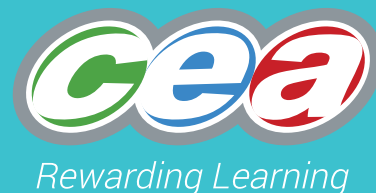


GCSE



CCEA GCSE TEACHER GUIDANCE

English Language

Unit 2

Controlled Assessment

Speaking and Listening



For first teaching from September 2017

Examples of possible Speaking and Listening Tasks

Individual Presentation and interaction

Room 101

Students select three items to banish to Room 101. The audience challenge these decisions and a vote is taken on each object. Teacher models by screening examples from the television programme and also produces their own presentation. Resources for this activity is included in Appendix 1.

Individual film/book/game history

Students develop a timeline of their lives so far and then choose a range of influential/popular texts in their life across this timeline. Students present this to the class and take questions afterwards. Most effective when modelled by teachers first.

Pick a Card

Teacher has a range of cards with different discussion topics and these are assigned individually to students who then prepare an individual presentation followed with a Q&A session. A list of possible topics for this activity is included in Appendix 1.

Big Brother Pitch

Students create an individual and persuasive profile of themselves and present this in order to be chosen to take part in a new series of Big Brother. This task could also be adapted for role play. Students could research current contestants and analyse their characteristics and how these influence group dynamics/communication.

Group Discussion Tasks

Tattoos: rebellion or expression?

Students complete individual research on the topic of tattoos, using the prompt questions in Appendix 1, in preparation for the group discussions.

Futures

This activity enables students to analyse, evaluate and interpret information from a range of different sources exploring the theme of culture and technology.

There are a number of opportunities for different group speaking and listening activities (suggested activities can be found in Appendix 1).

Role play

Samaritans – Moral Dilemmas

Students explore different moral dilemmas from a range of scenarios allocated by the teacher. This activity involves discussing and evaluating a range of different feelings and viewpoints sensitively. It provides a good opportunity to explicitly teach the importance of listening skills by using the training materials provided by Samaritans for volunteers. Video examples of role play scenarios are available online. Links are included in Appendix 1.

Justice Making Exercise

Students are given a range of crimes, their contexts and subsequent sentences. Groups are informed that due to a change in policy the sentences are under review and that a small number of prisoners will be given amnesty. Groups have to come to an agreement as to which prisoners will receive amnesty.

Pitching

Pitching is a good activity for all three tasks and is very adaptable. Different pitch activities include:

Film pitch – students can work individually or in groups and come up with an idea for a new film which they want to raise funds for. This can be adapted to use literary texts where they are pitching to make a book into a film.

Advertising pitch – students create a pitch to a company to make an advertisement for one of their products. An effective technique is to give students a range of different everyday products to ‘sell’.

Dragon’s Den – students create a pitch to deliver to the team of ‘Dragons’ who are class peers. The objective is to raise investment to create their invention/product.

Appendix 1 – Resources

ROOM 101

Before we learn more about Room 101 it is a good idea to think about our individual powers of persuasion. Answer the questions below and then discuss them with a partner and discuss how persuasive you think you are and why.

Question	Your examples
1. When have you been most persuasive in your life?	e.g. new clothes, phone, money
2. When was the last time you were persuasive?	e.g. Yesterday when I wanted to persuade someone to do something for me. I did this by explaining why it was so important and the benefits of doing it this way.
3. Where do you encounter persuasion in everyday life?	e.g. advertising

Find a print advertisement and write down three techniques or examples of language used to persuade the audience of the intended message.

Example from advert	Technique
1.	
2.	
3.	

Background to Room 101

If you want a picture of the future, imagine a boot stamping on a human face – forever. Orwell, 1984 (www.george-orwell.org/1984/19.html)

Explain how this quotation makes you feel.	
Do you think Orwell was correct?	
Try to list some counter-arguments to Orwell's view.	

Already we are starting to think in terms of persuading and arguing which are exactly the skills you will be demonstrating through this task.

You will have probably heard some phrases from novelist George Orwell without knowing where they came from. Terms used every day such as “Big Brother is watching you ...” and “cold war” were both coined by Orwell, with *Nineteen Eighty-Four* and *Animal Farm* being two of his well-known novels.

