



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

**2007**

## **Internal Assessment Resource**

Subject Reference: **English 2.7**

Internal assessment resource reference number:  
**Eng/2/7\_D5**

### **Tell Me About It**

Supports internal assessment for:

Achievement Standard 90374

Deliver a presentation using oral and visual language techniques

Credits: 3

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**Date version published:**

April 2007.

**Ministry of Education  
quality assurance status:**

For use in internal assessment from  
2007.

**Teacher Guidelines:**

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

**Context/setting:**

This activity can be linked to the internal assessment resource 'You Can Say That Again' or another research task. Students prepare and present key research findings gathered in the previous task in an informative seminar to an audience of their peers. The seminar will be at least four minutes long.

Students will have been introduced to the techniques of informative speaking, and may develop these skills using the formative activities included in this resource. Students will incorporate a visual aid in their speech and may submit a template summarising their intended verbal and visual techniques prior to assessment.

**Conditions:**

Students will require both homework and class time to prepare their speech.

The assessment should be carried out in a classroom setting, using the assessor's checklist and student's template.

**Resource requirements:**

None.

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**Student Instructions Sheet**

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**Introduction**

Information is communicated orally in everyday life through instructions, directions, explanations, lessons, lectures, news, documentaries and speeches. Gaining the skills of presenting information to specified audiences is therefore very important.

In this activity you will prepare and deliver a seminar to your class and teacher informing your audience about your research findings. The seminar will be at least four minutes long.

The following activities are designed to help you develop delivery skills. You will keep a journal as you progress through the activities to evaluate the skills you have learnt.

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**Task 1: Tell me... how?**

- a) Pair up with a partner. Your teacher will hand out cards with some simple activities written on them (eg tying a shoelace, making a cup of tea, washing the dishes). In minute detail, **direct your partner** how to carry out the activity you selected.
- b) As a class analyse the **techniques used** in giving directions. You might have used:
- imperative
  - repetition
  - active voice
  - present tense
  - few pronouns or articles
  - chronological linking words

- formal language
- jargon or technical terms
- gesture, movement, eye contact, facial expression, body language

As a class share some examples of these features from task 1(a).

- c) Select a new activity card and direct your partner again, this time being aware of the techniques used.
- d) In part of your seminar you could direct the class to complete a specific activity. Write a **journal entry** about your two experiences of giving directions or discuss it with your partner:
- what was difficult about following your partner's directions at first?
  - what are the keys to successful directions?
  - how did your directions improve after considering the delivery techniques used?

## Task 2: Developing oral skills

- a) Prepare and record on audio tape a **one minute lesson** on something you are an 'expert' at (eg: making a Big Mac, playing touch rugby, downloading a document, shopping at op-shops). As an alternative to recording the lesson, you could deliver it live but partitioned in some way from the class or your partner so that the focus is on your voice. In your recorded lesson include some of the following language techniques:
- pausing to create emphasis
  - stressing key words
  - varying volume
  - varying pace
  - inflection or shifts in tone as you speak
- b) Using effective oral techniques is essential in your seminar. Write a **journal entry** about your one minute lesson or discuss it with your partner:
- which oral techniques worked well?
  - in what ways did you replace physical expressions with your voice?
- c) In pairs, **select a role** each:
- Person #1:  
imagine your school report is about to go home – and it's shocking!  
When your people at home find out they will be very disappointed – and you will probably be grounded for a month! Now break the bad news to them and explain yourself...
  - Person #2:  
you have a perfect report going home – straight As for the first time! You will get that car you've been working so hard for. Now tell the people at home your good news!

- d) How did the different purpose of each piece of news alter the delivery of it? What language, voice and body techniques were different? Write a **journal entry** or discuss it with your partner:

### Task 3: Supporting what you say

- a) Using the web site <http://gos.sbc.edu/nobel.html> read or listen to the speeches of women Nobel prize winners from a lecture series. The lecture by Jody Williams (USA) informs us about the campaign to abolish use of landmines which resulted in her being awarded the Nobel prize for peace in 1997. If you were delivering this speech in a lecture, what visual aids might you use to add to your purpose of informing the audience?

You might choose from:

- overhead transparency
- power point display
- video footage
- poster – diagram or map
- photocopied handout
- reference book display
- whiteboard presentation
- flip chart
- slide show
- props – something to feel, smell, taste, touch

List the **visual aids** you decided on and explain how they might help inform the audience about land mines.

You will use a visual aid as part of your seminar.

### Task 4: Tell me... what?

- a) In your English programme this year you have gathered information and presented findings as part of a research task. This material will form the basis of your seminar.  
This should be based on the research you carried out earlier on a language issue. You will need enough material to speak informatively to the class for four minutes.

- b) Use these structural pointers to develop your seminar:
- **Introduction:** How will you greet the audience? What techniques will you use to catch attention? What key points will you introduce? What will your purpose be?
  - **Body:** What will be your 3 or 4 main points? What evidence and examples will you add to support your information? What visual aids will

help you inform the audience? How will you link the different sections of your speech?

