

Grade 8 English Home Language Worksheet

The unprepared speech - techniques

You will be given a topic for an impromptu speech. You will have three minutes to prepare. Jot down your ideas on your cue cards. Your speech must be approximately 3 minutes in length. Focus on the criteria for the delivery of your speech.

You will be assessed against the following rubric:

Rubric to assess oral presentation / prepared speaking home language

Tone, speaking and presentation skills	Natural delivery, a fluent skilled and animated presenter, appropriate style and register Clearly audible articulation Eye contact, facial expressions, gestures and body language outstanding, functional and convincing Audience reaction overwhelmingly positive Confident delivery with very little use of notes	Very good presenter natural and fluent presentation appropriate style and register Audible articulation Eye contact, facial expressions, gestures and body language functional and convincing Audience interest sustained throughout Notes used effectively and with confidence	Good presenter, fluent presentation appropriate style and register Largely audible articulation Eye contact, facial expressions, gestures and body language largely functional and convincing Audience interest sustained. Notes used effectively	Reasonably fluent presenter, but sometimes shows hesitation, style and register mostly appropriate Reasonably clear articulation and audibility Eye contact, facial expressions, gestures and body language reasonably convincing Most members of the audience follow with interest Some dependency on notes but still good contact with the audience	Sometimes fluent, but presentation lacks appropriate style and register Adequately audible and clear articulation Adequate eye contact, facial expressions, gestures and body language but not always convincing Mixed reaction from the audience Use of notes often detract from presentation	Hesitant, lacks expression Lacks fluency, mostly inappropriate style and register Articulation not clear and hardly audible Very little eye contact / facial expressions / body language Lack of audience interest shown Dependent on notes	Inappropriate tone, style and register Sloppy indistinct articulation mostly inaudible Almost non-existent eye contact, inappropriate facial expression and body language No audience contact Totally dependent on notes
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Grade 8 English Home Language Worksheet

Suggested Solutions

You need to assess TWO main aspects of a speech. The first is the content, the second the delivery. This task focuses on delivery. Make sure that every aspect of delivery is fully discussed before the learners speak. Ask the learners to comment on each other, first with the positive feedback and then with the negative. Make sure that any criticisms are well motivated and are used to improve the learner's performance.

You may use a checklist based on the assessment criteria, or the relevant section of the rubric.

Checklist for assessment criteria

TECHNIQUES	✓ OR ✗
• clear and audible enunciation	
• pausing	
• variation in tempo and volume	
• purpose and audience	
• posture and body language	
• different presentation modes	
• register	
• tone	
• different social cultural conventions	
• appropriate figurative devices such as climax, anti-climax and hyperbole (exaggeration for effect)	

Some comments on the checklist:

TECHNIQUES
• clear and audible enunciation: the speaker should be heard clearly throughout the venue without the audience having to strain
• pausing: it is essential to use pause and not to gabble; each new point should be marked off by pause; pause must be used effectively to point ideas and for emphasis
• variation in tempo and volume: variation is crucial if the speaker is to retain the interest and attention of the audience
• purpose and audience: the speaker must be aware of what he is saying, why he is saying it and to whom he is speaking. if the speaker is aware of the context of the speech, it is sure to be effective.
• posture and body language: the speaker must be careful to stand up straight, feet comfortably apart, weight balanced, without rigidity or tension. However, the speaker must not indulge in acting or performance. This is a speech, not a drama.
• different presentation modes: the speaker must use variety and change the intonation of

Grade 8 English Home Language Worksheet

voice; facial expression is crucial also

- register: the speaker must have the right style for the content, purpose, and audience

- tone: the speaker must vary tone so that the audience remains interested

- different social cultural conventions: the speaker must be aware of the context in which he/she is speaking and what is considered acceptable

- appropriate figurative devices such as climax, anti-climax and hyperbole (exaggeration for effect): the speaker must pay careful attention to the use of language and how that language is delivered.

SUGGESTED TOPICS FOR THE UNPREPARED OR IMPROMPTU SPEECH

How I would respond and what plans I would make if I were told that I would be invited to:

1. a desert island for four weeks
2. Noah's Ark for forty days
3. the SABC for a week
4. a recording session with my favourite artist

NOTE: The topics require very little background knowledge or general knowledge. The topics are chosen so that the learners should not panic about WHAT they are going to say. The topics are close enough to the learners' lives for them to have some ideas and they should be able to generate enough for a short impromptu speech. The focus then is on:

- brainstorming
- collecting enough ideas for the time allocated
- organising those ideas
- delivery of those ideas (VERY important)

Advise learners to base what they say on the following, in this order:

- personal experience
- radio and TV news broadcasts
- magazine and newspaper articles
- radio and TV programmes

Grade 8 English Home Language Worksheet

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Here is a response to topic one.

STAYING ON A DESERT ISLAND

If I were asked to stay on a desert island, the first thing I would do is plan what to take:

My IPOD.. I am not sure how I'm going to recharge the battery though.

There are the practical things I would need: solar lights, a knife, flares (in case of disaster), proper shoes, sunscreen - I burn instantly, my pillow, sunglasses, lip balm, fishing line, rope, and some sort of shark repellent if one exists would come in handy

I would say my boyfriend but then I would have to be very careful if he and I were going to be alone for a long time!

Perhaps I would then choose my favourite aunt as she's low maintenance, and she loves a campfire. I would be able to sit back, listen to my music, catch a safe tan, and she would produce the food.

If my aunt is doing the work, I think I would need my best friend for company. That is Gugu. If I packed scuba gear and our costumes, we would have a wonderful time.

Grade 8 English Home Language Worksheet

Of course, I have mentioned food. This is where all those LO lessons about healthy eating come in handy – thanks to Mrs van Niekerk in the Lo Department. There would be mango trees on the island, to satisfy my sweet tooth and serve as a source of vitamin A. Fresh fish from the sea would provide an abundance of low-fat protein along with cardio-protective omega-3 fatty acids. I shall carve a branch into a spear, then attach a tip made from some treasure I'd found on the island. Each day around 4 p.m., I would wade into waist-high water and spear my catch so that my aunt can cook it over the campfire.

I don't think I can hoe for a fridge on the island, and that means no dairy products. I know from LO that it's hard to get enough calcium in my diet without dairy products, so I'd bring along my daily multivitamin with minerals.

There is also water – unless this desert island has its own fresh water.

To please my English teacher, I could take the complete - not abridged - Oxford English Dictionary. Think of how smart I'd be after a few months! And then – if I ran out of food!

It is quite obvious that this speech falls into the top of the range. We can even give it credit for “research” since this learner has paid attention in LO and knows quite a bit about healthy food. It also sounds as if she comes from a camping, outdoors-type family because she has managed to think about quite a few of the practical basics.

You would agree that this speech has:

A wide range of new and interesting facts and examples make the presentation impressive
Thoroughly planned according to task, audience, context and format
Brilliant development of ideas and argument
Contents reflects outstanding creativity, originality and mature insight
Skilful ending thoroughly drawn together

However, it does not have:

Striking introduction which immediately grasps audience attention

There is humour – her aunt being “low-maintenance” and her gentle mockery of her English teacher. Even the praise offered to the LO department sound tongue-in-cheek.

Despite not quite fulfilling the criteria, I would be inclined to give this speech 100%.

Bear in mind, however, that this task is not focused on content but on DELIVERY.

To assess delivery, focus on each aspect offered by the rubric. Again, discuss the rubric with the learners before, during and after they deliver their speeches. Focusing on the key

Grade 8 English Home Language Worksheet

elements makes the learners more aware of what is required of them. Remind learners also of the requirements stated in the assessment standards.

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