Whilst working for the BBC, Orwell spent many of his most boring meetings in a place called ‘Room 101’. It left such an impact on him that when he came to write his novel *Nineteen Eighty-Four*, he created a Room 101 which contained the worst thing in the world. The aim of Room 101 was to scare the person inside to obey their master, Big Brother. In the novel, Room 101 contains the main character’s worst nightmare – rats!

BBC’s *Room 101* has had different presenters and formats but the basic idea has stayed the same: celebrities discuss things which annoy or irritate them and have to argue persuasively that these things should be banished forever and go into Room 101.

Try to watch a full episode of Room 101. Make a note of the format (structure of the programme), and answer the following questions.

How many items does each guest select to go into Room 101?
What are the three different categories these objects fit into?
How is the winner selected?

It is now your chance to banish the things you hate in the world. During your interview you must put forward a persuasive argument if you want your wishes to be granted...

When selecting items to go into Room 101 there are some rules to consider:

- You must not choose a teacher/tutor or other members of the class.
- You must not select anything which may cause offence to others
- You must make specific choices. Rather than generalising (e.g. annoying soaps) be as precise as possible (e.g. name one).

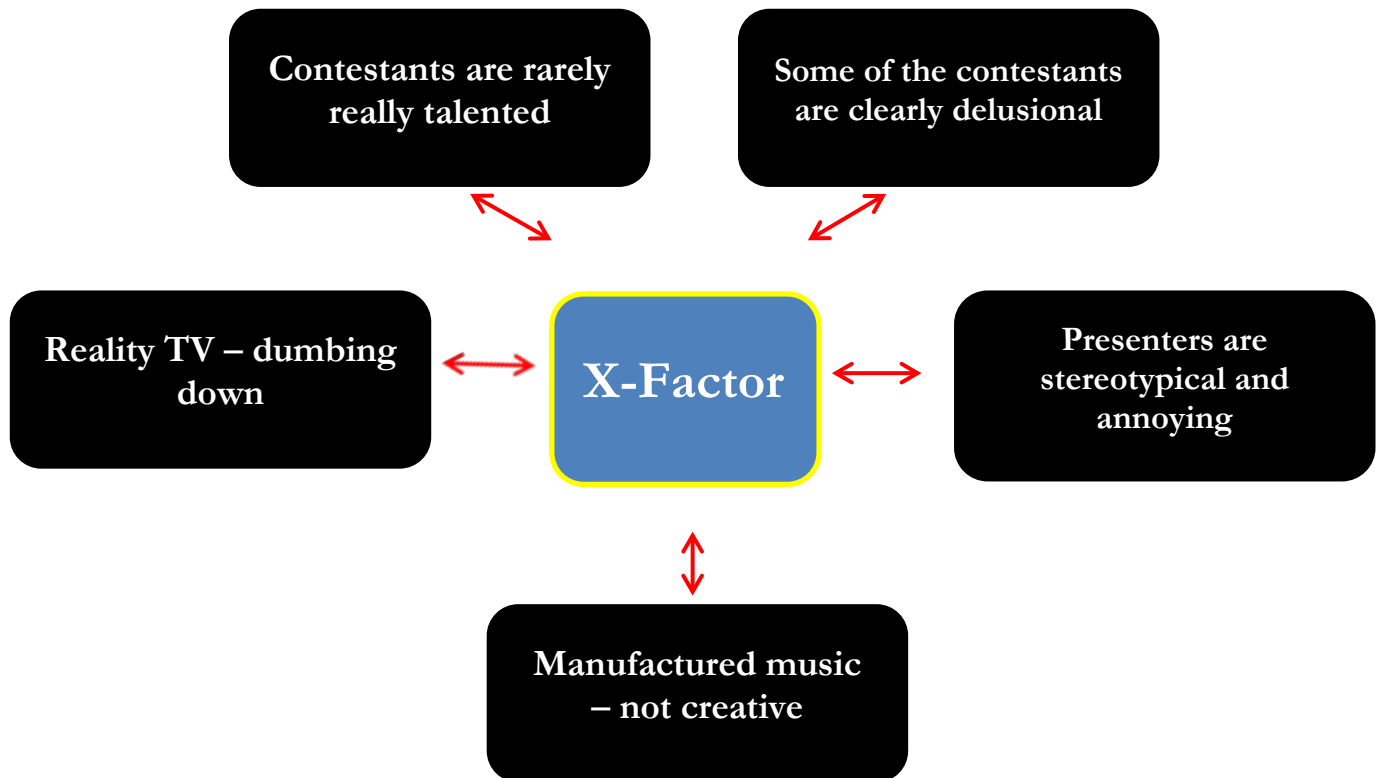
Below are some possible choices.



