

Mongolian PTP Guidelines for Speaking Skills

Speaking skills in this guideline are defined by the level of the individual's ability to give oral descriptions on various subjects and to present ideas, opinions, and concepts orally to listeners.

Novice: this level is characterized by the ability to give oral description/ presentation on the topics related to his/her person and items in the vicinity using isolated words, phrases, and simple sentences to an audience of listeners.

Novice 1

- The speaker is able to present only short and rehearsed statement.
- Speech is halting except for short memorized expressions.
- Despite some systemic evidence, range of both morphological and syntactic structures is very restricted. Errors of structures are quite frequent.
- Maintaining the flow of conversation is absent.

Learner sample:

Миний нэр Сүхээ. My name is Sukhee.

Би оюутан. I am a student.

Би Монголоос ирсэн. I am from Mongolia.

Энэ юу вэ? Энэ ширээ. Энэ ном. What is this? This is a table. This is a book.

Ном байна уу? Байна. Do you have a book? Yes, I do.

Үзэг байна уу? Байна. Do you have a pen? Yes, I do.

- Vocabulary is limited to basic objects, numbers, and activities, but the complete mastery of those words is rare.
numbers: *нэг, хоёр, гурав, дөрөв, тав – one, two, three, four, five*
terms: *ээж—mother; аав—father; эмэгтэй дүү – younger sister; эрэгтэй дүү—younger brother; ах – elder brother.*
daily activities: *Би өглөө 6 цагт босдог. — I get up early at 6:00am in the morning;*
Би машинаар хичээлдээ явдаг – I go to school by car.
- Pronunciation is acceptable when produced in isolated words. However, when combined in phrases or sentences, a heavy accent makes understanding difficult and often requires repetition.
- Word stress, intonation, and tone (Suprasegmentals) are quite flawed.
- Most utterances are completely disjointed.
- Little evidence of knowledge of registers (formal vs. informal) emerges.
- The speaker can handle only a limited number of straightforward follow-up questions with some help of repetition and paraphrase.
Та хаанаас ирсэн бэ? Where are you from?
Би Монголоос ирсэн. Та хаанаас ирсэн бэ? I am from Mongolia. And where are you from?
Та оюутан уу? Are you a student?

*Тийм, би оюутан. Та багш уу? Yes, I am a student. Are you a teacher?
Та ах эгчтэй юу? Do you have brothers and sisters?
Та хэдэн дүүтэй вэ? How many younger siblings do you have?*

Novice 2

- The speaker is able to present an oral statement on a topic related to his/her everyday life.
- Speech is slow and contains unnatural pauses while searching for words.

Learner sample:

Би өглөө 8 цагт өглөөний цайгаа уудаг. Би заримдаа өглөөний цай уудаггүй. Би машинаараа сургууль явдаг. Манай хичээл өглөө 10 цаг 10 минутанд эхэлдэг тэгээд 11 цагт дуусдаг. Өдөр 1 цагт би өдрийн хоолоо иддэг. Би номын санд гэрийн даалгавраа хийдэг. Орой 5 цагт гэртээ харьдаг. Орой 7 цагт оройн хоолоо иддэг. Зурагт үздэг бас ном уншидаг.

I have my breakfast at 8 o'clock in the morning. Sometimes I don't eat breakfast. I go to school by my car. Our class starts at 10.10am and finishes at 11am. I have my lunch at 1pm in the afternoon. I do my homework in library. At 5pm I go back home. At 7pm I have my dinner. I watch TV and read book.

- Range of both morphological and syntactic structures is narrow. There is some evidence of controlling such structures - usually consisting of high frequency verbs and auxiliary verbs - but with many error types.
- Pronunciation, stress, pitch, and accent are poor and heavily influenced by learners' L1.
- Range of vocabulary is limited to the following high frequency words; basic objects, numbers, and common verbs and adjectives.

