

Assessment Objectives

You will be assessed for the quality of your spoken standard English, which for the purposes of the spoken language assessment, means that you must:

- Use language appropriate to the formal setting of the presentation
- Be Intelligible

Key Vocabulary

1. Liberalist
2. Anti - Establishment
3. Playwright
4. Recession
5. Context
6. Contemptuous
7. Menagerie
8. Formal
9. Informal
10. Education
11. Opportunity
12. Tension
13. Humour
14. Symbolism
15. Character development
16. Character motivation
17. Character perspective

Three Things

Three things to read:

- The Port of Liverpool in the 1960's and 1970's by Ian Collard
- Our Day Out (York Notes) by Chrissie Wright)
- Oxford Play scripts: Our Day Out and Other Plays by Willy Russell

Three things to watch:

- 'Our Day Out' BBC film adaptation (2018)
- Watch 'Our Day Out' the production (available on YouTube)
- Watch the film 'Baby's Day Out' (1984)

Three things to do:

- Go and watch the production of Our Day Out at Wolverhampton Grand Theatre!
<https://www.grandtheatre.co.uk/whats-on/our-day-out/>
- Go on a trip to Dudley Zoo.
- Visit Dudley castle,

Mrs Kay

1. "Ronny, the kids with me today don't know what it is to look at a bar of chocolate"
2. "Ooh.. leave them. They've been cooped up for over an hour"
3. "As a sort of extra bonus, we've decided to call in here and let you have an hour at the zoo"
4. "I'm not going to let you prevent the kids from having some fun"
5. "What's the matter love?"
6. "Can we just try and give them a good day out?"
7. "We're going to the beach!"
8. "Well you could try, couldn't you love?"

Mr Briggs

1. "Sit down, now, come on, move!"
2. "And don't let me catch you at it again. Now go on. Walk"
3. "I'll have to say this to you Mrs Kay, there are times when I really think you're on their side"
4. "She thinks I can't see through all of this woolly headed liberalism"
5. "I don't know if these people can be trusted on their own Mrs Kay"
6. "Either you take control of the children or I'll be forced to abandon this visit"
7. "Don't you try telling me a word because you haven't earned the right"
8. "I'm not putting up with a pile of silliness from the likes of you"

Introducing your argument:

I strongly believe that...
It is clear that ...
It is undeniable that ...
In my opinion...

Developing your argument:

Furthermore ...
Likewise ...
In addition to ...
Moreover ...

Admitting counter - arguments:

Admittedly ...
I acknowledge that ...
Although it is true that ...
I can understand that ...

Conclusion:

In summary ...
To conclude ...
Finally ...
Ultimately ...

Pass	Merit	Distinction
<p>In addition to the general criteria, to be awarded a Pass a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none"> • expresses straightforward ideas / information / feelings, • makes an attempt to organise and structure his or her presentation, • makes an attempt to meet the needs of the audience, and • listens to questions / feedback and provides an appropriate response in a straight forward manner. 	<p>In addition to the general criteria, to be awarded a Merit a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none"> • expresses challenging ideas / information / feelings using a range of vocabulary, • organises and structures his or her presentation clearly and appropriately to meet the needs of the audience, • achieves the purpose of his or her presentation, and • listens to questions / feedback responding formally and in some detail. 	<p>In addition to the general criteria, to be awarded a Distinction a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none"> • expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary, • organises and structures his or her presentation using an effective range of strategies to engage the audience, • achieves the purpose of his or her presentation, and • listens to questions / feedback, responds perceptively.