

# Listening Extra

A resource book of multi-level skills activities



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# Map of the book

Theme	Title	Topic	Context	Activity type	Time
<b>1 Personal information</b>					
Elementary	1.1 Your name, please	enrolling on a course	telephone conversation	form filling	40 mins
Intermediate	1.2 Nice to meet you	exchanging personal information	conversation in a Youth Hostel	completing student identity cards	35 mins
Upper-intermediate	1.3 What are you like?	character and personality	psychology test	ranking, taking notes	40 mins
<b>2 The family</b>					
Elementary	2.1 This is my family	talking about your family	description of family photos	matching	50 mins
Intermediate	2.2 Children change everything	how life changes with a new baby	radio phone-in programme	completing notes	50 mins
Upper-intermediate	2.3 What shall we do with Grandad?	caring for the elderly	monologues about a family problem	identifying errors, making inferences	50 mins
<b>3 Daily activities</b>					
Elementary	3.1 Welcome to Language International	a language course timetable	introductory talk at a language school	completing notes	35 mins
Intermediate	3.2 A day in the life of ...	Jane Goodall, chimpanzee researcher	press interview	completing notes	25 mins
Upper-intermediate	3.3 Time to refresh your soul	a spiritual retreat	monk describing the day's events	ordering pictures, taking notes	30 mins
<b>4 Homes</b>					
Elementary	4.1 When can we move in?	renting a flat	viewing a flat with an estate agent	matching, form filling	50 mins
Intermediate	4.2 Celebrity house challenge	describing a room	TV game show	spot the difference	45 mins
Upper-intermediate	4.3 Time for a change	interior design	discussion with an interior designer	matching, completing notes	35 mins
<b>5 Town and country</b>					
Elementary	5.1 Treasure hunt	directions round the town	students on a treasure hunt	following a route	40 mins
Intermediate	5.2 Traffic trouble	town planning	objections to a new bypass	taking notes	40 mins
Upper-intermediate	5.3 City tour	sightseeing tour	telephone booking service	spot the difference	35 mins
<b>6 Travel and tourism</b>					
Elementary	6.1 But it says here ...	a package holiday	complaining to a travel agent	form filling	50 mins
Intermediate	6.2 What a journey!	a terrible journey	telling a story	ordering pictures	45 mins
Upper-intermediate	6.3 The Bloody Tower	ghosts of the Tower of London	talk by a tour guide	taking notes, matching	40 mins

Theme	Title	Topic	Context	Activity type	Time
<b>7 Food and drink</b>					
Elementary	7.1 What's cooking?	how to make risotto	TV cookery programme	ordering, completing notes	40 mins
Intermediate	7.2 That sounds delicious!	in a restaurant	asking about and ordering food	taking notes, true or false	45 mins
Upper-intermediate	7.3 Eat your way to better health	healthy eating	radio interview	taking notes	40 mins
<b>8 Describing people</b>					
Elementary	8.1 These are my friends	appearance and character	description of people at a party	matching, taking notes	30 mins
Intermediate	8.2 Just shopping	clothes and appearance	women commenting on each other's outfits	matching, making inferences	35 mins
Upper-intermediate	8.3 The changing face of beauty	concepts of beauty	college lecture	completing notes	50 mins
<b>9 Describing things</b>					
Elementary	9.1 I'm looking for a ...	shopping	buying things in a department store	matching, taking notes	25 mins
Intermediate	9.2 Wow ... that's big!	the Thames Barrier	talk by a tourist guide	completing a diagram, taking notes	35 mins
Upper-intermediate	9.3 But is it Art?	Jackson Pollock	museum audio cassette recording	ordering pictures, taking notes	30 mins
<b>10 Friends and relationships</b>					
Elementary	10.1 He's not really my type	internet dating	friends completing on-line dating form	form filling, identifying pros and cons	45 mins
Intermediate	10.2 It's not such a bad custom	arranged marriage	school speech contest	true or false	35 mins
Upper-intermediate	10.3 A friend in need	asking for a favour	telephone conversation	matching	40 mins
<b>11 Health and fitness</b>					
Elementary	11.1 Welcome to Abbey Health Club	joining a gym	tour of a health club	spot the difference	40 mins
Intermediate	11.2 Believe it or not	a miracle cure	telling a story	ordering pictures	35 mins
Upper-intermediate	11.3 How healthy are you?	a magazine quiz	completing a quiz	writing questions, noting answers	50 mins
<b>12 Leisure time</b>					
Elementary	12.1 Eye on the world	popular free-time activities	TV lifestyle programme	taking notes	30 mins
Intermediate	12.2 You collect <i>what</i> ?	strange things people collect	radio show	matching, taking notes	40 mins
Upper-intermediate	12.3 A night at the movies	describing films	film trailers	completing information on posters	40 mins

