

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Прикарпатський національний університет
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Teaching Listening

WORKBOOK

*Навчально-методичний посібник
для студентів 3 курсу факультету іноземних мов*



Івано-Франківськ

2022

Teaching Listening. Workbook. Навчально-методичний посібник для студентів 3 курсу факультету іноземних мов спеціальності 014 Середня освіта, спеціалізації 014.021 – англійська мова і література] / Розробники: І.П. Білянська, Н.Ю. Куравська. Івано-Франківськ, 2022. 40 с.

Навчально-методичний посібник для студентів 3 курсу факультету іноземних мов передбачений для використання на практичних заняттях з методики навчання англійської мови з метою формування їхньої методичної компетентності. Завдання для аудиторної та домашньої роботи студентів розроблені на основі Типової програми «Методика навчання англійської мови» Освітній ступінь бакалавра (2020).

Для студентів третього курсу спеціальності 014 Середня освіта, спеціалізації 014.021 – англійська мова і література.

Contents

Teaching Listening

Session 1: Listening as a skill

Session 2: Listening difficulties

Session 3: Different purposes for listening

Session 4: Tasks and activities for teaching listening skills

Final assignment

References



Teaching Receptive Skills

Description

This course is designed to provide you with current methodologies for teaching receptive skills. You will discuss and practise a wide variety of strategies and techniques for teaching listening and reading to Ukrainian learners. While exploring best practices for teaching these skills, you will learn how to create an effective and communicative language classroom for all learners. In addition, you will examine what best practices mean in the context of teaching English in the 21st century, where English is an international language and the use of English incorporates modern technologies.

Learning Objectives and Learner Outcomes

By the end of the course, you will be aware of:

- curriculum requirements for teaching receptive skills
- approaches to teaching receptive skills
- current trends in the teaching of receptive skills
- phonological difficulties of speech perception (e.g. weak forms, contractions, elision, word and sentence stress patterns)
- strategies for teaching receptive sub-skills
- listening/reading task sequences
- types of listening/reading materials
- purposes for listening/reading (listening for gist, listening for detail/intensive listening, listening for specific information, scanning, skimming, intensive reading, extensive reading)

and will be able to:

- anticipate possible learners' problems in listening/reading and suggest ways of solving them
- use strategies and activities for developing learner skills according to the purpose of listening/reading
- evaluate, select and adapt listening/reading materials
- plan a lesson that focuses on developing receptive skills
- plan a lesson that integrates skills and language work.



Session 1. Listening as a skill

Questions

1. *What is a listening skill?*
2. *What are the changes in the teaching of listening?*
3. *How does listening comprehension work?*
4. *What factors make comprehension easier or more difficult?*
5. *What is the CEFR?*
6. *What is your level of listening competence in English? FCE Listening Test (a diagnostic tool).*
7. *What level of English proficiency should pupils of the 9th and 11th forms achieve according to the national curriculum?*
8. *What is the difference between the virtual and the ubiquitous environment?*
9. *What is bottom-up processing?*
10. *What is top-down processing?*
11. *What is the difference between EFL and ESL?*
12. *What is meant by “post-methods era”?*

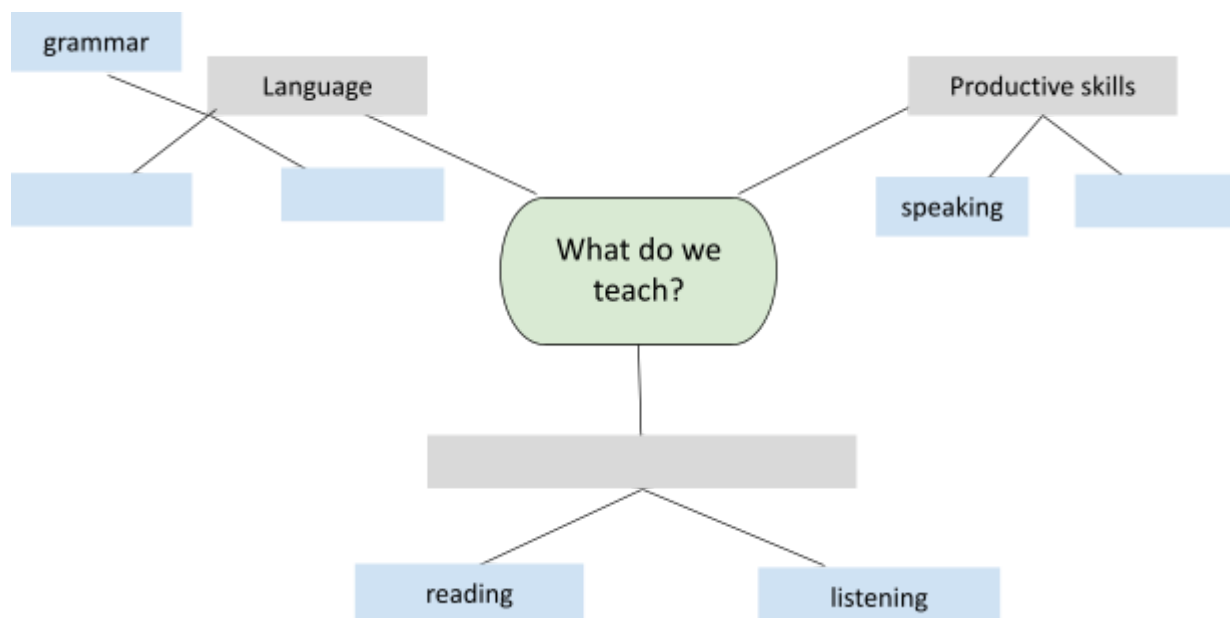
Key Terms

receptive skills
productive skills
CEFR
ubiquitous environment
bottom-up processing
top-down processing
ESL
EFL
post-methods era
listening accuracy
listening fluency

WORKSHEET 1

Task 1

What are the missing words on the diagram?



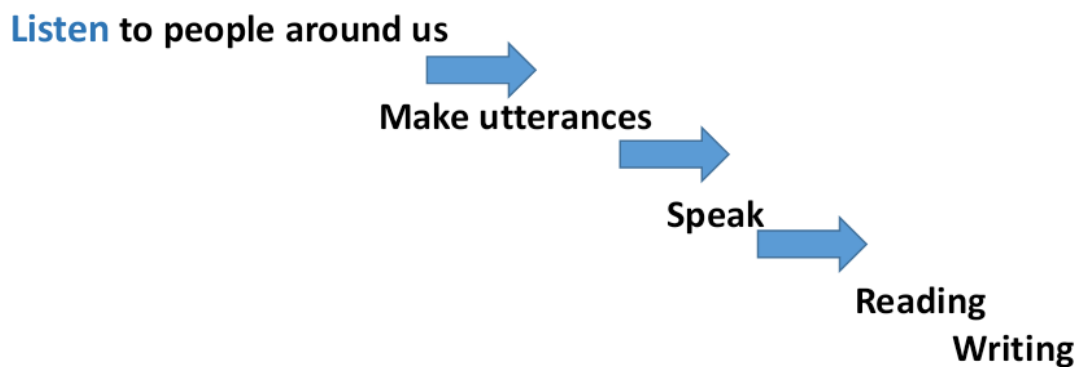
Task 2

Discuss:

- Which skill is the hardest to master?
- What are the similarities between reading and listening in an EFL lesson?
- When you were learning a foreign language, which did you find more difficult: reading or listening? Why? Which (if either) did you find more enjoyable?

