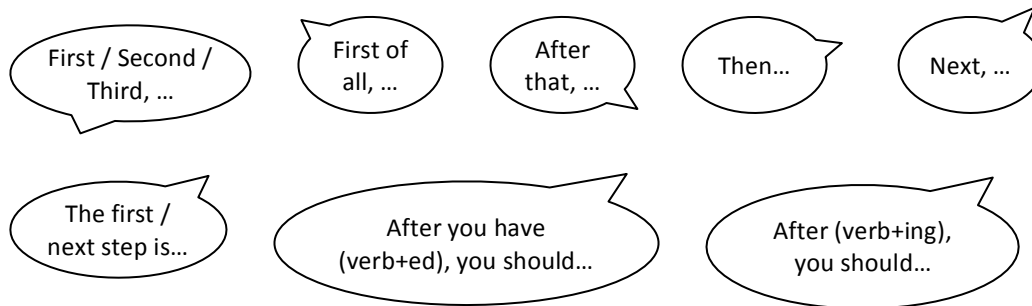


### *Certainties*

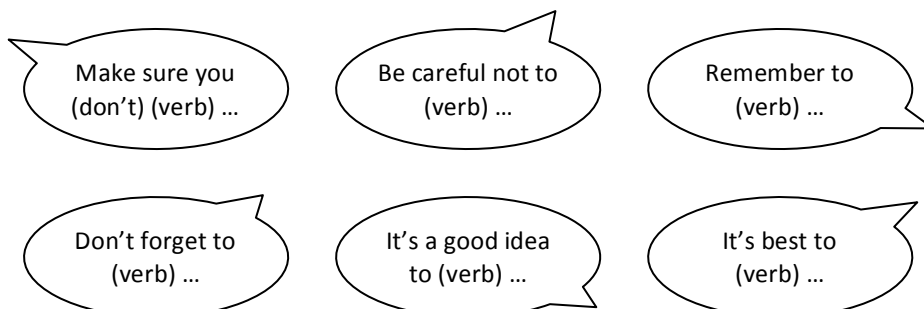


## Giving instructions

### *Sequencing instructions*



### *Stressing importance*





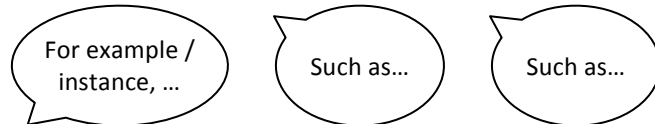
# Oral Communication 3 (English 3)

## Managing Conversations (3)

### *Justifying opinions*

#### *Giving examples*

One simple way to justify your opinions is to give examples.



#### *Listing reasons*

Here are some useful phrases for listing reasons.



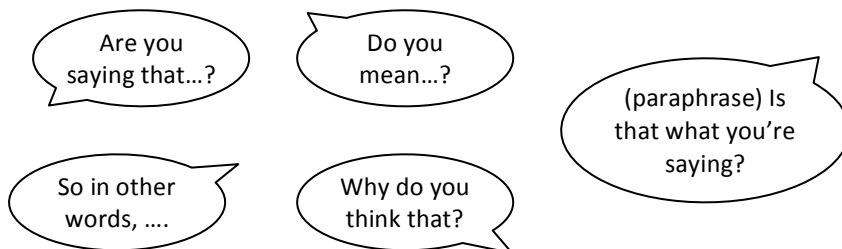
#### *Being more specific*

The phrase '*in fact*' is very common in spoken English. It is used to add detail and emphasis to the previous comment. For example...

A: A: I really enjoyed my visit to Hiroshima.  
B: B: Yeah?  
A: A: Mmm. In fact, I think it's my favourite city in Japan.

A: Miyazaki prefecture is well known for its farming, but in fact there are several other industries including tourism and solar power.

#### *Clarifying meaning*



## Giving definitions

Often when we have to explain a new word or an idea, it is helpful to start with a simple, general term and then add more specific information.

Notice how adjective clauses can be used to do this.

A: A *smartphone* is a cellphone ***that can connect to the Internet.***

B: *Democracy* is a system of government ***that allows the whole population to choose its leaders.***

C: *Retiles* are cold-blooded animals ***that have dry skin and usually lay eggs on land.***

(New word      Simple, general term      ***Adjective clause***)

It's a kind of  
(general term)  
that...

