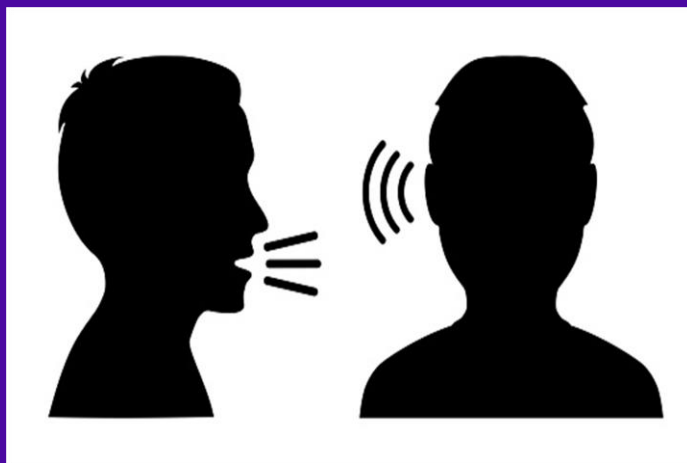


# Knowledge Organiser

Year 8: Unit 6

Spoken Language

Voices



Name:

Class:

# Big Questions

The big question for the unit is: **How are voices reflected in the units studied in Year 8?**

Our study of the spoken language unit will follow the structure below:

<b>Week 1</b>	<ul style="list-style-type: none"> <li>▪ What makes an effective speech?</li> <li>▪ How did Jacinda Ardern reassure and unite New Zealanders following a terrorist attack?</li> <li>▪ How does Ditsie convey her passion and determination to eradicate discrimination?</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>▪ How can I play an engaging speaking and listening presentation?</li> <li>▪ How can I write an engaging speaking and listening presentation?</li> <li>▪ How can I turn my presentation into notes?</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>▪ How can feedback be used constructively?</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>▪ How can feedback be used constructively?</li> </ul>

## Spoken Language

As part of this unit you will be working in a pair to deliver a prepared spoken presentation on a specific topic to the rest of your peers. Having the ability to speak articulately is a great attribute to have; any employer will value this skill.

You are allowed to use a power-point alongside your speech, along with prompts to help you if needed. However, think of the most influential speakers you have heard of, they don't stand and read from a sheet of paper. Try to make the delivery of your speech as natural and influential as possible. Practising your speech, and knowing who is going to say what, is important.

You will be marking your peers' speeches; you will also be marked by your peers.

You will be judged on:

<p style="text-align: center;"><b>Being audible</b></p> <ul style="list-style-type: none"> <li>- Can you hear both people clearly?</li> </ul>	<p style="text-align: center;"><b>Structuring and organising the speech in a way that everyone can follow your line of argument.</b></p> <ul style="list-style-type: none"> <li>- Can you follow the speech easily?</li> <li>- Does it use pathos, ethos and logos?</li> </ul>
<p style="text-align: center;"><b>Being clear and speaking accurately.</b></p> <ul style="list-style-type: none"> <li>- Do both people in the pair avoid using colloquialisms (chatty language) like 'gonna'?</li> <li>- Is it clear what the pair's message or line of argument is?</li> </ul>	<p style="text-align: center;"><b>Whether you are informative and achieve what you set out to achieve – for example, to persuade the audience about something.</b></p> <ul style="list-style-type: none"> <li>- Is it clear why the pair chose to deliver a speech on that particular topic?</li> <li>- Did they achieve their purpose?</li> </ul>
<p style="text-align: center;"><b>Expressing interesting and new ideas.</b></p> <ul style="list-style-type: none"> <li>- Do they go into detail?</li> <li>- Are you interested in the topic?</li> </ul>	<p style="text-align: center;"><b>Listening to questions and answering the questions in a clear way.</b></p> <ul style="list-style-type: none"> <li>- Do both people listen to questions and stick to the question in their answer?</li> <li>- Is their answer clear and actually answer the question?</li> </ul>

### Timings:

You will need to speak for approximately 3-5 minutes and you will need to respond to questions for around 2 minutes.

With this in mind, your written speech will need to be at least 2 pages in order for it to last long enough when you deliver it from notes.

### Demonstrate presentation skills in a formal setting

- Diction: speak clearly, both in terms of being heard and understood.
- You will need to enunciate, making sure you are sounding all parts of a word properly.
- You will need to be aware of your use of pitch, tone and speed and how it can affect your delivery and audience's perceptions of you and what you say.