Task 3

How do we learn a language? Look at the chart and explain how learning our native language differs from the way we learn a foreign language.



Task 4

The acronyms EFL and ESL describe different situations of learning a language. Complete the table below.

Differences between EFL and ESL

	EFL	ESL
Learners		
Purpose		
Structures		
Lexis		
Spoken language		
Written language		
Pronunciation		
Cultural Focus		

Task 5

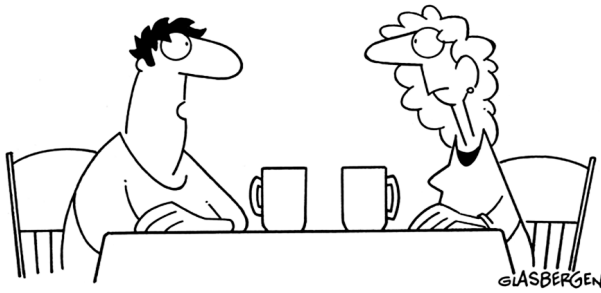
Match the name of the methodology to some of the ways in which listening was/is used.

<p>a Audiolingualism</p> <p>b The Natural Approach</p> <p>c Total Physical Response</p> <p>d Suggestopedia</p> <p>e Communicative Language Teaching</p>	<ol style="list-style-type: none">1. The teacher gives commands which the students act out. When they are ready, the students take the role of command-giver.2. The students are given a pre-listening activity to get them attuned to the topic, and a while-listening task. The emphasis is on the passage as a piece of communication with real meaning. After listening, the students discuss what they heard. The passage may be used either as a container of target language - usually grammar or vocabulary - or to practise the listening skill itself.3. The teacher acts as a provider of oral input. The students listen but are not forced to respond until they are ready.4. The students sit in language laboratories. They listen to and repeat phrases. They also do drills which manipulate grammatical patterns.5. The students are helped to relax through the provision of a comfortable environment, perhaps with music. The teacher reads a text at natural speed, which the students follow. The teacher reads the text a second time more slowly and calmly.
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Task 6

Interpret the cartoons. Answer the following questions:

1. *What's going on?*
2. *What is the purpose of the cartoons?*
3. *How may these cartoons be connected with the topic of the course?*



"I'm trying to be a good listener, but you keep breaking my concentration by talking!"



ARE YOU LISTENING TO ME?

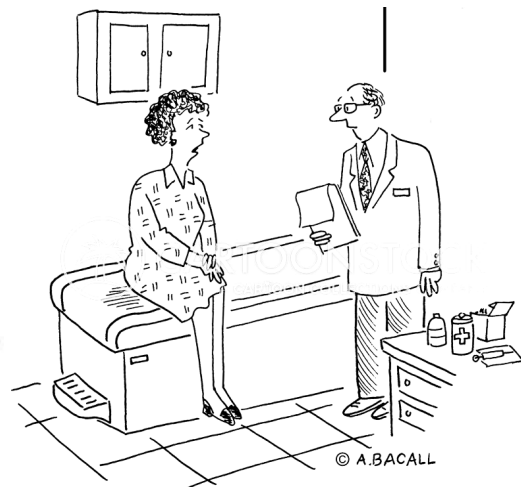
OF COURSE! SO I KNOW HOW LONG YOU HAVE NOT BEEN LISTENING TO ME!



So... how was *your* day.



"You weren't listening. I said, 'DON'T fall.'"



"You're not listening to what you're hearing."



"When you said we needed to talk, you didn't say I needed to listen."



"OH, DON'T WORRY ABOUT LOSING YOUR TRAIN OF THOUGHT. I'M NOT LISTENING ANYWAY."

Task 7

Complete these statements in any way you choose

1. We listen when ...
2. We don't listen when ...
3. Listening is difficult when ...
4. Listening is easy when ...
5. A good listener is someone who ...
6. The best listener I know...

Task 8

Complete the table with the examples of effective and ineffective listening.

Effective listening		Ineffective listening
	Non-verbal behavior	
	Focus of attention	
	Acceptance	
	Empathy	



Task 4

Share your own experience of learning to listen in English.

1. How were you taught listening at school / university? How often? Which materials were used then? Which materials are used now?
2. How often do/did you practise listening?
3. Are there any changes in the teaching of listening? What caused those changes?

THEN	NOW

Task 5

Answer the questions of the quiz. Be ready to explain your point of view. Research some information on the internet.

Listening Quiz

1. Listening is a *productive* skill – true or false?
2. What is the difference between *listening fluency* and *listening accuracy*? Which is more important?
3. The sentence below is a famous sentence devised by Noam Chomsky (1957). Read it and say which processes are involved in its comprehension – *top-down* or *bottom-up*.

Colourless green ideas sleep furiously.
4. *Schemata* are students’ language knowledge (sounds, vocabulary, grammar) – true or false?

5. A *gist task* is a listening task when students are asked to listen for the general sense or meaning of the text – true or false?
6. What is the most common sound in English with its own name?
7. How many stages should any listening lesson have?

Task 6

Watch the video “*What is the CEFR?*”

https://www.youtube.com/watch?v=UAehOcVfr3Y&feature=youtu.be&ab_channel=CambriDgeEnglish and summarize the information.

Task 7

Look at the self-assessment grid which illustrates the levels of proficiency described in the Common European Framework of Reference for Languages (CEFR). Which level have you achieved?

C2

I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent

C1

I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.

B2

I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.

B1

I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

A2

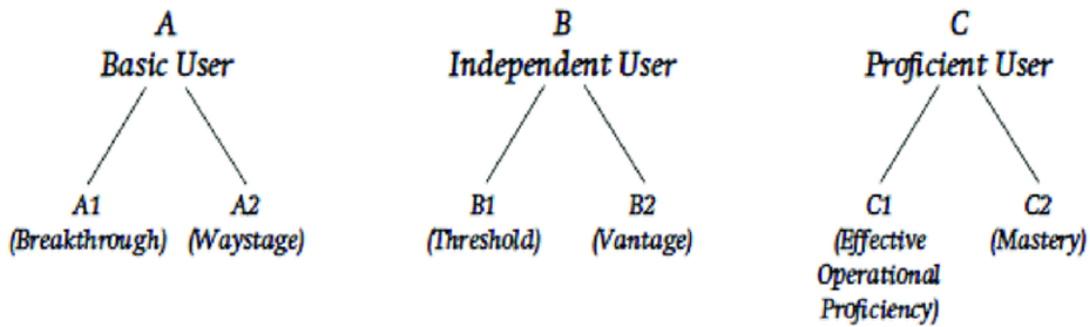
I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements

A1

I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

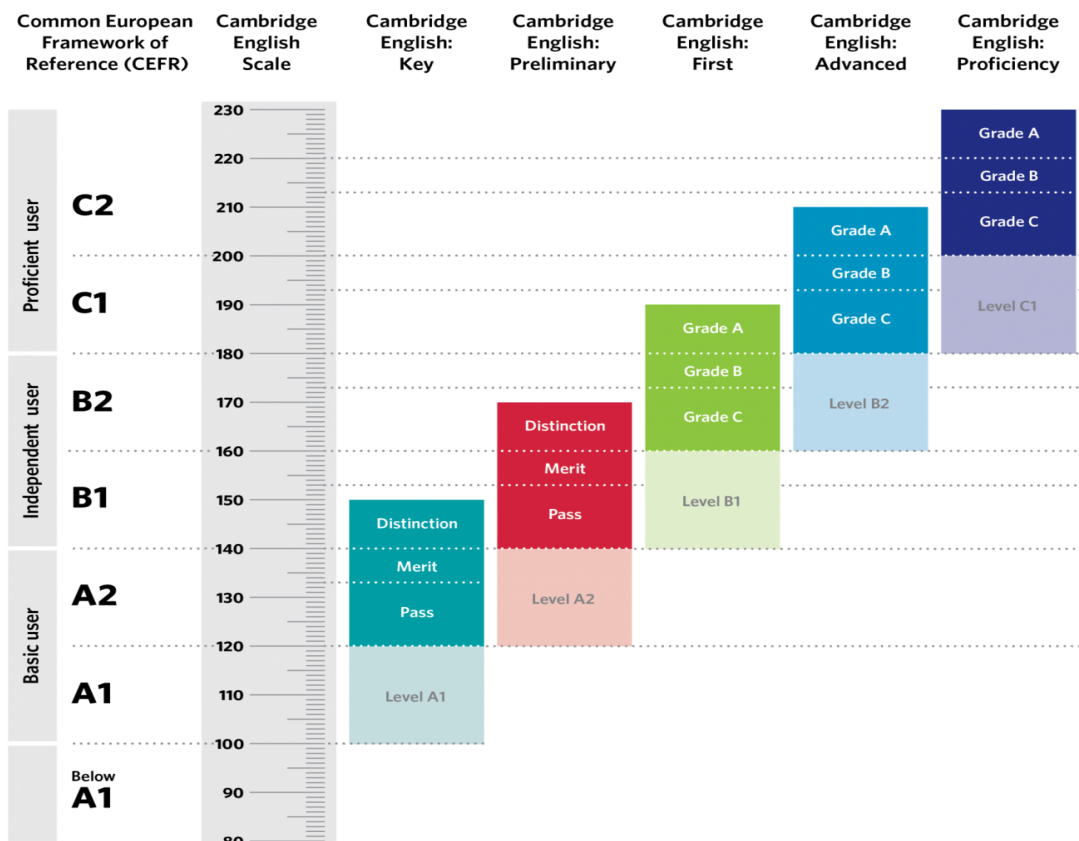
Task 8

What level should pupils of the 9th and 11th forms achieve according to the national curriculum?



Task 8

What level should students of the 3th year achieve according to the national curriculum?



Session 2. Listening difficulties

Questions

1. *Why is listening difficult?*
2. *What's the difference between spoken and written English?*
3. *What problems do learners have with listening?*
4. *What factors help listening?*
5. *What are the connected speech issues?*
6. *What is the role of the speech processor?*
7. *How do bottom-up and top-down approaches to listening differ?*
8. *What are the characteristics of spoken English?*
9. *What do we understand by connected speech?*
10. *What features of connected speech do you know?*
11. *What is assimilation?*
12. *What is intrusion?*
13. *What is elision?*
14. *What is resyllabification / liaison?*
15. *What is reduction?*
16. *Which bottom-up strategies do you know?*
17. *Which top-down strategies do you know?*

Key Terms

top down strategies
bottom up strategies
assimilation

WORKSHEET 2

Task 1

Watch the following introduction to connected speech “*Connected Speech Practice | English Pronunciation Lesson*”

(https://www.youtube.com/watch?v=4VnSAr9No6k&ab_channel=ElementalEnglish)

and choose the correct option below:

- In English, *meaning / grammar* words are stressed.
- The pitch is the *highest / lowest* for these stressed words.

Practise the sentence: *Take a bite out of an apple.*

Task 2

Reading and listening are receptive skills. Learners often comment that they find reading texts easier than listening to texts. What are the most obvious differences between the two?

Reading vs Listening

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Task 5

Answer true or false.

1. The phonetic symbol for schwa is [ə].
2. It is essential to use schwa for people to understand you.
3. Knowing about schwa helps English students improve their listening skills.
4. Native speakers use it more than people who learn English.
5. Many auxiliary verbs contain schwa in affirmative sentences but not in short answers.
6. Schwa makes native spoken English difficult to understand.
7. Using schwa makes you speak more slowly.
8. It's impossible for a stressed syllable to contain schwa.

Task 6

Look at these sentences and decide where the schwa sound occurs.

1. It's for you.
2. It takes a lot of time.
3. How about a cup of tea?
4. What are you doing tonight?
5. What time will you arrive at Victoria?
6. I was going to tell you.

Task 7

Auxiliary verbs have weak and strong forms. Complete the following table.

Auxiliary verb	Weak form	Strong form
do	[də] or [du]	[du:]
does		
have		
has		
were		
was		
can		

Task 8

Match the features of connected speech with the examples.

<ol style="list-style-type: none"> 1. Catenation / linking 2. Elision 3. Assimilation 4. Intrusion 5. Weak form 	<p>A. I'm traveling next week. [nɛks wi:k]</p> <p>B. I visited Paris last year. [lɑ:stjɪər]</p> <p>C. Japanese food? I love it. [lʌvɪt]</p> <p>D. I should have said something. [ʃədəv]</p> <p>E. The idea is to go by car. [aɪdɪəɪz]</p>
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Task 9

Which sentences belong to spoken English?

- Do you want a beer?**
- Do you wanna beer?**
- D'you wanna beer?**
- D'ya wanna beer?**
- Wanna beer?**
- Beer?**

Task 10

Decipher the contractions:

wanna gonna gotta kinda lemme aint 'cause 'bout	<i>want a</i>
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Task 11

Watch the video “*Intonation Patterns In English*”

(https://www.youtube.com/watch?v=1Ha15yy0lWo&ab_channel=EnglishPronunciationRoadmap) and answer the questions:

- What is the difference between stress-timed and syllable-timed languages?
- What type of sentence rhythm does the English language have: *stress-timed* or *syllable-timed*?

