

## LISTENING BASICS

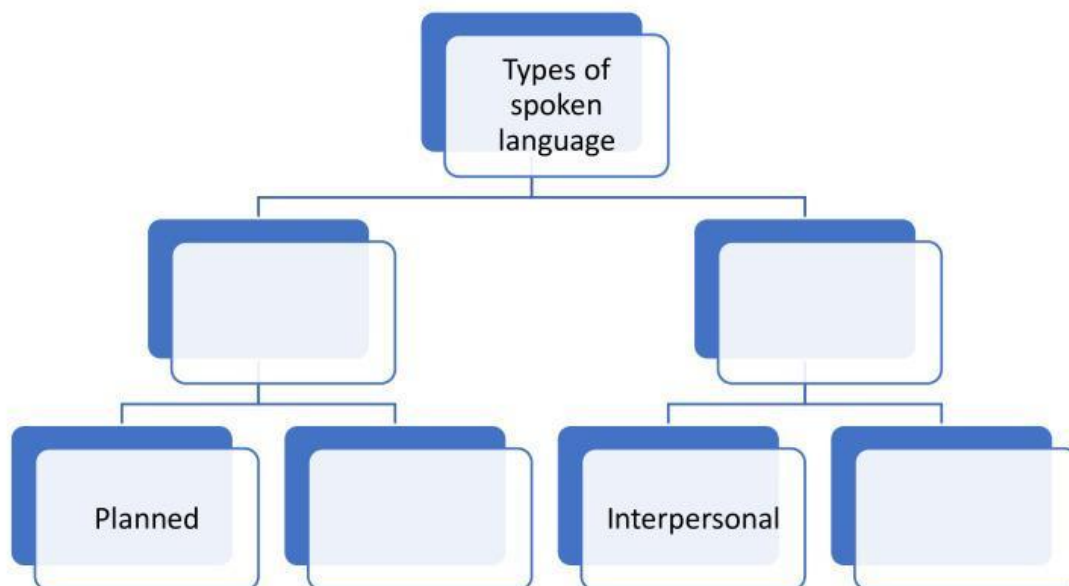
- I. Look at the diagram below, drag and drop the words in the correct place

**Monologue**

**Transactional**

**Unplanned**

**Dialogue**



Speakers use spoken language for any length of time using prewritten material

Speakers use spoken language for any length of time without a previous preparation

They involve two or more speakers and promote social relationships

They involve two or more speakers and convey propositional or factual information

## II. Drag and drop the skills into the micro and macro

|                                                                                                       |                                                                                                                 |                                                                                     |                                                                                         |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Recognize grammatical word clauses (nouns, verbs, etc), system (e.g. tense, agreement, pluralization) | Develop and use a battery of listening strategies (detecting key words, guessing the meaning of words, etc.)    | Distinguish between literal and implied meaning                                     | Process speech containing pauses, errors, corrections and other performance variables   |
| Process speech at different rates of delivery                                                         | Distinguish word boundaries, recognize a core of words and interpret word order patterns and their significance | Use facial, kinetic, body language, and other nonverbal clues to decipher meanings  | Detect sentence constituents and distinguish between major and minor constituents       |
| Recognize reduced forms of words                                                                      | Recognize the communicative functions of utterances, according to situations, participant, goals                | Recognize that a particular meaning may be expressed in different grammatical forms | Infer links and connections between events, deduce causes and effects, detect relations |
| Infer situations, participants, goals using real-world language                                       | Discriminate among the distinctive sound of English                                                             | Retain chunks of language of different lengths in short term memory                 | Recognize cohesive devices in spoken discourse                                          |

| MICROSKILLS | MACRO SKILLS |
|-------------|--------------|
|             |              |

**III. Match the spoken characteristics that makes listening difficult**

|                                      |                                                                                                                                                                         |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Clustering</b>                    | Hesitations, false starts, pauses and corrections are common in spoken languages                                                                                        |
| <b>Redundancy</b>                    | The prosodic features of the English language are very important for comprehension.                                                                                     |
| <b>Reduced forms</b>                 | We break down speech into smaller groups of words.                                                                                                                      |
| <b>Performance variables</b>         | The number and length of pauses used by a speaker.                                                                                                                      |
| <b>Colloquial language</b>           | They can be phonological, morphological, syntactical, pragmatic.                                                                                                        |
| <b>Rate of delivery</b>              | Idioms, slang, reduced forms and shared cultural knowledge are manifested in conversations.                                                                             |
| <b>Stress, rhythm and intonation</b> | It is especially subject to all the rules of interaction: negotiation, clarification, attending signals, turn taking and topic nomination, maintenance and termination. |
| <b>Interaction</b>                   | It can be seen in rephrasing repetitions, elaborations.<br>Example: "I mean", "you know"                                                                                |