

CAMBRIDGE

Active Second Edition
LISTENING
**TEACHER'S
MANUAL**



大学英语基础听力教程

教师用书
第二册

STEVEN BROWN
DOROLYN SMITH

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出版前言

教育部于 2007 年 7 月颁布的《大学英语课程教学要求》指出：“大学英语的教学目标是培养学生的英语综合应用能力，特别是听说能力”。听力能力的培养，离不开好的听力教材。为此，外教社经过多方比较，从剑桥大学出版社引进出版了这套《大学英语基础听力教程》(Active Listening, Second Edition)，供我国大学低年级基础阶段的听力教学使用，也可供具有同等水平的高职院校选用。

本套教程共有 3 个级别，分学生用书和教师用书，学生用书后附有课堂录音 CD 和自学录音 CD，教师用书后附有测验录音 CD。每个级别 16 个单元。

本套教程有如下特色：

学生用书：

1. 每册开始单独设 Before you begin 单元，讲述听力策略，并引导学生有意识地将各种策略运用到听力实践中。
2. 采用任务型教学模式，每单元围绕一个话题、一项功能或一个语法项目展开。
3. 精心设计各项活动，全面而均衡地训练学生听懂大意、听懂细节和根据听到的信息作出推断的能力。
4. 充分激活学生关于单元话题的已有知识，促使他们在听前做出预测，从而降低听力任务的难度，并提高听懂的比例。
5. 将多种听力活动与适量的口语活动有机结合，注重输入后的输出，强化学习效果。
6. 每个学习单元都设有听前练习，帮助学生储备充足的词汇，结合专门的语音语调训练，为学生提高英语听说能力打好坚实的基础。

7. 每册有 4 个 Expansion 单元, 通过诸如实地采访等听力活动来帮助学生熟悉世界各国的文化。
8. 书后附有自学部分, 可供学有余力的学生选用。

教师用书:

1. 针对每个单元, 列出教学内容总览和教学时间安排。
2. 针对每个单元的每个部分提供详细的教学建议。
3. 提供丰富的口语活动和听力策略, 供教师选用。
4. 每单元配有 1 个小测验, 可复印用于课堂教学。
5. 每册配有 2 套总测验题(含录音), 测试全书的教学效果。
6. 提供学生用书所有练习的答案。

本套教程既可用于听力教学, 也可作为口语课或综合课教材的补充材料使用。

我们深信, 这套教程的出版, 一定能为我国大学生在基础阶段提高英语听力能力提供有力的帮助。

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2009 年 1 月

Plan of the book

Unit	Listening tasks	Listening skills	Speaking	Pronunciation
Before you begin How do you learn English? pages 2–5	1 What do you say when ... ? 2 What are you listening for?	Classroom language Main idea Details Inference		
1 Getting to know you pages 6–9	1 I wouldn't ask that! 2 Friends or strangers?	Main idea Inference Inference Details	Nice to meet you. Asking questions to find out about classmates	Review: Intonation of yes-no questions vs. <i>Wh-</i> questions
2 Going places pages 10–13	1 Where are you going? 2 Where is it?	Details Inference Details	Let's go! Describing countries and sights to visit	Syllable stress
3 What's the number? pages 14–17	1 The number, please. 2 What's the biggest ... ?	Main idea Details Details	Which number? Reading numbers in different ways	<i>and</i> with numbers
4 Body language pages 18–21	1 Is it OK? 2 What does it mean?	Main idea Details Details	Gestures Gesturing and guessing meaning with classmates	Sentence stress
Expansion 1 Morocco pages 22–23	Information and an authentic student interview about languages			
5 Appearances pages 24–27	1 Who's that? 2 Different looks	Main idea Details Main idea Inference	That's different! Comparing two pictures	Intonation of echo questions
6 Shopping pages 28–31	1 I'll buy it! 2 At the store	Inference Details Inference Details	Let's shop! Taking a survey about shopping habits	Reduction of <i>need to</i> and <i>like to</i>
7 International food pages 32–35	1 Your order, please. 2 Food and cultures	Main idea Details Details	Dinner time Ordering from an international menu	Intonation of questions of choice
8 Vacations pages 36–39	1 How was your vacation? 2 A trip to forget	Main idea Details Main idea Details	My vacation Talking about vacations	<i>-ed</i> endings of verbs
Expansion 2 Malaysia pages 40–41	Information and an authentic student interview about a night market			

