|  |
| --- |
| YEAR 10  REMOTE LEARNING  ACTIVITIES  Speaking & Listening    Name:  Class:  Teacher:  [Image result for cartoon speech](http://www.google.co.uk/imgres?imgurl=http://st.depositphotos.com/1742172/1490/v/950/depositphotos_14906771-Man-giving-speech-cartoon.jpg&imgrefurl=http://depositphotos.com/14906771/stock-illustration-man-giving-speech-cartoon.html&h=1024&w=1024&tbnid=mACMmrBBtGsRsM:&zoom=1&q=cartoon+speech&docid=VloWhOeEsSUXfM&ei=hFtLVfGbLqTA7AaM3YCQAQ&tbm=isch&ved=0CCsQMygLMAs)  This booklet has been designed to help you understand the requirements of the Speaking & Listening component of the GCSE English Language exam. Work your way through the activities in the booklet and at the end you will have written a speech suitable for this task. Tasks can be completed in your exercise books, on paper or on a Word document. On various pages there will be directions to other resources you can find online to help you with your studies. |



# An explanation of the task

* For part of your English Language GCSE exam you need to complete the Speaking and Listening component
* The requirement is that you demonstrate your speaking and presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively – in other words you need to make a short speech/talk to your classmates
* There is **NO** written question paper for this part of the exam
* You can receive 3 possible grades – Pass, Merit or Distinction
* This grade will be shown on your final GCSE certificate along with your (9-1) grade
* You can use a PowerPoint and/or cue cards to support you in your presentation **BUT** the aim is **NOT** to just read your speech from your book
* The presentation (including questions & answers) will need to be approximately **10 minutes long**
* You will need to prepare a **5 minute presentation** on a topic of your choice
* Followed by **5 minutes of questions** from your audience (which you will answer in as much detail as possible)
* The presentation and the Q&A will be completed in class, with the class and the teacher as your audience
* It will be video recorded as part of the exam board’s marking criteria

WRITING YOUR FIRST DRAFT

**WE WILL COVER:**

***THIS REMOTE LEARNING BOOKLET WILL HELP YOU PREPARE THE TEXT FOR YOUR Speaking & Listening Assessment.***

***ONCE SCHOOL HAS REOPENED YOU WILL GIVE YOUR SPEECH (AND QUESTIONS & ANSWERS) IN CLASS***

HOW TO CHOOSE YOUR SPEECH TOPIC

IMPROVING YOUR WRITING

WHAT MAKES A GOOD SPEECH

RESEARCH & PLANNING

## Activity #1 – What makes a good speech? – 5 minute task

Your speech will need to meet a variety of different purposes, see the list below. For each of the words below, write one sentence stating what this means that your speech needs to be. The first one has been done for you.

* Entertain – *to make the reader enjoy listening to the speech*
* Persuade – …
* Advise – …
* Analyse – …
* Argue – …
* Describe – …
* Explain – …
* Inform – …
* Instruct – …

## Activity #2 – What makes a great speech? – 10 minute task

Create a mind-map, what do you think makes a good speech? Include at **least 10** ideas.

*The diagram below will help you structure your mind-map so that you have detail to your ideas (rather than just one word)*



## Activity #3 – What makes a great speech? – 10 minute task



After you have created your mind map, watch this video on Youtube - How to write a perfect speech | BBC Ideas <https://youtu.be/oV1h7n0HcTE> and any ideas that you missed.

## Activity #4 – What makes a great speech? – 10 minute task

Speech strategies:

What makes a speech interesting? On the table below, there are 12 speech strategies. In the column label them with either HEAR or SEE to show whether the strategy is something you would hear in a speech or see whilst watching a speech.

|  |  |
| --- | --- |
| **Speech strategy** | **Hear it? See it?** |
| Complex ideas explained |  |
| Different facial expressions used (smile, raised eyebrow) |  |
| Adapt your language to suit the situation |  |
| Use different gestures |  |
| Use persuasive language techniques |  |
| Use your hands to emphasise ideas |  |
| No fidgeting |  |
| Use dramatic pauses to emphasise your point |  |
| Use the tone of your voice for effect |  |
| Use powerful phrases that can be remembered |  |
| Use the volume of your voice for effect |  |
| Using humour to keep your audiences interested |  |

## Activity #5 – How to choose your speech topic – 10 minute task

***This should have been a rather tricky task as, quite frankly, it wasn’t a great topic to talk about. When choosing your topic (which you will do soon) you need to make sure that is of interest to you – that way you can say lots about it.***

Imagine you have been asked to write a speech about the food provided in the school canteen.

