

Classroom implementation

The aim of *Listening* is to help students improve their understanding of English, as spoken by a range of speakers of various nationalities. The ability to understand varieties of spoken English is key to improved communication, and this book gives students experience of hearing different speeds of speech, different accents and different language usage. *Listening* gives students practice in listening for the gist / the main points made by speakers and in listening for the exact meaning of words and phrases. Attention is paid to the impact of culture on the language used and students have the opportunity to enhance their understanding of English vocabulary and usage.

The book contains twenty units, divided into five sections. The five sections are:

1. *Lifestyle*
2. *Practical advice and information*
3. *Attitudes and behaviour*
4. *Passions*
5. *Memorable experiences*

The units in *Listening* have a broadly similar structure. Below are some suggestions as to how each of the unit features can be best used in the classroom.

❖ IN THIS UNIT

What is it?

Each unit begins with a list of contents. Most units contain two or three listening extracts and questions. The topics of each are outlined here.

Suggested implementation:

Predict some of the points the speakers will make and some of the vocabulary they will use when speaking about these topics. Students can use Mind Maps to record this vocabulary.

❖ CLEAR USAGE

What is it?

These boxes (e.g. page 8) focus on specific issues which can cause problems for the listener, such as complex grammar forms used by native speakers or non-standard usage.

Suggested implementation:

Tell students to write their own sentences using the language point. You can also use this opportunity to link to exercises in the *Collins COBUILD – Intermediate English Grammar and Practice*.

❖ USEFUL VOCABULARY AND PHRASES

What is it?

These boxes (e.g. page 12) highlight key words and phrases related to the unit's topic.

Suggested implementation:

1. Encourage students to note example sentences in their vocabulary books, not just individual words. This gives them a record of how new words and phrases can be used. Where possible, encourage students to make their own example sentences.
2. Help students to create Mind Maps, so that new vocabulary is logged with other vocabulary of a similar topic.

❖ LISTENING TIPS

What are they?

These boxes (e.g. page 19) offer specific tips and advice to help your students improve their listening skills, either appropriate to the text type or in a general sense.

Suggested implementation:

The *Listening tips* will probably not take up a lot of class time. However, if you want to concentrate on a particular tip, you can:

1. Get students to find other texts in the book where the listening tip might be successfully employed.
2. Discuss how / where / when this information may be useful, and to what extent students could utilize it in their everyday listening activities.

❖ COBUILD CHECK

What is it?

In order to help students to extend their vocabulary, key words and phrases from the recordings are presented in these boxes (e.g. page 10), with examples taken from the Collins COBUILD Corpus.

Suggested implementation:

Ask students to find more example sentences using the words in bold. They can do this by typing the word into an Internet search engine, using a concordancer or using a dictionary. They can also personalize the vocabulary by creating sentences which are true for them.

❖ SPEECH BUBBLES

What are they?

These give interesting information about language or culture.

Suggested implementation:

Speech bubbles are usually brief and in many cases can be dealt with by reading them aloud in class. Give students the responsibility of deciding whether or not they want to record the contents of the speech bubbles in their notebooks.

❖ NEXT STEPS

What is it?

This box, which comes at the end of every unit gives ideas for further listening activities that students can do, related to the content of the unit.

Suggested implementation:

If you have computers on your premises, many of these exercises can be done using them. This will give you a chance to look at students' Internet search skills.

Next steps can also be given as a homework task. You can ask students to feed back what they have found out in the form of:

- a brief chat to a partner about their findings
- a formal presentation
- a poster
- a short paragraph
- a longer article, review or essay

❖ PLANNING A LESSON

It is recommended with listening texts that you do a pre-listening task, several while-listening tasks and then finish with some post-listening work. Here are some ideas for each of these:

Pre-listening

Pre-listening exercises are always useful as they prepare students for the recording they will hear, often making it easier to understand the first time they listen to it. Here are some suggested activities:

Prediction activities

1. Put students into groups. Ask them to note down three things that the speakers may talk about in the recording. Get them to share their own opinions on what they have written down.
2. Challenge students to speak on the same topic as the recording for one minute without hesitating. This can be done in pairs or small groups.

