

Classroom implementation

Listening focuses on developing the key skills of:

- listening for general understanding, and
- listening for specific details

It also aims to widen students' range of vocabulary and awareness of clear usage and grammar in line with A2 expectations.

There are twenty units divided across four sections:

1. *Who are you?* dealing with personal topics and self-description.
2. *Where do you live?* about home and other topics in the immediate environment.
3. *What do you do?* dealing with work and study.
4. *What do you enjoy?* about hobbies and free time.

All the units in *Listening* have a broadly similar structure and similar features and below you can find explanations of how these features can be implemented in the classroom.

❖ GETTING STARTED

What is it?


Each unit begins with three to five simple *Getting started* questions directed at the student. The *Getting started* questions are the same, or similar, as those to which the speakers are responding throughout the unit. The aim of the questions is to introduce the topic and prepare for the recordings.

Suggested implementation:

1. Ask the questions, personalizing the theme for students and getting them thinking about the topic – which you can then discuss or brainstorm for vocabulary.
2. Get students to ask the questions of each other.
3. Highlight/clarify key basic vocabulary for the unit.
4. Write the questions on card, cut the sentences up into individual words and have students reassemble them.
5. Write model answers (perhaps your own) on card and get the students to match them with the questions.
6. Use the picture in the *Getting started* section to initiate the conversation.

❖ PART A

What is it?

The units are organized into several parts (A, B, C, and sometimes D), each with their own audio track number  to identify the recording. Each part has between one and four exercises. The recordings in Part A are unscripted responses to prompt questions which are explained in the bold rubric text for each part.

Part A usually consists of a series of short audios, and one or two exercises. Students will normally be listening for a specific piece of information to match the audio with a photo or to make a note in a table.

Suggested implementation:

1. Students will be listening for key words/phrases in each question, so you may want to identify the sorts of key words (numbers, comparatives, adjectives, place names, job titles, etc.) in advance, and elicit those in isolation before playing the recordings.
2. The exercises sometimes have examples. Take advantage of them where they appear, and play and pause after the example so that students are sure what they are doing.
3. Where there are pictures/photos, ask the students to identify their content prior to playing the recording.
4. Ask students to predict the language that the speakers might use in response to the question.

❖ PARTS B, C, D

What are they?

The later parts consist of longer monologues, or sometimes dialogues, and the exercises which follow will test both listening for general understanding, and listening for specific details. As with all the recordings in *Listening*, they are unscripted and likely to contain vocabulary and usage which is not tested. For this reason, pre-listening activities are all the more important.

Suggested implementation of pre-listening:

- 1 Think of pre-listening activities that will activate students' latent knowledge and vocabulary, and will allow them to grasp the context.
2. Use the bold rubric and make sure the class understands as much as possible of the context. For example, the rubric might explain that someone is going to talk about their job; and that they are going to talk specifically about the working atmosphere, rather than something else like their career history, or their day-to-day routine.
3. Does the rubric tell you anything else? The age, nationality, gender or interests of the speaker? While these may not always be relevant to the actual content of the recording, they may fire the students' imaginations in predicting answers and producing language.
4. Motivate students with stimuli like pictures. Dramatic or contrastive pictures are best for generating discussion, and therefore eliciting target vocabulary and acclimatising students to additional language in the recording. Other stimuli could be a reading text, quiz or realia.

5. Use the students' own experiences: if the recording is about somebody's journey to Argentina and one of your students has been there, get them to talk about their trip to the other students. If the student alights upon any target vocabulary, you can note this on the board.
6. You can take a more direct approach to eliciting the target vocabulary by:
 - asking students to brainstorm the type of vocabulary/language that the speaker might use.
 - allowing students to pre-read the listening tasks. This may expose them to some of the vocabulary/language used.
 - picking keywords from the transcript before the listening and using them as the basis of a quiz or a crossword.
7. Consider whether the exercises which follow the listening are testing listening for general understanding or listening for specific details and direct your students appropriately before playing the recording. Play it two or three times if necessary.

Suggested implementation for post-listening:

1. The actual work of listening will be done by students independently, so try to allow a healthy amount of pairwork/groupwork in the surrounding activity to provide balance to the lesson. Some of the exercises in the unit will work better as individual activities and some as pair/group activities.
2. The following types of exercises lend themselves well to pairwork or groupwork:
 - inferring meaning
 - paraphrasing
 - discussion questions
3. The following types of exercises are more suited to individual work:
 - inserting missing words/phrases into the transcript
 - summarising
 - finding evidence to back up claims
4. If students are working individually, allow them time to check their answers with a partner before feeding back to the class.

