

Multimodality and listening comprehension: testing and implementing classroom material

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ABSTRACT

In recent decades, multimodality has gained an increasing amount of attention. Accordingly, multimodal analysis has eventually widened its research into the realm of language teaching and learning in what is currently known as Applied Multimodality. The present article intends to make a contribution to this field by focusing on the role played by multimodality in listening comprehension, taking into account three main aspects: the arrangement of information value, salience and framing. In order to show the extent to which multimodality can affect our students' comprehension, we provided a group of First Certificate university students with two versions of ten listening tasks. After analysing them, these original listening activities were processed using Photoshop so as to either improve or impoverish their multimodal input and students were required to work on one of the two versions. Results prove that, in general, multimodality has a say in hindering or helping listening comprehension.

Keywords: *multimodality, listening comprehension, higher education*

I. INTRODUCTION

As is well known, Kress and Van Leeuwen's revolutionary publication in 1996 opened up a whole new approach to discourse and text analysis. It is now widely accepted that multimodality has a crucial say in meaning-making (Martin and Rose 2003, Thibault 2004, Unsworth 2001, Ventola et al. 2004, among others). In the last decade, most analyses have focused on advertising and the media while slightly neglecting other genres such as textbooks. However, as Kress pointed out (2000: 337) "it is now impossible to make sense of texts, even of their linguistic parts alone, without having a clear idea of what these other features might be contributing to the meaning of a text". This explains why, more recently, attention has been paid to the role of multimodality in language teaching and learning. In this light, one of the main challenges for teachers and textbook designers lies in the most appropriate use and adaptation of classroom materials. However, despite some exceptions (Royce 2002), to date there has been

hardly any research into the role of multimodality in English language textbooks, not to mention the more particular aspect of listening comprehension in EFL.

The present article intends to make a contribution to this new research area of Applied Multimodality by dealing with a very specific skill: listening comprehension. Listening was chosen because “most [...] students have been learning English as a foreign language since their primary education. However, even if their grammar skills are reasonable enough, they still have problems when it comes to doing listening exercises, as shown by the extensive literature regarding this matter (Ur 1984, Rixon 1986, Rost 1990, 1994, 2002, to quote just a few of them)” (Maíz and Domínguez, in press).

More specifically, we are interested in analysing the role multimodality plays in the design of the listening activity and how this can affect – positively or otherwise – our students’ level of comprehension. Previous studies have shown the controversy of the pre-listening stage, at least at higher levels such as First Certificate, where pre-listening has been proved to “focus on too specific points and our students cannot see the wood for the trees” (Domínguez and Maíz 2009: 4). Without suggesting that pre-listening should be eradicated, these earlier studies revealed that further research was needed in order to determine what activities would really help our students to activate the necessary knowledge, resulting in a more successful and native-like listening task.

Given that most of these pre-listening activities are designed not only to attract the students’ attention but also to help them in their predictions, it goes without saying that their layout should be carefully planned according to multimodal patterns. For this reason, we analysed ten different listening tasks taken from the two textbooks that we had been using with our First Certificate students in the last two years: *Get on track to FCE* (2002) and *Gold New First Certificate* (2004). The selection of the texts was totally unbiased since we simply chose the first five listening activities in each textbook.

The analysis of the visual composition of the above-mentioned tasks was guided by Kress and Van Leeuwen’s (1996) work on reading images, with special attention being paid to the following three aspects: information value, salience and framing. This initial stage was purely theoretical; in other words, our intention was to analyse these activities and to try to predict whether the multimodal pattern would benefit or mislead our students’ comprehension. The second stage of the study was to test these predictions in

the classroom; that is to say, we sought to corroborate whether the layout really affected comprehension, by either enhancing or diminishing it. Taking these results into consideration, the ultimate goal of this study will be the future development of class materials for the successful acquisition of such a difficult skill as listening.

II. THEORETICAL FRAMEWORK

As already mentioned, the analysis of the visual composition of the listening exercises was guided by Kress and Van Leeuwen's (1996) work on reading images, with special attention being given to the composition of the message, that is, where image and text are placed and how they interact. Composition rests upon three main principles:

- (i) information value
- (ii) salience
- (iii) framing

Information value works along two axes: left to right and top to bottom, where the horizontal axis (left to right in the case of Western culture) refers to the linguistic notion of given versus new information, whereas the vertical axis divides information into ideal (placed at the top) and real (at the bottom). As results will show, the vertical axis may be significant when dealing with advertisements but it has no effect at all on the listening task. Within information value, a third contrast can also be distinguished: centre as opposed to margins, with more relevant information – e.g. the listening task itself – occupying a more central position. This aspect, however, was not considered in this study since all the examples under analysis were arranged either in two columns or on two pages, and no attention was paid to the centre or margins.

Salience and framing, on the other hand, are closely related and refer to the different perception of the elements composing the message. In other words, some of these elements are perceived before others in the same message because of their colour, larger size and the presence of frames, e.g. the use of boxes to frame a relevant element. Figure 1 below illustrates the different aspects related to message composition (adapted from Kress and Van Leeuwen 2006: 210).

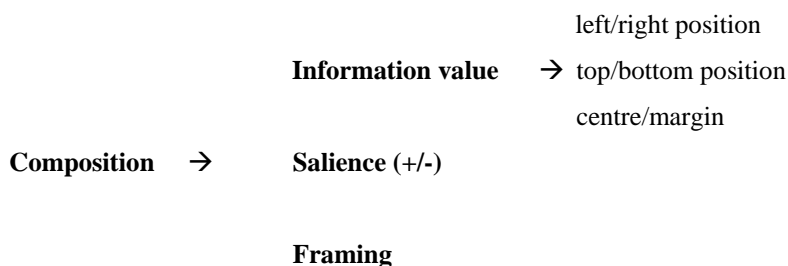
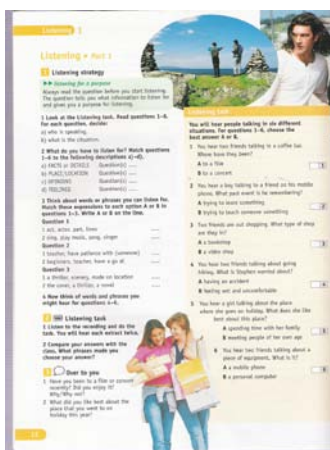


Figure 1. Message composition (Kress and Van Leeuwen 2006: 210).

As an example, let us briefly describe the way these three elements that conform message composition are applied in one of the listening activities analysed in this article:



Listening 1.

A simple look at the page shows that the information is clearly divided into five elements: two columns of text and three images. Information value operates along both axes. The two columns of text belong to the horizontal axis, presenting students with the pre-listening tasks, while the listening exercise itself is placed, as expected, on the right-hand side since it is more closely related to the new information. On the vertical axis, students have three photographs: the ones at the top belong to the “ideal” world while the one at the bottom shows more down-to-earth information, in this case another student just like themselves.

Both the photographs and the listening task are more salient, the latter being carefully framed by a yellowish box which singles it out from the rest of the page. Framing is also applied to the instructions preceding the pre-listening task (the green box) as well as the activity itself and the number page (both highlighted in orange).

III. METHOD

The present article analyses the responses to ten listening activities by a group of university students. All the participants in the group (25 students) belonged to what is traditionally known as the Intermediate level, more specifically to level B1.3 according to the descriptors of the *Common European Framework of Reference for Languages* (2001), the objective of the course being to take students up to B2.1 or First Certificate level (see Appendix I). As every year, the students' level was assessed by means of the Cambridge QPT (Quick Placement Test) on the first day of class.

The aim of our study was to see the implications of multimodality in enhancing or diminishing a listening comprehension task, our expectation being that students perform better and improve their listening competence when multimodal input is given properly. To meet this aim, and so as not to bias the choice (not even the linguistic complexity and cognitive demand of the activities are criteria to be considered at this point), we took the first five listening tasks in each of the two textbooks most recently used in our courses: *Get on track to FCE* (2002) and *Gold New First Certificate* (2004) (see Appendix II). It is beyond the scope of this paper to analyse the possible effects of multimodality in language learning at large.