Vocabulary activities

1. Pre-teach key vocabulary in the listening task. Check vocabulary.
2. Play 'Vocabulary Bingo'. Students choose six words or phrases that they predict will be said in the recording. They listen and tick off the words they hear. The winner is the person who has the most ticked words or phrases at the end of the exercise.
3. Check pronunciation as well as meaning.

While listening

There are a number of exercises in the unit related to each listening text. Each exercise will encourage students to listen in a different way, e.g. listening for the main idea or for specific details.

Alert yourself to what is required in each exercise so that you will be able to direct your students appropriately and ensure they employ the most suitable listening skills for the question. You can also:

1. Encourage students to try to listen for the main ideas, not to try and understand every word.
2. Make students aware that the speakers may repeat or correct themselves and will not necessarily speak in full sentences. Some words may be mumbled. They should not worry about this, but should move on. In many cases, it is sufficient to catch the gist.

3. Encourage students to identify the relationship between the speakers, if there are two or more. Do they agree or disagree? How do they know? If there is one speaker, what is the relationship between the speaker and intended audience?
4. Play the recording once for students to complete a gist exercise, e.g. noting down the topic of the conversation. Then play the recording again for students to listen for specific details.
5. Tell students to read the transcript while the recording plays. This will draw their attention to new vocabulary or features of pronunciation (e.g. intonation, stress and rhythm). They can then look up any new words or phrases, or seek help with pronunciation difficulties.
6. Allow students time to check their answers with a partner before feeding back to the class.

Post-listening

The *Next steps* box at the end of each unit offers useful post-listening tasks. Additionally, the following tasks can be used in classes when:

- you have time to fill before the end of a lesson
- faster students are waiting for slower readers to complete the exercises
- you need to set a homework task.

1. Ask students to 'act out' the recording(s) they have just heard, using their own words.
2. Get students to talk about the same topic, but to alter the content according to their own opinions. Encourage them to use any vocabulary, language or pronunciation that they have learned in the unit.
3. Encourage students to find a recording related to the topic online. They should make notes on what is said and then report back to the class. They can include details on where they found the recording, what the speakers said and what they found easy / difficult about understanding the recording.
4. Go to www.collinselt.com/englishforlife/extras and play the recording(s) in class. Create comprehension questions in advance, or ask students to make notes while listening and discuss what they hear with a partner.
5. If your students know other English speakers, tell them to prepare questions about the unit's topic to ask an English speaker, and to report back in the following class.

Unit 1: Everyday travel

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 informal discussions about everyday travel.
- I can identify some features of non-standard English.
- I can understand and use some tentative language.

Skill focus

Listening for gist: **Part A 1 2, Part B 1**

Listening for detail: **Part A 3, Part B 3**

Vocabulary

Transport: *helmet, high visibility jacket, tube, commute, lane, minivan, rush hour, transport hub, pull out on, get cut up, jump red lights*

Idiomatic language: *own the road, the other way round, cut and dried, given free rein*

Usage

Relative nouns and adjectives: **Part B 4**

Tentative language: **Part B 5**

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 B2+* in class.

Using In this unit

1. Tell students to discuss these points in small groups:
 - *how they get around their town or city*
 - *the advantages and disadvantages of using this form of transport*
 - *what type of public transport exists in their town or city*
 - *what issues there are in their town or city regarding transport*

Feed back as a class.

Using Part A (track 01)

Before listening

1. Ask students to discuss the question in *Exercise 1 (Do you think cycling in towns and cities should be encouraged?)* in pairs or small groups. Ask them to note down three advantages and three disadvantages of cycling in a city. Discuss some ideas as a class.

