

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**KHÓA LUẬN TỐT NGHIỆP**  
**NGÀNH: NGOẠI NGỮ**

**HẢI PHÒNG - 2010**

**HAIPHONG PRIVATE UNIVERSITY  
FOREIGN LANGUAGES DEPARTMENT**

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**GRADUATION PAPER**

**HOW TO IMPROVE LISTENING SKILLS IN TOEIC**

**THE CASE OF:**

- *Questions and responses*
- *Short conversations*

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**NA1003**

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**HAI PHONG - 2010**

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

Sinh viên: .....Mã số: .....

Lớp:..... Ngành: .....

Tên đề tài:.....

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# NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp  
(Về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ)

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập

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## CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

### Người hướng dẫn thứ nhất:

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Cơ quan công tác:.....

Nội dung hướng dẫn:.....

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Họ và tên: .....

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Cơ quan công tác:.....

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Đề tài tốt nghiệp được giao ngày 12 tháng 04 năm 2010

Yêu cầu hoàn thành trước ngày 10 tháng 07 năm 2010

Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Người hướng dẫn*

*Hải Phòng, ngày tháng năm 2010*

**HIỆU TRƯỞNG**

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**PHIẾU NHẬN XÉT TÓM TẮT CỦA CÁN BỘ HƯỚNG DẪN**

**1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp**

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**2. Đánh giá chất lượng Đ.T.T.N ( so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T.T.N trên các mặt lý luận, thực tiễn, tính toán giá trị sử dụng, chất lượng các bản vẽ)**

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**3. Cho điểm của cán bộ hướng dẫn (Ghi bằng cả số và chữ)**

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*Hải Phòng, ngày.....tháng.....năm 2010*

**Cán bộ hướng dẫn**

*(Họ tên và chữ ký)*

**NHẬN XÉT VÀ ĐÁNH GIÁ CỦA CÁN BỘ CHẤM PHẢN  
BIỆN ĐỀ TÀI TỐT NGHIỆP**

1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu nhập và phân tích số ban đầu, cơ sở lý luận chọn phương án tối ưu, cách tính toán chất lượng thuyết minh và bản vẽ, giá trị lý luận và thực tiễn đề tài.

2. Cho điểm của cán bộ phản biện  
*(Điểm ghi bằng số và chữ)*

Ngày.....tháng.....năm 2010

**Người chấm phản biện**

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*Hai Phong, June 2010*

Student

***Nguyen Thi Trang***



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# **PART I: INTRODUCTION**

## **1. Rationale**

English is a global language used by millions of people all over the world. Obviously, English connects people, shorten the distance and makes everybody closer and closer.

In modern society, it is considered as an indispensable language in the process of communicating with various kinds of people from different courtesies. Mastering English is the best way for us to have a great deal of opportunities to reach the success in life.

Now, TOEIC is an English examination that tests your knowledge of business English in four key areas: reading, listening, grammar and vocabulary. TOEIC is a very challenging examination, and unfortunately, many students find it hard to achieve the score they need. One reason for this is that the TOEIC questions use many challenging words, so students need a good vocabulary. The other reason is listening skills in TOEIC test, this is a major factor make students rarely give high score. Listening comprehension in TOEIC test come lot of difficulties for the student, specially, the case of: Questions-Responses and Short conversations.

There are 2 basic reasons make the students poor listening: they are objective situation and subjective situation.

### **Objective situation**

- Poorly equipped TOEIC and listening materials
- Unqualified listening facilities

### **Subjective situation**

HPU students' limited listening competence

- Insufficiency of vocabulary and grammar
- Passive attitude in listening
- Low speculation ability of situations

From the above reasons, I would like to choose the research paper entitled: “How to improve listening skills for non-English major students in TOEIC test level 2, the case of: Questions-responses and short conversations.”

In my opinion, the most important reason is low speculation ability of situations so that with my English knowledge limitation and the frame of graduation paper, I make a sketchy presentation on some specific situations in English to improve speculation ability of situations. This will help the students to hold initiative in listening. I hope that, with my research paper, you will enhance ability of listening to reach high score in TOEIC test.

## **2. Aim of the study**

The main goal of my research paper is to provide students suggested glossary conference to improve listening skills, particularly for the parts: Questions-Responses and short conversations in TOEC test level 2 for non-English major students. In order to gain that aim, the specific objects of the study are:

⇒ To study the theory of Listening comprehension, focusing on listening part 2 and 3 in TOEIC test, structure of each part and some tips to do it.

⇒ To get know about the reality of listening in TOEIC test to non-English major students at HPU with specific facts and figures.

⇒ To provide functional English with specific communicative situations to enhance communicative skills as well as listening skills in TOEIC test.

## **3. Scope of the study**

In fact, there are lots of various methods to improve listening skills in TOEIC test, the case of part 2 and 3. It requires much of time and effort. However, due to the limitation of time, resources and knowledge of mine, this study can only focus on study the best way which suitable for the student is social communicative situations with giving questions and responses to serve effectively for answer the listening comprehension, the case of part 2 and 3 in TOEIC test level 2.

#### 4. Methods of the study

To complete this graduation paper, a series of methods have been applied:

⇒ Collected references, books and websites related to TOEIC test and documents were analyzed in details to form the theoretical background this paper.

⇒ A survey questionnaire is conducted for non-English major students at Hai Phong Private University, the information from which has invaluable.

⇒ Suggestions experience from my supervisor Mr. Mai Van Sao, M.A. and my understanding at Hai Phong Private University and gained experience in training course.

#### 5. Design of the study

The study is divided into three mains:

**Part one** is INTRODUCTION that indicates the rationale for choose this topic, pointing out the aim, the scope as well as the methods of the study.

**Part two** named THE STUDY, which consists of three chapters:

- Chapter 1: *“theoretical background”* focuses on listening comprehension in TOEIC test particularly, part 2: questions-responses and part 3: short conversations. Besides, it focuses on my knowledge about social English to serve effectively for giving suggestions.

- Chapter 2: *“the study on TOEIC level 2 students’ difficulties at Hai Phong Private University and suggested solutions”* refers to the survey questionnaire and analyzed findings of questionnaire’s results.

- Chapter 3: *“How to improve non-English major students’ listening skills for TOEIC test level 2 at Hai Phong Private University, the case of: Question-Responses and short conversations”* that contain 18 social communicative structures with specific situations to provide the students with of common daily expressions through. Base on that, the students can predict the questions and answer in listening comprehension part 2 and part 3.

**Part three** is CONCLUSION in which all the issued mentioned above are summarized.

Briefly, part 1 has referred to rationale, aims, scopes, method and designs of the research paper. In the part 2, the study will focus on the study the study on TOEIC level 2 students' difficulties at Hai Phong Private University and suggested solutions.

## **PART II: DEVELOPMENT**

### **CHAPTER ONE: THEORETICAL BACKGROUND**

#### ***I. TOEIC test***

##### ***1. What is TOEIC test?***

###### **1.1 General definition about TOEIC test**

TOEIC - Test of English for International Communication which the Educational Testing Service (ETS) is one of the most common English language tests in the world today. The aim of the TOEIC is to measure the ability to speak, read and understand basic business English. For this reason, the TOEIC has become the preferred exam for corporations, governmental agencies and many educational institutions to test learners' English capabilities. This exam evaluates your ability to function in international business and real-world settings rather than in an academic setting.

Some students take the TOEIC because they want to improve their English. Other students take the TOEIC because they need it for an intensive English course or they want to apply for a job that requires a TOEIC score. Every institution expects a different standard of proficiency from its employees or students

TOEIC consists of two sections: listening comprehension and reading. There are 100 questions in each section. Separate scaled scores are provided for each section, the part score scales ranging from five to 495 and the total score scales ranging from 10 to 990. The TOEIC test provides a good indication of candidates' language abilities in English. The mean scores of all the direct measures showed a consistent relationship with the appropriate TOEIC part scores.



