

LISTENING TASKS



**Manual for English teachers to develop
students' listening skills**

Niyazova G.G.



**Tashkent State University of Uzbek Language and
Literature named after Alisher Navoiy**

The Department of Foreign Languages

Niyazova G.G.

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This manual is collected and designed to help teachers of English to develop students' listening skills, to improve their learning process. Teachers can use them to improve their language as well as speaking which is very important. It enables students to learn how to gain some useful tips on developing listening skills as it suggests pre listening, while listening and after listening exercises which enable learners to maintain listening and speaking skills along with vocabulary and do a range of multifunctional language exercises.

Reviewer:

Bahodir Alikulovich Kholikov

Doctor of Philosophy in Philological Sciences (PhD)

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Tips for Teaching:

- **A Good Teacher is a Good Communicator**
- **A Good Communicator not only gives messages, but also receives messages**
- **A good Teacher needs to be not only a good writer or Speaker; but also a good Listener**

LISTENING

An effective classroom leader or lecturer is not only a knowledgeable and skilled teacher he or she is a good active listener. Good listening skills are needed to develop empathy and understanding with the students and to assess whether they understand what they are being taught. Listening skills also help in negotiating with students and defusing any potential classroom conflicts.

Listening is a two-way process: you, as the teacher do most of the talking but you must also learn to listen to the students; the students spend a lot of time listening to you, and will also benefit from improved listening skills. Both teacher and student must learn to respect each other, while students must comprehend that teachers are not the “fountain of all knowledge”. Students must develop their own educational plan which involves searching for and finding solutions to their everyday problems or queries.

We spend much more of our time listening than speaking, reading and writing, and yet we remember relatively little of what we hear. After only a few days, only about 25% of a brief discussion will be retained. Research shows that improved listening skills can be learned.

Stages of Listening

Probably the simplest way to start thinking about listening is to break down the process into stages. In practice, no one would keep strictly to these stages, but reflecting on them should improve a person’s listening skills.

The first step is to open yourself to the 'incoming message' by letting down your defenses as far as possible, and trying to sense the real, underlying meaning of what is being said. Listen for ideas, implications and feelings, as well as the facts being conveyed. As well as being able to hear, you must also want to, or at least be willing to listen. Taking brief mental notes may help to focus your attention, but it can also distract you from the real meaning. If in doubt, don't. Also, giving undisturbed eye contact with the other person shows a real commitment to them and their specific message.

The second step is to begin to interpret, or reconstruct, what is being said, remembering always that words have different meanings to different people. Keep asking yourself whether you really understand the message. Do your best to listen with full attention, and withhold judgement, assumption and criticism at this stage. Don't jump to conclusions before the story is complete.

Allow the other person to finish their message before attempting to begin speaking.

The third step is to evaluate what is being said, only after you have made a reasonably objective interpretation of the message. At this point you should reflect on the information and options being presented, and sift through the evidence. Unfortunately, judging often starts far too early in the listening process, especially when the topic has emotional implications or when there has been a long history of painful conflict. It is a fact that many people will judge according to their own personal life experiences and this may have a negative implication on the message. Unskilled listeners close their ears to words they do not want to hear and only hear the words they want to hear.

The fourth stage is responding. Here you demonstrate that you have truly been listening. Reassuring the speaker that you have been giving him full attention is a critical aspect of constructive listening. Feedback is usually given by asking for clarification or for more information, or at least giving some visible acknowledgment by smiling, nodding or frowning. Even making small remarks such as "Ah ha" during the message conveys a real interest in what the other person is saying.

Obstacles to Listening

It is important to be aware of the obstacles to listening in the classroom. You should be aware that all the people in the classroom, including yourself, are filtering and interpreting every word through a personal screen of attitudes, values, assumptions, judgements, past experiences and strong feelings. Be aware too that listening behaviour will be influenced by factors such as age, sex, cultural background and even physical appearance and mannerisms.

In some cases you, as the teacher, will simply need to make allowances for poor listening in others, and take positive action to remedy the situation.

Anxiety and Distraction

Listening, like learning, is difficult in an atmosphere of anxiety, tension or boredom. At some stage, all students will feel some degree of anxiety, and for some it can be a disabling experience, preventing them from listening, learning and participating in the classroom.

The student's anxiety may be social, caused by fear of other students or of the teacher or it may be caused by a fear of academic failure. It is important to identify the cause/s of the anxiety which will help the student to relax and listen. Teachers should also be aware that all students learn in different ways, some being extroverted and outgoing while others choose not to participate actively in group discussions or role plays. Both learning styles indicate that students learn in their own preferable unique way.

Boredom and the need to seek distraction are also typical impediments affecting good listening in the classroom. It is easy to blame the student for their lack of interest, but you should also evaluate your teaching strategies, classroom environment, size of the group, cultural mix of the participants, age of the students, life experiences of individual people, and goals of each person when asking yourself questions about why listening is not naturally occurring.

Bias

As a direct result of our own life stories and experiences, we all have basic convictions, attitudes and beliefs, and are prejudiced in various ways, which can cause the listening process to break down. Empathy and presenting facts in a fair and unbiased way will help to regain your students' interest and keep the lesson focused in the right direction. As a teacher, you may also need to evaluate your own bias and possible prejudice towards students from certain cultural groups and the way you accept and work with these students.

Language Problems

Many classrooms have at least some students from Non-English speaking backgrounds whose native language is not English. Some students with English as a second language may find it difficult to comprehend aspects of learning, but teachers should attempt to spend some quality time with each of these students, so as to establish a good liaison and achieve a better understanding of their particular individual needs. If teachers are to build constructive relationships with ALL their students, they must get to know their students by spending quality time with them, while attempting to learn ways to enhance communication between different people.

Attitude, Tone and Words

At some stage during the day, students' concentration will fade. They may be tired, hungry, thirsty, uncomfortable, disturbed by noise, cold or heat, or simply distracted by some personal matter. Concentration is lost or

minimized under any such conditions. Under these circumstances, teachers may need to re-examine their learning program and include relaxation exercises, group games or other transition activities designed to keep student motivation levels at an acceptable level. Diverting from planned activities for a brief time may be enough to re-energise the group and help them to keep focused and in tune with the learning.

Empathic Listening

Empathy refers to the ability of a person to understand the emotions and feelings of another person. Another way of looking at it is by “putting yourself in another person’s shoes”. A person displays empathy by sharing the emotion and feeling of the other person at the time. People are more able to empathize with others if they have personally experienced a similar emotion or feeling to the other person.

In the classroom, it is not always easy to empathize with your students’ viewpoint. Personality clashes, character differences, the status gap between teacher and students, and age/sex/cultural differences are just some of the obstacles to empathic listening and communication between the teacher and students.

Despite this, genuine communication between teacher and student can only occur by showing a willingness to try to understand the students’ feelings. Empathic listening in the classroom:

- Reduces tension and hostility between teacher and student
- Promotes honest communication and builds trust and confidence
- Gives the teacher time to clarify his/her thinking
- Enhances the students’ self respect and natural friendliness towards the teacher keeps communication alive and active

Some of the ways teachers can convey the genuine desire to understand are:

- Be attentive, alert and not easily distracted. Create a positive atmosphere with your non-verbal behavior - your body language and facial expressions.
 - Be interested in the students’ needs.
 - Listen in a friendly way:
 - Be non-judgmental and do not criticize
 - Respect privacy: do not ask intrusive or complicated questions
 - Act like a mirror: reflect what you think is being felt and said

- Show that you are in no hurry. Remember that silences throughout teaching are good, as they give students opportunities to think and reflect on questions and topics in their mind before verbally giving an answer
- Don't brush aside the person's feeling with phrases like 'It's not that bad' or 'you're making a mountain out of a molehill'.
- Never belittle or negate any aspect of a problem, even if it seems unimportant to you. To a student, it may be crucial to their learning.
- Don't get emotionally involved, angry, upset or argumentative. You need to remain professional in your interactions with students, as you are a role model and the students are looking up to you for guidance and direction.
- Don't jump to conclusions or judgements about any students
- Try not to have any pre-conceived ideas or notions about any student based on what you may have heard from another colleague or former teacher.

Ways to indicate that you are listening:

- Give encouraging acknowledgements (eg. "Yes" or "I see" or nodding or "Ah ha").
- Give nonverbal acknowledgements (eg. relaxed body posture, eye contact, facial expression. Remember that people can speak with their bodies without saying a solitary word; a movement can indicate a great deal about how a person is feeling)
- Invite more responses (eg. 'Tell me more' or 'I'd like to hear about that' – these few words can imply you are keen for the student to expand on their message because it has relevance to you and the rest of the group).

