

Teaching Pack

Speeches

Cambridge IGCSE™
First Language English 0500



In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

www.surveymonkey.co.uk/r/GL6ZNJB

Would you like to become a Cambridge International consultant and help us develop support materials?

Please follow the link below to register your interest.

www.cambridgeinternational.org/cambridge-for/teachers/teacherconsultants/

Copyright © UCLES 2019

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party, even for internal use within a Centre.

Contents

Lesson plan 1: Language choices	5
Lesson 1 Teacher's notes	7
Lesson plan 2: Vocal and physical techniques	8
Lesson 2 Teacher's notes	10
Lesson plan 3: Delivering a speech	11
Lesson 3 Teacher's notes	14
Lesson resources.....	15

Icons used in this pack:	
	Lesson plan
	Teacher's notes
	Lesson resources

Introduction

This *Teaching Pack* focuses on supporting learners to develop the skills needed to prepare and deliver a speech. The lessons presented here are designed for learners that already have some experience of identifying language choices and their effect. They should be familiar with rhetorical devices such as rhetorical questions, repetition, use of powerful language and contrasts as well as a range of vocal and non-verbal techniques. This is one approach to preparing students for the individual talk/conversation element of the assessment.

The second lesson in this pack is designed for learners that already understand the importance of language choice in writing speeches and are now ready to examine the role that delivery plays in an effective speech.

By the second lesson, learners should have written a short speech that they can practise in class and then present in the third lesson. If your learners require more time to prepare and practise then you can reduce the time of some activities or spend a whole lesson on preparation and practice.

The third lesson is designed for learners that have completed Lessons 1 and 2 and have learnt about effective use of language and delivery in individual presentations. By this stage, learners should have practised their speeches and should be ready to present. Learners should also understand the importance of active listening and how to be a good audience.



Lesson plan 1: Language choices

Resources

- **Video 1:** Speech: The Power of Words
- **Video 2:** Speech: The Power of Words (with animations)
- **Worksheet 1:** Speech transcript
- **Worksheet 2:** Be a speech coach
- **Worksheet 3:** Speech writing guidance

Learning objectives

By the end of the lesson learners will be able to:

- identify the language choices which make speeches more powerful
- use in their own speeches the language choices which make speeches more powerful

Timings	Activity
 5 min	Starter / Introduction Task: In pairs learners discuss the question: <i>Who do you think is the most powerful speaker in contemporary times and why?</i> If learners seem to be struggling to come up with suggestions, ask learners to think of people who might have to make speeches, e.g. teachers, politicians, royalty, the president and then get them to list any famous examples of these people. From this list, learners then try to evaluate who they think is an effective speaker. Allow time for learners to share some of their answers with the whole class.
 10 min	Main lesson Task: Watch Video 1 . While learners are watching, they should look for examples of words, phrases or techniques that make the speech powerful (they could take notes on these or just watch for the overall impression and remember the key points). Discuss, in pairs first and then as a class, what choices they feel the speaker made to make the speech powerful. Watch Video 2 . This shows the speech again with some of the features highlighted. In pairs, learners discuss what they noticed this time, comparing their ideas to their initial list or thoughts.
 30 min	Development: Distribute Worksheet 1 . Learners read the transcript and identify effective words, phrases and features in the text. Learners should highlight or underline different features, labelling each feature as they find them. This can be done individually or in pairs. Learners now write one paragraph of a speech. They should write as a passionate campaigner delivering a speech to a conference on the topic ' <i>All yoghurt pots should be round</i> '. The aim is to use as many rhetorical devices as possible. Give them 7 minutes to write, 5 minutes to share in small groups and 5 minutes to share some of the speeches with the whole class. Extension activity: If learners finish identifying features in Worksheet 1 they could analyse some of the words, phrases and features that they have found, explaining the

Timings	Activity
	effect on the reader. Learners should think about the effect of the language features on them and how these features make them feel.
	Plenary Task: Distribute Worksheet 2 'Be a speech coach'. Learners use the worksheet to come up with three top tips for helping someone who is new to public speaking to write a speech. Learners need to be reflective about what would be useful for a speaker when writing a speech in order to make their advice effective. Homework Learners write a two-minute speech on something they feel passionate about. Remind learners to pay close attention to their language choices and other powerful language features. They should bring this to Lesson 2 so that they can use this in the lesson. We have provided a speech writing guidance sheet (Worksheet 3) that learners can use to help them.



