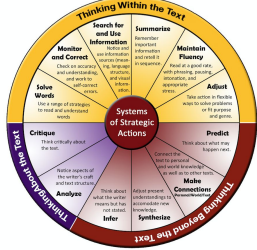


What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Five	Semester: Two	Subject: English	Team Members: Rhianna Megna, Ann-Marie Sterjovski, Tom Penberthy, Kelly Laidlaw, Grace Murray, Katie McClue		
Essential Learning What is the essential learning for Year Five? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Application Skills What will we do when students have already learned this essential learning?
<p>Essential Learning: Comprehension 2: Thinking beyond the text (Synthesising) I can deepen my literal understanding by integrating multiple sources of information, and by adjusting and developing my thoughts and opinions as I read.</p> <p>Learning Targets: I can justify my thinking, using text</p>	<p style="text-align: center;">A Network of Processing Systems for Reading</p>  <p>Fountas and Pinnell (2001) define synthesizing as the ability to put together information from the text and from personal, world, and literary knowledge to create new understandings.</p> <p>Synthesising</p>	<p>I know of and can use the following strategies, to build comprehension beyond the text:</p> <ul style="list-style-type: none"> Activating and using prior knowledge Predicting Making connections Inferring <p>Navigating a known text - to identify key words/important sections of a text</p>	<p>Reading conferences.</p> <p>1:1 conferences</p> <p>Reading groups/book clubs</p> <p>CARS/STARS Assessments</p> <p>Think Alouds (serial, lyrics, picture)</p> <p>DRTA</p>	<p>Term 3: Weeks 2 - Term 4: Week 5</p>	<p>As for Essential Learning but with texts of increasing complexity (ie: beyond a level U)</p> <p>Independently seek out additional sources of information to further develop my opinions</p> <p>Challenge others interpretations' of a text and their associated opinions.</p> <p>Initiate and participate in discussions that identify adjustments in my thinking and understanding of a text.</p>

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2017 SEM 2 ELSP ENGLISH YR 5:

<p>clues and background knowledge</p> <p>I can integrate existing knowledge with new information, to consciously develop and discuss new understandings.</p> <p>I can use my literal & inferential understanding of a text to build an initial opinion about a text, its themes or characters.</p> <p>Associated Proficiency Scale: https://docs.google.com/document/d/1RZMyqHjvvS2lr9wzLdoMzJvPZiI0gy9j1sYskuAldQo/edit</p>	<p>Students consciously develop or adjust their understanding of a text/theme/idea/character - they identify and discuss changes in their understanding.</p> <p>Students use graphic organisers to help them track their understanding.</p> <p>They recognise and compare multiple viewpoints.</p> <p>Students can justify their opinions using text clues and background knowledge</p> <p>Fountas & Pinnell definition: Fountas and Pinnell (2001) define synthesizing as the ability to put together information from the text and from personal, world, and literary knowledge to create new understandings.</p> <p>Students use their prior knowledge along with information from the text. They change their thinking and adjust their knowledge as they synthesize new information. The new information gained, builds meaning and understanding and develops new ideas and perspectives.</p> <p>FROM SPEAKING AND LISTENING: Language for interaction Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)</p>				
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2017 SEM 2 ELSP ENGLISH YR 5:

<p>Comprehension 3: Thinking about the text I can identify and analyse elements of an author’s craft, in order to critique a range of texts.</p> <p>Learning Targets: I can compare and contrast multiple authors’ craft</p> <p>I can combine my understanding of an author’s craft and the effectiveness of their choices in order to critique their work</p> <p>I can identify a variety of craft choices, within a range of texts, written by different authors</p>	<p>Analysing Identify and compare aspects of an author’s craft, including the efficacy of their choices, such as:</p> <p>Genre choice (in relation to purpose) Organisational structures: (description, compare and contrast, temporal sequence, problem and solution, cause and effect) Linked ideas Use of visual aids/illustrations etc Figurative language Connotative language (allusion) Descriptive language & imagery Word Choice Humour Title Choice Suspense Sound devices Themes & Plotlines Use of Symbolism Sentence structure/grammatical choices Bolted words Mood/Tone</p> <p>Critiquing Students can: Evaluate a text in terms of their own real-life experience</p>	<p>Exposure to: reading of and completing Author Studies</p> <p>Understanding and experience of experimenting with writer’s craft in their own writing.</p> <p>Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences</p>	<p>Author Study exploration and projects</p> <p>Specify Year 5 authors: Jane Yolen Rob Burleigh Libba Moore Grey Eve Bunting Allen Say</p>	<p>Analysing: Term 3 Weeks 5 - 10 & Start of Term 4 (Dependent on progress)</p> <p>Critiquing: Term 4 Week 1 - 10</p>	<p>As for Essential Learning but with texts of increasing complexity (ie: beyond a level U)</p>
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	<p>Evaluate whether an author has achieved their purpose</p> <p>Evaluate aspects of a text that add to enjoyment or interest.</p> <p>Evaluate the authenticity/accuracy of a text</p> <p>Evaluate the 'believability' or depth of an author's use of characterisation or plot</p> <p>Evaluate and discuss whether social issues of cultural groups are represented accurately.</p> <p>Compare different style genres that achieve the same purpose (ie: Horrible Science books v. standard Information texts)</p> <p style="background-color: #00FF00;">SPEAKING AND LISTENING:</p>				
	<p>Responding to literature</p> <p>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (VCELT336)</p>				

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2017 SEM 2 ELSP ENGLISH YR 5:

<p>Fluency I can read texts aloud, accurately and at an appropriate rate; with expression that reflects an interpretation of the deeper meaning of a text.</p>	<p>By the end of the year, students are expected to be able to do the following at a Level U or above:</p> <p>Reads primarily in larger meaningful phrases, mostly smooth, expressive interpretation and pausing, guided by author’s meaning and punctuation; appropriate stress and rate, with only a few slow-downs.</p> <p>Read dialogue with phrasing and expression that reflects understanding of characters and events.</p> <p>Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding.</p> <p>Use rigor to create a checklist that students can self assess from.</p>	<p>I understand the purpose of reading aloud.</p> <p>I have experience reading out aloud to a variety of audiences: teacher/classroom and peers/at home https://storyboxlibrary.com.au/stories/</p> <p>Storybox - http://libraries.hobsonsabay.vic.gov.au/collections/childrens ... then click on Storybox. Enter RM’s number: 252682471</p> <p>Storyline online -</p> <p>Use the above sites as a self-assessment</p>	<p>Conferences</p> <p>Reading aloud: recording self: Both unseen and rehearsed texts</p> <p>Teachers to conference using the 6 point rubric: http://www.dps.k12oh.us/content/documents/Fluency-rubric.pdf</p> <p>Running Records each month - give feedback around MSV & Fluency</p> <p>Partner and Self (film) assess.</p>	<p>Ongoing - Throughout entire Term 3 and Term 4</p> <p>Weekly fluency session - Choral reading/found poetry/readers theatre/self-recording of a book</p>	<p>As for Essential Learning but with texts of increasing complexity (ie: beyond a level U)</p> <p>Can change voice and expression to show dialogue and difference between characters.</p>
<p>Personal Reading Choices I can develop and discuss my personal reading choices by using evidence from within, beyond and about the text I am reading.</p>	<p>Develop personal preferences for reading choices, based on:</p> <p>Genre type Author craft & style Known Authors Book length Complexity of text</p>	<p>Knowledge of ‘Just Right’ books and how to choose them.</p> <p>Experience in selecting own reading material</p> <p>Use of a reading log</p>	<p>1:1 conferences</p> <p>Completion of book reviews</p> <p>Development & maintenance of a personal reading Wishlist</p>	<p>Ongoing: Throughout whole of Term 3 & Term 4</p>	

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2017 SEM 2 ELSP ENGLISH YR 5:

<p>Learning Targets: I can: Think critically and relate author craft, language choice and text connections to the opinion I hold</p> <p>Explain the opinion I hold about my text</p> <p>Form an opinion about the texts I am reading</p>	<p>Be able to hold a detailed discussion about book choice, that includes justification and evidence of the thought process behind reading choices.</p> <p>To reflect upon and review texts throughout the reading process, forming opinions about the text and author/author craft.</p>	<p>Understanding that sometimes we need to 'abandon' a book.</p>	<p>Book club discussion & documentation</p>		
<p>Spelling EL: I can use spelling patterns and strategies to spell less familiar words.</p> <p>Learning Targets: I can extend my vocabulary by attempting less familiar words in my daily writing.</p> <p>I can complete phonics studies where I can examine visual</p>	<p>Spelling: Words their Way - I can complete phonics studies where I examine, manipulate, compare and categorise words at my area of need.</p> <p>I can recognise and write less familiar words that share common letter patterns but have different pronunciations, for example 'journey', 'your', 'tour' and 'sour'</p> <p>I can explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word. Eg. 'tion' and 'ment' can change verbs into nouns, 'protect' to</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Phonics - Onset - Rime - Morpheme - Derivation - Root - Base - blend - word family - prefix - suffix <p>-Use banks of known words, to spell new words</p> <p>-Syllabification (Phonic strategy)</p>			

