

# Teacher's Notes for Top-Up Listening 2

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 Six in Book 2 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 2 Unit Six (Mixed Sounds) as our example:

A: Could you play that again please?

B: Alright. Would you like to hear it all, or just the last bit?

A: Just the last bit is okay.

(PLAYS EXCERPT FROM UNIT 6 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 It's famous for soccer

## Unit Theme

Describing countries and cities

## Listening Tasks

Students listen to six descriptions of countries and their popular traits.

## Listening Clinics

Weak Vowels

## Unit 1: It's famous for soccer

### Lesson Lead-in:

### Lesson Lead-in

Choose a country and go over with the class some of the things that it is famous for. For example:

1. Write "Mexico" on the board along with the following headings:

Mexico is famous for:

Mexicans are good at:

2. Have students come up with a few items for each heading.
3. Help out as necessary, for example you can seed the activity by adding the following to the list on the board:

Mexico is famous for:

- tacos

- Aztec pyramids

Mexicans are good at:

- soccer

**Important:** Choose your lead-in country based on the general knowledge of your students, i.e., choose a country that all are well familiar with.

### Let's Start!:

Student Bk.: Page 8

### Let's Start!

Do as per instructions in book. Have students check their answers with another pair before you ask for them. Put up some of the answers from the activity onto the board for the class to compare.

### Words:

Student Bk.: Page 9

### Words

Do as per instructions in book. Have students check their answers with another pair before you ask for them.

### Before You Listen:

Student Bk.: Page 9

### Before You Listen

Do as per instructions in book. Board up a couple of the sentences for the class to compare.

### Let's Listen!

Student Bk.: Page 10

CD Track: 1, 2, 3, 4, 5, 6

### Let's Listen!

Do as per instructions in book. Have students confirm their answers in pairs before you ask them to volunteer theirs.

### Listen Again:

Student Bk.: Page 10

CD Track: 1, 2, 3, 4, 5, 6

### Listen Again

Do as per instructions in book. Have students confirm their answers in pairs before you ask them to volunteer theirs.

## Unit 1: It's famous for soccer (*cont'd.*)

**Listening Clinic One:**  
**Student Bk.: Page 10**  
**CD Track: 7**

### **Listening Clinic One: Weak Vowels**

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

Students who haven't done book one might not be familiar with the idea of weak vowels, in which case you might want to do some sort of formal presentation.

- a. Write the word 'to' on to the board.
- b. Ask students how to pronounce this word.
- c. Make a note of some answers. Most students will answer with 'to' in its citation form, the strong vowel. If students do understand the schwa and weak vowels then go on to the example in the book.
- d. If students don't produce a weakly enunciated 'to' board up the following sentence " She goes to school on Monday" and read it out in natural voice making sure the 'to' is pronounced with the schwa.
- e. Once students see this pronunciation, do the example as it is in the book.

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 how vowels weaken. Tell students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. 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!:**  
**Student Bk.: Page 11**

### **Practice!**

This activity assumes that students know about other countries. For most students this activity should not need too much additional support. However for students who might not know too much about other countries, further schematic support is necessary.

**Important:** Further Schematic Support for Practice Exercise:

- a. Teacher boards up a number of countries, (this can be elicited or just written up)
- b. Have students write these countries in their notebooks.
- c. Have students work in groups writing down famous things about each country
- d. Have students then write these notes on the board
- e. Teacher then goes over these lists with the class
- f. This can be done a few times depending on the level of schematic support that is needed.

Do as per instructions in book. Monitor and give further schematic support as is necessary.

## Unit 1: It's famous for soccer (*cont'd.*)

### Now Listen Back:

Student Bk.: Page 11

CD Track: 1, 2, 3, 4, 5, 6

### Listening Clinic Two:

Student Bk.: Page 12

CD Track: 8

### Try It Out!:

Student Bk.: Page 12

### In Your Own Time:

Student Bk.: Page 12

### 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 83).

### 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 vowels may weaken. 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. Important: Be aware that some classes might need further schematic support if they don't know much about other countries.

### Supported Try it Out!: Intro:

- Ask students what countries they'd like to visit and put these up onto the board
- Put up the headings: Famous for . . . and Things to Do
- Have students make lists for each country
- Have the students put these lists on the board
- Go over these lists with the class, correcting and making suggestions as necessary
- Do the activity as per instructions in the book.

**Feedback:** At the end of the role play have students make corrections or add things to the lists on the board.

### 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.

## Unit 2 How have you been?

**Unit Theme**  
Seeing Old Friend

**Listening Talks**  
Students listen to four conversations of people meeting.

**Listening Clinics**  
Joined Sounds

### Unit 2 : How have you been?

#### Lesson Lead-in:

#### Lesson Lead-in:

Draw two pictures on the board of two people greeting each other, use stick figures. Above one picture write 'best friends', above the other picture write 'co-workers'. Elicit from the students what sorts of expressions you think people might use. Write these on the board.

#### Let's Start!:

Student Bk.: Page 13

#### Let's Start

Do as per the instruction in the book. Have students check their answers with another pair before you ask for them. Ask students if they know any other greetings from other languages.

#### Before You Listen:

Student Bk.: Page 13

#### Before You Listen

Do as per instructions in book. Have students check their answers with another pair before you ask for them. Optional Expansion: Write up on the board the following headings, Formal and Informal. Have students work in groups and make lists of formal and informal greetings. Next have the students put these up onto the board under each heading. Lastly go over these lists with the class.

#### Let's Listen!:

Student Bk.: Page 14

CD Track: 9, 10, 11, 12

#### Let's Listen!

Do as per instructions in book.

#### Listen Again:

Student Bk.: Page 14

CD Track: 9, 10, 11, 12

#### Listen Again

It would be a good idea to go over the vocabulary of all the expressions before doing the exercise, what they mean and when and how they are used. You can do these by asking students to match synonymous expressions. For example: not bad, can't complain, pretty good, fine thanks, later Go over why and how they are synonymous. Do as per instructions in book.

#### Listening Clinic One:

Student Bk.: Page 15

CD Track: 13

#### Listening Clinic One: Joined 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 way preceding consonants link with vowels. Show students clearly that a traditional word break, that is a break between words, is not a feature of spoken English. Tell the students to read through the dialogue. Play the recording. Students do task as in book. Have students

## Unit 2 : How have you been? (*cont'd.*)

### Practice!:

Student Bk.: Page 15

### Now Listen Back:

Student Bk.: Page 16

CD Track: 9, 10, 11, 12

### Listening Clinic Two:

Student Bk.: Page 16

CD Track: 14

check their answers in pairs and then play the recording again if needed. 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 links between consonants and vowels are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

### Practice!

Depending on the level of the class students may need more support to do this activity.