While listening

1. Play *Recording 01*. Ask students to tick any points that they noted down which the speakers mention.
2. Tell students to identify what can be seen in the pictures in *Exercise 2 (Answers: traffic lights, someone cycling, a taxi, a high-visibility jacket, a helmet)*.
3. Complete *Exercises 2 and 3*. Tell students to compare their answers in pairs before checking as a class.
4. Ask students whether they think the two speakers are in agreement or not, and to give reasons for their answer.
5. Read the *Clear usage* box. Allow students to refer to the *Transcript* on page 102 to see these phrases used in context.
6. Direct students to the *Speech bubble*. Ask students if there is also a road tax in their country.
7. Complete *Exercise 4* by playing the recording up to the point where the target vocabulary is used. This allows students to hear how the phrase is used in context and enables them to deduce the correct definition. To consolidate the idioms, get students to play '*Draw the idiom*' in small groups. One person draws a picture of the literal meaning of one of the idioms. The other students must guess which idiom it is.
8. Complete *Exercise 5*. Allow students to check answers with a partner before whole-class feedback.

After listening

1. Tell students to look at the sentences in *Exercises 5* and note down in their vocabulary books any sentences they agree with. Ask them to rewrite the other sentences to reflect their opinion or experience.
2. Get students to create a Mind Map on the topic of cycling. They can choose their own categories or use the following:
 - Clothing and Equipment*
 - Rules of the Road*
 - Interacting with Other Vehicles*
 - Problems*
 - Solutions*

3. Tell students that they are going to discuss their opinions on cycling in cities. Before their discussion, they should note down topics they wish to speak about and any phrases from the unit that they want to use. Put students into groups for this activity, and discuss any interesting points that arise as a class.

Using Part B (track 02) 🎧

Before listening

- Ask students to predict:
 - the modes of transport that may be mentioned in a discussion about transport in London and India
 - any transport issues that the speakers may mention.
- Pre-teach the vocabulary in *Exercise 2*, as this will help the students better understand the recording.

While listening

- Play *Recording 02*. Ask students to listen and note which of their predictions in *Step 1* were correct.
- Complete *Exercises 2* and *3*. To consolidate the new vocabulary in *Exercise 2*, tell students to close their books. Write the words (1 to 6) on the board, and elicit their definitions. Write these on the board and erase the words. Then elicit the words again from their definitions.

After listening

- Read the box about non-standard usage of English. Discuss as a class the importance of listening to non-British speakers of English. Encourage them to see that English is a world language and that they will encounter many speakers with different accents who use non-standard English.
- Read the *COBUILD check*. Tell students to say or write sentences which are true for them, using the words or phrases in bold.
- Complete *Exercise 4*. Students can refer to a dictionary or the *Transcript* on page 103 to obtain the answers. In some cases, more than one word is possible. Ensure that students understand the difference in meaning between the possible answers by noting down example sentences. You could write the nouns and adjectives on slips of paper (make one set for each small group). Tell students to take it in turns to take a slip of paper and to give the adjective or noun form of the word.

- Read the *Clear usage* box. Ask students if they can think of any more examples of tentative language. (*Suggested answers: It could be that..., I wonder if ..., I think ..., I reckon ..., You could say that ...*)
- Complete *Exercise 5* and check answers as a class.

Optional extension work: Speaking

Tell students that they are going to discuss transport issues in a city they know.

- Put students into small pairs. Ask them to choose a city and two modes of transport to talk about.
- Hand out a copy of the photocopiable sheet *Transport discussion* to each student. Tell students to complete the Mind Map using vocabulary and phrases from the unit, as well as others they know.
- Put students into groups of four and give them ten minutes to discuss the issues. Monitor students' use of language and give feedback after the discussion.

