

Scope and Sequence 学习范围和顺序

Unit	Title / Topic	Goals	Sources	Pronunciation
Starter Page 10	Use listening strategies. 运用听力技巧。 Listening skills 听力技巧	Identifying listening strategies	Casual conversations Sales presentation Lecture	Identifying words in rapid speech
1 Page 14	He's the generous type. 他是个大方的人。 Personal qualities 性格特点	Understanding personal qualities	Casual conversations Monologs Questionnaire survey	Identifying word stress in sentences
2 Page 18	We could get him a tie. 我们给他买条领带吧。 Gift-giving 礼品赠送	Understanding reasons Evaluating information	Monologs Casual conversations	Identifying contractions of 'd and 'll
3 Page 22	What exactly do you do? 你是做什么工作的? Job responsibilities 工作职责	Understanding job descriptions Identifying job responsibilities	Job descriptions Interviews Monolog	Assimilation: would you, meet you
4 Page 26	It doesn't fit. 这不合身。 Clothes and fashion 衣服与时尚	Understanding complaints Distinguishing between fact and opinion	Monologs Casual conversation Store conversation	Linking: consonant-consonant
5 Page 30	I'm not sure what it's called. 我不知道这是什么。 Household items 家用	Understanding descriptions of everyday objects Understanding vague descriptions	Household conversations	Stress for asking for repetition
1-5 Page 34	Review 复习		Job descriptions Store conversation Casual conversations	
6 Page 36	I thought you spoke English! 我想你说的是英语吧! Types of English 英语的种类	Distinguishing between varieties of English Following an academic lecture	Lecture Hotel conversation Tour guide talk	Identifying different accents
7 Page 40	You'll buy anything. 你会买点东西的。 Advertisements 广告	Understanding ad messages Recognizing approval and disapproval	Advertisements Casual conversation Lecture	Elision: don't need
8 Page 44	Our sales target is \$1.1 million. 我们的销售目标是110万美元。 Business 商业	Identifying large numbers Understanding business data	News reports Sales presentations Office conversation	Intrusion: be//able
9 Page 48	I have a driving lesson tonight. 今晚我要学开车。 Driving 开车	Understanding sequence of events Identifying information on the telephone	Telephone conversations Voice messages Casual conversations Instructional talk	Identifying and understanding fillers
10 Page 52	She wants a seat to Miami. 她要一张去迈阿密的机票。 Travel 旅行	Understanding travel plans Identifying schedule information	Telephone conversations Automated phone system	Weak forms: overview
6-10 Page 56	Review 复习		Sales presentations Casual conversations Car advertisements	

Unit	Title / Topic	Goals	Sources	Pronunciation
11 Page 58	<i>How do I get downtown?</i> 请问去市中心怎么走? Directions 方向	Understanding directions Understanding telephone conversations	Telephone conversations Street conversations Hotel conversation	Linking: final consonant-initial vowel
12 Page 62	<i>Is this where I get my student ID?</i> 是在这儿领我的学生证吗? On campus 校园生活	Identifying purpose Following a sequence of events	Conversation on campus Bureaucratic conversations Telephone conversation	Assimilation: <i>have to, has to, used to</i>
13 Page 66	<i>It's a really cool site.</i> 这个网站真酷。 The Internet 因特网	Understanding opinions Identifying frequency	Casual conversations Lecture	Intrusion: <i>go/w/on</i>
14 Page 70	<i>That's a good question.</i> 这个问题问得好。 Talk shows 谈话节目	Understanding interviews and talk shows Identifying advantages and disadvantages	TV broadcasts Talk show Interviews at a studio	Strong and weak forms of <i>that</i>
15 Page 74	<i>Do you have a pet peeve?</i> 你有烦心事吗? Peeves and phobias 厌恶与恐惧	Understanding interviews Identifying solutions	TV interview Casual conversations	Intrusion: <i>the idea/r/is</i>
11-15 Page 78	Review 复习		Monologs TV talk show Interview	
16 Page 80	<i>That sounds dangerous!</i> 听起来很危险! Adventure 历险	Identifying attitude Following instructions	Casual conversations Instructional talk	Intonation for sarcasm
17 Page 84	<i>It has good points and bad points.</i> 有好处也有坏处。 Conservation 谈话	Identifying arguments for and against an issue Listening critically to alternative viewpoints	Casual conversations Radio talk show	Assimilation: <i>whacha think?</i>
18 Page 88	<i>I was so embarrassed.</i> 我真是太丢人了。 Feelings 感受	Following a narrative Identifying feelings and emotions	Monologs	Weak forms: pronouns
19 Page 92	<i>What's on TV tonight?</i> 今晚有什么电视节目? Television 电视	Identifying the topic of a monolog Following instructions	TV broadcasts Instructional talk Casual conversation	Intonation to show enthusiasm
20 Page 96	<i>I hear what you're saying.</i> 我听到你在说什么了。 The senses 感觉	Understanding a scientific explanation Following an academic lecture	Academic lectures	Elision: <i>cup o' tea</i>
16-20 Page 100	Review 复习		Monologs Casual conversations TV show previews	

Principles of listening comprehension

In some respects, listening is the most important skill in language learning, particularly in the early stages. Without access to the language through listening, learning to speak another language simply cannot begin. Through listening, learners can begin to build their understanding of the grammar, vocabulary, and pronunciation of a language, as well as interactional patterns. In other words, listening provides the point of departure for second language acquisition, and is fundamental to the development of spoken language proficiency.

