

# Teacher's Notes for Top-Up Listening 3

ABAX Ltd.



## 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 Three in Book 3 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 Two (Mixed Sounds) as our example:

A: Couldyou play that again please?

B: Alright. Wouldyou 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 miss 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 internalise 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 tape, 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 internalise 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 Good to see you again

**Unit Theme**  
Meeting people

**Listening Tasks**  
Students listen to four conversations which include people meeting for the first time and people catching up.

**Listening Clinics**  
Weak Vowels (Reduction)/  
Joined Sounds (Liason)

## Unit 1: Good to see you again

### Lesson Lead-in:

### 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.

### Lesson Lead-in (for classes that know each other)

A very quick lead-in can be an activity where the students tell the class three things about another member of the class. The rest of the class has to guess which person they are talking about. You can hand out class names instead of letting the students decide themselves. Alternatively students can write three things about themselves on a piece of paper distribute these amongst the class and each student has to match the piece of paper with the student that wrote it.

### Let’s Start!

Do as per instructions in book. Have students check their answers with another pair before you ask for them. To personalize the activity you could have the students tell each other shortened forms of their names. Alternatively, you could extend the activity to include nicknames.

### 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.

### Let’s Start!:

Student Bk.: Page 8

### Before You Listen:

Student Bk.: Page 8

## Unit 1: Good to see you again (*cont'd.*)

### Let's Listen!

Student Bk.: Page 9

CD Track: 1, 2, 3, 4

### Listen Again:

Student Bk.: Page 9

CD Track: 14

### Listening Clinic One:

Student Bk.: Page 10

CD Track: 4

### Practice!:

Student Bk.: Page 10

### Now Listen Back:

Student Bk.: Page 11

CD Track: 1, 2, 3, 4

### Listening Clinic Two:

Student Bk.: Page 11

CD Track: 6

### Listen Again

Do as per instructions in book. This activity can be quite difficult as the students are required to keep track of who is who. To make this activity easier you can use the picture in *Let's Listen!* and place the names of the speakers above their picture.

### Listening Clinic One: Weak Vowels

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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 weak vowels in the dialogue and that you do not expect them to hear all of them. (**NB:** Not all of the vowels in the dialogue are weak) 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 vowels 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 activity using different expressions. Make sure that the students understand what each category of expressions are used for. Weaker students may need clarification for some of the expressions. The timing for this exercise is up to each teacher and is dependant on the size of the class and the students involved.

### 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: Weak Vowels

**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 weak vowel may occur. Since the listening task is to check their predictions, not all potential weak vowels 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

## Unit 1: Good to see you again (*cont'd.*)

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. I this is the first time students have used a less guided dialogue they may need assistance using the guide, therefore modeling may be necessary.

**Feedback:** Have the students pair up with a new partner and tell that person where their previous partner went for their holiday.

### **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.

**Try It Out!:**

**Student Bk.: Page 12**

**In Your Own Time:**

**Student Bk.: Page 12**

## Unit 2 I've lost my rucksack

### Unit Theme

Lost property

### Listening Talks

Students listen to four conversations where people are phoning lost property to enquire about their lost items.

### Listening Clinics

Stressing New Information

## Unit 2 : I've lost my rucksack

### Lesson Lead-in:

### Lesson Lead-in

- Put the students in groups of three or four.
- Have each student select one object from their bag but not tell the other students what that object is.
- The other students must ask yes/no questions to find out what that object is.
- The questions could be, for example, "Is it used at school?" or "Does it hold things?" You can put a time or question limit for each student, if necessary.

### Let's Start!:

Student Bk.: Page 13

### Let's Start!

Do as per instructions in book. Have students check their answers with another pair before you ask for them. To extend this activity you could add further questions such as "What items do people usually lose?"

### Words:

Student Bk.: Page 13

### Words

Do as per instructions in book. You may need to explain features and/or materials. Alternatively let the students work this out for themselves.

### Before You Listen:

Student Bk.: Page 14

### Before You Listen

Do as per instructions in book. Some students may need assistance with the nouns such as rucksack. Please note the misspelling of umbrella.

### Let's Listen!:

Student Bk.: Page 14

CD Track: 7, 8, 9, 10

### Let's Listen!

Do as per instructions in book.

