

GCSE English Language

Scheme of work for English Language: Unit 3 : Spoken Language Study

Introduction

Work around the study of Spoken Language is essentially about getting students to *notice things* about the way that spontaneous spoken language works. Although there will certainly be a place for a concerted focus on the topic shortly before students undertake the Controlled Assessment, short, regular opportunities to discuss and dissect the way that spoken language works could be a feature of the overall teaching and learning scheme departments plan. There are connection with the other aspects of Speaking and Listening and indeed the Writing for the Spoken Voice that you may want to take advantage of.

Edexcel will set 2 Spoken Language Controlled Assessment tasks each year and students need to respond to 2 tasks. In their response, students will need to focus on two examples of spoken language use. The tasks will change annually so schemes of work will need some annual revision.

Week	Content coverage/key questions	Learning outcomes	Exemplar activities	Exemplar resources
1	Students distinguish between accent and dialect and consider their responses to different regional speakers	AO2i Understand variations in spoken language, explaining why language changes in relation to context	<ul style="list-style-type: none"> Students listen to a variety of short audio extracts of speakers from different parts of the country. Individuals jot down their responses to each one. Group debate, with students taking the roles outlined on the <i>Influences and Attitudes</i> pdf from <i>Language Works</i>. Distinctions drawn between <i>Accent</i> and <i>Dialect</i> including Standard English 	Edexcel CD ROM for <i>Spoken Language Study</i> English and Media Centre: <i>Language Works CD Rom</i> Unit 1: My Language: section 3 What is accent/dialect And Influences and Attitudes PDF Devon Education Services: Clear as Crystal 1: section 2 <i>Accents and Dialects</i>

Week	Content coverage/key questions	Learning outcomes	Exemplar activities	Exemplar resources
	Students distinguish between <i>scripted</i> speech and <i>spontaneous</i> spoken language	AO2i Understand variations in spoken language, explaining why language changes in relation to context	<ul style="list-style-type: none"> Students record and then listen to a brief conversation between 2 people. They compare the spontaneous speech recording with a radio news bulletin, looking similarities and differences. They could consider: pauses, overlaps, hedges, fillers, non-verbal sounds, ellipsis, repetition. 	Pages 146-147 in Edexcel GCSE English and English Language Core student book
2.	Students understand that different contexts affect the choices made by speakers	AO2i Understand variations in spoken language, explaining why language changes in relation to context	<ul style="list-style-type: none"> Students are given a range of different contexts in which spontaneous spoken language might occur, some formal others informal. They discuss how the nature of the audience affects how people speak. 	English and Media Centre: <i>Language Works CD Rom</i> Unit 1: My Language: section 4 Talking posh Pages 150-152 in <i>Edexcel GCSE : English and English Language</i> course book
	Students understand the links between language and identity	AO2ii Evaluate the impact of spoken language choices in their own and others' use	<ul style="list-style-type: none"> Students watch the section on the CD ROM tracing the roots of the word "cool". In groups, draw up a list of slang words that young people use that they might not expect adults to understand. Ask them to try and identify where new words come from. 	English and Media Centre: <i>Language Works CD Rom</i> Unit 9: What's cool? and Language Continuum Line PDF

Week	Content coverage/key questions	Learning outcomes	Exemplar activities	Exemplar resources
3	Students begin to consider the variety of their spoken language output in just one day and how appropriate the spoken language is	AO2ii Evaluate the impact of spoken language choices in their own and others' use	<ul style="list-style-type: none"> Using the pdf from <i>Language Works</i> CD Rom, students keep a log of their own spoken language across one day. Using the Language Continuum Line pdf, the students consider where they would place the various contexts in which they might speak on the continuum 	English and Media Centre: <i>Language Works CD Rom</i> A Day In My Language Life pdf and Language Continuum Line pdf
	Students consider how they respond to the CA task on Spoken Language Study	AO2i Understand variations in spoken language, explaining why language changes in relation to context AO2ii Evaluate the impact of spoken language choices in their own and others' use	Looking at the examples from the <i>Results Plus</i> pages, students consider how to improve their performance	<i>Pages 160-162</i> in Edexcel GCSE English and English Language Core student book
Students complete their <i>Spoken Language Study</i> controlled assessment.				