You need to speak for 5 minutes.

**On average you can explain two ideas in one minute, so you need 10 different things to say about the food in the canteen.**

What would you say?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## Activity #6 – How to choose your speech topic – 20 minute task

Watch the following speeches and complete the table below with the topic of the speech and how they made their speech interesting. Use the table, from Activity 4, on speech strategies to help you.

Video 1: <https://www.youtube.com/watch?v=ScKmntDvmu4>

Video 2: <https://youtu.be/NPGQHIBjEx8>

Video 2: <https://youtu.be/GQd4cuECUU4>

|  |  |  |
| --- | --- | --- |
| **Name** | **Topic of the speech** | **What do they do that makes their speech interesting** |
| Najae Hackett |  |  |
| Erin Stoner |  |  |
| Hollie Taylor |  |  |

## Activity #7 – How to choose your speech topic – 10 minute task

***The exam board give very clear advice about what topics are good to choose and which are not:***

* ***Candidates should avoid selecting topics that are purely factual***
* ***The topic itself needs to include a challenging idea***
* ***Topics where different opinions are held and one side can be argued are encouraged***

***Using the advice above, give the speech ideas in the table over the page a score out 5 for whether it is a good speech topic or not.***

***1 = bad speech topic idea according to the advice above  
5 = great speech topic ideas according to the advice above***

|  |  |
| --- | --- |
| **Speech topic ideas** | **Score 1 (bad) –> 5 (great)** |
| Why Britain should bring back the death penalty |  |
| The Emmy Award Winners 2019 |  |
| Cyberbullies should be suspended from school |  |
| Everything I have learnt about the Cold War in History |  |
| Why junk food isn’t as bad as everyone thinks |  |
| Conspiracy theories and why we should believe them |  |
| My holiday in France in 2019 |  |
| Every family should have a pet |  |

## Activity #8 – How to choose your speech topic – 15 minute task

***The table below is going to help you think about all the different topics you could choose.***

***You need to complete the table with one idea for each topic – for example the first topic, school/education, you could talk about the food in the school canteen (we’ve tried that exercise already – it was tricky) but you could also talk about exam stress, university fees – anything you are interested in that can be linked to school / education.***

|  |  |
| --- | --- |
| School / Education |  |
| Pets /Animals / Wildlife |  |
| Environment / Climate |  |
| Health / Mental Health |  |
| Money / Business |  |
| Technology / Gaming |  |
| Social Media / Internet |  |
| TV / Films |  |
| Art / Theatre / Music / Culture |  |
| People you admire |  |
| Family / Friends |  |

***Your speech needs to do a few things in order to meet the criteria from the exam board. They are:***

* ***Be on a topic that includes challenge and complex ideas***
* ***Be something that you care about / that you are passionate about***
* ***Be something you know a lot about***
* ***Be something that will inspire and interest others***

## Activity #9 – How to choose your speech topic – 20 minute task

***Now that you have chosen an idea for each of the topics we need to try and fit some speech titles to these. This way you can really see what fits with how you think and feel about certain issues. The best speeches are on subjects you are passionate about or at the least interested in.***

***What you need to do is attempt to write 3 titles for each of your ideas.***

***I’ve done one for you below:***

|  |  |
| --- | --- |
| What could you talk about? | 3 Speech Titles |
| Teenagers should have to do chores everyday | Why … Why teenagers should do chores everyday  How … How to get out of doing your chores  The importance of … The importance of giving children real responsibilities |

***My idea has been taken from the ‘family’ section of the table in activity 8. I have used the 3 prompts of – Why, How and The importance of – which you also need to use and you can see that they have different tones and would appeal to different audiences. You need to try and reflect these possibilities in your titles as well. Remember you can have humour in your speeches but they must remain sensible.***