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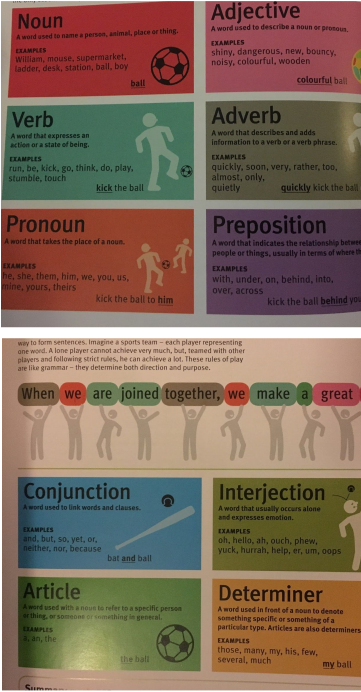
2017 SEM 2 ELSP ENGLISH YR 5:

<p>patterns, sound patterns (pronunciation) and classify each.</p> <p>I can apply rules and exceptions when spelling less familiar words, including affixes.</p> <p>I can spell familiar words correctly, at all times, and refer to concept resources when spelling.</p>	<p>'protection', 'develop' to 'development'</p> <p>-Derivations/Root words: (e.g. Aqua, hemi, ology)</p> <p>-Homophones, Homonyms, Homographs</p>	<p>-Visual Strategy</p> <p>-Spelling patterns</p> <p>-Spelling 'generalisations'</p> <p>-Homophones, Homonyms, Homographs</p> <p>-Contractions</p> <p>-Compound Words</p> <p>-Plurals</p> <p>-Morphemic word families: (use/user/ usable/misuse/ unusable)</p>			
<p>Sentence Structure: To demonstrate an understanding of grammar and punctuation when writing.</p> <p>Learning Targets: I can use paragraphs to organise and structure my writing (inc narratives)</p> <p>I can use a range of punctuation independently & consistently in my writing (80% of the time)</p>	<p>GRAMMAR:</p> <p>STAGE 1: WORD LEVEL TENSES</p> <p>Students understand that unlike other parts of speech, verbs change their form depending on the timing of the action - ie: tenses</p> <p>Students understand that each verb must express a person (1st/2nd/3rd), a number (singular & plural) and a tense.</p> <p>Students understand that verbs have</p>	<p>Students understand that: Words are the building blocks of language. Grammar is a set of rules that determines how these building blocks can be put together</p> <p>Students know the 10 parts of speech - they can name, identify, explain and use these:</p>	<p>Punctuation investigation using texts of their choice: generate rules</p> <p>Converting a script into punctuated text</p> <p>Cloze activities (e.g. Spellodrome <i>Commas and Speech Marks assessment</i>).</p>	<p>Prior Skills: Week 1-2</p> <p>Essential Skills: Week 3-4, Week 5-6</p> <p>Application: Week 7+</p>	<p>GRACE</p> <p>GRAMMAR: Perfect and continuous tenses</p> <p>PUNCTUATION</p>

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2017 SEM 2 ELSP ENGLISH YR 5:

<p>I can identify, create and include a variety of sentence types in my writing</p> <p>I can write clauses where the subject & verb are in agreement</p> <p>I can write clauses where the verb & tense are in agreement</p> <p>I can alter the tense of a variety of verbs in order to indicate the timing of an action.</p>	<p>different tenses (forms) which indicate when an action takes place</p> <p>Simple Tenses: Past/Present/Future Eg: Laugh You laughed You are laughing You will laugh</p> <p>*are & will = auxiliary verbs ('helping' verbs - which allow us to form tenses)</p> <p>Students can alter the tense of a variety of verbs to show the timing of an action.</p> <p>STAGE 2: PHRASE/CLAUSE LEVEL Verb Agreements</p> <p>Students write phrases and clauses where the verb and tense are in agreement Eg: He is laughed - X He is laughing -</p> <p>Students write phrases and clauses where the verb and subject are in agreement le: Students can determine whether the subject is singular or plural and select the verb from accordingly</p>	 <p>GRAMMAR:</p> <p>(Level 1) add or delete words to improve meaning, for example adding an adjective to a noun</p> <p>(Level 2) select language features, for example simple and compound sentences, to express and combine ideas appropriate to audience and</p>			
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	<p>Eg: The box (S) are ready - X The box (S) is ready -</p> <p>The boxes (P) is ready - X The boxes (P) are ready -</p> <p>STAGE 3: SENTENCE LEVEL Components of a sentence & Sentence Types</p> <p>Students understand that a sentence contains a subject and a verb, and makes complete sentence on its own.</p> <p>A sentence must begin with a capital letter & end with a full stop, ! or ?</p> <p>Students understand the difference between a clause and phrase (Sentences always contain a clause but not always a phrase)</p> <p>Phrases Group of words, that make up part of a sentence/add detail - Don't make sense on their own - X</p> <p>Eg: The very hairy dog played ball in the park. 'The very hairy-dog = a phrase & doesnt make sense on its own.</p> <p>There can be:</p>	<p>purpose (ACELY1671 Creating texts)</p> <p>(Level 3) write sentences in which the subject and verb are in agreement (ACELA1481 Sentences and clause level meaning)</p> <p>Use verbs to represent different processes (doing, thinking, saying, and relating) (ACELA1482 Word level grammar)</p> <p>Use simple, compound and complex sentences to express and combine ideas (ACELY1682 Creating texts)</p> <p>(Level 4) use linking devices, for example, using pronouns to refer back to noun groups/phrases (ACELA1491 Texts cohesion)</p> <p>(Level 5) Form the possessive by adding just the apostrophe to regular plural nouns ending in 's' (ACELA1506 Punctuation)</p> <p>Use noun groups to provide a fuller description of a person, place, thing or idea appropriate to the purpose and audience</p>			
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	<ul style="list-style-type: none"> - Adjectival phrases - Adverbial phrases - Noun phrases - Prepositional phrases <p>Clauses: Contain a subject and a verb - can form part of a sentence or a complete simple sentence</p> <p>Eg: The very hairy dog played ball in the park. 'Thedog played ball = is a clause and makes sense on its own</p> <p>There can be: Independent clauses (main clause) = same as a simple sentence Eg: <u>The cat slept.</u></p> <p>Subordinate clauses (dependent clause) - doesnt make sense on its own - depends on a main clause for its meaning. Eg: The cat slept <u>because it was tired</u></p> <p>Sentence Types: Students can identify, explain and use a range of sentence types: Simple sentences: same as a main clause. It has a subject and verb & <u>expresses a single idea</u></p>	<p>(ACELA1508 Word level grammar)</p> <p>PUNCTUATION:</p> <p>(Level 1) use common punctuation correctly including full stops, question marks and exclamation marks (ACELA1449 Punctuation)</p> <p>(Level 2) identify and use punctuation, including full stops, question marks, exclamation marks, commas and capital letters (ACELA1465 Punctuation)</p> <p>Use strategies to reread, revise and edit writing for spelling, punctuation and/or text structure, for example reading aloud, use of feedback from others (ACELY1672 Editing)</p> <p>(Level 3) Know that contractions are a feature of informal language (ACELA1480 Punctuation)</p> <p>(Level 4) use quotation marks to correctly signal dialogue, titles or quoted (direct) speech (ACELA1492 Punctuation)</p>			
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	<p>Compound sentences: made up of <u>two or more independent clauses</u>, linked by a conjunction. The clauses make sense on their own & each idea is equally important.</p> <p>Complex Sentences: Contains an independent clause and one or more subordinate clauses. The subordinate clauses do not make sense on their own and depend on the independent clause. The ideas conveyed in the subordinate clauses are often less important.</p> <p>STAGE 4: WHOLE TEXT LEVEL Paragraphing</p> <p>Students organise their writing using paragraphs: To signify the start of a new idea/topic or event To signify a new time period To indicate a change in setting</p> <p>The main idea of the paragraph is included in the opening sentences</p> <p>PUNCTUATION: Apostrophes Students use apostrophes when</p>				
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	<p>forming a contraction, to signify missing words Eg: Cannot = can't</p> <p>Students use an apostrophe to form the possessive this includes the following scenarios: Singular possessive Plural possessive Nouns that already end in 's' It's = it is Its = possessive (no apostrophe)</p> <p>Commas Students use commas: In a series/list Introductory statements Before a conjunction, when separating 2 clauses Direct speech Direct address Use a pair of commas to separate a nonessential clause within a sentence Separate dates</p> <p>Quotation Marks Students: Use quotation marks to signify the start and end of direct speech. "Peter and Gloria are joining us."</p> <p>Use a comma before or after speech to indicate who has spoken. Harry said, "Come on, Ray. It'll be fun."</p>				
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	<p>"Let's go," Gilda said. "I'm not sure," said Ray, "that I feel like it."</p> <p>Understand that punctuation of speech goes before the close of dialogue.</p> <p>"When will we be back?" Ray asked. "Hooray!" said Debbi.</p> <p>Understand that where speech falls at the end of the sentence, only one punctuation mark is needed.</p> <p>Use a capital letter when a new speaker starts talking.</p> <p>Use a new line when a new speaker talks.</p> <p>"How long a hike is it?" Ray asked. "I don't know whether I have the energy." "I think," said Iris, "that it's about seven miles to the top."</p> <p>Use quotation marks to indicate quoted speech.</p>				
<p>Genres: I can independently create a range of imaginative texts using the genre structure and language features.</p> <p>Learning Targets:</p>	<p>Develop Imaginative Texts in reference to Mentor Texts - I.e. Innovation on original text using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced</p> <p>Language Features: See CRAFT EL.</p>	<p>I can identify and explain the relevant text structures & features of a range of imaginative texts -</p> <p>NARRATIVE Beginning, Middle, End. Leads & Endings Orientation (Characters), Setting, Problem, Solution.</p>		<p>Ongoing, whole of Term 3 & Term 4</p>	

