

Adult Basic Education

English Language Arts

English 2011 Speaking and Listening

Study Guide

Suggested Resources: *ResourceLines 9/10*

Level II English Courses

English 2011

English 2012

English 2013

English 2014

English 2015

English 2016



Table of Contents

To the Student.....3

Unit 1: Oral Communication5

Unit 2: Speaking and Listening Techniques7

Appendix A: Good Speaking/Listening Characteristics.....8

To the Student

Who should do English 2011: Speaking and Listening?

English 2011 is the first in a series of six Level II English courses. It is meant to provide an overview of good speaking and listening techniques. It will also give you the opportunity to create a brief presentation.

You do not have to complete all six Level II English courses to move into ABE Level III. The decision to do all or some of the six Level II English courses will be made based on your instructor's assessment. The following will be taken into consideration in this assessment: your previous education, your CAAT (or another standardized test) result, your work experience, your future employment/post-secondary goals, your progress in Level II courses, or any other factor impacting your future success in Level III. For example, if you enter Level II from Level I and wish to pursue the Degree and Technical Profile (Academic) in Level III, you will likely have to complete all six Level II English courses. If you intend to pursue the General College Profile (General) in Level III, you may only have to complete a selection of Level II English courses.

You will receive up to four equivalency credits if you continue with Level III. For every five Level II courses (English, Math and/or Science) you successfully complete, you may be given one General Options credit in Level III, up to a total of four.

What is the English 2011 Study Guide?

The English 2011 Study Guide describes all the work that is required for the completion of this course.

How should I Use the Study Guide?

Before beginning to do the work in this Study Guide, you will need to talk to your instructor about the course and the resources you will need. You should work through the *Study Guide* page by page, consulting with your instructor as you go.

How is the Study Guide organized?

The Study Guide is organized in two columns, as follows:

Required Work	Suggested Resources/Notes
This column provides a numbered list of all the work you are required to do for the course.	This column gives important information on the resources being used and some notes to help you complete the required work.

Important Note

This Study Guide is intended to make it possible for you to work independently in Adult Basic Education. If you use the Study Guide correctly, you may be able to work on your own for certain periods of time. You should always make sure that your instructor is aware of what you doing. Feel free to ask your instructor for help and guidance at all times.

Unit 1: Oral Communication

Required Work

All responses in this Study Guide should be written in complete sentences with examples if appropriate.

1. Read pages 135-136 in *ResourceLines 9/10*. Discuss with your instructor or another student in your class some verbal communication you had recently. It may help to consider the types of oral communications you have at home, at school, at work, or when socializing. After your discussion, respond to the following items in writing:

- a) What was the context of the communication: formal or informal?
- b) Who was the speaker? Who was the listener/audience?
- c) What was the message being communicated?
- d) Did you understand or misunderstand the message?
- e) What questions could you have asked to help your understanding?

2. Read page 138 in *ResourceLines 9/10*. Discuss with your instructor or another student in your class why each of the following is important during speaking and listening. After your discussion, respond to the following items in writing:

- a) Giving others a chance to express their feelings.
- b) Showing sensitivity and respect for the rights and feelings of others.
- c) Giving appropriate feedback when asked.
- d) Thinking before you speak.

Suggested Resources/Notes

ResourceLines 9/10, pp. 135-136.

Sometimes you need to change the way you speak to different people or in different situations. If you know someone well, you do not speak in the same way as to a stranger. When you are doing a job interview, you use different language from when you are at home or speaking to family and friends.

At home, you use **informal** language, while in a job interview, a more **formal** language is expected.

ResourceLines 9/10, p. 138.

Unit 1: Oral Communication

Required Work	Suggested Resources/Notes
<p>3. Tape, download, or listen to a one to five minute radio/TV newscast, or another program (sports etc.). Listen to the program and then complete the following items. You should discuss your responses with your instructor or another student in your class first, and then write your answers.</p> <ul style="list-style-type: none">a) Write two or three questions you would like to ask for further elaboration and/or clarification.b) Identify the main message and supporting details presented in the program.c) Express your own point of view on the topic presented in the program. Offer relevant information/evidence to support that viewpoint.d) Why do you think it's important for speakers on TV or radio to communicate accurate information?	<p>Many local radio stations such as CBC and VOXM contain short news items on their websites. Similarly, many TV news and sports networks have short videos on their websites. Two excellent sources to help complete this exercise are: www.cbc.ca www.voxm.com</p>

Unit 2: Speaking and Listening Techniques

Required Work	Suggested Resources/Notes
<p>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</p> <p>1. Read pages 138-139 in <i>ResourceLines 9/10</i>, and also <i>Appendix A: Good Speaking Hints</i> at the end of this Study Guide. Explain why each of the following is important when speaking to an audience:</p> <ul style="list-style-type: none">a) Vocabularyb) Sentence Structurec) Rate of Speechd) Tone <p>2. Read page 140 in <i>ResourceLines 9/10</i>. Identify the non-verbal language used by speakers. You can respond by making a list.</p> <p>3. Select a process that requires instructions or following directions; for example, making an online purchase, a recipe, changing the oil in a lawn mower, etc.</p> <p>Prepare a short presentation (approximately one to two minutes) where you explain the instructions or directions.</p>	<p><i>ResourceLines 9/10</i>, pp. 138-139.</p> <p>See <i>Appendix A: Good Speaking Hints</i> included at the end of this Study Guide.</p> <p><i>ResourceLines 9/10</i>, p. 140.</p> <p>If you wish, you may use PowerPoint to prepare your presentation. If you wish to do this, ask your instructor for assistance accessing and using the software if help is needed.</p>

Appendix A: Good Speaking/Listening Characteristics

Here are some characteristics of good speakers:

1. Good speakers speak in a style and vocabulary their listeners will understand.
2. Good speakers talk clearly, not too fast, and loudly enough for their listeners.
3. Good speakers use language that expresses how they feel. They avoid slang in formal speaking.

Here are some characteristics of good listeners:

1. Good listeners are respectful, polite, and interested. Their behaviours help the speaker feel more confident.
2. Good listeners pay attention. If they can't hear, they let the speaker know.
3. Good speakers listen closely before drawing conclusions.