

Listen Up!

Listening and speaking tasks for CALD
PEOPLE living and working in Australia

Tasks mapped to Units in the
ESL Frameworks Certificates 1-3



Acknowledgements

The thinkwest, think quality has been produced by the thinkWest Cluster and funded through the ACFE Board Capacity and Innovation Fund 2011.

The thinkWest cluster is a group of Community based Adult Education Providers based in Yarraville, Footscray, Williamstown, Wyndham, Sunshine and Laverton.

Wyndham Community & Education Centre

Angliss Neighbourhood House

Duke Street Community House

Laverton Community Centre

Williamstown Community & Education Centre

Yarraville Community Centre

The thinkWest cluster gratefully acknowledges the following for their contribution to this project-

Project Manager
Judy Bowman

Project Officers and Writers
Jennifer Penfold and Meg Cotter

Cover Design and Cover Photos
James Stewart

Contributions from ESL teachers from all the thinkWest Cluster Group's organisations.

Dale Pobega, Emelia Bishop, Freya Dos-Santos, Kristina Cavacci, Liz Meyers, Lucy Docherty, Marion Baartmans, Rose Price, Susan Hall, Tracy Valentine, Wendy Stimson

Copyright notice

This work is copyright to ThinkWest under copyright Act 1968, all other rights reserved. You may download, display and reproduce this material in whole or part for non-commercial use or within your organisation. Normal copying restrictions for educational purposes apply.

Contents

Mapping to ESL Frameworks	ii-iii
Introduction to Teachers	iv-v
Section 1 Certificate 1 listening and speaking activities	1
Topic 1 Introduce yourself	3
Topic 2 Returning goods	9
Topic 3 Using a dishwasher	15
Topic 4 Weather report	21
Section 2 Certificate 2 listening and speaking activities	31
Topic 5 Trains cancelled	33
Topic 6 Car accident	39
Topic 7 Looking for work	47
Topic 8 News Story	57
Topic 9 Using MYKI	67
Section 3 Certificate 3 listening and speaking activities	75
Topic 10 What do you do on the weekend?	77
Topic 11 Tenancy rights	83
Topic 12 Citizenship ceremony	95
Topic 13 First Aid instructions	103
Transcripts of listening tasks	111

Mapping to ESL Frameworks

TOPIC	UNIT/ELEMENT/S	LANGUAGE FOCUS
CERTIFICATE 1		
1. Introduce yourself	VPAU493 Participate in short simple exchanges Element 1 Exchange greetings and personal information	Introducing yourself Questions Simple present tense
2. Returning goods	Element 2 Make and respond to simple requests or inquiries	Vocabulary relating to returning goods to a shop
3. Using a dishwasher	VPAU494 Give and respond to short, simple verbal instructions and information Element 1 Follow short simple everyday instructions or directions Element 2 Give short simple everyday instructions or directions	Use of imperatives and Sequence markers Prepositional verbs Conjunction- because
4. Weather report	VPAU494 Give and respond to short, simple verbal instructions and information Element 3 Interpret simple oral texts Element 4 Give simple information	Vocabulary relating to weather Adjectives describing the weather Reading charts and visual information Numbers relating to temperature
CERTIFICATE 2		
5. Trains cancelled	VPAU497 Participate in simple conversations and transactions Element 1 Listen to simple exchanges Element 2 Participate in simple conversation	Informal language – slang, swearing and abbreviations Appropriate topics Strategies to keep conversations going
6. Car accident	VPAU497 Participate in simple conversations and transactions Element 1 Listen to simple exchanges Element 2 Participate in simple conversation Element 3 Make requests and respond in short everyday transactions	Vocabulary specific to car accidents Exchanging personal information Modals- must, should
7. Looking for work	VPAU497 Participate in simple conversations and transactions Element 3 Make requests and respond in short everyday transactions	Vocabulary relating to work Stages of conversation Identifying skills and experience

8. Melbourne - Liveable Cities	<p>VPAU498 Give and respond to simple verbal information and directions</p> <p>Element 1 Interpret simple informational oral text</p> <p>Element 2 Give a short talk on a personal and familiar topic</p>	<p>Names of cities</p> <p>Comparing places</p> <p>Use of superlatives-best, worst, most</p> <p>Fact and opinion</p> <p>Discussing 'likes' and 'favourites'</p>
9. Using MYKI	<p>VPAU498 Give and respond to simple verbal information and directions</p> <p>Element 3 Follow simple everyday verbal instructions and directions</p> <p>Element 4 Give simple everyday verbal instructions and directions</p>	<p>Using specific vocabulary to MYKI</p> <p>Prepositional phrases.</p> <p>Using money and getting change.</p> <p>Following instructions – using imperatives and sequence markers of time.</p> <p>Conditional – If</p>