Lesson 1 Teacher's notes

Key words and concepts you could highlight during the lesson, or have pre-taught before the lesson:

- **rhetic** – the art of effective or persuasive speaking
- **metaphor** – a figure of speech in which something is said to be something else it cannot be. For example, 'The moon is a pearl, gleaming in the sky'.
- **simile** – a figure of speech where something is compared to another thing using 'like' or 'as'
- **alliteration** – where the words in a sentence start with the same sound or letter
- **assonance** – the repetition of similar vowel sounds in words that are close to one another
- **rhetic question** – a question asked in a speech to make a point rather than to get an answer
- **climax** – a figure of speech where words, phrases and clauses are arranged so that they increase in importance

Videos

The videos are roughly five minutes each and are designed to be watched straight through but you may pause them at any time for discussion. **Video 2** is the same speech, but this time, features flash up on the screen as the learner is talking. This should help learners to identify different features in the speech which they can then use in their own work.

The features identified include:

- repetition
- contrasts
- adjectives and adverbs
- metaphors
- alliteration
- lists of three
- interesting details, facts, stories and examples
- quotations
- powerful word choice

The point of the writing exercise is to give learners a ludicrous topic so that they focus purely on the rhetorical devices they are using rather than becoming too concerned with the content. '*All yoghurt pots should be round*' is a good level of unimportance, but feel free to change it for something equally insignificant or to let learners choose their own trivial policies.



Lesson plan 2: Vocal and physical techniques

Resources

- **Video 3:** Public speaking: *The Man in the Arena*
- **Worksheet 4:** Mamamoo
- **Worksheet 5:** Notes on the video
- **Worksheet 6:** *The Man in the Arena* transcript
- **Worksheet 7:** Self-assessment

Learning objectives

By the end of the lesson learners will be able to:

- understand how vocal and physical techniques can make a speech more powerful
- use a range of vocal and physical techniques to make their own speeches more powerful
- make considered delivery choices which significantly add to the power of their speeches

Timings	Activity
 10 min	Starter / Introduction Task: Distribute Worksheet 4 and explain to learners that they are going to play a game called <i>Mamamoo</i>. Learners choose an emotion from the list on the worksheet but they should not tell anyone. Using only their body language and facial expressions, they must convey their emotion by only saying the word ‘mamamoo’ and their classmates need to guess what emotion they are trying to convey. Learners could demonstrate some examples in front of the whole class before splitting into groups of 4–5 so that everyone can participate.
 15 min	Main lesson Task: Watch Video 1. Using Worksheet 5 learners make notes about the differences between each performance of the speech, thinking about vocal techniques, body language and facial expressions. Discuss the answers in pairs and as a class.
 10 min	Using Worksheet 6, learners take turns to perform the extract from ‘<i>The Man in the Arena</i>’ (or they could do half of the extract if there is not enough time). Encourage learners to make notes or annotate their transcript with any points that they wish to make about pauses, changes of volume or pace, hand gestures and facial expressions. Learners then deliver the speeches in groups of 3–5.
 15 min	Learners should consider: • What are the main emotions in the speech and how will you convey these? • Are there good places to pause? • When will you change speed or volume and why? • What hand gestures would be effective? • What facial expressions will you use?

