

Unit - 5

Speaking and Listening - A Review

Section - A

Note: It is not always about learning to speak and listen effectively in English only to pass an assessment, clear a placement test or a job interview!

Have you ever thought about the different forces that are affecting education today? The emergence of new job markets requires enhanced communication skills, multi-cultural awareness and better teamwork. These, and a range of other significant factors are continuously defining and shaping the education scenarios all over the world.

With over 2 billion users of the English language, it has emerged as the most commonly used language of international business, education and communication. However, at the same time, English language too is changing as it comes into contact with new cultures, communities and countries. In this emerging scenario, the knowledge of English and effective communication skills have become imperative for the 21st century learners.

1 Read the questions and choose the most appropriate option.

- (a) Do you use English words when you are talking in your mother tongue?
 - (i) some times
 - (ii) always
 - (iii) never
- (b) Which of the following words are now part of the English dictionary?
 - (i) guru; pandit, shawl
 - (ii) bazar, karma, yoga
 - (iii) all the above
- (c) How do you react when someone mispronounces a word e.g *snakes*, instead of *snacks*?
 - (i) Tell the speaker that it is incorrect
 - (ii) Try to understand his/her pronunciation
 - (iii) Start laughing
- (d) What is the most important when you talk in English?
 - (i) good accent
 - (ii) fluency
 - (iii) intelligibility

- (e) Do you make eye contact with your teacher when you are seeking his or her advice?
 - (i) sometimes
 - (ii) always
 - (iii) never
- (f) Do you grope for words when trying to express yourself in English?
 - (i) some times
 - (ii) always
 - (iii) never

What do the answers to these questions tell you? These answers clearly demonstrate that gestures like eye contact, nodding your head, or hand movements (item e.) play an important role in good communication. (items b. and c.) convey the message that we use many words of English in our day-to-day communication like *school, station, party, exams*. Similarly, many words, not only from the Indian languages, but from other languages across the globe, have found a place in the English language. Users of English come from diverse social, cultural and economic backgrounds so, their spoken English can be influenced by their mother tongue (item d.). However, it is critical that our speech is intelligible to all speakers of English and therefore the choice of appropriate words and language structures (item f.) plays an important role in good communication.

2. Working in pairs, discuss the given questions.

- (a) Why do you greet someone with *Good Evening* when you meet a friend at 10:00 p.m.?
- (b) Why do you focus on the audience when making a presentation?
- (c) Why won't you dress up in a casually when you go to meet someone in the office?
- (d) Why don't you answer with just *yes/no* when facing an interview?
- (e) Why do you greet different people differently?

What have you learned so far? Share your ideas with the class. You would notice that our use of the language is strongly dependent on the context, and we always re-phrase our utterances with reference to the degree of *politeness, formality* and the choice of *register*. You continue to polish your language skills with more and more practice and thus understand its finer aspects.

Good communication is always more than the correct and grammatical use of language. You also need to pay attention to accent, tone, pitch, stress, rhythm and intonation, and a demonstrably good understanding of these aspects makes your speech INTELLIGIBLE.

- A3. Given below are a few phrases that we commonly use when we greet someone, and others when we conclude a conversation and bid goodbye. Separate the *Greetings* from the *Goodbyes* and write them in the right section of the table. Use the given clues.

Good evening	Hello	See you tomorrow	Hi	See you in a while	Good bye	I need to go home
Thank you for coming	How're you?	Please come again	Good to see you	Bye-bye	Have a nice day	Take care

Greeting	Goodbye

Section - B Language Functions

1. How would you respond to the following questions/statements? Share with your class.

1. 'Congratulations! I am so pleased to hear that.'

2. Excuse me...but I really don't understand this point about the need for good connectivity'.

3. 'Is this your new phone? Must have cost you a lot?'

4. 'Thanks for inviting me, but I have another engagement'.

5. 'I doubt if I can make it for the dinner tonight'.

2. Read some possible 'answers' and match them to the comments given in activity 01:

1. Thank you so much...I had to work hard for this promotion.
2. Without good connectivity, we can't download any of the big files...and that slows down our work!
3. Not really...only twelve thousand!
4. Oh that's a pity ! Can you make it on the 18th then?
5. I can do it, only if I don't go home to change.

You are possibly thinking about other options. Of course, there can be many possible responses.

3. Discuss this with your partner and write down another set of responses for activity 01.

What does it tell you? You would have also noticed that the responses vary with reference to the context, the level of formality and also the relationship between the speaker and the listener. Here's another example to show you how the utterances can be graded starting with the least to the most formal.

