

1 Speaking, listening and communicating

DIAGNOSTIC QUESTIONS

When you have answered the following questions, turn to pages 102 to 103 for the correct answers and explanations. You will also find advice and support here to help you identify the chapters you will need to focus on.

- 1 You are listening to a presentation about horse riding. The presenter mentions all the points below. Select which **three** you think are the **most** important pieces of information for you to remember.

- ☐ How long the presenter expects the presentation to take
- ☐ What riding a horse involves
- ☐ The equipment needed to ride and look after horses
- ☐ A joke about horses
- ☐ What the presenter had for breakfast on her first day of horse riding
- ☐ The presenter's opinion about horse riding

- 2 The presentation about horse riding has finished and it is time for questions.

Which **two** questions in the list below would be the **best** ones to ask?

- a What is a good name for a horse?
- b Do horses really eat carrots?
- c What kinds of horses are the best to ride and why?
- d How expensive is horse riding as a regular hobby?
- e What is your favourite film about horses?

- 3 It is time for you to give your own presentation.

Number the following stages of your presentation so they are in the correct logical order.

Stage	Number
Give your own point of view.	<input type="checkbox"/>
Present information and ideas.	<input type="checkbox"/>
Ask if the audience has any questions.	<input type="checkbox"/>
Introduce the topic.	<input type="checkbox"/>

- 4 You are talking about why dogs make great pets. Select which **three** pieces of evidence you think would be the **best** to back up your opinion with.

- ☐ A personal story about your dog providing comfort when you are sad
- ☐ The name of a celebrity's dog
- ☐ Your own opinion that dogs are amazing
- ☐ The fact that a third of all households around the world have a dog
- ☐ The fact that dogs evolved from wolves
- ☐ Explaining the games you can play with a dog and the tricks you can teach it

- 5 What is the most appropriate response to each situation? Choose a or b for each situation.

Situation

Response

During an informal question-and-answer session, another student asks what you think is the best holiday.

- a 'Wow, that's a tough question! I think I'd have to go with beach holidays because I love lying in the sun, and I also love water sports.'
- b 'It is a complicated issue. You need to weigh up the good and bad points of each holiday before you make a decision.'

Someone has just finished their presentation about how they achieved their goal to climb England's highest mountain. You have also climbed that mountain several times.

- a 'Oh, anyone can climb a mountain. I've climbed all the mountains in the Lake District and that includes England's highest mountain.'
- b 'Congratulations on your achievement! I also love climbing mountains. Can you tell us a bit more about how you got into it?'

Everyone looks confused when you use a complicated word.

- a Make sure you don't use that word again.
- b Explain clearly what the word means.

1.1 Identify relevant information and lines of argument in explanations or presentations

In your exam, you will listen to a **presentation**, which might be recorded or might be given by one of your fellow students. You don't need to remember everything you hear, but you should **listen carefully** for:

- **Relevant information** – this means the **main subjects** as well as **important details** like names, dates, times, directions and instructions.
- **Lines of argument** – this means the **points** the speaker is making and any **opinions** they give. You should be able to understand the **reasons** for their opinions.

After the presentation, there will be a question-and-answer session or informal discussion – this is when you need to show that you have understood the speaker's points and that you have been able to pick out important information. You can show this by:

- asking questions to find out more information. For example:
 - 'How do you protect yourself from cold weather when you're riding your motorbike?'
- asking for the speaker's opinion on something. For example:
 - 'Do you find riding the motorbike harder than cycling?'
- saying whether you agree or disagree with one of the speaker's opinions. For example:
 - 'I agree that motorbikes look cool, but I don't think I would be brave enough to ride one.'
- mentioning one of the points the speaker made. For example:
 - 'If you use so little fuel in a month, it definitely does sound cheaper than running a car.'

Presentation:

preparing and then giving information out loud to an audience.

Relevant information:

what the presentation is about, including the main subjects and any information and facts that relate to these.

Lines of argument:

how the different points that someone makes lead to their opinions or conclusions.