	Some learners could perform this speech in front of the whole class with time for learners to give feedback on what was effective or any areas for improvement. Now put learners into pairs to practise the speech that they wrote for homework, thinking about how they convey emotions, their vocal techniques, hand gestures and body language. Learners give their partner feedback on how to make the delivery even more effective.
	Plenary Learners complete Worksheet 7 to reflect on their strengths and areas for development when they deliver their speech in the next lesson. Homework Transfer the speech you have written to cue cards and include any delivery notes to remind you to change speed/volume/tone or to smile / make eye contact / use a hand gesture etc. Practise delivering your speech in front of the mirror or to friends/family. This speech will be delivered to the class in Lesson 3.

Lesson 2 Teacher's notes



Starter

You could change the word 'Mamamoo' for any other nonsense words. 'Bananabanana' can be a funny one. In a literature lesson you could also use a phrase from a play to show how delivery affects interpretation e.g. 'O Romeo, Romeo, wherefore art thou Romeo?' or 'Is this a dagger which I see before me?' This exercise can be adapted to work with different group sizes and available time slots.

Video

The video is 3.25 minutes long and is an actor delivering a short extract of Theodore Roosevelt's *The Man in the Arena* speech from 1910. The transcript of the full speech can be found here: <http://www.theodore-roosevelt.com/images/research/speeches/maninthearena.pdf> if you or any of your learners would like to read it.

The actor delivers the extract twice and you can find the transcript on **Worksheet 6**. The video asks you to pause after the first version but you can go straight through or add extra pauses for discussion as you wish. Learners can fill in notes on **Worksheet 5** as they watch.



Lesson plan 3: Delivering a speech

- Resources:**
- **Worksheet 8:** Audibility and engagement
 - **Worksheet 9:** Peer assessment
 - **Worksheet 10:** Peer assessment mark scheme

Learning objectives

By the end of the lesson learners will be able to:

- deliver a speech they have prepared to their peers
- use a range of vocal, non-verbal and language techniques to make their speech as engaging and interesting as possible.

Timings	Activity
	Starter / Introduction Task: Give learners a copy of Worksheet 8 and explain the concepts of audibility and engagement: • <i>audibility</i>: the ability to be heard • <i>engagement</i>: keeping the audience interested and engaged Remind learners that it doesn't matter how fabulous the speech they wrote is if nobody can hear it. The first steps to delivering an effective speech are to make sure that they can be heard. If a speaker talks too quietly or mumbles, the audience will not be able to hear the words of the speech. Learners should try to speak clearly and loudly enough for the room they are in, without shouting. Learners should also think about their pace. If they speak too quickly, the audience will not be able to follow what they are saying, but go too slowly and they will lose the audience's attention. Remind them not to rush and trip over their words. Choose learners to read the first section (on audibility) of Worksheet 8 aloud and then complete the activity. Pairs of learners should spread across the classroom to practise their audibility using the techniques outlined on the worksheet. Then learners return to their seats and some learners could read the section on engagement aloud. Development: As a class, learners discuss guidelines for a being a good active listener in an audience. Some features that you may want to draw out of the class include: Do • make eye contact • nod to show agreement • think of questions • smile to put the speaker at ease • clap at the start and end of a speech • listen carefully

Timings	Activity
	Don't • fidget • talk • distract the speaker • interrupt the speaker • daydream
	Main lesson Task: Assuming there are 28 learners in a class, there is time in a one-hour lesson for all learners to deliver their speeches in front of their classmates. All learners take turns in delivering their speeches to the rest of the class. They should use the techniques covered in the previous lessons to make sure that they are audible, engaging and that they are using a range of vocal, linguistic and verbal techniques. Give the audience Worksheet 9 and Worksheet 10 to assess the speakers as they listen. There is room for five speeches to be marked on each sheet. If you wish the audience to assess every speech then they will need multiple copies. Worksheet 10 is a learner-friendly version of the mark scheme and is a useful tool to help learners to understand what will be expected of them in the examination. It may be useful to allow learners to see this mark scheme before they present their speeches. Alternatively, learners could choose, or be allocated, eight speeches to assess so that the whole class receives feedback from a range of people. Alternative models: • If you have more than 28 learners in your class, or if you wish to have a question & answer period after each speech, you will need two lessons. • If you do not want the class to be an audience for a whole lesson, you may choose to break these up and do five at a time at the start of lessons until everyone has had a turn. • If you want to raise the importance of the speeches, you may wish to arrange for them to be delivered to another class or year group or even as an after school event to which parents are invited. Additional ideas: • If the facilities are available, it would be powerful to book out a theatre or hall space and take this lesson out of the classroom. • If one is available then you could consider getting the learners to speak from a lectern, though some may prefer to come to the front. • Data and child protection policies allowing, you could video record the speeches and schedule a further lesson where learners watch and self-critique their speeches. • The final speeches could carry a grade equivalent to an essay, but make sure learners know the criteria they are being marked against in advance.
	Next steps/ taking it further • Set up a public speaking club • Consider having an inter-form or inter-house public speaking competition • See if there are local or national public-speaking competitions your learners

