

**Striving To Improve**



# Speaking And Listening

**For students aged 11 - 15 years who are  
underachieving at their year level.**



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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 Australian 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 Australian 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

# \* Introductions 1

**You might know the names of some, or even all, of your classmates, but how well do you really KNOW them? Today you are going to get a little better acquainted with all of them.**



1. First find yourself a partner. Make sure that it is someone in the class who you don't know very well – after all, you already know plenty about your best friend.
2. Next prepare some questions to ask your new friend. To find out as much information as possible make your questions open (e.g. What do you like/dislike about school?) rather than closed (e.g. Do you like school?) and throw in some unusual questions so that you get some interesting information. There is room to jot down some of your partner's answers on this sheet underneath your questions if you wish. Your questions are there to help you to get chatting. If you don't get to ask all of them, that's fine, as long as you are learning something about your partner from your chat.



**My partner is** \_\_\_\_\_

## \* TASK A

Below are the questions that I plan to ask

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## \* TASK B

**Highlight the closed question.**

1. For how many years did you live in the U.S?
2. Why did you choose to live in the U.S. for so long?

# ✱ Map Talk

## \* TASK

**Giving clear instructions is an important part of communication. It is equally important to listen to instructions.**



Use the map below to practise giving and following instructions.

Take turns giving directions from one place to another. For example, "Start at the swimming pool, turn left into Mary Street, then right into ..." Do not tell your partner where you are taking them. When you have finished, ask them where they are. If you have given clear instructions and they have listened to you carefully, they should be in the right place.

Try this again, this time without using street names. For example, "Take the second turn on your right ..." Is this easier or harder?



## \* 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		

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?



## \* Explanatory Speech

### \* TASK A

For this activity you are going to become a great inventor. First of all, jot down some answers to the questions below.

1. What machine or device (that hasn't been invented yet) does the world need?

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2. How could it make the world a better place?

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3. How would it be constructed?

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4. How would it work?

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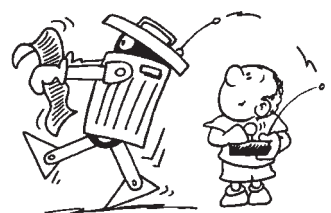
5. Who would you use it?

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### \* TASK B Present Your Speech

Now you are going to explain your invention to the class. Use a big sheet of paper to draw a diagram of your invention, or, if you have time, make a model of your invention. Next, prepare a short speech. Remember to include the information that you have written above, as well as anything else that you think is important. Use your model or diagram to assist you in your explanation.



# \* Impromptu Speaking 1

## Teachers' Notes

Photocopy the next four pages in this section onto thin card, then cut to separate. You can enlarge the pages if you wish. The first two pages are *easy* topics to build student confidence, the third and fourth pages list more challenging topics. How soon your students progress to the more challenging topics will depend on their ability and confidence.

The games and activities below will help students practise speaking to groups of different sizes and, in particular, help them to speak on a range of unprepared topics in a non-threatening environment. Remember, the emphasis should be on fun rather than on competitiveness or assessment.

### Motormouth

Each student in turn takes a card from the top of the pile and speaks on the given topic for 30 seconds without stopping. Start by playing this game in groups, then graduate to doing it as a whole class activity. Gradually increase the time that the students are expected to speak for.

### Mixed Messages

Students should choose two cards instead of one. They must speak for an allotted time, incorporating both subjects into their speech. For example, if they draw *dogs* and *aeroplanes*, they might choose to speak about why dogs don't like aeroplanes.

### Umms And Errs

This game is similar to *Motormouth*, but instead of talking for a given time the student can speak for as long as s/he can without saying *umm* or *err*. Use a stopwatch or second hand to record the time of students' speeches. Initially most students will struggle to speak for more than 10 or 20 seconds without succumbing, but the more often you repeat this activity, the more improvement you will see. Vary the activity to remove other problems in fluency such as the overuse of *and* and *but*. You can also use this procedure at *News* or *Show And Tell* time.

### Story Time

This is a creative activity best done in groups of five or six students, using the first set of cards. One student should take a card and make up the first line of a story, using the word on the card somewhere in the sentence. The second student should then take another card and continue the story, incorporating the word drawn in to the sentence. This continues around the group for a given time - start with a period of about five minutes, then extend it in subsequent attempts.

### Pass It On

For a change, the student who chooses a card does not speak on the topic. Instead, s/he can choose someone else to speak on the topic.

### Picture Prompt

Instead of using topic cards, make a set of cards with pictures from magazines. Repeat the above activities using the newly created picture cards.

## \* Using Language Well



In any debate you will basically be arguing whether a topic is *good* or *bad*. Equipping yourself with language which expresses the words good and bad could help you win a debate.

### \* TASK A Sort the words below into the columns.

perfect	sickened	scary
fabulous	horrified	unacceptable
disgusted	superb	delighted
admirable	shocked	inappropriate
excellent	frightening	pleasing
appalled	wonderful	great

Good	Bad
SAMPLE	

### \* TASK B Fill in the spaces using the alternative words for good and bad.

- Testing on animals is a \_\_\_\_\_ experience for them and I am personally \_\_\_\_\_ to discover that it is still happening!
- I think that watching T.V. for more than one hour a day is \_\_\_\_\_ and I know that many people would agree with me.

### \* TASK C Write your own sentence using the words in the table.

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## \* Script For Chairperson

### ***At the start of the debate:***

Good morning/afternoon/evening ladies and gentlemen, and welcome to our debate. The topic today is \_\_\_\_\_

On my right, we have the affirmative team (*first affirmative*) \_\_\_\_\_  
(*second affirmative*) \_\_\_\_\_ and (*third affirmative*) \_\_\_\_\_.

On my left, we have the negative team (*first negative*) \_\_\_\_\_  
(*second negative*) \_\_\_\_\_ and (*third negative*) \_\_\_\_\_.

I now declare the debate open and call on the first speaker of the affirmative team to begin his/her team's case.

### ***After the first affirmative speaker has spoken:***

Thank you (*first affirmative*) \_\_\_\_\_. I now call on the first speaker of the negative team, (*name*) \_\_\_\_\_, to begin his/her team's case.

### ***After the first negative speaker has spoken:***

Thank you (*first negative*) \_\_\_\_\_. I now call on the second speaker of the affirmative team, (*name*) \_\_\_\_\_, to continue his/her team's case.

### ***After the second affirmative speaker has spoken:***

Thank you (*second affirmative*) \_\_\_\_\_. The second speaker of the negative team, (*name*) \_\_\_\_\_, will now continue his/her team's case.

### ***After the second negative speaker has spoken:***

Thank you (*second negative*) \_\_\_\_\_. I now invite (*third affirmative*) \_\_\_\_\_, to close the affirmative team's case.

### ***After the third affirmative speaker has spoken:***

Thank you (*name*) \_\_\_\_\_. The third speaker for the negative team, (*name*) \_\_\_\_\_, will now close his/her team's case.

### ***After the third negative speaker has spoken:***

Thank you (*third negative*) \_\_\_\_\_.

Ladies and gentlemen, I now declare this debate closed. Any member of the audience who wishes, may now direct questions to the speakers.