

ABAX Ltd.

TOP-UP LISTENING 1: TEACHER'S NOTES



Top-Up 1: Teacher's Notes

Each of the fifteen units in *Top-Up Listening* consists of ten steps each of which has its own heading. Here is an explanation of each of the steps in the units.

Guide to Headings Used in *Top-Up Listening*

1. Let's Start!

This section gets students thinking about the topic of the unit, usually in the form of a mini-discussion or quiz. The main aim of this section is to start students thinking about some of the themes and ideas that will come up in the listening(s). Sometimes vocabulary is previewed here but this is not done explicitly as a vocabulary exercise.

2. Words and Expressions

In this section students learn key vocabulary items necessary for understanding the listening. This section does not appear in every unit, only where it is required.

3. Before You Listen

In this section students are introduced to structures and functions that will appear in the unit.

4. Let's Listen!

This is the first of three listening tasks on the listening material. Generally, the listening task is a gist question that can only be answered by listening to the entire recording.

5. Listen Again

This is the second of the three listening tasks on the recorded material and requires students to listen more intensively for details and specifics.

6. Listening Clinic One

This is the first of two listening clinics which focus on a particular pronunciation feature. This first clinic is an explicit presentation. It begins with an explanation of the pronunciation feature and followed by an example or examples. The students then listen to the dialogue and pick out examples of the feature being presented. NB: See the section called *How To Teach The Listening Clinics* for more information.

7. Practice!

This is a short highly supported speaking activity which allows students to experiment with the language in the unit as well as the pronunciation feature. This section is here to allow for skills transfer and, just as important, a break from constantly listening so giving the students variety and the opportunity to internalize some of what they have learned so far.

8. Now Listen Back

This is the third and last of the listening tasks on the recorded material. The main purpose of this activity is to provide students with a confirmation listening. Generally, this

listening requires students to listen to the entire recording in order to answer the question. Quite often, the *Practice!* activity previews the final listening thematically.

9. Listening Clinic Two

This is the second *Clinic* and reviews the pronunciation feature presented in Listening Clinic One. The main difference between *Listening Clinic One* and *Listening Clinic Two* is that in this second one students predict in pairs where they *may* see the feature being used and then listen and check their predictions. Since this is a slightly harder thing to do than just noticing the feature, the second *Clinic* comprises of six discrete sentences rather than a dialogue.

10. Try It Out!

This section is a speaking activity that students generally do in groups. While the activity is freer than *Practice!* it is still a closed task with a clear goal for students to achieve rather than an open-ended discussion. Again, the theme of *Try It Out!* is explicitly linked to the theme of the unit allowing students to review and recycle vocabulary, structures and the pronunciation feature presented in the unit.

11. In Your Own Time

This section is intended to be done as homework. The word list at the back of the book is incomplete. Students are required to complete the list using words from the unit and preferably an English-English dictionary. There is also space at the end of the list for the student to add three new words of their own from that particular unit. Tell the students to read page 5 of the text to help them understand the process behind the word lists.

How To Teach The Listening Clinics In The *Top-Up* Series

What are the *Listening Clinics*?

The *Listening Clinics* are the two short listening sections in each unit of the *Top-Up Listening* series. They are called *Listening Clinic One* and *Listening Clinic Two*.

What is the purpose of the *Listening Clinics*?

The *Listening Clinics* are there to illustrate features of naturally spoken English since this is one of the reasons why students have problems with listening. They simply are not knowledgeable about why words and sentences that they understand when they see them on the page are so difficult to understand when spoken.

That's a lot to cover in little dialogues, isn't it?

Yes, it is. That's why each *Listening Clinic* focuses on just one point of naturally spoken English. For example, Unit Two in Book 1 is about *Mixed Sounds* only. That's where sounds mix across word boundaries as in this example:

“Would you”. When it is said naturally it becomes: “Woujew”.

Are the two *Listening Clinics* the same?

No they are different and have different aims. Here's how:

Listening Clinic One

This is (nearly) always in the form of a short dialogue. It is a formal language presentation of the spoken feature. In the dialogue, students hear the feature being used. Let's take Book 1 Unit 2 (*Mixed Sounds*) as our example:

A: Could you play that again please?

B: Alright. Would you like to hear it all, or just the last bit?

A: Just the last bit is okay.

(PLAYS EXCERPT FROM UNIT 1 TAPE)

A: Thank you.

B: No problem. Did you get it all?

In the dialogue, the places underlined are where students will hear examples of *Mixed Sounds*. Their task in this *Clinic*, and in fact every *Listening Clinic One* is simply to notice the feature being used. That is all they need to do. Of course there are other features of natural speech going on but the idea here is to present them one at a time; *a little and often*.

Listening Clinic Two

The second *Clinic* in the unit is slightly different from the first. It takes the form of six discrete sentences not one dialogue. Each sentence contains places where the speech feature may be present and this is an important difference from *Listening Clinic One*. In the first *Clinic*, students are asked to listen and notice where the feature occurs. In this second one, students are asked to predict where the feature could occur *before listening*. Then they listen to the sentences and check their predictions. Since this predict/check requirement is harder to do, the second *Clinic* consists of a collection of sentences. The speech feature may or may not be spoken.

So, how should I teach the *Listening Clinics* then?

Try it this way for the first few times and then, once you've got the hang of it, you may want to adapt it to better suit your teaching style.

