

1 Speaking

CODE USER

As speakers, 'Code users' draw on their knowledge of the sound system to communicate meanings through appropriate stress, intonation, pausing and chunking.

1.1 IT vocabulary rap

Skill	Exploring correct stress and rhythm
Outline	Students use vocabulary to create and perform a 'rap'.
Level	*
Time	20 minutes
Background	A 'rap' is a type of rhythmical poem, made famous by African-American youth culture.

Procedure

- 1 Explain to the class that using the correct stress and rhythm of words can facilitate effective communication in English. In this activity students will be asked to brainstorm vocabulary within a particular field and then use these words to create a rap. The example in Box 1.1 uses words within the field of Information Technology (IT).
- 2 Divide the class into small groups and give each group a blank piece of paper.
- 3 Ask the groups to appoint a scribe, and in one minute, students should write as many words connected to your topic as possible.
- 4 After one minute, groups pass their paper to the neighbouring group. They have a few moments to read the other group's vocabulary, then in one minute the groups contribute more vocabulary. Keep rotating the papers until they return to the original group.
- 5 Students can choose any words from their piece of paper to create a rap. Provide a sample rap to illustrate. See Box 1.1.
- 6 As they work on their raps, ask the groups to use stressed and unstressed syllables as well as pauses to create a rhythmic pattern. In Box 1.1, 'X'

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- represents a stressed syllable, 'x' is an unstressed syllable. '–' signifies a pause.
- 7 Students then practise their raps in preparation for a group performance. If students are not sure how to pronounce some of the words, you could refer them to an online source such as <http://encarta.msn.com/> Using this online dictionary, students can enter their words and listen to how they are pronounced. They can also discover the stress patterns of the word along with a definition.
 - 8 Finally, ask the groups to perform their raps for the class.

Box 1.1: IT rap

Multimedia (Xx – Xxx)

Cellular phone (Xxx – X)

Icon, Interface (Xx – Xxx)

HTML (Xxx – X)



Follow-up

- Students may be interested in a short video of a real rap performance. They could note the gestures which accompany the rap and incorporate these into their own raps.
- Groups teach their rap plus movements to the other groups.
- If you collect all the raps, these could be used in 'warm-up' activities.

1.2 Reading aloud

Skill	Reading aloud with appropriate chunking, pausing and stress
Outline	Students work in pairs to first listen to and then analyse a quote, marking in chunking, pausing, and stress symbols. They then read the quote aloud to the class.
Level	*
Time	10–15 minutes
Preparation	Write the quote on the board. Photocopy the same quote. See Box 1.2a. Students will need to choose another quote from an academic text.
Background	While students most often speak from a set of notes, they sometimes support a key point with a quote which they read aloud.

Procedure

- 1 Divide the class into pairs and appoint one student as A, and the other as B. Distribute the quote you have chosen for analysis.
- 2 The pairs read the quote and discuss the gist of the text. Encourage the students to share their understandings of the text and to ask questions in order to clarify unfamiliar vocabulary.
- 3 Introduce symbols which students can use to indicate how the text should be read aloud. Demonstrate these so that the students understand the function of the symbols. At this stage in the activity, focus only on chunking, pausing and stress. See Box 1.2b.
- 4 Refer to the quote on the board and read it aloud to the class. As you read, ask Student A to note the words that you grouped together, the places where you paused for a short time and for a longer time. Student B listens for the syllables which you stressed. They should mark their copy of the quote to demonstrate these features of spoken language.
- 5 Draw on their observations to mark the quote on the board and invite the class to join you in a chorus reading of this text. See Box 1.2c.
- 6 Ask the pairs to find another quote that they want to read out in support of a key point in a presentation. They now use similar symbols to mark this quote and practise reading it aloud. Offer feedback and support as they practise.
- 7 Finally, the pairs memorize their quote and together present it to the class. Allocate points for chunking, pausing and stress and have a small prize for the best performance.

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Box 1.2a: Managing employees

Managers know that people make the critical difference between success and failure. The effectiveness with which organizations manage, develop, motivate, involve and engage the willing contribution of the people who work in them is a key determinant of how well those organizations perform.

