## Standards Focus

### Objectives

Students will
- deliver an informative presentation
- use active listening skills

## Preteach

**Speak with a Purpose** Ask students to think of a time or times when they sat through a boring speech. Have them brainstorm reasons why a speech that is meant to be informative can be boring. Students will likely suggest reasons such as the speaker using a monotone, reading his or her speech from notecards, or using words that are difficult to understand. Ask students what the speaker could have done to make his or her speech more appealing. Explain that in this workshop, students will learn how to deliver an engaging informative speech.

## Direct Teach

### Guided Practice

#### Deliver Your Informative Speech

Allow students time to practice their presentations in front of small groups of classmates. This will help them adjust to speaking in front of other people and give them a chance to practice their speaking skills.

**SKILLS FOCUS** pp. 964–965

**Listening and Speaking Skills**
- Deliver informative presentations.
- Adapt oral messages to speaking purpose: to inform.
- Match elements of oral communication to audience.
- Use critical listening skills.
- Evaluate delivery when listening.

# Listening & Speaking Workshop

# Giving and Listening to an Informative Speech

### Speak and Listen with a Purpose

Adapt your informative report for an informative presentation. Listen actively to a classmate's informative speech.

### A Good Informative Speech

- is tailored to listeners' needs
- is appropriate for the audience and purpose
- covers the most important ideas of a research report
- provides sources for facts and evidence
- uses verbal and nonverbal techniques to make the speech clear and interesting

**Reader/Writer Notebook**

Use your **RWN** to complete the activities for this workshop.

## Think as a Reader/Writer

When preparing a written informative, or expository, report, you develop your thesis and decide on the best way to convey your research findings to your reader. When preparing an informative speech, you keep the same focus in mind; however, you also need to consider the specific needs of the listening audience.

## Adapt Your Informative Report

All of the work you put into writing your report will put you a step ahead when preparing your oral presentation. You will, however, need to adjust the information for your listeners.

- **Think about the purpose and occasion as you make decisions about word choice and delivery.** Are you giving an informal speech, or is your speech part of a formal evaluation? The tone of a formal speech should be serious. Avoid casual language. On the other hand, if you are speaking at an informal occasion, it's a good idea to make sure your speech doesn't sound overly academic. Choose words and phrases that will put your listeners at ease.
- **Limit your speech to your report's major ideas and to the evidence you need to clarify and support those ideas.** Read through a copy of your original report and highlight the most important points you made. Be sure to highlight those major points in your speech. As you adapt your report, remember to keep information that tells your audience where you found your information.
- **Adjust your word choice.** Think about who will be listening to your presentation. Your audience should be able to easily understand your ideas and learn from your speech. Define terms with which your audience will be unfamiliar.
- **Use a simple outline to deliver your speech.** Avoid simply reading your report aloud. Speaking from an outline will make your speech sound more conversational and natural.

## Resources

**Writing and Speaking Workshops,** on-level practice and assessment, p. 115

**Differentiating Instruction,** modified lesson plans and teaching strategies

**Teacher One Stop™,** on-level lesson plans and all print resources

## Deliver Your Informative Speech

### Use Verbal Techniques

Use an effective **rate** and **volume** for your audience—avoid speaking too fast, too slowly, too loudly, or too softly. Use your voice to emphasize key points, and be sure not to rush through your presentation.

### Use Nonverbal Techniques

Pay attention to the wordless communication you are sending—use natural facial expressions and gestures. Also, add clarity and interest to your presentation by using well-chosen visuals (such as charts, graphs, presentation software, audio clips, and the like).

## Evaluate an Informative Speech

An informative speech often contains so much information that you might have trouble absorbing it all. To make the most of the informative speeches you hear, follow the steps listed in the chart below.

**Steps for Evaluating an Informative Speech**

| Content |
|---|
| **Determine your purpose for listening.** What do you want to learn from the speech?<br>**Make predictions.** Identify two or three points you expect the speaker to cover.<br>**Get ready.** Have a pen or pencil ready for taking notes. |
| **Delivery** |
| **Devote your full attention to the speaker.** Looking around the room or doing another assignment will prevent you from learning all you can.<br>**Listen for cues that signal main points.** Cues can include words and phrases such as *first, second,* and *finally; there are many reasons or causes; the most important thing is*; and *in conclusion.* Hearing these cues is the key to understanding, interpreting, and organizing the information you hear in the speech.<br>**Summarize the main points of the speech.** As you listen, take notes by summarizing the speaker's main points and supporting details. |
| **Credibility (Believability)** |
| **Monitor your understanding.** Ask yourself if the speaker covered all of the points you expected. If not, what did he or she leave out? Ask the speaker to clarify. |

### Speaking Tip

Use the pitch, or the highs and lows, of your voice to create an enthusiastic tone. If the tone of your voice suggests that you do not care about your speech, your audience is likely to feel the same.

### Speaking Tip

In order to deliver a strong presentation, practice it until you feel you know it backward and forward. If possible, rehearse your presentation in the same location that you will be giving it.

### Listening Tip

Sometimes you may find a speaker's mannerisms or personality distracting or even a little off-putting. Even so, try to focus harder on what the speaker is saying—if you don't pay attention, you may miss something truly interesting.

## Differentiating Instruction

### English-Language Learners

Give students the following sentence starters. Tell them to use the starters to help them outline their speeches and evaluate other speeches.

- I am presenting this speech to _____.
- The main ideas of my speech are _____.
- I hope to learn about _____.
- I predict that the speaker will discuss _____.
- The main points of the speech were _____.

### Learners Gaining Proficiency

Students may have trouble selecting the main points of the report on which they are writing a speech. Tell them to summarize paragraphs from the report to help them understand the main ideas. Suggest that students write a sentence or two for each paragraph, summarizing the main ideas. Then, have them go back through the sentences and select the main points for their speeches.

## Guided Practice

### Evaluate an Informative Speech

- Point out that some listening strategies are similar to reading strategies. Just as students determine a purpose for reading or make predictions about what they read, they can do the same when listening.
- Have students read the Steps for Evaluating an Informative Speech and notice what information they should listen for when taking notes.
- After all speeches have been delivered, lead the class in a discussion of the strengths and weaknesses of the speeches.

## Reteach

### Use Nonverbal Techniques

Have students practice their speeches in front of mirrors so that they can evaluate their facial expressions and gestures. Do their movements and expressions look and feel natural? To help students relax, tell them to imagine that they are speaking to a group of family members or close friends.

## Assess

## Independent Practice

**Writing and Speaking Workshops,** Giving an Informative Speech analytical scale and rubric