

Ensuring the attainment of more advanced learners of English as an additional language (EAL)

CPDM 4 Talk as a tool for thinking: exploratory talk

Presenter's overview

Aims

- To consider the contexts in which pupils will use exploratory talk effectively.
- To consider the features of exploratory talk and how they might be modelled.
- To experience some activities which promote exploratory talk.

Key messages

- Exploratory talk is often unstructured, incomplete and tentative.
- The 'unspoken rules' of talk must be made explicit.
- Pupils need to develop shared rules for group talk and role taking.
- Teachers' questioning must stimulate pupils to use higher-level thinking skills.
- Exploratory talk may need to be formalised into notes or feedback.

Overview of training modules

<p>CPDM 1</p> <p>Senior leader briefing: leading change for more advanced EAL learners</p>	<p>CPDM 2</p> <p>Analysing writing: assessing the needs of more advanced learners</p>
<p>CPDM 3</p> <p>Making sense of literacy targets: learning objectives and activities</p>	<p>CPDM 4</p> <p>Talk as a tool for thinking: exploratory talk</p>
<p>CPDM 5</p> <p>Bridging talk and text: formal talk</p>	<p>CPDM 6</p> <p>Reading as a writer: exploring challenging texts</p>
<p>CPDM 7</p> <p>Reading as a writer: understanding the writer's purpose</p>	<p>CPDM 8</p> <p>Thinking and writing as a writer: the sequence for teaching writing</p>
<p>CPDM 9</p> <p>EMA coordinators: developing a strategic approach</p>	<p>CPDM 10</p> <p>Parents and community: supporting pupils' learning</p>

Next steps for colleagues

- Use CPDM 5: Bridging talk and text.
- Make links with subject areas that have already developed robust talk strategies (e.g. through Cognitive Acceleration through Science Education – CASE, or the mathematics equivalent – CAME).
- Identify opportunities in schemes of work to develop higher-order thinking skills through talk.
- Identify time in department meetings to develop key questions to promote progression in thinking skills.
- Group teachers in coaching pairs or threes to plan and observe talk activities.
- Consider the role of additional adults in promoting talk and their training needs.
- Consider how pupils might record the outcomes of their exploratory talk using note-making formats (see *Literacy across the curriculum*, Unit 10, Handout 10.8, Ref: 0235/2001).

Notes

- Session notes, including references from other useful publications, are provided to support presenters in ensuring that aims and key messages are covered.
- The activities provided are intended as examples. Choose from and adapt as necessary to fit local priorities.

Resources and further reading

Search using the reference numbers listed below:

www.standards.dcsf.gov.uk/nationalstrategies

- *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009DVD-EN)
- *Leading in Learning: developing thinking skills in secondary schools* (Ref: 00029-2007)
- *Literacy and Learning* (Ref: 0651-2004 G)
- *Teaching speaking and listening* (Ref: 00023-2007)
- *Training materials for the foundation subjects* (Ref: 0350-2002)
 - i) Module 12 Thinking together

www.qca.org.uk

- *Introducing the grammar of talk* (Ref: QCA/04/1291)
- Cognitive Acceleration in Science Education (CASE)
 - a) Curriculum materials. Adey, P., Shayer, M. and Yates, C. (2001)
 - b) *Thinking Science* (3rd edition) Nelson Thornes. Print version (ISBN 0 17 438754 7), CD-ROM (ISBN 0 7487 6231 0)
 - c) Professional Edition [teacher professional development material and student activities] (ISBN 978 0 7487 7381 7)
- Cognitive Acceleration in Mathematics Education:
 - a) Curriculum materials – an intervention programme of 30 activities to be used within the mathematics curriculum in Years 7 and 8, Adhami, M., Johnson, D. and Shayer, M.
 - b) *Thinking Maths Teacher Resource File* Adhami, M. Shayer, M., (2007) revised edition (ISBN: 9780435533908), Heinemann

Overview		Total time 75 minutes
Timing	Activity	Resources
5min	Introduction and aims of the session.	Slide 1: Title slide Slide 2: Aims
15min	Why talk and how can we encourage pupils to talk productively?	Slide 3: Why talk? Slide 4: Exploratory talk Slide 5: How can we encourage pupils to talk productively? Slide 6: Bloom's revised taxonomy Resource 1a: Bloom's revised taxonomy (grid) Resource 1b: question cards Slide 7: Bloom's revised taxonomy: types of thinking Handout 1: Bloom's revised taxonomy: types of thinking
25min	Socratic talk	Slide 8: Socratic talk Resource 2a to 2f (questions) Resource 3: Observation cards Slide 9: Summary of exploratory talk (1) Slide 10: Summary of exploratory talk (2) Slide 11: Modelling talk for EAL learners
20min	Activities for exploratory talk	Slide 12: Activities to promote exploratory talk Resource 4: Exploratory talk grid Resource 5: PMI grid Resources 6a and 6b: Mystery activity Resource 7: Opinion line Resource 8: Concept Cartoons Resource 9: Odd one out
10min	Plenary	Slide 13: Plenary

Equipment required: slide presentation, data projector, screen, laptop, flipchart.

CPDM 4 Talk as a tool for thinking: exploratory talk

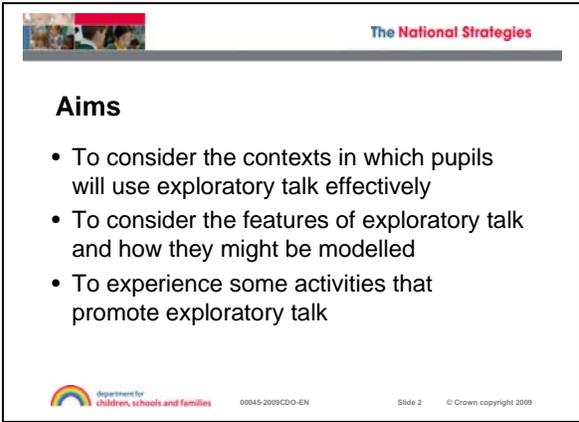
Presenter's notes

Audience: All staff.

Introduction (5 minutes)

Use slide 1 (title slide) to welcome colleagues and say that this session is aimed at developing exploratory talk across the curriculum.

Show slide 2 and share the aims for the session.