### Listen Again:

Student Bk.: Page 14

CD Track: 7, 8, 9, 10

### Listen Again

Do as per instructions in book. Be ready to play the tracks again as students may need to listen to the recording twice.

### Listening Clinic One:

Student Bk.: Page 15

CD Track: 11

### Listening Clinic One: Stressing New Information

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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 stressed words. 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 stress in the dialogue and that you

## Unit 2 : I've lost my rucksack (*cont'd.*)

### Practice!:

Student Bk.: Page 15

### Now Listen Back:

Student Bk.: Page 16

CD Track: 7, 8, 9, 10

### Listening Clinic Two:

Student Bk.: Page 16

CD Track: 12

### Try It Out!:

Student Bk.: Page 17

### In Your Own Time:

Student Bk.: Page 17

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 stress 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. As this is strongly guided teachers shouldn't need to model the dialogue.

### 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 80-82).

### Listening Clinic Two: Stressing 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 place where stress may occur. Since the listening task is to check their predictions, not all potential stress 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. Students can use the dialogue from *Practice!* as a reference if needed.

### 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 I'd like you to meet my brother

### Unit Theme

Meeting People

### Listening Tasks

Students listen to four conversations where people are meeting for the first time and introducing people to each other.

### Listening Clinics

Mixed Sounds (Assimilation)

## Unit 3: I'd like you to meet my brother

### Lesson Lead-in:

### Lesson Lead-in

As a deep-ending exercise try doing the *Try It Out!* exercise on page 21. Rather than having the students look at the page, set up the exercise on the board and students can record their role on a separate piece of paper.

### Let's Start!:

Student Bk.: Page 18

### Let's Start!

Do as per instructions in book. Have students check their answers with another pair before you ask for them. To extend this activity ask the students what the equivalent titles are in their language and if there are other titles as well.

### Before You Listen:

Student Bk.: Page 18

### Before You Listen

Do as per instructions in book.

### Let's Listen!:

Student Bk.: Page 19

CD Track: 13, 14, 15, 16

### Let's Listen!

Do as per instructions in book.

### Listen Again:

Student Bk.: Page 19

CD Track: 16

### Listen Again

Do as per instructions in book. Be ready to play the tracks again as students may need to listen to the recording twice. The difficulty here is for the students to keep track of who is who.

### Listening Clinic One:

Student Bk.: Page 20

CD Track: 17

### Listening Clinic One: Mixed Sounds

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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

## Unit 3: I'd like you to meet my brother (*cont'd.*)

### Practice!:

Student Bk.: Page 20

### Now Listen Back:

Student Bk.: Page 20

CD Track: 13, 14, 15, 16

### Listening Clinic Two:

Student Bk.: Page 21

CD Track: 18

### Try It Out!:

Student Bk.: Page 21

### In Your Own Time:

Student Bk.: Page 21

### Practice!

Do as per instructions in book. Students could look at Conversation 1 on page 82 before attempting this exercise. Although the conversation is not designed as a model for production, the context and turn-taking may be a guide 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 82-84).

### 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 mixed sounds 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. It may be helpful if the teacher takes the role of Alex and move around the classroom observing and taking part in the exercise as necessary. Expanding this activity can be fun if you assign some students the role of a helper at the party. Ask them to imagine that Alex has asked them to look after the music, food, drinks, etc. at the party so that if students want a drink or to change the music they have to talk to that person.

### 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 Final call for Flight EA42

**Unit Theme**  
Public Announcements

**Listening Tasks**  
Students listen to four public announcements at various locations.

**Listening Clinics**  
Changing Sounds (Voicing)

## Unit 4 : Final call for Flight EA42

### Lesson Lead-in

### Lesson Lead-in

- Have students work in pairs to think of various announcements you'd hear in different places: stations, stores, schools and so on.
- Board up their answers.
- Choose some of the announcements, and have students think of the important parts of each announcement.  
**variation:** Have students work in pairs to think:
  - unnecessary announcements (or annoying announcements)
  - announcements which actually helped them in real life
  - the most silly (stupid) announcements they've ever heard
- Board up their answers.

