Further Oral Activity (FOA)

What is the FOA?

You will be asked to conduct at least two further oral activities, one for Part 1 and another for Part 2 of the course. For each of these oral activities you will have to:

• demonstrate your understanding of the course work and
• perform a speech act alone or together with classmates.

You may decide to perform a sketch or have a conversation on the topics discussed in class. Presentations, debates and interviews are also common further oral activities. Whichever type of speech act you prepare, it is essential that you *demonstrate your knowledge of the course work*. Before you begin, be sure you are familiar with the assessment criteria:

The Criteria

<table>
<thead>
<tr>
<th>Summary of Descriptors</th>
<th>Marks available</th>
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<tbody>
<tr>
<td><strong>Criterion A</strong></td>
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<tr>
<td>Knowledge and understanding of the text(s) and subject matter or extract. The student shows an excellent knowledge of the text(s) or topics. The student understands how the meaning of the text(s) relates to the subject matter.</td>
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<td><strong>Criterion B</strong></td>
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<td>Understanding of how language is used. The student shows how language is used to create an effect on an audience. There is an understanding and appreciation of how language creates meaning.</td>
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<td><strong>Criterion C</strong></td>
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<tr>
<td>Organisation. The further oral activity is effectively and coherently structured. There is strong evidence of organisation</td>
<td>5</td>
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<td><strong>Criterion D</strong></td>
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<tr>
<td>Language. The language used by each student is varied, appropriate and accurate. While the nature of each activity may differ, all activities require a certain register from participants.</td>
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| Reflective Statement: | For each further oral activity a reflective statement must be written. Although reflective statements are not assessed, they will serve as important windows into the planning and performing process. Furthermore these reflective statements must be kept on record within the school. |

| Remember: | Although you may perform your further oral activity as a group, you will be assessed individually. Be sure that you have spoken long enough to be assessed. Keep in mind that teachers can only assess what they see, and not the process leading up to the performance. |
Skills – Form and Content

Like the written task, the further oral activity is a marriage of form and content. You may want to do a debate, interview or role play based on your understanding of ‘course material’ and ‘texts’. However, if you study the FOA criteria carefully, you will see that textual analysis is at the core of the task. Criterion A and B refer to ‘texts’, ‘language’ and their relation to ‘subject matter’. It's tempting to do a ‘cut and dry’, good old-fashioned presentation. In fact that may be the best starting point for you. There is nothing wrong with this. Creativity, after all, is not (directly) rewarded.

For students who are up to the challenge however, role play, campaign pitches, speeches or interviews may be very appropriate. One of the aims of this course is to develop the ‘powers of expression’ in various contexts. This means that you will be (and have been) exposed to a range of different types of ‘speech acts’ (which is like the term ‘text type’ for the spoken word). What is the language of a speech? What do good interviewers usually say? What does a campaign pitch look and sound like? Since we have closely analysed speeches, I recommend that the more daring amongst you should deliver your first FOA as a speech.

Content

Before we explore various speech acts, we have to take a step back and ask ourselves: what do we want to demonstrate our knowledge of? The best FOAs are rooted in a primary source. Thus, you must use or refer to at least one such ‘primary’ source or text type covered in class. You may want to take a closer look at Liza Donnelly’s cartoons, or analyse a selection of the political cartoons pertaining to the imminent elections in America. Alternatively, you may want to analyse / compare a pop star’s lyrics (such as Beyoncé, Pink or Tracy Chapman) and what their songs say about the role of gender in the media and society today. Perhaps you would like to deliver a speech about a neglected form of discrimination or other issue close to your heart. Whatever you choose, your topic must be rooted in primary sources and must be thematically linked to topics discussed in class.

Form and Language

Now that we know what to say, the next question is: ‘How do we say it?’ Each speech act comes with its own set of language. There are certain phrases that you can and cannot say in certain contexts. The next exercise has been designed to help you with the formal distinctions of three text types: speeches, presentations and sales pitches.

Below are several statements that could have been taken from FOAs on a conflict diamond awareness campaign. For each statement, discuss whether the language is typical of a speech, a presentation or a campaign pitch. Some statements may belong in multiple categories. Justify your answers with reference to the examples.

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<thead>
<tr>
<th>Speeches</th>
<th>Presentations</th>
<th>Campaign Pitches</th>
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I have decided to analyze three counter ads that make you more aware of the effects of ‘blood diamonds’.

What do you think of when you think of diamonds? Do you think of violence, death and African wars? Probably not. But these ads will make you stop and think of these injustices next time you see a diamond.

Thank you for inviting me here today to speak about the power of the media in shaping our views of Africa.

These ads belong in your magazine because your target audience cares about these atrocities in Africa.

Shocking circumstances require shocking ads.

I find that the best way to criticize is through satire. My campaign satirizes the legions of ads we see for luxury products every day.

Notice that the ads use the same type of cursive font seen in ads for beauty products.

Through the use of Photoshop, we can manipulate images to give them new meaning. It’s a powerful tool in the hands of the media.

How do you get people to care about the 500,000 deaths it takes to produce 300,000 carats of diamonds?

To conclude, I feel that these ads are very effective in making the target audience think about blood diamonds.

People are drawn to conflict. Remember those fights on the school playground? We look at ads like these with the same interest. Black / white, death and marriage, blood and diamonds. These are conflicts that intrigue anyone.

Running these ads will give your magazine an edgy status. Controversy sells.

In these times, these are the kinds of images that go viral and spread awareness.

Presentations

We have already analysed speeches closely, this exercise will two analyse presentations closely. Firstly, Liz Donnelly’s ‘Cartoons for Change’ and Jean Kilbourne’s presentation to her documentary *Killing Us Softly 4: Advertising’s Image of Women*. All great presentations follow 5 simple rules:

1. Know your **objective**
2. Connect with your **audience**
3. Have a memorable **ending**
4. Use stunning **visuals**
5. Rehearse till you drop

As you watch the two presentations, take note of all the ways in which they demonstrate the effective application of these rules. And if you are still not convinced that these 5 simple rules make the best presentations, I recommend you watch what has arguably become the most memorable presentation / sales pitch of all time: Steve Jobs’ keynote presentation of the first iPhone in 2007.