

# Introducing *Cool Speech*

## 1 Setting up

In order to introduce your students to *Cool Speech*, you need the following:

- an iPad 2 or later
- a copy of *Cool Speech: Hot Listening, Cool Pronunciation* installed on the iPad
- a room with a conventional set-up for computer presentations – including a sound-system – which allows guest machines (your iPad will be a guest machine)
- a VGA adapter (shown below)
- one copy for each student of
  - *Introducing 'Cool Speech' student worksheet'*
  - *Introducing 'Cool Speech' Answer key*
  - *Introducing 'Cool Speech' Record of Work*

If you have an iPad 2 or later, you can use your iPad with a classroom projector with the VGA adapter shown below, which you can buy from Apple. In the UK it costs £25.00.



There are other adapters available for connecting to other types of screen, for example with HDMI cables. But my experience has been solely with the VGA adapter, so that is what I will describe. By the time you read this, there may be better ways of displaying iPad content to a class, so do search the web for ideas and updates.

Plug the VGA adapter into your iPad, and then plug the other end into the connector for the projector. Then plug the microjack for the class-room's sound system into the iPad's headphones socket. Check that you can hear sounds over the sound system, and that the projector is showing the opening screen of the iPad. Check also that you can use the projector's controls to toggle between showing the iPad screen, and not showing it, while still allowing the sound to play. This will be important for some of the activities suggested below.

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## 2 Getting started

[1] Turn on your iPad.



[2] Double click the Cool Speech icon

[3] You will then see the opening 'Splash' screen, which contains pictures of the eight people whose recordings feature in Cool Speech.



[4] Tap anywhere on this screen to bring up the main menu

[5] This is the main menu.



[6] At any time, you can tap the icon at the top of the screen to get instructions for each screen

[7] Tell the class that each of these buttons link to different areas of work: the top four are intensive listening exercises; the bottom two are pronunciation exercises. Explain that you are going to visit all of these areas, and show them how they work.

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## 3 Teaching Hotspots – listening comprehension and intensive listening

[1] Tell the class that they are going to do a very short listening comprehension exercise, and they will be listening to Emily. Give them the worksheet.



[2] Information about Emily can be found by tapping 'About' and this screen will tell you about her.



[3] On the main menu, tap on the 'Hotspots' button

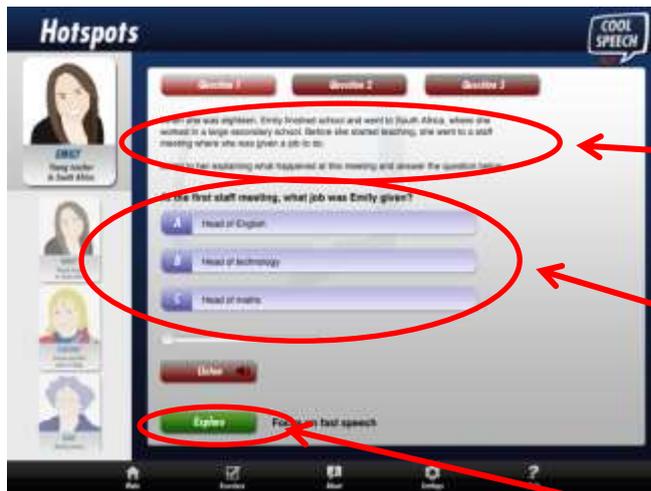


[4] Then tap Emily's picture

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[6] Tell the students that in this listening exercise:

- the recording is very short, under twenty seconds
- the question is easy
- finding the answer is easy
- the really useful work will begin on the next screen 'Explore'



[7] Give the worksheet to the class, for them to read this information about Emily. Or you can read aloud this information off the screen. Check that they understand this information, and the question.

(This is the entrance to the 'Explore' screen, but don't go there yet!)

[8] Give the students the worksheet. And follow the procedure below, step by step.