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PHOTOCOPIABLE

Box 1.2b: Symbols for oral pronunciation

Symbol	Meaning
<u>Underline these words</u>	Chunk these words together
/	Short pause
//	Long pause
∨	Rising pitch
^	Falling pitch
Bold syllables	Stress these syllables

Box 1.2c: Analysed quote

Managers **know** / that **people** make the **critical difference** // between success ∨ / and failure ^ . // The **effectiveness** with which organizations **manage**, ∨ / **develop** ∨ , / **motivate**, ∨ / **involve** ∨ / **and engage** the **willing contribution** / of the **people** who **work** in them / is a **key determinant** / of how **well** those **organizations perform** ^ .

Follow-up

Choose a different quote and write it on the board. Ask the class to suggest the stressed and unstressed syllables, the places for pausing and the words that are grouped together. Mark these on the quote. Now read the quote aloud, and ask the students to note the rising and falling pitch of your voice.

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Use symbols to mark these features on the quote. See Box 1.2b. Finally, invite the class to participate in a chorus reading of the quote.

1.3 Fish bowl

Skill	Inferring meanings from non-verbal communication
Outline	A small group of students are seated in a circle inside the 'fish bowl' and others sit on the outside of the circle looking into the 'fish bowl'. It is their job to make observations about what is going on in the 'fish bowl'.
Level	*
Time	30–40 minutes
Preparation	You will need a short video excerpt of a group of people discussing a topic (two or three minutes). Enter 'panel discussion' into an online search engine and choose a topic of interest to your class. You should also prepare a number of questions for small-group discussion. See Box 1.3a for suggestions.
Background	In all cultures, messages are communicated through non-verbal communication. The same body language may have different meanings in different cultures.

Procedure

- 1 Point out to the class that in spoken language, words communicate only a part of our message. Body language and tone of voice also contribute to our meaning. You could demonstrate this by saying something very complimentary to the class, but use body language and a tone of voice to signal that you are sad or angry. Then ask the students to name the body language and vocal signals that communicated your message. Did they believe your words or your non-verbal communication?
- 2 Introduce the short video excerpt by providing the topic for discussion and a little background about the speakers.
- 3 Show the video with the sound turned off. Ask the students to observe the body language of the participants. Then show the video with the sound. For both showings, use the questions in Box 1.3a as a guide for class discussion.
- 4 Divide the class into groups with four or five students in each group. You will need an even number of groups. Either provide a different discussion question for each group or invite the groups to determine their own question. See examples of questions in Box 1.3b. Group members could take on different roles, e.g. a group leader, an expert in the field, a

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journalist, an academic. Allow time for the groups to decide on their roles and then to discuss the question briefly.

- 5 Next, ask the groups to practise 'discussing' without speaking. They should use body language to re-enact their discussion from Step 4.
- 6 Ask two groups to join. Firstly, the students inform each other of the questions to be discussed. Then Group 1 sits inside the 'fish bowl' facing each other in a small circle, while Group 2 sits around the outside, looking in. Now ask those in the 'fish bowl' to 'discuss' their question using body language only.
- 7 The students on the outside make observations about the body language of the speakers. They then report their observations to Group 1. See Box 1.3a for a list of observation questions.
- 8 Group 1 now conducts their discussion 'with the sound on'.
- 9 Allow a few minutes for the groups to discuss how accurate they were in interpreting the messages. Then ask the groups to swap positions in the 'fish bowl' and repeat the activity from Step 6. Complete the activity with another opportunity to discuss the accuracy of their interpretations.

Box 1.3a: Observing body language

Viewing without sound



- What do you think each participant is talking about?
- Who is influential in the group?
- Who are the leaders and who are the followers?
- What is the relationship between the participants?
- What body language sent you these messages?

Viewing with sound

- How did the speakers use body language to enhance their verbal messages?
- Were there any instances when the body language did not match the verbal message?

Box 1.3b: Discussion topics

- Why are some marketing campaigns successful and others not successful?
- What are the benefits/disadvantages of globalization?
- Should governments exercise more control over the banking system?
Why? / Why not?
- To what extent is human activity responsible for global warming?
- What are the benefits/disadvantages of the jury system?

Follow-up

In multicultural classrooms, explore how different cultural groups use body language to communicate. For instance, how much personal space should be left between friends, colleagues, business partners, employer and employee, or strangers? How should a person in business greet a visiting business person? What are the taboos?

