



SOS Spoken Language Prompt Cards

for GCSE English Language

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**POD
11468**

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Teacher's Introduction

The SOS cards are designed to be used to support both teachers and pupils in preparation for the speaking and listening assessment for the English GCSE – although it should be noted that these cards could also be used for other years prior to GCSE.

These cards provide a wide range of assistance including information and stimulus for speaking topics, tips and advice for the performance element of the assessment, and for activities in which pupils can review, assess and improve their speeches and further refine their speaking and listening skills.

Ofqual requires students to meet the following assessment objectives:

- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9: Use spoken standard English effectively in speeches and presentations

The cards provide significant opportunities for pupils to spend time working on an area of the GCSE specification which is not always given as much time as other areas, but is a very important area for pupils to develop. The cards will enable pupils to develop important skills and confidence as they prepare for their speech. This will not only benefit them at this stage, but also as they move into their next stage of education, when they move to the workplace and in many other situations, undoubtedly affording them an important opportunity to learn and refine key life skills.

In addition, the cards will offer teachers a flexible and adaptable resource which can be used for multiple abilities and year groups year after year, significantly reducing preparation time. The content will also develop teachers' abilities in and approaches to this area.

How to use

There are 30 prompt cards in total.

- **The first 10** are to provide stimulus and information for pupils. They will be helpful in providing topic ideas for pupils, and particularly helpful for those pupils who find it difficult to formulate ideas for their speech. They will also inspire higher-ability pupils to tackle some complex subjects.
- **The second 10** are to help prepare pupils for the different aspects of performance. They will give them the opportunity to practise different aspects of their speech and more thoroughly prepare them for the speech itself. These cards are particularly useful for pupils who may struggle with speaking in front of their peers and will enable them to consider and prepare for any difficulties that they may encounter.
- **The final 10** are to allow pupils to assess their own speech as well as the speeches of others. They provide straightforward peer-assessment activities which can be used to evaluate and develop their speeches.
- There are also some blank cards included at the back of the resource for students to come up with their own spoken language prompts.
- These cards can be handed out to students ad hoc or based around a specific lesson.
- They are varied and broad in content, and do not have to be completed in a specific order.
- They can be laminated, stuck up around the classroom or used in a lucky-dip-style activity.
- They can be used in class or given to students to take home and complete.
- They are designed to be printed double-sided.



A web page containing all the links listed in this resource is conveniently provided on ZigZag Education's website at zzed.uk/11468

You may find this helpful for accessing the websites rather than typing in each URL.

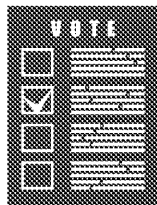
March 2022

Brainwaves

Politics

Politics may seem like a daunting choice for your presentation, but it's a lot easier than you might think. No, you won't have to talk about economics and defence (unless you really want to), but what about government surveillance? What about the role of the US over the world? How has COVID impacted our lives? What about the role of the state in relation to public health? Consider the idea that governments should mandate masks for individuals who work in health or hospitality – do you agree?

Political issues are often controversial topics, which means you'll have to think about the way you approach and discuss them with your peers.



Brainwaves

Society and Culture

Society and culture offer a broad range of topics to focus on. This subject is something we all have experience of, as each of us is part of a society and a culture.

What is the difference between society and culture? Use these definitions to develop your understanding of them:

- **Society** – a group of individuals who live together with a set of common rules and organised practices. A society can include an individual country or a set of countries with similarities.
- **Culture** – the way of life of a group of people including the shared customs and beliefs that they hold.

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Brainwaves

Politics

Choose one of the following political topics and make a mind map of the different kinds of things you could talk about. Alternatively, come up with your own political topic.

- Fox hunting – should fox hunting be legalised or should it remain illegal? Is it in the spirit of the law? Do these animals deserve our protection?
- Nationalising the railways (again) – John Major privatised the railway service in 1993, but there is some talk of returning the railways to public ownership.
- The grammar schools debate – there has been ardent debate about of grammar schools. Some view them as perpetuating class bias, other opportunity for the academically gifted to get a head start in life.
- Gender equality has been altered in many different ways, especially in recent years. What have been the most significant advances in gender equality? What needs to happen in order for equality to continue?

Brainwaves

Society and Culture

Choose one of the following society and culture topics and make a mind map of things you could talk about. Alternatively, come up with your own society and culture topic.

- Is religion a good thing or a bad thing? Religion makes a lot of people feel good, but it has also been at the heart of countless conflicts.
- Should schools be same-sex or mixed-sex? Are there any specific benefits or drawbacks?
- Is marriage an outdated practice? With climbing divorce rates, is it better to cohabit with your partner? Or is there more to marriage than that?
- How does 'cancel culture' help to promote equality and freedom? Is there a negative aspect to this culture?
- How important is culture to individuals? What aspects of your own culture do you value, and why?

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Brainwaves

Philosophy

Philosophy is the fascinating study of the issues concerning existence, the ethics, values and more. It began in Ancient Greece with the likes of Pythagoras and Aristotle, and literally translates as 'love of wisdom'.

Many of us are disappointed when faced with seemingly unanswerable questions: 'Is it possible to know anything and to prove it?', while others relish the opportunity to tackle some of the most head-scratching dilemmas.

Within education, philosophy is not generally studied until Year 12, and only if it has been selected. Should elements of philosophy be taught or contemplated earlier in the school curriculum?

