

INTERNATIONAL LISTENING ASSOCIATION

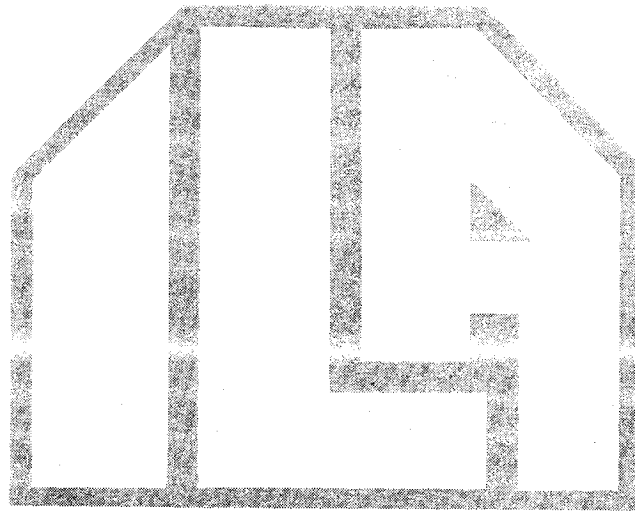
1992

Swap Shop

Seattle, Washington

Prepared by
Northwest Missouri State University
Communication Department

Sharing Ideas



Exercises



STEIL'S LAW OF LISTENING

Lyman K. Steil (the "Ambassador of Listening") outlines a "Law of Listening" simply stated as

$$L = (A \times W)^2$$

THE COMPONENTS ARE:

L = Listen

W = Willingness

x = Multiplied by

A = Ability

2 = squared impact

This formula translates to mean that listening is

DIRECTIONS

After studying the figure below, describe what happens to listening when each of the two characteristics in Steil's law of listening interact.

	NOT WILLING	WILLING
NOT ABLE	#1	#2
ABLE	#3	#4

When a person is:

#1. Not willing and not able to listen, what happens will be

#2. Willing, but not able, to listen, what happens will be

#3. Not willing, but able, to listen what happens will be

#4. Willing and able to listen, what happens will be

Critical listening for specific tangible information
Bob Bohlken Ph.D. Professor Northwest MO State University

Objective: The participants will display their abilities to recognize the use of specific sources, dated, locations and proportion or numbers.

Participants: one to twenty five

Procedure: Read following news excerpts aloud and have participants note or paraphrase the information in writing. Make participants aware that they are to listen for the specific sources of the information, the specific date of occurrence, the specific location of the event and the specific numbers vs. psuedo numbers used.

Discuss participants' notes after each series of excerpts presentation to demonstrate listening for verbal concreteness.

It has been reported by official, unidentified sources that many of the meat products that may be purchased in the supermarkets and grocery stores could be contaminated by possibly harmful type bacteria.

Donald Huston, head of U.S. Dept. of Agriculture's Food Safety Service, stated four out of ten (40%) of the prepared chickens purchased in stores today are contaminated by Salmonella bacteria which can cause flu like symptoms if chicken's not well cooked.

Four thousand machinist yesterday literally walked away from their jobs and left the McDonnell-Douglas, California aircraft plants in protest of the company's imposition of a non-negotiated contract.

Several thousand laborers apparently staged a walk out against a leading defense contractor. It is alleged that the walk-out is an attempt challenge the potential contract.



January 23, 1992

Prof. Robert Bohlken
Northwest Missouri State University
Maryville, Missouri 64468

Dear Bob,

My favorite exercise comes from Wolff's Perceptive Listening, Ex.#3, p.126.

Objectives: Concentrating to Listen and Retain

Time required for activity: 25-40 min(in class) (prepare lists outside of class)

Intended group size: 4 - 6

Description/process:

Form small groups. Each person is to prepare a seven-item list of:
(a) numbers, (b) foods, (c) popular songs, and (d) prominent personalities.
Each person should also prepare 3 questions to be asked for each list.
(Example for numbers: which was the third number listed or which was
the largest number or what is the sum of the second and seventh numbers?)

Each group listens attentively as members take turns reading a list,
pausing two or three seconds after each item. Each speaker, after
reading the complete list, will ask three questions. Each listener
will write the answers on his/her own paper. The answers are checked
before going to the next person who will read the same type of list.

After the four rounds of exercises are completed, identify the group
winners with the highest cumulative scores in the respective groups.

See you in Seattle!

Sincerely,

Milda M. Steinbrecher

Intrapersonal Communication Listening Exercise

Objective: To create an awareness of self talk and its influence on behavior and attitudes.

