

**Striving To Improve**



# Speaking and Listening

For students aged 12 - 15 years who are  
underachieving at their year level.

**Sample**



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# Teachers' Notes

*Speaking And Listening* is part of the *Striving To Improve* series which is targeted at children aged between 11 and 15 years who are struggling to meet the expected requirements specified by the curriculum for their age group.

The children who you teach may be struggling with their school work because they have been diagnosed with learning difficulties such as ADHD or dyslexia. They may be struggling because of social factors which have resulted in them missing a lot of school. Whatever the reason, this book will help students to prepare and deliver their own speeches and listen to speeches delivered by their classmates.

Activities in this book link to the curriculum for Years 5 and 6, so children feel that what is being asked of them is actually achievable. To make the tasks more manageable, they have been broken down into small parts which gives each student the opportunity to process one idea at a time. Time limits have been abandoned or made flexible and students are asked to begin delivering speeches to a friend before working up to presenting their work to larger groups.

With this book you can prevent those students who have been left behind from regressing any further, and help them to feel that they too can be successful at school.

Sample

# \* Tongue Tied

This activity will help you to practise speaking clearly. With your partner, take turns reading the tongue twisters below aloud. How many times can you repeat each one before you make a mistake?



**\* TASK A** In the blank boxes write how many times you were able to say each correctly.

	Annabel ate eight enormous apricots.
	Naughty Ned needed nine new neckties.
	Rascals ran rapidly round Robin's rocket recently.
	Walter will walk with Wally on Wednesday.
	Baby Bear blew big beautiful bubbles.
	Snoozing Sam Snail snores sleepily.
	Hungry hippos hold hands happily.
	Lottie lost Lisa's lovely lace.
	Clarissa's cow caught cousin Clare's canary.
	Terry Turtle tickled Tim terribly.
	Susan's singing soothed six sick sheep.
	Proud peanuts performed particularly prettily.
	Eight elegant emus eloped eastwards.



**\* TASK B** On the lines below write some tongue twisters of your own. Try saying them aloud with your partner.


# \* Speaking With Your Body 1

When we speak we can move our bodies (body language) and faces (facial expression) to emphasise what we mean.

**\* TASK A** Write down what you think each person is feeling.



**\* TASK B** What could each of the facial expressions or body movements below show about how a person is feeling?

frowning: \_\_\_\_\_

glaring: \_\_\_\_\_

shrugging: \_\_\_\_\_

clenching a fist: \_\_\_\_\_

stamping a foot: \_\_\_\_\_

slouching: \_\_\_\_\_

nodding: \_\_\_\_\_

shaking of head: \_\_\_\_\_

**\* TASK C** With a partner, make a list of facial expressions and body movements which can be used to show each emotion below.

happiness: \_\_\_\_\_

anger: \_\_\_\_\_

sorrow: \_\_\_\_\_

confusion: \_\_\_\_\_

jealousy: \_\_\_\_\_

horror: \_\_\_\_\_

disbelief: \_\_\_\_\_

Share your list with the class - make a class list on the board.

## \* Types Of Speeches 2

### \* TASK A

The presentation and content of a speech will change depending on its purpose and audience. In pairs fill in the table below to show how you think an entertaining speech would differ from an informative speech.

	Entertaining speech	Informative speech
Voice		
Gesture		
Facial expression		
Word choice		
Subject matter		
Anything else		

Sample

Share your answers with another pair.

### \* TASK B

#### Discuss:

When would you present a speech to entertain?

When would you present a speech to inform?



# \* Speaking Persuasively 5

## \* TASK A

If you could choose to be any animal on the Earth, what would you be?



Why? \_\_\_\_\_  
\_\_\_\_\_

For this activity, you are going to pretend to be this animal.

Noah has made a mistake. When he was designing the Ark, he forgot to allow space for the unicorn. The unicorn is a pretty special animal, so Noah has decided to give another animal's space to the unicorn. Good news for the unicorn, but not so good for the animal that is going to be left behind!

To help make his decision, Noah has asked the other animals to argue why they should be allowed to stay on the Ark.

## \* TASK B

Imagine that you're an animal on the Ark. Take some time to think why you should not be left to extinction. Jot your ideas down below.

I deserve a place on the Ark because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

Sample



Be prepared to present your argument to the class in the form of a short speech. Pretend that you are speaking to Noah. Remember to be as persuasive as possible - your life depends on it! Good luck.

**\* Who Am I?**

Cut out the characters' names below and stick one name on each student's forehead. The students should not be able to see who they are. You may like to enlarge this page so that the names are easier to see from a distance. Students should sit in a circle and take turns asking their peers questions to determine who they are.

Superman	Mickey Mouse	Rapunzel
Little Red Riding Hood	Barbie	David Beckham
Donald Duck	Harry Potter	Rafael Nadal
Justin Bieber	Batman	Beyonce
Katy Perry	Lady Gaga	Britney Spears
Ian Thorpe	Hugh Jackman	J.K. Rowling

# \* About Debating

## Teachers' Notes

This section introduces students to the art of debating. It outlines the basic rules and procedures of debating and provides templates to help each speaker set out his/her speech during early debates.

This book does not delve too deeply into the finer points and etiquette of debating, but rather serves as an introduction to this form of speaking and helps students develop the speaking skills that they have already acquired.

It is suggested that the first debate is conducted as a whole class activity, with groups of students working on arguments and speech formation. Once one or more debates have been completed in this manner, subsequent debates can become gradually less structured.

An adjudication sheet has been included, but in early debates there should be minimal emphasis on scoring. It is however, useful to distribute this sheet to students during this time as an indicator of requirements.

Some sample topics for debate have been included. Once students have mastered the basic skills, further topics can come from subjects being studied in class.

Start by telling your students that a debate is a kind of formal argument, where two teams put forward cases for or against a topic. Demonstrate the roles of the seven participants in a debate by drawing the diagram below on the board or by arranging seven students in the format shown below.