Learner samples

1. Everyday life: *Би өглөө 9 цагт сургууль явдаг. I go to school at 9 am.*
2. Family (immediate and extended): *Манай эмэгтэй дүү оюутан. My younger sister is a student*
3. Leisure activities, hobbies, likes and dislikes: *Би зурагт үзэх дуртай. I like to watch TV.*

- Most utterances are not appropriately linked together because cohesive devices are missing or confused. Mostly used cohesive devices include some basic connectors. *бас— and; гэвч – but; яагаад гэвэл – because, and etc.*
- Some evidence of knowledge of one register (either formal or informal) emerges.
- The speaker can cope with only a limited number of straightforward follow-up questions when asked clearly and slowly.
*Өнөөдөр хэдэн бэ? What is the date today?
Өнөөдөр хэд дэх өдөр вэ? What is the day today?
Одоо цаг хэд болж байна вэ? What time is it now?
Та юу хийж байна вэ? What are you doing?
Ном байна уу? Do you have your book?*

Та хаана амьдардаг вэ? Where do you live?
Өчигдөр та юу хийсэн бэ? What did you do yesterday?

Intermediate: this level is characterized by the speaker's ability to:

- give straightforward description/presentation on a familiar topic
- take follow-up questions which are given in clear slow speech

Intermediate 1

- The speaker is able to give simple oral descriptions on a familiar topic within his/her field of interest, to provide brief explanations for opinions, and to develop a short argument.
- Speech is frequently hesitant.

Learner samples:

Монголд зун их сайхан бас дулаахан байдаг. Зун бас цэлмэг сайхан байдаг гэхдээ заримдаа бороо ордог. Харин хавар их салхитай байдаг. Бороо их ордоггүй. Намар Монголд жаахан сэрүүн байдаг. Заримдаа цас ордог. Харин өвөл Монголд маш хүйтэн болдог. Маш их цас ордог. Зарим өвөл зуд болдог. Маш олон мал үхдэг.

Summer in Mongolia is beautiful and warm. It is nice and clear but sometimes it rains. In spring it is really windy. It doesn't rain much. In autumn it is chilly. Sometimes it snows there. In winter it gets really cold and it snows a lot. Some winter there is Zud (winter natural disaster caused by too much snow). Many livestock die from Zud.

- Range of both morphological and syntactic structures is limited. The structures produced in basic constructions are mostly correct and the common forms of verb tenses and aspects emerge but with frequent errors in formation and selection.
- Range of vocabulary may extend beyond the high frequency words but vocabulary of moderate size makes the speaker hesitate and produce unnecessary circumlocution.

Learner sample:

Эвтэй дөрвөн амьтан

Эрт урьд цагт тагтаа, туулай, заан, бич дөрөв байжээ. Тэд хэн нь ахаа үзэхээр болжээ. Тэдний дүү нь ахыгаа хүндлэн явъя гэжээ. Тэд нэг модны тухай ярьжээ. Заан түүнийг тугал байхад энэ мод түүнтэй чацуухан байсан гэж хэлсэн. Бич түүнийг тугал байхад энэ мод тоглох дүүлэх мөчиргүй байсан гэж хэлсэн. Туулай түүнийг жаахан байхад энэ мод сая үндэслэж байсан гэж хэлжээ. Харин тагтаа би энэ модны үрийг энд унагачихсан юм гэжээ. Ахмад нь тагтаа, дүү нь туулай, туулайн дүү бич отгон дүү нь заан болжээ. Тэгээд заан дээр бич сууж, бичэн дээр туулай сууж, туулай дээр тагтаа сууж нөгөө модны алимыг авч иджээ.

Four friendly animals

Once upon a time there elephant, pigeon, monkey and rabbit lived. They wanted to know who was the eldest of all. They agreed younger brothers would respect oldest brother. They talked about a tree. Elephant said that tree was as same height when he was a calf. Monkey

said when he was young the tree didn't have branches to play. Rabbit said the tree was just start growing when he was little. Then pigeon said I dropped the tree seed here. The eldest one is pigeon, then rabbit, next monkey and youngest one is elephant. Then monkey sat on elephant, rabbit sat on monkey and pigeon sat on rabbit, and they picked up an apple from the tree and ate.

