

HAI PHONG PRIVATE UNIVERSITY
Foreign Languages Department



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PAPER RESEARCH

**A STUDY ON DIFFICULTIES PERCEIVED BY THE FIRST
YEAR ENGLISH MAJORS OF HPU IN STUDYING
LISTENING SKILLS.**

(SUPPLEMENTARY MATERIALS)

**Nghiên cứu về những khó khăn của sinh viên năm thứ nhất ngành Ngoại Ngữ trường
ĐHDL Hải Phòng khi học kỹ năng nghe.**

(Tài liệu bổ trợ)

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ABSTRACT

The ability to communicate in a foreign language is the greatest desire of the foreign language learners but the most difficult challenge.. This require the learners to speak and to listen well. However, listening skill seems to be the most challenging task for every learner of every age and there are many factors affecting the learners. It has taken time and efforts of some researchers to find out, definite and categorize these factors. They are River, 1981; Boyle, 1984; Dirven & Oakeshott- Taylor, 1984; Samules, 1984; Power, 1986). Being a teacher teaching listening skills, the students' disappointed faces always prey on the writer's mind, encouraging her to find out the best ways to help students to pass the subject and be successful in studying listening skill. Seminars, discussions have been held at the beginning and at the end of each term to create chances for students to speak up their own problems. These gradually improve their listening skill but that is not enough as the students themselves need reviewing and guiding step by step to improve their listening skills. All these above have inspired the writers of the research to do research and comply a supporting materials with the hope to improve the listening ability of English major students especially the first year students- fresh men.

This study was conducted in the light of qualitative and quantitative methods including the survey questionnaires, informal interviews and direct class observation. Among those, survey questionnaire serves as the major method for data collection while interviews and direct class observation are applied with an aim to get more information for any confirmation of the findings.

After conducting the survey and informal interview and attending listening class, it was found out that listening skill was considered as the biggest difficulties for most of English majors and there were some common problems for them such as: trying to understand every word, getting left behind trying to work out what a previous word meant, not knowing the most important words, not recognizing the words that have been known, having problems with

different accents, lacking listening stamina/ getting tired, having mental block, being distracted by background noise, not being able to cope with not having images, having hearing problems. The result of the survey revealed that most of the students (59%) agree that they have mental block while listening while none of them strongly agree that they do not know the most important words.

In order to help the students to overcome their problems some techniques were suggested and a supplementary material was compiled. This material consisting of 10 units with a variety of types of listening exercises and the topic related to the topics of the main textbook so that the students can do the further exercises at home. The significance of this supplementary material is that it was designed carefully with a process of pre listening, while listening and post listening which can help students build their own techniques to listen well.

TÓM TẮT ĐỀ TÀI

Khả năng có thể giao tiếp bằng một ngoại ngữ là mong ước lớn nhất của bất kỳ một người học nào nhưng đó cũng là thử thách khó khăn nhất. Việc đó yêu cầu người học phải có khả năng nghe và nói tốt. Tuy nhiên kỹ năng nghe là kỹ năng khó nhất cho người học ở mọi lứa tuổi và có nhiều yếu tố tác động tới người học. Các nhà nghiên cứu đã mất nhiều thời gian và công sức để xác định những yếu tố này. Họ bao gồm River, 1981; Boyle, 1984; Dirven & Oakeshott- Taylor, 1984; Samules, 1984; Power, 1986.

Là một giáo viên dạy kỹ năng nghe, những khuôn mặt thất vọng của học sinh luôn ám ảnh tác giả và đã thúc đẩy tác giả tìm ra cách tốt nhất giúp sinh viên học môn nghe tốt hơn. Hội thảo, thảo luận nhóm cũng được tổ chức vào đầu và cuối học kỳ tạo cơ hội cho sinh viên nói lên vấn đề của chính họ. Những hoạt động này cũng dần dần nâng cao kỹ năng nghe của sinh viên nhưng thế là chưa đủ vì bản thân sinh viên cần ôn luyện và được hướng dẫn từng bước nâng cao kỹ năng nghe. Tất cả những điều trên đã khuyến khích tác giả tiến hành nghiên cứu và biên soạn một tập tài liệu hỗ trợ với hy vọng giúp cho sinh viên chuyên ngữ nâng cao khả năng nghe đặc biệt là sinh viên năm thứ nhất.

Nghiên cứu này được tiến hành với phương pháp định tính và định lượng bao gồm phiếu khảo sát, phỏng vấn không chính thức và dự giờ quan sát lớp học. Trong những phương pháp này, phiếu khảo sát là phương pháp chính để thu thập số liệu, hai phương pháp kia được áp dụng để thu thập thêm thông tin bổ sung phần khiếm khuyết trong kết quả tìm được.

Sau hành tiến hành nghiên cứu, kết quả chỉ ra rằng kỹ năng nghe được coi là khó khăn lớn cho sinh viên ngành chuyên ngữ và có một số khó khăn phổ biến cho sinh viên như cố gắng hiểu từng từ, bị lỡ thông tin khi cố nhớ về những từ trước, không biết từ quan trọng mang thông tin, không nhận ra được từ đã từng học, gặp khó khăn với các giọng điệu khác nhau, thiếu sức chịu đựng/ mệt mỏi, bị sao nhãng bởi âm thanh nền, không thể nghe khi không có hình minh họa, hoặc gặp vấn đề về khả năng nghe. Kết quả nghiên cứu cũng chỉ ra rằng hầu

hết sinh viên đều đồng ý rằng họ gặp rào cản về sự tinh thần khi học nghe và không ai đồng ý rằng họ không biết được những từ quan trọng khi học nghe.

Để giúp sinh viên vượt qua những khó khăn của chính họ, một số kỹ năng đã được đưa ra và một giáo trình hỗ trợ đã được soạn thảo. Tài liệu này bao gồm mười bài tập với các dạng bài nghe khác nhau và các topic đều liên quan đến topic của giáo trình chính vì thế sinh viên có thể luyện tập thêm ở nhà. Điểm nổi bật của tài liệu này là nó được thiết kế cẩn thận với các hoạt động trước khi nghe, trong khi nghe và sau khi nghe để giúp cho sinh viên tự tích lũy các kỹ năng để học nghe tốt.

Part I : Introduction

1.Rationale

The ability to communicate in a foreign language is the greatest desire of the foreign language learners but the most difficult challenge.. This require the learners to speak and to listen well. However, listening skill seems to be the most challenging task for every learner of every age and there are many factors affecting the learners. It has taken time and efforts of some researchers to find out, definite and categorize these factors. They are River, 1981; Boyle, 1984; Dirven & Oakeshott- Taylor, 1984; Samules, 1984; Power, 1986).

Being a teacher teaching listening skills, the students' disappointed faces always prey on the writer's mind, encouraging her to find out the best ways to help students to pass the subject and be successful in studying listening skill. Seminars, discussions have been held at the beginning and at the end of each term to create chances for students to speak up their own problems. These gradually improve their listening skill but that is not enough as the students themselves need reviewing and guiding step by step to improve their listening skills.

All these above have inspired the writers of the research to do research and comply a supporting materials with the hope to improve the listening ability of English major students especially the first year students- fresh men.

2. Aims of the study

This study aims at:

- Finding out the students' perception about listening.
- Investigating the first-year English major students' difficulties in learning listening skill.
- Giving solutions to these problems .

3. Scope of the study

The study limits itself at finding out the difficulties in learning listening skill of first-year English majors. The criteria for the writers to compile the supplementary listening materials are largely based on the objectives set in the first and second semester designed for first-year English majors at HPU and the content of the listening course books applied in the first two semesters.

4. Methods of the study:

The following methods are employed to collect data for the study:

- Survey questionnaires designed for both teachers and first-year English majors at HPU regarding their teaching and learning of listening skill.
- Informal interviews with teachers and first-year English majors about their experience in teaching and learning listening.
- Direct class observation.

Among those, survey questionnaire serves as the major method for data collection while interviews and direct class observation are applied with an aim to get more information for any confirmation of the findings.

5. Significance of the study

Although listening has been one of the most common skills, there are few study on listening problems and factors affecting listening ability. The most well known one is done by Boyle (1984) identifying and classifying factors affecting listening comprehension. This study is designed to investigate first year English major students' difficulties and causes of those difficulties especially it is done by a HPU teacher of English so it can be more subjective and appropriate to the ELT situations in HPU.

6. Design of the study:

The study is divided into three parts:

Part I: Introduction presents the rationale, aims, scope, methods, significance and design of the study.

Part II Development consists of three chapters

Chapter 1 handles the theoretical background of the issues relating to listening such as its definition, types of listening, factors affecting listening comprehension, common listening problems and listening strategies

Chapter 2 is devoted to Research methodology

Chapter 3 deals with findings and discussion.

Part 3 Conclusion summarizes all the obtained results and includes suggestions for further study.

Part II: Development

Chapter 1: Theoretical Background

1. Listening

1.1. Defining listening

Unlike other skills, listening needs to deal with spoken language which is often unplanned and typically exhibits short idea units (Vandergift, 2006). Listening takes place in real time and is ephemeral, thus a listener does not have the option of reviewing the information and has little control over the rate of the speech.

Despite of being a difficult concept to define in the eyes of researchers, some of them have introduced definitions of listening from various perspectives According to Howatt and Dakin (1974) listening is ability to identify and understand what other are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

Thimlison's (1984) definition of listening includes "active listening", which goes beyond comprehending as understanding the message content, to comprehension as an act of empathetic understanding of the speaker.

Ronald and Roskelly (1985) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and these authors present specific exercises to make students active listeners who are aware of the 'inner voice' one hears when writing.

Purdy (1991) defined listening as "the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expressed verbal and nonverbal needs, concerns and information offered by the human beings." Carol(1993) described listening as a set of activities that involve "the individual's capacity to apprehend, recognize, discriminate or even ignore". Rubin(1995) conceived listening as " an active process in which a listener selects and interprets information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express." For Imhof(1998), listening is " the active process of selecting and integrating relevant information from acoustic input and this process is controlled by personal intentions which is critical to listening". Reviewing

listening studies done in the past decades, Buck (2001) wrote that listening is a personal and individual, and a series of processes which begin with deciphering incoming sounds and later make meaning out of them. Recently, Rost (2002) stated “listening = experiencing contextual effects” which can be translated as “listening as a neurological event (experiencing) overlaying a cognitive event creating a change in a representation”.

1.2. Types of listening

When listening is referred to during discourse, it tends to be connected automatically to comprehension. This is due to the fact that “comprehension is often considered to be the first-order goal of listening, the highest priority of the listener, and sometimes the sole purpose of listening.” (Rost, 2002,). Especially for the L2 learners who are acquiring a new language, the term ‘listening comprehension’ typically refers to all aspects of listening since comprehension through listening is considered to be a foundation for enabling learners to process the new language, and since L2 listening research has focused exclusively on the comprehensive aspect of academic listening (Long & Macian, 1994). However, Rost (2002) insisted that the term ‘comprehension’ needs to be used in a more specific sense in listening studies. Additionally, research has shown that learners behave differently in listening by the purposes of listening to incoming texts (e.g., Mills, 1974; Devine, 1982; Rechar, 1983; Ur, 1984; Wolvin & Coakly, 1988, 1993). These studies have suggested that building a taxonomic model of listening functions may be useful in expanding the understanding of the complex human listening behaviors.

Just as readers can be assisted in reading by the purpose they have for reading. Listeners function differently in listening according to the purpose they have for listening. The earlier categorization of listening function was proposed by Mills (1974). Mills categorized listening as responsive listening, implicative listening, critical listening and non directive listening: Responsive listening can be identified as agreeing with a speaker and implicative listening as identifying what is not being said; critical listening indicates evaluating the message from a speaker; and non directive listening is relevant to providing a sounding board for a speaker. Another categorization of listening was suggested by Devine (1982). He mentioned that similar to reading instruction, instruction in listening could be built around critical

listening, accurate listening that needs a skill to pay attention, and purposeful listening that needs a skill to follow spoken discourse.

A well-known categorization of listening has been introduced by Wolvin and Coakly (1988,1993). Wolvin and Coakly identified five types of listening whose functions are correlated with general purposes of listeners:

- (1) discriminative listening
- (2) listening for comprehension
- (3) therapeutic (empathic) listening
- (4) critical listening
- (5) appreciate listening

Discriminative listening serves as the base for all other purposes of listening behaviors and indicates distinguishing behaviors for the auditory and/or visual stimuli and for identifying the auditory and the visual messages: listening for comprehension is relevant to the understanding of the information with avoiding critical judgment to the message through assigning the meaning intended by a speaker instead of assigning his/her meaning; therapeutic (empathic) listening serves as a 'sounding board' for a speaker and is the act of discriminating and comprehending a message to provide necessary supportive behaviors and responses to a speaker; critical listening is identified as evaluating what is being said and discriminating and comprehending the message in order to accept or reject the persuasive appeals; and appreciative listening is to enjoy or to gain a sensory impression from the material.

Second language researchers have also attempted to categorize listening. Introducing an extensive taxonomy of micro-skills requires for listening. Richards (1983) categories listening as either conversational listening or academic listening. He identified conversational listening as listening that involves skills such as the skill to discriminate among the distinctive sounds of the language; to retain chunks of language of different lengths for short periods, and to adjust listening strategies to different kinds of listener purposes. Academic listening, according to Richard, is the act of listening that requires the skill to identify the purposes and scope of a lecture, to identify relationships among units within the discourse, and to deduce meaning of words from contexts.

Ur (1984) is another L2 researcher who classified listening by its function. She has distinguished listening as listening for perception and listening for comprehension. Listening for perception indicates the act of listening to correctly perceive “ the different sounds, sound- combinations, and stress and intonation patterns of foreign language”. Listening for comprehension is relevant to content understanding. Listening for comprehension is classified into two sub-categories, passive listening for comprehension and active listening for comprehension. According to UR (1984), passive listening implies the act of making a basis for other language skills with imaginative or logical thought. However, she stated that these two sub-categories of listening for comprehension do not represent two strictly independent listening types. Rather, she insisted that listening for comprehension should be considered as a continuum from passive listening on the left side to active listening on the right side of continuum.

Rost (1990) introduced four types of listening suggested by Garvin (1985) with small modification:

- (1) Transactional listening
- (2) Interactional listening
- (3) Critical listening
- (4) Recreational listening

He identified transactional listening with learning new information, which typically occurs in formal listening settings such as lectures. In transactional listening situations, a listener has limited opportunities to interfere or to collaborate with a speaker for negotiating message meaning. Interactional listening, according to Rost (1990) , is relevant to recognizing the personal component of a message. In interactional listening situations, a listener is explicitly engaged in the cooperation with a speaker for communicative purposes and focuses on building a personal relationship with the speaker. Regarding critical listening and recreational listening, Rost addressed critical listening similar to the one suggested by Wolvin and Coakly (1988,1993), indicates the act of evaluating reasoning and evidence, while recreational listening requires a listener to be involved in appreciating random or integrating aspects of an event. He further stated that listening requests a cognitive and social skill as well as a linguistic skill, and that the purpose of listening guides a listener as he/she listens.

1.3. Information processing through listening comprehension

Like reading comprehension, listening comprehension involves two stages: (1) apprehending linguistic information (text-based: low level) and (2) relating that information to a wider communities context (knowledge-based: high level) and there are two processing models for comprehension: (1) bottom-up and (2) top down.

The earlier studies of listening assumed that comprehension is achieved through bottom-up processing (Buck, 1994). These studies have suggested that listening comprehension occurs through a number of consecutive stages in a fixed order, starting with the lowest-level of processing and moving up to higher-levels of processing.

Bottom-up processing starts with the lower-level decoding of the language system evoked by an external source such as incoming information and then moves to interpreting the representation through a working memory of this decoding in relation to higher-level knowledge of context and the world (Morley, 1991). On the contrary, top-down processing explains that listening comprehension is achieved through processing that involves prediction and inferencing on the basis of hierarchies of facts, propositions, and expectations by using an internal source such as prior knowledge (Buck, 1994). This process enables listeners to bypass some specific information and makes researchers consider that listening comprehension is not an unidimensional ability.

2. Factors affecting learners' listening comprehension

As the listening is a complex active process in which learners decode and construct the meaning of the text by drawing on their previous knowledge about the world as well as their linguistic knowledge, there seems to be many factors affecting listening comprehension and these factors have been classified into different categories. For Boyle (1984) after conducting an interview with thirty teachers and sixty students from two Hong Kong university, he suggested the lack of the practice as the most important factors. He also pointed out such factors as linguistic understanding, general background knowledge, while attitude and motivation may affect listening directly but more powerfully. Two other factors that were mentioned by the students but not teachers in Boyle' interview were "memory" and "attention/concentration". In general, these factors can be divided into four categories, i.e., listener factors,

speaker factors, stimulus factors, and context factors. In her study Teng (1993) further divided these factors into a list as presented in the Table 1.

Table 1 Factors influencing Listening Comprehension

Adapted from Teng (1993)

A. Listener factor
1. Language facility, including phonological, lexical, syntactic, semantic, pragmatic knowledge
2. Knowledge of the world
3. Intelligence
4. Physical condition
5. Metacognitive strategies
6. Motivation
B. Speaker factors
1. Language ability: native speaker vs. nonnative speaker
2. Accent/dialect
3. Speech of delivery
4. Degree of pauses and redundancies
5. Prestige and personality
C. Stimulus factors
1. Discussion topic
2. Abstractness of material
3. Vagueness of word
4. Presentation mode; audio only vs. audio and visual
5. Acoustic environment
D. Context factors
1. Type of international event
2. Distraction during listening
3. Interval between listening and testing
4. Note-taking

2.1. Listener factors

The factors characterize listeners are the language facility, knowledge of the world, intelligence, physical conditions, metacognitive strategies and motivation. (Boyle)

The language facility demand the learners have the knowledge of the phonological, lexical, syntactic, semantics and pragmatics which are not easy for the learners especially the low level learners and the non major ones. Listener who is an active learner generally has a good background knowledge to facilitate understanding of the topic.

One of the most important factors which have influence directly on the listeners' ability is the physical conditions which should be free from illness, and able to function efficiently and effectively, to enjoy leisure, and to cope with emergencies. Health-related components of physical fitness include body composition, cardiovascular fitness, flexibility, muscular endurance, and muscle strength. Skill-related components include agility, balance, coordination, power, reaction time, and speed. Therefore it is advisable for the teachers to pay more attention to the learner's health.

Interest in a topic increases the listener's comprehension; the listener may tune out topics that are not of interest. This can create the motivation for the listeners to listen well and study better.