For lower levels classes:

1. Do the first one as a class together. Teacher boards up a sample dialog:

A: Hi, how are you doing?

B: Not bad. How about you?

A: A little busy but pretty good.

B: Yea me too. Why are you busy?

A: Studying.

B: What are you studying for?

A: My exams. How about you?

B: Work. I'm working everyday.

2. Next ask students for substitute expressions for all the underlined phrases.

3. Have students then practice the dialog with a partner. Option: The teacher can slowly erase bits and pieces of the dialog forcing the students to increasingly remember it.

4. Put students in groups and have them create and write down dialogs for the other two situations. It might be a good idea to give this a time limit of say five minutes. Teacher monitors giving feedback as needed.

5. Once done have the students compare their dialogs with other groups. Teacher also gives feedback.

6. Teacher chooses one or two good examples and puts them on the board.

7. Students then practice the dialogs as above.

### 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 84 and 85).

### Listening Clinic Two: Joined 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 a joined sound 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

## Unit 2 : How have you been? (*cont'd.*)

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

**Student Bk.: Page 17**

### **In Your Own Time:**

**Student Bk.: Page 17**

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. For lower level classes you might want to add the additional support of having students make a list of things they've been doing recently in order to make sure that they have the vocabulary to do the task. The task itself, by drawing on the students lives should 'pull out' some useful vocabulary items. The teacher may want to formalize the activity by making lists on the board.

### **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 Can I help you ma'am?

### Unit Theme

Shopping for electronics goods

### Listening Tasks

Students listen to four conversations between store clerks and customers in a store, in this case an electronics store.

### Listening Clinics

Lost Sounds

## Unit 3 : Can I help you ma'am?

### Lesson Lead-in:

### Lesson Lead-in

1. Write the names of the some famous shops in your local area. (Be sure to include different kinds of shops and amongst them an electronics shop). For example in Japan write down the names:

Yodobashi Camera  
(electronics, computers)

Kinokuniya  
(books . . . )

Uniqlo  
(clothing . . . )

2. Have students make lists of the things these shops sell
3. Elicit these lists from the students and put these on the board
4. Go over vocabulary as needed

### Let's Start!:

Student Bk.: Page 18

### Let's Start!

Do as per instructions in book. You can expand this by having students write down products and things related to each picture.

### Words:

Student Bk.: Page 19

### Words

Do as per instructions in book. You can expand this by having students add to the lists.

### Before You Listen:

Student Bk.: Page 19

### Before You Listen

Do as per instructions in book. Have students check their answers with another pair before you ask for them. This exercise introduces students to the discourse of shopping. You can expand this by seeing if students can come up with other typical phrases used by sales clerks and customers while shopping.

### Let's Listen!:

Student Bk.: Page 20  
CD Track: 15, 16, 17, 18

### Let's Listen!

Do as per instructions in book. Have students check their answers with another pair before you ask for them.

### Listen Again:

Student Bk.: Page 20  
CD Track: 15, 16, 17, 18

### Listen Again

Do as per instructions in book.

**Variation:** If you have a fairly good group, have them in pairs try to predict the answers based on what they can remember from the first listening.

## Unit 3: Can I help you, ma'am? (*cont'd.*)

**Listening Clinic One:**  
**Student Bk.: Page 20**  
**CD Track: 15**

**Practice!:**  
**Student Bk.: Page 21**

**Now Listen Back:**  
**Student Bk.: Page 21**  
**CD Track: 15, 16, 17, 18**

**Listening Clinic Two:**  
**Student Bk.: Page 21**  
**CD Track: 20**

**Try It Out!:**  
**Student Bk.: Page 22**

### **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 how sounds disappear. (**NB:** This is common feature of aspirated sounds /t/, /h/, /th/ and so on. Those sounds that push air out. However don't teach students this, going into aspirated vs. non-aspirated sounds would distract from the lesson. What this clinic teaches is merely an awareness of the phenomenon, not the mechanics) Tell the students to read through the dialogue. Do not set a formal task as such. Have the student predict where they think sounds might disappear. Play the recording. Students do task as in book. 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. Students usually appreciate this.

### **Practice!**

Do as per instructions in book. You could help this along by specifying the store (taken from the lead-in) and then students can diverge on their own.

### **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 and 87).

### **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.

Do as per instructions in book. **IMPORTANT:** make sure students realize that they should try to predict any place where important information may occur. Since the listening task is to check their predictions, not all potential lost 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. Make sure the students have time to prepare their questions and possible answers. You can formalize this pre-activity by having

## Unit 3 : Can I help you ma'am? (*cont'd.*)

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students make lists. Teacher then monitors and assists where needed. Once the students have prepared have the students do the role-play. During this time try to avoid any correcting. When the role play is winding down the teacher might have a feedback session to go over issues that arose in the shopping role play.

**In Your Own Time:**  
**Student Bk.: Page 22**

### **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 Where's the toy department?

### Unit Theme

Following directions inside a building

### Listening Tasks

Students listen to four conversations between store staff giving directions about location to customers.

### Listening Clinics

Showing new information

## Unit 4 : Where's the toy department?

### Lesson Lead-in:

### Lesson Lead-in

The unit theme is based on directions, so an ideal lead-in if your classroom situation allows it, would be to describe locations within a building. If you are teaching in a big building, give directions to other rooms, other classes other places within the building from your classroom. Try to fit in prepositional phrases.

e.g. come out of the class and turn left, go down the hallway, at the end of the hallway take the stairs up to the third floor, go along the hallway, it's on your left just before the library . . . and so on.

If your classroom situation does not allow this, then choose outside references. Choose some prominent landmarks/locations around the school, (e.g. stores, buildings, parks, train stations, etc), then from a given starting point give directions to a place, without telling students what the place is. Students then listen and try to guess what location is being described. (try to fit in a variety of prepositional phrases).

e.g. come out of the station, turn left and go down the stairs, at the taxi stand turn left and go down the road for two blocks, turn right and walk up the hill. It's on the left at the top of the hill, across from a restaurant and beside a park . . . and so on.