- Pronunciation and some suprasegmentals become intelligible enough to get the meaning across. However, the speaker still has difficulty in producing several sounds correctly.
- Some basic cohesive devices are used to link utterances together, but the same cohesive devices are repeatedly used and in longer utterances the speaker has a hard time sustaining coherent structures. Cohesive devices: *-одан басқан—apart from that; сондықтан—therefore;*
- Some evidence of knowledge of both registers (formal and informal) emerges.
- The speaker can take various follow-up questions but only when asked in slow speech.

Intermediate 2

- The speaker is able to give simple oral descriptions, to provide brief explanations for opinions, and to develop arguments on a various topics within his/her field of interest.
- Speech is sometimes hesitant with some unnatural rephrasing and searching for words.
- Range of both morphological and syntactic structures is still limited. The learner has a good grasp of basic structures; however, errors are still evident in complex constructions.

Learner sample:

A: Байна уу?

Б: Байна, байна. Хэн бэ?

A: Намайг Бат гэдэг. Би зарын дагуу ярьж байна. Та байр түрээслүүлнэ гэсэн үү?

Б: Тийм байна, та манай байрыг сонирхож байна уу?

A: Байгаа, байгаа. Очиж үзэж болох уу?

Б: Болно.

A: Танд хэзээ боломж байна вэ?

Б: Та хэдэн цагт автай боломжтой байна?

A: За, маргааш үдээс хойш 1 цагт. Таны хаяг юу вэ?

Б: 4-р хороолол, 12 – р байр, 3-р орц, 32 тоот. Та бичээд авах уу?

A: Авчихлаа, танай байрыг олж чадахгүй бол ямар утсаар ярих вэ?

Б: 98134257.

A: За, маргааш үзье.

A: Hello?

Б: Hello. Who is there?

A: My name is Bat. I am calling regarding your ad. Are you renting out your apartment?

Б: Yes, are you interested in our apartment?

A: Yes, I am, I am. Can I see your apartment?

Б: Yes, you can.

A: when are you possible?

Б: What time are you free and available to come over my apartment?

A: Well, tomorrow afternoon 1pm. What is your address?
 B: Apt #32, entrance 3, building 12. Do you want to write it down?
 A: Yes, I did. What phone number do I call if I can't find your apartment?
 B: 98134257.
 A: Ok, I will see tomorrow.

- Range of vocabulary may extend beyond the high frequency words but is still limited.
- The speaker shows noticeable improvement in areas of pronunciation, intonation and pitch. However, mispronunciations still occur in extended utterances.
- The speaker is able to link short utterances together using appropriate cohesive devices. However, the number of such devices is still limited. Өөрөөр хэлвэл —*in other words*; товчоор хэлвэл —*in short*; эхлээд - *firstly*., хоёр дугаарм—*secondly*, жишээлвэл - *for example*
- Evidence of knowledge of both registers depending on context emerges.
- The speaker can take various follow-up questions with fewer requests for repetition.

Advanced: this level is characterized by the speaker's ability to

- give a clear and detailed presentation on a wide range of topics
- take a series of follow-up questions with fluency
- be able to use different types of filler words to maintain the conversation going on

Advanced 1

- The speaker is able to give clear and detailed descriptions, and to make systematically developed arguments with main points and relevant supporting details.

Learner sample:

Энэ долоо хоногийн эхээр Швейцар улсын Католикийн пап лам Францис Тусламжийн сүмийн удирдагч Ева Браунтай уулзсан. Энэ уулзалтын үеэр олон асуулт асуусан. Ева Браун их өвөрмөц санагдсан. Тэр эмэгтэйчүүдийн бишоп байна. Одоо дэлхийд зөвхөн хорин хоёр бишоп зэрэгтэй эмэгтэй байна. Гэвч Ева Браун бас ижил хүйстэн байна. Зарим сурвалжлагч Католикийн сүмд эмэгтэй хүн хэзээ нэгэн цагт гэлэнмаа болж болох уу гэж асуусан. Энэ асуулт их сонирхолтой бас чухал яагаад гэвэл Католикийн сүмд эмэгтэйчүүд гэлэнмаа болж чадахгүй. Пап лам Францис энэ асуултанд эмэгтэй хүн хэзээч гэлэнмаа болж чадахгүй гэж хариулсан.