2.2. Speaker factors.

During the listening the process the learners sometimes have difficulty to distinguish different voices of the speaker as well as the speech and this is due to many reasons such as: the native or non native speakers, accent/dialect, speech of delivery, degree of the pauses and redundancies and prestige and personality.

It seems to be easier for the students to listen to their non-native teachers, they can understand their teachers but they hardly understand native teachers or the listening materials, This can be explained by the accent/dialect. Being not used to the speech of delivery also causes the some learners difficulty and leads them to understand nothing as they can not catch the main information hidden in the key words.

2.3. Stimulus factors

It can be said that the role of these factors is so great that they create the enthusiasms and motivation for the listeners to improve the listening ability. The familiarity of the topic makes them feel safe and confident and they feel comfortable when doing the listening task. This is an useful tip for teacher teaching listening skills. On the contrary, the abstractness of the material causes quite great deal difficulties for the listeners, they do not know what to do and get lost and left behind. Moreover the

numbers of the words especially the new words also headache the learners, they almost hear nothing because there are so many new words to them. Last but no least the condition- acoustic environment and the mode of the listening task also give favors to the learners. If they are put in high technology environment along with the visual material, they can analyze the task and complete them quite eagerly.

2.4. Context factors.

The concentration is always the best way to study any skills of a foreign language, particularly the listening which is considered as a complex process. That is the reason why the distraction affects the listening ability so much, the distraction here can be the class noise, street noise, background noise of the acoustic materials. Furthermore, the note taking technique is also a key factor to study listening skill well. The listeners can save time and effort if they know how to process the input effectively.

3. Some common problems with listening skill

3.1. Trying to understand every word

Despite the fact that we can cope with missing whole chunks of speech having a conversation on a noisy street in our own language, many people do not seem to be able to transfer that skill easily to a second language. One method of tackling this is to show students how to identify the important words that they need to listen out for. In English this is shown in an easy-to-spot way by which words in the sentence are stressed (spoken louder and longer). Another is to give them one very easy task that you know they can do even if they do not get 90% of what is being said to build up their confidence, such as identifying the name of a famous person or spotting something that is mentioned many times.

3.2. Getting left behind trying to work out what a previous word meant

This is one aspect of the problem above that all people speaking a foreign language have experienced at one time or another. This often happens when you hear a word you half remember and find you have completely lost the thread of what was being said by the time you remember what it means, but can also happen with words you are trying to work out that sound similar to something in your language, words you are trying to work out from the context or words you have heard many times before and are trying to guess the meaning of once and for all. In individual listenings you can cut down on this problem with vocabulary pre-teach and by getting students to talk about the same topic first to bring the relevant vocabulary for that topic area nearer the front of their brain. You could also use a listening that is in shorter segments or use the pause button to give their brains a chance to catch up, but teaching them the skill of coping with the multiple demands of listening and working

out what words mean is not so easy. One training method is to use a listening or two to get them to concentrate just on guessing words from context. Another is to load up the tasks even more by adding a logic puzzle or listening and writing task, so that just listening and trying to remember words seems like an easier option. Finally, spend a lot of time revising vocabulary and doing skills work where they come into contact with it and use it, and show students how to do the same in their own time, so that the amount of half remembered vocabulary is much less.

3.3. Not knowing the most important words

Again, doing vocabulary pre-teaching before each listening as a short term solution and working on the skill of guessing vocabulary from context can help, but please make sure that you practice this with words that can actually be guessed from context (a weakness of many textbooks) and that you work on that with reading texts for a while to build up to the much more difficult skill of guessing vocabulary and listening at the same time. The other solution is simply to build up their vocabulary and teach them how they can do the same in their own time with vocabulary lists, graded readers, monolingual dictionary use etc.

3.4. Not recognizing the words that have been known

If you have a well-graded textbook for your class, this is probably a more common (and more tragic) problem than not knowing the vocabulary at all. Apart from just being too busy thinking about other things and missing a word, common reasons why students might not recognise a word include not distinguishing between different sounds in English (e.g. /l/ and /r/ in "led" and "red" for many Asians), or conversely trying to listen for differences that do not exist, e.g. not knowing words like "there", "their" and "they're" are homophones. Other reasons are problems with word stress, sentence stress, and sound changes when words are spoken together in natural speech such as weak forms. What all this boils down to is that sometimes pronunciation work is the most important part of listening comprehension skills building.

3.5. Having problems with different accents.

In a modern textbook, students have to not only deal with a variety of British, American and Australian accents, but might also have Indian or French thrown in. Whilst this is theoretically useful if or when they get a job in a multinational company, it might not be the additional challenge they need right now- especially if

they studied exclusively American English at school. Possibilities for making a particular listening with a tricky accent easier include rerecording it with some other teachers before class, reading all or part of the tapescript out in your (hopefully more familiar and therefore easier) accent, and giving them a listening task where the written questions help out like gap fills. If it is an accent they particularly need to understand, e.g., if they are sorting out the outsourcing to India, you could actually spend part of a lesson on the characteristics of that accent. In order to build up their ability to deal with different accents in the longer term, the best way is just to get them listening to a lot of English, e.g. TV without dubbing or BBC World Service Radio. You might also want to think about concentrating your pronunciation work on sounds that they need to understand many different accents rather than one, and on concentrating on listenings with accents that are relevant for that particular group of students, e.g. the nationality of their head office.

3.6. Lacking listening stamina/ getting tired

This is again one that anyone who has lived in a foreign country knows well- you are doing fine with the conversation or movie until your brain seems to reach saturation point and from then on nothing goes in until you escape to the toilet for 10 minutes. The first thing you'll need to bear in mind is to build up the length of the texts you use (or the lengths between pauses) over the course in exactly the same way as you build up the difficulty of the texts and tasks. You can make the first time they listen to a longer text a success and therefore a confidence booster by doing it in a part of the lesson and part of the day when they are most alert, by not overloading their brains with new language beforehand, and by giving them a break or easy activity before they start. You can build up their stamina by also making the speaking tasks longer and longer during the term, and they can practice the same thing outside class by watching an English movie with subtitles and taking the subtitles off for longer and longer periods each time.

3.7. Having mental block

This could be not just a case of a student having struggled with badly graded listening texts in school, exams or self-study materials, but even of a whole national myth that people from their country find listening to English difficult. Whatever the reason, before you can build up their skills they need their confidence back. The easiest solution is just to use much easier texts, perhaps using them mainly as a

prompt to discussion or grammar presentations to stop them feeling patronized. You can disguise other easy listening comprehension tasks as pronunciation work on linked speech etc. in the same way.

3.8 Being distracted by background noise

Being able to cope with background noise is another skill that does not easily transfer from L1 and builds up along with students' listening and general language skills. As well as making sure the tape doesn't have lots of hiss or worse (e.g. by recording tape to tape at normal speed not double speed, by using the original or by adjusting the bass and treble) and choosing a recording with no street noise etc, you also need to cut down on noise inside and outside the classroom. Plan listenings for when you know it will be quiet outside, e.g. not at lunchtime or when the class next door is also doing a listening. Cut down on noise inside the classroom by doing the first task with books closed and pens down. Boost their confidence by letting them do the same listening on headphones and showing them how much easier it is. Finally, when they start to get used to it, give them an additional challenge by using a recording with background noise such as a cocktail party conversation.

3.9 Not being able to cope with not having images

Young people nowadays, they just can't cope without multimedia! Although having students who are not used to listening to the radio in their own language can't help, most students find not having body language and other cues to help a particular difficulty in a foreign language. Setting the scene with some photos of the people speaking can help, especially tasks where they put the pictures in order as they listen, and using video instead makes a nice change and is a good way of making skills such as guessing vocabulary from context easier and more natural.

3.10. Having hearing problems.

As well as people such as older students who have general difficulty in hearing and need to be sat close to the cassette, you might also have students who have problems hearing particular frequencies or who have particular problems with background noise. As well as playing around with the graphic equalizer and doing the other tips above for background noise, you could also try setting most listening tasks as homework and/ or letting one or more students read from the tape script as they listen.

4. Listening Strategies

It has been found that listeners who were able to use various listening strategies flexibly were more successful in comprehending spoken texts, whereas listeners without the ability to apply adequate listening strategies tended to concentrate only on the text or word-for-word decoding. Therefore, the use listening strategies seems to be an important indicator of whether a learner is a skillful listener or not. And the language teachers' task is not only to give students an opportunity to listen but to teach them how to listen well by using listening strategies.

4.1 Definition

Studies the listening strategies of successful language learners have identified a number of cognitive and metacognitive as well as social /affective strategies that are used in second and foreign language learners (Brown & Palinscar, 1982; Thompson & Rubin, 1996). According to Derry and Murphy(1986), cognitive strategies are behaviors, techniques or actions used by the learners to facilitate the acquisition of knowledge or skill. These strategies can be further divided into referencing, elaboration, imagery, summarization, translation, transfer, and repetition. Metacognitive strategies are management techniques by which learners control their learning process via planning, monitoring, evaluating, and modifying their learning approaches (Rubin, 1990). They can also be divided into planning, monitoring, evaluation and problem identification (Vandergrift, 1997). McDonald et al. (1979) who conducted a study of cooperative learning proposed a third type of strategy called social/affective strategies – interacting with another person to assist learning or using affective control to assist learning task. They are divided into cooperation, question, and self-talk.

Oxford (1990) developed a comprehensive inventory of learning strategies in which strategies for all four skills were divided into two categories each containing several subgroups. The first category was the direct strategies including the use of memory, cognitive, and compensation strategies; the other category was that of indirect strategies including metacognitive, social and affective strategies. Direct strategies are believed to be strategies that directly involve the target language, while the indirect strategies are those that support and manage learning directly involving the target language (Oxford,1990). Among these strategies listening strategies consisted of 52 different items as in the table below.

Table 2 Inventory of Listening Strategies

Adapted from Vandergrift(2003, 1997), Chamot(1993),Young (1997) and Oxford (1990)

Strategy Type	Definition
Metacognitive Strategies	Matacognitive strategies are executive processes used to plan monitor, and evaluate a learning task.
1. Planning	Developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan or contingency plan to overcome difficulties that may interfere with successful

	completion of the task.
1a. Advance Organization	Clarifying the objectives of an anticipated listening tasks and/or proposing strategies for handling it.
1b. Direct Attention	Deciding in advance to attend in general to the listening task and to ignore irrelevant distractors; maintaining attention while listening.
1c. Selective Attention	Deciding to attend to specific aspects of language input or situational details that assist in understanding and/or task completion.
1d. Self- Management	Understanding the conditions that help one to successfully accomplishing listening tasks and arranging for the presence of those conditions.
2. Monitoring	Checking, verifying, or correcting one's comprehension or performance on the course of a listening task.
2a.Comprehension monitoring	Checking, verifying, or correcting one's understanding at the local level
2b.Double-Check monitoring	Checking, verifying, or correcting one's understanding across the task or during the second time through the oral text.
3. Evaluation	Checking the outcomes of one's listening comprehension against an internal measure of completeness and accuracy.
4. Problem Identification	Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion.
Cognitive Strategies	Interacting with the material to be learned, manipulating the material physically or mentally or applying a specific technique to the language learning task.
Inferencing	Using information within the text or conversational context to guess the meaning of unfamiliar language items associated with a listening task or to fill in missing information

1a. Linguistic Inferencing	Using known words in an utterance to guess the meaning of unknown words.
1b. Voice Inferencing	Using tone of voice and/or paralinguistics to guess the meaning of unknown words in an utterance.
1c. Extra-Linguistic Inferencing	Using back ground sounds and relationships between speakers in an oral text, material in a response sheet or concrete situational referents to guess the meaning of the unknown words.
1d. Between-Part Inferencing	Using information beyond the local sentential level to guess at meaning.
2. Elaboration	Using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to fill in missing information.
2a. Personal Elaboration	Referring to prior experience personally.
2b. World Elaboration	Using knowledge gained from the experience in the world.
2c. Academic Elaboration	Using knowledge gained in academic situation
2d. Questioning Elaboration	Using a combination of questions and world knowledge to brainstorm logical possibilities
2e. Creative Elaboration	Making up a storyline or adopting a clever perspective.
3. Imagery	Using mental and actual pictures or visuals to represent information.
4. Summarization	Making a mental or written summary of language and information presented in listening task.
5. Translation	Rendering ideas from one language in another in a relatively verbatim manner
6. Transfer	Using knowledge of one language to facilitate listening in another.
7. Repetition	Repeating a chunk of language (a word or a phrase) in the course of performing a listening task.
8. Note-Taking	Writing down key words and concepts while listening
9. Deduction	Reaching a conclusion about the target language

	because of other information the listener thinks to be true.
10. Resourcing	Using available references about the target language, including textbooks or the previous tasks.
Social/ Affective Strategies	Working with another person on a task or controlling one's emotion while listening.
1. Cooperation	Working together with peers to solve a problem, pool information, check a listening task, model a language activity, or get feedback on oral or written performance.
1a. Reprising	Showing the speakers that they didn't get the message cross
1b. Feedback	Giving comments about the aural text.
2. Questioning	Asking for understanding of what has been said to you without committing yourself to a response immediately.
2a. Up taking	Using kinesics and paralinguistics to signal the interlocutor to go on.
2b. Clarifying	Asking for explanation, verification, rephrasing, or examples about the language and/or task, or posing questions to the self.
2c. Hypothesis Testing	Asking specific information about facts in the text to verify one's schematic representation of the text.
3. Self- taking	Reducing anxiety by using mental techniques that make one feel competent to complete the listening task.

Chapter two: Research Methodology

The purpose of this section is, firstly, to introduce the methods based on which this study is carried out. Moreover, it presents techniques employed in this minor thesis, namely survey questionnaire .

2. Survey Research

Among the research methods, survey research is one of the most important areas of measurement in applied social research. The broad area of survey research

encompasses any measurement procedures that involve asking questions of respondents. A "survey" can be anything from a short paper-and-pencil feedback form to an intensive one-on-one in-depth interview.

According to Kathleen Bennett DeMarrais, Stephen D. Lapan, survey research can be defined most simply as a means of gathering information, usually through self-report using questionnaires or interviews. However, most survey research falls within the framework of no experimental or co relational research designs in which no independent variable is experimentally manipulated. When used in this context, information gathered from surveys is typically used either for purely descriptive purposes or for examining relations between variables. Moreover, surveys can also be used as a method of data collection in qualitative research which comprises only one of many sources of data and in quantitative research which is primary method of data collection. Often subsumed within the definition of survey research is the requirement of some type of rigorous sampling procedure (Miller, 1983). Some other authors even make a distinction between a survey as data collected from a sample and a census as data based on all unit of a given population (Jolliffe, 1986: Schwarz, Groves and Schuman, 1998). Johnson (1992) gave the same idea when confirming “The purpose of a survey is to learn about characteristic of an entire group of interest (a population) by examining a subset of that group (a sample)”.

Survey research can be also defined in terms of the type of information gathered or the purposes for which the information is collected. Alreck and Settle (1995) contended that the reasons for conducting survey include influencing a selected audience, modifying a service or product, and understanding or predicting human behavior. Rea and Paker (1997) added understanding people’s interest and concerns as motives for using surveys, with data reflecting descriptive, behavioral or preferential characteristics of respondents. Weisberg and Bowen categorized the types of information gathered from surveys into opinions, attitudes and facts.

2.1. Steps in conducting a survey research

In the process of conducting a survey research, the researcher must make a series of careful decisions about how the study will be carried out. These include a great deal of steps such as: determining the purpose of the study; stating the research question(s); specifying the population and drawing a sample from the population; deciding on the methods of data collection; developing instruments, and training data collectors or interviewers; collecting data; analyzing the data; and addressing non

response. Understanding these steps will help researchers assess and construct their own meaning from reports of surveys that they read.

2.1.1. Defining a Population

After stating the research question(s), it is advisable to define a population. The population is the entire group of entities or persons to whom the results of a study are intended to apply. The population can vary widely depending on the research question and the purpose of the study. It can be a set of schools, a group of persons such as students or teachers or a set of instances of language use.

2.1.2. Sampling

Sample is a crucial factor in the survey research as it is not possible to survey the entire group of interest (the population) but a subgroup (a sample). The selected sample must be similar to the population of interest in important ways if the results of the study are intended to apply to (be representative of) that population.

2.1.3. Methods of Collecting Survey Data

While conducting the survey research, the most prevalent data-collection methods are questionnaires, interviews and direct observations of language use. In addition, many other types of information can be gathered including test results, compositions, or reactions to L2 oral or written-language data.

Questionnaire is the most common method of data collection in L2 survey research. It can range from short 5-item instruments to a long document which requires one or two hours to complete. Items in the questionnaire can be open-ended format (allowing respondents' to reply in their own words) or closed, requiring the respondents to select one from among a limited number of responses. The discourse structure of questionnaire is important to consider as it seems obvious that the respondent must be able to understand the language of the questionnaire.

Observing and Collecting Language Data is not commonly used data collection technique in L2 educational research as it is so time-consuming.

2.1.5. Data Analyses

Descriptive Analyses of the results of a survey are often reported in frequencies and percentages. These descriptive statistics are numbers that summarize the data.

Co relational Analyses can be applied along with the descriptive analyses to analyze relationships among variables.

Analyses of Precision of estimates and of Nonresponsive are an analysis of the precision (accuracy) of the results. Precision refers to the accuracy with which the results from the study of the sample represent the results for the population.

2.2 Techniques employed in this study

2.2.1 Data collection

In order to complete this minor thesis, both quantitative and qualitative methods have been conducted to collect data. They include: questionnaire, and informal interview.

2.2.1.1 Questionnaire

Questionnaire was used as the first tool to collect data for this study. This kind of method has proved to be cost-effective and time-saving since it could yield a variety of data ranging from factual, behavioral to attitudinal from numerous respondents in different situations.

In this research, a great number of question types categorized by Youngman (1986, as cited in Nunan, 1992, p.144) including frequency, list, category and ranking questions had been applied. In that way, some serious limitations of questionnaires as cited in Dornyei (2003, p.10), which are simplicity and superficiality of answers, unreliable and unmotivated respondents, respondent literacy problems and fatigue effects, seemed to have been solved.

a. Aims of the questionnaire

The survey aims at investigating the students' difficulties of pronouncing some English sounds and causes of difficulties as well as the teachers and students' own methods to help students to overcome these difficulties.

As a basic for the completion of the study, the questionnaire is carefully designed with thirteen questions to get the most effective investigation.

The questionnaire is designed to clarify:

- Students' year of studying English
- Students' attitude toward listening skill
- Students' perceptions about their listening difficulties.

b. Selection of participations

Fifty four students from Foreign Languages Department of Hai Phong Private University participated in the study.

All of the students are studying English as major field and 100 % of the students who took part in the study spent from 3 years and more studying English.