## 1.2 Typical TOEIC topics

Here are some of the topics on the TOEIC:

Typical TOEIC Topics	
Banking	Jobs
Entertainment	Offices
Health	Restaurants
Housing	Transportation
Industry	Travel

## 1.3 TOEIC Format

TOEIC Format
<p><b>Listening and Reading Test</b></p> <p><b>Listening</b></p> <p><i>100 questions, 45 minutes</i></p> <p>Part I: Photographs (10 questions)</p> <p>Part II: Question-Response (30 questions)</p> <p>Part III: Short Conversations (30 questions)</p> <p>Part IV: Short Talks (30 questions)</p> <p><b>Reading</b></p> <p><i>100 questions, 75 minutes</i></p> <p>Part V: Incomplete Sentences (40 questions)</p> <p>Part VI: Text completion (12 questions)</p> <p>Part VII: Reading Comprehension-Single Passages (28 questions) Double Passages (20 questions)</p>

## *II. Listening comprehension in TOEIC test*

<b>Testing time:</b>	45 minutes
<b>Number of questions:</b>	100
<b>Test administration:</b>	The exam will include an audio CD and a booklet. Your answers will be recorded with paper and pencil.
<b>Scoring:</b>	Scored by ETS trained raters.

<b>Part</b>	<b>Topic</b>	<b>Questions</b>
1	Photographs	10
2	Question-Response	30
3	Short Conversations	30
4	Short Talks	30

Many test-takers believe that the Listening portion of the TOEIC is the most difficult part of the test, even though it only runs approximately 45 minutes. Why? Both the questions and possible responses for Parts One and Two are only heard, not printed. In Parts Three and Four, the questions will be either printed or spoken, so it's a little easier.

### **\* Skills test:**

- Vocabulary in context
- Idioms in context
- Grammar

### **1.Part one:** Pictures description (10 questions)

In this part you will see a photograph and you will hear four sentences describing the photo. You must choose the sentence that most closely

matches what you see. You will hear the sentences once.

You will identify what you see in the photo. This may include people, objects, actions, and locations both general and specific. You will also make assumptions, you may not be able to determine if something is actually taking place, but from the clues in the photo, you can assume that it is.

**2. Part two:** Questions and Responses (30 questions)

In this part, you will hear a question and three possible responses. You must choose the response that best answer the question. You will hear the question and each response once.

The question may ask about people, location, time, an activity, an event, emotions, reasons or opinions. In short, the question could be on almost subject.

**3. Part Three:** Short conversations (30 questions)

In this part, you will hear a short dialogue. You will read a question and four answer choices in your test booklet. You must choose the opinion that the best the answers question. You will only hear the dialog once.

The question will ask about the general idea of the conversation; usually it will not focus on specific details. You will be asked to identify an activity, an emotion, a relationship, or the location of the speakers. In some instances you may have to do some minor calculations based on measurements in the dialogs.

**4. Part Four:** Short talks (30 questions)

In this part, you will hear a short monologue about which you will read two or three questions in your test booklet. For each question, you must choose the correct answer from four opinions. You will hear the monologue once.

The talks can be in the form of recorded announcements, weather forecasts, special bulletins, etc. The questions will ask you to determine the location, the speaker, the time, the event, or a reason.

**CHAPTER TWO**  
**THE STUDY ON TOEIC LEVEL 2 STUDENTS’**  
**DIFFICULTIES AT HAIPHONG PRIVATE UNIVERSITY**  
**AND SUGGESTED SOLUTIONS**

*I. Reality*

*1. Context*

**1.1. Objective situation**

- Poorly equipped TOEIC and listening materials
- Unqualified listening facilities

**1.2. Subjective situation**

- HPU students’ limited listening competence
- Insufficiency of vocabulary and grammar
- Passive attitude in listening
- Low speculation ability of situations

*2. The design and focus of the English the book “Reward”*

In the school, non-English majors have been working with the newest pilot material text book. It consists of forty units which are theme-bases and eight consolidation units. Each unit has following parts:

- Reading and vocabulary: presents a 350-400 word text that helps students get acquainted with the theme of the unit, provide grammar, vocabulary... And developing reading skill.

- Listening: it gives maybe a text or dialogue related the theme of the unit. Its aim is to practice listening skill. Additional, this part also helps correct pronunciation, consolidate grammatical structure.

- Speaking: This part consists of activities for practicing speaking skills such as: pair work, group work, individual... Of course, students will communicate up to linguistic function and the theme of each unit.

- Writing: this part has many exercises that can support students’ writing skill up to different types of paragraphs such as: letter, narration, data

description, etc...

- Language focus: is formed from two subparts: pronunciation, grammar and vocabulary.

- Pronunciation: is to review the way of pronouncing vowels and consonants.

- Grammar: refers to grammatical structures that are focused in that unit. It can be practiced in the form of exercise or communicating.

Eight consolidation units are presented in the test yourself form. These are designed so that students can check their own knowledge after learning 1-5 units and help teachers design a 45-minutes test.

## ***II. Survey questionnaires***

### ***1. Method of survey***

In this survey, I used survey questionnaire to get information. In this survey questionnaire, set of questionnaire is non-English major students at Hai Phong private university who have joined in TOEIC test level 2.

There are 10 questions conducted in order to study:

- Their general attitude toward TOEIC test
- Their general attitude toward listening comprehension in TOEIC test
- How do they do to improve listening skill in general as well as in TOEIC test?

- Their thought about “questions-responses” and “short conversations” section in TOEIC test.

- The relationship between speaking and listening.

### ***2. Objectives of the survey***

The general goal of this study is to have a right look at role of listening in communication and TOEIC test in order to find out better methods to improve listening skill in TOEIC test level 2, the case of: questions-responses and short conversations.

This survey has following purposes:

➤ To do research listening skill in TOEIC test, the case of: Questions-responses, and short conversations.

➤ To study how to improve listening skill in TOEIC test, the case of: Questions-responses and short conversations.

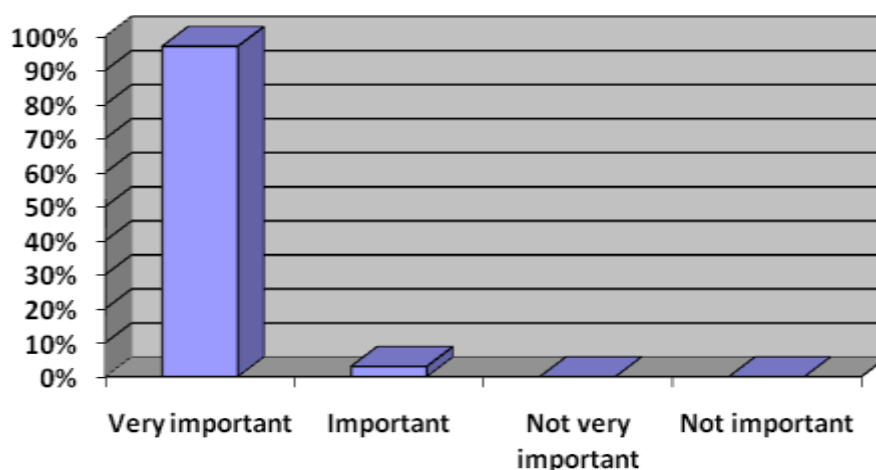
### 3. Data analysis

The number of students taking part in the survey is eighty six students. They are all studying at Hai Phong Private University and they have joined in TOEIC test, include in English non-major and English-major students.

