EL 106 Oral I : Reading

Oral Reading forms section 1 of “1127/03 Oral” of English 'O' Level Examination. Using drama, games and articles, students will gain insight into reading aloud. Students will be paired up for peer mentoring and practice.

How does language enable us to express ourselves?

How does language enable us to express ourselves? We, Human beings, are created to live with each other in communities. Healthy communities are the byproduct of healthy communication. Healthy communication is the result of clear and responsible self-expression. We want to look at what clear and responsible self-expression is, in terms of our body language, speaking, reading and listening. These are outlets by which we allow people to understand us.

However, there are always implicit meanings when we express ourselves because we don't always express what is on the inside fully. Being able to understand how we express ourselves in different ways can unlock the way we relate to one another as individuals and groups.

In EL 106 – 108, we will look at the way we express ourselves through dressing, viewing, listening, reading and speaking, and the O level syllabus.

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*compulsory curriculum

**not available in online textbook downloads
Lesson A. WHAT READING IS ABOUT
Reading is about ___________________________ what is written, ____________________ to what is being said, and _________________________ in a way that helps others understand.

Reading Aloud -- Are Students Ever Too Old?

Passage 1
Once upon a time as a merchant set off for market, he asked each of his three daughters what she would like as a present on his return. The first daughter wanted a brocade dress, the second a pearl necklace, but the third, whose name was Beauty, the youngest, prettiest and sweetest of them all, said to her father:

"All I'd like is a rose you've picked specially for me!"

When the merchant had finished his business, he set off for home. However, a sudden storm blew up, and his horse could hardly make headway in the howling gale. Cold and weary, the merchant had lost all hope of reaching an inn when he suddenly noticed a bright light shining in the middle of a wood. As he drew near, he saw that it was a castle, bathed in light.


Passage 2
"I...became nothing but hearing. I would settle down...and, propped up high against the pillows, listen to my nurse read the Grimms' terrifying fairy-tales. Sometimes her voice put me to sleep; sometimes, on the contrary, it made me feverish with excitement, and I urged her on in order to find out, more quickly than the author had intended, what happened in the story. But most of the time I simply enjoyed the luxurious sensation of being carried away by the words, and felt, in a very physical sense, that I was actually travelling somewhere wonderfully remote, to a place that I hardly dared glimpse on the secret last page of the book. Later on, when I was nine or ten, I was told by my school principal that being read to was suitable only for small children. I believed him, and gave up the practice [of being read to] -- partly because being read to gave me enormous pleasure, and by then I was quite ready to believe that anything that gave pleasure was somehow unwholesome. It was not until much later ... that the long-lost delight of being read to came back to me."


Discussion :
1. Why don't we read aloud anymore, nor are read aloud to?
2. Is reading poetry different from reading prose?
3. How does reading affect listening?
Passage 3

over there
single girl with Trump in hand; A Success Story.
partnered with black bag glamorous, louder than herself,
sipping juice- no spectacle.

over there, gaunt man.
thoughts and coffee black,
leaning front, to stare intently at
the empty seat across him.

there, aging women,
careless dress- friends, probably.
both leaning back;
the animated right, mouth and lips, arms, fingers.
left just listening with latte.

over there - boy in corner,
six, seventeen? no doubt student;
muted here i am too fucking busy to
be busy fucking, like i should be.
papers, pen and discontentment,
shimmer, shudder, even with the slurpy.
earphones keep him under.

and there, lonely young woman
preoccupied with the
unoccupied seat, across her.
small, sad bites and a lifeless phone
she eyes, beside the tea.

then the cleaner, old, presuming
himself transparent;
rags, tray and can i clear the cup please.
all decline, distracted, absent.
but he clears up after them anyway-
juice, coffee, latte, slurpy, tea.


Passage 4

"Love is not a thing to understand.
Love is not a thing to feel.
Love is not a thing to give and receive.
Love is a thing only to become
And eternally be. ."

Sri Chinmoy, http://www.shortpoems.org/

Passage 5

Listen to a news article online, http://www.channelnewsasia.com/video/index.php

Discussion :

1. What does this line mean : “the written word is a vehicle of implicit and explicit messages”?
Lesson B. “SYLLABLES, CONSONANTS AND VOWELS : S.C.V”

Some things make reading and listening a lot easier. The difference between the three are:

1. Syllables are________________________________________________________________________
2. Consonants are________________________________________________________________________
3. Vowels are______________________________________________________________________________ . Just watch for the letter “Y”, because
________________________________________________________________________________________

Exercise 1
In your group, create as many words with the following combinations.

