

English Level 1

Section C

Being a skilful speaker and listener

- 1 Taking part in an informal discussion
- 2 Taking part in a formal discussion

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English Level 1

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Section C: Being a skilful speaker and listener

Use these free pilot resources to help build your learners' skill base

We are delighted to continue to make available our free pilot learner resources and teacher notes, to help teach the skills learners need to pass Edexcel FS English, Level 1.

But use the accredited exam material and other resources to prepare them for the real assessment

We developed these materials for the pilot assessment and standards and have now matched them to the final specification in the table below. They'll be a useful interim measure to get you started but the assessment guidance should no longer be used and you should make sure you use the accredited assessments to prepare your learners for the actual assessment.

New resources available for further support

We're also making available new learner and teacher resources that are completely matched to the final specification and assessment – and also providing access to banks of the actual live papers as these become available. We recommend that you switch to using these as they become available.

Coverage of accredited specification and standards

The table below shows the match of the accredited specification to the unit of pilot resources. This table supersedes the pilot table within the teacher notes.

Skills Standard	Coverage and Range	Learner Unit
1 Speaking, listening and communication Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	1.1 Make relevant and extended contributions to discussions, allowing for and responding to others' input	C1 Taking part in an informal discussion C2 Taking part in a formal discussion
	1.2 Prepare for and contribute to the formal discussion of ideas and opinions	
	1.3 Make different kinds of contributions to discussions	
	1.4 Present information/points of view clearly and in appropriate language	

Where to find the final specification, assessment and resource material

Visit our website www.edexcel.com/fs then:

- **for the specification and assessments:** under **Subjects**, click on **English (Levels 1–2)**
- **for information about resources:** under **Support**, click on **Published resources**.

C Being a skilful speaker and listener

1 Taking part in an informal discussion

By the end of this section you will have developed the speaking and listening skills that you need to:

- take a full part in an informal discussion
- present information and points of view clearly
- make relevant points in appropriate language
- listen to points made by others, and respond in a helpful way.

Build on the skills you already have

- 1 Work in a pair. You have two minutes to tell each other something about yourself.
 - a) Spend one minute noting down what you want to say. It could be about:
 - your best or worst memory of when you started school
 - a group or solo singer you really admire or dislike
 - a job you would most / least like to do in the future (say why).
 - b) Take turns to tell each other about one of these topics.

When you are speaking, remember to:

 - organise your ideas
 - speak clearly
 - use words and phrases that your listener will understand
 - bring your account to life by including detail (e.g. names, places, sounds, smells).

When you are listening, remember to show that you are interested by:

 - looking at the person who is speaking, keeping eye contact, nodding, and so on
 - using positive feedback with words and phrases like “yes”, “I see”, “right”, “okay”
 - asking the speaker to clarify if there’s something that confuses you or especially interests you.

- c) Get together with another pair and give a 30-second summary of what your partner said. Show that the speaker was clear and you were listening by summarising the 3–5 key points.

How good are your skills already?

- 2 Think about your speaking and listening skills generally and in the activity on page 2. For each of the points below, decide where you would place yourself on the scale (where 10 is excellent and 1 is not very good). Make a note of your scores.



- I listen to others and try to understand their ideas and opinions.
E.g. *How much could you say about what your partner told you?*
- I show that I am listening by my body language (e.g. nodding to show I agree), facial expressions (e.g. keeping eye contact with the other person) and by making short comments (e.g. yes, I see, Uh huh etc.).
E.g. *Did you use any of these ways of showing that you were listening to your partner?*
- I speak clearly and use language that suits the topic and the people I am speaking to.
E.g. *Do you feel that you can usually make yourself understood?*
- I take a full part in discussions. I make relevant points, and I respond to the points others make appropriately.
E.g. *Do you keep quiet for most of the time, or take an active part in discussions?*

Improve your skills

You are going to take part in a discussion on the topic for the task below. To make sure you do well, follow each of the steps to build your skills.

Task

Your local TV is making a programme about how people spend their free time.

They would like you to hold an informal discussion on your hobbies or interests. You have 10 minutes to think about what you will say and how you will organise your ideas.

Step 1 Presenting information clearly

We often talk about things we know a lot about. Remember that your audience may not know as much as you do! That means you need to:

- speak clearly and slowly enough for people to hear
- organise what you say: begin with the main point, then go into more detail
- explain unusual terms or difficult ideas; don't use technical terms (called 'jargon') without defining them
- think about what your audience needs – check out that they understand you, e.g. *'Is that clear? Has anyone got a question?'*

- 1 Think about a hobby or interest that you have. Decide on two main points that you want to make about it.

