

English Level 2

Section C

Being a skilful speaker and listener

- 1 Taking part in a formal discussion
- 2 Giving a presentation

Picture Credits

The publisher would like to thank the following for their kind permission to reproduce their photographs:
(Key: b-bottom; c-centre; l-left; r-right; t-top)

Alamy Images: 2bl; Anne-Marie Palmer 2tr; Edd Westmacott 8br; Ian Shaw 3; Janine Wiedel 8tr; Jim West 8tl; Patrick Ward 8bc; Robert Canis 8bl; Gideon Mendel 8tc; Getty Images: Andrew Yates 12; ANA Abejon 2br; Galina Barskaya 2bc; PunchStock: Imagesource 7

All other images © Pearson Education

Picture Research by: Kevin Brown, Lisa Wren, Rachel Naish

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

English Level 2

Geoff Barton, Clare Constant, Kim Richardson, Keith Washington

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 2.

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 Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations | 1.1 Consider complex information and give a relevant, cogent response in appropriate language | C1 Taking part in a formal discussion C2 Making a presentation |
| | 1.2 Present information and ideas clearly and persuasively to others | |
| | 1.3 Adapt contributions to suit audience, purpose and situation | |
| | 1.4 Make significant contributions to discussions, taking a range of roles and helping to move discussion forward | |

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 a formal discussion

By the end of this section you will have developed the speaking and listening skills you need to take an active part in a formal discussion confidently. You will know how to:

- prepare and take part in a discussion about complex information and ideas
- make relevant contributions that are clear and persuasive
- listen to and respond appropriately to points made by other speakers
- take different roles in the discussion and suit your contributions to the situation
- help the discussion move forward so that a group decision is reached.

Build on the skills you already have

- 1 Work in a group. Your group is helping out at a children's birthday party but the entertainer has phoned in sick. Come up with five or six activities that you could run which will keep twenty 7–8 year olds happily entertained for the next two hours.
- 2 Spend ten minutes deciding what activities you could run.
- 3 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 contributions people made
 - what they said
 - how well you listened
 - what contribution you made.



How good are your skills already?

- 4 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.

10 9 8 7 6 5 4 3 2 1



- I plan beforehand so that I can give the main points I want the group to take on board.

E.g. *Did you have a clear idea of important points you wanted the rest of the group to take into account or did you just start the discussion?*

- I make my contributions at the right time and make them clearly and persuasively.

E.g. *Did you listen to the other speakers' points and introduce your points at a suitable time or did you just stop the discussion and say what you wanted to? Did you give reasons why your point should be accepted?*

- I listen to and respond appropriately to the points made by other speakers.

E.g. *Could you remember what had been said in your group? During the discussion, did you say things like: 'I agree with what you said about... but...?'; 'And...'; 'When you say..., do you mean...?'*

Or did you say things like: 'That's a useless idea. You're wrong?'

- I can vary what I do during a discussion.

E.g. *Sometimes I listen and think about what someone else is telling me means. At other times I encourage other people to speak, or I build on what has just been said.*

- I can help the discussion move forward so that we reach a group decision.

E.g. *Did you ever remind the group of what you needed to achieve and suggest how you could get there, e.g. by moving on to the next point, taking a vote etc.?*



Improve your skills

You are going to take part in a formal group discussion about the situation opposite. To make sure you do really well follow each of the steps below to build your skills.

Step 1 Plan to succeed

A Work out what the situation is by asking

- Who are you going to be talking with?
- What is your purpose?
- What kind of language should you use?
 - If you are taking part in a formal discussion, business or legal meeting then the language needs to be formal standard English.
 - If you in a less formal situation, for example chatting with your friends, the language can be informal.

Make a note that summarises the situation for the discussion.

