

CAMBRIDGE



Listen Here!

Intermediate
Listening Activities

Clare West

With Key

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Listen Here!

(With Key)

Intermediate Listening Activities

Clare West

Listen Here! is for lower-intermediate to intermediate students who wish to improve their listening skills in English. It is suitable for classroom use, or for the student working alone.

Key features include:

- Over two-and-a-half hours of recorded material.
- 28 units covering a wide range of topics and situations, with two main recordings per unit.
- A variety of tasks for active listening to build skills and confidence.
- Standard and regional British English plus occasional American and Australian voices.
- Clear, user-friendly layout.
- Additional pronunciation and speaking exercises.
- Listening Tips throughout the book give practical advice.

The *With Key* edition contains the audio scripts and answers, and is suitable for self-study.

Clare West has taught in the UK and overseas for many years and is an established author.

Listen Here!

Listen Here! With Key

Listen Here! Audio CDs

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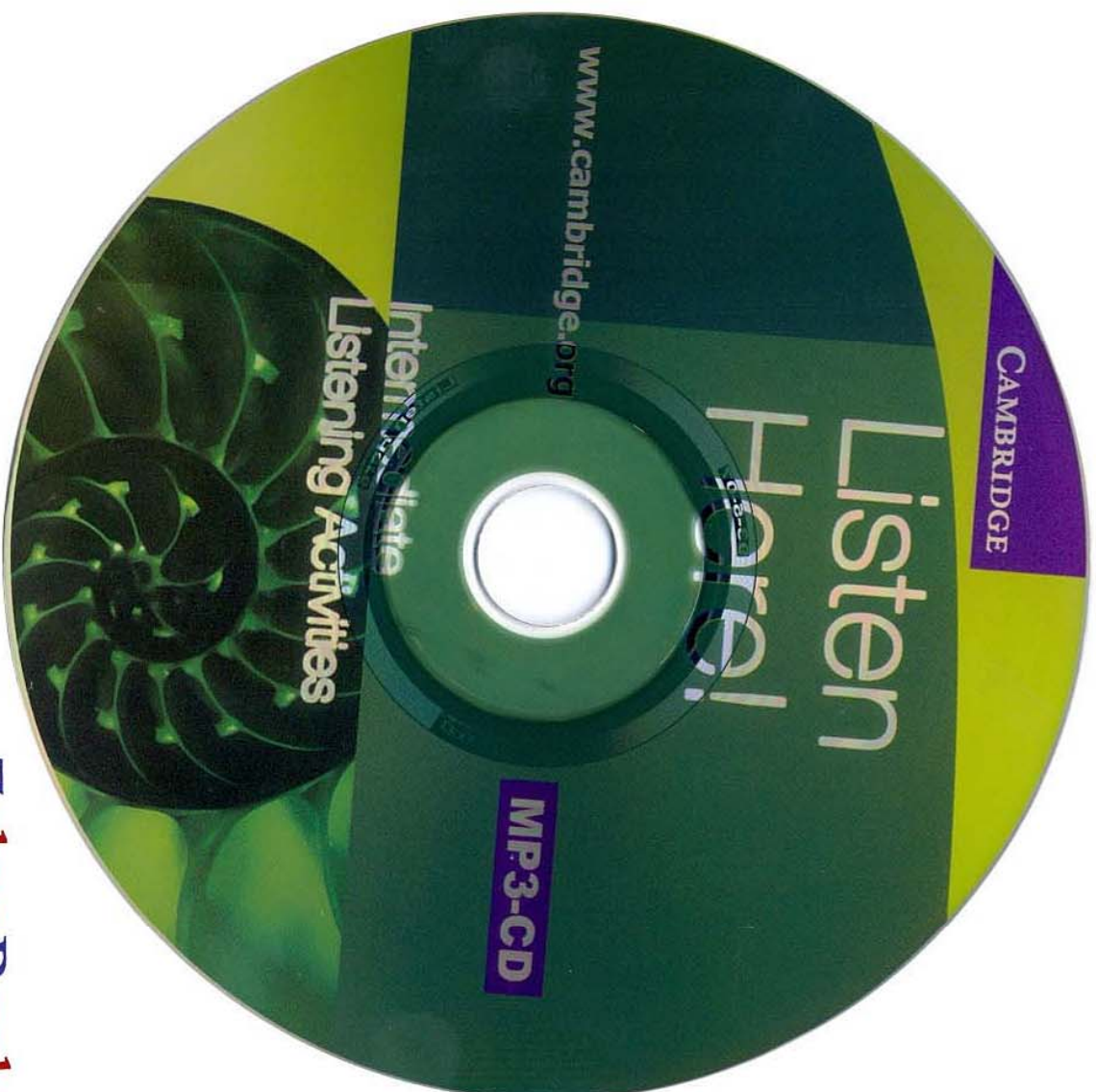
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The Tapescripts begin on page 65 of the With Key edition.
 The Key begins on page 88 of the With Key edition.