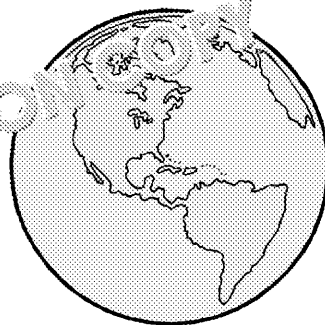
Brainwaves

Geography and the Environment

What could be more important than the very land that sustains us, without which we could not, exist? Discussions about taking care of the environment are often in the news, unfortunately. It's treated like homework: something you've got to do. The environment is increasingly in the media spotlight and in many people's minds as we see the devastating impact of climate change in such a wide variety of ways.

How much responsibility should individuals take for the environment; what can they do?

Should an 'environmental tax' be brought in to help governments deal with the costs of environmental damage?



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Brainwaves

Philosophy

Choose one of the following philosophical topics and make a mind map of things you could talk about. Alternatively, come up with your own philosophical topic.

- Should there be religious education in school? Whether they're coming from a particular religion, the question of religious worship in schools is a contentious one. Does it help or hinder? What about minority groups? Is it an integral aspect of British education?
- When does life begin? At conception? At birth? Somewhere in between? Why does it matter? What kinds of things might be affected if this question is given a definitive answer?
- Are animals as important as humans? You could look into medicine, pets, trophy hunting... are all animals (including humans) equal, or, as George Orwell once wrote, are some more equal than others?

Brainwaves

Geography and the Environment

Choose one of the following geography and the environment topics and make a mind map of different kinds of things you could talk about. Alternatively, come up with your own geography and the environment topic.

- Are practices that damage the environment, such as the use of petrol, justified by the value they provide to society?
- Does globalisation negatively affect culture? It exposes people to other cultures but they also come at the risk of diluting minority cultures? Should cultures be preserved or allowed to disappear naturally?
- Should countries that damage the environment be sanctioned if they don't reduce their impact on global warming?
- How should plastic pollution be tackled by governments? Is recycling enough?
- If we eat meat, should we each try to reduce our meat consumption? Is it wrong to continue with the same habits when we know the consequences for the environment?

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Brainwaves

Health

Our individual health and the wider health of the community is something that has a significant impact on our lives. Different countries and communities provide healthcare in different ways, and this has a significant impact on the access to healthcare for individuals and communities.

Health – our health and the health of those around us, has an effect on our lives. Our health is affected by the following: access to education, access to the wider world, access to healthcare, and many more.

In the UK we have the National Health Service, which provides healthcare for anybody who is able to access services that the National Health Service provides. In all countries, and for some health services are not accessible to all.



Brainwaves

Science and Technology

Science and technology are constantly evolving areas; they are responsible for the development of modern society and have enabled huge breakthroughs in many different areas.

What are the differences between science and technology? Read through the following information.

- **Science** – knowledge and understanding about the physical world we live in, gained from conducting a variety of experiments, and the results are used to gain understanding and develop theories.
- **Technology** – the development and application of knowledge by industries based on the knowledge and understanding gained from scientific discoveries.



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Brainwaves

Health

Choose one of the following health topics and make a mind map of the things you could talk about. Alternatively, come up with your own health topic.

- Should the use of antibiotics be more strictly controlled? Overusing an antibiotic-resistance is a problem, and yet not prescribing antibiotics to patients is a problem.
- To what extent should employers accommodate mental health problems? Should people be allowed to take sick days for mental health?
- Should vaccination of children be compulsory? Some parents object to vaccinating their children, but do they have the right? Should they have the right?
- What are the benefits and drawbacks of a national health service?
- Do you agree with cosmetic surgery? Is it a sign of vanity? Would you consider 'going under the knife'?
If you were the health minister, how would you suggest the government deal with the growing obesity problem in the UK?

Brainwaves

Science and Technology

Choose one of the following science and technology topics and make a mind map of the kinds of things you could talk about. Alternatively, come up with your own science and technology topic.

- What are the risks of creating advanced artificial intelligence, and if it came at the cost of people's jobs? Would that be outweighed by the benefits of the technology sector? What about the impact on the way wars are fought?
- Should arts funding be cut so as to put more money towards science? Do we need greater incentives to get more young people into scientific sectors?
- Is genetic cloning ethical? You could consider the religious arguments, the arguments to medicine, the question of human rights, the question of human dignity.
- How important is cybersecurity in the twenty-first century, how should we address it in schools, and how should the law tackle this threat?

What should the punishments be for hackers? How should the government attempt to dissuade people from being involved in cybercrime?

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Brainwaves

History

The history of every individual, society and country is varied and unique. Personal history and are also part of a society with its own historical events.

History can teach us valuable lessons about the successes, failures and consequences and processes.

How we think and, therefore, understand history and historical events, world views and our perception of other cultures and societies.

How much should we rely on history to help us with our future? Is it a valuable time studying history or should it be left in the past?



Brainwaves

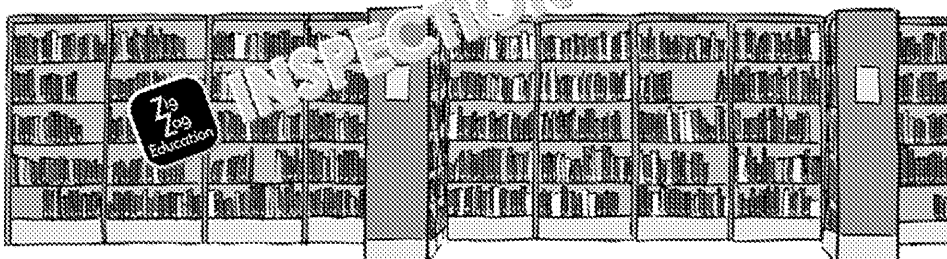
Arts and Literature

Arts and literature are a significant part of any society and include creating, storytelling, sharing of ideas, painting, drawing, sculpting and photography.