***Just do this for 5 of the ideas from the topics – a table has been laid out on the following page for you to complete.***

|  |  |
| --- | --- |
| What could you talk about? | 3 speech titles |
| Teenagers should have to do chores everyday | Why … Why teenagers should do chores everyday  How … How to get out of doing your chores  The importance of … The importance of giving children real responsibilities |
| Possible topic 1: |  |
| Possible topic 2: |  |
| Possible topic 3: |  |
| Possible topic 4: |  |
| Possible topic 5: |  |

## Activity #10 – How to choose your speech topic – 5 minute task

***We’ve covered all the points about how to choose your speech topic and now that’s what you need to do – NOW!***

***You need to email your English Language teacher the topic and title of your speech.***

***If you are struggling to make a choice there are a list of possible titles at the back of this booklet which may help you.***

## Activity #11 – Research & Planning – 5 minute task

Watch the first minute of each of the speeches below. What features does the speaker use to hook their audience? Add your ideas to the table

|  |  |
| --- | --- |
| **Speech** | **What technique is used to begin the speech?** |
| <https://www.youtube.com/watch?v=gv7xWnCxChE> |  |
| <https://www.youtube.com/watch?v=fqoADz_efM0> |  |
| Watch the whole of this video and list all the techniques featured  <https://www.youtube.com/watch?v=2_VvIr1KkLo&t=22s> |  |

## Activity #12 – Research & Planning – 40 minute task

***Before you can decide on how you, personally, are going to hook your audience into your speech you need to work out exactly what you want to say. So, imagine your audience knows nothing about this topic. What information and ideas you need to share during the course of your speech to make your topic clear for them?***

***You need to complete the following tables – the middle column has examples to help you.***

**Step 2 – Why your topic is important**

|  |  |  |
| --- | --- | --- |
| 1. Why is this topic important? 2. Why have you chosen to talk about it? (it needs to be important to you for a reason) | Example – teachers should be paid more than footballers?  I’m a teacher. I think teachers are undervalued. I think footballers’ pay is too high if you consider what they contribute to society overall. The fact that entertainment is considered more valuable than education is wrong.  It’s important because some of the most important jobs in society are underpaid and some of the least important (footballers, TV stars,other sports people etc) get paid more than they could spend in a lifetime. |  |

**Step 1 – The Basics**

|  |  |  |
| --- | --- | --- |
| 1. What background information about your topic is needed so everyone is clear what you are talking about? 2. Think about the basic facts that are needed. 3. What is going to be the central controversy? How can you explain this? | Example – teachers should be paid more than footballers?  Background information needed:   * How much are teachers paid? * How much are footballers paid? * What are the expectations or outliners? * How does teacher pay / footballer pay compare to average wages? * How do their jobs compare? * Why should teachers be paid like footballers in comparison to nurses, or doctors, or firemen etc? | Background information needed for your topic |

**Step 4 – Key facts & figures**

|  |  |  |
| --- | --- | --- |
| 1. What are some facts / figures that you want to include in your speech?   Research them now and include at least 5 facts here. | * The world’s best paid player, Lionel Messi, earns over £7m a month. That’s nearly 600 times the salary of the Prime Minister. * The average weekly salary for a nurse is £680. |  |

**Step 3 – Counter argument**

|  |  |  |
| --- | --- | --- |
| 1. What are the arguments against your own opinion? 2. What counter arguments might some people/groups present? 3. Why might some people disagree with you? | * It’s an issue of supply and demand. There are many amazing teachers in the world. However, there are very few individuals with the skill and talent of Messi, so this limited supply creates greater demand because clubs want to win cups so they are willing to pay for players who can do this. * Who says that teachers are actually better than footballers? Why should they get paid more? * The joy, excitement, competition provided by football is definitely better than the ‘lessons’ provided by some teachers (humour!) * Teaching is paid for by taxes. Footballers are paid by businesses. You cannot compare. To increase teacher salaries, you would need to increase taxes. * There are many more teachers in the England than there are professional footballers. The salary burden would be too much. * Perhaps the argument is that no one should be paid £50K a week. |  |

***Now, you need to organise your ideas in a cohesive way. The word cohesive means something that is well organised but also, in this instance it means something that has a clear flow and sense of structure.***