<table>
<thead>
<tr>
<th>1. AE</th>
<th>2. NK</th>
<th>3. NOUS</th>
<th>4. GH</th>
<th>5. TIOUS</th>
<th>6. PH</th>
<th>7. TH</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. AY</td>
<td>30. OW</td>
<td>31. STR</td>
<td>32. CY</td>
<td>33. SK</td>
<td>34. FL</td>
<td>35. SCR</td>
</tr>
<tr>
<td>36. QUI</td>
<td>37. SW</td>
<td>38. UNC</td>
<td>39. TR</td>
<td>40. KN</td>
<td>41. SC</td>
<td>42. MONO</td>
</tr>
</tbody>
</table>

Exercise 2
Some combinations and consonants are particularly challenging to students. Read the following.

<table>
<thead>
<tr>
<th>D</th>
<th>T</th>
<th>TH</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. daliance</td>
<td>1. tabular</td>
<td>1. Methane</td>
<td>1. kayak</td>
</tr>
<tr>
<td>2. damnable</td>
<td>2. tabulate</td>
<td>2. theoretic</td>
<td>2. keen</td>
</tr>
<tr>
<td>3. damp</td>
<td>3. tacit</td>
<td>3. theory</td>
<td>3. kelp</td>
</tr>
<tr>
<td>4. dandelion</td>
<td>4. tackiness</td>
<td>4. therefore</td>
<td>4. kennel</td>
</tr>
<tr>
<td>5. dank</td>
<td>5. tangerine</td>
<td>5. thread</td>
<td>5. kick</td>
</tr>
<tr>
<td>7. dastard</td>
<td>7. testament</td>
<td>7. throe</td>
<td>7. kilogram</td>
</tr>
<tr>
<td>8. daub</td>
<td>8. therapy</td>
<td>8. thwart</td>
<td>8. kimono</td>
</tr>
<tr>
<td>10. decipher</td>
<td>10. tibia</td>
<td>10. feather</td>
<td>10. knack</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ST(S)</th>
<th>SK(S)</th>
<th>SCH</th>
<th>UI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fists</td>
<td>1. Flasks</td>
<td>1. Scheme</td>
<td>1. Tuition</td>
</tr>
<tr>
<td>2. wistful</td>
<td>2. tasks</td>
<td>2. school</td>
<td>2. fruition</td>
</tr>
<tr>
<td>3. misty</td>
<td>3. musks</td>
<td>3. schism</td>
<td>3. fluid</td>
</tr>
<tr>
<td>4. twists</td>
<td>4. masks</td>
<td>4. Schubert (name)</td>
<td>4. Uighur</td>
</tr>
<tr>
<td>5. christ</td>
<td>5. brisk</td>
<td>5. Bausch (name)</td>
<td>5. Uillean pipes</td>
</tr>
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<td>6. tryst</td>
<td>6. frisk</td>
<td>6. schedule</td>
<td>6. quilt</td>
</tr>
<tr>
<td>7. bursts</td>
<td>7. tusks</td>
<td>7. schooner</td>
<td>7. juice</td>
</tr>
<tr>
<td>8. thirsts</td>
<td>8. husks</td>
<td>8. scholar</td>
<td>8. ruin</td>
</tr>
<tr>
<td>10. stamen</td>
<td>10. skunk</td>
<td>10. ischia</td>
<td>10. Maui</td>
</tr>
</tbody>
</table>

Exercise 3
Read an oral passage given by the teacher.
Some of you may present it in front of the class. Listen out for S.C.V!
Underline the words you have trouble reading.
Lesson C. “STRESSES & TONE”

Stresses simply mean that you should put ______________ on certain syllables or words when you read. Tone is the ______________ or the ______________ that you bring to the reading. Stresses changes the sound of the word, and words are affected by emotions!

Exercise 1
Apartment: how do you pronounce this word? A-part-ment or A-part-ment?

