

Listen in

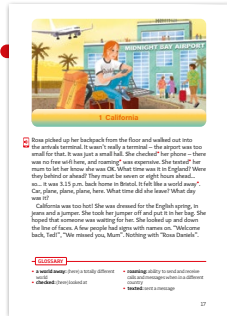


Stories Teacher's Guide

Listen in is a new series of readers with a special focus on developing your students' active listening skills.

In these stories you will use your book, HELBLING e-zone, and the HELBLING Media App to:

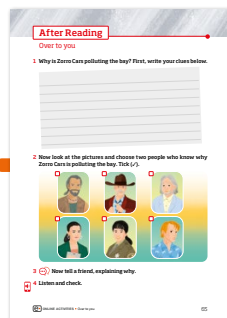
Read and listen to an exciting mystery story.



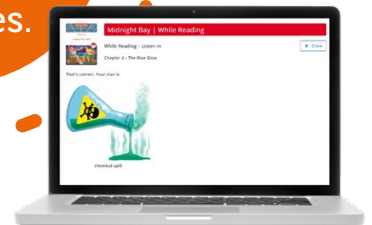
Listen in to extra information.



Gather your clues and solve the mystery.



Go to HELBLING e-zone to do activities and get clues.



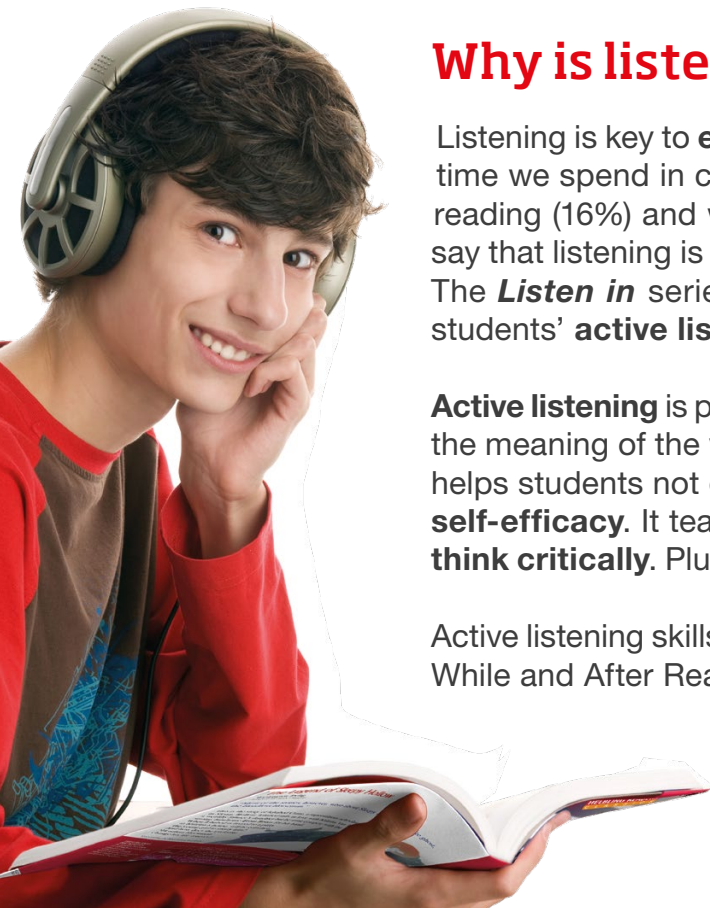
Listen to and read the solution on the HELBLING Media App.



Plus lots of other activities which you will discover in this guide.

Find out more about the **HELBLING Media App** and **HELBLING e-zone** on page 6 of this guide.





Why is listening important?

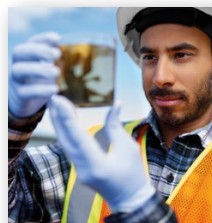
Listening is key to **effective communication**. It occupies about 45% of the time we spend in communication. Significantly more than speaking (30%), reading (16%) and writing (9%). However, despite its importance, students say that listening is the most challenging of the traditional 4 skills in English. The **Listen in** series aims to redress this imbalance by developing your students' **active listening** skills as they read.

Active listening is paying attention to a spoken text in order to fully understand the meaning of the words and the intentions of the speaker. Active listening helps students not only in their **learning**, but also in their **self-esteem** and **self-efficacy**. It teaches students to **communicate** their ideas and also to **think critically**. Plus, active listening promotes **mindfulness** and **empathy**.