Listening Clinic One

1. Tell students the name of the feature (as given in the unit).
2. Have students read the example.
3. Put the example on the board and then play the example on the CD.
4. Point out to students what is happening in the example and then play the example again.
5. Tell students to read the dialogue. Give them a minute or so to do this. At this point, the students will probably start making guesses as to where the feature is likely to turn up. That's fine but don't ask them to make their predictions public. Let them think about it on their own.
6. Tell students that you are going to play the dialogue and that you want them to identify places in the dialogue where they hear the feature being presented.
7. Students do the listening exercise. Let them check their answers with another student. This is important since different students will pick up different things.
8. Play the dialogue again. Have students check again.
9. Put the dialogue up on the board (or prepare an OHT if you have time). Have some of the students tell you their answers and mark them on the dialogue on the board.
10. Play the dialogue again and check that the right answers are there. **NB:** If the class as a whole misses a couple of examples, that's okay. As long as there are some examples on the board, that's all you really need at this stage.
11. Then put students in pairs and have them say the dialogue. Don't expect or demand too much accurate production. The point of this is simply to help students begin to internalize what they have been learning. Let pairs do this at their own pace. Don't do a big whole-class drill or anything. Keep it very low-key.

Listening Clinic Two

1. Before doing this second *Clinic*, you may want to spend a couple of minutes reviewing *Listening Clinic One*, especially with weaker students.
2. Put students in pairs and have them read the sentences.
3. Remind them of the speech point they worked on earlier in the unit.
4. Have them do the prediction exercise. Stress that they only need to focus on the one feature.
5. Before playing the CD, remind students that they may or may not hear the feature. As they listen they should check their predictions as in:

I expected to hear *mixed sounds* at this point and I did.

I expected to hear *mixed sounds* at this point and I didn't.

6. Have students check their answers with a partner and then play the recording again.
7. Let students check their work again. Put the sentences up on the board (or on an OHT if you have time) and have some of the students tell you their answers.
8. Mark up the correct answers on the board. When everyone is satisfied that most of them are up, play the recording again as a confirmation listening.
9. Then put students in pairs and have them say the sentences, listening to and monitoring one another. Don't expect or demand too much accurate production. As with this point in the first *Clinic*, the point of this is simply to help students begin to internalize what they have been learning. Let pairs do this at their own pace. Don't do a big whole-class drill or anything. Keep it very low-key.

By approaching the two *Listening Clinics* in this fashion your students should get used to naturally spoken English much quicker.

Unit 1: Nice to meet you!

Unit Theme:	Meeting people for the first time.
Listening Tasks:	Students listen to three conversations which include both self and third-party introductions.
Clinics:	Contractions.

Teaching the Unit

Lesson Lead-in

Begin the lesson with *The Name Game*. Put students in a circle and have them throw a ball to each other. As they do so, they must say their name. e.g.: “(I’m) Kenji”. He throws to another student. “(I’m) Naomi”. She throws to another student. **NB:** Ask for first name only. When the students have been doing this for a couple of minutes, tell them to stop. Then they have to throw the ball again. This time however, they must throw to a student whose name they can remember. e.g.: “(You’re) Naomi”, says Kenji and throws the ball to her. “(You’re) Sayaka”, says Naomi and throws to her. And so on. **NB:** Invariably, there will be students in the circle who nobody can remember. If this happens, step into the circle yourself and say, “Sorry I can’t remember who you are”. Get the student to give you their name and repeat it yourself, then throw to him/her.

NB: a) for large classes, have students do this in two or three circles. Ideally you want no more than 15 students in the circle. b) if you can’t get hold of a ball, then screw up a piece of paper. It works almost as well.

Let’s Start!

Do as per instructions in book. Have students check their answers with another pair before you ask for them. Before doing the melee activity (Now walk around the class. Greet five other students. etc...) You may want to do this optional extra.

Optional:

Ask/teach students the words for the different kinds of greeting in the picture, (e.g.: *bow*, *shake hands*, *hug* and so on). Ask which kinds of greeting gesture are normal in their country. Ask if they know any countries where the greetings shown are common.

Before You Listen

Do as per instructions in book. You may want to do one or two as a class to help students get the idea first and then put them in pairs to continue. Go over the answers and elicit the difference formal and informal greetings.

Let’s Listen!

Do as per instructions in book. Make sure students understand that at this stage they simply need to decide the number of speakers in each dialogue, that’s all. **NB:** This is a lot harder than it sounds since students will not have heard it yet! Have students confirm their answers in pairs before you ask them to volunteer theirs.

Listen Again

Do as per instructions in book.

Variation: If you have a fairly good group, have them in pairs try to predict the answers based on what they can remember from the first listening. You may need to pre-teach the vocabulary items: *relatives* and *old* with its meaning of *previous*.

Listening Clinic One: Contractions

Before doing this exercise, read the introductory notes on pages three and four.

Have students read the example. If you prefer you may want to put it up on the board and do a formal presentation. Play the example and again highlight the contraction feature. Tell students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that there may be several examples of contractions in the dialogue and that you do not expect them to hear all of them. (**NB:** Not all of the verbs in the dialogue are contracted) Have students check their answers in pairs and then play the recording again if you want to. Write the dialogue up on the board, (or if you have time, prepare an OHT) and elicit students' answers. Do this as a whole-class activity. When students are satisfied that all the contractions are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

Practice!

Do as per instructions in book. **NB:** Ask students to cover up the role card that does not apply to them. You may need to teach the vocabulary items; *dentist*, *hairdresser* and *customer*.

Now Listen Back

Do as per instructions in book. Have students check their answers with a partner before you ask students to volunteer theirs. After this listening, you may want students to read through the script for the recordings (pages 79/80).

Listening Clinic Two: Contractions

NB: Before starting this exercise, you may want to have students refer back to Listening Clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* place where a contraction may occur. Since the listening task is to check their predictions, not all potential contractions will be spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out!

Do as per instructions in book. Monitor students fairly carefully since they may have vocabulary questions for you.

NB: Students may want to assume a foreign nationality for this activity. Have some foreign names, cities and occupations prepared just in case.