Timings	Activity
	could enter • Enter learners in spoken-word examinations such as those run by the English Speaking Board (www.esbuk.org) • Give learners the opportunity to speak in form, year and whole school assemblies and at school events such as open days and prizegivings • Talk to colleagues in other subjects about swapping some of their written assessments for marked oral presentations • See www.noisyclassroom.com, www.esu.org and www.voice21.org for more ideas and resources

Lesson 3 Teacher's notes



Key words and concepts you could highlight during the lesson, or have pre-taught before the lesson:

- **audibility** – the ability to be heard
- **engagement** – keeping the audience captivated and interested

This lesson is the climax of the three-lesson series and it gives the learners the opportunity to demonstrate what they have learnt. This is also a good opportunity for the class to practise their skills of active listening and being a polite and positive audience.

Worksheet 8

The activity on audibility involves getting learners out of their seats. Pairs need to be on opposite sides of the classroom to practise their audibility. You can arrange this in two straight lines if your classroom allows or have all the learners find a space around the room.

Warning: this exercise is loud and can feel a bit chaotic. You may want to warn other teachers and/or put a sign on the door announcing that some noisy learning is taking place. If you prefer a quieter approach, then pairs can take turns rather than all talking simultaneously, but this will of course take longer.

Development

Use this time to encourage learners to share ideas about how they might be an effective audience. They should think about how to make the speaker feel comfortable and also how they too might benefit from actively listening.



Lesson resources

Video 1: Speech: The Power of Words

Video 2: Speech: The Power of Words (with animations)

Video 3: Speech: The Man in the Arena

Worksheet 1: The Power of Words transcript

Worksheet 2: Be a speech coach

Worksheet 3: Speech writing guidance

Worksheet 4: Mamamoo

Worksheet 5: Notes on the video

Worksheet 6: The Man in the Arena transcript

Worksheet 7: Self-assessment

Worksheet 8: Audibility and engagement

Worksheet 9: Peer assessment

Worksheet 10: Peer assessment mark scheme



Worksheet 1: The Power of Words transcript

Words are our most inexhaustible source of magic, capable of both inflicting injury and remedying it. Albus Dumbledore.

Ladies and gentlemen, the art of speech has long attracted critical debate. From Aristotle to Churchill, J K Rowling to Barack Obama. In spite of our staggering technological advances, our language – but crucially the alchemy of words – still yields the immense ability to empower or belittle.

Now, we are all familiar with the twenty-seven-year incarceration of Nelson Mandela, but it's a little-known fact that it was a copy of Shakespeare's first folio, disguised as a religious text, that prisoners cherished. And Henley's *Invictus*, the mantra that Mandela would recite to himself every single day to imbue himself, and by extension others, with hope. It is this same mantra that empowered Mandela to become the symbol of political oppression. In fact, it is this same poem which gave prisoners of war in Cambodia the strength to consider the possibility of a future, no matter how dark their prospects may have been. In the absence of family and in the midst of torture they would write on the walls of their huts in rat droppings. In the absence of food, equipment, and health it was words that gave them faith.