The National Strategies

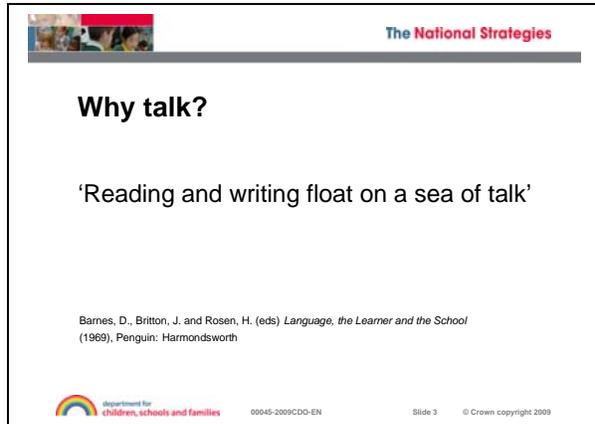
Aims

- To consider the contexts in which pupils will use exploratory talk effectively
- To consider the features of exploratory talk and how they might be modelled
- To experience some activities that promote exploratory talk

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Tell colleagues that exploratory talk will be considered in the context of pupils' development of higher-order thinking skills.

Why talk and how can we encourage pupils to talk productively? (15 minutes)
Show slide 3.

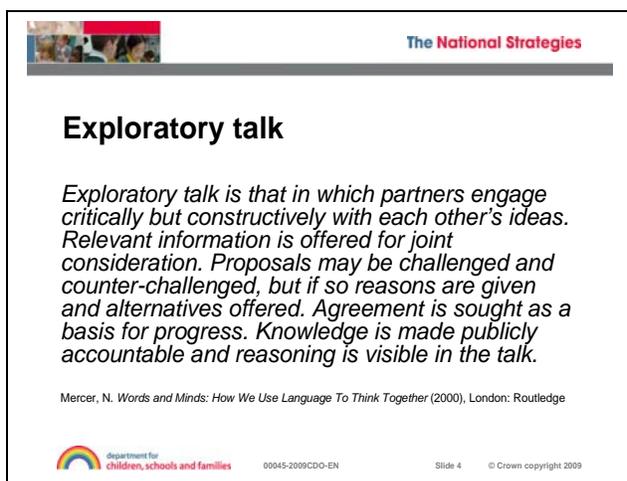


The slide features a header with a small image of children and the text 'The National Strategies'. The main title is 'Why talk?'. Below it is a quote: 'Reading and writing float on a sea of talk'. At the bottom, there is a citation: 'Barnes, D., Britton, J. and Rosen, H. (eds) *Language, the Learner and the School* (1969), Penguin: Harmondsworth'. The footer includes the Department for Children, Schools and Families logo, the reference number 00045-2009CDO-EN, 'Slide 3', and '© Crown copyright 2009'.

Tell colleagues that talk is an essential component of learning; it enables pupils to:

- develop, exchange and revise ideas
- communicate face to face with an audience
- rehearse ideas before writing
- rehearse language structures before writing.

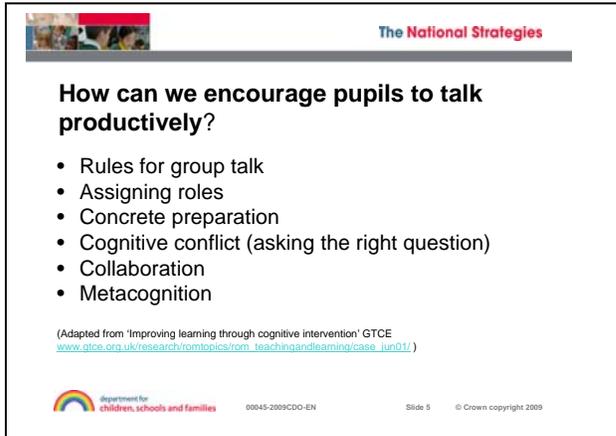
Show slide 4.



The slide features a header with a small image of children and the text 'The National Strategies'. The main title is 'Exploratory talk'. Below it is a definition: 'Exploratory talk is that in which partners engage critically but constructively with each other's ideas. Relevant information is offered for joint consideration. Proposals may be challenged and counter-challenged, but if so reasons are given and alternatives offered. Agreement is sought as a basis for progress. Knowledge is made publicly accountable and reasoning is visible in the talk.' At the bottom, there is a citation: 'Mercer, N. *Words and Minds: How We Use Language To Think Together* (2000), London: Routledge'. The footer includes the Department for Children, Schools and Families logo, the reference number 00045-2009CDO-EN, 'Slide 4', and '© Crown copyright 2009'.

Inform colleagues that this is the type of talk we are aiming for. Stress particularly the phrases *critically but constructively*, *agreement is sought as a basis for progress* and *reasoning is visible*.

Show slide 5.



The slide is titled "The National Strategies" at the top right. The main heading is "How can we encourage pupils to talk productively?". Below this is a bulleted list of five points: Rules for group talk, Assigning roles, Concrete preparation, Cognitive conflict (asking the right question), and Collaboration. The fifth point, Metacognition, is not bulleted. At the bottom left, there is a small rainbow logo and the text "Department for children, schools and families". At the bottom center, it says "00045-2009CDO-EN". At the bottom right, it says "Slide 5 © Crown copyright 2009".

How can we encourage pupils to talk productively?

- Rules for group talk
- Assigning roles
- Concrete preparation
- Cognitive conflict (asking the right question)
- Collaboration
- Metacognition

(Adapted from 'Improving learning through cognitive intervention' GTCE
www.gtce.org.uk/research/romtopics/rom_teachingandlearning/case_tun01/)

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Explain to colleagues that it is important for pupils to be able to interact in a calm, polite and purposeful way and for pupils unused to this, preparatory stages such as designing rules for group talk might be necessary. Say that it is not the purpose of this module to cover those issues. Inform colleagues who wish to follow up this aspect of exploratory talk that Unit 7 of the DfES publication *Literacy across the Curriculum* (2001) is very helpful in this respect.

Tell colleagues that researchers who evaluated the Cognitive Acceleration in Science Education (CASE) programme identified a number of essential steps, among which are the last four bullet points.

