

# Writing

# Speeches

A lesson for **First Language English**

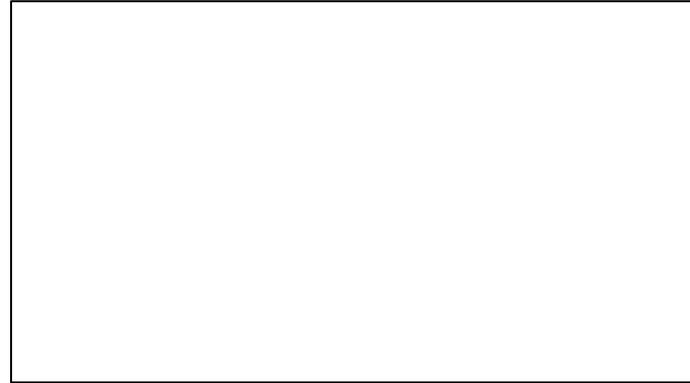
Paper 1 – Question 3

The Extended Response

# Flip this lesson taughtly.co.uk

Give students access to the course version for **free** – with a **75 minute video lesson** and a review **quiz** to test their understanding. The video has subtitles and is locally hosted, so should be easily viewable in all countries.

- [Link to course](#)
- [Link to locally hosted video lesson](#)
- [Link to video lesson on Youtube](#)
- [Link to accompanying quiz](#)



**The six text types – quiz**

Writing the Six Text Types for First Language English GCSE - Video lesson, worksheet, PowerPoint and quiz - ...

Match the VARPF to its definition.

Sort elements

Why are you writing? Who are you writing as? Who are you writing to?

What type of text are you writing?

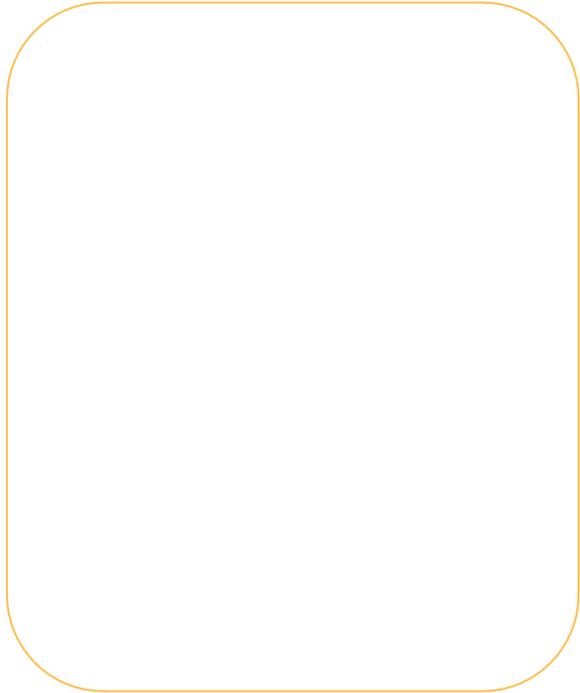
Voice	<input type="text"/>
Audience	<input type="text"/>
Register	<input type="text"/>
Purpose	<input type="text"/>
Format	<input type="text"/>

How formal or informal should your language be?

Next

# Overview of question 3

# Extended Response



Question 3 is called the **Extended Response**

You will write about 2-4 pages, responding to a text you have read using one of the following text types:

- Letter
- Newspaper report
- Journal
- Speech
- Interview
- Magazine article

# Reading - 15 Marks

Question 3 tests the following reading assessment objectives:

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text.

# Writing – 10 Marks

Question 3 tests the following writing assessment objectives:

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W4 use register appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

# Writing advice



# VARPF

What do you guess that these words might mean for Cambridge FLE?

- **V**oice
- **A**udience
- **R**egister
- **P**urpose
- **F**ormat

# VARPF

- **V**oice – who are you writing as? Whose voice are you assuming?
- **A**udience – who are you writing to?
- **R**egister – how formal or informal should your language be?
- **P**urpose – why are you writing? To discuss, persuade, argue, inform, entertain, describe, narrate, analyse?
- **F**ormat – what type of text have you been asked to write? A letter, magazine or a speech?