Are there any words or ideas that you need to explain?

How can you check that you are making yourself understood?

- 2 Get into groups of three. Now take it in turns to speak about your hobby to the others. Make your two points clearly.

- 3 The listeners should give feedback. How well did you understand the points that the speaker was making? What else could the speaker do to give the information clearly?



Step 2 Listening 'actively'

Active listening means paying close attention to what someone is saying. It also means showing that you are interested by:

- using hand movements and body language
- using your face (smiles, eyes, eyebrows) to show what you are feeling
- making short comments or remarks such as *'Mmm'*, *'Yes'*, *'Really'*
- asking questions or summarising to check out what you are hearing, e.g. *What do you mean? So you think that ...?*

- 4 In your groups of three, take it in turns to make two more points about your hobby or interest. This time talk to one person in the group only. The other person in the group should check out the skills of the speaker and listener by filling in a chart like the one below.

Skills used	How often/examples <i>Add a tick each time the skill is used or give examples</i>
<p>The speaker:</p> <ul style="list-style-type: none"> • gave a clear description of their hobby • explained any unusual terms/ideas • organised the description in a clear and logical way • checked out that the listener is understanding • spoke at the right pace (not too quickly or slowly) and volume (not too loudly or softly). 	
<p>The listener:</p> <ul style="list-style-type: none"> • used good body language • showed what they are feeling in their face • made short comments to show interest • asked questions or summarised to check they understood. 	

Step 3 Discussing with others

You are going to discuss the question below:

What are the key things that make a hobby or interest really worthwhile?

Make sure you:

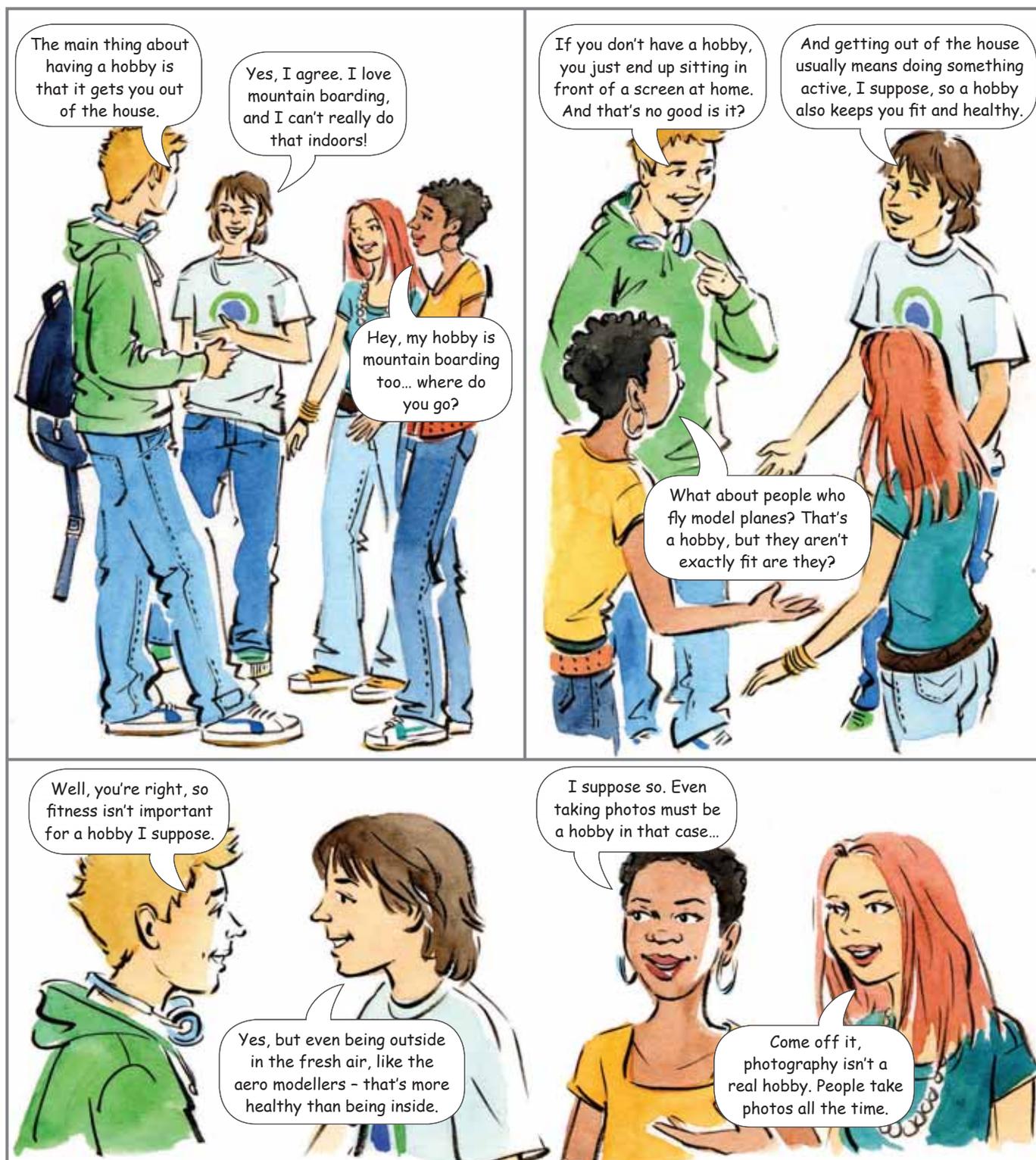
- play a full part in the discussion, but don't do all the talking
- make relevant points – does what you say fit in with the purpose of the discussion and what others are saying?
- let others speak, and show that you are actively listening to them
- agree with, or support, others by using phrases like *'I agree that ...'*, *'Yes, and ...'*, *'I can see what you mean'*
- disagree, or put your own point of view by using phrases such as *'But don't you think ...?'*, *'I'm not sure that ...'*, *'I can see what you're saying, but ...'*