**Let's Start!:**  
Student Bk.: Page 22

### Let's Start!

Do as per instructions in book. Have students check their answers with another pair before you ask for them. The final question could be done as a whole class activity rather than pairwork.

**Before You Listen:**  
Student Bk.: Page 22

### Before You Listen

Do as per instructions in book. The procedure for getting on and off a plane may vary from country to country. The procedure in the book may be different in your country, if you wish discuss this with your students.

**Let's Listen!:**  
Student Bk.: Page 23  
CD Track: 19, 20, 21, 22

### Let's Listen!

Do as per instructions in book. Many students find summarizing or putting titles to listenings difficult. Make sure the students examine the options before listening.

**Listen Again:**  
Student Bk.: Page 23  
CD Track: 19, 20, 21, 22

### Listen Again

Do as per instructions in book. Be ready to play the tracks again as students may need to listen to the recording twice. The recording is spoken quite fluently so students may have difficulty.

**Listening Clinic One:**  
Student Bk.: Page 24  
CD Track: 23

### Listening Clinic One: Changing Sounds

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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 changing 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

## Unit 4 : Final call for Flight EA42 (*cont'd.*)

### Practice!:

Student Bk.: Page 24

### Now Listen Back:

Student Bk.: Page 25

CD Track: 19, 20, 21, 22

### Listening Clinic Two:

Student Bk.: Page 25

CD Track: 24

### Try It Out!:

Student Bk.: Page 26

### In Your Own Time

Student Bk.: Page 26

students that there may be several examples of changing 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 stress 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.

### 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 (page 84).

### Listening Clinic Two: Changing 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 changing sounds may occur. Since the listening task is to check their predictions, not all potential changing 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. Part of this activity is written as the students have to put the fragments into full sentences.

### 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 5 It's a great deal!

### Unit Theme

Advertisements

### Listening Tasks

Students listen to four advertisements.

### Listening Clinics

Stress in Sentences

## Unit 5 : It's a great deal!

### Lesson Lead-in

### Lesson Lead-in

- Ask the students to bring in advertisements from newspapers, magazines or direct mail. In groups of three or four the students could describe the products being advertised to the other members of their group.
- Model the description for your class making it as long or as complex as you feel necessary for your class.

### Let's Start!

Student Bk.: Page 27

### Let's Start!

Do as per instructions in book. Have students check their answers with another pair before you ask for them. The final question could be done as a whole class activity rather than pair work.

### Before You Listen:

Student Bk.: Page 28

### Before You Listen

Do as per instructions in book.

### Let's Listen!

Student Bk.: Page 28

CD Track: 25, 26, 27, 28

### Let's Listen!

Do as per instructions in book.

### Listen Again:

Student Bk.: Page 28

CD Track: 28

### Listen Again

Do as per instructions in book. Make sure the students are given plenty of time to read the list of advantages.

### Listening Clinic One:

Student Bk.: Page 29

CD Track: 29

### Listening Clinic One: Stress in Sentences

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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

## Unit 5 : It's a great deal! (*cont'd.*)

### Practice!:

Student Bk.: Page 29

### Now Listen Back:

Student Bk.: Page 30

CD Track: 25, 26, 27, 28

### Listening Clinic Two:

Student Bk.: Page 30

CD Track: 30

### Try It Out!:

Student Bk.: Page 31

### In Your Own Time

Student Bk.: Page 31

### Practice!

Do as per instructions in book. For lower level students you may wish to brainstorm the types of questions the customer might ask.

**NB: There is a misprint in the text. Roles A & B are the wrong way around.**

### 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 85-86).

### Listening Clinic Two: Stress in Sentences

**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 stress may occur. Since the listening task is to check their predictions, not all potential stress 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.

### 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 6 That's not good enough

**Unit Theme**  
Complaints

**Listening Tasks**  
Students listen to four people complaining about goods or services they received.

**Listening Clinics**  
Weak Vowels

### Unit 6 : That's not good enough

#### Lesson Lead-in

#### Lesson Lead-in

Dictate to the class the following sentences:

“That is too short; I didn't want it cut that short.”

“Could you bring me another, this one's cold?”

“This doesn't work, can you replace it please.”

or as many sentences as you like.

Ask the students where they think they may hear these sentences and what the people are doing.

