Elementary Chinese Listening is the first material for the teaching of listening used in Language Lab Classes at SOAS. It is a LWW-CETL project, which was created in 2005.

This material has been used in BA Chinese language teaching at SOAS, University of London since 2005 and it has been improved year by year. It closely links to the grammar teaching program, which uses Colloquial Chinese by P.C. T’ung and D.E. Pollard (1983).

- This set of listening materials can be used as teaching material in class or as self-studying and training material.
- As teaching material, it can be used by one teacher to teach three hours a week for one particular lesson, e.g. Lesson 2 in Week 2, or by two or three teachers who share the three hours of teaching, e.g. one teacher teaches “one stage”\(^1\) in one class, i.e. in each of the teaching hours, one particular “stage” should be completed: either Stage One, Stage Two, Stage Three or Stage Four.
- Lesson 1 focuses on Chinese phonetics, including initials, finals, tones and combinations of the three as found in Putonghua (Chinese Common Language).
- From Lesson 2 to Lesson 23, each of the lessons focuses on particular linguistic points and on functional language.
- Each of the twenty-three lessons contains four stages which focus on training learners in different listening skills, e.g. stage one is for listening for accuracy; stage two and three are for listening for the main ideas or specific information, and stage four is for integrating listening skills with speaking skills.
- Useful neologisms have been added to the listening material, and these can be found in the vocabulary list after the tasks.
- Listening transcripts are provided in order to find the answers easily.
- When listening to the material, it would be better to listen without looking at or reading the new words or transcripts.
- When carrying out tasks, you are allowed to stop listening to the material to write down your answers to the questions after finishing one complete sentence, dialogue, passage or question, since the speaking speed is the same as the normal speed of daily communication.
- The characteristic of this material is its flexibility, i.e. the learners can make progress based on each individual’s level and learning ability in one large or small class. The users can find suitable lessons and tasks easily according to their specific needs.

\(^1\) Each of the twenty-three lessons contains “stages”. In Lesson 1, there are three stages focusing on Chinese phonetics and from Lesson 2 to Lesson 23, each lesson contains four “stages”.