

## 4.6 Role-play and exam practice

### Section learning aim

This section is an EN1 specific task, designed to enable students to work individually in developing a presentation. The whole class then interacts with each other as the presentations are made in a public meeting scenario. Students are also set an exam-style question.

### Learning outcome

Students will have explored the features needed to devise a presentation as part of a role-play about persuading a whole group of their point of view. Students will have used persuasive techniques in their speaking and listening. Students will have answered an exam-style question.

### Key concepts

**Competence 1.1a:** expressing complex ideas and information clearly, precisely and accurately in spoken and written communication.

**Creativity 1.2d:** using creative approaches to answering questions, solving problems and developing ideas.

**Critical understanding 1.4c:** forming independent views and challenging what is heard or read on the grounds of logic, evidence or argument.

### Programme of Study link

**Speaking and Listening 2.1a:** speak fluently, adapting talk to a wide range of familiar and unfamiliar contexts and purposes.

**Speaking and Listening 2.1b:** present information clearly and persuasively to others.

**Speaking and Listening 2.1d:** reflect and comment critically on their own and others' performances.

**Speaking and Listening 2.1e:** listen to complex information and respond critically, constructively and cogently.

**Speaking and Listening 2.1j:** work purposefully in groups.

**Speaking and Listening 3.1a:** prepared, formal presentations and debates in contexts where the audience and topic are unfamiliar.

### Functional Skills link

**Speaking and Listening Level 1:** take full part in formal and informal discussions/exchanges.













**Speaking and Listening Level 2:** make a range of contributions to discussions and make effective presentations in a wide range of contexts.

### Assessment focus

**English Speaking and Listening AO1:** speak to communicate clearly and purposefully; structure and sustain talk; use standard English; listen and respond to speakers' ideas; interact with others; create and sustain different roles.

**English Language Writing AO4:** write to communicate clearly, effectively and imaginatively; organise information and ideas into structured and sequenced sentences, paragraphs and whole texts; use a range of sentence structures.

### Resources required

-  **Resource 4.6.1:** Anti-smoking poster 
-  **Resource 4.6.2:** Running the public meeting role-play
-  **Resource 4.6.3:** Stimulus 1 – Parent's letter of complaint to the Headteacher
-  **Resource 4.6.4:** Stimulus 2 – Conversation between the Headteacher and Head of Health Education
-  **Resource 4.6.5:** Stimulus 3 – Student letter 1
-  **Resource 4.6.6:** Stimulus 4 – Student letter 2
-  **Resource 4.6.7:** Speaking and listening marks – role-play **H**
-  **Resource 4.6.8:** Speaking and listening marks – role-play **F**
-  **Resource 4.6.9:** Self-assessment grid
-  **Resource 4.6.10:** Mark scheme for exam-style question **H**
-  **Resource 4.6.11:** Mark scheme for exam-style question **F**

**pt** **Resource 4.6.12:** Exam practice – boosting from a Grade B to a Grade A



**pt** **Resource 4.6.13:** Exam practice – boosting from a Grade D to a Grade C



**W2** **Resource 4.6.14:** Step up – get that A! **H**

**W2** **Resource 4.6.15:** Step up – get that C! **F**

## Teaching notes

### ↪ For starters

Students should examine the anti-smoking campaign poster in the Student's Book, page 46 (or if you subscribe to DL this is provided in Resource 4.6.1) and should discuss and explore the ideas behind the campaign. This sets the scene for the topic of the public meeting in the whole-class scenario. Allow for whole class feedback on the issues presented in the advertisement. Establish if students find the poster too aggressive or whether they think it gets across the message effectively.