This is a method of helping you to decide on what **writing style** will work best for the task you are given.

# Structure

Introduction

Bullet 1

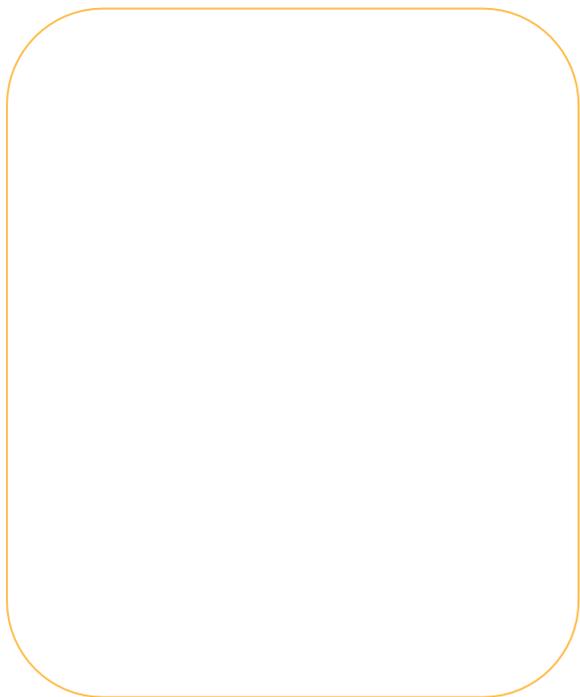
Bullet 2

Bullet 3

Conclusion

- **Write about the bullet points equally**
- No introduction needed for interview
- Last bullet point is often more implicit
- Aim to have around 4-6 individual points in each paragraph
- Don't copy directly from the text – always paraphrase
- Vary your vocabulary, punctuation and sentencing
- Check SPAG carefully
- Details – who, what, where, how
- Development – why, feelings, reactions

# Our story



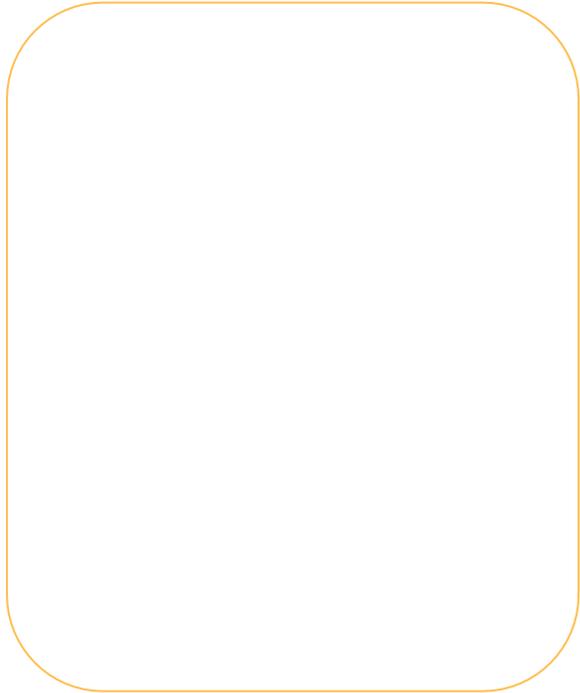
All of the text types will be based on the following idea:

- School teacher, Samantha Salmon, purposely set off the school fire alarm to avoid teaching her Year 11 English class. Ms Salmon had been struggling to control the behaviour in her classes and was going to be observed that lesson.
- The fire alarm caused chaos in the school and the fire brigade arrived only to realise that it was a hoax.
- The headteacher initially wrongfully accused a Year 9 boy, Mark Jiang, before Ms Salmon stepped forward to admit her guilt then publicly resigning from her job.

# Speeches



# Speech prompt



Imagine you are Ms Salmon. After quitting teaching, you give a speech at a teachers' conference about your experience and the need to improve working conditions for teachers.

