

Warm up

Ask your students what they have found difficult when doing listening tasks. Elicit a variety of suggestions. Explain that there are some techniques that they can learn which will help them. One of the key techniques is predicting what they are going to hear. Make sure students understand that even if they get their predictions wrong, they have still done the best possible preparation for listening. Tell them that they are going to look at some material which will help them when they have to listen to complete notes.

Using the Factsheet

Make sure students have completed and understood the Theory to practice section before starting the Worksheet. There are two possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.

Theory to practice

- Before they begin the task, encourage students to try to predict the *type* of word or phrase missing from the notes. They should be able to guess in general terms, such as *place, subject, people, adjective, noun*, etc.

Answers

- 1 Toronto
- 2 engineering
- 3 graduates
- 4 Canadian
- 5 (the) Middle East
- 6 (its) excellent teaching
- 7 small class sizes
- 8 (teaching) staff

Transcript



Waterloo is one of the biggest universities in Ontario. It's famous for its engineering programmes. The university is located in the city of Waterloo and is about 100 kilometres from Toronto – that's about 90 minutes by car. In total, there are about 36,000 students. That's with graduates and undergraduates. Most of our students are Canadian, but we also have a lot of international students. This year there are students from around 120 different countries, mainly from countries in Asia and the Middle East. The university is well known for its excellent teaching and small class sizes. Today we have a teaching staff of about 1,100.

Using the Worksheet

Practice

- 1**  **Look at the notes about an island. There is a question about each numbered gap (1–6). Discuss the questions with a partner.**


- If students have done the courses, point out that all of the listening in this Worksheet is from *C21 English for the 21st Century*, Levels 1 and 2 – so students may be familiar with some of them. However, the tasks are different and are all geared towards completing notes.
- Make sure students understand that they have to discuss and answer the questions now, but not actually fill in the gaps.

- Allow a few minutes for students to read all the material. They can then discuss the questions, first with their partners, and then as a class. In doing so, students might suggest which words could fill in the gaps. Accept all reasonable suggestions, but don't give any indication whether they are right or wrong. Tell them they will find out in the next exercise.

Suggested answers

- 1 in summer
- 2 boat/helicopter
- 3 running/climbing/walking
- 4 river/mountain/lake/desert
- 5 a wood/forest/park
- 6 north, south, east, west

2 02 Listen and complete the notes in Exercise 1. Write a word or a short phrase in each gap. Did the questions help you find the right answers?

- Refer students to the notes, and tell them that now they will try to fill in the gaps.
- Play  02. If students need you to, you can play it a second time.
- When checking the answers, remind students of the questions. Did answering them help in any way?
- Remind the class that any kind of prediction is a useful thing to do before listening – even if the prediction is wrong, it still means that students are in the right frame of mind to listen for the right answers.

Answers

- 1 in (the) summer
- 2 boat
- 3 walking
- 4 lake / Lake Lemon
- 5 Forest
- 6 north

Transcript

02

Nobody lives on Rock Island, but visitors come every day in the summer. You can take a boat to visit the island. It's a very beautiful island and perfect for walking and trekking. The big lake in the centre of the island is called Lake Lemon. On the west side, the Monkey Forest has some very old trees. For mountain climbers, Mount Apu in the north is very exciting.


3 Read some more information about Rock island. Circle the answers which are possible. You can circle one, two or three answers for each item. Discuss your choices with a partner.

- Give pairs a minute or two to read the sentences and circle their choices.
- Allow a further few minutes for them to compare with a partner. When they have finished, check the answers.
- When you are going through the answers, make sure students understand what they have just done – i.e. they have identified which words and ideas fit (and don't fit) logically and syntactically in the sentences. Draw attention to possible ambiguities. For example, the word *by* in item **c** could indicate a means of transport or a point in the future – but in the context of the sentence, *by July* is very unlikely. Similarly, *by foot* and *by car* are valid constructions which would be grammatically correct ways to complete the sentence, but since the subject is an island, they almost certainly couldn't be correct. Item **d** could be completed with an *-ing* activity (technically, a gerund) or a common noun, but not a verb.

Answers

- a** beautiful/ugly
- b** soft/white
- c** boat
- d** swimming/children/exploring
- e** day trips/fishing/birdwatching

4   **03 Now listen and check your answers to Exercise 3.**

- Remind students that they can only choose one of the options this time. Tell them to mark the correct answers differently (e.g. by using a different colour, or drawing a square instead of a circle).
- Play  **03**. Play it a second time only if students want you to.
- When checking the answers, discuss how Exercise 3 helped to focus their minds on the missing information (just as Exercise 1 helped them prepare for Exercise 2).

