



**ST GEORGE'S**  
BRITISH INTERNATIONAL SCHOOL ROME




## Year 11 Curriculum

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### Unit 6: Spoken Language Endorsement

Miss Odell



What will I be learning in this unit? Why is it important that I learn this?		
Spoken language skills are essential in life. The ability to present your thoughts, ideas, arguments clearly and coherently to a range of audiences are vital in all walks of life. This unit, stipulated by Edexcel, gives you the opportunity to practise and develop your presentation skills. With a focus on talking on a topic of your choosing, you will learn how to structure and present talk so that it is interesting and engaging for an audience, as well as learn how to listen and respond to questions and feedback effectively.		
What will my assessment piece be?		
Spoken Language Assessment	A speech or talk, followed by questions from the audience.	
How will I be assessed?		
A06: Speaking and Listening		
		
Demonstrate presentation skills in a formal setting	Listen and respond appropriately to spoken language, including to questions and feedback to presentations	Use spoken Standard English effectively in speeches and presentations

**Assessment criterion:**

General criteria		
To be awarded a Pass, Merit or Distinction a student must:		
<ul style="list-style-type: none"> <li>▪ Be audible</li> <li>▪ Use spoken Standard English</li> </ul>		
For the purposes of the spoken language assessment a student must:		
<ul style="list-style-type: none"> <li>▪ Be intelligible, and</li> <li>▪ Generally use language appropriate to the formal setting of the presentation.</li> </ul>		
Pass	Merit	Distinction
<p>In addition to the general criteria, to be awarded a Pass, a student's performance in his or her spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>▪ Expresses straightforward ideas / information / feelings</li> <li>▪ Makes an attempt to organise and structure his or her presentation</li> <li>▪ Makes an attempt to meet the needs of the audience</li> <li>▪ Listens to questions / feedback and provides an appropriate response in a straightforward manner.</li> </ul>	<p>In addition to the general criteria, to be awarded a Merit, a student's performance in his or her spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>▪ Expresses challenging ideas / information / feelings using a range of vocabulary</li> <li>▪ Organises and structures his or her presentation clearly and appropriately to meet the needs of the audience</li> <li>▪ Achieves the purpose of his or her presentation</li> <li>▪ Listens to questions / feedback, responding formally and in some detail.</li> </ul>	<p>In addition to the general criteria, to be awarded a Distinction a student's performance in his or her spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>▪ Expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary</li> <li>▪ Organises and structures his or her presentation using an effective range of strategies to engage the audience</li> <li>▪ Achieves the purpose of his or her presentation, and listens to questions / feedback</li> <li>▪ Responds perceptively and, if appropriate, elaborates with further ideas and information</li> </ul>

## Big questions

LE1	<u>BQ1</u> : What is the Spoken Language Endorsement? <u>BQ2</u> : How do I ensure I can sustain my ideas?	Page 4
LE2	<u>BQ2</u> : How do I ensure I can sustain my ideas?	Page 6
LE3	<u>BQ3</u> : How do I successfully introduce my talk?	Page 10
LE4	<u>BQ4</u> : How do I prepare for my talk?	Page 12
LE5	<u>BQ5</u> : How can I use rhetorical devices to make my talk more engaging for my listener?	Page 15
LE6	<u>BQ6</u> : How can I use my voice and my body to engage my listeners further into my talk?	Page 18
LE7	<u>BQ7</u> : How do I effectively respond to questions?	Page 20

Date:

LE1: BQ1: What is the Spoken Language Endorsement?  
BQ2: How do I ensure I can sustain my ideas?

### New knowledge

Over the next few weeks, you are going to prepare for a Spoken Language task. Edexcel, the exam board you are completing your IGCSE with state:


'Students must demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.'

The spoken language presentation should be a speech or talk on a topic of your choosing followed by questions from the audience and it should last no longer than 10 minutes.

Presentation skills are incredibly vital skills to develop within your lifetime. There will be occasions in the future when you are expected to share your thoughts and ideas in either a more informal group discussion setting or through a more formal presentation.

This task enables you to develop some of those core skills: the generation of ideas; the development of ideas; structuring and organising a talk; engaging your audience, using language and visual cues to keep the reader engaged; listening and responding to feedback and questions.