### Let's Start!:

Student Bk.: Page 23

### Let's Start!

Do as per instructions in book. Give the activity some purpose by boarding up the results, or giving some sort of summation to the most common answers.

### Words:

Student Bk.: Page 23

### Words

Do as per instructions in textbook. Important: With lower level classes you might want to check their vocabulary before starting the activity by asking students questions about the picture. E.g. are there any soccer balls in the picture? (No). Is there a dollhouse in the picture? (Yes) and so on. Once the vocabulary has been reviewed have the students to the activity as per instructions in the book. Have students check their answers with another set of students before you ask students to volunteer theirs.

### Expressions:

Student Bk.: Page 24

### Expressions

Do as per instructions in textbook. Have students check their answers with another set of students before you ask students to volunteer theirs.

### Before You Listen:

Student Bk.: Page 24

### Before You Listen

Do as per instructions in book. Go over any vocabulary issues that come up. Have

## Unit 4: Where's the toy department? (*cont'd.*)

### Let's Listen!

Student Bk.: Page 24

CD Track: 21, 22, 23, 24

### Listen Again:

Student Bk.: Page 25

CD Track: 21, 22, 23, 24

### Listening Clinic One:

Student Bk.: Page 25

CD Track: 25

### Practice!:

Student Bk.: Page 26

### Now Listen Back:

Student Bk.: Page 27

CD Track: 21, 22, 23, 24

### Listening Clinic Two:

Student Bk.: Page 27

CD Track: 26

students check their answers with another set of students before you ask students to volunteer theirs.

### Let's Listen!

Do as per instructions in book.

### Listen Again

Do as per instructions in book.

### Listening Clinic One: Showing New Information

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

Showing New Information: Above the level of regular stress being applied to 'content words' (nouns, verbs etc.), added prominence is usually placed on words (ideas) that are 'new' within the context of the ongoing conversation. The idea is to give the student some awareness of this added prominence feature.

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 added 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. 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 prominent stress has been 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. For lower level classes you might want to model a dialog and go over the prompts in the guided dialog.

### 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 87 and 88).

### Listening Clinic Two: Showing 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 word where added prominent stress may occur. Since the listening task is to check their predictions. Depending on the level of the class, you may wish to (for weaker groups) pause after each sentence and have students check their

## Unit 4 : Where's the toy department? (*cont'd.*)

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

**Student Bk.: Page 28**

### **In Your Own Time:**

**Student Bk.: Page 28**

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. Make sure you give students enough time to prepare the role play, both the maps and the things students want to buy. Monitor and check that students have their roles clear. Once adequate preparation time has been given, before starting the role play, you might want to put a model dialog on the board, (especially for lower level classes.) You can extend this by having students get new partners and do the role play again. This can be further extended by having students change parts.

### **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. 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.

## Unit 5 Two tickets for tonight's show

### Unit Theme

Buying tickets over the phone

### Listening Tasks

Students listen to four conversations having to do with buying tickets to events over the phone.

### Listening Clinics

Sounding polite: Key (higher and lower tones)

## Unit 5 : Two tickets for tonight's show

### Lesson Lead-in:

### Lesson Lead-in

Write a table onto the board as follows:

#### How People Buy Tickets:

What	Where	How
Commuter train tickets	train station	cash / vending machine
Air Tickets	travel agency	in person
Air Tickets	internet	credit card
Movie tickets	_____	_____
Theater tickets	_____	_____
Tickets to a rock concert	_____	_____

Elicit from the students answers to complete the table above.

### Let's Start!:

Student Bk.: Page 29

### Let's Start!

Have students answer the questions themselves and write their answers down. When they finished have them ask a partner and compare answers. This can be extended to other partners and comparisons.

When they've finished the introductory questions, have them work with a partner (or in groups) and go over the ticking activity associated with concert genres and the kind of venue.

### Words:

Student Bk.: Page 29

### Words

Do as per instructions in the book.

### Before You Listen:

Student Bk.: Page 30

### Before You Listen

Do as per instructions in book.

### Let's Listen!:

Student Bk.: Page 30

CD Track: 27, 28, 29, 30

### Let's Listen!

Do as per instructions in book. Have students check their answers in pairs before having them volunteer.

### Listen Again:

Student Bk.: Page 30

CD Track: 28, 29, 30

### Listen Again

Do as per instructions in book. Have students check their answers in pairs before having them volunteer.

## Unit 5: Two tickets for tonight's show (*cont'd.*)

**Listening Clinic One:**  
**Student Bk.: Page 31**  
**CD Track: 31**

**Practice!:**  
**Student Bk.: Page 31**

**Now Listen Back:**  
**Student Bk.: Page 32**  
**CD Track: 28, 29, 30**

**Listening Clinic Two:**  
**Student Bk.: Page 32**  
**CD Track: 32**

**Try It Out!:**  
**Student Bk.: Page 32**

**In Your Own Time:**  
**Student Bk.: Page 32**

### **Listening Clinic One: Sounding Polite**

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

**Sounding Polite:** This is an exercise in recognizing 'key', where higher pitches are generally thought of as being more deferential. 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 pitch. Tell students to read through the mini-dialogues. Do not set a formal task as such. Play the recording. Students do task as in book. Have students check their answers in pairs and then play the recording again if you want to. Write the dialogues 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 have got the key, you may want to give them a final confirmation listening. Students usually appreciate this.

### **Practice!**

Do as per instructions in book. Once this has been done a few times, have the students close their books and do the dialog without reference, (if possible) to the scripts.

### **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 and 89).

### **Listening Clinic Two: Sounding Polite**

**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 the key, (higher pitching) that is likely. Depending on the level of the class, you may wish to (for weaker groups) pause after each mini-dialog and have students check their answers with a partner or (for stronger groups) go straight through all four mini-dialogs without stopping. Write the four dialogs 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. This is an information gap pairwork, so make sure your students understand how the information gap works. Also try to seat your students so that they are facing each other. You can move the desks around or have your students get into lines to accommodate this. The picture on page 32 introducing the activity is to support students with this classroom activity.

### **In Your Own Time**

Remind students about the word list at the back of the book. You could assign this for

## Unit 5: Two tickets for tonight's show (*cont'd.*)

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homework if you wish. Encourage the students to go over the unit again at home using their CD and with reference to the scripts. 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.