Unit	Listening tasks	Listening skills	Speaking	Pronunciation
9 TV pages 42–45	1 What's on? 2 Reality shows	Inference Main idea Details	TV habits Taking a survey about TV habits	Reduction of <i>Do</i> <i>you</i> and <i>Are you</i>
10 Getting there pages 46–49	1 Visiting Singapore 2 San Francisco	Main idea Details Inference Details	My town Describing interesting places to visit	Ordinal numbers
11 World market pages 50–53	1 International marketplace 2 It's good business.	Inference Details Details	International fair Organizing an international fair	Contractions for <i>there is, there are</i>
12 Making a difference pages 54–57	1 Helping the environment 2 Recycling	Inference Details Main idea Details	Helping out Designing a project to help the environment	Contractions for <i>will, will not</i>
Expansion 3 Hungary pages 58–59	Information and an authentic student interview about souvenirs			
13 Stress and health pages 60–63	1 Relax! 2 What's it good for?	Main idea Inference Inference Details	Feeling healthy Suggesting changes for better health	Reduction of <i>Don't you</i> and <i>Why don't you</i>
14 Personalities pages 64–67	1 People are different. 2 Two of a kind	Inference Main idea Inference	A person I know Describing people's personalities	Stress for emphasis
15 Youth culture pages 68–71	1 Decisions 2 Coming of age	Main idea Inference Main idea Details	Changes Comparing memories of younger years	Reduction of <i>used to</i> and <i>didn't use to</i>
16 Dreams pages 72–75	1 The meaning of dreams 2 The dream catcher	Main idea Details Details Main idea	In my dreams Retelling a dream	Rhythm of complex sentences
Expansion 4 Hawaii pages 76–77	Information and an authentic student interview about a graduation day			

To the teacher

Active Listening, Second Edition is a fully updated and revised edition of the popular three-level listening series for adult and young adult learners of North American English. Each level offers students 16 engaging, task-based units, each built around a topic, function, or grammatical theme. Grounded in the theory that learners are more successful listeners when they activate their prior knowledge of a topic, the series gives students a frame of reference to make predictions about what they will hear. Through a careful balance of activities, students learn to listen for main ideas, to listen for details, and to listen and make inferences.

Active Listening, Second Edition Level 2 is intended for low-intermediate to intermediate students. It can be used as a main text for listening classes or as a component in speaking or integrated-skills classes.

The second edition differs from the first in a number of ways. In recent years, there has been a greater emphasis on the role of vocabulary and pronunciation in the field of second language acquisition. To reflect this emphasis, the second edition provides a more refined vocabulary syllabus and a more extensive preview of words. The final section of each unit has also been expanded to provide a full-page speaking activity, including pronunciation practice. In addition, the Listening tasks in each unit have been expanded. Students listen to the same input twice, each time listening for a different purpose and focusing on a listening skill appropriate for that purpose. Other changes in the second edition include the systematic integration of cultural information. Most units contain interesting cultural information in the Listening tasks, and a new, two-page Expansion unit, containing cultural information about a country or region of the world and an authentic student interview, has been added after every four units to review and extend the language and topics of the previous units. Each unit also has a Self-study page, accompanied by an audio CD, that can be used for self-study or for homework.

ABOUT THE BOOK

The book includes 16 core units and four expansion units. Each core unit has four parts: **Warming up**, two main **Listening tasks**, and **Your turn to talk**, a speaking activity for pairs or small groups. The four **Expansion** units present cultural information related to the unit themes. In addition, there is an introductory lesson called **Before you begin**. This lesson introduces students to helpful learning strategies and types of listening.

