



Engaging Speaking Tasks

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UECA PD Fest

Adelaide

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- **Voice Recordings**
- **Tutorial Presentations**

Voice Recordings



Audacity®

www.audacityteam.org

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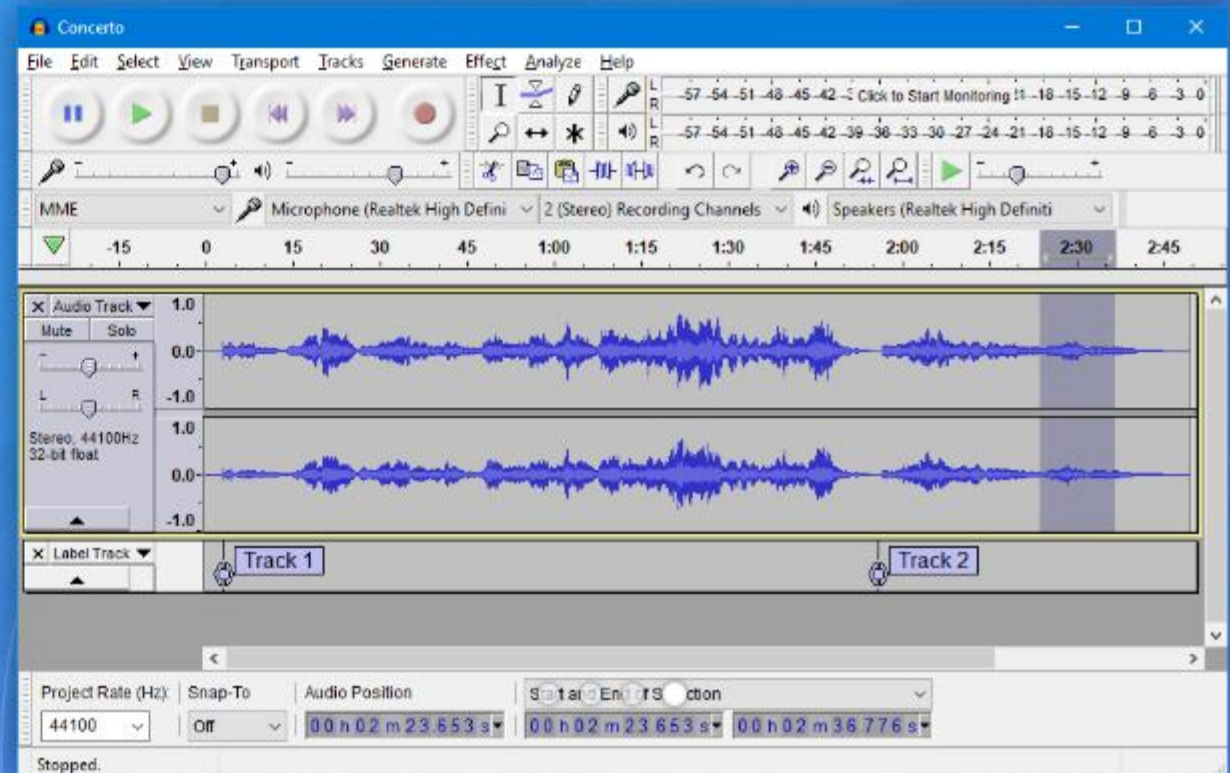
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Free, open source,
cross-platform
audio software

Audacity is an easy-to-use, multi-track audio editor
and recorder for Windows, Mac OS X, GNU/Linux
and other operating systems.

Developed by a group of volunteers as open source.

