ONTARIO ENGLISH, GRADE 10, ACADEMIC (ENG2D) · UNIT A

Oral Communication — Practice Test

Ontario English, Grade 10, Academic (ENG2D) • 25 questions

This practice test was made by AI and there may be mistakes. If a question or answer looks wrong, use the Flag a mistake button to let Brett know so he can fix it.

Transcript I - Planning a Presentation

Use this reading for questions 1 to 4.

PRIYA: Our presentation on school recycling is on Friday, and we have only ten minutes to speak. We need a plan that fits the time.

SAM: I think we should start with a question for the class. How many bottles do you think our school throws away each week?

PRIYA: That is a strong opening. The answer is about 400 bottles, and I got that number from the caretaker count last month.

SAM: Do you mean bottles from the cafeteria only, or bottles from the whole school?

PRIYA: From the whole school, including the gym and the classrooms. That is why the number is so high.

SAM: I also think we should explain that the bins are in the wrong places, so students,

[Priya speaks over Sam before he finishes his sentence.]

PRIYA: Yes, and I can make a poster that shows where the bins should go.

SAM: So you are saying the bins fill up, but they are not where students need them most.

PRIYA: Exactly. That is the point I want the class to remember.

SAM: Good. I will speak first and explain the problem. You can show the poster and answer questions at the end.

1 **The main purpose of the discussion in Transcript I is to plan**

- **A** a ten minute class presentation about school recycling
- **B** a poster contest about bottles in the cafeteria
- **C** a cleanup day for the gym and the classrooms
- **D**

D a letter to the caretaker about bottle counts

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2 **Sam suggests opening with a question mainly in order to**

A fill time while Priya sets up the poster

B prove that the caretaker count was wrong

C make the class think before he gives the facts

D avoid talking about the bins at all

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3 **The question from Sam about the cafeteria only or the whole school shows**

A that he was not listening to Priya at all

B that he disagrees with the bottle count

C that he wants to change the topic

D that he wants to check what Priya means

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4 **According to Transcript I, about how many bottles does the school**

A 40 bottles each week

B 400 bottles each week

C 400 bottles each day

D 40 bottles each month

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5 **When Priya speaks over Sam, the problem for the discussion is that**

A the poster cannot be finished in time

B the class will not understand the topic

C The idea from Sam is cut off before it is fully heard

D Priya loses her place in the notes

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6 **The line from Sam beginning So you are saying is an example of**

- **A** changing the subject of the talk
- **B** reading a quotation from a book
- **C** asking the class a direct question
- **D** paraphrasing to check his understanding

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7 **The poster from Priya is meant to help the audience by**

- **A** listing every bottle thrown away
- **B** showing where the bins should go
- **C** replacing the spoken presentation
- **D** proving the caretaker count is exact

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Transcript II - A Speech About Library Hours

Use this reading for questions 8 to 11.

DANIEL: Good morning. I want to talk about why our school library should stay open longer. Right now the library closes at four o'clock, but many students have sports practice until five o'clock. That means students who need a quiet place and help with homework cannot use the library after practice.

[Daniel rushes through the middle section of his speech, then slows down for his final point.]

DANIEL: Longer hours would let students finish homework with help nearby, instead of working alone at home late at night. That is the change I am asking for. Thank you.

LEAH: Your opening was clear, and your final point was strong. But I lost track in the middle because you went so fast that I could not follow your reasons.

DANIEL: Thank you. That helps. I will practise the middle section more slowly, and I will pause after each key point so listeners can follow.

