

Level 1 Speaking, Listening and Communicating

What makes a good news story?



Name _____ Date _____

Assessment activity:

Scenario

There is lots of bad or sad news in the world. Often newspapers seem to focus on this news and good news stories are forgotten.

The Happy Newspaper celebrates all that's good in the world; a platform to share positive news and wonderful people.

This is not your typical newspaper. Its purpose is not to deliver sad or terrifying news to your doorstep, which you might read once and then throw away. Its sole purpose is to share and celebrate positive, uplifting stories that are often overlooked.

But what makes a good news story?

Task 1 – Presentation (5 minutes) Select, and agree with your assessor, one of the topics for your presentation. You will explain the story and why it is a good news story.

Topic 1: Breast cancer death rates continue to fall

Topic 2: First UK jockey to wear a hijab wins the race

Topic 3: Number of Black Cambridge students boosted by Stormzy

Topic 4: Making plastic limbs from plastic bottles

Topic 5: Costa Rica increases Forest Cover

You will have **3 hours** of optional preparation time to prepare a **5-minute presentation** on the selected topic to a group of at least **three learners**.

A further **20 minutes** of optional preparation time is allowed for you to prepare, directly before the presentation takes place.

After you have finished your presentation you will be required to answer questions from the audience about the topic.

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Task 2 – Question-and-Answer Session (3-5 minutes per learner)

As the presenter: Once your presentation has finished, you **must** invite questions about your topic from the audience, responding to each question in turn.

As the audience: During the presentation you are required to identify **at least one relevant** question to ask the presenter in the question-and-answer session.

There can be no questions asked during the presentation. Your question can only be asked after the presentation has finished.

Task 3 – Group Discussion (4-6 minutes per learner)

Following Tasks 1 and 2, you will be required to take part in a group discussion. Your group will consist of a minimum of three learners.

You have been provided with the **title** and **aim** of this group discussion below.

Title: Should newspapers contain more good news stories?

Aim: The group should aim to reach a consensus and identify at least 4 ideas to support their point of view

During the discussion about the above topic and aim, you are also required to:

- ask relevant questions to obtain specific information.

You will not be told when to do so by your **Assessor** - you must decide when in the discussion is best to ask at least **one** question.

You will have **1 hour** of optional preparation time for your discussion on the selected topic.

A further **20 minutes** of optional preparation time is allowed for you to prepare, directly before the discussion takes place.

Speaking, Listening & Communicating content descriptors – Reformed Functional English (from Sept 2019)

‘Speaking, listening and communicating’ within Functional Skills English qualifications is non-written communication, normally conducted face-to-face, and can also include ‘virtual’ communication methods such as telephone or spoken web-based technologies. The terms ‘speaking, listening and communicating’ are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to students with speech or hearing impairment.

Learning aims for speaking, listening and communicating:

E1, 2 & 3 Listen, understand and respond to verbal communication in a range of familiar contexts. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts.

L1-2 Listen, understand and make relevant contributions to discussions with others in a range of contexts. Apply their understanding of language to adapt delivery and content to suit audience and purpose.

Entry Level 3 (E3)	Level 1 (L1)	Level 2 (L2)
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✓ = **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher. → or ← = not covered in detail in this resource but annotated to show progression across levels. *Content at each level subsumes and builds upon that at lower levels.* **Source:** Subject content functional skills: English. DfE (Feb 2018), <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

<p>E3.1 Identify and extract relevant information and detail in straightforward explanations →</p> <p>E3.2 Make requests and ask concise questions using appropriate language in different contexts →</p> <p>E3.3 Communicate information and opinions clearly on a range of topics →</p> <p>E3.4 Respond appropriately to questions on a range of straightforward topics →</p> <p>E3.5 Follow and understand the main points of discussions →</p> <p>E3.6 Make relevant contributions to group discussions about straightforward topics →</p> <p>E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking →</p>	<p>L1.1 Identify relevant information and lines of argument in explanations or presentations ✓ Task 2, 3</p> <p>L1.2 Make requests & ask relevant questions to obtain specific information in different contexts ✓ Task 2, 3</p> <p>L1.3 Respond effectively to detailed questions ✓ T2, 3</p> <p>L1.4 Communicate information, ideas and opinions clearly & accurately on a range of topics ✓ Task 1, 2, 3</p> <p>L1.5 Express opinions and arguments and support them with evidence ✓ Task 1, 2, 3</p> <p>L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject ✓ Task 2, 3</p> <p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium ✓ Task 1, 2, 3</p> <p>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection ✓ T3</p>	<p>L2.1 Identify relevant information from extended explanations or presentations ←</p> <p>L2.2 Follow narratives and lines of argument ←</p> <p>L2.3 Respond effectively to detailed or extended questions and feedback ←</p> <p>L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts ←</p> <p>L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required ←</p> <p>L2.6 Express opinions and arguments and support them with relevant and persuasive evidence ←</p> <p>L2.7 Use language that is effective, accurate and appropriate to context and situation ←</p> <p>L2.8 Make relevant and constructive contributions to move discussion forward ←</p> <p>L2.9 Adapt contributions to discussions to suit audience, purpose and medium ←</p> <p>L2.10 Interject & redirect discussion using appropriate language & register ←</p>
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Scope of study should include:

straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions.	narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.	extended narratives and information (may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.
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Teaching notes

The tasks were written as a mock assessment for **NCFE Level 1 Functional English SL&C** candidates but can be adapted to suit any Awarding Organisation (AO). They are based on ‘**It’s not all bad**’, L1-2 reading comprehension by Laura Bell (also available on Skillsworkshop) and **The Happy Newspaper** available at: <https://thehappynewspaper.com/>.

Please check the documentation for your AO as timings and task details may vary. For example, at L1 Pearson-Edexcel refer to the presentation as a 3-4 minute ‘talk’, and the Q&A session is expected to last for about 2 minutes. Some tasks could also be adapted for Level 2 SL&C.

Skillsworkshop contributors can request an editable Word version of this resource and adapt as needed.