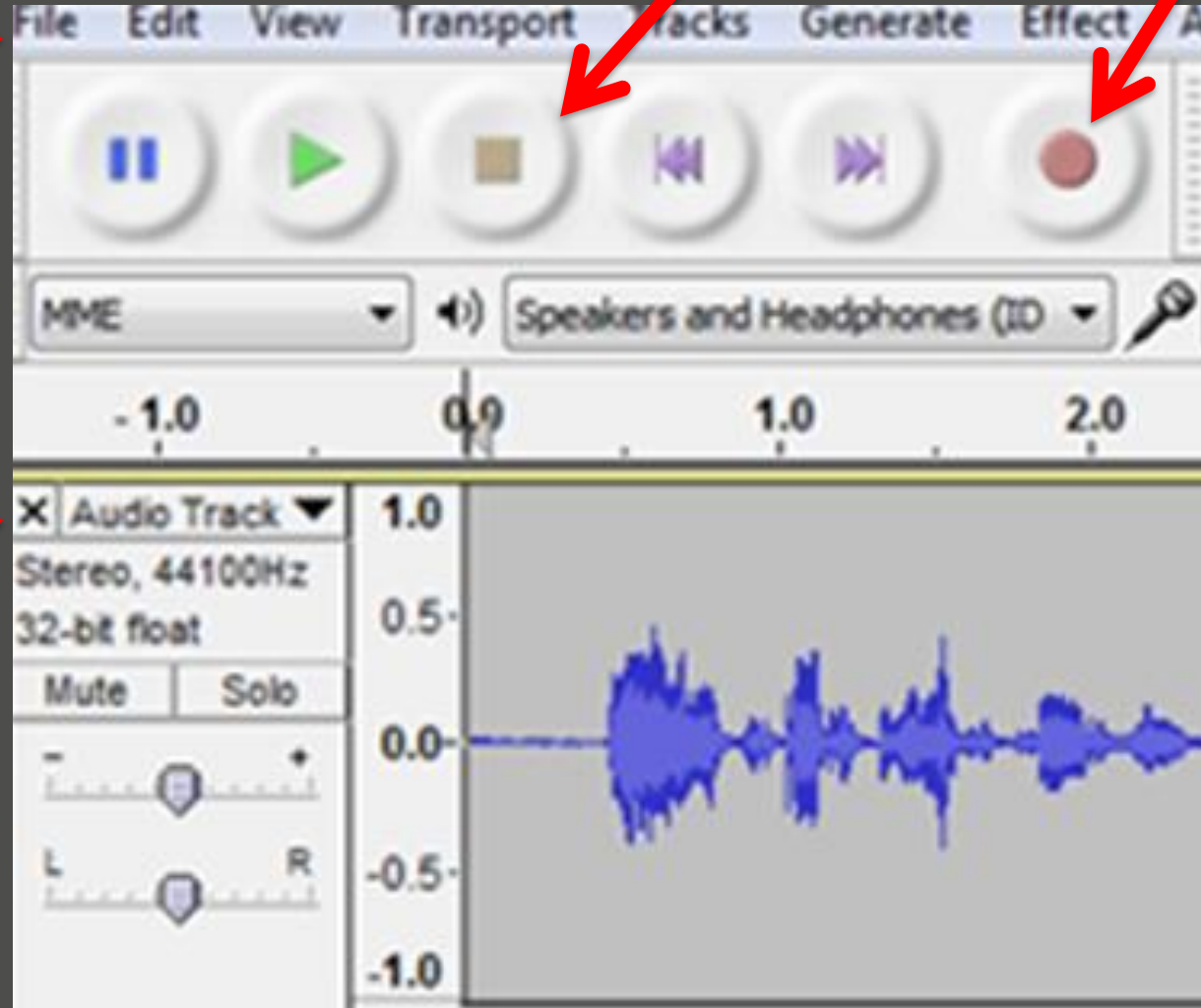


File / Export / .mp3 / Save

Stop

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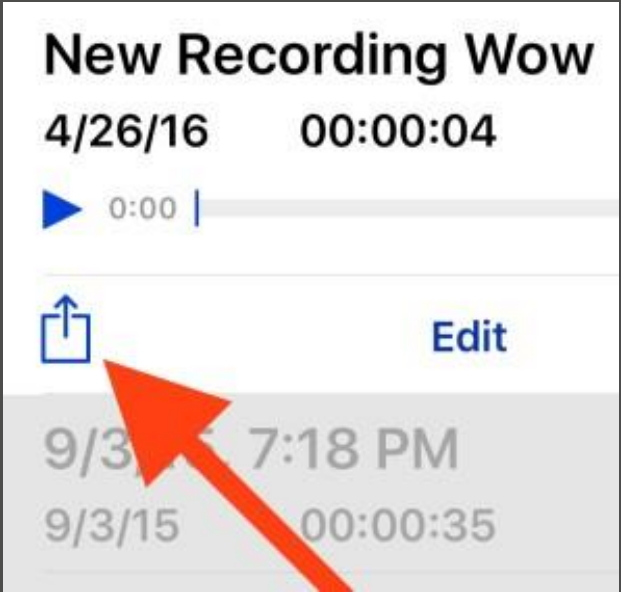


Image: <http://osxdaily.com/2016/05/04/record-audio-iphone-voice-memos/>

***Faulty production of word stress
has been found to significantly
decrease intelligibility.***

(Checklin, 2012).