Nonetheless, this is just one instance where words have triumphed in the face of adversity. Martin Luther King's famous 'I have a dream' speech had a defining influence on the history of the United States. It was through the power of speech that he made his thoughts resonate across the world. It is through the power of speech that he put across his deep-rooted feelings and emotions in a way that they became embedded in society and are still changing our attitudes today.

Take our phones, take our laptops, take our iPads but we will still have infinite power in our words. Ladies and gentlemen, words can inflict extensive damage when deployed incorrectly and so we must empower the next generation with the skills to use language appropriately. Because in the end, both Hitler and Churchill were gifted in the art of linguistic manipulation, yet their stories could not have ended more oppositely.

For some reason it seems to be universal belief that language is the weapon of the privileged elite, becoming the next prime ministers and politicians of our nation. But ladies and gentlemen, in a time where it seems the world is against us, it is of extreme importance that we all have the opportunity to learn how to use language in a way that empowers us. The one hundred and seventy-one thousand four hundred and seventy-six words of the English language must not be the weapon of the elite but the food of the masses. In the age of the two-hundred-and-eighty-character Tweet, and the disappearing Snapchat, language is becoming all too disposable. People are becoming less and less accountable for the language they use. In the digital age we all now possess the power to abuse facelessly. We don't always own our words, but words can injure. They do break bones. But they can heal. Whether it is the inscriptions on a war memorial, or a fleeting word of comfort we offer to a stranger in need, we never truly appreciate the effect of a kind word and the capacity this can have for change.

Now, the individuals I mentioned at the beginning of my speech are all famed for the hardships they experienced in their lifetimes and the suffering they endured, but if nothing else ladies and gentlemen, I implore you to learn from their lessons in language. Remember them for the language that binds them, the language that liberated them. The biggest irony of all is that we are a space-age generation living with stone-age prejudices. We inflict indignity, not always realising the ramifications of our linguistic strength. But I am hopeful that the one thousand words added to our dictionaries each year signal to each of you a thousand opportunities for kindness, a thousand opportunities for creativity and a thousand opportunities for change.

Thank you.

Worksheet 2: Be a speech coach



Imagine you have been hired as a speech coach for a novice speaker. Tonight they are going to write their speech.

What are your top three tips?

- 1.....
.....
.....
- 2.....
.....
.....
- 3.....
.....
.....



Worksheet 3: Speech writing guidance

You have been learning about how language choice is important when writing a speech.

Now it is your turn to write a two-minute speech which you will eventually perform in front of the rest of the class, or another audience.

Choose a topic which you feel passionate about. It could be a persuasive speech about a cause that you support or a law you think should be changed. Or it could be a more informative speech about, for example, a hobby, an inspirational figure or a country. Or you could write a more analytical speech that explores an issue, similar to the speech we watched on the power of language.

Here are some tips as you prepare:

1. Think about the structure of the speech. Make sure you have a clear beginning, middle and end.
2. Make an impact by planning for a strong opening and closing. Perhaps use some rhetorical techniques that stick in the audience's mind.
3. Do some research so that you can include interesting facts and quotations in the speech.
4. Including analogies, examples and anecdotes can help bring your speech to life.
5. Think about what your audience are likely to know already and what they will need to know to be able to follow your speech.
6. Explaining why you are particularly interested and passionate about an issue or activity can draw the audience in and make your speech more personal.
7. If your topic is very specific, try to link it to wider themes and ideas to engage with your audience.
8. Time yourself delivering the speech so that you write the correct amount to fill two minutes.



Worksheet 4: Mamamoo

We communicate through our voice, face and body language as much as we do our words. In this game, to make us concentrate on non-verbal communication, you are only allowed to say the word '*Mamamoo*'.

You can say it as many times as you need to until someone guesses what emotion you are showing through your non-verbal cues.