Top-down and bottom-up processing

Two views of listening have dominated language pedagogy over the last twenty-five years. These are the bottom-up processing view and the top-down interpretation view. **The bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts.** According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete meaningful texts. In other words, the process is a linear one, in which meaning itself is derived as the last step in the process. According to this view, listeners take in the language they hear in much the same way as a tape recorder.

The alternative, top-down view, suggests that the listener creatively constructs (or, more accurately, reconstructs) the original meaning of the speaker using sounds as clues. In this reconstruction process, the listener uses what he or she already knows of the context and situation within which the listening takes place to make sense of what he or she hears. Context of situation includes such things as knowledge of the topic at hand, the speaker or speakers, and their relationship to the situation as well as to each other and prior events.

In developing courses, materials, and lessons, it is important not only to teach bottom-up processing skills, such as the ability to discriminate between minimal pairs, but it is also important to help learners use what they already know to understand what they hear. If teachers suspect there are gaps in their learners' knowledge, **the listening itself can be preceded by schema-building activities to prepare learners for the listening tasks to come.** In other words, in developing the ability to understand a second language, both bottom-up and top-down listening are important. In *Listen In*, learners are given opportunities to practice both of these important skills.

Varieties of listening

There are many different types of listening that can be classified according to a number of variables, including **purpose for listening, the role of the listener, and the type of text being listened to.** These variables are mixed in many different configurations, each of which will require a different strategy on the part of the listener.

I. Listening texts

In *Listen In*, students are introduced to a wide range of listening texts. These include **monologues and dialogues.** The monologues in this course include mini-lectures, narratives, stories and anecdotes, news broadcasts, public announcements, weather reports, recorded information, voice mail, and answering machine messages. A wide variety of both social and transactional dialogues is also included.

II. Listening purpose

Developing flexibility in terms of listening purpose is a fundamental feature of *Listen In*. Listening to a news broadcast to get a general idea of the news of the day involves different processes and strategies from listening to the same broadcast for specific information, such as the results of an important sporting event. Listening to a sequence of instructions for operating a new piece of computer software requires different listening skills and strategies from listening to an anecdote or a short story.

In designing listening tasks, it is important to **teach learners to adopt a flexible range of listening strategies**. This can be done by holding the listening text constant (working, say, with a radio news broadcast reporting a series of international events), and getting learners to listen to the text several times, following different instructions each time. They might, in the first instance, be required to listen for gist, simply identifying the countries where the events have taken place. The second time they listen they might be required to match the places with a list of events; in order to do this they would need to understand the main point of each news item. Finally, they might be required to listen for details, discriminating between specific aspects of the event, or perhaps, comparing the radio broadcast with newspaper accounts of the same events and noting discrepancies or differences of emphasis.

III. Role of the listener

Another way of characterizing listening is in terms of whether the listener is also required to take part in the interaction. This form of interaction is known as reciprocal listening. When listening to a monologue, either 'live' or through the media, the listening is by definition non-reciprocal. The listener (often to his or her frustration) has no opportunity of answering back, clarifying information, or checking that he or she has comprehended correctly. In the real world, it is rare for the listener to be cast in the role of non-reciprocal 'eavesdropper' on a conversation. However, in the listening classroom, this is the normal role. A key feature of these materials is the **opportunity provided to learners to simulate interactive, reciprocal listening**. In each unit, there is at least one task that gives learners a chance to respond as they might in a conversational exchange.

In addition, approximately twenty-five per cent of the tasks in each unit of *Listen In* give learners an opportunity to interact with other learners, thereby activating the language they have processed through input activities. The listening input is a prerequisite to, and prepares learners for, language production. In this way, *Listen In* provides learners with a **natural progression from receptive to productive language**.

Grading of listening tasks

A major challenge in developing a task-based course such as *Listen In* has been to structure and grade the content so that the level of challenge for the learner is not too great. If grammatical complexity is not to be the sole determining factor in deciding the ordering of tasks within the courses as a whole, and also within units of work, then what factors can be drawn on? In grading the materials, I drew on the following factors:

1. **Speaker factors:** How many speakers are there? How quickly do they speak? What types of accents do they have?
2. **Listener factors:** What is the listener's role—eavesdropper or participant? What level of response is required? How interested is the listener in the subject?
3. **The content:** How complex is the grammar, vocabulary, and information structure? What background knowledge is assumed?
4. **Support:** How much support is provided in terms of pictures, diagrams, or other visual aids?

