

**Striving To Improve**



# Speaking And Listening

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

Sample



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## \* 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?

## \* My Favourite Things Are ...

### \* TASK

Fill in the list below, then swap sheets with a friend. Choose two of your friend's favourite things to read out to a small group or to the rest of the class. When you are reading you will need to replace the word *my* with your friend's name.

My favourite food is  because \_\_\_\_\_

\_\_\_\_\_

My favourite T.V. show is  because \_\_\_\_\_

\_\_\_\_\_

My favourite sport is  because \_\_\_\_\_

\_\_\_\_\_

My favourite hobby is  because \_\_\_\_\_

\_\_\_\_\_

My favourite season is  because \_\_\_\_\_

\_\_\_\_\_

My favourite person is  because \_\_\_\_\_

\_\_\_\_\_

My favourite school subject is  because \_\_\_\_\_

\_\_\_\_\_

My favourite place is  because \_\_\_\_\_

\_\_\_\_\_

My favourite song/music is  because \_\_\_\_\_

\_\_\_\_\_

My favourite book is  because \_\_\_\_\_

\_\_\_\_\_

## \* Tone Of Voice

### \* TASK A

"I told you not  
to do that!"



1. Imagine this is your teacher speaking when someone has just spilt glue on the floor.  
How would s/he sound? \_\_\_\_\_
2. Now, imagine that you are saying the same words to a friend who has just tickled you.  
How would you sound? \_\_\_\_\_
3. When might someone else say, "I told you not to do that"? \_\_\_\_\_  
\_\_\_\_\_
4. How would s/he sound? \_\_\_\_\_  
\_\_\_\_\_

### \* TASK B

With a partner, take turns reading out the sentences below using different tones of voice. Next to each sentence make a note of the different tones that you have used.

I want one of those. \_\_\_\_\_  
\_\_\_\_\_

Who is that? \_\_\_\_\_  
\_\_\_\_\_

I'm sorry. \_\_\_\_\_  
\_\_\_\_\_

I didn't mean it. \_\_\_\_\_  
\_\_\_\_\_

That's terrible. \_\_\_\_\_  
\_\_\_\_\_

Look at me. \_\_\_\_\_  
\_\_\_\_\_

## \* 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?

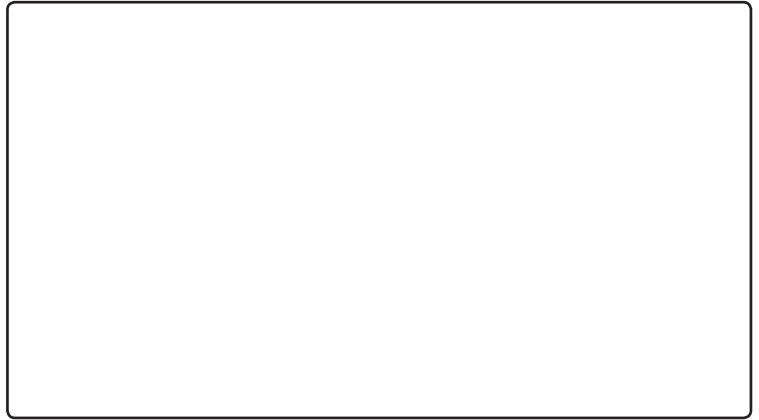


# \* Speaking Persuasively 1

## \* TASK A

Today you are going to convince a small group to buy something. Bring the object that you want your classmates to buy (or at least a picture of it) into class.

Draw or paste a picture of your object in the rectangle.



## \* TASK B

Think about how you will talk about the object's price, use and effect on the buyer's lifestyle.

**Price:** You want to convince your audience that your product is value for money. You might use words like: *bargain, two for one, cheaper*. Write some notes here.

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**Use:** Most people don't want anything too complicated. You want to use words that market the product as easy to use, simple and effortless. Write some notes here.

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**Lifestyle:** Most people buy things because they add to their lives. For example a person might believe that a product is going to make their life easier, simpler, more fun-filled or exciting. How will your product change someone's life? Make some notes here.

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### Other Tips:

Address your audience. E.g: "Isn't it just fantastic?" or "I bet *you* can't believe how cheap it is!"

Repeat yourself. E.g: "It is so *easy* to use. Yes *easy* to use."

## \* TASK C

Before you present your speech, use your notes to write out your speech in full.

## \* More Games

### At The Grocers

This is a simple listening game. Ask students to stand up or, if you prefer, ask them to sit on top of their desks. The first student begins by saying,

*I went to the local grocery store and bought ...*

S/he should then choose an item which could be bought at a grocery store, such as *apples*. The second student must repeat the first student's sentence, adding a second item to the list:

*I went to the local grocery shop and bought some apples and a bottle of milk.*

The third student must repeat the second student's sentence and add a third item to the list, and so on. Other students must listen carefully for mistakes. A student who forgets an item or gets the list in the wrong order must sit down. Continue until only one student remains.

### Spell Down

Use your current spelling list or make a new list of commonly misspelled words and ask students to take turns spelling the words aloud. As with the game *At The Grocers*, have all students stand up at the beginning and sit down after an incorrect response.

### Round The World

This is a speaking game that will also expand your students' knowledge of foreign places. It is a good game to play in groups, as this will allow it to move more quickly. The first student begins by naming a foreign place, river, mountain range or other geographical feature. The next student must name another place which begins with the final letter of the last word spoken. For example, a game might proceed as follows:

*Nepal, Lebanon, New York, Korea and so on.*

A player who cannot name a place is *out*. Alternatively, rather than taking turns, a point can be scored by the first person to give a correct response, thus keeping all students in the game. You may need to have an atlas handy to settle disputes.

### Roving Reporters

This game is an alternative to *Daily News* or *Show And Tell*. Place the students in pairs. One student can then act as a reporter or current affair's host and elicit his/her partner's news by asking questions. Similarly, one student could act as a court lawyer and the other as a witness.

## \* 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.