#### 3.1. Students' opinion of listening

##### 3.1.1. Role of listening in social communication is very important.

Very important	Important	Not very important	Not important
97%	3%	0%	0%

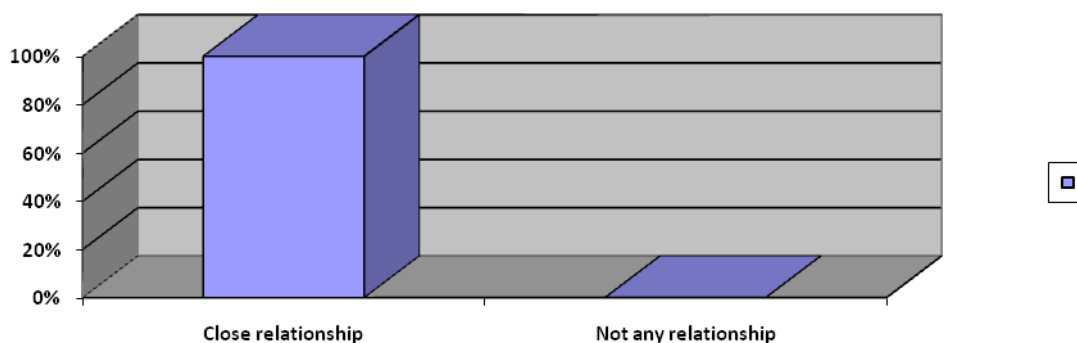


*Question1: (Appendix1) How do you think about listening in social communication?*

This question to find role of listening in social communication and most students see the importance and the role of listening in social communication.

##### 3.1.2. The relationship between speaking and listening is close relationship.

Close relationship	Not close relationship
100%	0%

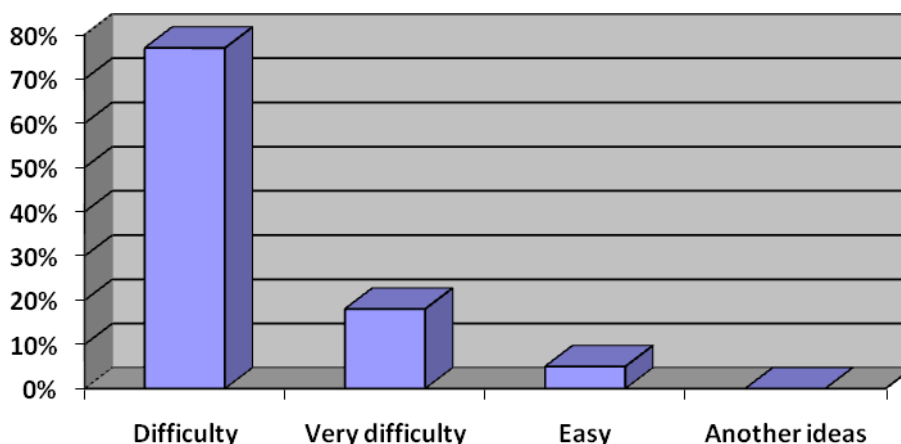


***Question 2: How do you think about relationship between listening and speaking?***

The results indicate that speaking and listening are closer relationship. You will become a good listener when you are a good speaker. Normally, the spoken English are possibility listen English well. Therefore, we recognize that we can improve listening when improve speaking skill.

**3.2. The surveyed students’ general opinion toward TOEIC test**

**3.2.1. Students’ opinion that TOEIC test is difficult.**



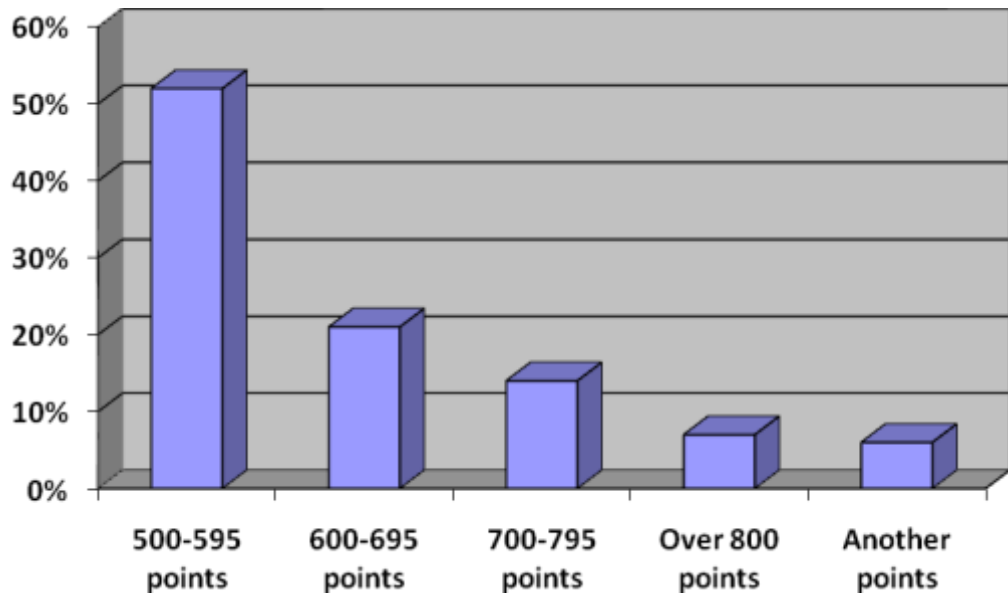
***Question 3: (appendix1) How difficult is TOEIC test to you?***

This question to research students’ in TOEIC test, 5% give their opinion that TOEIC test is easy, these student give this response are good candidate. Most students see this test is difficult.

**3.2.2 It’s very difficult to get over 800 points in TOEIC test.**

500-595 points	600-695 points	700-795 points	Over 800 points	Another points
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52%	21%	14%	7%	6%
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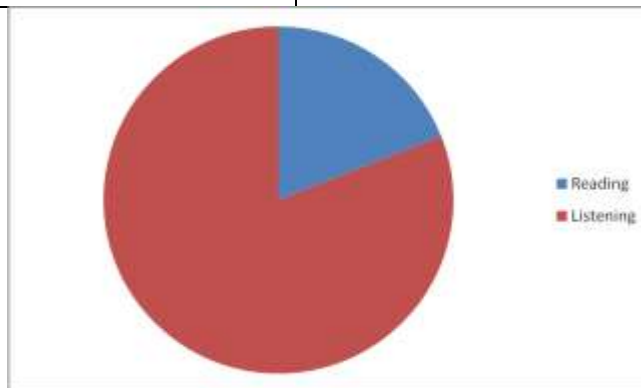


**Question4: (Appendix1) Have you got over 800 points in TOEIC test?**

According to the bar chat, the students get over 800 points in TOEIC test at HPU is 7%, it’s low percentage and 52% of the students get 500-595 points. Why is very unequal like that? There are many reasons lead to low point of the students in TOEIC test such as: lack of knowledge of vocabulary, unqualified listening facilities, and test skill.

**3.2.3. Listening comprehension is more difficult than reading comprehension.**

Reading	Listening
19%	81%



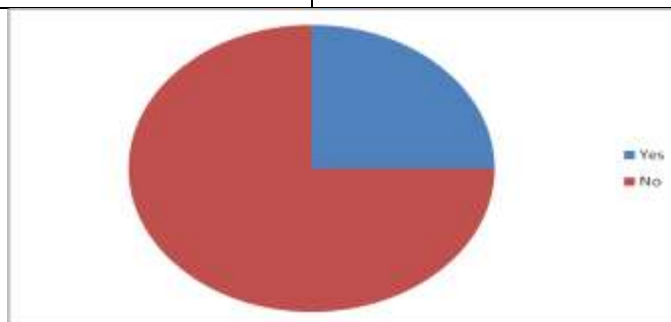
**Question 5: (Appendix) As for you reading and listening comprehension, what is more difficult?**



This question to find out one of the reasons lead to difficult to get high point in TOEIC test for non-English major students' at HPU. With 81% showed that listening comprehension is more difficult than reading in TOEIC test.

