**Listening Lesson 5**

**Description**

The topic of this lesson is studying literature. Practice of vocabulary related to the benefits of studying is used to give guidance on completing one question multi-matching 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 the benefits of studying literature * to raise awareness of the requirements of Listening one question multi-matching tasks * to develop techniques and strategies for this task type based on practice of a sample task. |
| **Time required** | 60 minutes |
| **Level** | Suitable for C1–C2 level. Suitable for B2 level with support. |
| **Materials required** | * Student’s Worksheet 1: One question multi-matching task – tips * Student’s Worksheet 2: Language practice – alternative language * Student’s Worksheet 3: Sample Linguaskill Listening task (Studying literature) |

**Procedure**

1. Ask learners to tell the class their favourite subject at school. Learners who are no longer at school can be asked to recall their favourite subject. As learners suggest subjects, write them on the board and keep a tally of how many times each one is mentioned so you identify the most popular subject in the class.
2. Write *Literature* on the board (or circle the word, if it has already been suggested). Ask learners: *Is literature a useful subject to study?* Give them a minute to think of some ideas, then ask learners to discuss in small groups. Monitor while learners are talking to note the points they mention and the language they use. In whole group feedback, circle the word *Literature* on the board and create a mind map of ideas that learners have discussed (i.e. *understanding people and society; building vocabulary; learning about history* etc.).
3. Talk to learners about how their discussions on studying literature have produced a variety of ideas and opinions. Explain that this is the focus of the Linguaskill Listening one question multi-matching task. Give learners **Student’s** **Worksheet 1** and ask them to look at **Exercise 1.** Tell them you are going to explain what the task involves, then they will have a chance to answer the questions about this task type. Explain the task in your own words, or you can use the following text: *For the one question multi-matching task, you listen to five different people speaking about the same topic. There is one question, and you need to choose the correct answer for each speaker from a list of eight options. There are three options which you do not need to use. The question will tell you what you need to listen for, which may be the speakers’ opinion, purpose, feeling or attitude, for example. Before the recording starts, you have 45 seconds to read the question and the options. Each speaker will say something about more than one of the options, but there will only be one option which completely matches what they say. You will hear the recording twice.* Ask learners to check their answers with a partner, then check as a whole class.
4. Focus on Q7 in **Exercise 1** about the preparation time. Ask learners what they should do during this time, i.e. read the question and the answer options and highlight important vocabulary. Now ask learners to look at **Exercise 2** on **Student’s Worksheet 1** about how focusing on the language in the task helps when listening. Learners work on their own to put the explanations and examples in the correct places in the table, then check with a partner before checking as a whole group.

**NOTE:** The next two activities focus on making connections between the language in the question/options and what the speakers say. As the activities are based on the sample Linguaskill Listening task, which is aimed C1/C2 level, some of the language may be challenging for B2 learners. However, completing these activities will help to prepare B2 learners for the sample task and you can provide support while monitoring or by encouraging peer support from learners working at the higher levels.

1. Tell learners that the examples in **Student’s** **Worksheet 1** **Exercise 2** are from a Linguaskill Reading one question multi-matching task on the topic of studying literature. They show how the speakers may express the ideas in the question and options using different vocabulary (synonyms or expressions) or structures (i.e. a negative structure with an opposite idea). In the next two activities, learners will look at some more examples to prepare them for the task.

Tell learners that the question from the task is about what the speakers felt was the number one reason for studying literature and elicit the words *main benefit*. Elicit some more ways of saying *main benefit* then give learners **Worksheet 2** and ask them to work on **Exercise 1**. They will use the words in the box to complete some more sentences (based on extracts from the sample task) which express the idea of *main benefit.* Check answers as a whole group and remind learners that the speakers may mention several benefits, but only one will be the main benefit.