#### Let's Start!

Student Bk.: Page 32

#### Let's Start!

Do as per instructions in book. The activity may take some time as the students need to read and comprehend the situations. The final questions can be done as a whole class activity rather than pair work.

#### Before You Listen:

Student Bk.: Page 33

#### Before You Listen

Do as per instructions in book.

#### Let's Listen!:

Student Bk.: Page 34

CD Track: 31, 32, 33, 34

#### Let's Listen!

Do as per instructions in book.

#### Listen Again:

Student Bk.: Page 34

CD Track: 34

#### Listen Again

Do as per instructions in book. Students may have difficulty with some vocabulary (e.g. suite).

#### Listening Clinic One:

Student Bk.: Page 35

CD Track: 35

#### Listening Clinic One: Weak Vowels

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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 weak 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 there may be several examples of weak vowels 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 weak vowels are marked on the board, you may want to give them a final confirmation listening.

## Unit 6 : That's not good enough (*cont'd.*)

### Practice!:

Student Bk.: Page 35

### Now Listen Back:

Student Bk.: Page 36

CD Track: 31, 32, 33, 34

### Listening Clinic Two:

Student Bk.: Page 36

CD Track: 36

### Try It Out!:

Student Bk.: Page 36

### In Your Own Time

Student Bk.: Page 36

Students usually appreciate this.

### Practice!

Do as per instructions in book. For lower level students you may wish to do some question formation review before starting.

### 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 86-88).

### Listening Clinic Two: Weak Vowels

**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. Then do as per instructions in book..

### Try It Out!

Do as per instructions in book.

### 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 7 Did you see the paper?

**Unit Theme**  
Numbers

**Listening Tasks**  
Students listen to four people conversation where people are giving new information.

**Listening Clinics**  
Lost Sounds

## Unit 7 : Did you see the paper?

### Lesson Lead-in

### Lesson Lead-in

An easy lead-in to this lesson is a game of numbers bingo.

- Each student is given a different card with various numbers (of your choice) in a grid (9x9 is probably the easiest).
- The teacher randomly picks numbers from the selection.
- The first student to get a line of numbers is the winner.

To have various -teen and -ty numbers makes the game a little more difficult.

### Let's Start!:

Student Bk.: Page 37

### Let's Start!

Do as per instructions in book. Some students will give up on this exercise but tell them that if they look at the topics and numbers carefully they should be able to get at least a few right.

### Before You Listen:

Student Bk.: Page 37

### Before You Listen

Do as per instructions in book. Students can spend a large amount of time practicing pronouncing these numbers. As an optional activity you can go beyond these numbers and have the students write down others and have their partners practice saying them out loud.

### Let's Listen!:

Student Bk.: Page 38

CD Track: 37, 38, 39, 40

### Let's Listen!

Do as per instructions in book. This can be a difficult exercise for students that have not done this type of matching before. Have the students spend time comprehending the titles before playing the recordings.

### Listen Again:

Student Bk.: Page 38

CD Track: 40

### Listen Again

Do as per instructions in book.

### Listening Clinic One:

Student Bk.: Page 39

CD Track: 34

### Listening Clinic One: Lost Sounds

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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 lost 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 lost sounds in the dialogue and that you do not expect them to hear all of them. Have students check their answers in pairs

## Unit 7 : Did you see the paper? (*cont'd.*)

### Practice!:

Student Bk.: Page 39

### Now Listen Back:

Student Bk.: Page 39

CD Track: 37, 38, 39, 40

### Listening Clinic Two:

Student Bk.: Page 40

CD Track: 42

### Try It Out!:

Student Bk.: Page 40

### In Your Own Time

Student Bk.: Page 40

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 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 88-89).

### Listening Clinic Two: 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. Then do as per instructions in book.

### Try It Out!

Do as per instructions in book. For lower level students you may wish to do some question formation review before starting.

### 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 8 We can't have any mistakes

**Unit Theme**  
Probability

**Listening Tasks**  
Students listen to a group of bank robbers plan their robbery.

**Listening Clinics**  
Lost Sounds

### Unit 8: We can't have any mistakes

#### Lesson Lead-in

#### Lesson Lead-in

As with all activities it will be up to you the teacher to decide whether they are appropriate for your students. If there are any students missing from your class you can ask the other students to speculate about what they are doing.

