

# Sigma English Workbook

## NCEA Achievement Standard 1.6 Construct and Deliver an Oral Text

S. Battye and D. J. Wort

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# 1 Understanding the Standard

## Achievement Standard 1.6 - Construct and Deliver an Oral Text AS90857

**Title :** Construct, prepare and deliver an oral text using oral language features appropriate to audience and purpose.

Assessment : Internal Credits : 3 Subfield : English Domain : English Oral Language

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Develop and structure ideas in an oral text.</li> <li>Use oral language features appropriate to audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and structure ideas convincingly in an oral text</li> <li>Use oral language features appropriate to audience and purpose with control.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and structure ideas effectively in an oral text.</li> <li>Use oral language features appropriate to audience and purpose with control to command attention.</li> </ul>

To pass this Standard you will have carefully researched, prepared and delivered an oral presentation that communicates ideas, information or opinions and uses language and presentation techniques appropriate to the audience and purpose (close reading, speaking, listening and presenting). In preparing for the internal examination you will, with your teacher's help, choose one of the following demonstration events : research presentation, seminar, original dramatic monologue, extended welcome to a guest, class speech, debate, meeting / hui, oral book / film review, oral history presentation, oral report, oral storytelling, or other socially / culturally appropriate context / event (for example live or recorded presentations of productions).

Although other languages may also be included as appropriate (for example as an introduction or greeting), the performance must be mainly in English and demonstrate command of spoken English or sign language if appropriate.

You will prepare and deliver your own oral text and only this will be directly assessed. It is important to note at the outset that the **final presentation must be your own original work**. The oral presentation will be **at least three minutes in length** and needs to be delivered with **minimal reference to cue cards**. Your teacher may ask for a **written copy** of the text of your presentation to be provided for assessment purposes.

The grade that you receive is decided by the **quality and development of ideas, information, or opinions**, and the **delivery of language and presentation techniques** suitable for the **audience** and the **purpose** of your speech. Each one of these parts is of equal importance.

(Adapted from *Study It* (2004) Ministry of Education)

### Skills Required for Success in this Achievement Standard

- Developing and structuring ideas in an oral text** : involves aspects of *researching and writing about a topic*. Before you can present a formal oral text you need to gather material together and form opinions based on evidence. In order to *develop those ideas* you need to consider alternative viewpoints, create a balance between fact and opinion, and record your observations in a systematic manner. *Structuring* those ideas involves planning, writing drafts of your presentation and reading them out loud in order to hear your own voice. You will need to create a logical sequence of an introduction, middle and conclusion to your presentation. What *structures* are used exactly will depend on the form of presentation you decide on e.g. speech, debate, oral book review. You need to develop the skill of *structuring your presentation* for maximum effect on an audience.  
In choosing the *purpose* of your presentation you need to decide whether it is to persuade, inform or entertain. In deciding which *oral language features* to use that will be *appropriate to an audience* you need to be prepared to research and *use language features* such as alliteration, rhyme and humour and make use of oral language techniques such as gesture, eye contact, volume, pace, pitch and pausing for effect.
- Developing and structuring ideas convincingly in an oral text** : involves making the oral text seem believable, real, or have an impact in some way. Ideas need to be connected, linked through language and ordered so that the writing that underpins the oral text is apparent. *Demonstrating control* involves : carefully selecting language features and presentation techniques to help communicate your purpose clearly and confidently to the audience
- Developing and structuring ideas effectively in an oral text involves** : involves making interesting observations in an original and thought provoking way that challenges the audience. You will use language features and a controlled structure that has a unique plan, is well thought through and combines the most important elements of your oral presentation. *Commanding attention* involves being very convincing, making full eye contact with the audience, employing a wide variety of language, observing the formal rules of grammar and delivering your speech presentation without hesitation or reference to notes. Your delivery will appear to be natural and engaging and your content will be memorable to your audience as your purpose will be clear.

Source: [www.studyit.org.nz](http://www.studyit.org.nz)

## Determining Your Grade - Levels of Thinking

The grades **Achievement**, **Merit** and **Excellence** represent different levels of thinking.

### Achievement Level Thinking

First you need to show that you understand the meaning of the term 'develop and structure ideas'. Then you need to identify what is meant by 'an oral text'. Finally you need to show that you understand the meaning of the term 'use oral language features appropriate to audience and purpose' in such a way that it shows that you have understood the task being set. You demonstrate through your speaking and presenting that you have been reading, (researching) and writing, 'on the lines'.

