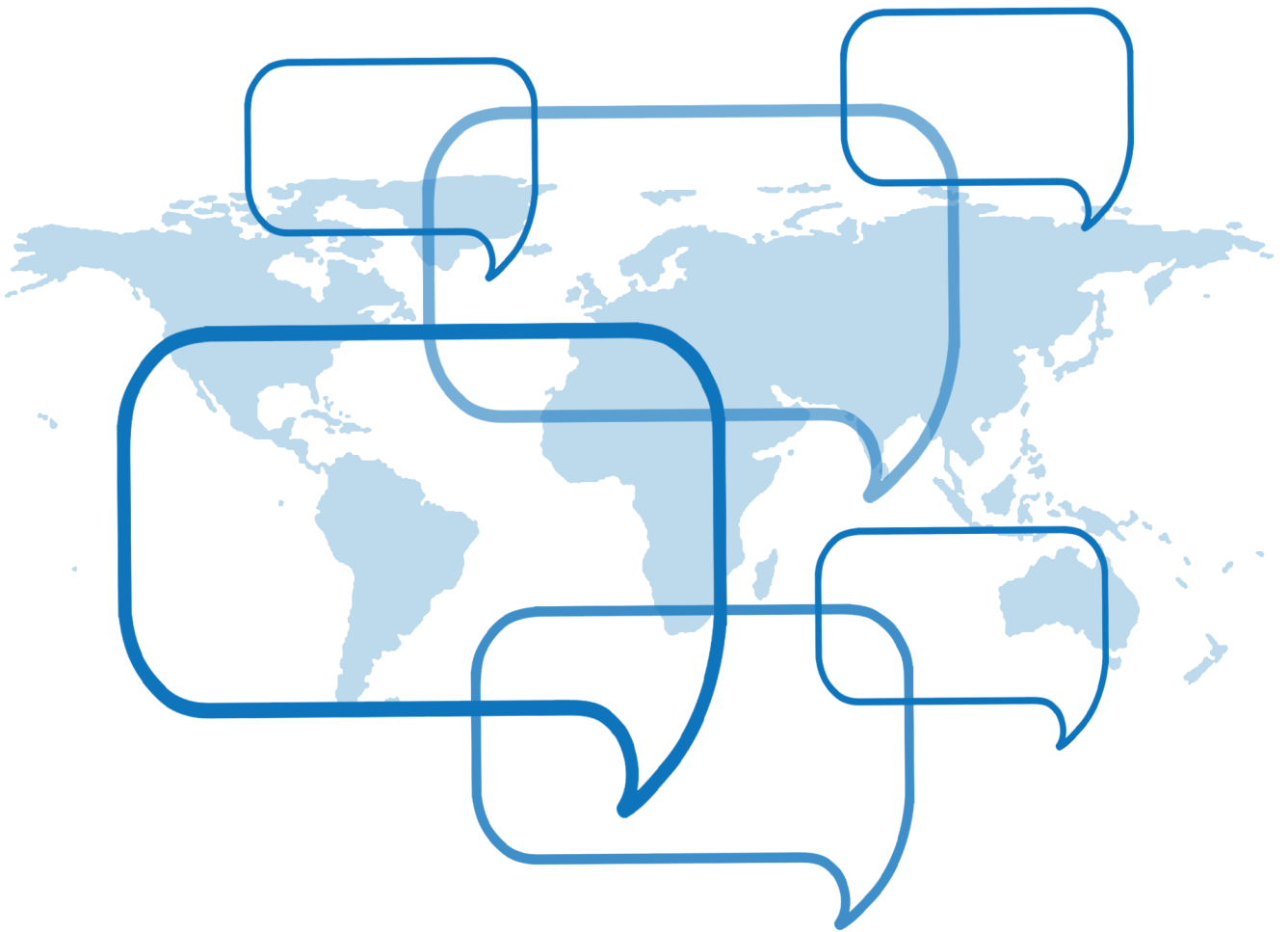
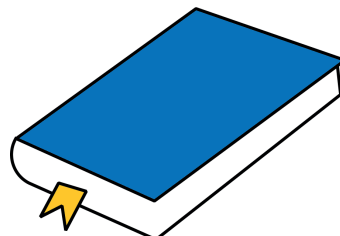


ESB Level 2 Certificate in Speech (Grade 4)



Speech to Connect: Teacher Guide



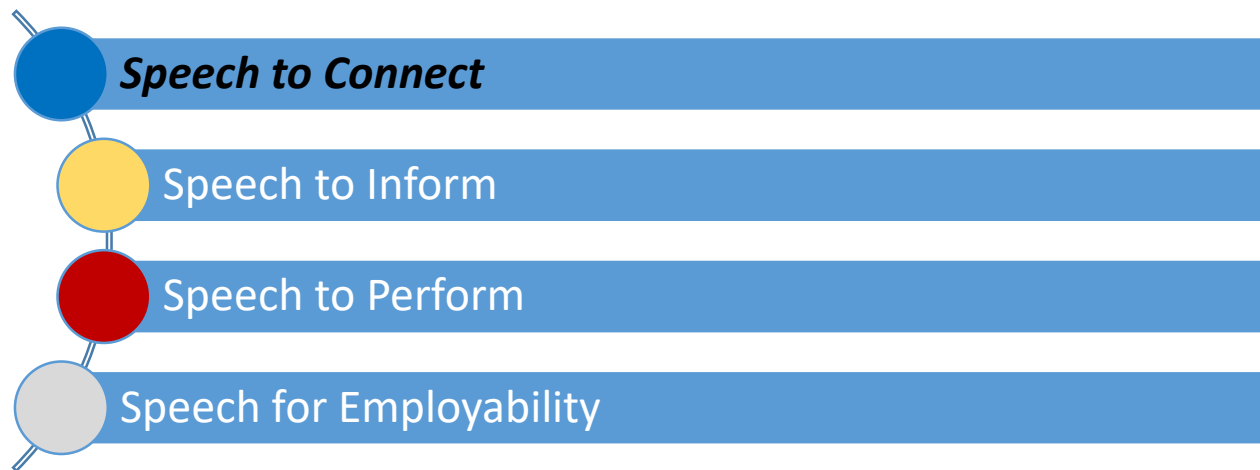
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Welcome