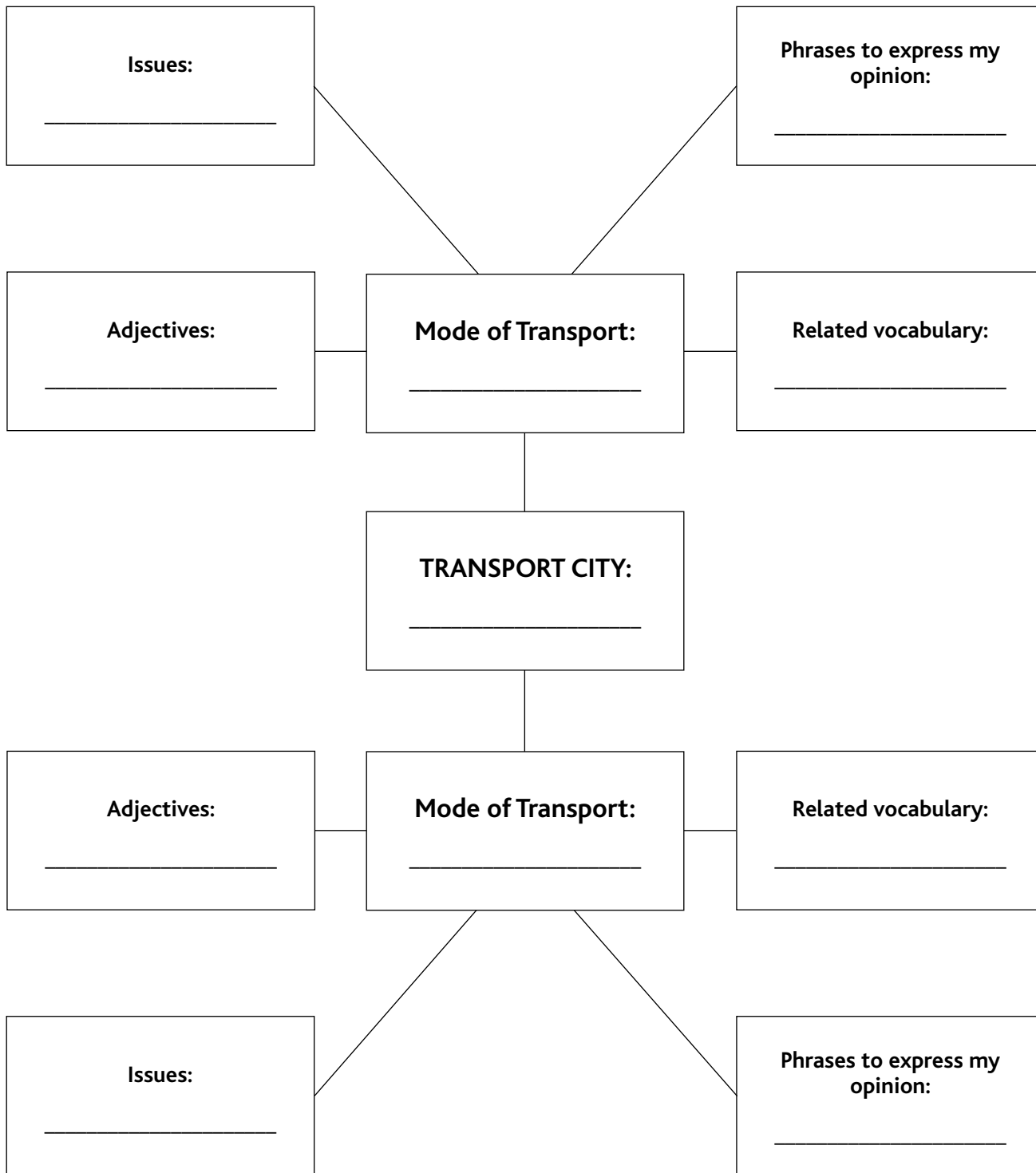
Using Next steps

Listen to the rest of Matt and Mike's conversation at www.collinselt.com/englishforlife. Suggested tasks:

- Tell students to listen and note down the topics discussed. They can then listen again to get further details.
- Read the following phrases. What is Matt talking about when he says the following?
 - There are ways to ingrain these things. (*Answer: messages about safe cycling*)
 - I think that's something we really have to deal with now. (*Answer: increase in cyclist and pedestrian numbers*)
 - That's, for me, safer for everyone. (*Answer: taking the train or bus*)
 - That's never gonna happen (*Answer: everyone taking the bus*)
 - But for me, I think it's a really interesting way. (*Answer: cycle tourism, 'Boris bikes' – bikes that you can rent. Cultural note: these were introduced by the mayor of London Boris Johnson*)

PHOTOCOPIABLES

Transport discussion



Unit 2: Living with animals

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 listen for gist and for specific information.
- I can understand informal discussions on the topic of animals.
- I can distinguish between ironic and genuine surprise.

