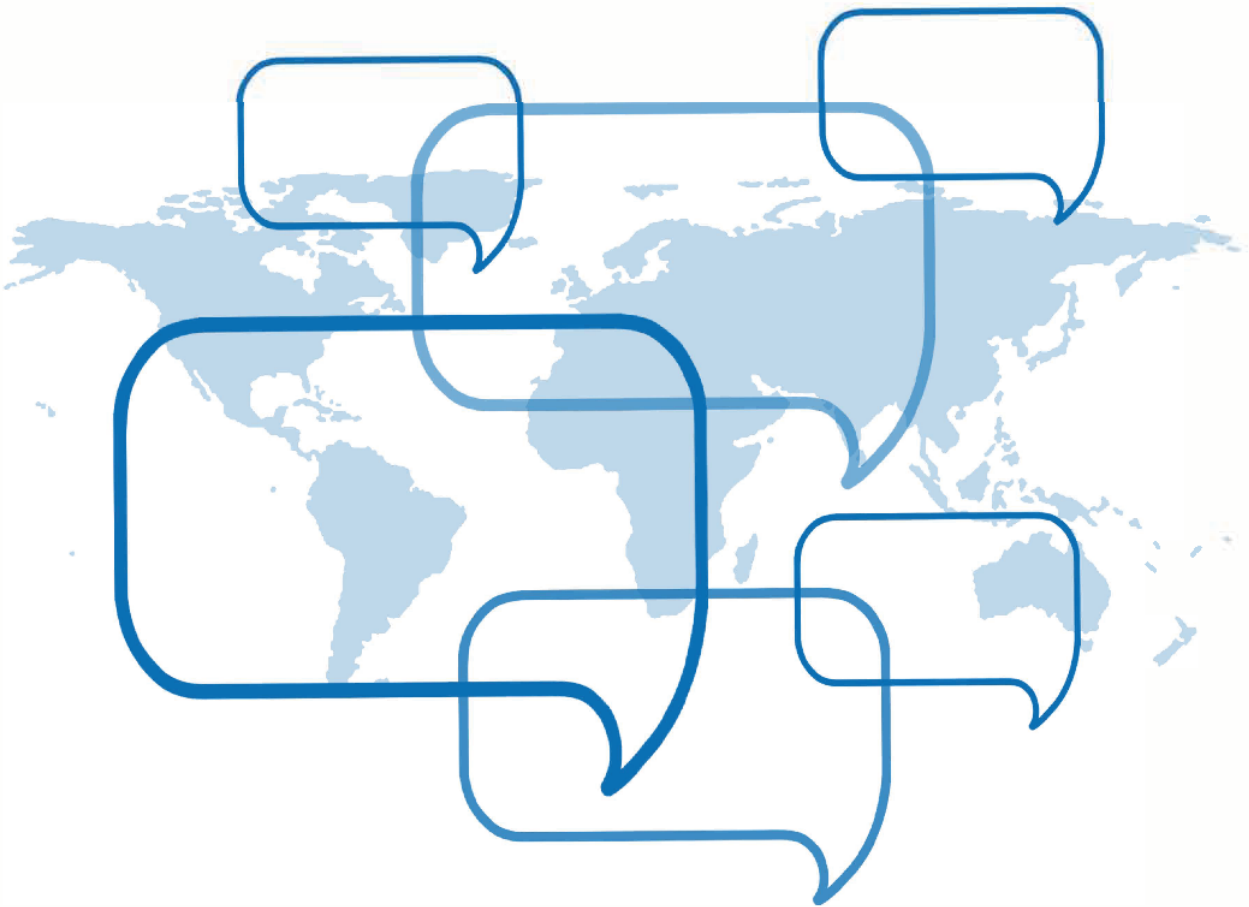
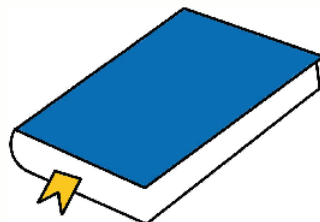


ESB Level 1 Award in Speech (Grade 2)



