



## **Fundamentals of English**

### **Module B: Oral communication skills Sample program 2**

**Subject:  
Stage 6 English**

**Class group:  
Year 11**

#### **Syllabus statement:**

This module develops students' skills in oral communication in a range of formal and informal situations. Students develop their skills, knowledge and understanding of the oral mode of responding to and composing texts. They develop skills in speaking and listening effectively in formal and informal contexts, using both verbal and nonverbal cues. Students undertake a variety of activities designed to develop their oral and aural skills, knowledge and understanding.

(Board of Studies NSW, 1999, *Stage 6 English syllabus*, Sydney, p. 99)



## **Sample program 2**

This module develops students' skills in oral communication in a range of formal and informal situations. Students will study the verbal and non-verbal features of oral communications, respond to examples of oral language in a variety of contexts and compose texts for formal and informal situations. Texts may include a range of radio shows, televised debates and vocational or instructional videos on speaking and interview techniques.



<b>Outcomes</b>	<b>Teaching and learning strategies</b>	<b>Resources</b>	<b>Possible approaches for assessment</b>
<ol style="list-style-type: none"> <li>1. A student recognises some of the relationships between context and meaning.</li> <li>2. A student recognises the ways in which changes in context require changes in form.</li> <li>3. A student understands how the responder interacts with text and context to shape meaning.</li> <li>4. A student develops language relevant to the field of English.</li> <li>5. A student communicates ideas effectively using appropriate language forms, features and structures.</li> <li>6. A student responds to and composes text for a range of purposes and audiences, in various forms.</li> </ol>	<p>Speaking and listening: an introduction.</p> <ul style="list-style-type: none"> <li>• Discuss the features affecting the way a speaker speaks; then exercise identifying speakers when blindfolded.</li> </ul> <p>This exercise will focus on an individual's use of such elements as tone, volume, accent, pace.</p> <ul style="list-style-type: none"> <li>• Brainstorm the purposes of speech, how setting or context determines speech: discuss; then, in groups, prepare tapes on a similar topic for delivering in different setting, e.g. classroom, courtroom, church.</li> </ul> <p>Rest of class to identify the setting from the tape.</p> <ul style="list-style-type: none"> <li>• Forms of speech: students list all types of speech they can think of, compare with a partner. Complete a table, fitting speaker to audience, purpose, setting and form.</li> </ul> <p>Speaking from scripts: monologues, duologues, dialogues.</p> <ul style="list-style-type: none"> <li>• Students identify language and style features of above scripts.</li> <li>• Discussion and analysis of how scripts transfer to spoken words, use of tone, emphasis, pause, etc. to create character.</li> <li>• Students perform a variety of the above.</li> </ul>	<p><i>Speak Up</i>— A <i>Practical Guide to Oral English</i>, Chapter 2.</p>	<p>Completion of table, matching speaker with audience, purpose, setting and form.</p> <p>Performance of scripted material to highlight character, setting etc.</p>



<b>Outcomes</b>	<b>Teaching and learning strategies</b>	<b>Resources</b>	<b>Possible approaches for assessment</b>
<p>7. A student interprets texts using key language patterns and structural features.</p> <p>8. A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.</p> <p>10. A student understands and uses various and appropriate strategies and styles of learning.</p> <p>11. A student reflects on and assesses own processes of responding and composing.</p>	<p>Everyday speech:</p> <ul style="list-style-type: none"> <li>Students analyse, select and use appropriate speech forms for everyday communication. In class, practise speech appropriate for:             <ul style="list-style-type: none"> <li>friendly conversations and phone calls</li> <li>emergency phone calls</li> <li>providing and getting information over phone</li> <li>giving directions</li> <li>telling anecdotes</li> <li>telling jokes or riddles.</li> </ul> </li> </ul> <p>Look at influence of slang, jargon, etc. on everyday speech. Analyse some examples from literature.</p> <p>Speaking at meetings.</p> <ul style="list-style-type: none"> <li>Run mock meetings to establish meeting procedure and appropriate language features.</li> </ul> <p>Formal speaking:</p> <ul style="list-style-type: none"> <li>Discussion on what we mean by formal language; notes on features of formal language.</li> <li>Analysis of examples of formal speeches to identify features, e.g. PM's Anzac Day Speech, radio or TV news, announcements, etc.</li> <li>View and make notes from video on public speaking.</li> <li>How to give a public speech: impromptu and prepared, notes.</li> </ul>	<p>“What do you say? Guidance and Exercises in Oral Communication”</p> <p>“Towards Better Meetings”</p> <p>“Speak Up ...”, Chapter 7</p> <p>“Handbook for Public Speakers”</p> <p>“Confidence through Public Speaking”</p> <p>“Debating and Public Speaking”</p> <p><i>Language, Meaning and Context</i>, Book 1" by Hough and Lovell</p>	<p>Students use the telephone or answering machine in a given situation.</p> <p>Students perform a variety of speech forms, using everyday speech for a specific purpose and audience, and use self and peer evaluation forms.</p> <p>Students present their analysis of speech examples.</p> <p>Students run an effective meeting, using correct speech forms and procedures.</p>



<b>Outcomes</b>	<b>Teaching and learning strategies</b>	<b>Resources</b>	<b>Possible approaches for assessment</b>
	<ul style="list-style-type: none"> <li>• Students give a variety of impromptu and prepared speeches for different settings, purposes, audience, etc.</li> <li>• Students view videos on debating and summarise to make their own notes. Then they form teams for mini-debates on a variety of topics.</li> </ul> <p>Look at it this way: speaking to persuade.</p> <ul style="list-style-type: none"> <li>• Analyse a cartoon to identify persuasive words</li> <li>• Persuading to sell: view and respond to TV ads to identify persuasive techniques.</li> <li>• From the web, students analyse a number of speeches for persuasive techniques.</li> <li>• Students prepare and deliver a persuasive speech.</li> </ul>	<p>“Speak Up”, Chapter 8</p>	<p>Students to prepare and present a formal speech for a specific purpose, audience and setting (major assessment item).</p> <p>Students participate in mini-debates. They are to undertake research, using library and computer resources. Peer assessment to evaluate results.</p> <p>Students’ analysis of persuasive speeches to identify techniques.</p> <p>Delivery of a persuasive speech.</p> <p>Class discussion to determine effectiveness of persuasion.</p>