Structure: think carefully about how you will introduce and sustain your arguments, with an end goal in mind.

- You will need to engage your audience with clear and precise topic sentences.
- You will need to familiarise yourself with and use a range of rhetorical techniques for specific effect.
- You should know how to surprise your audience by subverting their expectations and showing them fresh perspectives.

Formality: you should speak to your audience with patience, care and respect.

- You should not apologise, even tacitly, for taking up their time.
- You should not talk down to your audience or judge them for not knowing a particular fact.
- You should remember that formality does not require an amputation of personality. Your speech, though formal, can include wit and humour if you want it to.

Listen and respond appropriately to spoken language, including to questions and feedback on presentations

- You need to have questions asked of you.
- You need to be able to respond closely to that question.
- You need to avoid going on a tangent and answer the questions clearly. You can include additional information in your response if it's relevant.

Use spoken Standard English effectively in speeches and presentations.

- Your vocabulary should be correct and sophisticated.
- It should match the purpose, audience and intended tone for your speech.
- Avoid using slang or improper vocabulary.

Consider the reasons why you are delivering your speech. For example:

- To educate
- To inform
- To persuade
- To encourage
- To raise awareness
- To promote
- To provoke thought
- To inspire
- To evoke sympathy

## Prior knowledge

Before you begin learning about and reading what makes an effective speech and how to write your own. What do you know speech writing? What do you know about the topic or question your group has chosen to present on?

# Knowledge learned throughout the unit

As you are learning about speech writing/presenting, along with your group's chosen topic or question, brainstorm any new knowledge you learn.

# Key Terminology

	Term	Definition
1	<b>Anaphora</b>	Repetition of a word or expression at the beginning of successive phrases, clauses, sentences, or verses especially for rhetorical or poetic effect.
2	<b>Antithesis</b>	The rhetorical contrast of ideas by means of parallel arrangements of words, clauses, or sentences (as in "action, not words" or "they promised freedom and provided slavery").
3	<b>Dialysis</b>	Laying down an argument and giving an alternative solution which leads to the conclusion. (Instead of ... try ...).
4	<b>Direct address</b>	A rhetorical device used to address your audience directly using pronouns such as 'you' or 'we' as well as their own names.
5	<b>Epistrophe</b>	Repetition of a word or expression at the end of successive phrases, clauses, sentences, or verses especially for rhetorical or poetic effect.
6	<b>Ethos</b>	The distinguishing character, sentiment, moral nature, or guiding beliefs of a person, group, or institution.
7	<b>Hedges</b>	Words or phrases which soften or weaken what's said, for instance 'kind of', 'sort of'.
8	<b>Hypophora</b>	The putting or answering of an objection or argument against the speaker's contention.
9	<b>Intonation</b>	The rise and fall in someone's voice when speaking.
10	<b>Logos</b>	The principle of reason and judgement.
11	<b>Opinion</b>	A view or judgement formed about something, not necessarily based on fact or knowledge.
12	<b>Paralinguistic features</b>	Forms of non-verbal communication, e.g. body language and facial expression.
13	<b>Pathos</b>	A quality that evokes pity or sadness.
14	<b>Pitch</b>	The quality of a sound governed by the rate of vibrations producing it; the degree of highness or lowness of a tone.
15	<b>Register</b>	The kind of language used in a particular context, e.g. the register used in an occupation might include typical formats, levels of formality, kinds of vocabulary.
16	<b>Rhetorical question</b>	Asking a question for which you don't expect an answer.
17	<b>Syntax</b>	The way in which linguistic elements (such as words) are put together to form constituents (such as phrases or clauses in sentences).
18	<b>Text producer</b>	A person who creates a text for an intended receiver (audience).
19	<b>Tone</b>	A particular pitch or change of pitch constituting an element in the intonation of a phrase or sentence.
20	<b>Tricolon</b>	Using three examples together to reinforce your idea.

## Additional Terminology

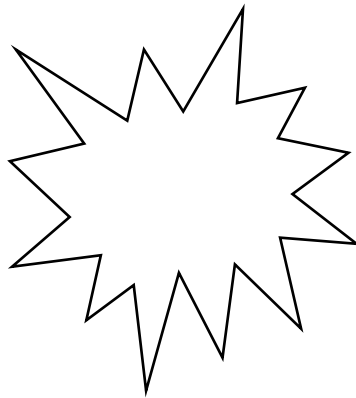
	Term	Definition
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# Homework.