Task 12

Practise reading the following poem with the correct rhythm:

Grace and Paul

He **saw** her, he **liked** her **face**
He **asked** her her **name**, she **said** it was **Grace**
She **liked** him, his **name** was **Paul**
She **gave** him her **number**, he **gave** her a call
He **bought** her a **gift**, he **went** to her **flat**
She **gave** him a **drink**, she **showed** him her **cat**
He **liked** her, but **hated** her **cat**
He **never** returned, and **that** was **that**.

Task 13

Decipher the dialogue between the doctor and the patient. Which phonological processes have you noticed?



Task 15

Are musically talented people better at learning foreign languages? Answer the question proving your point.

Session 3. Different purposes for listening

Questions	Key Terms
<ol style="list-style-type: none">1. <i>What are the main listening sub-skills?</i>2. <i>What skills and strategies do we use to achieve comprehension in different everyday listening experiences?</i>3. <i>How do listening skills differ from listening strategies?</i>4. <i>How can teachers teach listening?</i>5. <i>What are the current trends in the teaching of listening?</i>	

WORKSHEET 3

Task 1

Listen to some students explaining their motives for studying English. Why do these students need to *listen* to English?

	Why should he/she listen to English?	What type of input would be useful for them?
Speaker 1		
Speaker 2		
Speaker 3		
Speaker 4		
Speaker 5		

What type of input would be useful for them? Choose from the list below. Write in the table.

- *academic lectures*
- *TV documentaries*
- *TV news*

- *films and film extracts*
- *advertisements*
- *teachers' anecdotes*
- *face-to-face conversations with other students*
- *guest speakers*
- *radio news*
- *recordings of dialogues and monologues from general English coursebooks*
- *recordings of presentations*
- *recordings from business English coursebooks*
- *songs*

Task 2

Think of three different situations in which you listened in the last 24 hours. Make a note of who you were listening to, your motivation for listening and describe how you listened. For example: watching the news on TV last night, listening to voicemail.

Task 3

Decide which of your “listening experiences”:

<p>a) involved you speaking as well as listening, i.e. which were <i>interactive</i>, as opposed to those which were “one-way”, i.e. non-interactive</p> <p>b) involved listening to a speaker who was physically present</p> <p>c) involved listening for specific information</p> <p>d) involved listening more for pleasure or entertainment</p> <p>e) required you to listen closely and attentively</p> <p>f) allowed a less attentive style of listening.</p>	
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Core skills for Listening Comprehension

Task 4

Match 6 core listening skills with their definitions

1. Listen for details / intensive listening	a) understand the key points or propositions in a text: for example, points in support of an argument, or parts of an explanation
2. Listen for global understanding	b) pay attention to particular parts of a message and skim over or ignore other parts in order to achieve a specific listening goal or, for example, when experiencing informational overload, listen for a part of the text to get the specific information that is needed.
3. Listen for main ideas	c) understand and identify specific information in a text: for example, key words, numbers, and names
4. Listen and infer	d) demonstrate understanding by filling in information that is omitted, unclear, or ambiguous, and make connections with prior knowledge by “listening between the lines”: for example, using visual clues to gauge the speaker’s feelings.
5. Listen and predict	e) understand the general idea in a text: for example, the theme, the topic, and the overall view of the speaker
6. Listen selectively	f) anticipate what the speaker is going to say before and during listening: for example, use knowledge of the context of an interaction to draw a conclusion about the speaker’s intention before he/she expresses it.

Task 5

Match the listening sub-skills to the following listening texts.

1. Scan listening 2. Skim/gist listening 3. Intensive listening 4. Listening to infer meaning	1. A lecture for a course you are taking at university. 2. A sales pitch for a computer that doesn’t really interest you. However, you are at work and you can’t just walk out. 3. Announcements at a train station when you are waiting to hear the time of the next train to your destination. 4. Instructions from your boss for a new task that is critical for your job. 5. An interview with someone who is famous and whose political opinion you would like to find out about. 6. A radio programme on a topic that is mildly interesting for you
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Task 6

Think about these listening situations. In your opinion, which listening sub-skill(s) would we normally use in each situation? Why? Complete the table. Note: more than one answer may be possible. Sometimes different people might listen in different ways, or they might start listening using one sub-skill and then switch to another.

Situation	Listening sub-skill(s)	Reasons
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1. You're at the airport, listening for information about your flight.		
2. You're in a city that you don't know. You've asked someone for directions to your hotel.		
3. You're listening to a song on the radio.		
4. You're chatting to an old friend and exchanging news.		
5. You're paying for your shopping at the supermarket.		

Task 7

For questions 1-7, match the teachers' comments with the aspects of listening listed A-H. There is one extra option which you do not need to use.

- | |
|---|
| <p>A listening for specific information
 B listening extensively
 C listening for detail
 D listening for gist
 E activating students' knowledge of the world
 F working with authentic texts
 G deducing meaning from context
 H dealing with connected speech</p> |
|---|

Teachers' comments

1. My students find it hard to recognize the pronunciation of individual words and sounds when they hear people speak in the street.
2. Students only need to recognize words like numbers and names to practise this subskill.
3. I always ask my students what information they can tell me about the topic before we start listening.
4. I tell my students that they can use the situation to help them understand meaning.
5. It's nice if learners can just listen to a story and enjoy it without doing a task on it.

6. Some listening texts in the coursebook are extracts from real TV programmes and real conversations. The students think they're challenging but useful.
7. The first listening task I give my students is usually one in which they have to decide on the general meaning of the text.

Session 4: Tasks and activities for teaching listening skills

Questions	Key Terms
<ol style="list-style-type: none">1. <i>A basic methodological procedure of a listening lesson</i>2. <i>Pre-listening skills and activities</i>3. <i>While-listening skills and activities</i>4. <i>Post-listening skills and activities</i>5. <i>Integrated skills lesson + language work</i>	

WORKSHEET 4

Task 1: Pre-listening activities.

Look through the text listening and explore 10 different pre-listening activities.

Match activities A to J to their types 1 to 10. Complete the table. One example has been done for you.

Text for listening

Well, I'm a keen athlete, so I try to have a healthy diet. I eat a lot of protein, especially fish and lean meat, and plenty of fruit and veg. That's no problem, because I like those things and I love crunchy salads. But I also need quite a lot of carbohydrate to give me energy, so I tuck into pasta and baked potatoes. I can't resist chocolate either. I've cut down a bit, but I don't think I'd want to cut it out of my diet completely! Anyway, because I do so much exercise I don't ever put on weight. I have reduced my salt intake though – I never put it on food and I normally avoid junk food, which is full of salt and fat. I go to a training session two evenings a week with my local team. I also belong to a gym and I go there three times a week. I've never smoked and don't drink much alcohol. What I do drink is lots of water – you really need it if you do a lot of exercise. And I also try to get eight hours of sleep a night – I find it makes a big difference. I think I'm fit, and being fit helps me deal with stress, at work and at home.

Thomas, B., & L. Matthews (2007). *Cambridge Vocabulary for First Certificate with Answers*. Cambridge: CUP.