WORD STRESS

How many syllables?

Tap, clap or count on fingers

Where's the stress?

Stressed syllables are **louder** and **longer**, so easier to hear

Tap or say the pattern

e.g. **fre**/ quent/ ly

DAH/ da/ da



CHUNKING

Chunking improves **fluency** - the flow of speech

A “chunk” is one thought or idea

Preposition phrases are often chunks

Use both hands to show a “chunk”

I was born / on the 17th / of December.

Festivals

Festivals occupy / an important place in cultures / throughout the world. / A festival is a time / when the normal routine / of life and work / is interrupted / for one or more days. / During this time, / people cease their normal work activities. / During the time of the festival, / people frequently prepare and eat / special food related to the festival. / Furthermore, / because many people do not work during the festival, / it provides an opportunity / for family members / to come together. / Before a festival, / many people often travel long distances / in order to meet / and share food with their families. / The basis of the festival, / however, / lies in religious or cultural traditions, / which are celebrated / and passed on / to future generations. /

Stress Pattern					
•					
▲•			•▲		
▲••		•▲•		••▲	
▲•••		•▲••		••▲•	
▲••••		•▲•••		••▲••	
▲•••••		•▲••••		••▲•••	
▲••••••		•▲•••••		••▲••••	

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INDIVIDUAL FEEDBACK

sounds / vowels

word stress

consonant clusters

fluency

speed

words

sentence stress

missing endings

intonation

volume

Festivals

rhythm

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“The students are really keen to do a good recording and if left to their own devices, would do umpteen in order to improve on the previous one”.

(Teacher)

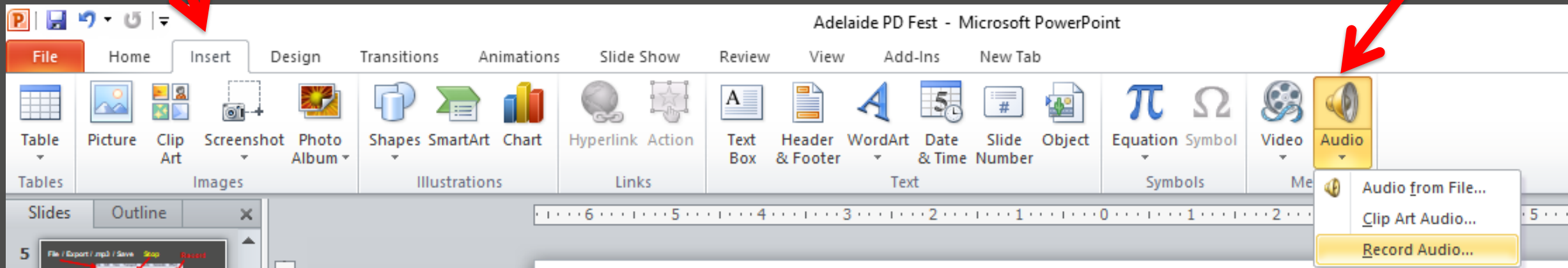
“I used Audacity to practise my presentation over and over. You should do that too”.

(Student)

Powerpoint

Insert

Audio



Record Audio

An Invention or Discovery that has changed our lives ▼

Post-it notes



Image: amazon.com



Look at p.p. 136-138 in your Unlock Listening / Speaking book.

Your task is to make a 1-2 minute recording about an invention that has changed our lives. Save it as an .mp3 file.

Find a picture of the invention or discovery.

Use the Powerpoint template below to add your picture and recording and save it as a new thread in this forum.

[Inventions and Discoveries.pptx](#) ▼

Open the Powerpoint and listen to the sample recording.

