

Classroom implementation

Listening focuses on developing the key skills of:

- listening for gist, and
- listening for specific details

It aims to widen students' range of vocabulary, to improve their awareness of clear usage and grammar in line with B1+ expectations; and also, where appropriate, to increase their cultural awareness of the English-speaking world.

There are twenty units divided across five sections:

1. *Where are you from?* Personal topics and self-description.
2. *Where are you going?* Issues affecting the traveller.
3. *What do you need to know?* Information exchange in the English-speaking environment.
4. *What do you do?* Work and study.
5. *How do you spend your free time?* Hobbies, socializing, eating out, etc.

All the units in *Listening* have the same structure and recurring features. Below you can find explanations of how these features can be implemented in the classroom. Each time you see this symbol ❖ in the explanations below, it indicates a new section of the unit.

❖ BEFORE YOU LISTEN

What is it?


Each unit begins with an explanation of what recordings the students will hear in this unit, and some *Before you listen* questions directed at the student. The questions are the same, or similar, to the ones the speakers are responding to throughout the unit.

Suggested implementation:

1. Ask the questions, personalizing the theme for students and getting them to think 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 words up 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 *Before you start* section to initiate the conversation.

❖ PARTS, A B AND C

What are they?

The units are organized into two or three parts (A, B and sometimes C), each with their own audio track number  to identify the recording. The recordings are unscripted responses to prompt questions which are explained in the bold rubric. Where necessary, the bold rubric also gives some context to the recording. Each part has between two and four exercises which test both listening for general understanding, and listening for specific details.

Suggested implementation of pre-listening:

1. Select a student to read the bold rubric, then ask the others to predict the language that the speakers in the recording might use.
2. Make sure the class understands as much as possible of the context before playing the recording. For example, the speaker might be going to talk about their hometown, but the rubric might also explain that they are going to contrast it with where they live. Ask the students what expressions they might use to contrast two different places (e.g. *different from, not like*).
3. Also ask the students to identify what else the rubric tells them, such as 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. Where students are listening for key words/phrases, 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. You can do this with photos (e.g. contrastive pictures of the city and countryside for *Unit 3*), or realia (e.g. a holiday brochure for *Unit 6*, or a hotel tariff card for *Unit 8*).
5. Use the students' own experiences: if the recording is about becoming a member of a gym and one of your students has joined a gym, get them to talk about it in front of 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, or picking key words 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.

8. The exercises do not have examples but you may want to do the first question where possible with your students. Play and pause after the first question so that students are sure what they are doing.

Suggested approaches 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 these 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 pair work or group work:
 - 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 made in text
4. If students are working individually, allow them time to check their answers with a partner before feeding back to the class.

❖ 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. **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 the word or phrase used elsewhere, building their own corpus, noting down the use of certain words and phrases they hear outside the classroom.
2. **Did you know?** Speech bubbles appear at varying points through the book and highlight phrases that may have peculiar meaning in the context of the recording. They are often incidental to understanding the recording but you may want to highlight these pre- or post-listening and ask students if they have heard these phrases outside the classroom.

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3. **Clear usage:** These boxes highlight words, phrases and grammar which can cause problems for the listener and will help the students fully understand the recording. You may therefore want to highlight this usage during pre-listening.
4. **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.

❖ FURTHER LISTENING

What is it?

Further listening provides a website link (www.collinselt.com/listening) where you can find the transcript and recording of further speakers on the topic of the unit.

Suggested implementation:

1. You can use this material in class in the same way as in the unit, creating your own gap fill, matching and sorting exercises using the transcript.
2. Set the recording as homework, asking students to identify specific aspects of the language used and check their answers themselves against the transcript.

❖ WRAPPING UP

The content of *Listening* is guided by the Common European Framework of Reference for Languages at level B1+. You can use the framework as a way of setting targets for your classes and monitoring the progress of individual students. But you may also get students themselves to consider what can-do statements they feel able to assert after each unit.

1. Ask students to work together in small groups and write down three or four can-do statements for the lesson.
 - I can understand people talking about their extended family and their family history.*
 - I can understand people describing their hometown and explaining how it has changed over time.*
2. The groups can then compare statements with those of another group and see if they feel they have made the same progress.
3. Always encourage students to keep an active record of their can-do achievements and follow up with you if they are unsure.