Consider how significant arts and literature are for you and your family and consider them to offer individuals, groups and societies.

Spend some time thinking about how arts and literature effect our understanding of cultures and historical events – do they offer anything that science and technology do not?

You may have a favourite novel, literary work or artistic piece which you are confident and comfortable talking about. This may be a great subject for discussion.



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Brainwaves

History

Choose one of the following history topics and make a mind map of the things you could talk about. Alternatively, come up with your own history topic.

- The history of feminism - how did the movement come about? What were its key successes and failures? Has it achieved its goal, or is there still more to be done?
- Was dropping the nuclear bomb in 1945 justified? The Japanese refused numerous ultimatums – but was the atomic bomb the only option?
- Was the British Empire beneficial for or exploitative of its colonies? Did the British Empire spread its infrastructure, democracy, law, system of education around the world. On the other, it marginalised other cultures and resources from foreign lands, and engaged in the trading of slaves.
- Civil rights movements – consider the civil rights movements in the USA in the 1960s; what role did Martin Luther King play? How did he effect long-lasting change, yet in a peaceful way?

Brainwaves

Arts and Literature

Choose one of the following arts and literature topics and make a mind map of things you could talk about. Alternatively, come up with your own arts and literature topic.

- What is art? Modern art is often scrutinised for lacking artistic merit, how do we decide what is and isn't art?
- How do we know if we're reading a text in the way the author intended? Should we use our own life experiences to interpret an author's work and experiences?
- Should art be censored? *The Satanic Verses* by Salman Rushdie was banned in several countries. Modern art was banned in Nazi Germany. The song 'Blurry Lines' by Robin Thicke was banned in several universities. If something is subversive or offends cultural or religious sensitivities, do we have the right to censor it? Should we?

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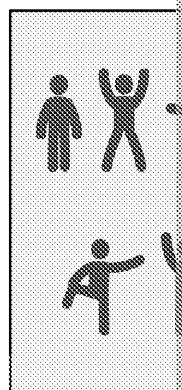
Sports and Leisure

Leisure, or 'free time', is a valuable commodity, allowing people to choose what they want to do when they aren't involved in either paid or voluntary work or study.

Leisure opportunities may be limited by our economic situation. This can affect what opportunities we have outside of working hours. Our amount of 'disposable income' (which isn't used for living costs, and is, therefore, 'spare') will affect how much we can spend on leisure time – this is not the same for everyone and, therefore, opportunities will be different for different people and families.

Sports may form part of our leisure time – for many this is how they choose to spend some of their free time, while also socialising with others.

How do you spend your free time? If you could change what you do during your free time what would you do?



Brainwaves

Entertainment

As society evolves and changes so do the forms of entertainment that are available. As societies and cultures experience a wide range of entertainment types, our experiences will be different from how we are today.

Entertainment plays an important role in our lives. It allows us to relax, unwind, or engage in an activity, either individually or with others. Like leisure, our access to entertainment is affected by a variety of factors: place, opportunity, money, time and culture.

Our experience of and access to entertainment will also be affected by our family/friends and our economic situation.



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Brainwaves

Sports and Leisure

Choose one of the following sports and leisure topics and make a mind map of things you could talk about. Alternatively, come up with your own sports and leisure topic.

- Should professional athletes, such as successful footballers and boxers, be paid more money than they are? Some athletes earn more money than anyone could hope to, while teachers suffer cuts to funding.
- Should age restrictions on films and video games be more heavily enforced to prevent their children from playing/watching violent video games, or is it the game and film industries that need to intervene?
- Should men and women be allowed to compete together? What about transgender athletes?
- Should sport be used to support politics? Should it be a separate entity and not block countries from taking part in International competitions, as it often has done?

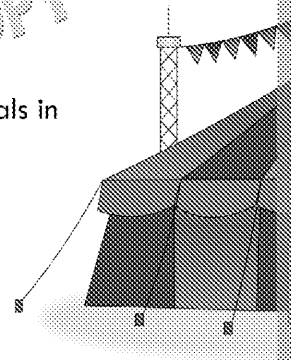


Brainwaves

Entertainment

Choose one of the following entertainment topics and make a mind map of things you could talk about. Alternatively, come up with your own entertainment topic.

- Do celebrities have a right to privacy? Or do they sign away that right as part of their journey to fame and fortune?
- Should video and film streaming services such as Netflix and YouTube monopolise the marketplace? On the one hand, having all your favourite content in one place is convenient, but on the other hand, businesses are free to raise prices and neglect content producers when there's no other platform to turn to.
- Are zoos and circuses ethical? Is keeping animals in captivity for entertainment acceptable? Are there any alternatives?



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Performance

Warm-ups

Articulation is important, which is why you should take time to exercise your voice before giving important presentations.

This is the best way to make sure you don't trip over your words. When you stumble over your words, it can throw you off and distract you from the point you are trying to make.

