**Extension task:**

**Spoken Language Practice**

Part of your English and Literacy National qualifications involves showing your skills with spoken language (Talking and Listening.)

**The examination board states that a candidate will be able to:**

1. discuss and communicate detailed ideas and/or personal experience
2. communicate detailed information
3. use aspects of non-verbal communication
4. demonstrate listening skills by responding to detailed spoken language

You can be assessed in a number of ways: individual presentation, group discussion or formal debate, for example.

The following activity is designed to help you to practise skills 1 and 2 (3 as well if you video it!).

**Take of poem of your choice and give a presentation about the poem. Submit your presentation in audio or audio/visual format.**

You can cover:

* Poet’s purpose/intent
* Context and background
* Meaning of the poem
* Events/characters within the poem
* Language devices used in the poem
* Structural devices used in the poem
* Links to other poems/texts
* Your personal response.

Do not pick a poem we have already studied in this unit, though you may want to choose a different poem by one of our poets. The idea of this task is that you do some independent reading and research about a number of poems and pick one that appeals to you.

I have deliberately set an open task, rather than one that asks you to focus on a particular aspect of the poem.

**A Step by Step Approach**

Spend some time reading and listening to a variety of poems. (If you are interested in a particular theme, just Google it – say, ‘War Poetry’ or ‘Britain’s favourite Love poems’.

Choose one you enjoy and read it through a few times, jotting down your initial responses.

* Why do you like it?
* How does it make you feel?
* What stands out?
* Does it leave you with questions?

Then undertake research on the poet and the poem. Consider how this adds to your understanding.

Make careful notes as you complete your research. These may be contextual notes or analysis of particular devices within the poem, such as the meaning of a particular metaphor. I find it easiest to complete analysis notes on a copy of the poem as you can point to particular words or images. The comment boxes on word are useful for this.

Now decide how you are going to structure your presentation.

* Are you going to begin by reading the poem?
* Are you going to go through it stanza by stanza or do you want to break up your presentation in a different way – e.g. discuss meaning, then imagery, then talk about structure etc.
* Perhaps you would like to begin with a clear statement and then argue it through a number of clear points. For example: This is the saddest poem ever written! Then unpick what makes it so.

Create a set of clear notes. You do not want to be reading every word as it may sound a little monotone, so try making key points only that you can extend. That way you will sound more natural.

Next, consider the medium you are going to use to record your presentation and check it works. (Check also that your teacher will be able to access it through Microsoft, and write instructions if necessary!)

Finally, record your presentation and send to your teacher.

**Good Luck and enjoy your research!**