**Listening Lesson 1**

**Description**

This lesson prepares learners for listening to short recordings and identifying the correct option (image) in a multiple-choice question, which is one of the task types in the Linguaskill Business Listening test. Learners are introduced to language frequently tested in this task type and are given structured practice in sample tasks. The topic of the lesson is asking for help in a work environment.

**Teacher’s Notes**

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| **Aims of the lesson** | * to raise awareness of the requirements of the task type which features a short audio extract and three picture options * to present and practise functional expressions related to making requests * to develop techniques and strategies for this task type based on practice of sample tasks |
| **Time required** | 45 minutes |
| **Level** | Suitable for B1 level and above |
| **Materials required** | * Student’s Worksheets 1–4 (one copy for each learner) * audio recordings (1 and 2) to accompany Student’s Worksheets 3 and 4. |

**Procedure**

1. Explain that the lesson will focus on language and techniques which are useful for multiple-choice short listening tasks, such as those in the Linguaskill Business Listening Test.
2. Model the task and target language by asking one or two learners to do something for you, for example: *Would you mind closing the door?/Could you pass me that pen?*

Ask learners to say what you were doing [‘asking them to do something’], then put them in pairs or small groups and get them to ask each other to do different things. Set a time limit (approx. 2 minutes) to maintain pace and energy levels.

Whole class feedback. Ask some learners to report what they asked each other to do and how they did this. Write examples of the language they used on the board.

Explain (or elicit) that ‘asking someone to do something’ is a language function, i.e. the purpose of what is said, and that the same function can be expressed in different ways. Explain that being able to identify functions is an important skill for listening tasks.

1. Hand out **Student’s Worksheet 1** and ask learners to complete **Exercise 1** by matching the sentence beginnings and endings. Tell learners that more than one match may be possible.

Whole class feedback to check answers. Then focus on the different expressions used to ask someone to do something. Draw learners’ attention to key language features: register, collocations, verb patterns and punctuation.

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| **Student’s Worksheet 1**  **Exercise 1**  **Answer Key**   1. c 2. a, g 3. e 4. a, g 5. h 6. b 7. d 8. f   **Register**   1. polite/formal 2. neutral/polite 3. direct/less formal 4. neutral/polite 5. less formal 6. polite/formal 7. less formal 8. less formal   **Collocations**  do me a favour  give me a hand  do with some help |

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| **Student’s Worksheet 1 (continued)**  **Verb patterns**  + v-ing  Would you mind …  + v infinitive without ‘to’  Can you …  Is there any chance you could…  I’d appreciate it if you could …  + ‘to’ + infinitive  Are you OK … |

1. Ask learners to work on **Exercise 2**. This task requires learners to recall the language introduced in **Exercise 1** by completing the gapped functional expressions.

Note: You can differentiate the task by asking stronger learners to fold over the worksheet so that they cannot see **Exercise 1** and allowing less confident learners to refer back to the previous exercise as required.

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| **Student’s Worksheet 1**  **Exercise 2**  **Answer Key**   1. are 2. could/would 3. favour 4. mind 5. appreciate 6. hand 7. do 8. chance/way |

1. Tell learners that they are going to practise a sample short Listening multiple-choice task. Write the rubric wording [*A woman is phoning a colleague about a problem in her office. What does she want someone to do?*] on the board. Note the function expressed in the rubric [‘asking someone to do something’]. Tell learners that in the exam they see this information before they listen to the recording, so they can anticipate the language they may hear.

Play the recording and ask learners to identify the language used to express the function.

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| **Answer Key**  I wonder if you could (send someone up to help us).  Could someone (come remove it, please)?  [Note for teacher: The construction ‘Could someone come remove …’ is American English. In British English it would be either ‘Could someone come and remove …’ or ‘Could someone come to remove …’] |

1. Write the two examples on the board. Ask learners where the expressions give details about what help is being requested. Agree together that neither expression explicitly states all the information and that learners need to listen to the whole recording to understand the request.
2. Give learners **Student’s Worksheet 2** (Script - Recording 1). Ask them to underline the two functional expressions and discuss the connection between these expressions and the sentence in-between them. Highlight ‘it’ and ask learners what this refers to.

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| **Student’s Worksheet 2**  **Answer Key**  The first expression signals the request. The second expression refers back to what the speaker actually wants.  ‘it’ = *an old filing cabinet … that’s taking up too much room* |

1. Give learners **Student’s Worksheet 3**, with the task rubric and pictures. Play the recording again and ask learners to complete the task.

Class feedback to check the key [A].

Explain to learners that in the Linguaskill Business test the candidate can choose when to click play to start the audio.