Skill focus

Listening for gist: **Part A 1, Part B 1**

Listening for detail: **Part A 2 3 5, Part B 2**

Listening for tone: **Part A 4**

Vocabulary

Horses: *pony, moorland, farrier, blacksmith, groom*

Moods: *sulky, moody, grumpy, miserable, pining*

Animal idioms: *dog tired, dog-eared, a cat nap, set the cat among the pigeons, let the cat out of the bag, a catty remark, a dogsbody*

Usage

Constructive advice: *This is something to expect when ..., Don't be surprised when ..., Feel free to ..., Be aware that ..., Make sure that you ..., Don't be afraid to ...*

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 B2+* in class.

Using *In this unit*

1. Put students into small groups and ask them to discuss the following questions:
 - What are the most popular pets in your country?
 - What are the benefits and problems of keeping animals?
2. Ask students to work in pairs and to think of three more questions on the topic of pets. Then they should swap partners and ask and answer the questions. Ask two or three students to tell the class about their partner.

Using *Part A (track 03)*

Before listening

1. Books closed. Ask students to think of the challenges and rewards of owning a horse or pony. Some students may have their own experience to share with the class.
2. Direct students to the *Useful vocabulary and phrases* box. Go through the vocabulary and check understanding. Clarify that *Bertie* is the name of Fiona's pony.
3. Ask students to look back at their answers to *Step 1*. Elicit more challenges and rewards using the vocabulary and phrases in the box.
4. Tell students to look at the questions in *Exercise 2* and predict the answers, using the information from the box, own knowledge or guesswork. They can compare their ideas with a partner.

While listening

1. Complete *Exercise 2* and check answers.
2. Play the recording again. Ask students to take notes on the following topics:
 - Bertie's breed (*Answer: New Forest pony, native to the UK*)
 - Passports (*Answer: All horses in England have one by law, it has a drawing of the horse and its markings*)
 - Bertie's character and behaviour (*Answer: Doesn't like being left alone or changes to his routine, cheeky, naughty, grumpy, excitable, mood is changeable*)
 - Horse and pony intelligence (*Answer: Smaller horses more intelligent than larger ones*)

Students can compare their answers with a partner. Ask different pairs to feedback on each topic to the class.

3. Complete *Exercise 3*. Discuss how students know the answers by asking *Is it due to the words he uses or his tone of voice? What facts does he find most surprising?* Listen again, or read the transcript, and collate the phrases that the speaker uses to
 - show he knows something (*Answers: Mhmm. Yeah, okay. Right.*)
 - show he doesn't know something (*Answers: Have you? He's got a passport? Sorry, what's a farrier?*)
4. Complete *Exercise 4*. It may be unclear to students what is meant by irony. Explain that in this conversation, Ian sometimes asks questions out of genuine interest, and sometimes because he is pretending to show interest in something that actually amuses him. See if students can identify the places where Ian shows amusement.

(*Suggested Answers: Is it? He's got a passport? In what way is he a psycho?*)

5. Complete *Exercise 5*. Ask students to predict the missing words before they listen. You could pause the recording after each one to give students time to write. Allow students to compare their answers with a partner before checking as a whole class.

After listening

1. Tell students that they will act out the conversation between Ian and Fiona in pairs. 'Fiona' should:

- introduce the same topics
- give correct information.

'Ian' should:

- show or ask when he doesn't understand, using phrases from *Exercise 4*
- show surprise where relevant.

After a few minutes, ask students to swap roles. Then get two or three pairs to act out their conversation to the class.

2. Get students to have a similar conversation, but change some details, e.g. the type of pet, the pet's personality, events that happened with the pet.

