

Discovering Language Arts

Intermediate Listening & Speaking

Teacher's Guide

Grade Level: 6–8

Curriculum Focus: Language Arts

Lesson Duration: 3–4 class periods

Program Description

Group Discussions (6 min.) – Active listeners pay close attention to a speaker and respond accordingly, while discussion leaders guide a group. *Asking Questions & Seeking*

Answers (7 min.) – Asking questions can lead to knowing more about a topic or an idea.

Listen to Jimmy Carter (7 min.) – Listening strategies can help you acquire knowledge, understand concepts, or explore ideas. *Layers*

of Meaning (7 min.) – Listen closely to a speaker for layers of meaning that may help you fully understand. *Speaking Strategies*

(6 min.) – Good speaking requires a clear main point and staying on topic to keep

listeners interested. *“Cybercized” Vocabulary*

(7 min.) – The appropriate vocabulary helps a speaker communicate in the most

informative, accurate, and vivid way.

Making a Speech (7 min.) – Organize

your thoughts and information in an introduction, body, and conclusion.

Presentations: More Than Words (7 min.) –

Stand up straight, project your voice to the back of the room, enunciate each word, and pace yourself so the audience can understand you. *Public Speaking Strategies* (8 min.) –

Evaluate a speaker’s message on what is being said and how. *(In)Formally Speaking*

(7 min.) – The choice of formal or casual language depends on the situation. *Attitudes*

& Opinions (7 min.) – People express their attitudes and opinions through tone of

voice and expressions. *Persuasive Speech*

(8 min.) – A persuasive speaker alters the pace, volume, and tone and effectively uses repetition and imagery to hold an audience’s attention.

Onscreen Questions

- Have a group discussion about inventions. What do you think is the most important invention of the 20th century?
- What types of questions would you ask if you wanted to find out more about your family history? Write a list of questions.
- Read an article about politics. Take notes and summarize what you have learned.
- What was your favorite part of Maya Angelou’s poem? Write down something you learned from listening to her recite the poem.
- Talk to a friend about a natural disaster that you find interesting or frightening. Stay on topic and state your message clearly.

- Tell a partner about your favorite computerized object. Compare it to something else by using a metaphor and describe it using sensory details.
 - Outline a speech about a controversial issue. Choose your point of view and tell it to a friend.
 - Practice making a speech. Remember to speak clearly, stand up straight, and make eye contact with your audience.
 - Pay attention to body language the next time you hear a speech. Decide if the speaker uses body language effectively.
 - When you have your next conversation, take notice of how you speak with the person. Are you using formal or informal language?
 - Write a speech about a topic that is important to you. Think about the tone and expression you would use to deliver this speech.
 - Write and deliver a speech about a famous person. Use the different elements of persuasion to make your speech better.
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Lesson Plan

Student Objectives

- Write a speech using metaphorical, sensory, and specialized language.
- Create visual media for a speech.
- Deliver a speech using appropriate body language, voice, tone, and expression.

Materials

- *Discovering Language Arts: Intermediate Listening & Speaking* video
- Writing paper or index cards
- Pencils and erasers
- Poster board, one piece per student
- Crayons, markers, or colored pencils

Procedures

1. Talk about public speaking with your class. Ask students these questions: Why is it important to be a good public speaker? What kinds of jobs and careers might require public speaking skills?

Discuss tips and rules to follow in delivering an effective and interesting speech. Introduce such presentation tips and rules by having students watch *Discovering Language Arts: Intermediate Listening & Speaking*. Then talk about things students should pay attention to when delivering



a speech and ask them questions: Why is it important to use appropriate tone and expression when delivering a speech? What are some things you could do to keep an audience interested when you are speaking? When should a public speaker use metaphorical or specialized language? What topics might require you to use metaphorical or specialized language?

2. Explain to students that they will write and deliver a five-minute speech about a favorite activity. Speeches must include at least one piece of visual media, such as a poster, and incorporate specialized language to describe the equipment needed to participate in this activity. For example, a student giving a speech about soccer might use the words “cleats,” “shin guards,” and “goalie.” Students should compare at least one aspect of the activity to something else by using a metaphor and employ sensory language to describe why they like this activity so much.
3. Give students time to write their speeches and create their visual media in class and as a homework assignment. Remind them to practice their speeches in front of an audience or a mirror at home to familiarize themselves with the topics and use appropriate body language, voice, expression, and tone. Remind them to make sure they are using the appropriate specialized, metaphorical, and sensory language.
4. Have each student deliver a finished speech to the class. Remind the audience that they must remain active listeners. Allow a few minutes for questions after each presentation.
5. Once all students have delivered speeches, talk about the things students learned about activities as well as about public speaking during this assignment. Ask them to explain what makes a speech interesting and effective interesting. Ask them what role appropriate body language, voice, expression, and tone plays. What might students do differently the next time they deliver a speech? Ask students to provide examples of metaphorical and specialized language that they noticed in a speech. How did it help them learn more about a topic?