Active listening skills are developed in the books, through a variety of Before, While and After Reading activities.


Listen in 

Throughout each book special **Listen in** boxes focus on **pronunciation**. These activities can also be found on the **HELBLING Media App**.



Working with water

Marine biologist

- **breathes:** move air in and out of the lungs through the mouth
- **corals:** 
- **float:** move slowly around in water or air
- **glow:** make light
- **huge:** very big
- **invisible:** that you can't see
- **labs:** laboratories where scientists work
- **microscopic:** very very small
- **oxygen:** the air we breathe
- **tiny:** very small



-  **1 Listen to the marine biologist talking about his job. Then answer the questions.**
- a What type of boat does the marine biologist use?
- 1 a dinghy
 - 2 a fishing boat
 - 3 a shipwreck
- b What do the university students help collect?
- 1 water samples from the sea
 - 2 fish from the coral reefs
 - 3 sand from the beach
- c What does the marine biologist say is in Plymouth?
- 1 a beautiful beach
 - 2 a famous surf school
 - 3 a Marine Biology Centre

 **Listen in **

Sea and see are homophones. They have different spelling, but you pronounce them the same way.

-  **2  Listen, then repeat the sentence. And I can't wait to see all the sea animals that you have here!**
-  **3 Match the homophones, then listen and check.**
- | | |
|---------------------------------|---------|
| a <input type="checkbox"/> ate | 1 high |
| b <input type="checkbox"/> bye | 2 whole |
| c <input type="checkbox"/> hole | 3 eight |
| d <input type="checkbox"/> hi | 4 buy |

 **Listen in **

of how you say **coast**. Then listen and tick (✓) the words the same vowel sound (coast).

- | | |
|-------------------------------|--------------------------------|
| <input type="checkbox"/> glow | <input type="checkbox"/> koala |
| <input type="checkbox"/> hall | <input type="checkbox"/> saw |
| <input type="checkbox"/> know | <input type="checkbox"/> show |

an extract from the story. Then complete the sentences words from the box.

glow expert trip amazing few excited about
waiting Professor outside dressed

was too hot! She was a for the English spring, and a jumper. She took her jumper off and put it in her bag. And that someone was b for her. She looked up and the line of faces. A c people had signs with names. Come back, Ted!, "We missed you, Mum". Nothing with "Rosa

and sat on a bench d She was very tired, but too. This was her first f to America! And opportunity, studying sea animals on a summer programme. Awesome! Her friends were so jealous. Plus, chance to work with h Katol He was an i inescence. She knew everything j his work. It was resting - animals that could k!

9 out the following questions.

- does Rosa live?
- b If you could go to another country to study, where would you go and what would you study?
- c What makes you jealous?
- d What do you want to be an expert on?
- 6  **Share your answers with a friend.**



Collecting clues with the *Listen in* pages

Special *Listen in* pages after each chapter get students to listen to extra dialogues which give them vital information towards solving the mystery. The activities on the pages develop active listening strategies and focus on the following listening skills:

- Listening to distinguish words and expressions (**discriminative** listening);
- Listening for details and information (**precise** listening);
- Listening for general understanding (listening for **gist and summarising**);
- Evaluating and analysing (listening for **inference**).

The final activity instructs the student to **“Go to HELBLING e-zone to do the activities and get a clue to help you solve the mystery.”** And there is a space on the page to write the collected clue.

1) On **HELBLING e-zone**, students complete the chapter quiz, then press **Submit**.

2) Once the quiz is completed correctly, they can collect the clue and write it in their *Listen in* book, or a notebook.

Listen in

Sonny and Rosa listen to a news report on the radio. What do they hear? Listen, then do the activities.