Choose one of the following emotions, or make it harder by selecting one of your own that is not on the list:

- happy
- angry
- excited
- embarrassed
- surprised
- disappointed
- scared
- shy
- bored
- arrogant
- sad
- aggressive

Extension

Instead of communicating an emotion, see if your classmates can guess what situation you are in, using just '*Mamamoo*':

- telling a joke
- asking directions
- asking someone to marry you
- saying sorry
- presenting the weather forecast
- reading the news

Worksheet 5: Notes on the video



1. Make notes on the physical and vocal techniques used in the delivery of the speech.

	Speech 1	Speech 2
Facial expressions		
Vocal techniques		
Body language		

2. What are the main differences between the two speeches?

.....

.....

3. Which version did you prefer and why?

.....

.....



Worksheet 6: The Man in the Arena transcript

This extract is taken from a speech by Theodore Roosevelt, delivered in Paris in 1910 and known as '*The Man in the Arena*'. Read the speech twice:

'It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.'

1. Summarise in one or two sentences what you think is the message of the speech.

2. Here is a list of rhetorical devices and features. Can you find examples of them in the extract? Tick them off as you find them and mark them on the transcript. (Hint: not all of them are there.)

Alliteration	Repetition	Adjectives	Adverbs	Fact
Metaphor	Simile	Lists of three	Rhetorical questions	
	Contrasts	Quotations	Visual imagery	
	Powerful words	Assonance	Climax	