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students wrote and delivered five-minute speeches about a favorite activity; used a great deal of appropriate specialized language; accurately and creatively used metaphorical language to compare at least one aspect of the activity to something else; used specific sensory language to explain why they like this activity; created a colorful, unique piece of visual media directly connected to the presentation topic; and used appropriate body language, voice, tone, and expression when delivering their speeches.
- **2 points:** Students wrote and delivered three-minute speeches about on a favorite activity; used a few words of specialized language; somewhat accurately and creatively used metaphorical language to compare one aspect of this activity to something else; used general sensory language to explain why they like this activity; created a piece of visual media somewhat connected to their presentation topic; and mostly used appropriate body language, voice, tone, and expression when delivering their speeches.
- **1 point:** Students wrote and delivered speeches about a favorite activity that took two minutes or less; used little to no specialized language; inaccurately used metaphorical

language to compare one aspect of this activity to something else or failed to use metaphors; used little or no sensory language to explain why they like this activity; created an incomplete piece of visual media, no visual media, or a piece of visual media completely unrelated to their presentation topic; and used inappropriate body language, voice, tone, and expression when delivering their speeches.

Vocabulary

body language

Definition: Bodily mannerisms, postures, and facial expressions that can be interpreted as unconsciously communicating feelings or a psychological state

Context: A speaker's body language can be as persuasive as her word choice.

expression

Definition: The outward manifestation of a mood or a disposition

Context: People express their attitudes and opinions through their tone of voice and expression.

language

Definition: Communication of thoughts and feelings through a system of arbitrary signals, such as voice sounds, gestures, or written symbols

Context: Use specialized language to provide an accurate description of your topic.

metaphor

Definition: A figure of speech in which a word or phrase meaning one kind of object or idea is used in place of another to suggest a similarity between them

Context: A metaphor helps explain a new idea by comparing it to something familiar; consider a "half-baked idea."

perspective

Definition: A mental view or outlook

Context: The perspective Maya Angelou presents in her poem allows the audience to think about her words without feeling.

tone

Definition: Manner of expression in speech or writing

Context: It's desirable to vary your tone when giving a speech.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Language Arts – Listening and Speaking: Uses listening and speaking strategies for different purposes
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media

The National Council of Teachers of English (NCTE)

The National Council of Teachers of English and the International Reading Association have developed national standards to provide guidelines for teaching the English language arts. To view the standards online, go to <http://www.ncte.org/about/over/standards/110846.htm>

This lesson plan addresses the following English standards:

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students use spoken, written and visual language to accomplish their own purposes
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities

Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>

DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.



How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections indicated by video thumbnail icons; brief descriptions are noted for each one. Watching all parts in sequence is similar to watching the video from start to finish. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

Video Index

I. Group Discussions

Learn the importance of the leader and the listeners in helping a group discussion proceed smoothly.

II. Asking Questions and Seeking Answers

Research the Kennewick Man and see how asking the right questions can generate useful information.

III. Listen to Jimmy Carter

Discover how to take notes and organize them in ways that will help you focus and retain information.

IV. Layers of Meaning

Watch an interview with Maya Angelou about race and learn how to listen for different layers of meaning in a speech.

V. Speaking Strategies

Learn why it is necessary for a good speaker to communicate as clearly and directly as possible.



VI. Cybercized Vocabulary

Discuss how to use metaphorical, specialized, and sensory vocabulary in your speech.

VII. Making a Speech

Learn how to organize your information to present it in an interesting, informative, and effective speech.

VIII. Presentations: More Than Words

Watch how students use their voices and body language to engage their audiences.

IX. Public Speaking Strategies

When listening to a speech it is important to pay attention not only to the speaker's message but also to their persuasive techniques, such as word choice and body language.