1 Listen and tick (✓) the words you hear.

<input type="checkbox"/> businesses	<input type="checkbox"/> passenger	<input type="checkbox"/> scientists
<input type="checkbox"/> busy	<input type="checkbox"/> plankton	<input type="checkbox"/> seals
<input type="checkbox"/> coast	<input type="checkbox"/> report	<input type="checkbox"/> song
<input type="checkbox"/> cost	<input type="checkbox"/> rocks	<input type="checkbox"/> time
<input type="checkbox"/> keys	<input type="checkbox"/> science	<input type="checkbox"/> tides

2 Listen again. How many news items does the news reader mention?

a 2 b 4 c 5 d 6

3 What is the weather forecast? Tick (✓).

a <input type="checkbox"/>	b <input type="checkbox"/>	c <input type="checkbox"/>

4 Go to HELBLING e-zone to do the activities and get a clue to help you solve the mystery of Midnight Bay.

My clue is

ONLINE ACTIVITIES • Chapter 1

Chapter 1 – California
Midnight Bay | While Reading – Listen in

Listen and choose the correct answer.

1. When can you see the bioluminescent plankton?

midday
 midnight
 sunset

2. What colour is the plankton's glow?

blue
 green
 purple

3. Where are the sharks?

on the east rocks
 on the west rocks
 off the coast

Home > Courses > LISTEN IN / English > Midnight Bay > Downloads

< Midnight Bay
LISTEN IN | PMTT-F8ZM

Midnight Bay | Downloads

Downloads

Answer keys, audio scripts and Teacher's Guide for *Midnight Bay*. Further resource sheets and *Reading Matters*, the teacher's guide to using Helbling Readers, available in the DOWNLOADS section.

Answer Key
midnight_bay_answer_key.pdf [215.1 KByte]

Listen in pages - Extra audio scripts
Extra_audio_scripts_Midnight_Bay.zip [861.1 KByte]

Extra audio script – Chapter 1 Page 20

Midnight Bay | While Reading

While Reading – Listen in

Chapter 1 – California

That's correct. Your clue is:







Teachers can download the scripts for these extra audios in the **Downloads** section of the book on HELBLING e-zone.


Over to you - the solution


After Reading
Over to you


1 Why is Zorro Cars polluting the bay? First, write your clues below.

2 Now look at the pictures and choose two people who know why Zorro Cars is polluting the bay. Tick (✓).

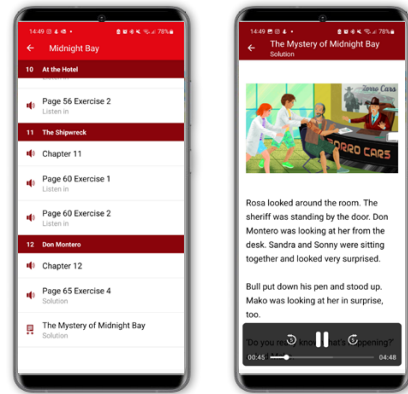







3  Now tell a friend, explaining why.

4  Listen and check.

 ONLINE ACTIVITIES • Over to you 65


This page is where the students collect their clues and solve the mystery by selecting the culprit(s). They then check their answer by listening to and reading the final chapter, the solution, on the **HELBLING Media App**.





On **HELBLING e-zone** students can review their clues, select the culprit(s), and read the explanation of how each clue relates to the solution of the mystery.


Over to you
Midnight Bay | While Reading - Listen in Close


Make your choice: Who knows why Zorro Cars is polluting the bay? Choose two people.
Check your clues below to help.

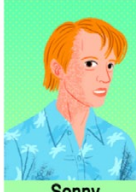

Bull


Don Montero


Sandra


Professor Kato



Sheriff Pepper



Sonny


CLUES


Over to you
Midnight Bay | While Reading - Listen in Close


Your clues:



shipwreck



France



new job



chemical spill



boots



Japanese


tanks


pollution


tablet


machine


earrings

Midnight Bay | While Reading Close

While Reading - Listen in

Over to you

6 / 6 points (100%)

Well done! That's correct. Both **Sandra** and **Sonny** know why. Sandra has a photo of the **shipwreck** on her **tablet**. She has distinctive **earrings** and she studied in **France**. The car factory has caused **pollution** in the bay after a **chemical spill** from a broken pipe killed the bioluminescent plankton.

