

# Year 10 Home Learning Speaking and Listening Booklet

Activities by Miss Linden

## Summer Term (Week 9)

Complete the work under the following subheadings (pg. 1-4) –

1. Speaking and Listening Presentations
2. Initial Ideas
3. Planning and Organising Research
4. The Proposal

## Summer Term (Week 10)

Complete the work under the following subheadings (pg. 5-8) –

1. Writing and Presenting
2. Writing Guidance
3. Presenting Guidance
4. Writing your presentation
5. Self or Peer Assess

Where do you complete the work?

Complete all work in your Language GCSE exercise book.

- If you would like your teacher to mark one piece of work following your weekly tasks, please email a picture to your teacher and wait for their feedback.

**Where you see this, you are reminded to send the work to your teacher. So, for this booklet, you will send your proposal outline and written presentation.**

Guidance

Where a subheading is in **black or green**, it is important that you **get the relevant information into your books**. It will either be new knowledge or a knowledge recap.

Where a subheading is in **red**, it is important that **you try the tasks and activities** stated in the booklet.

Help:

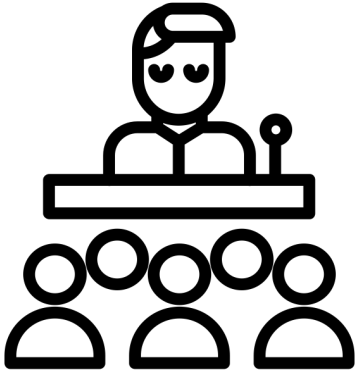
Remember to **use GCSE Pod** to find the pods that are relevant to your weekly learning. **Links to relevant Pod areas:**

<https://members.gcsepod.com/shared/podcasts/title/13640>

Email your teacher if you would like any further support, or send a message to the SWAEnglish Instagram account.

# Week 1

## Speaking and Listening Presentations



A GCSE English Language component  
3-5 minute presentation, followed by a short  
question and answer

Awarded a Pass, Merit or Distinction

### How will I be assessed?

**A07** – demonstrate presentation skills in a formal setting

**A08** – Listen and respond appropriately to spoken language, including to questions and feedback on presentations

**A09** – Use spoken Standard English effectively in speeches and presentations.

| <b>Pass</b>  | <b>Merit</b>   | <b>Distinction</b>   |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Can be heard</li> <li>• Uses Standard English</li> <li>• Expresses straight forward information</li> <li>• Attempts to organise and structure the presentation</li> <li>• Attempts to meet the needs of the audience</li> <li>• Listens to questions and gives a straight forward, appropriate answer.</li> </ul> | <ul style="list-style-type: none"> <li>• Can be heard</li> <li>• Uses Standard English</li> <li>• Expresses challenging ideas using a range of vocabulary</li> <li>• Organises and structures the presentation clearly, and meets the needs of the audience</li> <li>• Achieves the purpose of the presentation</li> <li>• Listens to questions responding formally and in some detail.</li> </ul> | <ul style="list-style-type: none"> <li>• Can be heard</li> <li>• Uses Standard English</li> <li>• Expresses sophisticated ideas using sophisticated vocabulary</li> <li>• Organises and structures the presentation using an effective range of strategies to engage the audience</li> <li>• Achieves the purpose of the presentation</li> <li>• Listens to questions, responds perceptively and if appropriately elaborates with further information</li> </ul> |

## What do I talk about?

This is completely up to you!

All we ask is that you choose a topic that you are passionate, knowledgeable and confident about to speak formally for 3-5 minutes before your questions.

## What does it mean by 'an effective range of strategies to engage the audience?'

*Use your knowledge of Language Paper 2: Question 5 to help you prepare your presentation.*

### **Rhetorical devices:**

- Triple
- Hyperbole
- Emotive language
- Rhetorical question
- Repetition
- Counter argument
- Anecdote
- Direct address
- Expert knowledge: statistics, expert opinions

## Are there any examples of S&L assessments to help us?

The following YouTube videos have been put together by the exam board to help you to understand what they are looking for:

### Student 1: Jibreel - Distinction

<https://www.youtube.com/watch?v=PWRR5Ndqqrw&index=1&list=PLBhgvcteMlthv9NluqzN8ouYNrU-zXj3W>

### Student 2: Connor - Pass

<https://www.youtube.com/watch?v=uDhPJhy8r9Q&index=3&list=PLBhgvcteMlthv9NluqzN8ouYNrU-zXj3W>