The units can be taught in the order presented or out of sequence to follow the themes of the class or another book it is supplementing. In general, the tasks in the second half of the book are more challenging than those in the first, and language from earlier units is recycled as the book progresses.

Unit organization

Each unit begins with an activity called **Warming up**. This activity, usually done in pairs, serves two purposes: It reminds students of what they already know about the topic, and it previews common vocabulary used in the unit. When they do the Warming up activity, students use their prior knowledge, or “schema,” about the topic, vocabulary, and structures, as well as learn new vocabulary and phrases that are connected to the theme of the unit. The combination of the two approaches makes the Listening tasks that follow easier.

Listening task 1 and **Listening task 2** are the major listening exercises. Each task has two parts. The students work with the same input in both parts of the task, but they listen for different reasons each time. The tasks are balanced to include a variety of listening skills, which are identified in a box to the left of each listening exercise. Because *Active Listening* features a task-based approach, students should do the activities as they listen, rather than wait until they have finished listening to a particular segment. To make this easier, writing is kept to a minimum. In most cases, students check boxes, number items, circle answers, or write only words or short phrases.

Your turn to talk, the final section of each unit, is a short, fluency-oriented speaking task done in pairs or small groups. First, students **prepare** for the speaking activity by gathering ideas and thinking about the topic. Next, they **practice** a pronunciation point. Finally, they **speak** to their classmates as they exchange information or opinions.

The two-page **Expansion** unit after every four units features listening activities that provide general cultural information about a country or region of the world and an authentic interview with a person from that place. The tasks focus on the same listening skills as the core units and recycle the themes and topics of the preceding four units.

The **Self-study** page reviews language, vocabulary, and themes from the unit and provides personalization exercises. It can be used for homework or for additional listening practice in class.

Hints and techniques

- Be sure to do the **Warming up** section for each unit. This preview can help students develop useful learning strategies. It also helps students to be more successful listeners, which, in turn, motivates and encourages them.
- Try to play a particular segment only one or two times. If students are still having difficulty, try telling them the answers. Then play the audio again and let them experience understanding what they heard previously.
- If some students find listening very difficult, have them do the task in pairs, helping each other as necessary. The **Teacher's Manual**, described in the box in the next column, contains additional ideas.
- Some students may not be used to active learning. Those students may be confused by your instructions, since they are used to a more passive role. Explaining activities verbally is usually the least effective way to give instructions. It is better to demonstrate. For example, read the instructions as briefly as possible (e.g., "Listen. Number the

pictures."'). Then play the first part of the audio program. Stop the recording and elicit the correct answer from the students. Those who weren't sure what to do will quickly understand. The same techniques work for **Warming up** and **Your turn to talk**. Lead one pair or group through the first step of the task. As the other students watch, they will quickly see what they are supposed to do.

Active Listening, Second Edition Level 2 is accompanied by a Teacher's Manual that contains step-by-step teaching notes with key words highlighted, optional speaking activities and listening strategies, photocopiable unit quizzes for each Student's Book unit, and two complete photocopiable tests with audio CD.

HOW STUDENTS LEARN TO LISTEN

Many students find listening to be one of the most difficult skills in English. The following explains some of the ideas incorporated into the book to make students become more effective listeners. *Active Listening, Second Edition* Level 2 is designed to help students make real and rapid progress. Recent research into teaching listening and its related receptive skill, reading, has given insights into how successful students learn foreign or second languages.

Bottom-up vs. top-down processing: a brick-wall analogy

To understand what our students are going through as they learn to listen or read, consider the "bottom-up vs. top-down processing" distinction. The distinction is based on the ways students process and attempt to understand what they read or hear. With bottom-up processing, students start with the component parts: words, grammar, and the like. Top-down processing is the opposite. Students start from their background knowledge.