# Unit 6 What can I get you?

**Unit Theme**

Ordering in a fast food restaurant

**Listening Tasks**

Students listen to three conversations between fast food restaurant counter staff and customers.

**Listening Clinics**

Mixed Sounds

## Unit 6 : What can I get you?

**Lesson Lead-in:**

**Lesson Lead-in**

1. Write the following on the board (of course this should be modified to meet your local conditions, what's new, what's popular and so forth):

Restaurant name	Kind of food	When people usually eat there
MacDonalds	burgers	breakfast / lunch / dinner
Kentucky Fried Chicken	chicken	lunch / dinner
Dominoes	pizza	dinner
Subway	.....	.....
Mr. Donut	.....	.....
Burger King	.....	.....
Crispy Creme	.....	.....
etc.	.....	.....

2. Have students fill in the blanks in the table
3. See if students can add to this list

**Let's Start!:**

Student Bk.: Page 33

**Let's Start!**

Do as per instructions in book. You could expand this by boarding up lists of other fast food types of places.

**Class Survey:**

Student Bk.: Page 33

**Class Survey**

Do as per instructions in the book. Once you've allowed an appropriate amount of time for the activity, go over the results with the class to give it purpose. Also after having done the activity, students will likely be a little curious about the overall results.

**Before You Listen:**

Student Bk.: Page 34

**Before You Listen**

Do as per instructions in book. Make sure the follow up activity gets some decent play in the class to let students explore the basic patterns of fast food English.

**Let's Listen!:**

Student Bk.: Page 34

CD Track: 33, 34, 35

**Let's Listen!**

Do as per instructions in book.

**Listen Again:**

Student Bk.: Page 35

CD Track: 33, 34, 35

**Listen Again**

Do as per instructions in book. Have the students check with other students before asking them to volunteer their own answers. Occasionally expressions of money can be

## Unit 6 : What can I get you? (*cont'd.*)

**Listening Clinic One:**  
**Student Bk.: Page 35**  
**CD Track: 36**

**Practice!:**  
**Student Bk.: Page 35**

**Now Listen Back:**  
**Student Bk.: Page 36**  
**CD Track: 33, 34, 35**

**Listening Clinic Two:**  
**Student Bk.: Page 36**  
**CD Track: 37**

**Try It Out!:**  
**Student Bk.: Page 37**

troublesome. This can be played again if students are having some difficulty.

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

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

Have students read the examples. If you prefer you may want to put them up on the board and do a formal presentation. Play the examples and again highlight how sounds mix to form new 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 you do not expect them to catch everything. 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.

### **Practice!**

It might be a good idea to go over the prompts a few times giving students some help with the patterns. Have students try the dialog once or twice. Monitor students. Have students switch partners a few times.

### **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 and 91).

### **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 places where sounds may mix. Since the listening task is to check their predictions, not all potential mixed sounds are 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 textbook. **NB:** If students have a calculator handy it might give the activity a bit of realism as the calculator can serve as the cash register and the activity won't be slowed down with the required math.

## Unit 6: What can I get you? (*cont'd.*)

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**In Your Own Time:**  
**Student Bk.: Page 37**

### **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. 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.

## Unit 7 I'm terribly sorry, sir

### Unit Theme

Apologizing in a restaurant

### Listening Tasks

Students listen to three conversations of problems in a restaurant.

### Listening Clinics

Contrasting information

## Unit 7 : I'm terribly sorry, sir

### Lesson Lead-in

### Lesson Lead-in

Write the following sayings on the board:

You get what you pay for.

The more expensive the meal the smaller the servings

Ask students if they agree with the above. Can they think of any examples for either of these sayings?

### Let's Start!

Student Bk.: Page 38

### Ler's Start!

Do as per instructions in textbook. You might want to give the opening question activity some meaning and relevance by going over some of the answers in the class. The second part might have students trying to work things out here, but as it's basically a schematic warm-up it should not be given too much time.

### Before You Listen:

Student Bk.: Page 38

### Before You Listen

Do as per instructions in textbook. Have students compare with other students and other groups before you ask them to volunteer their own.

### Let's Listen!

Student Bk.: Page 39

CD Track: 38, 39, 40

### Let's Listen!

Do as per instructions in textbook. Let Ss check with a partner before you call on individuals for answers.

### Listen Again:

Student Bk.: Page 39

CD Track: 38, 39, 40

### Listen Again

Do as per instructions in book. Have students check with each other and before asking students to volunteer their answers.

### Listening Clinic One:

Student Bk.: Page 40

CD Track: 41

### Listening Clinic One: Contrasting 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 them up on the board and do a formal presentation. Play the examples and again highlight how words are stressed to show that information is being contrasted to something previous. Tell students to read through the dialog. Do not set a formal task as such. Play the recording. Students do task as in book. Have students check their answers in pairs and then play the recording again if you want to. Write the dialog up on the board, (or if you have time, prepare an OHT) and elicit students' answers. Do this as a whole-class activity. When

## Unit 7 : I'm terribly sorry, sir (*cont'd.*)

### Practice!:

Student Bk.: Page 40

### Now Listen Back:

Student Bk.: Page 41

CD Track: 38, 39, 40

### Listening Clinic Two:

Student Bk.: Page 41

CD Track: 42

### Try It Out!:

Student Bk.: Page 42

students are satisfied that they've identified the added prominence associated with intonational contrasts, you may want to give them a final confirmation listening. Students usually appreciate this.

### Practice!

Allow adequate preparation time for this. For lower level groups you might want to have them script out a couple of dialogs, which can then be boarded up and checked by the teacher. Even for more capable classes a sample dialog showing students what's expected of them in the activity would be a good idea.

A: Excuse me!

B: Yes?

A: Uh I didn't order this.

B: You didn't order this sir?

A: No, I ordered the fish dish.

B: Oh I'm terribly sorry. I'll bring you that right away.

A: Thank you.

B: Not at all. I'm very sorry sir.

A: No that's ok.

### 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 92 and 93).

### Listening Clinic Two: Contrasting 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 words which they think may be stressed most. **NB:** It should be strongly emphasized that it is **IMPOSSIBLE** to do this with all the sentences, so don't spend too much time with this. 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!

Give students adequate time to prepare the role play, monitor and help students where necessary during this preparation time. Run the role play and have a brief feedback session. Then have students switch partners and do the role play again. Repeat a few times if necessary.

