Speaking 1

### Main aims

* Warm up - fluency and conversation skills
* Pausing, chunking and intonation
* Fluency with a focus on intonation, stress, pausing and weak forms.

### Warm up discussion

* Is there correct or incorrect spoken communication? What would either mean?
* What do you think is the main purpose of spoken communication?
* What’s the difference between speaking effectively and speaking efficiently?
* What’s the difference between speaking effectively and speaking eloquently?

### Have an actual conversation with these ideas:

e.g. DON’T follow question-by-question, but read all the questions, make notes about the topics and have a conversation between three or four. For example:

* + change the topic smoothly,
  + ask follow up questions,
  + agree and disagree or compare ideas, etc.
* How has the world changed or stayed the same from the 20th century to the 21st century?
* How has education changed or stayed the same from the 20th century to the 21st century?
* When educators talk of 21st century education, what do you suppose they mean?

## 

## What is 21st century education? (Reading Aloud)

**Aim**: To discover and use correct chunking, pausing and stress of English sentences.

**Preparation**: Have on the display or in a printout a short piece of text (e.g. [responses to “What is 21st C. ed.?](https://drive.google.com/file/d/145QnRLYiUqaVDoEzjv295ypbdjEorzH4/view?usp=sharing)) to practice reading aloud. Have the reading symbols on the display/board.

|  |  |
| --- | --- |
| Symbol | Meaning |
| underline these words | Chunk these words together |
| / | Short pause |
| // | Long pause |
| bold **syll**ables | Stress these syllables |
| ^ | Rising intonation |
| v | Falling intonation |

**Process**:

1. In pairs of A and B, students read the **first** short text and discuss the gist. Encourage students to share their understanding of the text and ask questions to clarify unfamiliar words.
2. Introduce the symbols students can use for reading markup. Demonstrate their use so that students understand the function of the symbols. Early on, focus on chunking, pausing and stress (ignore pitch until later).
3. Students should use pencil to mark up the first response as to how they think it should sound.
4. The teacher then reads the first response to the students for them to correct their markup, check their work and practice their own reading (of the first response).
5. With a response of their choice, students use the symbols to mark their own chunks, pauses and stress.
6. Have students read aloud their text and make adjustments to the markup as needed and add rising and falling intonation (with the teacher questioning and assisting as needed).
7. In the end, students read out their text for the whole class.

**Follow up**:

* Teacher’s could hold a competition for the best read piece with a small prize.

## 

## Rotating Trios

**Aim**: practicing language to continue ideas further (e.g. furthermore, in addition…)

**Focus**: practice with stress, intonation, weak forms, elision, etc.

**Warm up**: From the prior reading and the continuation language, pull out weak forms, elision, and liaison. For example:

|  |  |
| --- | --- |
| an established ethical standard  (ǝ-n-ǝstabl ǝsh-t-eth ǝcǝl stand ǝd)  ideas and material  (idea-s-ǝn-material) | weak forms (often //)  liaison (a sound joining the 2 words) |
| academic code  (academi-code) | elision (one sound disappears) |
| World Wide Web  (worl-why-dweb) | elision and assimilation (the sound is influenced by a neighbouring sound) |

**Outline**: In groups of three, students brainstorm causes of their problem then rotate and explain all the causes (of the three different problems). The focus throughout should be on the quality of the spoken word (e.g. pausing, weak forms, stress, intonation, elision). Then the new groups come up with possible solutions that would solve all three problems.

**Preparation**: 3 or 6 problem cards for brainstorming. The coordination language on the board.

**Problems**:

1. Disinterested students who’d prefer to sit on their phones in class.
2. Whenever you ask a question, no one answers. When someone does answer, it’s usually wrong.
3. Despite how easy the homework is, no students complete your homework.