Depending on the level of adequacy of the different activities – according to the Multimodality principles highlighted by Kress and Van Leeuwen (2006) – these ten original listening exercises were scanned and Photoshop processed so as to either increase or lower their multimodal input. This made a total of twenty activities that we called A (original) and B (processed).¹

For methodological purposes, and on just a subject-number basis, students were divided into two subgroups. One of them was asked to do the original listening activities (A) whereas subjects in the second group had to complete the processed tasks (B). Likewise, (A) and (B) were alternated so that the groups were had to deal with original as well as

processed activities in order to avoid biased results. Learners were divided into groups totally at random (12 and 13 students respectively) with no differences between them in terms of proficiency, and the participants were changed from one activity to the next.

The changes implemented in the original listening activities were as follows:

Listening 1 (Multiple matching)

As explained above, this is a well-designed listening activity from a multimodal point of view. Old information in the pre-listening activity appears on the left, while the activity itself, framed, is on the right. Expecting to lower the input, we framed the pre-listening task and placed it on the right. Though also framed, we shifted the listening task to the left column.

Listening 2 (Note completion)

The layout of the original activity is not too appropriate from a multimodal point of view for a number of reasons. First, the picture of the footballer – which belongs to the pre-listening stage – is too salient because of its size. Secondly, the pre-listening task is divided into two parts, one of them on the left as given information and the other on the right as new information. Furthermore, this new information is clearly framed, which might mislead students given that the listening task proper appears at the bottom and without any salience at all.

In order to take advantage of the multimodal input, we reduced the size of the aforementioned photograph as well as removing the frame from the pre-listening task, which was also shifted to the left-hand column. Finally, the listening task was framed.

Listening 3 (Note completion/Multiple matching)

To make the best of multimodality applied to the strategies used to design listening tasks, the picture at the top was shortened and moved from right to left, since it conveys given information as it is part of the pre-listening stage. Although intended to facilitate the comprehension of the listening task in exercise 3, activities in 2.2 and 2.3 were

framed and placed in the right-hand column. It can be seen that together they already constitute a listening task in themselves.

Listening 4 (True/False)

In order to lower the multimodal input in this activity, we decided to have the original listening task without a frame. All the pictures, which had a great deal of salience in the original exercise, were removed. As regards the other listening activities (2, 3, 4), they were either kept in the left-hand column (3) or moved to the one on the right (3, 4), although they are supposed to be part of the actual listening task.

Listening 5 (Multiple matching)

The two listening tasks on the left should appear in the right-hand column because, although not the main one, they are also proper listening tasks. However, we decided to keep them on the left. Moreover, the listening task on the right was unframed and the pictures at the top and bottom were swapped so that the real life image closer to the students appears at the top whereas the pop stars occupy the bottom of the page. Our aim was to highlight the multimodal input deficiencies already present in the design of the activity and check the effects of the process on the students' performance.

Listening 6 (Note completion)

In our opinion, the original activity can confuse students for two main reasons. On the one hand, the gap-fill exercise is used both as a pre-listening and the main listening task. On the other hand, even though it is framed, it is also placed on the left. In order to prevent this possible confusion between both activities, we decided to reduplicate it by placing a non-framed version (the pre-listening task) on the left and the listening task proper (new information) on the right. This was clearly framed.

Listening 7 (Multiple choice)

The page of the textbook is divided into two separate columns, the first five questions of the listening being placed on the left while the last question (number six) is kept on its own in the right-hand column, followed by a vocabulary exercise. We are well aware that most of these choices are conditioned by editorial aspects concerning space maximization. Yet, we chose to delete the vocabulary exercise on this page and to place the complete listening activity, clearly framed, in the right-hand column (as it is new information).

Listening 8 (True/False)

The original listening is well designed, with the pre-listening task on the left-hand page and the listening proper in the left-hand column of the page on the right, followed by a vocabulary activity. With the intention of making things worse, we decided to include the listening activity on the left, mingled with the pre-listening activity, and to leave the second part of the speaking activity for the end, right before the vocabulary activity.

Listening 9 (Multiple matching)

The organization of the textbook listening activity is quite confusing for students: the listening proper appears in the left-hand column of the page on the left whereas the pre-listening stage starts in the right-hand column and, quite surprisingly, follows the listening task itself. The post-listening activity, followed by a grammar exercise, is located on the second page (right). Our suggestion to improve the exercise was to place the speaking activity first, at the top of the left-hand column. The listening task appears on the following page, logically followed by the post-listening exercise and the grammar related to it.

Listening 10 (Gap-filling)

The original activity is spread across two pages. As expected, all the pre-listening exercises are located on the left-hand page while the new information appears on the

page on the right. However, the main listening exercise looks somehow tangled up within the post-listening activities. This is why we decided to frame the listening task itself.

IV. FINDINGS

On the whole, the analysis of the data shows that multimodality does play a significant role in students' degree of performance, although not all the aspects affect comprehension in the same way. In this section, we shall focus on the role played by the two main axes according to which information value is presented, i.e. top-bottom and left-right. Secondly, we shall look at salience and framing and the extent to which they condition results.

Against our initial expectations, the information value axis running top-bottom (i.e. ideal vs. real world) does not seem to affect listening comprehension to a great extent. This is the case of listening exercises 5 and 9. In number 5, we placed the information about the ideal world at the bottom (instead of at the top, as in the original textbook). This change, however, did not affect comprehension although students with the processed version did seem slightly more lost than their partners with the original one. In number 9, we swapped the real world images related to the students' everyday life to the bottom of the page (instead of leaving them at the top, as in the original) in order to improve the pre-listening part. However, results mirrored those of listening 5. Number 9 also included a further change affecting the left-right axis, since all the images were placed on the left to make them coincide with the pre-listening speaking activity. Although once again there are no quantitative differences, in qualitative terms it was observed that those students who had to deal with the improved and processed version were less lost during the activity than those with the original version from the textbook.

With regard to the left-right axis (i.e. new vs. given information), we expected to find that the most correct way of organizing the information would be to place the pre-listening tasks on the left while the listening activity proper should be located on the right. Results show that this axis affects comprehension. In fact, students perform much better when the information is arranged as previously explained. As an example, let us analyse in detail the cases of listening exercises 1 and 7.

In listening exercise 1, the original textbook design was considered perfectly appropriate and we tried to worsen it by inverting the order of the information (i.e. the framed pre-listening activity was located on the right, while the listening exercise was placed on the left). The total number of possible correct answers was six. None of the students (not even those with the processed version) obtained less than three points. However, those with the original text performed much better. The chi square test reveals that the differences are highly significant ($\chi^2 = 14118$, $df = 3$, $p = 0.009$). The following table sums up the results obtained:

Table 1. Results from listening activity 1.

Results	Listening activity A (original)	Listening activity B (processed)
6/6	8.5%	0%
5/6	25%	17%
4/6	41.5%	41.5%
3/6	25%	41.5%

Further proof that the left-right axis is crucial is shown in a detailed analysis of listening activity 7, where students also had to answer six questions. In this case, the processed version placed the new information (i.e. the listening task) on the right. New information was also carefully framed and thus made more salient. As in the previous case, results are conclusive and statistically even more relevant ($\chi^2 = 88782$, $df = 4$, $p = 0.000$). This is illustrated by Table 2 below:

Table 2. Results from listening activity 7.

Results	Listening A activity (original)	Listening activity B (processed)
6/6	0%	41.5%
5/6	8%	8.5%
4/6	17%	33.5%
3/6	50%	16.5%
2/6	25%	0%

In other cases, we tried to combine the three aspects under analysis. This is the case of listening activity 3, which we shall analyse in detail for the sake of clarity. The listening

exercise involved five speakers, but it was divided into two different exercises. The first exercise demanded information from the first two speakers while the second one concentrated on the other three. In the processed version, we located this first part at the top of the right-hand column and carefully framed the exercise to help students. This first part was followed by the second listening exercise.

The original version totally mixed up this first task with the pre-listening activity by placing it in the left-hand column of the page without any framing or separation from the above-mentioned pre-listening task. As a result, students were so challenged by the lack of organization of the information in the original version that they did not even answer the exercise (except for one student who managed to do so). In the processed version, however, 33.5% of the students answered correctly. A large majority of students considered the second listening activity to be the main task and focused their attention on it while leaving the first activity behind. Unfortunately, they probably thought it was part of the pre-listening exercise and thus virtually unimportant for the final performance of the listening task.

V. CONCLUSIONS

This paper has analysed the role played by multimodality in ten listening tasks taken from two First Certificate textbooks. More particularly, we wanted to see the influence of the information value axes, salience and framing, following Kress and Van Leeuwen's theory of visual grammar (1996).