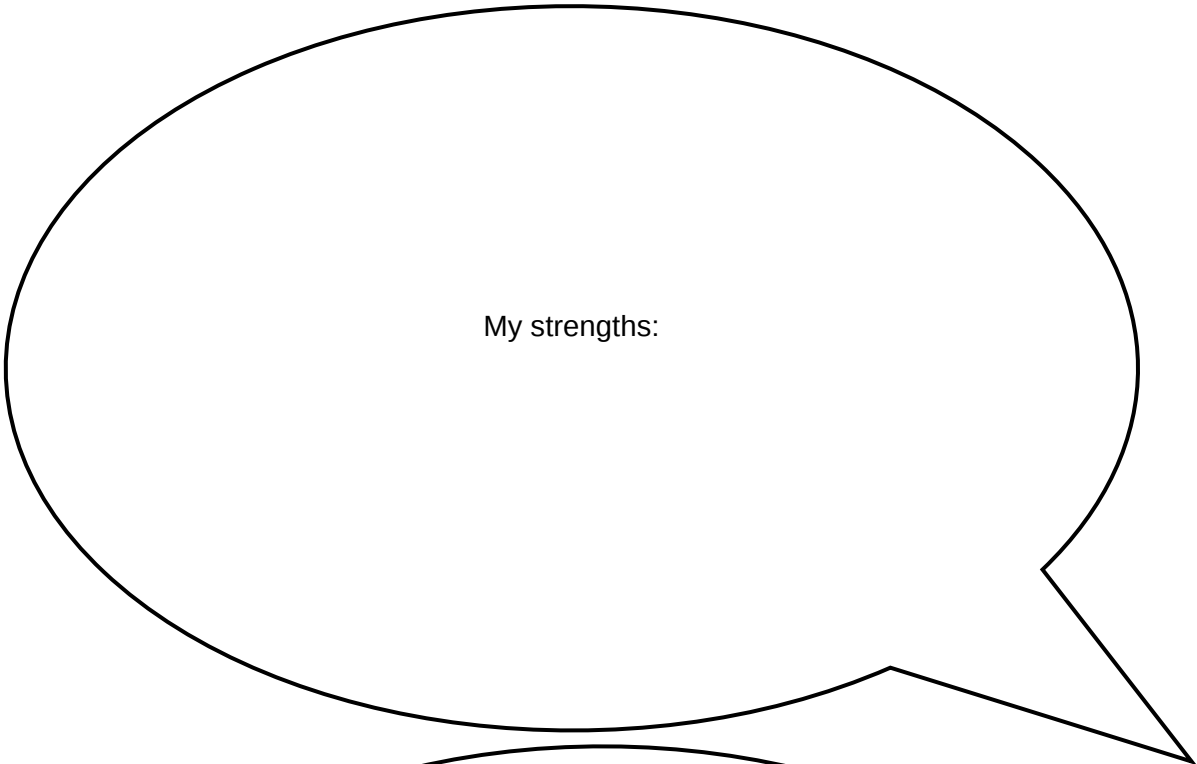
Worksheet 7: Self-assessment



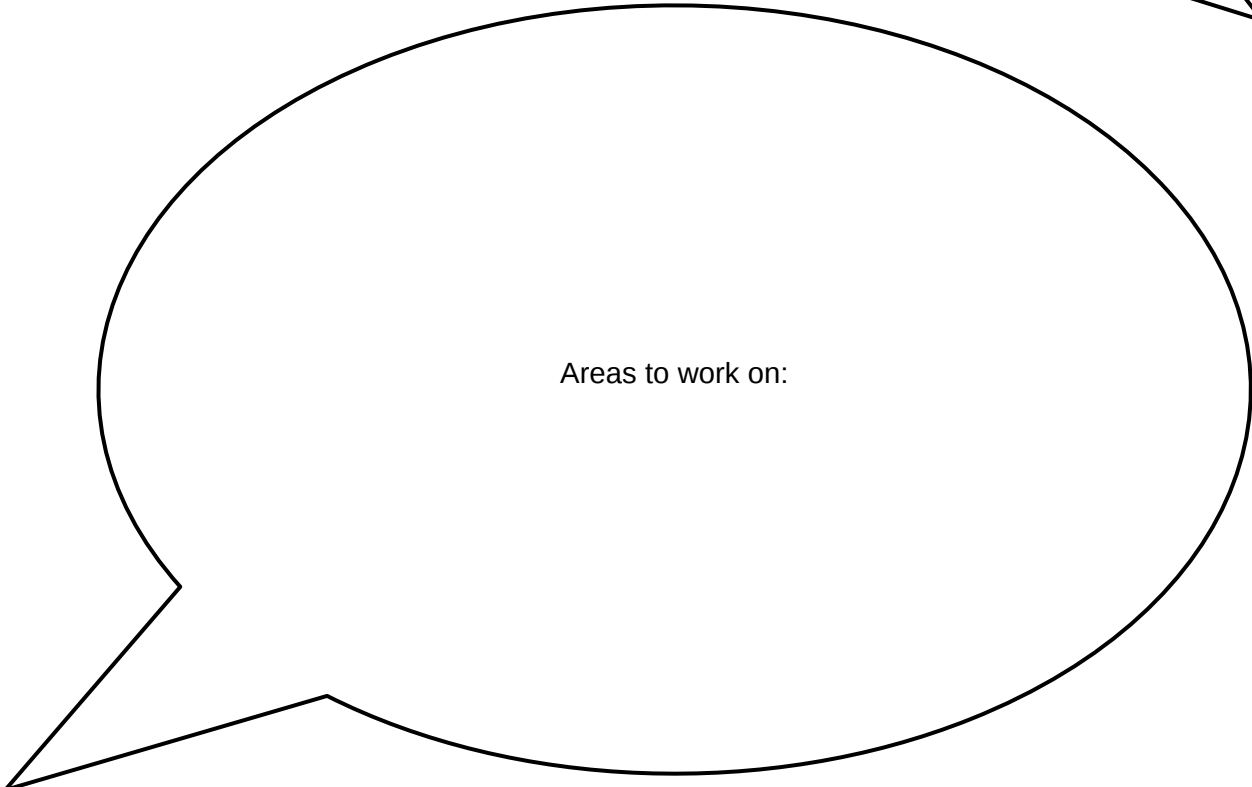
We have been learning about how language and delivery add to the power of speeches.

You have written your own speech and practised delivering it to a partner.

Soon you will have the opportunity to deliver it to a larger audience. Before you do, take a moment to think about your strengths and also what you would like to work on:



My strengths:



Areas to work on:



Worksheet 8: Audibility and engagement

Audibility: It doesn't matter how fabulous the speech you wrote is if nobody can hear it. The first steps to delivering an effective speech are to make sure that everyone can hear you. If you speak too quietly or mumble, your audience will not be able to understand the points you are making. Make sure you speak clearly and loudly enough for the room you are in, but don't shout.

