

## LISTENING II

### I. Objective

At the end of this course students are expected to possess abilities to:

1. develop language skill to understand key phrases in aural texts
2. understand stress patterns, intonation and tone of sentences
3. identify general, specific, and detailed information contained in oral texts
4. solve problems/answer questions based on the spoken information

### II. Course Description

This subject provides students with pre-intermediate skills in comprehending simple oral discourses through recorded voice of native speakers. Materials are presented in a variety of short functional texts in the form of short conversation with exercises focusing on answering questions, both factual and inferential in nature, following a given text and on making inferences from it. Student's classroom activities include individual work, pair work, and group work. Evaluation on student's achievement is based on classroom participation, home assignment, the mid semester test, and the final test.

### III. Course Progress

No	Language Skills	Topics	Activities
1	-	Orientation to the course	Orientation to the syllabus, Entry behavior assessment , Self-goal setting
2	Discriminating strong and weak forms, reduction of unstressed vowels, modification of sounds at words boundaries (assimilation, elision,, and liaison);phonemic change at word boundaries; allophonic variation at word boundaries.	Identifying people.	<ul style="list-style-type: none"> <li>• Listening to dialogues</li> <li>• Identifying characteristics</li> </ul>
3	Identifying stressed and unstressed syllables	Habitual Actions	listening to list of compound words, short phrases, and simple sentences
4	Distinguishing specific sounds from a back ground of different sounds	Around the House	
5	Enjoying speech rhythms and pattern of sounds by e.g. identifying words that rhyme and listening to jingles and tongue twisters.	Song, tongue twister,	<ul style="list-style-type: none"> <li>• listening to songs</li> <li>• Filling the incomplete song with the words missing</li> </ul>
6	<ol style="list-style-type: none"> <li>a. Recognizing numbers that sound similar</li> <li>b. Noting large numbers, fractions, decimals, and dates</li> </ol>	Numbers and Statistics	<ul style="list-style-type: none"> <li>• Listening to short dialogues containing numbers</li> <li>• Pronouncing numbers that sound similar</li> <li>• Filling forms</li> </ul>
7	Recognize grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, plural), patterns, rules, and elliptical forms		
8	<b>MID TEST</b>		
9	<ol style="list-style-type: none"> <li>a. Comprehending some expressions on public services</li> <li>b. Understanding and interpreting intonation patterns in statements, commands, questions, requests, and exclamations</li> </ol>	Money and Banking	<ul style="list-style-type: none"> <li>• Listening to sample short dialogues about public services</li> <li>• Saying various expressions with correct intonation</li> </ul>
10	a. Listen to and follow directions (activities & processes)	Buildings and Locations	<ul style="list-style-type: none"> <li>• Listening and marking places on a map</li> </ul>

			<ul style="list-style-type: none"> <li>• Giving directions of certain places in the neighborhood</li> </ul>
11	a. Listen to and follow instructions b. Use facial, kinesics, body language, and other nonverbal clues to decipher meanings c. Describing routines	Following Instructions about Sport	<ul style="list-style-type: none"> <li>• Listening and practicing dialogues on how to do certain kind of sport</li> <li>• Matching the pictures with the instructions on the recording</li> <li>• Listening to a dialogue about routines and answering questions based on the dialogue</li> </ul>
12	Infer situations, participants, goals using real-word knowledge	Leaving Message	<ul style="list-style-type: none"> <li>• matching pictures</li> <li>• getting messages from notes, notices, and signs</li> <li>• listening to a dialogue on phone</li> <li>• filling the form based on the dialogue</li> </ul>
13	Listen and respond to simple poems, stories, and plays ( give opinions, related text to personal feelings, observations, previous knowledge)	Holiday and Leisure	<ul style="list-style-type: none"> <li>• listening to simple poems, stories and plays</li> </ul>
14	Understand main ideas and supporting details	Work and Study	<ul style="list-style-type: none"> <li>• Listening to a dialogue about a course information centre</li> <li>• Answering questions and filling the form based on the recording</li> <li>• Listening to "call about a job" and matching the pictures and advertisements</li> </ul>
15	Recognize the communicative functions of utterances, according to situations, participants, and goals	Company Organization Business Correspondence and Sales Review	<ul style="list-style-type: none"> <li>• Listening to telephone calls. As the students are listening to the telephone calls, they match the calls with the letters.</li> <li>• Listening to sales interview</li> </ul>
16	REVIEW		

#### IV. Assessment

1. Attendance & class participation	10%
2. Task and assignment	30%
3. Mid test	25%
4. Final test	35%

#### V. References

Brieger, Nick & Jeremy Comfort. 1995. *Early Business Contacts*. New York: International Book Distributors Ltd.  
 Green, Judith (ed). *Timesaver Intermediate Listening*. Scholastic  
 Robbins, Andrew. 2003. *Impact Listening 2*. Hongkong : Longman.  
[www.esl-lab.com](http://www.esl-lab.com)