Listening (A2 Pre-intermediate)

❖ FEATURES

What are they?

All the units contain feature boxes providing extra information and support for the content of the recordings. These serve well as fillers if you have a few spare minutes during the lesson or for providing independent homework ideas.

Suggested implementation:

1. *Clear usage:* These boxes appear at varying points through the book and highlight words, phrases and grammar important for understanding the recording. You may therefore want to highlight this usage during pre- or post-listening.
2. *Useful vocabulary and phrases:* These boxes identify, clarify and extend vocabulary from the unit. They can be used pre- or post-listening as a starting point for discussion, or to elicit further examples of the vocabulary group.
3. *Listening tips:* These boxes appear at varying points in the unit and contain ideas for improving the students' listening skills either in a general sense or specifically in relation to an exercise type.
4. *Speech bubbles:* Speech bubbles appear at varying points through the book and highlight phrases that may have a peculiar meaning in the context of the recording. You may want to look at these pre- or post-listening. Ask students if they have heard these phrases outside the classroom.
5. *COBUILD CHECK:* This feature provides real-world examples of the use of target vocabulary from the Collins COBUILD dictionaries and English corpus. Ask your students to extend this list if they have heard its use elsewhere, or get students to start building their own corpus, noting down the use of certain words and phrases they hear outside the classroom. The key to this section is that all of the language is real and authentic.
6. *My review:* *My review* gives a list of can-do statements for the unit. This should be used first and foremost as a way of checking that the students feel comfortable that they have made progress in the class and can make these statements with some confidence. You can use these can-do statements as the targets of your learning programme. Ask students to challenge each other on the statements: *Hey Xian, can you understand people talking about regular activities? – Yes, I can, they might say ...* Alternatively you could ask students to talk to each other about which of the can-do skills they think will be most useful for them and why.

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Unit 1: Family Life

SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements

By the end of this unit, students will be able to say:

- I can understand people saying how many brothers and sisters they have.
- I can understand people talking about who is the youngest or oldest in their family.
- I can listen for details about family members – for example, where they live.
- I can understand people talking about relationships and personalities in their family.

Skill focus

Listening for general understanding:

Part A ①, Part B ②, Part C ①

Listening for specific details and information:

Part B ① ③, Part C ② ③

Vocabulary

Family members: *grandmother/father, mother/father, sister/brother*

Personality: *funny, clever, talkative, getting on (with), quite*

Grammar

try to (+ verb) for making an effort to do something.

CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 1 of Listening A2* in class.

Using *Getting started*

You can use the *Getting started* questions in a variety of ways.

1. Write the questions on card, cut the individual words up and get students to work in pairs or small groups to reassemble them. (For clarity, use different coloured card for each question, or give one question to each group).
2. Clarify key vocabulary (*brother, sister, youngest, oldest, personality*).
3. Get students to ask each other the questions.
4. Elicit adjectives for personality and write them on the board. This vocabulary will be useful later on.

Using *Part A (track 01)* 🎧

Students may notice the different forms of *I've got* [Brit.] and *I have (I've)* [US] for describing relationships (also for the possession of things).

1. Model both for the students.
2. Allow students to practise in pairs using the transcript.

Using *Useful vocabulary and phrases: your family*

Get students talking about the relationships in their families.

1. Familiarise the students with the family tree in the diagram, and model the family member names (*brother, mother, grandfather, etc.*).
2. Draw your family tree on the board and tell them about your family. *I have two sisters.*
3. Get students to draw their family tree.
4. Monitor and expand students' vocabulary as you go round.
5. Allow students to work in pairs and describe their family to their partner using the family tree for support.
6. Feed back as a whole group or have students swap partners and repeat the process.
7. The exercise can be expanded by adding personal names to the family tree.

Using *Part B (track 02)* 🎧

This recording involves identifying some English place names. You can use this exercise to expand students' cultural awareness of the UK if you feel that it would be appropriate for them.

