Literacy and Numeracy for NCEA Level 1 - Speaking and Listening

Scenario cards

Content

Developing strong personal communication skills is an essential skill for both work and community environments. This resource supports the teaching and learning of interaction skills and can be used in conjunction with Unit Standard 26625 - Actively participate in spoken interactions. The resources are designed to support tutors to embed strategies that improve communication skills. They are appropriate for ESOL and English speaking learners.

Alignment

The content aligns with step 3/4 of the Interactive Listening and Speaking progression.

AS THEY DEVELOP THEIR EXPERTISE, MOST ADULTS WILL:

- respond to and use more sophisticated skills and appropriate language to monitor and improve the effectiveness of interactions
- respond to and use variations in tone of voice, intonation and stress (for example, the stress placed on specific words or sentences)
- recognise and use the vocabulary and other language features that mark the register appropriate to the topic, audience and context.

Learners use a range of strategies to manage, monitor and improve interactive communication. (See the glossary for an explanation of *register*.) Areas of study can include:
- extending knowledge of social and cultural communication rules, such as expectations of politeness, marae protocol, or appropriate topics for informal and formal dialogue
- attending to verbal or non-verbal signals (for example, those used to indicate turn-taking, agreement or discomfort), interpreting signals such as "mmm", "yeah", "ae" and discriminating between registers of speech and tones of voice
- seeking, giving and receiving feedback in order to negotiate meaning, using strategies such as checking, making evaluative comments, using repetition, interrupting and refocusing the conversation.

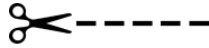**Fig 1**. Step 3/4 of the Interactive Listening and Speaking progression

Intent

This resource is designed to support tutors to facilitate interactions between themselves and their learners or between groups of learners. They can be used to *prepare* and *equip* learners for future authentic interactions.

Although the cards can be used for a variety of purposes, specific activities are described in the resource: [Literacy and Numeracy for NCEA Level 1 - Speaking and Listening: Developing an awareness of good practice](.).

Each card contains a speaking and listening scenario, an objective, and possible verbal responses. A specific context has been purposely avoided, enabling the user to select an appropriate one.

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Inspiring Potential

Scenario Cards

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Scenario card: Verifying understanding

Objective: Learner A's objective is to ensure that they have understood instructions or information from a speaker (Learner B).

Scenario: Learner A is receiving instructions from learner B. At appropriate points in the conversation Learner A verifies that they have understood. They may do this by asking a question about an aspect of the instructions, and then summarising the instructions back to the speaker.

Optional statements for learner A to verify understanding:

- I think I've got it but, just let me repeat it back to you.
- So, I'm going to …
- You mentioned … do you also want me to…

Scenario card: Avoiding and repairing derailed interactions

Objective: Learner A's objective is to keep the conversation on task, and to bring it back to task when the other speaker (Learner B) derails.

Scenario: Learner A is required to give instructions to learner B about how to do a task. Learner B continues to derail the conversation by talking off-task about trivial or non-relevant details.

Optional statements for Learner A to bring the conversation back to the task:

- We will discuss that soon, but for now I need you to listen to these instructions.
- Okay. Let's get back on task.
- So, we were talking about…
- What we are going to do to move this forward is...

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Scenario card: Exchanging information on the phone

Objective: Learner A's objective is to give information over the telephone. Information must be verified to make sure the information is recorded accurately.

Scenario: Learner A is speaking to an organisation representative over the phone. The organisation representative (Learner B) requires information (such as name, date of birth). Learner A then provides this information to Learner B and verifies their understanding by repeating it. Learner B verifies the information given.

Potential prompts for phone conversation:

- My full name is… and my date of birth is …
- Okay. To be clear you are saying …
- Can you spell that for me please?

Scenario card: Informal greetings and farewells

Objective: Learner A's objective is to respond to a staff member's interactions in a polite manner.

Scenario: Learner A is purchasing items in a store. The staff member greets the learner and engages in a polite interaction. The learner responds in a natural and appropriate manner.

Potential starters and responses:

- How has your day been today? – Really good, thank you.
- Is there anything else I can do for you? – No thanks, I have everything I need.

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Scenario card: Contributing ideas in a conversation

Objective: Learner A's objective is to contribute an idea to a group that is already engaged in a conversation. The learner is required to create a space to speak and introduce their idea.

Scenario: Learner A joins a group that is engaged in a conversation. Without being invited, the learner politely interjects and puts forward their idea. They then continue to take part in the conversation, commenting on others' ideas, and continuing to contribute their own.

Potential prompts for interjections:

- That is interesting, but I think that …
- Those are good ideas. I sometimes think that …
- I think I understand what you are saying, but have you ever thought about …

Scenario card: Formal greetings and farewells

Objective: Learner A's objective is to greet a new person in a formal setting, exchange a few brief comments, and then depart formally.

Scenario: Learner A meets a new colleague in a work environment. They are not introduced and therefore learner A must take the lead in the introduction. This will include extending an invitation to learner B to introduce themselves, and formally end the conversation.

Potential prompts for introductions and farewells:

- Hello, I'm … I work in the … department. Nice to meet you.
- And you are…?
- How long have you been with the company?
- Have you had a chance to look around yet?
- It was great to meet you and I'm sure we'll be catching up again.