Time: 15 minutes

Participants: 5- 30

Procedure: Call on three students by names and ask them to accompany the facilitator outside the classroom. When outside ask each one to recall what went through his/her mind when their names were called and when we were exiting the room. Have each one return to the classroom, one at a time, and tell the class what they were saying to themselves as they remember.

The entire class discusses the responses.

from Michael Z Murphy
Mainstream
162 Ryerson Avenue
Paterson, New Jersey 07502
(201) 942-8678

for The ILA Teaching Ideas Swap Shop, spring 1992

OBJECTIVES:

1. Students will identify incidents of individuals not listening to one another.
2. Students will identify which of the 10 worst listening habits is/are in operation.
3. Students will infer the motive for each non-listening habit/incident.
4. Students will identify similar incidents from their own lives and discuss the pros and cons of their own listening patterns.

Note: This series of objectives should lead the students to the unstated objective of developing greater insight into fictional characters and hopefully of themselves.

TIME: One to several class periods of 40-60 minutes.

GROUP: Six to twenty students in a drama, communication, or literature/English class. It has also been used in psychology and creative writing classes. It is equally effective at the high school and college level.

DESCRIPTION/PROCESS:

This activity is perfect for teaching listening in various disciplines (content areas). Objective #2 requires previous knowledge of the 10 worst listening habits.

1. In a previous class assign to dyads scenes from the plays listed below in order to permit the best possible presentation.
2. Familiarize the class with those objectives you will use.
3. Have a dyad present a very short scene. They can be audio or video recorded in advance, presented as an acting scene, or simply read.
4. Have students complete Objective #1 on the blackboard or in small groups.
5. Objectives #2, 3, or 4 can follow in classroom discussion. You may wish to complete #2 on the chalkboard or on a check list. Objective #3 can be used as a homework/reinforcement for drama students. Objective #4 is often a good homework/reinforcement for any course.
6. Optional: If drama students have reached a consensus on Objective #3 you may have the dyad reperform the scene exaggerating the motives.
7. As this activity is repeated scenes can be increased in length and difficulty.

Suggested Plays:

"The Boor"

The Imaginary Invalid

The Owl and the Pussycat

Coastal Disturbances

forest scenes of Midsummer

Painting Churches

Kate/Petrucchio scenes of Shrew "It's Called the Sugar

Frankie and Johnny in the Clair De Lune Plum"

How the Other Half Loves

Fences

"Camera Obscura" (very advanced students only)

WHAT DO YOU KNOW ABOUT LISTENING ALREADY?

[Charles H. Swanson, Fairmont, West Virginia]

OBJECTIVE: The participants/students will identify characteristics and behaviors that affect to whom we listen.

TIME REQUIRED: 15 minutes for individuals.
30-45 minutes for groups.

INTENDED GROUP SIZE: This exercise can be worked out by individuals, although group work intensifies the results.

PROCEDURE:

1. Hand out the enclosed form, or direct the students to fold their papers in half twice to make quarter-sheets.
2. Have the students list by initials:
 - ten people they know to whom they listen,
 - ten people to whom they listen, but shouldn't,
 - ten people to whom they should listen, but don't,
 - ten people to whom they don't listen.
3. After each initial, the students should write down why they do or do not listen to each person.
4. When the students have completed their lists, have groups formed to discuss their findings including common and unique characteristics.
5. The groups are to discuss what things/qualities/characteristics cause them to listen or not listen.
6. The results of the groupwork could be discussed in whole class setting -- why do we listen to some people and not listen to others?

(over)

WHAT DO YOU KNOW ALREADY ABOUT LISTENING?

People I listen to

_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____

People I should listen to,
but don't

_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____

People I don't listen to

_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____

People I listen to,
but shouldn't

_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____

CLASSROOM ACTIVITY SWAP SHOP

SUBMITTED BY: Karen M. Hillyer
Training Consultant
Pruco Life Insurance Co.
8th Floor
213 Washington Street
Newark, New Jersey 08902

ACTIVITY: QUIZ BREAKS

OBJECTIVES:

- 1) To test participant's listening and memory skills.
- 2) To reinforce important points from the workshop/seminar.
- 3) To make participant's aware of his/her listening weaknesses and strengths.
- 4) To give a mental break to participants.
- 5) To let the instructor know what points need to be reinforced.
- 6) To make the ENTIRE workshop an active learning experience.

TIME REQUIRED: Can be anywhere from 5 to 10 minutes at a time.