Feedback: At the end of the party role-play, put students in pairs and have them tell each other about some of the people they met. You could put up explicit questions on the board to guide them. For example: *How many men/women did you meet? Who had the most interesting job? Who has known Elaine the longest?* and so on.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts. **NB:** Since this is the first time the students have encountered the exercise, (which ends every unit), you may want to do this first one as an in-class activity. Let students know that they can also do the work suggested in this section with a friend outside class. They don't have to do it alone.

Unit 2: Could you say that again?

Unit Theme:	Asking questions in the classroom.
Listening Tasks:	Students listen to four conversations which include students asking questions of their teacher.
Clinics:	Mixed Sounds.

Teaching the unit

Lesson Lead-in

Dictate to the students a short passage that they have to write down in their notes. Include words that are difficult to spell and vary your volume and speed to make the dictation more difficult. Good students might stop the teacher and ask them to slow down or repeat lower level students may not. If the students do not ask questions ask them at the end of the passage if they have any questions. In pairs, have the students think of two questions they have for the teacher. Elicit the students' questions.

Let's Start

Do as per the instruction in the book. Have students check their answers with another pair before you ask for them. As an optional activity you might like to collate the students' answers on the board to get the whole classes' opinion (e.g. how many people placed a one for the first situation).

Before You Listen

Do as per instructions in book. You may want to do one or two as a class to help students get the idea first and then put them in pairs to continue. Board up some questions that students wrote down; correct them if necessary.

Let's Listen

Do as per instructions in book. You could also have the students predict the questions using the questions and statements in *Before You Listen*. Check the answers.

Listen Again

Do as per instructions in book. It may be useful to go through the questions in *Before You Listen* as examples of the language the students must listen for. This is a challenging exercise so prepare to repeat the conversations a second time. For weaker students repeat each conversation separately rather than doing all four at once.

Listening Clinic One: Mixed Sounds

Before doing this exercise, read the introductory notes on pages three and four.

Have students read the example. If you prefer you may want to put it up on the board and do a formal presentation. Play the example and again highlight the mixed sounds. Tell the students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that there may be several examples of mixed sounds in the dialogue and that you do not expect them to hear all of them. Have students check their answers in pairs and then play the recording again

if you want to. Write the dialogue up on the board, (or if you have time, prepare an OHT) and elicit students' answers. Do this as a whole-class activity. When students are satisfied that all the mixed sounds are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

Practice!

The activity is essentially a paired dictation. Make sure that the students do not look at the other student's page. The activity will require students to ask clarifying questions such as "Could you spell that please?" therefore modeling the beginning of this activity in front of the whole class might be useful. A possible dictation could be:

Roger Simons is a twenty-five-year-old university student.
He's from Auckland, New Zealand. He's studying organic chemistry.

Elicit from the students the desired questions. Before the students start the exercise themselves make sure they have plenty of time to read the passage to themselves.

Now Listen Back

Do as per instructions in book. Have students check their answers with a partner before you ask students to volunteer theirs. After this listening, you may want students to read through the script for the recordings (pages 80).

Listening Clinic Two: Mixed Sounds

NB: Before starting this exercise, you may want to have students refer back to Listening Clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* place where a mixed sound may occur. Since the listening task is to check their predictions, not all potential mixed sounds will be spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out

Do as per instructions in book. However, this activity may not be possible in all classrooms in which case students can do the posters in their notebooks.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts.

Unit 3: Do you have a reservation?

Unit Theme: Checking in at a hotel.

Listening Tasks: Students listen to three conversations of people checking into a hotel.

Clinics: Stressing Important Information.

Teaching the Unit

Lesson Lead-in

Write on the board “Last weekend I stayed at *(the name of a famous hotel the students will know)*.” Have the students ask questions about your time at the hotel. For example, “Was there a swimming pool?”, “How much was it?” For lower level students have them work in pairs thinking of the questions before eliciting responses. The students can repeat this activity amongst themselves in pairs or groups of four.

Let’s Start

Do as per instructions in book. Have students check their answers with another pair before you ask for them. Younger students may not have stayed in a hotel before in which case the final question can be changed to “When you go on holiday which hotel would you like to stay in? Why?”

Words

Do as per instructions in book. Have students check their answers with another pair before you ask for them. Lower level students may have difficulty with this exercise. To assist these students drawing the foyer of a hotel on the board and eliciting the different features maybe useful.

Before You Listen

Do as per instructions in book. Have students check their answers with another pair before you ask for them. For younger students the final question can be omitted.

Let’s Listen

Do as per instructions in book. Have students check their answers with another pair before you ask for them.

Listen Again

Do as per instructions in book. If you have a fairly good group, have them in pairs try to predict the answers based on what they can remember from the first listening. For lower level students go through each conversation separately.

Listening Clinic One: Stressing Important Information

Before doing this exercise, read the introductory notes on pages three and four.

Have students read the example. If you prefer you may want to put it up on the board and do a formal presentation. Play the example and again highlight the stress items. Tell

the students to read through the dialogue. Do not set a formal task as such. Have the student predict the important words. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that there may be several examples of stressed words in the dialogue and that you do not expect them to hear all of them. Have students check their answers in pairs and then play the recording again if you want to. Write the dialogue up on the board, (or if you have time, prepare an OHT) and elicit students' answers. Do this as a whole-class activity. When students are satisfied that all the stressed items are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

Practice!

Do as per instructions in book. Model the dialogue for students focusing on word stress. You can start this activity as a teacher-whole class activity with the teacher acting as the guest and the class as the clerk.

Now Listen Back

Do as per instructions in book. If the students are unsure of the spelling have them ask you questions from unit 2. Have the students check the answers with a partner.