## Unit 7: I'm terribly sorry, sir

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### **In Your Own Time**

**Student Bk.: Page 42**

### **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. 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.

## Unit 8 Now, here's the weather

### Unit Theme

Understanding a weather report

### Listening Tasks

Students listen to a weather report.

### Listening Clinics

Stress and Certainty

## Unit 8 : Now, here's the weather

### Lesson Lead-in

### Lesson Lead-in

Write the following on the board: (obviously putting in city names here)

Fall    Winter    Spring    Summer

Your country's capital city

A large city in your country

Another large city

Student's hometown

### Let's Start!

Student Bk.: Page 43

### Let's Start!

Have students fill in answers to the questions. Then have the students ask a partner or a few partners. This can be done as a class melee or more quietly with one or two partners. Once students have asked a few people, board up some of the results as going over the results gives the activity meaning and also students usually like to hear the results.

The second part of *Let's Start!* has students naming different regions of the world. Don't worry about the boxes with 'H' and 'L'. This is for the Listen Back activity later in the unit. Just have the students name the regions, checking with a partner before going over as a class.

### Words:

Student Bk.: Page 44

### Words

Do as per instructions in textbook. This could be extended back by having students go back to the previous map and writing down a few of these words to describe each region's weather.

### Before You Listen:

Student Bk.: Page 44

### Before You Listen

This section looks at expressing different probabilities, (with respect to weather). Go over the first part of the exercise checking comprehension with a few questions about local weather. Once student comprehension has been checked, have them do the dialogs substituting in weather vocabulary and expressions of probability.

### Let's Listen!

Student Bk.: Page 44

CD Track: 43

### Let's Listen!

Comprehension is checked by having the students make judgements about the weather and whether people should wear sunglasses, drink lots of water etc. This forces students to understand the meaning of the weather forecast, but also adds an element of

## Unit 8: Now, here's the weather (*cont'd.*)

### Listen Again:

Student Bk.: Page 45

CD Track: 43

### Listening Clinic One:

Student Bk.: Page 45

CD Track: 44

### Practice!:

Student Bk.: Page 45

### Now Listen Back:

Student Bk.: Page 46

CD Track: 43

### Listening Clinic Two:

Student Bk.: Page 46

CD Track: 45

subjectivity. Have students go over their answers in groups or pairs before going over them as a class. If you get any unusual answers ask for reasons, (e.g. taking an umbrella in sunny weather to protect against the sun etc.) as the students may have understood the listening but are merely offering novel interpretation.

### Listen Again

Do as per instructions in textbook.

### Listening Clinic One: Stressing and Certainty

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

By stressing modifiers we alter the degree of certainty in the sentence. 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 highlight how placing prominent stress on different words in the statement alters the meaning. Tell students to read through the dialog. Play the recording. Students do task as in book. Have students check their answers in pairs and then play the recording again if you want to. Write the dialog 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 they've properly marked the prominent stress, you may want to give them a final confirmation listening. Students usually appreciate this.

### Practice!

This is a straight information gap activity with the students themselves making the information gap. Have the students mark their tables as per instructions and monitor the class to check that they're writing down both weather and probability. Once the students have their tables filled in, do the speaking activity as per instruction in the book. Pairworks often work best if the seating arrangement is formalized with students facing each other so that they can't look over at their partner's book.

### Now Listen Back

Do as per instructions in textbook. Students go back to the original world map marking in high temperatures in the *\_gH\_h* box and low temperatures in the 'L' box.

### Listening Clinic Two: Stressing and Certainty

**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.

**IMPORTANT:** Listening Clinic Two in this unit is NOT a 'predict and check' activity. Ordinarily *Listening Clinic Two* is a 'predict and check' activity. However in the case of stress, especially de-contextualized stress, such a task is clearly impossible. In this activity students listen to stress and decide on the degree of certainty.

## Unit 8: Now, here's the weather (*cont'd.*)

Do as per instructions in book. 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.

Finally you can finish this with a pair work activity where students in partners read the sentences altering stress whereupon their partner decides on the degree of certainty.

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

**Student Bk.: Page 47**

### **Try It Out!**

This activity links weather to activities in regions and encourages students to use probability. Do as per instructions in the book and have students compare their ideas with ideas from different groups at the end. You might put some of the results on the board to compare what different groups have said.

### **In Your Own Time**

**Student Bk.: Page 47**

### **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. 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.

## Unit 9 Can I speak to Bill, please?

### Unit Theme

Making and understanding phone calls

### Listening Tasks

Students listen to four conversations of phone calls.

### Listening Clinics

Lost sounds + Lost Words

## Unit 9 : Can I speak to Bill, please?

### Lesson Lead-in

### Lesson Lead-in

Write the following statements on the board, (or for more capable classes you might dictate these to the students).

1. I am Bob Graham.
2. He's not in at the moment.
3. Just a minute please.
4. Please wait there.
5. This is Bob Graham.

Ask students to divide these into two groups, without giving them clues as to how they are to do this. For lower level groups you can write one sentence into each group. (the task is to identify expressions commonly used on the phone and nowhere else). Once students have looked at this task you can board up the following:

Telephone English  
2 - 3 - 5

Not Telephone English  
1 - 4

### Let's Start!:

Student Bk.: Page 48

### Let's Start!

Do as per instructions in book. This is just a general warmer so don't spend too much time with this activity.

### Before You Listen:

Student Bk.: Page 48

### Before You Listen

Do as per instructions in book. Have the students check their answers with a partner before going over the answers as a group.

### Let's Listen!:

Student Bk.: Page 48

CD Track: 46, 47, 48, 49

### Let's Listen!

Do as per instructions in book.

### Listen Again:

Student Bk.: Page 49

CD Track: 46, 47, 48, 49

### Listen Again

This covers quite a spread of information. Have the students compare their answers in pairs or groups before asking them to volunteer their own. If appropriate play the listenings again.

## Unit 9 : Can I speak to Bill, please? (cont'd.)

**Listening Clinic One:**  
**Student Bk.: Page 49**  
**CD Track: 50**

**Practice!:**  
**Student Bk.: Page 50**

**Now Listen Back:**  
**Student Bk.: Page 50**  
**CD Track: 47, 48, 49**

**Listening Clinic Two:**  
**Student Bk.: Page 51**  
**CD Track: 51**

### **Listening Clinic One: Lost Sounds and Lost Words**

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

Lost Sounds has already been covered in Unit 3. You might want to review the listening clinics in Unit 3 as an introduction.

