

Collins

A fresh approach to advanced listening practice materials

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 **POWERED BY COBUILD**

Outline

Introduction

Part 1 Two uses of listening in the ELT classroom

Part 2 Needs of advanced learners

Part 3 Criteria for selecting speakers and situations

Part 4 Extending the RLRL approach

Part 5 Demonstration of new advanced exercises

1. Two uses of listening in the ELT classroom

Learning the L2 through listening

and

Learning to listen in the L2

2 Needs of advanced learners

1. decoding fast, unscripted spoken English
2. coping with NES and NNES accents
3. dealing with overlapping speech
4. listening effectively despite background noise
5. thinking ahead

3 Criteria for selecting speakers and situations

- Interest
- Speed of delivery
- Number of speakers
- Length of recording
- Strength of accent
- Background noise

4 Extending my Real Lives, Real Listening approach

- Pre-listening and listening comprehension
- Interesting language points
- Listening training*
- Further language development
- Transcript with glossary

Listening training

- dictation – number of words and transcribing
- gap-filling elision, weak forms and linking
- marking sentence stress

5 Demonstration of new advanced exercises

- Overlapping speech
- Accents and prediction
- Anticipating the next word

Demonstration 1: Overlapping speech

T1

I: OK. So you're... Yes, you've just got to hold on...

J: The _____ .

I: (*laughs*)

T2

I: ...and I feel a little bit guilty that he's bringing me tea in bed but um...

J: Yes.

I: ...they like to do it, _____ ?

J: Yes, yes, _____ .

I: We'll always be their _____ .

J: Yes.

Demonstration 1: Overlapping speech

T3

I: But why, why...

J: ...arthroscopies...

I: ...are you saying 'elective'? 'Cos it's not like you've chosen to do it.

_____?

J: Well, you sort of have, haven't you, really?

T4

D: If I come home early then I can, you know... You know, relax.

_____.

I: Cook a, cook a nice meal.

D: Yeah, have a nice meal, or watch whatever.

Demonstration 1: Overlapping speech

T5

I: Why are they famous?

F: They're, they're magnificently beautiful. _____...

L: And you can do whale-watching...

F: ... _____.

I: Whale-watching?

T6

P: ...our house was built in 1896, and _____.

J: They kind of did them in, in rows, didn't they? Yes, that's right.

Demonstration 1: Overlapping speech

T7

R: ...the American experience of waiting...

I: Mmm.

R: ...and waiting tables and bartending, and the customer service is, you know, second to none. It's, it's...

I: So _____...

R: _____trained hard in the States.

I: I see.

Demonstration 2: Accents and prediction

T8

Listen to how Marilena, and then a native English speaker, pronounce the highlighted words in these excerpts from the interview:

to **visit** them who are **rich** to run away from **him** Don't do **it**. **pretty**

- a) What is Marilena doing which is different from the native English speaker?
- b) What advice can you give her?

How might Marilena pronounce the following words before you help her?

tip

fib

hill

tin

fit

bit

Demonstration 2: Accents and prediction

A typical feature of an east London accent is for the speaker not to pronounce the initial letter h- at the start of words such as 'ouse, 'ad, 'appy, etc.

Listen to these examples:

T9 *I usually 'ave a shower.
and then 'e takes the dog out for a walk
and 'e's only been there a couple of weeks
sorts out 'is breakfast*

How would a person with an east London accent say the following sentences?

1. We're hoping to buy a new house next year.
2. I hope he comes home soon.
3. How was your holiday?

Demonstration 3: Anticipating the next word

T10 and T11

Listen to Track 156. There is a word missing from the end of each excerpt. When you hear the beep sound, try to guess the missing word and write it down. Then listen to Track 157 to check your answers.

How well did you guess?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____