

Level 2



Listening & Speaking

Student Worksheets



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Overview of Level 2 Listening and Speaking

To be successful on this course, you will:

(LS1) Listen to obtain information.

(LS2) Ask questions to obtain information.

(LS3) Follow a series of spoken instructions.

(LS4) Express opinions, facts and feelings appropriately.

(LS5) Practise formal and informal communications.

Assessment Technique – Collection of Work 100%

You will be given tuition during class time and all areas of the course will be covered. It is your responsibility to attend classes regularly and to keep up with the work. If you experience any difficulties during the course, please inform the tutor.

Signed:

Date:



Assessment Brief 1

Course: Listening & Speaking
Course Code: M2C03
Assessment: Collection of Work
Title: **Everyday Listening**
Weighting: Collection of Work 100%



Guidelines

You will be expected to:

1. Listen to obtain information relating to more than one option, e.g. using a speaking timetable to get a train arrival and departure time and ticket prices.
2. Follow a series of spoken instructions, e.g. top up a mobile telephone, and follow directions to a familiar place.
3. Practise listening in formal and informal communications, e.g. an interview, or chatting with a friend.

Assessment criteria

- Exercises and tasks must be complete and correct.
- Take part in various listening exercises, e.g. recipe, various everyday situations, announcements, advertisement, song, poem / story, etc.
- Use active listening skills.
- Have an understanding of barriers to effective listening.
- Follow instructions, e.g. planting a sunflower, making blueberry muffins, following directions, taking part in a fire drill, etc.
- Take part in group discussions.
- Discussions and / or activities may be recorded.

Submission date:

Declaration of Authenticity: I confirm that this is my own original work.

Signed:

Date:

A. Listening Tips

1. Start by listening to the tutor read this!

- Practise "active listening." This is where you not only hear what someone is saying, but, more importantly, try to understand the complete message.
- Pay attention to the person.
- Listen carefully.
- Do not get distracted by whatever else may be going on around you.
- Don't be thinking only about how you will answer.
- Don't allow yourself to get bored.
- Keep focused on what the other person is saying.



2. Complete the sentences:

how, saying, person, around, bored, active, Listen

- a) Practise "_____ listening."
- b) Pay attention to the _____.
- c) _____ carefully.
- d) Do not get distracted by whatever else may be going on _____ you.
- e) Don't be thinking only about _____ you will answer.
- f) Don't allow yourself to get _____.
- g) Keep focused on what the other person is _____.

3. In your group, discuss these questions. (Be aware of using good listening skills!)



- Do you sometimes feel uncomfortable making eye contact with others? Why?
- How did you feel when someone makes eye contact with you?
- How does eye contact affect a conversation?
- Is eye contact important in relationships? Why or why not?
- What is the difference between making eye contact and staring?
- It has been said that the eyes are a window into the soul. What do you think this means?
- What things do a person's eyes reveal?



Teacher / Tutor Verification Table

4. Paraphrasing can help our listening skills. It means putting into your own words what someone else is saying.

- It helps you know if you are understanding the person correctly.
- It shows the other person that you are listening.

Paraphrase this: When I go jogging around the park, my heart beats faster, all my worried thoughts go into the background, I breathe deeply, and I feel healthy, and full of energy.

B. Barriers to effective listening

1. Complete the sentences:

won't, listen, others, sad, noisy, unclear, Fear, phones, body, open

- a) If you keep interrupting someone who is talking, you won't _____ well.
- b) Mobile _____ can be distracting.
- c) It is impossible to listen in a _____ environment.
- d) If you lack respect for the person talking, you are not likely to listen. Be _____-minded.
- e) If your _____ language is negative, others may not open up and talk to you.
- f) If you are sitting on a hard chair, or you are feeling cold, you _____ be able to listen. Be comfortable.
- g) Pushing your opinions and ideas on _____ may cause people to not talk to you.
- h) If you are _____ about what the person is saying, ask politely.
- i) Strong emotions can get in the way. It is better to avoid conversations when you are angry or very _____.
- j) _____ is a great barrier to listening. People who are afraid during a conversation are not likely to listen.