COMMON MISTAKE

Try not to be too vague. Here is an example of what works and what does not:

- ✓ 'I will definitely be more aware of motorbikes when I'm on the roads now, especially after you told us how quiet electric motorbikes are.'

This works because it mentions one of the speaker's points (electric motorbikes are quiet) and responds to one of the speaker's arguments (people need to be more aware of motorbikes). Your marker will know that you have listened and understood.

- ✗ 'I think we should all follow your advice.'

This only shows general agreement rather than an understanding of the speaker's points.

EXAM TIP

It can be helpful to quickly note down important information while listening to a presentation. Then, when you contribute to the question-and-answer session or discussion afterwards, you can glance at your notes to help you remember these details.

	Types of bike – cruiser, sports
	Protective clothes – helmet, special jacket, boots
	First ever motorbike 1885 top speed 12mph

WORKED EXAMPLE

Question-and-answer session

Read the transcript on page 27 of a short presentation about playing guitar. The following comments were part of a question-and-answer session after this presentation.

'Can you tell us why you use a pick instead of your fingers to pluck strings?'

'Why do you need to plug an electric guitar into an amplifier?'

- ✓ These comments show that the listeners have picked out and understood relevant details from the speech, in this case information about guitar picks and amplifiers.

'I agree that everyone remembers guitar players. Jimmy Hendrix, Eric Clapton, Jimmy Page ... I can name so many. I'd love to learn to play guitar.'

'You said guitar is the most fun instrument to play, but I actually think drums are better. It's more energetic. But if you really want to be remembered, you need to be the singer.'

- ✓ These comments show that the listeners have understood the speaker's points. They have mentioned those points and have given their own opinions too.

CHECK YOUR UNDERSTANDING

Ask a friend, family member or colleague to tell you about their own special interest. Then complete the following tasks.

- 1 Write one sentence explaining what their special interest involves and why they enjoy it.
- 2 Write down three **details** about their special interest. This could be something about its history, an item or material they use while doing it, the name of a famous person with the same interest, the occasion they first became interested in it, or any other details.
- 3 Write down one of their opinions about this special interest. Give your own opinion as well.

1.2 Make requests and ask relevant questions to obtain specific information in different contexts

REVISED

In the question-and-answer session following someone else's presentation, as well as in the group discussion, you will need to ask questions to gain more information or to find out someone's opinion. You should ask **at least one question** in each.

Your questions should be:

- **clear and to the point**; otherwise, the person you are asking might not understand what it is you want to know
- **on the topic** that is being discussed (**relevant questions**).

Relevant questions:
questions that are about the topic being discussed.

EXAM TIP

It is better to ask questions that are as **open** as possible. This means your question should encourage a detailed response rather than a simple yes or no answer. For example:

✓ 'What are some of the traits that make Labradors good family pets?'

✓ 'Are Labradors good family pets?'

This question is not as useful as the question above because it can be answered with just a yes or no.

WORKED EXAMPLE

Question-and-answer session

Read the transcript on page 27 of a short presentation about playing guitar. The following question was asked after this presentation.

'Can you explain more about the differences between acoustic and classical guitars?'

- ✓ This is a good question. It is easy to understand what is being asked. It is on the topic of guitars, which is what the presentation was about. It invites a detailed answer – it cannot be answered with just a yes or no.

Group discussion

In the group discussion, the group are discussing the topic: **should more people take holidays in the UK rather than travel abroad?**

One of the group members says that holidays at home are more environmentally friendly. A different group member then asks:

'Why is it more environmentally friendly? Can you explain more about that?'

- ✓ This is another good question. It is clear and easy to understand. It is on the topic of holidays, and it responds to something that a group member has said. It invites a detailed answer that will help keep the discussion going.

CHECK YOUR UNDERSTANDING

Ask a friend, family member or colleague to tell you about a recent holiday. When they have finished talking, ask them questions to find out the following information:

- 1 More details about where they stayed, for example a hotel, a tent, a rental
- 2 Details about something that happened on their holiday
- 3 Whether they would recommend the holiday and why

1.3 Respond effectively to detailed questions

You should be able to **answer clearly any questions** on your presentation topic, as well as questions asked during the group discussion. You need to listen to the question **carefully** so that you can **answer effectively**.