Listening in practice

Listening and reading are often characterized as *passive or receptive skills*. The image conjured up by these terms is of the listener-as-sponge, passively absorbing the language models provided by textbooks and tapes. However, there is plenty of evidence to suggest that **making sense of what we hear is a constructive process** in which the learner is an active participant. In order to comprehend, listeners need to reconstruct the original intention of the speaker by making use of both bottom-up and top-down processing strategies, and by drawing on what they already know to make use of new knowledge.

Personalization and learner-centered teaching

A challenge for the teacher in the listening classroom is to **give learners some degree of control over the content of the lesson**, and to **personalize content** so learners are able to bring something of themselves to the task. There are numerous ways in which listening can be personalized. One way to increase learner involvement is by providing extension tasks which take the listening material as a point of departure, but which then lead learners into providing part of the content themselves. For example, the students might listen to someone describing the work they do, and then create a list of questions for interviewing the person. Personalization is also provided in tasks that approximate natural, authentic responses to listening input, such as listening to a weather report and deciding what clothing to wear.

A learner-centered dimension can be lent to the listening class in one of two ways:

1. Tasks can be devised in which the classroom action is centered on the learner, not the teacher. In tasks exploiting this idea, students are actively involved in structuring and restructuring their understanding of the language and in building their skills in using the language.
2. Learners can also be involved in the processes underlying their learning and in making active contributions to the learning. This can be achieved in the following ways:
 - Making instructional goals explicit to the learner

- Giving learners a degree of choice
- Giving learners opportunities to bring their own background knowledge and experience into the classroom
- Encouraging learners to develop a reflective attitude to learning and to develop skills in self-monitoring and self-assessment

Reciprocal and non-reciprocal tasks

As we saw earlier, there are many different ways of **classifying listening tasks**. They can be classified according to the role of the learners—whether they are involved in reciprocal or non-reciprocal listening. They can be classified according to the types of strategies demanded of the listener—listening for gist, listening for specific information, making inferences on what they hear, and so on. Alternatively, they can be classified according to whether the task focuses principally on linguistic skills (activating and extending the listener's knowledge of phonology, grammar, and discourse), or whether the focus is on the experiential content of the material.

In *Listen In*, learners are involved in both reciprocal and non-reciprocal listening tasks. **Non-reciprocal listening** involves listening to monologues such as news and weather reports. The non-reciprocal listening tasks in this course draw on a rich variety of data, based on a wide range of real-world situations. In addition to reports and announcements, the non-reciprocal listening types featured in *Listen In* include answering machine messages, computerized telephone messages, public announcement broadcasts, store announcements, and radio broadcasts.

In the case of **reciprocal listening**, the learner can be cast in the role of participant, in which they alternate between listener and speaker, or they can be cast in the role of 'eavesdropper' or 'overhearer.' In this second type of task, learners listen in on conversations between two or more speakers, but they do not take part in the conversation themselves. Not surprisingly, this second type of reciprocal listening is the more usual type in the listening class.

However, one of the things that makes *Listen In* special is that it **simulates the interactive nature of listening**, and also involves listeners personally in the content of the language lesson through activities in

which they are addressed directly, and are invited to respond as they would in real-world interactions. For example, the learners listen to one side of a conversation, and react to written responses. Although this is not the same thing as taking part in an actual conversation, it does generate a level of involvement on the part of learners that goes beyond the usual sort of non-participatory eavesdropping that characterizes most listening tasks. Because listeners are providing personalized responses, there is variation between learners, and this creates the potential for follow-up speaking tasks, in which learners share their responses with other learners.

In both the reciprocal and non-reciprocal listening tasks in *Listen In*, learners will hear speakers using natural, authentic spoken English, including features such as hesitations and reformulations which are normally not found in written forms of the language. Learners are thus given opportunities in the classroom to listen to and respond to the sorts of **authentic spoken language** they will hear outside the classroom.

Listening strategies

In teaching listening, it is important to develop learners' awareness of the processes underlying their own learning so that they will eventually be able to take greater responsibility for that learning. This can be done through the adoption of a learner-centered strategy at the level of classroom action, and partly through equipping learners with a wide range of effective learning strategies. Through these, learners will become not only better listeners, they will also become more effective language learners because they will be given opportunities to focus on, and reflect upon, the processes underlying their own learning. This is important, because if learners are aware of what they are doing, if they are conscious of the processes underlying the learning they are involved in, then learning will be more effective.

Key strategies that can be taught in the listening classroom include selective listening, listening for different purposes, predicting, progressive structuring, inferencing, and personalizing. In *Listen In*, these strategies are not separated from the content teaching but are woven into the ongoing fabric of the units so that learners can see the applications of strategies to the development of effective learning. In at least one task in each unit, learners will focus on the **strategy of listening for key features of pronunciation**. The pronunciation syllabus underpinning *Listen In* focuses on developing sound-discrimination skills as well as an appreciation of the role of stress, rhythm, and

intonation in conveying both factual and attitudinal information.

In addition to teaching direct strategies such as selective listening and listening for gist, you can also emphasize learning processes by **making learners aware of the goals** that are set out at the beginning of each unit. Such statements are important because learners are made aware of what the teacher is trying to achieve. The goal statement can be reinforced by review / self-check exercises at regular intervals during the course. These will serve to remind learners of what they have learned, and give them an opportunity to monitor and evaluate their progress.