In order to assess the impact of these variables, we presented a group of university students with both the original and processed versions of the same listening tasks. On those occasions where the original was considered appropriate, we also challenged half the students with an impoverished version. Likewise, we followed Kress and Leeuwen's theory to alter those originals which we considered deficient so as to present half the group with an improved version.

Results show that, in general, multimodality plays a very significant role in guiding students towards better listening comprehension. A more detailed analysis reveals that some of the multimodal variables are more powerful than others. Thus, while top-

bottom does not seem to affect comprehension, others like left-right and framing do have a say in this respect.

Further research, however, is needed to ascertain whether there are other variables at play, such as colour, size and so on. Other aspects to be considered are whether multimodality affects/is affected by different types of listening exercises; that is, what the effect of multimodality is when these listening activities involve just recognition (e.g. true/false; multiple choice, matching, etc.) or also production (e.g. gap filling, answering questions and so on).

Notes

¹ Original and processed activities have been included in Appendix II. All the extracts have been reproduced with kind permission of Pearson Education Ltd., taken from Copage, J., Luque-Mortimer, L. and Stephens, M. 2002 ©. *Get on Track to FCE*. London: Longman, and Newbrook, J., Wilson, J. and Acklam, R. 2004 ©. *New First Certificate Gold Coursebook*. London: Longman.

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APPENDIX I

CEF Level LISTENING

<p>A1 I can understand everyday expressions dealing with simple and concrete everyday needs, in clear, slow and repeated speech. A1 I can follow speech which is very slow and carefully articulated, with long pauses for me to get the meaning. A1 I can understand questions and instructions and follow short, simple directions. A1 I can understand numbers, prices and times.</p>
<p>A2 I can understand enough to manage simple, routine exchanges without too much effort. A2 I can generally identify the topic of discussion around me which is conducted slowly and clearly. A2 I can generally understand clear, standard speech on familiar matters, although in a real life situation I might have to ask for repetition or reformulation. A2 I can understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow. A2 I can understand phrases and expressions related to immediate needs. A2 I can handle simple business in shops, post offices or banks. A2 I can understand simple directions relating to how to get from X to Y, by foot or public transport. A2 I can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. A2 I can identify the main point of TV news items reporting events, accidents, etc, where the visual material supports the commentary. A2 I can catch the main point in short, clear, simple messages and announcements.</p>
<p>B1 I can guess the meaning of occasional unknown words from the context and understand sentence meaning if the topic discussed is familiar. B1 I can generally follow the main points of extended discussion around me, provided speech is clear and in standard language. B1 I can follow clear speech in everyday conversation, though in a real life situation I will sometimes have to ask for repetition of particular words and phrases. B1 I can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clear and generally familiar accent is used. B1 I can understand the main points of clear standard speech on familiar matters which occur regularly. B1 I can follow a lecture or a talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly organised. B1 I can understand simple technical information, such as operation instructions for everyday equipment. B1 I can understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly. B1 I can follow many films in which visuals and action carry much of the storyline, and in which the story is straightforward and the language clear. B1 I can catch the main points in broadcasts on familiar topics and topics of personal interest when the language is relatively slow and clear.</p>
<p>B2 I can understand in detail what is said to me in the standard spoken language. I can do this even when there is some noise in the background. B2 I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life. Only extreme background noise, unclear structure and/or idiomatic usage causes some problems. B2 I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard language including technical discussions in my field of specialisation. B2 I can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is clearly stated by the speaker. B2 I can follow the essentials of lectures, talks and reports and other forms of presentation which use complex ideas and language. B2 I can understand announcements and messages on concrete and abstract topics spoken in standard language at normal speed. B2 I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc. B2 I can understand most TV news and current affairs programmes such as documentaries, live interviews, talk shows, plays and the majority of films in standard language. B2 I can follow a lecture or talk within my own field, provided the presentation is clear.</p>
<p>C1 I can keep up with an animated conversation between native speakers. C1 I can understand enough to follow extended speech on abstract and complex topics beyond my own field, though I may need to confirm occasional details, especially if the accent is unfamiliar. C1 I can recognise a wide range of idiomatic expressions and colloquialisms and recognise changes in style. C1 I can follow extended speech even when it is not clearly structured and when relationships between ideas are only implied and not stated explicitly. C1 I can follow most lectures, discussions and debates with relative ease. C1 I can extract specific information from poor quality public announcements. C1 I can understand complex technical information, such as operating instructions, specifications for familiar products and services. C1 I can understand a wide range of recorded audio material, including some nonstandard language, and identify finer points of detail, including implicit attitudes and relationships between speakers. C1 I can follow films which contain a considerable degree of slang and idiomatic usage.</p>
<p>C2 I can follow specialised lectures and presentations which use a high degree of colloquialism, regional usage or unfamiliar terminology.</p>

APPENDIX II

Listening 1A *Get on Track to FCE (2002)*

Listening 1

Listening ▶ Part 1

1 Listening strategy

▶▶ *listening for a purpose*
Always read the question before you start listening. The question tells you what information to listen for and gives you a purpose for listening.

1 Look at the Listening task. Read questions 1–6. For each question, decide:

- who is speaking.
- what is the situation.

2 What do you have to listen for? Match questions 1–6 to the following descriptions a)–d).

- FACTS or DETAILS Question(s)
- PLACE/LOCATION Question(s)
- OPINIONS Question(s)
- FEELINGS Question(s)

3 Think about words or phrases you can listen for. Match these expressions to each option A or B in questions 1–3. Write A or B on the line.

Question 1

1 act, actor, part, lines

2 sing, play music, song, singer

Question 2

1 teacher, have patience with (someone)

2 beginners, teacher, have a go at

Question 3

1 a thriller, scenery, made on location

2 the cover, a thriller, a novel

4 Now think of words and phrases you might hear for questions 4–6.



2 **Listening task**

1 Listen to the recording and do the task. You will hear each extract twice.

2 Compare your answers with the class. What phrases made you choose your answer?

3 **Over to you**


- Have you been to a film or concert recently? Did you enjoy it? Why/Why not?
- What did you like best about the place that you went to on holiday this year?

Listening task

You will hear people talking in six different situations. For questions 1–6, choose the best answer A or B.

- You hear two friends talking in a coffee bar. Where have they been?
A to a film 1
B to a concert
- You hear a boy talking to a friend on his mobile phone. What past event is he remembering?
A trying to learn something 2
B trying to teach someone something
- Two friends are out shopping. What type of shop are they in?
A a bookshop 3
B a video shop
- You hear two friends talking about going hiking. What is Stephen worried about?
A having an accident 4
B feeling wet and uncomfortable
- You hear a girl talking about the place where she goes on holiday. What does she like best about this place?
A spending time with her family 5
B meeting people of her own age
- You hear two friends talking about a piece of equipment. What is it?
A a mobile phone 6
B a personal computer



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Listening 1B *Get on Track to FCE (2002)*

Listening 1

Listening ▶ Part 1



Listening task

You will hear people talking in six different situations. For questions 1–6, choose the best answer A or B.

- 1 You hear two friends talking in a coffee bar. Where have they been?
 A to a film 1
 B to a concert
- 2 You hear a boy talking to a friend on his mobile phone. What past event is he remembering?
 A trying to learn something 2
 B trying to teach someone something
- 3 Two friends are out shopping. What type of shop are they in?
 A a bookshop 3
 B a video shop
- 4 You hear two friends talking about going hiking. What is Stephen worried about?
 A having an accident 4
 B feeling wet and uncomfortable
- 5 You hear a girl talking about the place where she goes on holiday. What does she like best about this place?
 A spending time with her family 5
 B meeting people of her own age
- 6 You hear two friends talking about a piece of equipment. What is it?
 A a mobile phone 6
 B a personal computer

1 Listening strategy

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- b) what is the situation.

2 What do you have to listen for? Match questions 1–6 to the following descriptions a)–d).

- a) FACTS or DETAILS Question(s)
- b) PLACE/LOCATION Question(s)
- c) OPINIONS Question(s)
- d) FEELINGS Question(s)

3 Think about words or phrases you can listen for. Match these expressions to each option A or B in questions 1–3. Write A or B on the line.