- Ask them to write a list of three things that student might be doing.
- Then in pairs have the students tell each other their ideas.
- If no students are away ask the students to think of what their family members might be doing right now.

#### Let's Start!

Student Bk.: Page 41

#### Let's Start!

Do as per instructions in book. Ask the students why they think that person is a robber.

#### Before You Listen:

Student Bk.: Page 41

#### Before You Listen

Do as per instructions in book. For the discussion tell lower level students to use the statements in *Before You Listen* as a model.

#### Let's Listen!

Student Bk.: Page 42  
CD Track: 43

#### Let's Listen!

Do as per instructions in book.

#### Listen Again:

Student Bk.: Page 42  
CD Track: 43

#### Listen Again

Do as per instructions in book. Some students may be reluctant to circle definite in this exercise, however tell them that while you can never be 100% sure about the future some events are almost definitely going to happen.

#### Listening Clinic One:

Student Bk.: Page 42  
CD Track: 44

#### Listening Clinic One: Lost Sounds

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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 lost 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 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 lost sounds are marked on the board, you may want to give them a final confirmation listening.

## Unit 8: We can't have any mistakes (*cont'd.*)

### Practice!:

Student Bk.: Page 43

### Now Listen Back:

Student Bk.: Page 43

CD Track: 43

### Listening Clinic Two:

Student Bk.: Page 44

CD Track: 45

### Try It Out!:

Student Bk.: Page 44

### In Your Own Time

Student Bk.: Page 44

Students usually appreciate this.

### Practice!

Do as per instructions in book. The students should look closely at the first and fourth pictures before they predict what might happen.

### 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: 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. Then do as per instructions in book.

### Try It Out!

Do as per instructions in book. Students should have little difficulty with this activity as they have been exposed to forming future probability statements many times in this unit.

### 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 9 How are we feeling today?

**Unit Theme**  
Going to the doctor

**Listening Tasks**  
Students listen to a four patients discussing their condition with their doctor.

**Listening Clinics**  
Requests and Commands (Intonation)

## Unit 9 : How are we feeling today?

### Lesson Lead-in

### Lesson Lead-in

- Have students work in pairs to make a list of symptoms you could have when you have a cold.
- Board them up.
- Help them with the vocabulary.
- Have students think about what happens when they go to a doctor for a cold.
- Brainstorm two lists:
  - questions a doctor would ask and things he/she would ask you to do.
- Board them up. Students can act out if they don't know the vocabulary.

**Let's Start!:**  
Student Bk.: Page 45

**Let's Start!**  
Do as per instructions in book.

**Before You Listen:**  
Student Bk.: Page 45

**Before You Listen**  
Do as per instructions in book.

**Let's Listen!:**  
Student Bk.: Page 46  
CD Track: 46, 47, 48, 49

**Let's Listen!**  
Do as per instructions in book.

**Listen Again:**  
Student Bk.: Page 46  
CD Track: 46, 47, 48, 49

**Listen Again**  
Do as per instructions in book.

**Listening Clinic One:**  
Student Bk.: Page 47  
CD Track: 50

### Listening Clinic One: Requests and Commands

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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

## Unit 9 : How are we feeling today? (*cont'd.*)

### Practice!:

Student Bk.: Page 47

### Now Listen Back:

Student Bk.: Page 48

CD Track: 46, 47, 48, 49

### Listening Clinic Two:

Student Bk.: Page 48

CD Track: 51

### Try It Out!:

Student Bk.: Page 48

### In Your Own Time

Student Bk.: Page 49

### 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 91-93).

### Listening Clinic Two: 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. Then do as per instructions in book.

### Try It Out!

Do as per instructions in book. Students could look at the scripts for the recordings on pages 91-93.

For weaker students remind them about the intonation, especially for the doctor's role.

### 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 Could you give me a hand?

**Unit Theme**  
Making requests

**Listening Tasks**  
Students listen to a four conversations where children are asking their parents for something.

**Listening Clinics**  
Stressing Important Information (Stress)

### Unit 10 : Could you give me a hand?

#### Lesson Lead-in

#### Lesson Lead-in

- Write the following on the board:

Your Friend

Flight Attendant

Person next to you

- Give the students the following situation:

You are on a plane with your friend. You have to fill out the immigration form, but you can't find a pen. How do you ask your friend in your own language? If your friend doesn't have a pen, how do you ask the flight attendant or the person next to you?