Using the Speech bubble

Ask students to make a note of this use of *actually* in their vocabulary notebooks.

Using Clear usage

- Books closed. Write the different tenses from the box on page 13 on the board, and ask students to give you an example sentence for each one. Elicit when each tense is used. See *Collins COBUILD Intermediate Grammar and Practice* pages 116–127 for further practice.
- Tell students to pretend that they are Fiona, and that they are going to talk about Bertie. Give them a minute or two to plan their talk, which can include some of the phrases from *Clear usage*. They should use at least four different tenses. Then put students into pairs and tell them to talk about Bertie for one minute each. Students may find it useful to repeat the exercise with another partner.

Using COBUILD check

- Tell students to read the sentences and check that they understand the meanings by asking concept questions, such as *What makes you feel grumpy? When did you last feel moody? Why?*
- Ask students to write sentences that are true for them, using the words in bold. You can give them these prompts, or they can make sentences of their own.
 - *I feel ... when I ...*
 - *Someone I know who is always ... is ...*
 - *My friend gets ... when ...*
- Tell students to share their sentences in pairs. Then ask two or three students to tell the class about their partner.

Using Part B (track 04) 🎧

Before listening

Write up or dictate the following statements:

- *Man's best friend is his dog.*
- *In a perfect world, every dog would have a home and every home would have a dog.*
- *A dog is the only thing on earth that loves you more than he loves himself.*

Put students into pairs or small groups to discuss whether they agree or disagree with the statements. Feed back as a class.

While listening

- Write up or dictate the following. Play the recording and tell students to tick the topics Hussain mentions.
 - Dogs' role in the family (✓)
 - Dog mess
 - Taking dogs out (✓)
 - Dangerous dogs
 - The value of dogs to society
- Tell students to look at *Exercise 1*, and ask if they share the same attitude as Hussain.
- Play the recording again and ask students to make notes on how Hussain's attitude to dogs is different from many British people's attitude. Tell students to complete *Exercise 2*.

After listening

- Complete *Exercise 3*. Encourage students to refer to the Collins COBUILD dictionary www.collinsdictionary.com/cobuild to see how these idioms can be used in context.
- Get two students to come up and read out the following mini-dialogue.

A: *I told Maria we were getting her a cake because she's leaving.*

B: *You told her? No way! That was supposed to be a surprise! You ...!*

Ask students what the missing idiom is. (*Answer: let the cat out of the bag*)

- Ask students to work in pairs to write three more mini-dialogues, each representing one of the idioms. Put students into groups of six and have students perform their mini-dialogues. The other students in the group must guess the idiom. This will help you deduce whether students are using the idioms correctly, and you can clarify meaning if necessary.

Using *Clear usage*

Direct students to the *Clear usage* box. Ask students to make sentences offering constructive advice on keeping dogs in their own country. Alternatively, they can make sentences about the UK or Saudi Arabia. Discuss some ideas as a class.

Using *COBUILD check*

1. Put students into pairs and tell them to make questions using the phrases in bold.
2. Make groups of four and ask students to ask and answer their questions. Ask each group to feed one interesting piece of information back to the class.

Optional extension work: *Idioms*

Ask students to look up more animal idioms and write mini-dialogues showing their usage. This can be set as a homework task. In the following class, students can read their dialogues in pairs for other students to guess the idiom.

Using *Next steps*

Ask students to find another short video about pets online. Make a copy of the photocopiable *Listening Log* for each student, and tell them to complete it while they watch the video. They must write something in every box. In the following lesson, get students to tell their partner about what they watched. Discuss some of the videos as a class.

PHOTOCOPIABLES

Listening log

Complete this log when you watch a video or listen to a radio programme.

LISTENING LOG	
Title:	
What's the video about?	
What did you learn?	
Useful phrases and vocabulary	
Comments	

Comments can include:

- a constructive review or critique
- who you think the video is aimed at
- your opinion of the video
- notes on the speaker's accent or pronunciation
- whether you'd recommend the video and why / why not.