Theme	Title	Topic	Context	Activity type	Time
<b>13 Education</b>					
Elementary	<b>13.1</b> It's OK, I guess	evening classes	students discussing classes	jigsaw listening, taking notes	35 mins
Intermediate	<b>13.2</b> My first day at school	early school memories	a woman recalls her first day at school	matching	50 mins
Upper-intermediate	<b>13.3</b> No more school!	home schooling	parents and son discussing experiences	answering questions	40 mins
<b>14 The world of work</b>					
Elementary	<b>14.1</b> Welcome to the Happy Chicken!	a job interview	interview for a part-time job	form filling	35 mins
Intermediate	<b>14.2</b> I hate my job!	complaining about work	conversation between friends	ordering, taking notes	30 mins
Upper-intermediate	<b>14.3</b> It really works!	Feng Shui in the workplace	interview with a factory manager	completing a diagram	40 mins
<b>15 Money</b>					
Elementary	<b>15.1</b> It's terrible!	monthly expenses	conversation between students	ordering, taking notes	35 mins
Intermediate	<b>15.2</b> Sell, sell, sell!	door-to-door selling	motivational sales seminar	form filling, taking notes	35 mins
Upper-intermediate	<b>15.3</b> What a waste!	wasting money	two couples arguing about money	taking notes	35 mins
<b>16 Past experiences and stories</b>					
Elementary	<b>16.1</b> Never again!	a bad experience at an airport	telling a story	ordering	35 mins
Intermediate	<b>16.2</b> I was really scared!	a ghost story	conversation with a teacher	jigsaw listening	35 mins
Upper-intermediate	<b>16.3</b> A time I was happy	pleasant memories	monologues about happy occasions	ordering, taking notes, identifying errors	40 mins
<b>17 Science and technology</b>					
Elementary	<b>17.1</b> That's fast!	a new type of rocket engine	radio programme	matching, taking notes	30 mins
Intermediate	<b>17.2</b> Next stop ... Mars?	colonisation of other planets	formal debate	completing a poster, completing notes	40 mins
Upper-intermediate	<b>17.3</b> The car of the future	developments in car technology	presentation	completing presentation slides	35 mins
<b>18 Social and environmental issues</b>					
Elementary	<b>18.1</b> It's about time	recycling	conversation between a couple	completing a leaflet	35 mins
Intermediate	<b>18.2</b> Stop, thief!	reporting a crime	making a police report	form filling, completing notes	45 mins
Upper-intermediate	<b>18.3</b> To give or not to give	attitudes to begging	an argument between a couple	ordering	40 mins

# Introduction

## Who is *Listening Extra* for?

*Listening Extra* is a resource book containing photocopiable materials for supplementary classroom work. The accompanying CDs contain over two hours of authentic listening practice and the recording scripts are included at the back of the book. The activities provide self-contained lessons for the busy teacher. Each activity consists of a page of clear, step-by-step instructions for the teacher and a photocopiable page for the students. The material is aimed at young adults (16+) and adult learners. However, most activities can be easily adapted for the needs of younger students. *Listening Extra* offers teachers an exciting collection of topic-based skills activities from elementary to upper-intermediate level.