- ▶▶ Lunch?
- ▶▶ Coming for lunch?
- ▶▶ Come for lunch with us?
- ▶▶ Why don't you come for lunch with us?
- ▶▶ Would you like to come to lunch with us?
- ▶▶ We would be really pleased if you could join us for lunch.

Observe how the language changes with the level of formality—among friends it can be a few words or phrases and with seniors and elders in formal context, the politeness is maintained along with the use of complete sentences during communication.

Language Functions

Understanding of different language functions and the accompanying linguistic structures is extremely helpful in developing a good proficiency of the language. A **language function** is the **purpose** of speaking that sentence or phrase. For example, "I'm sorry" represents the function of *apologising* and, "Good Morning!" represents the function of *greeting*. Please note that here the expressions like *I'm sorry*, or *Good morning*, are called **exponents** i.e., the language used to describe a function. Here are more language functions.

Functions	Exponents
Suggesting	<ul style="list-style-type: none">• What about going to the zoo?• Let's go dancing.• Why don't we have vegetable curry?

Inviting	<ul style="list-style-type: none"> • <i>Could you please join us for dinner on Wednesday?</i> • <i>Coming for coffee?</i> • <i>I am planning a party on the 26th. You better keep that evening free.</i>
Thanking	<ul style="list-style-type: none"> • <i>Thank you so much for this lovely...</i> • <i>This is just beautiful, many thanks.</i> • <i>You made my day...it is the perfect colour and design !</i>
Advising	<ul style="list-style-type: none"> • <i>I'd urge you to discuss the matter with Prof Kalia.</i> • <i>To get a clearer picture, it would be good to have a meeting with the Sales team.</i> • <i>Under these circumstances, you certainly need to consult an advocate.</i>
Agreeing	<ul style="list-style-type: none"> • <i>You're absolutely right!</i> • <i>That's true.</i> • <i>I couldn't agree more!</i>
Giving warning	<ul style="list-style-type: none"> • <i>If you do that again, I'll leave.</i> • <i>You had better not go there again, or else.</i> • <i>Just wait till I get hold of you!</i>
Seeking Permission	<ul style="list-style-type: none"> • <i>Is it OK if I go now?</i> • <i>Please, may I use your phone?</i> • <i>Do you mind if I bring Gopa with me?</i>
Clarifying	<ul style="list-style-type: none"> • <i>To put it another way...</i> • <i>If I understand you correctly...</i> • <i>Are you saying that....</i>
Expressing preferences	<ul style="list-style-type: none"> • <i>On the other hand, I believe...</i> • <i>I support Sudha's argument for allocating more funds for the School building.</i> • <i>The Defense Counsel's arguments are well thought out, but weak on evidence.</i>
Hypothesising	<ul style="list-style-type: none"> • <i>Imagine you had to...would you?</i> • <i>If I had the chance, I would...</i> • <i>If we hadn't paid attention to what he said...</i>

There are many other functions like *interrupting, expressing wishes/hopes/regrets, expressing obligation, interrupting, evaluating options* and so on.

3. Working in pairs, complete the following table by writing *Exponents* for the following *Functions*.

Functions	Exponents
<i>Expressing wishes/ hopes/ regrets</i>	

Expressing obligation	
Interrupting	
Evaluating options	
Giving an opinion	
Clarifying	
Seeking permission	
Summarising	

Appropriacy and Register

Imagine a Regional Manager (Sales) walks into the Meeting room and greets his or her team with, 'Hi, guys!' or 'I'd like to wish you all a very good evening'. They would be surprised, because both of these greetings are unsuitable or inappropriate for this situation, which is neither very formal nor completely informal. And so, a simple 'Good evening' is more appropriate. The context or the situation also plays an important part in selecting the right expression, and this is called **register**. 'Hi, guys' is an example of the informal register, and, 'A very good evening to all of you' is an example of the formal register.

4. Read the following conversation between two friends and match the *italised* sentences with the functions listed.

Simran : This slice of cake isn't nice. Nothing's fresh and it tastes a bit strange!

Rohan : Yes, you're right. (1) *Should we complain to the Manager?*

Simran : (2) *That's going a bit too far, isn't it?* May be we could first check with the waiter.

Rohan : (3) *Are you saying you'd like to get this sandwich changed?*

Simran : No, that's not a great idea. (4) *It could be possibly worse than this one.*






Rohan : (5) *Or, could be nice and fresh!*

Simran : (6) *OK, call the waiter and let's tell him.*

- A - predicting
- B- making a suggestion
- C- asking for clarification
- D- expressing hope
- E- agreeing
- F- disagreeing

5. Play this BOARD GAME with a partner using a coin. Head: move one box; Tail: move two boxes.

You are at the PCM Annual Sales Conference at New Links Conference Centre. Make conversations with your partner on each square, according to the instructions given in the box.