GROUP SIZE: Any

DESCRIPTION: "Quiz Breaks" are taken during the course of the workshop to test the participants on information that has been covered.

PROCESS: At the start of the workshop, participants are told to listen carefully to the material covered because they will be quizzed throughout the program. Participants are supplied with paper and pencils for this purpose. At different times during the workshop the instructor will stop and ask the participants a few questions on the information that was previously presented. (The instructor should plan these breaks and questions before-hand.) Participants write down their responses and do not share them with the group. The instructor can provide the correct responses or could ask for a volunteer to read his/her response. Participants should grade their own papers.

This works best if the quiz periods are spread throughout the workshop instead of bunching them together. There might even be some kind of reward system or participants could be broken into teams for a little friendly competition.

Self Inventory Listening Exercise

Instructor: Bob Bohlken, Ph.D.

Grade Level: Secondary

Objectives: To create an awareness of the influences of listener's purpose, physical context, subject of the message, speaker's characteristics, listener's characteristics upon effective comprehensive listening.

Materials: Questionnaire below and pencil

Activity: Instructor begins by merely telling the students that to begin the study of listening for information and learning, they are to do a self-inventory. The instructor then reads the following questions which the students are to answer on a sheet of paper.

- 1) Remembering your past and present classes, write down the class in which you listened best.
- 2) Remembering that class, for what purpose did you listen? (instructor may suggest--to pass the tests, to impress the teacher, to increase understanding of subject, to verify or support your prior knowledge or . . .)
- 3) In the class you listened best, the subject matter was (interesting, familiar, personally relevant or dynamic)
- 4) In the class you listened best, the instructor's characteristic that influenced your listening most was (appearance, speech and voice, organization, interactive behavior)
- 5) In the class you listened best, how did you respond to the instructor? (ask questions, eye contact, take notes, facial expression and head movement, other)
- 6) In the class you listened best, where did you sit, and at what time of day was the class?
- 7) Remembering your past and present classes, write down the class in which you listened most ineffectively
- 8) What personal characteristic of your own interfered with your listening? (tired, hungry, daydreaming, preoccupied, not interested in the subject)
- 9) For what purpose did you listen? (to pass a test, to get a grade, to impress the instructor, didn't have a purpose)
- 10) What classroom characteristics interfered most with your listening? (walls, chalkboard, temperature, outside noise, noise created by other students, other)
- 11) What characteristic of the instructor interfered most in your effective listening to the lectures? (appearance, speech rate/rhythm, voice, movements, language)
- 12) Of all the factors considered, which one factor do you think influences your listening most (the speaker, your own characteristics, the message, the physical setting)

Evaluation: This activity is to prescribe and forecast the elements of effective classroom listening behavior, indicate to the student, the listeners' responsibilities, and suggest to the instructor the variables which influence student listening to classroom lecture.

Follow-up student activity: Write a short composition describing the elements that are involved in classroom listening.



DEVELOPING CONTROL OVER LANGUAGE SELECTION

DISCUSSION:

Often people use language and without intending to, they offend the people with whom they are speaking. Sometimes it is because they have made an assumption, without realizing it. Sometimes it is because they have been evaluative in their word selection.

OBJECTIVE:

1. to select language which is free from evaluation
2. to spot one's own assumption making

PROCEDURE:

1. Break the group into small groups of 5-7 each.
2. Give each group the list of statements or examples of conversations.
3. Ask each group to identify the assumptions in the statements labeled as assumptions and to select new language for the statements labeled evaluative.
4. Bring the group back together and discuss the responses.

PROCESSING:

1. How difficult was it to do this exercise?
2. What have you learned about the role of language selection in people relationships.
3. What does this exercise teach you about listening?
4. Why do we need to recognize assumptions.





SENTENCES AND DIALOGUES FOR LANGUAGE CONTROL EXERCISE

1. He has an attitude all the time. (evaluative)
2. He's an idiot. (evaluative)
3. You didn't clean that corner well. (evaluative)
4. She's immature. (evaluative)
5. He's the one who wrote that wierd book. (evaluative)
6. I cry for stupid reasons. (evaluative)
7. They followed me like retards. (evaluative)
8. My boyfriend was furious at me. Oh yeah! what did you do? (assumption)
9. When I left the hotel my jewelry was on the dresser and it was gone when I got back. The chambermaid must have taken it. (assumption)
10. I left my keys to the office home. So how did you get in? (assumption)