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<p>I can take an imaginative text through the whole writing process</p> <p>I can independently construct a variety of imaginative texts that utilise the relevant key text structures & features effectively.</p> <p>With assistance or the use of checklists, I can construct a variety of imaginative texts, using the relevant language features</p>	<p>Text Structures: Using varied sentence lengths and cohesive links.</p> <p>Narrative: More complex structure involving multi-step and concurring problems, more than one main character and/or perspective. Create for different audiences, e.g. a story for their Prep Buddy.</p> <p>Hybrid texts - e.g. poetry within a narrative, Non-fiction within a narrative</p> <p>Poetry - Sentence length, Rhyme and Rhythm, Different types of poems (Haiku, etc.)</p> <p>(Memoir Yr 6 Major!)</p>	<p>HYBRID Students have seen hybrid texts during read alouds.</p> <p>POETRY Students know poetry is written using short and long sentences. They know that sometimes poetry can have rhythm and rhyme, and sometimes it doesn't. Found Poetry Choral Reading</p> <p>Prior Knowledge re: Craft & Poetry Alliteration Simile metaphor onomatopoeia</p>			
<p>Writing Process:</p> <p>Revising</p> <p>I can revise my work for cohesive structure, meaning and author's craft</p> <p>Learning Target:</p>	<p>Use of ARMS & CUPS to aid revision of their writing.</p> <p>I can identify areas of my writing that require removal, addition of detail, rearrangement and improved vocabulary (ARMS)</p> <p>I can show evidence of each part of the writing process.</p>	<p>Prior knowledge and use of ARMS and CUPS for revising and editing.</p> <p>A - Addition R - Removal M - Moving S - Substitution</p> <p>C - Capital letters U - Usage</p>		<p>Term 4 - Weeks 3 - 10</p>	