Ensure you avoid this by practising the opening lines of your speech – if it is planned, don't worry – take a deep breath and start again!

Watch this clip – it will help to explain why warming up before your speech is important and how to use your voice effectively:

<https://www.youtube.com/watch?v=7eDcHZZn7hU>

Go to [zzed.uk/11468](https://www.zzed.uk/11468)



Performance

Presentation of Self

Body language is very important – you'll be assessed on your ability to present yourself to an audience (even if it's just your teacher), and the way you physically deliver a part of this.

Numerous studies have investigated the relationship between how you carry yourself and your confidence – even if it's all just pseudoscience, it's a great way to make sure you're successfully communicating with your audience.

Your body language will represent how you are feeling, so make sure that you practise how you will carry yourself and present your speech. Consider filming yourself presenting your speech so that you can see how you look to an audience – keep practising until it starts to feel more natural and you are happy with the result.

If possible, present your speech to a group of friends or family in order to get used to it – this will be the best preparation for your talk!

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B-b-boo, b-b-bow, b-b-bow, b-b-ban, b-b-bay, b-b-bee.

C-c-coo, c-c-cow, c-c-caw, c-c-cah, c-c-cay, c-c-cee.

F-f-foo, f-f-fow, f-f-faw, f-f-fah, f-f-fay, f-f-fee.

After that, have a go at some tongue-twisters. Try:



Performance

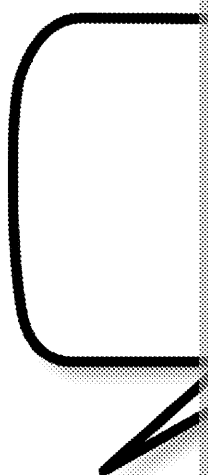
Talking for Ten

One of the first questions that students ask when faced with the spoken language task is 'do I have to talk for?' Your teacher will have given you an idea of how long to talk for (by your specification), but the general rule of thumb is that the presentation should last for 10 minutes. This includes the presentation, the question-and-answer section and the feedback section.

This means that the first five minutes should be spent talking and presenting your topic to the audience, and a further five minutes should be spent answering and responding to questions.

But how do you prepare to speak for five minutes? How do you know how much to include in your presentation? While we discourage you from writing a script, how many words would a five-minute presentation be?

Let's find out.



Performance

Rhetoric

Rhetoric refers to effective or persuasive speaking and writing. It's no surprise that it can be a significant area of study when it comes to preparing your presentation.

Rhetoric is often used by public speakers, including politicians, community leaders, and in the workplace to attempt to persuade or prompt their audiences.



However, we all use rhetoric. We already use it without even realizing it. A time when you may have motivated someone and convinced them to do something you may have used your rhetoric.

Rhetorical devices can be used to make speech powerful, purposeful. These simple techniques can make your speech stand out from the crowd.

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Performance

Talking for Ten

The speed at which one speaks varies from person to person, so there is no standard. Unfortunately, the only way to calculate how much you can comfortably fit into a presentation is practice!

The following paragraph is 1100 words long. Using your phone, time how long it takes you to read this paragraph aloud. Don't rush through it – try to imagine you are presenting to an audience. You'll need to speak clearly and at a pace which everyone can follow.

The weather during the night was horridly cold in the cabin. At 8 a.m. I was on the ship driving with great rapidity towards a large iceberg. We passed within a few lengths of the berg. We were most wonderfully preserved from driving up against the whirling, crashing ice, which was in commotion far and wide around the ship. The men held a prayer meeting in the half-deck, and, it being Christmas Day, were singing the chant, "How beautiful upon the mountains." And what a Christmas!

From The Deep of the Sea: Being the Diary of a Shipwrecked Sailor

From this, you can work out (approximately) how many words you can say in 30 seconds. If you have 30 seconds to read the paragraph above, that means you can say about 1100 words in five minutes. This gives you an idea of how much information to include in your presentation. As a final note – since you'll be up in front of an audience for 10 minutes, bring a bottle of water in case your mouth dries up!



Performance

Rhetoric

Here are six different rhetorical devices you could use in your presentation to help you to clearly and persuasively discuss your chosen topic. With a partner, choose one of the devices and create some examples for your chosen topic.

Rhetorical question	A question that is posed but does not require an answer is considered obvious, or if the question encourages the audience to think about something.
Hypophora	A question that is posed but then immediately answered by the speaker.
Rule of three	When three words or phrases are used together to create a sense of completeness.
Metaphor	A comparison between two things to show a similarity. This is useful for explaining complex concepts, making them more memorable.
Emotive language	Language used to appeal to the audience's emotions. Words or words with significant connotations can be used to influence the audience's opinion.
Anecdotes and stories	Using anecdotes or stories helps humanise the speaker and the topic, making it more relatable to the audience on a more personal level.

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Performance

PowerPoint

PowerPoint presentations (or any other visual aid tool), complement your presentation, are not explicitly awarded marks in the specification. However, PowerPoint can affect your final mark in an indirect way.

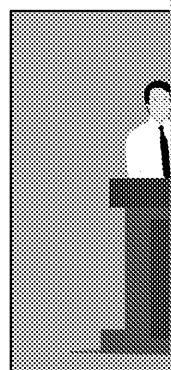
For example, if you use a PowerPoint to cram all of the information you want to share from the start to the audience, you won't be scoring the higher band of marks.



The key when using PowerPoint presentations within a speech is to use them to the best of your ability and avoid the pitfalls.

