

ESB Level 2 Certificate in Speech (Grade 4)



Speech to Inform: Teacher Guide



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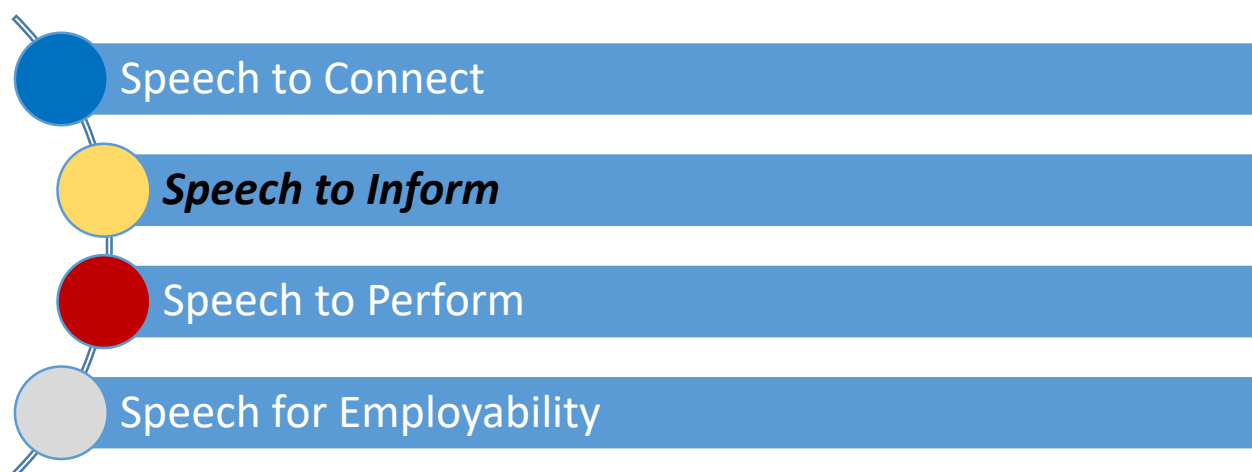
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Welcome

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

1. **Personal Interest/Curriculum Talk (40% of assessment)** – Students should research and deliver a talk on any personal interest or a Key Stage 3-4 national curriculum topic.
2. **Reviewing a News Item (20%)** – Students should examine a news item from an online or paper-based source, commenting on the importance of the issue(s) raised.
3. **Persuasive Speaking (20%)** – Students should attempt to persuade the assessor and the group to their way of thinking on a social, political, economic or environmental issue, which has more than one viewpoint.
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: Reviewing a News Item (2-3 minutes)

- Take care to ensure that students choose an article which is not overly long and/or technical. This will help students give a full introduction, explaining why they are interested in the topic.

Candidates are also required to give the publication, date, and author when introducing their article.

- If students are struggling to choose an appropriate article, consider distributing a number of suitable articles, and they can select one. Students can work in pairs to highlight and explain the main points raised in the article. You can extend this activity to larger groups / whole class discussions.
- Encourage students to read the article carefully and make notes of key points. Encourage them not to focus on memorising every word - instead, they should focus on memorising the flow of the key points. Reading from a script will just distract the audience.
- Ask learners to consider the bias when reviewing their article. How does the headline grab our attention, and what does it want us to think? Does the article contain positive or negative language, and does it contain different viewpoints or just one? This will help students give a full explanation interlinked with their own analysis.
- Encourage students to leave enough room for a good conclusion, in which they can provide a summary of the issues highlighted, and what they have learnt from the topic.

Section 3: Persuasive Speaking (2-3 minutes)

- Ensure that students choose an issue that they feel passionate about, as this is sure to impact their flow of speech, improve their confidence, and ensure engagement, credibility and influence over the audience.
- Encourage students to consider at least 3-4 sources when researching their topic as this will allow them understand the issue from a variety of different perspectives.
- A good persuasive speech focuses on a number of things; if students talk about too many things, it may overwhelm the audience. When introducing their persuasive speech, make sure that students outline the different perspectives they have discovered, as well as stating their **OWN** views.
- Personal experience can be used as a persuasive device, but it is vital that opinions are justified with reasons and evidence. A good technique for structuring arguments is: Point, Evidence and Explanation.
- Let learners know that they could practise their speech in front of mirror or video themselves. Encourage them to note down the things they did doing well as well as areas for improvement. In addition, they could practise in front of their friends and share feedback on specific aspects of content or delivery.
- Ensure students remember to make eye contact as much as possible. Successful persuasion happens when you are able to connect with another person.
- When concluding their persuasive talk, students should always recap their own view, justifying their reasons for that stance; this is the final opportunity for them to persuade their audience to their way of thinking.

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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