Summary

The effective language classroom of today develops both bottom-up and top-down listening skills in learners. It also teaches a range of strategies which learners can use to make learning and use of language more effective. In addition, in the effective language classroom, learners will be given opportunities to contribute their own ideas, attitudes, and feelings. *Listen In* is designed to help teachers and learners make learning more effective, more enjoyable, and more collaborative.

In summary, *Listen In* is characterized by the following features:

- The materials are based on listening passages that reflect language usage in the real world.
- Schema-building tasks precede the listening.
- Strategies for effective listening are incorporated into the materials.
- Learners are given opportunities to progressively structure their listening by listening to a text several times, and by working through increasingly challenging listening tasks.
- Learners are made aware of what they are listening for and why.
- The tasks include opportunities for learners to play an active role in their own learning.
- Learners are given opportunities to contribute their own ideas, experiences, and feelings.
- The use of both reciprocal and non-reciprocal tasks helps learners to progress from receptive to productive language use.

1. Using the classroom audio

Before the class begins, make sure the tape is cued to the correct position. Remember to reset the counter on the tape player to zero before you play the recording, so you can rewind easily to the start when you need to repeat.

The teacher's notes for each task in this Teacher's Edition are accompanied by tape references.

2. Helping students improve their listening

Students often feel anxious when they do listening activities in the classroom. Providing support in the form of adequate pre-listening activities, focusing learners' attention on the specific task at hand for each exercise, and, where appropriate, letting learners listen to the recording more than the prescribed number of times, can help students overcome their anxiety and help them feel more confident about improving their listening skills.

Remind students that tasks for developing listening skills are not listening tests. Try to encourage learners to:

- Predict as they listen
- Focus on the purpose of their listening
- Listen to each other in class
- Compare responses and discuss differences
- Guess meaning from context
- Activate their background knowledge of topics presented
- Practice listening to English (and speaking it) outside class whenever possible

3. Listening tasks

The main purpose of *Listen In* is to help learners improve their listening skills. Each unit in the series contains a variety of task types that aid learners' development of different listening strategies. These include:

Listening for gist

- Is the speaker describing a vacation or a day at the office?
- Is the radio report about news or the weather?

Listening for purpose

- Are the speakers making a reservation or ordering food?
- Is the speaker agreeing or disagreeing with the suggestion?

Listening for main idea

- Why is the speaker asking the man questions?
- Did the speaker like or dislike the movie?

Listening for key details

- How much did they say the tickets cost?
- Did the man say he picked up the kids?
- Where did she say the meeting is being held?

Listening for inference

- What are the speakers implying by what they said?

Listening for intonation

- Did the speaker enjoy the wedding or not?
- Is the speaker surprised or not?

Listening for stress

- What's more important—where he bought the watch or when?

Listening for phonemic distinction

- Did the speaker say first or fourth?
- Did the speakers say they can or can't come to the party?

The **Starter Unit** at the beginning of each Student Book highlights some of the main listening strategies to be covered in the main units. In addition, a full list of listening skills included in the course can be found on pages 107-108 of the Student Book.

The passages in *Listen In* are based on language used in real-life situations. They include hesitations and repetitions, and reflect how people actually talk; they are natural representations of spoken language. In many cases, these passages include background noise indicative of the situation where one would be likely to hear them. This is also important in developing listening skills, as most listening input in the real world comes with its own background sounds and distractions.

Using real-life listening passages also means that in most cases learners will not understand every word they hear. It is important to note that completion of the tasks does not require total comprehension of the passages. Remind students that the expectation is for them to complete the given tasks, which are designed to develop specific skills, and not for them to understand every word. The **Language Note** sections in each unit of the Teacher's Edition provide information regarding certain language aspects on which learners may require clarification.

Remind learners that errors are an essential part of the process of language learning. We learn from our errors, so not all errors should be regarded negatively, nor should they all be corrected immediately. Selective correction should be based on the teacher's judgement of the materials and of the learners' ability and needs. While being supportive of learners in the classroom, try to allow them to make some of their own decisions and gradually take more responsibility for their own learning process.

In addition to the listening strategies listed above, *Listen In* utilizes a variety of other task types to aid in the development of learners' general language skills. These include the following:

- **Predicting**

Predicting the topic, how people might react, or what people might say

- **Brainstorming**

Thinking of lists of vocabulary related to a particular topic, listing solutions to a problem, etc.

- **Personalizing**

Listening to questions and giving responses based on personal information

- **Practicing**

Controlled practice of target language, including

vocabulary, structures, pronunciation, intonation

- **Discussing**

Freer practice of language, including sharing ideas, giving opinions, as well as practicing target language in context

- **Role-playing**

Putting oneself in different situations and acting out roles using target language in context

- **Cooperating**

Working in pairs or groups to achieve a common learning goal, including comparing responses, negotiating meaning, or reaching a consensus

- **Evaluating / Assessing**

Self-evaluation and correction to monitor individual progress

4. Speaking practice

The exercises in *Listen In* generally flow from receptive to productive. That is, learners move naturally from listening activities to speaking activities. Many of the listening exercises can be used as input for discussion, role play, chart completion, interview, and so on.