- Finally ask the students how they would say these in English. Board up their responses.

#### Let's Start!:

Student Bk.: Page 50

#### Let's Start!

Do as per instructions in book. The students should realize that all of the responses are grammatically correct and that the purpose of the exercise is appropriacy.

#### Before You Listen:

Student Bk.: Page 51

#### Before You Listen

Do as per instructions in book. If students find the first exercise difficult ask them to focus on who is being asked to do the action (I= permission, you = request).

#### Let's Listen!:

Student Bk.: Page 52

CD Track: 52, 53, 54, 55

#### Let's Listen!

Do as per instructions in book.

#### Listen Again:

Student Bk.: Page 52

CD Track: 55

#### Listen Again

Do as per instructions in book.

#### Listening Clinic One:

Student Bk.: Page 52

CD Track: 56

#### Listening Clinic One: Stressing Important Information

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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. 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 stress in the dialogue and that you do not expect them

## Unit 10 : Could you give me a hand? (*cont'd.*)

### Practice!:

Student Bk.: Page 53

### Now Listen Back:

Student Bk.: Page 53

CD Track: 52, 53, 54,  
55

### Listening Clinic Two:

Student Bk.: Page 57

CD Track: 53

### Try It Out!:

Student Bk.: Page 54

### In Your Own Time

Student Bk.: Page 54

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 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. Students having difficulty here could look at the scripts on pages 93-94.

### 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 93-94).

### 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. Then do as per instructions in book.

### Try It Out!

Do as per instructions in book. Refer students to the picture on page 54 for a guide to the type of language required. Tell the students that you can begin the conversation like this: Student B: "So do you have any questions?"

### 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 This is the six o'clock news

### Unit Theme

News Stories

### Listening Tasks

Students listen to five headlines from a radio news broadcast.

### Listening Clinics

Helping Sounds (Intrusion)

## Unit 11 : This is the six o'clock news

### Lesson Lead-in

### Lesson Lead-in

- Write down the following abbreviations and ask students what they are:

F2      TVE      2DF      RTR      KBS      BBC      ABC

- The *Let's start!* activity is a good way to begin the lesson with your students.

### Let's Start!

Student Bk.: Page 55

### Let's Start!

Do as per instructions in book. A round-up of class opinions would be a useful way to end this activity, perhaps by putting up the most popular answers to the questions on the board.

### Words:

Student Bk.: Page 55

### Words

Do as per instructions in book. Students should be encouraged to look for the meanings of new words in a dictionary.

### Before You Listen:

Student Bk.: Page 55

### Before You Listen

Do as per instructions in book. Have the students ask each other why they put the items in that order. As a follow-up activity you may like to conduct a class survey to find out which news items were put in which order. Additionally you can ask students to decide how much time should be given to each item in a 20 minute broadcast.

### Let's Listen!

Student Bk.: Page 56

CD Track: 58

### Let's Listen!

Do as per instructions in book.

### Listen Again:

Student Bk.: Page 56

CD Track: 58

### Listen Again

Do as per instructions in book.

### Listening Clinic One:

Student Bk.: Page 56

CD Track: 55

### Listening Clinic One: Helping Sounds

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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 sounds. Tell students to read through the dialogue. Do not set a formal

## Unit 11 : This is the six o'clock news (*cont'd.*)

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!**  
Student Bk.: Page 57

### **Practice!**

Do as per instructions in book. Encourage the students to make up names for the characters, places and things in the story.

**Now Listen Back:**  
Student Bk.: Page 57  
CD Track: 58

### **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 94-95).

**Listening Clinic Two:**  
Student Bk.: Page 58  
CD Track: 60

### **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. Then do as per instructions in book.

**Try It Out!:**  
Student Bk.: Page 58

### **Try It Out!**

Do as per instructions in book. Students can use the text on page 94-95 as a model or guide to their news report.