INTRODUCTION

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.

1 FACTS AND FIGURES

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.

The capital of Australia is Canberra.

23 September 1913

The Globe Theatre was burned down in 1613.

4879133

Red hair is stronger than blond hair.

01772 651504

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 | 4 Who sailed across the Pacific on a raft?
A Francis Chichester
B Thor Heyerdahl
C Robert Scott |
| 2 Which country has the most TV sets?
A USA
B China
C Japan | 5 How many hairs are there on the average human head?
A 1,000,000
B 1,000 C 100,000 |
| 3 What's the most expensive film ever made?
A <i>Gone with the Wind</i>
B <i>Jurassic Park</i>
C <i>Titanic</i> | 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 | 6 no, my dear / no idea |
| 2 we only need about / we only need a boat | 7 actually / really |
| 3 shall we start / should we start | 8 on a raft / on or after |
| 4 who first stepped / who first tapped | 9 a member – him / remember him |
| 5 wouldn't they / mightn't they | 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)

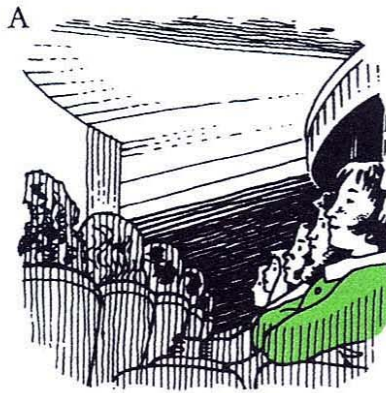
Listening tip

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?'

2 HAVING FUN

A

Which activity in these pictures would you prefer, and why?



B1

When Ted comes home, he finds three recorded messages on his answerphone. Read the sentences, then listen and choose from A, B or C to complete the sentences correctly.

- The messages are all A invitations B complaints C instructions.
- Ted is A a film student B a dancer C a manager.
- Donald Ferguson is A Ted's friend B Ted's boss C Ted's neighbour.
- Carol is A Ted's girlfriend B Ted's wife C Ted's sister.
- The times mentioned are A mostly for this week B only for this week C mostly for next week.

B2

Listen again and complete the information in Ted's notebook.

- | | | |
|-------|-----------------------|----------------------|
| 1 | From: _____ | When: _____ |
| | About: seeing a film | What time: _____ |
| | Where: the Odeon | Where to meet: _____ |
| <hr/> | | |
| 2 | From: Donald Ferguson | When: _____ |
| | About: _____ | What time: _____ |
| | Where: _____ | Dress: not formal |
| <hr/> | | |
| 3 | From: Jason | When: _____ |
| | About: _____ | What time: _____ |
| | Where: his place | Address: _____ |

MESSAGES

C1

Listen to two people, Sophie and Sally, arranging a party. Read the questions, then listen and choose the correct answer (A, B or C).

- | | |
|---|---|
| 1 Who is leaving? | A Thomas B Trevor C Terry |
| 2 Who is going to book the restaurant? | A Sally B Sophie C Susie |
| 3 Which restaurant is it? | A Othello B Otello's C O'Dells |
| 4 How many people will be at the dinner? | A 50 B 15 C 55 |
| 5 What time will the booking be for? | A 7.00 B 7.15 C 7.30 |
| 6 How long has Trevor worked for the company? | A 14 years B 10 years C 4 years |
| 7 What extra thing should the restaurant provide? | A a cake B a special dish
C a plate with his name on |
| 8 What are they thinking of doing after the dinner? | A going home B singing
C dancing |

C2

Listen again and find the exact words which are used instead of the phrases or sentences below.