## How will *Listening Extra* help my students?


*Listening Extra* provides original and stimulating listening practice across a range of popular topic areas. The varied activities are intended to reflect the diverse nature of real-world listening students today face. Activities cover a wide range of different genres, from radio and TV to academic lectures, presentations, debates and conversational dialogue. Every effort has been made to make the tasks as authentic and realistic as possible. In addition, students are exposed to a variety of native and non-native accents. A rich vein of humour also runs through the course, to help maintain students' enthusiasm and interest.

## How is *Listening Extra* organised?

*Listening Extra* is divided into eighteen units, each focusing on a different theme. Each unit approaches the theme from an interesting and original angle. The themes cover many of the popular topics found in standard coursebooks. Therefore the activities can be used to supplement existing course material, offering diversity and a refreshing approach to these familiar themes. Each unit offers three activities at the following levels: elementary, intermediate and upper-intermediate. A map of the book provides a clear overview of the 54 activities, enabling the teacher to quickly locate a suitable activity for their class.

## How is each activity organised?

Each activity has one page of step-by-step teacher's notes and a photocopiable sheet on the opposite page for the students. There is minimal preparation before class. Teachers simply have to photocopy the appropriate number of sheets and sometimes cut up the sheets. Teachers also have to cue the recording. The teacher's notes include a key information panel for quick reference. The headings in this section are:

<b>Level</b>	elementary, intermediate or upper-intermediate
<b>Topic</b>	a brief description of the topic, e.g. Enrolling on a course
<b>Activity type</b>	a brief description of the kind of exercises students will perform
<b>Listening focus</b>	the particular listening skill(s) practised
<b>Time</b>	suggested timing for the Main activity and the complete lesson, i.e. including the Warm up and Follow up sections, (these are only guidelines and timing may vary from class to class)
<b>Key language</b>	vocabulary and structures that students will encounter during the activity
<b>Preparation</b>	what needs to be done before the lesson, e.g. how many copies of the photocopiable sheet you need to make, what cutting is required, or whether you need to bring anything else to the lesson;  shows the CD and track number of the recording

The lesson is divided into three stages:

<b>Warm up</b>	– an optional section to help focus students on the topic and prepare them
<b>Main activity</b>	– students listen to the recording and fulfil a variety of realistic and authentic tasks
<b>Follow up</b>	– an opportunity for students to personalise the topic and develop the scope of the lesson

## What is the best way to use *Listening Extra* in the classroom?

It can be demotivating for students to listen to a recording in class which they simply can't understand. Many feel frustrated when they don't understand what they hear. *Listening Extra* aims to help students succeed. The activities are designed to present students with a challenge they can win. Students may listen several times to the recording, often listening for different information each time. You can help your students by encouraging them to pool their knowledge about the topic *before* they listen. This helps to focus their mind and prepares them for the recording. A list of Key language is provided, so if you pre-teach these items students need not be confused by unfamiliar words. Language is presented in familiar and authentic contexts. By relating these contexts to their own real-world experience, students can see the value of the listening activity and become more motivated.

Listening is an active process and students need to think and interpret what they hear as they listen. The activities in *Listening Extra* encourage students to react to what they hear as naturally as possible. Encourage your students to think *around* the recording, too, by listening between the lines for emotions and opinions, or picking up on aural clues in the background.

This book is part of a family of skills books in the Cambridge Copy Collection series. The other books available are *Reading Extra*, *Speaking Extra* and *Writing Extra*, and they each follow a similar format.

## Glossary of skills

The *Listening focus* section of the teacher's notes highlights the main listening strategies employed in each activity. However, it is of course natural for students to employ a combination of several different skills in the course of a single listening. Therefore, those skills highlighted simply refer to the main skills focused on by each activity.

**Listening for specific information** – students identify certain key information at word level

**Listening for details** – students listen for phrases and longer strings of information at sentence level

**Listening for the main idea** – students listen to the complete recording in order to understand the core ideas

**Listening for opinions** – students listen to understand the views expressed by a particular speaker

**Inferring meaning** – students 'listen between the lines' to understand what the speaker is *really* saying

**Recognising context** – students listen around the recording to identify where it takes place, who the people are, etc.

**Predicting** – students anticipate what they will hear before the recording is played

**Identifying emotion** – students listen to identify the mood of a particular speaker

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