



Speaking and Listening Webinar

Assessment Information



Lesson Objective

By the end of this session you will be able to:

- Have a clear understanding of the three part speaking and listening assessment

The candidate will need take part in **three** activities as part of a **group**:

- A **formal** discussion on an **unfamiliar** topic.
- A presentation/extended explanation on a **familiar** topic
- A discussion in response to another person's presentation or extended explanation, or a recorded presentation



Task 1 - Formal Discussion

In Task 1, in a group of three to five learners, each learner needs to show that they can:

Take part in a group discussion for 10-15 minutes

Express opinions and arguments

Adapt contributions and discussions to suit audience and purpose

Interject and redirect discussion using appropriate language and register



- You will debate about whether you feel climate change is fact or fiction as a group for 10-15 minutes.
- Research information about climate change and decide what main points you would like to bring to the discussion. You could, for example, research information about what can be done to reduce the effects of climate change. Ensure you back up your arguments up with factual information. Remember some members of the group may have opposing views.
- You can interject and redirect the discussion at any time.
- Remember this is a discussion, so you discuss your views and opinions as a group.

Please remember to bring your notes and research with you to the assessment. Your notes cannot be a script which you read from; they must only be prompts.

Planning

- Research information about climate change and decided whether you think it is fact or fiction
- Decide what main points you would like to bring to the discussion
- Research factual information to back up your ideas



Structure

Unlike your presentation, the discussion is not structured

Make sure you interject and redirect the discussion, using appropriate language and register as this is a requirement to pass the assessment

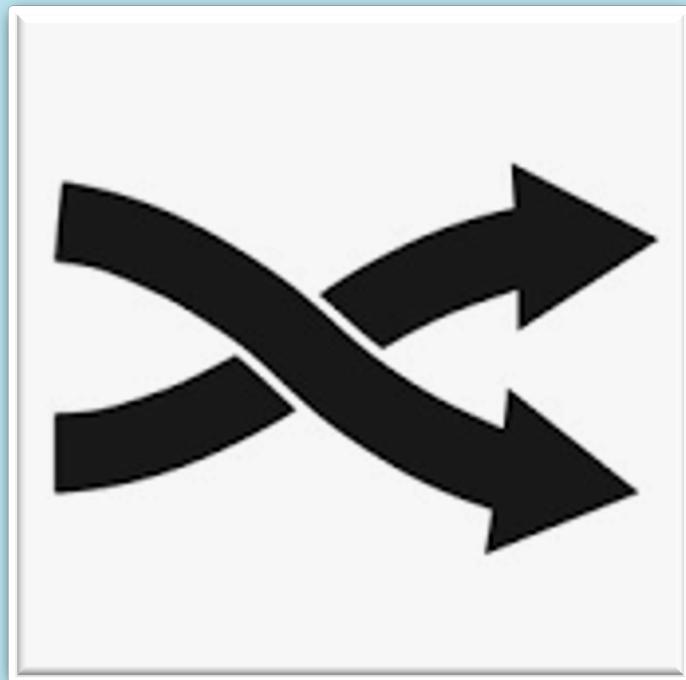


Interjecting

Here are some **good reasons to interject** in a conversation:

- You can interject to ask for **clarification** or greater detail.
- You can interject to **agree** with the other person.
- You can interject to **show interest and enthusiasm**.
- You can interject mention that they've reminded you of **something similar that you'll talk about later**.

Redirecting



Here are some **good reasons to redirect a conversation:**

- You can redirect to **disagree** with an opposing idea.
- You can redirect to **discuss another topic/idea**.

Notes



Take notes to prompt you during the discussion

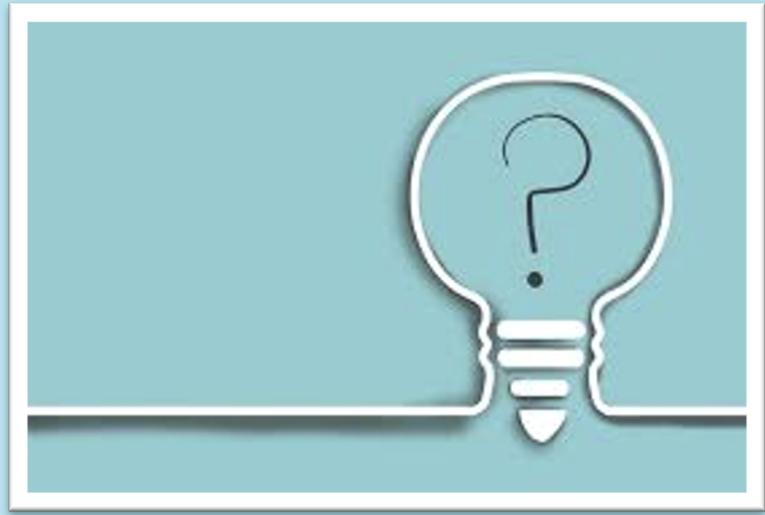
- Bullet points are most effective and it is a good idea to use a large font size
- These notes should be used as prompts to guide you; you should not read directly from them