*Communicative Activities for EAP***1.4 Connected speech**

Language	Making statements
Skill	Connecting speech
Outline	Students ask and answer questions and reflect on techniques for connecting their speech through weak forms, liaison, elision and assimilation.
Level	*
Time	20–30 minutes
Preparation	Decide on a number of topics for a question and answer discussion and write these on the board. The example uses topics related to ethics. See Box 1.4a.

Procedure

- 1 Ask students to work individually. Refer them to the discussion topics on the board and ask them to choose one topic. Alternatively, they could choose a topic of personal interest.
- 2 The student has time to think about the topic and then decides on a personal position in relation to the topic. For instance, the student may feel strongly about abolishing/reinstating the death penalty.
- 3 The student then writes a short statement outlining his/her position. In the example in Box 1.4a, the student creates a position statement about ‘academic integrity’.
- 4 Write a sample statement on the board and demonstrate how to connect the speech. (See the examples in Box 1.4b.) Read the text aloud and point to the sounds which are linked. Then invite the class to ‘read along’ with you. You could also ask individuals or pairs to read your sample text so that everyone understands what to do.
- 5 Still working alone, students analyse their position statements and mark the text where speech should be connected. Encourage the students to read their sentences aloud and offer assistance as needed.
- 6 Next, each student chooses a partner – not necessarily one who has chosen the same topic. They write out their position statement minus the markings and give this copy to their partner. The first student reads out his/her position statement, making sure to connect the speech as marked. Their partner listens and notes on their copy which words were linked.
- 7 The pairs compare the notes of the listener with those of the speaker. They then swap roles. As you observe, you could call on individuals who have mastered the skill to demonstrate to the class.

- 8 After both students have presented their position statements to their partner, provide an opportunity for the pairs to question and discuss the statements.

Box 1.4a: Ethics topics

Ethics topics		Sample statement: academic integrity
Abortion	Gender and sexism	All universities have an established ethical standard, but because of the explosion of information on the World Wide Web, ideas can easily be plagiarized. Universities should provide clear guidelines in the form of an academic code of ethics for all new students.
Academic integrity	Poverty and welfare	
Animal rights	Race, racism and ethnicity	
Bioethics	Sexual orientation	
Computer/IT ethics	War, peace and terrorism	
The death penalty	World hunger	
Punishment		
Environmental ethics		
Euthanasia		

<http://ethics.sandiego.edu/index.asp#PageCite>

Box 1.4b: Techniques for linking speech

Example	Techniques for linking speech
an established ethical standard <i>ə-n əstəbl əʃ-teth əcəl stænd əd</i> ideas and material <i>idea-s ən-material</i>	Weak forms (often pronounced as /ə/) Liaison (a sound is introduced at word boundaries)
academic code <i>academi-code</i>	Elision (the sound disappears)
World Wide Web <i>worl-wi-dweb</i>	Elision (the sound disappears) Assimilation (the sound is influenced by a neighbouring sound)

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Follow-up

Students record a small sample of authentic speech. They transcribe the speech and mark the text showing how the speaker has linked the words with weak forms, liaison, elision and assimilation.

TEXT MAKER

'Text makers' draw on their prior knowledge as well as their knowledge about genres to create texts, make intertextual links and express literal meanings.

1.5 Tips and advice

Language	Generalizations
Outline	This activity could provide a framework for group speaking tasks. (i) After providing a topic for discussion, groups decide on a number of sub-topics. (ii) Students discuss the sub-topics and make generalizations. (iii) The groups then support their generalization with examples.
Level	*
Time	10–15 minutes for preparation plus 5 minutes for each presentation
Preparation	On the board, write the generalization signal words from Box 1.5a.

Procedure

- 1 Divide the class into small groups.
- 2 Tell the class that you want them to prepare some tips or advice. Here are a few topics they could choose from: advice or tips for a hospital visit, advice about building a new home, tips for employers when meeting with employees or a union representative, or cultural advice to a foreign visitor. The activity would work well if students drew on their academic background and if each group had a different topic.
- 3 Firstly, the groups should brainstorm a number of subheadings. In the case of cultural tips, for example, these could be: food, customs, manners, traditions, language or family relationships. For hospital admission, subheadings could include: pre-admission appointments, health insurance, ward routines, facilities, catering, support for families of the patient or medical specialists' services.