Are these hobbies? What do you think?

- 5 Work in pairs. Read the extract below from a discussion on the topic. Discuss how well each of the speakers interacts with the others.

Make sure you give reasons for your views, e.g. 'Speaker 1 makes lots of points that are relevant, for example ...'



- 6 Now discuss the topic in small groups. Make sure you use the skills you have developed in the unit.
- 7 After your discussion, look back at the scale of speaking and listening skills on page 3. Where would you put yourself now for each skill? Explain to your partner why you have given yourself each rating.

2 Taking part in a formal discussion

By the end of this section you will have developed the speaking and listening skills that you need to:

- prepare for and take part in a formal discussion
- present information and points of view clearly and in appropriate language
- contribute to the discussion in different ways
- listen to points made by others, and respond appropriately to them.

Building on the skills you already have

- 1 Work in a small group. Spend a few minutes deciding what ONE action you would take to make your local area more attractive to live in. For example:
 - traffic calming
 - opening a cafe
 - setting up a youth club.
- 2 Work in a pair with someone from another group. Take it in turns to tell each other in as much detail as you can what happened during your discussion, for example:
 - the different things people said
 - how well you listened
 - what contribution you made.

How good are your skills already?

For each of the points below, decide where you would place yourself on the scale below (where 10 is excellent and 1 is not very good). Make a note of your scores.

Think about the way you spoke and listened in the activity you have just done. Think also about other times you have used these skills..

10 9 8 7 6 5 4 3 2 1



- I plan in advance so that I have thought about the points I want to make.

E.g. *Did you spend a bit of time thinking before you started the discussion?*

- I make my points clearly and persuasively.

E.g. *Did you give reasons why you were making your suggestions? Were the points you made relevant to the discussion?*

- I play different roles in a discussion.

E.g. *Are you able to do different things, such as make points, ask questions, listen well and encourage people to speak?*

- I listen to the points made by other speakers, and show respect for their rights and opinions.

E.g. *Do you say things like: 'Yes, I know what you mean, but ...'?*

Improve your skills

You are going to take part in a formal discussion. You will play the roles of local councillors. The council is discussing how to develop part of Lonchester town centre, the old railway station in West Dean.



Step 1 Preparing for the discussion

Preparing for a discussion

- Before a formal discussion, take time to think about what your role is, and what to say.
- Read relevant information in advance. You may want to bring notes or information to the discussion.
- Sometimes there is an **agenda** – a set plan for the discussion. Read this in advance.

- 1 a) Read the information about the different development bids on page 10.
b) On your own, decide which bid you want to support for the development of the West Dean site. Think about your reasons, and make some brief notes.

Scenario – the future of the West Dean site

MEMO

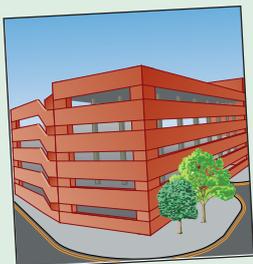
The closure of the old railway station at West Dean, in the centre of Lonchester, means there is a new site for development. Four large developers have placed bids:

- Multistorey car park
- 'Hypermall' supermarket
- 'Empire' multiplex cinema
- Lonchester community centre

The purpose of the council meeting is to decide which of the bids should be granted planning permission.