B Prepare your points and arguments

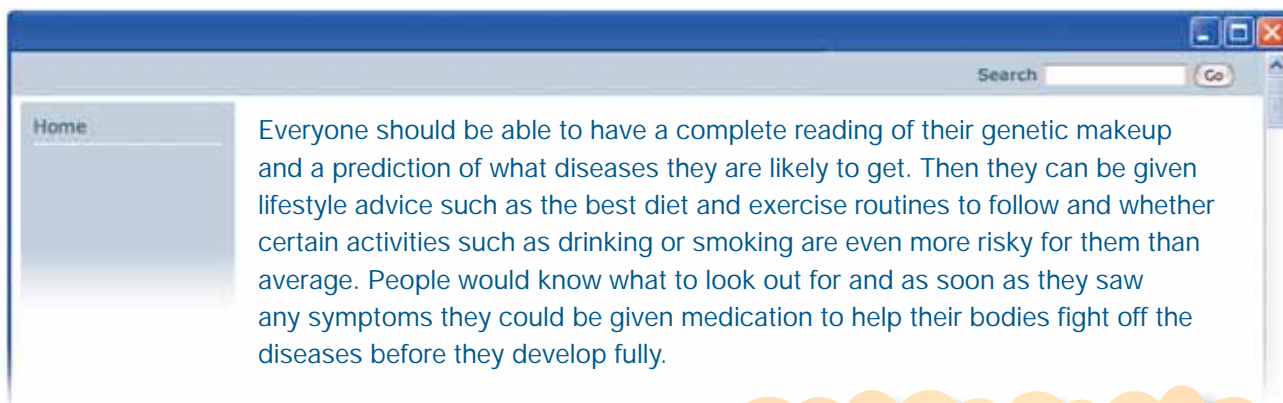
- Carefully read through the information you will be given, picking out the points that you will need to talk about in the discussion.
- Work out what you think about the topic. Then make a spider diagram showing the points you will want to be covered in the discussion.
- Try to work out what people who disagree with your point of view are likely to say. How can you answer these points? Jot down some ideas.

Situation

Your group is a board of trustees who have to give a £100,000 grant to fund 'scientific research that will create a better future for mankind'. A group called **DNA4Life** want you to give them the money so that they can carry out research into developing DNA kits. These are kits that people can buy to test their DNA to find out what kind of diseases they are likely to get in the future. Use the information on page 5 to help you decide whether they should be given the money.

- 1 Read the information on page 5 and decide what you agree with or disagree with. Then make a spider diagram showing the points you want to contribute to the discussion.
- 2 Work in a pair. Swap your spider diagrams. Make a note of two points your partner wants to make which contradict or oppose yours. Work out how you can argue against them.
- 3 With your partner, think carefully about what the opposite viewpoints to yours would be and work out how you can respond, i.e. *'If someone feels..., then I can reply with...'*

1



2

Just looking at genes is not a good way to predict what health problems someone will suffer from. Smoking, poor diet, poverty and pollution play a much bigger part. It would be better to spend money on developing better sports facilities, funding better school meals and stopping children eating fast foods.

3

Producing these kits is just a way for the drugs industry to make more money out of scaring people. First people will worry, buy a kit, and then worry even more about the diseases they 'might' get. Then the drugs industry will sell them medicines to avoid getting these diseases which they might never get anyway. But people will be constantly worrying about their future health. It's better not to know than to be stressed out about it all the time.

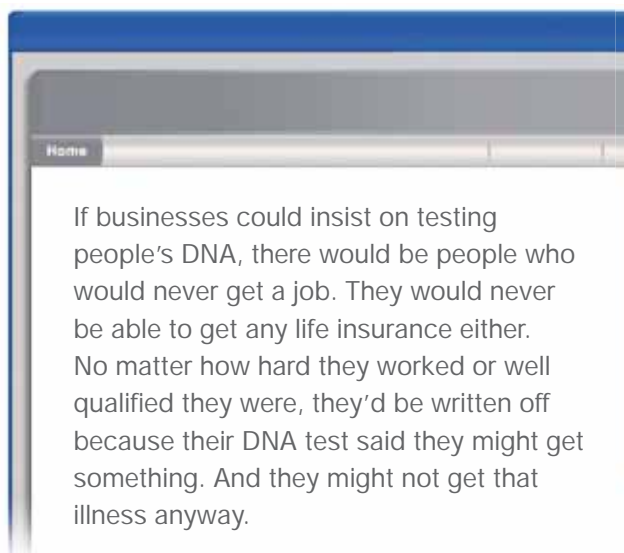
4

If I knew for sure that I was really likely to get a nasty disease, then at least I can make the choice to do as much as I can to avoid getting it, or treating it. If I knew I was only likely to live until I was about 50, then I'd live my life differently from the way I would if I knew I was going to reach a hundred. For a start I wouldn't worry about my pension.