- 1 In two weeks' time.
- 2 I'll do it immediately.
- 3 I hope they aren't fully booked.
- 4 How long has he worked here?
- 5 We'll give him a good farewell party.
- 6 I like the sound of that!

D

PRONUNCIATION PRACTICE: Word and sentence stress

Listen to these sentences and underline wherever you hear a strong stress. Number 1 is done as an example.

- 1 I'll see you tomorrow.
- 2 She posted the letter last night.
- 3 The present? Oh, give it to him!
- 4 The piano was sold for a hundred pounds.
- 5 When does the bank close?
- 6 He'll set the table for you.
- 7 I bought a really beautiful jacket there.
- 8 Sit down and have a cup of coffee.

Listen again, and repeat after the speaker.

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Listening tip

If you have difficulty breaking English up into groups of words you can recognise, listen for stress, which is usually on nouns and verbs. Many of the unstressed sounds are not important for general understanding.

3 SOUNDS DELICIOUS!

A

Think about or discuss these questions about food.

What kind of food do you like? Is there any food you dislike?

Do you eat meat, or are you a vegetarian?

Do you eat just one big meal a day, or several small meals or snacks?

Do you sometimes go out to eat? What types of restaurant do you like?

Can you cook? What are your specialities?

B1

You are going to hear somebody giving a friend a recipe for making soup.

Listen and tick (✓) the types of food that you hear.

apple	carrots	cucumber	milk	potatoes
beef	cheese	lemon	mushroom	salmon
bread	chicken	lettuce	oil	tomatoes
butter	courgettes	melon	onions	yogurt

Ask your teacher or use a picture dictionary to find the meanings of words you don't know.

B2

The sentences in this recipe are in the wrong order. Listen again and put them in the correct order.

- A Fry the chicken in oil or butter
- B Stir the food with a wooden spoon.
- C Add cheese or yogurt, if you like.
- D Add the vegetables to the chicken.
- E Cut up the chicken.
- F Bring the mixture to the boil.
- G Chop the vegetables into small pieces.
- H Put in some pepper and salt.
- I Add half a litre of water to the pan.
- J Fry the chicken and vegetables together.



Does it sound like a good recipe? Could you cook this dish? Would you like to? Why or why not?

C1

You are going to hear somebody ordering a meal in a restaurant. Listen and write down the names of any food or drink you hear.

Write the names of any food or drink you hear in the gaps below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

C2

Listen again and fill in the gaps in the conversation.

- WAITER: Would you like to (1) _____ now, madam?
- CUSTOMER: Yes, I think I'll have the cream of mushroom (2) _____ to start with, (3) _____.
- WAITER: Cream of (4) _____, right.
- CUSTOMER: Then I'll have a green (5) _____, with a (6) _____, I think.
- WAITER: (7) _____ do you like it done, madam?
- CUSTOMER: Oh, (8) _____, thank you.
- WAITER: With chips or new (9) _____?
- CUSTOMER: Chips, please. And I'll have the (10) _____ pudding – no, on second thoughts, the (11) _____ fruit salad afterwards. It's (12) _____!
- WAITER: Yes, quite! Now, anything to (13) _____? Some wine, perhaps?
- CUSTOMER: No, just a bottle of (14) _____ water, I think.
- WAITER: Thank you, madam. And for you, sir?

D

SPEAKING PRACTICE

- 1 Imagine you're in a café, snack bar or restaurant. What would you like to eat? Give your order to the waiter or waitress. With a partner, take turns to be the customer and the waiter.
- 2 Ask your partner, 'What's your favourite dish in your country? Can you tell me how to make it?' He or she can ask you, too.

Listening tip

Remember, it isn't always necessary to understand every word when you're listening, so don't panic. Don't think about the words you didn't understand the first time. Relax, and listen again.