C. Listening preparation

Prepare yourself to listen. Relax. Try to put other thoughts out of your mind. Concentrate.



1. Listen to **Listening 2**. Your tutor will read it to you.

Answer the questions:

a) What kind of food are you making?

b) What was the first step?

c) What was the last step?

d) What timing was mentioned?



D. Listening for ideas

Listen for ideas – not just words. Try to get the whole picture, not just bits and pieces. See a picture in your head.



1. Listen to **Listening 4**. Your tutor will read it to you. Complete the sentences.

_____ afternoon passengers. This is the pre-boarding announcement for flight FR6672 to _____ . We are now inviting those passengers with _____ children, and any passengers requiring special assistance, to start boarding at this time. Please have your boarding pass and _____ ready. Regular boarding will begin in approximately _____ minutes time. Thank you.



1. How was the listening activity? Answer the questions.

a) Were you able to listen through it all?

Yes No

b) Did your mind wander?

Yes No

If so, what were you thinking about?

c) Were you comfortable when listening?

Yes No

If not, explain why. -----

d) Were there any noises in the background?

Yes No

If so, what could you hear? -----

e) Were you distracted by your mobile phone while listening? Yes No

f) Was the temperature in the room OK for you?

Yes No

If not, explain why. -----

g) Were there any personal distractions that made it difficult to listen? (e.g. stress, illness, tiredness, etc.)

Yes No

Explain. -----

a) Were the other students quiet while listening?

Yes No

b) Were you able to hear the tutor/recording clearly?

Yes No

Explain. -----

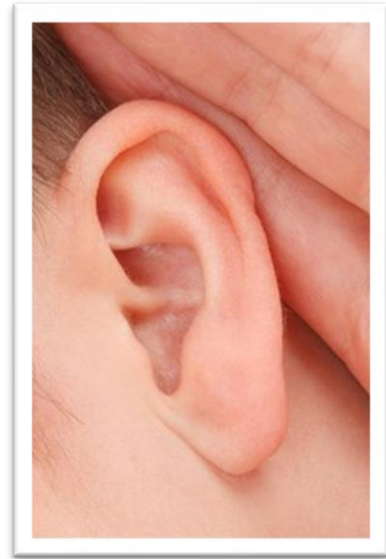


E. Overcoming distractions

1. Match the types of distractions with the examples.

Write the letters:

- A. External noises
- B. Psychological activity
- C. Physical conditions
- D. Physiological conditions
- E. Semantic distractions
- F. Technological distractions



pain, hunger, fatigue, etc.

the urge to check your phone, surf the net, etc.

temperature, odours, lighting, visual distractions, etc.

beeping, humming, etc.

dialects, accents, unfamiliar vocabulary, etc.

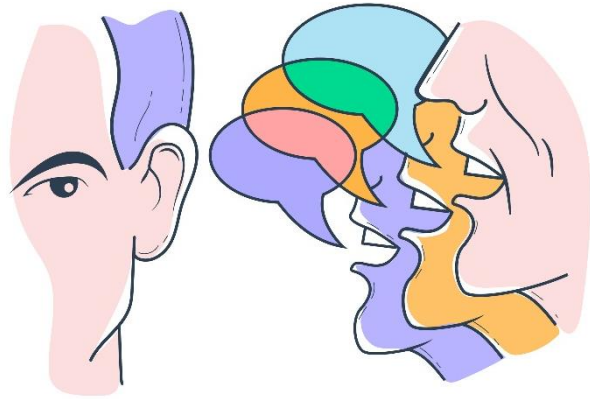
worry, self-consciousness, preoccupation, etc.



1. What should you do when following instructions?
Complete the sentences:

Listen, steps, to, Take, do, order, your

- a) Prepare yourself
_____ follow
instructions.
- b) Focus _____
attention.
- c) _____
carefully.
- d) Ask yourself: What are
the things I have to _____?
- e) Ask yourself: What _____ will I have to
follow?
- f) Ask yourself: What _____ must I do the
steps in?
- g) _____ notes if you need to.