### 3.3. Most of the students are not good English speakers

Yes	No
25%	75%



#### *Question 6: (Appendix1) are you a good English speaker?*

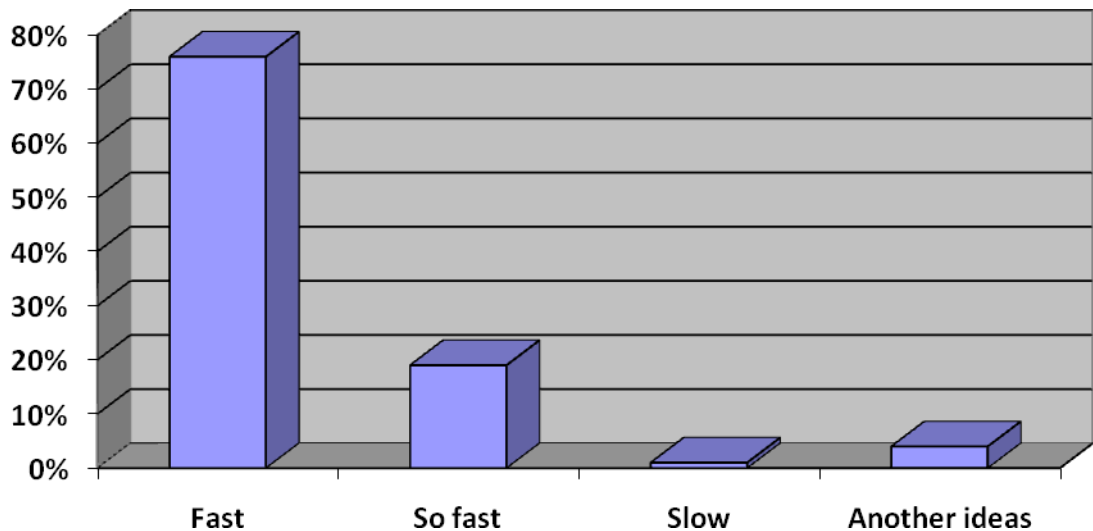
As you know, listening and speaking are close relationship, 81% students said that listening comprehension is more difficult than reading section, while 75% showed that they aren't good speaker?

Listening and speaking are important skills to English learner, especially; listening in TOEIC test is very important because TOEIC test is a standardized test that measures your listening and reading skills.

### 3.4. The problems you have faced when listening in TOEIC test.

#### 3.4.3.Speed of the speaker is very fast

Fast	So fast	Slow	Another ideas
76%	19%	1%	4%



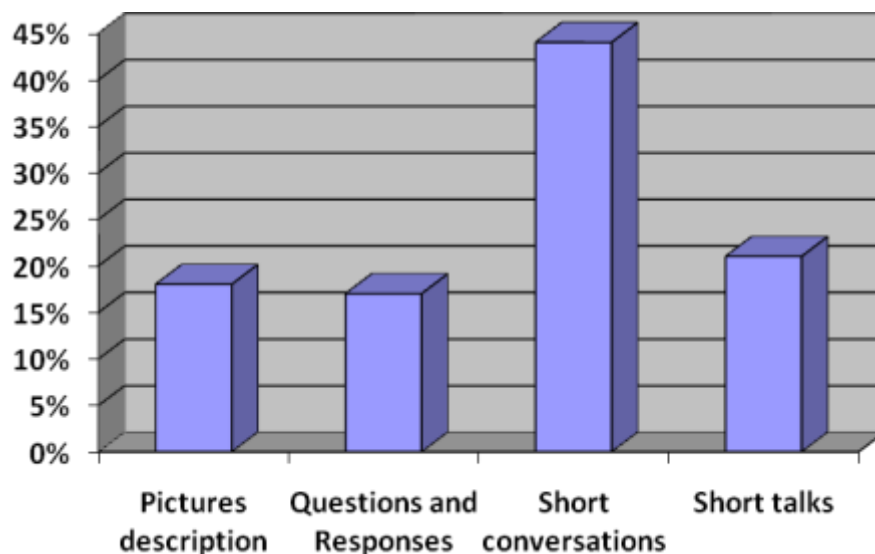
**Question 7: (Appendix1) How do you feel of speed of Speakers in TOEIC test?**

Getting information in test is very important, the result indicate that 76% the students felt that speed of the speed of the speaker is very fast.

In some methods to improve listening skills in TOEIC test, the students should predict answers and responses, this help the students can do test effectively.

**3.4.4. Short conversations part is a difficult part.**

Pictures description	Questions and Responses	Short conversations	Short talks
18%	17%	44%	21%



***Question8: (Appendix1) What is the most difficult in listening comprehension in TOEIC test?***

This question to find out short conversations in Listening comprehension of TOEIC is the most difficult. In this part, you will listen to a short conversation between two peoples. After the conversation, you will answer three questions about the dialogue. There will be four possible answers for each question.

Speed of the speaker is very fast, the similar about pronunciation are two of the main reasons make the short conversations become very difficult to the students. If you can't get some basic information, it is very difficult to answer the question.

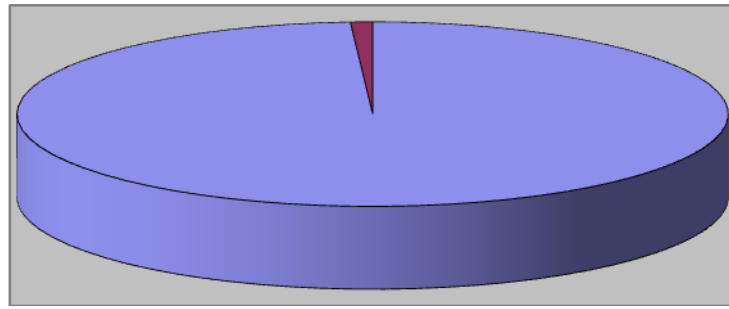
**3.4.5. The dialogs occupy over 50% in the listening comprehension of TOEIC test.**

***Question 9: (Appendix1) How many percent dialog occupy in listening comprehension?***

In the listening comprehension of TOEIC test, part 2 and 3 with the dialogs which occupy 60/100 questions. This showed that dialog occupy about 60% points in listening test. So, research to improve listening skills as well as point, the case of part 2 and 3, we have to study on dialogs. This is one of the best ways and suitable for students. It's not help the student enhance listening ability, but also improve speaking skill in communication.

**3.5. It's necessary to have a research paper about improving listening skill in TOEIC test, the case of: questions-responses and short conversations.**

Yes	No
99%	1%



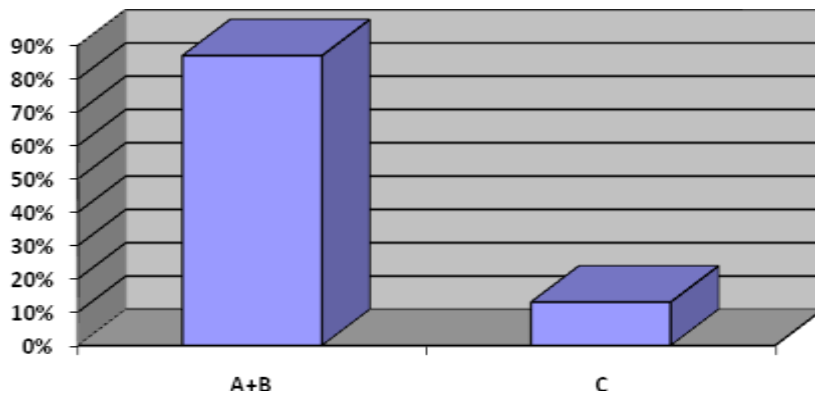
**3.6. Most of the students do not have a through grasp equal phrases.**

**Question 11: (Appendix 1) Choose the best answer for following question:**

***Have you got the time?***

- A. *I'm busy at the moment.***
- B. *Yes, what can I help you?***
- C. *It's ten o'clock.***

<b><i>A+B</i></b>	<b><i>C</i></b>
<b><i>87%</i></b>	<b><i>13%</i></b>



Answer (C) is right but, a large of number student choose (A) and (B) because they lack of knowledge about equal phrase in communicative situations.

In this question, the sentence “Have you got the time” equals “Have you got a watch?” or “What time is it now”. Thus, The study on situational English is very important and useless.