PowerPoints can be used in many different ways – they can help you to structure your speech; interest and engage your audience; keep you on track and help to prompt you if you happen to lose track or forget something.

Remember to use your PowerPoint as a teaching aid, not as a script to read off – practise how you use your PowerPoint in order to use it in the best possible way.



Performance

PowerPoint / Opening slide – engage your audience



The title of a speech and the introduction can have a significant effect on the audience. Strong titles and introductions can quickly gain an audience's interest and engage them in the speech.

Speeches that include a question or a statement at the beginning provide a strong start.

Following this, an introduction to the subject which includes some facts or statistics, can provide the audience with knowledge and understanding for the audience which they are able to grasp. This can quickly captivate and interest them.



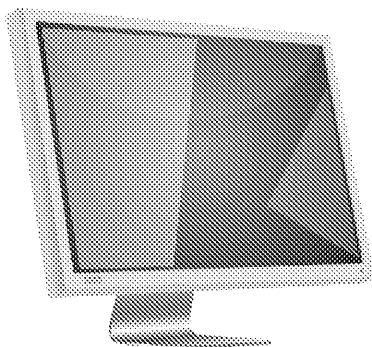
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Performance PowerPoint

Now it's your opportunity to start to create your PowerPoint. Use these Do's and Don'ts with your PowerPoint:

- Do: include a title page which is formal and includes your title and name.
- Do: limit the number of words on each slide and bullet points only – no sentences.
- Do: use questions or very simple bullet points as texts which you then expand on and develop. Include images, diagrams and statistics.



- Don't: include huge amounts of information on each PowerPoint slide – pupils who include too much text on their PowerPoints tend to read off the slides.
- Do: consider some of the rhetorical devices you can include in your PowerPoint – a question, an emotive word or phrase alongside a statistic.



Performance Opening slide – engage your audience

Have a look at the following two opening introductions to a speech – which is better? Discuss with a partner the differences between the two. Following analysis underneath which identifies the strengths of the second introduction.

1. *'Fox hunting – a cruel, outdated so-called sport.'*
2. *'Last year fox hunting took place in 37 locations throughout the UK – a result of this cruel and outdated so-called sport.'*

The second introduction quickly establishes the view of the speaker and makes it clear to the audience; it also provides facts which give the speech validity. The emotive language creates a strong tone which is likely to engage and engage the audience. It also forces the audience to consider their own views on fox hunting early on, drawing their attention and introducing a topic likely causing them to start to consider the subject.



Now consider your title and introduction – make a list of all the facts and arguments you want to include within your introduction.

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Performance

Addressing your audience – eye contact

A really important part of your speech is ensuring that you address and engage with your audience directly and in a manner which is appropriate for your speech.

Direct eye contact with an audience is known to increase the speaker's trust and the audience's cooperation, so it's important to connect with the audience in this way.

There are many ways that you can do this effectively. One of the ways is to move your eyes around the room so that you connect with the audience. This will ensure that you keep the audience's attention and that you feel professional and formal.

This situation will probably feel unusual – usually it is the teacher who starts to address the class – but if you are able to prepare yourself for this then it will help you when you are able to practise presenting to friends or family beforehand this will be easier to use to it.

How to use eye contact in a speech: <https://www.youtube.com/watch?v=...>



Go to [zzed.uk/11468](https://www.youtube.com/watch?v=...)



Performance

Speed and tone of speech

Effective speakers don't rush or mumble their words – they speak clearly, so that the audience can hear them and easily understand them.

Another important aspect of a speech is ensuring that an audience has time to process what is being said; a successful speech should continue at a pace that is appropriate – not one in which the speaker rushes on ahead and the audience aren't able to follow closely enough.

The tone of voice used is also important – research shows that a friendly yet professional tone will win over the trust of an audience. Consider the content and subject of your speech – your tone and pitch will need to represent the subject so that it matches it.



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Performance

Addressing your audience – eye contact

Practice – either on your own or in front of friends or family practise your speech with particular attention to the following:

Decide whereabouts in the room you will look. You may find it helpful to decide who you will look at first in order to ensure that you don't end up just looking at one person. Also, make sure you cover different areas of the room.

Record your speech and watch it back. Focus on how you use and project your voice – this may need a little practice, it is easy to mumble and speak in a monotone if you aren't used to speaking in front of a group of people.

In your lessons at school watch your teachers and how they use eye contact within the lessons, especially when they are explaining topics or during a class discussion. What do you notice about how they make eye contact and how this engages pupils?

Read through your speech. Highlight different sections and write what type of language is used in each section.

Performance

Speed and tone of speech

Either record your speech or deliver it to someone. Consider whether you are speaking clearly enough, at a suitable pace, and whether your voice suits the tone of your speech.

Once you have done this, consider anything that you can change in order to improve – it may be the speed or the tone of your voice.

Research a variety of speeches and watch them. Notice how the speaker adapts their speed and tone depending on the situation.

Watch the link below with information on how you can improve your speed and tone, along with other useful hints!

<https://www.youtube.com/watch?v=5hvVjOaQ>

Read through your speech. Next, highlight different sections and think about the gestures you will use at each point.