Unit 3: Diet

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 an informal discussion on the topic of vegetarianism.
- I can infer people's opinions from what they say.
- I can listen to a monologue and make notes.

Skill focus

Listening for gist: **Part A 1, Part B 1**

Listening for detail: **Part A 2 3 5, Part B 2**

Listening for tone: **Part A 4**

Vocabulary

Diet: *vegetarianism, veganism, veggie, special dietary requirements, special diet, omnivore, processed meat, texture, taste like, protein, carbohydrates, saturated fats, essential fats*

Adjectives: *trendy, childish, energetic, impolite, courteous, tasty, adult, understandable, incomprehensible, unfashionable, lazy, bland, chewy*

Usage

Explaining unfamiliar terms: *What we call ..., We have something called ..., When I talk about ..., what I basically mean is ...*

Signalling: *So it's very important to ..., The best way to ..., First of all ..., Now, if ..., So, if ...*


Possible future change: *If with will and going to*

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 3 of Listening B2+* in class.

Using *In this unit*

1. Hand out a copy of the photocopiable sheet *Diet quiz* to each student. Tell students to read the statements and indicate the extent to which they agree with each one by ticking the corresponding box. Encourage students to think about the reason for their answer. In boxes 11 and 12, they can write a statement of their own.
2. Put students into small groups to share and discuss their opinions. Ask each group to feed back any particularly interesting points to the class.

Using *Part A (track 05)* **Before listening**

1. Ask students to work in pairs and brainstorm reasons why people do not eat meat.
(Suggested answers: *religion (e.g. Buddhism), poverty, they do not like the taste, ethical reasons*)
2. Then ask them to brainstorm reasons why people do eat meat.
(Suggested answers: *they like the taste, part of their culture, parents tell them to*)

While listening

1. Complete *Exercise 1*. Ask students if any of their ideas from the *Before listening* task are mentioned.
2. Complete *Exercise 2* and check answers.
3. Ask students to explain the following phrases (answers are given in brackets).
 - a. fashion statement (*something you do to show other people the type of person you are*)
 - b. red meat (*meat such as beef or lamb*)
 - c. ethical vegetarian (*someone who does not eat meat because of the effect this has on animal welfare and the environment*)
 - d. lackadaisical (*lacking vitality and purpose*)
4. Write the following statements on the board and ask students to discuss the extent to which they believe Lily and Freddy agree with them. Give students time to read the questions, then play the recording again. Highlight that not all answers are given, but students may be able to infer an answer from the speakers' attitudes.
 - a. If you go to someone's house, you should eat what they serve.
 - b. It is fine to feed a guest vegetarian food, even if they are meat-eaters.
 - c. If a vegetarian visits you, you should cook a vegetarian meal especially for them.
 - d. Fish is not meat.
 - e. It is okay to let a 3-year-old child go without meat if he / she doesn't like it.
 - f. Vegetarianism is a fashion statement, rather than an ethical one.
 - g. You need to eat meat to stay healthy.
5. Students can discuss their own attitudes to the statements in small groups. Discuss some of their ideas as a class.

After listening

1. Use the example sentences in the *COBUILD check* as a running dictation to practise listening and pronunciation. Copy and cut out each sentence and stick them around the room. Put the students into pairs. One student is the reader and the other is the writer. The reader finds a slip of paper, reads and remembers the sentence, returns to their partner and dictates it. The writer writes what they hear. Say *Change* every so often. At this point, the partners must swap roles. Make sure you tell students to close their books, so that they can't just copy the sentences! At the end of the activity, students can check their sentences against the *COBUILD check*.
2. Complete *Exercise 3*.
3. Practise the adjectives in *Exercise 3* in one or more of these ways:
 - Books closed. Have students test each other on the opposite adjectives.
 - Tell them to make sentences that are true for them using the adjectives.
 - Get them to write a gapfill or multiple-choice exercise for their partner using these adjectives. Students then complete the exercise their partner gives them.