**CHAPTER III:**  
**HOW TO IMPROVE LISTENING SKILLS IN TOEIC**  
**TEST**

In this chapter II, the current situation of non-English majors join in TOEIC test at Hai Phong Private University has been unfolded. Through the study, it is found that functional English is a way to improve listening skill, the case of Questions-Responses and Short conversations.

For the limitation of the research paper, I only present 18 basic structures of social communication.

With this 18 structures of communicative functions are not only help the student become a good speaker, but also improve listening skill in TOEIC test level 2.

***I. FINDING***

- In the book “Reward” which is used to teach and learn four skills for

non-English Major students: listening, speaking, reading and writing. But in this book, listening is to help the students pronounce better, it rarely has dialog. This leads to the fact that the students have few chances to practise dialogs. So, the students lack knowledge of dialogs.

- The non-English major students learn to listen for TOEIC in Hai Phong Private University with the book “learning to listen 1” and listening material for level 2 which mainly focus on picture description, less conversation.

⇒ This led to the students lack knowledge of the conversation

⇒ It should have a documented conversation situations so that students grasp the situation in order to actively listen

Moreover, my survey questionnaires found that the relationship between speaking and listening is very close, students can only listen better if speak well, so I will introduce a system of communication situations to improve the ability to listen to students.

## ***II. SUGGESTED GLOSSARY CONFERENCE***

### **1. Using the telephone**

#### ***1.1 Starting a phone call:***

- Hello. Is Jone in?
- Hello. Is that Jone?
- Hello. My name is Marry. Is Jone there, please?
- Is that Jone?
- Peter please!
- This is Marry from Ha Noi hotel. Is Jone in?
- May/ Can/ Could I speak to Jone, please? – This is calling
- I'd like to speak to Jone, please!- This is Mary.
- Hello. Marry speaking. Can I talk to Jone?

#### ***1.2 Answers:***

- Yes, Jone here!
- Yes, speaking.

### ***1.3 Helping the caller to contact somebody by phone***

- Would you mind holding a minute while I try to find her?
- Could you hold, please!
- Please hold a moment.
- One/ Just a/ Wait a moment, please!
- Hang on a moment. I'll get him.
- Just a see!
- Hold the line, please. I'll put you through.
- Don't hang up, please.
- A moment, please.
- Hold on a second.
- He's on another phone.
- I'll just see if he's in.
- May I ask who's calling?

### ***1.4 Explaining that some one isn't available***

- He's gone for the rest of the day.
- Sorry, but he's not available till afternoon.
- I'm sorry, but Mr. Peter is not here right now. May I take a message, or would you like to call back later?
- Mr. Peter is tired up (busy/ occupied) now. Would you like to leave a message or call back later or to have him return your call?
- I'm afraid Mr. Peter can't come to the phone (Speak to you/ take the call) at this time. Could you call back in a few minutes? (In a little while?)
- I'm sorry but Mr. Peter isn't in the moment. Can I take a message or you call back later?
- I'll ask him to call you up later.
- I'll tell him (that) you will phone later.
- The number has been changed to 123456.
- You can get him at 128474.

### **1.5      *Trying to reach somebody by phone:***

- Can I get him at 123456?
- Can you give me his office extension number?
- How can I reach him by phone?
- What if I call tomorrow around ten?
- When can I reach him?

### **1.6      *Dialing the wrong number***

#### **Mary:**

- Oh, I'm sorry, I have (guess I have/ must have) the wrong number
- Oh , I was trying to reach Mr. Peter
- Oh, I'm sorry, I dialed the wrong number

#### **John:**

- I'm sorry you have the wrong number.
- I'm sorry there are no one here by that name. I think you dialed the wrong number.

### **1.7 *Responding to thanks***

- Not at all.
- Don't mention it.
- You are well come

### **1.8      *Ending the call***

- Thank you for calling
- I look forward to seeing
- Good bye
- Bye

## **6. Greeting people and responding**

### **2.1 *Greeting Expressions (Formal)***

- Hello.
- Sir!



- Madam.
- Hi, Peter!
- Good morning/ Good afternoon/ Good evening, Peter.
- How are you?
- How are you doing?
- How' it going?
- What' up?
- What' new?
- Good to see you.
- How are things(with you)?
- How's life been treating you?
- How is everything?
- How's everything going?
- I trust that everything is well.
- How's it going?
- How' have you been keeping?

### **2.2 Answers:**

- Fine. Thanks.
- Pretty good. Thanks.
- Ok.
- Not much.

### **2.3 Greeting people after a long time**

- It has been a long time.
- It's been too long.
- What have you been up to all these years?
- It' always a pleasure to see you.
- How long has it been?
- I'm so happy/good/glad to see you again.
- How nice to see you again.
- Glad to meet you here.

#### ***2.4 Greeting people naturally***

- It has been a long time.
- It's been too long.
- What have you been up to all these years?
- It's always a pleasure to see you.
- How long has it been?
- I'm so happy/good/glad to see you again.
- How nice to see you again.
- Glad to meet you here.

#### ***2.5 Asking after somebody***

- Are you better?
- Are you feeling better now?
- Are you well?
- How are things going with you?
- How are you?
- How are you doing?
- How are you keeping?
- How is every thing at home
- How was your weekend?
- What are you doing these days?
- Anything new?
- How are things with you?
- How are you making out?
- How goes it?
- How go it with you?
- How goes the world with you?
- How is it coming?
- How's everything?
- How's life?
- How's life with you?

- In good shape,are you?
- What are you up to these days?
- What's happen?
- What's new?
- What's the good new?
- What's the latest?

## ***2.6 Stating how are you***

- All right, thanks.
- Much better.
- Pretty good, thanks.
- Very well, thanks.
- Quiet well, thanks.
- Can't complain.
- Ok. Thanks. I'm just great.
- Fine, just fine.
- Getting along splendidly
- I'm just great
- Mustn't grumble
- I'm on top of the world, thanks
- Bearing up, bearing up
- Not too bad, thanks
- Really fine.
- So-so, thanks
- Oh, the usual rounds
- No, nothing much
- Fair to madding, thanks
- I'm full of the joys of spring.
- Same as ever

## **3. Making and responding to instruct**

### ***3.1 Asking for instructions:***

- How do you do (do this)?
- How do I.....?
- What is the best way to...?
- How do I go about it?
- What do you suggest?
- How do you suggest I proceed?
- What is the first step?

### ***3.2 Giving instructions***

#### ***3.2.1 Sequencing***

- First, (you)....
- Then, (you)...
- Next, (you)...
- Lastly, (you)...

#### ***3.2.2 Starting out***

- Before you begin, you should....
- The first thing you do is...
- I would start by...
- The best place to begin is...
- To begin with,

#### ***3.2.3 Continuing***

- After that...
- The next step is to...
- The next thing you do is...
- Once you've done that, then...
- When you finish that, then...

#### ***3.2.4 Finish***

- The last step is...
- The last thing you do is...
- In the end,

- When you have finished,
- When you've completed all the steps,

### ***3.3 Adding some sentences after instructing***

- You can miss it.
- You will run right into it!
- You will see it immediately
- It's right there

### ***3.4 Saying thanks***

- Thanks/ thank you.
- Thank you so much for...
- You have no idea how grateful I am for....

### ***3.7. Responding to thanks***

- It was pleasure
- You're welcome
- Oh, it was the least I could do
- Think nothing of it
- It was nothing
- My pleasure
- Don't mention it
- Any time
- No big idea

### ***3.8. Short conversations about thanking and responding to thanks***

- A: Thank you for all your help. I think I can find my way now  
B: You're welcome. Good luck!
- A: What a fantastic idea! I've been dying to see them in concert for along time. Thanks for the invitation.  
B: It's my pleasure

## **4. Saying GOOD BYE**

#### **4.2. Saying good bye before going**

- Time to go.
- Get to be going.
- Time to get back to work.
- I must be running.
- I'd better be going.
- I must be off.
- I've got things to go.
- Sorry, I've got to go.
- It's getting late.
- (I'm afraid) I have to go now.
- (I'm afraid) I must be going.
- (I'm afraid) I must be on my way.
- I won't take up anymore of your time.
- Sorry, I've take up such a lot of your valuable time.
- It's time for me to be running along.
- It's (about) time I went.
- Thank you for your time.
- I'll be missing you.
- Nice to meet you.
- It was nice meeting/talking you.
- Nice talking with you=It's been good talking with you.
- Good seeing you.