Determining Your Grade continues on next page

## 2 Sitting the Exam for AS 1.6

### Determining Your Grade - Levels of Thinking - continued

#### Merit Level Thinking

As well as doing all of the tasks identified for Achievement Level Thinking (opposite) you will need to demonstrate that you have taken note of precise requirements such as, 'Develop and structure ideas *convincingly* in an oral text' as well as 'Use oral language features appropriate to audience and purpose *with control*'. You need to prepare for your presentation by selecting an appropriate topic which allows you to find a range of viewpoints, research thoroughly and write connected, linked through paragraphs in an ordered manner. In order to demonstrate *control* you will need to select appropriate language features that enhance your presentation and make your purpose apparent to your audience. You demonstrate through your speaking and presenting that you have been reading, (researching) and writing, 'between the lines'.

#### Excellence Level Thinking

As well as doing all of the tasks identified for Achievement and Merit Levels of Thinking (above) you will need to ensure that your oral presentation demonstrates that you can develop and structure ideas effectively in an oral text. To demonstrate these two qualities your answer must show a thorough knowledge of the selected material for the oral text as well as a clear pathway to introduce your own ideas and present these in a logical manner that leads the audience to a new understanding. Your speech must be fluent and coherent and show that you understand the connection between you as the researcher / writer / speaker / presenter and your need to exhibit a clear purpose that is appropriate to your audience. Your presentation needs to utilise a range of language features for a clear reason that makes your presentation riveting to the audience. You demonstrate through your speaking and presenting that you have been reading, (researching) and writing, 'beyond the lines'.

### Training for English AS 1.6

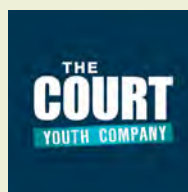
AS 1.6 is a standard that you can work on throughout the year both in and out of class. It definitely relates closely to a number of other standards such as AS 1.11 - Close reading of visual / oral texts, AS 1.3 - Close reading of unfamiliar texts, and AS 1.2 - Show understanding of studied visual or oral texts.

#### Develop Speaking, Listening and Viewing Experience

The key to achieving this standard is to read, view and listen to a variety of New Zealand and World visual and oral texts, not only the ones supplied to you by your classroom teacher. You need to practise producing sound - reading aloud and become aware of the power of your own voice. You need to feel comfortable reading texts from all sections of the library, but especially newspapers, magazines and non-fiction texts that will feed your imagination and spark your interest in a range of issues.

Consciously watch the way presenters and performers stand in front of large groups of people in real live situations. Take note of how they project their voices, use gesture, facial expressions and make eye contact (even when they can't actually see an audience because of the lighting). In addition, you could view New Zealand video programmes and films screened on free to air television such as TV One, TV Two, TV Four, TV Three, and Maori Television or including dramas and documentaries, debates and interviews suitable for your age bracket. You could watch plays being performed live by members of the school community or visiting school shows, attend organised school visits to professional play productions or newly released New Zealand films in your region, listen to New Zealand radio dramas and such as those performed regularly on Radio New Zealand International by professionals and find them on Replay Radio. Below are the logos of some of the places you can see quality drama and film. Look for them in your local newspapers.

Listen to and note the way they change the pitch of their voice or use colloquialisms and formal expressions for effect. Your school librarian or teacher can advise you about the appropriateness of a text for this standard. You can find pieces of text and poetry which you admire, record yourself delivering the text, play it back and listen to the quality of your voice.



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## First Person Viewpoint

You can find this type of viewpoint in films and television programmes, radio plays, drama productions, and oral performances, such as stand-up comedy. You can recognise this type of writing / direction because the **actor or individual**, who is in the spotlight, makes 'I' statements or sometimes talks about *we* or *us*. The **intention or purpose** of the writing is to make the **audience** i.e. the reader, feel that the text is personal to them. The writer wants you to see things from the **central character or individual's** point of view. We are let into their thoughts and feelings. In the case of first person writing the **audience member** (viewer / listener) has to actively decide whether or not they think you the **presenter / character** are telling the truth! This is the type of viewpoint you are expected to develop in preparing to deliver your own Oral Presentation.