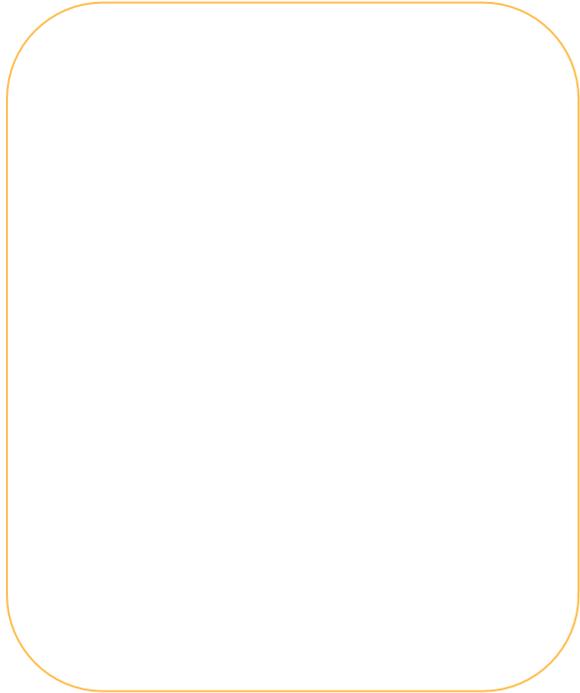
Write the words of the speech.

What is your VARPF?

# Speeches

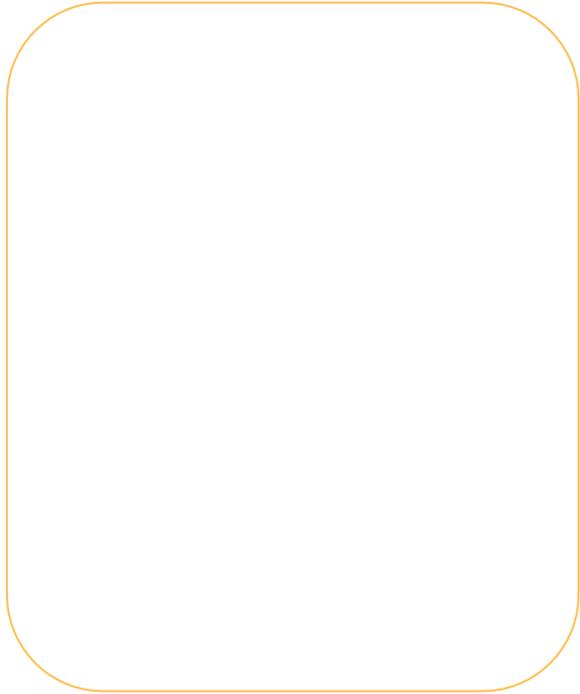
- Cambridge won't ask you to write a political speech
- Usually it is more like a “talk”
- The purpose is more to inform than to persuade

# Create a sense of audience



- A speech is given in spoken form to a live audience... so talk to them!
- You can open your speech with these phrases:
  - Ladies and gentleman, thank you for gathering here today...
  - Hello everyone and welcome to my talk about...
  - I'm so pleased to see such bright and smiling faces here to learn more about...

# Pronouns



- You should use collective and personal pronouns to speak directly to your audience and be more persuasive.
- Collective pronouns – we, our, us
- Personal pronouns – you, your, yours

# Rhetorical questions

- A rhetorical question is a question that doesn't require an answer
- They are a persuasive technique to make the audience think or to suggest the answer to your question is so obvious it doesn't need a response

## Examples:

- Do you think it's right to watch our children starve while the rich grow fatter in their mansions?
- What will you do to help your community? What will you tell your children in years to come?

# Repetition

- Repeat words or phrases for emphasis
- Remember a speech is meant to be read aloud; repetition sounds great!

## **Example – Martin Luther King:**

I have a dream that one day all people will be equal. I have a dream that one day our society can heal itself. And my dream, our dream? We can only achieve this dream if we dream together as one, strive together as one united force.