1 You arrive at the entrance of the Centre. Ask someone there about the venue of the conference.	2 The receptionist asks you to spell your second name.	3 You ask the receptionist where you need to register for the conference.	4 Move to 9	5 You meet a friend from your college days, greet him/her
20 Tell the receptionist to get a taxi for you.			19 Tell your mother, on the phone, that you will reach home by 5 p.m.	6 Ask your friend about his/her new job/ company?
17 Announce where the lunch is going to be served.		18 The team leader wants to speak to you.		7 Introduce your friend to your colleague who has just joined you.
15 Your team leader invited you to briefly talk about the sales targets for the year.			16 Go back to 10	8 Ask your colleague about what time will the meeting begin.

14 Your team leader suggests you discuss this with his/her during the coffee/tea break.	12 Inform your team leader that you'll need to leave by 4:30 p.m. because you have to take your mother to the doctor.	11 You want to meet your team leader. Ask your colleague about where you can find him/her	10 A passer-by asks you about the way to the nearest bus stand or metro station.	9 Ask and note down the new mobile number of your friend.
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Section - C In My Office

In any office, there is always endless exchange of information—colleagues asking for or giving information, callers/visitors asking for information, over the phone, face to face or across the counter. It is important to use language precisely in such situations.

Giving information and asking for information.

(i) Asking a colleague, over the phone

- A : Hello, Aditya ! Reesha here.
 B : Yes, Reesha, what can I do for you ?
 A : Adi, can you please give me the mobile number of Mr Seth who designed the trophies last year.
 B : Yes, certainly. His number is-98 43 67 89 20
 A : Thanks, Adi.

Note: There is a very brief exchange of greetings/pleasantries and then the caller asks for the information. The respondent gives the information straightaway and that concludes the conversation.

(ii) Asking your senior for information face-to-face.

Aditya : Good morning, Mr Mittal. May I come in?

Mr Mittal: Good morning, please come in .

Aditya : Sir, I wanted to invite Mrs Sushma Shrama to the Experts' Committee meeting next week. Can you please give me her contact details?

*Mr Mittal: That's a good idea. Her phone no is 033-***** and you'll need to speak to her PA first. I'll forward you her e-mail id, which has her designation and other details. Is that all right?*

Aditya: Yes, Sir. Thank you very much.

(iii) Asking for information across the counter

Aditya : Hello. Please give me two tickets for Chandigarh.

Ticket Seller: For deluxe or ordinary?

Aditya: Deluxe please.

Ticket Seller: I'm sorry. All tickets for the 4:30 pm bus are sold out. However, we do have some for the 5:30 service.

Aditya: Ok, fine. Could you give me 2 tickets for 5:30 please!

Ticket Seller: Sure. Here you are.

Aditya: Thanks.

Notice the differentiating features of these three short conversations.

- ▶ length of conversation
- ▶ formal vs informal use of language
- ▶ use of greetings etc.

A proficient speaker bears these in mind when talking to immediate colleagues, strangers or your seniors. A good understanding of these features facilitates effective communication.

On the Phone

A great deal of real business in an office happens over the phone when people are calling up to find out about timings, to take appointments, to discuss something, to make enquiries about prices, timings availability and a whole range of other things and services may also often take down messages to be passed on to colleagues or seniors. In such situations, it is important that the speech is clear and effective and that the appropriate level of politeness is maintained throughout.

Very often, visitors and callers complain about a service, product or a piece of information. In such situations, one has to be level-headed, speak politely, and be patient to the caller of visitors. Given below here is a table of phrases and responses that you may need to often use when talking to callers and visitors:

Stages	Words/phrases	Appropriate responses
Opening	Good morning/hello... This is/It's...	Good morning/hello. Who's calling, please?
Warm up	I'd like to speak to... Could you connect me to...? How are you?	Just a minute/hold on, I'll put you through... Nice to hear from you.
Conveying the message	I'm phoning/calling about.. Could you give B a message?	I'm sorry, Z is not in. The line is busy. Would you like to hold on or call... I'll certainly pass on your message

Rounding off	Thanks for your help. I hope to see you soon/look forward to meeting you.	Thank you for calling. OK/Fine/Thanks
Closing	Thanks, bye-bye.	Bye-bye.

