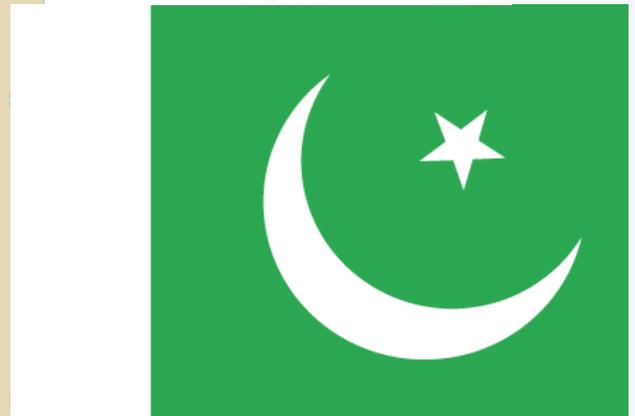
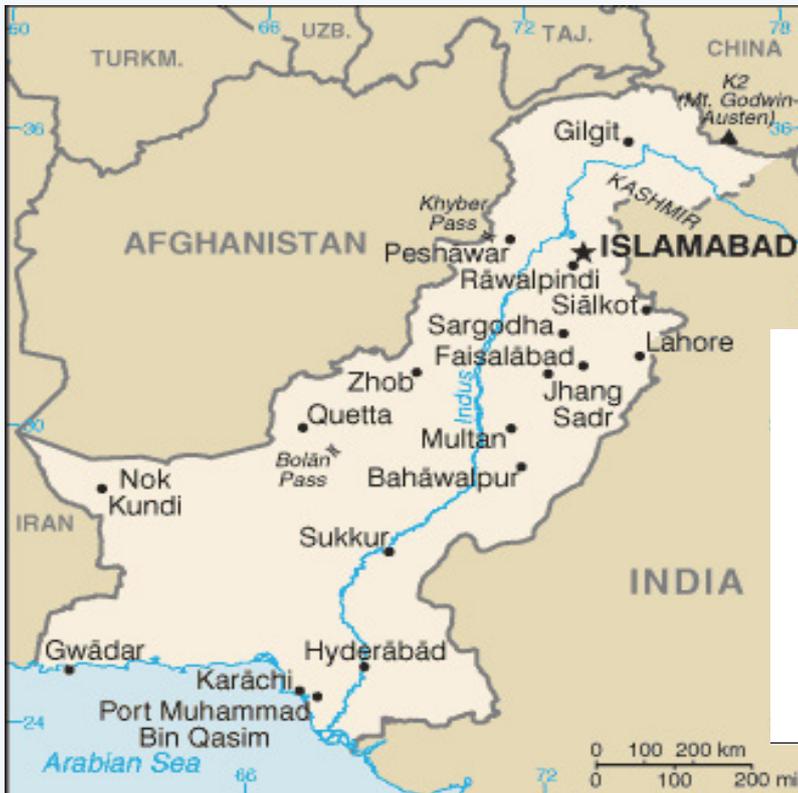


C. Listening

Prepare to listen

- You will hear Laila telling a story about an experience she had at school in Sargodha, Pakistan. Do you know anything about Pakistan? Tell your partner.

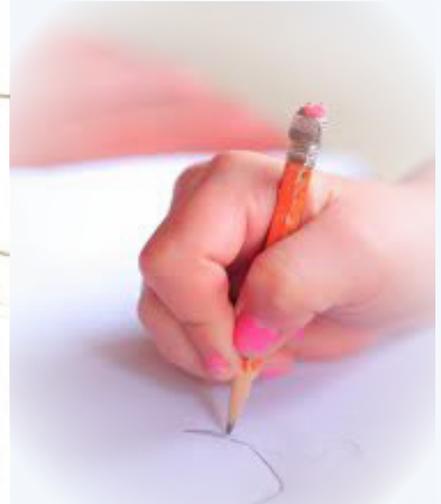


- In **column 1** of the table below, write down any words or ideas you think you might hear in the story.
- Compare your answers with a partner. In **column 2** of the table below, write down each word or idea that you both agree you might hear in the story.
- What do you think is the purpose of activity b? Discuss with a partner.

Column 1: I think I might hear...	Column 2: My partner & I both think we might hear...	Column 3: Things I heard but did not predict.

Listen for meaning

1.
 - a. Close your eyes. Listen to the story. Imagine that you are Laila. How do you feel?
When the recording stops, open your eyes and remain silent.
Draw a picture of what you heard and felt or just picture it mentally.
 - b. Show your drawing, or describe your mental picture, to a partner and compare it with theirs.
Explain your picture to your partner: describe what you heard and felt. How similar are your ideas?