[9] Listening Comprehension

- Play the recording twice (and more if the students ask), and then ask them to compare their answers with their neighbours.
- Then ask the class to tell you their answers. The correct answer is 'B Head of Technology'

[10] Explore

Now switch the projector to a setting that stops showing the iPad screen, but the class can hear the sound.

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[11] Ask them to look the 'Explore' section on their worksheet, and ask them how many times the key word occurred (the answer is three).



[12] Get them to fill in the words which are missing on their worksheet. Play the recording twice from the Question Screen – this one.

[13] Then go the projector control panel, and turn off the view of the iPad screen.

[14] Go to the Explore screen (which the students cannot see), and ask the students to look at the worksheet section [2].

[15] Play lines 3, 5, and 10 (numbers given on the worksheet) by tapping the green triangles which play the whole line, tap the red text once to hear words as originally spoken. Do this several, or many times for each line, getting students to write down what they hear. Get them to compare notes with a neighbour. Then ask the class what they have written.

Tap the green triangle to hear the whole line



Tap the red text once to hear the words as originally spoken.

Tap the red text twice to hear the words spoken slowly and clearly.

[16] If they have had difficulty getting the right words, play the slow careful versions by tapping twice on each line.

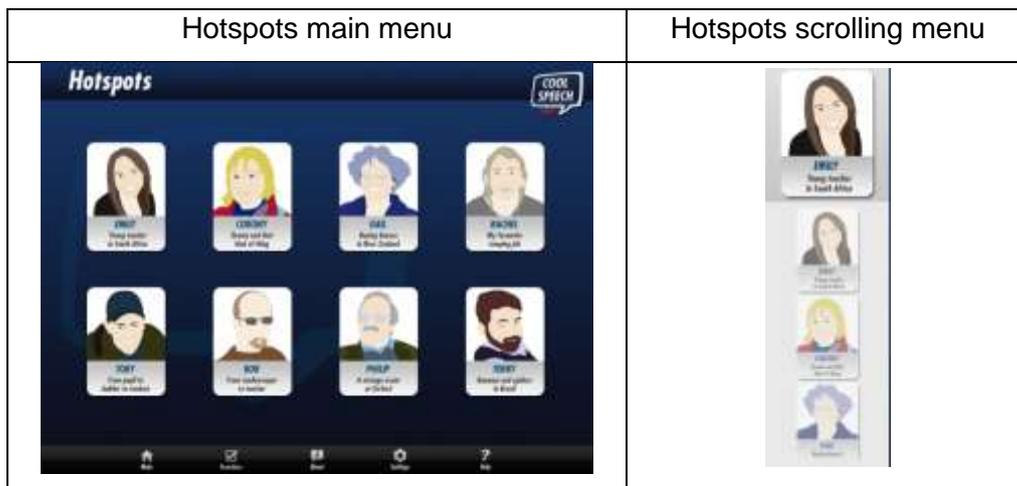
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[17] Then show them the screen, and check their answers. As you do so, make the following points, while single and double tapping the relevant lines:

- in line 05, 'don't have any' sounds like 'n na venny'.
- in line 05 'technology teachers' is non-prominent and very creaky
- in line 10 the last vowel of 'any' and the first vowel of 'equipment' become one sound. It sounds like 'any quipment'.
- the words in capital (upper case) letters are prominent – the speaker speaks them louder, and more clearly than the other words. The words in lower case letters are non-prominent, they are less loud, less clear, and (often) faster than prominent syllables.

[18] Ask them whether the words in red patch sound like anything else to them: this could be nonsense words, words from their mother tongue, or other English words. They may have interesting ideas, from which their classmates may learn.

Tell them that there are two more Questions and Explore screens from Emily, and three pairs of Question/Explore screens for another seven people, as they can see from both the Hotspots main menu, and the scrolling side menu. There are twenty-four such exercises in total.



[19] Give them the Record of Work handout. Get them to put their names on the top right hand corner, and then ask them to tick, or date, the cell in the table relating to Emily Question 1 and Explore 1.