Question 1

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- 1 a thriller, scenery, made on location
- 2 the cover, a thriller, a novel

4 Now think of words and phrases you might hear for questions 4–6.

2 Listening task

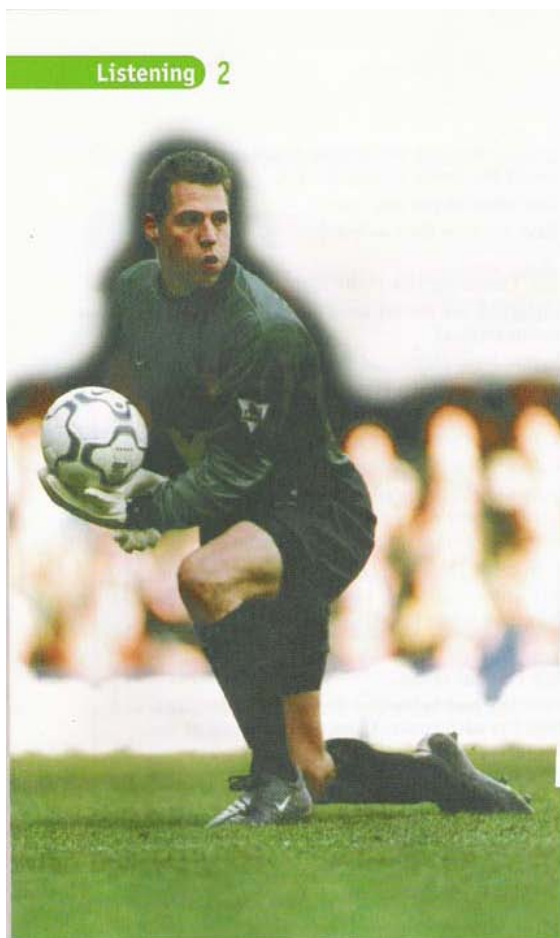
1 Listen to the recording and do the task. You will hear each extract twice.

2 Compare your answers with the class. What phrases made you choose your answer?

3 Over to you

- 1 Have you been to a film or concert recently? Did you enjoy it? Why/Why not?
- 2 What did you like best about the place that you went to on holiday this year?

Listening 2A Get on Track to FCE (2002)



Listening 2

Listening ▶ Part 2

1 Before you listen

You are going to hear an interview with a successful footballer.

- 1 Who is the most famous footballer in your country?
- 2 What do you know about his life and career?
- 3 How can gifted young footballers become professionals?

2 Listening strategy

▶▶ understanding notes

You may need to complete notes when you listen. To make sure you know what information you have to listen for, you can turn the notes into full questions before you listen.



1 Read the notes 1–7 below. Try turning them into questions.

DUNCAN SHORT: FOOTBALLER

- 1 Year of birth: _____
- 2 Father's job: _____
- 3 Age Duncan started playing football: _____
- 4 Sport he played with his brother: _____
- 5 Sport he gave up for football: _____
- 6 Football club he joined at 16: _____
- 7 Job he's been offered: _____

2 Match these questions to the notes. Are they the same as your questions?

- a) Which club did he join when he was 16?
- b) What sport did he play with his brother?
- c) What job has he been offered?
- d) How old was he when he started playing football?
- e) What does/did his father do?
- f) When was he born?
- g) What sport did he give up for football?

3 Listening task

1 Listen to the recording. Complete the notes in Exercise 2. Use only one or two words, or a number, in each space. You can write numbers as figures.

2 Listen again to check your answers.

3 Compare your answers. Use your completed notes to say what you know about Duncan.

Example:

Duncan was born in ...

4 Over to you

Do you agree or disagree with this statement? Give reasons.

'People take football too seriously.'

Listening 2B *Get on Track to FCE* (2002)

Listening 2



Listening ▶ Part 2

1 Before you listen

You are going to hear an interview with a successful footballer.

- 1 Who is the most famous footballer in your country?
- 2 What do you know about his life and career?
- 3 How can gifted young footballers become professionals?

2 Listening strategy

▶ understanding notes

You may need to complete notes when you listen. To make sure you know what information you have to listen for, you can turn the notes into full questions before you listen.

1 Read the notes 1–7 below. Try turning them into questions.

DUNCAN SHORT: FOOTBALLER

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- 2 Father's job: _____
- 3 Age Duncan started playing football: _____
- 4 Sport he played with his brother: _____
- 5 Sport he gave up for football: _____
- 6 Football club he joined at 16: _____
- 7 Job he's been offered: _____



2 Match these questions to the notes. Are they the same as your questions?

- a) Which club did he join when he was 16?
- b) What sport did he play with his brother?
- c) What job has he been offered?
- d) How old was he when he started playing football?
- e) What does/did his father do?
- f) When was he born?
- g) What sport did he give up for football?

3 Listening task

1 Listen to the recording. Complete the notes

DUNCAN SHORT: FOOTBALLER

- 1 Year of birth: _____
- 2 Father's job: _____
- 3 Age Duncan started playing football: _____
- 4 Sport he played with his brother: _____
- 5 Sport he gave up for football: _____
- 6 Football club he joined at 16: _____
- 7 Job he's been offered: _____

2 Listen again to check your answers.

3 Compare your answers. Use your completed notes to say what you know about Duncan.

Example:

Duncan was born in ...

4 Over to you

Do you agree or disagree with this statement? Give reasons.

'People take football too seriously.'

Listening 3A Get on Track to FCE (2002)

Listening 3

Listening ▶ Part 3

1 Before you listen

You are going to hear five people talking about what they value most in their best friend. Before you listen, think about what you might hear:

What do you value the most in your best friend?

2 Listening strategy


▶▶ *identifying the main points*

When you listen to someone talking, try to distinguish between:


- a) the main point that the speaker is making.
- b) the examples or details that they give to support their point.

1 Read the extract below.

- 1 Underline the main point the speaker is making.
 - 2 How many examples does she give to support her point?
 - a) one b) two c) three
 - 3 Circle the phrases the speaker uses to introduce the examples.
- 6 Carol's a great friend, and I like lots of things about her! What do I value the most? Mmm, I remember when I had a problem with my boyfriend, I didn't know if I wanted to break up or not, and she told me to stop seeing him for a month. That really helped! And also when I find things difficult at school ... For example, the other day I was writing a composition for homework and I didn't know what to write. So Carol said, take a break, you'll have more ideas after that! She was right! When I don't know what to do, she always gives me good advice.'

2  Now listen to Clara and Peter. Note down what they each value most about their friends.


Clara:
Peter:

3  Listen again. How do Clara and Peter introduce the examples they give to support their point? Tick the phrases they use.

introducing examples

- I remember when ...
- For example, ...
- Take last week, ...
- Let me tell you what happened ...




3  Listening task

1 You will hear three other people talking about their best friends. Choose from the list A–D the main point each speaker makes. There is one extra letter which you do not need to use.

Listening task

- A My best friend tells me the truth even if it hurts.
- B My best friend has helped me to become self-confident. Speaker 1 1
- C My best friend helps me with my school work. Speaker 2 2
- D My best friend likes the same kind of activities I like. Speaker 3 3

2 Listen again and check your answers.

4  Over to you

Do you prefer spending your free time with one friend or with a group of friends? Explain your answer.

Listening 3B *Get on Track to FCE* (2002)



Listening 3

Listening ▶ Part 3

1 Before you listen

You are going to hear five people talking about what they value most in their best friend. Before you listen, think about what you might hear:

What do you value the most in your best friend?

2 Listening strategy

▶▶ *identifying the main points*

When you listen to someone talking, try to distinguish between:

- a) the main point that the speaker is making.
- b) the examples or details that they give to support their point.

1 Read the extract below.

- 1 Underline the main point the speaker is making.
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2 Now listen to Clara and Peter. Note down what they value most about their friends.

Clara:

Peter:

3 Listen again. How do Clara and Peter introduce the examples they give to support their point? Tick the phrases they use.

introducing examples

- I remember when ...
- For example, ...
- Take last week, ...
- Let me tell you what happened ...

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Listening task

- A My best friend tells me the truth even if it hurts.
- B My best friend has helped me to become self-confident. Speaker 1 1
- Speaker 2 2
- C My best friend helps me with my school work. Speaker 3 3
- D My best friend likes the same kind of activities I like.

2 Listen again and check your answers.

4 Over to you

Do you prefer spending your free time with one friend or with a group of friends? Explain your answer.