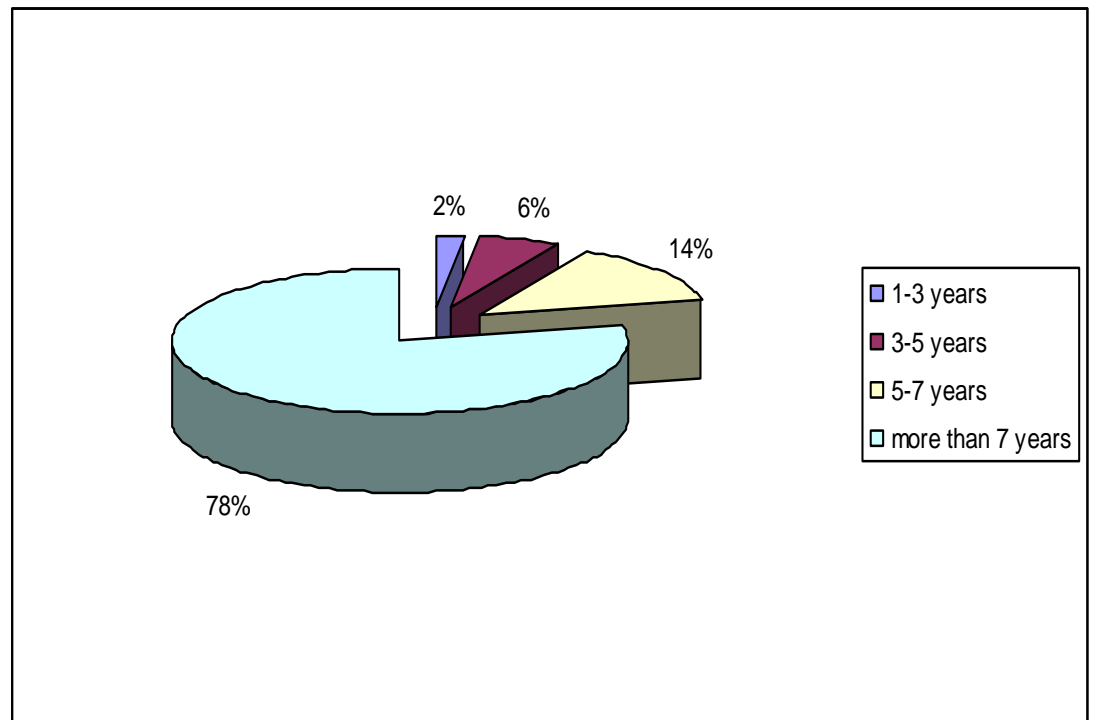


Figure 1: Years of studying English

It is shown in the pie chart that all of the students who took part in the survey got used to English as a second language for a long time. Moreover, all of them have from nine to thirty English periods a week. In comparison with other universities, students of Hai Phong Private University had more time exploring English.

Chapter Three: Findings and discussion

In this chapter, the results are in turn elaborated and discussed. It is the reorganization of the students' common difficulties when studying listening skill through the data from the questionnaires by means of pie charts and columns, laid out corresponding to the sequence of the questions and draws out immediate conclusions at each figure.

3.1 Findings and discussions from the questionnaire.

Due to the structure of the questionnaires, the findings and discussion in this part are accordingly divided into the following focus students' years of studying English, students' perception of the common difficulties.

3.1.1 Students' year of studying English.

Fifty four students from Foreign Languages Department of Hai Phong Private University participated in the study.

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3.1.2 Students' attitude toward listening skill

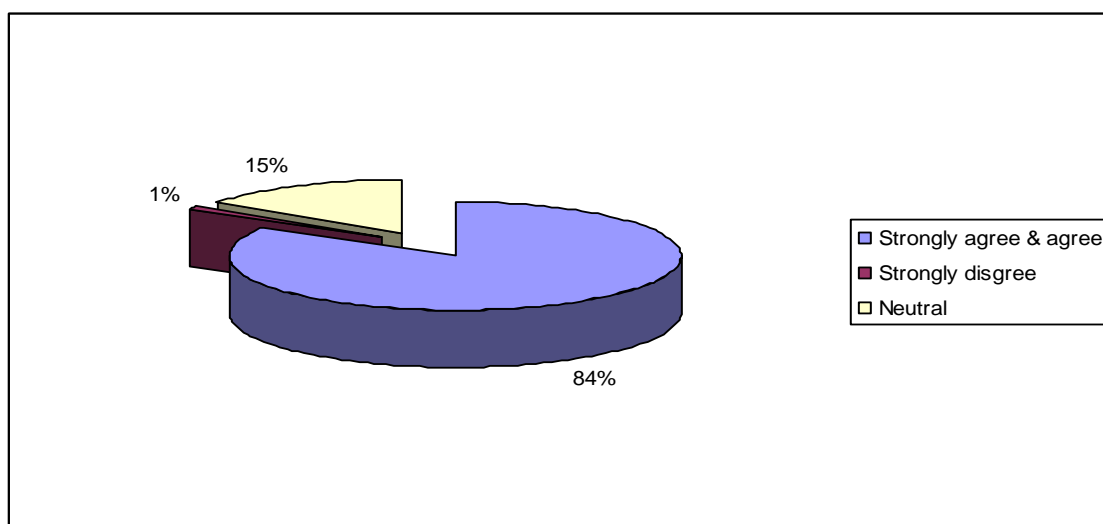


Figure 2: Students' attitude toward listening skill.

As can be seen from the pie chart, most of the students (84%) agree and strongly agree that listening skill is the most difficult one among reading, writing and speaking. Only one percent of them do not think that listening is so difficult to study and 15 percent of them have no ideas about this question.

3.1.3 Students' perceptions about their listening difficulties

Causes of difficulty	Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
a. You are trying to understand every word	20%	37%	20%	4%	16%
b. You get left behind trying to work out what a previous word meant	6%	28%	48%	6%	12%
c. You just don't know the most important words	0%	48%	30%	9%	13%
d. You don't recognise the words that they know	10%	37%	28%	9%	16%
e. You have problems with different accents	13%	48%	24%	6%	9%
f. You lack listening stamina/ get tired	10%	30%	24%	12%	24%
g. You have mental block	12%	59%	19%	6%	4%
h. You can't cope with not having images	10%	33%	28%	9%	20%
i. You have hearing problems	12%	19%	10%	13%	46%

Figure 3: Students' perceptions about their listening difficulties

As can be seen from the table, most of the students (59%) agree that they have mental block while listening while none of them strongly agree that they do not know the most important words. The criterion C and E share the same number of students: 48% of them agree that they don't recognize the words that they know and they have problems with different accent. When being asked whether they have hearing problems, 46% of them disagree with this idea. Only a few of them strongly disagree and disagree that they are trying to understand every word and they have mental block while listening.

3.1.4 Students' choice of the most difficult listening exercises

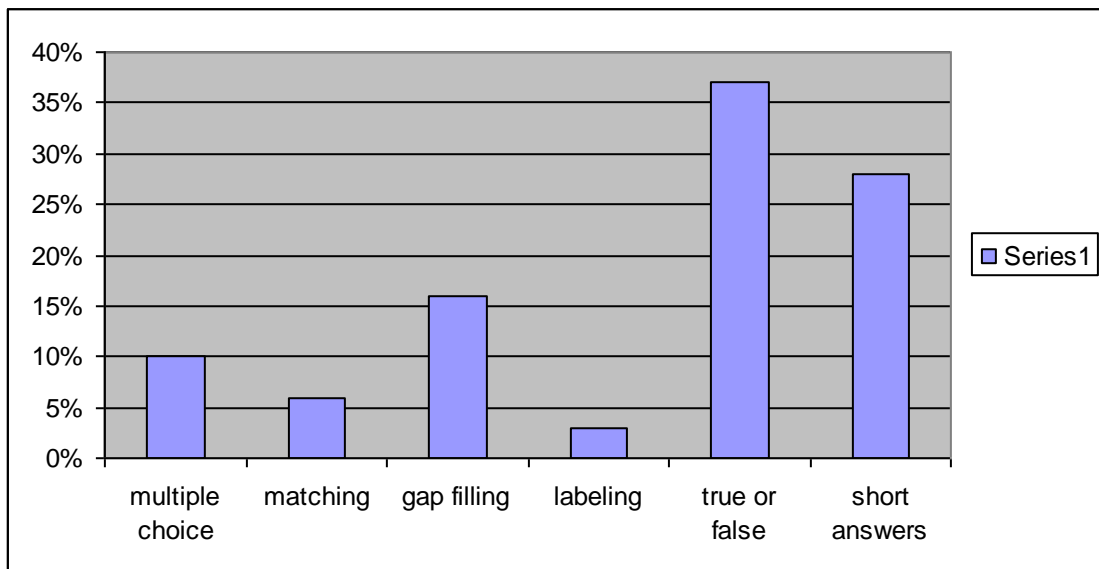


Figure 4: Students' choice of the most difficult listening exercises

The above table shows that among six common types of listening exercises, the true or false exercise is ranked at the first place (37%) while the labeling is considered as the easiest for the students (3%). The short answer exercise is the next type of exercise causing difficulties for the students.

3.1.4 Students' opinions on the way which teachers should do to help them improve listening skill. .

To this open question, students have given out different answer. Some of them do hope their teachers to help them understand the requirement of the listening task , help them get to know about the topic by doing related exercises, discussing, matching the pictures with the words and give them more listening exercises at home.

3.2.1 Teachers' opinion on students' listening competence during their first year in the university.

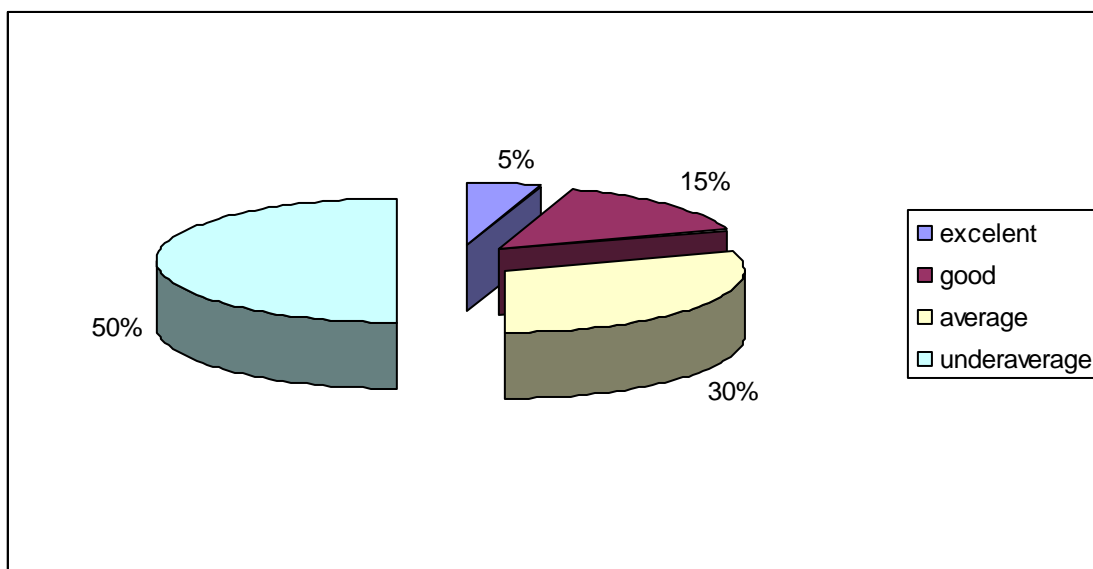


Figure 5: Teachers' opinion on students' listening competence during their first year in the university.

As it can be seen from the chart, half of the teaching staff in the Foreign Language Department think that their fresh men's listening competence during the first year is under average, only 5 % of them do agree that the listening ability of the student is excellent. Only 15% of them think that their students' listening competence is good and 30% think the students' listening ability is OK.

3.2.2 Teachers' opinions on students' common difficulties in listening lessons.

Causes of difficulty	Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
a. The students are trying to understand every word	20%	48%	0%	20%	12%
b. The students get left behind trying to work out what a previous word meant	59%	19%	6%	12%	4%
c. The students just don't know the most important words	48	48	0%	0%	4%
d. The students don't recognise the words that they know	59%	12%	4%	19%	6%
e. The students have problems with different accents	37%	48%	0%	6%	9%
f. The students lack listening	24%	30%	10%	12%	24%

stamina/ they get tired					
g. The students can't cope with not having images	12%	19%	10%	13%	46%
h. The students have hearing problems	12%	13%	10%	19%	46%

Figure 6: Teachers' opinions on students' common difficulties in listening lessons.

3.2.3 Teachers' opinions on students' most difficult type of exercises

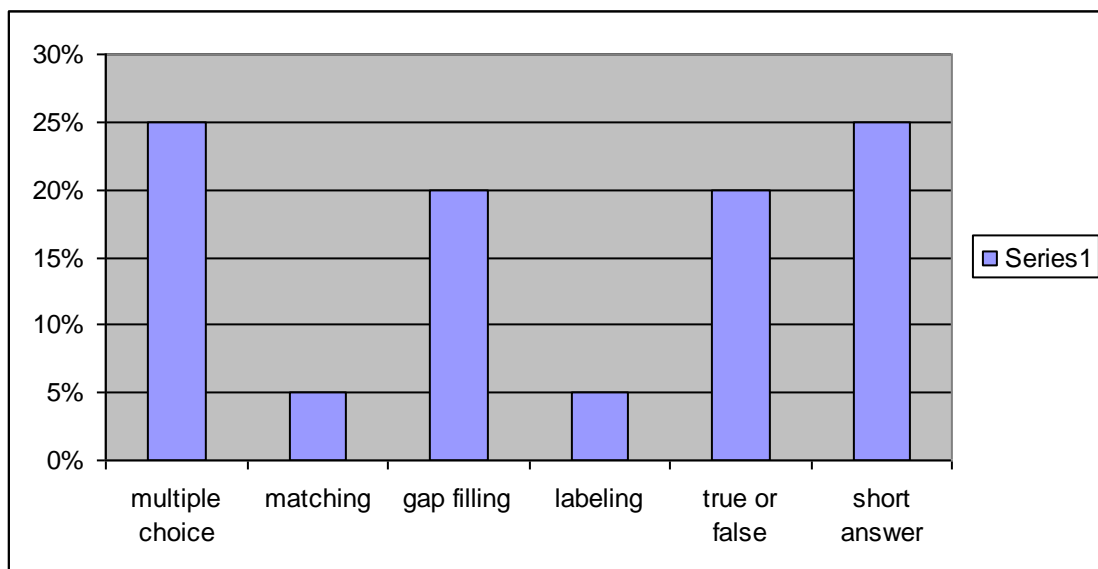


Figure 7: Teachers' opinions on students' most difficult type of exercises

In the eyes of teachers teaching listening skill, their students have difficulties in both multiple choice and short answer most (25%), the true or false and gap filling are at the second types of exercise causes difficulties for students. The easiest ones for students are the matching and labeling exercises.

3.2.3 Teachers' opinions on ways to help students improve their listening skill.

To this questions, a lot of methods have been given but the some most common ones are: preparing the pre listening carefully, helping the students to brain storm about the topic before listening, providing different kinds of listening exercises form different sources which help students to be used to different accents, encourage students to improve their own listening by small projects/ assignments.

Part Three: Conclusion

1. Conclusion

It can be said that this study is an answer to any reader who is interested in the language teaching especially in pronunciation teaching. In the first chapter, readers will get the basic information why this study is fulfilled, how it is conducted and what it is conducted for. The second chapter will provide readers an overview of the theoretical background on which this study bases on. They include the definition of listening, types of listening and factors affecting listening comprehension such as : listener factors, speaker factors, stimulus factors, and context factors. Further more, a summary of previous works related to the given issue is also presented. The next chapter introduces the method applied in this study. It is the action research with the definitions and processes. Techniques employed in this minor thesis such as data collection and data analysis can be found here. The forth chapter, the most important chapter of this study in which provides the data and evidence was analyzed to help the writer to fulfil the task. The data from questionnaire was analyzed and discussed. The last chapter is the summary of the previous chapters. It is also the chapter the concluding marks are drawn out and pedagogical implications and suggestions for further research are presented.

2. Suggested techniques

What is known about the listening process and the factors that affect listening can be a guide when incorporating listening skill development into adult ESL classes. The following guidelines have been adapted from a variety of sources including Brod (1996), Brown (1994), Dunkel (1991), Mendelsohn (1994), Morley (1991), Peterson (1991), Richards (1983), and Rost (1991).

Listening should be relevant.

Because learners listen with a purpose and listen to things that interest them, accounting for the goals and experiences of the learners will keep motivation and attention high. For example, if learners at a worksite need to be able to understand new policies and procedures introduced at staff meetings, in class they should be helped to develop the abilities to identify main ideas and supporting details, to

identify cause and effect, to indicate comprehension or lack of comprehension, and to ask for clarification.

Materials should be authentic.

Authenticity should be evident both in language and in task. The language should reflect real discourse, including hesitations, rephrasing, and a variety of accents. Although the language needs to be comprehensible, it does not need to be constantly modified or simplified to make it easier for the level of the listener. Level of difficulty can be controlled by the selection of the task. For example, in a unit on following instructions, at the beginning level, the learner might hear a command ("May I borrow your hammer?") and respond by choosing the correct item. At an intermediate level, the learner might hear a series of instructions ("Go to the broom closet, get the floor polisher, take it to the hall in front of the cafeteria, polish the floor there, then go to the...") and respond appropriately by tracing the route on a floor plan of the worksite. An advanced level learner might listen to an audio tape of an actual work meeting and write a summary of the instructions the supervisor gave the team. Use of authentic material, such as workplace training videos, audio tapes of actual workplace exchanges, and TV and radio broadcasts, increases transferability to listening outside of the ESL classroom context – to work and to community.

Opportunities to develop both top-down and bottom-up processing skills should be offered.

As mentioned above, top-down oriented activities encourage the learners to discuss what they already know about a topic, and bottom-up practice activities give confidence in accurate hearing and comprehension of the components of the language (sounds, words, intonation, grammatical structures).

The development of listening strategies should be encouraged.

Predicting, asking for clarification, and using non-verbal cues are examples of strategies that increase chances for successful listening. For example, using video can help learners develop cognitive strategies. As they view a segment with the sound off, learners can be asked to make predictions about what is happening by answering questions about setting, action, and interaction; viewing the segment again with the sound on allows them to confirm or modify their hypothesis (Rubin, 1995).

Activities should teach, not test.