Answers

- a** beautiful
- b** white
- c** boat
- d** swimming
- e** birdwatching

Transcript **03**

The coast is very beautiful. The two big beaches in the south have very white sand. They are called Shark Beach and Coral Beach. In the summer, many visitors come by boat on day trips. Shark Beach is on the south-west side and is very popular for swimming. You can also visit some of the islands. Seal Island is an interesting island for birdwatching on the east side of the main island.

5  **Look at some incomplete notes. The notes are about a sports coach's training programme for a runner. For each gap, tick the type of word/phrase that fits best. Compare your choices with a partner.**

- Make sure students understand the task – they don't have to find the answers yet, but they do need to identify the correct type of word or grammatical part of speech.
- Give students a minute or two to read the sentences and tick their choices.
- Allow a further few minutes for them to compare with a partner. When they have finished, check the answers.

Answers

- 1** verb
- 2** number
- 3** good thing
- 4** bad thing
- 5** plural noun
- 6** part of the body
- 7** adjective
- 8** verb

6 ▶ **04 Now listen to the sports coach and complete the notes in Exercise 5.**

- Now that students have focused their minds on the missing information, they should be able to hear it relatively easily.
- Play ▶ **04**. Play it a second time if students want you to.
- When checking answers, ask the class if there was anything that made it difficult. Perhaps some of them struggled with the vocabulary or with the speed of delivery, for example.

Answers

- 1** Monitor
- 2** 1,000
- 3** positive
- 4** did wrong
- 5** suggestions
- 6** arms
- 7** next
- 8** runs

Transcript

▶ **04**

First of all, Kyle does a training session. I monitor his performance. Sometimes I take a video, and sometimes I just watch. At the same time, I record the results. He runs 5,000 metres, so I record how long 1,000 metres takes and the total time. I give him feedback. Usually I am positive and say good things to him. But I also tell him things that he did wrong, for example, running too fast or too slowly. Then I give him some suggestions on how to improve, for example, the way he moves his arms.

The last thing I do is set a target for his next run. So, for example, his last time was 15 minutes and 11 seconds, so next time his target is 15 minutes and 5 seconds. Then Kyle thinks about the feedback and target when he runs the next race.

Reflect

7 ▶ **05 Test yourself. How much have you learnt from this lesson? First, look at the notes below and predict what you will hear. Then listen and complete the notes. Write 1–4 words in each gap.**

- It is important that students work alone for this task so that they can get a sense of what they have learnt. Reassure them that they can discuss any concerns they have at the end.
- Allow about two minutes for students to read the task. Remind them to try to predict what will go in the gaps. Point out that item **1** is especially difficult because the sentence makes sense without any extra words being added. However, you shouldn't give any further help.
- Play ▶ **05**. Play it a second time if students want you to.
- When checking answers, conduct a discussion about what students have learnt from the lesson. Deal with any outstanding concerns.
- Finally, remind students to use these techniques in future to help them understand a speaker. Impress upon them the need to predict as much as possible.

Suggested answers

- 1** negatively
- 2** call a meeting
- 3** post
- 4** your boss

- 5 at the same time / at once
- 6 won't get anything
- 7 boring / not rewarding
- 8 lose a file / do a lazy job / do it badly / get it wrong

Transcript



Bad day at the office? Made a mistake? Well, don't worry too much. We all make them. And we make the same ones time and again! Here are some twenty-first century workplace mistakes. Try to avoid them!

Mistake number one is gossiping about colleagues. 'Gossiping' means talking negatively about people behind their backs. It's not nice, and it's bad for your future. If you get a reputation as a gossip, your career will suffer. Gossiping by email is even more dangerous. What if you accidentally 'reply to all'? Instead of gossiping, it's always best to call a meeting and talk problems over with your colleagues.

Mistake number two. After a bad day at work, people often post on Twitter or Facebook. But that's OK – only your friends can read it. Right? Well, be really careful – are you sure your boss won't see? It's probably better to share your thoughts with your family. Or your housemate. Or – safest of all – your pet dog.

Mistake number three is multitasking. 'Multitasking' means doing more than one task at the same time. These days, we often do many things at once. For example, at home, you can have a snack, listen to music, play a computer game and message friends all at the same time. At work, multitasking can be a good thing. But don't overdo it. If you try to do too many things at the same time, you won't get anything done properly.

Mistake number four is a little more complicated. Usually, early in your career, you have to do lots of little jobs that seem too easy for you. They are not very rewarding and you feel wasted. For example, your boss asks you to do some filing. You do it as quickly as possible, without much care. But if you do a lazy job and lose a file, your boss will never trust you with more important work. However, if you do the boring jobs well, your boss will be impressed. Maybe your next task will be more interesting.