Listening Clinic Two: Stressing Important Information

NB: Before starting this exercise, you may want to have students refer back to Listening Clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* place where important information may occur. Since the listening task is to check their predictions, not all potential mixed sounds will be spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out

Do as per instructions in book. Make sure the students have time to read through the prompts first and understand that they are prompts not model expressions. **Variation:** When the students act out their conversations to another pair have the students listen for stressed words, record them and compare them with the pair speaking.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts.

Unit 4: I'd like a coffee please

Unit Theme: Ordering food and drink in a coffee shop.
Listening Tasks: Students listen to three conversations between waiting staff and customers.

Clinics: Stressed and unstressed words, especially *a* and *and*.

Teaching the Unit

Lesson Lead-in

Begin the lesson by putting up some prices on the board; e.g.: ¥250, ¥500, ¥1,000, ¥1,500. Ask students what they can get for these amounts of cash in a typical coffee shop near their school/home. Students do this in pairs/small groups. The group which can come up with the most items is the winner.

Let's Start!

Do as per instructions in book. Have students check their answers with another pair before you ask for them.

Words

Do as per instructions in textbook. N.B.: You might want to have them draw lines from the *Serving*, to *of* and then to the Food/Drink. **WARNING:** The two items which never take anything are sandwich and milkshake. If it comes up, let students know that some items don't need a serving (e.g.: *a coffee/a cup of coffee* are both fine).

Before You Listen

Do as per instructions in book. For stronger students, after they have practiced the dialogue a couple of times, have them close their books and try and do it from memory. You could do the same thing with the extension activity (going back to items in *Let's Start!*).

Let's Listen!

Do as per instructions in book.

Listen Again

Do as per instructions in book.

Listening Clinic One: Strong Or Weak?

Before doing this exercise, read the introductory notes on pages three and four.

Have students read the example. If you prefer you may want to put it up on the board and do a formal presentation. Play the example and again highlight the contrast between the weak and strong form of the vowels. Tell students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that you do not expect them to catch all of them. Have students check their answers in pairs and then play the recording again if you want to.

Write the dialogue up on the board, (or if you have time, prepare an OHT) and elicit students' answers. Do this as a whole-class activity. When students are satisfied that all the weak forms are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

Practice!

Do as per instructions in book. **NB:** Depending on the level of your class, you may wish to adapt this exercise or even skip it altogether since the lexical load is pretty heavy.

Now Listen Back

Do as per instructions in book. **NB:** Make sure students realize that there isn't a "correct" answer as such. It depends on their opinion.

Listening Clinic Two: Strong or Weak?

NB: Before starting this exercise, you may want to have students refer back to Listening Clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* word where weak vowels may occur. Since the listening task is to check their predictions, not all potential weak forms are spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out!

Do as per instructions in book. **NB:** If you have decided that the menu in Practice! is too hard, try this variation. **Variation:** Put students in pairs. Together they come up with an original coffee shop-type menu. Students then pair with a new student and do the role-play as in textbook but using their original menus. **NB:** You may need/want to give clear guidelines regarding kinds of things that must be on the menu, number of items in each section (starters, main dishes, drinks and so on), or indeed total number of items. This works well if the task is for the students(s) to find the best coffee shop.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts. Let students know that they can also do the work suggested in this section with a friend outside class. They don't have to do it alone.

Unit 5: Can I try this on?

Unit Theme:	Buying clothes in a boutique.
Listening Tasks:	Students listen to three conversations between sales staff and customers.
Clinics:	Joined Sounds

Teaching the Unit

Lesson Lead-in

Begin the lesson by looking around the classroom and then describing what one student is wearing. The class has to listen to you and then guess who you're talking about. If your class wears a uniform use pictures of people from magazines or posters. Do this a couple of times and then have the students do the same in pairs/small groups. NB. Some classes may be sensitive to this activity.

Let's Start!

Do as per instructions in book. Part One: Monitor fairly closely since there may be vocabulary items that will come up, (e.g. different types of clothes/colors and so on). Part Two (quiz): As per book. You may want to have students raise their hands in answer to the questions at the end as a kind of informal class survey.

Before You Listen

Do as per instructions in book. You may want to do the first one with the class as an example. Let students check their answers with another pair before you ask them to volunteer theirs.

Let's Listen!

Do as per instructions in book. Have students check their answers in pairs before having them volunteer.

Listen Again

Do as per instructions in book. Have students check their answers in pairs before having them volunteer.

Listening Clinic One: Joined Sounds

Have students read the example. If you prefer you may want to put it up on the board and do a formal presentation. Play the example and again highlight how sounds join across word boundaries. Tell students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that you do not expect them to catch all of them. Have students check their answers in pairs and then play the recording again if you want to. Write the dialogue up on the board, (or if you have time, prepare an OHT) and elicit students' answers. Do this as a whole-class activity. When students are satisfied that all the joined sounds are marked on the board, you may want to give them a final confirmation listening. Students

usually appreciate this.

Practice!

Do as per instructions in book. You could do this as a closed-book activity after the students have done it a couple of times.

Now Listen Back

Do as per instructions in book. NB: Make sure students are clear about the way the exercise is laid out, (three questions to be answered about each of the three conversations). With weaker groups, you may want to do one conversation at a time rather than all three at once and have students checked their work after each conversation.

Listening Clinic Two: Joined Sounds

NB: Before starting this exercise, you may want to have students refer back to Listening Clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* places where sounds may join. Since the listening task is to check their predictions, not all potential joined sounds are spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out!

Do as per instructions in book. Depending on how much time you have, you could set the writing of an original dialogue as an out-of-class homework activity. For very weak groups you may wish to skip it altogether.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts. Let students know that they can also do the work suggested in this section with a friend outside class. They don't have to do it alone.