**In Your Own Time**  
Student Bk.: Page 58

### **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 Can I take a message?

**Unit Theme**  
Taking Messages

**Listening Tasks**  
Students listen to four conversations on the telephone where the person the caller wants to talk to is unavailable.

**Listening Clinics**  
Weak Vowels (Schwa)

### Unit 12 : Can I take a message?

#### Lesson Lead-in

#### Let's Start!:

Student Bk.: Page 59

#### Before You Listen:

Student Bk.: Page 60

#### Let's Listen!:

Student Bk.: Page 60

CD Track: 61, 62, 63, 64

#### Listen Again:

Student Bk.: Page 60

CD Track: 64

#### Listening Clinic One:

Student Bk.: Page 61

CD Track: 65

#### Lesson Lead-in

Depending on the size of the class you can play a game of Rumors either with the class as a whole or in teams.

- The students line up in a row.
- The teacher writes down a sentence on a piece of paper.
- The student at the front reads the message and whispers that message to the person behind them the students whisper the message down the line.
- The final student comes back to the teacher and tells them the message the first team to do so correctly is the winner.

#### Let's Start!

Do as per instructions in book.

#### Before You Listen

Do as per instructions in book.

#### Let's Listen!

This activity can challenge low level students, remind them that they are matching the main reason the caller called. Do as per instructions in book.

#### Listen Again

Do as per instructions in book.

#### Listening Clinic One: Weak Vowels

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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 weak 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 there may be several examples of weak vowels 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 weak vowels are marked on the board, you may want to give them a final confirmation listening.

## Unit 12 : Can I take a message? (*cont'd.*)

### **Practice!:**

Student Bk.: Page 61

### **Now Listen Back:**

Student Bk.: Page 62

CD Track: 61, 62, 63, 64

### **Listening Clinic Two:**

Student Bk.: Page 62

CD Track: 66

### **Try It Out!:**

Student Bk.: Page 62, 63

### **In Your Own Time**

Student Bk.: Page 63

Students usually appreciate this.

### **Practice!**

Do as per instructions in book.

### **Now Listen Back**

Do as per instructions in book.

### **Listening Clinic Two: Weak Vowels**

**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. Then do as per instructions in book.

### **Try It Out!**

Do as per instructions in book. Students can use the text on page 95-96 or the Practice exercise on page 61 as a model or guide to their calls.

### **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 How do you work this?

**Unit Theme**  
Giving Instructions

**Listening Tasks**  
Students listen to four conversations where someone is giving instructions on how to use an electrical item.

**Listening Clinics**  
Stressing Important Information

### Unit 13: How do you work this?

#### Lesson Lead-in

#### Lesson Lead-in

Bring to a class a piece of electronic equipment such as a CD-Player, projector, TV, whatever you have access to. Ask the students how to get the device working. Start with plugging it into the wall to whatever the device is designed to do. If you bring in a computer, ask them how to start using a particular program.

**Let's Start!:**  
Student Bk.: Page 64

#### Let's Start!

Do as per instructions in book.

**Before You Listen:**  
Student Bk.: Page 64

#### Before You Listen

Some of the collocation in this activity is difficult and may require teacher assistance. Do as per instructions in book. Have the students attempt answers before going through the answers with the class.

**Let's Listen!:**  
Student Bk.: Page 65  
CD Track: 67, 68, 69, 70

#### Let's Listen!

Do as per instructions in book.

**Listen Again:**  
Student Bk.: Page 65  
CD Track: 70

#### Listen Again

Do as per instructions in book.

**Listening Clinic One:**  
Student Bk.: Page 68  
CD Track: 66

#### Listening Clinic One: Stressing Important Information

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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 stressed 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 stressed 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 stressed information is marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

## Unit 13: How do you work this? (*cont'd.*)

### Practice!:

Student Bk.: Page 66

### Now Listen Back:

Student Bk.: Page 67

CD Track: 67, 68, 69, 70

### Listening Clinic Two:

Student Bk.: Page 67

CD Track: 72

### Try It Out!:

Student Bk.: Page 68

### In Your Own Time

Student Bk.: Page 68

### Practice!

The confirmation markers by the student following the instructions may need to be briefly explained Do as per instructions in book.

### Now Listen Back

Do as per instructions in book.

### 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. Then do as per instructions in book.

### Try It Out!

Do as per instructions in book.

