**Listening Lesson 4**

**Description**

The topic of this lesson is extreme sports. Practice of vocabulary related to extreme sports and activities is used to give guidance on completing note completion tasks, one of the task types in the Linguaskill Listening Test.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise vocabulary for discussing extreme sports and activities * to raise awareness of the requirements of Linguaskill Listening note completion tasks * to develop techniques and strategies for this task type based on practice of a sample task. |
| **Time required** | 50-60 minutes |
| **Level** | Suitable for C1– C2 level. |
| **Materials required** | * Student’s Worksheet 1: Listening Note Completion task – tips * Student’s Worksheet 2: Listening Note Completion – sample Linguaskill Listening task (BASE Jumping) |

**Procedure**

1. Start the lesson by showing a picture of a high-adrenalin sport or activity, such as bungee jumping or skydiving. Ask learners to write down three words to describe how an activity like this would make them feel. Learners stand up and talk to each other to see if they can find anyone who has written down one or more of the same feelings. As a whole group, ask learners to say which feelings they matched with someone else. Write these words on the board, then discuss whether the most common feelings were positive or negative.
2. Ask learners if they have ever heard of BASE jumping. Elicit responses about what it is and whether they would like to do it. If they have never heard of it, ask them to guess what it could be from the name.
3. Tell learners they are going to listen to a woman called Lucy Townsend talking about BASE jumping. Before they listen, write general comprehension questions on the board. For example: *What is BASE jumping? What is it often compared to? What equipment do BASE jumpers use? How popular is BASE jumping?* Play the recording and allow learners time to check their answers with a partner before checking as a whole group. Ask learners what kind of information the speaker gives about BASE jumping: *Does she talk about facts, personal experience or opinions?* [**KEY:** She talks about all three of these things]. Discuss that identifying these different types of information in the questions and in the recording is important for listening tasks.
4. Tell learners that the recording they listened to was from a Linguaskill Listening Note Completion task. Ask learners whether they know or can guess what the task involves. Then give learners a copy of **Student’s** **Worksheet 1** and ask them to organise the tips for completing this task type into *Do* and *Don’t* advice. Learners check with a partner then discuss as a whole group. To increase interaction in the class, you could have the *Do* and *Don’t* advice on slips of paper and ask learners to get up and stick them on a wall or the board. You could also give the feedback notes in the worksheet key on slips of paper and ask learners to match them with the advice.
5. Give learners **Student’s** **Worksheet 2** with the notes exercise from the Linguaskill Listening Note Completion task on BASE jumping. Ask learners to look at the notes and elicit which word type is needed to complete each sentence. [**KEY:** 1 noun (plural); 2 noun (singular); 3 noun (singular/uncountable); 4 noun (singular); 5 adjective]. Discuss which words in each sentence give them this information. In particular, note that for gap 3 the pronoun before the gap (*their*) is the gender-neutral pronoun for one person, as indicated by ‘*a BASE jumper*’ at the start of the sentence. Discuss how checking these details before listening will help learners listen with a clear purpose.
6. Now tell learners that you are going to play the recording again. This time, they should listen and write the word or words needed to complete each sentence. They then check with a partner, before checking as a whole group. In feedback, ask learners if they can remember the words which confirmed the answer. Discuss as a group. If necessary, play the recording again to reinforce the answers.
7. End the lesson by asking learners to talk about how they feel about BASE jumping, now that they know more about it.

**Student’s Worksheet 1**

**Listening Note Completion task – task tips**

**Read the advice for completing Listening Note Completion tasks. Decide if the advice is a Do or a Don’t.**

|  |  |
| --- | --- |
| **DO** | **DON’T** |
|  |  |

1. decide whether you need to listen for facts or opinions
2. guess the speaker’s opinion
3. keep listening after you think you have heard the word(s) you need
4. use your knowledge of the topic to complete the notes
5. complete the notes using your own words
6. write more than three words in each gap
7. read the notes before the recording starts
8. check that your answer fits the gap grammatically
9. think of alternative ways to express the words in the notes
10. write down your final answer straightaway

**KEY**

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| --- | --- |
| **DO** | **DON’T** |
| read the notes before the recording starts [*You have 45 seconds to read through the notes before the recording starts. Knowing what each sentence is about will help you spot when it is mentioned in the recording.*]  think of alternative ways to express the words in the notes [*The ideas in the sentences may be expressed using different words in the recording*.]  decide whether you need to listen for facts or opinions [*For example, the speaker may give lots of details about something, but say that they only agree with one of them.*]  keep listening after you think you have heard the word(s) you need [*An answer that seems correct at first may be ruled out by a negative expression which comes later. The information you need may be spread over more than one sentence.*]  check that your answer fits the gap grammatically [*For example, single or plural noun forms.*] | use your knowledge of the topic to complete the notes [*Even if you know a lot about the topic, you need to listen for the information the speaker gives.*]  complete the notes using your own words [*You will hear the word(s) you need in the recording.*]  guess the speaker’s opinion [*The correct answer will always be clearly stated, even when it’s an opinion.*]  write down your final answer straightaway [*You will hear the recording twice. The second time, you can confirm your answers.*]  write more than three words in each gap [*The answer will always be between one and three words.*] |

**Student’s Worksheet 2**

**Listening Note Completion – sample Linguaskill Listening task**

**These are the notes for the BASE jumping listening task.**

**What type of word is needed to complete each of the sentences?**

**BASE jumping**

Lucy prefers launching from **1** \_\_\_\_\_\_\_\_\_\_ when she does BASE jumping.

BASE jumping is like being on a **2** \_\_\_\_\_\_\_\_\_\_\_\_ , in Lucy’s opinion, making it different from sky diving.

Lucy explains why a BASE jumper who wears a wingsuit needs to modify their

**3** \_\_\_\_\_\_\_\_\_\_ during a jump.

Lucy uses the term **4** \_\_\_\_\_\_\_\_\_\_\_\_ to refer to the tricks which are best left to the very experienced BASE jumpers.

The equipment used by BASE jumpers has become more **5** \_\_\_\_\_\_\_\_\_\_ over time, as Lucy explains.

**Now do the listening task. Complete the sentences with no more than three words in each gap.**

**KEY**

1. cliffs: Lucy mentions several places where people do BASE jumping, but there is only one that she gives her opinion about (*Doing that gives me an incredible rush!*)
2. roller coaster: Lucy compares the sensation of sky diving and BASE jumping and says *with BASE jumping … you get the same feeling as when you speed down the hill of a roller coaster.*
3. body position/body’s position/position: The speaker first describes what wingsuits are and what they do and then says that BASE jumpers wearing wingsuits *have to keep adjusting their body position to maintain their speed.* The idea of *modify* in the sentence is expressed as *adjust* in the recording.
4. precision moves: In the recording, Lucy introduces the topic of *tricks* and gives different examples, before saying *these are precision moves. These are* is an alternative way of saying *the term*.
5. compact: the final sentence in the notes introduces the idea of change (*has become more … over time*). In the recording, this is expressed by talking about the past (*It wasn’t particularly compact*) and the present needs (*this is a major consideration, and the main reason why the gear’s changed*)*.*