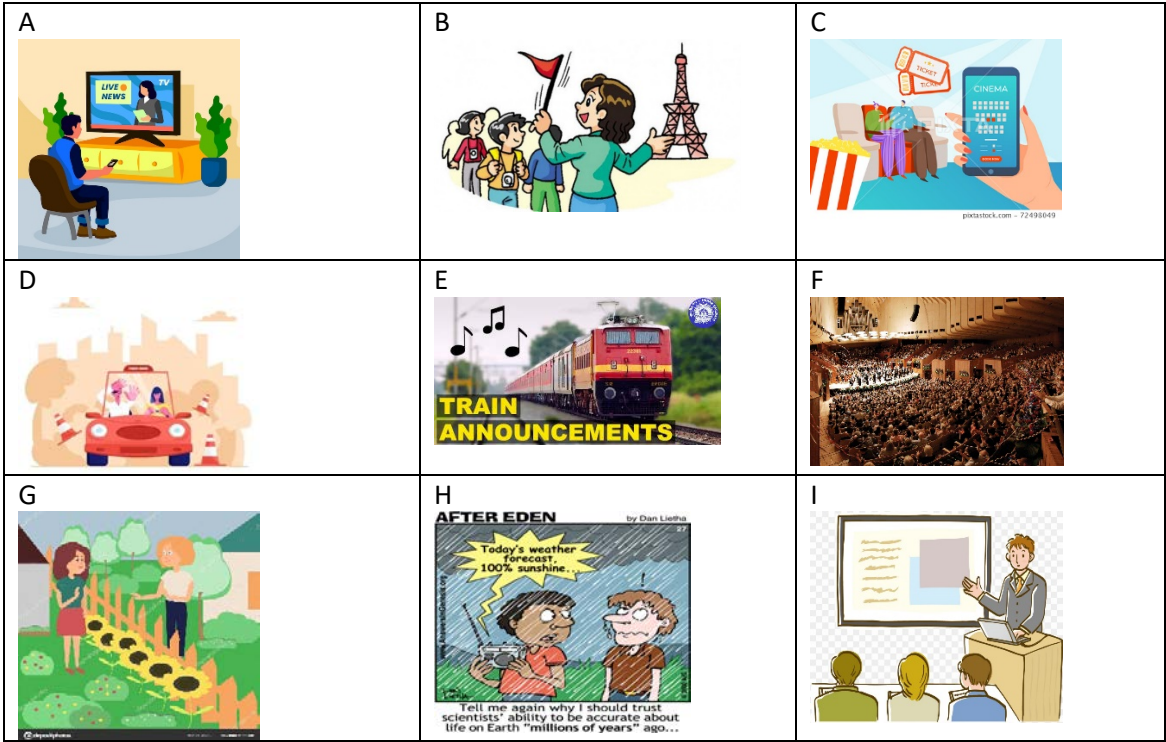


Listening Purposes and Listening Strategies

In our daily lives, we listen to various kinds of texts and passages. In order to comprehend what we listen to, we need to set our purpose of listening and choose the appropriate strategies.

1. Work with another student. Look at the pictures and decide what each person is listening to.
- a. Who is speaking?
 - b. What are they talking about?
 - c. What is their reason for listening?



2. Here are three pieces of spoken English which could go with three of the pictures. Match the extracts with the pictures.
- a. 'Check your mirror. That's right. Signal, yes. Now, pull over to the left and brake gently. Gently I said!'
 - b. 'We apologise for the late running of the Bedford service.'
 - c. 'We've got two at the back of the stalls at £12.50 or two on one side of the gallery at £5.'
 - d. 'Overnight frost will be followed by patchy fog and isolated showers.'
3. Now answer the following questions about the different kinds of listening shown in the above pictures. Write down the letter(s).
- For which kind of listening:
- a. Is it important to understand every word?
 - b. Is it usually only necessary to understand the general meaning?
 - c. Do you select the part you listen carefully to?
- Which kind of listening:
- d. Is made easier by what you can see?
 - e. Would probably be followed by some writing?
 - f. Would probably be followed by some other action?
 - g. Is usually easiest? Why?
 - h. Is usually hardest? Why?
4. Your answers to exercise 1 suggested that we listen in many different situations, and for different reasons/purposes. Match each picture to one of the types of listening below.