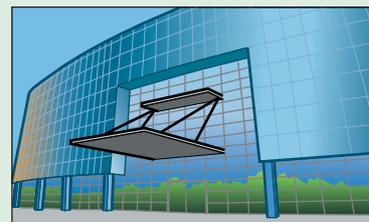
Multistorey car park

- There is a shortage of car parking space in the town centre at present.
- A new car park would attract more shoppers to the area.
- It would bring income to the town through parking charges.
- A tasteful red brick design has been proposed.
- Minimum investment needed for the council.



Hypermall supermarket

- Hypermall is a new ethical supermarket chain.
- Other supermarkets are out of town – no need to drive to Hypermall.
- The bid would bring lots of jobs to the town.
- It would be good for the town's reputation as a shopping centre.
- Selling the site to Hypermall would bring in a lot of money.



Empire multiplex cinema

- Market research supports the need for a cinema in Lonchester.
- A new cinema would attract more shoppers and tourists to the area.
- The bid would bring lots of jobs to the town.
- An exciting high-tech design has been proposed.
- Selling the site to Empire would bring in a lot of money.



Lonchester community centre

- No focus for community events in Lonchester at present.
- Youth crime is increasing – need to meet their needs.
- Exciting range of facilities and events proposed.
- Parking facilities could be used by local shoppers.
- Local people say that they will pay extra council tax to improve quality of life.



- 2 Draw up an agenda for the meeting.
 - a) First decide on the points you need to include.
 - b) Then decide on the order for the items and who will introduce them.

You could copy out and fill in the agenda begun below.

<b style="color: red;">Lonchester Town Council Meeting to discuss the redevelopment of the West Dean site AGENDA		
Meeting start time:		
Meeting end time:		
Group members:		
Item no	Item	Introduced by:
1	<i>Introduction to the meeting</i>	<i>Chair:</i>
2	<i>The Hypermall supermarket bid</i>	
3		
4		
5		
6	<i>General discussion</i>	
7	<i>Meeting closes: decision taken</i>	<i>Chair:</i>

- 3 Choose one of the bids to support. Find someone who also plans to support the same bid as you. List four points that you could make in the meeting. Think about the opposing bids as well – what points could you make against them?



Step 2 Making an effective contribution to a discussion

Different kinds of contribution in discussions

Speaking in a formal discussion doesn't just mean clearly stating your own views. There are lots of different skills involved. You can:

- make your points clearly, giving reasons, e.g. *'The main advantages of this bid are ...' 'We need a ... because ...'*
- ask questions about other people's views, e.g. *'Could you tell me what it would cost to ...?'*
- make supportive or critical points about other people's suggestions (NB you must be respectful when you are critical, e.g. *'I see what you're saying, but ...'*)
- prompt other people to speak, e.g. *'Does anyone disagree?'*
- try to get an agreement that suits everyone, e.g. *'How can we meet your concerns that ...?'*

- 4 a) Join up with another pair who support a different bid. In this new group of four, discuss the bids for four minutes. Each of you try to:
- make two points to persuade the group that your bid is the best one for Lonchester
 - make two points in response to other people's suggestions.
- b) Then discuss the roles you played by referring to the box above. What do you need to work on so that you are even more effective in a discussion?



- 5 The person who has chosen to be chair of the council meeting should also practise their role. See the advice panel below.

The role of a chairperson

Role	Examples
Makes sure each contribution is relevant	<i>"Tom, can we leave that for a different discussion?"</i>
Makes sure everyone in the group can contribute	<i>"Rahim, what do you think?"</i>
Sums up the discussion at the end and any decisions made	<i>"So, we have decided to ..."</i>
Makes sure the discussion sticks to the time allowed	<i>"We need to move on now ..."</i>
Deals with any disrespectful behaviour	<i>"Don't start talking in groups yet: Hamid is entitled to express his view."</i>

- 6 Now hold a meeting. After 10 minutes, the chairperson brings the meeting to an end and sums up any decisions. Remember also to show the skills that you practised on pages 8–9:
- making points clearly
 - active listening
 - supporting others by agreeing
 - disagreeing and putting your own point of view
- 7 After your discussion, look back at the scale of speaking and listening skills on page 3. Where would you put yourself now for each skill? Explain to your partner why you have given yourself this new rating.