***Your speech needs to aim to be cohesive – it needs to be well organised, have a sense of structure and a flow when given.***

***Activity 14 will enable you to thoroughly structure your speech – you must plan before writing to be cohesive in your presentation.***

***Below there are a series of tasks covering what details need to be included in each of your paragraphs. Complete them to the best of your ability.***

Activity #13 – Research & Planning – 40 minute task

|  |  |
| --- | --- |
| **Introduction – hook the reader** | Leave this for now, we will write your introduction next section. |
| **Paragraph 2 – Summarise the topic**  Look at your notes on what basic information your audience needs.  Summarise this and your opinions here.  Use bullet points to create your plan. |  |
| **Paragraph 3 – Set out your first / main point**  What is your main idea about your topic? Explain it clearly, give examples, use facts etc.  Use bullet points to create your plan. |  |
| **Paragraph 4 - Set out your second point**  Link to your second point – connected to point 1 but a development. Give more information, perhaps some advice.  Use bullet points to create your plan. |  |
| **Paragraph 5 – Explain the counter-arguments**  There are elements of your arguments/ideas that people should disagree with. So, set out the counter arguments here. Use the notes from above to help you.  Once you have summarised the counter-argument, how would you prove you are right?  Use bullet points to create your plan. |  |
| **Paragraph 6 – closing arguments, advice and final comments** | Leave this we will write it later! |

## Activity #14 – Writing your first draft – 15 minute task

***Rhetoric & using it in a speech.***

***Watch the video below and answer the questions:***

<https://www.youtube.com/watch?v=6KUWyEa-ih4>

|  |  |
| --- | --- |
| What is rhetoric? (0.32) |  |
| What is the effect of using rhetoric in speeches? (0.45) |  |

Now, for each of the 8 rhetorical devices discussed, write down the meaning or definition given in the video. Also include an example from the video. Watch up until 5.36

|  |  |
| --- | --- |
| **Rhetorical Device** | Meaning/definition & example |
| Rhetorical question |  |
| Analogy |  |
| Simile |  |
| Metaphor |  |
| Parallelism |  |
| Repetition |  |
| Allusion |  |
| Anecdote |  |

## Activity #15 – Writing your first draft – 40 minute task

1. **A list of rhetorical questions to introduce the topic and your opinion**. Here is what you are aiming for: 1) *3 questions in a row, 2) “I imagine your answer is…., then…” 3) then tell your audience your opinion, 4) add some credibility by including evidence*

*Have you ever been beaten to within an inch of death? Have you ever been attacked for no reason other than being hungry or wanting affection? Have you ever been kicked out to live on the streets with no help and no hope? I imagine your answer is no, then you don’t know what it’s like to be an abandoned cat or dog in Britain today. The RSPCA estimates that 100 pets are abandoned in the UK every day. In my opinion this wrong and the owners should be prosecuted and serve time in jail. You might think this is a little extreme, but I don’t. (106 words)***Write a 100+ word opening to your speech using a list of rhetorical questions, plus the answer and your opinion.**

1. **A shocking fact, then an explanation, then your opinion.**

*Every day in the UK approximately 50 unwanted animals are “put down”. These former pets were abandoned by their owners. We’ve all heard the phrase “A dog isn’t just for Christmas” but it seems that the British public aren’t getting the message. You see, not only are some of these unloved and unwanted tragically killed, but thousands of others are left in animals rescue centres. Waiting, possibly for years, to find a new home. In my opinion, all pet owners in the UK should have to pass a test before they can take home an animal. This test will check their suitability and if it costs a bit of money, it might put up owners who have no real commitment. (122 words)***Write a 100+ word opening using a shocking fact, an explanation, and then your opinion.**

1. **An example or anecdote. This is a little story that supports your point**. It can begin with *Imagine this… or Imagine the scene…*But it can also begin with *I was 14 years old when I found a dead body in our back garden.*

*Imagine the scene, an underfed puppy with large brown eyes gazes at you through the bars of its too small cage. There are 1000s of rescue dogs needing new homes in the UK. This Saturday, one of them came home with me. Each year over nearly half a million animals are abandoned by their owners in the UK. Some of them have been abused, starved, or beaten. Others have been neglected, or forgotten, or like Zizi left in the garden to fend for herself, while her owners went on a 5 week holiday. Tackling animal cruelty is important because animals cannot speak for themselves. Humans who hurt animals are bad people. (111 words)*