OH

ILA Swap Shop, Seattle, Washington, 1992
Submitted by Carolyn Gwynn Coakley

OBJECTIVES

To send, receive, and assign meaning to vocal messages

TIME REQUIRED

Approximately 10 minutes

GROUP SIZE

Entire group (divided into pairs)

MATERIALS

One notecard (listing one of each of sixteen emotions--excitement, frustration, horror, anger, pain, sorrow, understanding, disappointment, fear, fatigue, disgust, disinterest, relief, and pleasure) for each student

DESCRIPTION

Distribute one notecard to each student, and ask students not to reveal what is on their cards. Pair students, and have them stand back-to-back. The shorter of each pair is to express his/her emotion by saying only "Oh" over and over until his/her partner guesses the emotion being expressed. Then, each pair reverses roles and repeats the previous directions. All pairs participate simultaneously.

PROCESS

1. Why did I have you stand back-to-back?
2. How easy or difficult was it for you to assign the correct meaning to your partner's "Oh"?
3. How easy or difficult was it for your partner to assign the correct meaning to your "Oh"?
4. What does this activity exemplify regarding the stimuli to which one listens?

LISTENING INTRODUCTION EXERCISE

OBJECTIVE: Participants will learn about social listening behaviors and about each other.

PROCESS: Instructor asks the following questions to have participants write answers onto index cards. Group compares each others' answers and finds one with most in common. Introduce each other using learned information from the card and the conversation.

To whom do you listen most often for values? (parents, instructor, minister, friends, siblings, radio/TV)

In what physical setting do you listen best to obtain knowledge?

To whom do you listen most often for information? (parents, instructor, minister, friends, siblings, radio/TV)

In what physical setting do you listen best for emphatic listening or shared feelings?

To whom do you listen most often for expressed feelings?

To whom do you have most difficulty listening? (parent, instructor, minister)

To what person do you listen most effectively? (parent, friend)

To what do you attribute this listening difficulty?

How do you respond to this person? (eyes, nod--nonverbal; ask questions, repeat--verbal)

About what subject matter is it most difficult for you to listen?

To whom do you listen best in sharing feelings?

Why is it difficult for you to listen? To talk about this subject?

Who is the best listener you know?

How do you respond when you are effectively listening to information?

How does this person respond when listening?

Do you spend most of your time listening, speaking, writing or reading?

Would you prefer to listen or read an apology?

What time of day do you think you listen best to gain knowledge?

How do you know someone is listening to you?

About what subject matter do you listen most?

What detracts you most when you try to listen? (yourself, the speaker, the message, the environment)

What time of day do you listen best to share feelings?

What personal characteristic (your own) prevents you from listening most often?

What speaker's characteristic detracts most from you listening? (appearance, speaking, voice demeanor)

Four Basic Wants

Objectives: 1) Resurgent interest/attention in listening
2) Not to let participants know they will be tested

Time required for activity: 20-30 minutes

Intended group size: 30/40 participants

Description/process: Inform participants that they can relax and listen to an article about themselves. That is, universal characteristics that we can all relate to each day. Article should be read with lots of emphasis and enthusiasm. After reading the article, inform the participants that they will be tested on what they heard.

Four Basic Wants

At a meeting in Winnipeg, Canada, Dr. Murray Banks, the popular New York psychologist, gave a talk on the Four Basic Wants.

One of the points he made is that everything we do has a motive. Whether we go to school, take a job, get married, stay single - everything has a motive. And he said that the whole drama of life springs out of four basic motives common to us all. And here they are:

1. I want to live. How long? Forever. You'll hear people say, "When I'm ninety I won't care if I'm dead." And that's just the way you feel until you're eighty-nine. When a washing machine salesman says to one lady . . . "Madam, this machine will add twenty years to your life," she says, "I've got to have it . . . delivery it at once."

2. I want a feeling of importance. Everyone wants respect, power, prestige, admiration. Did you ever see a little boy at the pool or the beach? He says . . . "Watch me, Mama, watch me." And Mama can applaud and admire him. He glows under the admiration and approval. And adults are just the same. Of course we don't run around openly demanding people to watch us. We learn to do it more subtly. We do it with our big cars, expensive furniture, college degrees, furs, jewelry, diamonds. As soon as a girl is engaged to be married, she wants her engagement ring. It's her way of saying to the world . . . "Look at me, I've joined the club."

There isn't much difference between children and adults . . . just in their methods. We all need a feeling of importance. This is why the teenager often tries to wear all the rubber off the rear tires in leaving a stop. He's saying to all in the area . . . "Look at me. Please look at me in my car." And an eighteen year old mass murderer, meekly giving himself up to the police said, "I wanted to make a name for myself." He wanted so badly to be noticed, he was willing to take the lives of others, and forfeit his own.

