Listen Here!

Intermediate Listening Activities

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CONTENTS

Introduction 4
1 Facts and figures 6
2 Having fun 8
3 Sounds delicious! 10
4 Tickets please! 12
5 Take a message 14
6 The missing diamonds 16
7 Staying healthy 18
8 How do you say ...? 20
9 Flying high 22
10 Out and about 24
11 Home sweet home 26
12 Phoning and following instructions 28
13 Shopping 30
14 It’s a small world 32
15 Meeting and greeting 34
16 The Queen’s House 36
17 Free time 38
18 Danger! 40
19 Town and country 42
20 School and college 44
21 What’s the problem? 46
22 Money matters 48
23 Finding your way 50
24 People 52
25 Happy families 54
26 The world of work 56
27 What lovely weather! 58
28 Game, set and match! 60
Pronunciation Bank 62
Index of pronunciation and speaking 64

The Tapescripts begin on page 65 of the With Key edition. The Key begins on page 88 of the With Key edition.
Listen Here! is for students at lower intermediate to intermediate level who want to improve their listening in English. It also offers useful practice to those preparing for the Cambridge Preliminary English Test (PET). It can be used to supplement any coursebook at this level, and is suitable for use in the classroom, or in the case of the With Key edition, for self-study.

Listen Here! provides:
- over 2½ hours of recorded material on two C80 cassettes
- lively recordings in standard and regional British English
- occasional American and Australian voices
- a wide range of topics taken from the PET syllabus
- a variety of tasks for active listening
- additional speaking and pronunciation practice
- a simple, attractive layout, so that the material is easy to use.

How is the book organised?
There are 28 double-page topic-based units. Each unit consists of two recorded texts with a number of activities, a pronunciation or speaking exercise, and sometimes a listening tip. The Tapescripts and the Key are at the end of the With Key edition.

There is an index to the Pronunciation and Speaking exercises, and also a Pronunciation Bank to help students with unusual or difficult words, especially place names.

How should Listen Here! be used?
Teachers using the book as supplementary material should feel free to dip in and out of the units as they wish. However, the units are graded in order of difficulty, starting with the easiest, so students studying on their own should work through the units in order. Later units have more difficult texts, or more difficult tasks. A gradual approach will help to build up skills and confidence.

Tips for the teacher
This book aims to reflect what happens in the classroom and real life, by adopting an integrated approach to the skills of listening and speaking. A purely listening lesson may become stressful and tense, with the whole class listening silently, nervously and unprepared for the correct answer. Instead, communicative activities can be used to introduce the topic orally, which will help to put students in the most receptive mood for listening, and feedback can be lively and enjoyable.

Choose units that you feel are appropriate for your class’s listening level and general interests. Use Part A as a warm-up or to predict or present vocabulary or ideas that will be needed in the rest of the unit. Then move on to Part B. Allow students time to look at the rubric first, and
then play the recording as often as necessary. You will have to rewind the tape, as each
recording appears only once (except in the Pronunciation exercises in Part D).

Encourage plenty of feedback and discussion in pairs or small groups and the whole class,
before moving on to Part C. In most units this involves a new recording and new tasks, still on
the same theme. Leave a little time at the end of the lesson for the Speaking or Pronunciation
activities (Part D in most units). Many teachers find that a brief but regular focus on stress,
intonation and pronunciation is the best way to improve students’ ability to make themselves
understood, as well as their ability to understand other people.

Tips for the student

• Start with Unit 1, or choose another unit in the first five if you prefer. Look at the title, and
think about the topic for a few minutes (in English!).

• Work through the unit, listening to the tape as often as you like. You will have to rewind the
tape each time you want to listen to a recording again (except in Part D).

• If you are alone, practise the speaking exercises by speaking aloud to yourself. Practise the
pronunciation exercises in front of a mirror, so that you can see exactly how your mouth
and lips are moving.

• Don’t forget to read and think about the Listening Tips at the end of some units. You may
find the Pronunciation Bank at the end of the book useful, too.

• The more often you listen to a recording, the more you will understand, so listen to it on
your walkman, in your car or at home, if you can.

Finally …
I hope you all enjoy using *Listen Here!*

CLARE WEST

This book is dedicated to my daughter Leila.
A

Do you find it easier to remember facts or figures? Look at this box for 30 seconds and memorise as much as you can.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The capital of Australia is Canberra.</td>
<td>23 September 1913</td>
</tr>
<tr>
<td>The Globe Theatre was burned down in 1613.</td>
<td>4879133</td>
</tr>
<tr>
<td>Red hair is stronger than blond hair.</td>
<td>01772 651504</td>
</tr>
</tbody>
</table>

Close your book and write down what you remember, or tell your partner. If numbers are more difficult for you, can you think of any ways of making them easier to remember?

B1

A teacher wants to arrange accommodation for a group of students on a farm. Listen to his phone conversation and tick (✓) the correct sentences.

1. The teacher has a small group of students.
2. Accommodation at Mill House Barns is cheap.
3. Bathrooms and hot water are available.
4. The students are used to better living conditions.
5. Everything is provided.
6. The students are going to stay there for four nights.
7. It is necessary to pay in advance.
8. The teacher is pleased with the arrangement.

B2

Listen again and complete the teacher's notes.

Mill House Farm  Owner: ____________________
No. of students __________________
Cost per student _____________
What about beds? _____________
washing facilities? ___________
food? Do own cooking
Students must bring with them __________________
No. of nights _______________
Dates _______________
Time of arrival _____________
Total cost _______________
How to pay? _______________
When? _______________

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C1

Listen to the conversation about general knowledge and circle the correct answers (A, B or C).

1. Who was the first man on the moon?
   A. Yuri Gagarin
   B. Buzz Aldrin
   C. Neil Armstrong

2. Which country has the most TV sets?
   A. USA
   B. China
   C. Japan

3. What's the most expensive film ever made?
   A. Gone with the Wind
   B. Jurassic Park
   C. Titanic

4. Who sailed across the Pacific on a raft?
   A. Francis Chichester
   B. Thor Heyerdahl
   C. Robert Scott

5. How many hairs are there on the average human head?
   A. 1,000,000
   B. 1,000
   C. 100,000

6. Who was the youngest ever Wimbledon tennis champion?
   A. Martina Hingis
   B. Boris Becker
   C. Michael Chang

C2

Listen to these phrases from the recording and choose the correct words or phrases you hear from the pairs in the box.

1. haven’t ever / haven’t even
2. we only need about / we only need a boat
3. shall we start / should we start
4. who first stepped / who first tapped
5. wouldn’t they / mightn’t they
6. no, my dear / no idea
7. actually / really
8. on a raft / on or after
9. a member – him / remember him
10. I should say / I should think

D

PRONUNCIATION PRACTICE: Dates and numbers

Listen and repeat these dates and numbers after the speaker.

6 AD 1066 1872 1901 1924 the year 2000
25th May 14th February December 11th 1st June 3rd March
1,000,000 100,000 1,000 1,001 132 89
13 30 15 50 17 70 18 80 19 90
557216 643801 9473862 525813 296017 (telephone numbers)

Listening tip

Listen extra carefully to numbers, dates and names. Always check if you aren’t sure, for example: ‘Sorry, was that 16 or 60?’ ‘Did you say June or July?’ ‘Do you spell it with an i or not?’ ‘Is it 772138 or 772148?’