### Student 3: Beth - Merit

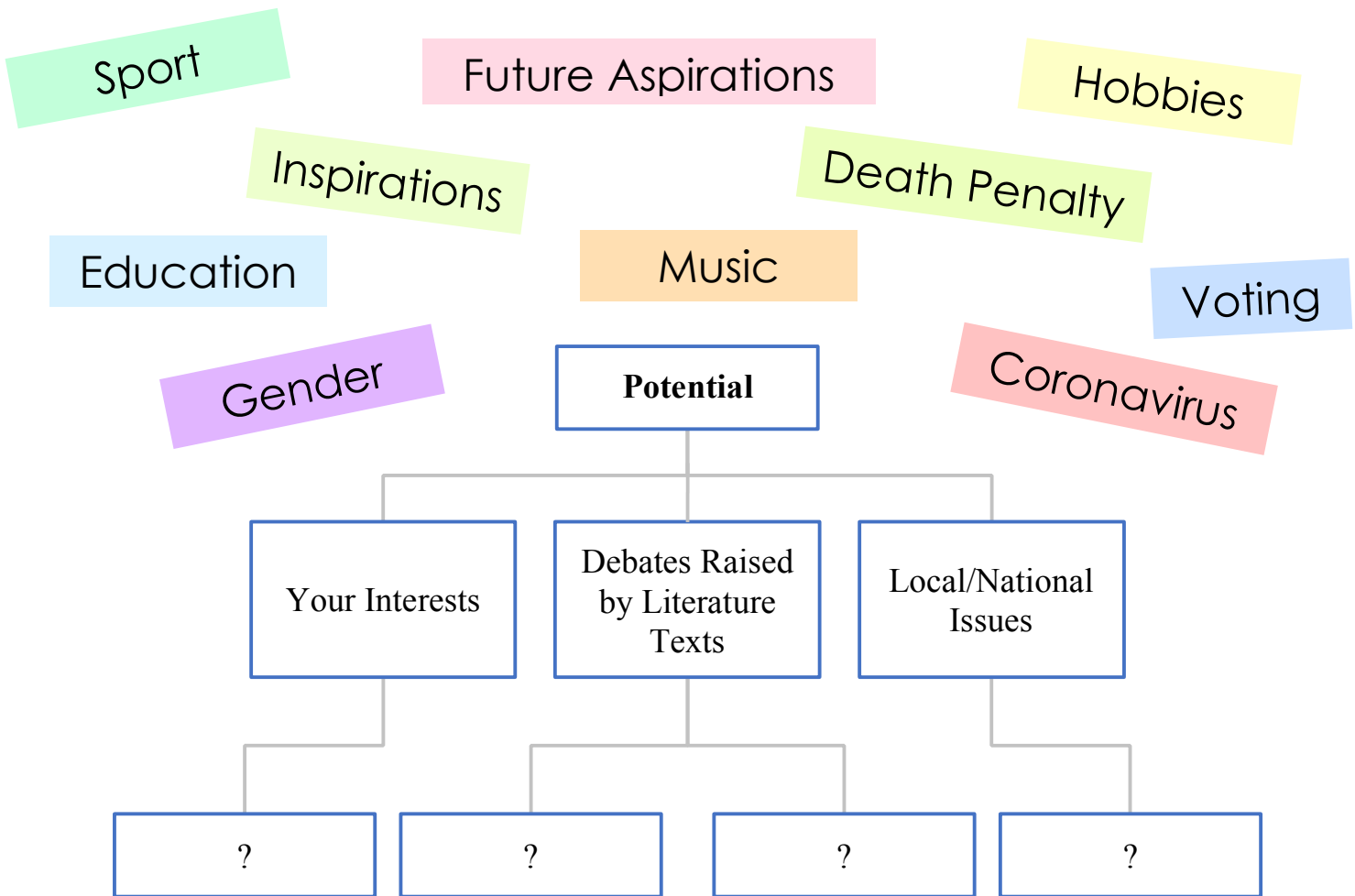
<https://www.youtube.com/watch?v=4dngzgPe8yE&index=4&list=PLBhgvcteMlthv9NluqzN8ouYNrU-zXj3W>

### Student 4: Charlotte - Distinction

<https://www.youtube.com/watch?v=rZOgu2htQG4&index=2&list=PLBhgvcteMlthv9NluqzN8ouYNrU-zXj3W>

# Initial Ideas

- Use the mind-map and example topic inspiration below to plan a range of potential topics you could present.
- Try to write down at **least three** for each category.



# Planning and Organising Research

1. Using your chosen topic, fill out the first two columns of the grid.
2. Then take notes in the third column as you conduct your research into your topic.

| What do I know already? | What do I want to know? | What have I learnt as a result of my research? |
|-------------------------|-------------------------|--|
|                         |                         |  |

## The Proposal

Once you have spent some time researching, and you now feel confident on your chosen topic. Complete the following tasks to convince your teacher that it has the scope to potentially achieve a merit/distinction.