Now you are clear on the expectations for the test, you need to consider what topic you are going to talk about. This topic should be something you are really interested in and something you are passionate about. If it is something you are interested in / passionate about then you will be able to talk at length.


A particular hobby or interest	Your education and future ambitions	A topic you are passionate about
An aspect of your upbringing, culture or heritage		A current news story
A significant event	A book you have studied as part of your course and its contextual background	A controversial issue that you have strong opinions on

### Pen to Paper

Thought shower below all of the topics you feel you might be able to talk about.

If you want to aim for a distinction, try to think of a more challenging topic – one that you will need to do some research on to explore fully. A good evaluative question or controversial statement should help you frame this. For e.g.

- Brexit: triumph or disaster?
- Capital punishment: is it right to murder a murderer?
- Spain: the most beautiful country in the world

	 <b>Ideas for my presentation</b>	


### Pen to Paper


Once you have decided upon your topic, you will need to consider the range of things you might want to say in relation to it, remembering that you have to speak for approximately 10 minutes. It is important that you can identify a range of points in relation to your topic to ensure your talk is sustained.

For example, I have imagined that I am going to do my presentation on Italy. On the next page I have thought about the different things I could say about Italy in my presentation.

Padua – home town	Working in an international school	Living away from home
Food	 <b>Why everyone should work abroad once in their lifetime</b>	Travel
How the Italian culture differs from the English culture	What the English could learn from the Italians	What I have learnt from the experience

Now you have a go with the following topics:

	 <b>Brexit: triumph or disaster?</b>	

	 <b>Capital punishment: is it right to murder a murderer?</b>	

	 <b>Spain: the most beautiful country in the world?</b>	

**Reflection**

Now you have considered a range of topics and how you might develop these through the range of ideas, think about the topic you would like to speak on and how the ideas that feed into it will help you sustain your talk.

	<b>My topic:</b>	

Date:

LE2: BQ2: How do I ensure I can sustain the ideas for my talk?


### Do it now

Last lesson you identified the topic for your presentation and began to consider the range of points you could make in relation to this topic to sustain your talk.

Share with two other people in the room your initial idea for your presentation and the way in which you will develop your talk.

### New knowledge

Once you have decided upon the range of points you wish to make as part of your presentation, you need to begin to consider the order in which you speak about these points. In the table below, I have decided the order in which I will speak about my points by assigning a number that represents where in my presentation the point will come.

2. Padua – home town	6. Working in an international school	3. Living away from home
4. Food	 <p>Working abroad is something everyone should do once in their lifetime</p>	1. Travel
5. How the Italian culture differs from the English culture	7. What the English could learn from the Italians	8. What I have learnt from the experience


### Pen to paper

Look back at your initial framing for your presentation and order the points you wish to make.

### New knowledge

Now we have the basis for your presentation sorted, we need to work on developing the details within each point that you wish to make in your presentation. This is to ensure your presentation is sustained and you feel confident talking at length. To help us do this, we are going to extend out table. Look at my example on the next page.

Aiming for distinction? Do your research – add in facts / statistics, quotes from people. Know your subject really, really well.