This might be better understood by means of a metaphor. Imagine a brick wall. If you are standing at the bottom looking at the wall brick by brick, you can easily see the details. It is difficult, however, to

get an overall view of the wall. And, if you come to a missing brick (e.g., an unknown word or unfamiliar structure), you're stuck. If, on the other hand, you're sitting on the top of the wall, you can easily see the landscape. Of course, because of distance, you'll miss some details.

Students, particularly those with years of "classroom English" but little experience in really using the language, try to listen from the "bottom up."

They attempt to piece the meaning together, word by word. It is difficult for us, as native and advanced non-native English users, to experience what students go through. However, try reading the following *from right to left*.

word one ,slowly English process you When
to easy is it ,now doing are you as ,time a at
.word individual each of meaning the catch
understand to difficult very is it ,However
.passage the of meaning overall the

You were probably able to understand the paragraph:

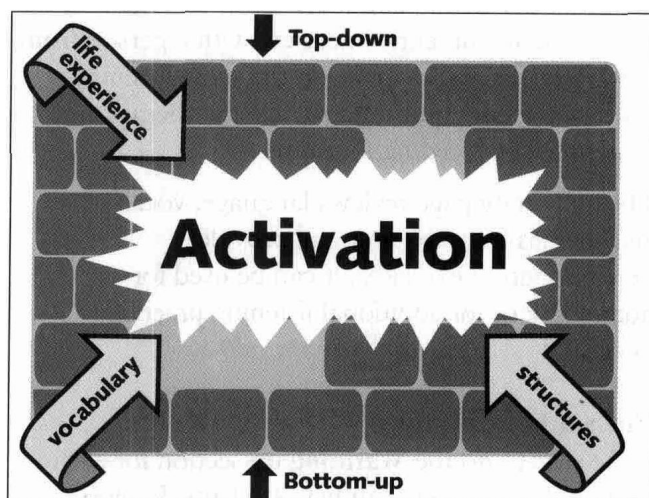
When you process English slowly, one word at a time, as you are doing now, it is easy to catch the meaning of each individual word. However, it is very difficult to understand the overall meaning of the passage.

While reading, however, it is likely you felt the frustration of bottom-up processing; you had to get each individual part before you could make sense of it. This is similar to what our students experience – and they're having to wrestle the meaning in a foreign language. Of course, this is an ineffective way to listen since it takes too long. While students are still trying to make sense of what has been said, the speaker keeps going. The students get lost.

Although their processing strategy makes listening difficult, students do come to class with certain strengths. From their years of English study, most have a relatively large, if passive, vocabulary. They also often have a solid receptive knowledge of English grammar. We shouldn't neglect the years of life

experience; our students bring with them a wealth of background knowledge on many topics. These three strengths – vocabulary, grammar, and life experience – can be the tools for effective listening.

The **Warming up** activities in *Active Listening* build on those strengths. By doing active, meaningful prelistening tasks, students integrate bottom-up and top-down processing. They start from meaning, but, in the process of doing the task, use vocabulary and structures (grammar) connected with the task, topic, or function. The result is an integrated listening strategy.



Types of listening

A second factor that is essential in creating effective listeners is exposing them to a variety of types of listening. Many students have only had experience with listening for literal comprehension. While listening for details, or specific information, is an important skill, it represents only one type. We have attempted to reach a balance in the book in order to give students experience with – and an understanding of – listening for the main idea, or gist, and listening and making inferences. Students usually are quick to understand the idea of listening for the main idea. They can easily imagine having to catch the general meaning of something they hear. Inference – listening "between the lines" – can be more difficult.

Take the following example (from the introductory unit, **Before you begin**). The students hear the following conversation:

Man: I love this store! They have the best prices.
Woman: Me, too. I always spend too much money here.
Man: I think I'm going to buy this computer for school.
Woman: Wow! That's nice. How much is it?
Man: Let me check the price. Whoa! Um, uh, . . .
I guess I'd better not buy it after all.
Woman: Yeah, probably not. Let's go get some food.