Don'ts for group listening:

- Don't interrupt
- Don't change the subject
- Don't rehearse in your head instead of listening
- Don't interrogate
- Don't teach or preach
- Don't give advice
- Don't talk down to students. They can sense when the teacher is not on their level and may not respond appropriately

Whole Body Listening!

Larry wants to remind you to listen with your entire body



Eyes = Look at the person talking to you



Ears = Both ears ready to hear



Mouth = Quiet- no talking, humming or making sounds



Hands = Quiet in lap, pockets or by your side



Feet = Quiet on the floor



Body = Faces the speaker



Brain = Thinking about what is being said



Heart = Caring about what the other person is saying

1. LISTENING SKILLS PRACTICE: WORK – EXERCISES

1. Check your understanding: gap fill

Do this exercise while you listen. Complete the gaps with a word from the box.

pilot	dentist	shop assistant
tour	guide	nurse

1. Speaker A works as a _____.
2. Speaker B works as a _____.
3. Speaker C works as a _____.
4. Speaker D works as a _____.
5. Speaker E works as a _____.

2. Check your understanding: multiple choice

Do this exercise while you listen. Circle the best answer for these questions.

1. Does speaker A enjoy his job?

Yes.

Sometimes.

No.

2. When does speaker A work?

When he is at university.

Weekends.

Summer holidays.

3. When does speaker B work?

Weekdays.

Weekends and holidays.

Summer holidays.

4. What does speaker B say tourists love doing?

Visiting universities.

Taking a boat trip.

Swimming in the river.

5. Does speaker C like his job?

Yes.

Sometimes.

No.

6. What does speaker D say is difficult about being a pilot?

Travelling to many countries.

Learning many languages.

Flying planes in bad weather. _____

7. What does speaker D say is the best thing about his job?

Visiting different places.

Meeting different people.

The different weather. _____

8. What does speaker E not like about her job?

The doctors.

The sick people.

The uniform. _____

Discussion:

What job would you like when you are older?

2. LISTENING SKILLS PRACTICE: USING COLOURS TO DO HOMEWORK – EXERCISES

Listen to the presentation about using colours to organise homework and do the exercises to practise and improve your listening skills.

Preparation: matching

Match the two parts of the sentences and write a–f next to the numbers 1–6.

- | | |
|--------------------------------------|--------------------------------------|
| 1..... You can use colour | a. from a library. |
| 2..... A stationery shop | b. to remember important things. |
| 3..... You can write on sticky notes | c. days, weeks and months of a year. |
| 4..... We borrow books | d. is red, white and blue. |
| 5..... The flag of Britain | e. coding to organise homework. |
| 6..... A calendar shows the | f. sells pens and paper. |

1. Check your understanding: true or false

Circle **True or False** for these sentences.

1. You need to buy some stationery to organise your homework like this.
True /False
2. The things you need are not cheap.
True /False
3. The colour you choose should mean something to you.
True /False
4. PE is yellow because she doesn't like yellow.
True /False
5. She keeps all her notes in the same folder.
True/ False
6. She uses red for geography notes.
True /False
7. She uses flags to mark pages she has to read.
True/ False
8. When she thinks of French, she thinks of her favourite animal.
True/ False

2. Check your understanding: matching

Match the subjects with the colours and write a–e next to the numbers 1–5.

- | | |
|---------------|--------------|
| 1..... green | a. French |
| 2..... yellow | b. geography |
| 3..... blue | c. PE |
| 4..... black | d. history |
| 5..... pink | e. maths |

3. Check your vocabulary: gap fill

Complete the sentences with a word from the box.

calendar	notes	folders
colour	pages	
subject		

1. The speaker uses _____ coding to organise her homework.
2. She suggests buying coloured pens, _____ and other stationery.
3. She chooses a colour for each _____.
4. History is blue so her folder is blue and her history _____ are on blue sticky notes.
5. Then she uses blue flags to mark the _____ she needs to read for history homework.
6. She uses coloured stars on a _____ to organise each subject's homework.

Discussion:

Which colours would you choose for each school subject? Why?

3. LISTENING SKILLS PRACTICE: TAKING NOTES – EXERCISES

Listen to the conversation about taking notes and do the exercises to practise and improve your listening skills.

Preparation: ordering

Put these words in the correct order by writing a number in the brackets.

1. brilliant () You () are () history. () at ()
2. notes () from () are () today. () my () These ()
3. copy () You () to () everything. () have () don't ()
4. to () You () the () have () write () words. () important ()
5. your () test () Let's () memory. ()
6. copy () You () to () everything. () have () don't ()

1. Check your understanding: true or false

Circle **True** or **False** for these sentences.

1. Clare is good at history. *True /False*
2. Clare's notes are too long. *True /False*
3. Mark thinks you need to write everything. *True /False*
4. Mark draws a crown and an 'H' instead of 'King Henry'. *True/ False*
5. Clare doesn't think Mark's idea is very good. *True /False*
6. Mark's way of taking notes doesn't work for Clare. *True /False*

2. Check your vocabulary: gap fill

Complete the sentences with a word from the box.

draw	important	write
	exam	
notes		remember

1. Clare has got a history _____ on Friday. Mark is helping her.
2. He looks at her _____ from today.
3. He explains she doesn't need to _____ everything, just the _____ words.
4. She can _____ pictures too.
5. Pictures help you _____ facts.

Discussion:

How do you prepare for an exam?

Vocabulary Box	Write any new words you have learnt in this lesson.

4. LISTENING SKILLS PRACTICE: FREE TIME – EXERCISES

Listen to Tyrone calling his local swimming pool and do the exercises to practise and improve your listening skills.

Preparation

Do this exercise before you listen. Write the words in the correct group.

Badminton	water polo	football
table tennis	diving	sailing
basketball	golf	rugby

Water sports	Indoor sports	Outdoor sports

1. Check your understanding: gap fill

Do this exercise while you listen. Complete the registration form with Tyrone's information.

BROWNTON SWIMMING POOL REGISTRATION FORM
Name: Tyrone
Surname:
Age:
Interested in (sport):

2. Check your understanding: true or false

Do this exercise while you listen. Circle **True or False** for these sentences.

1. There are four different age groups that play water polo.

True /False

2. Tyrone wants to join the under 14s club.

True /False

3. The under 16s water polo team train three times a week. *True /False*
4. The under 16s train on Monday and Thursday. *True /False*
5. Water polo matches are played on Saturdays. *True /False*
6. You have to pay to join the water polo classes for under 18s. *True /False*
7. You need to bring a photo to register at the swimming pool. *True /False*
8. Training for the water polo team starts this week. *True /False*

Vocabulary Box	Write any new words you have learnt in this lesson.

Are you a member of any sports clubs?
What sports do you play?
Do you like watching sport?

5. LISTENING SKILLS PRACTICE: STOP WASTING TIME – EXERCISES

Listen to the conversation about how to study better and do the exercises to practise and improve your listening skills.

Preparation

Fill the gaps with the verbs from the box.

need	waste	start off
end up	turn off	
look up		

1. When you need to study, you don't want to _____ time.
2. It's easy to _____ working well but _____ doing something else.
3. It's a good idea to _____ your music.
4. You can use the internet to _____ information.
5. Make sure you have everything you _____ before you start.

1. Check your understanding: reordering

Write a number (1–6) to put these tips in the order that you hear them.

- Turn off your music.
- Take away the things that stop you working.
- Turn off your phone.
- Have something to eat and drink on your desk.
- Put your pet outside.
- Turn off your instant messages.

2. Check your understanding: true or false

Circle **True or False** for these sentences.

1. Tom doesn't know how to start studying. *True / False*
2. Tom's mum thinks that music helps people study. *True / False*

3. Tom puts the dog outside.

True / False

4. Tom's mum recommends having a sandwich on the desk.

True / False

5. Tom doesn't want to turn off his phone at first.

True / False

6. Tom needs the internet to study.

True / False

7. Tom's going to turn off his messages.

True / False

8. Tom thinks his mum has helped him.

True / False

Discussion
What things stop you from working? What can you do to study better?

Vocabulary Box	Write any new words you have learnt in this lesson.

6. LISTENING SKILLS PRACTICE: ORGANISING YOUR TIME – EXERCISES

Listen to the radio interview about the Pomodoro Technique and do the exercises to practise and improve your listening skills.

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

1..... to go off

a. a device that makes a sound or shows you when a certain amount of time has passed

2..... a timer

b. a student who gets the best marks at school

3..... productivity

c. having good judgement or common sense

4..... 'to-do' list

d. how much is being done or achieved

5..... sensible

e. a list of things you need to do

6..... an A-grade student

f. to start making a noise (as an alarm or signal)

7..... to waste time

g. to earn or merit something because of what you have done

8..... to deserve

h. to spend time doing something useless

1. Check your understanding: true or false

Circle *True or False* for these sentences.