Section - D Sounds of English-Review

As you all I know that the English language has 26 letters in the alphabet, but the total number of sounds used in English is 44. In many languages, each consonant or vowel has a unique role, a function that never changes. However, in English, different letters (both consonants and vowels) can be pronounced differently depending on where they occur in the words, and there are sounds which are not represented by any of the 26 letters. You would have studied them in greater detail in class XI. Now, let us review these letters and sounds again.

Letters		Sounds
Vowels	5	20
Consonants	21	24
Total	26	44

1. Given below are the phonetic symbols along with the words which represents that sound.

ɪ READ		ɪ SIT		ʊ BOOK		uː TOO		ɪə HERE		eɪ DAY		John & Sarah Free Materials 1996			
e MEN		ə AMERICA		ɜː WORD		ɔː SORT		ʊə TOUR		ɔɪ BOY			əʊ GO		
æ CAT		ʌ BUT		ɑː PART		ɒ NOT		eə WEAR		aɪ MY			aʊ HOW		
p PIG		b BED		t TIME		d DO		tʃ CHURCH		dʒ JUDGE			k KILO		g GO
f FIVE		v VERY		θ THINK		ð THE		s SIX		z ZOO		ʃ SHORT		z CASUAL	
m MILK		n NO		ŋ SING		h HELLO		l LIVE		r READ		w WINDOW		j YES	

Read all these words aloud and circle the letter that corresponds to the phonetic symbol.

Consonant Sounds

2. Now study the phonetic symbol for each consonant sound carefully, and underline the word which DOES NOT represent the corresponding sound.

Consonant Sounds	Odd one out
/p/	pen, copy, happen, ciphon
/b/	back, bomb, baby, job
/t/	tea, tight, listen, button
/d/	day, ladder, odd
/k/	key, clock, Wednesday, school
/g/	get, giggle, might, ghost
/tʃ/	church, match, nation, nature
/dʒ/	judge, age, plague, soldier,
/f/	fat, coffee, though, photo
/v/	view, heavy, ,move
/ʒ/	thing, author, matter, path
/ð/	this, other, should, smooth
/s/	soon, cease, kites, sister
/z/	zero, music, measure, buzz
/ʃ/	ship, cycle, sure, national
/ʒ/	pleasure, vision, leisure, ledger
/h/	hot, whole, thought, ahead
/m/	more, hammer, mnemonic, sum
/n/	nice, know, funny, column
/ŋ/	ring, anger, thanks, sung
/l/	light, valley, talk, feel

/r/	right, wrong, sorry, poor
/j/	yet, use, beauty, jade
/w/	wet, one, suit, queen

3. **Homophone:** It is a word which is pronounced in the same way as another word but differs from it in origin, meaning and spelling. For example: *read* (past tense of *read*) and *red* (a colour).

Homonym: It is a word which has the same spelling and pronunciation as another word, but a different meaning. For example, '*bank*' of a river and '*bank*' associated with financial transactions.

- (a) Given below is a box full of words. Read each word aloud, and then find pairs of words that are pronounced in the same way, but have a different meaning and different spellings

sea	gate	too	bow	knot	see
blue	sent	fare	cue	pear	fair
there	by	gait	their	not	blew
bye	already	tye	stationery	whole	practise
deer	tie	die	two	bough	sent
queue	pair	practice	already	stationary	hole
dear	dye				

- (b) Write the pairs in the table as shown below:

(e.g.) pair	(e.g.) pear

4. Stress on the right syllable

A *syllable* is a unit of sound which includes a vowel sound. You can check how many syllables a word has by putting your hand under your chin. Each time your chin moves to make a vowel sound count a syllable. For example, the word 'difficult' moves your chin three times. Therefore, *difficult* has three syllables.

If the word has only *one syllable*, that syllable is stressed, but, in *multi-syllable* words, the stress falls on one of the syllables while the other syllables tend to be spoken over quickly. This leads to sounds that are not clear (*muted*) on unstressed syllables. In order to improve your pronunciation, focus on pronouncing the stressed syllable clearly. However, don't be afraid to "mute" (*not say clearly*) the other unstressed vowels.

- (a) Study the examples and practise pronouncing the words by stressing the syllable written in capital letters.

PersonNEL	TOTally	InDUstrial	ToMATo	FanTastic
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Note: Unstressed syllables keep the correct sound, but they sound muted. Sometimes, unstressed vowels become a schwa sound - like a soft "uh". At other times, the vowel is pronounced but not stressed. Now, review the eight common word stress patterns in English..

One Syllable - Stressed

All one syllable words have the stress on the one syllable. The intonation should go down.