Unit 6: When would you like to fly?

Unit Theme: Phoning a travel agent for flight information.
Listening Tasks: Students listen to three conversations between a traveler and two travel agents.

Clinics: Lost Sounds and Joined Sounds

Teaching The Unit

Lesson Lead-in

Begin the lesson with an informal quiz. Write some city names on the board, (eg: London, Paris, New York, Los Angeles and so on). Put students in pairs and have them guess how long it takes to fly to these places from the city/country you are in, (so if you're teaching in Japan, then Japan to London/Paris/New York and so on). **NB:** Make sure you know the correct answers!

Let's Start!

Do as per instructions in book. If you have time, you could adapt this and do it as a whole-class information search/melee.

Before You Listen

Do as per instructions in book. **NB:** There will probably be a lot of new words for students to learn, and for weaker students, despite the relatively easy question(s) the task might appear intimidating. If you want to you could set it for homework. Certainly allow students to use dictionaries.

Let's Listen!

Do as per instructions in book.

Listen Again

Do as per instructions in book. **NB:** Tell students not to worry about spelling. **Feedback:** Get some students to tell you their answers and put them on the board. Accept wrong answers as well as right ones. When you've got the five answers, put students in pairs and ask them to decide if the answers on the board are correct and if not, which ones they want to change. Elicit any changes and put them on the board.

Listening Clinic One: Lost Sounds and Joined Sounds

Have students read the examples. If you prefer you may want to put them up on the board and do a formal presentation. Play the examples and again highlight how sounds join across word boundaries and how sounds are lost. Tell students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that you do not expect them to catch everything. Have students check their answers in pairs and then play the recording again if you want to. Write the dialogue up on the board, (or if you have time, prepare an OHT). and elicit students' answers. Do this as a whole-class activity. When students are satisfied that all

the joined sounds are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

Practice!

Do as per instructions in textbook. Make sure students understand that they have to provide their own ideas to complete the dialogue and that there is no correct answer.

Variations: a) have students do it a few times and then have them try with books closed.
b) have students do the activity with two different partners.

Now Listen Back

Do as per instructions in textbook. **NB:** Make sure that students realise that there are a few possible answers to Question 3.

Listening Clinic Two: Lost Sounds and Joined Sounds

NB: Before starting this exercise, you may want to have students refer back to Listening Clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* places where sounds may join or be lost. Since the listening task is to check their predictions, not all potential joined sounds/lost sounds are spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out!

Do as per instructions in textbook. **NB:** You will need to find out realistic prices from your location to the destinations.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts. Let students know that they can also do the work suggested in this section with a friend outside class. They don't have to do it alone.

Unit 7: You have six messages

Unit Theme: Leaving messages on voicemail
Listening Tasks: Students listen to four messages left on someone's voicemail.

Clinics: Stressing Important Information

Lesson Lead-in

Have students take out their cell phones and do some/all of the following. (What you select will depend on the rapport you have with the students and the rapport they have with each other):

1. Put Ss in small groups and have them tell each other the contents of a recent message they received.
2. Put your email address on the board and have them send you a SHORT message there and then.
3. Have them send a short message to someone in the class. When a student receives a message, they must guess first who it's from before checking. **NB:** all messages should be sent in English.

If your students do not have a cell phone, have them do the above but on a scrap of paper.

Let's Start!

Do as per instructions in textbook. You may want to take an informal class poll to wind up the activity.

Before You Listen

Do as per instructions in textbook. Feedback: Put students in small groups and have them make a list of essential information that you need to leave in a typical message. Put the students' list up on the board and have the class agree on a final one together.

Let's Listen!

Do as per instructions in textbook. Let Ss check with a partner before you call on individuals for suggestions. **NB:** Don't settle for just "*in a hotel.*"

Listen Again

Do as per instructions in textbook. **NB:** You may want to pause the tape after each message to allow students time to write.

Listening Clinic One: Stressing Important Information

Have students read the example. If you prefer you may want to put them up on the board and do a formal presentation. Play the examples and again highlight how words are stressed to show that the information they carry is important to the message. Tell students to read through the messages. Do not set a formal task as such. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that you do not expect them to catch everything. Have students check their answers in pairs and then play the recording again if you want to. Write the messages up on the board, (or if you have time, prepare an

OHT). and elicit students' answers. Do this as a whole-class activity. When students are satisfied that all the joined sounds are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

Practice!

Do as per instructions in textbook. Students can use the prompts suggested or use their own ideas. NB: you might want to have students mark the words to stress before they read it out to others.

Now Listen Back

Do as per instructions in textbook.

Listening Clinic Two: Stressing Important Information

NB: Before starting this exercise, you may want to have students refer back to Listening Clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* words which they think may be stressed most. Since the listening task is to check their predictions, not all potential stressed words are spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out!

Do as per instructions in textbook. NB: Stress to the students that this is not a "reading in pairs" exercise. They should not show the actual text that they wrote to other students. They must listen to each other.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts. Let students know that they can also do the work suggested in this section with a friend outside class. They don't have to do it alone.

Unit 8: Now here's the sports news

Unit Theme: Sports news
Listening Tasks: Students listen to a sports news broadcast containing six items.

Clinics: Showing New Information

Lead-in

Tell students that you're going to describe a sport to them and they have to guess what it is. **IMPORTANT:** Don't say the name of the sport! Do this for a couple of sports and then put students into pairs or threes and have them do the same.

Let's Start!

Do as per instructions in textbook. You will probably need to pre-teach *stamina* and *skill*. Let students use a dictionary if the need to.

Feedback: Have students give their answers and put a final list on the board.

Words

Do as per instructions in textbook.

Before You Listen

Do as per instructions in textbook. Allow students to check their answers with another pair before you call on them for answers.