This clinic covers not only how sounds (elision, or lost sounds) disappear, (usually the aspirated sounds such as /h/, /t/ and so on) but how entire words sometimes disappear. e.g. Where did he go? ---> Where di go?

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 and the lost word. Tell students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. 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 and lost words are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

### **Practice!**

Tell the students that the dialog on the left is not polite. Tell them to re-write the dialog with a partner. Monitor the class as appropriate. When they are finished have them practice the dialog. Practice the dialog a few times then see if the students can do the dialog without needing to refer to the text, that is, do the dialog with books closed.

### **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: Lost Sounds and Lost Words**

**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 sounds or words might disappear. The listening task is to check their predictions, so have the students go through the listening carefully before playing the CD. 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.

## Unit 9: Can I speak to Bill, please? (*cont'd.*)

### Try It Out!

Student Bk.: Page 51, 52

### In Your Own Time

Student Bk.: Page 52

### Try It Out!

Give the students some preparation time to prepare their ideas for each prompt. Let them take notes if they like. After a few minutes have the students do the role play as per instructions in the book. Practice it a few times then have the students switch parts.

You can extend the activity by having students switch partners a few times until they are able to do the role play quite fluently.

### 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 First day on the job

### Unit Theme

Meeting people in formal situations

### Listening Tasks

Students listen to three conversations of someone being introduced in an office.

### Listening Clinics

Changing Sounds

## Unit 10 : First day on the job

### Lesson Lead-in

### Lesson Lead-in

1. Dictate, (or write on the board) the following:

- How are you doing?
- How do you do?
- Pleased to meet you.
- How's it going?
- How are you?

2. Go over sentences and check that students have them written down correctly.

3. Have students divide these into two groups. Don't tell students the guidelines for dividing the groups, just have them divide the sentences into two groups.

4. For really low level students you might give an example of each. Distinguishing between greetings for people you meet for the first time and greetings for people you know of course makes the division.

5. Go over the difference with the class.

### Let's Start!

Student Bk.: Page 53

### Let's Start!

Do as per instructions in book. You can extend the activity by having the students change partners a few times and do as a class melee. Go over some of the answers to the questions as a class. Students usually appreciate this and it also gives the activity a better defined purpose.

### Expressions:

Student Bk.: Page 54

### Expressions

Do as per instructions in the book. Go over which expressions are casual and which expressions are more formal, (as per instructions in the book)

### Before You Listen:

Student Bk.: Page 55

### Before You Listen

Do as per instructions in book. Have students check with a partner before asking them to volunteer their own answers.

### Let's Listen!

Student Bk.: Page 55  
CD Track: 52, 53, 54

### Let's Listen!

Do as per instructions in book. You might have to do this listen a few times as this is more a listening for details question than general gist.

### Listen Again:

Student Bk.: Page 55  
CD Track: 52, 53, 54

### Listen Again

Do as per instructions in book. Have students check with each other before going over the answers as a class.

## Unit 10 : First day on the job (*cont'd.*)

**Listening Clinic One:**  
**Student Bk.: Page 56**  
**CD Track: 55**

**Practice!:**  
**Student Bk.: Page 56**

**Now Listen Back:**  
**Student Bk.: Page 57**  
**CD Track: 52, 53, 54**

**Listening Clinic Two:**  
**Student Bk.: Page 57**  
**CD Track: 56**

### **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. This exercise looks at how unvoiced consonants /t/, /f/, /k/ are sometimes pronounced as voiced consonants, /d/, /v/, /g/, but is most common with /t/ sounds changing to /d/ 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 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 changed sounds are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

### **Practice!**

For lower level classes you might want to model a dialog before doing the activity. Use the language support from the '*Expressions*' section and the '*Before You Listen*' section to make some sample dialogs. Once students have an idea of the sorts of dialogs you can put students into two lines making it easier to change groups.

### **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 95/96).

### **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 a changing sound 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.

## Unit 10: First day on the job (*cont'd.*)

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

**Student Bk.: Page 58**

### **In Your Own Time**

**Student Bk.: Page 58**

### **Try It Out!**

Do as per instructions in book. For lower level students you might want to model dialogs for each Situation before starting the role play. Do the role play a few times with different partners giving feedback between role plays.

### **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 I'm interested in taking a course

**Unit Theme**  
Asking for information

**Listening Tasks**  
Students listen to long conversation of someone phoning for information about a school.

**Listening Clinics**  
Intonation in Questions

### Unit 11 : I'm interested in taking a course

#### Lesson Lead-in

#### Let's Start!

Student Bk.: Page 59

#### Words:

Student Bk.: Page 59

#### Before You Listen:

Student Bk.: Page 60

#### Let's Listen!

Student Bk.: Page 60  
CD Track: 57

#### Listen Again:

Student Bk.: Page 60  
CD Track: 57

#### Listening Clinic One:

Student Bk.: Page 61  
CD Track: 58

#### Lesson Lead-in

1. Tell the students to work in groups. You want to make a new web site. But you don't know how. Ask students to make a list of things you need to do.
2. Write on the board. I want to make a web site. I don't know how to do this. What do I need to do?

- ask a friend
- buy a book on web site design
- .....
- .....
- .....

3. Once students have made a list put a few of the suggestions on the board. (You're trying to elicit the idea of taking a course, going to a school, having a tutor and so on)
4. Ask students which are the best options.

#### Let's Start!

Do as per instructions in book. **EXTENSION:** Have the students think about and make a list of questions about each course.

#### Words

Do as per instructions in book.

#### Before You Listen

Do as per instructions in book.

**EXTENSION:** Have the students make a question for each point.

#### Let's Listen!

Do as per instructions in book. Have the students check with a partner before going over the answers with the class.

#### Listen Again

Do as per instructions in book. Have the students check with a partner before going over the answers with the class.

#### Listening Clinic One: Intonation in Questions

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

## Unit 11 : I'm interested in taking a course (cont'd.)

### Practice!:

Student Bk.: Page 61

### Now Listen Back:

Student Bk.: Page 62

CD Track: 57

### Listening Clinic Two:

Student Bk.: Page 62

CD Track: 59

### Try It Out!:

Student Bk.: Page 63

### In Your Own Time

Student Bk.: Page 63

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 how intonation works in questions. Contrary to popular teaching 'who' questions do not as a rule always have falling intonation while 'yes/no' questions have rising. The difference is in the expected answer. Tell students to read through the dialogue. Do not set a formal task as such. Play the recording. Students do task as in book. 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 intonation is correctly 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. For lower level classes you might want to give some time to prepare a few questions needed for the role play.

