**Spoken Language:  
Speaking and Listening GCSE Assessment**

* The exam board requires that **every student** have a speaking and listening grade
* The grades are **fail, pass, merit or distinction**
* It does **not count** towards your final grade BUT it will be on your certificate and **you cannot receive your final English Language or Literature** mark unless you have a grade for speaking and listening
* You have to show that you are a **good listener** as well as a **good speaker.**

**The expectations:**

* Speak for **4-6 minutes** about a topic of **your choice**
* Answer **3-4 minutes** of **questions** (pre-prepared)
* Speak in front a **group** of three to four other students from your class
* **Ask questions** of other people (you will know these in advance)
* Be **engaging** through your language, content and presentation (body language, tone of voice etc.)
* Be **formal** with **appropriate register**
* Match your speech to your **audience** (**teachers and students**. Remember your speech is on something subject specific you must **explain key terms**)
* Use **cue cards** (brief notes but not a script)
* Speak for **no longer than 10 minutes**.

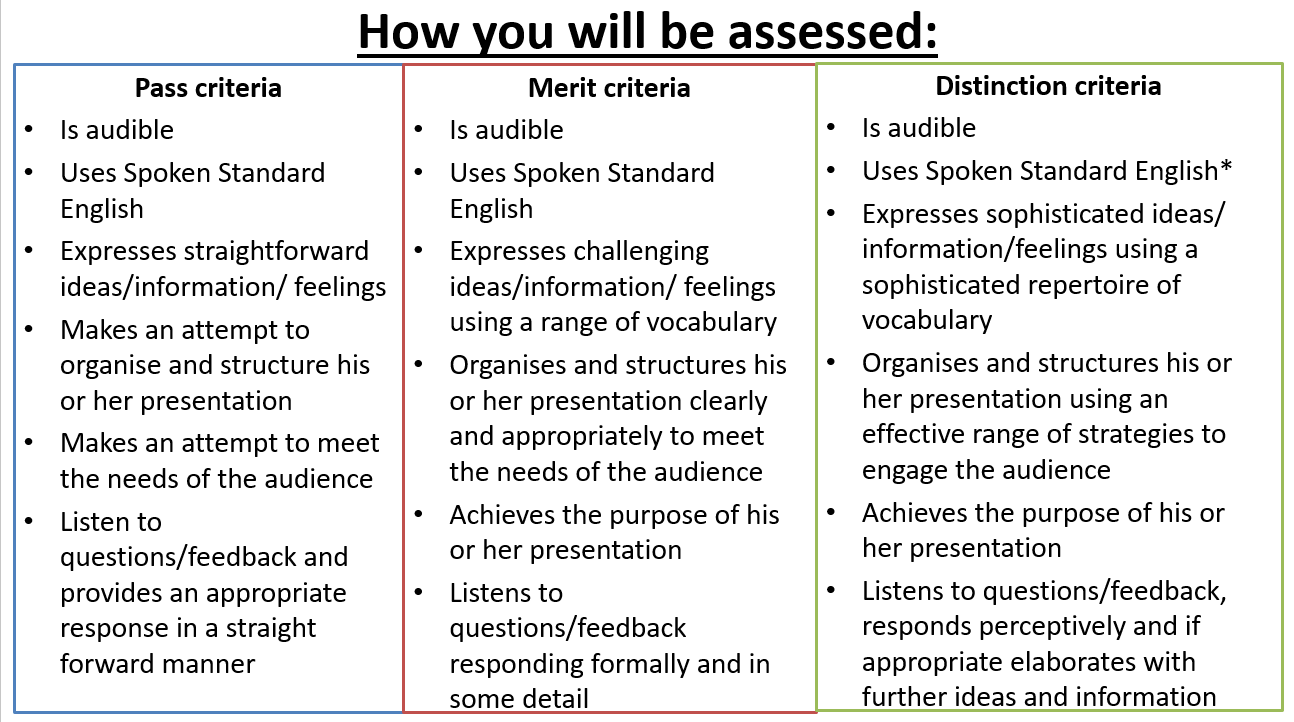
Through this scheme of work, you will:

* Choose a topic to write a speech about
* Research the topic in detail
* Write an effective speech using a range of language features
* Create 10 open questions and answers
* Look at what makes a good delivery of a speech
* Practise your speech

This will ensure that you have a head start on part of your English GCSE when we return to school.

Remember, the harder you work on it now, the easier it will be to complete when you are back!

Any questions, make sure you ask your English Teacher.