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## 4 Teaching Speed

[1] From the main menu, below, select 'Speed', then select Emily from the Speed menu



[2] You will see this screen, which has a corresponding page on the student worksheet:

[3] Play the speech unit at the top of the screen, and explain that it will form the basis of our comparing speech at different speeds.

[4] Play this speech unit 'T' several times to give students a feel of speech going at 200 words per minute. Get them to repeat it at the same time and speed. This is the **target speed**.



[5] The task is to decide which of the speech units A-E in the bottom half of the page are:

- **slower** than the **target speed**
- **the same as** the **target speed**
- **faster** than the **target speed**

[6] Tell students to look at the worksheet; tell them their task is to judge whether they hear the speech unit is slower, same speed, or faster, and to tick the appropriate column.

[7] Say 'This is the target speed' and play the 'T' speech unit several times.

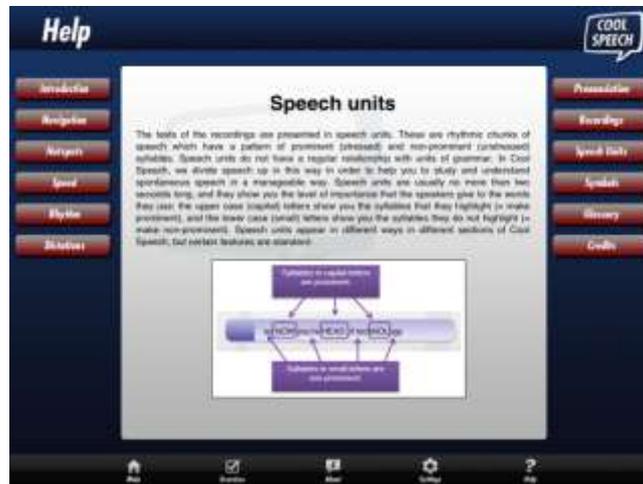
Then say 'This is speech unit A' and tap speech unit 'A' twice. And ask them to tick the appropriate column: (slower, target, faster) on the worksheet.

[8] Repeat this process for speech units B-E. Then ask students to compare their answers with each other, and ask them if they need to hear the target version or any of units A-E again.

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[9] Then click the check button at the bottom of the screen. And the correct answers will be displayed. Ask if they agree with the answers, and play the units again if necessary.

If you don't know what 'speech units' are, then tap 'Help' at the bottom of the screen and then 'Speech units' from the right-hand menu, and you will see the screen below.



[10] Tell them to turn to their Record of Work, and ask them to tick, or date, the Speed column in Table 2.

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## 5 Rhythm

From the main menu select 'Rhythm' and then select Emily from the Rhythm menu.



The purpose of the Rhythm exercises (there are eight) is to give students a feel for the rhythms of spontaneous speech – putting them in touch with real speech.

[1] Play the speech units at the top of the screen, and get the students to repeat them. They have the same words in three different rhythms: single, double, and triple prominence units. Make sure that students can say these words in the different rhythms.



[2] Play the first line several times, and get students to circle the words that they hear prominent on their worksheets. Get them to compare their answers, and replay line one if necessary. Ask them where they think the prominences are, and tap the relevant syllable(s), which will turn blue.

[3] Do the same for the other speech units, then click the check button. Correct answers will show as green, and incorrect answers will show as red.

[4] Tell them to turn to their Record of Work, and ask them to tick, or date, the Rhythm column in Table 2.

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### 6 Dictations

The purpose of this exercise is to give students a test of their ability to hear and decode short extracts of fast speech which contain common, familiar words.

[1] From the main menu select 'Dictations' and then select 'Emily'



[2] You will see five speech units, with gaps. The task is to listen to each line, and write in the words that they hear.

[3] Tap any gap, and the keyboard will appear.



[4] Play each line three times, and give students time to write on the worksheet.

[5] Get them to compare their answers to each other.

[6] Ask the class what to type in each gap, and type in what they suggest

[7] Then make the keyboard disappear, by tapping the button in the bottom right corner.

