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.?") 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 (ə-n-əstabl əsh-t-eth əcəl stand əd) ideas and material (idea-s-ən-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.

Box 1.10b: Using language of coordination

Language of coordination	Causes of acid rain
and in addition in addition to furthermore what's more besides this also another as well too equally similarly likewise	**There are a number of factors** contributing to the problem of acid rain. Industrial waste which pollutes the air is the primary cause of acid rain. This pollution consists of two chemicals: sulphur dioxide and nitrogen oxide. Sulphur dioxide comes mainly from coal-fired power plants, **and** nitrogen oxides are a result of car emissions. **Besides these** human factors, there are **also** non-human sources of nitrogen oxides. These include the pollution from fires **and** volcanos. **In addition**, lightning adds to the amount of nitrogen oxide in the environment. **Equally**, nitrogen oxide is released into the atmosphere through bacterial decomposition.

1.10 Rotating trios

Language	Coordination: continuing the same idea
Outline	Students are divided into groups of three, and each group has a different problem to consider. They brainstorm the factors which have contributed to their problem. Members of the trio then rotate and explain the causes of their problem to their new trio.
Level	*
Time	25–30 minutes plus time for research (optional)
Preparation	Create a number of 'problem' cards for discussion. This activity has examples about environmental problems. See Box 1.10a. Write the language of coordination on the board. See Box 1.10b.
Reference	This activity is based on an idea in M. Silberman (1996) *Active Learning: 101 Strategies to Teach Any Subject*. Boston: Allyn and Bacon.

Procedure

1 Divide the class into groups of three. Allocate a different problem card to each trio.

2 Allow about ten minutes for the trio to brainstorm and list the factors which have contributed to the problem. Students may need extra time to research the causes of their problem by watching videos, reading books or articles, or doing an online search.

3 Refer to the language of coordination on the board. Tell the students that this language is used when a writer or speaker wants to list a number of factors. Ask the trios to use these signals as they practise listing the causes they have uncovered in their research. See Box 1.10b for an example.

4 Now each group member takes a number: 1, 2 or 3. Number 1 rotates one trio to the right and Number 2 rotates two trios to the right. Number 3 does not move. In the new trios, ask the students to take turns to describe their problem and list the causes.

5 Monitor the trios and provide assistance if needed. Where students have been particularly successful in linking and expressing ideas, ask them to demonstrate this to the class.

6 The trios rotate once more. See Step 4.

7 Invite the new trios to summarize all the factors contributing to the problems raised in their group. As they present these to the class, encourage the use of coordinating language.

Follow-up

• Ask the trios to come up with a number of solutions to the problems they have discussed.

• Students could investigate other problems. For example, what are the causes of problems in:

  industrialized societies?
  developing countries?
  international relations?
  the world banking system?
  the education system?