- **Conclusion:** How will you signal the end of your seminar? What do you want your audience to do with your information? What oral, structural or visual method will you end with to make your speech memorable?

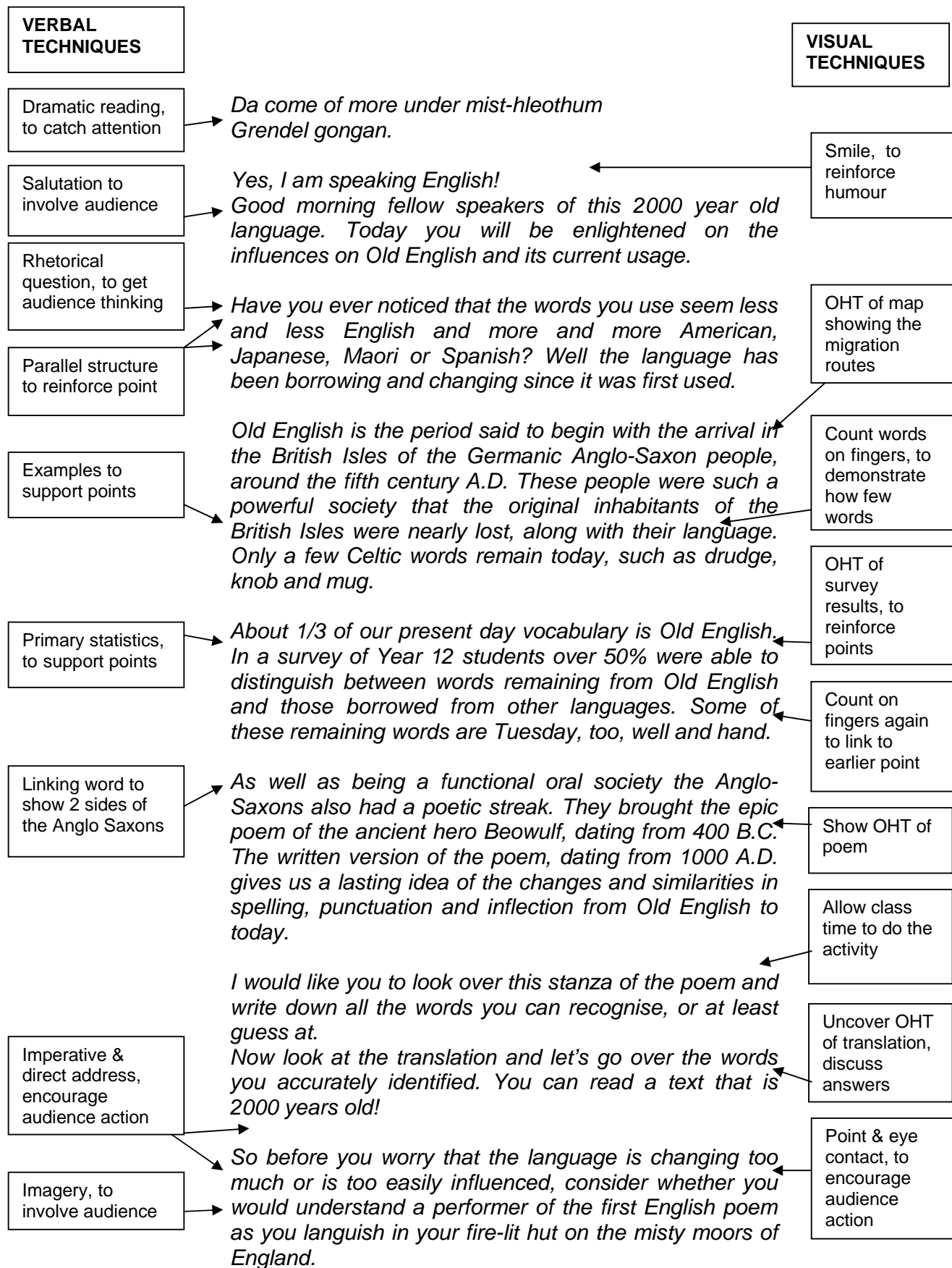
c) You may incorporate a brief **specific activity** which your listeners will complete as part of your seminar. Plan this activity and the part of the seminar it would occur. In the activity used as part of the seminar on page 6, students are asked to write down all the words they can recognise in a stanza from a poem written in Old English.

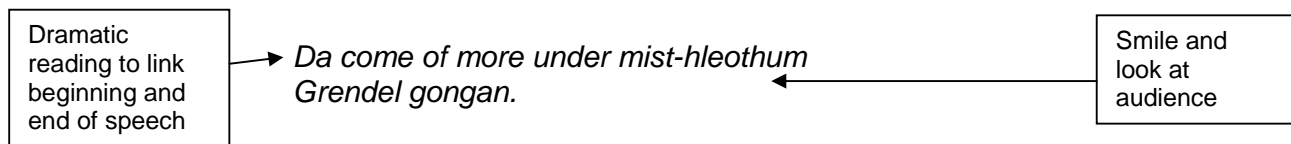
d) Make a **journal entry**:

- how confident do you feel about your topic?
- what alterations, adjustments or further research do you need to do in order to present the information as a seminar?

