

## Preparing for the Listening phase – GESE Grade 11

**Grade:** GESE Grade 11 (CEFR C1.2)

**Focus:** The Listening phase

**Time:** 65 minutes

**Aims:**

- ▶ To review the exam format
- ▶ To raise students' awareness of listening task types
- ▶ To practise listening and completing the tasks
- ▶ To read about the listening phase
- ▶ To match sentence halves to form sentences about the Listening phase
- ▶ To listen to and complete some listening tasks for GESE Grade 11

**Materials needed:**

- ▶ One copy of Worksheet 1, 2 & 3a or 3b for each student
- ▶ GESE Interview Performance Descriptors (see Scheme of Work)

### Preparation

1. Make copies of Worksheet 1 and 2 for all students.
2. Print and cut up the listening tasks for GESE Grade 11 on Worksheets 3a and 3b.

### In class

#### What do you know about the Listening phase? (5 minutes)

1. Tell the students you are going to focus on how to prepare for the Listening phase. Give them 2 minutes to discuss in pairs or small groups what they know about this phase.
2. When they finish talking, take a few suggestions from the group and put them on the board. Don't confirm if their ideas are right or wrong at this point.

#### Making sentences about the Listening phase (10 minutes)

1. Give the students Worksheet 1 and ask them to work on it for about 4 minutes alone. They match the information in columns A and B to make sentences about the Listening phase.
2. When they've finished, get them to check their answers in pairs, and then elicit and confirm the answers on the board as a group. Confirm which of their ideas from the first task were true too if they haven't been covered in the task. If they have questions about the type of tasks, reassure them that this will be covered in the next task.
3. Make sure they have understood key facts, such as the fact that the listening task cannot be repeated, there is no writing (eg note-taking).

#### Identifying question types (up to 10 minutes)

1. Write the following information on the board:
  - ▶ There are three listening tasks in total
  - ▶ Two type 1 – provide a suitable ending
  - ▶ One type 2 – identify participants, contexts or settings
2. Give them a copy of Worksheet 2 and give them about 3 minutes to read the tasks and to decide if each one is an example of Type 1 or Type 2.
3. After, get them to check their answers in pairs and explain their choice.
4. Finally, confirm the answers on the board. If the students ask for reasons for the answers, explain this will be focussed on in the next task.

### How to work out the answers? (10 minutes)

1. Give the students about 4 minutes to read through the text and underline anything which helps them to work out the answer. Support them by underlining 'looks good' and 'smells good' as examples, and elicit from the group why they help (because later in the text we hear more references to different senses, which suggests this is an important focus of the text).
2. After, encourage them to compare their answers in pairs. Monitor and offer support where needed.
3. Finally, go through each text, eliciting ideas from each group and asking them to explain their choices. See the highlighted texts in the answers section for guidance on this. Make sure you draw students' attention to the expression 'put yourself in the shoes of' and the fact that this suggests that the answer must be a person or a word which refers to people.

### Practise as a group (15 minutes)

1. Explain to the students that that you're going to push them to focus on their listening skills now. Tell them you're going to read out an example of a Listening task type 1 and that when you finish, you want them to write down what they think the answer is (tell them not to worry about spelling/written accuracy). Make sure they don't shout out the answer. Read the following prompt:

When you become an expert in your field, it becomes increasingly difficult to convey your message. Particularly to those who have never come across the subject before. Because you have a vast store of advanced knowledge, it's challenging to put the clock back and imagine what it's like to be starting out. In my view, it becomes harder to teach rather than easier. With such a gap in level, it is difficult to put yourself in the shoes of a...

Expected response: Student/pupil/beginner/person with no knowledge of the subject (or equivalent).

2. After, get the students to compare their answers in pairs. Encourage them to explain why they gave that answer (if they can remember).
3. When they've finished discussing their idea, elicit some suggestions from the groups and write them on the board. Don't confirm which answer is correct at this point.
4. Tell them you're going to read the text again, and this time you want them to raise their hand every time they hear something which makes them think their answer is correct. Each time a student raises their hand, pause and ask them why they think the information is relevant.
5. When you've finished, give them another minute to compare their answers and perhaps change their mind. Finally, confirm the correct answer and then point out any clues in the text. See the answers below for highlighted key points.

