

## Appendix. Selected Examples of Strategies for Teaching Listening

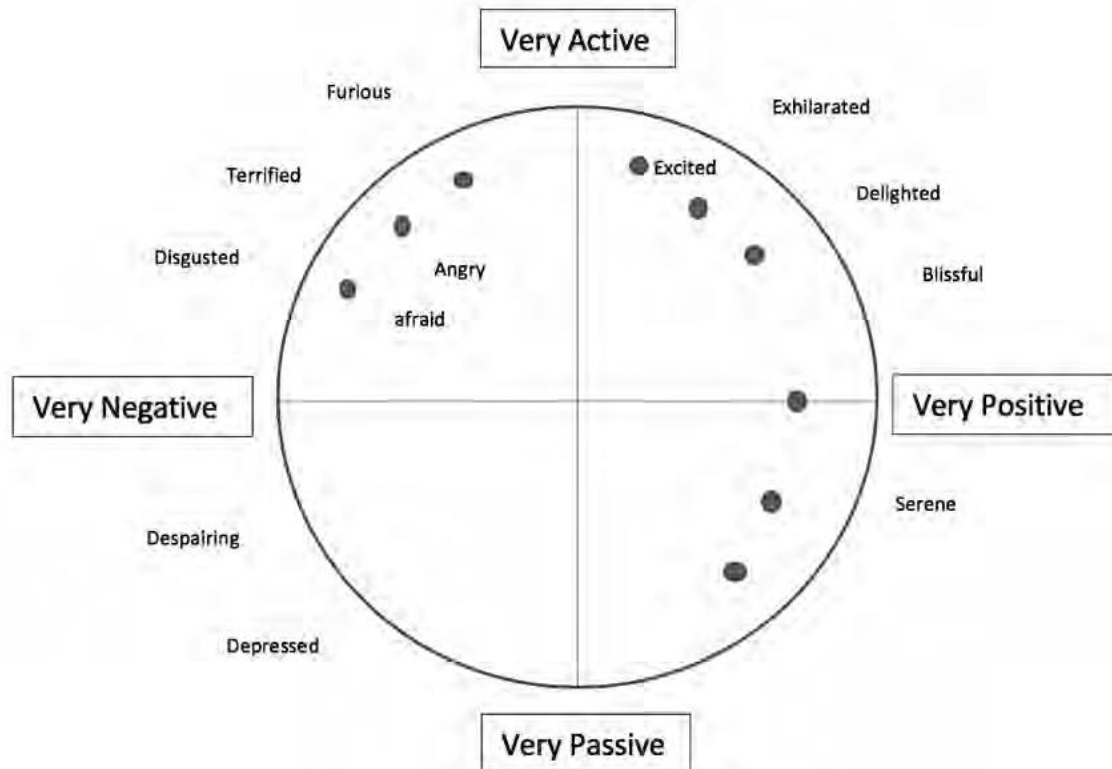
### Part 1. Structured Preview Phase

- a. ***Adjusting to speaker's voice and preview of content.*** Listen to the first few seconds of the listening passage while reading the corresponding transcript. Guess what the passage is about and write your answers below.

What do you think this report will be about?

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- b. ***Predicting emotional overtone.*** Listen to Jason Hargrove in these two short segments. As you listen,
- Underline the content words spoken with the highest stress.
  - Guess the reason for the speaker stressing these words and mark the speaker's emotion on the emotional status chart.
  - What do you think is the speaker's intention and attitude?



Listen to each segment. Underline the words spoken with the highest stress:

1. There about a good eight or nine people on the bus and she stood there and coughed, never covered up her mouth.
2. For you to get on the bus and stand on the bus and cough several times without covering up your mouth and you know that we in the middle of a pandemic, that lets me know that some folks don't care.

## Part 2: Selective Strategic Listening Phase

- a. **Building a storyline.** Listen to the passage and use the graphic organizer to indicate the chronological order of events:
- What happened first?
  - What happened next?
  - What happened last?

First:

Next:

Last:

- b. *Odd transcription.*** Following is a partial transcript of the listening excerpt. Some words and expressions in this transcript are inaccurate. As you listen the first time, locate the incorrect words and phrases in the script and underline them. Listen a second time and correct them.

“I am pleading with all of you. If you do not just have to be about, please follow your orders. This is not the same out there! This is not a hoax out here! I miss kissing my husband. My children don’t have their dad anywhere! This is serious! So please people, I am imploring you! I am begging you. Do not let my husband’s death be in the drain.”

**c. *Distinguishing between facts and opinions***

Listen to the excerpts and use the table to differentiate between facts and opinions.

Facts	Opinions
1.	

2.	

d. ***Building a comprehensive summary.*** Use the graphic organizer, listen to the text in segments and take notes in the box to specify the main idea of each segment.

1.
2.
3.
4.

5.