Let's Listen!

Do as per instructions in textbook.

Listen Again

Do as per instructions in textbook. NB: Make sure students read the exercise before they do it and are clear that the exercise contains two different task types, (writing results and drawing lines).

Listening Clinic One: Showing New Information

Have students read the example. If you prefer you may want to put it up on the board and do a formal presentation. Play the example and highlight how the speaker's voice goes up to show that a new topic (new information) is being introduced). Tell students to read through the news item. Do not set a formal task as such. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that you do not expect them to catch everything. Have students check their answers in pairs and then play the recording again if you want to. As long as they notice a few places where the voice is going up, that's all that is needed at this level. Write the news item on the board, (or if you have time, prepare an OHT) and elicit students' answers. Do this as a whole-class activity. When students are satisfied that most of the new information has been marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

Practice!

Do as per instructions in textbook. You might want to get one or two of the better students to perform their reading for the whole class.

Now Listen Back

Do as per instructions in textbook..

Listening Clinic Two: Showing New Information

NB: Before starting this exercise, you may want to have students refer back to Listening Clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* words where the speaker's voice may go up to show new information. Since the listening task is to check their predictions, not all potential words are spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out!

Do as per instructions in textbook. Depending on time, you may wish to reduce or increase the number of sports they guess.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts. Let students know that they can also do the work suggested in this section with a friend outside class. They don't have to do it alone.

Unit 9: Is there a bank near here?

Unit Theme:	Giving directions.
Listening Tasks:	Students listen to five conversations where people ask for and give directions.
Clinics:	Shared sounds.

Teaching the Unit

Lesson Lead-in

Draw a simple street map on the board place two “X” on the map and elicit from students how to get from one “X” to another. Alternatively the students could work in pairs coming up with the directions needed.

Let’s Start!

Do as per instructions in book. Have students check their answers with another pair before you ask for them.

Before You Listen

Do as per instructions in book. You may want to do one or two as a class to help students get the idea first and then put them in pairs to continue. You may need to pre-teach some vocabulary items.

Let’s Listen!

Do as per instructions in book.

Listen Again

Do as per instructions in book.

Variation: If you have a fairly good group, have them in pairs try to predict the answers based on what they can remember from the first listening. You may need to pre-teach the vocabulary items: *appointment*, *toothache* and *parcel*.

Listening Clinic One: Shared Sounds

Before doing this exercise, read the introductory notes on pages three and four.

Have students read the example. If you prefer you may want to put it up on the board and do a formal presentation. Play the example and again highlight the shared sounds. Tell students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that there may be several examples of shared sounds in the dialogue and that you do not expect them to hear all of them. Have students check their answers in pairs and then play the recording again if you want to. Write the dialogue up on the board, (or if you have time, prepare an OHT) and elicit students’ answers. Do this as a whole-class activity. When students are satisfied that all the shared sounds are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

Practice!

Do as per instructions in book. You may want to do one obvious place yourself first to model the activity for students.

Now Listen Back

Do as per instructions in book. Have students check their answers with a partner before you ask students to volunteer theirs. After this listening, you may want students to read through the script for the recordings (pages 86/87).

Listening Clinic Two: Shared Sounds

NB: Before starting this exercise, you may want to have students refer back to Listening clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* place where a shared sound may occur. Since the listening task is to check their predictions, not all potential shared sounds will be spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out!

Do as per instructions in book. Again modeling this task first may assist weaker classes. For younger students have them come up with directions from the current classroom to another in the school.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts.

Unit 10: Great party, isn't it?

Unit Theme: Greeting friends and making small talk.

Listening Tasks: Students listen to three conversations taking place at a party.

Clinics: Helping Sounds.

Teaching the Unit

Lesson Lead-in

Have the students in groups of three or four prepare a party for the class. For younger students, have them come up with some ideas for a welcome party for some exchange students. Have them think of the time, place, food, drinks and entertainment. Don't let them spend too long on this as it is simply a lead-in to the lesson.

Let's Start!

Do as per instructions in book. Have students check their answers with another pair before you ask for them.

Before You Listen

Do as per instructions in book. You may want to do one or two as a class to help students get the idea first and then put them in pairs to continue.

Let's Listen!

Do as per instructions in book. **N.B.** You may wish to have the class predict the topics and/or vocabulary used at the different parties (e.g. at a wedding party people talk about the bride and groom).

Listen Again

Do as per instructions in book.

Listening Clinic One: Helping Sounds

Before doing this exercise, read the introductory notes on pages three and four.

Have students read the example. If you prefer you may want to put it up on the board and do a formal presentation. Play the example and again highlight the helping sound. Tell students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that there may be several examples of helping sounds in the dialogue and that you do not expect them to hear all of them. Have students check their answers in pairs and then play the recording again if you want to. Write the dialogue up on the board, (or if you have time, prepare an OHT) and elicit students' answers. Do this as a whole-class activity. When students are satisfied that all the helping sounds are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

Practice!

Do as per instructions in book. Refer students to the scripts on page 87 & 88 for assistance.

Now Listen Back

Do as per instructions in book. Have students check their answers with a partner before you ask students to volunteer theirs.

Listening Clinic Two: Helping Sounds

NB: Before starting this exercise, you may want to have students refer back to Listening clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* place where a helping sound may occur. Since the listening task is to check their predictions, not all potential helping sounds will be spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out!

Do as per instructions in book. Monitor students fairly carefully since they may have vocabulary questions for you.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts.

Unit 11: Family life

Unit Theme:	Describing an ideal family.
Listening Tasks:	Students listen to four conversations where people describe their ideal family.
Clinics:	Contrasting Information.