Pre-listening activities

Pre-listening activity	Type	
A	1.	1 Using pictures
	2.	2 Predicting vocabulary
	3.	3 Filling in charts and diagrams
	4.	4 Predicting opinions/facts
	5.	5 Defining key-words
	6.	6 Pre-teaching vocabulary
	7.	7 Predicting the contents by key-words
	8.	8 Giving opinions
	9.	9 Generating questions
	10.	10 Personalising

A

Work with a partner. Look at the picture and answer the questions:

1. Does the man in the photo look fit or unfit? What is he keen on?
2. What does the man do to keep fit?

Now listen to the recording and check your answers.



B

Which of these things are generally good for people, and which are generally bad. Put a G in front of the good things, and a B in front of the bad things.

G	fruit
B	salt
	fish
	stress
	joining a gym
	salad
	smoking
	cutting out fat
	junk food

	going on a diet
	vegetables
	chocolate
	putting on weight
	sugar
	alcohol
	exercise
	getting enough sleep
	water

Now listen to a sportsman talking about his lifestyle. As you listen, underline the things that he mentions.

C

You are going to listen to a sportsman talking about his lifestyle. Work with a partner and guess 10 words which you think you will hear in the recording. Write the ten words in your notebooks. Now listen to the recording and check how many things you guessed.

D

You are going to listen to a man talking about his lifestyle. From the key-words below, guess if the man leads a healthy or unhealthy life.

plenty of fruit and veg	much exercise	salt intake	junk food	a gym	eight hours sleep
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Now listen and check your answer.

E

What would the sportsman say to these statements? True or false?

No	Statement	True	False
1.	I eat lots of fruit and vegetables.		
2.	I never drink alcohol.		
3.	I drink a lot of water.		
4.	I've cut down on chocolate.		
5.	I go to the gym regularly.		

Listen and check your answers.

F

What are your preferences in food? Do you consider your meals to be healthy or unhealthy? Why?

Listen to a man talking about his lifestyle and say if you have anything in common with the speaker.

G

Imagine you are to meet a keen athlete. What questions would you like to ask him?

Listen and say if the man answers any of your questions.

H

Work with a partner. Make up phrases by matching their parts below.

1.	put on	A.	a big difference
2.	reduce	B.	with stress
3.	avoid	C.	weight
4.	make	D.	salt intake
5.	deal	E.	junk food
6.	give	F.	on chocolate
7.	have	G.	energy
8.	cut down	H.	a healthy diet

Listen to a man talking about his lifestyle. In which context does he use these phrases?

I

What is a diet? Read the definitions of 'diet' below, then listen to a man talking about his lifestyle. Say in which of the two meanings the word 'diet' is used.

diet /'daɪət/ noun

1 [C, U] the food that you eat and drink regularly: *to have a healthy, balanced diet*

2 [C] a limited variety or amount of food that you eat for medical reasons or because you want to lose weight: *a low-fat, salt-free diet*

J

Fill in the first two columns of the table. Share your information with a partner.

What I know about the lifestyle of an athlete	What I want to know about the lifestyle of an athlete	What I learnt about the lifestyle of an athlete

Now listen to an athlete speaking about his lifestyle and fill in the third column

Task 2: While-listening activities

Explore the activities and decide which of them can be used at the while-listening stage.

Text for listening

Well, I'm a keen athlete, so I try to have a healthy diet. I eat a lot of protein, especially fish and lean meat, and plenty of fruit and veg. That's no problem, because I like those things and I love **crunchy** salads. But I also need quite a lot of carbohydrate to give me energy, so I **tuck into** pasta and baked potatoes. I can't **resist** chocolate either. I've **cut down** a bit, but I don't think I'd want to cut it out of my diet completely! Anyway, because I do so much exercise I don't ever put on weight. I have reduced my **salt intake** though – I never put it on food and I normally avoid junk food, which is full of salt and fat. I go to a training session two evenings a week with my local team. I also belong to a gym and I go there three times a week. I've never smoked and don't drink much alcohol. What I do drink is lots of water – you really need it if you do a lot of exercise. And I also try and get eight hours of sleep a night – I find it makes a big difference. I think I'm fit, and being fit helps me deal with stress, at work and at home.

Thomas, B., & L. Matthews (2007). *Cambridge Vocabulary for First Certificate with Answers*. Cambridge: CUP.

Activities**1****Reviewing The Transcript**

Read the transcript and underline any sections of the transcript that you think you understand, but have some uncertainty about. Circle any sections which you don't understand at all. Work in groups of 4 to discuss the parts you underlined and circled. Write on the board any phrases or sentences you still can't understand to go over these with the class.

2

Quizzing Your Classmate

Make up three quiz questions based on the listening track, and each question should use a different type of test questions (such as true or false, multiple choice, short answer, and fill-in-the-blanks). Write one quiz question on a post-it note (without the answer). Write your names at the bottom of the post-its. Exchange your post-its and try to answer your classmates' questions, return to the test creator for a grade.

3

Choosing the right word

Listen to the audio track and underline the words you hear in the given pairs.

Well, I'm a *keen/eager* athlete, so I try to have a *healthy/slimming* diet. I eat a lot of protein, especially fish and *fat/lean* meat, and plenty of fruit and veg. That's no problem, because I *adore/like* those things and I love crunchy *salads/dishes*. But I also need quite a lot of carbohydrate to give me *power/energy*, so I tuck *into/for* pasta and baked potatoes. I *can/can't* resist chocolate either. I've cut *on/down* a bit, but I don't think I'd *want/won't* to cut it out of my diet completely!

4

Quizzing Teams

Work in two teams. Make up 5 very difficult questions on your part of the transcript to ask the other team. Take turns reading out your questions and letting the other team guess the answers. Each team gets 1 point for each correct answer. Read the entire transcript to check all the answers if necessary.

5

Listening for details

Listen to the audio track and answer the questions.

- 1) Why does the man take care of his health?
- 2) Where does he get the necessary protein and carbohydrate from?
- 3) What makes his mouth water?
- 4) How does the man keep fit?
- 5) What is the role of sleeping?

6

Making inferences

Read over these questions. Listen to the audio track to determine the answers. How did you get your answers?

- 1) What makes it easy for the man to keep to a healthy diet?
- 2) What helps him not to put on weight?
- 3) Is the man a hearty eater?

4) What is the sportsman's diet like?

7

Completing the sentences

While listening to the passage, complete the ideas:

- Being a keen athlete, he has a diet.
- He gets a lot of protein from.....
- He loves.....
- He gets energy from.....
- The athlete tucks into.....

8

Discussion

Compose 3 discussion questions based on the topics that came up during the listening. Some potential questions are:

1. *Which of the man's habits would you like to develop? Why?*
2. *Do you prefer plenty of fruit and veg or junk food? Why?*
3. *What kind of diet do you keep to? Is it healthy? Why?*
4. *How often do you go in for sport? Why?*
5. *What habits do you need to change, if any, in order to eat more healthily and to be healthier?*

Write your best questions on the board. Work in groups of 3 or 4 to discuss the questions.