If you speak too quickly, your audience will not be able to follow what you are saying, but go too slowly and you'll send them to sleep. Make sure you don't rush and trip over your words.

Activity:

Stand on the other side of the room from your partner. Choose a few lines you know from a song or a nursery rhyme. Concentrate on delivering the lines loudly, clearly and slowly enough for your partner to hear.

Engagement: Being audible is the foundation, but it is not enough for delivering a powerful speech. You also need to be engaging. There are engaging speakers of all ages, races, nationality, accents and genders. Engaging speakers have different styles and do not all sound the same. Having said that, there are some tips and techniques that will help you to deliver your own engaging style.

Ten top tips

1. Vary the speed, volume and tone of your voice. If you sound monotone like a robot, your audience will get bored.
2. Make eye contact with your audience so that they feel like you are talking to them.
3. Stand up tall with your shoulders back and feet hip width apart and you'll appear more confident and authoritative.
4. Use hand gestures to emphasise key points in your speech, but avoid repetitive gestures which will distract your audience.
5. Use pauses to draw your audience in and keep their attention.
6. Make sure your tone of voice and facial expressions match the content of your speech. If you look and sound happy when you are talking about a tragedy, the impact of your words will be lost.
7. If appropriate to the speech, smile. It will relax you and the audience.
8. Speak with energy and conviction. Your audience will find you more dynamic if they can feel the passion you have for what you are talking about.
9. Know your audience. Presenting to a small group of classmates is different from delivering a speech in a large conference hall. Match your tone to the occasion.
10. Be yourself. Audiences respond best to authenticity. Don't pretend to be Winston Churchill or Martin Luther King Jr. – be your best self.

Worksheet 9: Peer assessment



Use the attached mark scheme to give a score to the speeches. Comment on particular strengths.

Name	Mark	Comments

1. Write down some particularly effective or memorable phrases.

.....

.....

.....

.....

.....

2. Make a note of some examples of powerful delivery.

.....

.....

.....

.....

.....



Worksheet 10: Peer assessment mark scheme

Level	Marks	Description
5	17 – 20	- The content of the speech is clear and easy to follow. - The delivery of the speech is interesting and makes you feel engaged. - The way the speaker delivers their speech is very effective. - The speaker uses lots of language devices in an effective way. - The speaker varies their tone, pace and uses their body language for effect. - The speaker uses a wide range of sophisticated vocabulary.
4	13 – 16	- The content of the speech is clear and is mostly easy to follow. - The delivery of the speech is interesting and you sometimes feel engaged by the speech. - The speaker delivers their speech effectively. - The speaker uses a good range of language devices. - The speaker varies their tone, pace and their body language. - The speaker uses some sophisticated vocabulary.
3	9 – 12	- There is some interesting content throughout the speech and it is usually easy to follow. - The delivery of the speech is sometimes interesting and the speaker attempts to engage you. - The speaker delivers their speech well but it could have been more effective. - The speaker uses some language devices. - The speaker sometimes varies their tone, pace and body language. - The speaker's vocabulary is good.
2	5 – 8	- There is some content and the speech is sometimes hard to follow. - The delivery of the speech is basic and you don't feel very engaged by the speech. - The speaker uses very few language devices. - The speaker varies their tone, pace or body language a few times but it is not consistent or effective. - The vocabulary is simple and sometimes incorrect.
1	1 – 4	- There is not much content and the speech is hard to follow. - The delivery of the speech is very basic. You don't feel engaged at all by the speech. - The speaker has not used any language devices. - The speaker doesn't vary their tone, pace or body language. - The vocabulary is very simple or might be used incorrectly or inappropriately.
0	0	Does not meet the above criteria

Cambridge Assessment International Education
The Triangle Building, Shaftsbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554 f: +44 1223 553558
e: info@cambridgeinternational.org www.cambridgeinternational.org

Copyright © UCLES March 2019