

Pre-listening

Below is a listening text from a book for beginners. On pages 36 and 37 are five different pre-listening activities, A to E, which you are going to evaluate in this task.

Step 1

- 1 Read the listening text, *Mrs Berry* below.
- 2 Read each pre-listening activity A-E (do not **do** every activity!), remembering that your learners will do pre-listening activities without seeing or hearing the listening text. The learners can see all the information that you have, except for the tape script.
- 3 Complete the table on page 36, filling in the aim(s) of each activity and the skill(s) practised during each activity. One example has been done for you.
- 4 Which activity would you prefer, as learners? Give at least three reasons.
Taken from Fountain Beginners Teacher's Book

Listening text: Mrs Berry

Presenter: What did Mrs Berry have in her home in 1930? What didn't she have? Listen.

Girl: What was life like when you were a child, Grandma? Were things very different then?

Mrs Berry: Oh, yes. Very different. Life wasn't so easy in those days, you know. We didn't have a fridge. Only rich people had fridges then. We had to go shopping every day to buy fresh food. And we didn't have a washing machine. We washed all our clothes by hand in a big tub. It was very hard, very hard. We had electric light, though. Lots of people had electric light by then.

Girl: Did you have a television?

Mrs Berry: A television? Oh no! Ordinary people didn't have televisions in those days. But we had a radio - a great big radio. We all sat round the radio in the sitting-room, the whole family, listening to the news. And we had a record player, too. You had to wind it up, not like record players today. We listened to dance music.

Girl: What about a telephone? Did you have a telephone?

Mrs Berry: No, we didn't. Only rich people had telephones then, you know, not like today. We wrote letters in those days.

Girl: Did you have a car?

Mrs Berry: Yes, we had a car, a lovely little car. A lot of people had cars, even then - they weren't very expensive. We used to go for a drive every Sunday...

Pre-listening activity	Aim(s) of the activity	Skills Practiced
A- Using pictures	1- contextualization 2- motivation	1- writing 2- speaking
B- Personalizing	1- personalizing 2- motivation	1- speaking 2- listening
C- Predicting vocabulary	1- motivation 2- give them a reason for listening	1- speaking
D- Predicting facts	1- intrigue learners 2- contextualization	1- speaking 2- writing
E- Practicing tenses	1- practice simple past 2- give them a reason for listening	1- reading 2- writing

Pre-listening activity A; Using pictures

Look at the photographs above. Work in pairs and write down your answers to the following questions: (See pictures in the coursebook)

1. How old are the people in the photographs, do you think? In which years were they children?
2. Think about when they were children: how was life different for them, do you think?
3. What do you think they did in their spare time in the evenings? At the weekend?
4. How did they communicate?
5. Now listen to the tape and check if your answers are correct.

Pre-listening activity B: Personalizing

The teacher talks about his own grandmother, who *j* is 73, telling his class something about her childhood. He passes round photographs of his grandmother, as an old woman and as a child. He | elicits from his class what they imagine about her childhood and particularly compares present-day electronic goods with what his grandmother might have had, or not had, as a child. He asks his learners to ask him questions about her and writes numbered statements that the learners make about *j* his grandmother on the board (e.g. 1. She *didn't* have a television. 2. She *had* a washing machine.). He then introduces the text by telling the class what Mrs Berry and her granddaughter are talking about: what life was like when Mrs Berry was her granddaughter's age. The teacher plays the listening text and the learners compare the statements on the board with the text to see if they are true or false or not mentioned.

Pre-listening activity C: Predicting vocabulary

The teacher says, You are going to listen to a conversation between a girl and her grandmother, Mrs Berry. Her granddaughter is asking Mrs Berry what life was like in the 1930s, when Mrs Berry *was* a girl herself Work in groups of four and together try to guess ten words which you think will hear in the conversation. For example, the words *radio* and *television*. Write the ten words in your notebooks. *Learners listen to the tape to check how many things they guessed.*

Pre-listening activity D: Predicting facts

Discuss in pairs. Which of these things do you think ordinary British people had in their homes in 1930? Which ones didn't they have? Make two lists.

fridge washing machine electric light telephone radio television record player car

Things people had in 1930	Things people didn't have in 1930

Now listen to the tape and check if your answers are correct.

Pre-listening activity E: Practising tenses

Look at the text below. Fill in the gaps. Choose the best answer from the box for each numbered gap. Some answers may be used more than once while others are not used at all.

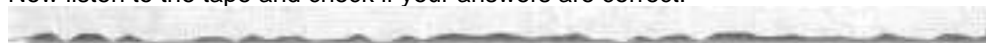
didn't had did wasn't was have

Girl What was life like when you were a child. Grandma? Were things very different then?

Mrs Berry: Oh, yes. Very different. Life (1) _____ so easy in those days, you know. We (2) _____ have a fridge. Only rich people had fridges then. We had to go shopping every day to buy fresh food. And we (3) _____ have a washing machine. We washed all our clothes by hand in a big tub. It was very hard, very hard. We (4) _____ electric light, though. Lots of people (5) _____ electric light by then.

Girl: Did you (6) _____ a television?

Now listen to the tape and check if your answers are correct.



Step 2

Reading and listening are both receptive skills, which means that the learners are receiving information (from texts) when they learn. Warming-up activities for the receptive skills can, therefore, be similar. Write down as many similarities as you can between warming-up activities for reading and listening.

- both deal with a text
- activities can use any of the four skills
- warming-up activities often involve guessing or predicting about the topic or language in a text
- activities can use words from the texts to be read or listened to.