

# Conversation skills

## David Tennant and Catherine Tate Clip

<http://www.youtube.com/watch?v=WxB1gB6K-2A&list=PLD8EFF7D01C591E4B&index=11&feature=plpp>



*Watch the clip and then answer these questions – the clip is on You Tube*

1. What was the purpose of this clip?
2. Describe the girls' attitude towards their new teacher.
3. Describe Mr Logan's attitude towards Lauren.
4. Write three of the words Mr Logan uses to describe Lauren? What do they mean?
5. How would you describe Lauren's behaviour towards Mr Logan?
6. Who do you think got the upper hand at the end and why?
7. Why did Mr Logan quote "a rose by any other name would smell as sweet"?
8. Write five sentences describing what went on in the clip, or what its purpose was. Do you think it was successful? Why?

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A great way to get students to look at conversations in speaking and listening or to look at humour, irony and sarcasm.

You can vary the questions or just use them as a discussion prompt. I have found it works well with lower level learners and with higher ones as well. Even students who don't like the shows or the people will have some comments.

### Entry 3 and Level 1-2 Functional Skills English

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. ✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

#### Speaking, listening and communication

**Level 2 skill standard:** Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

- a) Consider complex information and give a relevant, cogent response in appropriate language ✓
- b) Present information and ideas clearly and persuasively to others
- c) Adapt contributions to suit audience, purpose and situation
- d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward ✓

**Level 1 skill standard:** Take full part in formal and informal discussions and exchanges that include unfamiliar subjects

- a) Make relevant and extended contributions to discussions, allowing for and responding to others' input
- b) Prepare for and contribute to the formal discussion of ideas and opinions ✓
- c) Make different kinds of contributions to discussions
- d) Present information / points of view clearly and in appropriate language ✓

**Entry Level 3 skill standard:** Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges

- a) Follow the main points of discussions ✓
- b) Use techniques to clarify and confirm understanding
- c) Give own point of view and respond appropriately to others' point of view ✓
- d) Use appropriate language in formal discussions/exchanges ✓
- e) Make relevant contributions, allowing for and responding to others' input ✓