Using Part B (track 06) 🔊**Before listening**

1. Tell students that they will listen to Freddy and Lily discussing the reasons why someone might become a vegetarian and some practicalities of buying and eating vegetarian food. Ask students to predict what the speakers might say on the following topics:
 - how vegetarians maintain a varied and healthy diet
 - why it is sometimes difficult to be a vegetarian
2. Pre-teach the language in the *Useful vocabulary and phrases* box.

While listening

1. Play the recording. Tell students to make notes on their predictions from *Before listening Step 1*.
2. Complete *Exercise 1* by asking students to discuss the questions in pairs. Feed back as a class.
3. Complete *Exercise 2* and ask students to correct the false statements.
4. Complete *Exercise 3*. Tell students to look at the transcripts for *Recordings 5* and *6* and highlight other interjections. Which carry meaning and which do not?

After listening

1. Tell students to read the information in the *Clear usage* box. Ask them to come up with two sentences of their own in which adjectives are used in the non-standard way, and to share these with a partner.

2. Have students note the vocabulary from the *COBUILD check* in their vocabulary notebooks. They should write their own example sentences about their own opinion and diet.

Using Part C (track 07) 🔊**Before listening**

1. Tell students that they are going to listen to a nutritionist talking about a balanced diet. Ask students to predict what topics and / or vocabulary will come up.
2. Write up or dictate the following questions for students to discuss in pairs:
 - a. When do you make notes? (*Suggested answer: In class, in lectures*)
 - b. Who reads your notes? (*Suggested answer: Yourself, a friend*)
 - c. What will you use your notes for? (*Suggested answer: To revise for a test, to write an essay*)
 - d. Do you always write words in full? (*Suggested answer: No – abbreviations are acceptable. You can use standard abbreviations or make up your own.*)
 - e. What symbols and graphics might you use when note-taking? (*Suggested answer: Arrows, lines, circles*)
 - f. How can you show new topics in your notes? (*Suggested answer: Capital letters, underlining, headings*)

While listening

1. Play the recording and ask students to take notes on what the speaker says.
2. Tell students to compare their notes with a partner. They should compare:
 - a. the content of their notes
 - b. the use of symbols, underlining, abbreviations and any other note-taking devices.
3. Ask students to discuss any problems they had while note-taking, for example, not being able to listen and write at the same time, not understanding certain words, the speed of the speaker.

Discuss strategies that students could employ to deal with these problems.

4. Listen again and allow students to add to their notes.
5. Complete *Exercise 2* in small groups. Ask each group to work on a different food group and to report back to the class.
6. Ask students to complete *Exercise 3* and check answers.

After listening

Ask students to use their notes to deliver a talk about nutrition. Encourage them to use the phrases from the *Listening tip* and the signalling language from *Exercise 3*. Students can give their talks in small groups. Each group should choose one student to give their talk to the class.

Using Next steps

1. Ask students to go to www.collinselt.com/englishforlife and listen to Jackie's talk on obesity. Tell students to make notes as before. Ask them if they found the note-taking exercise easier this time.

2. Assess the quality of students' notes by returning them to students one week later and asking them to:
 - write a paragraph on the topic using their notes *or*
 - look at their notes for a few minutes and then speak on the topic for one minute *or*
 - use their notes to answer your own questions based on the recording.

Ask students to assess their notes by identifying one thing that they will do differently next time. Discuss their ideas as a class.

PHOTOCOPIABLES

Diet quiz

Read the statements and tick the box that is true for you. In boxes 11 and 12, write statements of your own.

	Very true	Fairly true	Not sure	Slightly untrue	Not true at all
1. I take care to maintain a healthy diet.					
2. I eat seven portions of fruit and vegetables every day.					
3. I don't eat junk food.					
4. I have a weakness for sweet things.					
5. I'm concerned that people worldwide are eating more and more meat.					
6. Obesity is the government's fault.					
7. You can eat whatever you like, as long as you exercise.					
8. I'm sick and tired of reading newspaper stories about diet.					
9. My parents taught me to eat everything on my plate.					
10. People care less about what they eat now than they did in the past.					
11.					
12.					