1. Read the names on the map (*Durham, Salisbury, Boscombe, London*).
2. If you feel the students may have sufficient cultural awareness, ask them if they know any other 'English' place names with the same endings:
Durham: Birmingham, Nottingham, Fulham
Salisbury: Canterbury, Aylesbury
Boscombe (quite hard): Salcombe, Ilfracombe, Combe
3. Focus on the endings (...*ham, ...bury, ...combe*) and write the words *valley, castle, and home* on the board. Ask them to match the ending with the meaning:
-bury: castle/fort
-ham: home/settlement
-combe: valley

(Explain that these are ancient names that many English people might not be familiar with.)

4. Students may wish to share the meanings of place names in their own language if they know them.
5. You can add further English place name endings that might interest the students:
 - on-sea
 - mouth
 - bridge

Students may find it useful to understand the time expressions used in the recording:

1. After you have completed all the exercises in *Part B*, ask your students to identify time expressions from the recording (many have already been highlighted in questions and gap fills but you may have to play it several times or get them to use the transcript to identify them all): *several hours away, at the moment, when we meet up, this summer, now, still*
2. In pairs, get students to tell their partners something about their relationship with their family using some of these expressions, e.g. *I still live with my parents. I'm staying with my sister at the moment.*

Using Listening tip: hearing repeated words

This *Listening tip* encourages students to filter out the repeated short filler words we all use in daily dialogue.

1. Ask students to look at the type of words that get repeated (articles, pronouns, conjunctions).
2. Ask students if they recognize the same trait in their own language.
3. Play the recording and see how many they can hear.

There are five:

we— we still play

play tennis or— or squash

This— this summer

the— the four of us

make excuses to— to meet up

4. Students can use the transcript on p.108 to check their answers in pairs.
5. Play the recording again and feed back with the whole class.

Using Useful vocabulary and phrases: personality

Expand students' vocabulary for describing personality:

1. Ask students to work in pairs or small groups to think up as many personality adjectives as they can and write each of them on small pieces of paper.
2. Collect them up, put them in a hat, box or bowl.
3. Pick them out one by one and ask the students to decide if they are positive or negative characteristics – remembering that they could be both or just neutral as well.

MUSIC IN CLASS

If you want music and songs in your classroom you might want to use *She's Electric* by Oasis as a lyrics gap fill exercise. It contains some key vocabulary from the unit: *family, sister, brother, mother, cousin, I've got, she's got, get on with*. Do be aware that this song contains lyrics that might cause offence, or be unsuitable for some audiences.

Unit 2: Daily Life

SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements

By the end of this unit, students will be able to say:

- I can understand people talking about regular activities.
- I can listen for different times of day.
- I can understand what time of day people do things.
- I can understand how regularly people do things.

Skill focus

Listening for general understanding:

Part B 1, Part C 1, Part D 1

Listening for specific details and information:

Part A 1, Part B 2, Part C 2, Part D 2

Vocabulary

Numbers: *one to twelve, fifteen, thirty, forty-five*

Times: *half/quarter past, quarter to/before/after, ... thirty, ... fifteen, ... o'clock*

Routines: *get up, brush my teeth, go to work/bed, have breakfast/lunch/dinner*

Grammar

Adverbs of frequency: *usually, normally, sometimes*

Present simple for routine

Intonation

Listening for word stress: important content words

CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 2 of Listening A2* in class.

Using *Getting started*

Use the *Getting started* questions as a mingle activity.

1. Ask the students to write their (numbered) answers to the questions on a piece of card (giving a couple of options for question 2 and just one for question 3).
2. Collect them and redistribute them – checking that you don't give a student their own answers back!
3. Students can then move around the class asking each other the questions and trying to find the person whose card they have.

Using *Part A (track 04)*

This exercise is about listening for the time. You can play a game of Time Bingo to help with their listening skills.

1. Photocopy one bingo card (below) per student, and one set of times (below) or simply write them out yourself.
2. Distribute the bingo cards to the students and ask them to randomly fill in the empty boxes with any time on the quarter hour between six o'clock and nine thirty (which is the primary focus of this exercise). You may want to write them all on the board to make it as clear as possible to the class. Students should then have a unique card with nine different times in that range.
3. Put the cut up numbers in a hat, bag or bowl, pick them out and read ('call') them. You can use the same way of saying the times, or use the alternate methods shown in *Clear usage*: '*getting up*' in the morning to make it a little harder. Remember to keep the times you read out so you can check the winner's card.
4. Students mark the times they hear on their bingo card and the winner is the first student to correctly mark all the times. When they do, remind them to shout 'Bingo!'

