



# English: First Additional Language

## NQF 2

# Listen and speak to interact with others

## Module 5

# Overview

- Conversations, discussions and dialogues
- Listening and speaking in groups
  - Non-verbal communication
  - Strategies
  - Pairs
  - Small groups
  - Large groups
  - Online

# Overview (continued)

- Connotative and denotative meaning
  - Idioms
  - Proverbs
- Adjectives
- Adverbs

# Listen and speak to interact with others: Conversations



# Listen and speak to interact with others: Conversations

## Conversation

- Mostly informal
- Verbal: words and language
- Non-verbal: body language and use of voice
- Purpose: to interact informally

# Listen and speak to interact with others: Discussions



# Listen and speak to interact with others: Discussions

## Discussion

- Mostly formal
- Verbal: words and language
- Non-verbal: body language and use of voice
- Purpose: to interact on a more serious issue, formally



# Listen and speak to interact with others: Dialogues

## Dialogue

- Informal or formal
- Verbal: words and language
- Non-verbal: body language and use of voice

# Listen and speak to interact with others: Dialogues

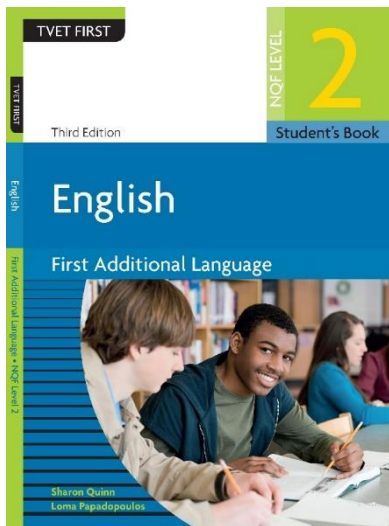


**Purpose:** for two or more people or groups of people to talk to each other to solve a problem.

# Listen and speak to interact with others: Dialogues



**Purpose:** for characters in a play or in a book to talk to each other, in order to entertain and inform the audience or readers.



# Learning activity 5.1

## Module 5

Test your knowledge of this section by completing Learning activity 5.1 on page 65 of your *Student's Book*.

# Non-verbal communication

- **Use of voice**

- tone
- pitch
- volume
- tempo
- rhythm
- projection

- **Body language**

- posture
- facial expressions
- eye-contact
- gestures



# Strategies for listening and speaking in groups

- Participate (listen and speak)

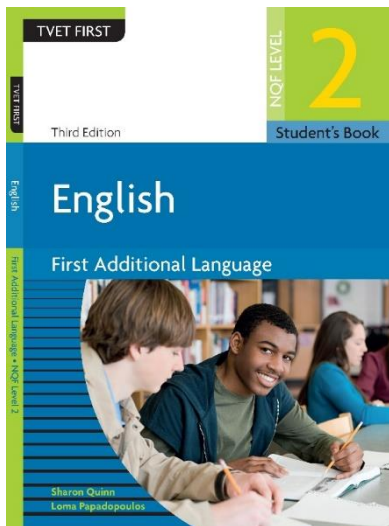
**Initiate and respond**

**Awareness of your own and other speakers' verbal and non-verbal communication**

**Reflect interest and attention**

**Appropriate use of language**

Click to start



# Learning activities 5.2, 5.3 and 5.4

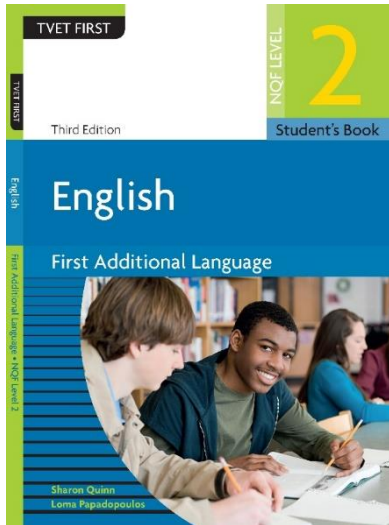
## Module 5

Test your knowledge of these sections by completing Learning activities 5.2, 5.3 and 5.4 on pages 67 and 68 of your *Student's Book*.

# Did you know that you can interact with others by speaking and listening online?







# Learning activities 5.5 and 5.6






## Module 5

Test your knowledge of these sections by completing Learning activities 5.5 and 5.6 on pages 69 and 70 of your *Student's Book*.

