

Preparing for the Listening phase – GESE Grade 10

Grade: GESE Grade 10 (CEFR C1.1)

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 10

Materials needed:

- ▶ One copy of Worksheet 1, 2 and 3 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 10 on Worksheet 3.

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 on Worksheet 2 and underline anything which helps them to work out the answer. Support them by underlining 'although' and 'aren't alike' as examples, and elicit from the group why they help (because later in the text we learn that the speaker's sister is very prepared and does things in advance – these words highlight the differences between the sisters and suggest that the speaker isn't prepared in advance).
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 word 'until' and the fact that this suggests that the answer must be a point in time.

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:

You can do almost anything with mobile phones nowadays. So much so that some people never seem to take their eyes off them. I quite often see people wandering down the street or even crossing the road, tapping away at them, completely oblivious of what's happening around them. I'm just surprised that this doesn't lead to more...

Expected response: accidents/crashes/collisions (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 the point out any clues in the text. See the answers below for highlighted key points.

Practise in pairs (15 minutes)

1. Give the students Worksheet 3, 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 accidents, friendships, and phone calls.

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. **Although** we're very close, my sister and I **aren't alike**. We've been going on holiday together for ages at least twice a year, and once the date's fixed we follow the same old pattern. **Well before departure, she's washed** and ironed her clothes, **bought** her foreign currency and guidebook and **packed** her stuff, **whereas I never** get ready **until...**

Expected response: ...the last minute/the night before (or equivalent).

2. Right everyone. **You're doing okay**, but you need to start putting in a bit more effort and start working **as a team**. They're running away with it just at the moment and we can't afford to let them get too far ahead. You're forgetting everything **we've been doing in training**. So, go **out there** and show them what you can do.

Q: Who is the speaker?

A: A coach/trainer.

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

1. You can do almost anything with mobile phones nowadays. So much so that some people **never seem to take their eyes off them**. I quite often see people wandering down the street or **even crossing the road**, tapping away at them, **completely oblivious** of what's happening around them. I'm just **surprised** that this **doesn't lead** to more...

Expected response: ...accidents/crashes/collisions (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. Although we're very close, my sister and I aren't alike. We've been going on holiday together for ages at least twice a year, and once the date's fixed we follow the same old pattern. Well before departure, she's washed and ironed her clothes, bought her foreign currency and guidebook and packed her stuff, whereas I never get ready until...

Expected response: ...the last minute/the night before (or equivalent).

2. Right everyone. You're doing okay, but you need to start putting in a bit more effort and start working as a team. They're running away with it just at the moment and we can't afford to let them get too far ahead. You're forgetting everything we've been doing in training. So, go out there and show them what you can do.

Q: Who is the speaker?

A: A coach/trainer.

Worksheet 3 – Example listening prompts

Type 1

1. You can do almost anything with mobile phones nowadays. So much so that some people never seem to take their eyes off them. I quite often see people wandering down the street or even crossing the road, tapping away at them, completely oblivious of what's happening around them. I'm just surprised that this doesn't lead to more...
Expected response: accidents/crashes/collisions (or equivalent).
2. A lot of people have claimed that computer games stifle the imagination and are bad for the development of our brains. However, new evidence shows that they help people problem-solve as the games constantly challenge you. They also help you think creatively and you can even network whilst playing. So in fact, computer games can actually be...
Expected response: good/beneficial for you (or equivalent).
3. As an actor, I definitely respond to conceptually interesting films, especially science fiction ones, with their escape from the life we know on Earth. Being involved in something so different, that's thrilling. If I come across a script that is original, I go after it. It's really exciting being part of a film which creates an entirely new...
Expected response: world/universe/reality (or equivalent).
4. I don't like being told what to do. If I buy something that I need to assemble, I never look at the instructions. When I buy electronic gadgets I just fiddle around until they start working. And when I'm getting a meal ready I just throw all the ingredients together and rely on my taste instead of using a...
Expected response: recipe/cook book.

Type 2

1. My tutor taught me the format to use. First you have to state what you'll be writing about. Then, you give a general background before you move on to the body of the work. For each paragraph I make an introductory point, followed by an explanation and an example. Finally, the conclusion is basically a summary of everything I've discussed in the main part.
Q: What activity is the speaker describing? A: Writing an essay/dissertation.
2. It was a bit of a challenge coming back from the coast last weekend to say the least. Because of the freezing fog, there was almost zero visibility through the windscreen. There was ice everywhere too, which meant we kept slipping and sliding all over the place. Some people didn't keep their distance either, despite all the public safety campaigns we've had.
Q: How does the speaker feel about the driving conditions? A: They were dangerous/difficult (or equivalent).
3. I've always been fascinated by looking back, so writing fiction set in the present day doesn't appeal to me. I love the idea of presenting life in a different time and making it vivid and authentic for other people. Before I start on a new novel, I do a lot of research, getting to know a period well. I hope to present the characters in a realistic way.
Q: What subject does the speaker write about? A: History/(life) in the past (or equivalent).
4. The problem with most other exercise programmes is that you don't keep them up. They often require special equipment or gym membership. And as soon as you change your daily routine, the exercise stops. This doesn't happen with our programme. All you need is yourself and enough space to lie on the floor. Just 15 minutes a day, indoors or outdoors, and you have a healthy habit for life.
Q: What is the speaker's purpose? A: To advertise/promote/persuade people to use a fitness or exercise programme (or equivalent).