### Practise in pairs (15 minutes)

1. Give each pair of students a Worksheet 3a and 3b. Get them to take it in turns being the examiner or the candidate, reading the texts or answering the questions.
2. Alternatively, you could record yourself or a colleague reading out the texts and questions if you prefer to give your students a more accurate model.

### Extension activity

In the 'Practise as a group' task, more advanced students could have a go at writing their own listening tasks.

### Further support activity

Weaker students could be given three options to choose from instead of having to completely guess the answer. For example, for the 'Practise as a group' task they could choose between teacher/student/syllabus.

### After class

Students could make a recording of themselves reading out the text to help them focus on improving their pronunciation and listening skills.

## Answers

### Worksheet 1

1. The purpose of the Listening phase is for candidates to demonstrate high level listening skills such as prediction, deduction and inference.
2. Candidates are expected to respond with very short, precise responses and should not give long replies.
3. The listening tasks are not related to any of the given subject areas for the Conversation phase to provide an unknown element to the exam.
4. Candidates are not required to read or write anything in this phase, and there is no note-taking.
5. Please note that the listening texts will not be repeated by the examiner even if they are requested to do so.

### Suggested words to highlight in the 'How to work out the answers' task

1. We all know that if food **looks good** and **smells good**, we're more likely to want to eat it. The **smell** of freshly-baked bread is irresistible, and a **beautifully-presented** dish can be literally **mouth-watering**. But, more surprisingly, scientists at a leading university have discovered that **sound is equally important**. **High-pitched tunes** played on the piano **make things taste sweeter** and **low brass sounds** make things **taste bitter**. Eating, it seems, is an experience which involves **nearly all of our...**

Expected response: senses/faculties.

2. **I don't know where I'd be if I couldn't buy stuff over the internet**, but all that added convenience **comes at a price**. You've got to make all your purchases upfront, so **you can't rule out the possibility of identity theft**. You just **have to take certain precautions**. One thing you can do is just **go to sites you've heard of**. Of course, you might be tempted by a bargain somewhere else, but **you may well be ordering counterfeit or even non-existent goods**.

Q: What is the speaker's attitude towards online shopping?

A: You have to be careful/cautious (or equivalent).

### Key points to highlight in the 'Practise as a group' task

1. When you become **an expert** in your field, it becomes **increasingly difficult to convey your message**. Particularly **to those who have never come across the subject before**. Because **you have a vast store of advanced knowledge**, it's challenging to put the clock back and imagine what it's like to be **starting out**. In my view, it becomes harder to teach rather than easier. With such a **gap** in level, it is difficult to **put yourself in the shoes of a...**

Expected response: Student/pupil/beginner/person with no knowledge of the subject (or equivalent).

## Worksheet 1 – The Listening phase

Match the sentence halves to make sentences about the Listening phase.

The purpose of the Listening phase is...	...related to any of the given subject areas for the Conversation phase.
Candidates are expected to...	...or write anything in this phase, and there is no note-taking.
The listening tasks are not...	...for candidates to demonstrate high level listening skills, eg prediction, deduction and inference.
Candidates are not required to read...	...repeated by the examiner even if they are requested to do so.
Please note that the listening texts will not be...	...respond with very short, precise responses, and should not give long replies.

## Worksheet 2 – Type 1 or 2?

Read the task and decide if it is type 1 or 2

1. We all know that if food looks good and smells good, we're more likely to want to eat it. The smell of freshly-baked bread is irresistible, and a beautifully-presented dish can be literally mouth-watering. But, more surprisingly, scientists at a leading university have discovered that sound is equally important. High-pitched tunes played on the piano make things taste sweeter and low brass sounds make things taste bitter. Eating, it seems, is an experience which involves nearly all of our...

Expected response: senses/faculties.

