

PREFACE

International English Language (IEL) course is designed for English learners to deepen their four macro skills of language as a social form proceeding to develop active listening and effective writing skills, and culminates with an in-depth enrichment of reading and speaking skills of the learners.

The course leads students to be equipped with the demand of the global English environment true to all fields. Likewise, this is designed to make learning meaningful through exciting topics and teaching learning activities.

The materials included here are also designed to guide both the instructor and learners through the learning process especially in building learners' skills aligned to the international English standards. Materials include learning packets, discussion, and assessments.

Four learning packets make up the course in the entire semester.

UNIT 1: LISTENING

1.0 Intended Learning Outcome

- a. Exhibit active listening skill

1.1. Introduction

Good day learner!

Congratulations for another school year.

This is your GE E6 or International English Language course with 54 hours and 3 units credit.

For this chapter, you will be starting the listening skill.

It is a known fact that listening is the ability to accurately receive and interpret messages in the communication process, isn't it? And if there is one communication skill you should aim to master as an English language learner (ELL), then listening is the key.

Why?

It is so important that in fact even those employers who are considered top notch still choose to offer listening skills training to their employees.

Well, this may seem quite shocking. But actually, it's not, because listening offers good interpersonal communication, increased job accomplishments, and more productive work outputs.

Even successful leaders and business owners associate their success to their skills in listening.

Whatever you will pursue in life in the near future, I know you will agree with me that your "victory" will be because of your effective listening skills.

Thus, at the end of this chapter, you are expected to develop key strategies to better improve your listening skills by understanding simple directions, instructions, familiar vocabulary or phrases aside from recognizing new words, listening to passages, and recognizing information as given in the activities.

Enjoy this chapter!

1.2 Topics/Discussion

1.2.2 Active Listening: Techniques

1.2.1 **Listen** to the following exercises to enhance the skill:



1.2.1.1 Sentence Completion. Click the link <https://ielts-up.com/listening/listening-exercise-1.html> and fill in the paragraph.

1.2.1.2 Short-answer questions. Click the link <https://ielts-up.com/listening/short-answer-1.html> and fill in the paragraph.

1.2.1.3 Multiple choice questions. Click the link <https://ielts-up.com/listening/multiple-choice.html> and fill in the paragraph.

1.2.2 **Improve** your vocabulary.

1.2.2.1 *Read several topics* and get words which are new to you. Find the meaning of these words and use them in your daily conversation.

1.2.2.2 *Talk to your local friends* who are interested to speak English and/or who have the same goal of increasing their vocabulary.

1.2.2.3 *Listen to native speakers* and pick words that are difficult to you and practice saying them. Of course, never forget to look for their meaning.

Check this link to help you on the “How to” improve your vocabulary <https://www.masterclass.com/articles/how-to-improve-your-vocabulary#7-ways-to-improve-your-vocabulary>



1.2.3 **Avoid** reading the questions instead look at the blank sections and determine (with your decision) if the word that fits each blank is either a noun, a verb, or an adjective, and so on. If you have decided, then write “N” if you think the answer will be a noun, and so on.

Go this link to review word forms <https://www.openschool.bc.ca/pdfs/wotr/Parts%20of%20Speech.pdf>.

1.2.4 **Get** what the situation is all about. Take note of who are talking, why they are talking about it, and where are they at the moment of speaking.

1.2.5 **Pay attention.** Give the fullest of your attention to the one talking either

in person or the audio you are listening. In this chapter though, you will be listening to an audio monologue/conversation ONCE, so it is suggested to focus to the recording. In case you missed hearing few or most words, just relax, review the paragraphs/questions, and check if your answers are correct or make sense (in case you opted to guessing because you missed some parts.)



1.2.6 Take note of word-indicators. Why? Because, these imply what will come next and help you expect what the speaker will say next. Examples of word-indicators are *since, but, seeing that, finally, therefore, so, which means that, however, then*, and so on.

Check this link for more

samples of word-indicators
https://www.unh.edu/writing/sites/default/files/media/pdfs/conjunctions_final.pdf.

1.2.7 Wait until you get the correct information. There are times when the information first heard is repeated; it is better to avoid writing your answers too quickly. Look at the example:

Jane: I appreciate your message sent to my email from your email address tom-bercks@gmail.com.

Tom: Oh no! It's a mistake. it's actually tom-becks@gmail.com, without the R.

Jane: My apology...



1.2.8 **Check** your answers. After listening, remember to check the spelling, the number (*singular or plural*), and the word forms (*nouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles and interjections*) of your answers.

1.2.9 **Make sure** your answers fit into the correct number in the items. It is confusing, I understand. But double check if say for example your answer in number 3 is written in space number 3.



1.2.10 **Write** an answer in the entire answers box. If you missed the information for specific item, read the question and make a guess of what do you think is the possible answer. Avoid any blank answers.

For the second round, try listening to the following exercises and answer the gaps in the paragraph:

- On sentence completion <https://ielts-up.com/listening/listening-exercise-2.html>
- On short-answer question <https://ielts-up.com/listening/short-answer-2.html>
- On multiple choice <https://ielts-up.com/listening/multiple-choice-2.html>

Targeted Listening Practice Test A

Click the link below.

Listen to the audio and fill in the blanks in the paragraph.

After you finish the first section, press "check" to see your section result.

Then click the arrow for the next section (2nd) and do the same for the remaining sections (3rd & 4th).

Finally, see your results.



<https://ielts-up.com/listening/ielts-listening-sample-5.1.html>

Targeted Listening Practice Test B

Click the link below.

Listen to the audio and fill in the blanks in the paragraph.

After you finish the first section, press "check" to see your section result.

Then click the arrow for the next section (2nd) and do the same for the remaining sections (3rd & 4th).

Finally, see your results.



<https://ielts-up.com/listening/ielts-listening-sample-6.1.html>

Targeted Listening Practice Test C

Click the link below.

Listen to the audio and fill in the blanks in the paragraph.

After you finish the first section, press "check" to see your section result.

Then click the arrow for the next section (2nd) and do the same for the remaining sections (3rd & 4th).

Finally, see your results.



<https://ielts-up.com/listening/ielts-listening-sample-7.1.html>

1.3 References

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The University of Adelaide. *Active Listening* [PDF]. <https://www.adelaide.edu.au/writingcentre/>

1.4 Acknowledgment

The images, tables, figures and information contained in this module were taken from the references cited above.