### ↪ Task

- 1 Explain the scenario of the public meeting as laid out in the Student's Book, page 47. Divide the class into groups of five. Each member of each group will then take one of the five roles. Resource 4.6.2 provides detailed information on how to run the role-play.
- 2 Each student should use the stimulus for their role (Resources 4.6.3 to 4.6.6) to help them develop that character's views. Allow time to plan what they will say. Foundation-tier students can work in pairs, with the person they share the same role with from

another group to work on their notes. Higher-tier students will work individually to produce their notes. Foundation-tier groups may need a little time to discuss together what they plan to say.

### ↪ Taking it further

- 1 Before each group begins, recap that it will be a role-play of a meeting and that the student playing the Headteacher will also chair the discussion. Allow each person 2 minutes to put forward their views. After everyone has spoken there can be time for questions from the other members of the meeting. At the end you will allow for a summing up from the chairperson before a final vote. There should be a vote at the end from the panel and then from the whole class to decide if the advert will remain on display. Allow each group the chance to review the successes and any difficulties in their role-play. Individually they can examine their own performance: what they did well and what they would improve next time. Students can use Resources 4.6.7 and 4.6.8 to assess how they are performing. Resource 4.6.9 allows students to reflect on their development in this unit.
- 2 Students are then asked to plan and write an answer to the exam-style question in the Student's Book, page 48. Take the students through the Good writing techniques checklist in the Student's Book, page 48, and ask them to raise any issues that they are worried about before starting to write their answers. If you subscribe to DL online, Resource 4.6.12 (Higher) and 4.6.13 (Foundation) show Personal Tutor presentations of worked student examples of the practice question set, with accompanying mark schemes in Resource 4.6.10 (Higher) and 4.6.11 (Foundation). Resources 4.6.14 (Higher) and 4.6.15 (Foundation) provide students with activities to help boost their grades.

## Differentiation

**H** For Higher tier: students will produce longer, more detailed presentations using a broad range of language devices and arguments and appropriate tone. They could analyse the techniques they have used within their presentations and explore how they would speak differently if they were to take another view point.

**F** For Foundation tier: working with a partner in role to produce their notes and following their stimulus closely will help Foundation-tier students put detail into their notes.

## Assessment opportunity

This is an EN1 unit, primarily. You will be able to assess individual performances in terms of how they speak alone, how they interact with others and questioning skills may also be assessed. There is also the opportunity to assess written work in the exam answers.

**Unit learning aim**

This unit will prepare students for the Creative Writing Controlled Assessment Task. They will explore a range of texts written about personal experiences and will identify a variety of devices, considering the impact and effect created through writers' technique. They will begin to develop their own personal writing by incorporating a range of these devices as they plan, write and redraft.

**8.1 Introducing personal writing****Section learning aim**

This section introduces some of the key skills students will need to develop in preparation for their Controlled Assessment Tasks. It aims to introduce them to the process of drafting and redrafting work, adding detail and description to achieve impact and effect.

**Learning outcome**

Students will have identified different techniques used in an example of personal writing. Students will have experimented with adding description, detail and devices to their own writing.

**Key concepts**

**Competence 1.1c:** demonstrating a secure understanding of the conventions of written language.

**Programme of Study link**

**Writing 4.3a:** develop independence in writing.

**Writing 4.3c:** experiment with language and explore different ways of discovering and shaping their own meanings.

**Writing 4.3e:** evaluate their own and others' writing; redraft their own work.

**Writing 4.3h:** write in real contexts for a range of audiences.

**Functional Skills link**

**Writing Level 1:** write documents to communicate information, ideas and opinions using formats and styles suitable for purpose and audience.