EAT	DRINK	SIGN	WELL
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Two Syllable - First syllable stressed

Examples:

Glant	PICTure	HEATing
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Two Syllable - Second syllable stressed

Examples:

toDAY	aHEAD	aLOW
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Three Syllable - First syllable stressed

Examples:

E Nergy	Oper a te	OR g anize
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Three Syllable - Second syllable stressed

Examples:

me M ORial	a S SUMption	ca N Adian
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Three Syllable - Third syllable stressed

Examples:

employ E E	japan E E	volunt E ER
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Four Syllable - Second syllable stressed

Examples:

psy CH OLogy	e V Aporate	cer T ificate
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Four Syllable - Third syllable stressed

Examples:

poli T ician	indi V idual	reputa T ion
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- (b) Read the following sentences out aloud. Mark them as Type A or Type B according to the rise or fall in the tone.

You may recall that the pitch rises at the end of the statement/question if the speaker is uncertain, and it falls when the speaker is certain.

1. The percentage of women working in banks is rising, isn't it?
2. You are not going to put this down in writing, are you?
3. The policy calls for a big change in overtime rules, doesn't it?
4. You visited Tashi last week, didn't you?
5. The Agra fort was built by Shah Jahan, wasn't it?
6. I think this will lower the recruitment standards, won't it?
7. I should go and fetch the groceries, should I?
8. I haven't read about eight different types of intelligence have you?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

5. The Silent Letter

You have earlier studied that English is not a phonetic language; it simply means that quite often, in many of the words, all the consonants may not be pronounced. And, it can be quite

difficult to remember which consonants are not pronounced in which words. Given here are some examples that illustrate this feature.

A - logically, musically, romantically,	L - calf, calm, talk, yolk
B - debt, doubt, numb, subtle,	N - autumn, column, damn, hymn,
C - blackguard, czar, scissors,	P - pneumonia, psychology, receipt
D - handkerchief, Wednesday	R - butter, finger, garden, here,
G - align, champagne, gnaw,	S - aisle, debris, island, isle,
H - choir, exhaust, ghost, heir, hour	T - asthma, ballet, castle, gourmet
K - blackguard, knead, knowledge	U - catalogue, guest, guitar, tongue

6. Intonation

(a) Working in pairs, discuss the given situation

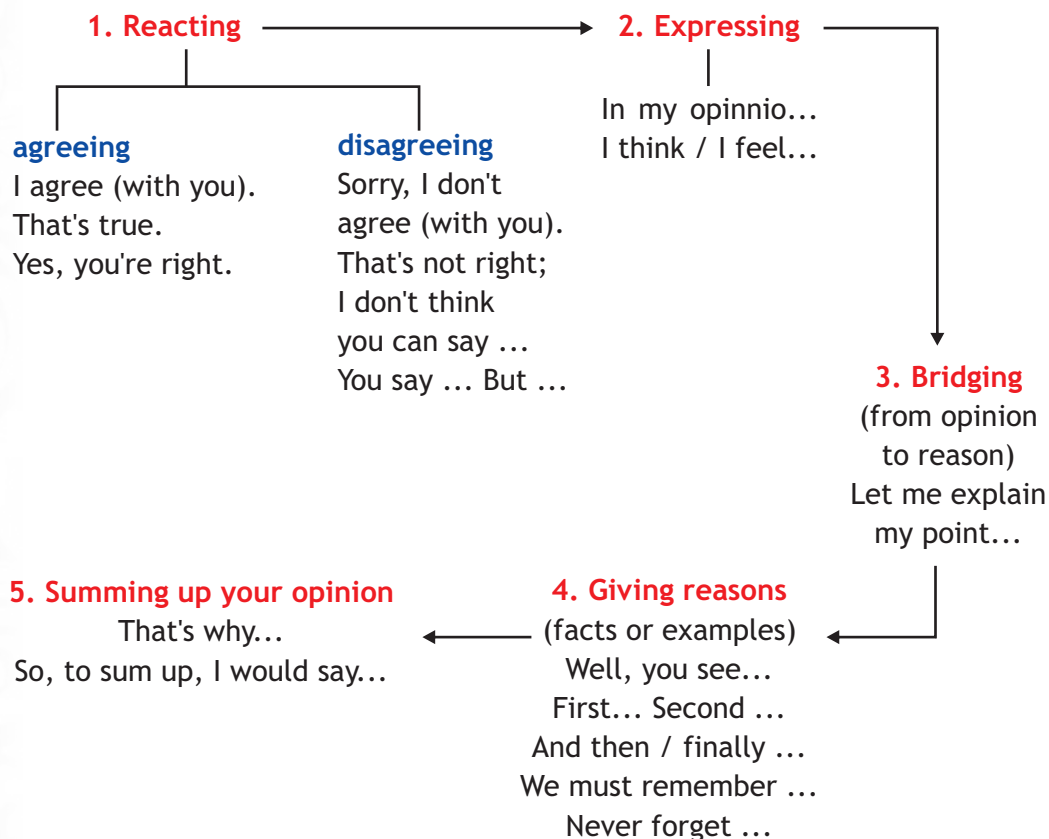
Your best friend has started going out with a group of friends who you know to be undesirable. You have tried to caution your friend about them but she/ he does not pay any heed. How will you deal with the situation?