#### **4.3. Sending goodbye to somebody**

- Remember me (kindly) to ...(sb)...
- Give my love to....(sb)...
- Give my best wishes... (sb)...
- Send my best regards to...(sb)...

#### **4.4. Keep in touch after saying goodbye**

- Don't forget to write!

- Let's get together again/soon.
- Give me a call some time
- Keep in touch.
- Let's have lunch(dinner/coffee) soon
- I hope we meet again
- Drop me a line
- Stop by and see me some time

**4.5. *Don't want to continue the talking***

- I need to be leaving. I'm afraid I have a lot of work to do at home.
- Well, I've take up too much of your time already. I'd better go.
- Let me leave so you can get back to work.
- Well, I need to be going. I've got an early meeting in the morning.

**4.6. *Saying goodbye***

- Fare well! (rare using)
- Take care!
- Have a good day!
- So long!
- Take it easy.
- Later.
- See you around/later (don't want to see again)

**5. Asking for information**

5.1 Some simple structures:

Question	Answer
1.What is this?	1.This is a table.
2.What is that?	2.That is a chair.
3.What are these?	3.These are pencils.
4.What are those?	4.Those are books.
5.Where is Mr. King?	5.He is over there.

6. Where is Ms. Knight?	6. She is (right) here.
7. When's the movie start?	7. It's started at 9:00
8. When's the lunch start?	8. The lunch is at noon
9. Which one of these cars do you like?	9. I like the red/ I don't like anyone/both of them.
10. Whom are you looking for?	10. I'm looking for Peter!
11. How is the food?	11. It's delicious!
12. Is there the party this evening?	12. Yes, there is/No, there isn't

## 5.2 Questions

- (Excuse me) can you tell me (the way to the station/...
- Do you know (if they are here / when they leave /...)
- Could you give me some information about...
- Is it true that (they have moved /...)
- I'd like to know (what he does/...)
- Have you got an idea of (when they leave/...)

## 6. Giving direction and instructions

### 6.1 Here are some sample phrases and expression to use in giving direction:

(First,) go down this street (for..... blocks).

(Then,) turn left/right at the traffic light.

(After that,) go straight on..... street until you get to the.....

(When you get to the...,) turn left/right again.

(Then,) stay on..... Avenue for about.....yards/meters.

It's on your left, next to the ..... You can't miss it

### Word list:

- How do I get to....?



- What's the best way to...?
- Where is...?
- Go straight on (until you come to...)
- Turn back/go back
- Turn left/right (into....-street).
- Go along...
- Cross...
- Take the first/second road on the left/right
- It's on the left/right.
- Straight on...
- Opposite
- Near
- Next to
- Between
- At the end (of)
- On/at the corner
- Behind
- In front of
- (Just) around the corner
- Traffic lights
- Crossroads, junction
- signpost

### ***6.2 Questions and answers:***

- A: Excuse me; is there a grocery store around here?
- B: Yeah. There's one right across the street.
- A: Can you tell me how to get to Phoenix?
- B: Sorry, I don't live here
- A: Where's Tanner's Leather Shop?
- B: It's on the corner of Holly and Vine. Next to the library

- A: How do you get to the bank?
- B: Go straight down this street for two blocks. Turn left when you get to Maple Street. Stay on Maple for half a block. It's on the left hand side

## **7. Thanking people and responding to thanks**

### ***7.1. Thanking for directions***

#### ***7.2.3. Sample phrases (from formal to informal)***

- A: Thank you so much for your directions. You've been a tremendous help.
- B: It was my pleasure.
- A: Thank you for taking the time to explain it to me. I hope it wasn't too much of a bother.
- B: Not at all. It was the least I could do.
- A: Thanks for all your help. I really appreciate it.
- B: You're welcome. Good luck.
- A: Thanks a million!
- B: Forget it/Don't worry about it.

### ***7.2. Thanking for invitations***

- A: Thank you for inviting me. Of course I'll come.
- B: Great! We're sure to have a lot of fun.
- A: Thanks for your invitation, but I'm afraid I won't be able to come. I've got an appointment.
- B: I'm sorry to hear that. We'll certainly miss you.

### ***7.3. Thanking for gifts***

- A: Thank you very much for the flowers. They look so beautiful. Are they from your garden?
- B: Yes. I'm glad you like them. Happy anniversary!
- A: Thanks a lot, but you really shouldn't have.
- B: Well, I just wanted to show my appreciation for your kindness.

#### ***7.4. Thanking for favors***

- A: Thank you so much for lending me your bicycle.  
B: Don't mention it. Let me know if you need it again.
- A: Thanks for doing the washing-up.  
B: It was nothing. I enjoyed helping you.

#### ***7.5. Thanking for offers of help***

- A: Can I take you to the airport?  
B: Thank you. That would be great.
- A: Do you need help carrying these suitcases?  
B: Thanks, but I'll manage OK by myself.

#### ***7.6. Thanking for expressions of sympathy***

- A: I'm sorry to hear your grandmother is ill.  
B: Thank you. I hope she'll be all right.
- A: That's too bad about your car.  
B: Thanks. I think the police will find some clues.

#### ***7.7. Thanking for compliments and wishes of success***

- A: You are such a good cook!  
B: Thanks. I learned a lot from my mother.
- A: Good luck with your exams!  
B: Thanks. I'll need it!

### **8. Making, accepting and declining invitation**

#### ***8.1. Making Invitations***

(From formal to informal)

- I would like to invite you to dinner next Sunday at my home.
- I was wondering if you'd like to come to dinner on Wednesday evening.
- Would you like/care to have dinner with us on Saturday?
- What/How about dinner tonight?
- Let's go to our place for dinner.

#### ***8.2. Accepting Invitations***

(From formal to informal)

- Thanks for your invitation. I'd be delighted to.
- Thank you. I'd love to.
- Yes, thanks. That would be great /wonderful.
- Sounds great/like fun.
- OK/All right.

### ***8.3. Refusing Invitations***

(From formal to informal)

- I'm awfully/terribly sorry. I have other plans for that night.
- I'd really like to, but I have an appointment that day.
- Thanks for asking, but I'm afraid I'm busy.
- I can't. I've got a lot of work to do.
- Sorry. I'm already tied up.

### ***8.4. Hesitating***

(From formal to informal)

- Thank you, but I'll have to check my calendar. Do you mind if I tell you on Monday?
- I'm not sure what my plans are. Could I get back to you tomorrow?
- I might be busy. I'll let you know later.

## **9. Making and Responding Requests**

Sample phrases (from formal to informal)

- A: Could I trouble/bother you to lend me \$200?  
B: (positive) Of course, it's no problem/trouble (at all).  
B: (negative) It's impossible for me because I've only got \$150.
- A: Could you please take me to the airport tomorrow morning?  
B: (positive) Certainly,  
B: (negative) I wish I could, but I've got an appointment at 8:30.

- A: Will you help me fix this error, please?  
 B: (positive) Sure. I'll be glad to.  
 B: (negative) I'm afraid I can't. I don't know anything about computers.
  
- A: Would you mind letting me borrow your book?  
 B: (positive) No, not at all.  
 B: (negative) I'm sorry, but I need it for next week's exam.
  
- A: I'd like you to pick up some oil on the way home, if you have time.  
 B: (positive) No problem.  
 B: (negative) I can't do that because I won't be back until 11:00.
  
- A: How/What about cleaning your room today?  
 B: (positive) No sweat.  
 B: (negative) Sorry. I'm going out with Lucy.