<b>Padua</b> <ol style="list-style-type: none"> <li>1. City in Veneto</li> <li>2. University town</li> <li>3. Prato del Valle – 2<sup>nd</sup> biggest square in Europe</li> </ol>		<b>International school</b> <ol style="list-style-type: none"> <li>1. Mainly Italian students</li> <li>2. PET / FCE</li> <li>3. IGCSE</li> <li>4. Small classes</li> <li>5. Valued</li> </ol>	<b>Living away from home</b> <ol style="list-style-type: none"> <li>1. Home away from home</li> <li>2. Live in shared flat with other teachers</li> <li>3. Some English comforts aren't available / some really expensive</li> </ol>	
	<ol style="list-style-type: none"> <li>2. Padua – my home town</li> </ol>	<ol style="list-style-type: none"> <li>6. Working in an international school</li> </ol>	<ol style="list-style-type: none"> <li>3. Living away from home</li> </ol>	
<b>Food</b> <ol style="list-style-type: none"> <li>1. Pasta</li> <li>2. Pizza</li> <li>3. Gnocchi</li> <li>4. Prosecco</li> </ol>	<ol style="list-style-type: none"> <li>4. Food</li> </ol>	 <p style="text-align: center;"><b>Italy</b></p>	<ol style="list-style-type: none"> <li>1. Travel</li> </ol>	<b>Travel:</b> <ol style="list-style-type: none"> <li>1. Love travelling</li> <li>2. Went to Bologna and fell in love with Italy</li> <li>3. Researched international schools</li> </ol>
<b>Cultural differences</b> <ol style="list-style-type: none"> <li>1. Slower pace of life in Italy</li> <li>2. Everyone cycles</li> <li>3. Outside</li> <li>4. Cheaper</li> <li>5. Family</li> </ol>	<ol style="list-style-type: none"> <li>5. How the Italian culture differs from the English</li> </ol>	<ol style="list-style-type: none"> <li>7. What the English could learn from the Italians</li> </ol> <b>English learn from Italians</b> <ol style="list-style-type: none"> <li>1. Simplicity</li> <li>2. Life</li> </ol>	<ol style="list-style-type: none"> <li>8. What I have learnt from the experience</li> </ol> <b>My own learning</b> <ol style="list-style-type: none"> <li>1. Different educational contexts</li> <li>2. Cultural awareness</li> <li>3. Made friends in Italy</li> </ol>	



Now use the table format to extend the ideas that will support each point you wish to make.

Supporting points to develop main idea 1:		Supporting points to develop main idea 2:	Supporting points to develop main idea 3:	
Supporting points to develop main idea 4:	Main idea 1:	Main idea 2:	Main idea 3:	Supporting points to develop main idea 5:
	Main idea 4:	Your presentation topic:	Main idea 5:	
	Main idea 6:	Main idea 7:	Main idea 8:	
Supporting points to develop main idea 6:		Supporting points to develop main idea 7:	Supporting points to develop main idea 8:	

Date: LE3: BQ3: How do I successfully introduce my talk?

**Do it now**

**Watching presentations - Mofiaza**

From here on in, in each lesson we will watch a presentation made by other pupils. As you are watching I want you to consider what level this would be assessed at: Non-classified, Pass, Merit or Distinction.

Pass	Tick or cross
Can I speak audibly?	
Can I use Spoken Standard English?	
Can I express straightforward ideas / information / feelings?	
Can I make an attempt to organise and structure my presentation?	
Can I make an attempt to meet the needs of the audience?	
Can I listen to questions / feedback and provide an appropriate response in a straightforward manner?	
Merit	
Can I speak audibly?	
Can I use Spoken Standard English?	
Can I express challenging ideas / information / feelings using a range of vocabulary?	
Can I organise and structure my presentation clearly and appropriately to meet the needs of the audience?	
Can I achieve the purpose of my presentation?	
Can I listen to questions / feedback responding formally and in some detail?	
Distinction	
Can I speak audibly?	
Can I use Spoken Standard English?	
Can I express sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary?	
Can I organise and structure my presentation using an effective range of strategies to engage the audience?	
Can I achieve the purpose of my presentation?	
Can I listen to questions / feedback, respond perceptively and if appropriate elaborate with further ideas and information?	

I would have awarded Mofiaza a \_\_\_\_\_

In addition, I would like you to consider what you have learnt about presenting through this exemplar.

In watching this presentation, I have learnt...

**New knowledge**

In this lesson, we are going to consider how someone might begin their presentation. At the start of the presentation Mofiaza discussed the structure of her talk with her teacher. She said:

*My introduction will be like my feelings when I came in the UK first time and then I will talk about struggling with the language and the environment and my problems when I came here that erm fourth will be my aims and then final the solutions. And after that teacher's encouragement and parent support and in conclusion to looking for the future and what this country gives me.*

Mofiaza clearly demonstrates that she has thought about the structure of her presentation and uses sequencing connectives to show the order in which she will present on certain ideas.

**Task:** re-read Mofiaza's outline of her talk, identifying the sequencing connectives which help to reveal the structure of her presentation.

