Students will be introduced to:

• Examining the purpose and appropriateness of a text to identify:
  - Key ideas
  - Diverse opinions
  - Purpose
  - Context
  - Audience

• Critically and creatively producing a range of spoken texts
  - About topics and issues for a wide range of school and extended community audiences
  - For different purposes and different contexts

• Listening to and interpreting spoken texts in a variety of ways
e.g.
  - Discuss song lyrics
  - Identify location on a map after listening to travel talk
  - Take notes about key ideas and associated values
  - Question data bases
  - Respond and construct alternative viewpoints, ideas and without dominating in group work
  - Paraphrase and summarize to check interpretations during group discussions
  - Negotiate agreements
  - Ask questions to gain ideas and opinions about a topic

• Critically analysing the use of language
  - Impact of their language on other people
• Appraising and using effective varieties of English in different forms and contexts
e.g.
  ❖ Giving a report at an SRC meeting
  ❖ Recognising that language varies according to context
  ❖ Interacting with a guest speaker

• Taking part in formal occasions
e.g. As a presenter, performing as part of a group or team

• Composing and presenting a range of spoken texts
e.g.
  ❖ Argument presenting a viewpoint
  ❖ Poem relating to a perspective

• Using multimedia packages and websites to support and enhance speaking and presentation
e.g.
  ❖ Electronic slideshow to support speech
  ❖ Tape a simulation of the news
  ❖ Use video to record an interview

• Listening and responding to texts
  ❖ Demonstrate understanding
  ❖ Discuss and report on the purpose for listening
  ❖ Summarise and compare alternative viewpoints
  ❖ Examine diversity of opinion
  ❖ Accept that others have different perspectives about an issue
  ❖ Provide reasons for opinions about issues
  ❖ Listen critically
  ❖ Consider historical perspectives
  ❖ Invite interaction / feedback
  ❖ Recognise that some groups are privileged and some are marginalised

• Demonstrating an awareness of audience and context when composing texts
  ❖ Consider language choice and topic

• Grammar
  ❖ Use strong modal verbs such as ‘must’ and ‘will’ to persuade others to a point of view

• Producing multi-modal texts
e.g.
  ❖ Combining audio, digital, electronic and visual technologies, pictures, charts, posters, graphs, overhead projector, electronic slide show, video to accompany presentation
• Planning, preparing and presenting spoken texts
  ❖ Use emotive language to gain effect in a debate
  ❖ Make exaggerated claims
  ❖ Speak with personal enthusiasm
  ❖ Begin and end text with direction and purpose
  ❖ Use comments and observations to adjust plans
  ❖ Explore possible strategies and evaluates performance
  ❖ Adjust verbal and non-verbal behaviour
  ❖ Rehearse presentation with palm cards

• Participating in group interaction using effective dialogue and use strategies to work collaboratively

• Vocabulary
  ❖ Identify and analyse expression of attitudes
    e.g.
    ‘I am outraged..’, ‘Shocked’, ‘Delighted that…’
  Use vocabulary to express own feelings using metaphors such as
  ‘She is an angel’

• Interpreting and using expression
  ❖ Intonation, volume and pronunciation
  ❖ Use of body language, facial expression
  ❖ Gesture
  ❖ Stress
  ❖ Rhythm
  ❖ Use expression aspects to engage listener in the presentation
    e.g. Tell familiar stories in new ways

• The use of direct and indirect speech
  ❖ Organisation of spoken language
  ❖ e.g. Take turns at the appropriate time in a script

• Evaluating and responding to different modes of spoken texts
  ❖ Evaluate own and others performance
  ❖ Seek and act on feedback to improve own performance
  ❖ Spoken and non-verbal behaviour