**Write a 100+ word example or anecdote to open your speech**

***You are going to try and write the opening paragraph of your speech now. You are aiming to write about 150 words. You want to hook in your listener.***

***We are going to try and write 3 different openings to see which you prefer (or if you want to use them all). Below are the 3 different ways of opening your speech – have a go at all of them!***

***You are going to spend the next 40 minutes writing the main body of your speech – we will look at how to end your speech in activity 17.***

* ***Use the table you completed for your plan***
* ***Use the original table with your initial ideas***
* ***Use the rhetorical devices you learned about in activity 14***
* ***Use the sentence structures below, and on the next 3 pages, to help you organise your writing – read them all before you start writing!***
* ***You need approx. 100-150 words per paragraph (and about 5 paragraphs, not including your opening or conclusion)***

Activity #16 – Writing your first draft – 40 minute task

1. **Conjunctions:** Use joining words at the **START** of paragraphs and sentences. Aim to use 5+. ***Firstly, secondly, third consequently; therefore; however; most importantly; as a result of; meanwhile; given these points***

|  |  |
| --- | --- |
| addition | additionally, again, also, and, as well, besides, furthermore, indeed, moreover |
| alternatives | or, either…or, nor |
| comparison | also, equally, equally important, even so, in the same way, likewise, similarly |
| contrast | although, but, despite, in spite of, however, nevertheless, on the other hand, otherwise, still, regardless, though, yet |
| example | for example, for instance |
| result or cause | accordingly, because, consequently, finally, hence, in summary, on the whole, so, then, before |
| summary | all in all, finally, in brief, in conclusion, in short, in summary, lastly, on the whole, that is, to conclude |
| time | Earlier, eventually, finally, following, previously, last, meanwhile, next, soon, subsequently, then, until, when |

## 

1. **Use persuasive techniques:**

|  |  |  |
| --- | --- | --- |
| **Technique** | **Explanation** | **Example** |
| Direct appeal | Words that include the audience and imply they have an interest in the topic | you, us, we, our |
| Emotional appeal | Words that appeal to the  emotions, such as stirring  patriotic feelings | ‘…it was a proud moment for our  great country when…’ |
| Humour | Witty, use of words such as  puns, and images or amusing  stories or situations | ‘ don’t be a drip when it comes to using water.’ |
| Assertive language | Directions or commands  (beginning with a verb.) | ‘Don’t let this happen.’ |
| Persuasive words | Strongly positive, negative,  emotional or colourful words  or phrases | Value, easy, free, success, disaster, devalue, failure |
| Statistics and facts | Facts and figures that support and give authority to an argument | ‘Indigenous people earn only half the average Australian income.’ |
| Tone | The manner or style of the language in the text | Casual, friendly, aggressive, formal, positive, encouraging, assertive |
| Visuals | Body language, memorable graphics, charts and tables to illustrate or emphasise a point | Clenching your fist to indicate anger or passion |
| Expert quotes | Statements by expert people to give authority to a point | ‘Austrian philosopher, Ludwig Leichenstein argued…’ |

Don’t just use an academic (Dr Lee from Cambridge University) as your expert. Make up someone who has written a book on your subject.

**In his latest book titled Kindness: The Little Thing That Matters Most, Jamie Thurston states: “Kindness is not just a book we are publishing but a chance to change cultural attitudes... When kindness is shared, it grows.”**

1. **Use clauses to give your sentences variety:**

Use a dictionary to look these terms up if you’re not sure what they are – learning to use them well now will also help your narrative and transactional writing!

|  |  |
| --- | --- |
| A relative clause | Mary Smith, who’s a healthy eating expert, think all fruit and veg should be free of charge |
| Modal verb clauses | I appreciate that the water main had to be repaired; however, you should have given residents some warning. |
| A contrasting clause | I ordered a portable radio; however, you delivered a microwave |
| A list using a colon | It is essential that you consider: how expensive it is; how long the challenge takes; and what the consequences will be. |