[8] Then click 'Check' – correct answers are shown in green, and wrong answers shown in red, but with the correct word inserted.

[9] Tell them to turn to their Record of Work, and ask them to tick, or date, the Dictations column in Table 2.

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## 7 Pronunciation

The purpose of the pronunciation component of Cool Speech is to give students practice using real speech as a model. There are a total of 48 screens for them to work with: 24 using a female voice as a model, and 24 using a male voice as a model.

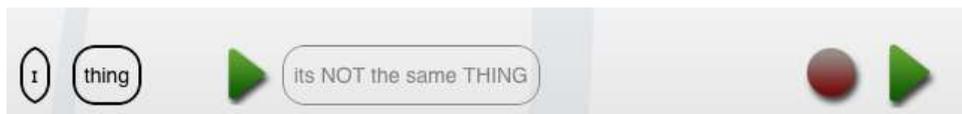
[1] Tap on the main menu, then on 'Vowels', then tap on the first image of Emily.



[2] You see the screen below. Tell students that this screen has six sounds of British English, in symbols, words, and speech units.

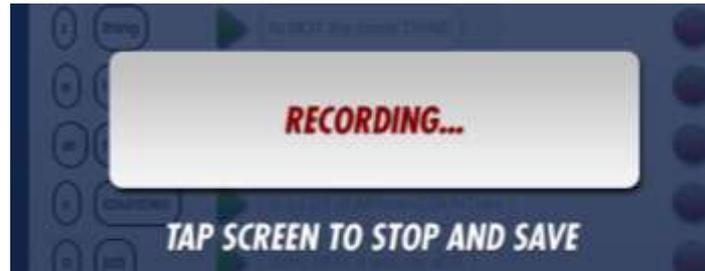


[3] Going from left to right, tap the symbol, the word, and the triangle, getting students to imitate the recording.



[4] Then tap the red button, and you will see a 'Recording' screen appear, as below. Say the words 'it's not the same thing', then tap the screen.

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[5] You will then see that the right hand green triangle will have changed to a different shade of green, indicating that a recording has been made. Compare your recording with the original, by tapping the two triangles in succession.

[6] Now go to the top of the screen and tap 'Careful' – the middle button, and repeat stages 3, 4, and 5.



[7] Then tap 'Fluent' at the top of the screen and repeat stages, 3, 4, and 5.

[8] The recordings can be deleted, by tapping 'Settings' at the bottom of the screen, and then clicking 'Delete'.

[9] Tell them to turn to their Record of Work, and ask them to tick, or date, the last three columns of Table 3.

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## Answer Key

### Explore

01 they SAID uh  
02 RIGHT  
03 we DON'T have a | techNOLOGY  
04 TEACHER  
05 we don't have ANY | technology teachers  
06 SO um  
07 so NOW you're HEAD of techNOLOGY  
08 for the enTIRE SCHOOL OF  
09 BOUT FIFteen HUNdred PUPils  
10 and we DON'T have | Any eQUIPment  
11 to DO techNOLOGY

- in line 05, 'don't have any' sounds like 'n na venny'.
- in line 05 'technology teachers' is non-prominent and very creaky
- in line 10 the last vowel of 'any' and the first vowel of 'equipment' become one sound. It sounds like 'any quipment'.

### Speed

		slower	target (same)	faster
A	so NOW you're HEAD of techNOLOGY	✓		
B	so NOW you're HEAD of techNOLOGY		✓	
C	so NOW you're HEAD of techNOLOGY	✓		
D	so NOW you're HEAD of techNOLOGY		✓	
E	so NOW you're HEAD of techNOLOGY			✓

### Rhythm

The prominent syllables are shown in upper case

it was KIND of sug-GEST-ed  
that WE would be TEACH-ing ENG-lish  
UM  
WHICH  
WAS-n't the CASE

### Dictation

The correct answers are shown in bold

it was **kind of** sug-gest-ed  
that **we would** be teach-ing eng-lish  
**um**  
**which**  
was-n't **the case**