2. Discuss language associated with verbal instruction such as first, then, finally, etc. Highlight the instruction words.



First, heat the oven to 160°C. Then, mix flour and sugar in a bowl. Then, rub in the butter then knead well to form a smooth paste. Next, divide the mixture into 2 equal parts, shape and flatten. Place on a baking tray and bake for 30 minutes. Lastly, sprinkle on a teaspoon of sugar as soon as the biscuits come out of the oven.

3. Listen to **Instructions 1** and number the pictures below. Your tutor will read it to you.



Listen to **Instructions 2**. Your tutor will read it to you. Number the ingredients and equipment I use, in the correct order. Use numbers 1 to 12.



BLUEBERRY MUFFIN



12. As a group, improve these instructions below. Do it orally – you don't need to write them down, although you can make notes on the instructions below:



How to make mashed potato

Go into the kitchen and open the cupboard door.

Take out a large pot. Take out a lid as well.

Get some potatoes out. One large potato for each person should be just about right.

Get a potato peeler and peel all of the brown skin off the potato. Be careful that you don't cut your fingers.

With a knife that is sharp, cut the potatoes up into pieces that are quite small.

Put the pieces of potato into the pot you got out of the cupboard before.

Put some water into the pot so that the potatoes are all covered with water.

Carry the pot over to the cooker and put it on the cooker. Turn the cooker on.

The potatoes need to boil for quite a while, around 15 minutes or so. You will know they are ready when you prick them with a fork and they are quite soft.

Keep the lid on the pot, hold it carefully. It will be hot so it might be a good idea to put a tea towel on your hand. Let all of the water come out of the pot and go down the sink.

Get the potato masher and use it to squash up all of the big bits of potato.

If you like, you can put some milk and butter into the mashed potato to make it tastier.

1. **Conversation role-play:** In pairs, act out this dialogue in pairs. Use speaking skills to have this conversation, e.g. good eye contact and positive body language.

MARIE: Hey! How did you get on in your new class?



FRANK: Not bad, thanks. It's a nice group of people! How was your class?

MARIE: Oh, it went really well. We worked hard in the first lesson!

FRANK: Great! Do you want to join us for lunch tomorrow?

MARIE: Yes, sure! I'll meet you after class at 1 p.m.

FRANK: See you tomorrow!



2. Have a conversation with the tutor or a fellow student!

3. How well did you do with your conversation? Check with your conversation partner!

Did you.....?	Yes	No
Speak clearly		
Keep it short and sweet		
Make sense		
Make yourself understood		
Use the correct volume		
Speak politely		
Keep others interested		
Use positive body language		
Make eye contact		
Use a friendly tone		
Speak honestly and openly		
Smile		
Use the other person's name		

1. Match the questions and answers:

a) How old are you?

Yes



b) Where do you live?

I'm tired.

c) Who went with you?

42

d) What is your favourite food?

The News

e) When are we having tea?

Fiona



f) Why are you grumpy?

Kilkenny

g) Do you like potatoes?

In 5 minutes

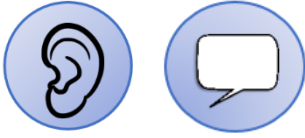
h) What are you watching?

Carrots



2. Group work: Here are the answers. What are the possible questions? See if each person can come up with a different question for each answer!

(The group work may be recorded.)



Answers:



in the kitchen

the students

milk

because I'm busy

tomorrow

by car

at 6 o'clock

no thanks



Teacher / Tutor Verification Table

3. If you were going for a job interview, which of these questions would be good to ask? Tick them.



- How many hours per week will I work?
- Where do you live?
- What's your favourite cake?
- What is the salary?
- Will I be given training?

- Do I have to pay for my uniform?
- How many children do you have?
- Is it OK if I get to work late?
- If I get the job, can I start soon?
- How many people work in the company?
- Do you like working here?
- What are the working hours?
- Are you married?
- Can I watch movies at work?
- Am I entitled to annual leave?
- Will I be doing shift work?