Knowledge is power, so the more you know, the more secure you will be in your learning.

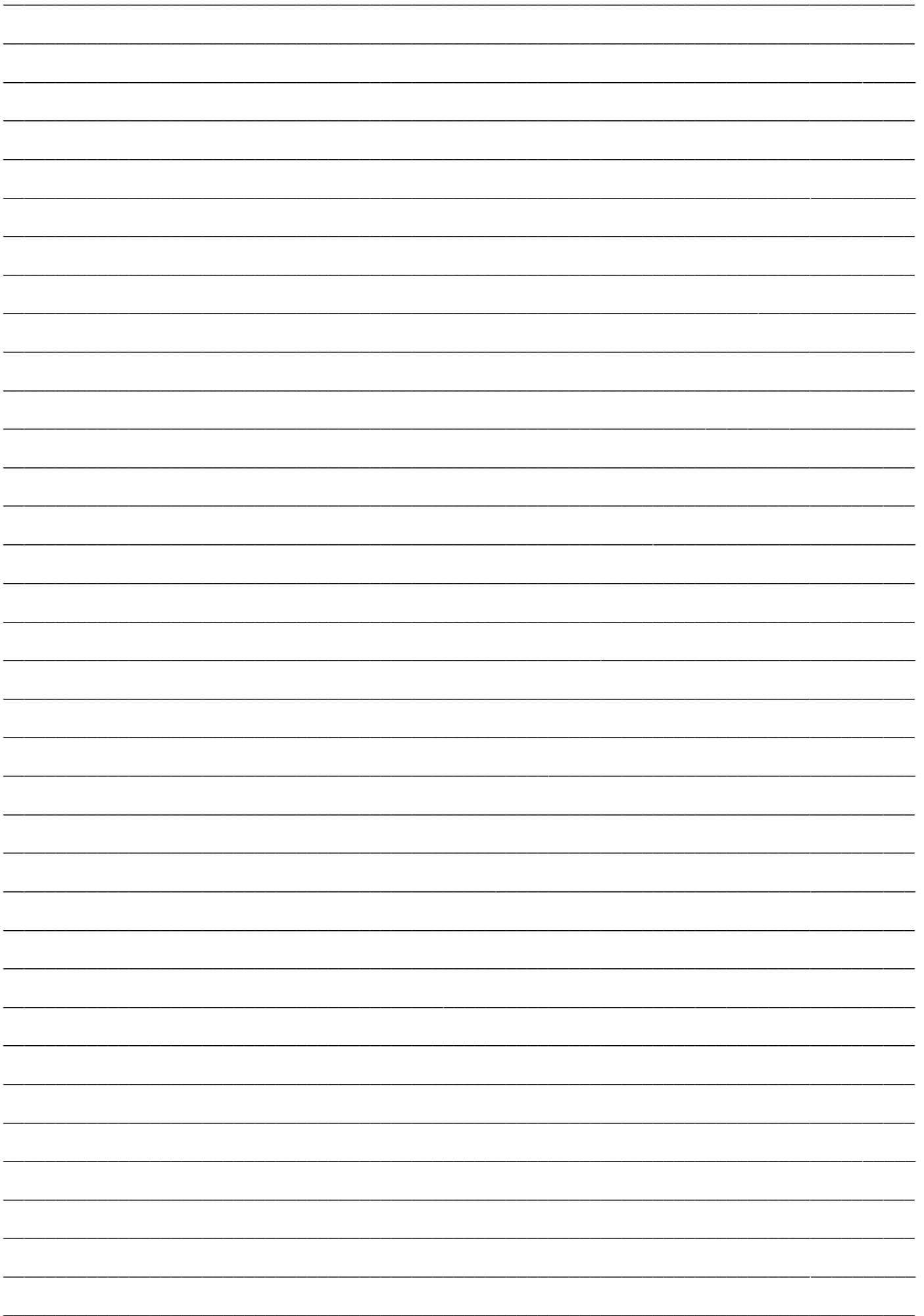
Year 8: Unit 6 Homework: Spoken Language		
<b>Task 1:</b>	Due date:	<ul style="list-style-type: none"><li>• Remind yourself of what your presentation is about.</li><li>• Research your topic and make notes in the space below.</li><li>• How could you use the research in your presentation?</li></ul>
<u>Week 2</u>		