Teachers should avoid using activities that tend to focus on memory rather than on the process of listening or that simply give practice rather than help learners develop listening ability. For example, simply having the learners listen to a passage followed by true/false questions might indicate how much the learners remembered rather than helping them to develop the skill of determining main ideas and details. Pre- and post-listening task activities would help the learners to focus attention on what to listen for, to assess how accurately they succeeded, and to transfer the listening skill to the world beyond the classroom.

What are the steps in a listening lesson? The teacher can facilitate the development of listening ability to creating listening lessons that guide the learner through three stages: pre-listening, the listening task, and post-listening.

Engage the learners in a pre-listening activity.

This activity should establish the purpose of the listening activity and activate the schemata by encouraging the learners to think about and discuss what they already know about the content of the listening text. This activity can also provide the background needed for them to understand the text, and it can focus attention on what to listen for.

Do the listening task itself.

The task should involve the listener is getting information and in immediately doing something with it.

Engage in a post-listening activity.

This activity should help the listener to evaluate success in carrying out the task and to integrate listening with the other language skills. The teacher should encourage practice outside the classroom whenever possible.

For example, at a worksite where schedule changes are announced at weekly team meetings, learners may need practice recognizing details such as their names, times, and dates within a longer stream of speech. A tape of such announcements may be used along with any pertinent forms or a weekly calendar. The lesson stages might proceed as follows:

Listening Lesson Example

Do a pre-listening activity:

Ask the learners questions about what happens at the weekly meetings. Ask specifically about schedule changes. Show any form or the weekly calendar. Discuss its use and demonstrate how to fill it out if necessary.

Describe the task:

Tell the learners they will be listening to a tape of a meeting. On the form/calendar they are to write down the schedule they hear. Demonstrate.

Have the learners do the task:

Play the tape while they fill out the form.

Do a post-listening activity:

Ask the learners how they thought they did. Was it easy or difficult? Why? They may listen again if they want to. Have them compare their forms with a partner or check the information by filling a form out as a whole class

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Answer key

Transcript

Unit 1: Greetings and Introduction

A. Pre – listening

Are these first names or last names? Write them in the chart. Then add two more names to each list

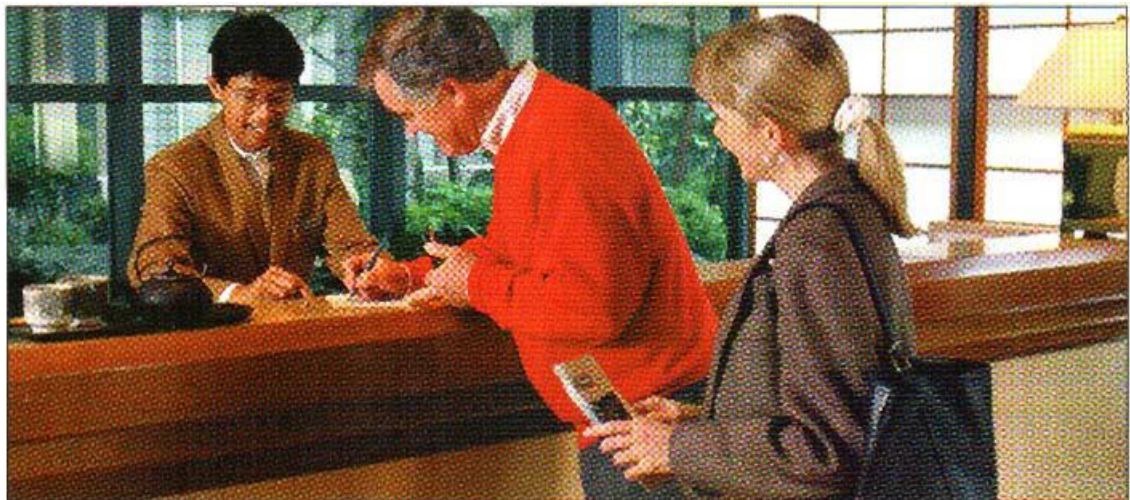
David Kennedy Susan Cruise Nancy Bob
 Brian Abrams Jackson Smith Wilson Tom

First names	Last names
.....
.....
.....
.....
.....
.....

B. While-listening

Ex 1:

What is the correct name of the hotel guest? Circle the correct answer



- | | | |
|---------------------|---------------------|----------------------|
| 1. a. Mary Carter | 3. a. Harry Wilson | 5. a. Louis Jackson |
| b. Maria Carter | b. Harvey Wilson | b. Louise Jackson |
| 2. a. Suzanna Smith | 4. a. Joseph Abrams | 6. a. Marlene Cruise |
| b. Susan Smith | b. Joseph Abramson | b. Marley Cruise |

Ex 2

Task 1: Cindy's father is taking phone messages for her. Listen and complete the forms

1.

HERE'S WHO CALLED

Name:.....

Telephone:.....

Here's the message:

please call.

He/ She will call you.

2.

HERE'S WHO CALLED

Name:.....

Telephone:.....

Here's the message:

please call.

He/ She will call you.

3.

HERE'S WHO CALLED

Name:.....

Telephone:.....

Here's the message:

please call.

He/ She will call you.

4.

HERE'S WHO CALLED

Name:.....

Telephone:.....

Here's the message:

please call.

He/ She will call you.

Task 2: Listen again and circle the correct answer

1. Bob knows Cindy from

a. work b. school c. home

2. is the person who answers the phone.

a. Tom b. Cindy c. Nancy

3. Cindy can't take the call because she is.....

a. busy b. asleep c. not home

4. The caller is Cindy's.....

a. boss b. teacher c. friend

(Basic Tactics)

Ex 3: Listen and check (✓) who is in the class today. Then listen again and correct the spelling of their names.

In class	Name	Correction
✓	Hiroki Aoki	Hiroko Aoki
	Hillwood Dallas	
	Lee Toon	
	Linh Mai	
	Picot Cora	
	Sandor Silvas	

Ex 4: Listen and circle the correct title. Then listen again and check (✓) what is discussed

Title	Last name	First name	Occupation	E-mail address	Address	Z
1. Mr./Mrs.	Brown					
2. Ms./ Mr.	Dart					
3. Ms./ Mr.	Lima					
4. Mrs./ Mr.	Fernandes					
5. Ms./ Mr.	King					

C. Post – listening

Speak to three people and complete the chart below with their information. Use: *What's your first/ last name? How do you spell it? What's your nickname?*

Person 1

Person 2

Person 3

First name

Last name

Nickname



Unit 2: Describing people

A. Pre – listening

Ex 1: Are these words and phrases about age, height or hair? Write them in correct list.

<i>short</i>	<i>About 22</i>	<i>About 170cm</i>	<i>In her teens</i>	<i>Dark</i>	<i>Almost 25</i>
<i>long</i>	<i>19 years old</i>	<i>blond</i>	<i>Tall</i>	<i>Curly</i>	<i>straight</i>
<i>In his twenties</i>	<i>Light brown</i>	<i>In her thirties</i>	<i>Not so tall</i>	<i>Shoulder-length</i>	

Age	Height	Hair
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Ex 2:

Write these words in the blanks below: *hair; tall, height, brown, serious, parties, sports.*

To:

From:

My name is Tom. I'm not tall. I'm not short. I'm medium _____ .
 I have brown hair and _____ eyes. I like music, movies and all _____, especially basketball.
 I like _____. I'm a party animal.

To:

From:

Hi, Tom. My name is Martha. I'm _____, but not like a basketball player. My _____ is black, but the color of my eyes is gray. I never go to the movies. I never watch sports. I never go to _____. I am a very _____ person.

B. While-listening

Ex 1

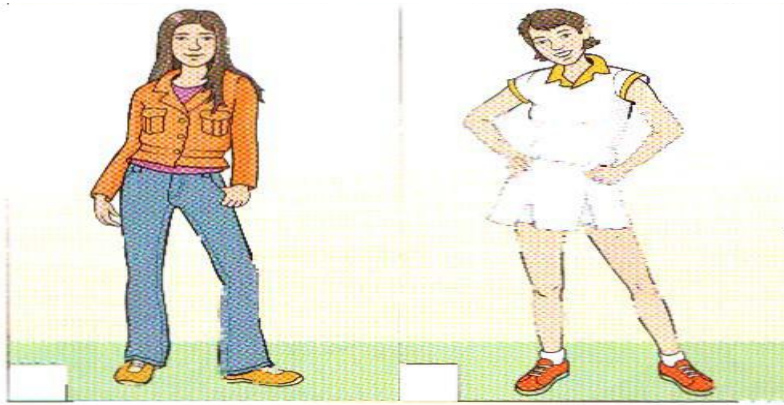
People are describing other people. What are they describing? Listen and check the correct answer.

	Age	Height	Hair
1			
2			
3			
4			
5			
6			

7			
8			

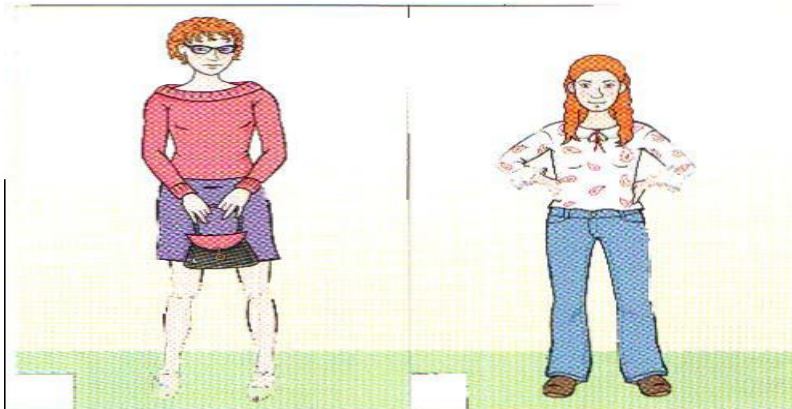
Ex 2

Task 1: Listen to these descriptions of people. Check the correct picture



a.

b.

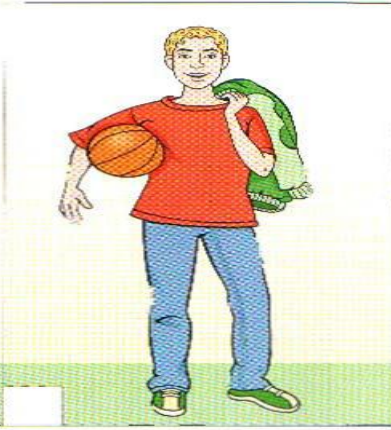


1.



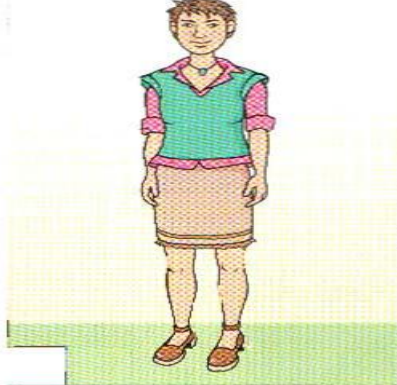
a.

2.



b.

3.



3.

4.



4.

Task 2: Listen again. Are these statements true or false? Check the correct answer.

	Statements	True	False
1.	Cindy isn't so tall.		
2.	Bob is in his teens.		
3.	Anne is 29		
4.	Paul's cousin has blond hair.		

Ex 3

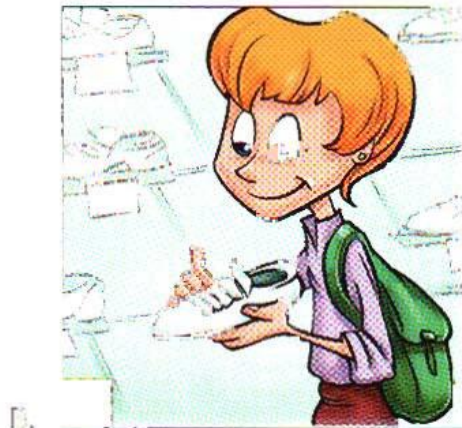
Task 1: Some parents are looking for their children in a department store. Listen and write each child's age.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Task 2: Listen again. What child is being described? Number the pictures.



A.



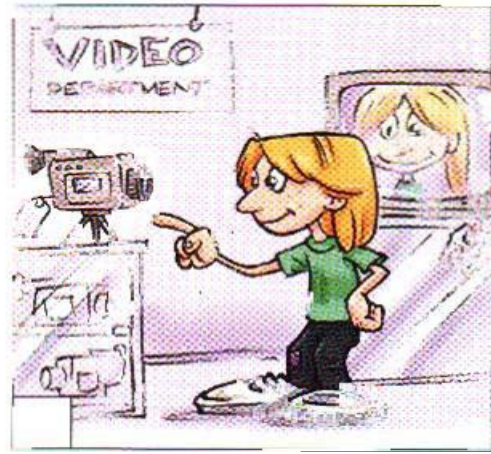
B.



C.


D.

E.




Ex 4: Listen to these people talk about themselves and circle the incorrect information. Then listen again and correct the information

1.



Name	Young Kun Joo
Sex	M
DOB	12/08/84
Height	187
Weight	86 kilos
Hair Color	Brown
Eye Color	Blue
Glasses	No



3.



Name	Jane Hughes
Sex	F
DOB	01/23/65
Height	157
Weight	70 kilos
Hair Color	Red
Eye Color	Blue
Glasses	No




2.






Name	Taichi Otoshi
Sex	M
DOB	04/05/77
Height	175
Weight	77 kilos
Hair Color	Black
Eye Color	Brown
Glasses	Yes




4.



Name	Carl Rossi
Sex	M
DOB	08/18/80
Height	169
Weight	73 kilos
Hair Color	White
Eye Color	Blue
Glasses	No

C. Post – listening:

Complete your driver's license information. Then ask your partner for his/ her details and complete another application. Use: *What's your.....? Do you wear.....?*

You

APPLICATION FORM	
Name	_____
Sex	_____
DOB	_____
Height	_____
Weight	_____
Hair Color	_____
Eye Color	_____
Glasses	_____

Your partner

APPLICATION FORM	
Name	_____
Sex	_____
DOB	_____
Height	_____
Weight	_____
Hair Color	_____
Eye Color	_____
Glasses	_____

Unit 3: Jobs

A. Pre – listening

a.



b.



c.



d.

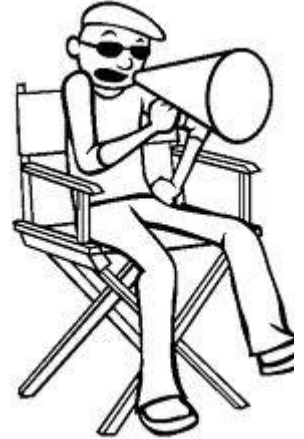


www.shutterstock.com - 56908465

e.



f.



g.



h.



Match each occupation with one of the pictures below. Write the number beside each picture

1. businessman/ woman
2. bartender
3. waiter/ waitress
4. typist

5. receptionist
6. flight attendant
7. movie director
8. chef

B. While - listening

Ex 1:

People are talking about work. What job are they talking about? Listen and circle the correct answer.

- | | | |
|---------------------------------------|--------------------------------------|----------------------------------------------|
| 1. a. salesperson
b. office worker | 3. a. teacher
b. flight attendant | 5. a. nurse
b. business person |
| 2. a. waiter
b. actor | 4. a. chef
b. nurse | 6. a. receptionist
b. construction worker |

Ex 2:

Task 1: Listen to these people talking about their jobs. Do they like their jobs? Check the correct answer.

	Yes	No
1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>

Task 2: Listen again. What do people like or dislike about their jobs? Check the correct answer.

	Like	Dislike
1. a. doing the same thing b. money		
2. a. working with the kids b. distance to school		
3. a. the people b. the travel		
4. a. the hour b. the boss		
5. a. being on his feet b. the tips		

Ex 3

Listen and circle the correct job. Then listen again and write the number of years people have been in their jobs.

1. pilot / journalist ___ years in the job
2. teacher / dentist ___ years in the job
3. mechanic / programmer ___ years in the job
4. architect / pharmacist ___ years in the job

Ex 4

Listen and check the person who gets paid the most. Then listen again and complete the information about salary and the number of years he/she has worked

- | | |
|----------------------------------------------------|----------------------------------------|
| 1. a. <input type="checkbox"/> housekeeper | b. <input type="checkbox"/> teacher |
| Salary: _____ | Years in the job: _____ |
| 2. a. <input type="checkbox"/> computer programmer | b. <input type="checkbox"/> lawyer |
| Salary: _____ | Years in the job: _____ |
| 3. a. <input type="checkbox"/> secretary | b. <input type="checkbox"/> waitress |
| Salary: _____ | Years in the job: _____ |
| 4. a. <input type="checkbox"/> travel agent | b. <input type="checkbox"/> pharmacist |
| Salary: _____ | Years in the job: _____ |

C. Post - listening

Look at this list of jobs. Which do you think are the most interesting? Number them 1 to 8 from the most to the least interesting. Then choose one job to write a short paragraph to show some of things you like or dislike about it?

- | | |
|-----------------------|---------------------|
| 1. businessman/ woman | 5. receptionist |
| 2. bartender | 6. flight attendant |
| 3. waiter/ waitress | 7. movie director |
| 4. typist | 8. chef |

Unit 4: Free time

A. Pre – listening



Look at the picture and write the correct letter next to each activity below. Add two activities to the list.