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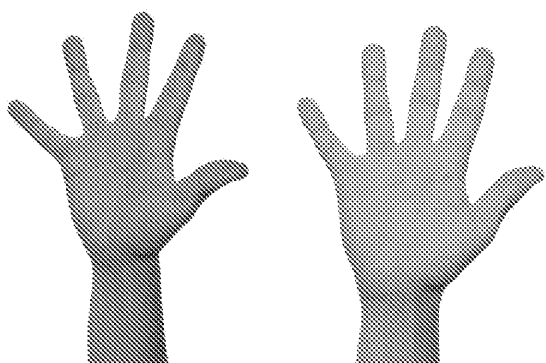


Performance

Hand gestures and movement

Hand gestures can help the audience to understand and more accurately process words that we use. They are a way of supporting what we are saying with which will not be underestimated!

If we were to watch a speech, we will see that hand gestures are used to express our emotions. They can convey to the audience a change of pace or



Your hand gestures and movement can unlock the meaning of your words and provide interest and variety.

Watch this link to help discover why hand gestures are important and can and should be used:

<https://www.scienceofpublicspeaking.com/>

All you need to know about hand gestures:

<https://www.youtube.com/watch?v=...>



Performance

Oozing confidence!

Believe it or not, a key feature of the success of your speech is the level of confidence you show. It may be mistaken, though – you don't have to necessarily feel confident to present.

Sometimes presenting in front of others is somewhat of an act – no one else is thinking about you. Your audience will just see what you present.

The following techniques will help you to look confident to your audience:



- Walk up to the front purposefully
- Constantly face your audience and make eye contact with them
- Welcome them to your speech with a clear introduction
- Speak clearly – you don't need to be loud but you do need to be heard with ease and through your voice
- After your speech thank them and ask if they have any questions

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Performance

Hand gestures and movement

Practise your speech – it may seem and feel odd to use your hands and movement as a necessary part of preparing for your speech.

If it helps, read through your speech and identify where you think hand gestures and movement will be useful.

It may be helpful to watch some speeches on YouTube and see how other speakers use hand gestures and movement in their speech.

You could use hand gestures to:

- point to your PowerPoint
- express emotions
- gesture to the audience
- identify significant and important aspects of your speech

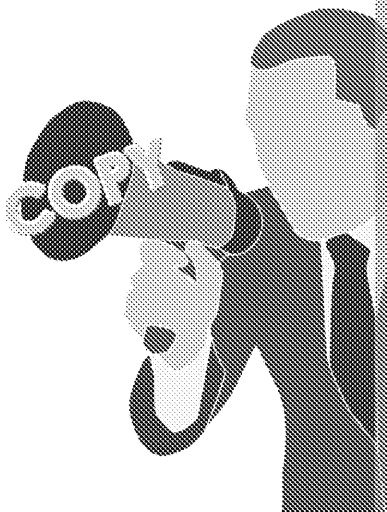


Performance

Oozing confidence!

With a partner, write down or discuss ways in which you can show confidence to teachers and any other adults who often have to get up in front of a class. Think of something that they do or don't do that shows others that they are confident.

Next, have a practice at your speech, or even if you haven't completed it, practise walking to the front of a room, introducing your speech, looking at your audience. The more you do something the more confident and at ease you become with it, so these little things can actually have a big impact!



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Peer-assessment and Imp

Organisation and structure of the

The organisation and structure of a talk significantly affects how well it will be received. Organised, clear talks should allow the audience to follow the subject from start to finish – by the end of the talk they should be more knowledgeable about the subject than they were at the start.

A talk should include the following:

- Title
- Introduction
- Development
- Conclusion

The audience should be made aware of the speaker's intentions at the start of the talk. If the speaker simply provides them with information about a subject, to try to persuade them to agree or to discuss a contentious issue?

If the audience knows this from the start of the speech, then they will be more engaged. If it is happening within the speech and will naturally follow this speech more closely.

Peer-assessment and Imp

Key points

The main points of a speech must be fully developed in order for the speech to be effective.

This is the part of the speech where time needs to be taken gathering evidence, examples and ideas and developing opinions – if time and effort are put in while preparing the speech it will be effective.

Read through the two examples below of a main point, then discuss with a partner which one is more developed than the first.

- *Fox hunting is a cruel sport – the foxes are chased for miles and miles. There is no way that they will be able to escape and avoid death. They are often injured and left to die.*
- *Fox hunting is a cruel sport – which is no longer necessary. Foxes aren't a problem any more, as they were previously (part of the reason why the population of foxes has declined). The foxes are chased for over 45 minutes by a large pack of dogs. Studies conducted by the RSPCA have shown that they suffer from trauma and fear due to the stress that they are placed under during this. How is this acceptable? Why should an animal have to undergo this in the name of sport? It would never be deemed acceptable for humans to be treated like this, so why should it be so for animals?*

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Organise your speech!

Use the following headings to plan your own speech on a piece of paper which will include in each section.

Your development should include your main points, whether that be information or discussion points. This should be the longest section of your speech and should include facts, statistics, anecdotes and expert opinions within this section.

By the end of this task, you should have written down what you will include in the following sections:

- Title
- Introduction
- Development
- Conclusion

This structure will help you to organise your speech well. It will also allow you to see any gaps that you have and also any further information, etc. that you need to include.



Peer-assessment and Imp

Key points

Either listen to a partner's speech or read through their notes.

In your book, write down numbers 1–3.

As you listen to the speech or read through your partner's notes, write down what points are next to the numbers in your book.

You should be able to identify each of their main points – if you aren't able to, then they aren't communicating these well enough, and you should make a note of this next to the points.