Listening 4A Get on Track to FCE (2002)

Listening 4

Listening ▶ Part 4

1 Before you listen

You are going to hear two friends talking about leisure activities during the summer holidays.

1 Look at the Listening task and read statements 1–6. What kind of leisure activities do they talk about?

2 Discuss each statement 1–6. What's your opinion?

Example:

1 *Some organised activities are interesting.*
For example, ...

2 Listening strategy

As you listen, you have to decide which of the opinions 1–6 are TRUE and which are FALSE according to what the speakers say.

▶▶ identifying opinions

When people give their opinions, they often use expressions like:

I think / I don't think ... In my opinion, ...
For me, ... I'm not sure ...
I'm afraid (that) ...

Listen carefully for these introductory phrases. They tell you that an opinion follows.

1 Listen to the first part of the recording once. Who says this, Paula or Robert?

- a) 'I don't think that sounds like much of a holiday.'
- b) 'For me, if you've got something interesting to do, then you do feel relaxed.'
- c) 'I'm afraid a course like that sounds too much like going back to school to me.'

2 Now write T (TRUE) or F (FALSE) in the boxes next to statements 1–3.

3 Listening task

1 Now listen to the rest of the recording. Decide which of the statements 4–6 are TRUE or FALSE. Write T or F in the boxes.

2 Compare your answers. What did each person say?

4 Listen to check

Listen to the whole recording again and check your answers.



Listening task

TRUE or FALSE?

- 1 Paula likes to take part in organised activities. 1
- 2 Robert finds it easy to relax when he's busy doing things. 2
- 3 Paula thinks that a photography course sounds fun. 3
- 4 Robert thinks you have to buy things when you start a new hobby. 4
- 5 Robert likes the idea of learning to play the violin. 5
- 6 Paula thinks that you should take your hobbies seriously. 6



5 Over to you

- 1 How do you usually spend your time in the summer holidays?
- 2 Have you ever signed up for a course like photography during the holidays?

Listening 4B *Get on Track to FCE* (2002)

Listening 4

Listening ▶ Part 4

1 Before you listen

You are going to hear two friends talking about leisure activities during the summer holidays.

1 Look at the Listening task and read statements 1–6. What kind of leisure activities do they talk about?

2 Discuss each statement 1–6. What's your opinion?

Example:

1 *Some organised activities are interesting.*
For example, ...

2 Listening strategy

As you listen, you have to decide which of the opinions 1–6 are TRUE and which are FALSE according to what the speakers say.

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3 Listening task

1 Now listen to the rest of the recording. Decide which of the statements 4–6 are TRUE or FALSE. Write T or F in the boxes.

2 Compare your answers. What did each person say?

4 Listen to check

Listen to the whole recording again and check your answers.

TRUE or FALSE?



- 1 Paula likes to take part in organised activities. 1
- 2 Robert finds it easy to relax when he's busy doing things. 2
- 3 Paula thinks that a photography course sounds fun. 3
- 4 Robert thinks you have to buy things when you start a new hobby. 4
- 5 Robert likes the idea of learning to play the violin. 5
- 6 Paula thinks that you should take your hobbies seriously. 6

5 Over to you

- 1 How do you usually spend your time in the summer holidays?
- 2 Have you ever signed up for a course like photography during the holidays?

Listening 5A Get on Track to FCE (2002)

Listening 5

Listening ▶ Part 1

1 Before you listen
 ▶▶ *listening for a purpose* Unit 1 p.12
Look at the Listening task. Read questions 1–6 and underline the words that tell you:
 a) what the situation is
 b) what you need to listen for.

2 Listening strategy
 ▶▶ *listening for linking words*
 Speakers often give reasons to support their points. Sometimes they contradict themselves and say something different. To understand what they really mean, listen for:
 • linking words that introduce reasons, e.g. *so*
 • linking words that introduce an opposite idea, e.g. *but, although*.

1 Look at the clues provided for questions 1–3, which show you what linking words to listen for. Then listen to the first part of the recording and choose the best answer A or B. You will hear each extract twice.

2 Compare your answers with the class.


3 Listening task
Now listen to Questions 4–6 and choose the best answer, A or B.

4 Over to you

- 1 Would you like to have a summer job in a department store? Why/Why not?
- 2 Would you like to go rock climbing or trekking? Why/Why not?

Listening task
 You will hear people talking in six different situations. For questions 1–6, choose the best answer A or B.

- 1 You hear a successful singer talking about her childhood ambitions.
 Who was the biggest influence on her?
 A Madonna 1
 B her family
 Clue: *'But really ...'*
- 2 You hear a boy talking about moving to a new town.
 When will he move house?
 A in May 2
 B in April
 Clue: *'My father has to start his new job in ..., so ...'*
- 3 You hear a girl talking about her summer job in a department store.
 What department is she going to work in?
 A the sports department 3
 B the food department
 Clue: *'I really wanted to ... but ...'*
- 4 You hear a young man talking about his next holiday.
 How will he spend his time?
 A rock climbing 4
 B trekking
- 5 You hear a student talking about her studies after school.
 What course is she going to take?
 A Electronics 5
 B History
- 6 You hear a horoscope prediction on the radio.
 What is going to happen to Geminis this month, according to the horoscope?
 A They are going to win some money. 6
 B They are going to find love.




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Listening 5B *Get on Track to FCE* (2002)

Listening 5


Listening ▶ Part 1


1 Before you listen
 ▶▶ *listening for a purpose* Unit 1 p.12
 Look at the Listening task. Read questions 1–6 and underline the words that tell you:
 a) what the situation is
 b) what you need to listen for.


2  Listening strategy
 ▶▶ *listening for linking words*
 Speakers often give reasons to support their points. Sometimes they contradict themselves and say something different. To understand what they really mean, listen for:
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2 Compare your answers with the class.

3  Listening task
 Now listen to Questions 4–6 and choose the best answer, A or B.

4  Over to you
 1 Would you like to have a summer job in a department store? Why/Why not?
 2 Would you like to go rock climbing or trekking? Why/Why not?



46



You will hear people talking in six different situations. For questions 1–6, choose the best answer A or B.

- 1** You hear a successful singer talking about her childhood ambitions. Who was the biggest influence on her?
 A Madonna **1**
 B her family
 Clue: 'But really ...'
- 2** You hear a boy talking about moving to a new town. When will he move house?
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- 3** You hear a girl talking about her summer job in a department store. What department is she going to work in?
 A the sports department **3**
 B the food department
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 A rock climbing **4**
 B trekking
- 5** You hear a student talking about her studies after school. What course is she going to take?
 A Electronics **5**
 B History
- 6** You hear a horoscope prediction on the radio. What is going to happen to Geminis this month, according to the horoscope?
 A They are going to win some money. **6**
 B They are going to find love.

Listening 6A *New First Certificate Gold Coursebook* (2004)



Listening 1: note completion

1 You will hear a radio interview about a survey of popular films. First, read through the notes below. The results of the survey covered five main areas. What were they? Can you predict what any of the answers might be?

Film survey

Date of survey: (1)
 Number of people responding: (2)

Results of survey

Most popular type of film: (3)
 e.g. 'The Godfather'

Best plots: two popular themes:
 (4) and good versus evil.
 (NB can have a (5) of both themes
 e.g. in 'Star Wars')

Most popular settings:
 place (6) locations (e.g. deserts, jungles)
 time the (7)

Most popular stars:
 male Robert de Niro, Harrison Ford,
 Humphrey Bogart
 female Diane Keaton, Jodie Foster, Marilyn
 Monroe, Carrie Fisher
 (NB pop. female stars had (8) + glamour)

Titles of the most popular films:
 often consisted of (9) and included
 name of a place or (10)

2

1 Now listen and complete the notes. Write a word or short phrase for each answer. (In this exercise there is a separate line for each word.)

TIP! Complete the gaps with the exact words used in the recording – don't try to use your own words.

2 Listen again to check and complete your answers.

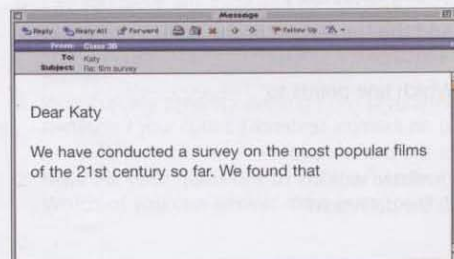
3

1 Carry out a similar survey to find out what your class thinks are the best films of the 21st century so far. Work in groups. Ask and answer questions about:

- types of films (with examples)
- best plots (with examples)
- most popular settings (place and time)
- most popular actors (male and female)
- most popular titles.