Exercise 2
How would you read this: “Who are you?”
1. over the phone
2. angrily
3. curiously
4. in front of someone that came up to say hi that you don't recognise
5. in front of someone that came up to say hi that you do recognise but vaguely

Exercise 3
Read the following with appropriate stresses and tone.

*This lines below are creatively adapted from Roald Dahl's story, Lamb to the Slaughter. How would you read the lines if*

1. both the wife and husband are tired?
2. The wife is tired but the husband is busy thinking?
3. The husband is tired but the wife is busy thinking?
4. The husband is hiding something?

Wife: “Tired darling?”
Husband: “Yes, I’m tired.” (quiet for a while)
Wife: (watches him) “I’ll get you another glass of whisky.”
Husband: “Sit down.”
Wife: (pause) “I think it’s a shame that when a policeman gets to be as senior as you, they keep him walking about on his feet all day long. (pause) Can I get you cheese?”
Husband: “No. I’m not hungry in the least. I...”
Wife: “It’s still not too late. There’s plenty of meat and stuff in the freezer...”
Husband: (no response for some time) “No thank you, dear.”

Exercise 4
In a pair, create 4 lines of speech where A has bumped into B, a long time friend who owes him/her something. (You can choose to be secretive or open about this debt.)

A: __________________________________________
B: __________________________________________
A: __________________________________________
B: __________________________________________
Exercise 5
Pair up and read the following dramatic text, Bad Air (an excerpt, from freedrama.com).
*RICK and CAMI work for an airline called AirCraphvia. (It is pronounced “Air Craff Via).*

RICK : Hey, Cami. Slow night?
CAMI : It's always slow here, Rick. Nobody wants to fly on AirCrappy.
RICK : AirCraphvia, Cami. You know you’re not supposed it call it AirCrappy anymore. It's not good for business.
CAMI : Don't worry. We haven’t had any customers to scare away tonight.
RICK : Maybe it's because our pilots keep running into mountains.
CAMI : It only happened three times. What are the chances it will happen again?
RICK : You don't want me to answer that. (Phone rings) A customer.
CAMI : (Closer to phone) Oh, Rick. Would you get that?
RICK : You're closer.
CAMI : Oh, please, Rick. I just did my nails.
RICK : Fine. (Pushes past her) Hello?
(Smiles) Sure we have room on the flight tonight. (Frowns) What?
CAMI : What's wrong?
RICK : No, you can't do that.
CAMI : What?! Rick. Don't tell them no.
RICK : Sorry, your children can't do that.
CAMI : Let the kids do it.
RICK : No, your children can't ride in the suitcases. You have to buy them tickets.
CAMI : Maybe they can't do that.
RICK : I don't care if they're under weight, it's against the law. (Hangs up)

Discussion :

1. How do stresses and tones enable us to express ourselves effectively?
2. How important in delivering feelings in reading?
Lesson D. Tips for Reading Aloud

During the O Level Examinations for Oral, you would have 10 minutes to prepare.
Use 5 minutes to prepare for the reading, and 5 minutes to prepare for picture discussion.

Prepare to Read

• Read through the material once in your head, and then aloud. You need to hear the difference your voice makes in order to be real with your text.

• Think about your listener (classmates, teachers, friends or examiners). What kind of setting is the space? Will you be alone with the person or in front of a group? What is their intention for listening?

Before You Read

• Make sure you are comfortable.
• Don't read the words in italics. They are there to help you understand the context.

During Reading

• Change your voice to fit the mood or action.
• Move your finger under the words as you read them, if you need to.
Trial Score Sheet

You will be tested by your classmates who will play examiner. The examiner should give you 5 minutes of reading time before testing you. At the end of the reading, the examiner should give you constructive feedback and a mark.

The examiner should give a fair score for the following:

0-3: weak pronunciation, little clarity, stress and tone errors, monotone
4-6: pronunciation is inaccurate, frequent mistakes in reading, weak tone and stress
7-9: clear articulation, some errors in pronunciation, some good use of stress and tone
10 – 12: near-perfect pronunciation, good pace, variation of tone and stress to bring our feelings

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<thead>
<tr>
<th>Trial 1</th>
<th>/12</th>
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<th>Trial 2</th>
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What have you learnt as a candidate and an examiner?
How does reading and listening affect the way you know yourself?