- Intonation is used to convey feelings and attitudes
- The Falling intonation: completeness and definiteness
- The rising intonation: incompleteness and uncertainty or questioning
- The falling-rising: hesitation, contrast, reservation or doubt

(b) Which of the following language functions will you use? Write the exponents you would use.

Functions	Exponents
Expressing opinion/s	
Asking for advice	
Interrupting	
Offering suggestions	
Offering help	
Summing up	

7. The TV is described as an 'idiot box'. Debate AGAINST the motion. Your presentation should be about 3 to 4 minutes. Use the language of debate appropriately to help you make your speech more effective.



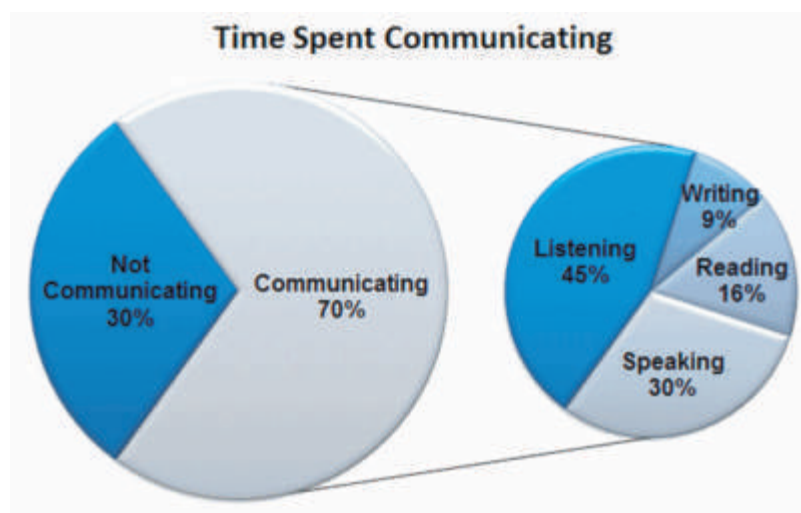
Language Use

1. Opening statement/Quotation
2. Respected Chairperson, members of the jury, teachers, and my dear friends ...
3. I strongly support/reject/oppose the motion ...
4. First reason for/against
5. Second reason for/against
6. My worthy opponent has just pointed out ... but I feel...
7. Friends, don't you agree with me when I say ...
8. Although my opponent may feel ...
9. Summing up

Section - E Listening - Review



The simplest way to learn a language is to listen. That sounds surprising? But it is true! How do children learn a language? They *only listen*, and continue to listen to baby talk, the words, then phrases and sentences being spoken by all those around them, and that becomes the best stimulus for them to repeat, reproduce and eventually start speaking. They gradually start speaking in short, clear sentences and then move on to long and complex sentences. Teachers / parents. We never teach them parts of speech, sentence structures or stress patterns, but they imbibe these finer aspects of language by simply listening and figuring out the 'rules' in their mind, that is unconsciously. Listening is in not less important than reading, writing and speaking. In fact, we always do more listening than speaking, and that is the key to good communication.



In fact, listening is the first skill learnt, but the last skill taught; we certainly need to pay more attention to it, and start practising listening.

We listen to different conversations when we are travelling in a bus, metro or train, but you don't mind how the fellow-passengers are speaking. If they happen to be talking in English, you are likely to listen to many Indian words and phrases in their conversations, and many words being pronounced differently. Besides, there are many other unique features of such conversations like short-forms or abbreviations, some particular idioms and expressions shared by a group of people, or even words from their common



dialect. This is one example of a listening situation, when we are not participating in the conversation. We are only passive listeners!

There are many other situations when one needs to listen for specific information. Look at the few situations given in the pictures. At a railway station, airport or metro station, the announcements are being made continuously. But you would listen to the



one which is related to your journey—the key words that you listen/relate to are the arrival/departure time, destination and train or flight number.

In such situations, you are *listening for specific information*.

