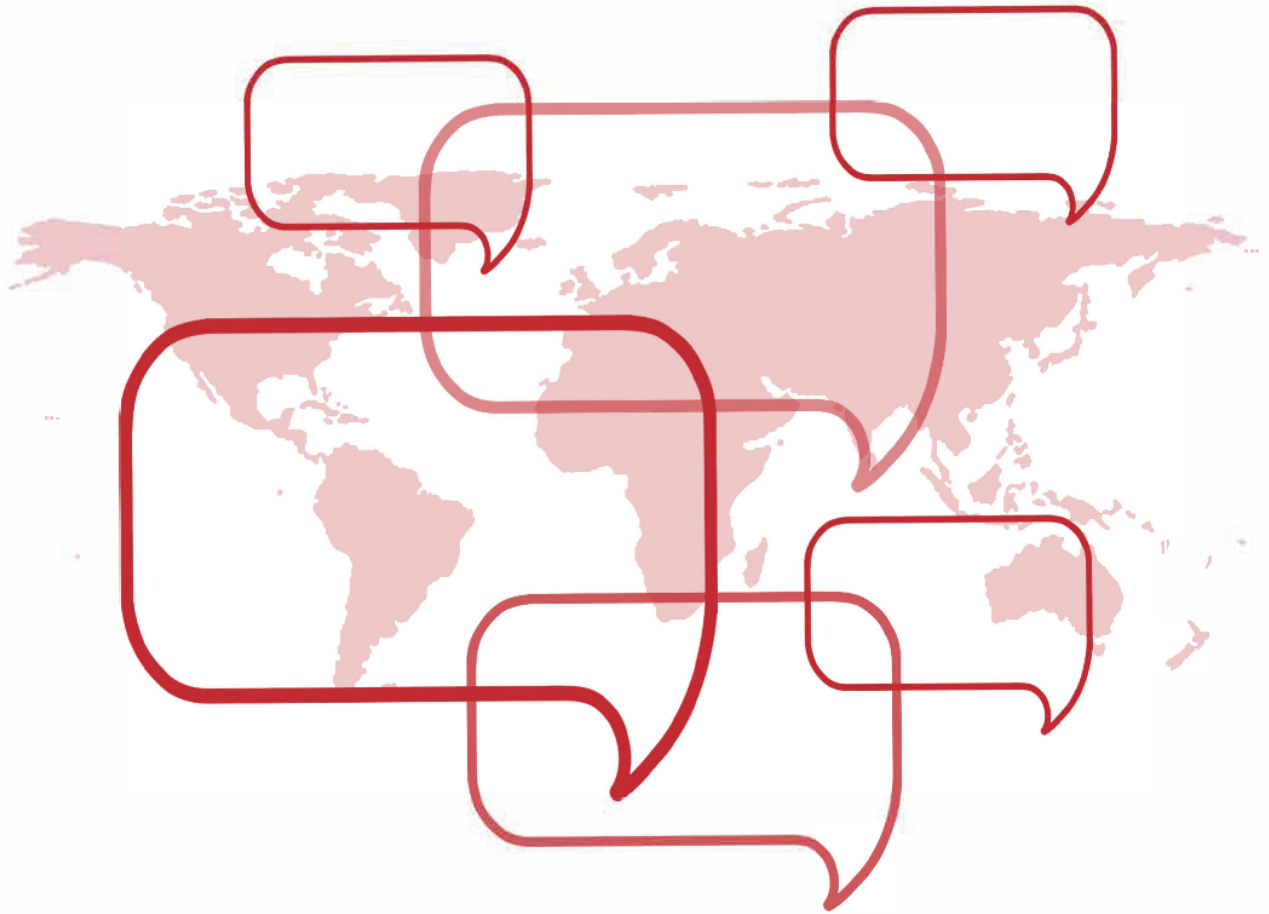


## ESB Level 1 Award in Speech (Grade 2)



### Speech to Perform: Teacher Guide



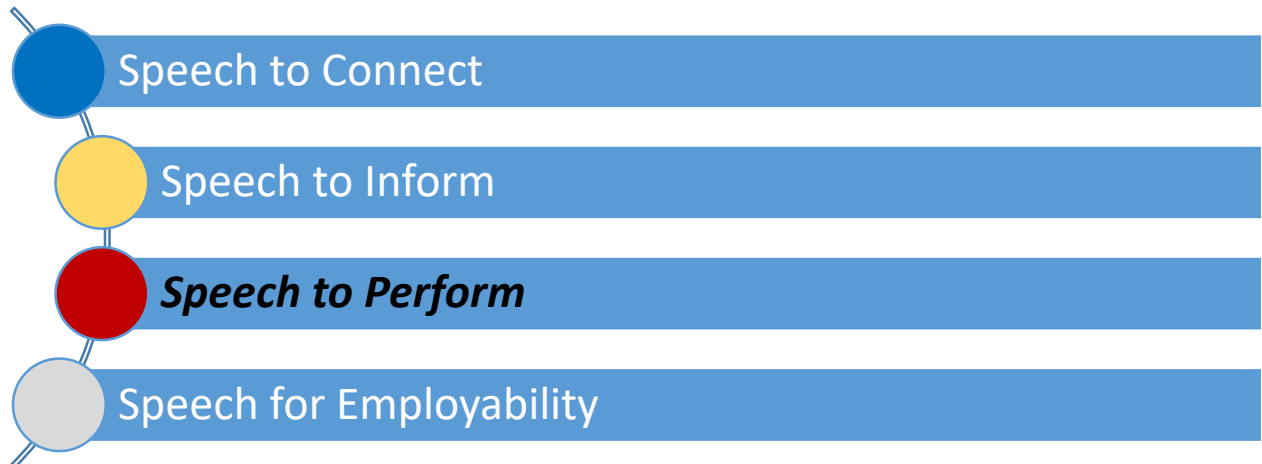
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## Welcome

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

- 1. Performance Talk (40% of assessment)** – Learners should deliver a talk with knowledge and enthusiasm on any aspect of the performing arts.
- 2. Perform a Published Work (20%)** – Learners should introduce and present a published piece from a recognised writer (poetry, prose, monologue or song lyrics).
- 3. Create and Present a Spoken Piece (20%)** – Learners should create their own spoken piece in a form of their choice, which may be read or recited. This may be a poem/lyrics (own choice); storytelling (own choice); or a piece of devised drama.
- 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](mailto:product@esbuk.org)

## ***Section 1: Performance 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 a learner was giving a talk about the Harry Potter films, they could show a picture of Hogwarts and say something along the lines of: *‘Students in their first-year who attend Hogwarts are required to learn seven subjects: Transfiguration; Charms; Potions; History of magic; Defence against the dark arts; Astronomy; and Herbology’.*



## ***Section 2: Perform a Published Work (2 minutes)***

- Ensure that learners are genuinely interested in their selected choice (poetry, prose, monologue or song lyrics). 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 texts 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.
- The chosen work needs 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 their choice interesting. 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, which will help them to bring it to life.

## ***Section 3: Create and Present Your Own Spoken Piece (2 minutes)***

- As with *Perform a Published Work*, learners should give a positive and enthusiastic introduction to their spoken piece, which outlines their inspiration.
- Encourage learners to stick to one genre for their piece (e.g. comedy, science-fiction). Keep it simple!
- Advise learners to always record any moments of creativity. It can be really annoying to forget great ideas!
- Ask learners to redraft their piece at least twice. It is very difficult to produce the ‘perfect’ piece in one attempt.
- Encourage learners to work collaboratively. Sharing ideas is fun and can help them to think about things that work or didn’t work.
- Ensure that learners use a range of vocabulary to communicate the meaning of their piece. An audience may lose interest in a piece if there is far too much repetition.
- Tell learners also not to worry about performing their piece. We are not looking to judge or criticise their creativity – we are only looking to assess how those ideas are communicated to an audience.

## ***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 can find out and come back to you.'*
- 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 is constructive. Our assessments promote open, lively, positive discussion that encourages learning and understanding.

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