# Denotative and connotative meaning of words

|                          | Denotative   | Connotative  |
|--------------------------|--|--|
| <b>Definition</b>        | <i>the meaning that the dictionary gives for a word</i>      | <i>the way a word makes you feel or the things that a word reminds you of.<br/>Words can have a positive or a negative connotation</i> |
| <b>Home</b>              | A building, a residence                                      | A warm, safe, loving place to be (positive connotation)  |
| <b>Father and mother</b> | Parents  | Loving, protective, strong, mom and dad (positive connotation)   |
| <b>Woman</b>             | Female   | Can be seen as, or called a chick or babe (may have a negative connotation)  |
| <b>Drug addict</b>       | A person who takes harmful drugs and cannot stop taking them | When called a druggie, there is a negative connotation   |

# The connotative and figurative use of words: Idioms and proverbs

|   | Denotative (literal)   | Connotative (figurative)  |
|---|--|---|
|    | <p><b>sheep:</b><br/><i>farm animal</i></p>  | <p>the black <b>sheep</b> of the family:<br/><i>someone who brings disgrace to the family</i></p>                         |
|    | <p><b>iron:</b><br/><i>an appliance used to iron the creases out of clothes</i></p>                      | <p>strike while the <b>iron</b> is hot:<br/><i>act when you have the opportunity</i></p>                                  |
|    | <p><b>bridge:</b><br/><i>road constructed over a river in order to cross the river safely</i></p>        | <p>cross the <b>bridge</b> when you come to it:<br/><i>do not worry about a situation until you are faced with it</i></p> |
|   | <p><b>ice:</b><br/><i>frozen water</i></p>   | <p>break the <b>ice</b>:<br/><i>be the first one to begin something</i></p>   |
|  | <p><b>bed:</b><br/><i>a piece of furniture that you sleep on consisting of a mattress and a base</i></p> | <p>get out of <b>bed</b> on the wrong side:<br/><i>be in a bad mood</i></p>   |

# More idioms and proverbs

Imagine what it would look like if you drew the following:



I will give you a piece of my mind

Click to start

*Meaning:*

*I will argue with you and tell you how I feel*

# More idioms and proverbs

Imagine what it would look like if you drew the following:



**Two heads are better than one**

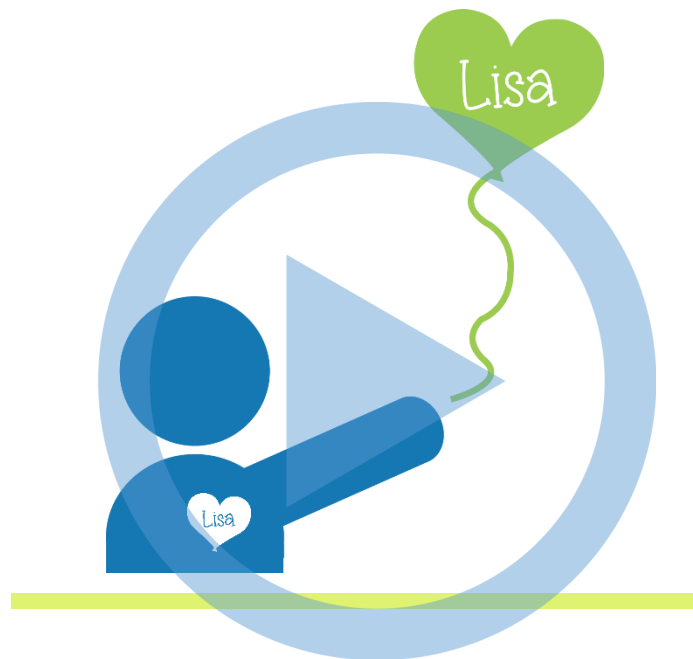
Click to start

*Meaning:*

*Two people are more likely to solve a problem than one person*

# More idioms and proverbs

Imagine what it would look like if you drew the following:



**To lose your heart to someone**

Click to start

*Meaning:  
To be in love*

# More idioms and proverbs

Imagine what it would look like if you drew the following:

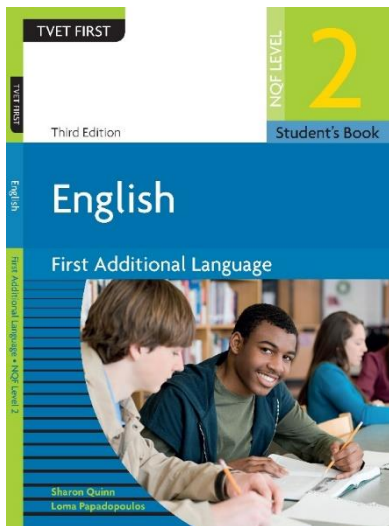


**To come out of your shell**

Click to start

**Meaning:**

*To become more confident and more lively*



# Learning activity 5.7

## Module 5

Test your knowledge of this section by completing Learning activity 5.7 on page 71 of your *Student's Book*.