2.
 - a. Look at your table. Put a tick next to any words/ideas that you heard.
Now compare your table with a partner. Do you agree? Put a star next to any words or ideas that you and your partner **disagree** on. Why do you disagree? (*Be sure of the answer to this question! It will help you when you listen again!*)
 - b. Listen and check. Do you want to change any ticks or stars? Compare with your partner again.
 - c. Listen again. Write any additional key words or ideas you hear in **column 3** of your table.
 - d. Work with a partner. Pretend that young Laila is the daughter of a friend of yours, or a cousin.
Tell your partner the story of what happened to her at school.

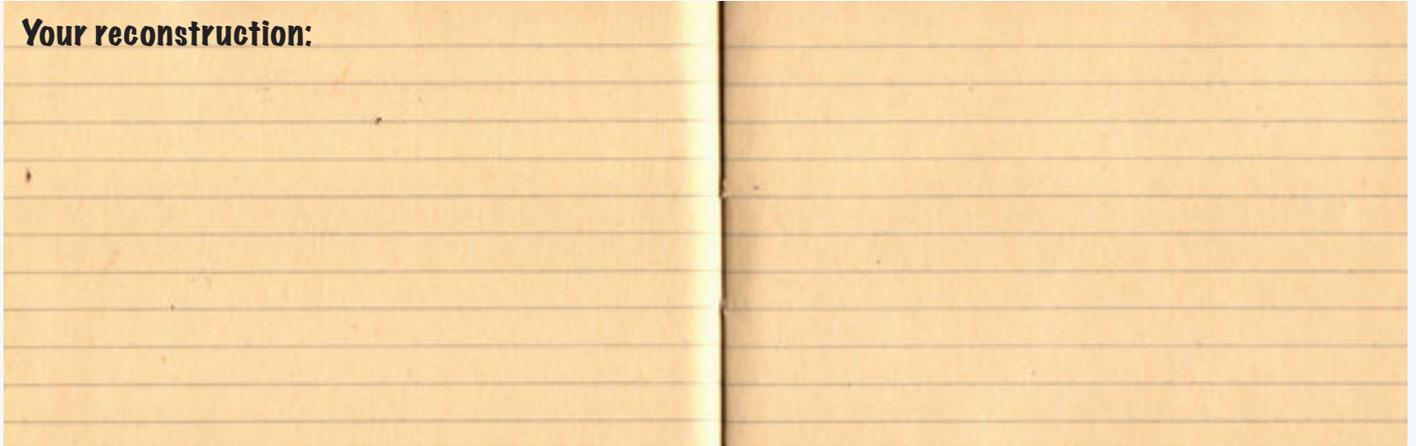
I must tell you what happened to Laila last week...

Listen for meaning and detail

Work in groups.

1.
 - a. Use your table of key words and ideas to help you reconstruct the listening text.
Make the meaning as similar to the original as possible.

Your reconstruction:



Share your reconstruction with the rest of your class.

- b. Listen to the text again.
Do you want to make any changes to your reconstruction in 1a?
Tell your class.
 - c. Now look at the transcript and compare it with the reconstruction.
What similarities and differences do you notice?
2.
 - a. What problems did you have understanding?
(Circle the problem words in your reconstruction and write i,ii,iii,iv, v or vi beside them)
 - i. I didn't hear this sound.
 - ii. I heard the sounds but they were too fast for me to identify the words.
 - iii. I heard the words but they were too fast for me to think about what they mean.
 - iv. I don't know this word.
 - v. I heard and understood these words but not the sentence.
 - vi. Other problems (make a note by the problem word on your reconstruction to explain)
 - b. Which of the words or phrases circled gave you most problems in understanding the overall meaning?
 - c. When you read the listening transcript, did you have any problem understanding it?
 - d. Listen again for a final time. Can you hear and understand clearly now? Underline anything that isn't clear.

Respond

Look again at the ending of Laila's story:

"I realised that what the teacher taught me was not the sums but this thing about making sure that nobody leaves feeling a failure. You know that everybody feels that they can do something. And I suppose as a teacher, without me consciously realising it, this has, you know this has really kind of made me who I am."

Discuss the following questions with a partner:

- a. Can you remember anything that happened to you at school that has helped make you who you are?
- b. Now think back to your answer to *Speaking: Discuss activity c*
Did the event you described in a. above influence your answer? Why/why not?
- c. Who was your favourite teacher at school? Why? What are the three most important characteristics of a good teacher?
- d. What are some other events that have made you who you are today?

Reflect

Next, discuss them with a partner.

