

## **Listen and respond SLI/E3.1- 4**

### **Some possible contexts to use for teaching**

- Web-based audio and video resources, e.g. on news sites such as the BBC, or websites such as YouTube.
- Vocational video and audio instructional materials relevant to learners' interests.
- Audio: a recorded narrative or explanation.
- Following instructions as if on a phone helpline.
- Face-to-face: a personal narrative by the teacher or another learner.
- Face-to-face: a set of instructions from a teacher or another learner.
- Face-to-face: describe and draw activities, e.g. one learner describes a model or process or narrative cartoon whilst their partner draws it.

### **Whatever the context, consider:**

- How you will activate learners' previous knowledge of the topic.
- How you will fill gaps in their previous knowledge, if necessary.
- What opportunities learners will have to interact with the text, or express their understanding of or reaction to what they have heard.
- What opportunities there will be for discussion.
- How you will introduce concepts of gist and detail.
- How you will introduce the concept of listening for relevant information.
- How you will encourage learners to use non-verbal responses such as facial expression or body language to signal response and understanding to a speaker.
- How you will highlight the differences between listening in a face-to-face situation and listening on the telephone, e.g. use of visual cues such as facial expressions, gestures, and body language.
- Whether there will be opportunities to interrupt, ask for clarification or listen again.

## **Listen and respond SLI/E3.5, 6**

### **Some possible contexts and text types to use for teaching**

- Small group questionnaires and class surveys.
- Role-plays and simulations in a work-based context, e.g. customer enquiries, team meetings.
- Discussions of topics of general interest.
- Market research interviews.
- Role-playing a school parents' evening.

### **Whatever the context, consider:**

- How you will activate learners' previous knowledge of the topic.
- How you will fill gaps in their previous knowledge, if necessary.
- What opportunities learners will have to interact with the text, or express their understanding of or reaction to what they have read.
- How you will encourage learners to respond appropriately to ideas with which they do not agree.
- How you will discuss appropriateness of language when disagreeing.
- How you will introduce the idea that the type of question varies according to the context.
- How you will integrate speaking and listening skills.

## **Speak to communicate SLc/E3.1- 4**

### **Some possible contexts and text types to use for teaching**

- Explain how to perform a particular task at work.
- Explain how to cook a dish.
- Welcome a visitor to the workplace or learning centre.
- Describe a good friend.
- Make a telephone enquiry about rail times, ticket availability or stock situation of a product.
- Record a message on an answerphone.
- Call a computer helpline to describe a problem.
- Compare facilities for children in the local area.
- Take part in a work-based meeting.
- Arrange a mobile phone contract.
- Deal with a straightforward customer complaint.
- Role-play a neighbourhood watch meeting.
- Telephone NHS Direct to describe a problem.

### **Whatever the context, consider:**

- How you will activate learners' previous knowledge of the topic.
- How you will fill gaps in their previous knowledge, if necessary.
- How you will explore the idea that pace and phrasing influence effectiveness of speech.
- How you will introduce the concept of different registers of language, e.g. conventions of politeness with strangers and friends.
- How you will introduce the idea that descriptions and explanations can include feelings and opinions as well as facts.
- How you will discuss the appropriateness of language in particular contexts and situations.
- How you will introduce strategies for confirming and clarifying.
- How you will integrate speaking and listening skills.

## **Engage in discussion SLd/E3.1- 3**

### **Some possible contexts and text types to use for teaching**

- Follow the main points of a discussion on radio, TV or internet.
- Take part in a discussion as part of a class activity on a topic of general or topical interest, or of relevance to an area of study.
- As a group, plan an activity or a visit.
- Take part in a discussion in a workplace setting on a relevant topic, e.g. Health and Safety issues.

### **Whatever the context, consider:**

- How you will draw on the learners' life experience.
- How you will introduce the concept of turn-taking.
- How you will encourage learners to be aware of the value of non-verbal communication, such as eye-contact, gestures and facial expressions.
- How you will encourage learners to contribute to a discussion at an appropriate point.
- How you will integrate other component skills.