1. The Pomodoro Technique was invented in the 1980s.

True / False

2. Students and workers can use the technique.

True / False

3. The technique is a bit complicated to use.

True / False

4. You need to break down your tasks into smaller sections.

True / False

5. Each break is called a 'pomodoro'.

True / False

6. Peter uses an app on his mobile to time himself.

True / False

7. After four or five short breaks you can have a longer break.

True / False

8. Peter takes less time to do his homework these days.

True / False

2. Check your understanding: gap fill

Complete the sentences with a word from the box.

list	breaks	productivity	five
item	timer	task	time

The Pomodoro Technique is designed to help people work effectively and avoid wasting

1. _____. It helps you to get the maximum
2. _____ in the time you have. First you have to break down each
3. _____ into steps. Then you use a 4. _____ to organize
your time into intensive work and 5. _____. You write a list of the
things you need to do, set the timer to twenty-five minutes and start working
on the first 6. _____ on your list. When the timer goes off you
stop work for 7. _____ minutes. Then you repeat these steps four
or five times, ticking off items on your 8. _____ as you finish them.
After a few short breaks you can take a longer break.

3. Check your vocabulary: gap fill

Complete the sentences with the correct form of the word in brackets.

1. It is important to find the most _____ way of working.

(effect)

2. We can be more _____ if we work together as a team.

(product)

3. Do you think that is a _____ idea? (sense)

4. I keep all my notes in _____ folders. (separation)

5. You can use a _____ to help you cook the perfect boiled egg. (time)

6. You will feel really _____ when you finish. (satisfaction)
7. It isn't a very _____ time to wait. (length)
8. The Pomodoro Technique is a system to help you _____ your time. (management)

Discussion:

Do you think the Pomodoro Technique sounds like a good idea?

7. LISTENING SKILLS PRACTICE: ADVICE FOR EXAMS – EXERCISES

Listen to the teacher giving students advice for exams and do the exercises to practise and improve your listening skills.

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

1..... advice

a. nervous and worried

2..... last but not least

b. to be strongly attracted to doing something

3..... to be tempted

c. a good or full amount

4..... anxious

d. the act of doing something again

5..... plenty

e. an opinion or recommendation about what someone should do

6..... repetition

f. a short walk around your local area

7..... a stroll around the block

g. to put something over something so that you can't see it

8..... to cover something up

h. an expression used before the last thing in a list, to say that it is equally as important

1. Check your understanding: multiple choice

Circle the best option to complete these sentences.

1. The teacher wants the students to ...

- a. take notes after she has finished speaking.
- b. take notes while she is speaking.
- c. forget about taking notes.

2. The teacher suggests eating ...

- a. sugary snacks.
- b. only apples.
- c. fruit and cereals.

3. The teacher suggests finding a study place with a lot of ...

- a. light.

b. space.

c. books.

4. If students feel stressed they should ...

a. go to bed.

b. go out for a walk.

c. drink some water.

5. Students are advised to ...

a. select the important things to learn.

b. read through everything once.

c. make notes about every topic.

6. The teacher understands that repeating things can be ...

a. difficult.

b. uninteresting.

c. tiring.

7. Students can do past exam papers ...

a. in the library only.

b. at home if they take photocopies.

c. in the after-school study group.

8. The teacher recommends a break of five minutes every ...

a. hour.

b. two hours.

c. thirty minutes.

9. It's important to ...

a. eat regularly.

b. sleep when you feel tired.

c. keep hydrated.

10. The teacher is sure that the students will ...

a. pass their exams.

b. fail their exams.

c. do their best.

2. Check your understanding: grouping

Write the advice in the correct group.

a. Get very comfortable.

b. Read your notes again and again.

c. Try to learn everything.

d. Eat sugary food while you are studying.

e. Focus on the details.

- f. Take regular breaks.
- g. Start by choosing the important things to study.
- h. Photocopy past exam papers.

Do	Don't

Discussion

Does any of this advice surprise you?

Have you got any good advice to share about studying for exams?

Vocabulary Box	Write any new words you have learned in this lesson.

8. LISTENING SKILLS PRACTICE: IMPORTANT PEOPLE – EXERCISES

Listen to the speakers talking about important people in their lives and do the exercises to practise and improve your listening skills.

1. Check your understanding: matching

Do this exercise before you listen. Match the phrases with the correct definition and write a – f next to the numbers 1 – 6.

- 1..... She looked after me.
a. We have a good, friendly relationship.
- 2..... We hang out a lot.
b. She took care of me.
- 3..... We get on well.
c. He likes the same things as me.
- 4..... We fell out.
d. We have many similarities.
- 5..... We have a lot in common.
e. We stopped being friends. (Especially after an argument.)
- 6..... He's into the same things.
f. We spend a lot of time together.

2. Check your understanding: gap fill

Complete the gaps with a word from the box.

childhood	friend brother	best friend	next-door
neighbour		boyfriend	

1. Speaker A is talking about her _____ .
2. Speaker B is talking about his _____ .
3. Speaker C is talking about her _____ .
4. Speaker D is talking about his _____ .
5. Speaker E is talking about her _____ .

3. Check your understanding: *true or false*

Circle *True or False* for these sentences.

1. A – Her next-door neighbour also worked with her mum. True /False
2. A – Her next-door neighbour has a healthier lifestyle now. True /False
3. B – He didn't see his brother after he went to university. True/ False
4. B – He supports the same football team as his brother. True /False
5. C – She and her friend argued about a boy. True/ False
6. C – She is going to go to the same university as her friend. True/ False
7. D – He didn't have much in common with his friend when they were young. True /False
8. E – She didn't like the look of her boyfriend at first. True /False

Discussion:

Which people have been important in your life?

Who are you closest to in your family?

Who are your closest friends?

Which other people have been important in your life?

Vocabulary Box

Write any new words you have learnt in this lesson.

9. LISTENING SKILLS PRACTICE: MY FAVOURITE THINGS – EXERCISES

Listen to the speakers describing their favourite things and do the exercises to practise and improve your listening skills.

1. Preparation: matching

Do this exercise before you listen. Match the verb with the correct noun and write a – g next to the numbers 1 – 7.

- | | |
|--|-----------------|
| 1..... take | a. a designer |
| 2..... listen to | b. your scooter |
| 3..... watch | c. a business |
| 4..... stroke (= move your hand gently over something) | d. films |
| 5..... park | e. photos |
| 6..... make it as (= be successful as) | f. the cat |
| 7..... set up (= start) | g. music |

2. Check your understanding: matching

Match the speakers with their favourite things. Write a – e next to the numbers 1 – 5.

- | | |
|------------------|---------------------|
| 1..... Speaker A | a. a tablet |
| 2..... Speaker B | b. a sewing machine |
| 3..... Speaker C | c. a scooter |
| 4..... Speaker D | d. a set of knives |
| 5..... Speaker E | e. a cat |

3. Check your understanding: gap fill

Do this exercise while you listen. Write the word to fill the gaps.

1. My favourite thing has to be my new tablet. It's really light and quite _____, so I take it with me everywhere. I'm always writing to friends and it's big enough to do college work on it too. It takes really good _____, and I play games and listen to _____ on it as well, of course. I often download _____ onto it, and watch them in _____. My mum says I'm _____, because I'm always on it. I even read things on it at breakfast time. I'm not allowed to at

_____ time, though. I have to be _____ and talk to people then. “Welcome back to real life,” my mum says.

2. My favourite thing? Does my _____ count as a thing? She’s not really a thing, but anyway. She’s a really _____ little cat. I’ve had her since she was _____ months old. You know how some cats are really _____ and hardly talk to you? I know cats don’t really talk, but you know what I mean. Well, she’s not like that at all. She’s really _____ and comes up to me as soon as I get home, purring away like mad. She makes a lot of _____ for a tiny thing. She loves being stroked and comes and curls up next to me when I’m on the _____. She’s great_____.

3. My new scooter! It’s quite small, but _____, and just what I needed for getting around the _____. I used to have quite a long walk to the _____, then a longish walk at the other end to get to _____. But now I can just whiz there on my _____. And there’s no problem parking, there’s always _____ for it. You have to be _____ with the cars and _____ – they don’t always see you – and when it rains the surface of the road is _____, it gets really slippery. But in general it’s perfect for me, and I can fit a _____ on the back too – I’ve got an extra _____ for a friend. It’s great. Riding along makes me feel so free.