**New knowledge**

At the start of Mofiaza's talk she introduces what her talk is about. This is what she says

*Hello guys. My name is Mofiaza and today I am going to do my presentation on facing challenges in moving new country. Firstly, I am going to tell about my feelings when I came in UK for the first time.*

She introduces the first point she wants to make using the sequencing connective 'Firstly.' In other presentations, pupils have done the same but summarised (as Mafiaza did through discussion with her teacher) the points they wish to make in their introduction. This is what it might have looked like if she carried this summary on at the start of her presentation.

*Hello guys. My name is Mofiaza and today I am going to do my presentation on facing challenges in moving new country. Firstly, I am going to tell about my feelings when I came in UK for the first time. Then I am going to talk about the struggles I faced with the language and the environment. Next I will talk about my aims for the future and how I intend to fulfil my aims. In conclusion, I will look to the future and how this country can support me.*

Therefore, it is good practice to introduce your presentation and explain the structure of your talk by identifying and stating the points you are going to make during your presentation using sequencing connectives to help you structure you ideas.

**Pen to paper**

In the space below, construct the opening to your speech:

1. List the points you are going to make in your presentation
2. Link these points through the use of sequencing connectives.

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Can I achieve the purpose of my presentation?	
Can I listen to questions / feedback, respond perceptively and if appropriate elaborate with further ideas and information?	

I would have awarded Beth a \_\_\_\_\_

In addition, I would like you to consider what you have learnt about presenting through this exemplar.

In watching this presentation, I have learnt...

**New knowledge**

In the examiner commentary, one of the remarks made about Beth's presentation is

*'Although she has a notebook, she is actually speaking without the support of an outline structure that another pupil had. It might have helped her if she had one too.'*

The examiner also notes

*'but the organisation at a micro level is slightly less effective because of the long speech sentences she uses'*

Last lesson you wrote an outline structure for your presentation when you crafted the introduction which summarises the points you intend to make in your presentation using sequencing connectives. Now you need to practise ensuring the main bulk of your presentation is structured in a similar way.

**Pen to Paper**

Now transfer the bulk of your talk onto cue cards. Here, you want the key points that you will need to remember. You might want to write the focus at the top and then some bullet pointed details to help you remember. **YOU DO NOT WANT** to write out your speech word for word. Reading your speech really limits what you can get.



### Reflection

Now practise the main bulk of your presentation with a partner – this could be a family member or a friend. Remember and practise the following:

- Your talk must be five minutes long.
- Structure the main bulk of your presentation by using a wider range of connectives to structure your ideas. Use the connective bingo card on the next page to help you with this but **DO NOT GO OVERBOARD!** We don't want every other word to be a connective!

#### Connective bingo card

<b>similarly</b>	<b>on the other hand</b>	<b>moreover</b>	<b>Whereas</b>
<b>for example</b>	<b>an instance</b>	<b>in other words</b>	<b>to show that</b>
<b>of course</b>	<b>clearly</b>	<b>evidently</b>	<b>Certainly</b>
<b>it seems likely</b>	<b>one might consider</b>	<b>obviously</b>	<b>Possibly</b>
<b>above all</b>	<b>in particular</b>	<b>notably</b>	<b>Significantly</b>

Date:

LE5: BQ5: How can I use rhetorical devices to make my talk more engaging for my listener?

**Do it now**

You are going to start today's lesson by watching a presentation made by other pupils. As you are watching I want you to consider what level this would be assessed at: Non-classified, Pass, Merit or Distinction.

Pass	Tick or cross
Can I speak audibly?	
Can I use Spoken Standard English?	
Can I express straightforward ideas / information / feelings?	
Can I make an attempt to organise and structure my presentation?	
Can I make an attempt to meet the needs of the audience?	
Can I listen to questions / feedback and provide an appropriate response in a straightforward manner?	
Merit	
Can I speak audibly?	
Can I use Spoken Standard English?	
Can I express challenging ideas / information / feelings using a range of vocabulary?	
Can I organise and structure my presentation clearly and appropriately to meet the needs of the audience?	
Can I achieve the purpose of my presentation?	
Can I listen to questions / feedback responding formally and in some detail?	
Distinction	
Can I speak audibly?	
Can I use Spoken Standard English?	
Can I express sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary?	
Can I organise and structure my presentation using an effective range of strategies to engage the audience?	
Can I achieve the purpose of my presentation?	
Can I listen to questions / feedback, respond perceptively and if appropriate elaborate with further ideas and information?	