Planning Sheet

Download the planning sheet to help you to prepare for your formal discussion

You will also see some tips for interjecting and redirecting the discussion underneath the planning grid.





Any Questions?



Task 2 Formal Presentation

In Task 2, in a group of three to five learners, each learner needs to show that they can:

Talk about a topic for 5 to 7 minutes, giving a presentation of a topic of own choice

Express opinions and arguments, supported by relevant and persuasive evidence

Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required

Ask detailed and pertinent questions, about other presentations



- In this formal presentation, each learner will be required to deliver a presentation the rest of the group. Learners can choose to present on any topic and each presentation will last for 5–7 minutes.
- Once a learner has delivered their presentation, they should ask their peers if they have any questions. Each member of the group must ask a question about the presentation.
- Once the first learner has finished presenting and answering questions, the next person in the group will present for 5-7 minutes, followed by questions from others in the group. This cycle will repeat until all learners have presented.
- Learners can either prepare a PowerPoint presentation, display an image on the screen to discuss, or present from notes. **Please remember to bring your notes and research with you to the assessment. Your notes cannot be a script which you read from; they must only be prompts.** Please remember to include your name on your notes and presentation.

**Please note that both discussions will be video recorded for moderation purposes.
Remember to bring a form of photo ID to the Speaking and Listening assessment.**

Planning

- Think of a familiar topic that you would like to focus your presentation on.
- Think about what you would like to achieve from your presentation. How would you like to persuade your audience? Keep this in mind when you plan your ideas.
- Ensure that you choose the right tone, language and level of knowledge.



Structure

Ensure you have three main elements to your presentation:

Beginning

- Introduce the topic

Middle

- Present your information and ideas
- Give your own point of view/opinions

End

- Make conclusions/recommendations

Questions

Plan for the questions that you may be asked after your presentation:

- Be prepared to clarify one or more of your points from your presentation
- Ask your peers if they have any questions at the end if they haven't already asked one
- If you don't understand a question, ask for clarification



Notes



Take notes to prompt you during the discussion

- Bullet points are most effective and it is a good idea to use a large font size
- These notes should be used as prompts to guide you; you should not read directly from them

Planning Sheet

Download the planning sheet to help you to prepare for your presentation



Presenting Tips

- Be confident and as relaxed as you can; planning well will help you to feel confident.
- If you get nervous, take deep breaths before you begin speaking to calm yourself and have a glass of water handy. Having a drink with fresh is a dry mouth and gives you a few seconds to have a break.
- Nervousness can cause you to speak too quickly. Try to speak calmly and slowly to ensure your audience understands what you are saying.

Presenting Tips

- Make eye contact with members of the audience and ensure you are not looking away from the screen.
- Use appropriate visuals and/or a PowerPoint presentation to make your presentation exciting and interesting.
- Don't try to cover too much information. Focus on the message/information you want to get across to the audience.

Helpful Hints

- Do not read your presentation material although you can use short notes as a prompt.
- Ensure you practice your presentation in front of friends and/or a mirror.
- Thank your audience and ask them if they have any questions.



Any Questions?



Candidates will need to demonstrate the following skills across the three activities:

- SCS1. Identify relevant information from extended explanations or presentations
- SCS2. Follow narratives and lines of argument
- SCS3. Respond effectively to detailed or extended questions and feedback
- SCS4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
- SCS5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
- SCS6. Express opinions and arguments and support them with relevant and persuasive evidence
- SCS7. Use language that is effective, accurate and appropriate to context and situation
- SCS8. Make relevant and constructive contributions to move the discussion forward
- SCS9. Adapt contributions to discussion to suit audience, purpose and medium
- SCS10. Interject and redirect discussion using appropriate language and register

What Next?

1. Review the Speaking and Listening information and planning materials
2. Email FunctionalSkills@bpp.com to book your assessment date
3. Ensure you have planned and rehearsed for the discussion and presentation
4. Email your resources to FunctionalSkills@bpp.com prior to your assessment date
5. Practice and rehearse a little more ☺





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