

1.Topic:Listening for Personal Communication

2.Sub Topics- Inter Personal communication specially in context to listening

3.Outcomes

- a.recognise and understand various greetings in English,
- b.understand instructions given in English,
- c.understand the speaker's attitude in personal communication, and
- d.be familiar with various forms of informal English.

4.Introduction

Cable television, radio, Internet and mobile phone technologies have made English an unavoidable part of our daily lives. Whether we are consciously aware of it or not, we have begun to be surrounded by informal and colloquial English, both oral and written. More and more people now use English to communicate amongst themselves, and so it is important for JSS students to learn how to respond to informal English. The activities in this module will expose students to situations from real-life contexts where they are required to listen to and understand English in personal communication.

5.Points to ponder

- a.Do your students display a lack of confidence when interacting with others, especially adults, in English? What, in your opinion leads to this situation?
- b.Do you have students who seem to read and write fairly well in English, but become tongue-tied when communicating orally in English? What steps do you take to help these students use English with confidence?

6.Terminology

- a. Appropriately- As per the situation
- b. Accurately-As per the grammatical correctness

7. Activities

Activity 1-Responding to Greetings

One of the first things students are taught to do in the English class is greet teachers with expressions such as “*Good morning, Ma’am/Sir,*” and respond to greetings like “*How are you today?*” with “*I’m fine, Ma’am.*” Such greetings are, however, limited to the English class, and students are rarely exposed to other forms of greetings. This leaves them unprepared when they

interact with people in real-life situations, and unable to respond appropriately. In this activity, students will have an opportunity to listen to several forms of expressions used for greetings, and to learn appropriate ways of responding. To prepare your students for this activity, show them the video in (**Resource 1**), but with the audio muted, and ask them to guess what the people in the video are doing. You can also ask them to guess what the speakers might be saying. Then have a class discussion on greeting people. Have the students suggest expressions that we use to greet one another in English. You might get responses such as “*Good morning/afternoon. How are you?*” and so on. Encourage them to think of how they greet people in their own language, and discuss how they would translate these expressions into English.

Now announce that they will watch the video recording again, but this time with the sound on. As they watch, they will have to tick off on the self-prepared worksheet the utterances that they hear people use to greet each other. During discussion of the activity, make students aware of the specific expressions related to greeting. These may be different from invitations or small talk.

For further practice, divide the students into groups of four, and have them listen to an audio recording of a conversation (**Resource 2**) then fill in the blanks on a worksheet (**Web Resource 2**) with the greetings they hear on the audio. Then, in their groups, have them design their own conversations in a dialogue format, and put in appropriate responses to greetings from the examples they heard on the video or audio. You could also read out the transcripts yourself if your classroom does not support the multimedia files.

Activity 2- Listening to Instructions

Listening to a recipe

In the classroom, students are often engaged in following the teacher’s instructions: *Take out your books/Answer the questions on the board/Write three sentences on...*, etc. These instructions are, however, limited to academic activities, and may not give students adequate exposure to real-life instances of the language of instructions. In this activity, we will help you introduce your students to a few common instructions that they will be expected to listen to and respond to outside the classroom.

To introduce the students to simple instructions in English, you can have them play a game. For the first part of the game, think of a few humorous instructions like *Scratch your right ear/Lift the hand of the person on your left/Touch your shoes with your elbows*, etc. Tell the students that they will have to listen carefully to you and do exactly what they hear. This usually draws a few laughs and sustains the students’ interest in the class.

For the next part, put the students in pairs and tell them to write an instruction on a slip of paper, fold it and place it on the teacher's table. This time the instructions should contain at least two or three activities, such as:

Take out the pencil box from the bag nearest to you, turn it upside down and place it near the door.

Hold your best friend's hair with your left hand, put his/her right hand on your head and both of you turn around twice.

When you have collected enough instructions, pick some at random and ask different students to follow each instruction. Some of the instructions may not be grammatical, so when you read, you could make the necessary changes to make them read grammatically. This activity generates a lot of fun, and is meant to introduce the students to a variety of situations where they need to follow instructions in English.

For the final part of this activity, you can start by asking students about their favourite food and whether they know how to prepare it.

Activity 3- Understanding Speaker's attitudes

One of the interesting things about language is how our words and sentences are accompanied by tones that give listeners information about our mood and attitude. In fact, the same utterance, when said in different ways, can produce very different meanings and show the speaker's attitude. For example, the short utterance below can mean:

Surprise: *A birthday cake!* (= I didn't expect this gift!)

Confusion: *A birthday cake?* (= Why should anyone give me a cake — it's not my birthday!)

Pleasure: *A birthday cake!* (= What a pleasant surprise!)

Annoyance: *A birthday cake?* (= Don't people have better sense than to give me a cake?)

To prepare students to listen and respond appropriately to English in real-life contexts, it is important to train them to recognise and understand people's attitudes when they speak. In this activity, you will be able to expose students to several English utterances spoken in different ways that show a speaker's positive or negative attitudes.

Before you begin this activity, demonstrate different attitudes or moods such as **anger**, **surprise**, **calm** or **humour** by saying a sentence in different ways as shown in the example above. For example, you could take a sentence like *I didn't eat the ice cream in the fridge!* and say it angrily, apologetically, humorously or calmly.

Then ask a few students to say a sentence to practise listening for attitude. Have a short discussion on how and why it is important for them to understand the speaker's attitude when they listen to people speak English in situations outside the classroom. Follow up the discussion with the activity.

For the activity, tell the students that they will listen to a conversation between two people called Nicholas and Ravi (see **Resource worksheet given below**) in their worksheets the correct attitude or tone of the speaker. After they finish, they should exchange answers with the friend sitting next to them, and find out if they agree on the speaker's attitude. As a follow-up task, ask the students, working in groups of four, to prepare a similar conversation on a situation and then do a role play on it. When a group is doing their role play, the other students should say what the attitude of the speakers is. Nicholas is the first speaker, and Ravi is the second speaker. As they listen, they should tick .

Nicholas (**angrily**): Hey, mister, what's up? Why are you following me!

Ravi (**surprised**): Following you? You must be joking!

Nicholas (**firmly**): Of course you are! You have been stopping wherever I stopped, pretending to look at the shop windows!

Ravi (**calmly**): My dear man, you are unnecessarily getting worked up. I do not know you, and I have been looking inside shop windows because I want to buy something special for my wife's birthday. Ask any shopkeeper!

Nicholas (**sceptically, not believing him**): Do you really expect me to believe that? There are no shops in this street selling women's gifts!

Ravi (**gently, with a smile**): I think you've been watching too many detective movies, my dear man! By the way, I'm Ravi, and my office is just over there.

Nicholas (**apologetically**): I'm sorry, Ravi! Maybe I WAS imagining things. Perhaps it's because I'm very tense about something at work. Sorry again. Oh, my manners! I'm Nicholas, and my office is a block away.

Ravi (**pleasantly**): Don't apologise. It's all right. Nice meeting you, Nicholas.

8. Assessment: (20 Marks)

Share at least two activities of listening with detailed instructions and video links.

9.Feedback Question: How can I motivate students to practise listening for personal communication if they feel they do not need to speak in English to anyone in their hometown?

10. Web resources

<http://www.youtube.com/watch?v=KcdmyVAGTso> (Resource 1)

<http://www.youtube.com/watch?v=dkjwpAhr8> (Resource)