Using *Part B (track 05)*

Part B Exercise 1 deals with routines. You can adapt the *I-went-to-the-shop-and-I-bought-a...* game to practise listening, speaking, and memory.

1. Get students to sit in a round and begin by describing a morning routine, for example *In the morning, I brush my teeth* and provide an action or gesture to represent the activity.
2. The next person in the round then repeats this phrase and action and adds their own.
3. Continue round the group with an ever longer series of activities.
4. You might want to make it competitive. Rather than have students drop out when they slip up, they could lose a point instead. The winner would be the person with the fewest lost points at the end of the game.
5. The actions can be very literal (the action of brushing your teeth) or can be much more abstract (an out-stretched arm with upturned fingers for bristles to represent toothbrush) depending on your class. After an initial round, you can add an adverb of frequency (*sometimes, normally, usually*) or a sequencing word (*then, after that*) and make remembering that part of the activity also.

Using Listening tip: using images

In preparation for the class ask students to bring in six images which define their morning (or evening) in the same way as the photographs from this exercise.

1. Put students in pairs and get them to swap their photos.
2. Each student arranges their partner's routine using the photos.
3. The students can then recount their routine, and their partners can see if they were right and rearrange the photos if necessary.

Using Clear usage: 'usually', 'normally', and 'sometimes'

In this unit, the only adverbs of frequency we hear are *usually*, *normally*, and *sometimes*, but you can take the opportunity to elicit more from the students including the more obvious ones such *rarely*, *often*, *never*, and *always* as well as more difficult adverbial phrases such as *once a week*, *hardly ever*, and *virtually never* if you wish. When the students have a range of adverbs to employ you can play this card game with groups of between two and four.

1. Decide on your target adverbs of frequency.
2. Make pack of cards (one pack for each group). Each card should have one of the target adverbs of frequency on it. So, if you wanted to focus on seven adverbs, these could be repeated about five times making a pack of thirty-five cards – but you can play around with the numbers if you like.
3. In groups, students deal out the cards, discarding uneven numbers, and keeping their cards secret.

4. Students ask *How often ...?* questions to one person in the group who should reply using one of the target adverbs of frequency.
5. If the reply uses an adverb of frequency that the questioner has in their hand, then they can put that card down; if not, the turn moves on.
6. The winner is the first person to lay down all their cards.

MUSIC IN CLASS

If you want music and songs in your classroom, there are many songs which use an adverb of frequency as (part of) the title (*always*, *never*, *sometimes*, etc). If you have the time you can make a mix of snatches of these songs, play it to the class and see how many they can hear.

Alternatively, you could use a song like *The Day Before You Came* by Abba which describes a daily routine including times of the day. You could provide pictures of the routines mentioned and ask students to assign them to the correct time of day. Play the song as feedback so the students can check if they were right.

The Day Before You Came – Abba

8.00 am – newspaper

9.15 am – desk

12.30 pm – lunch

2.30 pm – cigarette

5.00 pm – school

8.00 pm – Chinese food

10.15 pm – book

PHOTOCOPIABLES

Bingo cards

		9.30
	6.00	

		9.30
	6.00	

		9.30
	6.00	

		9.30
	6.00	

		9.30
	6.00	

		9.30
	6.00	

Times

6.00	6.15	6.30	6.45	7.00	7.15	7.30	7.45
8.00	8.15	8.30	8.45	9.00	9.15	9.30	

Unit 3: Childhood

SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements

By the end of this unit, students will be able to say:

- I can understand people talking about childhood memories.
- I can understand people explaining the activities they enjoyed as a child.
- I can follow the significance of simple descriptive words in conversation.
- I can recognize the importance of some different types of emphasis in conversation.

Skill focus

Listening for general understanding:

Part A ①

Listening for specific details and information:

Part A ②, Part B ① ② ③, Part C ① ② ③

Vocabulary

Adjectives: *brilliant, happy, healthy, big, little, beautiful, lovely ...*

Places: *bungalow, flats, markets, garden*

Function

Describing memories: *It was ..., I was, We were, They were ..., We used to ..., I would spend ...*

Intonation

Sentence stress: *really*, adjectives in the predicative position

CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 2 of Listening A2* in class.

