**Listening Lesson 6**

**Description**

The topic of this lesson is sport. Practice of vocabulary related to being successful in sport is used to give guidance on completing two question multi-matching tasks, one of the task types in the Linguaskill Listening Test.

**Teacher’s Notes**

|  |  |
| --- | --- |
| **Aims of the lesson** | * to present and practise vocabulary for discussing being successful in sport
* to raise awareness of the requirements of Listening two question multi-matching tasks
* to develop techniques and strategies for this task type based on practice of a sample task.
 |
| **Time required** | 45-50 minutes |
| **Level** | Suitable for C1–C2 level.  |
| **Materials required** | * Student’s Worksheet 1: Two question multi-matching task – questions and options
* Student’s Worksheet 2: Two question multi-matching task – Linguaskill Listening sample task
 |

**Procedure**

1. Show learners pictures of three or four famous sports people from a range of sports. You can put the pictures on the walls around the room and ask learners to walk around looking at them. After a minute, shout *Stop!* and ask learners if they can tell you something about the picture which they are closest to. Confirm that all the people are professional sports people.
2. Ask learners to sit in small groups and think of three positive and three negative things about being a professional sports person. After a few minutes, invite learners to share their ideas with the whole group.
3. Tell learners that in this lesson they will work on a sample two question multi-matching task from Linguaskill Listening on the topic of being successful in sport. Ask learners what they know or can guess about this task type. Write 5, 4, 3, 2, 1 on the board and tell them that the numbers are details about the task. Read statements about the task and ask learners to shout out the number they think is correct. [**QUESTIONS AND KEY:** Number of speakers (3); Number of questions (2); Number of options for each question (5); For each question, the number of options that match each speaker (1); Number of options not used in the whole task (4); Number of times the recording is played (2)].
4. Tell learners that first they will focus on the question and the options. Give learners **Student’s** **Worksheet 1**. Ask them to look at **Exercise 1**, which has the two questions from the sample listening task. Ask learners to talk with a partner and compare the questions. In feedback, tell learners that identifying the focus of each question is one strategy they can use when doing this type of task.
5. Now ask learners to look at **Exercise 2** on **Student’s Worksheet 1** and match the options with the question. To do this, they will need to focus on the meanings of the words, i.e. *disapproval* is a negative feeling. Tell them there may be one or two options which they want to match with both questions. Ask learners to check with a partner then with the whole group. In feedback, talk about *international recognition* and *media attention* and ask learners whether these can sometimes be negative points. Discuss how different attitudes to the same point are a feature of this task, i.e. one speaker may mention a point from an option but with the opposite feeling or opinion, and learners will need to rule it out for that reason.
6. Now ask learners to think about the recording: *Does each speaker refer to each question in order?* [**KEY:** No, they could be in either order. Learners should check both questions each time they listen so that they don’t miss important information.] *Will the speakers only talk about one of the options for each question?* [**KEY:** No, what they say could be linked to more than one option. Learners will need to listen to find the correct match, avoiding the distraction.]
7. Give learners **Student’s Worksheet 2** and ask them to read the instructions. Tell them you will play the first speaker and you would like them to answer the first question only. Play the recording and ask learners for their answer [**KEY:** C]. In feedback, ask learners what words the speaker used to match with this option (*My mates thought I was mad, which hurt more than I’d anticipated.*) and ask them if the speaker said anything connected to any of the other options [**KEY:** Yes. *by accident, hurt, injury* are all connected to option B, but not in the correct sense: *by accident* means *by chance*; *hurt* refers to emotions not physical injury, and *stay injury free* refers to the future, not the past).
8. Now tell learners they will do the full task. Play the recording from the start and ask them to answer both questions for all three speakers. Learners check with a partner before checking as a whole group. In feedback, ask learners to justify answers as you did for the Question 1 Speaker 1 example above. For any incorrect answers, focus on the distraction which caused the confusion.
9. Finish the lesson by asking learners to talk about what they would like to be famous for and how being famous would change their lives.

**Student’s Worksheet 1**

**Two question multiple-matching task – questions and options**

**Exercise 1**

**Look at the two questions from a task about being successful in sport. What differences do you notice?**

1. Which difficulty did each speaker face before becoming successful in their sport?
2. What does each speaker value most about being successful in their sport?

**Exercise 2**

**Look at the options for the two questions in Task 1. Which options belong with which question?**

the wider career opportunities

parental disapproval

a persistent injury

the media attention at home

the chances of sponsorship

the international recognition

inconveniently located sports facilities

the negative attitude of friends

maintaining a strict diet

the opportunity to travel

**KEY**

**Exercise 1**

Question 1 is about something negative (*difficulty*), Question 2 is about something positive (*value/successful*).

Question 1 is about the past (*did*), Question 2 is about the present (*does/being*).

**Exercise 2**

1. Which difficulty did each speaker face before becoming successful in their sport?
2. parental disapproval
3. a persistent injury
4. the negative attitude of friends
5. inconveniently located sports facilities
6. maintaining a strict diet
7. What does each speaker value most about being successful in their sport?
8. the international recognition
9. the chances of sponsorship
10. the wider career opportunities
11. the opportunity to travel
12. the media attention at home

**Student’s Worksheet 2**

**Two question multiple-matching task – sample task**

**For these questions, click in the correct box for each speaker. There is one table for each question. You have 45 seconds to read the questions and look at the tables.**

**You will hear the recording twice.**

**Listen to three short extracts in which people who have been successful in their chosen sport talk about their experiences.**

**Which difficulty did each speaker face before becoming successful in their sport?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Speaker 1** | **Speaker 2** | **Speaker 3** |
| 1. parental disapproval
 |  |  |  |
| 1. a persistent injury
 |  |  |  |
| 1. the negative attitude of friends
 |  |  |  |
| 1. inconveniently located sports facilities
 |  |  |  |
| 1. maintaining a strict diet
 |  |  |  |

**What does each speaker value most about being successful in their sport?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Speaker 1** | **Speaker 2** | **Speaker 3** |
| 1. the international recognition
 |  |  |  |
| 1. the chances of sponsorship
 |  |  |  |
| 1. the wider career opportunities
 |  |  |  |
| 1. the opportunity to travel
 |  |  |  |
| 1. the media attention at home
 |  |  |  |

**KEY**

**Which difficulty did each speaker face before becoming successful in their sport?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Speaker 1** | **Speaker 2** | **Speaker 3** |
| 1. parental disapproval
 |  |  |  |
| 1. a persistent injury
 |  |  | X |
| 1. the negative attitude of friends
 | X |  |  |
| 1. inconveniently located sports facilities
 |  | X |  |
| 1. maintaining a strict diet
 |  |  |  |

**What does each speaker value most about being successful in their sport?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Speaker 1** | **Speaker 2** | **Speaker 3** |
| 1. the international recognition
 |  | X |  |
| 1. the chances of sponsorship
 | X |  |  |
| 1. the wider career opportunities
 |  |  | X |
| 1. the opportunity to travel
 |  |  |  |
| 1. the media attention at home
 |  |  |  |