# Adjectives

- Describe nouns and pronouns
- Make writing more interesting and descriptive
- Can be compared (**degrees of comparison**)
  - a big (bigger, biggest) elephant
  - a spectacular (more spectacular, most spectacular) view
  - he is brave (braver, bravest)
  - she is courageous (more courageous, most courageous)

# Adjectives in pictures



## **Water**

(deep, deeper, deepest; dangerous, more dangerous, most dangerous)

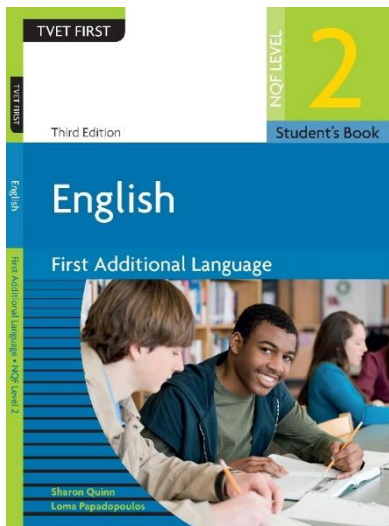
## **Girl**

(excited, more excited, most excited)

## **Dolphin**

(fast, faster, fastest)

(adaptable, more adaptable, most adaptable)



# Learning activity 5.8

## Module 5

Test your knowledge of this section by completing Learning activity 5.8 on page 74 of your *Student's Book*.

# Adverbs

Tell you more about a verb

She reads books enthusiastically every day, at home and at college. At the moment she is reading extremely attentively.

Click to start

# Adverbs

Tell you more about a verb

She reads books enthusiastically every day, at home and at college. At the moment she is reading extremely attentively.

*Adverb of manner*  
(How?)

# Adverbs

Tell you more about a verb

She reads books enthusiastically every day, at home and at college. At the moment she is reading extremely attentively.

*Adverb of frequency*  
(How often?)

# Adverbs

Tell you more about a verb

She reads books enthusiastically every day, at home and at college. At the moment she is reading extremely attentively.

*Adverb of place*  
(Where?)

# Adverbs

Tell you more about a verb

She reads books enthusiastically every day, at home and at college. At the moment she is reading extremely attentively.

*Adverb of time*  
(When?)



# Adverbs

Tell you more about a verb

She reads books enthusiastically every day, at home and at college. At the moment she is reading extremely attentively.

*Adverb of degree*  
(How much?)

# Adverbs

Tell you more about a verb

She reads books enthusiastically every day, at home and at college. At the moment she is reading extremely attentively.

*Adverb of manner*  
(How?)

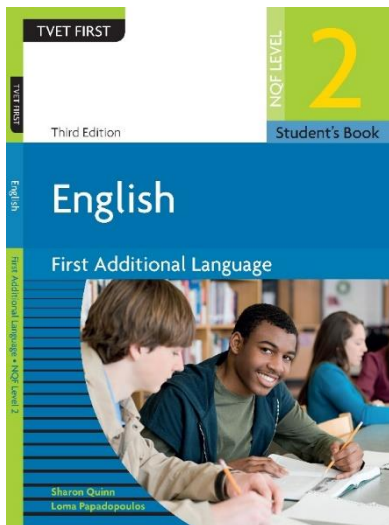
# Adverbs in pictures

- The athlete runs fast (faster, fastest).  
He runs rhythmically (more rhythmically, most rhythmically).
- He practises regularly and saves much (more, most) time by living close to the track.