Explain that:

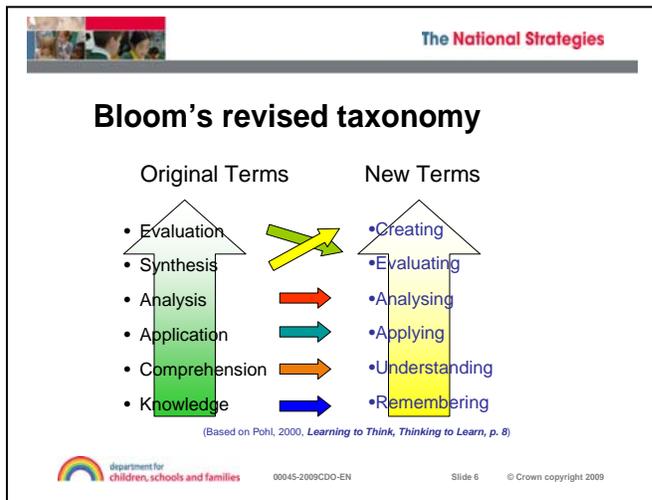
Concrete preparation is essential in helping the pupils to understand the initial problem. This might also be called activating prior knowledge, addressing key terms or understanding the context in which the problem is being posed. This is a particular issue for EAL learners who may have a different social or cultural understanding.

Cognitive conflict (and asking the right questions) is about maintaining in pupils' minds a range of possible explanations for causes and effects that may interact in complex ways with each other. Therefore the question or the problem must be carefully posed in order to ensure that pupils consider not only a range of possible explanations, but also the relative importance, relevance and possible interaction of those explanations.

Collaboration (or social construction) is the process through which pupils gain a more complete understanding of a task. Pupils in a group gradually clarify the role of different factors and suggest different justifications or ways of testing hypotheses. When the teacher asks probing questions, the pupils do the thinking.

Metacognition (or thinking about thinking) is the process by which pupils reflect upon and articulate their own thinking and learning processes. This is essential if pupils are to embed their learning and be able to apply similar ways of thinking to different problems and contexts.

Show slide 6.

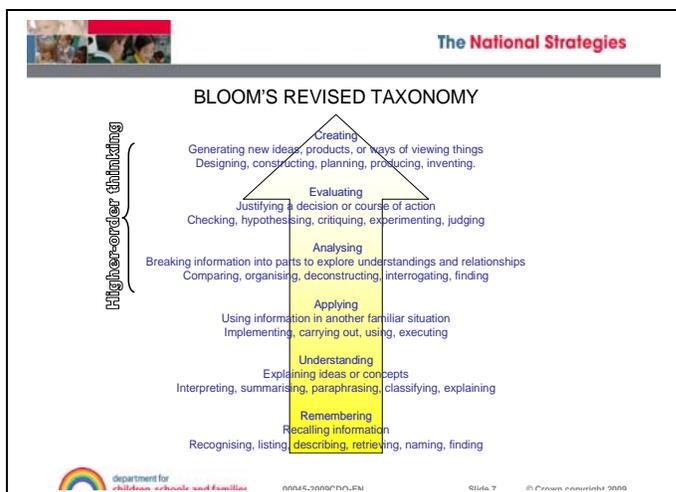


Original and New terms based on Pohl by Kurwongbah State School, Australia.

Ask colleagues to look at **resources 1a** and **1b** to decide which questions fit which category of the taxonomy. Allow 5 minutes for this task.

Do not take feedback from this short activity, but encourage colleagues to reflect as they consider **slide 7** and **handout 1**.

Show slide 7.



Bloom's Revised Taxonomy by Kurwongbah State School, Australia.

Give one minute's reflection time and allow colleagues to reconsider and adjust the placing of their questions.

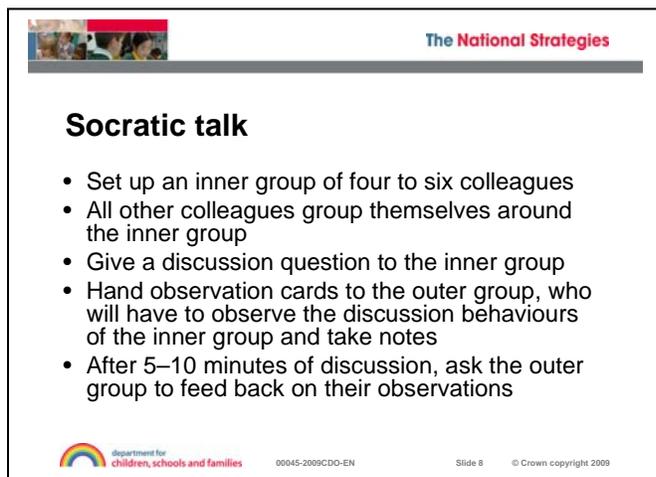
Socratic talk (25 minutes)

Note to presenter: two video clips of Socratic talk in action can be found on *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009DVD-EN)

Tell colleagues that they are now going to engage in a Socratic talk activity. Socratic talk derives from the Socratic method, whereby a group observes a discussion in order to learn from and comment on it. Say that the purpose of this activity is to consider the nature of exploratory talk, while experiencing an activity which encourages both exploratory talk and reflection on talk. Inform colleagues that they can find examples of this activity being used in English lessons on the DCSF DVD *Teaching speaking and listening* (00025-2007DVD-EN).

Arrange the colleagues as an inner and outer group as outlined in **slide 8**.

Show slide 8.



Socratic talk

- Set up an inner group of four to six colleagues
- All other colleagues group themselves around the inner group
- Give a discussion question to the inner group
- Hand observation cards to the outer group, who will have to observe the discussion behaviours of the inner group and take notes
- After 5–10 minutes of discussion, ask the outer group to feed back on their observations

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Select **one** of the topics below for consideration by the inner group.

1. Feminism has gone too far and damaged our society

(resources 2a and 2b)

2. The Government is right to raise the school leaving age to 18

(resources 2c and 2d)

3. Which of the two film reviews is more powerfully written and which would make you want to see the film?

(resources 2e and 2f).

Give the inner group 5 minutes to read the associated resources while you are handing the observation cards (**resource 3**) to the outer group and explaining the tasks they have to carry out. The inner group then discusses the given topic. Tell the outer group that they need to make notes and produce evidence for their feedback.