When you are listening to your teacher in the classroom teaching/revising a lesson, you would probably need to listen to each word carefully, to ensure that you develop a sound and comprehensive understanding of the new topic. This is also known as *Intensive Listening*.



Sometimes, you are listening to the news, or watching a documentary on the television. During this activity, you are not listening to each and every word or may even miss out on something it happen? It

happens because you are *listening for general understanding* i.e. to develop broad understanding of the topic being discussed.



Sometimes, you don't need to listen to most of the broadcast! When does that happen? For example, when you listen to music or to a radio programme, you are **listening for pleasure** **that is**, enjoying what you are listening to becomes more

important than the detail of what is being spoken, narrated or discussed.

Next comes *inferential listening*. Very often what is being spoken is not directly relevant to your situation, but may become so in the near future. The information given in these situations is not direct or explicit, but implied. Can you think of situation when this happens? Yes especially when you don't get the answer that is expected.



1. (a) Read the following conversation:

Raman: Are we going out for lunch with Meenu and Mahesh this afternoon?
Simmy: It would be good idea to invite them home on Sunday, instead.

Here Simmy, rather than answering in 'yes', 'no' or 'may be', suggests that they should consider inviting them home for dinner instead on Sunday.

Working in pairs, discuss what meaning you could guess from her statements. Her words are only a suggestion.

- (i) Home food would be less expensive
- (ii)
- (iii)

There could be other 'inferences' drawn from this short extract, while a single one can be woven into the next part of the dialogue, like the one given in the box.

Raman: That's a good idea!
Simmy: I can make their favourite vegetable, pulao too !

So, this is an example of inferential listening. In other words, *inferential listening* means that there is a difference between the **meaning** and the message.

Here is another situation:

The sales assistant at a Garments showroom may ask the customer:

Are you all right?
Are you OK?

He is not enquiring about the customer's wellbeing, but actually saying (implying) *I am willing to help you make a selection, or I can tell you more about these new designs/products/prices etc. This is important in cross-cultural communication.*

It is likely that the non-native speakers may just accept the literal meaning of remarks, or statements made by native speakers of English. Look at some examples given below:

What they say	What they mean	What others understand
That's not bad	That's good	That's poor
I almost agree	I don't agree at all	He's not far from agreement
I have a few minor comments	Please re-write completely	He has found a few mistakes/typos

You often listen to talks, lectures or presentations. What happens in such situations? Here, the objective of listening is understanding the main point and the supporting points/examples or details. As a student, you often need to practise this type of listening.

2. Practise listening

(a) Listen to the announcement at the airport and complete the statements that follow by filling in the blanks with one or two words only.

- (i) The flight has landed at the _____ airport.
- (ii) The same aircraft will fly to _____.
- (iii) Passengers should proceed to gate no _____ for boarding.
- (iv) The flight will now leave at _____.
- (v) The announcement is made at _____.

(b) Listen to the following conversation between two friends and complete the given form.

TICKET BOOKING FORM	
Name:	
Address:.....	
Pincode:.....	
Contact No:	
No of tickets :	<div style="border: 1px solid black; width: 100px; height: 25px; display: inline-block;"></div>

- (c) Listen to 5 speakers talking about the use of technology in schools. Match the speakers with the key statements given. There are two extra statements that you do not need.

Speaker	Statement
1	Users of technology find learning easier by providing appropriate visuals.
2	While most content is filtered and listed, it is the user's duty to ensure that information is useful and accurate.
3	Technology helps the user to develop problem-solving skills.
4	Using technology is a good way of staying in touch with your friends and family but it has resulted in a rise in crime across the globe.
5	Technology helps improve students' self-esteem and motivation.
6	With technology providing easy access to information online, users often resort to plagiarism.
7	Use of technology promotes equity in schools.

- (d) You will listen to a Radio Show about the Indian system of medicine, Ayurveda. As you listen to the radio show, answer the given questions.

- The name of the radio show is
 - 'The Indian System of Medicine'
 - 'Ayurveda and You'
 - 'A Healthy You'
- The topic of the programme is
 - how to remain healthy
 - why ayurveda is good for health
 - the origin of ayurveda
- The science of Ayurveda developed
 - before the 12th century AD
 - between the 12th and 15th century BC
 - after the 15th century AD
- The term Ayurveda means
 - the science of long life
 - the art of living
 - the science of herbal medicine

5. Ayurveda is different from the other systems of medicine as it
- (a) developed so long ago
 - (b) believes in herbs for curing diseases
 - (c) deals with maintaining health and staying away from diseases.