# Adverbs in pictures



Click to play

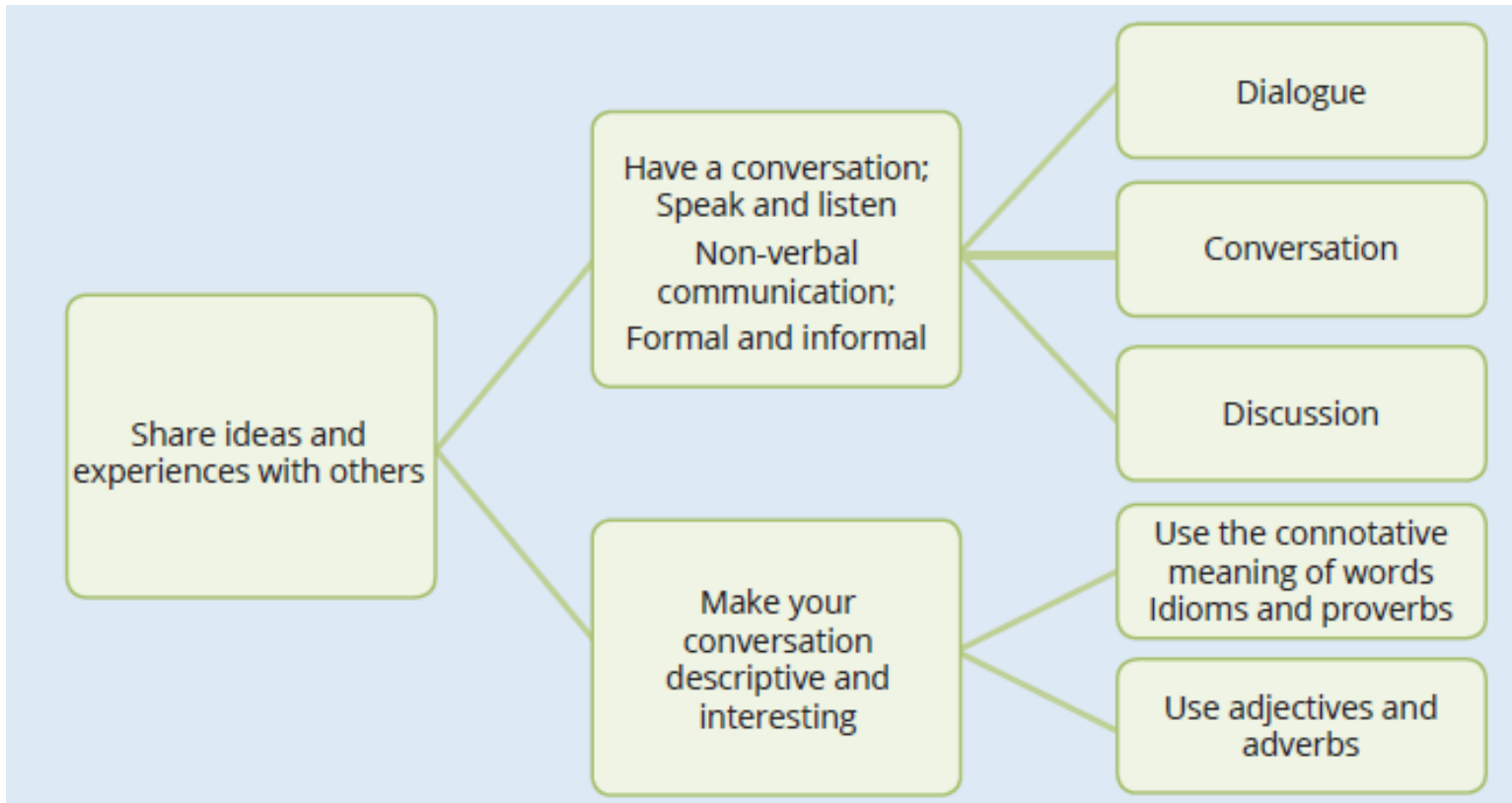


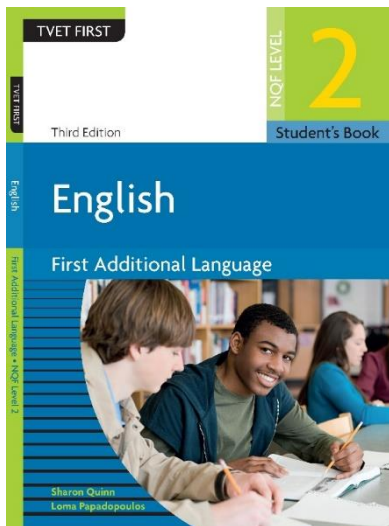
# Learning activity 5.9

## Module 5

Test your knowledge of this section by completing Learning activity 5.9 on page 75 of your *Student's Book*.

# Summary of Module 5





# Formative assessment

## Module 5

Test your knowledge of Module 5 by completing the Formative assessment on page 77 of your *Student's Book*.



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