

LISTENING: KEEPING IN TOUCH

TOPIC 5 UNIT 3: KEEPING IN TOUCH

Overview of topic

Learners listen to and answer questions about people talking about how they keep in touch with friends and family.

Listening skills

Learners listen for key words: grandmother, grandparents, cousins, names of countries

Learners listen for answers to Who/ Where/ How questions

Materials

Preparation	<u>Listening resource pack</u> 5.3.L1: Communication tools Print 1 set of cards per person/pair.
Warmer	Resource 5.3.L1: Communication tools
Activity 1	Resource 5.3.L1: Communication tools Video clip (all speakers) https://youtu.be/OwMS2u40wvo
Activity 2	Video clips (Francesca plus others appropriate) Link as above
Extension	Video clip (all speakers)

Suggested approach

Warmer: What do you use to keep in touch?

- Give each learner a pack of Resource 5.3.1: Communication tools cards.
- Ask to sort into three piles – Things I use a lot; Things I use sometimes; Things I never use.
- Lead a discussion on which tools people use most and why.

Activity 1: What does he/she use? (Listening for gist)

- Explain that the clip is about people keeping in touch with friends and family
- 1st task: Play the whole clip and ask learners to just listen. Then elicit any communication methods that they hear. Ask learners to hold up the matching card and name the method.
- 2nd task: Play again, pausing after each speaker. Ask: *What does (name) use to keep in touch?* Allow time for learners to discuss in pairs and replay each clip if necessary. Prompt learners to respond with full sentences.

Differentiation/localisation/extension

You may wish to select from the images rather than use all of them.

Extend the discussion by talking about the pros and cons of different methods.

Activity 2: Listening for detail

- Carry out a quick review of words for family relationships, using ideas from New to ESOL Topic 1 Unit 2 People in my life.
- 1st task: Play the clip (Francesca) and ask learners to listen for answers to the following questions.
 - **Who** does she keep in touch with?
 - **Where** do they live?
 - **How** do they keep in touch?
- Take feedback.
- 2nd task: Listen again to check responses. Ask additional questions to encourage learners to extend their replies, according to their level of spoken English. E.g. *What else did he/she say? What did he/she say about...?*
- Repeat with other clips, as appropriate for learners.

Differentiation/localisation/extension

If possible, make your own clips with local people and local accents.

Learners interview one another using Who, How, Where questions.

Learners pair up to show one another how to use different apps.