

Year 11 Speaking and Listening Extended Homework Booklet

Name.....

English Teacher.....

This year you will be working towards a Speaking and Listening Certificate alongside your two GCSEs in English Language and English Literature.

You will receive a grade: Distinction, Merit or Pass.

After October half term, you will be required to give a 3 minute speech on a topic of your choice. You will perform it to your class and they and your teacher will also ask you questions for another 2 minutes.

All speeches will be recorded to send to the exam board.

Over the next seven weeks you will complete the activities in the extended homework booklet to prepare for this assessment.

DEADLINE: Thursday 20th of October 2016

Part 1

How to create a brilliant opening

Watch the **first 3 minutes** of these speeches. It would be good for you to watch the whole speech as well. If you can't do this at home, come after school on Tuesday or Friday. Answer the questions below.

- A. [https://www.ted.com/talks/anthony_goldbloom_the_jobs_we ll lose to machines and the ones we won t](https://www.ted.com/talks/anthony_goldbloom_the_jobs_we_ll_lose_to_machines_and_the_ones_we_won_t)
- B. <http://tedxtalks.ted.com/video/How-to-get-young-people-to-vote>
- C. https://www.ted.com/talks/ze_frank_are_you_human

1. Which of the speeches has the most engaging opening? Can you give a reason why?

2. Why do you think speaker A starts with the example of his niece? What effect is the speaker trying to achieve?

3. Why do you think speaker C only uses questions? How does that make the audience feel?

4. How does speaker B engage the audience by talking about a problem and giving a personal example?

5. What do you notice about the speakers' use of body language?

Part 2

Great Speakers

Find a famous or prominent speaker who you think is really engaging and has an important message. Read or listen to some of his or her speeches. Write a paragraph explaining how they engage their audience. Use at least three examples from their speeches to support your ideas.

Here are some examples you may want to Google.

Sojourner Truth: "Ain't I a Woman?"

Emma Watson: "If not me, who? If not now, when?"

Nelson Mandela: "Free at last"

Robin Williams: "Oh Captain, My Captain"

Jeremy Corbyn: "I came into politics to stand up for injustice"

John F Kennedy: "Ask not what your country can do for you"

Part 3

Rhetorical Devices

It is important to think carefully about the language and structure of your speech, though you can be 'polished' and sophisticated without using rhetorical flourishes. Can you give an example of the following devices, some of which are characteristic of more formal speech? You may have read or heard some in the speeches you have researched, but you may need to look carefully for them in more naturalistic speeches.

Emotive language:

Direct address:

Rule of three:

Personal pronouns:

Personal anecdotes:

Figurative language:

Rhetorical question:

Facts and statistics:

Opinions:

Repetition:

Strong ending:

Short powerful sentences:

Part 4

Research for your own speech

You need to choose a topic you are genuinely interested in. Research your topic and create a five point plan. This can be in note form.

Here are some topics that you might want to choose but your final topic is completely your choice.

Success and failure

A personal story e.g. my most memorable journey

All 16 year olds should be giving the right to vote in general elections

Should Russia have been disqualified from the Olympics?

All students should be made to stay in education until they are 18 years old.

Scientific testing on animals should be banned

The vote to leave the EU

My hobbies

Organ donation should be compulsory

Private education versus state education

We should all stop eating so much meat

Violent films and video games should be banned

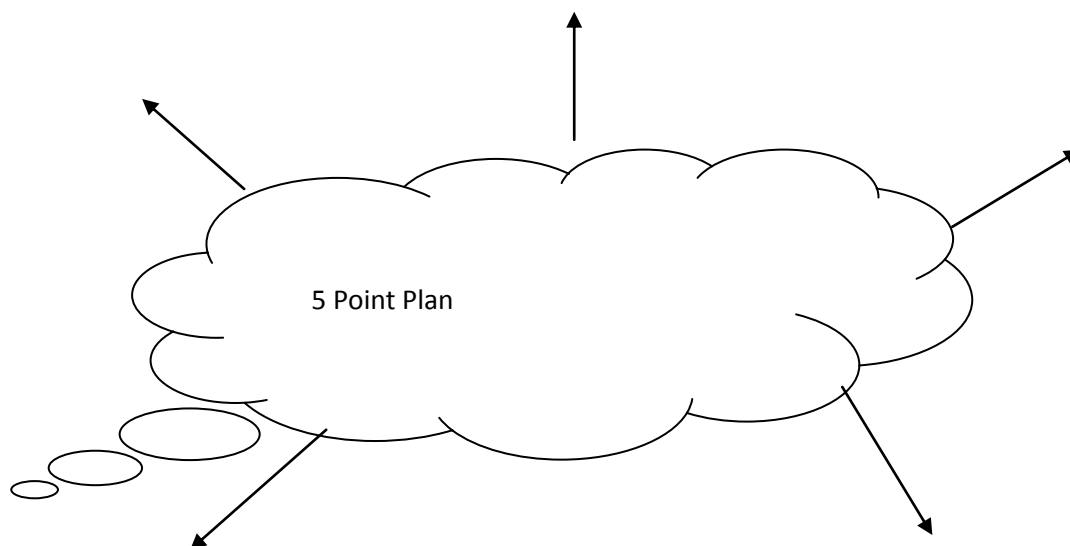
There is no such thing as freedom of speech

The dangers of the internet

'Great Expectations'

'An Inspector Calls'

'Romeo and Juliet' or 'Macbeth'



Part 5 – Preparing for questions from your audience

A good way of testing whether you have enough to say about your topic is whether you could answer questions on it. Write down six questions you think your teacher or classmates could ask you on your topic.

1.

2.

3.

4.

5.

6.