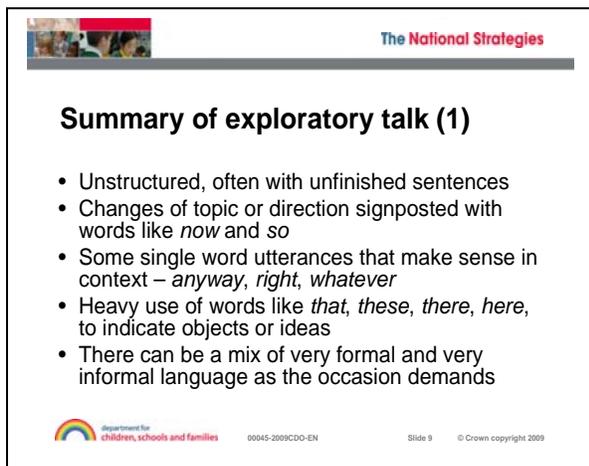
Allow 25 minutes for this activity: 5 minutes to read, 10 minutes for discussion, 10 minutes to feed back.

After the feedback, point out the wide range of questions given to the outer group in the activity. The teacher would normally restrict the range of questions to cover the specific learning objectives for the lesson. The observers' cards in this activity were focused on:

- speaking behaviours (organising, encouraging, contributing, disagreeing politely, body language)
- use of evidence and others' viewpoints
- use of specialist language.

It would also be possible to focus on the performance aspects of speaking – formality of language, rhetorical devices and use of techniques (such as the passive voice) to lend authority – if those were the lesson objectives.

Show slides 9 and 10 to illustrate the nature of exploratory talk.

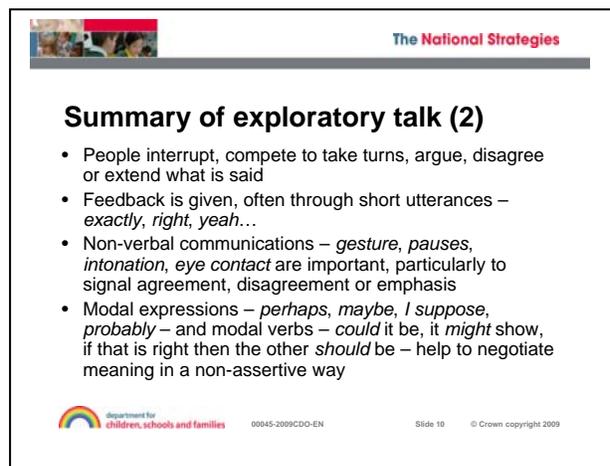


The National Strategies

Summary of exploratory talk (1)

- Unstructured, often with unfinished sentences
- Changes of topic or direction signposted with words like *now* and *so*
- Some single word utterances that make sense in context – *anyway, right, whatever*
- Heavy use of words like *that, these, there, here*, to indicate objects or ideas
- There can be a mix of very formal and very informal language as the occasion demands

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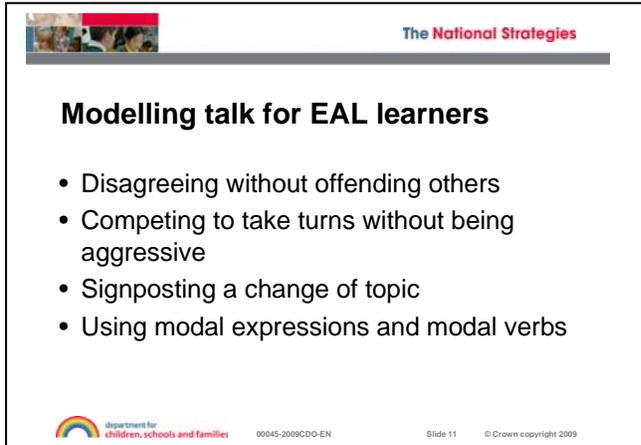
The National Strategies

Summary of exploratory talk (2)

- People interrupt, compete to take turns, argue, disagree or extend what is said
- Feedback is given, often through short utterances – *exactly, right, yeah...*
- Non-verbal communications – *gesture, pauses, intonation, eye contact* are important, particularly to signal agreement, disagreement or emphasis
- Modal expressions – *perhaps, maybe, I suppose, probably* – and modal verbs – *could* it be, it *might* show, if that is right then the other *should* be – help to negotiate meaning in a non-assertive way

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Now show slide 11.



The slide is titled 'The National Strategies' and 'Modelling talk for EAL learners'. It lists four bullet points: Disagreeing without offending others, Competing to take turns without being aggressive, Signposting a change of topic, and Using modal expressions and modal verbs. The footer includes the Department for Children, Schools and Families logo, the code 00045-2009CDO-EN, 'Slide 11', and '© Crown copyright 2009'.

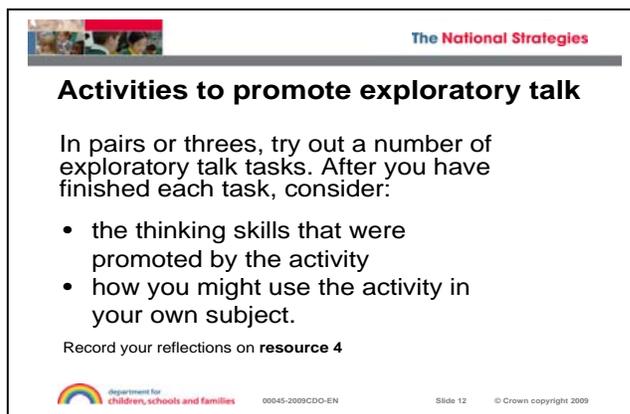
Draw colleagues' attention to ways in which EAL learners may need to have these behaviours and features specifically modelled to them:

- Disagreeing without offending others (*That's an interesting idea, but...*)
- Competing to take turns without being aggressive (*Could I just make a point here?*)
- Signposting a change of topic (*Have you considered...?*)
- Using modal expressions and modal verbs. These can express tentativeness, probability, possibility, intention and can be used in English to soften the impact on a listener. Compare: 'You are mistaken!' with 'Could you be mistaken?'

Activities for exploratory talk (20 minutes)

Show slide 12.

Tell colleagues that they are now going to try out different exploratory talk tasks for about 20 minutes. Show them **resource 4** – exploratory talk activities – and explain that they will work in pairs or threes to carry out tasks using **resources 5–9**.



The slide is titled 'The National Strategies' and 'Activities to promote exploratory talk'. It instructs users to try out exploratory talk tasks in pairs or threes and then consider two points: the thinking skills promoted by the activity and how to use the activity in their own subject. It also asks to record reflections on resource 4. The footer includes the Department for Children, Schools and Families logo, the code 00045-2009CDO-EN, 'Slide 12', and '© Crown copyright 2009'.

