

实用交际英语口语 14

Practical Oral English Communication

PART V IMPROMPTU SPEECH MAKING

UNIT TWO BODY LANGUAGE AND EMOTIONAL QUOTIENT

1. Teaching Objectives

Students will be able to

- 1) know the general principles and strategies of impromptu speech making, with special focus on “method: making a quick and rational plan for your speech”;
- 2) make structural plans for an on-the-spot speech;
- 3) talk about body language and emotional quotient;
- 4) incorporate body language into speech making.

2. Pre-requirements

Students should have

- 1) read the two passages in “Part I Read and Think”;
- 2) watched the two videos in “Part II Listen and See”.

3. Highlighted Form of Communication

Impromptu speech making

4. Teaching and Drilling Methods

Group work, body language game, pair work, individual work

5. Teaching Plan in Steps

- 1) Warming up:

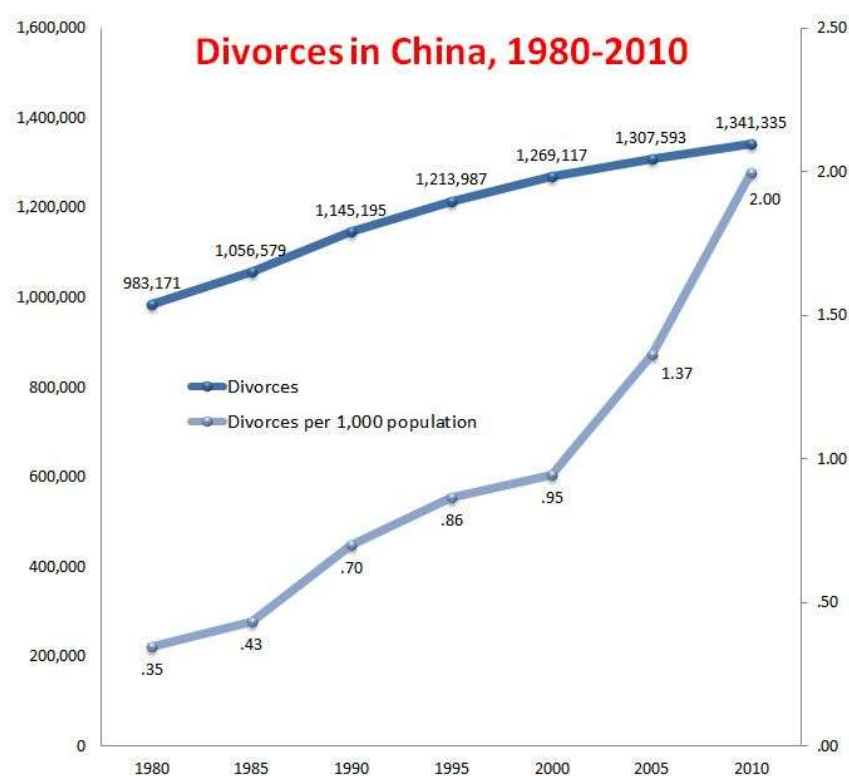
Role play “English at University” Episode 14: Asking for Something You Have Lost

Ask other students to evaluate the performance, noting:

Has the show been comprehensible to you?
Are the performers interacting with each other?
Are the performers fluent in their lines?

2) Introduce principles and strategies of making impromptu speeches, ☼ Focus: to make a quick and rational plan for the speech.

eg. Talk about trends of divorces in China 1980-2010 (prompt: a graph).



Steps:

- Ask students to interpret the information in the graph into words, and thereby settle on the theme of his/her speech.
- Ask students to decide on the perspective/approach they will take in dealing with the theme/subject matter.
- Have students think about ways to develop the theme in a well-rounded structure.

Opening: brief description and accurate statement of theme.

Body: various ways to develop the theme.

Let students know whatever approach they take (cause-effect, problem-solution, historical background, sociological implication, individual experience...), they all have to support the thematic statement with carefully planned points (parallel, surface-depth...) and possibly with relevant evidences. Also remind them of the importance of building logic bridges to connect the subdivided points.

End: conclude by summarizing the content, reiterating the theme, or provoking further thought.

d. Teach students to form a mind map, jot down quick notes with only key words, and rehearse the first few sentences.

e. Encourage students to share the speech they have come up with, using the method taught so far. Make comments and suggest ways to improve.

3) Talk about reading and listening assignments

➤ video: “What it takes to be emotionally intelligent”

(from the prime-time daily English talk show on CCTV NEWS: *Dialogue*)



📖 passage: “How Body Language Can Make You a Better Advisor”

Steps:

a. Ask students to report on the theme and key information of the video and the passage.

b. Ask one student to summarize what it takes to be emotionally intelligent based on the information.

c. Ask students to work in pairs on the following questions:

Have you noticed the differences people around you display in terms of identifying, understanding, managing and using emotions, no matter in themselves or in others? Are those who seem more capable in this regard actually higher achievers in life? Why is the role of body language not negligible in our daily communication? How you would project a wholesome and positive image in a job interview by your body posture and gestures?

4) Brainstorm & make an impromptu speech

Purpose: to recycle skills of impromptu speech making

Steps:

- a. Split the class into three groups. Each group is assigned one of the following topics randomly: “perceiving emotions”; “understanding emotions”; “managing emotions”.
- b. Students within each group are given three minutes to provide examples of how people with higher emotional quotient will behave with regard to the three respective circumstances.
- c. Have each group choose a best speaker to make an impromptu speech accordingly.

5) Communication Game: Role Play & Impromptu Speech Making (Pair Work)

Purpose: to incorporate the understanding of body language into making impromptu speeches

Steps:

- a. The instructor writes on slips of paper at least 3~5 examples of commonly used forms of body language.

☺ Recommended examples:
crossing arms across the chest; scratching the chin or touching the ear while speaking; head tilting to one side while staring at somebody; consistent eye-to-eye contact, etc.

- b. One student will be called up to the front and draw one slip of paper. The student acts out the form of body language accordingly and the instructor invites another student to interpret what is implied in this. Other students will be asked to do the same in turn.

6) Brainstorm and Impromptu Speeches (Group Work)

Purpose: to reinforce skills in making an impromptu speech

Scenario: In order to communicate well with students, teachers in your university need to know more about how to use their facial expressions, body posture and gestures more effectively.

Steps:

- a. Have students form groups of three or four, with a moderator and a note-taker;
- b. Each group comes up with at least five suggestions to put forward to the teachers;

- c. One note-taker will be called up to the front to make an impromptu speech based on the discussion in his group;
- d. Note-takers from other groups add what has not been covered in the first speaker's speech.

7. Homework

- 1) Ask students to have themselves videoed while making a speech on how non-verbal language can reveal what verbal language cannot. Encourage them to share the video with friends on social network websites.
- 2) Students should read the two passages in “Part I Read and Think” from next unit.
- 3) Students should watch the two videos in “Part II Listen and See” from next unit.
- 4) Students should read sample dialogue “At a Travel Agency”.