**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 vocabulary and language skills commonly tested in these task types and are given structured practice in sample tasks. The topic of the lesson is recruitment.

**Teacher’s Notes**

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| **Aims of the lesson** | * to practise talking about applying for jobs * to present and practise using referencing pronouns as cohesive devices * to raise awareness of the format and requirements of multiple-choice short listening tasks * to develop techniques and strategies for this task type based on practising sample tasks |
| **Time required** | 45 minutes |
| **Level** | Suitable for B1–B2 level |
| **Materials required** | * Student’s Worksheets 1–2 (one copy for each learner). n.b. student’s Worksheet 2 is double-sided. * audio recording to accompany Student’s Worksheet 2 |

**Procedure**

1. Explain that the lesson will be about applying for jobs and will focus on language and skills which will help learners prepare for multiple-choice short listening tasks, such as the Linguaskill Business Listening Discrete without Graphic tasks.
2. Put learners into pairs or small groups. Write ‘Job hunting’ on the board (check understanding, if appropriate) and ask learners to brainstorm vocabulary connected with this topic. Set a time limit (max. 5 minutes).
3. Create a vocabulary mind map starting from ‘Job hunting’ on the board by asking learners to tell you words and expressions they came up with at Stage 2. You could group the words in different categories, for example People [interviewer, employer, candidate …], Requirements [CV, application form, contract …], Job Information [contract, part-time, salary …] and Actions [to apply, to earn, to employ …].
4. Underline some key words in the spidergram, i.e. CV, interview, contract, and elicit comments from learners to get them thinking about job hunting advice, i.e. *What should you include on a CV? How can you do well in an interview? What information will a contract have?*
5. Give learners **Student’s Worksheet 1**. Ask them to look at the tips for job hunting and underline any vocabulary that is already on the board. Check understanding of other words.
6. Ask learners to focus on the gaps in the text on **Student’s Worksheet 1** and elicit the word that fits the first gap [**Key:** *it* or *this*]. Ask learners to do **Exercise 1** (individually or in pairs). They need to complete the remaining gaps using one word in each gap. Tell them that sometimes more than one option may be possible, and some words are repeated.

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| **Student’s Worksheet 1**  **Exercise 1**  **Answer Key**   1. it/this 2. that 3. it 4. Yours 5. it 6. These/They 7. them 8. that 9. This |

1. Feedback on the task and draw learners’ attention to the type of words which are missing and what they do in the sentence:

* The missing words are all pronouns.
* They refer to something – this could be something already mentioned, or some information that follows (e.g. gap 4).

1. Ask learners to work on **Exercise 2** – underlining the information in the text that the pronouns refer to.
2. Feedback on **Exercise 2** and focus on the rules of agreement.

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| **Student’s Worksheet 1**  **Exercise 2**  **Answer Key**  The pronouns must agree with the information they refer to:   1. your CV (singular noun) 2. out of work for a while (phrase) 3. the position (singular noun) 4. application (singular noun – possessive – forward reference) 5. application (singular noun) 6. references (plural noun) 7. the interviewers (plural noun) 8. other candidates may be better qualified or have more experience than you (phrase) 9. Find out about the job/responsibilities (phrase) |

Explain to learners that awareness of referencing is important for understanding listening texts. Tell them that they may need to understand who or what the speaker is referring to in order to find the answer to the question. Give learners **Student’s Worksheet 2** and ask them to work in pairs to decide which pronouns may fit each gap and to underline the parts of the text they refer to. Play the recording to check their answers.