The third basic want common to us all is: I want a mate. Everyone wants to be loved. Unfortunately there are more people who want to be loved than are willing to do the loving. As one girl said: "I was involved in a triangle; he and I were both in love with him."

Everyone seeks for the security of a permanent and enduring love. Dr. Banks quoted a girl who asked her boyfriend if he loved her. "Yes, I do," said Herman. "Would you die for me?" "No," said Herman, "mine is an undying love."

And the fourth and final want common to us all is: I want a little variety -- change.

Humans tire of the same things. We hate monotony and seek through recreation and vacations, television and motion pictures to escape the sameness of our routine.

When a woman goes to her filled closet and says she doesn't have a thing to wear, she's saying she doesn't have anything new and different and exciting to wear. We need change.

So there you have the four basic wants of man: 1. I want to live, 2. I want a feeling of importance, 3. I want someone to love me, and 4. I want change -- variety.

Knowing what the four basic wants are, we can understand our own behavior better. And we can also get along better with those in our charge and those we love.

Questions and Answers

1. What was the predominant pattern of this presentation?
 - a. problem-solution
 - b. space sequence
 - c. time sequence
 - d. enumeration

2. The theme of this entire presentation was what, in nature:
 - a. physiological
 - b. psychological
 - c. sociological
 - d. intellectual

3. The main emphasis of the original speech given by Dr. Banks was:
 - a. a desire to live is a key motivator in all of us
 - b. a desire to be loved is a key motivator in all of us
 - c. a desire for all four basic wants is common to all of us
 - d. no conclusive answer can be given

4. What difference did the speaker cite in the action adults and children take to gain recognition and attention?
 - a. no difference was indicated
 - b. children are more subtle in their actions
 - c. adults are more vocal in their actions
 - d. methods

5. The speaker's primary objective in this presentation was to help each listener.
 - a. to better understand his own behavior
 - b. to better understand the behavior of others
 - c. to better understand why women say they don't have a thing to wear
 - d. to give plaudits to the work of psychologist, Dr. Murray Banks

6. With which statement would the speaker most likely agree?
- a. We'd all rather be loved than love.
 - b. The four (4) basic motives are universally common.
 - c. To love is to live.
 - d. There's a little bit of larceny in all of us.
7. At what location had the speaker heard the speech by Dr. Banks?
- a. Montreal
 - b. Toronto
 - c. Winnipeg
 - d. Hudson Falls
8. What motive did the speaker consider as least important to people?
- a. I want a feeling of importance.
 - b. I want someone to love me.
 - c. I want change.
 - d. none of these
9. Approximately how many examples did the speaker use to illustrate the desire to feel important?
- a. 2
 - b. 4
 - c. 6
 - d. 8
10. According to the speaker, the actions of the mass murderer were caused by:
- a. a desire to be loved
 - b. a desire for change
 - c. a desire to kill
 - d. none of the above

Critical/Comprehensive Listening Exercise

Objective: to aid the participants in distinguishing between indicative factual statements with real referents and the hypothetical, conditional or subjunctive statements

Time: 20 minutes

Participants: 20 +

Description: Linguistic elements indicate to the critical-comprehensive listeners the perspective, and credibility of the speaker's message. The subjunctive mood verbs such as "could," "may," "might" and qualified statements such as "if...," "perhaps..." "I feel..." "he told..." appears are indicators of hypothetical and conditional statements.

Activities: Read the following statements and have participants indicate whether the statements are factual or hypothetical.

1. John can listen and comprehend 300 words per minute.
2. I think John could comprehend more than three hundred words per minute.
3. Perhaps he may try the listening rate test again.
4. The skill of listening is learned and developed through training
5. It appears that those who are intelligent should be good listeners.
6. I feel if one tries to be a good listener, he/she will be.
7. The acoustical dimensions of speech sounds are pitch and intensity.
8. A pessimistic listener is one who thinks.

CLASSROOM SITUATION

TEACHER: (reading, with little volume/pitch variation) from a textbook (e.g., History, Literature, etc.)

STUDENT: "Gosh, I hate this. I have a Chem. quiz next hour. I shouldn't be here. I wonder if Jim will call. I'm so hungry. (clicking of pen). I wish he'd stop clicking his pen; I'm trying to concentrate!"