Teaching the Unit

Lesson Lead-in

A quick activity to lead-into the lesson can be for the students to draw family trees based on their immediate family. The teacher will need to model the style of the family tree. Have students compare their family trees in pairs.

Let's Start!

Do as per instructions in book.

Before You Listen

Do as per instructions in book.

Let's Listen!

Do as per instructions in book. This is not as easy as it seems as students have to realize that the question may be restated in another way and may not be spoken as written in the text.

Listen Again

Do as per instructions in book.

Listening Clinic One: Contrasting Information

Before doing this exercise, read the introductory notes on pages three and four.

Have students read the example. If you prefer you may want to put it up on the board and do a formal presentation. Play the example and again highlight the contrasting information. Tell students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that there may be several examples of contrasting information in the dialogue and that you do not expect them to hear all of them. Have students check their answers in pairs and then play the recording again if you want to. Write the dialogue up on the board, (or if you have time, prepare an OHT) and elicit students' answers. Do this as a whole-class activity. When students are satisfied that all the contrasting information is marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

Practice!

Do as per instructions in book. Do a teacher-class pairwork first. When students get the idea of the prompt and how to make questions using the prompt have them do the student-student pairwork.

Now Listen Back

Do as per instructions in book. This exercise is very subjective and requires the students to give their opinions. Depending on your class you may not want the students to volunteer their answers to the whole class. Have students check their answers with a partner. After this listening, you may want students to read through the script for the recordings (pages 88/89).

Listening Clinic Two: Contrasting Information

NB: Before starting this exercise, you may want to have students refer back to Listening clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* place where contrasting information may occur. Since the listening task is to check their predictions, not all potential contrasted information will be spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out!

Do as per instructions in book. For weaker students you might want to practice with the whole class before starting the class melee. Monitor students fairly carefully since they may have vocabulary questions for you.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts.

Unit 12: Where does it hurt?

Unit Theme: Explaining problems to a doctor.
Listening Tasks: Students listen to a patient-doctor consultation.

Clinics: Intonation: Requests and Commands

Teaching the Unit

Lesson Lead-in

First ask students if they've been to a doctor while they were traveling abroad or if you can, tell them of your own experience with a doctor overseas. Reviewing parts of the body with your students will save time later in the unit where you might need to pre-teach vocabulary. The teacher can do this quickly and simply by pointing to certain body parts and eliciting the vocabulary from the class as a whole.

Let's Start!

Do as per instructions in book.

Before You Listen

Do as per instructions in book. You may monitor the students and assist them as necessary.

Let's Listen!

Do as per instructions in book.

Listen Again

Do as per instructions in book.

Listening Clinic One: Intonation: Requests and Commands

Before doing this exercise, read the introductory notes on pages three and four.

Have students read the example. If you prefer you may want to put it up on the board and do a formal presentation. Play the example and again highlight the intonation feature. Tell students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that there may be several examples of the intonation covered in the dialogue and that you do not expect them to hear all of them. Have students check their answers in pairs and then play the recording again if you want to. Write the dialogue up on the board, (or if you have time, prepare an OHT) and elicit students' answers. Do this as a whole-class activity. When students are satisfied that all the intonation is marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

Practice!

Do as per instructions in book. With weaker students the teacher may need to remind the student A that they should do more than simply answer student B's questions with a 'yes' or 'no' for example "Can I eat?" "Yes, but make sure you don't eat any fatty foods."

Teachers must be prepared to assist students with this exercise. For younger students ‘go to school’ instead of ‘go to work’ may be more appropriate.

Now Listen Back

Do as per instructions in book. Have students check their answers with a partner before you ask students to volunteer theirs. After this listening, you may want students to read through the script for the recordings (pages 89/90).

Listening Clinic Two: Intonation: Requests and Commands

NB: Before starting this exercise, you may want to have students refer back to Listening Clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* place where the featured intonation may occur. Since the listening task is to check their predictions, not all potential featured intonation will be spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out!

Do as per instructions in book. Monitor students fairly carefully since they may have vocabulary questions for you. For weaker students it is necessary to write some problems on the board for example a cold, broken finger, stomach virus, etc. (Elicit these from the students if possible).

Draw a table like this on the board:

Symptom	Problem	Advice
	Cold	
	Broken finger	
	Stomach virus	

Try to elicit from students the symptoms and possible advice.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts.

Unit 13: Room service, can I help you?

Unit Theme: Ordering food over the phone.
Listening Tasks: Students listen to three people order some room service and three conversations when the order is delivered.

Clinics: Shared and Lost Sounds.

Teaching the Unit

Lesson Lead-in

Have the students think of the following situation:

It is 2 o'clock in the morning and you are hungry. Think about the food you have in the fridge and the cupboard at home. With the food you have at home now what could you make in less than thirty minutes. Compare your meal with that of your partner. Elicit some answers from the class. For weaker students provide a list of alternative meals that may or may not be prepared in thirty minutes and have them choose the best.

Let's Start!

Do as per instructions in book.

Before You Listen

Do as per instructions in book. You may want to do one or two as a class to help students get the idea first and then put them in pairs to continue.

Let's Listen!

Do as per instructions in book.

Listen Again

Do as per instructions in book.

Listening Clinic One: Shared and Lost Sounds

Before doing this exercise, read the introductory notes on pages three and four.

Have students read the example. If you prefer you may want to put it up on the board and do a formal presentation. Play the example and again highlight the shared and lost sound feature. Tell students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that there may be several examples of shared and lost sounds in the dialogue and that you do not expect them to hear all of them. Have students check their answers in pairs and then play the recording again if you want to. Write the dialogue up on the board, (or if you have time, prepare an OHT) and elicit students' answers. Do this as a whole-class activity. When students are satisfied that all the shared and lost sounds are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

Practice!

Do as per instructions in book.