4. This might sound a bit old-fashioned, but my sewing _____ is my favourite thing. I’m studying _____ and love making things, as well as designing them. I also love _____ myself and often buy second-hand clothes – everyone loves the “vintage” _____ at the moment – and then I adapt them to my _____. It’s much easier using a machine to do that than doing it by _____. I do alterations for my mum and my sister too. If I don’t make it as a _____, I suppose I can always set up my own alterations and customising _____. Customising clothes, by taking things off and adding things on, is actually very _____, so I wouldn’t mind that.

5. My set of Japanese knives. That sounds a bit sinister, doesn’t it, but I’m not a _____ or anything. They’re chef’s knives and the best ones come from _____. Cooking is my new hobby. I got into it when I started watching Masterchef on TV. Then I went to an evening _____ for beginners, and I haven’t looked back since. I try and

have a _____ for between four and eight _____ every two or three _____. That gives me something to work towards and I always do new _____ so they can try them out and give me feedback. It's quite an _____ hobby if you use good _____, but now my friends help towards the _____. They still get a good _____ for a very low price.

Discussion:

What's your favourite thing?

Why is it important to you?

Vocabulary Box	Write any new words you have learnt in this lesson.

10. LISTENING SKILLS PRACTICE: DIFFICULT SITUATIONS – EXERCISES

Listen to the people discussing different problems and do the exercises to practise and improve your listening skills.

1. Preparation

Match the two parts of the sentence to describe difficult situations. Write a – f next to the numbers 1 – 6.

- 1..... Your bus breaks
a. dies.
- 2..... You fail
b. up with her.
- 3..... Your dog
c. an exam.
- 4..... Your friend's boyfriend breaks
d. your phone.
- 5..... You leave your
e. down and you are late for school.
- 6..... Someone steals
f. keys inside the house.

2. Check your understanding: gap fill

Complete the gaps with a word or phrase from the box.

friend	he failed his exam
mum	
dad	her dog got hit by a car the mobile phone
borrowed	got stolen
	he

1. The boy is telling his _____ that _____.
2. The girl is telling her _____ that _____.
3. The boy is telling his _____ that _____.

3. Check your understanding: true or false

Circle **True** or **False** for these sentences.

1. A - The boy revised all week for his Economics exam. True / False
2. A - It wasn't an important exam. True / False
3. A - His mum is worried about the cost of retaking the course. True / False
4. B - The girl and the dog were playing in the park. True / False
5. B - She took Bonzo to the vet's straight away. True / False
6. B - She had only had Bonzo for a short time. True / False
7. C - The boy was using the phone when someone stole it. True / False
8. C - The boy thinks he would recognise the thief. True / False
9. C - The dad will see if the phone is insured. True / False

Discussion:

Have you been in any difficult situations?
What happened?

Vocabulary Box Write any new words you have learnt in this lesson.

11. LISTENING SKILLS PRACTICE: SPORTS CENTRES – EXERCISES

Listen to the people introducing two different sports centres and do the exercises to practise and improve your listening skills.

1. Check your understanding: grouping

Do this exercise before you listen. Write the words in the correct group.

lifeguard	dance teacher	swimming pool	sauna
jazz dancing	secretary	weight machines	changing rooms
water aerobics	Pilates	Zumba	personal trainer

Gym staff	Gym facilities	Gym classes

2. Check your understanding: Which gym?

Do this exercise while you listen. Circle Gym A or Gym B for these sentences.

Which gym has ...

1. a good air-conditioning system?

Gym A Gym B

2. dance classes?

Gym A Gym B

3. a shop?

Gym A Gym B

4. a café?

Gym A Gym B

5. a bigger gym with more machines?

Gym A Gym B

6. a swimming pool?

Gym A Gym B

7. a sauna?

Gym A Gym B

8. martial arts classes?

Gym A Gym B

3. Check your understanding: multiple choice

Do this exercise while you listen. Circle the best option to complete these sentences.

1. Gym A has *lots of activities in the evenings / a few different activities at different times / lots of activities at different times of day* .

2. Gym A *moved into a new building / built a sauna / opened ten years ago*.

3. In gym A, you can have a massage *at a reasonable price / free if you are a member / if you book in advance* .

4. You can borrow *towels and yoga mats / towels / yoga mats* from the gym.

5. Gym B can give you advice *about training, lifestyle and diet / sports injuries and diet / how to become a professional athlete* .

6. In the main gym, you must *use a towel / wear trainers / take a bottle of water*.

7. The lifeguard can *also give you some tips to improve your swimming / demonstrate the best way to swim / give you swimming lessons* .

8. The timetable for the classes is *available online / in a brochure / on the noticeboard* .

Discussion:

Which gym would you like to join? Why?

Which activities would you most like to do?

Which sports or forms of exercise do you like?

12. LISTENING SKILLS PRACTICE: MAN OR BEAST? – EXERCISES

Listen to the radio programme about Being a Beast by Charles Foster and do the exercises to practise and improve your listening skills.

Preparation

Match the words and expressions with the correct definition and write a–h next to the numbers 1–8.

1..... a badger

a. a large animal with brownish red fur; the male has antlers

2..... a fox

b. a shy animal with a black and white striped face that is active at night

3..... an earthworm

c. an animal with short brown fur that swims well and eats fish

4..... a red deer

d. a dog-like wild animal with reddish fur

5..... an otter

e. a small bird with curved wings that can fly very fast and makes a screaming noise

6..... a swift

f. a small animal with a thick, bushy tail which climbs trees and eats nuts

7..... a squirrel

g. a very common small animal with a long tail

8..... a mouse (plural: mice)

h. a very small creature with no bones, arms or legs which lives in soil

1. Check your understanding: ordering

In what order does the reviewer describe Charles Foster's experiences with these creatures? Write a number (1–6).

..... red deer

..... earthworm

..... otter

..... swift

..... fox

..... badger

2. Check your understanding: multiple choice

Circle the best answer or option.

- 1. What kind of book is being discussed?**
 - a. a philosophy textbook
 - b. a mixture of different genres
 - c. a fascinating novel
- 2. Charles Foster decided to try and live as different animals because ...**
 - a. he wanted to understand how they live.
 - b. he was doing research into animals.
 - c. he was tired of living as a human being.
- 3. According to Foster, children are better than adults at living like animals because ...**
 - a. they are more physically agile.
 - b. they are more sociable.
 - c. they rely on their senses of sight and smell more.
- 4. What was Foster's greatest problem with living as an otter?**
 - a. He didn't like spending hours in the water.
 - b. He wasn't able to catch fish in his mouth.
 - c. It's difficult to recreate the otter's preoccupation with food.
- 5. Foster felt his experience living as a red deer ...**
 - a. was not very successful.
 - b. taught him the most about animals.
 - c. taught him more about another animal than the deer.
- 6. Why was Foster questioned by a policeman in London?**
 - a. He was stealing food from bins.
 - b. He was sleeping in a public place.
 - c. He was pretending to be a fox.
- 7. Foster felt a great respect for foxes because ...**
 - a. they can survive in an urban environment.
 - b. he formed a relationship with one.
 - c. they are good at finding food anywhere.
- 8. Jon recommends the book Being a Beast because ...**
 - a. it's funny.
 - b. it contains a lot of detailed information about animals.
 - c. it can help us understand what it means to be human.

Discussion

What do you think of Charles Foster's experiment?

Would you like to read the book?

If you were an animal, what would you like to be? Why?

13. LISTENING SKILLS PRACTICE: NEW INVENTIONS – EXERCISES

Listen to the radio programme and do the exercise to practise and improve your listening skills.

Preparation

Do this exercise before you listen. Write the inventions in the correct group. If you don't know, have a guess

Time travel machine Indoor cloud-maker machine Sign language translation gloves Wingsuits (that enable you to fly) Air-maker (for use on other planets) Bio-fabric clothes (that change colour according to the wearer's mood) Solar water distiller Digital running shoes (that give you performance statistics)
--

Real inventions	Fictional inventions

2. Check your understanding: true or false

Do this exercise while you listen. Circle **True or False** for these sentences.

1. Wing-suits allow people to fly or glide.

True False

2. Wing-suits are getting cheaper.

True False

3. Gabriele Diamante's water distiller is powered by the sun.

True False

4. The "enable talk gloves" help people to use sign language in really cold conditions.

True/False

5. James Cameron invented a new underwater camera. *True False*
6. MIT students have invented a new type of ketchup. *True False*
7. The last invention is a way of producing clouds indoors. *True/False*
8. The science correspondent thinks the clouds are ugly. *True False*

3. Check your understanding: gap fill

Do this exercise while you listen. Write the word to fill the gaps.