1. **Focus on sentence structure/length:**

Using a variety of sentences types and lengths gives a variety of pace to your speech

|  |  |
| --- | --- |
| One word sentence | Wait! |
| Simple sentence | The violence against these defenceless animals is appalling. |
| Compound sentence | The council have pledged to fund the park and you are needed to support the ongoing improvement to our town. |
| Complex sentences | The snow leopard, with its distinctive coat, is an endangered species. |
| Compound complex sentence | With its distinctive coat, the snow leopard is one of the world’s most endangered species and we need to ensure its survival for generations to come. |

Also use different sentence openers

* According to experts …
* It is claimed that …
* On the other hand, …
* In addition, …
* Many people believe that …
* It is widely accepted that …

1. **Counter Argument:**

**The sentences below will help you to construct a counter argument (if that’s something you need to do in your presentation)**

* It is all very well saying … but have you consider …
* While some people may think … It is clear that …
* I understand that your point of view might be … however I believe …
* Some people might argue … My viewpoint is …

1. **Vocabulary**

**Even though this is a speech you still need to use sophisticated vocabulary within it. You could use:**

* Use semantic field vocabulary. Brainstorm words connected to your topic (eg sports)
* Use non-fiction words: incident, occasion, reservations; exception; undeniably; demonstrate; conclude; resume; conveniently; surprisingly; summarise; situation.

1. **Other ways to make your writing sophisticated**

* **Idioms (a group of words established by usage as having a meaning not deducible from those of the individual words)**: a wake-up call; time to bite the bullet; the jury’s out; no smoke without fire; to take the back seat; raining cats and dogs.
* **Other sentence openers:** The most important aspect to consider…; Have you ever considered….? It would be worthwhile….; I am confident that you will agree..; By far the best solution….; Do you really think that…?

Activity #17 – Writing your first draft – 30 minute task

**The ending of your speech is essential to get right. It should last about 30 seconds, so will need to be about 80-100 words. It needs to:**

* Bring your ideas together and reinforce the message in the conclusion.
* Have impact so that you leave your audience with something to think about.

**You are going to write your concluding paragraph – use the points below to help enhance your writing:**

1. Re-state some of the key facts and information from your speech to underline them for your audience
2. Use discourse markers to ensure that your audience understands you have reached the end, such as *Finally, To conclude, Now we must, Every person should, It is time for us…*
3. Make the speech topic personal to you, using “I”, to help highlight its importance.
4. Use rhetorical devices such as direct address and emotive language to ensure your audience apply your ideas to their own lives

**Watch the following video & list the 4 ways you can end a speech.**

<https://youtu.be/EucZKuqaVEE>

|  |  |
| --- | --- |
|  | Ways to end your speech |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

***You are going to spend the next 30 minutes looking at ways to end your speech and also write the ending to your own speech.***

***YOU’VE NOW COVERED ALL THE INDIVIDUAL TASKS TO HELP PREPARE YOU FOR YOUR SPEECH AND YOU SHOULD HAVE COMPLETED YOUR FIRST DRAFT.***

***YOU NOW NEED TO EMAIL YOUR DRAFT TO YOUR ENGLISH LANGUAGE TEACHER BUT, BEFORE YOU DO, PLEASE ENSURE THAT YOU HAVE PROOF READ YOUR WORK SO THAT IT MAKES SENSE AND IS AS GOOD AS IT CAN BE!***

***YOUR TEACHER WILL READ, CHECK AND PROVIDE FEEDBACK TO HELP YOU IMPROVE ON YOUR FIRST PIECE OF WRITING.***

***YOUR SPEECH MAY NEED TO BE IMPROVED 3-4 TIMES BEFORE IT IS READY FOR PRESENTATION.***

Activity #19 – Writing your first draft – 5 minute task

Activity #18 – Writing your first draft – 5 minute task (if you’ve done everything asked!)

**Right then, you now have a beginning, middle and end to your speech – yay!**

Soon, you need to send it to you teacher but first, you are going to do your first **out-loud reading** of your speech now. You will need a stopwatch of some kind, so use your phone or a clock with a minutes and seconds hand. You are going to read your speech at a normal pace, include any gestures (yes, you’ll feel silly and we will come back to gestures when we look at improving your writing) as you read – so you can time the whole thing.