9

Correcting the errors

Read the following transcript. There are five errors. Correct them as you listen.

Well, I'm a keen athlete, so I try to have a healthy diet. I eat a lot of food, especially fish and lean meat, and plenty of fruit and veg

10

Revising the text

Work in small groups. Change the story in one of the following ways:

- 1) The man is a couch potato.
- 2) The man is not satisfied with his lifestyle.
- 3) Add 3 lines to the beginning and 3 lines to the end of the text, giving it a smooth beginning and ending. Write your changes on the transcript (or a separate sheet of paper, if necessary) and then practise retelling it as if you were the man. Perform your stories for the class.

11

Gap-filling

Fill in the blanks as you listen.

Well, I'm a 1) _____ athlete, so I try to have a healthy diet. I eat a lot of protein, especially fish and 2) _____ meat, and plenty of fruit and veg. That's no problem, because I like those things and I love 3) _____ salads....

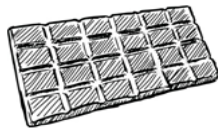
12

Ordering the pictures

Listen to the story and put the pictures in the logical order.



1



2



3



4



5

13

Ticking the options

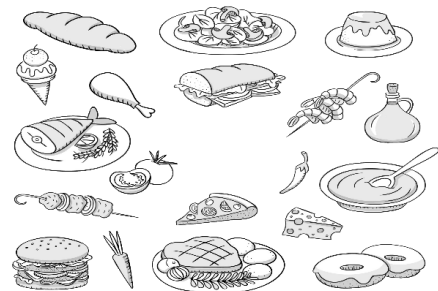
Listen to the passage and tick those kinds of food which are mentioned.

14

Interviewing

A. You are going to have an opportunity to interview the man. You have around 10 minutes to write as many questions as you can think of to get the answers presented in the story. Work in pairs and act out the interview.

B. Work in pairs. Use your questions to interview each other. Whose diet is healthier: yours or your partner's?



15

Looking at language: the present perfect simple

- Read the transcript and answer the questions: 1. *What does the man do to be healthy?* 2. *What has the man done to be fit?* 3. *What has he never done in his life?*
- Underline three examples of the present perfect simple in the text (*have/ has + past participle*).
- Look at these sentences: *He tries to have a healthy diet. He has cut down chocolate a bit. He bought two bars of chocolate yesterday.* Does he eat much chocolate every day?

Use: we use the present perfect simple when we want to link the past with the present in some way. Compare it with...

16

Bingo

Create a 4X4 bingo grid on your paper, and choose 16 words from the board to write in the boxes (one word in each box), in any order. Listen carefully, and put an X on any word you hear. When you have four words in a row, shout "BINGO"!

Words: avoid, anyway, cut down, put on, exercise, protein, plenty, need, pasta, veg, reduce, training, stress, lean, water, make

Task 3

Analysing listening activities

Explore a coursebook page and identify purposes of each activity.

LISTENING AND SPEAKING

The band *Goldrush*

- 1 What kind of music do you like? Who are your favourite bands and singers? If you could meet them, what would you ask them? Write some questions.



- 2 Look at the photos. What kind of music do you think *Goldrush* play? What musical instruments can you see?

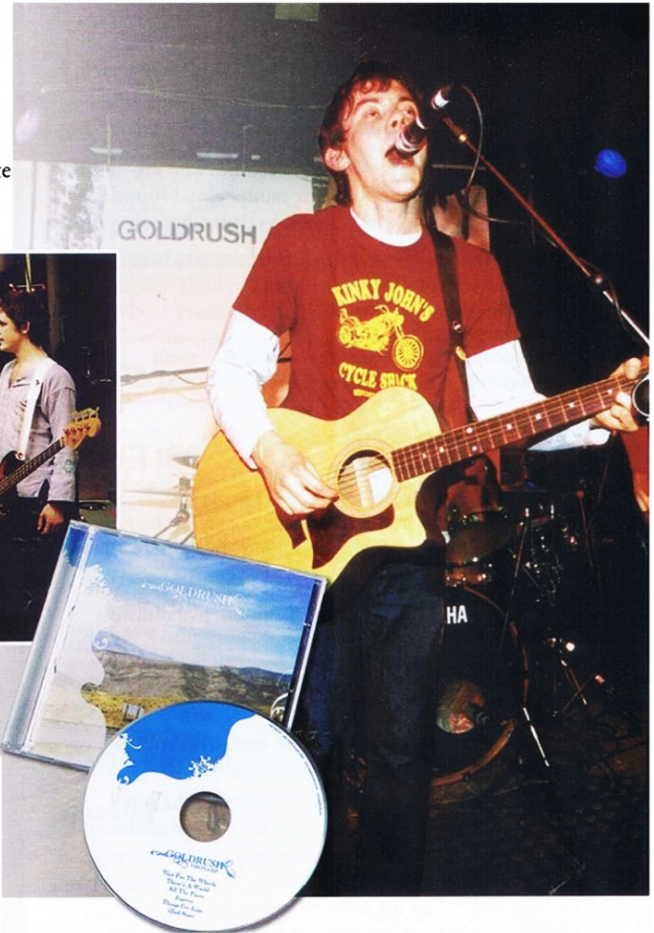
- 3 Read the questions to *Goldrush*. Are any of them similar to your questions from exercise 1?

- 1 Which two members of the band are brothers? How long have they played together?
- 2 How long have *Goldrush* been together as a band?
- 3 How did Robin's musical career begin?
- 4 Who has influenced the band? In what ways?
- 5 Why is touring the United States such an amazing experience?
- 6 How many albums have they made since 2002?
- 7 What are their future plans?

Listen to an interview with the members of the band and answer the questions.

- 4 Listen again. Tick (✓) the correct boxes. Check answers with a partner.

Instruments they play	Bands/musicians they have played with	Places they have visited
<input type="checkbox"/> guitar	<input type="checkbox"/> Whispering Bob	<input type="checkbox"/> the United States
<input type="checkbox"/> piano	<input type="checkbox"/> Neil Young	<input type="checkbox"/> Poland
<input type="checkbox"/> bass	<input type="checkbox"/> The Flaming Lips	<input type="checkbox"/> Spain
<input type="checkbox"/> violin	<input type="checkbox"/> Bob Dylan	<input type="checkbox"/> South Africa
<input type="checkbox"/> trumpet	<input type="checkbox"/> Mark Gardener	<input type="checkbox"/> Hong Kong
<input type="checkbox"/> keyboards	<input type="checkbox"/> Six by Seven	<input type="checkbox"/> Azerbaijan
<input type="checkbox"/> saxophone		<input type="checkbox"/> Uzbekistan
<input type="checkbox"/> drums		<input type="checkbox"/> Australia



Language work

- 5 Make sentences about *Goldrush* with the time expressions.

Robin and Joe have had a band since they were teenagers.

