

实用交际英语口语 15

Practical Oral English Communication

PART V IMPROMPTU SPEECH MAKING

UNIT THREE INTERNET SAFETY, CYBER BULLYING AND MORE

1. Teaching Objectives

Students will be able to

- 1) put into practice the general principles and strategies of impromptu speech making, with special focus on “manner: finding your pace”;
- 2) deliver an impromptu speech;
- 3) talk about a wide variety of topics, including internet safety and cyber bullying.

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

Brainstorm, individual work, group work

5. Teaching Plan in Steps

- 1) Warming-up performance from students

Role play “English at University” Episode 15: Giving and Getting Feedback

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 find your pace and show good manners.

Prompt (a situation to respond to): At your best friend's wedding, you are invited to say a few words on behalf of the guests.

Steps:

- Ask students to decide which topics are proper on such occasions (congratulations, shared memories, best wishes...);
- Ask students to come up with a quick plan for the speech;
- Ask students to form a mind map, jot down quick notes with only key words, and rehearse the first few sentences.
- Leave 3 minutes for students to try finding their pace, tone, pause, stress. Ask them to videotape themselves, review and revise.
- 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

📖 Passage: "Shut Down Cyberbullies"

➤ Video: "a virtual 'delete-all' button of digital footprints"



Steps:

- Ask students to report on the theme and key information;
- Have them talk about the materials, with the following prompts:

In what ways does the Internet make it easier for the bullies to pick on their victims? Is the "delete-all" button an effective and fair way to protect young internet users?

4) Exchange Interview (Group Work)

Purpose: to polish skills in making an impromptu speech, with special focus on manners.

Steps:

a. Divide the class into Group A and Group B. Students in each group are given questions respectively.

Group A: How would you react if someone posts gossip and rumors about you on the Internet? What would be the best tactics if someone publishes materials severely defaming and humiliating you?

Group B: It seems that some teenagers view various interpersonal conflicts on the Internet as mere drama. To what extent do you disagree with this? Why would it be imperative to legislate against cyber bullying?

b. Students in each group are encouraged to interview any student in the opposite group with the assigned question. The interviewees are allowed two minutes to prepare for an impromptu speech based on the question, after which the roles are reversed and the procedures are repeated.

c. The teacher videotapes, replays the interviews, ask students to make comments on their own performance, and conclude by offering advices.

5) Draw a slip and improvise a speech!

Purpose: to recycle skills of impromptu speeches

Prompts for speeches (in the form of pics, graphs, questions, statements, keywords):



Bike share, Plastic surgery, hair loss, deadlines, peer pressure, stray dogs, being single, “Real learning doesn’t occur in a classroom”, “My biggest concern for the future is...”, most important factors for happiness, renting or buying a house, self-media, internet stars, online rumors, “will the institution of marriage disappear in the future?”, GPA, spring festival gala, food delivery service, gap year, learning English, women drivers

Steps:

a. Have students form groups of three, and each student draws a slip of paper with a prompt printed on it;

- b. Ask students to take turns in the group to make an impromptu speech based on the topic he/she has got, and decide on one speaker as a representative;
- c. Invite representatives from each group to deliver his/her speech to the class. Before he/she does this, another student from the group should say a few words as introductory remarks;
- d. The instructor gives comments and feedback.

6. Homework

- 1) Interview: Work in pairs and choose at least three other students on this campus to interview with the same question: How would students take the initiative and help curb cyber bullying? One of the interviewers is to be the note-taker; the other student makes an impromptu speech on result of the interview, has the speech recorded and share it with classmates in the next session.
- 2) Students should make a speech on cyberbullying, have it videotaped and post it on their favorite social network website.
- 3) Students should read sample dialogue “Saying Goodbye”.