1. Now ask learners to look at **Student’s Worksheet 2 Exercise 2**. The words in the first column are adapted from the options in the sample task. Learners need to complete the table by putting the words in the box into the correct column. Tell learners that they need to match meaning, not word type (this is a useful tip for when they are doing the whole Listening task) and not all spaces in the columns will be filled. In one case, there are two alternative expressions. [**NOTE:** two of the examples from **Student’s Worksheet 1 Exercise 2** are included here, which will provide reinforcement of the language for B2 learners]**.** Give learners time to complete the table and check with a partner. In whole class feedback, discuss how matching meaning helps to identify where the relevant information appears in the recording, but they need to listen to everything each speaker says to confirm they have the correct answer.
2. Give learners **Student’s Worksheet 3**, which has the question and options from the sample Linguaskill Listening task. Ask learners to read through the task and highlight important words. Support B2 learners by checking any unfamiliar vocabulary before you play the recording.
3. Play the recording for the first speaker. Learners listen and decide which option matches the recording. They check with a partner before listening again. In whole class feedback, check the answer and discuss the reasons why it is correct. [**KEY:** D. The speaker mentions *published writing* and *authors’ work,* which are alternative ways of saying *established writers’ work.* The speaker says she will *always be grateful to the course* (= main benefit) *for showing* her that *not all published writing had to just be accepted* (= it’s ok to challenge it). This opinion is reinforced by the comment: *I acquired the ability to do that kind of literary analysis, rather than unquestioningly admiring authors’ work as examples of perfection.*]
4. Now play the recording for speakers 2–5. Learners work alone to match the options, check with a partner and then listen again. In feedback, ask learners to explain the reasons for their answers. For B2 learners, you may need to provide these explanations. [**KEY:** 2 H, 3 C, 4 F, 5 A]
5. Finish the lesson by asking learners to discuss the main benefits of studying a different subject, for example maths or science.

**Student’s Worksheet 1**

**One question multiple-matching task** – **tips**

**Exercise 1**

**Listen to the description of this task type and answer the questions below.**

1. How many speakers will you hear?
2. What is the connection between the speakers?
3. Does this task type always have the same question?
4. Is there a different question for each speaker?
5. Do you need to use all of the options?
6. Is it possible to have more than one answer for a speaker?
7. Do you have time to prepare for the task?
8. Do you have the opportunity to check your answer?

**Exercise 2**

**The table below gives some tips on how thinking about the language in the task will help when you are listening. Match the explanations and examples with the tip.**

|  |  |  |
| --- | --- | --- |
| **Language tips** | **How this may help** | **Example** |
| Look at adjectives and adverbs. |  |  |
| Think about alternative ways of expressing the same idea. |  |  |
| Think about opposites and negative structures. |  |  |

The speakers will use different words to the ones in the answer options to give the same meaning.

A *main benefit* of a course will be one that is *essential,* not just something that was *also included.*

The speakers may mention several points, but only one will be an exact match.

An opposite word for *objective* could be *emotional,* so *an emotional response was not required* has the same meaning as *I became objective.*

Another way of saying *express an idea* could be *get my message across.*

Putting an opposite word in a negative sentence is a way of saying the same thing.

**KEY**

**Exercise 1**

1. How many speakers will you hear? *Five*
2. What is the connection between the speakers? *They all talk about the same topic. The speakers are not connected in any other way, and they will not comment on what another speaker says.*
3. Does this task type always have the same question? *No. The question may be about the speakers’ opinions, purpose, feelings or attitudes. At B2 level, the question may be about facts.*
4. Is there a different question for each speaker? *No. There is one central question for all of them, but eight different answer choices.*
5. Do you need to use all of the options? *No, there are five speakers and eight options, so there are three which you do not need to use.*
6. Is it possible to have more than one answer for a speaker? *No. Although two or more of the options may be mentioned by each speaker, only one will be exactly right.*
7. Do you have time to prepare for the task? *Yes, you have 45 seconds to read the question and answer options before the recording starts.*
8. Do you have the opportunity to check your answer? *Yes. The recording is played twice, so you can check your answer when you hear it the second time.*