# Emotive language

- You should use emotional and powerful language
- Think about your vocabulary choices

## Example:

Do you think it's right to watch our children starve while the rich grow fatter in their mansions? Should we watch as innocents wither and die, their mouths empty, their souls abandoned by this very society that was charged to protect them?

# Useful speech phrases

- Ladies and gentlemen, I'd like to share...
- Let's take a moment to...
- Fellow [professionals/enthusiasts/citizens], I'm here to discuss...
- I want to talk to you about...
- Each of you plays a crucial role in...
- Everyone in this room knows the importance of...
- I'm speaking to you today because...
- Think about this...
- Let's consider how this affects each and every one of us...
- As individuals who care deeply about...
- I know many of you may have experienced...
- For those of you who've been through...
- To the future leaders and innovators in this room...
- In your daily lives, you might have encountered...
- As we gather here, I want you to reflect on...
- Now, let me ask you...
- I'm sure you can relate to...
- It's a privilege to be speaking to such an attentive group...
- Remember that together we can...

# Speech exemplar (1/3)

Ladies and gentlemen, educators of the UK, and esteemed colleagues, thank you for allowing me to address you today. I stand before you not as a cautionary tale but as a fellow educator, sharing a pivotal moment that changed the course of my career. On one fateful day at Elmwood High School, I found myself at a crossroads where the challenges I faced in my Year 11 English class seemed insurmountable. An impending classroom observation weighed heavily on my shoulders, and the lack of control over challenging classes had me feeling like a captain steering a ship caught in a storm.

In my quest to create an environment of learning and growth, I made a choice that, in hindsight, I recognise as both desperate and misguided. I'm sure many of you here today know the heart-pounding dread that accompanies an observation, but that day I think I transcended "heart-pounding" and skipped straight to beautiful madness. I walked out of my classroom and set off the fire alarm.

## Speech exemplar (2/3)

Now, please do not mistake me. At that moment, I didn't want either chaos or a simple escape. I just wanted one moment of peace - and that would have been enough. That might tell you something about what my mental state was. Because you see - it wasn't this one observation or this one class. No, as educators, you all know the stresses of teaching can not be quantified in single measures. The stress, workload, and pressure were unrelenting: six periods a day, five days a week, plus meetings, plus duties, plus extracurricular activities, plus trips, plus parents' evenings, plus open evenings, plus attempting to improve my teaching enough to get a promotion - because I certainly couldn't afford a decent house on a teacher's salary, so I'd have to climb the greasy pole. No, at that moment, I just needed ten seconds with a wailing fire alarm bell to allow myself to breathe for the first time in twelve months.

# Speech exemplar (3/3)

My dear colleagues, this experience has taught me the invaluable lesson that we are people first, educators second. It's about recognising when we need help and recognising when our jobs become untenable. I loved my students. I loved teaching. But somewhere in that classroom, I forgot how to breathe and the great irony is that many would describe what I did as a "false alarm". True, in terms of fires, but in terms of my mental health, it was anything but. I needed that moment to be honest with myself that my time as a teacher had to end.

And so I quit. (Don't worry, don't worry, I owned up first. My apologies to Mark Jiang, who initially got the blame for my actions.) But yes, I handed in my resignation on that same day. Now, I work as a mental health advocate for those in the education sector, trying to find ways to keep passionate teachers in the classroom and reassuring those on the verge of setting off the alarm that it's okay to say when enough is enough.

Thank you for being a fantastic audience. Take care of yourselves!