1. Stand up. Have your speech and timer ready.
2. Hit start.
3. Start your speech, add in your gestures.
4. Time your whole speech.

How long did your speech take? Remember it needs to be close to 5 minutes. If it wasn’t longer than 4 minutes then you need to go back and **add more to your speech**.

***You are coming to the end of the learning in this booklet.***

***Once you have received your draft speech back from your teacher you will need to redraft it – that means rewrite it to make it better – not just change the odd word or two.***

***Carefully read the comments made, read back through this work book (can you redo some of the tasks to give you a better understanding?), have you used all of the handy hints in activity 16?***

***I have also included some further activities on the next few pages which will enhance your teacher’s comments and help you to independently redraft.***

Activity #20 – Improving your writing

Activity #21 – Improving your writing – 5 minute task

**One way of improving your original draft is to consider the formality of your writing.**

Watch this clip of Lauren Cooper at 10 Downing Street <https://youtu.be/sfkjvagVsRI>

Lauren Cooper is on work experience at Number 10 and should have adapted her language to suit the situation. She doesn’t. **List 5 ways** that Lauren is too casual in the way she speaks.

1.

2.

3.

4.

5.

**Making a speech is different to having an everyday conversation. A speech uses more formal language than day-to-day talk. For example, it usually:**

1. omits redundant words such as ‘like’, 'sort of', 'you know' as well as 'um' and 'ah' (unless they serve a specific purpose within the speech).
2. consists of complete sentences and varies the type of sentences used.
3. does not use a lot of slang or colloquialisms (informal language).
4. uses correct grammar and word pronunciation.
5. doesn’t use informal contractions (isn’t, can’t, doesn’t)
6. uses formal expression appropriate to the register for a formal speech.

Although these rules aren’t applied to your GCSE speaking exam completely rigidly, it is a good idea to keep them in mind.

**Re-read your speech,** edit it and make changes to improve:

* More sophisticated language
* Focus on the semantic field for your topic, what words should you use?
* More formal language to help create credibility (ethos)
* Some emotive language (pathos) to ensure your audience is engaged
* Look at the persuasive techniques you have used, do their flow? Do they sound natural?

Activity #22 – Improving your writing – 30 minute task

***As well as amending the vocabulary and maybe the structure of your writing (the order of your paragraphs for greatest effect) you need also to focus on the delivery – you will after all be making a speech.***

Re-read your speech out loud in order to evaluate it to see how successful it will be when you say it. You are going consider how **interesting and engaging it is for your audience**.

As you re-read your speech, you are going to **add some paralanguage techniques** in a different colour in the margin. Or if you have typed it into a Word document, you can add them in text boxes down the side of your page.

Add the following paralanguage techniques to different moments in your speech.

1. **Eye contact** – at the beginning of your speech to help you establish credibility (ethos) and then at important moments throughout the speech
2. **Use of your voice**, for your speech this is going to mean: pitch, volume, and pauses.
   1. **Pitch**: the highness or lowness of your voice (this is not volume). Pitch changes are typically useful when asking rhetorical questions or for exclamations.
   2. **Volume**: the loudness or softness of your voice (to indicate emotion)
   3. **Pause**: a short or momentary break in delivery of your speech (to left something sink in, or just before a dramatic revelation)

For each of these 3 voice elements, consider where in your speech these could be used to give depth to your speaking. **Annotate them onto your speech** using a different colour pen or a textbox.

1. **Gesture** - refers to the movements you make with your hands or arms as you speak. Gestures can help to stress a point or add life to your speech. For example, clenching your hands for anger or shrugging to show confusion. You don’t overuse gestures and you also want to try to avoid unconscious nervous gestures, like fidgeting.

**Add at least 5 examples of gesture to your speech**, using a different colour pen or a textbox.

Activity #23 – Improving your writing – 20 minute task

Activity #26 – Improving your writing

**Create some palm cards.**

Palm cards are similar to flash cards (they are small pieces of cardboard) on which you write the key points of your speech.

You can refer to them while you speak. Don't try to read your speech from the cards. Look at them as little as possible so that you are able to maintain eye contact with your audience.