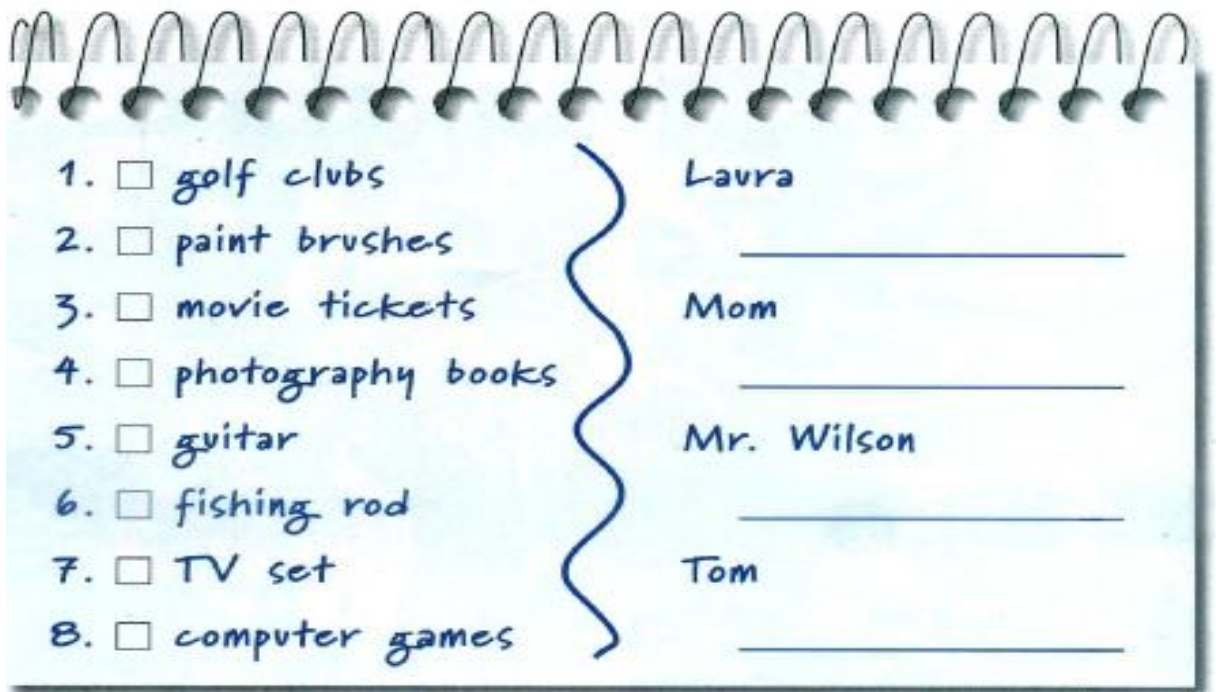
- | | |
|--------------------------|-------------------------------|
| 1. ___ painting pictures | 5. ___ taking photographs |
| 2. ___ collecting stamps | 6. ___ playing computer games |
| 3. ___ reading | 7. ___ _____ |
| 4. ___ playing guitar | 8. ___ _____ |

B. While – listening

Ex 1: Listen and check the things Bob and Laura like to do

	Bob		Laura
1.		Going to the movies Gardening	
2.		Computer games Fishing	
3.		Playing guitar	
4.		Collecting stamps	

Ex 2: Listen and check the four gifts that Jane will buy. Then listen again and write the correct gift for each person



Ex 3:

Task 1: These people are calling friends about the weekend. Are these statements True or False? Listen and check the correct answer.

	True	False
1. Penny agrees to go to a movie with Bob.		
2. Anne can't come to the party.		
3. Ken invites Nancy to a movie.		
4. Anne and Mike are going to see a football game.		
5. Wendy can't go to Jack's house.		

Task 2: Listen again and circle the correct answer for each question

- When does Bob want to see a movie?
 - on the weekend
 - on Friday morning
 - on Friday night
- When's the party?
 - on Saturday night
 - the weekend after next
 - on Sunday night
- When does Ken want to go out with Nancy?
 - on Friday morning
 - on Friday night
 - on the weekend
- When is the game?
 - on Sunday night
 - on Sunday afternoon
 - on Saturday afternoon
- When is the movie on TV?
 - Tuesday night
 - Thursday night
 - tonight

Ex 4:

Task 1: Listen to these invitations. Does the person accept or refuse? Check the correct answer

	Accept	Refuse
1. Bobby		
2. Melissa		
3. Jack		
4. Betty		
5. Ralph		
6. Jill		

Task 2: Listen again. What is each invitation for? Circle the correct answer.

1. a. breakfast b. dinner	3. a. coffee b. lunch	5. a. tennis b. a drive
------------------------------	--------------------------	----------------------------

c. coffee	c. dinner	c. a trip
2. a. a concert b. a play c. a movie	4. a. a party b. dinner c. a barbecue	6. a. a walk b. a party c. shopping

C. Post – listening

Task 1: Work in pairs. Number the sentences to make two conversations. Then take turns practicing the conversations

Conversation 1:

A.

..... Great. See you on Saturday then.
 Police Academy 10
 At 7:30 and 9:30.
 ...1... Would you like to see a movie tonight?
OK. What time do you want to meet?

B.

..... Let's go to the 7:30 show.
 ...2.. Sure. What movie do you want to see?
Let's meet at 7:00 in front of the theater.
Great. What time does it start?
Yeah. See you on Saturday.

Conversation 2:

A.

..... Are you doing anything on Saturday?
OK. See you at 8.
 Yeah. Why don't we have pizza or something?
Well, there is a rock concert. Do you feel like going?
It starts at around 9 o'clock.

B.

.....Good idea. How about meeting at pizza parlor at 8 o'clock?
 See you then.
Sure. That sounds great. What time is the concert?
OK. Maybe we get something to eat before it starts.
 No, not really.

Task 2: Work in pairs. Invite your partner to do one of the activities below with you. Arrange a time and a place to meet.

Go to a movie

Go shopping

Go to a disco

Go for a drive

Unit 5: Family relationship

A. Pre - listening

Write the correct word next to each family member

Uncle great-grandfather cousin aunt grandparents niece nephew mother-in-law

1. My mother's sister is my
2. My father's brother is my.....
3. My parents' parents is my
4. My uncle's son or daughter is my
5. My brother or sister's son is my
6. My brother or sister's daughter is my.....
7. My husband of wife's mother is my.....
8. My grandfather or grandmother's father is my

B. While - listening

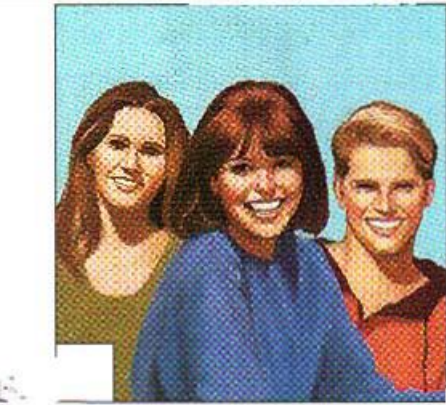
Ex 1

People are talking about their families. Listen and number the pictures

A.



B.



D.



E.



F.

Ex 2

Task 1: Choose the best answer for each of the following questions.

1. How many people are there in my family?
A. 4 B. 5 C. 6 D. 7
2. My oldest brother is a in a university now.
A. freshman B. sophomore C. junior D. senior
3. I'm going to be a major in college.
A. physics B. chemistry C. maths D. geography

Task 2: Decide whether the statements below are True (T) or False (F)

1. My father is a medical doctor in a hospital.
2. My brothers, my sister and I all help with housework.
3. If I make the slightest noise, my little sister will be angry.
4. I'm now studying in a middle school.

C. Post – listening

Write a paragraph about your family.

Unit 6: Homes

A. Pre - listening



Look at the picture and write the correct letter next to each word below

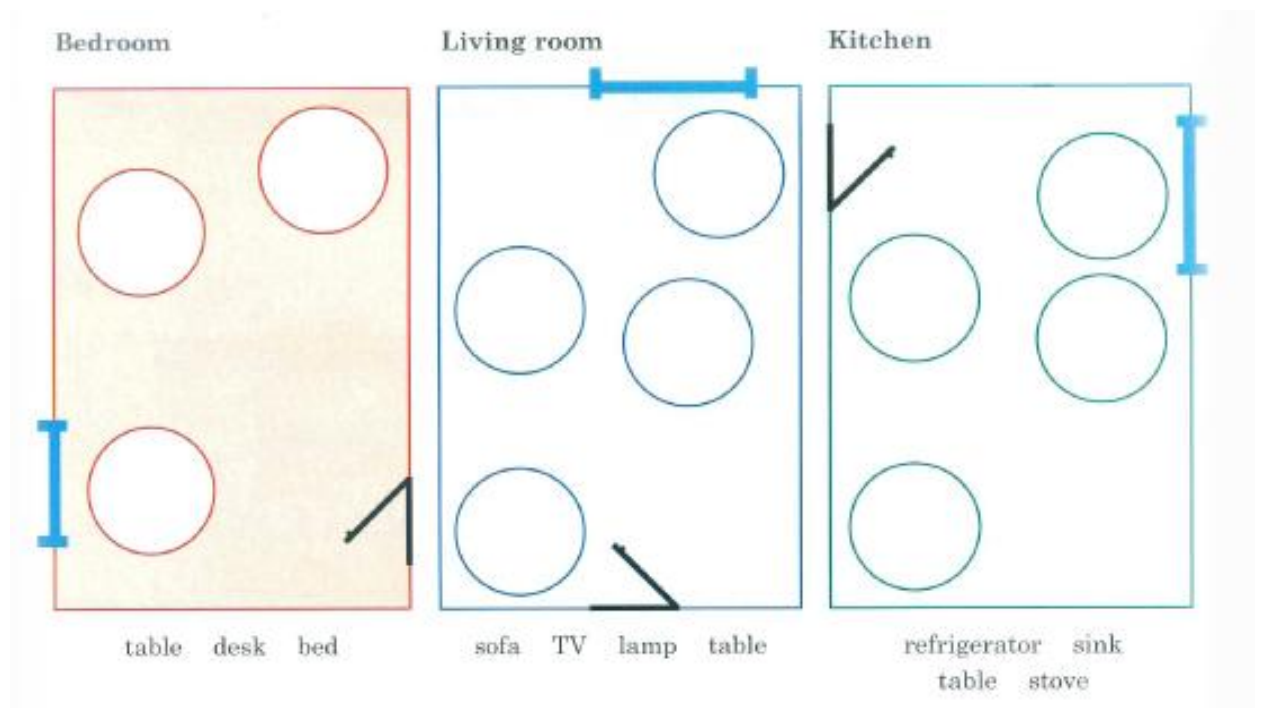
1. stove
2. plant
3. lamp
4. sofa
5. refrigerator
6. picture
7. sink
8. chair
9. table
10. rug

B. While - listening

Ex 1: Listen and complete the sentences with the word you hear

1. The is on the table.
2. The is under the chair.
3. The plant is on the
4. The table is in front of the
5. The is next to the sink.
6. The book is under the

Ex 2: Listen and put the words in the right place in each room



Ex 3:

Use the given words to complete the text below

weather	material	huge	branches	cave
mountains	tree	places	raw	Peace
hole	probably	comfort	flat	important
available	apartment	boat	wonderful	Mean

Home

Home is a word that can (1)..... different things. Home can be a (2)....., a (3)....., a (4)....., a (5)..... in the ground, a house in the country, or an (6)..... in a tall building.

People living in different (7)..... have different homes because the (8)..... conditions vary. The (9)..... used by them for building homes are always easily (10)..... For instance, prehistoric people usually made use of (11)..... material around them, such as tree (12)..... or stones and rocks. Those people who lived in hot, (13)..... places could live in ground holes and those who lived in the (14)..... were usually able to find large caves. Although holes in the ground and mountain caves were not the most (15)..... homes that ever existed, the people who lived in them were (16)..... happy. And that's the most (17)..... thing about "home". It doesn't have to be (18)..... and beautiful.

It can be in the city or the country. "Home" is a place that means (19)..... and (20)..... and love to the people who live there.

C. Post – listening

Listen to your partner describe her/ his living room and draw it. Then change roles. Use:
next to, behind, in front of, under, across from, over, on, in.

Unit 7: Weather

A. Pre - listening



Look at the pictures and then check (✓) the appropriate columns in the two charts.

CLOTHING	1.	2.	3.	4.
umbrella				
boots				
scarf				
raincoat				
gloves				
hat				
sunglasses				
shorts				
T-shirt				
parka				

WEATHER	1.	2.	3.	4.
windy				
cloudy				
sunny				
thunder				
wet				
lightning				
cold				
stormy				
humid				
warm				

B. While - listening

Ex 1

Task 1: Listen to these weather reports and circle the weather for each city.

City	Weather			
1. Beijing	Cold	Windy	snowy	Cool
2. Mexico city	Dry	Warm	Cool	Wet
3. Tokyo	Humid	Cloudy	Windy	Rainy
4. New York	Sunny	Windy	Wet	Cold

5. Taipei	Cloudy	cool	Wet	Hot
-----------	--------	------	-----	-----

Task 2: Listen again and write the temperature

City	Low	High
1. Beijing		
2. Mexico city		
3. Tokyo		
4. New York		
5. Taipei		






Ex 2

Listen and write the missing information on the chart.

	January 19th	January 20th
High Temperature	77°F at 2:00 p.m.	50°F at 2:30 p.m.
Low Temperature	___ at 6:45 a.m.	30°F at ___ a.m.
Normal High	65°F (18°C)	38°F (3°C)
Normal Low	___°F (7°C)	___°F (-2°C)
Record High	88°F in ___	65°F in 1928
Record Low	32°F in 1918	___°F in 1981

Ex 3

Listen to these weather reports and check the weather for each day. Then listen again and write the high and low temperatures

					
Monday High _____ Low _____					
Tuesday High _____ Low _____					
Wednesday High _____ Low _____					
Thursday High _____ Low _____					
Friday High _____ Low _____					

Ex 4

Listen and complete the text below with ONE word

The seasons

The year is (1)..... into four seasons: spring, summer, autumn and winter. In spring, (2)..... wakes from her long winter sleep. The trees are filled with new life, the earth is (3)..... by the rays of the sun, and the weather gets gradually (4)..... The fields and meadows are covered with fresh green grass. The woods and forests are filled with the songs of birds. The sky is blue and (5)..... At night millions of stars shine in the darkness.

When summer comes, the weather gets (6)..... still and sometimes it's very hot. It's the farmer's busy season – he works in his fields from morning till night. The grass must be cut and the hay must be made, while the dry weather lasts.


(7)..... brings with its harvests time, when the crops are gathered in and the fruit is picked in the orchards. The days get (8)..... and the nights longer. The woods turn yellow, and leaves begin to fall from the trees.

When winter comes, we spend more time (9)..... because outdoors it's cold. Rivers and lakes are (10)....., and the roads are sometimes covered with slippery ice or deep snow.

C. Post – listening

Complete the chart below with local weather information. Compare your chart with that of your partner. Check your prediction next week. Use: *It will be a ...*, *We will have ...*

Today's weather	Forecast for the weekend



Unit 8: Restaurant

A. Pre - listening



Match the word with the picture

- | | | |
|--------------------------|------------------|-----------------|
| 1. today's specials | 4. customer | 7. baked |
| 2. menu | 5. grilled | 8. chef |
| 3. waiter | 6. fried | 9. steamed |

B. While – listening

Ex 1

Listen and circle two of the items that are Today's Specials.

1. Appetizer
Tomato salad
Broccoli soup
Shrimp cocktail

2. Entrée
Chicken with
French fries
Chicken with mashed
potatoes
Steamed carrots,
broccoli and peas

3. Side dish
Steamed spinach
Rice
Baked potato

4. Dessert
Chocolate cake
Lemon pie
Vanilla ice cream

Ex 2

Listen to the order and write the correct table number in the box.

Entrées			
Chicken	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Steak	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Fish	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Pork chops	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Tempura	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Curry rice	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Spaghetti	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Side Dishes			
Rice	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Baked potato	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
French fries	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Salad	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Vegetables	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Apple sauce	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Miso soup	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Tofu	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Drinks			
Soda	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Coffee	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Juice	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Tea	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Water	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Desserts			
Cake	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ice cream	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Pie	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Ex 3

Listen and write the amounts you hear.

Table 1.	Table 2.	Table 3.	Table 4.
Food total	Food total	Food total	Food total
Tax	Tax	Tax	Tax
Tip	Tip	Tip	Tip
Total	Total	Total	Total

Ex 4

Answer the following questions briefly

Dialogue 1:

1. What is the man complaining about?

.....

2. What does the waitress suggest?

.....

Dialogue 2:

1. What has the waiter done to the woman?

.....

2. What does the waiter offer to do for her?

.....

3. What does the man say to this offer?

.....

4. What does the woman demand?

.....

5. How does the manager settle the problem?

.....

Dialogue 3:

1. Why does the waiter take the wine away from the man?

.....

2. What does the waiter advise the man to do?

.....

C. Post – listening

When was the last time you went to a restaurant? What did you eat there? Write the information below. Then ask a partner and write her/his answer. Use: *The last time I went to a restaurant was ..., I ate ..., I liked/disliked ...*



The writing area consists of three horizontal lines for text entry. Below these lines is a decorative wavy border that resembles a torn piece of paper. The entire area is enclosed in a thin black border on the right and bottom sides.

Unit 9: Traffic

A. Pre - listening



Look at the picture and match the two parts of each sentence.

- | | |
|--------------------------------------|------------------|
| 1. The drivers are honking ... | a. a helicopter. |
| 2. A police officer is directing ... | b. a bicycle. |
| 3. A man is fixing ... | c. a flat tire. |
| 4. The passengers are riding ... | d. traffic. |
| 5. Someone is flying ... | e. their horns. |
| 6. A man is riding ... | f. the bus. |

B. While – listening

Ex 1:

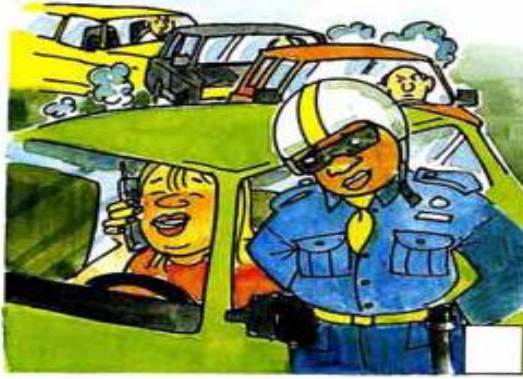
Listen and match each person with the way she/he travels.

a. motorcycle		b. scooter
	1. John	
g. bike		2. Betty
	3. Tom	c. bus
	4. Mary	
f. on foot		d. subway
	e. car	

Ex 2:

Listen and number the pictures.

a.



c.



b.



d.



Ex 3

Listen and write W (woman) and M (man).

1.

	On foot	By car
more comfortable		
healthier		
faster		
drier		

3.

	By motorcycle	By car
more comfortable		
more expensive		
more fun		
faster		
colder		

2.

	By bus	By car
more comfortable		
more convenient		
slower		
cleaner		

4.

	By bicycle	On the subway
more comfortable		
more convenient		
more expensive		
faster		

C. Post – listening

Task 1

Complete the survey for you and three people. Use: *How do you get to school? Why do you use this form of transportation?*

	Transport	Why do you use it?
You		
Person 1		
Person 2		
Person 3		

Task 2:

Your friend from England is coming to your country. Write a letter to tell her something about traffic in your country. Write no more than 200 words.

Unit 10: Health

A. Pre – listening



Look at the picture and match the health problem with the person.

- | | |
|-------------------|-------------------|
| 1. ___ toothache | 4. ___ broken arm |
| 2. ___ headache | 5. ___ cough |
| 3. ___ broken leg | 6. ___ sunburn |

B. While – listening

Ex 1:

Listen and match the health problem with the cure. See the example.