A	B
since they were teenagers	in 1999
Robin/recently/Bob Dylan	Graham and Garo/2002
Spain twice so far	Hamish/two years ago
the US a few times	Robin/when he was at school
just finished/Ozona	Uzbekistan/last year

Which tense are all the verbs in A? Which tense are they in B? Why?

Roleplay

- 6 Work in groups of four. Three of you are members of a band. One is a journalist. Look at p 151.

Soars, J. & L. Soars (2007) *New Headway Pre-intermediate Student Book (third edition)*. Oxford: OUP.

Task 4

Sequencing listening activities

1. Put the activities below in the order you think is appropriate by numbering the activities.

1.	The teacher focuses on features of grammar or vocabulary that occur in the recording, e.g. by asking students to complete a gapped transcript.
2.	The teacher sets a task that requires listening for specific details. She plays the complete recording, checks the answers, and replays sections if necessary.
3.	Learners read the transcript of the recording and listen at the same time.
4.	The teacher generates interest in the topic by, for example, asking the class about their experience of, feelings about or knowledge about the topic.
5.	The teacher presents some key vocabulary in the listening text – for example, by giving, or eliciting, a definition or an example.
6.	The teacher sets a gist listening task – for example, <i>Who is talking to whom, about what and why?</i> She then plays a short section of the recorded extract, and checks the answers.

2. Explain the principles underlying your order.

For example: Learners will listen with more attention if their interest has been aroused (d).

3. Distribute activities from 1 according to the stages.

Pre-listening	While-listening	Post-listening

Thornbury, S., and P. A. Watkins (2007). *The CELTA course: Certificate in English language teaching to adults*. Cambridge: CUP.

Task 1

Read the transcript of the recording and listening lesson plans. In what ways might these listening lesson plans be unsatisfactory?

Transcript of the recording

Man: *Don't think I want meat today.*

Woman: *There's scampi.....*

Man: *Can't stand it.*

Woman: *Could you just move the... thanks.*

Man: *Fresh caught cod – sounds good.*

Woman: *Should be at £ 7.95! Beef and stout pie – yuk! Mm lasagne – d'you think that's meat?*

Man: *You're not vegetarian, are you?*

Woman: *No, not really. Sort of 50/50. Excuse me. Is the lasagne vegetarian?*

Waitress: *We do a vegetable one.*

Woman: *Can I have that, please?*

Man: *A cod and chips.*

Waitress: *Sorry. The cod's finished. We do have scampi left.*

Man: *Oh – well – I'll have the same as her.*

Waitress: *Right – anything to drink with the meal?*

Man: *I'll stick to wine, I think.*

Woman: *I'll join you.*

Man: *A bottle of house red, please.*

Waitress: *Thank you*

Lesson plans	Comments
<p>Listening lesson 1 Say to students: Listen to this. Play the audio once. When finished, ask your learners if they understood it. Play the audio two or three times (more if the students ask) until all of them understand what it is about.</p>	
<p>Listening lesson 2 Say to students: Listen to this. Play the recording once. When finished, quickly ask individual students the following questions: 1. What price was the cod? 2. What was in the pie? 3. Why does the man choose lasagne? 4. What words did the man use to order the drink? Look coldly at students who get the answers wrong and tell them that they should have listened harder.</p>	
<p>Listening lesson 3 Hand out a copy of the text of the conversation (a transcript of the recording) to all students.</p>	

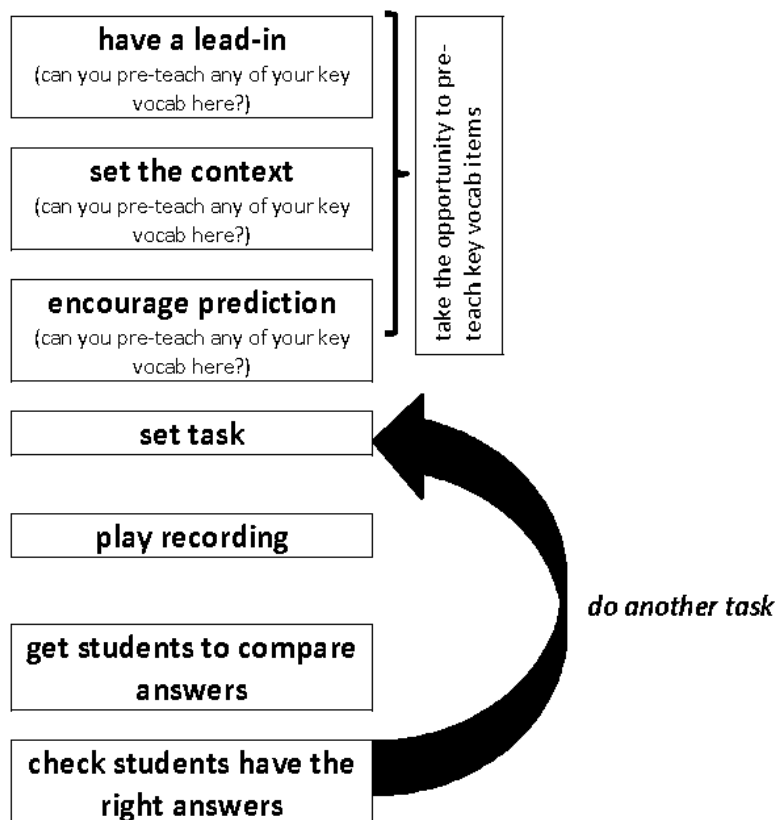
<p>Play a recording. When finished, ask individual students the following questions: 1. What does the man order? 2. What does the woman order?</p>	
<p>Listening lesson 4 Set the topic, pre-teach some vocabulary, set some gist questions, play the audio, check the answers and then set an intensive task (comprehension questions, true/false, complete the table, fill in the blanks, etc.). Play the audio again. Check students' answers.</p>	

Task 3

Look at the basic procedure of a listening lesson.

Why do you think teachers need to stage Listening lessons?

receptive skills – a procedure



Task 4

Look at this lesson plan. Explain how teaching listening can be integrated with other skills and language work.

Topic "Holidays"

1. Check essential **vocabulary** (for example, *scuba diving, bungee jumping*)
2. Establish interest in the topic (show postcards from around the world)
3. **Reading** about a holiday in Australia (with a couple of tasks)
4. **Listening** (2 people discussing a trip to Australia)
5. **Grammar** in the context (**be going to**)
6. **Writing** (write a postcard from one of the characters in the Listening based on the information in the recording)
7. A **speaking** activity (students may rank favourite holiday destinations from 1 to 10)

Task 5

Explain if the following teaching techniques are advisable or not at a listening lesson.

Techniques	Yes	No
1. The students read the text out loud.		
2. The teacher pre-teaches all the vocabulary in the text which students probably won't understand.		
3. The teacher says, "Ask me any words you don't know".		
4. The students predict what the text will be about e.g. by discussing pictures and then listen to check.		
5. The students listen as many times as they want.		
6. The teacher provides a more general, easier task first followed by a more detailed second task.		
7. The teacher gives students the task before they listen.		
8. The teacher says, "Just listen to get the general idea"		
9. The teacher pauses the recording when students are doing a very intensive task, for example, writing down numbers and addresses from the text		
10. The teacher gives students a little time to read the task before they listen.		
11. The teacher refers students back to parts of the recording in order to get students to correct their mistakes.		