Google Maps

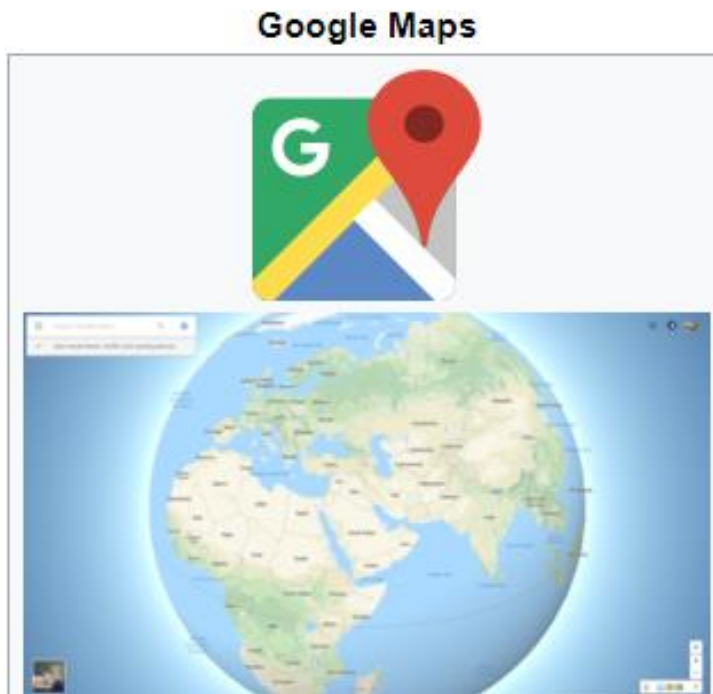
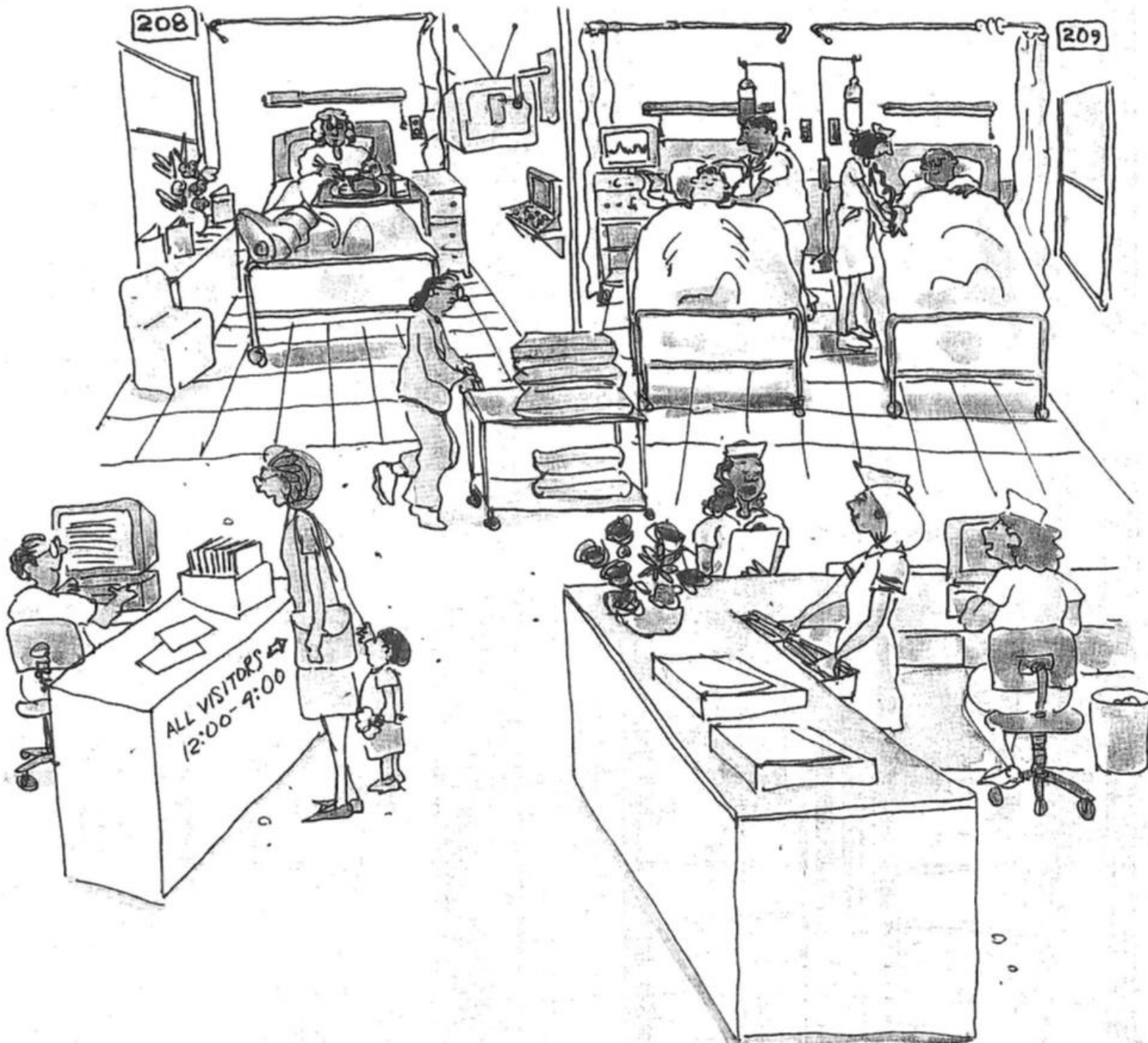