2 Find out the results of the other groups.

3 Write an email that could be sent to the presenter of the radio programme summarising the findings of your class.



7

Listening 6B New First Certificate Gold Coursebook (2004)



Listening 1: note completion

1 You will hear a radio interview about a survey of popular films. First, read through the notes below. The results of the survey covered five main areas. What were they? Can you predict what any of the answers might be?

Film survey

Date of survey: (1)
Number of people responding: (2)

Results of survey

Most popular type of film: (3)
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Best plots: two popular themes:
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Monroe, Carrie Fisher
(NB pop. female stars had (8) + glamour)

Titles of the most popular films:
often consisted of (9) and included
name of a place or (10)

2

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Film survey

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Most popular settings:
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Most popular stars:
male Robert de Niro, Harrison Ford,
Humphrey Bogart
female Diane Keaton, Jodie Foster, Marilyn
Monroe, Carrie Fisher
(NB pop. female stars had (8) + glamour)

Titles of the most popular films:
often consisted of (9) and included
name of a place or (10)

2 Listen again to check and complete your answers.

7

Listening 7A New First Certificate Gold Coursebook (2004)

UNIT 1 What's on?

Listening 2: extracts (Part 1)

You will hear people talking in six different situations. For questions 1–6, choose the best answer, A, B or C. You will hear each extract twice.

TIP! The information in the recording is not always given in the same order as the options.

- 1 You hear a man talking about a film. What does he say about the film?
A The story is difficult to follow.
B The film is better than the book.
C The setting is unusual.
CLUE: You will hear his opinion about the setting first (**C**), then the story (**A**), then the comparison with the book (**B**).
- 2 You overhear two people talking in the street. What are they talking about?
A a play at the theatre
B a concert
C a film on TV
CLUE: Listen for information about the **setting** and the **ending**.
- 3 You hear an actress being interviewed on the radio. What is the actress doing?
A giving an explanation
B making a comparison
C offering advice
CLUE: In this type of question, you have to think about the main point of what the speaker says.
- 4 You turn on the radio in the middle of a programme. What is the relationship between the speakers?
A mother and son
B boss and employee
C teacher and pupil
CLUE: Listen carefully to what the woman says towards the end of the conversation.
- 5 You hear a woman on a phone-in radio programme complaining about a problem. Who is responsible for her problem?
A some workmen
B the local town council
C a mobile phone company
CLUE: At the end, the woman says, 'That's not right'. What is she referring to?

- 6 You overhear two people talking in a café. What has the man just taken part in?
A a competition on the radio
B an oral examination
C a job interview
CLUE: All three answers may involve answering questions and feeling nervous. Listen for additional information to give you the correct answer.

Vocabulary 3: entertainment

1 Complete these sentences with an appropriate word. You have been given the first part of each word and the number of letters.

- 1 It's the first Shakespeare p____ I have seen in the t_____.
- 2 There were a lot of critics from the newspapers at the theatre. I want to read their r_____ to see what they thought of it.
- 3 The play was excellent and the au_____ app_____ very enthusiastically at the end.
- 4 I thought I didn't like o_____, but then I saw a wonderful p_____ of Carmen and I changed my mind.
- 5 There was a c_____ last week which included a new sym_____ by a young Italian com_____. It was almost s_____ o_____ so I was lucky to get a seat!
- 6 It must be very difficult to con_____ an orc_____; there are so many different in_____ being played by so many different mus_____!
- 7 I enjoy po_____ as well, and I listen to different si_____ and gr_____. I've got a big collection of CDs.
- 8 On Saturday evenings I like going to ni_____ cl_____ and di_____ with my friends.

2 What kind of entertainment do you enjoy most? Put these in order from 1–7 and discuss your preferences with a partner.

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> pop concerts | <input type="checkbox"/> cinema |
| <input type="checkbox"/> theatre | <input type="checkbox"/> comedy |
| <input type="checkbox"/> opera | <input type="checkbox"/> classical concerts |
| <input type="checkbox"/> television | |

Listening 7B New First Certificate Gold Coursebook (2004)

UNIT 1 What's on?

Listening 2: extracts (Part 1)

You will hear people talking in six different situations. For questions 1–6, choose the best answer, A, B or C. You will hear each extract twice.

TIP! The information in the recording is not always given in the same order as the options.

- 1 You hear a man talking about a film. What does he say about the film?
A The story is difficult to follow.
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CLUE: You will hear his opinion about the setting first (C), then the story (A), then the comparison with the book (B).
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CLUE: Listen for information about the setting and the ending.
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CLUE: In this type of question, you have to think about the main point of what the speaker says.
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CLUE: At the end, the woman says, 'That's not right'. What is she referring to?
- 6 You overhear two people talking in a café. What has the man just taken part in?
A a competition on the radio
B an oral examination
C a job interview
CLUE: All three answers may involve answering questions and feeling nervous. Listen for additional information to give you the correct answer.

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Listening 8A-1 New First Certificate Gold Coursebook (2004)

UNIT
2 **Worth the risk?**

Speaking 1

1 Look at the photo and discuss these questions.


- 1 The woman is 'free diving'. What do you think this involves?
- 2 Would you be prepared to try this? Why?/Why not?
- 3 What type of person do you think you need to be to do this?

2

1 Answer the following questions for yourself. Write:
always often occasionally never

How adventurous are you?

- 1 Do you enjoy taking risks?
- 2 Do you always leave things until the last minute?
- 3 Would you make sure you had another job before giving up your old one?
- 4 When you buy something new, do you usually read the guarantee?
- 5 Would you like to drive a fast car?
- 6 Do you take chances even when you think you may not succeed?
- 7 Do you think about what might go wrong before you try anything new?
- 8 Do you check a map before you set off on a journey to a new place?
- 9 If someone dares you to do something, do you accept the dare?
- 10 Would you find life boring if there was no danger anywhere?



2 Explain your answers to a partner. Which of you is more adventurous?

3 Discuss these questions.

- 1 Is it always a good thing to take risks?
- 2 Why do you think some people might not approve of risk-takers?

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Listening 8A-2 New First Certificate Gold Coursebook (2004)

UNIT 2 Worth the risk?

Listening: true or false? (Part 4)

1 The woman in the photo opposite is Tanya Streeter, who broke a world record for free diving on 17 August, 2002. You will hear an interview with her.

TIP! Before you listen, read through the sentences and highlight key words.

To help you, the key words have been highlighted for the first two questions.

When she was **very young**, Tanya was **afraid of the water**. **1**

When she joined her **first free diving class**, Tanya found she could do **some things better than any of the men** there. **2**

Tanya decided to try to break diving records in order to please her parents. **3**

Once Tanya has gone as deep as she can on a dive, she has to return to the surface very gradually. **4**

Tanya's heart beats more rapidly when she is deep underwater. **5**

When Tanya dives, there are other people ready to help in case of emergency. **6**

Tanya says her main reason for free diving is to explore what humans can do. **7**

2 Listen to the interview. Decide whether the statements are True or False. Write T for True or F for False in the boxes provided.

3 Compare your answers with a partner, then listen again to check.

4 Discuss these questions.

- Do you think that what Tanya does is worth the risk she is taking? Why?/Why not?
- Describe to a partner the most dangerous and/or exciting thing you have ever done. Would your partner like to do the same thing?

Vocabulary 1: adjectives of feeling

1 Complete the adjectives in the following sentences by adding **-ed** or **-ing**.

Example: Tanya was amaz**ed** and thrill**ed** when she beat the world record.

- A lot of people are excit.... by the idea of doing dangerous sports.
- Top athletes must find all the media attention very flatter....
- I think I'd find hang gliding rather frighten....
- I'm really unfit! It's so depress....!
- I can't understand why some people are interest.... in trying to beat records.
- I thought the way the coach explained things was rather confus....
- People who attempt to beat records often feel very frustrat.... when they fail.
- My instructor was very encourag.... about my chances of winning.
- I was annoy.... with myself when I lost the game.
- Please stop whistling. It's really irritat....

▶ Grammar reference p.191 (1)

2 Complete the following sentences with a suitable adjective from Exercise 1 in the correct form.

Example: The programme wasn't very interesting so I switched off.