X. (In)Formally Speaking

The language you use often depends on the situation you are in. Watch a film about President Johnson and see how his speech changed depending on whom he was addressing.

XI. Attitudes and Opinions

People convey attitudes and opinions through their tone and expression. Examine a speech by President Kennedy and an interview with Myrlie Evers-Williams to learn more about these elements of speech.

XII. Persuasive Speech

Watch a speech given by Dr. Martin Luther King, Jr., to see how he used elements of persuasion to inspire his audience.

Curriculum Units

1. Inside a Group Discussion

Pre-viewing question

Q: What are some benefits of a group discussion?

A: Answers will vary.

Post-viewing question

Q: What does a discussion leader do?

A: The leader guides the conversation by keeping it focused. This person calls on people to speak, tries to ensure participation from everyone, asks questions, and makes comments to move the discussion forward.



2. Research Questions

Pre-viewing question

Q: What are good ways to learn about something new?

A: Answers will vary.

Post-viewing question

Q: What else would you like to learn about Kennewick Man?

A: Answers will vary.

3. Listening Strategies

Pre-viewing question

Q: What are the benefits of taking notes while listening to a speaker?

A: Answers will vary.

Post-viewing question

Q: What is paraphrasing? How does it help you understand information?

A: Paraphrasing involves stating something in your own words. It is a helpful technique for understanding information; before you can properly present material, you must understand it.

4. Listening for Meaning

Pre-viewing question

Q: Have you ever given a speech or interview?

A: Answers will vary.

Post-viewing question

Q: What are the three layers of meaning in a speech?

A: The first layer of meaning is the topic, or what the speech is about; the second is the purpose of the speech, or what the speaker wants to accomplish; and the third is the speaker's perspective, or how he or she feels about the issue.

5. Communicating Clearly

Pre-viewing question

Q: What is required to be a good speaker?

A: Answers will vary.

Post-viewing question

Q: What are two speaking strategies that can help a person become a better speaker?

A: Be sure to have a clear main point and stay on topic.

6. Appropriate Language

Pre-viewing question

Q: Try to describe an object or a scene to someone who is completely unfamiliar with it.

A: Descriptions will vary.

Post-viewing question

Q: When is it appropriate to use metaphorical, specialized, or sensory vocabulary?

A: Metaphorical language allows you to describe something foreign by comparing it to something familiar. Specialized vocabulary describes objects or ideas that may be discussed in specific fields but aren't part of everyday speech. Sensory details help paint a vivid picture, such as how something looks, tastes, smells, sounds, or feels.

7. Making a Speech

Pre-viewing question

Q: What do you like or dislike about public speaking?

A: Answers will vary.

Post-viewing question

Q: How should information in a speech be organized?

A: A good speech should be organized into an introduction, or a brief statement of ideas; a body in which you provide evidence to clarify your argument; and a conclusion that summarizes your thoughts.

8. An Attentive Audience

Pre-viewing question

Q: As a listener what keeps you interested in a speech or presentation?

A: Answers will vary.

Post-viewing question

Q: How can presenters make sure the audience can hear what they are saying?

A: A presenter should stand up straight, project his or her voice to the back of the room, enunciate each word, and make sure not to speak too quickly.

9. Evaluating a Speaker

Pre-viewing question

Q: Have you ever been persuaded by a speech?

A: Answers will vary.

Post-viewing question

Q: How did the socialist speaker in *The Jungle* use word choice to persuade his audience?

A: The speaker chose motivational words that would encourage his audience to participate and asked direct questions to which he knew they would answer "no." He also used repetition.

10. Formal and Informal Language

Pre-viewing question

Q: How is your speech different with friends and teachers?



A: Answers will vary.

Post-viewing question

Q: Give an example of when you have used formal language.

A: Answers will vary.

11. Tone and Expression

Pre-viewing question

Q: How does your tone of voice change when you are angry, sad, or excited?

A: Answers will vary.

Post-viewing question

Q: Why is it important to listen to a speaker's tone and expression?

A: A speaker's tone of voice and expression can help you interpret their point of view.

12. Elements of Persuasion

Pre-viewing question

Q: What are some techniques that persuade others?

A: Answers will vary.

Post-viewing question

Q: What are some elements of persuasion?

A: Elements of persuasion include pace, volume, tone, repetition, and imagery. A persuasive speaker alters pace, volume, and tone and effectively uses repetition to hold an audience's attention. And vivid imagery can inspire an audience.