In pairs, list a selection of things/concepts to go into room 101 – at least two choices each.

ROOM 101	

Now choose two of the four choices and make a mindmap with reasons why these should go into Room 101. Make sure you give between 3-5 separate reasons for each choice.



You now need to begin planning your speech using the two items you have selected to go into Room 101.

Planning tips:

Concentrate on one item at a time and use detail to explain what you dislike about it.

Try to use some of the following techniques:

Rhetorical questions

Criticise the opposite opinion

Personal pronouns

Hyperbole (exaggeration)

Short sentences for impact

Quote a reliable source

Emotive words

Statistics

Rule of three/triplet

Imagery

Repetition

Figures of speech

Anecdotes

Extension Activity:

Watch the following clip about delivering effective speeches:

www.bbc.co.uk/programmes/p01lmbnd

Tattoo Discussion Questions

Prompt questions:

- Do you like tattoos? If so, would you like one in the future? Explain why.
- Can tattoos be considered works of art?
- Do you make judgements about people who have tattoos and do you think this is fair?
- Are there any jobs where you feel people should not have tattoos? Why?
- Do you think some tattoos are acceptable or unacceptable in the workplace? Which ones?
- What is the current law on tattoos and is this reasonable in your opinion?
- Should people have the right to treat their own bodies in any way they wish or do we need to protect them?
- How far are tattoos communication with ourselves or are they always a statement to others?
- Can you think of any positive role models who have tattoos?
- Can you find any examples of people who, in your opinion, have gone too far or is there never a 'too far'?

Futures

Answer the following:

How many years is 2035 from now?

How old will you be then?

How old will some of the following be in 2035: parents/carers/siblings?

Exploring possible futures for the year 2035.

Identify ten differences between how you live now and how you might live in the future. Consider:

- Shopping
- Travel
- Technology
- Family
- Work

In groups:

Look at other people's lists and see if you have any of the same ideas – if you have the same ideas, why do you think this might be?

Do you think the things you have listed will make the future better or worse than the present? Discuss in your group why you think this is. Try to give examples to illustrate your perspective.

Tomorrow's world

Watch this clip from Tomorrow's World about the future of computers:
www.bbc.co.uk/archive/tomorrowsworld/8005.shtml

Using the infographic¹, complete the following tasks in pairs:

- circle five words you don't know the meaning of
- use the internet or a dictionary to find out what they mean
- circle five things you think will happen
- circle five things you think won't happen

Here are some of the words you might want to look up:

utopia

dystopia

agricultural

genome

fusion

excess

index

genetic

resolution

immortal

A.I

singularity

¹ www.bbc.com/future/story/20130102-tomorrows-world

Fictional predictions of the future

Visit the following website: www.universetoday.com/111654/infographic-sci-fi-books-that-predicted-the-future/

- Make a list of the predictions which you find most interesting/surprising

In groups discuss:

- How close are the previous 'future visions' to today?
- What things did people in the past forecast correctly and what things did they get wrong?
- Are any concerns evident for the futures that are portrayed in these pictures? What do you think they are?
- Discuss the things that concern you about the future.

Group Discussion Topics

How ethical is genetic engineering?

Should zoos be banned?

Which three things would you put into a Northern Ireland hall of fame and why?

Can capital punishment be justified?

Has social networking and new communication technology made communication better or worse?

Should men and women have equal prison sentences?

You have to leave your house in a hurry and can only take three possessions with you – what would you take with you and why?

Which three celebrities would you invite to a dinner party and why?

Which three historical figures would you invite to a dinner party and why?

Which three book/play characters would you invite to a dinner party and why?

You have been offered a once in a lifetime trip in a time machine – when and where would you go? Explain.

You have been granted three wishes on the condition that you make the world a better place – what would you wish for and why?

If you could swap places with someone else for the day, who would this be and why? The person can be real, imaginary, dead or alive.

Your class has raised £2000 for charity but you need to decide which charity gets the money. Which charity would you choose and why?