A. Expressing opinions, facts and feelings

1. Is it a fact or an opinion? Circle fact or opinion.

a) The fastest land animal is the cheetah. **Fact** **Opinion**

b) The ugliest sea creature is the octopus. **Fact** **Opinion**

c) Prison is one of the worst places on the planet.

Fact **Opinion**

d) It is wrong for people under the age of 21 to drink alcohol. **Fact** **Opinion**

e) Wexford is a county in Ireland. **Fact** **Opinion**

f) Oranges have Vitamin C. **Fact** **Opinion**

g) The Simpsons TV show is quite funny. **Fact** **Opinion**

h) Vegetarians are healthier than people who eat meat.

Fact **Opinion**

i) Music today is not as good as it was in the past.

Fact **Opinion**

j) Eating fast food isn't bad if you only eat it once a week.

Fact **Opinion**

k) In the USA, a mobile phone is often called a cell phone.

Fact **Opinion**

l) A dog is a mammal. **Fact** **Opinion**

m) Steak tastes better than broccoli. **Fact** **Opinion**

2. How can you respond to these statements? State if you agree or disagree. Use the statements on the previous page - write the letters only.



- a) Money makes you happy. _____
- b) Children spend too much time indoors now. _____
- c) Parents are the best teachers. _____
- d) Living in the city is better than living in the countryside.

- e) Boys and girls should attend separate schools. _____
- f) Smoking should be banned in public spaces. _____
- g) Cooking should be taught at school. _____
- h) If someone does something bad to you, it's okay to do something bad to them. _____
- i) Words can hurt. _____
- j) Men are naturally better than women at sports. _____
- k) People waste too much time on the Internet. _____
- l) Being a secretary is a woman's job. _____
- m) Arriving late to meet a friend is rude. _____
- n) People spend far too much time shopping. _____
- o) Passengers on trains and buses should have to wear seatbelts. _____

Talk about your opinions in your group.



Teacher / Tutor Verification Table

B. Formal and informal language

We speak informally to people we know well

(such as friends and family).

We speak formally to people we do not know as well.

1. Unscramble a word in each sentence:

- a) We use **lamrof** _____ and informal language in different situations.
- b) The tone, the choice of words and the way the **rowsd** _____ are put together are different in formal and informal language.
- c) Formal language is **sels** _____ personal than informal language.
- d) Formal language is used when **triwing** _____ for professional or academic purposes like assignments.
- e) Informal language is **rome** _____ casual.
- f) Informal language is used when communicating with friends or **milafy** _____.
- g) It is used when writing personal emails and **etxt** _____ messages.
- h) The **neot** _____ of informal language is more personal than formal language.

Mapping of Learning Outcomes

(LS1) Listen to obtain information relating to more than one option, e.g. using a speaking timetable to get a train arrival and departure time and ticket prices [Pages 7 to 12 \(listening tips\)](#), [Pages 13 to 14 \(listening in different situations\)](#), [Pages 15 to 16 \(barriers to effective listening\)](#), [Pages 17 to 19 \(listening preparation\)](#), [Pages 20 to 22 \(listening for ideas\)](#), [Pages 23 to 24 \(listening with an open mind\)](#), [Pages 25 to 26 \(overcoming distractions\)](#), [Page 27 \(making notes while listening\)](#)

(LS2) Ask questions to obtain information, e.g. to check dates/prices/other facts, face to face and by telephone [Pages 46 to 57 \(asking questions\)](#)

(LS3) Follow a series of spoken instructions, e.g. top up a mobile telephone, follow directions to a familiar place [Pages 28 to 41 \(following instructions\)](#)

(LS4) Express opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme within a small group, give directions, leave a voice-mail message [Pages 58 to 65 \(expressing opinions, facts and feelings\)](#)

(LS5) Practise formal and informal communications, e.g. an interview or parent teacher meeting, and chatting while out with friend [Page 43 \(playing Chinese whispers\)](#), [Pages 44 to 45 \(effective speaking\)](#), [Pages 66 to 73 \(formal and informal communications\)](#)