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| **Student’s Worksheet 2**  **Exercise 1**  **Answer Key**   1. she (‘he’ also fits the gap, but is not the word used in the recording) – refers to ‘the assistant who’s already there [in Accounts]’ 2. someone – refers to ‘[a person] who’s familiar with all the software’ 3. him – refers to ‘the new recruit who does the paperwork in Despatch’ |

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| **Audio Script**   |  |  | | --- | --- | | **M:** | Have you decided who to interview for this job in Accounts? | |  |  | | **F:** | Tricky, but yes. The logical person is the assistant who’s already there, but she needs more experience on the computer systems – we need someone who’s familiar with all the software. In fact, the new recruit who does the paperwork in Despatch is – even though it isn’t part of his job at the moment – so I’d like to see him. I’ll suggest more training to the Accounts Manager. | |

1. Tell learners that this recording comes from the Linguaskill Business Listening exam. Ask them to turn **Student’s Worksheet 2** over and look at the exam task. Play the recording again and ask them to complete the task. Check the answer in pairs and as a class. Discuss why the other options are tempting, but not correct. Explain that in the exam the candidate can decide when to start the audio by clicking play.

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| **Student’s Worksheet 2**  **Exercise 2**  **Answer Key**  B  A is tempting because this person is the ‘logical choice’, but it’s not correct because she ‘needs more experience’. Point out the importance of listening to the whole recording before deciding on the answer – a positive statement may be ruled out by a negative comment, as here.  C is tempting because ‘the new recruit who does the paperwork in Despatch **is** [familiar with all the software]’. It’s not correct because this is not ‘part of his job at the moment’, so he is not a computer programmer. n.b. draw learners’ attention to the use of ‘is’ highlighted above – ellipsis as another cohesive device. |

1. You could finish the lesson by asking learners to add more tips to the job hunting text on **Student’s Worksheet 1**. Encourage them to use referencing pronouns.

**Student’s Worksheet 1**

**Exercise 1**

**Look at the text below. Complete each gap using one word only.**

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| **Top Tips for getting the job you want** |
| **Before you apply**  Start with your CV. Check that **1**. \_\_\_\_\_ is up-to-date, detailed and relevant for the job you are applying for.  Be honest. If you’ve been out of work for a while, explain why and what you did during **2.** \_\_\_\_\_\_ time.  Do your research. Learn about the position you are applying for. What does **3.** \_\_\_\_\_\_ involve exactly? |
| **Making an application**  Check the deadline. **4**. \_\_\_\_\_\_\_\_ may be the best application, but if you miss the deadline, the company can’t accept **5**. \_\_\_ .  Include references. **6**. \_\_\_\_\_\_\_\_\_ need to be from people who can comment on your professional and personal qualities. |
| **At the interview**  Make a good impression. Be polite and friendly with the interviewers. Remember, you’re likely to be working with **7.** \_\_\_\_\_\_ if you are lucky enough to get the job.  Show off your strengths and qualities. Other candidates may be better qualified or have more experience than you. You need to make the interviewers forget all **8.** \_\_\_\_\_ and decide that you are the best person for the job.  Ask questions. Find out about more about the job and what your responsibilities will be. **9.** \_\_\_\_\_\_\_ shows that you are interested in the company and the job on offer. |

**Exercise 2**

**Now look at the text again and underline the information that the word in each gap refers to.**

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**Student’s Worksheet 2 (Side 1)**

**Exercise 1**

**Which words could complete the gaps below? Underline the parts of the text that these words would refer to.**

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| **M:** | Have you decided who to interview for this job in Accounts? |
| **F:** | Tricky, but yes. The logical person is the assistant who’s already there, but  **1.** \_\_\_\_\_ needs more experience on the computer systems – we need **2.** \_\_\_\_\_ who’s familiar with all the software. In fact, the new recruit who does the paperwork in Despatch is – even though it isn’t part of his job at the moment – so I’d like to see **3**. \_\_\_\_\_. I’ll suggest more training to the Accounts Manager. |

**Listen to the recording to check your answers.**

**Student’s Worksheet 2 (Side 2)**

**Exercise 2**

**For this question, choose the correct answer.**

**Read the question first. You can listen twice.**

Who does the woman decide to interview?

1. an assistant in Accounts
2. a clerk in Despatch
3. a computer programmer