Image: google.com





Write
Edit
Record



Tutorial Presentations

Oral Presentations	Tutorial presentations
One presenter	Two presenters
Work alone	Work together
No pre-session preparation for class	Pre-session preparation for class
Class passive audience	Class active participants
Presenter assessed	Presenters and class assessed
Unrelated to theme	Related to weekly theme

At university you will be expected to:

- deliver presentations
- lead discussions and tutorials
- actively participate in discussions
- think critically
- give opinions and support your position
- work in groups
- do pre-session tasks

The task

- In pairs, prepare and present a 30 minute tutorial
- topic must be related to weekly theme / interesting
- presenters are responsible for organising and managing the tutorial

Preparation

- choose partner / topic
- teacher approves topic / schedules date
- research topic
- prepare PowerPoint / teacher checks
- post a video a week before for classmates to watch

Short (3 - 4 mins)

Interesting

Provide background to the topic

Timing

- groups discuss pre-session video (3 Qs) [5 mins]
- presentations (2 x 5 min each) [10 mins]
- group discussion (4 Qs) [10 mins]
- wrap up [5 mins]

Getting them ready

- Model presentation / Tutorial handbook
- Webquest / mini presentation / signal words
- Library session – research

WebQuest: History

Upper Intermediate



Source: Sue Hodgson The Language Centre The University of Newcastle

Photo: www.history.com

To help prepare you for your tutorial presentations, you are going to work with your partner to research and deliver a 5 minute presentation about a famous historical person or event.

Task 1: Research

With your partner, decide which famous historical person or event you are going to research. Tell your teacher which person/event you will be presenting.

Refer to your *Unlock: Listening and Speaking* textbook pp.62, 65 to get some ideas of the sort of information you could include.

Research some basic details, and decide what information each speaker will deliver.

Make sure that you keep details of where you found your information and pictures so you can accurately reference your presentation.

Task 2: PowerPoint

Create a short PowerPoint to use when you do your presentation.

Put your information in point form.

Use animations to allow your points to appear one at a time, but avoid sounds as they can be distracting.

Make sure that you include the sources for your photos under each picture.

You should include the following slides:

- Title
- Outline
- 1st speaker
- 2nd speaker
- References

Print your presentation as Handouts. [File /Print / 3 slides handouts]

Use your handouts to write brief notes as dot points to remind you about what you want to say.

It is also helpful to note down your transition signals.

DO NOT write a full script.

Task 3: Presentation

In pairs, deliver your presentation.

Week 3 Mini Presentation: A famous historical figure or event

Signal words

Greet audience

Good morning/afternoon everyone|

Introduce topic

Our presentation today is about...

Today, we're going to tell you about...

Give outline

Firstly, I'll tell you about..... and then X will explain / describe....

Begin presentation

So let's begin with....

Handover to partner

Now X will explain / describe

Conclusion

To conclude / sum up....

End presentation

That's the end of our presentation. Here are our references.

References

Checklin, M. (2012). *What in the world do we know about word stress? A review of what it is and how to teach it*. Retrieved from http://www.tesol.org.au/files/files/267_martin_checklin.pdf