**INTRODUCTION TO ELEMENTARY CHINESE LISTENING**  
**CUI YAN**

*Elementary Chinese Listening* has been systematically designed for teaching listening skills to learners of Chinese who are absolute or false beginners. It can be used in any learning situation and any variety of language environments. The material can be used in class or for self-study outside class, and it can be used in countries where either the target language or other languages are spoken. It particularly aims to develop learners’ linguistic and communicative competence in one academic year, but can be studied at an individual’s preferred pace. The language functions and linguistic knowledge covered are both closely related to the general teaching of Chinese at elementary level. The material also provides some of the latest useful vocabulary and expressions in the target language. The listening materials are both aural and visual. The aural material contains different voices speaking at different speeds. The visual materials, with various Chinese native speakers using the target language in an authentic language environment, will help learners both to learn and to understand effectively both the target language and Chinese culture.

The twenty-three lessons are designed to be used in the available teaching and learning weeks, and each week assumes 3 hours of teaching. Lesson 1 focuses on Chinese phonetics, including initials, finals and tones; exercises are provided to help learners to practice and distinguish between the sounds that are provided. From Lesson 2 to Lesson 23, each of the lessons has four stages, which focus on certain linguistic forms including grammatical sentence structures and language functions, and is followed by exercises and tasks designed to integrate receptive and productive skills. The learners’ listening skills will be improved by completing various exercises and tasks.

Stage One contains 15 sentences, which are a mixture of easy and difficult items. There are two types of exercises, at two different levels, which are designed for learners with different levels of listening comprehension. Stage two contains a dialogue spoken by two or more people. Stage three includes two short stories, and Stage four contains ten questions, which the learners can answer either orally or in writing.

The aural and visual materials aim to shorten the distance between classroom language teaching and society outside the class, and to provide opportunities for students to develop their language sub-skills, e.g. to use existing information to deduce the meaning of unfamiliar words with communicative value, and to understand utterances made by different Chinese native speakers speaking at normal speed in authentic situation. The exercises and transcripts are in both full-form and simplified characters to serve the students’ needs. The visual material provides learners with information about the culture surrounding the target language, enabling them to see how Chinese native speakers use language in real communication, for example: exchanging information, seeing a doctor, meeting people and shopping.