Answer effectively:

answer in a way that gives enough information and fully answers the question.

What if I don't know the answer?

Don't panic. If you don't know the answer, it is fine to say so, but try **not** to just say 'I don't know' and leave it there. Here are some things you could do instead:

- It is OK to say that you are not sure, but that you can make an educated guess. Then say what you think the answer is.
- Ask for more information. For example, you could say: *'Unfortunately, I'm not as familiar with that side of it. Is it something you could explain more about?'*
- Tell the person who asked the question that you will need to do more research and get back to them later. Remember to thank them for raising an interesting question that gives you more to think about.

COMMON MISTAKE

Do not groan, roll your eyes or look irritated by questions. Instead, you should look interested, smile and nod. Remember, questions show that people have listened to you and are interested in what you have to say, so try to show that you are happy to be asked.



EXAM TIP

When preparing for your presentation and for the group discussion, think about what questions you are likely to be asked. Make sure you have enough information to answer well. If you are prepared, you will be able to answer with more confidence.

WORKED EXAMPLE

Question-and-answer session

Read the transcript on page 27 of a short presentation about playing guitar. After this presentation, the following questions were asked and answered.

Question: *'Is the guitar hard to play?'*

✗ **Answer:** *'No.'*

This is not a good answer. Although this question *can* be answered with just a yes or no, you should always try to give more information than this. Pretend the person asking the question added 'and why?' onto the end of their question. Explain your **reasons** for saying yes or no.

Question: *'I want to start learning to play guitar. Can you tell me how I should begin?'*

✓ **Answer:** *'That's a great question, and I'm so excited you want to learn! The first step is to decide if you want to play electric or acoustic guitar. Borrow one from a friend or try different ones out in a music shop to see what you like. Once you have a guitar, you need to know how to hold it properly and learn what all the parts of it are called. There are some great tutorials online that you can watch. Just search for 'learn guitar for beginners'.'*

This clearly answers the question, including plenty of detail so that the questioner gets the information they want. The words 'That's a great question' show that the question is appreciated.

CHECK YOUR UNDERSTANDING

Give a short presentation to a friend, family member or colleague about one of your special interests. They should then ask you the following questions, and you should answer as effectively as you can.

- 1 Can you explain more about how you first became interested in this?
- 2 Can you tell me a fun fact about your special interest?
- 3 How could I find out more about your special interest and get involved in it myself?

1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics

REVISED

In your presentation and in the group discussion, you should be able to **give clear information** about the topic you are talking about. This includes:

- going into more detail on important points
- explaining anything that is complicated
- explaining things that are new to your audience, even if you are very familiar with them yourself
- giving reasons for your opinions.

Before you give your presentation, you will have time to prepare. You should:

- make sure you know enough about your topic and what you want to say about it
- make sure you know how to give the information clearly and in a logical order
- decide if you want to use slides or images and prepare these if you do
- think about what questions you might be asked
- practise your presentation so you are confident when it's time to give it.

You are **NOT** allowed to write a full script for your presentation.

A good presentation will follow this (or a similar) structure:

- 1 Introduce the topic.
- 2 Present information and ideas.
- 3 Give your own point of view.
- 4 Ask the audience for their point of view.

During your presentation, you should speak:

- clearly and confidently
- a little slower than normal so the audience can properly take in what you are saying
- with an interested voice – you don't want to bore your audience.

EXAM TIP

Bringing pre-prepared notes to your presentation can help you to remember **important points**. Only write down small pieces of information to use as reminders, such as a word or two for each point you want to cover.

	<i>Intro: how I began netball</i>
	<i>rules of game</i>
	<i>my position – goal defence</i>
	<i>importance of team work</i>
	<i>why I love it</i>
	<i>ask if any audience members play</i>