Once you have done this, write down how well they develop each of their points. What additional information do they include to support their points? Could it be developed even further? What is missing which could help to either further improve knowledge or answer the question more fully, or further persuade the audience?

Make a few notes as to what else they could include and pass these back to them; they should then add this information.

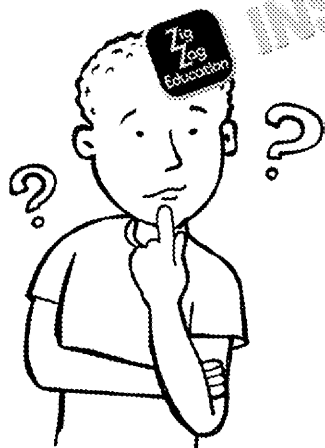
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Peer-assessment and Imp

Level of formality with the audience a

This aspect of the speech can be a difficult issue. For many, the thought of standing in front of a whole class of peers is an uncomfortable one. It is a very natural feeling and not something that you would normally expect within a school day, generally standing at the front of the class.



It is common to feel self-conscious and a little uncomfortable.

As a result, the speaker may find it difficult to make eye contact with the audience and they may stand awkwardly and be nervous about their PowerPoint than their audience.

Some people will also find it difficult to behave in a formal way. Figuring out how to deal with these difficulties is a pivotal part of the speech and also a very important life skill!

If you are able to master this then you will have a great advantage. For some it will be more difficult than for others but remember both as a speaker and as an audience member.

Peer-assessment and Imp



Answering and asking questions

It is important to recognise this part of the speech as an important one and not just a formality. It is also a great opportunity for the speaker to further elaborate on their points, provide further information, further develop points which may have been missed through the initial presentation, and engage in debate. This section of the speech should really be seen as an additional opportunity to improve.

This part of the speech can also be a way in which the audience can support the speaker. Questions can be asked which will allow the speaker to further develop their points as well as to showcase their level of expertise.

It is really important as an audience member to use this time well to support the speaker, as well as to show your own maturity through the questions that you ask. Your speaking and listening skills will be assessed just as much as you are asked to remember as when you are a speaker – your marks will be easily based on how well or poorly you ask questions.



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Level of formality with the audience a

Plan and practice are the keys to uncracking a forward situation! The more prepared you are the better!

Within your planning, think about how you will stand, exactly what you will say, your speech, what you will look at, and who you should avoid looking at – Consider in the class who may make you feel uncomfortable or those who will cause you to struggle to remain formal!

Next practise your speech. If it helps do it completely on your own, record it first – what do you find difficult, how could you overcome this?

Next do your speech in front of a friend or classmate – they should focus on your speech and feed back to you how you have done.

- Eye contact
- Body language
- Use of voice – is it clear, too fast too slow, too much?
- Introduction – is your speech introduced in a formal manner or as if you are talking to friends?

Peer-assessment and Imp

Answering and asking questions

Listen to a speech, and make notes on the following things:

Are questions responded to in a mature way?

Does the speaker give one word, very short answers or do they explain or give a full answer?

Is technical vocabulary used when answering questions?

Does the speaker ask whether there are any questions at the end of their speech?

Is the speaker able to ask any questions of their audience?

Are the questions that are asked mature, or immature?

Are the questions being asked in a formal way that is appropriate for the situation? Do the questions allow the speaker to speak in more depth about the topic?

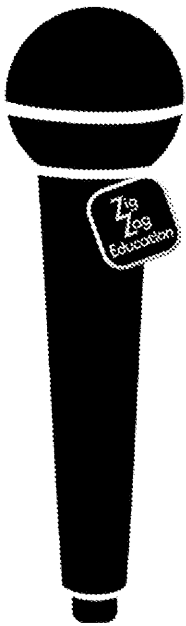
Discuss these points with the speaker, and explain how they did during the speech. Remember to be positive, but also give them suggestions on how they could improve. Once this is done, swap over – now it's your turn!

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Speech – speed and tone



Believe it or not, the speed and tone of your speech affects the delivery of your speech.

If you speak too quickly and your audience won't be able to hear what you are saying and may struggle to engage fully with you and they will lose interest.

The tone that you use should also reflect what you are saying. If you are speaking on a serious topic then you should adjust your tone to suit. It also varies throughout your speech, so it is important to use different tones at key points within your speech and how you may need to change.

Peer-assessment and Imp



Body language

Body language is an important part of your speech. We may not realise it, but our body language plays an important part in expressing how we are feeling about something. Your body language should convey to your audience that you are confident, prepared and comfortable with your speech.

Avoid the following!

- Slouching
- Standing with your hands folded against your body
- Not facing your audience
- Avoiding eye contact with your audience or only making eye contact with a few people in the audience

Now consider how you could be using your body language – can you make it clear to your audience how you should stand and other things that you should do?



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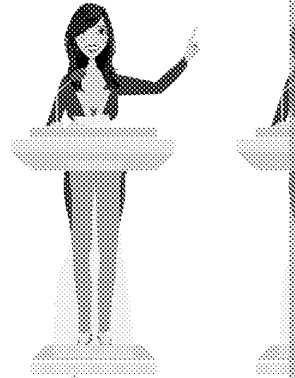


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Speech – speed and tone

Listen to your partner's speech, considering the following points and making notes while listening.

- Are you able to clearly understand what is being said or are there certain words that you did not understand?
- Should certain words be spoken more slowly or with more emphasis?
- Does the tone that is being used suit the subject of the speech?
- What other suggestions could you make to help your partner improve in this area?