**Exercise 2**

|  |  |  |
| --- | --- | --- |
| **Language tips** | **How this may help** | **Example** |
| Look at adjectives and adverbs. | The speakers may mention several points, but only one will be an exact match. | A *main benefit* of a course will be one that is *essential,* not just something that was *also included.* |
| Think about alternative ways of expressing the same idea. | The speakers will use different words to the ones in the answer options to give the same meaning. | Another way of saying *express an idea* could be *get my message across.* |
| Think about opposites and negative structures. | Putting an opposite word in a negative sentence is a way of saying the same thing. | An opposite word for *objective* could be *emotional,* so *an emotional response was not required* has the same meaning as *I became objective.* |

**Student’s Worksheet 2**

**Language practice – alternative language**

**Exercise 1**

**Use the words in the box to complete the expressions which could indicate the main benefit of studying literature.**

stead grateful invaluable truth cornerstone

1. I’ll always be \_\_\_\_\_\_\_\_\_\_\_\_\_ to the course for making that clear to me.
2. You may think this is irrelevant, but nothing could be further from the

\_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. Learning how to do this was \_\_\_\_\_\_\_\_ for my future career.
2. Developing that technique has stood me in good \_\_\_\_\_\_\_\_ in my current job.
3. Studying literature was the \_\_\_\_\_\_\_\_ of everything I went on to do later in life.

**Exercise 2**

**Put the words and expressions below into the correct column in the table. You need to match meaning, not word type.**

train of thought reveal get my message across accept

emotional response published writing combine unquestioningly admire

those with vastly different experiences detached observation insight

superficial

|  |  |  |
| --- | --- | --- |
|  | **Similar meaning** | **Opposite meaning** |
| challenge |  |  |
| established writers’ work |  |  |
| understanding |  |  |
| other people |  |  |
| bring together |  |  |
| idea |  |  |
| express clearly |  |  |
| be objective |  |  |
| detect what is hidden |  |  |
| beneath the surface |  |  |

**KEY**

**Exercise 1**

1. I’ll always be grateful to the course for making that clear to me.
2. You may think this is irrelevant, but nothing could be further from the truth.
3. Learning how to do this was invaluable for my future career.
4. Developing that technique has stood me in good stead in my current job.
5. Studying literature was the cornerstone of everything I went on to do later in life.

**Exercise 2**

|  |  |  |
| --- | --- | --- |
|  | **Similar meaning** | **Opposite meaning** |
| challenge |  | accept  unquestioningly admire |
| established writers’ work | published writing |  |
| understanding | insight |  |
| other people | those with vastly different experiences |  |
| bring together | combine |  |
| idea | train of thought |  |
| express clearly | get my message across |  |
| be objective | detached observation | emotional response |
| detect what is hidden | reveal |  |
| beneath the surface |  | superficial |

**Student’s Worksheet 3**

**Sample Linguaskill Listening task**

**Look at the question and options from a one question multi-matching listening task. Highlight the important words.**

**What does each person say was the main benefit to them of studying literature?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Speaker** | | | | |
|  |  | **1** | **2** | **3** | **4** | **5** |
| **A** | I learned to detect what was hidden beneath the surface. |  |  |  |  |  |
| **B** | It impressed a number of different employers. |  |  |  |  |  |
| **C** | It helped me to bring ideas together and express them clearly. |  |  |  |  |  |
| **D** | I gained the confidence to challenge established writers’ work. |  |  |  |  |  |
| **E** | It made me reconsider what to do with my life. |  |  |  |  |  |
| **F** | I became completely objective in my approach. |  |  |  |  |  |
| **G** | It revealed some solutions to common problems. |  |  |  |  |  |
| **H** | It led me to a greater understanding of other people. |  |  |  |  |  |