Welcome to this teacher guide. Our updated **ESB Level 2 Certificate in Speech (Grade 4)** intends to give teachers greater choice and more opportunities for developing and advancing their students' 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. Biographical Talk (40% of assessment)** – Students should research and deliver a talk on a famous or interesting person, outlining their achievements and importance.
- 2. Speaking by Heart (20%)** – Students should explain the particular qualities of a chosen piece of poetry, prose or drama on the theme of a place or person and then speak it imaginatively from memory.
- 3. Commentary on Prepared Reading (20%)** – Students should introduce their chosen reading by commenting on the characters and their place within the plot. They should then read a prepared extract.
- 4. Listening, Responding and Exchanging Views (20%)** – Students 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 students 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/Curriculum Talk (4 minutes)

- Ensure that students structure their talk with a beginning, a middle and a conclusion. It is always worth asking them to time their talks when practising. It will ensure that introductions are not rushed and there is the necessary time for a proper conclusion.
- Ask students to be selective with their research and make notes of key points that they want to discuss. They can then refer to their notes during their talk if necessary. However, please remember that we want to encourage spontaneous speech, so it is important that students don't simply read from their notes.
- In addition to being selective with research, it is important that students properly process and digest their findings. This will help them explain their topic to the audience and support their views with reasons and evidence. We would advise sourcing material from many different places, and not only from the internet.
- Encourage pupils to breathe naturally when speaking and not to speak too fast. Breathing naturally, using the diaphragm and the intercostal muscles, will help them project their voice so that it is clear and audible.
- Ask students to practise giving their talks in groups of 5-6. This will help them to build their confidence and maintain eye-contact with an audience. Explain that regular eye-contact, the use of hand gestures, and facial expressions are an effective means of making people listen more intently, making them feel more comfortable, and adding an air of authority to the words.
- If students use PowerPoint slides as a visual aid, ensure that they do not read their talks from it, or face the screen, as this will limit their communication with the audience. Students should stand to the side of the screen, facing the audience.
- Encourage students to think about the power of imagery. For example, if a student was giving a talk about Martin Luther King Jr, an image or 10 seconds of video footage of him delivering his famous '*I have a dream*' speech could perhaps be incorporated.
- Students should try not to backtrack if they forget a piece of information. If they do, this information can always be brought in later, during the discussion.

Section 2: Speaking by Heart (2-3 minutes)

- Choices should be on a theme or topic that is of real interest to students. They should also provide scope for vocal variety. Here, the piece may relate to the subject of the talk if desired.
- Poems and monologues need to meet the following criteria in terms of length, content and language. The piece should:
 - ❖ **Length** –be substantial enough to convey some development both in the author’s intentions and student’s interpretation and performance.
 - ❖ **Content** – (1) be sufficiently complex to provide some contrast and range of theme, character, situation or mood; and (2) provide opportunities to explore universal themes.
 - ❖ **Language** – (1) provide stylistic variety of language and literary form; (2) contain subtleties of vocabulary and syntax; and (3) provide opportunities for a variety of approaches and interpretative choices.
- Ask students to concentrate on making the introduction to their chosen piece enthusiastic and interesting for listeners. Again, stress the personal element – ask students to discuss what that chosen piece of poetry and drama means to them and why. Explaining this during their introduction will help them connect to the audience and awaken interest in their choice.
- Encourage students to regularly practise exercises to develop resonance and breath control, as this will support audibility.
- When the piece has been memorised, encourage students to experiment with different ways of emphasising certain words or phrases. In addition to pitch, pace and tone, students can bring attention to a word or group of words by inflection, which is the slide or glide of the voice in an upward or downward direction.

Section 3: Commentary on a Prepared Reading (2-3 minutes)

- Encourage students to develop a good knowledge of the book by reading it, and reflecting on both the plot and themes. They should be familiar with the plot in order to draw valid conclusions about the role and impact of characters. Discussion of this will help them give an enthusiastic and persuasive introduction.
- There should be a clear and well-thought out contrast between narrative and dialogue. Variations in pace, pitch and tone can bring characters to life. For example, if a character feels particularly relieved, the student might choose to incorporate a sigh into that character’s dialogue.
- Ask students to work towards developing eye contact from simply looking up, to sharing the reading with the whole group and drawing listeners into the story with use of facial expression as well as eye contact.

Section 4: Listening, Responding and Exchanging Views

- Ask students to consider potential areas of enquiry when preparing for their assessment, and to think about their responses to potential questions. It is always helpful to the speaker when a listener asks a question that he/she has already considered.
- Encourage students to provide as much detail as possible when responding to a question. This will help persuade the audience to their way of thinking.
- Reassure students that, if they don't know the answer to a question, it is completely acceptable to admit it. 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.'
- Advise students to ask open-ended questions, which seek additional information or put forward a different viewpoint in a constructive way.
- Limit students 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.

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