TEACHER: (wrapping up) "Well, that's the bell. There will be a quiz on Tuesday, the 14th. (at desk, paper shuffling, people talking in the background). Yes, Paula, can I help you with something?"

STUDENT: "May I see you after school about the grade on my last test?"

TEACHER: (shuffling papers) "Sure, I have a meeting with Mr. Presley at 3:00, but I can see you at 3:30 in my room."

STUDENT: "Well, I can't make it at that time because I have pom-pom practice promptly at 3:15, then I have a perm appointment at 4:30. . ."

MR. POWELL: "Excuse me, Peter, I mean Mr. Pavlov, are you about ready for the principal's meeting?"

TEACHER: "Yes, Mr. Powell, I'll be there in a minute."

STUDENT: ". . . my pickup truck broke down so my brother, Pat, is supposed to pick me up at 5:00, but he's usually late. I think my power steering 'pooped' out."

TEACHER: (quietly) "Doesn't she ever get tired of talking?"
(normal volume) "That's nice. O.K., we'll see you then at 3:30."

STUDENT: (quietly) "I don't think he heard a word I said!"

CLASSROOM SITUATION (possible questions)

1. What kind of quiz did the student have the next hour?
2. What day is the exam scheduled?
3. With whom did the teacher have a meeting at 3:00?
4. What time was the student's perm appointment?
5. What is Mr. Pavlov's (the teacher) name?
6. What kind of vehicle does Paula drive?
7. When is Paula's brother scheduled to pick her up?

ANSWERS:

1. Chemistry quiz
2. Tuesday, the 14th
3. Mr. Presley
4. 4:30
5. Peter
6. pickup truck
7. 5:00 P.M.

FOR THE SWAP SHOP

Do you know the excellent book Listening for the Visually Impaired by Claudelle S. Stocker (Springfield, IL: Charles C. Thomas Publisher, 1973). I don't know if it is still in print, but it would be worth your trying to find a copy. The author dedicates the book to her children, with the line "To whom I should have listened more and talked less."

While the thrust is for training visually impaired students, the exercises work quite well for sighted students. Indeed, the author notes that they have been used as training curriculum for non-visually impaired youngsters also. A brief quote from the book's cover will orient you:

Normally, one does not need formal education to learn to hear. On the other hand, one's ability to listen more efficiently and to interpret what is heard can be improved with training. Such training, however, has been largely neglected despite the fact that two-thirds of a person's life is spent in listening. (Author then justifies increased need for listening skills for blind people.)

Some of the skills listed in the 17 week training period include

- discrimination of like and different sounds
- unlearning rote listening by eliminating the retention of irrelevant words and sounds
- tuning in on instructions
- speech & sounds as the first step in the listening process
- recognizing concluding phrases
- organization through mental imagery and pictures
- reorient to mental pictures through verbal, nonverbal, and sensory cues
- recognize personal emotional filters
- recall and retain information that has been received orally

Here are just a few of the many exercises from this useful book.

1. Listening Readiness

Likenesses and differences. Read the set of numbers at a steady pace, then allow the student on 5-6 seconds to respond to "Which two were alike?"

6-8-2-9-5-8

1-4-3-7-8-7

3-9-6-1-3-2

etc.

2. Same kind of exercise, but with words and sounds--of the list of words, which one has a different initial sound?
 mountain, moose, miss, mice, NICE, mother
 SALAD, shock, shook, show, shop, shoe
 round, rasp, reach, ready, run, DIE
 etc.

3. Same things, but make the sounds nonverbal--
 three bells the same size, the fourth a different size
 three water glass tumblers with water at same level & tone, a
 fourth that is different
 piano notes
 motors
 etc.

4. Differences in families of words
 coat, hat, boots, APPLE, gloves
 auto, airplane, RAKE, bicycle, truck
 newspaper, television, telephone, GOOD EARTH, telegram
 etc.

5. Differences in "families" that are nonverbal
 three typewriters, an adding machine
 three cords from a piano, one from another instrument
 three bells and a buzzer
 etc.

There are a total of 20 of these listening readiness exercises, growing steadily more complex.

A total of 14 Listening Skills exercises include such concepts as Cue and Clue words, anticipating conclusions, exercises in logic, logical sequencing (using garbled paragraphs--time, space, or sequence out of order), retelling sequential events, discriminating between worthy and groundless opinions, and interpreting sound effects.

The third section for recall and retention offers increasingly difficult situations and stories with recall questions at the end of them.

The book is a veritable gold mine of good listening activities!

Ethel Glenn
 UNC Greensboro