Now Listen Back

Do as per instructions in book. Have students check their answers with a partner before you ask students to volunteer theirs. After this listening, you may want students to read through the script for the recordings (pages 90/91).

Listening Clinic Two: Shared and Lost Sounds

NB: Before starting this exercise, you may want to have students refer back to Listening Clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* place where a shared or lost sound may occur. Since the listening task is to check their predictions, not all potential shared and lost sounds will be spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out!

Do as per instructions in book. Monitor students fairly carefully since they may have vocabulary questions for you. For weaker classes complete the whole dialogue with the class filling in the blanks as you elicit some words from the students. Then have them write down their own dialogue.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts.

Unit 14: Passport please

Unit Theme: Coming through customs and immigration.
Listening Tasks: Students listen to two people pass through customs and immigration.

Clinics: Intonation: Polite and Rude.

Teaching the Unit

Lesson Lead-in

Have the students come up with the steps necessary to go from their country to another. Start them with leaving the house for the airport and finish with leaving the airport in the other country. Elicit the steps and write them up on the board.

Let's Start!

Do as per instructions in book.

Before You Listen

Do as per instructions in book. You may want to do one or two as a class to help students get the idea first and then put them in pairs to continue.

Let's Listen!

Do as per instructions in book.

Listen Again

Do as per instructions in book.

Listening Clinic One: Sound Polite, Sound Rude

Before doing this exercise, read the introductory notes on pages three and four.

Have students read the example. If you prefer you may want to put it up on the board and do a formal presentation. Play the example and again highlight the polite or rude feature. Tell students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. **IMPORTANT:** Tell students that there may be several examples of polite or rude sounds in the dialogue and that you do not expect them to hear all of them. Have students check their answers in pairs and then play the recording again if you want to. Write the dialogue up on the board, (or if you have time, prepare an OHT) and elicit students' answers. Do this as a whole-class activity. When students are satisfied that all the rude or polite sounds are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

Practice!

Do as per instructions in book. For weaker classes the teacher can demonstrate 6-7 sentences. If the students thought the teacher sounds rude, they can raise their right hand, if polite, they raise the left hand. Additionally, the teacher says a sentence politely; the students repeat the sentence rudely and vice versa. Then the students can continue in

pairs.

Now Listen Back

Do as per instructions in book. Have students check their answers with a partner before you ask students to volunteer theirs. After this listening, you may want students to read through the script for the recordings (pages 91/92).

Listening Clinic Two: Sound Polite, Sound Rude

NB: Before starting this exercise, you may want to have students refer back to Listening clinic One just to remind them of the point they are working on. With weaker classes, you may wish to play Listening Clinic One again.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict *any* place where a polite or rude feature may occur. Since the listening task is to check their predictions, not all potential contractions will be spoken as such. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their answers with a partner or (for stronger groups) go straight through from one to six without stopping. Write the six sentences on the board (or if you have time, prepare an OHT), and have the class decide on the answers as a whole group. When everyone is satisfied that the correct answers are on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

Try It Out!

Do as per instructions in book. Monitor students fairly carefully since they may have vocabulary questions for you. Tell the ‘travelers’ that they should have answers ready to the questions the immigration officers will have.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts.

Unit 15: I'm really into baseball!

Unit Theme:	Describing Items
Listening Tasks:	Students listen to four children describing some of their favourite things
Clinics:	Review

Lead-in

Write the following on the board: 'Something I used to like doing', 'Something I like doing now', 'Something I'd like to do in the future'. Tell students about your own things (e.g.: when I was in high-school I loved doing gymnastics, these days I really enjoy collecting wine, in the future I'd like to take up astronomy). For stronger groups, have students ask you questions about the three things. For weaker students, they can just listen. Put students into small groups and have them do the same.

Let's Start!

Do as per instructions in textbook. Let students use a dictionary if they need to.

Before You Listen

Do as per instructions in textbook. Be careful about spelling.

Let's Listen!

Do as per instructions in textbook. (The things the kids talk about are the same as in "Before You Listen" but in a different order). Have students check in pairs before you ask for individuals to volunteer answers.

Listen Again

Do as per instructions in textbook. This listening is quite challenging and may require you to play the CD a couple of times before they get it.

Listening Clinic One: A Final Look (1)

Do as per instructions in textbook. NB: Both Clinics in this unit are review and so are *predict and check* listenings. Stress to students that they do not need to find *everything* just one or two examples of each pronunciation point. There are no answers given in the answer key for this one since it would, frankly be too messy.

Feedback: Write the monologue on the board and have pairs of students come up to the board and mark a feature or two. NB: if possible, have students mark the different features in different colored chalk.

Practice!

Do as per instructions in textbook. You might want to make a game out of it along the lines of, "*the first group to get through eight items is the winner*".

Now Listen Back

Do as per instructions in textbook. **NB:** You will probably need to pause the CD after each child in order for the students to have time to write. For weaker classes, have students make up questions with a partner and compare with another pair at the end.

Listening Clinic Two: A Final Look (2)

Do as per instructions in textbook. **NB:** Both Clinics in this unit are review and so are *predict and check* listenings. Stress to students that they do not need to find *everything* just one or two examples of each pronunciation point. There are no answers given in the answer key for this one since it would, frankly be too messy.

Feedback: Write the monologue on the board and have pairs of students come up to the board and mark a feature or two. **NB:** if possible, have students mark the different features in different colored chalk.

Try It Out!

Do as per instructions in textbook. **NB:** This *Try It Out!* activity will probably take longer than previous ones and might even be worth spending a whole lesson on.

In Your Own Time

Remind students about the word list at the back of the book. You could assign this for homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts. Let students know that they can also do the work suggested in this section with a friend outside class. They don't have to do it alone.