ESU TEACHING RESOURCE

SPEAKING STYLES

Week 16

Learning objective:

To be able to adapt speaking styles to the content and context.

Introduction: Ma-ma-moo (15 minutes)

Ask a volunteer to come to the front of the class. Explain to the rest of the class that this pupil has lost the ability to speak, and can only say the phrase 'Ma-ma-moo'. Give the volunteer a task e.g. tell a joke, ask for directions, sell something or apologise, using only the phrase 'ma-ma-moo'. The rest of the class have to work out what task the volunteer was trying to do, discussing what non-verbal cues helped them work it out.

Point out how the cues change according to the context of each task, i.e. slow pace, low tone of voice, sad facial expression implies bad news. In this context it would be unsuitable to be loud and smiling.

CFU Remind pupils of the non-verbal cues covered in Week 4: Thinking About Style; gesture, tone of voice, pace, facial expression, volume, eye contact & body language.

Main activity: In the Style of (30 minutes)

Show a short piece of text describing basic events (e.g. a news story) on the board. Ask a volunteer to read the text in the style of a particular character without changing any of the words (e.g. *the Queen, a teacher, a pop singer*).

Divide the class in to groups of 4/5 and give each group a set of 'In the style of…' cards. On each card will be a style of speaking. Each pupil will choose a card then read the text to their group, who must decide in what style they have read it. Pupils may change the vocabulary used in the text to suit their character.

CFU Stop the class during the activity and point out examples of effective use of non-verbal cues. As a group, evaluate the choices individuals have made, noting their effectiveness.

Plenary: (10 minutes)

Discuss with the group the importance of appropriate levels of non-verbal cues. Each can be viewed as a spectrum e.g. *Volume: too quiet and the audience cannot access your speech, too loud and the audience may be intimidated and distracted to focus on the content of the speech.* Show a character, style and context on the board (e.g. *the Queen, happy, telling someone they've won the lottery*) and ask a volunteer to act this out in front of the class.

ESU RESOURCES:

Emotion cards, Speaking style cards, Task cards

Other resources:
None

Time: 55 minutes

Group size: up to 30; groups of 4/5

KEY VOCABULARY:

Gesture
Tone of voice
Pace
Facial expression
Volume
Eye-contact
Body Language
Context

DIFFERENTIATION:

For more able pupils, give them style cards that change the audience, *e.g. a morning radio show, a school assembly, a TV advert*.

HINTS & TIPS:

Pupils can add their own characters and offer situations and emotions to personalise the game for your group.

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Expected Attainment:

MUST: EC2, UV2, BL2
SHOULD: EC3, BL3
COULD: BL4, UL3

Expected Attainment:

MUST: Make some eye contact. Be able to speak with appropriate volume and speed for the room. Have appropriate positioning in the speaking space, making a few gestures.
SHOULD: Have confident eye contact, and make a good use of body language and gestures linked to the content of the speech.
COULD: Have confident use of the speaking space, open body language and a varied use of gestures that support the content of the speech. Could understand and use debate terminology, with the terminology linked to the topic.