1. Write an engaging title with a clear focus.  
.....
2. Summarise your argument/perspective in a clear and concise sentence.  
.....
3. Give examples of sophisticated vocabulary linked to the topic.  
.....

**Email this to your teacher – week 1 work submission!**

# Week 2

## Writing and Presenting

**Before you start, re-watch some of the examples from week 1 of the booklet to remind yourself of what the expectations are.**

The following YouTube videos have been put together by the exam board to help you to understand what they are looking for:

Student 1: Jibreel - Distinction

<https://www.youtube.com/watch?v=PWRR5Ndqqrw&index=1&list=PLBhgvcteMlthv9NluqzN8ouYNrU-zXj3W>

Student 2: Connor - Pass

<https://www.youtube.com/watch?v=uDhPJhy8r9Q&index=3&list=PLBhgvcteMlthv9NluqzN8ouYNrU-zXj3W>

Student 3: Beth - Merit

<https://www.youtube.com/watch?v=4dngzgPe8yE&index=4&list=PLBhgvcteMlthv9NluqzN8ouYNrU-zXj3W>

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<https://www.youtube.com/watch?v=rZOgu2htQG4&index=2&list=PLBhgvcteMlthv9NluqzN8ouYNrU-zXj3W>

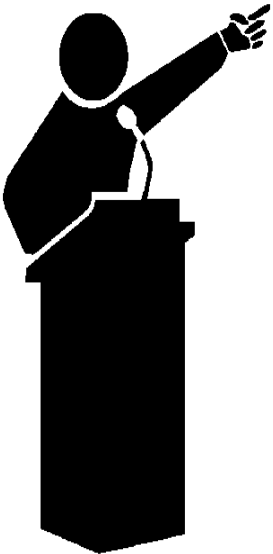
## Writing Guidance

### Top Tips:

- Pick 2-3 main ideas
- Get your facts together
- Persuade with a clear structure: introduction, main argument, conclusion
- Be direct and to the point
- Simplify – after you've written your first draft, go back and look for words that you can cut out

*Remember, the aim is to know your speech rather than reading it. Directly reading it may result in a pass only!*

# Presenting Guidance



1. Watch the following video on 'great public speaking' and make notes on any key points: <https://www.youtube.com/watch?v=nlwU-9ZTTJc>

- What makes a good presentation?
- What other advice would you add to this?

2. What do you notice about *how* Clint Smith and Emma Watson are communicating: body language, gestures, tone of voice, pace etc?

<https://www.youtube.com/watch?v=NiKtZglmdlY>

<https://www.youtube.com/watch?v=nlwU-9ZTTJc>

Note down at least five things you notice about the speeches and how they are presented:

- 1.
- 2.
- 3.
- 4.
- 5.

## Writing your presentation

Use the following Pod to help you write:

<https://members.gcsepod.com/shared/podcasts/title/13640>

Note down some of the top tips the video gives for speech writing:

- 
- 
- 
-

## Is there a simple structure I can follow?

|                     |  |
|---------------------|--|
| <b>Introduction</b> | <ul style="list-style-type: none"><li>- Make your presentation topic clear</li><li>- Detail what you will discuss in your presentation</li></ul>                             |
| <b>Point 1</b>      | <ul style="list-style-type: none"><li>- Select a rhetorical device to use</li><li>- What is the first thing you want to discuss in relation to your presentation?</li></ul>  |
| <b>Point 2</b>      | <ul style="list-style-type: none"><li>- Select a rhetorical device to use</li><li>- What is the second thing you want to discuss in relation to your presentation?</li></ul> |
| <b>Point 3</b>      | <ul style="list-style-type: none"><li>- Select a rhetorical device to use</li><li>- What is the third thing you want to discuss in relation to your presentation?</li></ul>  |
| <b>Conclusion</b>   | <ul style="list-style-type: none"><li>- Finish with a rhetorical question to keep the audience thinking about your topic</li></ul>   |

**Once you finish your written presentation, email it to your teacher and await feedback – week 2 work submission!**

## **Self-assess OR Peer-assess your presenting skills**

Using your written speech, record yourself reading it. As you listen back, use the table below to check whether you are achieving all aspects of the mark scheme.

*Alternatively, send your recording to a friend and get them to assess your speech for you!*



| <b>Skill</b>                                   | Definitely | Almost | Not Yet |
|--|------------|--------|---------|
| Speaks clearly and confidently                 |            |        |         |
| Expresses ideas on a challenging topic         |            |        |         |
| Uses sophisticated vocabulary                  |            |        |         |
| Well-structured overall                        |            |        |         |
| Not overly reliant on notes/prompts            |            |        |         |
| Answers questions in a detailed way            |            |        |         |
| My favourite aspect of the presentation was... |            |        |         |
| It would be even better if...                  |            |        |         |

**REMEMBER, practice makes perfect!**

