

SPEAKING AND LISTENING

<p>E3: Speak to communicate information, ideas and opinions, <i>contribute to discussions</i> and listen and respond to specific information</p>	<p>Functional Skills-L1: Take full part in formal and informal discussions / exchanges that include unfamiliar subjects.</p>	<p>L2: Speak to communicate information, ideas and opinions, <i>manage discussions</i> and listen to and respond in a constructive manner</p>
	<p>1. Make relevant contributions to discussions, allowing for and responding appropriately to others.</p>	<p>2. Be able to use appropriate vocabulary and syntax to communicate complex meanings 2.1 Use extended vocabulary and syntax to communicate complex meanings (Sophisticated language, including technical specialist words, complicated synonyms, formal words. Syntax-Markers/adverbial phrases such as however, furthermore, in conclusion, on the other hand.)</p>
<p>1. Be able to speak clearly at a pace the listener can understand 1.1 Speak at a pace that suits the context 1.2 Speak with minimal hesitation</p>	<p>1.1 Speak clearly in a way which suits the situation (Standard English)</p>	<p>3. Be able to use a range of words and phrases which signal interventions 3.1 Use words and phrases to intervene in order to: develop a point, change a topic</p>
<p>2. Be able to use language appropriate to the level of formality and situation 2.1 Use informal and formal language appropriate to the situation 2.2 Use a level of formality appropriate to the situation in order to obtain information 3. Be able to select the level of language detail appropriate to the situation 3.1 Use a level of detail relevant to the situation when giving: explanations, accounts, descriptions (Keep to the point, giving detail that is appropriate to the listener, not introducing other ideas, being concise.)</p> <p>1. Be able to follow the gist of spoken language in different contexts 1.1 Use verbal clues: linking words, sequence markers to identify the gist of spoken language in different contexts. 2. Be able to listen for specific detail in spoken language 2.1 Identify spoken detail in: explanations, instructions, narratives that is relevant to context and purpose 3. Be able to recognise relevant information in spoken language 3.1 Identify relevant information that is: new, repeated in spoken language 4. Be able to use non-verbal and verbal signals to respond to spoken language 4.1 Use: verbal and non-verbal signals to indicate level of understanding 5. Be able to respond appropriately to other points of view in spoken language 5.1 Identify non-verbal signals that indicate lack of attention in others 5.2 Identify appropriate verbal and non-verbal responses to views different from their own 6. Know that responses to questions will differ, depending on the context 6.1 Identify the different forms of questions 6.2 Identify how to adapt own response to suit different contexts</p>	<p>1.2 Contributions are coherent</p>	<p>2. Be able to accurately convey information from spoken multi-step instructions and narratives 2.1 Convey information from spoken multi-step instructions and narratives in a relevant format: repeat or summarise 3. Understand how to respond constructively when exchanging opinions and judgements 3.1 Use: language, non-verbal signals which make constructive criticism acceptable when responding 3.2 Offer criticism in constructive ways (Empathy, sympathy, compassion.)</p>
	<p>1.3 Viewpoints are supported with detail or a degree of reasoning and justification for points expressed</p>	
	<p>1.4 Identify and respond to most relevant information</p>	
	<p>1.5 Demonstrate thoughtful engagement</p> <ul style="list-style-type: none"> • Ask pertinent questions • Make points of clarification • Use strategies to clarify and confirm understanding (eg facial expressions, body language, eye contact and verbal prompts) 	

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<p>3. Understand turn-taking conventions during discussions 3.1 Use: eye contact, gestures, verbal cues to signal turn-taking in a discussions 3.2 Respond to: eye contact, gestures, verbal cues which signal a request for turn-taking in a discussion</p>	<p>1.6 Respect the turn-taking rights of others during discussions</p>	
	<p>1.7 Use appropriate phrases for interruption</p>	
	<p>2. Prepare for and contribute to formal discussion of ideas and opinions. 2.1 Understand importance of preparation/planning 2.2 Demonstrate ability to prepare for a formal discussion 2.3 Express clearly statements of fact, explanations, instructions, accounts and descriptions</p>	<p>4. <i>Be able to support own opinions and arguments with evidence</i> 4.1 <i>Support own opinions and arguments with: factual information and knowledge</i></p>
<p>1. <i>Be able to follow the main points of discussions with different purposes on different topics</i> 1.1 <i>Identify the main points in discussions</i> 1.2 <i>Identify different purposes of discussions</i> 2. <i>Be able to make effective contributions to discussions</i> 2.1 <i>Make contributions to discussions at a point where the comment is relevant</i> 2.2 <i>Use phrases to relate own comments to those of others in discussions</i></p>	<p>3. Make different kinds of contributions to discussions. 3.1 Ask questions for clarification 3.2 Ask questions to take the discussion forward 3.3 Present a view/idea 3.4 Take on different roles-leader, interviewer, interviewee etc</p>	<p>3. Be able to sustain the thread of ideas in exchanges 3.1 Maintain the thread of the exchange despite: queries, responses, requests, interruptions</p> <p>1. <i>Be able to move discussions forward</i> 1.1 <i>Use words and phrases in discussions to make positive contribution to moving discussion forward</i> 1.2 <i>Contribute: ideas, views, information to move the discussion forward</i> 5. <i>Be able to contribute towards a productive atmosphere within a discussion</i> 5.1 <i>Use techniques to signal: co-operation, respect, reassurance, trust to members of a discussion group.</i> <i>(Including phrases, facial expressions, body language.)</i></p>
	<p>4. Present information/points of view clearly and in appropriate language. 4.1 Present information and ideas in a logical sequence 4.2 Understand when to include detail 4.3 Understand when it is appropriate to develop ideas further 4.4 Suitable language should be used to suit the purpose and audience.</p>	<p>1. Be able to sustain a style that suits a variety of exchanges 1.1 Present information using a sustained style which is: clear, confident, appropriate to suit different audiences. <i>(Anecdotes, instructions, explanations, descriptions-formal and informal.)</i></p> <p>2. <i>Be able to adapt contributions to discussions</i> 2.1 <i>Adapt contributions to suit: audience, context, purpose, situation</i></p> <p>1. Be able to record relevant information from spoken discourse 1.1 Use techniques to record relevant information from: extended explanations, presentations (Mind maps, notes, electronic note taking)</p>