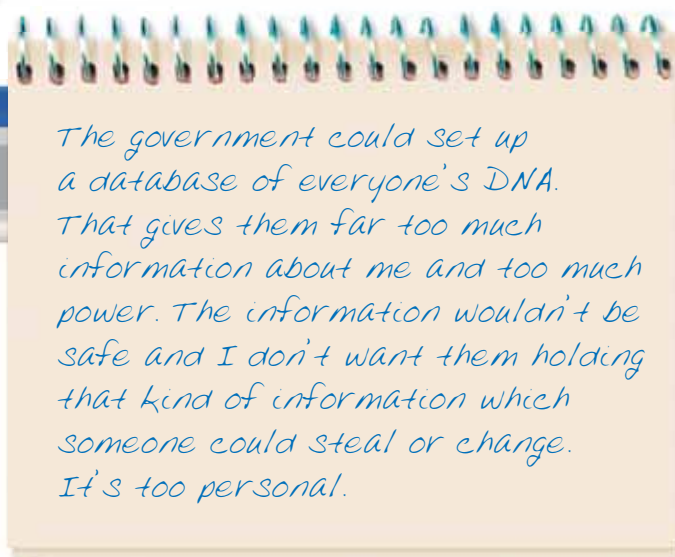
5

If a company can test an employee's DNA, then they would be able to choose to employ people who were healthy and who would stay healthy. That would save their business lots of money. They wouldn't have to pay out lots of sick pay, then they could grow bigger and provide more jobs for people.

6



7



Step 2 Be a good listener

Make eye contact with the person speaking, nod when you agree and keep looking interested.

Show you have listened when you speak by:

- summing up what was said, e.g. *'So you feel that...'*
- asking a question, e.g. *'When you said... did you mean that...?'*
- agreeing before adding your own point, e.g. *'Yes, and....'* or *'Yes, because...'*
- disagreeing and giving reasons, e.g. *'I don't agree because...'* *'Wouldn't... be better.'*

- 4 Work in a pair. Do you think it's a good idea to encourage people to take a gene test that allows them to find out what diseases they may get in the future? Take it in turns to share your opinion. Practise the listening skills as you talk.

Step 3 Contribute well

- Make your point clearly, give reasons and evidence to show why it is sensible.
- Be ready to receive other people's ideas and to change your own.
- Encourage other people in the group to contribute, e.g. *'What do you think...?'*
- Support other speakers using the listening skills from step 1.
- Ask questions about the task, e.g. *'Can we limit the way they use the money?'*
- Challenge someone else's thinking, e.g. *'Scientists can, but should they?'*
- Introduce a new way of looking at the topic, e.g. *'What if they could test for...?'*

- 5 Work in your discussion group. Spend five minutes exploring the issues that will help you reach your decision. Use all that you have learned so far to get the discussion moving.

Step 3 Help your group succeed

As a discussion goes along it is important to make sure you keep to time, keep the discussion on track and achieve your purpose. To do this you may need to:

- re-focus the group back on what has to be achieved, e.g. *'So we are all agreed that... We still need to think about ...'*
- summarise key points, e.g. *'So far we've looked at...'*
- propose future steps or activities, e.g. *'We could take a vote...'*



- 6 You've completed the first part of the discussion now. Work in a pair and decide how your group is getting on. What will your group need to do to move forward to a decision?
- 7 Work in your group again and continue your formal discussion. Reach your final decision about whether DNA4Life should be given the research money. Use all the skills you have been developing during this unit.
- 8 After you have made your decision, look back at the scale on page 3. Where would you rank yourself on the scale for each of the skills? Convince a partner that your scores are fair.

2 Making a presentation

By the end of this section you will have developed the speaking and listening skills you need to confidently make a presentation. You will know how to:

- plan and prepare a presentation bearing in mind the needs of your audience
- present information and ideas clearly and persuasively
- use visual aids such as a PowerPoint presentation or posters when appropriate
- give a well organised talk using appropriate language for your audience
- listen carefully to and respond to questions from your audience.

