

ESB Level 1 Award in Speech (Grade 2)



Speech to Inform: Teacher Guide



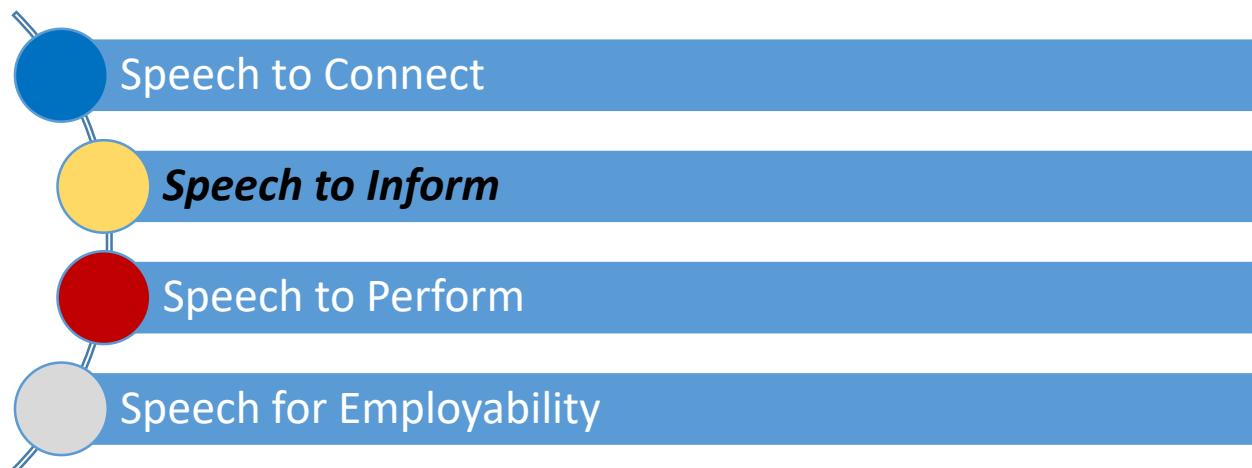
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Welcome

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 Inform** pathway. This pathway contains the following four assessment components:

- 1. Curriculum Talk (40% of assessment)** – Learners should deliver a talk with knowledge and enthusiasm on a curriculum topic in any subject.
- 2. Present a News Story (20%)** – Learners should adopt the role of a television reporter 'on the scene' and present a real news story.
- 3. Present an Argument (20%)** – Learners should present an argument about a topical national or local issue and communicate it to the assessor and group.
- 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: Curriculum Interest Talk (4 minutes)

- Ensure that learners choose a topic of genuine interest. For example, they may choose to talk about topics such as: *Women's Suffrage*; *A Region in Asia*; or *Magnetism*.
- 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: Present a News Story (2 minutes)

- Ask learners to choose a news story of genuine interest. Suitable topics on which to base a news story include: *Politics; Health; Technology; and the Environment*. This will make doing the research more enjoyable. Try to help your learners cover the 5Ws of news reporting: *Who; What; Where; When and Why*. They should consider the following:
 - ❖ Who was involved?
 - ❖ What happened?
 - ❖ Where did it happen?
 - ❖ When did it happen?
 - ❖ Why did it happen?
- Advise learners to always double-check their research. It is vitally important that a news story contains accurate information.
- When learners have completed their research, it is important for them to review all the material. They will need to choose what material to leave in and leave out when creating their 'on-the-scene' report. Try to pick the material that will most interest and engage the audience. Once they have chosen their material, they should write it down in bullet points and practise presenting it.
- Encourage learners to practise presenting their news stories in small groups of 3-4. This will help them to present their news story clearly and concisely. Remember, the audience will lose track of your news story if it is too long and overcomplicated!
- Remember that learners are 'on the scene' when presenting their report. Encourage them to speak as spontaneously as possible, and not rely on a script.
- Learners should present their news report formally in the same way as a report on the TV. They should use Standard English and not colloquialisms.

Section 3: Present an Argument (2 minutes)

- Encourage learners should choose a local or national issue that is substantial or meaningful to them. Suitable subject matter includes: *Education; Lifestyle; Transport; and Entertainment*. A genuine interest in the issue will help them to communicate enthusiastically and passionately to the audience.
- Help learners to explain their argument in just one or two sentences. This will help learners to feel more confident about the material they are presenting, and it will ensure that the audience does not lose track.
- All arguments should have a beginning, a middle, and an end. Learners should outline their main argument in the introduction, give facts and figures to support their argument in the middle, and summarise why they believe their argument in the end.
- Similar to *Present a News Story*, learners should formally present their argument by using Standard English.
- Ask learners to work towards developing eye contact - from looking up, to sharing the story with the whole group. This will help capture the interest of the audience, and ensure they feel a real connection with the story.
- Encourage learners to use gesture and body language as a way to show conviction. An audience is always persuaded by someone who genuinely believes in their argument.

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

- To promote shared learning, encourage learners to provide both factual information and 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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