# Independent task

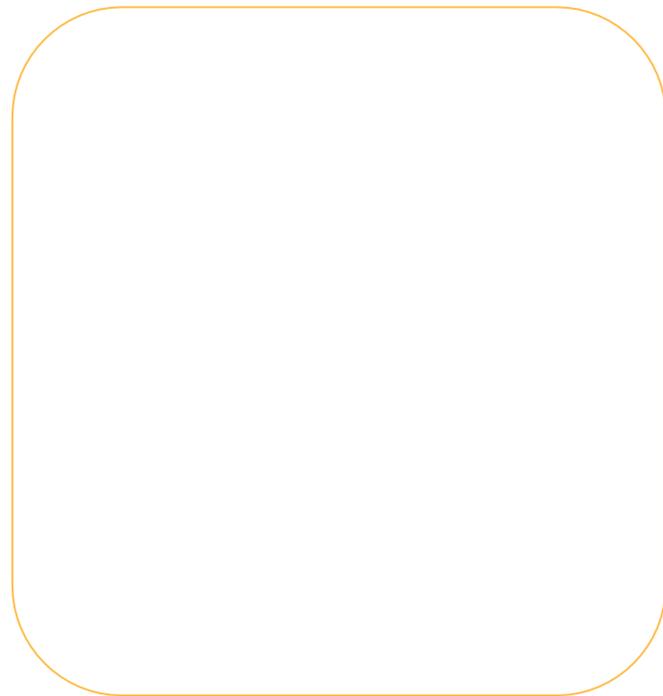


# Independent task

- Write a headline and the opening paragraph for a magazine article.
- You can make up any extra details or information you like.

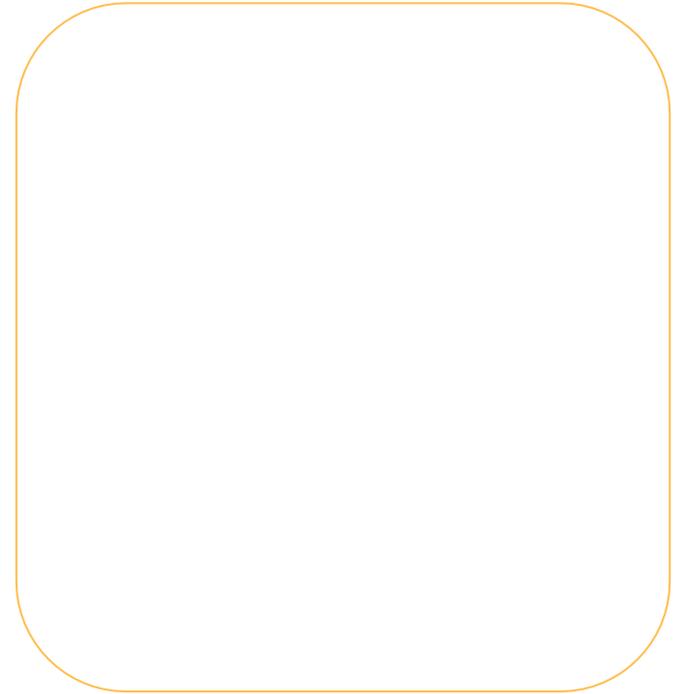
**Story:** Haggleton, a seaside town, recently suffered from an oil spill, which killed many wildlife, including fish and seagulls. The culprit was a local oil company who polluted the sea. A high school student, Aiden Smith, rallied together staff and students to clean up the beach, save the wildlife and petition to have the oil company shut down.

- Student at Aiden's school writes about the issue in student magazine



# Reflect

- ✓ Is your headline emotive and dramatic?
- ✓ Circle your 5Ws: who, what, where, when, why
- ✓ Where did you use pronouns to address your fellow students?
- ✓ Highlight any semi-formal phrases
- ✓ Underline any magazine phrases you used.  
E.g. “As the story unfolds...”



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0% COMPLETE

## The six text types – quiz

Writing the Six Text Types for First Language English IGCSE - Video lesson, ...

Punctuate the reported speech correctly for newspapers. Add only punctuation to the gaps.

Betty Smith [ ] 16 [ ] told reporters [ ] [ ] We never expected such chaos to come on an ordinary Thursday afternoon [ ] [ ]

Next

### The six text types – quiz

Writing the Six Text Types for First Language English IGCSE - Video lesson.

Match the phrase to the correct text type.

Sort elements

According to sources    In a dramatic twist...

Everyone in this room knows the importance of...

To answer your question, let me explain...

I hope everything is going well on your end.

I can't shake off this feeling of...

Newspaper report

Magazine article

Speech

Interview

Letter

Diary

Finish Quiz

- Completely free!
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