Task 6

Choose a page from an authentic coursebook with the listening activities. Describe the

procedure, goals of each task, list the skills at the development of which the activities are aimed. Describe the level of students and their age.

5 LISTENING

- a Have you ever had to make a speech or give a talk or presentation in front of a lot of people? When? Where? How did you feel? Was it a success?
- b Read part of an article about presentation disasters. Which tip from *Top ten tips* below should the speaker have remembered?

PRESENTATION DISASTERS!

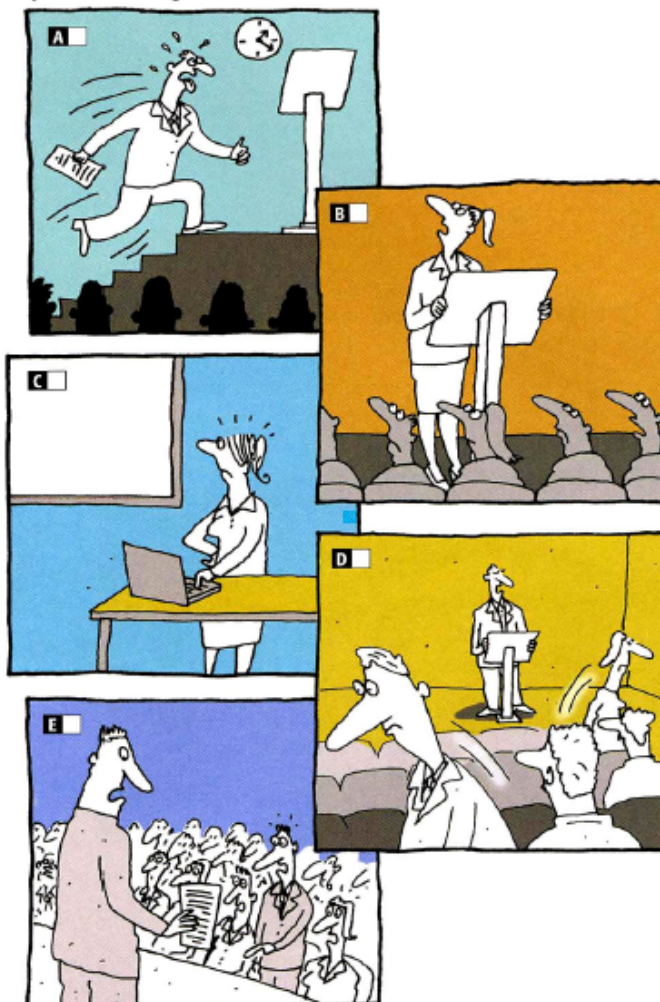
However bad you think your presentation has been, take some comfort from the fact that at least it probably wasn't as bad as these true stories...

A FEW YEARS AGO I had to give a presentation to the Belgian management team of an international IT company. Not wishing to be the "typical American" presenting in English, I had carefully prepared my presentation in French. I intended it as a surprise, so I didn't say anything beforehand. After speaking in French for 45 minutes, I was halfway through my presentation and we had a break for coffee. At this point, the manager of the company came up to me and asked if I would change to speaking in English. "Is my French that bad?" I said. "No," he replied, "it's just that we are all from the Dutch-speaking part of Belgium."

Top ten tips for speaking in public

- 1 Don't make your presentation too long.
- 2 Don't have more than four or five main points.
- 3 Even if something distracting happens, try not to lose your concentration.
- 4 Be careful about telling jokes – they may not be appropriate.
- 5 Always be punctual: start on time and try to finish on time.
- 6 Get to know as much as possible about your audience beforehand.
- 7 Try not to repeat yourself too much.
- 8 Be careful not to speak too fast.
- 9 Practice your presentation beforehand.
- 10 Make sure the equipment you need is in working order before you start.

- c You're going to hear five other people talking about a disastrous presentation. Before you listen, look at pictures A–E. What do you think the problem was?



- d **6.5** Listen and number the pictures in the correct order. Did you guess correctly?
- e Listen again and write 1–5 in the boxes. Which speaker ...?
- A couldn't understand why nobody found his / her talk interesting
- B felt very relaxed before his / her presentation
- C gave the last part of his / her talk very quickly
- D made the problem he / she had even worse
- E didn't find out he / she had a problem until the end of the talk
- f Talk to a partner.
- 1 Would any of the "top ten tips" have helped some of the speakers? Which ones?
 - 2 Which speaker do you think was the most embarrassed?
 - 3 Have you ever been to a talk or presentation where something went terribly wrong?

Planning a listening lesson

Stages	Steps	Aims
(1) Lead-in		<ul style="list-style-type: none"> to get ss interested in the topic and prepare them for the text
	Set context of the text	<ul style="list-style-type: none"> to help ss tune into what they're going to listen to/read
(2) Pre-Teach Vocabulary		<ul style="list-style-type: none"> to enable ss to have sufficient vocabulary to do the tasks you set to prevent ss blocking on key vocabulary central to the topic
(3) Gist Task	Set initial task	<ul style="list-style-type: none"> To give ss a reason to listen/read at a gist level
	students do initial task (gist)	<ul style="list-style-type: none"> to allow ss to try and answer the gist questions individually
	Students check answers in pairs (teacher monitors)	<ul style="list-style-type: none"> to allow ss to check their answers in a 'safe' environment to allow the teacher monitor and see how they did
	Open class feedback	<ul style="list-style-type: none"> to check answers and see where problems lie
(4) Specific Task	Set specific task	<ul style="list-style-type: none"> To give ss a reason to listen/read more intensively
	students do initial task (gist)	<ul style="list-style-type: none"> to allow ss to try and answer the specific questions individually
	Students check answers in pairs (teacher monitors)	<ul style="list-style-type: none"> to allow ss to check their answers in a 'safe' environment to allow the teacher monitor and see how they did
	Open class feedback	<ul style="list-style-type: none"> to check answers and see where problems lie to allow ss to correct their own errors by referring them to parts of the reading/listening text again
(5) Follow-up Activity		To exploit the topic of the text for a productive skill (i.e. speaking or writing) or exploit the text for language

Final assignment

You should devise activities for your learners according to the basic methodological

procedure of a listening lesson. How are you going to teach your learners to listen/read? Anticipate problems. Plan a listening lesson. Don't forget that you should develop your learners' top-down and bottom-up skills.

Follow the steps:

- Find a suitable authentic recording.
- Decide on which sub-skills you can develop with the help of this particular recording.
- Come up with an idea to arouse interest and devise pre-listening tasks.
- Create while-listening tasks
- Plan a suitable post-listening task
- Describe the procedure, aims, level, and age of your students
- Create a worksheet for your students
- Download your work in Google Classroom

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You're never too cool to learn something new