Using *Getting started*

You can use the *Getting started* questions as a prompt for groups of students to create class surveys on different topics related to childhood: school, friends, games, holidays, TV, parents, etc.

1. Decide in advance what topics might interest the class or suggest a few and see which ones the class is most interested in.
2. Divide the class into groups of three to six and give them a topic each.

3. Ask the groups to think of questions that would form the basis of a survey.

- TV: *How much television did you watch as a child? What types of programmes did you watch?*
- School: *What type of school did you go to as a child? Private? Public? Mixed? What were your favourite subjects?*
- Games: *What type of games did you play? Hopscotch? Cat's Cradle?*

4. As students work, monitor and make sure students include options for the answers (as above).
5. Either allow students to gather answers as homework, or get the groups to survey the other students (they will have to write a few copies) and feed back to the whole class.
6. An alternative homework activity would be to ask the groups to find some way of displaying their results in the form of a poster (with pie charts or bar graphs) that could be displayed in class.

Using *Part A (track 08)*

This board game activity will get the students using language they have learned in the unit and searching their memories for what they can add. You will need a die for each group.

1. Photocopy the board game template below.
2. Elicit ideas from the students that relate to childhood memories (*food, grandparents' house, playground games, going to the doctors, toys*) and write them on the classroom board.
3. Put students into groups of two to four with one template and one die for each group.
4. Allow students to pick ideas they like and write them in the boxes of their board game template.
5. In their groups, students take it in turns to roll the die and describe a memory for the square on which they land: *When I was young I never ate vegetables* or *When I was a child I would spend every summer with my grandparents.*

Using *Part B (track 09)*

You might want to highlight the function of expressing wishes and hopes which Patrick uses in this recording.

1. Ask students to read the transcript and identify the statement which answers *question 6* in *Part B Exercise 2*.

I hope that if I have kids one day (that) they'll have the same opportunity.

2. Model a similar hope for yourself:
I hope that you all do well in your exams.
3. Get pairs of students to share their hopes with each other.
4. Feed back with the whole class.

Using Listening tip: adjectives

Most adjectives can be in either an attributive or a predicative position. The point of this listening tip is that when a speaker makes an active choice to use an adjective in predicative position it is often for reasons of emphasis.

1. Get the students to transform this attributive use to a predicative one. Encourage them to add the appropriate emphasis.
It was a noisy classroom. = *The classroom was noisy.*
It was a big school. = *The school was big.*
They were excellent pupils. = *The pupils were excellent.*
2. Put students in pairs and get them to test their partner.
3. Feed back the best examples with the whole class.

Using Part C (track 010)

At the end of all three parts students can create a mood board of their childhood which they can present to the class – and, perhaps, stick them to the wall as a poster.

1. Before the lesson, ask students to bring in photographs, or other sorts of memories, they could use to stick on a mood board about their childhood; alternatively, you could bring in a range of suitable magazines and other material they could use.
2. Tell students that the images in *Part B Exercise 2* and *Part C Exercise 1* are like mood boards of Patrick's and Abie's childhoods.

3. Give the students large pieces of paper on which to stick their photographs, etc.
4. Tell students they can add text to their boards and ask them what adjectives they have learned in this unit that they would apply to their own childhood, and what new ones they can think of.
5. Students can work in pairs to create their mood boards.
6. Monitor and get students to say what they think the things on the boards represent.
7. For feedback, allow willing students to present their mood boards to the class. Encourage the use of adjectives and monitor for the emphasis.
8. Get the class to make notes, and add new adjectives and activities to their vocabulary books/lists.

MUSIC IN CLASS

If you want music and songs in your classroom you might want to use *Baggy Trousers* by Madness which is a song about childhood and school. You can use it in various ways:

- It is entirely in (half) rhyming couplets. Hand out the lyrics with one or other of the rhymes deleted and get the students to guess the missing rhyme. Play the song as feedback. Or if you can get the funny video – all the better!
- Find pictures of the vocabulary items in the song, and get students to identify them in the lyric sheet, or again with gaps you make in the lyric sheet.
- There is a lot of fun in the vocabulary/phrases. You may want to pre-teach some words (*naughty, woodwork, ready-rub, bend/break the rules, cane, backsides, break it up, etc.*).

PHOTOCOPIABLES

Board game template

Start >>					
Finish					