



Speakers' Corner President Barack Hussein Obama

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A. Listening Comprehension

1. What is an inaugural address?
 - a. A speech a president delivers when he is abroad
 - b. A speech a president gives to the UN
 - c. A speech a president gives to the nation after he has been elected
2. Barack Obama is the first
 - a. Non-white person to be elected president of the United States
 - b. Catholic person to be elected president of the United States.
 - c. Person under the age of 40 to be elected president of the United States.
3. "Barack Obama is the model of a great orator." What does orator mean?
 - a. Politician
 - b. Leader
 - c. Speaker
4. What is said about Barack Obama's voice?
 - _____
 - _____
 - _____
5. Barack Obama's speech was so good that his opponents said



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6. Barack Obama used metaphors in his speech. Which metaphors?
 - a. Work in sweat shops and on farms, slavery and soldiers in battle
 - b. Football games and baseball games
 - c. Films and TV shows
7. What does Nick Turnbull say about great speakers?

8. When Obama gives examples of Americans taking care of a stranger after the hurricane in New Orleans and the selflessness of workers cutting their hours so that others can keep their jobs, what rhetorical device is he using?
 - a. Ethos
 - b. Pathos
 - c. Logos
9. All great speeches tell

Key to Listening Comprehension:

- 1.c
- 2.a
- 3.c
4. He has a beautiful baritone, he has a melodic style, he modulates his voice, he moves the tempo to create emphasis, his way of speaking is almost musical, it is never robotic, it's always slightly varied
5. He was too good, it was a trick
6. a
7. They act when they give a speech
8. b
9. tell a story

B. Further materials and links for inspiration and themes

- *History and Biography*

Barack Obama: http://en.wikipedia.org/wiki/Barack_Obama and <http://www.whitehouse.gov/administration/president-obama>

American Presidents: <http://millercenter.org/president> and <http://www.presidency.ucsb.edu/>

- *Films*

Trailer from the film *The Orator*: <http://www.youtube.com/watch?v=Uj-aOu7NVbs>

Trailer from *The King's Speech*: <http://www.youtube.com/watch?v=OAm7gRXFiRo>



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C. Rhetoric

Delivering a Speech

A great speech on paper is not a great speech unless it is delivered in a good way. The first thing that you can do to improve your delivery is to practice. Know your content. Know your timing.

Smile and Have Fun

Make it a point to enjoy giving the speech. Try to have fun. If you fall down, sneeze, get dry mouth, have shallow breathing, and so on, just keep smiling and if appropriate refer to it to produce an easy laugh for your audience. Then move on. Just like an ice skater in a competition, keep smiling no matter what and if you fall down, just get back up and keep going.

Reading From a Script

Reading your entire speech from a script may give you confidence and ensure that nothing is forgotten or left out, but it is not the best way to deliver your speech. You will find it difficult to see your audience and make it harder for them to get emotionally involved.

Using Notes

If you are not confident enough to give your speech from memory, then use notes. Your notes should be the keywords or points of your speech only - a skeleton of thoughts or words around which you can build your speech. You may refer to your notes occasionally to maintain the thread of your speech, but for the most part you should be able to speak directly to the audience.

Eye Contact

The audience connects with you through your eyes. Avoiding eye contact can be a red flag to the audience that you are not confident in what you are saying or that you are hiding something. Spread your eye contact around to members of the audience.

Vary Your Voice

How you say something can be just as important as what you are saying. Pay attention to your tone and your speed. Don't talk too fast. Avoid a soft voice that can't be heard. Use your pace and tone to emphasize important ideas. Always remember to vary both.

Pause for Important Ideas

Pauses are good. They let your audience think about your words. Try to pause after the most important points in your speech.



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Tips

- Speak clearly and not too fast, so that everyone can hear you.
- A pause in your speech can be used to emphasize a point, or to allow the audience to react to a fact, anecdote or joke
- Make eye contact with your audience. This helps to build trust and a relationship between the speaker and the listeners
- Do not make nervous gestures with your hands
- Do not keep your hands in your pockets
- Stand up straight – that shows confidence
- Be yourself, allow your own personality to shine in your speech

D. Discuss/Debate

1. What is most difficult in giving a speech, in your opinion?
What “tricks” do you use to make it easier for you to remember your speech?
How do you connect to the audience?
How do you use body language and facial expressions?
Discuss and exchange experiences and good advice for giving speeches!
2. How important is the actual delivery of the speech?

Lgr11 and Speakers' Corner

In Lgr11 it is said that:

Teaching of English should aim at helping the pupils to develop knowledge of the English language and of the areas and contexts where English is used, and also pupils' confidence in their ability to use the language in different situations and for different purposes.

It is further pointed out that the teaching of English: ... *should essentially give pupils the opportunities to develop their ability to:*

- *understand and interpret the content of spoken English and in different types of texts,*
- *express themselves and communicate in speech and writing,*
- *use language strategies to understand and make themselves understood,*
- *adapt language for different purposes, recipients and contexts, and*
- *reflect over living conditions, social and cultural phenomena in different contexts and parts of the world where English is used.*

Basically all of the above points are touched upon in “Speaker's Corner”. Part A is a listening comprehension for the pupils to hear conversational English as well as English in more formal speeches. In part B they have a chance to learn about and reflect on living conditions as well as social and cultural phenomena today and in history, in England and the USA. In part C the pupils will get tips and framework for giving a speech and arguing an opinion and thereby adapting the language for the purpose and the audience. In part D they practice trying to convince an audience of their views or ideas.



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Thereby also some of the points of the *Content of Communication* are covered. For instance:

In years 7–9

Content of communication

- *Interests, daily situations, activities, sequences of events, relations and ethical questions.*
- *Views, experiences, feelings and future plans.*
- *Living conditions, traditions, social relations and cultural phenomena in various contexts and areas where English is used.*

Listening and reading – reception

- *Spoken English and texts from various media.*
- *Spoken English with some regional and social variants.*
- *Oral and written instructions and descriptions.*
- *Different types of conversations, dialogues, interviews and oral communications.*
- *Oral and written information, as well as discussions and argumentation for different purposes, such as news, reports and newspaper articles.*
- *How texts and spoken language can be varied for different purposes and contexts.*

Speaking, writing and discussing – production and interaction

- *Different ways of working on personal communications to vary, clarify, specify and adapt them for different purposes.*
- *Conversations, discussions and argumentation.*
- *Language strategies to understand and be understood when language skills are lacking, such as reformulations, questions and explanations.*
- *Language phenomena to clarify, vary and enrich communication such as pronunciation, intonation and fixed language expressions, grammatical structures and sentence structures.*

When working with the materials in *Speaker's Corner* the pupils are given the possibility to reach the knowledge requirements for E (or higher) according to the following specification in Lgr11:

Knowledge requirements for grade E at the end of year 9

*Pupils can understand **the main content and basic details** in English spoken at a moderate pace and in basic texts in various genres. Pupils show their understanding by presenting an **overview** with discussion and comments on content and details and also with **acceptable** results act on the basis of the message and instructions in the content.*

*In oral and written production, pupils can express themselves **simply, understandably and relatively coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In oral and written interaction in different contexts, pupils can express themselves **simply and understandably** and also **to some extent** adapted to purpose, recipient and situation. In addition, pupils can choose and apply **basically functional** strategies which **to some extent** solve problems and improve their interaction.*

*Pupils discuss **in overall terms** some phenomena in different contexts and areas where English is used, and can also make **simple** comparisons with their own experiences and knowledge.*