## 10. Apologizing and responding

### 10.2. *Apologizing*

- "I'm sorry,"
- "I'm sorry I'm late"
- "Professor Johnson, I'm sorry I was late for class this morning. I'm afraid I overslept and missed the bus".
  
- "I'm sorry my little boy opened that candy bar. I'll gladly pay for it"
- "I won't let it happen again"
- "I promise I'll be on time from now on"
  
- I beg your pardon, sir. (I didn't realize you were speaking to me)  
(Formal)

- Pardon me, please, for stepping on your foot (Formal)
- I hope you'll forgive my absence yesterday. I was ill. (Formal)
- Excuse me for being late. I forgot about the time.
- I apologize for knocking over your cup. I didn't see it.
- I'm very sorry...
- I'm really sorry that I woke you.
- I'm awfully sorry...
- Sorry about the steak. I'll be glad to prepare you another one.
- Sorry about that. (Informal)

### ***10.2 Responding***

- That's quite all right (Formal)
- Think nothing of it.
- It's all right.
- Don't worry about it.
- No harm done.
- That's okay.
- Forget it (Informal)
- No problem (Informal)
- No big thing (Informal)
- No sweat (Very informal)

### **Dialogs:**

- A: I hope you'll forgive me for being late. I had a flat tire.  
B: That's quite all right/I understand completely. It can happen to anyone.
- A: Please accept my apologies for the mistakes in the report. I forgot to check it.  
B: You don't need/have to apologize. But next time, try to concentrate better.

- A: I (would like to) apologize for shouting at you yesterday. I lost control of myself.

B: Don't worry about it. I just hope you'll keep your temper from now on.

- A: Excuse me! I didn't realize this was your seat/newspaper.

B: That's OK. I'm leaving anyway/I've finished reading it.

- A: I'm sorry. I didn't mean to keep your book so long.

B: No problem/No big thing. I won't need it until next semester.

### **11. Making excuses**

- I wish I could, Carl, but I'm not going into the office until late because I have some clients to call on in the morning"

- "I'm sorry about your cup, Hernando. I wasn't looking where I was going, I knocked it against the refrigerator, and it broke. Of course, I'll buy you another one"

- "That's all right, Bill. Don't worry about it!"

- "You don't have to. It wasn't expensive"

- "Well, thanks, Bill. I'd appreciate it."

- "Gosh, I can't believe how late it is. I need to be leaving. I have a long day tomorrow

- "I have some things to do"

- "I need to get back to work"

### **12. Complimenting and responding**

- You're too kind (Formal) (Compliment: The dinner was delicious)

- Thank you for saying so (Compliment: You did a fine job on the report)

- I appreciate the compliment (Compliment: That's a beautiful belt!)

- Thank you. I'm glad you like it (Compliment: Your hair looks nice)

- Thank you. I'm glad you enjoyed it (Compliment: The cake was wonderful)
- Thank you. I'm glad you think so (Compliment: Your car drives great!)
- Thanks. I like your \_\_\_\_\_, too. (Return the compliment)

**Dialogs :**

***12.1. Compliments on successes***

- A: I would like to compliment you on your recent achievement.  
B: Thank you for saying so, but it was the work of the whole team.
  
- A: The essay you wrote was superb. I'd like to use it as a model for other students.  
B: Thank you. I'd be so honored.

***12.2. Compliments on possessions***

- A: That's a nice T-shirt you're wearing.  
B: I appreciate the compliment. It was a birthday present from one of my classmates.
  
- A: Your new car looks terrific.  
B: Thank you. It's very economical.

***12.3. Compliments on appearance***

- A: I think your new hairstyle is lovely.  
B: That's nice of you to say so. I love yours, too.
  
- A: I really like your blue eyes. They make you look like a movie star.  
B: Thank you. That's a nice compliment.

***12.4. Compliments on skills***

- A: I've never heard any singer perform that song so beautifully.  
B: Thank you. It's really nice to hear that from someone with your experience.
  
- A: The chicken was delicious.



B: Thanks. I'm glad you enjoyed it

### 13. Complaining

#### *Complain of something:*

- "This steak tastes like leather!"
- "This steak seems to be overdone"
- "The paper appears to be a little messy. Maybe it should be retyped.
- My racket wasn't strung lightly enough. No wonder I'm not playing well today!
- My new shirt seems to be missing. I wonder if someone borrowed it without asking
- This cake was cooked too long, I think. It tastes pretty dry.

#### *Complain to somebody:*

- "Could you please have the cook prepare me another one — medium rare, as I requested."
- This report is incomplete. Finish it, please.
- Do you mind if I skip the meeting tonight? I'm very tired.
- "Does it seem a little chilly in here to you? Would you mind if I closed the window?"
- 

#### *Response to complain:*

- "I'm sorry to hear that"
- "Well, don't work so hard"
- "I'll take over for you while you go to the doctor".
- "I'm very sorry, sir. I'll bring you another right away"
- "Oh, no? Well. I'll definitely make sure I get it right this time"

#### *Dialogs:*

- A: What's wrong?

B: I have a terrible sore throat and cough.

A: Have you seen a doctor?

B: A doctor? I don't have time! I'm so busy I can hardly take the time to eat!

## **14. Express opinions, Agreeing or Disagreeing**

### ***14.1 Expressing Opinions***

- I'm of the opinion that...
- As far as I am concerned...
- From my point of view...
- In my opinion...
- I think/believe/feel that...
- It seems to me that...
- As I see it...
- If you ask me...
- To be (quite) honest/ (Quite) honestly

### ***14.2 Asking People to Express Their Opinions***

- I'd be interested to know your thoughts on...?
- What you think about..?
- What's your point of view on...?
- What's your opinion on/of/about...?
- What's your opinion on/of/about...?
- What do you think about...?
- How do you feel about...?

### ***14.3 Agreement***

- I agree completely (with what you say).
- That's just/exactly what I think/believe.
- In my opinion, you are right /correct.
- That's my opinion, too.
- I couldn't agree more.
- There's no doubt about it

- You can say that again!
- You bet!

#### ***14.4. Disagreement***

##### ***a, From formal to informal***

- I disagree with what you're saying.
- I don't agree with you/think so/see it that way
- I couldn't agree less
- I couldn't disagree more.
- You've got to be joking /kidding
- You can't really be serious!
- Come off it!

##### ***b, Polite disagreement***

Sample phrases (from formal to informal)

- I respect your opinion/you have a right to your opinion, but I think...
- I'm not sure I can agree with what you say about...
- I understand what you're saying but...
- You could be right, but...
- But I thought...
- Yes, but...

### ***15. Requesting and offering assistance***

#### **15.1 Offering**

- Can I... (take your coat)?  
Thanks.
- Shall I... (Explain the program)?  
Yes, please do
- Would you like...(a drink)? ----> Not at the moment,  
Thanks/Yes, please.
- What would you like... (to eat)?

I'd like...

- **Ordering food/drinks**

- I'll have... (the soup), please.
- I'd like... (the fish), please.
- Can I have... (glass of white wine)?
- Could I have... (a side salad)?

## **15.2 Requesting**

- Can I... (use your phone)?  
Yes, of course.
- Could I... (borrow your video camera)  
Sorry, but...
- Can you... (bring us two coffees), please?  
Certainly.
- Could you... (wait a minute)?  
Certainly.

### **Some situations:**

- A: May/Can I help you?  
B: (positive) Yes, please. I'd like to buy some jewelry.  
B: (negative) No, thank you. I'm just looking/ browsing.
- A: Would you like/Do you need some help?  
B: (positive) Yes. That would be great. Thank you.  
B: (negative) Thank you for offering, but I think I can manage it.
- A: It looks/you look as if you could do with some help!  
B: (positive) I sure could! I'm glad you came along.

B: (negative) Thanks. I think I've got it.

**16. Attracting attention and Warning**

- If it's not too much trouble, could you...?
- Could I impose on you to...?
- Could I ask you a favor? Would you...?
- I hope you don't mind, but could...?
- Would you mind helping me?
- Would you mind doing something for me?
- I have a favor to ask. Would you...?
- Could/Would/Can/Will you help me?
- Could/Would/Can/Will you lend me a hand?
- How about assisting me with...?