Many learners require some preparation before attempting productive exercises. Providing learners with language input and letting them practice it in a systematic fashion will enable them to approach more open-ended speaking tasks with greater confidence. Sample dialog exchanges and useful expressions are provided as models for the **Try this . . .** communicative task at the end of each unit. Teachers may want to augment these with other appropriate expressions. Model the dialog with a student where necessary and let learners practice the language in more controlled ways before having them proceed with more open-ended activities.

While preparation for most tasks involves presentation of functional language, there may be times when teachers feel that presentation of grammar is also appropriate. It is beneficial, however, for learners to see that grammar is not an end in itself: learners should understand what structures mean and how they're to be used, not simply how they're formed.

5. Review and consolidation

A review unit follows every five units of *Listen In*. These units consolidate not only listening tasks, but also recycle vocabulary and functional language presented in previous units. This validates learners' successful acquisition of language, as well as giving learners and teachers an opportunity to evaluate the areas where learners may need more work before proceeding through the text.

6. Modifying tasks for higher and lower level learners

As learners' ability can differ on an individual as well as on a general class basis, *Listen In* provides suggestions in each unit for teachers to make certain tasks either more or less challenging, depending on the learners' needs. These tasks are marked either as **Challenge** (**C**) or **Support** (**S**) throughout the Teacher's Edition.

7. Staging listening tasks in class

Effective teaching of listening skills generally involves the use of tasks *before* listening, *while* listening, and *after* listening. The following are examples of tasks at these three stages of listening:

1. Before listening

Schema-building

Activate learners' previous knowledge about a topic. Each unit in *Listen In* begins with a schema-building activity, such as:

- Matching vocabulary with pictures / graphics
- Filling in forms and surveys based on personal information and opinions
- Categorizing and brainstorming vocabulary

Predicting

Focus learners' attention on the topic or the task at hand by having them make predictions. These kinds of activities include the following:

- Discuss the title of the unit
- Look at related artwork / graphics
- Read through the instructions for a task and ask learners what kind of information / questions they expect to hear

Focusing on the listening

Make sure learners are clear on the focus of the listening task at hand. Point out examples in the text, or model the type of information learners are about to hear where necessary. Each unit of this Teacher's Edition provides a suggested **Warm-up** activity, which will allow learners to start thinking about the topic and language relevant to the unit they are about to study.

2. While listening

Predicting

Let learners know that predicting can also be an effective tool while listening to a given passage. Tell them that as they follow along an exercise in the text, they should look at the next example / question and anticipate what kind of question / information they might hear.

Repeating listening

Most tasks in *Listen In* require repeated listening to a single passage. Different tasks are based on the same information as a way to help learners develop different listening skills. In addition to these, teachers may want to have learners listen to a passage more than the prescribed number of times in order to help learners prepare for a task, accomplish a task, or even focus on total comprehension after tasks have been completed. If learners are having particular difficulty with a particular listening, you may wish to photocopy the listening script and distribute to the students (see **Tapescripts** on pages TE-102-124). As an additional activity you may choose to distribute the scripts with certain words or expressions blocked out, and have students do a listening cloze activity.

3. After listening

Checking comprehension

Ask learners general or specific questions to check their understanding of the passage.

Analyzing language

Choose vocabulary / expressions from the listening passage and present them for further understanding of related functional language or structures.

Practicing language

Have learners practice language in a controlled / semi-controlled setting using pair / group exercises. These exercises include dialogs with prompts, information gap activities, and structured surveys /

interviews. When learners are comfortable with the target language, have them move on to more open-ended, freer speaking tasks such as discussions and role plays and unstructured surveys / interviews.

8. Extension Tasks

Each unit of the Teacher's Edition contains at least one **Extension Activity**. These activities provide an opportunity for the teacher to go beyond the tasks in the book, and to give students additional speaking and / or listening practice.

The **In Focus** section at the end of each unit contains a reading passage with cultural or background information relating to the topic of the unit. This passage can be used as a springboard for a variety of activities, such as surveys, role plays, and group or class discussion. Sample responses are provided as a guide for students to express their opinions. Both the reading passage and the sample responses are recorded on the classroom audio, so this section can alternatively be used as the basis for listening comprehension. Further relevant cultural information is provided for the teacher in the **Culture Note** in each unit of this Teacher's Edition.

At the back of this Teacher's Edition (pages TE-125-144) are the scripts and answer keys for the **Self-study Practice Units**. You may choose to have learners complete the Student CD tasks on their own, as a homework assignment, without the aid of the scripts and answers; alternatively, you may choose to photocopy the scripts and answers and distribute to learners before they do the CD tasks.

Warm-up

1. Books closed. T: *What are some situations where you listen in English?* Elicit answers and write them on the board.

S Support: Prompt the class with examples such as watching TV, while traveling, etc.