1. Wing-suits are not very _____, but the modern ones are better than ever.
2. Last October was the first ever wing-suit world _____ in China.
3. You can buy a wing-suit for 600 to _____ dollars.
4. The water distiller is for places where it's hard to get clean _____ water.
5. To produce the water distiller properly, they still need help with _____.
6. The "enable talk gloves" were invented by some Ukrainian _____.
7. The gloves use sensors to turn sign language into _____ and then into spoken _____.
8. James Cameron was part of a team which designed a submarine capable of descending to _____ kilometers down.
9. James Cameron was the first person to do a solo _____ so deep under the sea.
10. MIT students have invented a product that helps people get the contents out of _____.
11. A Dutch _____ has found a way of creating clouds indoors.
12. You can't make clouds for yourself at _____ yet.

14. LISTENING SKILLS PRACTICE: STUDY TIPS – EXERCISES

Listen to the conversation and do the exercises to practise and improve your listening skills.

Preparation: matching

Match the opposite adjectives and write a–f next to the numbers 1–6.

- | | |
|------------------|----------------|
| 1..... good | a. unlucky |
| 2..... lucky | b. untidy |
| 3..... always | c. noisy |
| 4..... quiet | d. bad |
| 5..... clear | e. unimportant |
| 6..... important | f. never |

1. Check your understanding: multiple choice

Circle the best answer to these questions.

- Ben ...
 - doesn't study
 - studies and does well.
 - studies and doesn't do well.
- Ben usually studies ...
 - in the library.
 - at home.
 - in his friend's house.
- On Ben's desk there are ...
 - papers, books and pens.
 - pencils, books and pens.
 - a pencil case and pens.
- Katy ...
 - has a break for thirty minutes.
 - exercises for thirty minutes.
 - studies for thirty minutes.
- When Ben studies ...
 - he doesn't take breaks.
 - he has a break for two or three hours.
 - he has two or three breaks each hour.

2. Check your understanding: grouping

Write the ideas in the correct group.

- a. Study for two or three Hours without a break
- b. Get up and move your body
- c. Stay in your chair when you take up a break
- d. Have lots of papers and books on your desk
- e. Play loud music while
- f. Take lots of breaks
- g. Have a clear desk
- h. Study in a quite place study

Good ideas	Bad ideas

3. Check your vocabulary: gap fill

Complete the sentences with a word from the box.

Good
body
quiet
three
legs
marks

1. You always get good _____ at school!
2. I always do _____ things. Do you want to know them?
3. I usually study in my bedroom. It's very _____.
4. I move my arms and _____ and drink some water.
5. It's important to get up and move your _____.
6. Next time I think I can get _____ marks

15. LISTENING SKILLS PRACTICE: TEENS GOING VEGGIE – EXERCISES

Listen to five teenagers talking about becoming vegetarian or vegan and do the exercises to practise and improve your listening skills.

Preparation

Circle the correct option to complete the sentence.

1. Your diet is ...

- a. what you eat.
- b. what you eat when you want to be healthy.
- c. how often you eat.

2. To 'go on a diet' is ...

- a. to combine healthy eating with exercise.
- b. to stop eating meat.
- c. to try to lose weight by eating less food or certain types of food.

3. A vegetarian is someone who ...

- a. doesn't eat meat.
- b. doesn't eat meat or fish.
- c. doesn't eat any animal products, including eggs and milk.

4. A vegan is someone who ...

- a. doesn't eat meat.
- b. doesn't eat meat or fish.
- c. doesn't eat any animal products, including eggs and milk.

5. If a diet is nutritious, it contains ...

- a. more protein than carbohydrate.
- b. all the elements that the body needs.
- c. lots of vitamins.

6. Protein is a substance in food which is needed by the body for many biological processes. It can be found in high levels in ...

- a. meat, eggs, cheese, fish and nuts.
- b. apples, oranges, lemons and mangoes.
- c. olive oil, vegetable oil, butter and margarine.

1. Check your understanding: matching

Match the sentences to the speakers and write a–h next to the numbers 1–8.

1..... Speaker 1

- a. Is vegetarian because they were influenced by a famous person.

- 2..... Speaker 2
b. Became vegetarian because of their family.
- 3..... Speaker 3
c. Is vegetarian for health reasons.
- 4..... Speaker 4
d. Is vegetarian because they dislike meat.
- 5..... Speaker 5
e. Is vegan because they follow social media trends.
- 6..... Not said
f. Is vegan for ethical reasons.
- 7..... Not said
g. Is vegan for health reasons.
- 8..... Not said
h. Is vegan because they love vegetables.

2. Check your understanding: multiple choice

Circle the best answer to these questions.

1. Speaker 1 says she has noticed an improvement in ...

- a. her energy levels.
- b. her physical appearance.
- c. her school marks.

2. Speaker 1 doesn't cook because ...

- a. she needs to study instead.
- b. her family eat a lot of takeaways.
- c. her mum enjoys doing it.

3. Speaker 2 says there are ...

- a. 5,000 vegans in the UK.
- b. 500,000 vegans in the UK.
- c. 1,000,000 vegans in the UK.

4. Some of speaker 2's schoolmates ...

- a. are unsupportive.
- b. are also vegans.
- c. have changed their opinion on veganism.

5. Speaker 3 ...

- a. is not strict about eating meat.
- b. likes fruit but not vegetables.
- c. doesn't eat enough nutritious food.

- 6. Speaker 3 makes ...**
- a. no effort to eat healthily.
 - b. some effort to eat healthily.
 - c. a lot of effort to eat healthily.
- 7. Speaker 4 found it most difficult to be a young vegetarian ...**
- a. at home.
 - b. at social events.
 - c. when people at school found out.
- 8. Since leaving home, speaker 4 ...**
- a. eats a less varied diet.
 - b. is not so strict about being vegetarian.
 - c. finds it easier to be vegetarian.
- 9. Speaker 5 disagrees with ...**
- a. eating any living thing.
 - b. the treatment of animals by the food industry.
 - c. cruelty to intelligent creatures like cows.
- 10. For speaker 5, the downside of vegan food is ...**
- a. the time spent on preparation.
 - b. the lack of variety.
 - c. the texture.

Discussion

Are you vegan or vegetarian?

What do you like or dislike about your diet?

Which of the speaker's points do you agree with?

16. LISTENING SKILLS PRACTICE: HOW TO STUDY – EXERCISES

Listen to the school assembly about how to study and do the exercises to practice and improve your listening skills.

1. Preparation: grouping

Do this exercise before you listen. Put the study ideas in the correct group.

- a. Just read your notes, but don't
- b. Think long term
- c. Make a study timetable highlight them or write anything extra
- d. Take regular breaks
- e. Answer email, text messages and Facebook messages immediately
- f. Work where there are distracting noises

Good study habits	Bad study habits

2. Check your understanding: true or false

Circle **True** or **False** for these sentences.

1. The students will be taking exams soon.

True /False

2. A revision timetable could be from one to six weeks.

True /False

3. No one can really concentrate properly with music on.

True /False

4. You should try to forget about the internet, text messages, Twitter, Facebook, etc. while you're studying.

True /False

5. You should try not to have a break until you really need one.

True /False

6. Underlining or highlighting your notes is better than writing more notes.

True /False

7. Mind maps are good because they mirror the way the brain works.

True /False

8. The most important thing is to remember the information. You don't have to understand it..

True /False

3. Check your understanding: gap fill

Complete the gaps with a word or phrase.

1. Some of you are probably fantastic at studying, really organised and _____.

2. It's a good idea to have some kind of _____ or _____.

3. If you're studying for an important exam, it's important to think _____.

4. Make sure the place where you're going to study is _____, with no distracting _____.

5. If you have to work near a TV, you might have to use _____ to drown out the sound of the TV.

6. While you're studying, you should _____ the internet, text message, Facebook, etc.

7. You should plan your studying and take regular _____.

8. It is better to write notes, so your mind is _____ the information more.

9. Mind maps seem to work in the same way the _____ works.

10. Which study method you choose all depends on your personal _____.

Discussion

Are you good at studying?

What distracts you?

What do you do to help you concentrate?

17. LISTENING SKILLS PRACTICE: SLEEPING FOR EXAM SUCCESS – EXERCISES

Listen to the talk about how getting more sleep can help you achieve better exam results and do the exercises to practise and improve your listening skills.

Preparation

Match the words and expressions with the correct definition and write a–h next to the numbers 1–8.