I would have awarded Charlotte a \_\_\_\_\_

In addition, I would like you to consider what you have learnt about presenting through this exemplar.

In watching this presentation, I have learnt...

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### New knowledge

Charlotte began her presentation with the following:

*'Hello my name is Charlotte and I am going to talk about why large retailers are killing off the high street and what we can do about it. What do you value more: convenience or community? Shockingly today, 1 in 6 shops throughout the UK today lay empty. Is this due to supermarkets attracting the public with cheap and convenient produce or are smaller businesses just failing to keep up with changing retail habits and consumer needs? In 2009, the retail price paid for milk to farmers was getting lower and lower and this was making small dairy herds non-viable as businesses.'*

Within this short opening, a range of linguistic features have been used to engage the audience into the presentation. In today's lesson we are going to start to build in similar language devices into our talk. To begin, let's recap some of the key language devices you could incorporate within your presentation.

### Pen to Paper

Mix and match the following language techniques with their definitions.

1. Emotive words		a. Demonstrating differences in viewpoint.
2. Rhetorical questions		b. Three phrases or describing words used to emphasise a point..
3. Personal pronouns		c. Making the reader surprised or horrified.
4. Catchy phrases or slogans		d. Being-over-the-top to get a point across.
5. Emotive pictures		e. Little stories to illustrate a point.
6. Forceful phrases		f. Using words like 'we', 'us' and 'you' to make the writing more appealing.
7. Statistics		g. Support a point with the views of a professional.
8. Exaggeration (hyperbole)		h. Words that stick in your mind.
9. Contrasts		i. Pictures or illustrations that are meant to arouse your emotions.
10. Short sentences		j. Saying the same word or phrase more than once for emphasis.
11. Clusters of three		k. Numbers / graphs which provide convincing information
12. Repetition		l. Making points easier to follow.
13. Anecdotes		m. Questions that don't require an answer.
14. Quote a reliable source		n. Using words like 'I urge' or 'I demand' for emphasis
15. Shock tactics		o. Words that arouse emotion.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

#### Extension:

Now look back at Charlotte's opening. What linguistic techniques has she used?



**Pen to paper**

Draft a minimum of 10 sentences that would fit appropriately into your talk.

For each sentence, you must use a different language technique from the list above.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**Reflection**

Practise your presentation with a partner – a family member or a friend. Remember the following:

1. Aim for 5 minutes
2. Use your outline to help you structure your talk
3. Introduce your talk by summarising the points you are going to make
4. Use sequencing connectives to structure your talk
5. Incorporate linguistic devices to engage your audience

Date:

LE6: BQ6: How can I use my voice and my body to engage my listeners further into my talk?**Do it now**

To start today's lesson, you are going to watch a presentation made by other pupils. As you are watching I want you to consider what level this would be assessed at: Non-classified, Pass, Merit or Distinction.

Pass	Tick or cross
Can I speak audibly?	
Can I use Spoken Standard English?	
Can I express straightforward ideas / information / feelings?	
Can I make an attempt to organise and structure my presentation?	
Can I make an attempt to meet the needs of the audience?	
Can I listen to questions / feedback and provide an appropriate response in a straightforward manner?	
Merit	
Can I speak audibly?	
Can I use Spoken Standard English?	
Can I express challenging ideas / information / feelings using a range of vocabulary?	
Can I organise and structure my presentation clearly and appropriately to meet the needs of the audience?	
Can I achieve the purpose of my presentation?	
Can I listen to questions / feedback responding formally and in some detail?	
Distinction	
Can I speak audibly?	
Can I use Spoken Standard English?	
Can I express sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary?	
Can I organise and structure my presentation using an effective range of strategies to engage the audience?	
Can I achieve the purpose of my presentation?	
Can I listen to questions / feedback, respond perceptively and if appropriate elaborate with further ideas and information?	

I would have awarded Connor a \_\_\_\_\_

In addition, I would like you to consider what you have learnt about presenting through this exemplar.