2. T: *Which of these are easier to understand? Which are harder?* Discuss any situations where students find listening especially difficult and why these are difficult for them.
3. Introduce (or review) the idea of strategies: plans for achieving a goal or task. T: *What are some strategies you use when trying to understand English speakers?*
4. Books open. Draw attention to the goal of the unit. Explain that in this unit students will be introduced to the listening strategies that they will practice and develop during this course. Each task in this Starter Unit presents one or more of these key strategies.

Task 1A

1. T: *Look at the pictures. People are talking and listening in different situations. Where are they? What do you think they are talking / listening about?*
2. T: *You are going to hear eight conversations. Listen and number the pictures of the situations in the order you hear them.*
3. Play the tape. Students listen and write numbers in the circles.

S Support: Pause after each conversation to talk about the situation and key vocabulary from the conversation.

4. T: *Compare with a partner. Are your answers the same?*
5. Check answers with the class.

Task 1B

1. Now direct students' attention to the note about listening strategies at the beginning of Task 1. T: *When you listen in your native language, you also listen for different things. For example, sometimes you just want to get the gist, that means the main idea. You might listen to the weather forecast to see if you'll need your umbrella.* Elicit other situations

when people listen for the main idea in their native language or in English.

2. T: *Other times, you need to find out something that is not said directly. Imagine that you ask your friend, 'How did you like that movie?' and your friend says, 'It was very long.' Did your friend like the movie?* Discuss the idea of inferences—using indirect information.
3. T: *Listening for main ideas and making inferences are two important strategies we use in listening. Let's see how they work. Look at the questions under each picture.*
4. Go through the questions, explaining any unfamiliar vocabulary.
5. T: *Now listen to the conversations again and find the answers.*
6. Play the tape again. Students listen and circle their answers.
7. Check answers with the class.
8. T: *Work with a partner. After each conversation, talk about the information in the conversation that helped you find the answer.*
9. Play the recording again, pausing after each conversation for the students to discuss it.

S Support: Work through this as a whole class, highlighting the key words.

C Challenge: Call on individual students to explain how they found the answers.

10. T: *To answer these questions, you listened for the main ideas and made inferences.*

Extension Activity

Pair students and have them introduce themselves to their partner, giving information about where they live, their hobbies and interests, and what they want to use English for. The listener should write down the speaker's name and three interesting facts about the speaker. Then put two pairs together and have students take turns telling the new group members about their partner.



Task 2A

1. Direct students' attention to the note about listening for purpose and guessing / predicting. Explain that thinking about what the other person wants to do can help us understand the words that are spoken in a conversation.
2. T: *When you're listening in your native language, can you always hear and understand every word?* Elicit examples of times when listening is difficult: in a noisy place, with a bad cell phone connection, etc. T: *Can you still have a conversation? Why?* Answer: because we can often guess what the other person is saying.
3. T: *You are going to hear six people speaking. What are they doing? Listen and circle your answers.* Read through the choices, answering questions about any unfamiliar vocabulary.
4. Play the tape. Students listen and circle the purpose.
5. Check answers with the class.

Task 2B

1. T: *Now, try to predict what the other person in the conversation said. Listen to each speaker again and write a response.*
 2. Play the recording again, pausing after each speaker. Students write their predicted response.
 3. Compare answers as a class and discuss how likely different answers are. Point out that in many cases it's possible to predict the meaning of what the speaker will say, even if we don't know the exact words.
 4. T: *Now listen to the responses in the conversations.* Play the second part of the recording, which includes the responses. Students listen and compare their answers.
 5. T: *Were many of your predictions correct? Is it sometimes easy to guess what another person will say? Do you think this is true in your native language, too?*
- S** Support: Elicit examples in the native language of sentences that have an easily predictable response.



Task 3A

1. T: *Sometimes students say that it's easy to understand what they hear in their English class, but it's difficult to understand native speakers. What are some possible reasons for this?* Elicit answers and write them on the board. If students don't mention it themselves, add fast speech to the list.
2. T: *In your native language, when you speak quickly your pronunciation changes. Elicit or give examples of this. T: The same thing happens in English. Being aware of these changes will help you to improve your listening.*
3. T: *You're going to hear six sentences. Write the words of the sentences.*
4. Play the tape. Students write the sentences.
- S** Support: Pause after each sentence and repeat it slightly more slowly.
5. T: *Compare with a partner. Do you have the same answers?*

Task 3B

1. T: *Now listen to the sentences again and check your answers.*
2. Play the tape. Students listen and check.
3. Check answers with the class.
- C** Challenge: Play the recording again and have students repeat each sentence as they hear it spoken rapidly, not as it is written.

Task 4A

1. T: *Sometimes when listening, we need to find only a few important pieces of information. This is true in your native language, too. For example, if you are waiting for your flight at the airport, you'll listen carefully for your flight number, but you won't listen to announcements about other flights. Elicit other examples.*
2. T: *Listening for key information is an important strategy to practice in English. Listen to this lecture and number the listening strategies in the order you hear them. Have students read the strategies.*
3. Play the tape. Students listen and write numbers.
4. Check answers with the class.