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<p>I can justify the reasons and purpose of my revisions</p> <p>I can make effective changes on the identified areas for improvement within my writing</p> <p>I can identify areas for improvement within my writing (cohesion/meaning & craft)</p>	<p>I will consistently use the class proofreading code when revising using a checklist (see Author's Craft in Reading: Comprehension 3 EL)</p> <p>Re-<u>visioning</u>?</p> <p>Guaranteed Vocabulary: cohesive</p>	<p>P - Punctuation S - Spelling</p> <p>Familiarity with the editing strategy of 'Working/reading backwards'</p>			
<p>Craft: I can select from a variety of writer's craft to make my writing interesting and engaging.</p> <p>Learning Targets: I can justify and discuss the choices of craft I make within my writing</p> <p>I make controlled and selective choices of craft within whole writing pieces, for a specific purpose</p>	<p>Students can identify examples of the following craft, in given texts, and explain their purpose:</p> <p>ESSENTIAL CRAFT ELEMENTS Figurative Language: Metaphor & Simile Personification Vocabulary Choices Description & Imagery (show, not tell) Sound devices: Alliteration & Onomatopoeia Voice</p>	<p>Awareness of the phrases 'Author's Craft' and 'Voice'</p> <p>Explicit teaching and use of: Similies Metaphors Onomatopia Alliteration</p>	<p>Writing Samples</p> <p>Example sentences</p> <p>Match the definition to the example task</p>	<p>Term 3: Week 4 - Term 4: Week 9</p>	<p>APPLICATION Allegory & Symbolism Foreshadowing</p>

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2017 SEM 2 ELSP ENGLISH YR 5:

<p>I can demonstrate the specified elements of writers craft effectively, within single sentences.</p> <p>I can list and explain a range of craft elements</p>	<p>Students can demonstrate effective and appropriate use of these forms of craft, within example sentences.</p> <p>Students can utilise the above forms of craft, in whole writing piece, in genres that are relevant.</p> <p>Guaranteed vocab: several craft elements</p>				
<p>Handwriting: I can write using Victorian Modern Cursive for a minimum of 30 minutes.</p> <p>Learning Targets: I can demonstrate fluid continuous cursive joins</p> <p>I can join letters using diagonal joins</p> <p>I can join letters using horizontal joins</p> <p>I can join to the letter 's'</p>	<p>Students develop a handwriting style that is legible, fluent and automatic .</p> <p>See specific learning targets.</p>	<p>Correct pen/hand grip</p> <p>Correctly form upper and lower case letters</p> <p>Students are familiar with letter families, eg: Anti-clockwise letters Clockwise letters Rounded Entry The 'u' family</p> <p>Students can write legibly in biro and on 8mm blue ruled lines (ie: not dotted thirds)</p> <p>Students are familiar with which letters do not join</p> <p>Students join letters, using common entry and exit points:</p>	<p>Writing samples</p> <p>Daily, morning joined Cursive practise.</p>	<p>Ongoing Term 3 & Term 4</p>	

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2017 SEM 2 ELSP ENGLISH YR 5:

I can join to and from 'f'		le: bottom joins (a, e, i, c, d, l etc)			
Ongoing ELs from SEM 1 - Have been formally taught but will need to be updated/formally considered					
Commas I understand that there a variety of uses for commas , and can reliably and effectively use them in my writing		See SEM 1 EL doc		Scheduled update: after dialogue	
Apostrophes I understand that there a variety of uses for apostrophes , and can reliably and effectively use them in my writing		See SEM 1 EL doc		Scheduled update: anywhere!	
Text Structure & Organisation: I use and link paragraphs to show the progression of my ideas.		See SEM 1 EL doc		Scheduled update: after dialogue	
Sentence Structure I can use clauses to elaborate and extend on the main idea of sentences.		See SEM 1 EL doc		Scheduled update: after craft	
Responding to Literature Present a point of view about particular literary texts using appropriate language, and reflecting on the viewpoints of others Learning Target: I can listen to others' opinions, respond and adjust my opinion if necessary.	Matches with personal reading choices or comprehension ABOUT a text Conversational behaviours: Face the speaker Positive body language Active listening Appropriate tone and volume I can pause and allow others to contribute	Whole Body Listening Hands-up Inside voice		Term 3 & 4 - continuous Use: Book Clubs Collaborative tasks Destination partner tasks	Facilitating a discussion with full control.

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2017 SEM 2 ELSP ENGLISH YR 5:

<p>I can form and explain an opinion about a text.</p> <p>I can contribute to small group discussions by adhering to social norms.</p>	<p>I can invite others to share an opinion</p> <p>I can judge the appropriate time to offer my opinion</p> <p>Appropriate use of non-verbal cues to indicate desire to speak (and continue listening whilst waiting)</p>				
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