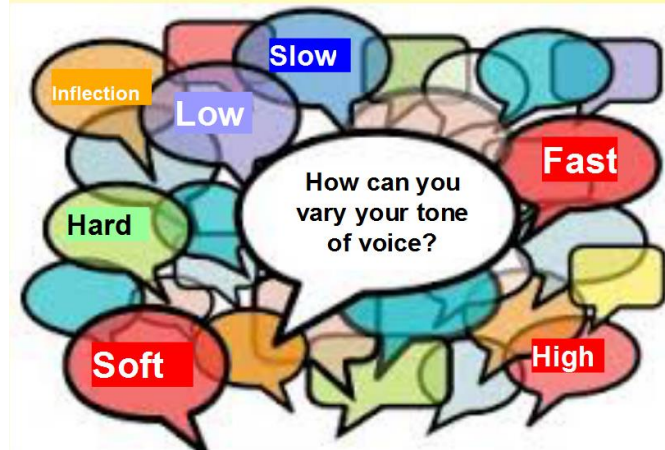
In watching this presentation, I have learnt...

## New knowledge

In today's lesson we are going to consider how we may use our tone of voice to engage our listener. First of all, what does the term 'monotonous' mean?

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We are going to work to vary our tone to make our talk more interesting for our listener.



We are going to work through a short exercise in varying our tone. To do this we are going to watch this video first: [https://www.youtube.com/watch?v=\\_8UYCo7-fqY](https://www.youtube.com/watch?v=_8UYCo7-fqY)

Now practise with the following sentence:

I didn't say I like football.

I didn't say I like football.

I didn't say I like football.

I didn't say I like football.

I didn't say I like football.

I didn't say I like football.

How does the meaning of the sentence change with the inflection?

**Emphatic stress:** emphasising one particular word for effect.

## Pen to Paper

Now look at your ten sentences from last lesson.

1. Make sure they incorporate a language technique.
2. Then decide which word/s (one minimum) in the sentence that you are going to emphasis.
3. Highlight it and practise saying the sentence, emphasising this key word.

## Reflection

Practise saying your sentences with your partner.

Date: **LE7: BQ7: How do I effectively respond to questions?**

**Do it now**

Now we have finished our presentations, we need to consider how we respond to other students' questions.

To begin this, you will need to watch three presentations – the question and answer section. Each presentation was awarded a different level so your task is to identify what it is about the way in which they responded that helped them to achieve that level.

Remember the criteria for responding to questions is:

**Pass:** Can I listen to questions / feedback and provide an appropriate response in a straightforward manner?

**Merit:** Can I listen to questions / feedback responding formally and in some detail?

**Distinction:** Can I listen to questions / feedback, respond perceptively and if appropriate elaborate with further ideas and information?

Record your ideas below:

Mofaiza (Pass) 5.53-8.08	Beth (Merit) 6.14-7.36	Jabreel (Distinction) 6.14-7.36

**Pen to paper**

Now it's your turn! Ask one other person in the class to watch your presentation. As they are listening, ask them to jot down five open questions that they might want to ask in response to your presentation. Write these down in the space below:

Questions I could ask:

**Pen to paper**

Now consider your response to each question. If you are responding to each question, you are aiming to make your response between 45 seconds to 1 minute long. Think about the connectives you could use to build and develop ideas. Have a go at responding to questions or considering responses ensuring that you can sustain a response. A yes or a no is not sufficient and will not get you that distinction.

CONNECTIVES

**To add information:**  
add, also, too,  
as well as, moreover,  
furthermore

**To show cause and effect:**  
because, so,  
thus, therefore,  
consequently,  
as a result of



**To emphasise:**  
especially,  
notably, above  
all, significantly  
in particular,

**To compare:**  
like, equally,  
similarly,  
in the same way,  
likewise

**To contrast:**  
whereas, instead of,  
unlike, by contrast,  
alternatively,  
conversely,  
on the other hand

**To illustrate:**  
for example,  
such as,  
as shown by,  
for instance,  
in the case of

**To qualify:**  
however, yet,  
unless,  
although, if,  
except,  
as long as,  
apart from

Question 1 possible response	
Question 2 possible response	
Question 3 possible response	
Question 4 possible response	

Question 5 possible response	
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### Reflection

You now have the basis for a good presentation. Keep rehearsing your presentation until you feel confident delivering it. Ensure the material is challenging and that you are seeking to engage your audience. We look forward to hearing them in Term 6.