- These instructions don't make any sense – I'm totally
- After failing his exams, Jamie felt very
- It was a very match. The score was 2–2 until just before the end.
- I was by all the compliments I received.
- The first time I flew, I was very
- There's nothing I can do to help – it's really

3

1 How would you feel if:

- your friend gave you an unexpected present?
- you thought a stranger was following you?
- your brother or sister borrowed your CD player without asking you?

2 Write some more questions like the ones above and ask a partner.

19

Listening 8B-1 *New First Certificate Gold Coursebook* (2004)

UNIT 2 Worth the risk?

Listening: true or false? (Part 4)

1 The woman in the photo opposite is Tanya Streeter, who broke a world record for free diving on 17 August, 2002. You will hear an interview with her.

TIP! Before you listen, read through the sentences and highlight key words.

To help you, the key words have been highlighted for the first two questions.

When she was **very young**, Tanya was **afraid of the water**. **1**

When she joined her **first free diving class**, Tanya found she could do **some things better than** any of **the men** there. **2**

Tanya decided to try to break diving records in order to please her parents. **3**

Once Tanya has gone as deep as she can on a dive, she has to return to the surface very gradually. **4**

Tanya's heart beats more rapidly when she is deep underwater. **5**

When Tanya dives, there are other people ready to help in case of emergency. **6**

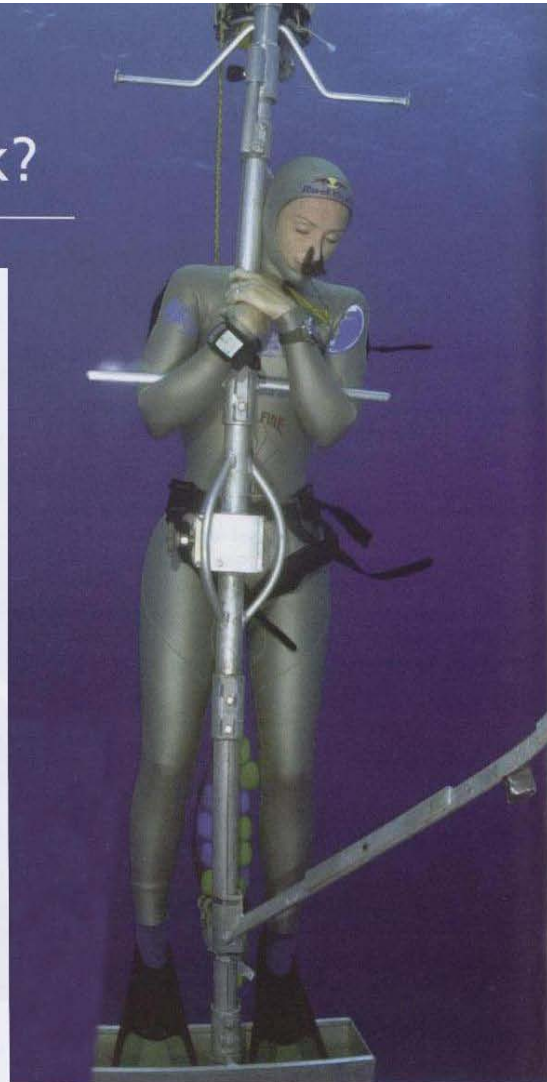
Tanya says her main reason for free diving is to explore what humans can do. **7**

2 Listen to the interview. Decide whether the statements are True or False. Write T for True or F for False in the boxes provided.

3 Compare your answers with a partner, then listen again to check.

4 Discuss these questions.

- 1 Do you think that what Tanya does is worth the risk she is taking? Why?/Why not?
- 2 Describe to a partner the most dangerous and/or exciting thing you have ever done. Would your partner like to do the same thing?



Speaking 1

1 Look at the photo and discuss these questions.

- 1 The woman is 'free diving'. What do you think this involves?
- 2 Would you be prepared to try this? Why?/Why not?
- 3 What type of person do you think you need to be to do this?

Listening 8B-2 New First Certificate Gold Coursebook (2004)

UNIT 2 Worth the risk?

2

1 Answer the following questions for yourself. Write:
always often occasionally never

How adventurous are you?

- 1 Do you enjoy taking risks?
- 2 Do you always leave things until the last minute?
- 3 Would you make sure you had another job before giving up your old one?
- 4 When you buy something new, do you usually read the guarantee?
- 5 Would you like to drive a fast car?
- 6 Do you take chances even when you think you may not succeed?
- 7 Do you think about what might go wrong before you try anything new?
- 8 Do you check a map before you set off on a journey to a new place?
- 9 If someone dares you to do something, do you accept the dare?
- 10 Would you find life boring if there was no danger anywhere?

2 Explain your answers to a partner. Which of you is more adventurous?

3 Discuss these questions.

- 1 Is it always a good thing to take risks?
- 2 Why do you think some people might not approve of risk-takers?

Vocabulary 1: adjectives of feeling

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Example: Tanya was amaz~~ed~~ and thrill~~ed~~ when she beat the world record.

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- 2 Write some more questions like the ones above and ask a partner.

19

Listening 9A-1 New First Certificate Gold Coursebook (2004)

UNIT 3 Fact or fiction?

Listening 1: multiple matching (Part 3)

1 Discuss these questions.

- 1 What kind of things do you like to read?
- 2 What was the last thing you read for pleasure?

2 You will hear five people talking about what they read. You have to choose one statement that matches what each speaker says. To practise this, read the statements A and B below and listen to what the first speaker says. You will hear the extract twice.

- 1 Which statement, A or B, accurately reflects what the speaker says?
- 2 Which phrases in the extract tell you?

- A** I try not to be put off by books that seem hard to read.
B I think that some of what I read is a waste of time.

3

1 Read through the statements below and listen to the whole recording. Choose from the list A-F what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.

TIP! The statements are not in the same order as the information you hear. As you listen, you need to check all six statements.

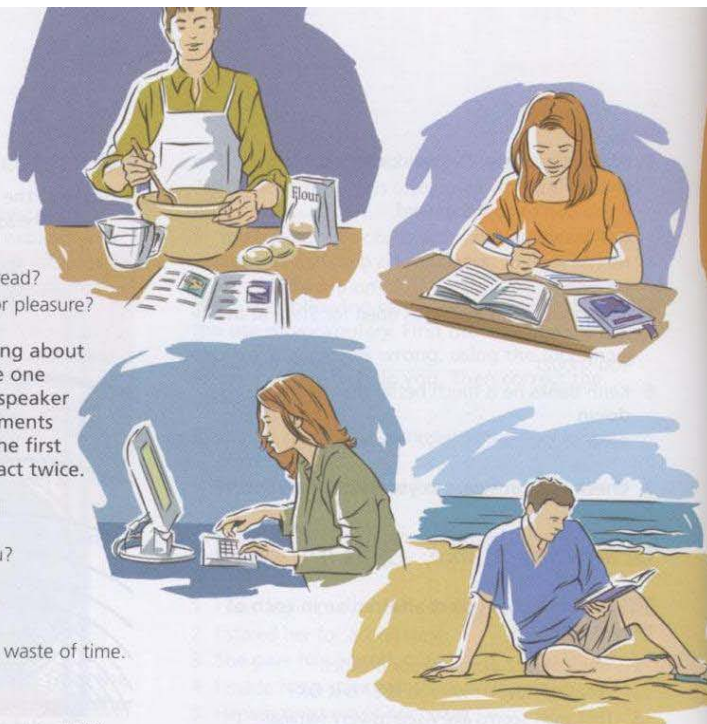
- A** I am prepared to try reading books that seem difficult.
- B** I think that some of what I read is a waste of time.
- C** I like reading books that are part of a series.
- D** I find that reading is a way of relaxing.
- E** I enjoy reading books that have been made into films.
- F** I choose books connected with the career I want to follow.

- Speaker 1 **1**
 Speaker 2 **2**
 Speaker 3 **3**
 Speaker 4 **4**
 Speaker 5 **5**

2 Listen again to check your answers.

4 Which speakers' views do you agree with?

34



Speaking: asking for and reacting to opinions (Parts 3 and 4)

1 Look at the pictures above, which show people reading in various situations. Think about:

- 1 what each person is reading and why
- 2 how useful or important it is to be able to read in these situations.