### Now Listen Back

Do as per instructions in book. Have students check their answers with a partner. After this listening, you may want students to read through the script for the recordings (pages 96/97/98).

### Listening Clinic Two: Intonation in Questions

**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. The normal pattern in *Top-Up Listening* is for the second listening clinic to be a predict and check activity. However with intonation, out of context this is clearly impossible. Have students listen to the sentences and mark the intonation. 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 intonation is correctly marked on the board, play the recording one more time to give students a confirmation listening. Students usually appreciate this.

### Try It Out!

This is a role play using an information gap, (on pages 97 and 99). For lower level students you might want to go over the role play they did in Practice! and some of the questions generated during the *Before You Listen* and the questions in *Let's Listen!*.

### 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 What time do we arrive?

### Unit Theme

Making travel arrangements

### Listening Tasks

Students listen to three conversations of someone phoning up a travel agent for information.

### Listening Clinics

Lost Sounds + Strong and weak vowels

## Unit 12 : What time do we arrive?

### Lesson Lead-in

### Let's Start!

Student Bk.: Page 64

### Before You Listen:

Student Bk.: Page 64

### Let's Listen!:

Student Bk.: Page 64

CD Track: 60, 61, 62

### Listen Again:

Student Bk.: Page 65

CD Track: 60, 61, 62

### Listening Clinic One:

Student Bk.: Page 65

CD Track: 63

### Lesson Lead-in

Put up on the board the teacher's travel plans for the coming weekend. Of course this will be fictional. Using places appropriate for your class use the following pattern:

Place	Arrive	Leave	Price
XXXXXXXX	-	11:40	\$ XX.XX
YYYYYYY	3:15	3:50	\$YY.YY
ZZZZZZZ	6:10		

### Let's Start!

Do as per instructions in book.

### Before You Listen

Do as per instructions in book. You may monitor the students and assist them as necessary. After students have compared their lists of questions you might want to board up the more common questions and go over accuracy.

### Let's Listen!

Do as per instructions in book.

### Listen Again

Do as per instructions in book.

### Listening Clinic One: Lost Sounds and Strong or Weak

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

In this listening clinic students are looking at two different features of connected speech. Each of these has been covered previously so you might want to review the listening clinics in Unit 1, (weak vowels) and the listening clinics in Unit 3 (lost sounds)

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 features of how sounds disappear and how vowels weaken. 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 the lost

## Unit 12 : What time do we arrive? (*cont'd.*)

### Practice!:

Student Bk.: Page 66

### Now Listen Back:

Student Bk.: Page 66

CD Track: 60, 61, 62

### Listening Clinic Two:

Student Bk.: Page 66

CD Track: 64

### Try It Out!:

Student Bk.: Page 65

### In Your Own Time

Student Bk.: Page 67

sounds and weak vowels covered 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 and 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. This is an information gap activity. Students should be familiar with this format as they've been exposed to it previously in the book in Units 5 and 11. There are many ways to formalize information gap activities. One way is to put the students in two lines, each partner in a different line facing his partner. Students then do the activity facing each other.

### 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 98/99).

### Listening Clinic Two: Lost Sounds and Strong or Weak

**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 sounds may be lost or vowels may weaken. Students then listen to check their predictions. 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!

Give the students some preparation time for this, for the questioner to get their questions prepared and for the travel agent to cross out the flights that are full. Teacher should monitor and check progress. This preparation time need not be long. Once adequate time has been given, do as per instructions in the book. Once the activity tails off, you might want to switch parts in the role play, or have students switch pairs.

### 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 Rules of the house

**Unit Theme**  
Explaining Rules

**Listening Tasks**  
Students listen to long conversation of someone explaining the rules about lodging in someone's home.

**Listening Clinics**  
Intonation: Finished or Not Finished

### Unit 13: Rules of the house

#### Lesson Lead-in

#### Lesson Lead-in

Tell the students you are going to tell a story. Students have to decide if this story is true or false and give reasons for their answers. Teachers feel free to vary the story, but the idea is to come up with a story where a student breaks many rules. The story is false (of course) and the students have to tell you why it's false, (all the rules being broken). An example being:

Yasuko got out of bed and went to school. She rode her bike to school and she got to school at quarter past four in the morning. She opened the door and rode her bike down the hallway to her classroom. She went to her seat and had a cigarette as she drew pictures on her desk. It was another start to another day. . . .

**Let's Start!**  
Student Bk.: Page 68

#### Let's Start!

Do as per instructions in book. Go over vocabulary as necessary. The word 'bully' might not be known.

**Words:**  
Student Bk.: Page 68

#### Words

Do as per instructions in book. Have students check their answers with another pair before you ask for them.

**Before You Listen:**  
Student Bk.: Page 69

#### Before You Listen

Do as per instructions in book. Go over vocabulary as needed. The phrasal verbs might cause some difficulty and the order of objects in phrasal verbs might be an issue. If students ask you can quickly go over the rules here, however as this is warm-up activity introducing some of the words and grammatical constructions to follow, this should be given only light treatment.

(Adverb particles can go before or after noun objects, e.g. 'turn off the TV' or 'turn the TV off' BUT adverb particles only go after adverb particles 'turn it off')

**Let's Listen!**  
Student Bk.: Page 69  
CD Track: 65

#### Let's Listen!

Do as per instructions in book. Go over the answers with the class.

**Listen Again:**  
Student Bk.: Page 69  
CD Track: 65

#### Listen Again

Do as per instructions in book. Go over the answers with the class.

## Unit 13: Rules of the house (cont'd.)

**Listening Clinic One:**  
**Student Bk.: Page 70**  
**CD Track: 66**

**Practice!:**  
**Student Bk.: Page 70**

**Now Listen Back:**  
**Student Bk.: Page 71**  
**CD Track: 65**

**Listening Clinic Two:**  
**Student Bk.: Page 71**  
**CD Track: 67**

**Try It Out!:**  
**Student Bk.: Page 72**

**In Your Own Time**  
**Student Bk.: Page 72**

### **Listening Clinic One: Intonation: Finished or Not Finished**

**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 intonational 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. 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 the intonation is correctly 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 100/101).