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While engaged in the activities, ask colleagues to reflect on:

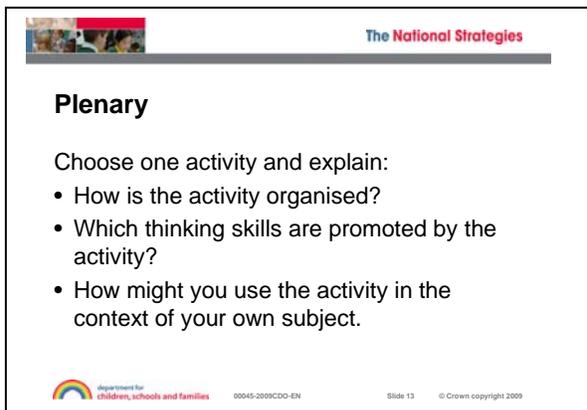
- the thinking skills that were promoted by the activity
- how they might use the activity in the context of their own subject and to record their reflections on **resource 4**.

During the feedback, ensure that colleagues are clear that exploratory talk activities can be an end in themselves, as long as the metacognitive stage is not ignored. However, it is also likely that colleagues will want to use such activities to support the forms of thinking that are important in their subject area.

In addition, colleagues will need to consider how they make the shift from the more informal, context-embedded and discontinuous types of language used in exploratory talk to the more explicit language and formal registers required in oral presentations and for writing. This area is covered specifically in **CPDM 5: Bridging talk and text: formal talk**.

Plenary (10 minutes)

Show slide 13



The slide is titled 'Plenary' and is part of 'The National Strategies'. It contains the following text:

Choose one activity and explain:

- How is the activity organised?
- Which thinking skills are promoted by the activity?
- How might you use the activity in the context of your own subject.

At the bottom of the slide, there is a logo for the Department for Children, Schools and Families, the reference number 00045-2009CDO-EN, the slide number 'Slide 13', and the copyright notice '© Crown copyright 2009'.

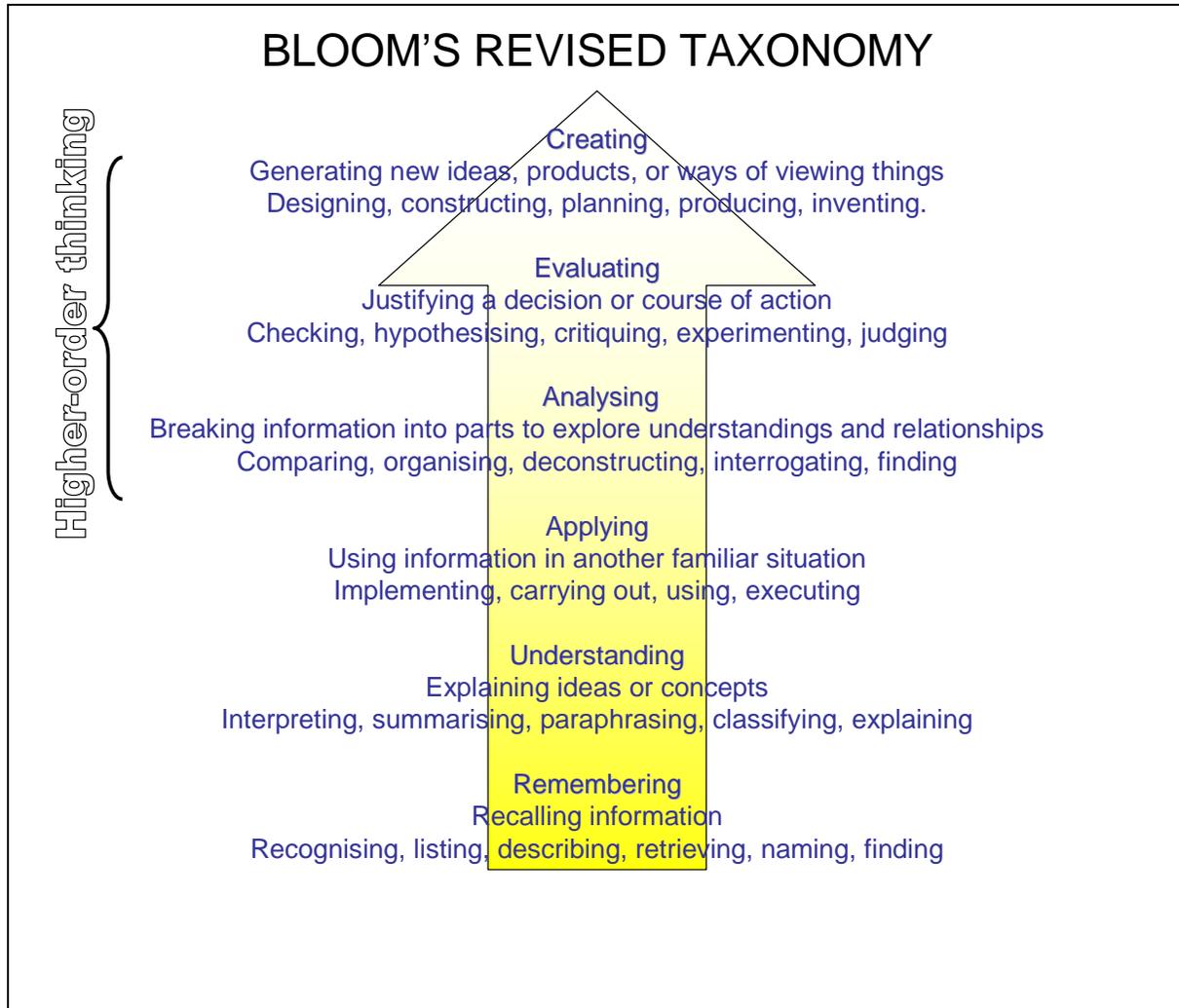
Ask each group/pair to report back on one activity, addressing the following points:

- how is the activity carried out?
- which thinking skills does it promote?
- how might the activity be used in the colleagues' own subject?

Remind colleagues of *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009DVD-EN) for additional materials, case studies and video footage.