**Section 1 – Choosing and researching your topic:**

**Distinction criteria**

Is audible

Uses Spoken Standard English\*

Expresses sophisticated ideas/ information/feelings using a sophisticated repertoire of vocabulary

Organises and structures his or her presentation using an effective range of strategies to engage the audience

Achieves the purpose of his or her presentation

Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information

Write down three topics that interest you and you think you could write and speak about:



Think about hobbies you have, topics/issues you are interested in, subjects at school you have engaged with (E.G. Global Warming) or anything else that you are passionate about. Some examples are:

* The death penalty
* Euthanasia
* Do violent video games and films make children violent?
* Dangers of social media
* A sport you are passionate about
* Hobby
* A religion – either one you have studied or your own
* Your home country/moving to England
* Subject topics – **Geography**: Global warming, **History**: WW1/2
* A personal experience which you have had which is different to most people.
* Something you feel strongly about for a specific reason.

**Spend some time reaching these topics and then decide on the one you want to write about. Remember you must be interested in it, have plenty to say about it and feel you can speak about it for 3-4 minutes.**

Choose one of your topics and research it in detail. you can write your notes below. Think about the following questions as you research:

1. Why have you chosen to talk about this topic?
2. What is the history of this topic?
3. What is interesting about this topic?
4. How is it relevant to life today?
5. What can be done to improve this topic?
6. Why are people interested in it?
7. Why are people not interested in it?
8. Why is it beneficial?

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Answer the following questions on your chosen topic. Put the answers in a logical order. Why have you put them in this order?

1. Why have you chosen this specific topic?
2. What is your personal experience of this topic – what **details** can you think of?
3. How has it ever affected you – what specific experience have you had?
4. How long have you felt strongly about this topic? Why is this?
5. Are there any key terms which will need explaining? Remember to think about your audience (teachers and peers)
6. What specifically about this topic do you feel most strongly about?
7. Write down **5 relevant facts** about your topic based on your plan so far.

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**Section 2 - Writing an introduction:**

**In this section, you will write your speech using a range of effective language devices. Here, we start with your introduction which must be:**

* Clear
* Concise
* Engaging/interesting/catchy
* Well explained
* Suited to audience
* With language features
* Linked to the conclusion
* Shows your speech is well structured.

Using your answers to the questions from the beginning of the lesson and your planning sheet, write an effective introduction to your topic.

* It should be clear, concise and introduce the topic and key terms
* It should be interesting and grab your audience
* Use at least three language devices to engage
* It should explain WHY you have chosen this topic
* Use a range of sentence types – short and snappy, long and detailed
* Explain what the purpose of your speech is – inform, persuade or entertain.

*Example:*

*Teaching, in my opinion, is one of the most frustrating, time-consuming, yet satisfying careers you could enter. After being an English teacher for the past 7 years, I have experienced the highs and lows of the teaching profession, ever faced with moving goalposts, belligerent students, and elements which are completely out of my control. However, it takes a certain type of person to persevere within this career, and working with students on a daily basis who achieve their goals and aspirations through my facilitation produces immense satisfaction. It makes it all worthwhile.*

*I never planned on being a teacher. At the age of 16 I desperately wanted to join the RAF and train as a pilot… however trying to be cool at college and not doing enough work clearly showed me that it wasn’t for me. I developed my love of literature, before going on to study it at University. It was here that I was inspired by one particular lecturer whose ability to provoke, entertain and facilitate my understanding created an ambition within me to do the same. After completing my degree, I got a job as Learning Support Assistant at my old secondary school, and endeavoured to get accepted onto a teacher training course. This inspiration had reignited my ambitions to achieve the best I could be, and I have never regretted becoming a teacher for one second… even on 5 lesson days with 60 mocks to mark!*

1. **Read the example above and highlight any language features you can find – think AFOREST**
2. **Highlight anything you think is effective**
3. **Underline anything you think could be improved and explain why.**

**Over to you – Using the example, the tasks you have done and the criteria above, write your own engaging introduction:**

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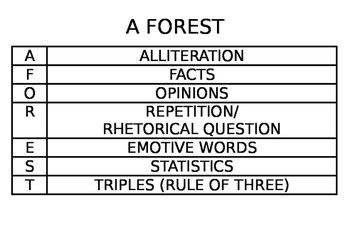
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**Now you have written your introduction, it is time to plan the rest of your speech. Use the planning sheet below to think about what you are going to write in each section. Make it as detailed as you can. You could include the language devices you are going to use also:**

|  |  |
| --- | --- |
| Introduction | You have written this above. Check to make sure it is clear, engaging and you have explained your topic. |
| 1st section  E.G. history of the topic |  |
| 2nd section  E.G. How you become interested in the topic |  |
| 3rd section  E.G. How the topic is relevant to people today |  |
| 4th section  E.G. What is particularly interesting about the topic/how might it affect the future? |  |
| Conclusion  Sum up your main points and link back to your introduction – could you use a list of three? |  |