- 1..... a handful
a. to try to learn a lot very quickly before an exam
- 2..... to consolidate
b. studying what has already been studied in order to remember it better
- 3..... to snore
c. an informal word for sleep
- 4..... a brain wave
d. a small number
- 5..... kip
e. the system that moves blood through the body
- 6..... the circulatory system
f. to breathe noisily while you are asleep
- 7..... revision
g. an electrical signal or impulse in the brain
- 8..... to cram
h. to make something stronger

1. Check your understanding: ordering

Write a number (1–7) to put the things Professor Manson talks about in the order that you hear them.

- When memory consolidation takes place.
- How the things we learn become part of our long-term memory.
- The ideal amount of sleep at each stage of life.
- The average time students in the class sleep.
- Conditions that improve memory consolidation.
- A personal memory from the past.
- Reasons why the human body needs sleep.

2. Check your understanding: gap fill

Listen and complete the sentences with between one and three words.

- 1 Professor Manson remembers having lots of exams and assignments at school but didn't _____ her revision time very well.
- 2 Revising for an exam the night before can help _____ but a good night's sleep is even better.
- 3 There is a clear link between _____.
- 4 Most students in the class sleep between _____ hours, whereas the recommended amount for 14- to 17-year-olds is more.
- 5 Sleep helps the body regulate its vital functions and also gives the _____ a chance to restructure information.
- 6 Memory _____ is when information passes from our short-term to long-term memories via the hippocampus.
- 7 Memory consolidation is improved by _____ information regularly.

18. LISTENING SKILLS PRACTICE: BOY BANDS – EXERCISES

Listen to the radio interview about boy bands and do the exercises to practise and improve your listening skills.

1. Check your understanding: gap fill

Do this exercise before you listen. Complete the gaps with a word from the box

reality	music	'look'
feel-good	record	good-looking

How to create a boy band

1. Find four or five _____ boys.
2. Check they have at least some _____ ability.
3. Decide on a _____ for the band.
4. Write them some songs with safe, _____ lyrics.
5. Ideally, get them on a _____ TV show.
6. Make as much money as possible from _____ sales, concerts and merchandising.

2. Check your understanding: true or false

Do this exercise while you listen. Circle *True* or *False* for these sentences.

1. Many boy bands are not successful.
True/ False
2. In the past, boy band members dressed differently but had similar personalities.
True /False
3. Having different types of boy in the group is supposed to appeal to different girls.
True /False
4. One Direction first became famous on YouTube.
True /False
5. One Direction lyrics are written for girls who like rebellious boys.
True /False

6. One Direction's stylists try to give each band member an individual look.

True/ False

7. One Direction became famous in the US by clever use of social media.

True /False

8. One Direction have not tried to make money from merchandising.

True /False

3. Check your understanding: multiple choice

Do this exercise while you listen. Circle the best phrase to complete these sentences.

1. The most important thing for boy bands in the past was that ***they had some musical ability / they could dance well / they had different personalities.***

2. Things have changed ***because people wanted something different / the media and new technology influence things differently / both of the above.***

3. Starting on a reality show like X Factor is great for a band because ***appearing on TV is the quickest way to get famous / the many viewers who vote every week become loyal fans / people feel a personal connection with bands they see on TV.***

4. The words to One Direction songs are designed to ***make teenage girls feel good about themselves / appeal to mums by being a bit cheeky / communicate universal messages about love***

5. One Direction's clothes ***are very individual and they each have a strong look / create a clean-cut, safe and non-threatening image / are casual and fashionable with a touch of rebelliousness.***

6. Lots of people said One Direction wouldn't ***be regarded as serious musicians / get famous in the US as well as the UK / have a number one record.***

7. One Direction were the first British band to ***have their first album go to number one in the US / sell so many copies of their first album in just one week / break into the US market by using social media.***

8. The boys have also made money from ***selling One Direction products like dolls and phones / performing as many sell-out concerts as possible / giving talks about their success.***

19. LISTENING SKILLS PRACTICE: CELEBRATIONS – EXERCISES

Listen to the speakers and do the exercises to practice and improve your listening skills.

Preparation

Do this exercise before you listen. Match the events with the definitions and write a – e next to the numbers 1 – 5.

- 1..... a party to celebrate the anniversary of
a. golden wedding anniversary someone's birth
- 2..... the marriage of a king, queen, prince or
b. Notting Hill Carnival Princess
- 3.....a West Indian carnival held in London
c. end of term party at school every August
- 4..... a celebration of 50 years of marriage
d. birthday party
- 5.....a party normally organized by students to
e. Royal weddingcelebrate finishing the school year and completing their exams

2. Check your understanding: matching

Do this exercise while you listen. Match the speaker with the celebration and write a – e next to the numbers 1 – 5.

- | | | |
|--------|-----------|--------------------------------|
| 1..... | Speaker A | a. golden wedding anniversary |
| 2..... | Speaker B | b. Notting Hill Carnival |
| 3..... | Speaker C | c. end of term party at school |
| 4..... | Speaker D | d. Royal wedding |
| 5..... | Speaker E | e. surprise birthday party |

3. Check your understanding: gap fill

Do this exercise while you listen. Complete the gaps with the speaker.

A(x2)	B(x2)	C(x2)	D(x2)	E(x2)
-------	-------	-------	-------	-------

1. Speaker _____ will see people dressed in amazing costumes.
2. Speaker _____ is going to decorate the venue with Chinese lanterns and projections on the wall.
3. Speaker _____ is worried about someone on Facebook spoiling the surprise.
4. Speaker _____ is going to be careful of people stealing things.
5. Speaker _____ is going to listen to old-fashioned music played on an old-fashioned machine.
6. Speaker _____ is in one of the bands that are playing.
7. Speaker _____ is going to taste food from all over the world.
8. Speaker _____ is going to celebrate with the whole family.
9. Speaker _____ is organizing a party for her two best friends.
10. Speaker _____ is going to make sure there is no traffic on her street.

Discussion:

Do you have any celebrations planned?

What are you celebrating?

What are you going to do?

Vocabulary box

Write any words you have learnt in this lesson.

--

20. LISTENING SKILLS PRACTICE: HELP OTHERS, HELP YOURSELF – EXERCISES

Listen to the radio interview with two young volunteers and do the exercises to practice and improve your listening skills.

Preparation

Match the two parts of the phrase and write a–h next to the numbers 1–8.

- | | |
|---------------------|---------------------|
| 1..... to do | a. an experience |
| 2..... to overcome | b. a job |
| 3..... to volunteer | c. safety standards |
| 4..... to meet | d. to help |
| 5..... to organize | e. experience |
| 6..... to gain | f. an event |
| 7..... to deal with | g. the public |
| 8..... to share | h. an obstacle |

1. Check your understanding: grouping

Match the activity with the person who talks about it. Two sports are not mentioned by either speaker.

Table tennis	modern dance	football	cricket
Parkour	Tennis	skateboarding	kick scooter
marathon running		BMX biking	

Debbie	Liam	Not mentioned

21. LISTENING SKILLS PRACTICE: HOW FALSE INFORMATION SPREADS – EXERCISES

Listen to the radio interview about how false information spreads and do the exercises to practise and improve your listening skills.

Preparation

Match the vocabulary with the correct definition and write a–j next to the numbers 1–10.

1..... inaccuracies

a. to prove that something is true

2..... to vaccinate

b. to write or say the words of a writer, book, etc.

3..... to cite

c. an African mammal with a long nose that eats ants

4..... Measles

d. a plan to trick or deceive someone

5..... an aardvark

e. to intentionally damage property belonging to others

6..... a hoax

f. to change something so that it doesn't work as intended

7..... to vandalize

g. statements that are not correct

8..... to verify

h. not based on facts or proof

9..... to tamper with something

i. to give a person an injection to prevent them getting a disease

10..... unfounded

j. an infectious disease which covers the body in small red spots

1. Check your understanding: multiple choice

Circle the best answer to these questions.

1. Which statement about circular reporting is true?

- a. It is the spread of true information.
- b. It is when false information is validated by one other source only.
- c. It only occurs with information on Wikipedia.
- d. It may involve several publications.

2. Which statement is true about journalists?

- a. They are not permitted to copy information from Wikipedia.
- b. They refuse to copy information from Wikipedia.
- c. As soon as they include information in an article, they verify the information.
- d. Many journalists may publish inaccuracies in several articles.

3. Which statement is correct?

- a. Another name for a coati is a Brazilian aardvark.
- b. The American student changed the information on Wikipedia to what he believed to be the truth.
- c. Many people believed that a Brazilian aardvark was the same as a coati.
- d. When writers wrote about the Brazilian aardvark they knew it was a joke.

4. Which statement is true about Wikipedia?

- a. Some people add false content to a Wikipedia entry intentionally.
- b. Updating information on Wikipedia is against the law.
- c. There is hardly any true information on Wikipedia.
- d. Many true facts on Wikipedia initially appear as false information.