Speech to Connect: Teacher Guide



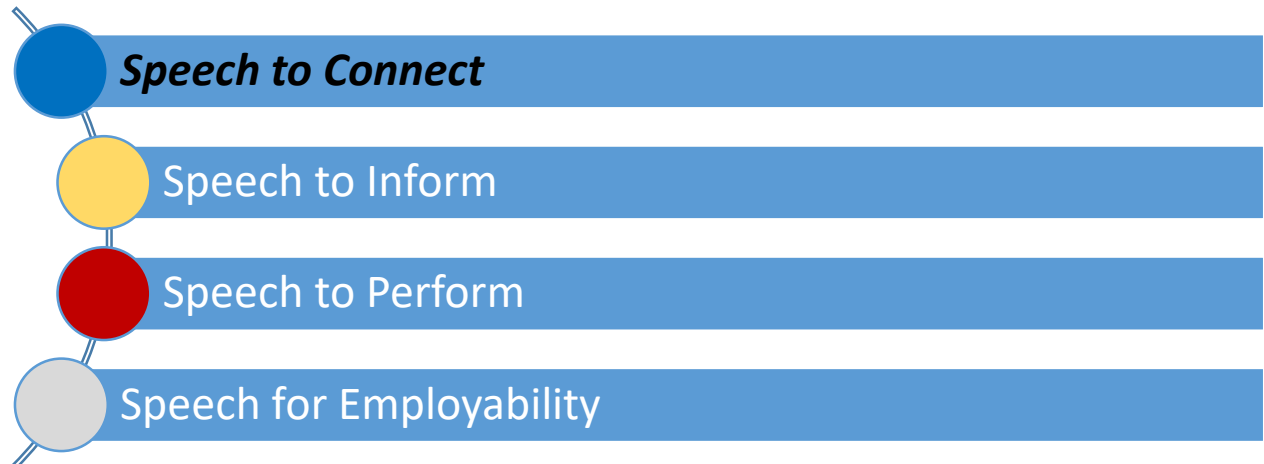
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Contents

<i>Welcome</i>	4
<i>Section 1: Personal Interest Talk (4 minutes)</i>	5
<i>Section 2: Speaking by Heart (2 minutes)</i>	6
<i>Section 3: Reading to Listeners (2 minutes)</i>	6
<i>Section 4: Listening, Responding and Exchanging Views (5 minutes)</i>	7

Welcome

Welcome to this teacher guide. Our updated **ESB Level 1 Award in Speech (Grade 2)** intends to give teachers greater choice and more opportunities for developing and advancing their learners' communication skills. This qualification is part of our Graded Examinations in Speech and it contains the following four pathways:



This short teaching guide concerns the **Speech to Connect** pathway. This pathway contains the following four assessment components:

- 1. Personal Interest Talk (40% of assessment)** – Learners should deliver a talk with knowledge and enthusiasm on an activity or topic of personal interest.
- 2. Speaking by Heart (20%)** – Learners should introduce and present a piece of poetry, spoken song lyric, prose, or drama.
- 3. Reading to Listeners (20%)** – Learners should prepare 12-13 pages (containing dialogue) of a book, from which the assessor will choose an extract to be read aloud.
- 4. Listening, Responding and Exchanging Views (20%)** – Learners should listen and respond to questions from the assessor and group in relation to the first three activities. They should also actively contribute to the group discussion by asking questions and offering comments.

As you will see, each page contains a list of hints and tips about preparing learners for the assessment. We really hope you enjoy teaching this qualification, and if you have any questions, please don't hesitate to contact us at: product@esbuk.org

Section 1: Personal Interest Talk (4 minutes)