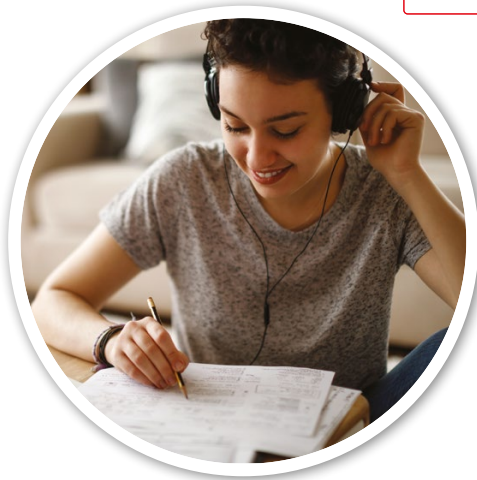
Sonny helped her cover up the spill when she offered him a job as Science Officer at the company. Sonny speaks **Japanese**. He created the special bioluminescent chemical that is hurting the animal then stole the **tanks** with the animals before the Professor could study them. Rosa saw his wet **boots** and jeans in his car on the day she arrived. Sandra provided the **machine** to release the chemical from the shipwreck in the bay. Sandra and Sonny have been trying to stop the two teenagers from finding the truth.


Now read or listen to the final chapter on the Helbling Media App.

After Reading

The After Reading activities include 3 special *Listen in* spreads:

- Listen in and Think
- Listen in and Speak
- Listen in and Debate



After Reading
Listen in  and Speak

1 Listen to the conversation between Rosa and Bull. Discuss the questions in pairs.


- What is Bull holding? Who does it belong to?
- Where are they?
- What does Rosa think is beautiful?
- Who wants to leave Midnight Bay? Why?
- Who doesn't come to Midnight Bay anymore? Why?
- When was Midnight Bay more popular?
- Why is Bull sad?

2 Rosa wants to find out more about the new car factory. In pairs, think of some questions for Rosa to ask Bull.

Why _____ When _____
Who _____ What _____

3 With a partner, choose some of your questions from Exercise 2. Role play a conversation between Rosa and Bull.

4 Listen to the extract from the story. In pairs, decide which clue below relates to the extract.



5 Talk about the images from Exercise 4 in pairs.

- What are they?
- Why is each clue important?
- Do they tell us something about Sorry or Sandra? Or both?

6 Listen to the extract again. Discuss the questions in pairs.

- Where are the characters in this part of the story?
- What is inside the glass tank?
- Why is the professor angry? Is Rosa angry?
- Why did Rosa decide not to say anything?

LISTEN IN AND THINK

Listen in and Think gets the students to listen to the solution again, **consolidating understanding** and allowing them to think about the characters' actions.

LISTEN IN AND SPEAK

Successful conversations combine listening and speaking skills. The *Listen in and Speak* spreads encourage the students to listen then **share ideas and opinions** both in pairs and groups.

LISTEN IN AND DEBATE

Listen in and Debate spreads take learners from **attentive listening** to **critical response** and help develop all-important **oracy skills**. By teaching students to become more competent speakers and listeners, we enable them to gain a greater understanding of themselves, others and society in general.

Debating brings together listening and speaking skills in a dynamic activity where 2 teams discuss opposing opinions on a given topic. The winning team is the one with the most convincing argument, and the one who listened to and commented on the arguments of the opposing team. Debating improves **critical thinking** and **retention** and helps develop **empathy** for others' ideas.

- Students read factual information on a relevant topic, which is related to the theme of the story.
- They then listen to the opinions of some real teenagers on the same subject.
- Then deepen their understanding of the topic with further listening activities.
- Finally, they are given the opportunity to debate the topic in groups.

After Reading
Listen in  and Debate

A **Mikaela Loach** is a young British **climate activist** who spends all of her free time fighting to save the planet. When she was a teenager, Mikaela suffered from climate anxiety, and she couldn't sleep because she was so worried about the future. Then she decided to become an activist. She changed her habits. She became vegan and stopped buying fast fashion. But she decided to do more. Now she makes climate documentaries and has over 100,000 followers on her social media channels. "No one is going to save us," says Loach. "Our governments are not going to save us. The only people that can save us are ourselves."

1 We asked this question to four teenagers. Who agrees? Listen and tick (✓).



2 Listen again and write the correct names.

- _____ says that it is not fair to ask young people to change things.
- _____ says that young people can ask their parents to help the environment.
- _____ says that governments don't listen to young people
- _____ says that if lots of young people change, then they can make a difference.

