



Pearson

Developing, not testing, listening skills

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A typical receptive skills lesson?

Lead-in

(Pre-teaching vocabulary)

Gist task

Detailed task (comprehension Qs)

Follow-up task

Four discussions about a local landmark



Learning outcome

Students will have understood four conversations about landmarks



“The chief problem with an approach based upon ‘one text after another’ is that the learning that occurs is localised and may not extend to future listening experiences. Learners are given feedback on whether their answers are correct or not; they are sometimes allowed to hear problematic passages again. But that does not mean that they will take away from the experience the kind of generalised technique that will enable them to avoid a similar problem of understanding if one occurs in future.”

John Field, *Listening in the Language Classroom*, 2008:29

Learning objective

Students will be better able to recognise agreement or disagreement between speakers in a conversation.



Lead-in & gist task



7.3 Listen to four conversations. Match each one to photos A–D.

Focus on an aspect of listening

How to improve that skill i.e.
strategies & language to listen for

Agreeing and disagreeing

Agreeing

To understand if people agree with each other, listen for phrases like:

I agree.

You're right.

That's true.

Me too. / Me neither.

Disagreeing

To understand if people disagree with each other, listen for phrases like:

I disagree.

I can't/don't agree.

I don't think (that's true).

I'm not sure (I feel the same).

I'm afraid (I don't feel the same).

To disagree politely, people often start by agreeing and then give a different opinion. For example:

Yes, but ...

You're right, but ...

Practice of listening aspect

Practice

Listen to the conversations in Exercise 2 again and complete each extract with one word.

1

A: It's a nice design. Simple but attractive.

B: I ¹_____.

A: Every city needs an area like that so that people can get together.

B: You're ²_____.

2

A: It looks perfect, doesn't it? Like a painting.

B: That's ³_____. It must be popular with tourists.

A: That's ⁴_____. It's our country's biggest and most famous landmark.

Do the speakers in each conversation agree or disagree with each other?

Practice of listening aspect

Practice

- 1** Katy believes that the model cows are in ...
 - a the right place.
 - b the wrong place.
- 2** Matt thinks that it's important to ...
 - a spend time outside.
 - b move the cows from city to city.

Listen again. Do Matt and Katy agree or disagree with each other about each opinion In Exercise 4b?

From *Roadmap A2+*, Pearson, 2019

An approach to *developing* listening skills

Lead-in

Gist task

Focus on an aspect of listening

Practice of listening aspect

Follow-up task

Examples of listening focuses

Examples of listening focuses

- Identify the speaker's purpose
- Identify the main point
- Identify an opinion and supporting ideas
- Follow a sequence of events
- Identify the speaker's attitude
- Recognise conflict
- Infer information
- Make connections between information e.g. cause & effect
- Identify uncertainty

Decoding skills

Decoding skills

- Discriminate between sounds
- Identify word boundaries
- Recognise weak forms
- Recognise features of connected speech

Learning objective

Students will be better able to recognise weak forms in fast speech & understand a radio report.

Lead-in and gist task



Focus on aspect of listening: weak forms

Listen and notice how these words are pronounced in a sentence.

Auxiliary verbs

are

was

do

Prepositions

to

for

from

Linkers

and

but

Practice: weak forms

Listen and write the missing words.

1. People don't need to pay heat homes in winter.
2. Natural hot water goes under some our roads.
3. Some days it's -40°C in Yakutsk people live normal lives.
4. Clothes important in cold places.
5. Shops schools usually stay open in winter.

Practice: weak forms

- Listen and count the number of words
- Listen and repeat what you heard (echo dictation)
- Listen and write what you heard

Detailed listening task: comprehension Qs

Listen and answer the questions.

1. Which city is the coldest in winter?
2. How is life easy for people in each city?
3. How is life difficult for people in each city?

An approach to *developing* listening skills

Lead-in

Gist task

Focus on aspect of listening

Practice of aspect of listening (+
comprehension task)

Follow-up task

How could we help learners with these listening skills?

1. Follow a sequence of events
2. Identify uncertainty
3. Predict words a speaker will say next

7A

Develop your listening

► Goal: understand a discussion

► Focus: agreeing and disagreeing



- 1 Work in pairs. Read the definition of *landmark*. Are there any landmarks where you live?

Landmark noun (countable) /ˈlændmɑːk/ *something that is easy to see, such as a tall tree or building, that helps you know where you are*

- 2 7.3 Listen to four conversations. Match each one to photos A–D.
- 3 a Read the Focus box. Can you think of any other ways to disagree politely?

Agreeing and disagreeing

Agreeing

To understand if people agree with each other, listen for phrases like:

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You're right.

That's true.

Me too / Me neither.

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I disagree.

I can't / don't agree.

I don't think (that's true).

I'm not sure (I feel the same).

I'm afraid (I don't feel the same).

To disagree politely, people often start by agreeing and then give a different opinion. For example:

Yes, but...

You're right, but...

- 4 a Listen to the conversations in Exercise 2 again and complete each extract with one word.

1

A: It's a nice design. Simple but attractive.

B: I¹ _____.

A: Every city needs an area like that so that people can get together.

B: You're ² _____.

2

A: It looks perfect, doesn't it? Like a painting.

B: That's ³ _____. It must be popular with tourists.

A: That's ⁴ _____. It's our country's biggest and most famous landmark.

3

A: Well, it means we're nearly home. It makes me happy whenever I see it.

B: Really? I'm not ⁵ _____ I feel the same.

4

A: When I first moved here, I didn't like it at all.

B: Me ⁶ _____. It's too big for the area.

A: I know! In Warsaw when I see it.

B: That's true, but I'm ⁷ _____ I don't feel the same.

- b Do the speakers in each conversation agree or disagree with each other?

- 5 a 7.4 Listen to Matt and Katy and answer the questions.

1 Where in cities do the cows usually stand?

2 How many are there?

3 Why do the artists put the cows there?

- b Listen again and choose the correct alternatives.

1 Katy believes that the model cows are in ...

a the right place.

b the wrong place.

2 Matt thinks that it's important to ...

a spend time outside.

b move the cows from city to city.

3 Katy believes that the cows are ...

a easy for the artists to paint.

b good examples of art.

4 Matt says that the cows ...

a help people to learn to paint.

b help people to become interested in art.

- c Listen again. Do Matt and Katy agree or disagree with each other about each opinion in Exercise 4b?

- 6 Work in pairs and discuss the questions.

1 Is there much public art in your area? What is it?

2 Do you think it's important to have public art in a city or town? Why/why not?

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