

## Unit 9: Speaking and listening

**Recommended prior knowledge:** Students should be used to speaking and listening in the classroom and have a respect for the views of others, and ability to respond in sentences and an understanding that learning takes place through discussion.

**Context:** Although this Unit is free standing, it is closely related to work in the Units for reading and writing and to the preparation of texts for the Literature examination.

**Outline:** The Unit provides a variety of activities, which will assist the development of students as speakers and listeners. It gives opportunities for performance and for process talk, i.e. un-rehearsed talk that is part of more complex assignments. It addresses the specifications for Components 5 and 6 of IGCSE First Language English. Students are encouraged to keep records of speaking and listening activities and to assess their own progress.

9	Learning Outcomes	Suggested Teaching Activities	Related assignments	Resources
A	Speak by oneself  <b>C5; C6</b>  <b>S 1-5</b>	Give various opportunities for students to speak to an audience (e.g. teacher, group or class) and to remain in control. Activities may be varied in length, but should be sufficiently sustained for assessments to be made. Notes should be minimal or none at all.  <b>Teach:</b> <ul style="list-style-type: none"><li>• Stance</li><li>• Voice production</li><li>• Use of appropriate language</li><li>• Use of eyes and gestures</li></ul> <b>Assess:</b> All or most students.	1: Short presentation / talk leading to conversation/questions.  2: Reporting back from a group discussion, lecture or meeting.  3: Introducing a group presentation or a visiting speaker.  4: Teaching a simple lesson.	None required.  <b>Room layout:</b> Avoid undue distance between speaker and audience.  It may be better to clear tables away.

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B	<p>Work in pairs</p> <p><b>C6</b></p> <p><b>S 1-5</b></p>	<p>Students engage in planning their work as part of an assignment, or in role-play (see below, D). Their process talk may be structured by using a menu of points provided by the teacher.</p> <p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>• Managing a list of discussion points</li> <li>• Note-taking and drafting</li> <li>• Listening to and acknowledging others' suggestions.</li> </ul> <p><b>Assess:</b> Some students where talk is sustained.</p>	<p>1: Planning a piece of argumentative writing.</p> <p>2: Responding to a poem.</p> <p>3: Finding out meanings in a challenging text.</p> <p>4: Finding and annotating material from books, magazines and websites.</p>	<p>1: Normal resources as used in the classroom.</p> <p><b>Room layout:</b> No specific layout.</p>

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C	<p>Talk in groups</p> <p><b>C6</b> <b>S 1-5</b></p>	<p>Students discuss issues or plan events and activities in groups of 3-5. They practise roles such as leading, note taking, summarising and suggesting ways forward. This process talk should not be rehearsed.</p> <p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>• Disciplined listening skills</li> <li>• Respect and tolerance</li> <li>• Drawing conclusions from what is heard and said.</li> </ul> <p><b>Assess:</b> Students who offer frequent and/or sustained contributions and who adopt roles successfully.</p>	<p>1: Discussing an issue of local, national or international importance.</p> <p>2: Planning an activity such as an open day, a sports event, or a media day.</p> <p>3: Planning a group presentation, such as the performance of a scene from a play.</p> <p>4: Planning and taking part in a debate.</p>	<p>1: Articles and news reports from newspapers and magazines, or newscasts.</p> <p><b>Room layout:</b> Keep groups as far apart as possible. Set tables as L shapes with students facing each other. Avoid seating students on ends of rows where they cannot hear or are easily left out.</p>

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D	<p>Speak in roles</p> <p><b>C6 (C5)</b> <b>S 1-5</b></p>	<p>Students adopt roles in order to understand and explore situations and relationships in real life and from literature. Roles can be played individually, in pairs and in groups.</p> <p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>• Appropriate language</li> <li>• Relating to one's role.</li> </ul> <p><b>Assess:</b> All or most students.</p>	<p>1: Telephone calls (pairs). 2: TV / Radio discussions. 3: Role - playing characters from books and plays. 4: Trials. 5: Job interviews (3 interviewers, 3 applicants). 6: Moral Maze: role-playing problems involving ethical, moral, social decisions. 7: 'Hot seating' a character, or presenting a monologue in role.</p>	<p>Normal classroom resources. 1 is enhanced by the use of live telephones; 2 uses characters drawn from newspaper reports; in 4, trials are normally set up from actions of a character in a book; 6 will need a series of situations drawn up by the teacher to explore.</p> <p><b>Room layout:</b> An acting area.</p>

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E	<p>Relate language to audience</p> <p><b>C5, C6</b> <b>S 1-5</b></p>	<p>Discuss with class the differences in language used to friends, families and teachers or adults not previously known. Conduct surveys of language used informally in leisure areas. Discuss standard English and non-standard forms. Role-play situations where varying language forms would be used.</p> <p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>• What is meant by standard English</li> <li>• Differences in language of speaking and writing</li> <li>• How this relates to other languages used by students.</li> </ul> <p><b>Assess:</b> Some students who take a particular interest in discussion and play a significant part.</p>	<p>1: Telephone your work experience supervisor; then tell best friend about the call.</p> <p>2: Teach 8-year-olds how to make a model using paper.</p> <p>3: Teach a simple language lesson to someone who knows only a few words of English.</p> <p>4: Role-play an interview with the Principal.</p> <p>5: Role-play a family argument about the language you, or a sibling, have used.</p>	<p>1: No special resources other than paper and the knowledge to perform item 2.</p> <p><b>Room layout:</b> Circle of chairs without tables.</p>

9	Learning Outcomes	Suggested Teaching Activities	Related assignments	Resources
F	Self-assessment  <b>C5, C6</b> <b>S 1-5</b>	<p>Create a document that has space for:</p> <ul style="list-style-type: none"> <li>• Activities to be recorded</li> <li>• Student evaluation</li> <li>• Teacher evaluation and marks</li> <li>• A summary at the end of the term / year.</li> </ul> <p><b>Teach:</b> That the document is designed to map continuing progress throughout the course.</p> <p><b>Assess:</b> All assessments for individual students are to be recorded in their personal document.</p>	1: Student assesses own confidence. 2: Comments on listening skills. 3: Comments on choice of language. 4: Assesses ability to hold others' attention. 5: Comments on fluency. 6: Comments on tolerance towards others. 7: Ability to adopt roles when working in groups.	Attractive document with appropriate spaces, designed by the teacher.