Listening Script 01

Good evening, ladies and gentlemen! Skylark Airways flight DST 342 from Delhi to Patna has now landed. The same aircraft will fly to for Bangalore after 45 minutes. We are pleased to report that flight TST 257 will leave at 5:45 p.m. without further delay. Passengers travelling by Skylark Airways flight TST 257 to Bangalore may now proceed to boarding gate no. 26. We apologise for the inconvenience caused. Have pleasant flight! Passengers requiring wheelchair may contact the Airlines Staff at the Boarding Gate.

Thank you.

Listening Script - 02

Neena : Hi, Sameer. Good you made it on time.

Sameer : Yeh, it was tough, the traffic at this time is really bad. OK, let's fill up the form and get the booking done.

Neena : Yeh, sure. So, my name -NEENA KALIA, and address- 238/4, M G Road, Gulab Nagar, Aligarh. Hey, do you remember my pincode ?

Sameer : Yes, it is 301-201.

Neena : Thanks. We also need to write our contact no. Can I write your mobile no?

Sameer : Of course! It is 79-65-40-34-32. Is 25th evening show, all right?

Neena : Yes, please! Since the next day is Sunday, I'll get time to prepare for the weekly test.

Sameer : That's good planning. The tickets will cost 600/- . Is that OK?

Neena : Yes, fine. Is your cousin Rashmi planning to join?

Sameer : No, I spoke to her yesterday. She's going away for the weekend.

Neena : Good for her !

Listening Script 03

Speaker 1: Many teachers have stressed opportunities that technology provides for acquiring problem- solving skills - either through instructional software designed to teach problem solving or through the many requirements for solving problems that naturally emerge when one is trying to use computer tools to accomplish a task (e.g., the selection of appropriate software, figuring out what to do when the system doesn't behave as you expect it to).

Speaker 2: Technology helps the learner acquire complex concepts, for example by graphically representing abstract concepts such as acceleration, or by providing a structure for your thinking with tools like imp.

Speaker 3: A third frequently cited rationale by teachers for introducing technology was to stimulate motivation and self-esteem. Through either personal experience or a review of the literature, many innovators perceived the dramatic effects that technology can have on students' interest in class activities and enhancing their belief in their own capabilities. While these benefits are perceived as occurring across the board, our case study sites, most of whom serve student bodies coming predominantly from lower -literacy areas - such benefits would be particularly important for these students.

Speaker 4: Another good reason for using technology was the promotion of equity. In particular with the introduction of ShareNet (the school and community intranet), a number of people easily recognized the wide disparity in the resources available to them and felt that a unifying network such as ShareNet could promote a more equitable use of those resources. In the case of several schools serving students from low-income homes, technology innovators stressed the importance of giving these students the technology tools that would facilitate the learning process, socialisation, beside encouraging children to hone their IT skills.

Speaker 5: Assuming we are justified in granting access to some store of information that we may be in control of, there is a duty to ensure that that information is useful and accurate. While all searches are filtered to some degree in order to ensure that the information the search provider believes is most important to the user is listed first, not all searches are equal and it matters which search provider one uses.

Listening Script 04

Host: Good morning and welcome to “A Healthy You”— our weekly health programme. I am your host, Pranjol Roy. Today we have with us, Dr. Arvind Dubey who is a well-known doctor of our city. Dr. Dubey practises Ayurvedic medicine. Dr. Dubey, hello and welcome to our show “A Healthy You”.

Dr. Dubey: Good Morning.

Host: Dr. Dubey, will you tell us something about the origin of Ayurveda?

Dr. Dubey: Ayurveda is the ancient Indian medical science, the origin of which can be traced back to the Vedas. The fourth book of Vedic literature, the Atharvaveda, contains passages devoted to medicine. It was this that gave birth to Ayurveda, which literally means the science of long life. It aims to cure disease, protect health, and prolong life through natural herbs.

Host: When did Ayurveda develop as a system of medicine?

Dr. Dubey: Ayurveda developed between 12 to 15 century BC, about 3,500 years ago.

Host: How is Ayurveda different from the other systems of medicine?

Dr. Dubey: Ayurveda comprises of two words: Ayur and Veda. Ayur means life, and Veda means knowledge or science. So the literal meaning of the word Ayurveda is the science of life. Ayurveda is a science dealing not only with the treatment of diseases but is a complete way of life. Ayurveda is the only science which deals with maintaining health and staying away from diseases. The word health here does not mean physical health, but also spiritual and mental health.

Host: Thank you very much Dr. Dubey for your very enlightening talk. I am sure all of us have learnt a lot about traditional Indian medicine today.