**Listening Lesson 2**

**Description**

This lesson prepares learners for listening to short recordings and identifying the correct option (written) in a multiple-choice question. Learners are introduced to the language of opinions, which is commonly tested in this task type, and are given structured practice in a sample task. The topic of the lesson is travelling.

**Teacher’s Notes**

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| **Aims of the lesson** | * to practise talking about travelling * to identify the difference between fact and opinion * to practise the language of giving opinions and agreeing/disagreeing with opinions * to raise awareness of the format and requirements of the multiple-choice short listening task * to develop techniques and strategies for this task type based on practising a sample task |
| **Time required** | 45 minutes |
| **Level** | Suitable for B1 level |
| **Materials required** | * Student’s Worksheets 1–3 (one copy for each learner). * audio recording |

**Procedure**

1. Explain that the lesson will be on the topic of travelling and will focus on language and skills which will help learners prepare for the multiple-choice short listening task, which is one of the task types in the Linguaskill Listening test.
2. Ask learners to tell a partner about a recent holiday they have had, giving details of when/where/who with. Then ask them to discuss together what makes a good holiday. After a few minutes, bring the class back together and write a few responses on the board in two columns (*A recent holiday I have had/ What makes a good holiday*).
3. Ask learners to identify the difference between the columns [**Key** – the main focus of the first column is on facts and the main focus of the second column is on opinions]. Write the rubric for the task that will be practised later in the lesson on the board (*What does the man think about the woman’s trip?)* and ask learners whether this focuses on fact or opinion [**Key** – opinion].
4. Give learners **Student’s Worksheet 1** and ask them to complete the opinions about travelling using words from the box.Learners check with a partner before checking with the whole group.

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| **Key**   1. In my dad’s view, trains are the most relaxing way to travel. 2. You really ought to spend longer than just one hour at the museum. 3. Lots of people find travelling by air really tiring. 4. Tourists always visit this museum, but, if you ask me, the one on the other side of town is better. 5. As far as I’m concerned, this is the best guesthouse in the town. 6. It’s a long way to drive, but my parents reckon/feel/say it’s worth it. 7. Going away for a few days sounds like fun. 8. All the guests reckon/find/say/feel the hotel is too hot. 9. I’ve no doubt that we’ll only need to stay there for two or three days. 10. She was absolutely convinced that this was the right way to the castle. 11. To my mind, this is the best view in the area.  |  | | --- | | *reckon(s) convinced view ask(s) far*  *find(s) mind say(s) doubt feel(s) sound(s)* | |

1. Write the following statement on the board: *It’s better to travel in your own country than to travel abroad.* Give learners 30 seconds to think and then ask them to compare their reactions to that statement with a partner.
2. Whole class feedback. Ask learners to stand up if they agree with the statement and stay sitting down if they disagree. Elicit one or two examples of each point of view. Draw learners’ attention to examples of agreeing or disagreeing with an opinion on the board.
3. Give learners **Student’s Worksheet 2**. Ask them to categorise the expressions –agreeing with an opinion or disagreeing with an opinion. Feedback on the task and highlight agreement expressions which include negatives [*Neither do I; I don’t think so, either; I couldn’t agree more*]. Remind learners that if they hear a negative expression in a listening text, this does not necessarily mean that the comment is negative – the context is important.

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| **Key**   |  |  | | --- | --- | | **Agreeing with an opinion** | **Disagreeing with an opinion** | | *Of course*  *Neither do I*  *I couldn’t agree more*  *True*  *I think so, too ...*  *I don’t think so either*  *I’d go along with that*  *Exactly, …* | *That’s not entirely true*  *On the contrary, …*  *Yes, but don’t you think …*  *I’m not so sure about that* | |

1. Introduce the idea of a ‘road trip’ to learners. Check they understand what kind of holiday this is and ask them to say what they think about it.
2. Give learners **Student’s Worksheet 3**. Tell them you are going to play a short recording of a man and a woman talking about a road trip. Ask learners to listen and note down the opinions they hear. Ask learners to briefly check their responses with a partner, then play the recording again and ask them to review/add to their notes and also decide what the opinions relate to and whether they are expressed by the man or the woman.

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| **Key**  *I’m looking forward to it.* (the road trip – woman)  *That sounds like fun.* (the road trip – man)  *won’t the kids find all the driving a bit dull?* (the travelling – man)  *I hear the scenery’s awesome* (the scenery/views – woman)  *Yeah, sure* (camping – man)  **n.b.** learners may suggest the following comments as opinions: *some great hotels … a beautiful one right by the lake. It wasn’t cheap, but it was worth paying the price for a night.* (hotels/accommodation – man). Accept these as correct, butmake sure learners are aware that these are the man’s opinion about a holiday he went on. Confirm that the man does not suggest that the woman should do the same as him, he is just describing his experience. |

1. Write on the board the question *What does the man think about the woman’s trip?* – and ask them whose opinion they need (**Key** – the man’s) and what the opinion will be about (**Key** – the woman’s trip). Then ask them to suggest which of the opinions they identified in the previous stage may be the correct answer (**Key** – *That sounds like fun; won’t the kids find all the driving a bit dull?*).
2. Ask learners to look at **Exercise 2** on **Student’s Worksheet 3** (the listening task) and decide which of the options is the best match for their prediction (**Key** - A is the only one that is likely).