Bloom's revised taxonomy – thinking skills

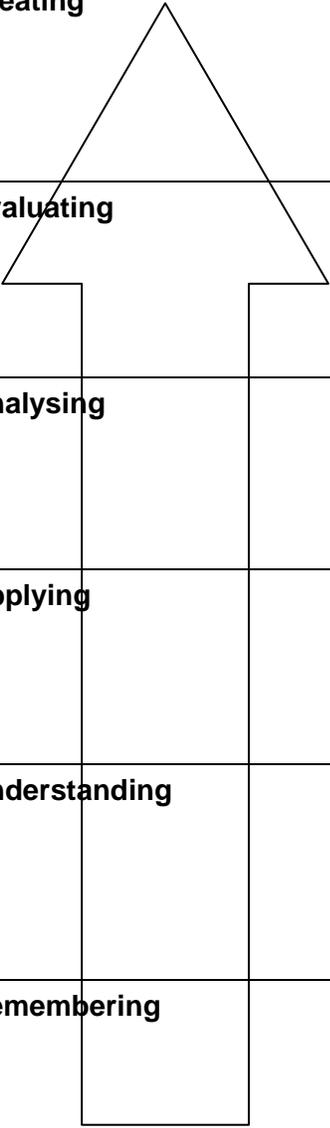
Handout 1



Bloom's Revised Taxonomy by Kurwongbah State School, Australia.

Bloom’s revised taxonomy

Resource 1a

Thinking skill (Bloom’s revised taxonomy)	Questions
Creating 	
Evaluating	
Analysing	
Applying	
Understanding	
Remembering	

Cards to cut and sort into categories

Resource 1b

What was the year of the Great Fire of London?	What colour did the litmus paper turn?	Who was Romeo's cousin?
How does a pinhole camera work?	What is the difference between a primary and secondary source?	What does the bar chart show?
If $a^2 + b^2 = h^2$, what is the length of h ?	If a metal reacting with nitric acid creates a nitrate, what would you expect when a metal reacts with sulphuric acid?	Use the 4-step model to create a coaching sequence of your own.
Rihad gave the answer $3x^2 + 5y = 25$. Why was he wrong?	How does Dickens's description of the setting in <i>Great Expectations</i> help to create an atmosphere of foreboding?	How can the work of seismologists help to predict earthquakes?
It is said that slavery was abolished because the British public found the practice morally repugnant. To what extent is this point of view supported by the evidence from the sources?	Write a report recommending a particular model of photocopier to your company from a list of six. In your report compare the machines in terms of cost, functionality, reliability, ergonomics, efficiency and safety.	How far does source B explain why Hitler was able to consolidate his power so quickly?
Develop a business plan for a small ice cream retailing business, drawing on both your own ideas and the lessons learned from the case studies.	Design a prototype CD rack for one of the major furniture chain stores. This rack must store at least 50 CDs, be able to be mass-produced and meet industry safety and functionality standards.	Imagine that you are a young officer in the First World War trenches. Write a poem to express your feelings about the war.

Source texts for Socratic talk

Resource 2a

Discussion: **Feminism has gone too far and damaged our society.**

Erin Pizzey, founder of the battered wives' refuge, on *how militant feminists* – with the collusion of Labour's leading women – hijacked her cause and used it to try to demonise all men.

By the early seventies, a new movement for women – demanding equality and rights – began to make headlines in the daily newspapers. Among the jargon, I read the words 'solidarity' and 'support'. I passionately believed that women would no longer find themselves isolated from each other, and in the future could unite to change our society for the better.

Within a few days I had the address of a local group in Chiswick, and I was on my way to join the Women's Liberation Movement. I was told to call other women 'sisters' and that our meetings were to be called 'collectives'.

My fascination with this new movement lasted only a few months. At the huge 'collectives', I heard shrill women preaching hatred of the family. They said the family was not a safe place for women and children. I became aware of a far more insidious development in the form of public policy-making by powerful women, which was creating a poisonous attitude towards men. In 1990 a social policy paper called *The Family Way* was published. It said: 'It cannot be assumed that men are bound to be an asset to family life, or that the presence of fathers in families is necessarily a means to social harmony and cohesion.' It was a staggering attack on men and their role in modern life.

I believe that our vision was hijacked by vengeful women who have ghetto-ised the refuge movement and used it to persecute men. Surely the time has come to challenge this evil ideology and insist that men take their rightful place in the refuge movement.

We need an inclusive movement that offers support to everyone that needs it. As for me – I will always continue to work with anyone who needs my help or can help others – and yes, that includes men.

Adapted from *How feminists tried to destroy the family* by Erin Pizzey in *Mail online*, 22 January 2007.

Source texts for Socratic talk

Resource 2b

Discussion: **Feminism has gone too far and damaged our society.**

There has always been resistance to feminism but there is also the satisfaction of rights enshrined, respect ensured, the sense that the fight for women to be treated as human beings, no more, no less – is inching along. I recently read a piece by US feminist writer, Katha Pollitt, headlined **Backlash Spectacular** charting the ways in which North American culture is regressing on women's rights.

In the weeks after Pollitt's article, I found myself tripping over signs that not only does the feminist movement still have far to go, but that rights we thought were settled are suddenly under threat.

Flicking through the newspapers one day, I came across an interview with Theo Paphitis, who appears on the TV show, *Dragon's Den*, and is one of the UK's most prominent business people. 'All this feminist stuff,' he said, 'are we seriously saying that 50% of all jobs should go to women?' Paphitis went on to note that women 'get themselves bloody pregnant and... they always argue that they'll be working until the day before and be back at work the following day, but sure enough, their brains turn to mush, and then after the birth they take three months off, get it out of their system and are back to normal'. On the subject of paternity leave he suggested that he thinks 'it's a bit sippy'.

A friend of mine, a long-time feminist activist, notes that 'there's always been a backlash, ever since day one of women's existence – long before it's ever been documented.

'What a backlash does is that it curtails us, but we never take those two steps back, and that's what I think can send the rightwingers, and the upholders of the traditional family, absolutely wild, because whatever they throw at us, so what? What do they think we're going to do? Go back to how we were before? We might be wading through treacle at the moment,' she says, 'but the fact is that they won't actually win'.

Adapted from *Now the backlash* by Kira Cochrane in *The Guardian*, 1 July 2007.

Source texts for Socratic talk

Resource 2c

Discussion: **The Government is right to raise the school leaving age to 18**

School leaving age set to be 18

The DfES has confirmed plans to raise the school leaving age in England by 2013.