**Writing the speech:**

* **Remember to use a range of language features, sentence types, sentence starters**
* **Use ambitious vocabulary (thesaurus.com is good for this)**
* **Make it interesting and engaging**
* **Remember your audience is adults and peers – keep it formal**



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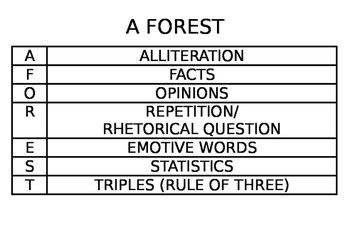
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**When you have finished, PROOF-READ your work. Look for the following things:**

* **Remember to use a range of language features, sentence types, sentence starters**
* **Use ambitious vocabulary (thesaurus.com is good for this)**
* **Make it interesting and engaging**
* **Remember your audience is adults and peers – keep it formal**



Once you have proof-read it, you will be in a place to email it to your Teacher for feedback:

[jpreston@stgcc.co.uk](mailto:jpreston@stgcc.co.uk) [hbarron@stgcc.co.uk](mailto:hbarron@stgcc.co.uk)

[crogers@stgcc.co.uk](mailto:crogers@stgcc.co.uk) [alampard@stgcc.co.uk](mailto:alampard@stgcc.co.uk)

[kcecil@stgcc.co.uk](mailto:kcecil@stgcc.co.uk) [nchoudhury@stgcc.co.uk](mailto:nchoudhury@stgcc.co.uk)

[ebowers@stgcc.co.uk](mailto:ebowers@stgcc.co.uk)

**Section 3 – Questions and practice:**

Now is your chance to create and answer questions on your chosen topic. Remember, you may be asked these by the teacher to try and help boost your grade.

Some examples of effective, open questions are below. The answer to these question needs to long and developed.

* What first inspired you to go into teaching?
* What are your long-term aspirations in teaching?
* To what extent do you agree with the negative impression which is created of teaching in the press?
* In your opinion, what is more important: engaging students, or getting results?

**Create 10 open questions (those that require more than a yes/no answer) and the answers:**

1. Q:

A:………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….

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**Practice makes perfect!**

Now is your opportunity to practise your speaking and listening. Some suggestions of how you can do this are below:

* Read it in your head – with the pauses you would include
* Read it aloud
* Read it aloud in front of the mirror
* Read it to your pet
* Read it to another member of your household
* Read it, record it and listen to it back
* Read it as fast as you can, normal speed and as slowly as you can.

1. Turn your speech into cue cards – you cannot have the whole of the speech on the cards but you can have the most important ideas, words, phrases on there to remind you.
2. Practise reading your speech aloud – think about pausing, emphasising certain words and ensuring you are making eye contact with your audience.
3. Practice the answers to your questions.

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**The following videos are from the exam board. Watch them and think about what is positive about their delivery and what could be improved. The exam board’s feedback for Jibreel is written below. Think about what you can use in your speech.**

* Jibreel - <https://www.youtube.com/watch?v=SqnMQ0RhdaA>
* Charlotte - <https://www.youtube.com/watch?v=jfI4zpebxZU>
* Connor - <https://www.youtube.com/watch?v=v5vMV3Ke6kQ>

Jibreel has chosen a **complex topic** and uses a **sophisticated repertoire and range of vocabulary**. He speaks with few notes and **demonstrates extensive knowledge**. The presentation has **clear organization**. His relaxed but enthusiastic approach to the topic and its importance **clearly engages the audience.**

He **listens carefully** to questions, **responding confidently and appropriately**. The teacher asks a challenging question which allows Jibreel to **elaborate** further on his ideas.

His **spoken Standard English is assured and flexible**. It should be noted that he uses quite a large number of fillers. Attitudes to such use vary from individual to individual, but it needs to be made clear here that fillers are common in speech and that use of them is not an issue within the framing of these criteria, and within the context of his presenting to colleagues.

Jibreel achieves a **Distinction** when looked at against the criteria. It is worth noting two points in particular which help him achieve this:

• he speaks on a complex topic which requires, by definition a sophisticated range of ideas

• he is helped by the teacher’s question which enables him to elaborate his ideas.

**Well done – all you need to do now is keep practising!!**