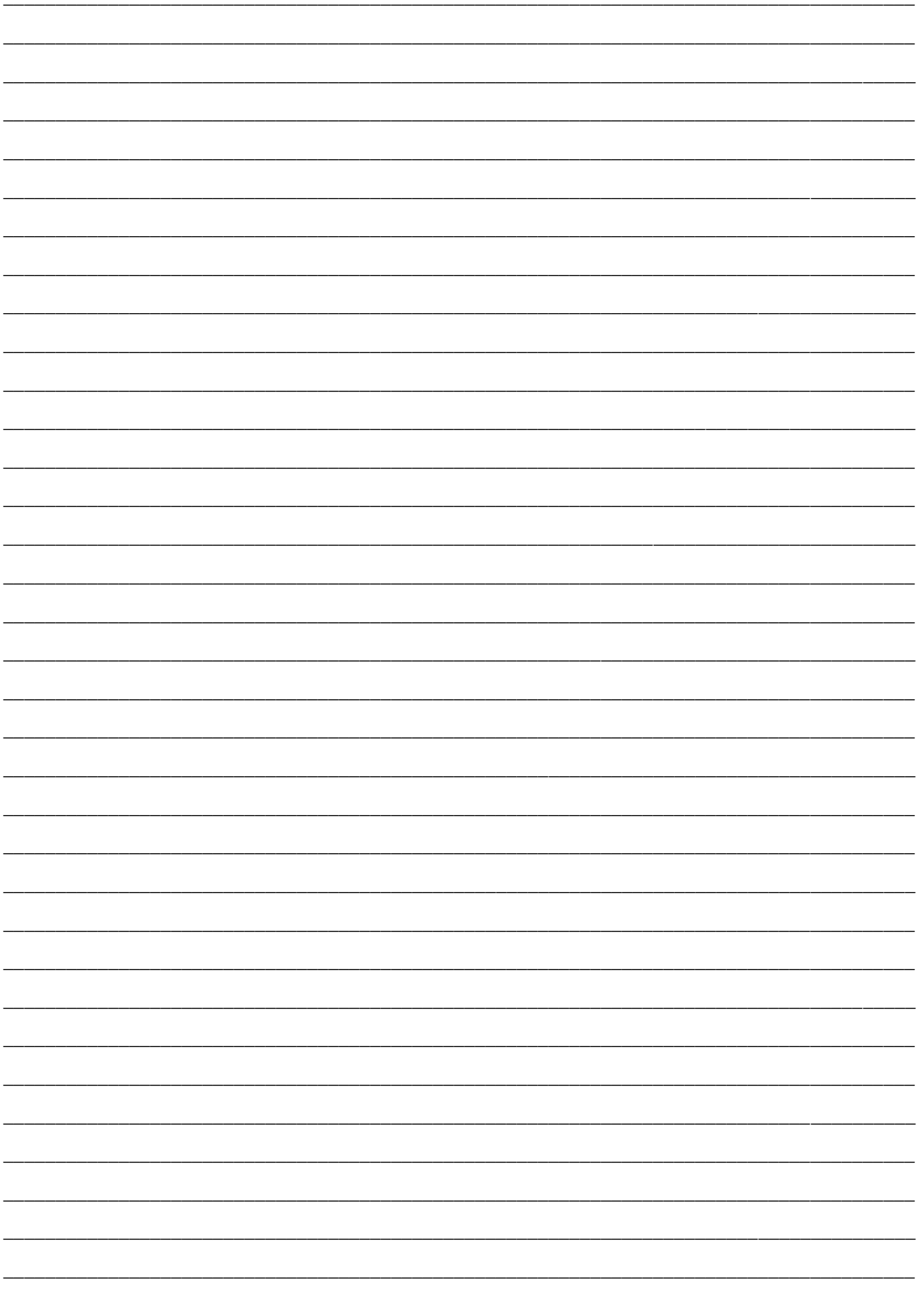
Research mind-map space:

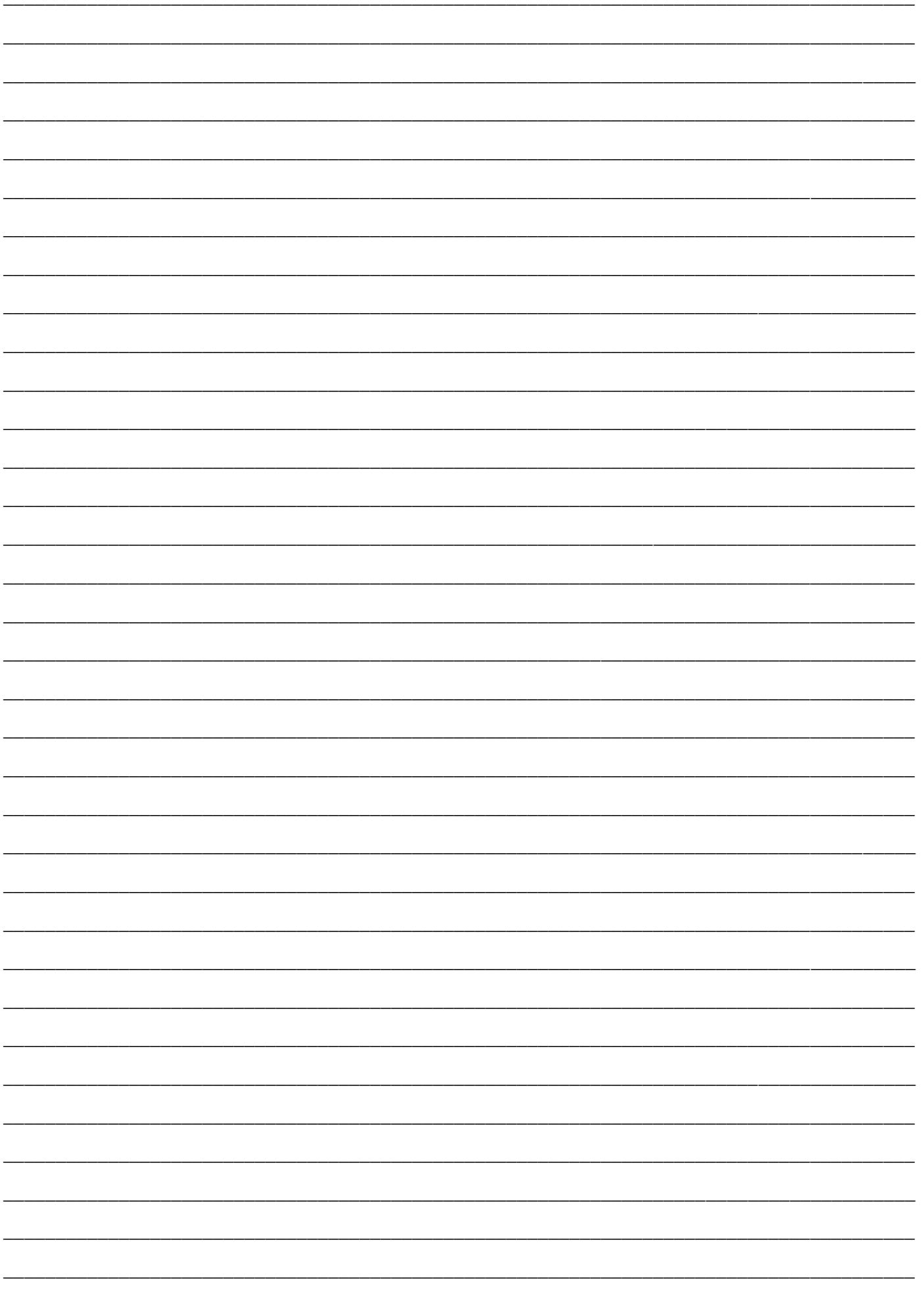


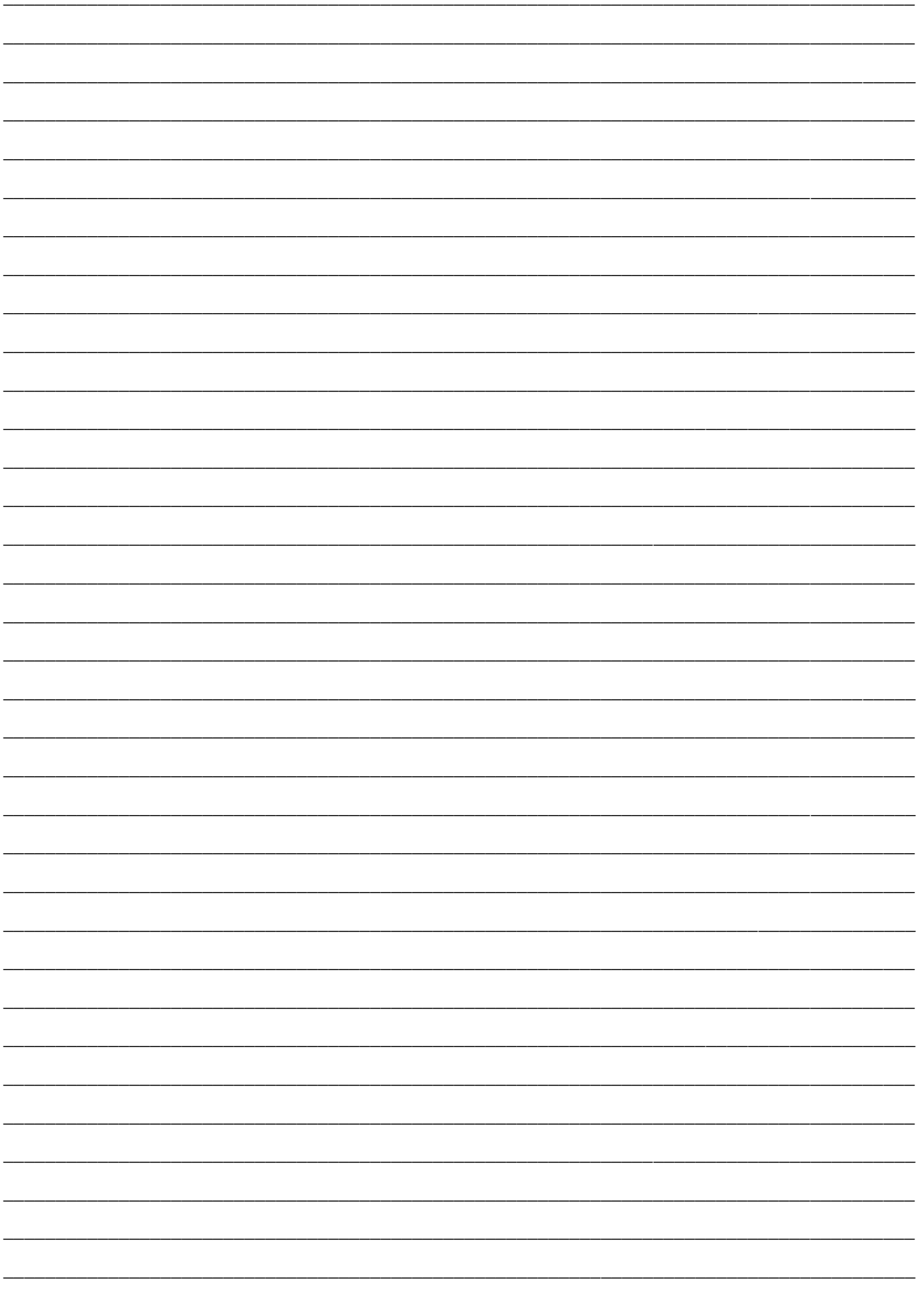


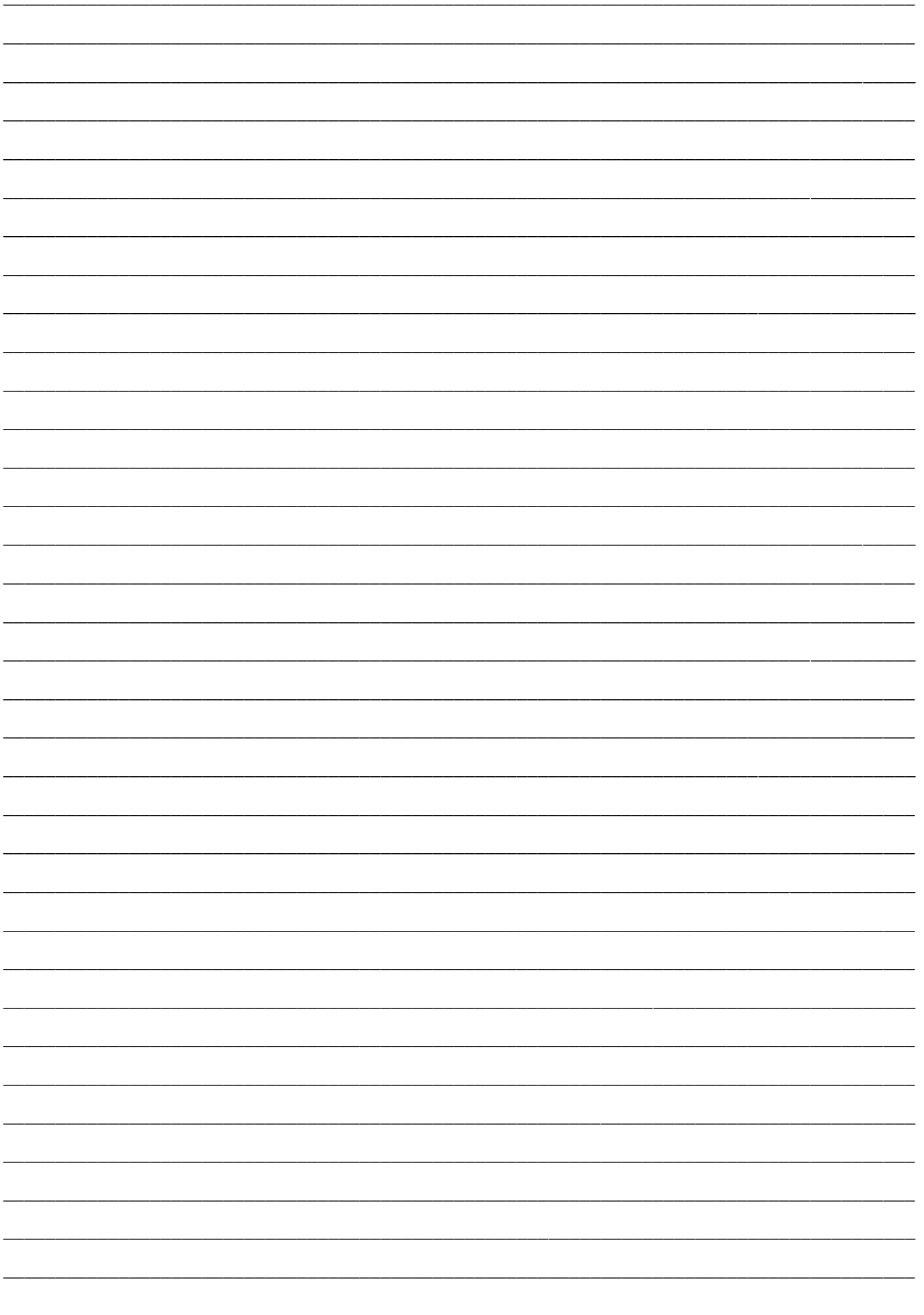


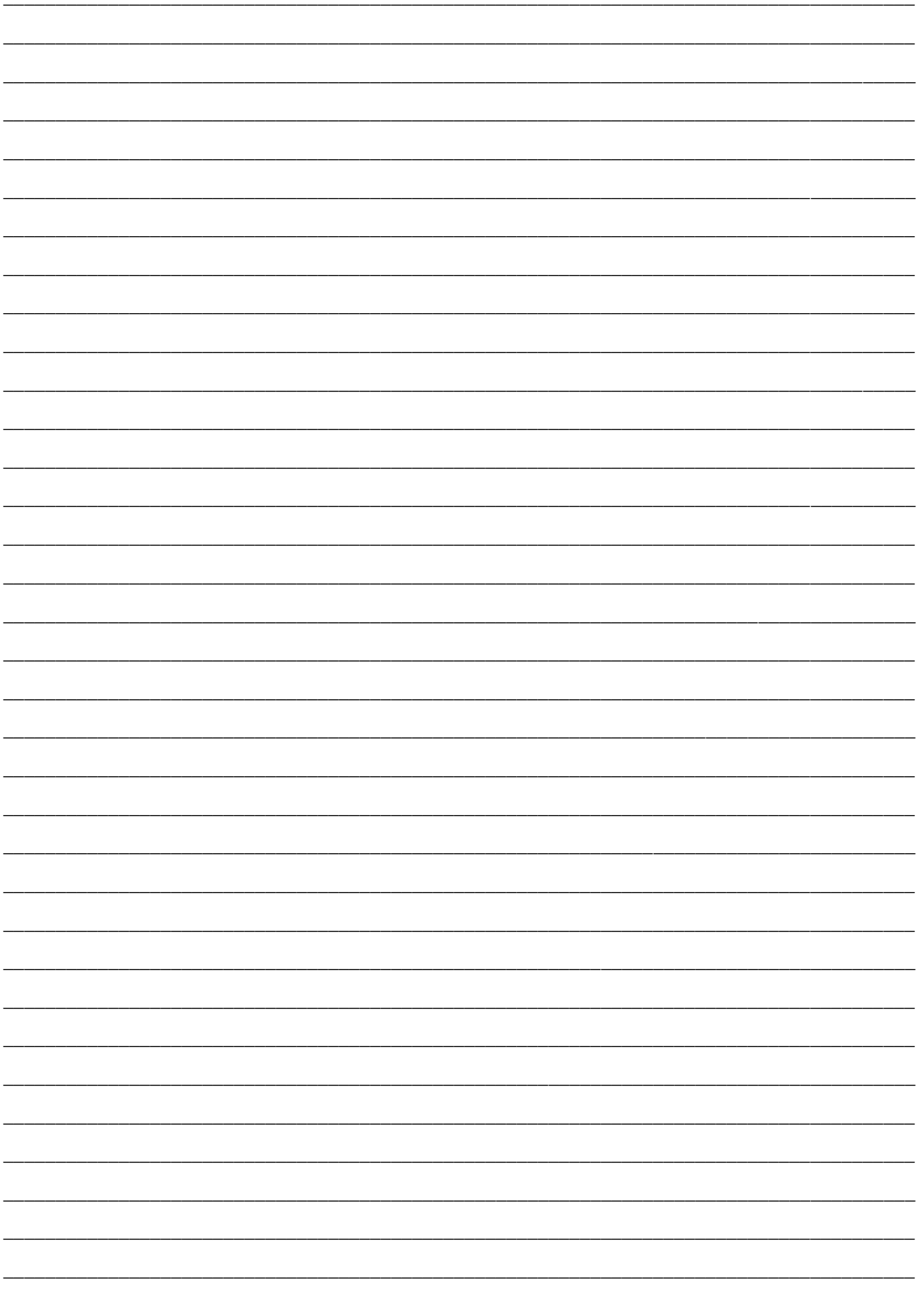














## Wider reading list

### Examples of speeches

- **'I Have A Dream'** by Martin Luther King – The speech was a call for equality. It identified the faults of America and what measures were needed to make it a better place. A central theme throughout the speech was the importance of everyone being treated equally.
- Emma Watson's **HeForShe speech** – The speech revolves around the topics of gender inequality and gender roles. More specifically, it is about how stereotypical gender roles contribute to creating and preserving gender inequality.