Peer-assessment and Imp

Body language

Watch some of your classmates' speeches, and make a list of exactly how they use body language.

Who has the best body language throughout their speech, and how do they use it?

How does the effect on you as an audience member differ between someone who has excellent body language and someone whose body language isn't as effective?

Write a mini report on the use of body language by one of your classmates.

Make sure that you include:

- Specific examples of what they have done well
- An example of something that could be improved and how they could do this
- Something that you have noticed about the use of body language through analysing theirs

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Peer-assessment and Imp

How does the speaker engage the a

The success of a talk is greatly affected by how the speaker manages to engage their audience. Your teacher will be looking at how this is achieved, and higher marks will be given to those who engage their audience effectively.

There are many ways that you can engage your audience and it starts as early as the first minute of the class.

The following will ensure that you keep your audience engaged:

- Direct eye contact with all members of your audience
- Speaking to your audience – not to your PowerPoint
- Asking your audience questions and following these up with appropriate responses
- Providing an interesting, detailed talk which your audience will be able to relate to
- Considering any terms or vocabulary that you may use which you understand – don't assume that your audience will know what certain terms mean – you should have some explanations of terms on your PowerPoint so they can fully understand them – you need to ensure that they don't switch off during your talk.

Peer-assessment and Imp

Visuals and technology - how are th

Visuals and technology are an excellent way to make your speech professional and engage your audience. They are also a great way to structure your speech and to keep it interesting during your speech.

Technology – PowerPoints, or whichever method you choose to present your speech, should include any of the following: statistics, data, images, quotations, questions, answers and drawings.

Visuals – Items/props linked to the speech, e.g. a speech on a particular sport that is used for the sport.

These could be handed around and questions could be asked about them by the audience.

Items or props could be on display on a table at the front of the room next to the speaker – this will often capture the audience's attention and get them thinking about the subject in a different way.

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How does the speaker engage the a

What does the speaker do to engage their audience? Consider the following and think of others that you think affect the audience's engagement.

- Eye contact
- How they greet the audience
- How they make their audience feel comfortable and welcome?
- Is there anything they do to make the audience feel uncomfortable or not at ease?
- Body language – what does the speaker's body language convey about how they are feeling about the talk?
- How does the speaker end their talk? Are their audience still engaged at this point or have they lost interest?
- Is there anything that the speaker does which you think helps their audience to engage?
- What tips or advice would you give them to help them with this aspect of their speech?



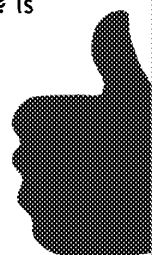
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Visuals and technology – how are th

Listen to your partner's talk, and as you listen consider and make notes on

- Rate the use of technology out of 10
- What is done well, what could be improved?
- Is the speaker too reliant on their technology?
- Are any visual aids used? If not, could they be?
- What advice would you offer the speaker about the use of visual aids in their presentation?
- Does the technology used suit the purpose and audience? Is it sufficiently professional and motivating?

Reflection – make a list of ways to improve the use of visuals and technology within your presentation.



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Language and vocabulary

Standard English should be used during a speech. It can be difficult for an audience if they aren't able to understand what is being said and so it is important for the speaker that their language is clear for everyone in the audience.

If technical language is used it is important that any technical terms or jargon are explained to the audience. The speaker is aware that some of the audience may not know certain words.

The explanation of technical language is a great way of teaching your audience something new about a subject – consider having an explanation of any language up on your PowerPoint so that they are able to refer to this if necessary.



Peer-assessment and Imp



Use of voice – projection and intonation

A clearly projected voice is vital for a talk to feel professional and to be of interest to the audience.

Intonation – the way in which your voice rises and falls and the pitch you use to engage the audience with how they understand the talk.

Make sure that you continue this throughout your talk – don't let your sentence become quieter as you continue with your speech.

Practise reading the following section, focusing on ensuring that your voice is at a good pace and you vary your pitch at certain points.

- Fox hunting is a cruel sport – which is no longer necessary. Foxes aren't a problem any more as they were once hunted (part of the reason why the practice took place). The foxes are chased for over 45 minutes by a large pack of dogs. Studies conducted by the RSPCA have shown that they experience pain and fear due to the stress that they are placed under during the hunt.
- How is this acceptable? Why should an animal have to undergo this in the name of sport? It would never be deemed acceptable for humans to be treated like this, so why should it be so for animals?

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Language and vocabulary

Use these questions to evaluate a speech:

- Slang – is slang used throughout the talk or while answering questions?
- Have you learnt some new vocabulary or technical words about the topic?
- Is there an opportunity to ask about specific words/vocabulary at the end of the talk?
- Are there any explanations provided for technical terms/vocabulary?
- Can you remember the explanations of the new vocabulary covered?
- Is the language used sophisticated enough for the context?
- Does the language used help to engage the audience?

Peer-assessment and Imp



Use of voice – projection and intonation

Record yourself reading the section of text on the other side of card 30.

Vary how you project your voice and the intonation you use.

Listen to the different readings and consider their differences – what is the effect of the differing levels of projection you use and how intonation is used?

Reread your speech, varying your projection and intonation – listen to it afterwards and decide which version is best.

Explain to a partner why you have picked the one you have. As you listen to others' speeches, decide whether they should make alterations to their projection and intonation and how they might do this.



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Performance



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