Health problems

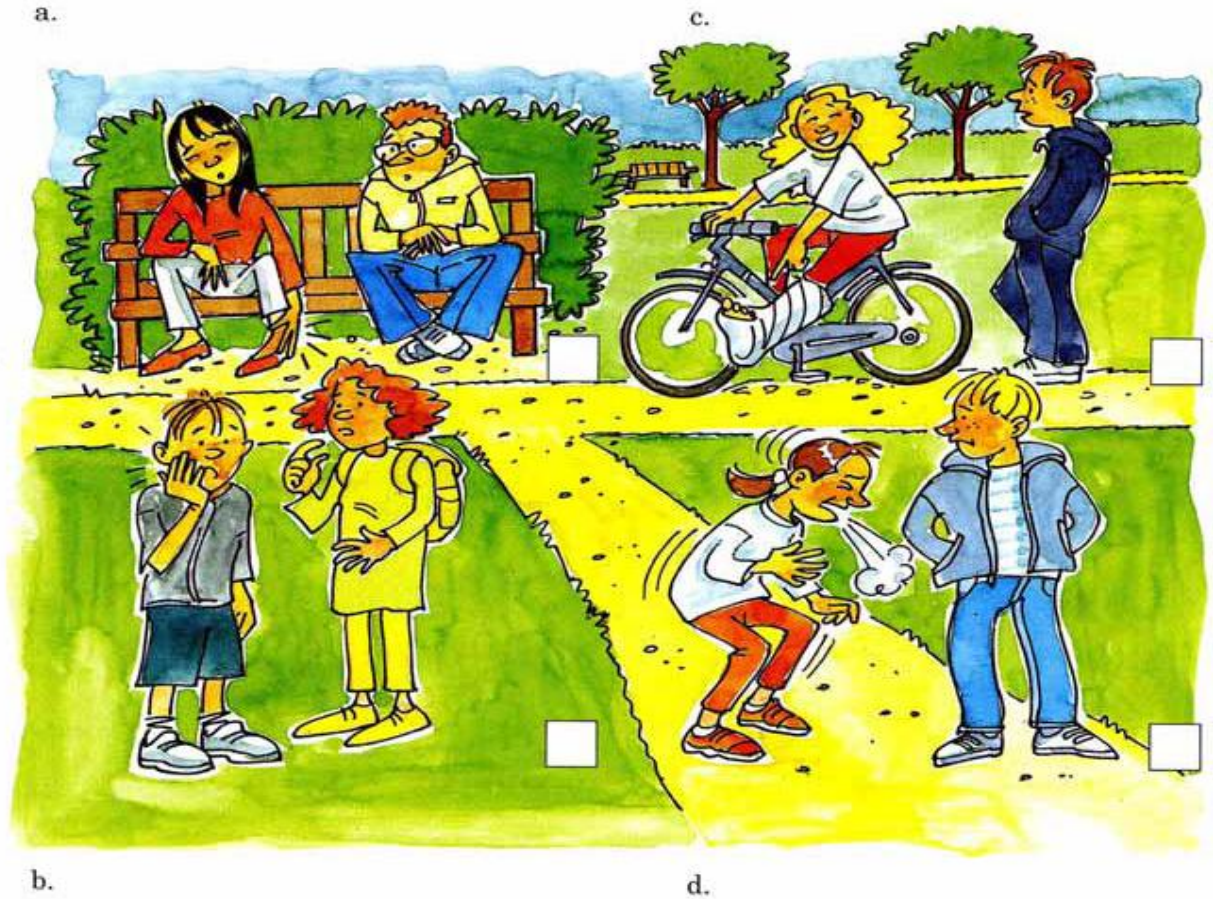
1. a headache
2. a cough
3. a sunburn
4. a broken leg
5. a cut on an arm
6. a toothache

Cures

- a. put on a bandage
- b. wear a cast
- c. take aspirin
- d. put on cream
- e. take cough syrup
- f. take aspirin

Ex 2:

Listen and number each pair of people.



Ex 3:

Listen and number the pictures. Then listen again and match the picture with the correct remedies.



aspirins a bandage a cast
a pair of glasses a hot bath ice

Ex 4:

Listen to people doing eye-tests and cross out the letters they miss. Then listen again and write the letters the patient saw.

	Patient 1 Right Eye	Patient 1 Left Eye	Patient 2 Right Eye	Patient 3 Left Eye
1.	E	E	E	E
2.	HN	HN	HN	HN
3.	DFN	DFN	DFN	DFN
4.	PTXZ	PTXZ	PTXZ	PTXZ
5.	UZDTF	UZDTF	UZDTF	UZDTF
6.	DFNPTH	DFNPTH	DFNPTH	DFNPTH
7.	PHUNTDZ	PHUNTDZ	PHUNTDZ	PHUNTDZ
8.	NPXTZFH	NPXTZFH	NPXTZFH	NPXTZFH

C. Post – listening

With your partner, take turns being “doctor” / “patient”. Write each of the problems on a piece of paper, and turn them upside down. Pick one, and tell the “doctor” about your problem and listen to the remedies suggested. Use: *What’s the problem? When did it start? You should take ..., You must ..., You have to ...*

Toothache

Headache

Broken leg

Broken arm

Cough

Sunburn

ANSWERS TO EXERCISES

Unit 1

A. Pre-listening

<i>First names</i>	<i>Last names</i>
David	Kennedy
Susan	Cruise
Nancy	Abrams
Bob	Jackson
Brian	Smith
Tom	Wilson

B. While – listening

Ex 1:

1. b 2. a 3. a 4. b 5. a 6. b

Ex 2:

Task 1:

1. Name: Bob Jackson
Telephone: 691-3839
Please call
2. Name: Nancy
Telephone: 391-8246
Please call
3. Name: Brian Kennedy
Telephone: 271-8914
He/ She will call you
4. Name: Miss Wilson
Telephone: (No number given)
He/ She will call you

Task 2:

1. b 2. a 3. c 4. b

Ex 3:

In class	Name	Correction
√	Hiroki Aoki	Hiroko Aoki
√	Hillwood Dallas	Dallas Hillwood
√	Lee Toon	
√	Linh Mai	
√	Picot Cora	Picott
	Sandor Silvas	

Ex 4:

Title	Last name	First name	Occupation	E-mail address	Address	Zip code
1. Mrs.	Brown					√
2. Ms.	Dart	√		√		
3. Mr.	Lima		√		√	
4. Mrs.	Fernandes	√				
5. Ms.	King		√			

Unit 2

A. Pre – listening

Ex 1:

<p><i>Age</i> About 22 In her teens Almost 25 19 years old In his twenties In her thirties</p>	<p><i>Height</i> About 170 cm Tall Not so tall</p>	<p><i>Hair</i> Short Dark Long Blond Curly Straight Light brown Shoulder-length</p>
------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------

Ex 2:

<p>To: Martha From: Tom - height - brown - sports - parties</p>	<p>To: Tom From : Martha - tall - hair - parties - serious</p>
-------------------------------------------------------------------------------------	------------------------------------------------------------------------------------

B. While-listening

Ex 1

	Age	Height	Hair
1	√		
2			√
3		√	
4	√		
5			√
6		√	
7	√		
8			√

Ex 2

Task 1:

1. a 2. b 3. a 4. a

Task 2:

	Statements	True	False
1.	Cindy isn't so tall.		√
2.	Bob is in his teens.	√	
3.	Anne is 29		√
4.	Paul's cousin has blond hair.		√

Ex 3

Task 1:

1. 7 2. 5 3. 10 4. 8 5. 13

Task 2:

A. 4 B. 5 C. 2 D. 1 E. 3

Ex 4:

1. Name: Kun Joo Young.

DOB: 12/08/76

Height: 175

Hair color: black

Eye color: brown

2. Height: 185, Weight: 70 kilos

3. Height: 153, Hair color: brown, Eye color: green

4. Name: Carlo, Weight: 80 and a half kilos, Hair color: blond

Unit 3

A. Pre – listening

- | | |
|------|------|
| 1. c | 5. b |
| 2. e | 6. g |
| 3. a | 7. f |
| 4. d | 8. h |

B. While - listening

Ex 1:

People are talking about work. What job are they talking about? Listen and circle the correct answer.

- | | | |
|-------|------|------|
| 1. a | 3. b | 5. a |
| 2. b. | 4. a | 6. b |

Ex 2:

Task 1: Listen to these people talking about their jobs. Do they like their jobs? Check the correct answer.

	Yes	No
1		√
2	√	
3	√	
4	√	
5		√

Task 2:

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1. a. Dislikes
b. Likes | 3. a. Likes
b. Dislikes | 5. a. Dislikes
b. Likes |
| 2. a. Likes
b. Dislikes | 4. a. Dislikes
b. Likes | |

Ex 3

- | | |
|---------------|----|
| 1. journalist | 7 |
| 2. dentist | 20 |
| 3. mechanic | 25 |
| 4. pharmacist | 10 |

Ex 4

- | | | |
|------------------------|--------------|----------|
| 1. housekeeper | \$700 a week | 20 years |
| 2. computer programmer | \$2 million | 1 year |
| 3. waitress | \$60,000 | 1 year |
| 4. pharmacist | \$70,000 | 10 years |

Unit 4

A. Pre – listening

- | | |
|------|------------------|
| 1. c | 5. b |
| 2. d | 6. e |
| 3. a | 7. going fishing |
| 4. f | 8. seeing movies |

B. While – listening

Ex 1:

	Bob		Laura
1.	√	Going to the movies Gardening	√ √
2.	√	Computer games Fishing	√
3.	√	Playing guitar	
4.	√	Collecting stamps	

Ex 2:

1. Laura: computer games
2. Mom: fishing rod
3. Mr. Wilson: photography books
4. Tom: movie tickets

Ex 3:

Task 1:

1. True 2. False 3. False 4. False 5. True

Task 2:

1. c 2. a 3. b 4. b 5. c

Ex 4:

Task 1:

1. Refuse
2. Accept
3. Refuse
4. Accept
5. Refuse
6. Accept

Task 2:

1. b 2. c 3. a 4. b 5. a 6. c

Unit 5

A. Pre - listening

1. aunt
2. uncle
3. grandparents
4. cousin
5. nephew
6. niece
7. mother – in - law
8. great- grandfather

B. While - listening

Ex 1

A. 4 B. 1 C. 6 D. 2 E. 5 F. 3

Ex 2

Task 1:

1. c 2. c 3. b

2.

Task 2:

1. F 2. T 3. F 4. F

Unit 6

A. Pre - listening

- | | |
|------|-------|
| 1. j | 6. h |
| 2. d | 7. i |
| 3. e | 8. b |
| 4. f | 9. c |
| 5. g | 10. a |

B. While - listening

Ex 1:

1. lamp
2. rug
3. refrigerator
4. window
5. stove
6. chair

Ex 2:

Bedroom: change *desk* to *bed* and *bed* to *desk*

Living room: change *refrigerator* to *sofa*, *sink* to *table*, and *lamp* to *TV*

Kitchen: change *table* (next to *stove*) to *sink* and *sofa* to *refrigerator*

Ex 3:

1. mean	6. apartment	11. raw	16. probably
2. tree	7. places	12. branches	17. important
3. cave	8. weather	13. flat	18. huge
4. boat	9. material	14. mountains	19. peace
5. hole	10. available	15. wonderful	20. comfort

Unit 7

A. Pre - listening

Umbrella – 2	Windy – 2
Boots – 2	Cloudy – 2, 3, 4
Scarf – 3	Sunny – 1,,4
Raincoat – 2	Thunder – 2
Gloves – 3	Wet – 2
Hat – 3, 4	Lightning – 2
Sunglasses – 1	Cold – 3
Shorts – 1, 4	Stormy – 2
T-shirt – 1	Humid – 4
parka - 3	Warm – 1

B. While - listening

Ex 1

Task 1:

1. cold, windy
2. warm, wet
3. cloudy, rainy
4. windy, cold
5. cloudy, wet, hot

Task 2:

1. 0°, 6°
2. 23°, 28°
3. 4°, 12°
4. -10°, 0°
5. 20°, 30°

Ex 2

January 19th

Low Temperature: 52°F

Normal Low: 45°F

Record High: 88°F in 1969

January 20th

Low Temperature: 30°F at 5:15a.m.

Normal Low: 28°F

Record Low: 4°F

Ex 3

Monday	High: 21°C Low: 11°C, sunny
Tuesday	High: 15°C Low: 3°C, thunderstorms, rain
Wednesday	High: -1°C Low: -3°C, snow
Thursday	High: 33°C Low: 25°C, sunny
Friday	High: 13°C Low: 4°C, sunny, rain

Ex 4

1. divided
2. nature
3. warmed
4. milder
6. warmer
7. autumn
8. shorter
9. indoors

5. cloudless

10. frozen

Unit 8

A. Pre - listening

- | | | |
|------|------|------|
| 1. d | 4. a | 7. f |
| 2. b | 5. h | 8. e |
| 3. c | 6. g | 9. i |

B. While – listening

Ex 1

1. tomato salad, broccoli soup
2. chicken with mashed potatoes, steamed carrots, broccoli and peas
3. steamed spinach, baked potato
4. lemon pie, vanilla ice cream

Ex 2

- | | |
|------------------|------------------|
| Steak - 2 | Coffee – 2 |
| Chicken -1 | Juice – 4 |
| Curry rice – 3 | Water – 3 |
| French fries – 2 | Cake – 3 |
| Salad – 1, 3, 4 | Ice cream – 2, 3 |
| Vegetables - 4 | |

Ex 3

- | | | |
|----------------------|-----------|---------------|
| 1. Food total: 84.35 | Tax: 6.75 | Tip: 12.65 |
| | | Total: 103.75 |
| 2. Food total: 56.35 | Tax: 1.97 | Tip: 6.57 |
| | | Total: 62.02 |
| 3. Food total: 12.75 | Tax: .50 | Tip: included |
| | | Total: 13.25 |
| 4. Food total: 206 | Tax: 6% | Tip: 17% |
| | | Total: 253.38 |

Ex 4

Dialogue 1:

1. The meat is too hard to eat.
2. She suggests that he change his order to sirloin because it is tender.

Dialogue 2:

1. He has split soup on her new dress.
2. He offers to sponge it with a little warm water.
3. He says that waiter would only make it worse.
4. She demands to see the manager.
5. He asks the woman to send in the bill if she likes to have it cleaned.

Dialogue 3:

1. Because the man complains that the wine has a peculiar flavor.
2. He advises to choose another wine instead.

Unit 9

A. Pre - listening

1. e
2. d
3. c
4. f
5. a
6. b

B. While – listening

Ex 1:

1. John e. car
2. Betty a. motorcycle
3. Tom b. scooter
4. Mary d. subway

Ex 2:

- | | |
|------|------|
| a. 3 | c. 1 |
| b. 4 | d. 2 |

Ex 3

- | | |
|------------------|------------------------------------------------|
| 1. On foot | M: healthier |
| By car | W: more comfortable, faster, drier |
| 2. By bus | M: slower, cleaner |
| By car | W: more comfortable, more convenient |
| 3. By motorcycle | M: more fun, faster |
| By car | W: more comfortable, more expensive |
| 4. By bicycle | M: free |
| On the subway | W: more comfortable, more convenient
faster |

Unit 10

A. Pre – listening

- | | | |
|------|------|------|
| 1. a | 3. c | 5. f |
| 2. e | 4. b | 6. d |

B. While – listening

Ex 1:

- | | | |
|------|------|------|
| 1. c | 3. d | 5. a |
| 2. e | 4. b | 6. f |

Ex 2:

- | | |
|------|------|
| a. 3 | c. 4 |
| b. 2 | d. 1 |

Ex 3:

- | | |
|------------------|--------------------------|
| a. 2 - ice | c. 1 - a pair of glasses |
| b. 4 – a bandage | d. 3 - aspirin |

Ex 4:

Patient 1:

Right eyes:

line 1 cross out E B

Left eyes

line 6 cross out F P H DPNFTA
line 7 cross out U N D PHVMTOZ

Patient 2

Right eyes

line 4 cross out X PTWZ
line 5 cross out U VZDTF
line 6 cross out N H DFMPA
line 8 cross out N P X Z F MRKT2PH
line 1 E

Left eyes

line 3 cross out D F N BPM
line 6 cross out F N P T H DPZRFU
line 8 cross out N P X T Z F H MBWFEPN

TAPESCRIPITS

Unit 1

Ex 1:

1.

A: My name is Maria Carter and I have a reservation.

B: Is that M-A-R-Y C-A-R-T-E-R?

A: No. Maria. M-A-R-I-A.

B: Oh, right. Here it is. Two nights, right?

A: That's right.

2.

A: Can I have your name, please?

B: Smith. Suzanna Smith.

A: Is that S-U-S-A-N?

B: No, S-U-Z-A-N-N-A.

A: Sorry, Ms. Smith. I don't see anything here. And the hotel is full tonight.

B: What?

3.

A: Mr. Wilson?

B: That's right. Harry Wilson.

A: Is that H-A-R-V-E-Y?

B: No, H-A-R-R-Y. They call me Dirty Harry!

A: Oh.

4.

A: My name's Abramson. A-B-R-A-M-S-O-N. Do you have a reservation for me?

B: Hmm... just a minute. First name Joseph?

A: That's right. Joseph.

B: Ah, yes. Here it is.

5.

A: My name's Louis Jackson.

B: Is that L-O-U-I-S-E?

A: No, that's a girl's name.

B: Oh, sorry.

A: It's L-O-U-I-S.

B: Of course.

6.

A: Can I have your name, please?

B: Cruise. C-R-U-I-S-E.

A: And your first name?

B: Marley. That's M-A-R-L-E-Y.

A: That's an unusual name.

B: Yes, it is. I hate it!

Ex 2:

1.

A: Hello.

B: Hello. Can I speak to Cindy, please?

A: Sorry, she's not in. Can I take a message?

B: Yes, this is Bob from school. Bob Jackson.

A: Can you spell your last name?

B: J-A-C-K-S-O-N.

A: Okay. And what's your telephone number, Bob?

B: 691-3839.

A: Okay. Do you want Cindy to call you?

B: Yes, please.

A: Fine. I'll give her the message.

2.

A: Hello. Tom Waite speaking.
B: Hello. Can I speak to Cindy, please?
A: Sorry, she's not here.
B: Can I leave a message?
A: Yes, of course.
B: Thanks. This is Nancy. My number is 391-8246. Please ask Cindy to call me.
A: Okay. I'll ask her to call you as soon as she gets back.
B: Thank you.
3.
A: Hello. This is Cindy's house. But Cindy's not home.
B: Oh, I see. Can I leave a message, please?
A: Yes, I'm ready.
B: Thanks. This is Brian calling. Brian Kennedy.
A: Is that BRIAN KENNEDY?
B: Yes, and my number is 271-8914.
A: 271-8914. Okay. And will you call again later?
B: Yes, I will.
4.
A: Oh no, not another one. Hello.
B: Hello. Is Cindy there?
A: She's not here. Who's this?
B: Um. This is her teacher, Miss Wilson.
A: Oh, Miss Wilson. Yes, of course. Do you want to leave your number?
B: It's okay. I'll call back.