Task 4B

1. T: *Now listen again and write examples for each strategy.*
2. Play the tape. Students listen and write examples.
3. T: *Compare with a partner. Do you have the same answers?*
4. Check answers with the class.

Extension Activity

Ask: T: *When would you use these expressions in class?* Pair students and have them prepare short conversations between a student and a teacher, using one or more of the expressions. When all pairs are ready, have them present their conversations to the class.

Task 5A


1. T: *You can use these strategies to solve problems you have in listening. Listen to this conversation and write down three problems that Tina has in her classes.*
2. Play the tape. Students listen and note the problems.
3. Check answers with the class.

Task 5B


1. T: *Now listen again and find the strategies that Kim recommends.*
2. Play the tape. Students listen and write the strategies.
3. T: *Compare with a partner. Do you have the same answers?*
4. Check answers with the class.

Your Turn!

Try this . . . 1A

1. Books closed. T: *How much time do you think you spend listening every day? Who and what do you listen to?* Elicit answers such as lectures in class, radio news, conversations with friends, etc.
2. Open books to page 13. Direct students' attention to the *Try this . . .* box. Read the directions aloud, and have students read along in the text. Read through the survey questions. Answer any questions they may have.
3. Direct students' attention to the *Talking about types of listening* box.
4. Play the tape and have students read the sample dialog.
-  **Challenge:** Play the tape with student books closed.
5. Play the tape again. Have students repeat the sample dialog.
6. Elicit words and phrases that could be substituted for the bold parts of the sample dialog.
7. Have students complete the activity in pairs, encouraging them to use the target language.
8. When all pairs have finished, compile a list of types of listening on the board. T: *Which are the most common? Are any of them unusual?*

In Focus 1A

1. T: *Which is the most difficult aspect of English for you?* Discuss students' feelings about the relative difficulty of speaking / listening / grammar / reading / writing / vocabulary.
2. T: *The reading is about things that make listening harder.*
3. Play the tape while the students read the passage and the three sample responses.
-  **Challenge:** Play the tape with student books closed, and ask students to summarize what they have heard.
4. In pairs or groups, have students discuss the questions from the passage. Have them use the bubbles as a model for their answers. Elicit responses from the class and write them on the board.

Culture Note

English speakers use certain expressions to show the other person in a conversation that they are listening and to encourage further conversation. Some common expressions include *Uh-huh*, *Right*, *I see*, *Mm-hm*, *Really?*, and *Yeah*. Another common way that English speakers encourage further conversation is repetition ("The package took two weeks to get here." "Two weeks?").

Extension Activity

Teach your students the expressions *Uh-huh*, *Right*, *I see*, *Mm-hm*, *Really?*, and *Yeah* and how they are used. Then have students write each of these expressions on a separate small slip of paper. Put students in groups of four and tell them that during this activity they should try to use these listening expressions as often as possible. They should spread the slips of paper in front of them, and when they use one of the expressions, they should pass that slip to the student on the left. Assign a conversation topic that will be fairly easy for the students (such as their most recent vacation, the best movie they've seen this year, how to get to their favorite restaurant) and set a time limit for the activity. Then walk around the class reminding students not to let too many of the slips of paper pile up in front of them!

Warm-up

1. On the board write: My perfect partner. Below this draw two columns labeled: Personal qualities I want and Personal qualities I don't want. Tell the class that you are going to describe your perfect partner. Write qualities in each column, using some of those from the book. Ask students to help you by suggesting qualities you can write in each column. Explain that you are looking for personality traits only, not physical characteristics. Have students complete the activity with a partner, using their own information. Elicit some answers from students.
2. Books closed. On the board write: Personal qualities or physical characteristics.
3. T: *What do these mean? Can you give an example of each?* Elicit answers from the class.
4. T: *I am going to read five sentences. For each sentence, write PQ if it describes a personal quality or PC if it describes someone's physical characteristics.*
5. T: *Listen. 1. I really like that girl over there, she looks stunning., 2. He's such a big-hearted guy, always looking out for other people., 3. She's quite stingy, really tight-fisted., 4. I think he's put on a little weight, he's getting pretty stocky., 5. She's sometimes kind of jealous, but I think she means well.*
6. T: *Check with a partner. Do you have the same answers?* Check answers as a class.
7. Answers: 1. PC, 2. PQ, 3. PQ, 4. PC, 5. PQ.
8. Draw attention to the goal of the unit. Explain that in this unit students will be listening to people talking about personal qualities.

Task 1A

1. T: *Look at the words in the box. Read the words aloud.* Answer any questions students may have.
2. Have students look at the pictures, and draw attention to the name written above each person.
T: *Look at the first picture. What word from the box would you use to describe Hilary?* Elicit answers from the class. Answer: impatient.
3. T: *With a partner, complete the rest of these sentences, using words from the box.*
4. T: *Check with other pairs. Do you have the same answers?* Check answers as a class.