**Assessment focus**

**English Writing AO3:** write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.

**Resources required**

**Resource 8.1.1:** Popstar's Blog



**Resource 8.1.2:** Popstar's Blog – annotated



**Resource 8.1.3:** Popstar's Blog – interactive



**Resource 8.1.4:** Analysis grid for Popstar's Blog



**Resource 8.1.5:** Analysis grid for Popstar's Blog – teacher copy



**Resource 8.1.6:** Success criteria for blog entry



**Resource 8.1.7:** Success criteria for blog entry – interactive



**Resource 8.1.8:** Writing frame for blog entry **F**



**Resource 8.1.9:** Creating a personal voice for Controlled Assessment – presentation

**Teaching notes****↻ For starters**

Allow 3–5 minutes' discussion time for students to really consider how much they already write about themselves. Ask them to consider for whom and why they write about themselves. You may wish them to jot down

three to five examples of the methods used today to tell other people about ourselves. Take whole-class feedback, drawing out suggestions on why talking/writing about ourselves is so popular. Draw attention to the influence of the media and how this has shaped and influenced our ability to discuss our own lives and experiences.

### Task

- 1 Get students to carry out the fact-finding exercise with a partner. You may wish to model the process of gathering information with them.
- 2 Ask students to consider how we can make simple facts about ourselves more interesting to others. Discuss the effect of adding detail and description to fact using the example in the Student's Book, page 85 (Foundation) or 86 (Higher).
- 3 Students should then shape their facts into a detailed and descriptive paragraph about their partner. Again, it may be beneficial to model this development process with them, drawing their attention to the description and detail as you add it and encouraging discussion of the impact and effect created.
- 4 You may wish students to 'introduce' their partner to the whole class or share their paragraphs in small groups. Encourage discussion about the impression created through the choice of vocabulary.

### Taking it further

- 1 Allow students to read the Popstar's Blog a couple of times or read it aloud to them.
- 2 Break down the text with Foundation-tier students so that they can see how it is structured sentence by sentence and how detail is added using adjectives, humour and colloquialisms. You could give students a copy of Resource 8.1.1 to annotate/highlight. An annotated version of the blog is provided in Resource 8.1.2 or, if you subscribe to DL online,

in Resource 8.1.3 which allows students to add their own interactive annotations to the text and reveal pre-set annotations for comparison. You may wish to adapt Resource 8.1.1 or 8.1.2 by deleting or amending the tasks provided as prompts here.

- 3 Support the students' identification and discussion of devices used in the blog. They could use the analysis grid in Resource 8.1.4 or you could adapt the completed grid in Resource 8.1.5 by making some boxes blank for students to fill in. Higher-tier students could annotate the text in detail, as in Resources 8.1.1 and 8.1.2 or 8.1.3. Draw their attention to devices such as colloquialisms, pronouns, adjectives/superlatives, emotive language, humour.
- 4 Encourage students to consider and discuss the effect and impact created in the blog. Do they think it is an interesting and engaging piece of writing? Why/Why not? These notes can be added to the analysis grid. Encourage Higher-tier students to discuss effect and annotate the text accordingly.
- 5 Students could write their own blog entry in class or for homework. The success criteria in Resource 8.1.6 or, if you subscribe to DL online, Resource 8.1.7 can be used to support this. Foundation-tier students could use the writing frame in Resource 8.1.8 to structure their writing in the same way as the stimulus text; they can then redraft, adding some of the language devices they have identified from the Popstar's Blog. Higher-tier students should be encouraged to experiment with a wide range of devices, sentence structures and punctuation. Individual blog entries could be shared aloud in a whole-class/small-group feedback session.
- 6 For DL subscribers, a PowerPoint presentation, Resource 8.1.9, takes students through how they will be assessed in their Creative Writing Controlled Assessment tasks.

### Differentiation

- H** For Higher tier: encourage detailed annotation of the Popstar's Blog with consideration of effect. Students could edit and improve each other's blog entries.
- F** For Foundation tier: adapt Resource 8.1.5 so that only some boxes are left blank for students to complete. Completion of the grid can be modelled/shared. Students could use the writing frame in Resource 8.1.8.

### Assessment opportunity

Individual blogs could be self- or peer-assessed as a short plenary (or starter activity next lesson) where students draw out and comment on the stylistic devices used by their partners. Higher-tier students could identify two positive features and suggest two areas for improvement.