

Listen for the word (Listening)

- Description:** Students working in pairs listen for a particular word and note down how often it occurs in a recording.
- Use with or after:** *English Network 1 (New Edition)*, Unit 2, Step 1.
- Skill:** Listening
- Focus:** Further exploitation of the recording T1/20, *A German class*.
- Time:** 15 minutes
- Preparation:**
- Print out both pages of this file.
 - Cut the second page along the dotted lines to make sixteen word- or phrase-slips. (The words *every* and *week* are together on one slip because they only occur together on the recording.)
 - The students will be working in pairs. If you have more than sixteen students in your class, make another copy and use some of the English words twice, to form groups of three.
 - If you have fewer than sixteen students, leave out one or more pairs of words as necessary.
- Procedure:**
- Distribute the English words to the students on one side of the room, and the corresponding German words to students on the other. If there is an odd number of students, take a slip yourself.
 - The students stand up. Each one finds the person from the other side of the room who has the translation of his or her word, and the new partners sit down together. (Encourage them to negotiate this in English: *Let's sit here.*)
 - Explain that you are going to play a recording that they have heard before, the one about the German class in England, from *English Network 1 (New Edition)*, Unit 2, Step 1. Each pair should listen for the English word or phrase that is on one of their slips, and make a mark for each time they hear the word.
 - Play the recording at least once, without using the pause button, and look around to see that the students are making marks when they hear their word.
 - Ask each pair how many times they heard their word, and collect the answers on the board: *know 3, no 5, speak 3, break 3, time 3, good 4, every week 4, homework 4.*
 - In case some of the results are not correct, play the recording again, using the pause button this time so you can point out occurrences of a word that they have missed. (The tapescript, in case you want to refer to it, is on page 88 of the Teacher's Book.)
 - If anyone asks, you can confirm that *know* and *no* are both pronounced [nəʊ]. Write this on the board to start acquainting them with the phonetic alphabet.
 - If necessary, you could also point out that *speak* and *break* have different vowel sounds, [i:] and [eɪ], even though both are spelled with -ea-.



<i>know</i>	<i>sprechen</i>	<i>gut</i>	<i>Hausaufgaben</i>
<i>know</i>	<i>sprechen</i>	<i>Zeit</i>	<i>jede Woche</i>
<i>no</i>	<i>break</i>	<i>good</i>	<i>homework</i>
<i>no</i>	<i>break</i>	<i>good</i>	<i>homework</i>
<i>nein</i>	<i>Pause</i>	<i>gut</i>	<i>Hausaufgaben</i>