Instructions	Lecture or talk
Speech	Directions
Conversation between friends	News bulletin
Telephone information line	Advertisement
Film or play	Joke
Weather forecast	Traffic report
Commentary	Part of a novel (read aloud)
Interview	Poems
Telephone conversation	Public announcement

How to Improve your Understanding: Bottom-up strategies

In bottom-up strategies, we process what we hear starting from the smallest unit of language: sounds, words, phrases, then clauses and sentences, in order to understand the message as a whole.

Exercise 1

Aim: Students are able to get the information from stressed words, and to build up complete sentences from the stressed words.

 Listen to Zoe talking about her last family holiday. You'll only hear the important words in each sentence. Write down the words and phrases you hear for each sentence.


Sentence 1	rented	house	small village
Sentence 2	.....	.....	.....
Sentence 3	.....	.....
Sentence 4	.....	.....	.....
Sentence 5	.....	.....	.....
Sentence 6	.....	.....	.....

Look at the words you've written down and guess what the woman was saying. Build the rest of the sentence around the words. Listen to the full recording of what Zoe said and check it against what you have written down.

- Sentence 1: We rented a house in a small village in the hills about 30 minutes' drive from the coast.
Sentence 2:
Sentence 3:
Sentence 4:
Sentence 5:
Sentence 6:

Exercise 2

Aim: Students are able to complete a paragraph by listening for stressed words.

 Listen to the recording without stopping the tape. Then listen again and fill the gaps in the paragraph below. Stop the tape for writing.

When either *John* or were not on we and the Then we'd all for the The there was, especially the And the couldn't believe their with the They came in with of , and little in, and on the we were there, the ice creams came with sparklers..... . That was the of the two weeks for , I can tell you!

Exercise 3

Aim: Students are able to answer general comprehension questions by listening for stressed words.

🔊 Listen, without stopping the tape, to a man talking about the course he went on. Focus on the stressed words to get a general idea of what he’s talking about. Read the questions below, and notice how the stressed words give you the answers.

- 1. Who wanted him to go on the course? *his boss*
- 2. Why?
- 3. What parts of the course did he enjoy?
- 4. How long was the course?
- 5. What positive result did the course have for him?

From your general understanding of the extract, answer these questions.

- 1. What kind of course was it?
- 2. How would you describe his feelings about the course – before, during and after?

Getting ideas before you listen

Aim: Students are able to predict the information before the listening activity.

Extract 1

Before you listen, look at the following words.

excursion overbooked sorry refund

🔊 Listen and answer these questions.

- 1. In what situation might you hear these words?
- 2. Who would you expect to hear using them?
- 3. What is the problem?
- 4. How is the matter settled?

Identifying and Using the Context

The context helps us comprehend better. Context includes *who’s* talking to *whom*, *where*, the *vocabulary*, the *style* of communication.

- 1. Listen to the following 12 short extracts. Choose which of the above types of listening it was. Discuss what helped you to make your decisions (e.g. words, phrases, background noises, style)

- | | |
|------------------------------|------------------------------|
| Instructions | Lecture or talk |
| Speech | Directions |
| Conversation between friends | News bulletin |
| Telephone information line | Advertisement |
| Film or play | Joke |
| Weather forecast | Traffic report |
| Commentary | Part of a novel (read aloud) |
| Interview | Poems |
| Telephone conversation | Public announcement |

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

2. Listen again. This time, you're going to concentrate on who is talking and who is listening, where the 'talking' takes place, what might have led up to this happening, the feelings being expressed, and the relationship between the speakers.

Extract 1

- a. Where did this take place?
- b. What words/phrases did you hear that helped you decide?

Extract 2

- a. Where did the conversation take place?
- b. What phrase gave you the answer?
- c. What's the probable relationship between the speakers?

Extract 3

- a. How well do you think they know each other?
- b. What impression do you have of the second character, and why do you think this?

Extract 4

- a. Why did the listener call this number?

Extract 5

- a. Who's she speaking to?
- b. What is she going to do?

Extract 6

- a. Where might you have heard this?
- b. How does Gino feel about his walk to Anna's table?

Extract 7

- a. Who might be interested in this?
- b. What are the key information words for an interested listener?

Extract 8

- a. What impression/mood does the speaker want to give?

Extract 9

- a. What has led up to the speaker's words?
- b. How does the speaker make a (small) joke?

Extract 10

- a. Who might be listening to this speaker?

Extract 11

- a. Who's speaking?
- b. Who answered his question?

Extract 12

- a. What detail might Milton Davies give?