**Situation 1:**

- Help! I've been robbed!
- Help me! Stop that thief!
- Quick! Don't let that man get away! He stole my wallet!

**Situation 2:**

- Help! He's choking! Does any one know the Heimlich maneuver?
- Help me! Is there a doctor? It's a emergency!
- Some one! Quick! Get a doctor! He's choking!

**Questions:**

- "What seems to be the trouble, Wong? Do you need some help?"
- "Hi. Do you need some help?"
- "Can I help you look for something?"
- "Hello, is there anything I can help you with today?"
- "May I help you?"
- Can I give you some help?
- Would you like some assistance?

- How may I help you?
- What seems to be the matter/trouble?

***Already to assistant***

- Here! Let me help you!
- Let me give you a hand with that.

***Dialogs:***

- A: Pardon me/Excuse me, Dr. Scott.  
B: Yes? What can I do for you?
- A: Waiter?  
B: Yes? Can I help you?
- A: Hey, Ben.  
B: Yeah?

**17. Expressing and receiving sympathy**

***17.1. Expressing sympathy***

- I am/was deeply /really/truly sorry to hear about .....
- I'm sorry that you lost your job.
- I want to tell you how sorry I am that .....
- I was shocked/sorry/upset to learn that .....
- What a shame that you didn't win the photography contest!
- How shocking to hear about Joe's accident!
- How sad/awful/terrible/horrible to hear about Joe's accident!
- That's too bad about Harry's dog. (Informal)
- Too bad that you didn't make an A on the quiz. (Informal)
- I know how you must feel.
- I understand what you're going through right now.
- I know your feelings.
- I understand how sad/angry/upset/hurt/frustrated you must feel.

- Please let me know if there's anything I can do.
- I'll be here if you need me.
- If you need me, please call
- Is there anything I can do for you?
- Please don't hesitate to ask if there's something I can do

**17.2. Receiving sympathy:**

- I'm deeply moved. Thank you very much (Formal)
- I'm deeply touched. Thank you very much (Formal)
- I'm deeply grateful. Thank you very much (Formal)
- I appreciate your kindness.
- Thank you.
- It's very nice of you to offer to help.
- It's very kind of you to offer to help.
- It's very sweet of you to offer to help.
- Thank you for your sympathy.
- Thank you for your kindness.
- Thank you for all your help.
- Thank you for showing your care.
- Thank you for being here when I needed you.
- Thank you for your concern.
- Thank you for your great support.
- Yes, I'll call you if I need you. Thanks.

**Dialogs:**

- A: I am/was deeply/truly sorry to hear about your grandmother. I understand what you're going through right now.

B: Thank you very much. I'm deeply moved /touched.

- A: I was sorry/shocked/upset to hear you didn't win the scholarship. I know how disappointed you must feel.

B: I appreciate your sympathy/kindness. I hope I'll do better next year.

- A: How shocking/awful to hear about your accident. Are you OK?

B: It's very nice /kind of you to be so concerned but really, I'm fine now.

- A: Too bad you didn't get the raise. I was hoping you would!

B: Thanks for your support. Sometimes things don't go the way we want, do they?

### **18. Hiding feelings**

- "How do you like my new shoes?"

- "I don't think I've ever seen any quite like that"

- "Oh, they're nice".

- Your cologne is certainly unusual.

- The cake is certainly different.

- Your artwork is certainly interesting.

- Well, she seems nice, but I've only known her a few days.

- It's still a little early to tell, but I'm sure I will when I get to know her a little better.

- Well, she seems interesting, but I don't know her very well yet.

- She has a good sense of humor

### **III. APPLICATION**

- Teacher orients home assignment and helps the student sample sentence. The teacher give a situation and students' task is collect sample sentences relate to that situation and then role of the teacher is review that sample sentences. In the class, the student can discuss about the situation. This makes the student feel interest in learning to listen in English. Discussing in the class is an effective way. It helps the students



remember dialogue, but also they become more active.

- Providing students with the knowledge of common daily expressions through.
- Listening practice of everyday English conversations.

By the way, the student can strengthen their knowledge of dialogue. Besides, they can predict question and appropriate response in each situation.

- Students to achieve goals: conversation situations in class and discussions with classmates to help students be more confident in communicating.
- Secondly, it helps the students strengthen listening skills, especially, listening comprehension in TOEIC test with conversations, the case of: questions-responses and short conversations.
- Students' attitudes to listening skills will be more active.
- Students' speculation ability of situations will be improved.
  
- Firstly, the students can improve speaking skills. By Practicing the

## **CHAPTER III**

### **CONCLUSION**

In general, the research paper has been carried out with the aim to investigate the current situation in TOEIC test of non-English major students' at Hai Phong Private University. The paper is relevant to the current situation as there has been a strong tendency to learn English for communication. Therefore, it is necessary to give method to improve listening skills in TOEIC test.

Besides, the study showed a clear status of students' English listening while TOEIC test is one of obligated test to the students at Hai Phong Private University from 2009. TOEIC is a new test to HPU students', therefore the students' ability are limited. In addition, a survey questionnaire was implemented to find out the non-English majors

difficulties when they learn and join in TOEIC test as well as expectation about having methods to improve listening skills in this test, particularly, the case of questions-responses and short conversations. Through the findings of the research, there are many ways to enhance listening skills in TOEIC test. However, limitation of time, resource and knowledge of mine, this study can only focus on study the best method and suitable for the non-English major students' is social situations, the public dialogs of English with answers and responses. This will help the student can predict questions and responses.

With the hope that I can contribute to improve listening skills, the case of questions-responses and Short conversations to get high point in TOEIC test with this suggestion. Consequently, I have completed this research paper with a special care and interest with the aim to bring an effective and pleasant method for non-English majors join in TOEIC test level 2. However, the time and knowledge in limited, mistakes and shortcomings are unavoidable. Any further comments and contributions for perfection if t his paper are gratefully appreciated.

**APPENDICE**  
**SURVEY QUESTIONNAIRE**

*Dear students!*

*This survey questionnaire is designed to find out methods toward listening skills in general as well as listening skills in TOEIC test. Your answer will be used for studying purpose of the graduation entitle “How to improve listening skills in TOEIC test, in the case of: Questions-responses and Short conversations”*

*Your contribution in this questionnaire is highly appreciated!*

**Question 1:** How do you think about listening in social communication?

- A. Very important
- B. Important
- C. Not very important
- D. Not important

**Question 2:** How do you think about the relationship between listening and speaking skill?

- A. Close relationship
- B. Not any relationship

**Question 3:** How difficult is TOEIC test to you?

- A. Difficult
- B. Very difficult
- C. Easy
- D. another ideas

**Question 4:** How many points you got in TOEIC test?

- A. 500-596 points
- B. 600-695 points
- C. 700-795 points
- D. Over 800 points
- E. Another ideas

**Question 5:** As for you, reading and listening comprehension, what is more difficult in TOEIC test?

- A. Reading
- B. Listening

**Question 6:** Are you a good speaker?

- A. Yes
- B. No

**Question 7:** How do you feel of speaker speed in TOEIC test?

- A. So fast
- B. Fast
- C. Slow
- D. Another ideas

**Question 8:** What is the most difficult in listening comprehension in TOEIC test?

- A. Pictures description

- B. Questions and Responses
- C. Short conversations
- D. Short talks

**Question 9:** How many percent dialogs occupy in listening comprehension?

- A. Over 50%
- B. Below 50%

**Question 10:** Is it necessary to have a research paper about improving listening skill in TOEIC test, the case of: questions-responses and short conversations?

- A. Yes
- B. No

**Question 11:** Choose the best answer for the following question:

Have you got the time?

- A. I'm busy at the moment.
- B. Yes, what can I help you?
- C. It's ten o'clock.

***Thanks for your contribution!***