This will not mean that pupils have to stay in the classroom or continue with academic lessons – but they will have to continue to receive training.

The proposals would seek to tackle the problem of young people leaving education without qualifications or workplace skills.

Despite repeated efforts to tackle this stubborn problem – the most recent figures for England showed that 11% of 16 to 18-year-olds are still outside education, training or work.

Enforcement

At present, 76% of this age group are in education or receiving training – which will mean that the remainder will either have to begin workplace training or return to further education.

The Education Secretary Alan Johnson told *The Times* that it was ‘repellent that a youngster of 16 is not getting any training’.

SCHOOL LEAVING AGE

1870: First compulsory school for younger children

1880: Attendance officers enforce school for 5 to 10 year olds

1899: Leaving age raised to 12

1918: Full-time education compulsory up to 14

1944: Education Act raises leaving age to 15

1964: Raising of school leaving age to 16 announced, but not in place until 1972

Reflecting on his own experience, Mr Johnson said: ‘I regret not staying on in education...when I left school there were loads of jobs you could walk into without qualifications. That’s not going to be the case in the future’.

John Dunford, head of the Association of School and College and Leaders, cautioned that ‘we need to be clear that this is not strictly about raising the “school” leaving age, but about keeping young people in some kind of education or training until they are 18, most of them full-time, including apprenticeships and work-based training’.

Adapted from ‘School leaving age set to be 18’ in *BBC News online*, 12 January 2007.

Source texts for Socratic talk

Resource 2d

Discussion: **The Government is right to raise the school leaving age to 18**

Raising school leaving age ‘could give thousands a criminal record’

Alexandra Blair, Education Correspondent

Plans to force teenagers to stay in education or training until they are 18 could cause mass truancy and criminalise thousands of young people, a teachers’ leader claimed yesterday.

Raising the education leaving age from 16 to 18 would simply ‘prolong the agony’ of school for many disaffected pupils, Geraldine Everett, chairman of the Professional Association of Teachers, said.

Speaking at the PAT annual conference in Harrogate, Ms Everett said that the issue was a ‘potential minefield’ if not handled sensitively and that teenagers should be given some choice over whether they worked, stayed on at school or in training.

‘Here is a Government that has toyed with the idea of lowering the voting age to 16 in order to promote a greater sense of citizenship among our young people. Yet it proposes to extend compulsory education or training to 18, to compel the already disaffected to, in their perception, prolong the agony,’ she said.

Last year Alan Johnson, the former Education Secretary, who left school at 16, said it was unacceptable to see a 16-year-old working and not receiving any training or schooling. He said that the number of 17-year-olds receiving some sort of education or training should be raised from the current 75 per cent to 90 per cent by 2015.

But Ms Everett gave warning that children for whom the system had already failed were unlikely to want to be alienated further by compulsory 16–18 education or business-led training, which is designed for purely economic reasons to fill a skills gap.

‘To make them conscripts is likely to reinforce failure, leading to even greater disaffection,’ she said.

‘Enforcement could lead to mass truancy, further disruption to other learners and staff, maybe even needless criminalisation if enforcement measures are imposed.’ To make sure teenagers turn up at school, college or their work placements, the Government proposes to threaten them with possible court action and £50 fines.

Adapted from an article in *Times online*, 31 July 2007.

Source texts for Socratic talk

Resource 2e

Discussion: **Which of the two film reviews is more powerfully written and which would make you want to see the film?**

EIGHT months after the name of the 22nd James Bond film was announced, The Sneak was still struggling to remember it.

The limp *Quantum Of Solace* just wouldn't stick.

But all that changed after I went undercover to infiltrate a top-secret screening of the new 007 flick.

Daniel Craig's second outing as the world's most famous secret agent is something you won't forget in a hurry.

The actor transformed suave Bond into a gritty killing machine in 2006 hit *Casino Royale* and here the violence is ramped up to *Rambo* proportions.

The Sneak would like to give you a figure on the body count . . . but it was impossible to keep score.

The film kicks off with Bond in the car chase of his life as his Aston Martin DB9 is pursued through the narrow cliff-top lanes of the Italian Lakes.

A Bourne Ultimatum-style rooftop chase follows, with the famous Palio Horse Race as a stunning backdrop.

The stunts look dangerous for good reason – they are.

Chase

One driver is still recovering from head injuries after crashing into a wall filming the cliff-top chase.

Another had a narrow escape after skidding off a cliff into a lake.

And Craig needed eight stitches in his face after a fight scene and he had the top of a finger sliced off.

It's a miracle anyone survived filming long enough for Bond to kill them in the movie.

So this film is not as ground-breaking as *Casino Royale*.

But it will kick the living daylights out of any rival action-hero franchises.

Adapted from 'Licence to kill...and kill and kill' in *The Sun*, 30 October 2008.

Source texts for Socratic talk

Resource 2f

Discussion: **Which of the two film reviews is more powerfully written and which would make you want to see the film?**

He's back. Daniel Craig allays any fear that he was just a one-Martini Bond, with his second 007 adventure, the perplexingly named *Quantum Of Solace*.

I've got to admit that this didn't excite me as much as *Casino Royale*. But Craig personally has made the part his own, every inch the coolly ruthless agent-cum-killer, nursing a broken heart and coldly suppressed rage.

Under the direction of Marc Forster, the movie ladles out the adrenalin in a string of deafening episodes: car chases, plane wrecks, motor boat collisions. If it's got an engine, and runs on fuel, and can crash into another similarly powered vehicle, with Bond at the wheel, and preferably with a delicious female companion in the passenger seat – well, it goes in the movie.

Bond has hardly got his 007 spurs when he's infuriating M, Judi Dench, with his insolence and insubordination. Out in the field, he's whacking enemy agents in short, sharp, bone-cracking bursts of violence when he should be bringing them in for questioning.

In theory, he is out to nail a sinister international business type: Dominic Greene, played by French star Mathieu Amalric, who under a spurious ecological cover plans to buy up swathes of South American desert and a portfolio of Latin American governments to control the water supply of an entire continent. As Greene, Amalric has the maddest eyes, creepiest leer, and dodgiest teeth imaginable.

Clearly, Bond has to take this fellow down. But he also wants to track down the man who took his beloved Vesper away from him in the previous movie: he is pathologically seeking payback, and to the fury of his superiors, this is getting personal.