It's like a (general  
term) that...

A (new word) is a  
form of (general  
term) that...

It is also helpful to give comparisons, contrasts and examples.

It's similar  
to...

It's the  
opposite of...

For  
example...

Such as...

## Expressing the unreal past

### ***Expressing criticism***

Giving and receiving criticism can make people feel uncomfortable, so we should be careful of the words we choose.

However, criticism can also be helpful, so we should not avoid it.

You should/shouldn't  
have (past participle)...

Why did/didn't  
you (verb)...?

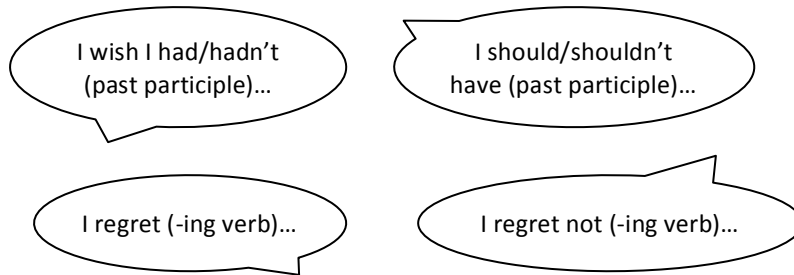
I wish you  
had/hadn't (past  
participle)...

You could have  
(past participle)...

It's a pity you  
(past tense verb)...

## ***Expressing regret***

A regret is a sad feeling about a mistake that we have made.

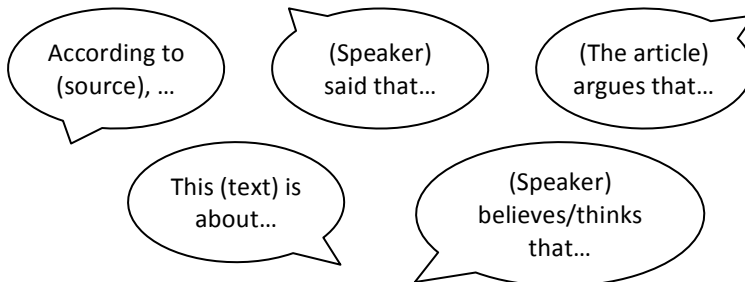


## **Reporting opinions and summarizing**

### ***Reporting on a group discussion***



### ***Reporting other people's words***



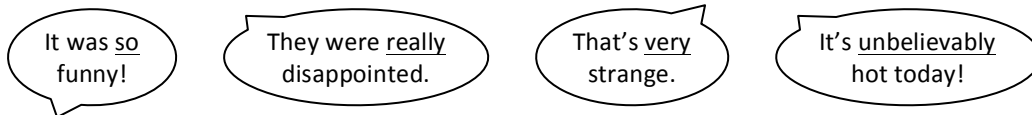
## Emphasizing and qualifying statements

It is a useful skill to be able to change the feeling of your statements by making them stronger or weaker.

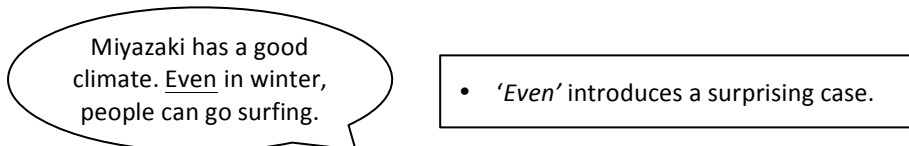
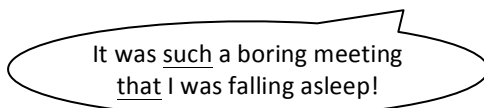
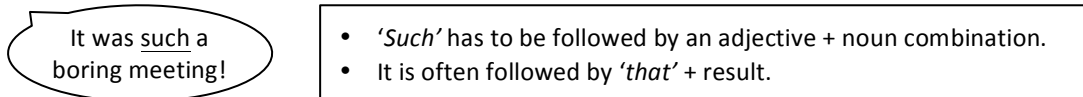
### Emphasizing

- Emphasizing means making a statement stronger, or more noticeable.

#### Emphasizing with adverbs



#### Other ways to emphasize



### Qualifying

- Qualifying means making a statement weaker or less extreme.