- **Malala Yousafzai's speech** to the United Nations – Malala's central message is that no matter what the obstacles – whether they be economic, cultural or social – everybody is entitled to quality education as a human right.
- **'On the Pulse of Morning'** by Maya Angelou – A poem delivered as spoken word outlining how the people of America can come together to make the changes necessary for a more equitable future for all.
- **Greta Thunberg's speech** at the U.N. Climate Change Conference – This speech encourages people to come together and act quickly in order to save the planet and contribute to a better future for generations to come.
- **Demosthenes' speech** to his people in 341BC – As a leader, Demosthenes wanted his fellow Athenians to take up arms against the forces of Phillip of Macedon.
- Abraham Lincoln's **'Gettysburg Address'** – The speech addresses that America is both a place and a concept; both of which are worth fighting. He says that fighting is horrible but losing is worse and that America has no intention of losing.
- Chief Joseph's **1877 surrender speech** – The Chief delivers a speech admitting the end of an era for Native Americans and that the lands were stolen from them. Overtaken by the USA army, the Chief surrendered to General Howard.
- **'I Am the First Accused'** by Nelson Mandela – Mandela argues that all non-violent means have been tried and that they had resulted in only restrictions and reduced freedom.
- **'Loving What You Do'** by Steve Jobs – The speech discusses opportunity and the importance of following your heart.
- **Angelina Jolie on World Refugee Day** – The speech talks about the reality of unequal power relations, abuse of power, gender bias, violence and lack of justice that keep so many women in a subordinate and therefore in a vulnerable position internationally.
- **Stephen Hawking's 70<sup>th</sup> birthday speech** – In the speech Hawking spoke of his early life growing up in St. Albans and gave highlights on his scientific career. But his main message was to "be curious" and never give up, however difficult things may seem.
- **'Why We Have Too Few Women Leaders'** by Sheryl Sandberg – The speech discusses why a smaller percentage of women than men reach the top of their professions.
- **Oprah Winfrey's acceptance speech** for the 'Outstanding Contributions to the World of Entertainment' award – The speech focuses on the oppression and inequality of our past as well as the future we are building where these injustices will no longer be tolerated.
- **Joe Wicks' Honorary Doctorate speech** – The speech looks at Wicks' life and his journey into fitness.