I was disappointed there was so little dialogue, flirtation and characterisation in this Bond: but set against this is the cool, cruel presence of Craig – his lips perpetually semi-pursed, as if savouring some new nastiness his opponents intend to dish out to him, and the nastiness he intends to dish out in return.

Quantum of Solace isn't as good as *Casino Royale*: the smart elegance of Craig's Bond debut has been toned down in favour of conventional action. But the man himself powers this movie; he carries the film: it's an indefinably difficult task for an actor. Craig measures up.

Adapted from *Quantum of Solace* in *The Guardian*, 18 October 2008.

Socratic talk observation cards

Resource 3

<p>Observe _____ (write in name of one person). Note how s/he:</p> <ul style="list-style-type: none"> • contributes to the discussion • builds on others' ideas • encourages others to contribute. 	<p>Note down every occasion on which colleagues use evidence from the sources to back up their arguments. What language do they use to do this? (e.g. ...'as shown by...')</p>
<p>Note down every occasion on which colleagues encourage others to make a contribution. What language do they use to do this?</p>	<p>Which people seem to be leading or organising the group? How do they do this?</p>
<p>Note down every use of technical or specialist vocabulary.</p>	<p>Note down all the ways in which colleagues disagree with each other. Note particularly the ways in which people disagree without causing offence.</p>
<p>Note down instances of colleagues changing their opinion by taking into account others' points of view. What expressions do they use to do this?</p>	<p>Choose two people from the inner group and note down their body language. What gestures and movements do they use and what do those gestures mean?</p>
<p>Choose two colleagues and count the number of times that they do not finish a sentence. Note one or two examples.</p>	<p>What are the different ways in which the colleagues show that they agree? Note down as many as you can.</p>
<p>Observe _____ (write in name of one person). Note how s/he:</p> <ul style="list-style-type: none"> • contributes to the discussion • builds on others' ideas • encourages others to contribute. 	<p>Note down any time that colleagues change the topic. What language do they use to do this?</p>

Exploratory talk activities

Resource 4

In pairs or threes, use the exploratory talk activities in Resources 5–9 then note down the thinking skills promoted by the activity and how you might use the activity in the context of your subject.

Activity	Thinking skills promoted	How I might use this activity in my subject area

PMI (Plus, Minus, Interesting) grid

Resource 5

Discuss one of the questions below and fill in the grid, agreeing on at least:

Britain would be safer if there were no traffic lights at all

Global warming is the biggest threat to the world

Governments should be elected every two years

3 plus points (in favour)

3 minus points (against)

3 interesting points

+	-	interesting
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

Mystery activity

Resource 6a



The Farmer Brown mystery



Why has Farmer Brown had to sell his farm?

Use this space to record your ideas.

Mystery activity evidence cards

Resource 6b

Cut and place into envelopes for the colleagues to sort.

Most families with children buy their groceries from the supermarket in the nearest town.	The village shop now only trades at the weekends and only sells a small selection of local fruit and vegetables.	Farmer Brown has been preparing his farm for three years to become an organic farm.
The fruit and vegetables at the village shop are 15% more expensive than those in larger retailers.	The farm's insurance has gone up by 26% in the last two years.	A farm a few kilometres away had an outbreak of 'bird flu' a year ago.
Farmer Brown has won the 'Best Local Vegetables' award twice in the last ten years.	Council tax has remained constant for the last few years.	Two years ago, Farmer Brown and his neighbour had a serious row about who was responsible for the upkeep of the dividing fences between the two properties.
Farmer Brown is 58, his wife is 55 and has arthritis.	The county-wide distributor for the council delivers fruit for the local primary school.	Some farms in the county have had foot and mouth scares in the last few months.
The local farm shop only lasted a year.	Out of four neighbouring farms, two have become organic farms.	Out of four neighbouring farms, one is using sustainable farming.
Farmer Brown rears a small number of chickens.	Interest rates are set to rise.	Large retailers are purchasing more fruit and vegetables from abroad as it is more cost efficient.
The summer rainfall was higher than average.	The Government has promised subsidies to wheat farmers for failed crops.	The local village butcher sells only organic meat products.

Opinion lines

Resource 7

In pairs read the statement below and both decide which position on the line best represents your view. Then say why you have chosen that place and listen to your partner's views. If you have changed your opinion, move your position.

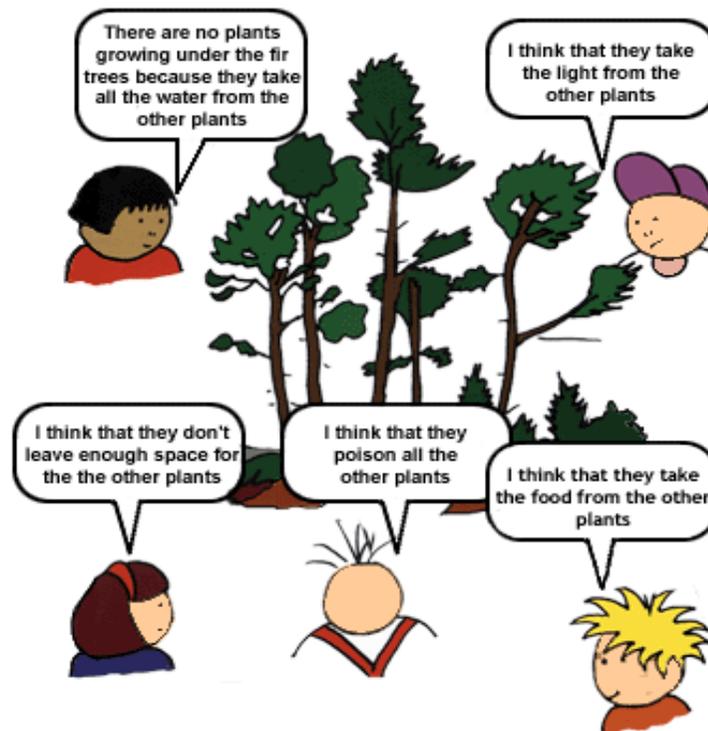
'You can judge the character of a person by the clothes they wear'



Concept Cartoons™

Resource 8

Choose one of the two Concept Cartoons™ to discuss in pairs/group of three. Do you agree with any of the characters or do you think that they are partially right? Give reasons for your opinion.



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Odd one out

Resource 9

Choose one line of objects on this grid and say which is the odd one out and why.



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