#### Task 5: Planning and practising your delivery

a) Read the following extract from a seminar on the language research topic *Old English*. *Old English* was completed for the achievement standard assessment activity “You Can Say That Again”. The annotations show **verbal and visual techniques used** with their intended purposes.





- b) Set out the text of your seminar in the same way with annotations showing verbal and visual techniques you intend using. Consider where you can best incorporate **visual aids** and possibly a brief **class activity** into your seminar. See Task 3 (a) for a list of possible visual aids.
- c) Practise in front of a mirror to perfect your delivery. Repeat your speech to a friend, or the cat, to learn it. Tape your seminar and play it back to check your intonation, articulation and pace. Keep these points in mind:
- am I keeping to the time allowed?
  - where can I vary my voice, body language and facial expression?
  - how can I avoid being nervous?
- d) Make a **journal entry**:
- how do you think your chosen visual aid will help you with this presentation?
  - what are your strengths in delivering this speech successfully?
- e) Transfer your seminar to cue cards. Practise using them.
- f) Before delivering your seminar, look at the exemplars for the *Art of Persuasion* and *I Know Where You're Coming From* activities [eng2\_7Bv4 dec 06; eng2\_7Av4 dec 06] on the NCEA Level 2 *Speeches and Performances* video issued to schools by the Ministry of Education and available through [www.vislearn.co.nz](http://www.vislearn.co.nz). These exemplars of speeches on issues and oral history seminars are comparable to the seminar task you will present. Discuss their strengths and areas they could be improved.

### Task 6: Tell me... now!

You are now ready to deliver your seminar.

Your teacher will use the checklist on page 9 as you deliver your seminar.



**ASSESSOR CHECKLIST / ASSESSMENT SCHEDULE FOR SEMINAR**  
**Eng/2/7\_D5: Deliver a presentation using oral and visual language techniques**

**STUDENT NAME:**  
**TOPIC:**  
**DATE:**

Time:

Descriptor	Example	
<p>Communicate straightforward ideas.</p> <p>Use appropriate oral/ and visual language and presentation techniques for a specific audience and purpose.</p> <p>Present material clearly.</p>	<p>eg</p> <ul style="list-style-type: none"> <li>content shows research but limited independent interpretation</li> </ul> <p>eg</p> <ul style="list-style-type: none"> <li>voice techniques are used with some variety</li> <li>language is formal and includes basic techniques like listing, rhetorical question</li> <li>language is suitably mature</li> <li>shows awareness of audience through humour, word choice, simple visual aid</li> </ul> <p>eg</p> <ul style="list-style-type: none"> <li>presents a topic and purpose</li> <li>demonstrates research</li> <li>summarises main points</li> </ul>	<p><b>ACHIEVEMENT</b></p> <p>Refer to Achievement Exemplars on the Level 2 Exemplar video tape for the <i>Art of Persuasion</i> and <i>I Know Where You're Coming From</i> activities which show comparable performances.</p>
<p>Communicate developed ideas.</p> <p>Combine appropriate oral and visual language and presentation techniques for a specific audience and purpose.</p> <p>Present material coherently and confidently.</p>	<p>eg</p> <ul style="list-style-type: none"> <li>content shows research and independent interpretation</li> </ul> <p>eg</p> <ul style="list-style-type: none"> <li>establishes audience attention and interest with humour, quotations or visual aid</li> <li>uses voice to support content, such as an accent</li> <li>uses purposeful gestures</li> <li>language includes statistics, transitions, quotations</li> </ul> <p>eg</p> <ul style="list-style-type: none"> <li>interprets researched material</li> <li>purpose is reiterated in conclusion</li> </ul>	<p><b>MERIT</b></p> <p>Refer to Merit Exemplars on the Level 2 Exemplar video tape for the <i>Art of Persuasion</i> and <i>I Know Where You're Coming From</i> activities which show comparable performances.</p>
<p>Communicate fully developed ideas.</p> <p>Integrate appropriate oral and visual language and presentation techniques for a specific audience and purpose.</p> <p>Present material coherently and confidently in ways that are striking or innovative.</p>	<p>eg</p> <ul style="list-style-type: none"> <li>uses research materials with a fresh and insightful angle</li> </ul> <p>eg</p> <ul style="list-style-type: none"> <li>establishes audience rapport by using surprise, or a striking movement</li> <li>uses voice to striking effect with little reliance on notes</li> <li>uses language techniques such as imperatives and irony</li> <li>integrates gestures with impact</li> <li>integrates a variety of visual aids with confidence</li> </ul> <p>eg</p> <ul style="list-style-type: none"> <li>arranges material in a purposeful structure using frequent links</li> <li>uses researched material to support mature insightful points</li> </ul>	<p><b>EXCELLENCE</b></p> <p>Refer to Excellence Exemplars on the Level 2 Exemplar video tape for the <i>Art of Persuasion</i> and <i>I Know Where You're Coming From</i> activities which show comparable performances.</p>