## Task 2 Effect of a First Person Viewpoint

- 1 Choose two contrasting **written** texts you have studied in class that use a first person narrative style and record information about them in the table below. It may help you to choose your quotations and examples if you read Task 3 first

Text One : Title

Author

## Quotes/Examples

a)

Text Two : Title

Author

### Quotes/Examples

a)

b)

b)

c)

c)

### Task 3 Effects of the Viewpoint

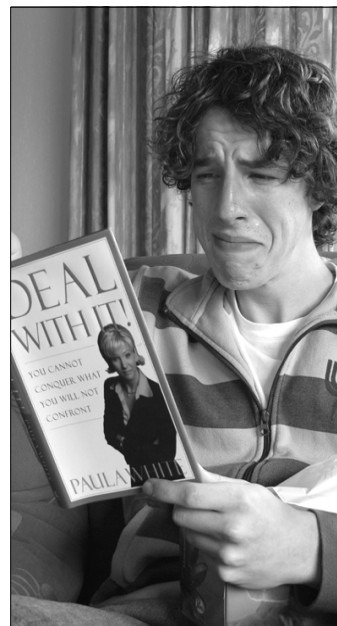
- 1 Tick the boxes where the Effects of the Viewpoint describe how your texts affected you.

Text One

[illegible]

- made the text more convincing
- made the text more interesting
- made the text more emotionally involving
- helped me focus on the ideas
- helped me see how other people think
- required me to think about why things happened
- allowed the writer to surprise me
- helped me understand my own life
- challenged my ideas about people or ideas
- affected my attitudes to the characters
- kept my response cool and critical
- let me experience vital moments in the text
- through one character's thoughts

Text Two

[illegible]

## 12 Speech Structure

### Task 10 Structure - continued

T.E.X.A.S. - Explanation  
or  
Story plus Comment  
or  
\*Showing mixed with  
Explanation

*\*Showing* - means using yourself,  
a thing, a picture, a video, etc to  
show an idea

Story plus Comment  
or  
Showing mixed with  
Explanation  
or  
T.E.X.A.S. - Explanation

Showing mixed with  
Explanation  
or  
T.E.X.A.S. - Explanation  
or  
Story plus Comment

#### Summary

Quick reminder of  
the main points you  
have made

#### Famous Last Words

End on a strong sentence:  
a personal note, an  
imperative, a quotation,  
or a rhetorical question  
to leave the audience  
thinking.

## 18 Drafting a Speech

### Task 14 Your First Draft

- 1 Write a first draft of your speech here using some of the language features identified on page 13 and 14. Also refer to the section *Understanding the Grades* on page 59 and the *Example Speech* on page 60 to assist you in the writing of your speech.

Speech Script

Task 14 continues on next page



## 23 Using Visual Aids

### Planning Visual Aids

These may be required for the particular assessment task you have been given. In any case, you are your own visual aid because you will use facial expression, gesture and possibly other movements as you dramatise a situation. However you are able to use a prop or visual aid to enhance your presentation. Things to think of when planning visual aids are . . .

- ☐ Can everyone see it at once? Passing something small around the audience doesn't work well.
- ☐ Is it instant? Drawing something complicated on the whiteboard will kill your flow.
- ☐ Can I focus attention on it? Keep things turned off or out of sight until needed.
- ☐ Can it go wrong? If it can, it probably will! Check and double check. Especially computer aids.



### Task 18 Visual Aids

1 Complete checklist for one or two of the options below.

	Appropriate	Safe / Controllable	Permitted	Will work in the room	Portable / Storable
Object / Animal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photocopies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slide / OHP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Powerpoint / Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whiteboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# 31 Debating

## Format for the Debate - continued

Speaker Number	Format	Suggested time limit
<div>6</div> <p>Summary</p> <p>Conclusion</p>	<p>"The second affirmative speaker has tried to tell you ..." (During the debate you have written what your opposition's second speaker has said.) "This is wrong because ..." (If you have some more points list them as well.)</p> <p>As third speaker it is your job to summarise your case. You do this by listing the points of your first and second speaker. Hint; find out this in advance of the debate! "Our first speaker spoke to you about ..." (List your first speaker's first arguments. Include a reason to support these arguments.) "Our second speaker told you that ..." (List your second speaker's arguments. Include reasons to support these arguments.) Make sure that you have included all your side's arguments and reasons.</p> <p>"So Mr / Madam Chairman, Ladies and Gentlemen, in conclusion ..." (See note for First Speaker Affirmative)</p>	
<div>2</div> <p>Team Summary</p>	<p><b>First Speaker for the Negative</b></p> <p>Leader's reply is all about summary and you are not allowed to introduce new material (but can summarise existing information in new ways). Sum up the arguments made by your team acknowledging each team member by name and finish positively re-stating your case with flourish.</p>	2 minutes
<div>1</div> <p>Team Summary</p>	<p><b>First Speaker for the Affirmative</b></p> <p>Leader's reply is all about summary and you are not allowed to introduce new material (but can summarise existing information in new ways). Sum up the arguments made by your team acknowledging each team member by name and finish positively re-stating your case with flourish.</p>	2 minutes

Adapted from : Debating SA 2007. [www.debating.com.au](http://www.debating.com.au).