Build on the skills you already have

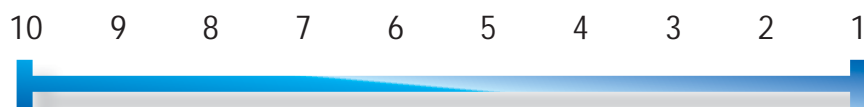
- 1 Work as a group. Follow the instructions below to play 'Your Bid'.
 - Each of you writes down an item that is in the room that you are in on a separate piece of paper, e.g. *a chair, table, plant in pot etc.*
 - Place all the slips of paper in a container before each of you draws out a slip without showing it to anyone else.
 - Spend one minute preparing a very exaggerated sales speech persuading members of your group to bid for your item, e.g. *What am I bid for this antique chair on which many famous people such as Amy Winehouse and David Beckham have sat while learning to...? In fact, it was on this very chair that ...*
 - Take it in turns to give your talk acting as confidently as possible. Each member of the group has £50 to spend and must attempt to buy at least one item. You can ask questions about the items on sale.



Pilot material only – see introduction before use

How good are your skills already?

- 2 Think about how well you delivered your speech in Your Bid. Decide where you would place yourself on the scale below (where 10 is excellent and 1 is a skill you really need to develop). Make a note of your scores.



- I plan what I am going to say thinking carefully about my audience's needs

E.g. *Had you worked out a number of reasons why your audience should buy your item?*

- I present information and ideas clearly and persuasively.

E.g. *Could your audience hear you and were your ideas clearly expressed?*

- I can make effective use of visual aids.

E.g. *Did you use your item as a visual aid as you spoke and point out its finer points?*

- I give a well-organised talk using language that suits my audience.

E.g. *Was it appropriate to use informal language or did you choose standard English because you were the auctioneer?*

- I listen carefully to and respond to questions from my audience.

E.g. *Were you able to answer your audience's questions clearly and helpfully?*

Improve your skills

You are going to give a ten-minute presentation as part of a 'Career Fair' for your class. In your talk you must present information to other students about a job they can do after they finish their studies or later on in their career. To make sure you do really well follow each of the steps below to build your skills.

Step 1 Research and plan your talk

Use these questions and tips to help you plan your talk.

- What is your talk going to be about? E.g. *a job someone in my tutor group could do.*
- Who is your audience – how much do they know already? E.g. *Young adults on a Diploma in Childcare course so I can use some technical terms in my talk.*
- Make a list of things that your audience will want to know. E.g. *What you actually do in the job, what hours you work, how much you get paid, what opportunities there are for career progression etc.*

1 Find out about a job that someone in your class could do after their studies or later in their career. These are useful places to find the information you need:

- the internet and visiting websites such as: www.connexions-direct.com
www.direct.gov.uk/en/Employment/Jobseekers/JobsAndCareers
- books from your local library
- someone who already has that job – interview them about what is involved
- contact a local employer asking them for information or visit their website.

2 Make a list of headings and jot down a brief note to jog your memory as you speak. Try to include some amusing stories or surprising information to make your talk interesting for your audience.

You may find it helpful to set your notes out in a flow chart like this:

Introduce job: *'Would you like to make a real difference to your community by becoming a fire-fighter?*

What the job involves: hours, fire prevention talks, callout, training

Advantages: pay, progression

Disadvantages: shift work, could be risky, need to live near station...

Qualifications: GCSEs, fitness...

Conclusion: Your chance to become a hero

- 3 a) Decide how will you open your talk, e.g. *'Becoming a fire-fighter is...'* *'Have you ever thought of...'* *'You may be wondering what else you can do after you finish your course...'*
- b) Decide how you will close your talk, e.g. *'I'm sure you can see that becoming a ... would be a very satisfying job.'*
- c) Learn the information that you are going to give under each of your headings. Then practise saying it.