- a. i. Which activities did you find useful in helping you to listen better?
ii. How did they help you?
- b. i. Which activities did you not find useful?
ii. How could you make these activities more useful?
- c. What do you think you could do next time you listen to a story, to help you listen better?
- d. Did you enjoy listening to the story? Why/why not?



Your notes:

A large, blank sheet of yellowed, lined paper with horizontal ruling lines, intended for students to write their reflections and notes.

Language 2: Features of Spoken Narrative

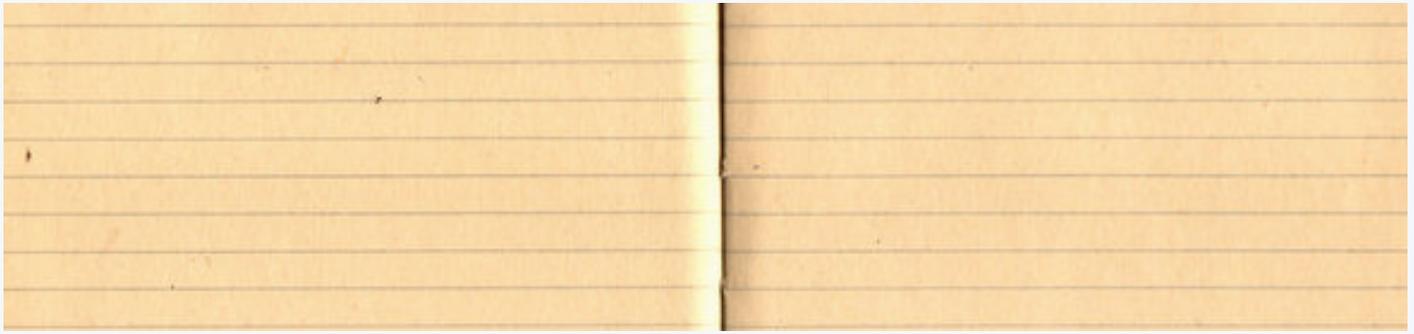
1. Underline all the instances you can see of “you know” in the transcript.
What is their function?



2. Underline all the sentences containing the verb “remember”.
Write out the sentences.
List them in order of appearance in the text.
List them so that the verb “remember” lines up down the middle of your page, like this:

I still remember the heat of the sun...

...or at least I don't remember her saying anything...



Focus on Meaning

Look at your list. How many different ways of using the verb “remember” can you see?

Highlight each different way using a different coloured highlighter.

Put a + sign next to the affirmative sentences.

Put a - sign next to the negative sentences.

Two sentences indicate a contrast between what *isn't* and *is* remembered. Can you identify them?

What do you notice about them?

Focus on Form

Look again at your list of sentences using the word “remember”.

Which structures can follow the verb “remember”?

Can you find any examples of

- remember followed by a **noun**?
- remember followed by a **noun phrase**? (e.g. “the colour of her coat”)
- remember followed by an **adverb**?
- remember followed by **somebody doing something**?

Label each example of the above structures in your list of sentences.

3.
a. Circle all the adverbs in your list of sentences.
What do you notice about the position of each adverb?

b. Here are some more adverbs.
Which can you use with the verb “remember”?
Cross out any that you can't use with the verb “remember”.

barely; scarcely; highly; deeply; hardly; nearly; bitterly; almost; distinctly; vaguely;

Look at the sentence. Where would you place the remaining adverbs?

- I remember her sari

c. Work with a partner.
Take it in turns to explain the difference in meaning that using each adverb gives the sentence.
Which adverbs show that the memory is very clear?
Which adverbs show that the memory is not clear?



4.
a. What other phrases for talking about memory does Laila use?

b. Look at the transcript.
How does Laila introduce her story? How does she conclude it?
You will look more at this in the next Speaking section.

-->Language Reference 2

Pronunciation: Contrastive Stress

a. Listen carefully to four sentences.

For each sentence underline the word which carries the main stress.

- i. ...or at least I don't remember her saying anything...
- ii. ...what I do remember is that she took me by the hand...
- iii. ...I don't remember her voice I just remember...
- iv. ...what I do remember very vividly is her sari...



b. Sentence ii and sentence iv have the same stress pattern.

What meaning does this stress pattern give the sentences?

c. What does the stress pattern in sentence i tell us?

What happens to the meaning if the stress is moved?

d. What does the stress in sentence iii tell us?

What happens to the meaning if the stress is moved?

e. Work with a partner. Take it in turns to:

- choose one of the four sentences and decide what meaning you want to give it.
(You can do this by choosing which stress pattern to use.)
- say the sentence to your partner.

Your partner should then tell you what they understood from your pronunciation.