Play the recording again for them to confirm the answer and elicit from learners why Option A is correct.

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| **Key**  What does the man think about the woman's trip?   1. Her children might get bored. **CORRECT.** This is linked to the man’s opinion*won’t the kids find all the driving a bit dull?* Learners should note the use of synonyms rather than ‘word spots’ (children=kids/bored=dull) 2. The family should stay in hotels. **INCORRECT**. The man’s positive comments about hotels are connected to his holiday, not the woman’s. Also, he agrees (*Yeah, sure*) with the woman’s decision to camp. 3. Travelling will be expensive. **INCORRECT**. The man mentions the cost of the hotel on his trip, so this is not an opinion on the woman’s trip. The woman says *It’ll help keep the cost of travelling down* to explain her decision to camp. The man agrees with her decision, but he does not give an opinion of his own. Also *keep the cost down* is not the same as *expensive*. |

1. Elicit from learners key strategies for this task which have been illustrated in this lesson, i.e. read the task instruction carefully so you know what you are listening for; use the time before you listen to read the options and predict what you may hear; look for synonyms or paraphrased information in the options and the listening text; rule out options that cannot be correct; use the second listening to check you have the correct answer.
2. You could finish the lesson by giving each learner a slip of paper to write an opinion about travelling on. Put the learners in small groups, share the slips with different learners and ask the groups to discuss whether they agree or disagree with the opinion on the slips.

**Audio script**

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| **M:** I hear you're taking a road trip for your family vacation this year?  **F:** Yes. I'm looking forward to it. We're heading up to the falls on the state border.  **M:** That sounds like fun, but won’t the kids find all the driving a bit dull?  **F:** Oh, they have games to keep them busy and I hear the scenery's awesome. We won't go far each day.  **M:** We did a similar trip a couple of years back. We stayed in some great hotels. There was this beautiful one right by a lake. It wasn't cheap, but it was worth paying the price for a night. Where are you staying?  **F:** Actually, we're camping. It'll help keep the cost of travelling down.  **M:** Yeah, sure. Well, have fun! |

**Student’s Worksheet 1**

**Use the words in the box below to complete these opinions about travelling.**

1. In my dad’s \_\_\_\_\_\_\_\_\_\_\_ , trains are the most relaxing way to travel.
2. You really \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to spend more than just one hour at the museum.
3. Lots of people \_\_\_\_\_\_\_ travelling by air really tiring.
4. Tourists always visit this museum, but, if you \_\_\_\_\_ me, the one on the other side of town is better.
5. As \_\_\_\_\_\_ as I’m concerned, this is the best guesthouse in the town.
6. It’s a long way to drive, but my parents \_\_\_\_\_\_ it’s worth it.
7. Going away for a few days \_\_\_\_\_\_ like fun.
8. All the guests \_\_\_\_\_\_\_ the hotel is too hot.
9. I’ve no \_\_\_\_\_\_\_\_\_ that we’ll only need to stay there for two or three days.
10. She was absolutely \_\_\_\_\_\_\_\_\_\_ that this was the right way to the castle.
11. To my \_\_\_\_\_\_\_ , this is the best view in the area.

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| *reckon(s) ought convinced view ask(s) far*  *find(s) mind say(s) doubt feel(s) sound(s)* |

**Student’s Worksheet 2**

**Put the ways of agreeing or disagreeing with an opinion in the appropriate column.**

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| **Agreeing with an opinion** | **Disagreeing with an opinion** |
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*That’s not entirely true*

*Of course*

*Neither do I*

*I couldn’t agree more*

*On the contrary, …*

*True*

*I think so, too ...*

*I don’t think so either*

*I’d go along with that*

*Yes, but don’t you think …*

*Exactly, …*

*I’m not so sure about that*

**Student’s Worksheet 3**

**Exercise 1**

1. **Listen to the recording of a conversation between and man and a woman about a road trip. What opinions do you hear?**

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1. **Listen again. Check your answers and decide:**
2. what the opinions refer to
3. whether the opinions are expressed by the man or the woman

**Exercise 2**

What does the man think about the woman's trip?

1. Her children might get bored.
2. The family should stay in hotels.
3. Travelling will be expensive.