5. What is true about childhood vaccines and autism?

- a. There is a clear connection between childhood vaccines and autism.
- b. Circular reporting incited many parents not to vaccinate their children.
- c. The claims that they were connected first appeared on Wikipedia.
- d. The media proved early on that the claims about vaccines and autism were false.

6. Which statement is correct?

- a. Generally speaking, it's easy to identify false information.
- b. If the original source is Wikipedia or the media, the information is almost always false.
- c. Reflecting critically on what we read is something most people often do.
- d. Lack of time to think and investigate can cause us to believe things that aren't true.

2. Check your understanding: gap fill

Complete the expressions from the audio with a phrase from the box.

Take things at face value	by any means	spread like wildfire
In a nutshell	Thought nothing more of it	in no way

1. _____ (using as few words as possible), it's the confirmation of false information.
2. ... and _____ (not at all) is obvious as being false.
3. ... then he forgot about it and _____ (spent no time thinking about it).
4. That's not to say that all information on Wikipedia is false _____ (not at all).
- 5.... unsupported claims were picked up by the media and _____ (became known by lots of people very quickly).
- 6.We often _____ (accept things as they appear, rather than thinking carefully about them).

Discussion:

Do you use Wikipedia? What's your opinion of it?

Have you ever believed information and later discovered it was false? What happened?

22. LISTENING SKILLS PRACTICE: HIGH-ACHIEVING TEENAGERS – EXERCISES

Listen to the radio interview about high-achieving teenagers and do the exercises to practise and improve your listening skills.

1. Preparation: grouping

Do this exercise before you listen. Write the words in the correct group.

Listeners	photographs	editors	readers	talent scouts
	fans	Top designers	followers	

People working in arts and media	The audience for arts and media

2. Check your understanding: multiple choice

Do this exercise while you listen. Circle the best option to complete these sentences.

1. Many famous and successful teenagers *have used new technology / worked from an early age / been inspired by YouTube videos.*
2. Justin Bieber started off *singing with R&B star Usher / sending videos to talent scouts / posting videos on YouTube.*
3. Some people say Justin Bieber is the most influential person in the world because *he has had so many number one songs / he has so many followers on Twitter / he is friends with Barack Obama.*
4. A negative consequence of fame for Justin Bieber is *he has very little privacy / people get bored of hearing about him / people criticize his appearance.*

5. Tavi Gevenson started a fashion blog *when she was 11 years old / when she was in 11th grade in high school / in 2011*.

6. "Rookie" means *a beginner / a fan / someone who is bad at something*.

7. Style Rookie *allowed readers to post pictures of themselves / soon had a lot of readers / was noticed by Karl Lagerfeld*.

8. When some people didn't believe her age, Tavi *was sad and angry at first / decided to attack them in return / completely ignored them and continued working*.

9. Tavi employs *only teenagers / writers and photographers of all ages / a very small group of people*.

10. Louise thinks *it's difficult for Tavi to have a normal life / there's more pressure when you are a writer / there's more pressure when you are a performer*.

3. Check your understanding: gapfill

Do this exercise while you listen. Write the numbers to complete the gaps.

1. Justin Bieber started off posting videos on YouTube at the age of _____.

2. Justin Bieber has over _____ followers on Twitter.

3. Tavi Gevenson started Style Rookie when she was only _____ years old.

4. Tavi's blog soon built up a huge following of up to _____ reader per day.

5. One magazine upset Tavi by printing an article saying the writer didn't believe Tavi was only _____.

6. Tavi started Rookie Magazine in _____.

7. Less than a week after it started Rookie Magazine had _____ followers.

8. Tavi employs about _____ writers and photographers.

Discussion:

Do you think Justin Bieber and Tavi Gevinson deserve their success, or are they just lucky?

I think ... deserves his/ her success because ...

I don't think ... deserves his/ her success because ...

ANSWERS:

1. Answers to Work – exercises

1. Check your understanding: matching
 1. shop assistant
 2. tour guide
 3. dentist
 4. pilot
 5. nurse
2. Check your understanding: multiple choice
 1. Yes.
 2. Weekends and holidays.
 3. Summer holidays.
 4. Taking a boat trip.
 5. Yes.
 6. Flying planes in bad weather.
 7. Visiting different places.
 8. The uniform.

2. Answers to Using colours to do homework – exercises

Preparation

1. e
2. f
3. b
4. a
5. d
6. c

1. Check your understanding: true or false

1. True
2. False
3. True
4. False
5. False
6. False
7. True
8. False

2. Check your understanding: matching

1. e
2. c
3. d
4. b
5. a

3. Check your understanding: gap fill

1. colour
2. folders
3. subject
4. notes
5. pages
6. calendar

3. Answers to Taking notes – exercises

Preparation

1. You are brilliant at history.
2. These are my notes from today.
3. You don't have to copy everything.
4. You have to write the important words.
5. Let's test your memory.
6. You don't have to copy everything.

1. Check your understanding: true or false

1. True
2. True
3. False
4. True
5. False
6. False

2. Check your vocabulary: gap fill

1. exam
2. notes
3. write, important
4. draw
5. remember

4. Answers to Free time – exercises

Preparation

Water sports

sailing

water polo

diving

Indoor sports

badminton

table tennis

basketball

Outdoor sports

golf

football

rugby

1. Check your understanding: gap fill

1. Williams

2. 15

3. Water polo

2. Check your understanding: true or false

1. True

2. False

3. False

4. False

5. True

6. False

7. True

8. False

5. Answers to Free time – exercises

Preparation

Water sports

sailing

water polo

diving

Indoor sports

badminton

table tennis

basketball
Outdoor sports
golf
football
rugby

1. Check your understanding: gap fill

1. Williams

2. 15

3. Water polo

2. Check your understanding: true or false

1. True

2. False

3. False

4. False

5. True

6. False

7. True

8. False

6. Answers to Organising your time – exercises

Preparation

1. f

2. a

3. d

4. e

5. c

6. b

7. h

8. g

1. Check your understanding: true or false

1. True

2. True

3. False

4. True

5. False

6. False

7. True
8. True

2. Check your understanding: gap fill

1. time
2. productivity
3. task
4. timer
5. breaks
6. item
7. five
8. list

3. Check your vocabulary: gap fill

1. effective
2. productive
3. sensible
4. separate
5. timer
6. satisfied
7. long
8. manage

7. Answers to Advice for exams – exercises

Preparation

1. e
2. h
3. b
4. a
5. c
6. d
7. f
8. g

1. Check your understanding: multiple choice

1. b
2. c
3. a

- 4. b
- 5. a
- 6. b
- 7. b
- 8. c
- 9. c
- 10. c

2. Check your understanding: grouping

Do

- b. Read your notes again and again.
- f. Take regular breaks.
- g. Start by choosing the important things to study.
- h. Photocopy past exam papers.

Don't

- a. Get very comfortable.
- c. Try to learn everything.
- d. Eat sugary food while you are studying.
- e. Focus on the details.

8. Answers to Listening skills practice: Important people – exercises.

1. Check your understanding: matching

- 1. b
- 2. f
- 3. a
- 4. e
- 5. d
- 6. c

2. Check your understanding: gap fill

- 1. next-door neighbour
- 2. brother
- 3. best friend
- 4. childhood friend
- 5. boyfriend

3. Check your understanding: true or false

1. False
2. True
3. False
4. True
5. True
6. False
7. False
8. False
9. False
10. True

9. Answers to Listening skills practice: My favourite things – exercises.

1. Preparation: matching

1. e
2. g
3. d
4. f
5. b
6. a
7. c

2. Check your understanding: matching

1. a tablet
2. a cat
3. a scooter
4. a sewing machine
5. a set of knives

3. Check your understanding: gap fill

1. small / messages / photos / music / films / bed / addicted / dinner / polite
2. cat / beautiful / four / independent / affectionate / noise / sofa / company
3. fun / city / metro / college / scooter / space / careful / lorries / terrible / friend / helmet
4. machine / fashion / clothes / look / size / hand / designer / business / creative

5. murderer / Japan / hobby / class / dinner / friends / weeks / dishes / expensive / ingredients / cost /meal

10. Answers to Listening skills practice: Difficult situations – exercises.

1. Check your understanding: matching

1. e
2. c
3. a
4. b
5. f
6. d

2. Check your understanding: gap fill

1. mum / he failed his exam
2. friend / her dog got hit by a car
3. dad / the mobile phone he borrowed got stolen