Early this week Catholic Pope Francis met Eva Braun, a leader of Charity church. Many questions were asked during the meeting. It seemed like Eva Braun was special. She is a bishop. Now there are only 22 female bishops in the world. But she is a lesbian. Some journalists asked if women could become a nun in catholic church. This is very interesting and important question because women can't become a nun in church. Pope Francis answered women would never become a nun in catholic church.

- Speech is effortless and smooth but still at non-native speed.
- Range of both morphological and syntactic structure is larger but not complete. Linguistic structure is generally controlled but indicates some weakness.

- Range of vocabulary is large but still limited in low-frequency words, and the speaker often fails to distinguish subtle differences among close synonyms and to provide appropriate collocations.
- The speaker can pronounce most individual sounds correctly but not with complete control of stress, intonation, and pitch.
- Evidence of knowledge of both registers in a variety of contexts emerges but not with complete control of them, and the speaker may miss some cultural and local references.
- The speaker can take a series of questions asked in a normal speed.
- Be able to express his/her ideas on current global issues and abstract topics including religion, love and war.
- The speaker can produce cohesive utterances, but overall speech is not entirely coherent.
Миний мэдэж байгаагаар — as far as I know; нээрээ — by the way;

Advanced 2

- The speaker is able to give clear, elaborate descriptions and well-structured presentations of complex subjects.
- Near native-like fluency is characterized by an effortless and smooth pace.

Learner sample

Цахим ертөнцийн аюулгүй байдал ба хүүхэд

Хүүхдийн хүмүүжилд хүрээлэн буй орчны нөлөө, үзүүлж буй үлгэр дуурайлал хамгийн чухал нөлөөтэй байдаг. Хүн төрөлхтөн эртнээс гэр бүлийн хүмүүжлийг хүүхдийн нийгэмшилд нөлөөлөгч эн тэргүүний хүчин зүйл болгон үзсээр ирсэн билээ.

Гэвч сүүлийн 50 жилд хүний амьдралын хэв маяг бүхэлдээ өөрчлөгджээ.

Тодруулбал, хүүхдүүдийн ихэнх цагаа хамт өнгөрөөдөг хүмүүс нь гэр бүлийнхэн нь байхаа больж, цахим ертөнц үүнийг орлох болсон байна. Интернет болон интернетэд холбогдоход зориулсан техник технологид донтсон хүүхдүүдийн хооллох, тоглох зуршил, зан араншингийн өөрчлөлт, гэр бүлийхэнтэйгээ зөрчилдөх зэрэг илт мэдэгдэхүйц өөрчлөлт бий болдог.

Бид энэ бүхний эсрэг юу хийж чадах вэ?

Хүүхдээ хайрлая

Хүүхэддээ цаг зав гаргая

Анхааралтай үгийг нь сонсож суръя

Спорт, урлагт сургах

Internet safety and children

Environment and other's example play crucial role in child's upbringing. Family has been the most important factor in socialization of children for hundreds and thousands of years.

However, in recent 50 years people's lifestyle has completely changed, for example family whom a lot of children spend most of their freetime with, is replaced by internet. There are some serious symptoms of internet-addicted children such as playing and eating habit change, character change and conflicting with their family.

What can we do to stop it?

Love our children

Spend time with your children

Listen to them carefully

Help them take up a sport and art as their hobby

Retrieved from: <https://prezi.com/no8nxebvrj6j/presentation/>

- Range of both morphological and syntactic structure is extensive. Linguistic structure is well controlled.
- Range of vocabulary is broad, including some low-frequency words and the speaker can distinguish nuances of close synonyms, and collocational knowledge is mostly correct.
- There are no noticeable mispronunciations, and pitch and intonation do not contain non-native features.
- Knowledge of both formal and informal registers is almost complete. The speaker shows deep understanding of cultural and local references.
- The speaker links utterances together using appropriate cohesive devices, and the number of such devices is large. Overall speech is coherent.
- The speaker can respond to a series of questions at various speeds with fluency and spontaneity.
- Be able to give a speech in any context such as academically and official meetings.
- Being able to continue the conversation or talk regardless of time restriction.