Hold your palm cards in one hand so that you are also able to use gestures when appropriate.

**Remember** it is almost impossible to get more than a pass if you look or sound like you are reading your speech.

***You’ve now done everything you can to prepare thoroughly for the Speaking & Listening component of your English Language GCSE but, you need to know this speech, you need to practice this speech. Practice on your own, in front of family or via video link but there is no excuse not to practice and – practice makes perfect!***

***Well done year 10 – the English department is looking forward to some great speeches!***

Activity #25 – Improving your writing – 20 minute task

***Your redraft should be complete – please email it back to your teacher and when returned to you make those last few crucial changes.***

Activity #24 – Improving your writing – 5-20 minute task

**Speech ideas for Year 10**

1. “Divorce” should be possible between parents and their kids
2. It should be possible to choose your family
3. Why civilisation show now be able to get rid of all money
4. Why having siblings is a good thing
5. Monday should be the third day of a three-day weekend
6. Being lazy is a true art
7. Student should be allowed to choose their subjects from Year 7
8. There’s more truth in horoscopes than most people think!
9. Mobile phones should be allowed at school
10. Girls should be able to join boys’ sports teams
11. Junk food isn’t all that bad
12. Why homework does more harm than good
13. Pets are far better to talk to than parents
14. Students should use iPads or Tablets rather than school books
15. Eating should be allowed at any time during the school day
16. Study abroad and foreign exchange trips should be available to secondary students
17. More free time means more time to get into trouble
18. Teens should be taught practical skills in school
19. There is nothing real about reality TV.
20. Teen boys and girls should be taught in separate classes.
21. Teens that commit serious crimes should be charged as adults.
22. Teens wouldn’t be tempted to drink if there was no age restriction

**Persuasive Essay Topics About Animals**

* Testing products on animals: is it ethical or not?
* Is it right to keep animals in zoos?
* Should we use products made with animal fur?
* Euthanising stray animals: is it ethical?
* Can a companion or service animals change someone’s life?
* Is it rational to be scared of harmless creatures like spiders?
* Keeping wild and exotic pets away from their natural habitat. Is it ethical?

**Mental Health Persuasive Speech Topics**

* How our differences make us unique
* How social media is both good and bad for mental health
* Peer pressure is the cause of a lot of mental problems during the teenage years
* Should teenagers be given therapy as part of school?
* Are 100% exam GCSEs causing mental health issues for teens?

**Science and medical topics**

* Mental health issues affect the whole society
* The food industry is the reason behind obesity
* Everyone should donate blood at least once a year
* How much sleep should we really have?
* Do mobile phones affect our brains?
* Why space exploration is essential for mankind
* Using genetically modified foods is bad for our health
* Scientists should be allowed to experiment without worrying about the law

**Technology topics**

* There needs to be more regulation of who plays games online with children
* Video games can enhance people’s brain and muscles coordination
* Children who play video games have faster responses
* How will gaming look 10 years from now?
* Virtual reality affects people’s perception
* Living without computers is impossible
* A video game can be the easiest way to teach kids
* Watching people playing video games is as fun as watching real sports like football matches

**Education Persuasive Speech Topics**

* Should uniforms be banned?
* Taking a year off school. Can it help you?
* Should PE be optional?

**Environment Persuasive Speech Topics:**

* We need more laws to protect the environment
* Businesses should do more to protect the environment
* Teenagers don’t care enough about the environment
* All adults should pay an additional tax to punish them for harming the environment.

**More topics**

* Life as a teen dependent on technology
* Video games promote violence among children and teens
* Are music videos appropriate for children and teens to watch?
* Mental health and well-being should be one of the subjects studied at school
* Kids under 16 years shouldn’t have their own social media accounts
* Exam results shouldn’t be used to label students
* Dealing with bullies. Is it suitable to punish them?
* Feeling shy to talk to others and how to overcome it
* Social media affects people’s self-image and self-esteem
* Competitive sports teach us a lot about life
* Who is a hero? What are the “heroic” qualities?
* Learning from your mistakes
* The importance of spending time with your grandparents
* Brilliant ways to make money in the 21st century
* Living underwater: A reality or science fiction?
* Using single-use plastic containers should be banned
* Why The School day should start at 10.00am