3. Check your understanding: true or false

1. False
2. False
3. True
4. False
5. True
6. False
7. True
8. False
9. True

11. Answers to Sports centres – exercises.

1. Check your understanding: grouping

Gym staff
personal trainer
dance teacher
lifeguard
secretary
Gym facilities
sauna

swimming pool
changing rooms
weight machines
Gym classes
Pilates
Zumba
water aerobics
jazz dancing

2. Check your understanding: Which gym?

1. Gym A
2. Gym A
3. Gym B
4. Gym A
5. Gym B
6. Gym B
7. Gym A
8. Gym B

3. Check your understanding: multiple choice

1. lots of activities at different times of day
2. opened
3. at a reasonable price
4. yoga mats
5. training, lifestyle and diet
6. wear trainers
7. give you some tips to improve your swimming
8. in a brochure

12. Answers to Man or beast? – exercises

Preparation

1. b
2. d
3. h
4. a
5. c
6. e
7. f
8. g

1. Check your understanding: ordering

- 4 red deer
- 2 earthworm
- 3 otter
- 6 swift
- 5 fox
- 1 badger

2. Check your understanding: multiple choice

- 1. b
- 2. a
- 3. c
- 4. c
- 5. a
- 6. b
- 7. a
- 8. c

13. Answers to New inventions – exercises.

1. Preparation: grouping

Real inventions

Wing-suits

Solar water distiller

Sign language translation gloves

Indoor cloud-maker machine

Fictional inventions

Time travel machine

Digital running shoes

Bio-fabric clothes

Air-maker

2. Check your understanding: true or false

- 1. True
- 2. True
- 3. True
- 4. False
- 5. False
- 6. False

7. True
8. False

3. Check your understanding: gap fill

1. new
2. championship
3. 2,000 (or two thousand)
4. drinking
5. investment (or money)
6. students
7. text; language
8. 10 (or ten)
9. dive
10. bottles
11. artist
12. home

14. Answers to Study tips – exercises

Preparation

1. d
2. a
3. f
4. c
5. b
6. e

1. Check your understanding: multiple choice

1. c
2. b
3. a
4. c
5. a

2. Check your understanding: grouping

Good ideas

- b.
- f.
- g.

- h.
- Bad ideas
- a.
- c.
- d.
- e.

3. Check your vocabulary: gap fill

- 1. marks
- 2. three
- 3. quiet
- 4. legs
- 5. body
- 6. good

15. Answers to Teens going veggie – exercises

Preparation

- 1. a
- 2. c
- 3. b
- 4. c
- 5. b
- 6. a

1. Check your understanding: matching

- 1. c
- 2. g
- 3. a
- 4. b
- 5. f
- 6. d / e / h
- 7. d / e / h
- 8. d / e / h

2. Check your understanding: multiple choice

- 1. b
- 2. a
- 3. b

4. a
5. c
6. b
7. b
8. b
9. b
10. a.

16. Answers to How to study – exercises.

1. Preparation: grouping

Good study habits

- b. Think long term
- c. Make a study timetable
- d. Take regular breaks

Bad study habits

- a. Just read your notes, but don't highlight them or write anything extra
- e. Answer email, text messages and Facebook messages immediately
- f. Work where there are distracting noises

2. Check your understanding: true or false

1. True
2. False
3. False
4. True
5. False
6. False
7. True
8. False

3. Check your understanding: gap fill

1. good at concentrating or able to concentrate
2. plan or timetable or schedule / plan or timetable or schedule
3. long term
4. comfortable / noises
5. headphones or earphones
6. ignore or forget about or not use or not look at
7. breaks
8. processing

9. brain
10. preference

17. Answers to Sleeping for exam success – exercises

Preparation

1. d
2. h
3. f
4. g
5. c
6. e
7. b
8. a

1. Check your understanding: ordering

- 7 When memory consolidation takes place.
- 5 How the things we learn become part of our long-term memory.
- 3 The ideal amount of sleep at each stage of life.
- 2 The average time students in the class sleep.
- 6 Conditions that improve memory consolidation.
- 1 A personal memory from the past.
- 4 Reasons why the human body needs sleep

2. Check your understanding: gap fill

1. organise
2. short-term memory | short term memory
3. memory and sleep
4. six and eight | 6 and 8
5. brain
6. consolidation
7. reviewing
8. deep

18. Answers to Boy bands – exercises.

1. Check your understanding: gap fill

1. good-looking
2. musical

3. 'look'
4. feel-good
5. reality
6. record

2. Check your understanding: true or false

1. True
2. False
3. True
4. False
5. False
6. True
7. True
8. False

3. Check your understanding: multiple choice

1. they had different personalities
2. both of the above
3. the many viewers who vote each week become loyal fans
4. make teenage girls feel good about themselves
5. create a clean-cut, safe and non-threatening image
6. get famous in the US as well as the UK
7. have their first album go to number one in the US
8. selling One Direction products like dolls and phones

19. Answers to Listening skills practice: Celebrations – exercises.

1. Preparation: matching

1. d
2. e
3. b
4. a
5. c

2. Check your understanding: matching

Speaker A: end of term party at school

Speaker B: Notting Hill Carnival

Speaker C: golden wedding anniversary

Speaker D: surprise birthday party

Speaker E: Royal wedding

3. Check your understanding: gap fill

1. Speaker B
2. Speaker A
3. Speaker D
4. Speaker B
5. Speaker C
6. Speaker A
7. Speaker E
8. Speaker C
9. Speaker D
10. Speaker E

20. Answers to Help others, help yourself – exercises

Preparation

1. b
2. h
3. d
4. c
5. f
6. e
7. g
8. a

1. Check your understanding: grouping

Debbie

table tennis

football

cricket

marathon running

Liam

Parkour

skateboarding

kick scooter

BMX biking

Not mentioned

modern dance

tennis

2. Check your understanding: multiple choice

1. c
2. c
3. b
4. a
5. b
6. d

21. Answers to How false information spreads – exercises

Preparation

1. g
2. i
3. b
4. j
5. c
6. d
7. e
8. a
9. f
10. h

1. Check your understanding: multiple choice

1. d
2. d
3. c
4. a
5. b
6. d

2. Check your understanding: gap fill

1. In a nutshell
2. in no way
3. thought nothing more of it
4. by any means
5. spread like wildfire
6. take things at face value

22. Answers to High-achieving teenagers – exercises.

1. Preparation: grouping

People working in arts and media

photographers

editors

top designers

talent scouts

The audience for arts and media

followers

listeners

readers

fans

2. Check your understanding: multiple choice

1. used new technology
2. posting videos on YouTube
3. he has so many followers on Twitter
4. he has very little privacy
5. when she was 11 years old
6. a beginner
7. soon had a lot of readers
8. was sad and angry at first
9. writers and photographers of all ages
10. there's more pressure when you are a performer

3. Check your understanding: gap fill

1. 14 (or fourteen)
2. 35,000,000 (or thirty-five million)
3. 11 (or eleven)
4. 300,000 (or three hundred thousand)
5. 12 (or twelve)
6. 2011
7. 1,000,000 (or 1/one million)
8. 50 (or fifty)

Suggested Websites to Improve Students' Listening Skills:

1. SpeechYard – https://englishpost.org/websites-improve-listening-skills/#1_SpeechYard
2. English Central – https://englishpost.org/websites-improve-listening-skills/#2_English_Central
3. Lyrics Training – https://englishpost.org/websites-improve-listening-skills/#3_Lyrics_Training
4. Player FM – https://englishpost.org/websites-improve-listening-skills/#4_Player_FM
5. Youtube English Channels – https://englishpost.org/websites-improve-listening-skills/#5_Youtube_English_Channels
6. Voscreen – https://englishpost.org/websites-improve-listening-skills/#6_Voscreen
7. ESLvideo.com – https://englishpost.org/websites-improve-listening-skills/#7_ESLvideocom
8. EIllo – https://englishpost.org/websites-improve-listening-skills/#8_EIllo
9. ESOL Courses – https://englishpost.org/websites-improve-listening-skills/#9_ESOL_Courses
10. #10 Talk English – https://englishpost.org/websites-improve-listeningskills/#10_Talk_English

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Niyazova G.G.

LISTENING TASKS

(Manual for English teachers to develop students' listening skills)

Muharrirlar: A.Abdujalilov
G.Niyazova
Texnik muharrir: Y.O'rinov
Badiiy muharrir: D.Beknazarova
Musahhiha: Z.Shoimov

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«Tafakkur avlodi» nashriyoti, 100190, Toshkent shahri,
Yunusobod-9, 13-54. e-mail: tafakkur_avlodi@mail.ru

«Tafakkur avlodi» MCHJ bosmaxonasida bosildi.
Toshkent shahri, Olmazor tumani, Nodira ko'chasi, 19-uy.
Telefon: +99890 000-33-93