2. I don't know where I'd be if I couldn't buy stuff over the internet, but all that added convenience comes at a price. You've got to make all your purchases upfront, so you can't rule out the possibility of identity theft. You just have to take certain precautions. One thing you can do is just go to sites you've heard of. Of course, you might be tempted by a bargain somewhere else, but you may well be ordering counterfeit or even non-existent goods.

Q: What is the speaker's attitude towards online shopping?

A: You have to be careful/cautious (or equivalent).

## Worksheet 3 – Example listening prompts Type 1

### Type 1

1. When you become an expert in your field, it becomes increasingly difficult to convey your message. Particularly to those who have never come across the subject before. Because you have a vast store of advanced knowledge, it's challenging to put the clock back and imagine what it's like to be starting out. In my view, it becomes harder to teach rather than easier. With such a gap in level, it is difficult to put yourself in the shoes of a...

Expected response: student/pupil/beginner/person with no knowledge of the subject (or equivalent).

2. Nowadays, employees are increasingly expected to show creativity, but how can this be differentiated from innovation? Well, creativity takes place in the mind, it's simply when someone has an idea. Anyone can put forward an idea for a new product. But it doesn't become innovation until that product is actually launched on the market. This is the crucial difference- creativity is a flash of inspiration, whereas innovation is making that inspiration...

Expected response: real/a reality/come true/feasible/viable (or equivalent).

3. Teenagers and adults have never seen eye to eye about bedtimes and usually parents have insisted on early nights. But now there's compelling evidence that teenagers' body clocks are different from adults'. When they want to stay up late and get up late, they aren't just being rebellious! It seems it's all down to hormones and chemicals in their bodies. Some schools are taking the teenage sleep cycle very seriously and are even considering beginning...

Expected response: school/lessons/classes/the school day later (or equivalent).

4. During the restoration of this picture, it was realised that it was indeed painted by Leonardo. We always believed that he'd painted such a picture because we've got two sketches. Lots of versions have survived and it was always assumed that this was just a copy. There's obviously been some damage here and the restorer has substantially repainted the background. However, no Leonardo scholar who's seen this painting in the flesh doubts that this is the...

Expected response: original/real (painting by Leonardo) (or equivalent).

## Worksheet 3b – Example listening prompts Type 2

### Type 2

1. One person on the stage attempting to entertain an audience for a whole show is bound to struggle a bit. But his show was very slick and his timing was brilliant. He told some very amusing anecdotes which had me in tears and some of his lines were hilarious. I thought one or two of his gags were in bad taste, poking fun at some people. But we all came out with smiles on our faces. I'd definitely like to see him again.

Q: Who is the speaker talking about?

A: A (stand-up) comedian/a comic.

2. In developing the processing of plastics, we should be guided by nature. The amount of waste in nature is minimal and almost everything is reused. Your unwanted belongings need not be burnt or buried, but should be re-formed for use by industry instead. You shouldn't just be a consumer. In future, you will need to dispose of an object with a view to it being transformed into something else. Hopefully, my ideas will make you reconsider what you do with objects you might otherwise discard with household waste.

Q: What is the speaker's purpose?

A: To persuade/encourage people to recycle (plastic) (or equivalent).

3. It's the end-of-season ones that are the hardest for us. Everyone's out looking for bargains after the holidays and there's a lot of pushing and shoving in the queue when the doors are opened. The busiest departments are always clothes, household and electrical goods – though there are crowds everywhere and the tills never stop ringing all day. It's a great relief when it's finally time to close and we can get home and put our feet up!

Q: What event is the speaker describing?

A: A sale/the sales.

4. I'm just overwhelmed. I don't know what to say. But I'm just so grateful to everyone who worked so hard to help me win this award – my fellow cast members; all the people behind the camera; our generous producers; our super creative director; the costume and make-up people – just everybody. We were a fabulous team! And, of course, I couldn't have done this without my wonderful parents who have always backed me up and been there for me. This is our award.

Q: What is the speaker's main purpose?

A: To thank/praise people (for an award) (or equivalent).