2

1 Listen to two students discussing two of the pictures.


- 1 Which two pictures do they talk about?
- 2 How do they answer question 2 in Exercise 1?

2 Listen again. Tick the phrases the students use to interact with each other.

That's right. What do you think?
 I'm not sure. Yes, I agree ... Sure, but ...
 But on the other hand ... I suppose so.
 Right. Well, yes, but ... Don't you think so?
 And another advantage is that ... OK, but ...
 Yes, and as well as that ... Yes, that's true.

3 Practise saying the phrases with the same intonation as the recording.

Listening 9A-2 New First Certificate Gold Coursebook (2004)



UNIT 3 Fact or fiction?

2 Make a table like this one with words in Exercise 1.1.

Adjective	Adverb	Adverbial phrase
quick	quickly	–
hard	hard	–
silly	–	in a silly way

3 Work with a partner. First, talk to each other about how useful or important reading is in each of the situations in the pictures. Then decide which type of reading is most important for you. Try to keep talking for about three minutes. Remember to listen and react to each other.

4 Discuss the following questions, which extend the topic you have discussed in Exercise 3. Try to use some of the phrases from Exercise 2.

- Do you often read articles or emails on a computer?
- Do you use the Internet to find information for your studies or work?
- How far do you think television and the Internet have changed people's reading habits?
- Do you think that people will still read books in thirty years' time? Why?/Why not?

Grammar 2: adverbs

1

1 Read these sentences. Underline the adverbs/ adverbial phrases and circle the adjectives.

Example: I read the book quickly because it was so interesting.

- The exam was harder than we expected. I did badly, but my brother did worse.
- If you want to do well and get good grades, you'll have to study more.
- Please don't drive so fast on this dangerous road.
- Why was he behaving in that silly, unfriendly way?
- Stand still and look straight at the camera.
- She works harder than anyone I know.
- If you order a new book over the Internet, they send you a receipt automatically.
- We'll have to make an early start if we want to get there by lunchtime. We don't want to arrive late.

2 Choose the correct form of the adverb in each pair of sentences.

- a) No matter how *hard* / *hardly* she tried, she couldn't find the answer.

b) She had *hard* / *hardly* noticed him in the crowd until he came up to her.
- a) I haven't seen you *late* / *lately* – have you been ill?

b) I have to work *late* / *lately* tonight so I won't be able to go out with you.
- a) His teacher speaks very *high* / *highly* of his abilities.

b) He kicked the ball *high* / *highly* up into the air.
- a) I didn't pay for the concert – I managed to get in *free* / *freely*.

b) Wear loose, comfortable clothes for yoga so that you can move *free* / *freely*.

3 Put the adverb in brackets in the best place in each sentence.

Example: I ^{always} buy something to read if I'm going on a journey. (*always*)

- Does she get the bus to college? (*usually*)
- He's not late. (*often*)
- She's been happy there. (*never*)
- You'd better go to the house. (*straight*)
- I'll be seeing her tomorrow. (*certainly*)
- I didn't make it on time. (*nearly*)
- She's missed her flight. (*perhaps*)
- I managed to get his number from Judy. (*luckily*)
- You are right. (*probably*)
- I'm not free next weekend. (*definitely*)

Listening 9B-1 *New First Certificate Gold Coursebook* (2004)

UNIT 3 Fact or fiction?

Speaking: asking for and reacting to opinions (Parts 3 and 4)

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Listening 9B-2 New First Certificate Gold Coursebook (2004)

UNIT 3 Fact or fiction?

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- You'd better go to the house. (*straight*)
- I'll be seeing her tomorrow. (*certainly*)

Listening 10A-1 New First Certificate Gold Coursebook (2004)

UNIT

4 Food for thought

Vocabulary 1: food

1 How much do you know about the food you eat? Match the sentence halves.

- 1 Milk and cheese f)
- 2 Potatoes, carrots and beetroot
- 3 Cheese, butter and oil
- 4 Fresh fruit and vegetables
- 5 Eggs and red meat
- 6 Rice, potatoes and bread
- 7 Nuts and dried beans
- 8 Proteins, fats and carbohydrates

- a) are rich in vitamin C.
- b) are high in cholesterol.
- c) are root vegetables.
- d) are good sources of protein for vegetarians.
- e) are all high in carbohydrates.
- f) are dairy products.
- g) are needed in a balanced diet.
- h) have a high proportion of fat.

2

1 Match the people to the speech bubbles.

I mostly eat fruit and raw vegetables. I don't touch meat or dairy products, and I only drink water – and champagne.

I eat lots of protein and carbohydrates to give me the strength and energy I need.



2 What sort of food should the following people eat? What should they avoid? Why?

- a) a pregnant woman
- b) an Arctic explorer
- c) someone with a cold
- d) a model

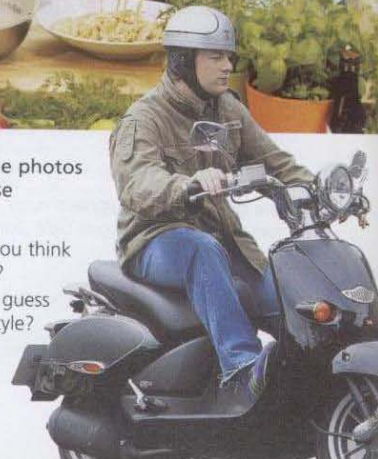
3 Is there any sort of food you don't like much, but eat because it is good for you?

Listening: sentence completion (Part 2)



1 Look at the photos and discuss these questions.

- 1 What job do you think the man does?
- 2 What can you guess about his lifestyle?



Listening 10A-2 New First Certificate Gold Coursebook (2004)

UNIT 4 Food for thought

2 You will hear part of a radio programme about a young man who has become a celebrity because of his job.

1 First, look through the following gapped sentences to get a general idea of what the programme is about. What topics do you think will be discussed?

The well-known chef, Jamie Oliver, was brought up in **(1)** in the country.

Jamie started to help prepare meals at the age of **(2)**

In London, Jamie met his future wife, Jools, who was working as a **(3)**

Jamie appeared briefly in a **(4)** about The River Café in London where he was working.

The recipes in Jamie's first TV series were **(5)** but used good ingredients.

Jamie's food was popular because it matched the **(6)** of his trendy young audience.

Both Jamie's TV series and his **(7)** were very successful.

Jamie helped to prepare the food for the guests at his **(8)**

Jamie then opened his own restaurant and trained **(9)** and inexperienced teenagers.

Apart from cooking, Jamie enjoys playing the **(10)** in a band with his old schoolfriends.

2 Now look at the gaps in each sentence. Which gap(s) could be filled by:

- a number?
- a noun describing a place?
- a noun describing a job?
- an adjective describing food?
- the name of a musical instrument?

3

1 Listen and complete the sentences, using a word or short phrase.

2 Listen again to check and complete your answers.

TIP! You should write no more than 1–3 words for each answer. Write exactly what you hear: don't change the word/s in any way.

4 Discuss these questions.

- Do you enjoy cooking? What can you cook?
- Are cookery programmes popular in your country? With what age groups?
- What types of foreign food are popular in your country? What types do you like best?
- In many countries, the way people eat is changing. Why do you think this is happening? Is this true in your country?

Vocabulary 2: prepositions

1 Complete the following sentences using the correct preposition.

for to in on as of

- Jamie Oliver was responsible training a group of young teenagers.
- He's particularly interested helping disadvantaged young people.
- Jamie has made many appearances TV.
- He's still very close his parents and childhood friends.
- I don't know if I'd like to train a chef.
- Working the catering industry is hard and involves long hours.
- Success depends luck as well as talent.
- You need a talent cooking and a real interest good food.
- The idea of running a coffee bar or café quite appeals me.
- It would be hard work, but I'm not afraid that.

2 Tell a partner about:

- an activity that you
 - have a talent for
 - have lost interest in
 - doesn't appeal to you
 - never find time for.
- a job or profession that you would like to work in.
- someone you
 - are close to
 - are dependent on.
- something that you
 - are afraid of doing
 - are responsible for
 - takes up a lot of your time.
- a TV programme you would like to appear on.

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Listening 10B-1 New First Certificate Gold Coursebook (2004)

UNIT 4 Food for thought

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 - 3 Cheese, butter and oil
 - 4 Fresh fruit and vegetables
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Listening 10B-2 *New First Certificate Gold Coursebook* (2004)

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