## Task 20 Plan a Debate

- Fill in the gaps. Refer to the tables above for information about these roles and responsibilities. Your teacher will assist you in choosing the moot. Check the exact time allocation given to each speaker by your teacher e.g. minimum of 3 minutes, maximum of 4 minutes. A debating team consists of three people.

a) 3 Possible Moots :

The debate moot selected :

The Affirmative Team Names :

First Speaker :

Second Speaker :

Third Speaker :

The Negative Team Names :

First Speaker :

Second Speaker :

Third Speaker :

Date, time and place of our proposed debate :



## 37 Debating

### Task 22 Practising Your Debate Speech

- 1 Practise reading your debate speech aloud to your team mates. It is important to practise standing up straight, making eye contact with your other team members in your impromptu and formal speech rehearsals. Give feedback to one another about your use of voice and gesture. See page 61 for related visual images.

My feedback to other team members' style of delivery :

Name :

Feedback :

Name :

Feedback :

Feedback I have been given on my style of speaking :

## 47 A Monologue

### Requirements of a Monologue

A **monologue** is a speech delivered by one person to another character who is assumed to be present on stage.

If you choose to focus on writing and delivering an original dramatic monologue to complete Achievement Standard 1.6 [Construct and Deliver an Oral Text] you need to :

- identify a topic to write about
  - invent a character who is preferably similar to you in age, gender and ethnicity
  - make use of a wide range of language features in the writing of your monologue
  - write your monologue with a specific purpose i.e. to entertain in mind
  - write your monologue with a specific audience in mind
  - be prepared to present your monologue on your own (solo) in a defined space without notes and with lines and moves memorised.
- Note your character will speak in the first person "I" throughout the text and in the present tense. The action is happening now in front of our eyes.

### Task 27 Planning a Monologue

1 Describe the Monologue

a) Monologue title :

b) Describe the character you will play (Character A) (Hint: You are describing your own physical characteristics).

Name of Character A :

Physical Appearance :

Age :

Gender :

Ethnicity :

c) Identify one physical characteristic of this character that is significant to outcome of the monologue (e.g. his / her age, ethnicity, gender, height).

d) Identify one emotional change that takes place in this character during the monologue. (E.g. At the start she is depressed but by the end she is laughing aloud.)

e) Identify one physical change that takes place in this character during the monologue. (E.g. At the start she is sitting hunched on the floor but by the end she is standing in a star shape.

f) Identify a moment of change during the monologue. (E.g. She opens a letter and discovers she and her best friend have been made Youth Ambassadors.)

g) Identify how the character feels at the moment of change. (E.g. She feels as if someone finally believes in her.)

## 57 Story Telling

### Task 32 Writing an Oral Story

- 1 Use the notes from Task 29 to help you write your 3-5 minute original story. Memorise the words and action. Rehearse your story with a friend and obtain feedback. Be prepared to deliver it without notes. You may have a prop or costume item. Use the planning information and exercises on pages 10-20 to help you think about presenting to a live audience. Also refer to the section *Understanding the Grades* on page 50 and the *Example Speech* on pages 51 and 52 to assist you in the writing of your story. Afterwards, practise and deliver your 3-5 minute story telling session to any audience you can gather.

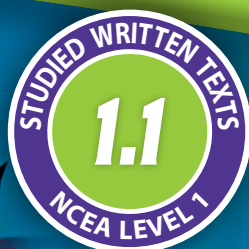
Task 32 continues on next page

# NCEA LEVEL 1

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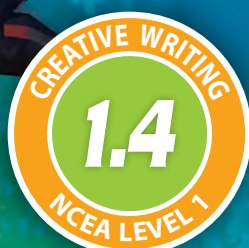
EXTERNAL



EXTERNAL



EXTERNAL



INTERNAL



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INTERNAL



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INTERNAL



INTERNAL



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## About the Author

Susan Battye is an experienced teacher of English and Drama who has taught at secondary schools in Westland and Auckland. The creator of e-media resources for Media Studies, Drama and Dance, Susan's many English and Drama textbooks are used widely in both New Zealand and Australian primary and secondary schools.