Students listening for the main idea, or gist, can easily identify "shopping" as the main topic of conversation, even though the man and woman also discuss getting a bite to eat. They are also able to pick out the specific information, or details; in this case, the item the man wants to buy. To help students understand the idea of inference – listening "between the lines" – ask them whether or not the man has enough money to buy the computer. Even though neither speaker directly says that the man does not have enough money, students can understand that he doesn't. Students come to understand that what they are listening for is just as important as what they are listening to.

Many of these ideas are helpful in understanding the listening process, but they should not be seen as rigid models. We need to remember that listening is actually very complex. A student listening for gist or inference may, for example, get the clues from catching a couple of specific bits of information.

Remember that although listeners need practice in listening, they also need more: They need to learn *how* to listen. They need different types of listening strategies and tasks. They need to learn to preview. Our students need exposure to it all. When students get the exposure they need, they build their listening skills. They become active listeners.

Steven Brown
Dorolyn Smith

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Active Second Edition
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STEVEN BROWN
DOROLYN SMITH

2

Before you begin

How do you learn English?

Overview

This preliminary unit introduces students to classroom language and types of listening. Students first read a letter from the authors about effective language-learning strategies. Then in the **Listening tasks**, they learn useful classroom language and are introduced to the three types of listening skills in the *Active Listening* course: listening for the main idea, listening for details, and listening and making inferences.

	Focus	Estimated time
How do you learn English?	From the people who wrote this book	10–15 minutes
Listening task 1 What do you say when ... ?	A Classroom language B Listen	20–25 minutes
Listening task 2 What are you listening for?	A Main idea D Main idea B Details E Details C Inference F Inference	25–30 minutes

page 2

How do you learn English?

1. Explain to students that this letter, from the people who wrote this book, is about how to be a better language learner.
2. Read the letter aloud as students read along silently. If necessary, point out the following definitions included in the letter:

strategies: different ways to try to learn

(asking for) clarification: trying to understand

prediction: a guess about what you will hear

For lower-level classes, pause after each sentence to give students time to think about the meaning.

3. Have students go back and underline the most important ideas in the letter:
 - Try to find the strategies that work best for you.
 - Ask for clarification to try to understand.
 - Use prediction to guess what you will hear.

Alternatively, have students close their books and try to say the main ideas. Tell them that they don't have to use the same words as in the letter; rather, they can use their own words. This exercise can also be done in the students' first language.

Listening strategy

Ways to learn English

Many students at this level may already use some language-learning strategies of their own. It is useful to let students share these strategies with each other as a way to build awareness about different learning styles, in addition to giving students ideas about what will help them learn.

Divide the class into pairs and give students five to ten minutes to talk about the things they do that help them learn English, for example:

- Review new vocabulary every night.
- Listen to an English radio station.
- Join the English club at school.

Then have students combine pairs and compare their ideas.

Have students read the *Listening tips* on pages 82 and 83 of the Student's Book.

To wrap up, have the class choose the ten most useful language-learning strategies. They can be strategies from the list of *Listening tips* or students' own ideas. Elicit ideas and list them on a poster to keep in the classroom for students' reference.

Listening task 1

What do you say when . . . ?**A Classroom language**

1. Tell students they are going to learn some expressions they can use to help them be successful in this course.
2. Read the instructions aloud. Make sure students understand that items 1 through 6 complete the question *What do you say when . . . ?*
3. Divide the class into pairs and give students time to complete the exercise. Point out to students that the purpose of this exercise is to get them thinking about some of the language that they can use for one of the strategies described in the letter: clarification. The language presented allows students to ask for clarification when they need to.
4. Check answers by asking for volunteers to say the complete sentences. It is not necessary to correct the sentences at this stage. Tell students that they will check their answers when they do Exercise B.

B Listen (track 2)

1. Read the instructions aloud.
2. Play the audio program once or twice. Pause between items to give students time to complete their answers. You may want to ask students to raise their hands to signal that they have finished.
3. To check answers, ask for volunteers to write the correct sentences on the board.