Ex 3:

1.
Teacher: Good morning.
Class: Good morning.
Teacher: Let's see who is registered for this class. When I call your name, please repeat it. I'm sorry if I mispronounce your name. Now, let's see. The first name on the list is Hiroki Aoki.
Hiroko: Present
Teacher: May I call you Hiroki?
Hiroko: Actually, my first name is Hiroko. You may call me Hiroko.
Teacher: I'm sorry. Thank you, Hiroko.
2.
Teacher: Next is Hillwood Dallas. Mr. Dallas?
Hillwood: I'm Dallas Hillwood. Dallas is my first name.
Teacher: I apologize, Dallas.
3.
Teacher: Lee Toon. Are you here?
Lee: Present. Toon, is my last name, is spelt T-O-O-N.
Teacher: Yes, correct.
4.
Teacher: Linh Mai. Is your first name spelled L-I-N or L-I-N-H?
Linh: With an H, L-I-N-H.
Teacher: That's what I have. Good.
5.
Teacher: Next Cora Picott.
Picott: That's Picott. With two "t" at the end.
Teacher: P-I-C-O-T-T?
Picott: Yes. that's correct.
6.
Teacher: Thank you. Mr. Silvas? Sandor Silvas? Silvas? Absent.

Ex 4:

1. Mrs. Brown, what's your zip code?
2. Ms. Dart, what's your first name and e-mail address?
3. Mr. Lima, don't forget to put your occupation and address.
4. Mrs. Fernandes, what's your first name?
5. Ms. King, is your middle initial G or J? Oh and what's your occupation?

Unit 2

Ex 1:

1.

A: So is your boss young?

B: He's in his thirties, I guess. About 35.

2.

A: It's quite long.

B: What color is it?

A: It's light brown. And it's a little curly.

3.

A: He's really not very tall, about 175 cm.

B: Oh yeah. That's not so tall.

4.

A: He looks about 17.

B: No, he's older than that. He's almost 25.

A: No, I don't believe it. He doesn't look that old.

5.

A: She likes to wear it really short.

B: Yeah? And is it straight or curly?

A: Curly. Really curly. You can't miss her when you see her.

6.

A: Is she short?

B: No, she's really tall. About 180 cm.

7.

A: Is she in her teens or in her twenties?

B: I think she's in her twenties. She's really nice. Do you want to meet her?

A: Yeah, sure.

8.

A: It's not really long but it's very straight. And it's sometimes green.

B: Green?

A: Yeah. He sings in a rock band, I think.

Ex 2:

1.

A: What does your girlfriend look like, Tony?

B: Cindy? Oh, she's tall. And she's got long, dark brown hair.

2.

A: Tell me about your boyfriend, Anne?

B: Well, his name's Bob. He's 17. Let me see... Well, he's got curly blond hair. He's not very tall – about average. But he's really good – looking.

3.

A: so, Bob, what's the new girl in class like?

B: She's pretty tall, about 170 cm. She's got glasses and short curly hair. I think she's about 20.

A: What's her name?

B: I can't remember. Anne, I think.

4.

A: So tell me about your cousin, Paul.

B: Well, she's very pretty.

A: Really? Is she blond?

B: No, she's got dark brown hair. Everybody likes her. She's an actress.

A: Really? I'd like to meet her.

Ex 3:

1.

A: It's my little boy! We were looking for some pants for my husband.. Now I can't find him.

B: Don't worry, ma'am. We'll find him. How old is he?

A: He's seven.

B: I see. And what color is his hair?

A: It's light brown.

B: Don't worry. We'll find him for you.

2.

A: My little girl was here a minute ago, and now I can't find her.

B: She's probably in the toy section. Can you describe her?

A: Yes, she's five years old.

B: And what color hair does she have?

A: Brown. And it's very curly.

B: All right. Let's go to the toy section and see if she's there.

3.

A: Has anyone seen a young kid?

B: How old, sir?

A: He's ten. He's always getting lost. Drives me crazy.

B: Where did you last see him?

A: Over by the video equipment.

B: What color is his hair?

A: Blond, and pretty long. Too long!

4.

A: Excuse me. I've lost my little boy. We were looking at some microwaves and he was bored and

B: Calm down, sir. Can you describe him?

A: Yes, he's eight. Really cute.

B: And what color is his hair?

A: Dark brown.

B: Okay. Let's see where he is. Just sit down and relax.

5.

A: Excuse me. I've lost my daughter.

B: Is she around 13, about average height, with short blond hair?

A: Why, yes.

B: She's looking for you – over there, in the shoe department.

A: Thanks a lot!

Ex 4:

1.

My name is Kun Joo Young. Like many Koreans, I have black hair and brown eyes. I'm medium height, around one hundred and seventy-five centimeters. I was born in nineteen seventy-six.

2.

My name is Taichi Otoshi. But people call me Tai. I'm tall, one point eight-five, a good height for a basketball player – which I am. I have to wear glasses when I drive a car and when I play basketball. That's OK with me. It doesn't bother me to wear glasses. It bothers me that my weight is seventy kilos. I want to weight about eighty kilos and be stronger!

3.

My name is Jane. I used to have red hair. Now my hair brown, again. Everyone likes my brown hair. I don't wear glasses anymore, just contacts which bring out y green eyes. Height? I'm only a hundred and fifty – three centimeters.

4.

Please call me Carlo, not Carl. I was born in August eighteenth, nineteen eight. Let's see. I don't wear glasses. I weight about eight and a half kilos...too much, right? I'm only one hundred and sixty-nine centimeters tall, so eight and a half kilos is too many kilos. My eyes are blue and my hair is blond. Anything else?

Unit 3

Ex 1:

1.

I'm a salesperson. I sell computers. I like my job. It's really interesting. And I meet lots of interesting people.

2.

Yes, I like a lot. I like acting in front of lots of people. One day I hope to write a book about my work.

3.

It's an interesting job, and it's good for me because I love travel and flying. I visit lots of countries every year. And well – I know it's silly, but I like my uniform.

4.

It's good job for me because I like food and I love cooking. Lots of famous people come to our restaurant, too.

5.

Nursing is a good job for me. I like helping people – you know, sick people.

6.

I like my work because I work outside. It's hard work, but the pay's good and it keeps me in shape.

Ex 2:

1.

A: So how do you like your job, Bill?

B: Well, it was okay at first, but now, after two years, I don't like it.

A: Oh, why's that?

B: It's boring. I do the same thing every day. I'm really sick of it.

A: So why don't you change jobs?

B: I'm well – paid. I like the money!

A: Oh, I see. But you should leave if you're not happy.

B: Yeah, maybe I should.

2.

A: Do you like teaching children, Christine?

B: Oh, yes! I love working with kids. They're so much fun.

A: Well, I guess you have the perfect job!

B: Yeah, I like it a lot. There's just one thing I don't like.

A: What's that?

B: The distance to school. It's too far away. It takes me an hour to drive there every day.

A: Wow. That must be awful!

B: It is, but the schools that are near me are not as good.

3.

A: How is your new job going, Anna?

B: Good, thanks. I really like it.

A: What do you like best about it?

B: I think it's the people I work with. They are so nice.

A: People make all the difference in a job, don't they?

B: They sure do. The only trouble is, I have to travel a lot. I'm away from home for about two weeks every month.

A: Yeah, that can be difficult.

B: It is. I hope I won't have to travel so much next year.

4.

A: Do you enjoy being a salesperson, Nancy?

B: Yes, I do like it. I get to meet so many people.

A: It is hard work?

B: Yes, it can be. I don't like the long hours. I'm always really tired when I get home at night.

A: That's too bad. Why don't you quit?

B: Because I think my boss is great to work for.

5.

A: How long have you been working in a restaurant, Martin?

B: For more than five years.

A: Wow. You must really enjoy it.

B: Oh no, I don't enjoy it all! It's hard work and pretty tiring, too. I'm on my feet all night.

A: Oh, I see.

B: But the tips are great. I really should find a better job soon, though.

Ex3:

1.

W: I love flying. I've always loved flying.

M: How long have you been a pilot?

W: I'm not. I'm a journalist. I've been writing about flying for seven years.

2.

M: Over the last twenty years, I've met a lot of interesting people in this dentist chair.

W: How do you know they're interesting? They can't talk with your fingers in their mouths.

M: Well, I've met a lot of people who think I'm interesting. I like to lecture while I drill.

3.

M: Some cars are repaired by computers. Soon they won't need auto mechanics.

W: After twenty – five years, I know more about cars than a computer does.

M: Wow. How many cars have you fixed in the last five years?

4.

W: You're an architect, aren't you?

M: No, for the last ten years I've been a pharmacist.

W: You must've counted lots of pills in ten years.

Ex4:

1.

A: How much do you pay your housekeeper?

B: Seven hundred dollars a week. But she's cleaned my house for twenty years.

A: That's over thirty – six thousand a year. That's more than a teacher gets paid.

B: People want to be teachers. No one wants to clean houses.

2.

M: Wait a minute. A fifteen – year old boy gets a computer twelve months ago. And in one years, earns, two million dollar?

W: Your seven hundred thousand dollar salary as a lawyer looks small doesn't it?

M: I spent nineteen years in school and ten years working.

W: You should have studied computers instead of law.

3.

M: Do you make more as a waitress than a secretary?

W: Yes, lot's more. I earn about sixty thousand a year.

M: When did you start at this restaurant?

W: Last year when I quit my secretarial job.

4.

M: You were a pharmacist before you became a travel agent, right?

W: Yup. Two years ago, I decided to see the world.

M: Do you earn more money as a travel agent?

W: No, much less. After ten years as a pharmacist I was making seventy thousand a year.

Unit 4

Ex1:

1.

Bob: Do you like old movies?

Laura: I love old movies, especially romantic ones.

Bob: I do, too. Let's go to a movie on Sunday.

Laura: I'm sorry. I can't. I have a garden club meeting.

Bob: Really? How boring!

2.

Laura: When it's raining I like to stay home and play computer games.

Bob: How boring! I'd rather go fishing.

Laura: Even on a rainy day? I'd hate that.

Bob: I'd go fishing on any kind of day.

3.

Laura: That's a nice tune that's playing. What is it?

Bob: It's a song by the Beatles.

Laura: It sounds really good – why don't you learn to play it on the guitar?

Bob: That's why I'm listening to it. I love playing the guitar.

4.

Bob: I've been working a lot on my stamp collection. I have almost five hundred stamp.

Laura: Wow! That's a lot.

Bob: I buy a lot of my stamps on the Internet.

Laura: The only things I can do with my computer are play games and send e-mail.

Ex2:

1.

A: Laura's birthday is soon. What should I get her?

B: How about something for her car?

A: No, I gave her that for Christmas, Remember?

B: Oh, yeah. Well, she plays the guitar. Maybe you could get her a book of guitar music.

A: But I don't know anything about guitar music.

B: Me neither. But, you know what? Laura loves to use her computer.

A: Yes, she does. How about some computer games?

B: Great idea. She really likes playing computer games.

2.

A: Mother's Day is almost here. I have to get something for my Mom.

B: What about some golf clubs?

A: She hates golf. In fact, she hates all sports except fishing.

B: Well, why not get her a fishing rod?

A: I could do that. Or maybe I can give her some books. She loves reading.

B: A fishing rod is better. Fishing is more fun than reading.

A: You're right. I'll get her a fishing rod

3.

A: The end of the semester is coming up. I want to get a small present for Mr. Wilson.

B: Who's Mr. Wilson.

A: He's my art teacher.

B: So, get him some paint and some paint brushes.

A: No, silly, he already has a lot of those. I want to get him something else. I think he likes photography.

B: You could give him a camera.

A: You're no help. That's too expensive.

B: Get him some film, then.

A: That's too boring. Maybe he'd like a book about photography.

B: Maybe a book on famous photographs?

A: Or a book on famous photographers.

4.

A: My little brother, Tom, is graduating from high school in two weeks.

B: Already? I can't believe it! Are you going to get him a graduation present?

A: Yes, but I can't decide what to get.

B: Does he have a stamp collection or a coin collection?

A: No, he doesn't like collecting things.

B: Does he like fishing?

A: No, he doesn't enjoy the outdoors. He prefers to do things inside. In fact, he's a real couch potato.

B: Just sits inside and watches TV, huh?

A: Yeah. He loves watching old movies.

B: There's a movie festival this summer. They're showing a lot of old movies. You can get him some movie tickets.

A: That's perfect. I'll get him movie tickets. Then he can watch old movies all summer.

Ex3:

1.

A: Hello.

B: Hi, Penny. This is Bob.

A: Hi, Bob. How are things?

B: Fine. Say, would you like to go to a movie on Friday night?

A: A movie? Sure. I think I'm free Friday night. What movie do you want to see?

2.

A: Hello.

B: Hi, Annie. This Marry.

A: Oh, hi, Marry. How are you?

B: Great. Look, I'm calling about the weekend. I'm having a party.

A: A party. That sounds fun. When?

B: On Saturday night,

A: Saturday night is fine with me.

B: Great.

3.

A: Hello.

B: Hello, Nancy. This is Ken.

A: Oh, hi, Ken.

B: I'm calling about Friday night. Are you doing anything?

A: I don't think so.

B: Great. How about going to a disco with me?

A: A disco. Sure. Thanks. You know I love to dance. What time?

4.

A: Hello.

B: Hi, Annie. This is Mike.

A: Hi, Mike. What's up.

B: There's a football game on Sunday afternoon.

A: A football game?

B: Yeah. Would you like to go?

A: Oh, sorry. I'm not free on Sunday.

B: Oh, well, some other time, maybe.

5.

A: Hello.

B: Hi, Wendy. This is Jack.

A: Oh, hi.

B: Say, there's a good movie on TV tonight. Do you want to come over and watch it with me?

A: Oh, I'd love to, but I can't tonight. I have too much work to do.

Ex4:

1.

A: Bobby, would you like to go out for dinner Thursday?

B: Thursday? Oh, I'd love to, but I have to meet my sister for dinner.

A: Oh, well, some other time, then.

B: Sure.

2.

A: Melissa, would you like to see a movie on Saturday?

B: That sounds great. What time?

A: At 9:30?

B: All right.

3.

A: Hey, Jack, let's go for coffee after class on Monday.

B: Oh, sorry. I have to go downtown. I have an appointment.

A: Oh, okay,

4.

A: Betty, do you want to come over to my house for dinner Wednesday?

B: Thanks. I'd love to. What time?

A: Around 6:30.

B: Okay. See you then.

5.

A: Hey, Ralph, let's play tennis on Sunday afternoon.

B: Sunday afternoon? I can't. I'm going away for the weekend. Maybe some other time?

A: Sure.

6.

A: Say, Jill. I'm going shopping Friday night. I need a new dress. Want to come?

B: Friday night? Okay, I'm not doing anything special.

A: Good. Let's go after work.

B: Fine.

Unit 5

Ex1:

1.

A: That's me in the middle. That's my oldest niece, Betsy, on the left. She's in her second year of college. And that's my nephew, on the right. He's just finished high school.

B: Oh, he's handsome.

2.

A: That's me on the left.

B: Who are the other two?

A: Those are my sister and brother, Maria and Jose. They're twins.

B: How old are they?

A: They're ten.

3.

A: That's me and my parents.

B: Boy! You look just like your dad.

A: No, I don't!

4.

A: This is a picture of my son and daughter.

B: Is your daughter older than your son?

A: Yes, much older. She's 26.

B: How old is your son?

A: He's 17.

B: That's a big difference.

5.

A: These are my parents and that's my grandmother on the left.

B: How old is she?

A: She's 60.

B: She looks young for 60.

6.

A: This is my father with my uncle and aunt and two cousins.

B: Which one is your father?

A: The one on the left.

B: Oh, yes.

Ex2:

My family

With 6 people in my family, it's not fun being the middle kid. Besides Mum and Dad, I have two older brothers and a pretty sister.

My father is a manager in a company and my mother is a doctor. They are quite busy all day. We all try to help with the housework.

Chang Han is my eldest brother. He is a junior in a university now. He is going to be a medical doctor. When he is at home, he has his nose in a book and yells at me if I make slightest noise. My pretty sister is only in elementary school, but she is good at helping mother with cooking and cleaning.

I am only a senior in high school. I am just young enough to get pushed around by my big brothers and not old enough yet to boss my younger sister. My second elder brother is a whiz at Maths. Since I am going to be a chemistry major in college, I sometimes need his help with my homework. He is only a freshman, but he is really good.

However, I can not complain too much. I really love my family. I am proud of all of them. I would not change them for any other family.

Unit 6

Ex1:

1. The lamp is on the table.
2. The rug is under the chair.
3. The plant is on the refrigerator.
4. The table is in front of the window.
5. The stove is next to the sink.
6. The book is under the chair.

Ex2:

1.

I love my new apartment, Mom. It has three rooms! The bedroom has a great view of the park. The kitchen is really sunny, and there's a living room between the kitchen and the bedroom.

2.

The bedroom isn't very big, but it's nice. There is enough room for my bed in the corner and a small table next to it. I put the desk in front of the window. The only problem is that the closet is too small.

3.

I got a new sofa for the living room and put it against the wall on the left. I put a table in front of it, and across the room near the window I put a big TV. It's great for watching movies. Oh, and I put the lamp you bought me on the left of the door as you come in. Hey, and since my closet is so small, I had to put all my extra clothes under the sofa. It's OK, Mom, I put the clothes in boxes.

4.

The kitchen is really practical. The sink is in front of the window and next to stove, and the refrigerator is across from the sink. I put the table next to the refrigerator. Last night I heard a small noise behind the refrigerator, but I don't worry, I got a new cat!

Ex3:

Home

Home is a word that can mean different things. Home can be a tree, a cave, a boat, a hole in the ground, a house in the country, or an apartment in a tall building.

People living in different places have different homes because the weather conditions vary. The material used by them for building homes are always easily available. For instance, prehistoric people usually made use of raw material around them, such as tree branches or stones and rocks. Those people who lived in hot, flat places could live in ground holes and those who lived in the mountains were usually able to find large caves. Although holes in the ground and mountain caves were not the most wonderful homes that ever existed, the people who lived in them were probably happy. And that's the most important thing about "home". It doesn't have to be huge and beautiful.

It can be in the city or the country. "Home" is a place that means peace and comfort and love to the people who live there.

Unit 7

Ex1:

1.

And here is today's weather forecast for the international traveler. Let's start with Beijing. It will be a cold day in Beijing. It will be a cold day in Beijing today, and windy. The low will be zero and the high will be 6 degrees.