Step 2 Preparing and using visual aids

You can make your talk more interesting for your audience by using visual aids to illustrate your points or to help your audience remember or understand information. You might want to use:

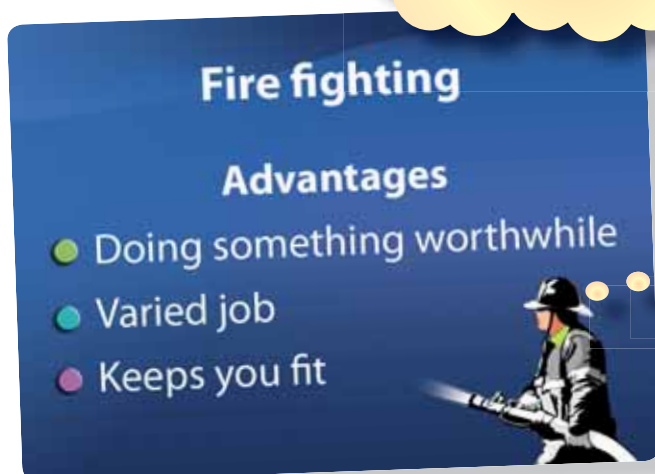
- a PowerPoint slide show showing illustrations of the different kinds of work that are a part of the job
- a slide showing a list of key points that you explain in greater detail
- images or equipment used in the job.

Remember

Visual aids can be distracting if:

- the audience focuses on them more than on what you are saying
- you forget to keep looking at your audience
- you read out what's on the visual aid rather than using the points on them as prompts to remind you to include other information in your talk
- you lose track of what you are saying because you are dealing with the visual aid.

At the end of a working day you might have saved someone's life, or made sure a family are protected with smoke alarms. It would be a great feeling.



- 4 Prepare any visual aids you will use for your talk. Decide:
- a) when you will use them and mark this on your plan
- b) how you will refer to them, e.g. *pointing at the screen* or *passing round an item*.

Step 3 Using the right words

Decide:

- what kind of language you should use. Be polite and serious and use formal standard English, i.e. no slang or dialect words.
- how can you make your talk persuasive, e.g. *give reasons and explain evidence*.

Sound enthusiastic and be positive – and your audience will enjoy your talk much more.

5 Work in a pair. Take it in turns to run through your talk trying to keep to standard English. Your partner must say 'Stop!' every time you use a dialect, a slang word or non-standard English. Together work out what you should have said instead. Make a note of it. Carry on but using the new phrase.

6 Learn your new phrases and then attempt the same task but with a different partner trying to include all your improvements.



Step 4 Practise your talk

Sitting down and going through your talk with one person is very different to standing up and delivering your talk to a larger group. When you speak in front of a group:

- Act confident (even if you're not – just like lots of famous actors, politicians and celebrities).
- Stand still and stand up straight.
- Speak louder, slower and more clearly than you would normally.
- Keep your audience involved, e.g. make eye contact with different listeners, smile at them from time to time, vary your tone of voice.

7 Practise giving your talk several times, e.g. with a group or in front of your mirror at home or in front of a member of your family or a friend.

8 Ask for feedback – *'Can you hear me? Am I speaking too fast? Does it make sense?' etc.*

Step 5 Give your talk

When you present your talk, try to be clear, calm and confident:

- Overcome any nerves you might feel by trying to relax by breathing in and out slowly several times before you start.
- Give your talk all the energy you've got. Act like you are the world's best presenter.
- Smile and make eye contact with your audience – they are on your side.
- If a problem occurs, no one else knows what was meant to happen so just keep going.
- Listen carefully to any questions and answer the best you can.
- If you don't know the answer say something like: *'That's a really good question, I could find out the answer for you later.'*

9 Give your talk.

10 Afterwards, listen carefully to any feedback you are given about how you did. Make a list of the things:

- you know you did well, e.g. *I was able to remember...*
- you can improve, e.g. *I need to make more eye contact with the audience.*

Step 6 Listen to and respond to other people's talks

Being a good audience takes more skill than just sitting still and staying awake!

- Be the kind of audience you would like to speak in front of: look interested; make eye contact with the speaker, smile and nod.
- Listen to the talk and pick out one area you'd like to know more about. Be ready to ask a question about it when the time comes. *'I've got a question about... When you said ... what did you mean exactly?'*
- Notice the things each speaker does well. That can be a good way to learn to be a better presenter.

After you have given your talk and listened to others, make a list of three things other people did which worked well and which you could do next time, e.g. *Ana used questions in her talk like 'What does a nurse do?' to signal the different parts of her talk and keep listeners thinking.*