### **Listening Clinic Two: Intonation: Finished or Not Finished**

**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 the intonation. Student should look at the dialog and decide if they think the speaker is finished or not and mark the dialog accordingly. 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. You might want to allow some time for the students to prepare their role plays. Monitor students fairly carefully since they may have vocabulary questions for you.

### **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 Haven't you changed

### Unit Theme

Comparing past and present

### Listening Tasks

Students listen to a long conversation between people meeting for the first time in a while and going over how they're different.

### Listening Clinics

Shared Sounds

## Unit 14: Haven't you changed

### Lesson Lead-in

### Let's Start!

Student Bk.: Page 73

### Words:

Student Bk.: Page 73

### Before You Listen:

Student Bk.: Page 74

### Let's Listen!

Student Bk.: Page 74

CD Track: 68

### Listen Again:

Student Bk.: Page 75

CD Track: 68

### Lesson Lead-in

You can lead into this lesson with a little true / false exercise about the teacher from times past. The teacher makes some statements. Have the students decide whether statements are true or false.

1. I used to have long hair.
  2. I used to wear glasses.
  3. I used to have curly hair.
  4. I used to exercise.
  5. I used to have a beard.
- and so on . . .

### Let's Start!

You might want to do this in two stages. Have students answer the questions and make some notes in their books for each question. Monitor and help out as appropriate during this stage as students might need help with vocabulary. The second part to this is having the students work in pairs and ask each other the questions.

### Words

Do as per instructions in the book. You might want to expand this with higher level classes by having the students make lists of words that describe:

Yourself

Your mother

Your father

### Before You Listen

Do as per instructions in book. The expansion activity at the end follows upon the words section previous. The degree to which this is extended will depend on the level of the class.

### Let's Listen!

Do as per instructions in book.

### Listen Again

Do as per instructions in book.

## Unit 14: Haven't you changed (*cont'd.*)

**Listening Clinic One:**  
**Student Bk.: Page 75**  
**CD Track: 69**

**Practice!:**  
**Student Bk.: Page 76**

**Now Listen Back:**  
**Student Bk.: Page 76**  
**CD Track: 68**

**Listening Clinic Two:**  
**Student Bk.: Page 76**  
**CD Track: 70**

**Try It Out!:**  
**Student Bk.: Page 77**

**In Your Own Time**  
**Student Bk.: Page 77**

### **Listening Clinic One: Shared 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 how sounds are shared. 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 shared 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 shared sounds are marked on the board, you may want to give them a final confirmation listening. Students usually appreciate this.

### **Practice!**

For lower level classes you can do this exercise with pairs of students describing pictures to pairs of 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 102).

### **Listening Clinic Two: Shared 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 a shared sound may occur. 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. Monitor students fairly carefully since they may have vocabulary questions for you.

### **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 Going away for the summer?

### Unit Theme

Holiday plans

### Listening Tasks

Students listen to two conversations with people talking about summer plans.

### Listening Clinics

Review

## Unit 15: Going away for summer?

### Lesson Lead-in

### Lesson Lead-in

Ask your students what they are going to do this summer. Have them make a list. Then tell them about your summer, what you are going to do. Tell students to see if there is anything the same.

### Let's Start!:

Student Bk.: Page 78

### Let's Start!

Do as per instructions in textbook. You can expand this activity by having students make a list of things to do in the summer.

### Words and Expressions

Student Bk.: Page 78

### Words and Expressions

Do as per instructions in textbook. Go over any of the vocabulary issues that come up.

### Before You Listen:

Student Bk.: Page 79

### Before You Listen

Do as per instructions in textbook. Go over the grammatical points behind the differing future probability if necessary.

### Let's Listen!:

Student Bk.: Page 79

CD Track: 71, 72

### Let's Listen!

Do as per instructions in textbook. For lower level classes it would be a good idea to check that the students have the necessary vocabulary for this activity by going over each activity, 1 through 11. You might have students write down some expressions under each picture, having them compare with partners and then going over the vocabulary as a group.

### Listen Again:

Student Bk.: Page 80

CD Track: 71, 72

### Listen Again

Do as per instructions in textbook. This listening is quite challenging and may require you to play the CD a couple of times before they get it. Especially as students can get a little confused about who is who.

### Listening Clinic One:

Student Bk.: Page 80

CD Track: 73

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

**Important:** Helping sounds, (intrusion) is not actually covered in this book. You can either ignore this or go over helping sounds with students.

Helping sounds occur at word boundaries when words finish and subsequently start with a vowel sound, often in such cases a helping consonant sound is inserted, often a 'w' or an 'r' or a 'y'.

## Unit 15: Going away for summer? (cont'd.)

Example:

y

the end ---> the (y)end

The other ---> The (y)other

w

you are ---> you (w)are

go in ---> go (w)in

r (the 'r' intrusion is not so common in North American English)

Canada is ---> Canada (r)is . . .

Vanilla ice-cream ---> vanilla (r)ice-cream

If you wish to present this to students:

1. Write the phrase "The end" on the board
2. Ask students to pronounce the phrase
3. Go over the dynamics of this. Tell the students that word 'the' ends with a vowel sound and the word 'end' starts with a vowel sound. When pronounced quickly, people often add a 'y' sound. It sounds like 'the yend'.  
You could further exemplify this with the examples previously given.

### The Clinics

In this unit the first Listening Clinic is a review and are therefore a predict and check listening. 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 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 coloured chalk.

### Practice!

Do as per instructions in textbook. Once this has been done a few times, have the students close their books and do the dialog without reference, (if possible) to the scripts.

### Now Listen Back

Do as per instructions in textbook. 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 102 and 103).

### 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.

**Practice!:**

**Student Bk.: Page 81**

**Now Listen Back:**

**Student Bk.: Page 81**

**CD Track: 71, 72**

**Listening Clinic Two:**

**Student Bk.: Page 81**

**CD Track: 74**

## Unit 15: Going away for the summer? (*cont'd.*)

### Try It Out!

Student Bk.: Page 82

### In Your Own Time

Student Bk.: Page 82

### Try It Out!

Do as per instructions in textbook. Monitor and help out as necessary. Students can check with other groups. You might have the students write some of their sentences onto the board and then go over all the sentences as a class and decide what they best ideas are. **NB:** There is of course no correct answer here. All speculation is based on the limited information in the blue box.

### 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. 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.