Task 1B

1. T: *Look at these quotes.* Read the first quote aloud.
T: *Who do you think is saying this?* Elicit answers from the class. Answer: Doug. Note: Although this quote is about Jim, it is said by Doug.
2. T: *With a partner, complete the rest of the table, using names from the pictures above.*
3. T: *Check with other pairs. Do you have the same answers?* Check answers as a class.

Task 1C

1. T: *What other words can you think of to describe personality?* Elicit examples from the class and write them on the board. Possible answers: greedy, nice, friendly, mean, stingy, rude, brave.
 2. T: *Work with a partner. Make a list of other words to describe personality.*
 3. Elicit words from the class, and write them on the board.
- S Support:** Conduct this activity with the whole class, and write answers on the board.
- C Challenge:** Have students group the personality adjectives on the board into three groups, based on whether the words have a positive or negative meaning, or both, e.g., Positive: kind, Negative: selfish, Both: possibly aggressive.



Task 2A

1. T: *Listen. You're going to hear six conversations between the people on page 14. Number the pictures in Task 1A (on page 14) in the order of the conversations.*
2. Play the tape and have students number the pictures in the circles.
3. T: *Check with other students. Do you have the same answers? Check answers as a class.*

Task 2B

1. T: *Read the statements in 2B. Answer any questions students might have.*
2. T: *Now, listen again. Circle T if the statement is true, F if it's false, or U if the answer is unknown.*
3. Play the tape and have students circle their answers.
4. T: *Check with other students. Do you have the same answers? Check answers as a class.*

Task 3A

1. T: *Listen. These three people, Dora, Keith, and Michelle, are talking about the qualities they like and dislike in a person. What qualities do they like, and what qualities do they dislike? Fill in the table.*
 2. Play the tape and have students write the information in the table.
 3. T: *Check with other students. Do you have the same answers? Check answers as a class.*
- S Support:** On first listening, have students listen only for likes, and then on second listening, listen for dislikes.

Task 3B

1. T: *Listen again and check your answers.*
2. Play the tape and have students complete the table.
3. Check answers as a class.

Listen for it

T: *A quirk is an odd or unusual habit or personality characteristic. What does Michelle say is her quirk? Play tape again if necessary. Answer: She's aggressive herself, but she doesn't like other aggressive people.*

- C Challenge:** Have students discuss in pairs any personality quirks they have.



Task 4A


1. T: *You're going to listen to Cindy answering a magazine survey on emotions with her boyfriend. Has anyone here done a magazine survey recently? What was it about? Elicit answers from the class.*
2. T: *Listen and check the correct columns. Play the tape and have students check their answers.*
3. T: *Check with other students. Do you have the same answers? Check answers as a class.*


Task 4B

1. T: *In what situations has Cindy been aggressive? Elicit answers from the class. Answer: When she drives.*
2. T: *Now listen again and note when Cindy has been selfish, kind, impatient, and jealous. Play the tape and have students write answers.*
3. T: *Check with other students. Do you have the same answers? Check answers as a class.*

Listen for it

T: *'Hit the roof' is an idiom meaning to become very angry. When did Cindy hit the roof? Play the tape again if necessary. Answer: When Kevin's ex-girlfriend called.*

 **Challenge:** Have students discuss with a partner a time when they have "hit the roof."

 **Challenge:** Have students work in pairs to interview their partner for the same survey. Have them tell their partner about a time, or times, when they have been aggressive, kind, jealous, selfish, or impatient. If suitable with your class, ask students to tell those experiences to the class.

Task 5A

1. On the board write: I went to Australia in April. Also on the board write: Who?, Where?, When?
2. T: *I'm going to say this sentence three times. Each time, tell me which of the three questions on the board I'm answering.*
3. Read the sentence three times, eliciting the answer from the class after each one. First, stress *Australia* (Answer: Where?), second, stress *April* (Answer: When), third, stress *I* (Answer: Who?).
4. T: *How did you know which were the important words each time? Answer: They were stressed.*
5. T: *Listen to the stress in these sentences and check the sentence that you hear. Play the tape and have students check the correct sentences.*

6. T: *Check with other students. Do you have the same answers? Check answers as a class.*

Task 5B


1. T: *Listen again and check your answers.*
2. Play the tape again and have students check their answers.
3. Check answers as a class.
4. Have students practice saying the sentences in pairs. Each student reads one stress pattern from each sentence, and their partner has to guess which sentence they are saying.

Language Note

Word stress means stressing the most important words in a sentence; saying them with more force and loudness than other words; and holding them longer and saying them on a higher pitch. Word stress gives meaning to the words you say. Information from: Orion, Gertrude (1997).

Pronouncing American English: Sound, Stress, and Intonation. Second Edition. Boston: Heinle & Heinle.

Task 6

1. T: *Look at the responses in Task 6. Work with a partner. Can you predict what questions are being asked for these answers? Elicit questions related to the topic of this unit.*
 2. T: *Listen to the questions. Circle the answers that are right for you. Play the tape.*
 3. T: *Check with a partner. Were your predictions correct? Do you have the same answers?*
-  **Challenge:** Ask students to justify their responses, e.g., T: *Why would you describe yourself as selfish? When have you felt jealous of someone?*