2.

Mexico City will be warm and wet, with a low of 23 degrees Centigrade and a high of 28.

3.

Tokyo is expecting cloudy weather with heavy rain. The low will be 4 degrees and the high 12.

4.

New York is going to have windy day. It will be very cold with a low of minus 10 and a high of zero.

5.

In Taipei it will be cloudy, wet, and hot today. The low will be 20 degrees and the high will be 30.

Ex2:

1.

We had a pleasant and sunny day yesterday. The high temperature at City Airport was seventy – seven degrees Fahrenheit at two o'clock in the afternoon. The low was fifty – two at six forty – five a.m. That's just eleven degrees Celsius. It was a warmer day than usual as you will see by looking at our normal temperatures for January nineteenth was eighty – eight degrees in nineteen sixty – nine. Sounds like it was a great day for the beach! The record low was thirty – two degrees in nineteen eighteen.

2.

Yesterday, January twentieth, was cloudy but mild. The high temperature reported from City Airport was fifty degrees Fahrenheit at two – thirty p.m, and the low was thirty degrees at five – fifteen a.m. The temperatures yesterday were close to normal for late January. The normal high for January twentieth is thirty – eight. The normal low is twenty – eight degrees Fahrenheit, or in Celsius it's minus two. Now tell me that doesn't sound cold! A really cold day was January twentieth nineteen twenty – eight. That's when we had a record low of four. The record high temperature was sixty – five degrees in nineteen eight – one.

Ex3:

1.

Monday will be a beautiful day. We'll have clear skies and sunshine all day. It's a great day to be outside – sunny, hot, and not one cloud in the sky all day. We will have a high temperature of twenty – one degrees Celsius and a low of eleven degrees.

2.

Don't forget to take your umbrella when you head out the door on Tuesday. It will be cloudy all morning with heavy rain in the afternoon and possible thunderstorm. Rain continues through the night. The high temperature will be 15 degrees Celsius, with a low of three degrees. It is going to be a really wet afternoon, so bring out those umbrellas and raincoats.

3.

Look out. We have a cold one. Wednesday is a day to stay home if you can. There will be snow falling all day, heavy at times, and strong wind. The roads will be in bad conditions, so don't drive if you don't have to. If you must go outside, don't forget the hats, scarves and gloves since it will be very cold all day and through the night. The high temperature today will be only minus one degree Celsius and the low will be minus three.

4.

It'll be clear and sunny on Thursday but the wind will pick up over the weekend but I don't think we will have a cyclone. Not this early in the season. It's a good thing we have these

winds. Without them we would continue the hot, humid weather that we had last week. The high temperature for Thursday will be 33 degrees Celsius while the low will be 25 degrees. 5.

Friday will be warmer, but still not as high as the start of the week. It will continue sunny but with a chance of rain in the evening. The high today will be 13 degrees Celsius and the low 4 degrees.

Ex 4

The seasons

The year is divided into four seasons: spring, summer, autumn and winter.

In spring, nature wakes from her long winter sleep. The trees are filled with new life, the earth is warmed by the rays of the sun, and the weather gets gradually warmer. The fields and meadows are covered with fresh green grass. The woods and forests are filled with the songs of birds. The sky is blue and cloudless. At night millions of stars shine in the darkness.

When summer comes, the weather gets warmer still and sometimes it's very hot. It's the farmer's busy season – he works in his fields from morning till night. The grass must be cut and the hay must be made, while the dry weather lasts.

Autumn brings with its harvests time, when the crops are gathered in and the fruit is picked in the orchards. The days get shorter and the nights longer. The woods turn yellow, and leaves begin to fall from the trees.

When winter comes, we spend more time indoors because outdoors it's cold. Rivers and lakes are frozen, and the roads are sometimes covered with slippery ice or deep snow.

Unit 8

Ex 1:

1.

A: Today's specials. Ready? Here are our appetizer specials. We have tomato salad with onions, cream of broccoli soup, and sardines.

B: Could you repeat those again, please?

A: Tomato salad with onions, cream of broccoli soup, and sardines.

B: What kind of soup?

A: Broccoli.

B: And you said tomato salad.

A: Yes. Tomato salad with onions, cream of broccoli soup, and sardines.

B: No shrimp cocktail.

A: We are all out of shrimp cocktail.

2.

A: Do you have any specials today?

B: Yes, we have two entrée specials. A vegetarian dish made with steamed carrots, peas, and broccoli. We also have a roast chicken served with mashed potatoes.

A: What are those vegetables again?

B: Carrots, peas, and broccoli. And they are steamed.

A: Could we get French fries rather than mashed potatoes with chicken?

B: No, we don't have French fries.

3.

A: There are a few side dishes you might like to get today.

B: Baked potato?

A: Yes. there is baked potato and also steamed spinach.

B: No French fries?

A: No French fries and no rice. Just baked potato.

4.

A: Are we ready for dessert? There are some dessert specials that are not on the menu.

B: Chocolate cake?

A: No, there's no chocolate cake.

B: If there's no chocolate, I don't want dessert.

A: We have vanilla ice cream and lemon pie.

B: No chocolate, no dessert. Check, please.

Ex 2

Table 1:

A: I'll have steak.....no, the spaghetti, no...

B: We have some tasty fish.

A: That sounds good. Oh, wait. Is it fried? I don't like fried food.

B: Yes, the fish is fried. Maybe you'd like the grilled chicken?

A: Grilled chicken sounds perfect. I'll have that with rice... no, potatoes, no...

B: We have a very nice fresh salad.

A: Salad and chicken sound delicious. I'll have that.

Table 2

A: I hear you have good steak. Give me a nice thick juicy steak.

B: Would you like rice or baked potato with that?

A: Baked potato. no, make that French fries.

B: Fine. And to drink?

A: A large soda. I'm thirsty. I'm hungry, too. What else do you have?

B: We have excellent dessert.

A: Great. Bring me a large chocolate ice cream. And I'll have coffee instead of soda.

Table 3

A: I'll have a salad. And a glass of water.

B: Anything else?

A: No,, I am on a diet. Well, maybe a small plate of curry rice. Small.

B: We don't have small and large curry rice. We just have curry rice.
A: Fine. Curry rice. But that's all. I'm on a diet. Oh, do you have small cake?
B: We only have one size of cake, but it isn't big.
A: Okay, I'll have cake too, since it isn't big. And put some ice cream on it, just a little.

Table 4

A: The steak is very good tonight.
B: Oh, no. I don't eat steak. I am a vegetarian.
A: Then you might like to try our grilled chicken.
B: I said I am a vegetarian.
A: I am sorry. I just thought
B: Look, just bring me salad and an order of vegetables, and some juice.
A: We also have some tasty fried fish.
B: Listen. I don't eat meat, just bring me salad and vegetables and juice. OK?

Ex 3

1.
A: Waiter, check please.
B: Here you are. I'll take that when you're ready.
A: \$84.35 for food?
B: The tax is 8%, that's \$6.75.
A: 15% tip which is about \$12.65.
B: The grand total is \$103.75.
2.
A: Waitress, check please.
B: Here you are, sir. Whenever you are ready.
A: OK. The food total was \$56.35, plus 3.5% tax. That's \$1.97 plus \$6.57 service.
B: The total is \$62.02.
3.
A: Waiter, could we have our check please?
B: Certainly. Please pay the cashier.
A: This was cheap enough. Food was \$12.75 and tax was \$0.50
B: \$0.50? What is that – 4%?
A: Yup. Tax 4% and service is included. The total is \$13.25.
B: \$13.25, my kind of place.
4.
A: Waitress, check please?
B: Here you are. I'll take that when you are ready.
A: This ought to be expensive.
B: The food was \$206 even but they added 6% tax and a 17% service charge.
A: 17% service, that's a really big tip.

Ex 4

Dialogue 1

A: Waitress! This meat is like old leather! It's enough to break every tooth in your head.
B: Perhaps you'd like to change your order, sir. The sirloin is very tender.

Dialogue 2

A: John, look what that waiter's gone and done! Split soup all over my new dress!
B: I'm terribly sorry, madam. Perhaps if I could sponge it with a little warm water...
C: Leave it alone man, you'll only make it worse.
A: I want to speak to the manager.
B: Very good, madam.
D: I apologize for this unfortunate accident, madam. If you would like to have the dress cleaned and send the bill to us, we will be happy to take care of it.
A: Oh no, it doesn't matter. Forget it. It probably won't stain very much.

Dialogue 3

A: Waiter, this just won't do. This wine's got a most peculiar flavor.
B: Yes, sir. I'll take it back. Perhaps you would like to choose another wine instead, sir?

Unit 9

Ex 1

1.

A: Wow, John, is that your new car?

B: Yeah. What a beauty and it's a lot faster than my old car.

A: Maybe but old cars are slow when you are stuck in traffic.

2.

A: Betty, why did you get a motorcycle?

B: I want to get a car but this was cheaper.

A: Ah yes, much cheaper. And so comfortable in the rain.

3.

A: Now that I have a scooter, I love my trip to work.

B: But Tom, it must take forever.

A: It is slower than driving but faster than walking.

4.

A: The subway was really crowded today.

B: Don't you usually take the bus to work, Mary?

A: I used to, but now I take the subway, it's a bit more comfortable and it's cheaper, too.

Ex 2

1.

A: Hey, buddy. Get that car out of the way.

B: You talking to me?

A: Yeah, I am talking to you. Move it or lose it.

2.

A: Come on, come on. I don't have all day.

B: Is this the M-4 bus to Broadway?

A: Can't you read? This is M-14. M-4 is behind me.

3.

A: Give it a rest, will you? Can't you see I'm on the phone? Oh I mean, is there any problem, officer?

B: Get off the phone and move your car. Now or I'll ticket you.

A: Yes, sir. Yes of course, officer.

4.

A: Look. A woman on a motorbike.

B: You got a problem with that?

A: No, I don't. Nice bike.

Ex 3

1.

A: Did you walk to work again today? in the rain?

B: I always walk to work. Walking is good for your health. Better than sitting in the car.

A: But walking in the rain isn't good for you.

B: Walking is always good for you. And you know, as we get older we have to take care of our health.

A: As we get older, we like to be comfortable. The car is dry and comfortable.

B: I just bring an umbrella. Anyhow, I get here more quickly when I walk.

A: No way. The car is faster than walking.

B: Yes, it can be but walking's so much nicer.

2.

A: I had a hard time finding a parking space today.

B: You should take the bus. Then you wouldn't have to walk.

A: When I was younger, I took the bus all the time. But it's not very comfortable for an old lady like me.

B: Well, buses are slow. It always takes longer to get somewhere by bus.

A: I agree. It's a lot easier to get around in the car.

B: Cars are convenient, but buses are cleaner. Less pollution.

A: You're right. But I enjoy my car. It's so much more comfortable and convenient than public transportation.

B: I always use public transportation. By the way, I have an appointment today after work. Could you give me a ride?

3.

A: How do you get to work? You're always here earlier than everybody else.

B: I used to drive my car, but now I have a motorcycle. It's much faster.

A: I'm impressed. I've always wanted a motorcycle.

B: Riding a motorcycle is a lot more fun than driving a car.

A: I'm sure it's a lot cheaper too.

B: It is. Cars use a lot more gas than motorcycle.

A: But cars are more comfortable.

B: A little rain never hurts anyone.

A: But how do you get to work so early?

B: It's a lot easier to get through traffic on a motorcycle than in a car.

4.

A: Look what time it is. Why are you so late?

B: My bicycle had a flat tire.

A: Didn't that happen to you just last week?

B: It did. It happens a lot. This bike really isn't very convenient.

A: No, but the subway is. The subway never gets a flat tire.

B: I know. And it's faster than the bike too.

A: And it's more comfortable, too, especially when the weather's bad.

B: I know. I really should ride the subway, shouldn't i?

A: Well, why don't you?

B: Because it is too expensive. Riding my bike is free, and I'm saving all my money to buy a car.

Unit 10

Ex 1:

1.

A: How much aspirin should I take for my headache?

B: How many children do you have?

A: You mean, I take one aspirin for every child?

2.

A: Doctor, I can't sleep a night. My coughing keeps me awake.

B: Don't cough, then. Sorry. Take some cough syrup.

A: I pay 200\$ for an office visit, and you give me cough syrup.

3.

A: Aughhh. Don't touch me. My skin is on fire.

B: Put some cream on that sunburn.

A: Cream? How can I put cream on this skin.

4.

A: Your X-ray shows a broken leg. You need a cast.

B: Is it my X-ray. Maybe it's someone else's broken leg.

A: Sorry. It's your X-ray and your broken leg. Now about that cast.

5.

A: I cut my arms. I need a bandage.

B: I see. Did you wash it with soap and water?

A: I washed it with soap and water. I need the bandage.

6.

A: You can't see me until tomorrow but my tooth is killing me.

B: Take 2 aspirins. That'll help that toothache.

A: 2 aspirins? Don't you have anything stronger?

Ex 2

1.

A: Why didn't your husband go to work today?

B: Because I was sick all night with a cough.

A: You have a cough? You're the one who should stay home from work.

B: Oh, I'm OK now but my husband stayed home to sleep. He was awake all night listening to me cough.

2.

A: What is matter with you? You look terrible.

B: I have an awful toothache. The pain is horrible.

A: A toothache? Why don't you go to the dentist?

B: Go to the dentist? My toothache's not that bad.

3.

A: I need stop at the drugstore to get a bandage for my ankle.

B: What happened to your ankle?

A: I'm not sure. I hurt it while I was playing tennis.

B: What you really need is a tennis lesson.

4.

A: What happened to your leg?

B: I fell off my bicycle and broke it.

A: That cast sure looks heavy.

B: It sure is, and it makes riding a bike difficult.

Ex 3

1.

A: I have had a terrible headache all week.

B: You should take some aspirins.

A: I tried that, but it didn't help.

B: Aspirin didn't help. That sounds bad. You should see a doctor.

A: Yeah. I have to see an eye doctor. I need glasses.

2.

A: How did you get that big bump on your head?

B: I was going to class and I walked into the wall.

A: Walked into the wall? How could you do that?

B: I was so late that morning, I forgot everything...my books, my homework and my glasses.

A: Your glasses, no wonder you walked into the wall.

B: This bump really hurt. I need some more ice on it.

A: Here, take some aspirins.

B: Oh no, thanks. I don't take pills. Ice works for me.

3.

A: I'm sorry I can't play tennis with you today. My back is really hurting.

B: What happened?

A: Well, I dropped my glasses and when I bent down to pick them up, I guessed I sprained my back.

B: I'm sorry. Are you taking anything for it?

A: Just some aspirins. There really isn't anything else I can do.

B: I guess not. Maybe some soup and a hot bath.

A: I just stick to aspirin. I'll feel better soon.

4.

A: What happened to your foot?

B: I fell down while I was running to class.

A: Ouch! That must've hurt.

B: Yeah it hurt and I got to class late too

A: you really should be more careful. Did you break your foot?

B: No, I just sprained my ankle so I don't need a cast, just a bandage.

Ex 4:

Patient 1 Right eye.

A: Ok. Let's test your right eye.

B: My right eye?

A: Yes. Cover your left eye and read line 8.

B: Line 8?

A: Yes, line 8.

B: I need my glasses.

A: What line can you see without your glasses?

B: The first one.

A: What letter do you see in the first line?

B: In line 1, B.

A: B?

B: Yes, B. Did I get it right?

Patient 1 Left eye

A: Let's test your left eye.

B: Let's start with line 7.

A: Ok. Start with line 7

B: P-H-V-M-T-O-Z.

A: One more time.

B: P-H-V-M-T-O-Z.

A: Read line 6.

B: D-P-N-F-T-A.

Patient 2 Right eye

A: Read line 8, please.

B: M-R-K-T-two, two? Anyway P-H.

A: Let's try line 6.

B: D-F-M-P-T-A

A: Line 5

B: V-Z-D-T-F

A: Line 4

B: P-T-W-Z

Patient 2 Left eye

A: Now with your left eye, read line 8

B: M-B-W-F-E-P-N

A: Nice. Try. Read line 6

B: D-P-Z-R-F-U

A: You're on a roll. Line 3 please

B: B-P-M

A: How about line 1?

B: E

A: Good job.

APPENDIX

STUDENTS' SURVEY QUESTIONNAIRE

Participants: First-year English major students at Haiphong Private University

Aim: This questionnaire is designed with an aim to find out difficulties in learning listening skill met by first – year English majors at HPU. In the questionnaire, your desire and opinions towards the learning of this subject are expected to be found out. Your answers play a very important and useful part, making a great contribution to the study.

Thank you in advance for your cooperation!

Please answer the following questions or tick (✓) in the box where necessary.

1. How long have you learnt English?

1-3 years

3-5 years

5-7 years

more than 7 years

2. Among four skills: reading, writing, speaking and listening, Listening skill is the most difficult one for you?

strongly agree

agree

neutral

strongly disagree

disagree

3. How many hours do you spend learning listening at home?

4. Check (✓) your own answer.

Causes of difficulty	Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
a. You are trying to understand every word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. You get left behind trying to work out what a previous word meant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. You just don't know the most important words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. You don't recognise the words that they know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. You have problems with different accents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. You lack listening stamina/ they get tired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. You can't cope with not having images	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. You have hearing problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Others (Please specify):

.....
.....
.....

5. According to you, which type of listening exercise is the most difficult to do?

- multiple choice gap filling true or false
 matching labeling short answers

6. Do you think what your teachers should do to help you improve your listening?

.....
.....

- The end -

Thank you once again!

APPENDIX

TEACHERS' SURVEY QUESTIONNAIRE

This questionnaire is designed with an aim to find out difficulties in learning listening skill met by first – year English majors at HPU. In the questionnaire, your attitudes towards the situation of your students' learning of listening skill and your desire in improving the quality of teaching this subject are expected to be found out. Your answers play a very important and useful part, making a great contribution to the study.

Thank you in advance for your cooperation!

Please answer the following questions or tick (√) in the box where necessary.

1. How do you think of your students' listening competence during their first year in the university?

Excellent

Good

Average

Under average

2. What difficulties do your students often meet during listening class?

Causes of difficulty	Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
a. The students are trying to understand every word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The students get left behind trying to work out what a previous word meant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The students just don't know the most important words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The students don't recognise the words that they know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The students have problems with different accents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The students lack listening stamina/ they get tired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The students can't cope with not having images	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The students have hearing problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Others (Please specify):

.....

.....

.....

5. According to you, which type of listening exercise is the most difficult for the students to do?

multiple choice

gap filling

true or false

matching

labeling

short answer

6. Do you think what you should do to help the students\ improve their listening?

- The end -

Thank you once again!