Answers

1. Could you repeat that?
2. How do you spell that?
3. How do you say that in English?
4. I don't understand.
5. Once more, please.
6. I don't know.

4. To wrap up, have students close their books and work in pairs to try to remember and say each sentence.

Listening task 2

What are you listening for?**A Main idea** (track 3)

1. Give students time to look at the pictures. Read the labels under the pictures aloud.
2. Read the instructions aloud.
3. Play the audio program and give students time to complete the answer.
4. Check the answer by asking for a volunteer to say the correct answer.
5. Ask students to say any words or phrases they heard on the audio program that relate to the answer *the weather*. Make sure students understand that although the words *soccer* and *the window* were mentioned in the conversation, the main idea of the conversation is *the weather*.
6. To wrap up, have students read the sentences under the pictures.

B Details (track 3)

1. Give students time to look at the pictures and say what they see.
2. Read the instructions aloud.
3. Play the audio program and give students time to complete the answer.
4. Check the answer by asking for a volunteer to say the correct answer.

Answer

It's raining.

5. To wrap up, have students read the sentences under the pictures. Ask for a volunteer to give a definition of *details* (specific information).

C Inference (track 3)

1. Read the instructions aloud.
2. Play the audio program and give students time to complete the answer.
3. Check the answer by asking for a volunteer to say the correct answer. Ask students to say which words or clues gave them the answer.

Answer

no

4. To wrap up, have students read the sentences at the bottom of the page.

Optional speaking activity

Inference dialog

The idea of making inferences or listening “between the lines” may be new to your students. If students have difficulty understanding the concept, try the following exercise.

Read the following aloud to students:

Listen to this conversation. Does B agree or disagree with A's opinion?

A: *Oh, I hate this actor. He's terrible.*

B: *Really? Hmm. I've seen all his movies.*

As you read B's response, try to use your tone of voice to convey surprise or disbelief that A dislikes the actor. This will allow students to learn that the speaker's intonation can also help them infer meaning.

Call on students to say whether B agrees or disagrees and to say which words or clues gave them the hints.

Explain that in the conversation, B does not agree or disagree directly, but students can infer that B disagrees.

This example will help students understand that making inferences involves thinking about the meaning that is present, even though specific words are not used.

Note

- Every *Listening task* in the Student's Book includes a margin note that indicates the type of listening skill that is being practiced: *main idea*, *details*, or *inference*. Having students learn these key terms can focus their learning and help you to direct their attention to the purpose of the task.

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Listening task 2

What are you listening for?

D-F Main idea, Details, Inference

(track 4)

1. Explain to students that, once again, they are going to practice three skills:
 - listening for the main idea
 - listening for details
 - listening and making inferences

2. Read the instructions aloud. Tell students you are going to play the audio program three times. Explain that you will pause between exercises to give them time to look at the pictures and read the instructions, and to give them time to complete their answers.
3. Play the audio program, pausing between each exercise. For lower-level classes, stop the audio program to read the instructions for each exercise aloud.
4. Check answers with the whole class. If necessary, play the audio program again and have students check their answers.

Answers

shopping; computer; no

5. To wrap up, read the conclusion on the bottom of page 5, which summarizes this introduction to the listening skills students will be using throughout the book.

Optional speaking activity

Listening in English

Hand out a copy of the “Listening in English” worksheet on page 5 of this Teacher's Manual to each student. Read through the statements with the class, explaining any new vocabulary.

Give students time to complete Exercise A.

When they finish Exercise A, divide the class into pairs and have students do Exercise B. Circulate while students are working to monitor their progress.

When pairs finish, have them do Exercise C.

To wrap up, ask for a few volunteers to share their suggestions for Exercise C with the class. Make a list of the suggestions on the board and discuss them. Ask:

- *Have you tried any of these ideas? If so, how did they work?*
- *Which ideas are most useful to you?*

Use students' suggestions to make a list of useful ways to improve listening. Hand out the list to the class, or put it on a poster for students to refer to throughout the course.