- Encourage learners to create a mind map of thoughts and ideas and a portfolio of information, visuals and inspiration from different sources, which can act as a springboard for their talk.
- Ensure that learners structure their talk with a beginning, a middle and a conclusion.
- Advise learners to time their talks when practising. This will ensure that introductions are not rushed and that there is the necessary time for a proper conclusion. Practising to time also helps build confidence, which encourages spontaneous delivery.
- Learners should not feel they need to apologise for being nervous. It is perfectly natural to feel some nerves, but apologising can draw attention to that fact – it is much better to just carry on.
- If learners use presentation software (such as Prezzi or PowerPoint) as a visual aid, ensure that they do not read their talks from slides, or face the screen, as this will limit their communication with the audience. Learners should stand to the side of the screen, facing the audience. Video clips, photos, art, equipment, food etc. are all suitable as visual aids.
- When referring to an image, encourage learners to talk about the ‘hidden’ and little-known details, which cannot be seen by an audience. For example, if there was an image which showed the Statue of Liberty, the student might say something along the lines of: *‘The Statue of Liberty was built by the French architect Gustave Eiffel and it was given by France to the United States of America in 1886’*.



Section 2: Speaking by Heart (2 minutes)

- Ensure that learners are genuinely interested in their selected monologue, which could be a piece of prose, a song lyric, a poem or an extract from a play. The more learners feel connected to their choice, the more they will be able to interpret it with confidence and creativity.
- If learners are struggling to make a choice, consider selecting a small number of monologues that contain the opportunity for vocal variety and that move or motivate the learners, such as song lyrics, extracts of speeches by Greta Thunberg or Malala Yousafzai, or poetry written in or translated into English. Allow each group (for example 6 students) to read and pass the pieces round. Each student might then select one or two to read aloud to their group. You could then ask learners who have chosen the same piece to work together.
- Monologues need to meet the following criteria for length, language and content. The piece should:
 - ❖ **Length** – Be of sufficient length to allow the student to show their ability to establish and sustain their performance and interpretation;
 - ❖ **Language** – Contain a variety of expressive vocabulary and a range of sentence structure that allows for interpretation; **and**
 - ❖ **Content** – Go beyond easily recognisable events and stories; *Give the opportunity to explore emotions, moods and atmosphere outside the student’s immediate experience; and contain imaginary people and places.*
- Advise learners to consider their introduction to their chosen piece. Ask them to write down a list of reasons why they find it interesting and engaging. Explaining these reasons in their introduction will help them connect to the audience and awaken interest in their choice.
- Encourage learners to practise their piece often. Practising regularly will help learners to feel less hesitant about delivering it. Once a piece is secure in the memory, learners can also start to layer it by experimenting with pitch, tone, pace and pause. This will help them to begin to bring the piece to life.

Section 3: Reading to Listeners (2 minutes)

- As with *Speaking by Heart*, learners should always be interested in their choice of book. A genuine interest in their choice will help them give an enthusiastic and persuasive introduction, providing the audience with a flavour of the text.
- Extracts must contain dialogue, opportunities for vocal variety, and should be from an important or dramatic part of the book. This should also give them opportunities to sustain longer sentences and the opportunity to explore phrasing.
- Ask learners to work towards developing eye contact - from looking up, to sharing the reading with the whole group. This will help to involve the listening group in the story.
- Encourage learners to think about the different characters in their chosen extract – how they are feeling, and why they feel that way. This will help them to bring the characters to life and convey mood/atmosphere. For example, if a character feels particularly relieved, the student might choose to incorporate a sigh into that character’s dialogue.
- To know how to make effective use of pause is one of the most important lessons for the speaker. Encourage learners to use pause to separate phrases, renew breath, and for dramatic effect. Pauses can be used to indicate intense feelings to help in building up a climax.

Section 4: Listening, Responding and Exchanging Views (5 minutes)

- To promote shared learning, encourage learners to provide both factual information and their own thoughts when answering a question.
- Sometimes, a question can put learners under pressure. If they are not sure about an answer, it is completely acceptable to admit that.
- Rather than giving a confused response, it is better to say something along the lines of: *'That's an interesting question. Unfortunately, I don't know the answer to it, but I'm certainly going to look into it.'*
- Always encourage learners to ask open-ended questions. Questions should seek additional information or put forward a different viewpoint.
- Limit learners to asking just one question at a time. It can be difficult for a presenter to make sense of, and respond directly to, several questions.
- It is vital that any criticism or challenging of a viewpoint must be constructive. Our assessments promote open, lively, positive discussion that encourages learning and understanding.

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