1. Ask learners to look again at the script and **Student’s Worksheet 3** and identify any links between the text and the two distractor pictures. Explain (or elicit) that the distractors will always have some relevance to the listening text, i.e. vocabulary, as in this example. Discuss why the distractors are not correct.

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| **Student’s Worksheet 3**  **Answer Key**  A – M correct  B – this is connected to the listening text because it shows the inside of a computer. It is not correct, because there is no reference to the computer being broken in the listening text.  C – this is connected to the listening text, because it shows something being removed. It is not correct because there are two boxes (of records) and the text refers to ‘it’, i.e. a singular or uncountable noun. |

1. Check learners’ understanding of this task type by asking some true/false questions (they should be able to answer most of the questions from earlier stages in this lesson). Ask all learners to stand up. Tell them you are going to make some statements about this task type. If they think the statement is True, stay standing up. If they think it is False, sit down.

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| **True/False statements**  There are always three images to choose from. [T]  Sometimes more than one option is possible. [F – more than one may seem possible, i.e. because of related vocabulary, but only one is correct. They need to identify the connections but also eliminate the wrong options.]  You hear the recording before you see the picture choices. [F – you have time to read the question first as the candidate decides when to click play in the Linguaskill Listening test. Tell learners to use this time to look at the rubric and the images, so that they know what the focus of the task is and can anticipate related vocabulary.]  You have to choose the correct option after listening to the recording once. [F – the recording is played twice. Tell learners the second time is a good opportunity to check their choice is correct.] |

1. Give learners **Student’s Worksheet 4,** another sample task. Give them time to read the task and prepare to answer it. Play Recording 2.
2. Whole class feedback. Check the key and discuss why the distractors were wrong. Ask them what language was used to express the function of requesting.

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| **Student’s Worksheet 4**  **Answer Key**  C  A is incorrect because Tom is asked to write on the printed copy, not on the computer copy.  B is incorrect because the man has already printed out a copy of the report.  Functional language:  *Can you do me a favour?/Are you ok to check it for me?* |

1. To close the lesson, you could ask learners to practise the key language introduced at stages 2 and 3 by asking each other to do something.
2. To extend the lesson, learners can work on more sample tasks, if possible using tasks which focus on a range of different functions.

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| **Audio Scripts**  **Recording 1**  Oh hello. It’s Maria here from the Human Resources office. I wonder if you could send someone up to help us. There’s an old filing cabinet here that’s taking up too much room. Could someone come remove it, please? We don’t use it anymore as all our records are on computer. We’re pretty much a paperless office now! Thanks.  **Recording 2**  Tom? Can you do me a favour? I’ve been working on this report for ages. I actually never thought I’d finish it, but I have. Are you ok to check it for me before I send it? I’ve printed out a copy for you to write on. Then I can just make the changes and send it by the end of the day. Thanks! |

**Student’s Worksheet 1**

**Exercise 1**

**Match the two halves (1 – 8 and a – h) to make expressions which are used to ask for help. There may be more than one possible answer.**

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| 1. Would you mind | 1. pass me that pen? |
| 1. Can you | 1. postpone the meeting until next week. |
| 1. Give me | 1. opening the window? |
| 1. Is there any chance you could | 1. me a favour and contact the suppliers? |
| 1. Are you OK | 1. a hand with this, will you? |
| 1. I’d appreciate it if you could | 1. do with some help with this report. |
| 1. Could you do | 1. check this? |
| 1. I could | 1. to finish off this report? |

**Exercise 2**

**Complete the requests for help (1 – 8).**

1. Oh, hi Maria, ………….. you OK to help me with this report?
2. Jason, ………… you contact someone about the printer?
3. Could you do me a ………….. and email the supplier about their latest order?
4. Would you ………… rearranging the meeting for next week?
5. I’d ………………….. it if you could find somewhere quieter for me to work.
6. Clara, give me a ………… moving these files, will you?
7. I could …….. with some help with these customer complaints.
8. Is there any …………… you could start the meeting an hour later?

**Student’s Worksheet 2**

**Underline the expressions below which are used to ask for help.**

Oh hello. It’s Maria here from the Human Resources office. I wonder if you could send someone up to help us. There’s an old filing cabinet here that’s taking up too much room. Could someone come remove it, please? We don’t use it anymore as all our records are on computer. We’re pretty much a paperless office now! Thanks.

**Student’s Worksheet 3**

**For this question, choose the correct answer.  
Read the question first. You can listen twice.**

A woman is phoning a colleague about a problem in her office. What does she want someone to do?

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| **A** | **B** | **C** |

**Student’s Worksheet 4**

**For this question, choose the correct answer.  
Read the question first. You can listen twice.**

A man is speaking to a colleague at work called Tom. What does he need Tom to do?

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| **A** | **B** | **C** |