### 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 Things have changed

**Unit Theme**  
Then and Now

**Listening Tasks**  
Students listen to three conversations where people are talking about changes.

**Listening Clinics**  
Mixed Sounds

### Unit 14: Things have changed

#### Lesson Lead-in

**Let's Start!:**  
Student Bk.: Page 69

**Before You Listen:**  
Student Bk.: Page 70

**Let's Listen!:**  
Student Bk.: Page 70  
CD Track: 73, 74, 75

**Listen Again:**  
Student Bk.: Page 70  
CD Track: 75

**Listening Clinic One:**  
Student Bk.: Page 71  
CD Track: 76

#### **Lesson Lead-in**

Have the students work in pairs. Ask them to discuss the changes in a particular place over the last few years. This can be either their local area, their school, the workplace, their city. The place will be dependent on the age and maturity of the students.

#### **Let's Start!**

Do as per instructions in book.

#### **Before You Listen**

This activity introduces the 'used to' structure. If necessary you could pre-teach the structure otherwise do as per instructions in book.

#### **Let's Listen!**

Do as per instructions in book.

#### **Listen Again**

Do as per instructions in book.

#### **Listening Clinic One: Mixed Sounds**

**Before doing this exercise, read the introductory notes on pages 4 and 5.**

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 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.

## Unit 14: Things have changed (*cont'd.*)

### Practice!

Student Bk.: Page 71

### Now Listen Back:

Student Bk.: Page 71

CD Track: 73, 74, 75

### Listening Clinic Two:

Student Bk.: Page 72

CD Track: 77

### Try It Out!:

Student Bk.: Page 72

### In Your Own Time

Student Bk.: Page 73

### Practice!

This is an information gap activity the students may need to be reminded about question formation. Encourage the students to use the 'used to' structure where appropriate. Do as per instructions in book.

### Now Listen Back

Do as per instructions in book.

### 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. Then do as per instructions in book.

### Try It Out!

Do as per instructions in book.

### 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 don't believe you!

### Unit Theme

Dating

### Listening Tasks

Students listen to two conversations in which people are arguing.

### Listening Clinics

Review

## Unit 15: I don't believe you!

### Lesson Lead-in

### Lesson Lead-in

Some students may feel a little uncomfortable with the theme for this unit. To start the unit/lesson you could play true or false. Tell the students three facts but one of them is a lie. The students must guess which fact is a lie. Then break the students into groups of three or four and they can do the same themselves.

### Let's Start!

Student Bk.: Page 74

### Let's Start!

Do as per instructions in book. Again some students may not wish to answer the last question.

### Before You Listen:

Student Bk.: Page 74

### Before You Listen

Do as per instructions in book.

### Let's Listen!

Student Bk.: Page 75

CD Track: 78, 79

### Let's Listen!

Do as per instructions in book.

### Listen Again:

Student Bk.: Page 75

CD Track: 78, 79

### Listen Again

Do as per instructions in book. This listening is quite challenging and may require you to play the CD a couple of times before they are able to answer.

### Listening Clinic One:

Student Bk.: Page 76

CD Track: 80

### Listening Clinic One: A Final Look (1)

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

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 or use the OHT sheet provided by ABAX 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!:

Student Bk.: Page 76

### Practice!

Do as per instructions in book.

### Now Listen Back:

Student Bk.: Page 76

CD Track: 78, 79

### Now Listen Back

Do as per instructions in book.

## Unit 15: I don't believe you! (*cont'd.*)

### Listening Clinic Two:

Student Bk.: Page 77

CD Track: 81

### Try It Out!:

Student Bk.: Page 77, 78

### In Your Own Time

Student Bk.: Page 78

### Listening Clinic Two: A Final Look (2)

Do as per instructions in textbook. Make sure the students understand that contractions are to count as two words. Go over the answers by putting the sentences up on the board and looking where students had difficulty in counting the words. This is basically a test, check and review exercise.

### Try It Out!

**NB:** This activity needs explaining and elaboration.

In each situation one student is required to come up with an alibi for why they didn't come to the event and did the other things instead. You will need to explain this to the students. You must give them time to prepare their alibis. The students could look at the text on page 100 and 101 for a model.

### 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.