3 Think. Who do you agree with?

4 What are fossil fuels used for? Tick (✓) below, then share ideas with a friend. Listen and check.

<input type="checkbox"/> To grow our food	<input type="checkbox"/> To make some medicines
<input type="checkbox"/> To heat our homes	<input type="checkbox"/> To make mobile phones
<input type="checkbox"/> To make our cars and buses go	<input type="checkbox"/> To make plastic
<input type="checkbox"/> To make electricity	<input type="checkbox"/> To make power for industry

What are the problems with fossil fuels?

5 Read, then complete the text with the missing words.

global warming
rain-renewable
pollution

- They are _____ . They took millions of years to create and we have already used a lot of them.
- Burning them creates carbon dioxide which keeps the heat from the Sun in the Earth's atmosphere. This is one of the causes of _____ .
- They cause _____ to the air, ground and water, and harm wildlife.

DEBATE

6 In two groups, discuss the question below. Do you agree? Say why, or why not. Give reasons and examples. Use the quotes to help.

Can young people make a real difference to the environment?

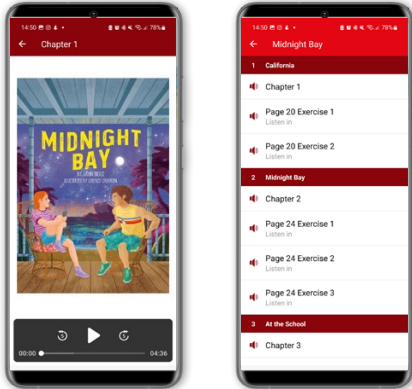
I AGREE GRETA THUNBERG (ACTIVIST) "I have learned you are never too small to make a difference."	I DISAGREE ARNOLD SCHWARZENEGGER (ACTOR AND POLITICIAN) "Combating climate change requires collaboration with many levels of government."
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The HELBLING Media App



Wherever you find the audio app icon, there is audio content on the HELBLING Media App. This includes the full story recording, listening activities, and the solution to the mystery (see page 4 *Over to you*).

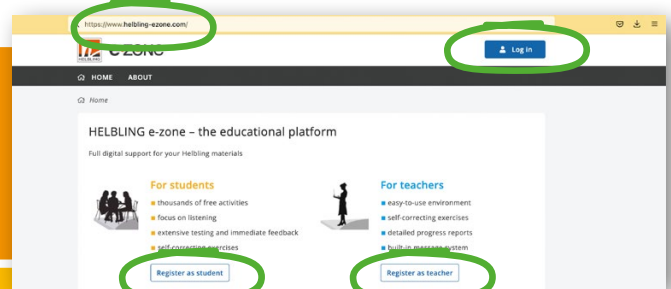


Download the HELBLING Media App to your mobile device from the *Apple App Store* or the *Google Play Store*, then either enter the code or scan the QR code from your *Listen in* reader to access the audio material.

HELBLING e-zone

1

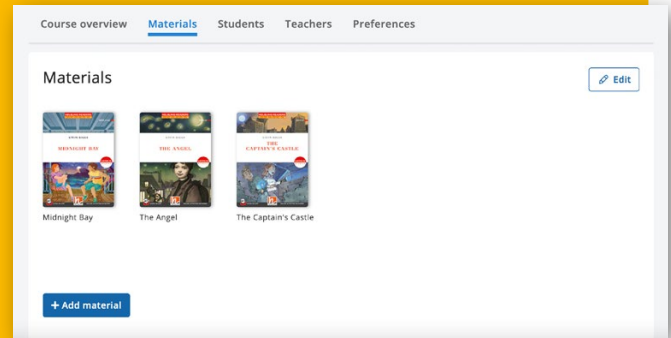
Step 1 (For teachers and students)
Log in to [ezone.helbling.com](https://www.helbling-ezone.com)
 Or **Register as a teacher or student** if you don't already have an account.



2

Step 2 (For teachers)

1. Type in your book's access code and click on "Activate code".
2. Click on "+ Assign course" to add the material to an existing course. If you need to create one first, you can do it on the COURSES page.
3. Click on the COURSES tab, select a Course, go to "Materials" and click on the book cover.



Step 2 (For students)

1. Type in your book's access code and click on "Activate code".
2. Go to your COURSES (for teacher-managed learning) or TRAINING (for self-study) to access it.
3. Open the material by clicking on the book cover.

3

Step 3 (For teachers and students)
 Go to **Cyber Homework** (for teacher-managed learning) or **Extra Practice** (for self study) and choose *Before*, *While*, or *After Reading*.