8 **The main idea of the speech from Daniel in Transcript II is that the library**

- **A** should stay open longer so students can work after practice
- **B** should open earlier in the morning for sports teams
- **C** should close at four o'clock every school day
- **D** should stop helping students with homework

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9 **Daniel slows down for his final point mainly in order to**

- A use up the last minute of his speech
- B give Leah time to take a note
- C show that he has finished speaking
- D make his most important point stand out

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10 **The feedback from Leah is useful to Daniel mainly because it is**

- A general praise with no detail at all
- B a summary of the whole speech
- C specific about pace and about the middle section
- D a request to change the topic

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11 **According to Transcript II, the problem Daniel describes is that**

- **A** students never use the library at all
- **B** the library closes before practice ends
- **C** sports practice starts too early
- **D** homework is always done at home

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12 **The response from Daniel to the feedback from Leah shows reflection because he**

- **A** accepts the point and plans a clear change
- **B** ignores the comment about his pace
- **C** asks Leah to give the speech instead
- **D** decides to drop the final point

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13 **The change Daniel plans for his next speech is to**

A speak faster through every section

B remove the opening and the final point

C practise the middle slowly and pause after key points

D read the whole speech from his notes

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Scenario I - A Group Discussion

Use this reading for questions 14 to 19.

Four students meet to discuss a short story they read for class. Elena begins by giving a short summary of the story, so the group starts from the same facts. Marcus then asks Elena to point to a part of the story that supports her view of the main character.

Tessa listens to Marcus, takes a note, and then builds on his point by adding an example from the end of the story. Noah waits until Tessa finishes before he speaks, and he repeats her idea in his own words before he adds a different view. At the end, the group agrees that next time they will let each person finish speaking before anyone responds.

14 **In Scenario I, the summary from Elena at the start helps the group because it**

- **A** proves that Elena understood every detail
- **B** ends the discussion before it starts
- **C** replaces the need for evidence
- **D** gives everyone the same facts to discuss

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15 **Marcus asks Elena for a part of the story that supports her view. This shows**

A that he has not read the story at all

B that he wants evidence, not just an opinion

C that he wants to end the discussion

D that he disagrees with every point

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16 **Tessa builds on the point made by Marcus by**

A adding an example from the end of the story

B repeating his words exactly as he said them

C changing the topic to a different story

D asking the group to stop taking notes

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17 **Noah repeats Tessa idea in his own words before he adds a different view. This is**

A an interruption that stops the discussion

B a summary of the whole short story

C a paraphrase that shows he listened first

D a way to avoid giving his own view

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18 **Which behaviour in Scenario I best shows active listening**

A Looking away while another student speaks

B Speaking over a student who is still talking

C Waiting silently with no response at all

D Taking a note and asking a follow up question

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19 **At the end of Scenario I, the group reflection leads them to agree that next time they will**

- A let each person finish before anyone responds
- B stop giving summaries at the start
- C discuss only the end of the story
- D take no notes during the discussion

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20 **The best way to prepare for a short class speech is to**

- A read it silently once the night before
- B practise it aloud and time it
- C memorize only the first sentence
- D speak as fast as possible to fit more in

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21 **A speaker who knows the audience can best adapt a speech by choosing**

- A the longest words available on the topic
- B a topic the audience knows nothing about
- C examples and language suited to those listeners
- D the same examples for every audience

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22 **When speaking to a principal in a formal setting, the most suitable tone is**

- A casual slang, as with close friends
- B whispered, so only one person hears
- C angry, to show strong feelings
- D polite and respectful, with clear language

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23 Good body language during a speech includes

- A reading every word with eyes on the page
- B standing straight and making eye contact
- C turning away from the audience
- D keeping hands hidden and still throughout

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24 To paraphrase a speaker means to

- A restate the speaker idea in your own words
- B repeat the speaker words exactly
- C ask the speaker a new question
- D write down every word the speaker says

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25 **When listening to spoken instructions and a step is unclear, the best move is to**

A guess the step and carry on silently

B wait until the task is finished to ask

C ask a clarifying question before starting

D ignore the unclear step completely

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ANSWER KEY

1. A
2. C
3. D
4. B
5. C
6. D
7. B
8. A
9. D
10. C
11. B
12. A
13. C
14. D
15. B
16. A
17. C
18. D
19. A
20. B
21. C
22. D
23. B
24. A
25. C

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