CERTIFICATE 3

10. What to do on the weekend?	<p>VPAU 502 Engage in casual conversation and straightforward spoken transactions</p> <p>Element 1 Interpret a casual conversation on everyday topics</p> <p>Element 2 Participate in a casual conversation</p>	<p>Vocabulary-leisure words</p> <p>Forming questions</p>
11. Tenancy rights	<p>VPAU 502 Engage in casual conversation and straightforward spoken transactions</p> <p>Element 3 Interpret a range of straightforward transactions</p> <p>Element 4 Participate in a range of transactions</p>	<p>Specific vocabulary to renting and tenant rights and responsibilities.</p> <p>Abbreviations and symbols of rent ads.</p> <p>Form filling.</p>
12. Citizenship Ceremony	<p>VPAU503 Give and respond to a range of straightforward instructions and informational texts</p> <p>Element 1 Interpret an informational oral text</p> <p>VPAU503 Give and respond to a range of straightforward instructions and informational texts</p> <p>Element 2 Give a short talk on a straightforward topic</p>	<p>Formal vocabulary-Australian citizenship pledge</p> <p>Giving reasons</p>
13. First Aid	<p>VPAU503 Give and respond to a range of straightforward instructions and informational texts</p> <p>Element 3 Follow a set of verbal instructions for a familiar process or procedure</p> <p>Element 4 Give a set of verbal instructions for a familiar process or procedure</p>	<p>First Aid vocabulary</p> <p>Following and giving Instructions – sequence markers, imperatives,</p>

Introduction to Teachers

Background

In 2011 the ThinkWest Cluster organisations received funding to produce a teaching resource for teachers using the ESL Frameworks as part of a Capacity and Innovation grant from the ACFE board. Originally this resource was to be called 'Living and Working in Australia'. In recent years many resources have come out with similar titles indicating a need for this kind of content.

The writers of this project sought the opinions of other language and literacy professionals, at a PD run by the CMM in 2011, on what makes a good resource, what content is needed and what topics should be covered. Whilst the topics were varied from 'road rage' to 'Indigenous history', there were some common threads – in particular the need for more listening tasks that mapped to the ESL frameworks. This was something that resonated with the writers of this project and it was decided to focus on a resource that provided listening tasks.

'Small Talk – listening and speaking tasks,' was considered as a title but as we have included formal speech examples as well as the informal everyday, the more generic *Listen Up – Listening and Speaking tasks for living and working Australia* was chosen. This resource seeks to support the teaching of listening and speaking outcomes in the ESL Frameworks - Access stream, certificates 1-3.

Process

At a moderation/validation session held with ThinkWest Cluster ESL teachers in March 2012 the writers explained the aims and desired outcomes of the project. In groups teachers brainstormed ideas of what to include in the resource, and wrote up transcripts of listening texts, that were then validated against particular unit/element/s. Interestingly public transport, and in particular travelling on trains, was a very popular theme.

The second stage was to introduce teachers to a particular voice recording internet program called Voxopop. This program was chosen as it has been used very successfully by one of the ESL teachers for recording listening tasks for students to listen to and for recording voices of the students speaking tasks. This process was then repeated at another PD day of ThinkWest teachers in June. Teachers then also contributed to ideas of support activities for the particular listening and speaking tasks that were developed.

Please note: There are of course many ways to record and store oral texts including; voxopop, ipadio, digital recorders, ipad - video, smart phone voice recorder, etc. Teachers need to try a few and see what works best for them and their learners.

Using Voxopop

Voxopop is like a voice message board on the internet. The forums are called Talkgroups. They can be private, restricted or open depending on what you want.

To use voxopop you need to have a computer with internet access, the latest version of Flash, the latest version of Java script needs to be installed and turned on in your browser. (This is usually automatic nowadays) Speakers need to be turned on and a microphone will also need to be set up. Voxopop also runs best using Internet Explorer.

You can have a look at voxopop recordings by going into <http://www.voxopop.com> But if you want to start your own Talkgroup or join private Talkgroups you will need to create an account. Go to <http://www.voxopop.com/signup> and fill in details as requested. You will be given a user name and password to login.

Pros

- Sound quality is good
- Once set up, quite easy to use
- Can access from anywhere that has an Internet connection, and therefore easy to share.
- Can download as MP3 and save to own PC, usb, CD etc.
- Can embed recording into blog, wiki, website etc.

Cons

- You cannot edit a voxopop recording. If you make a mistake you need to record again. This is not usually a problem for small recordings as it is easier to do again than to edit.
- Occasionally the site has technical issues and is down.

Again there are many ways to do voice recordings and what works for one teacher and class may not work for another.

Recording on Voxopop

1. Open Internet Explorer
2. Go to Voxopop <http://www.voxopop.com>
3. Create an account
4. Log in
5. Record a new discussion. Click on button.
6. Name the conversation.

Download discussion

1. On RSS feed right click on mouse and 'Save as Target.'
2. Make a folder on your computer to save to, e.g. 'ESL Recordings'.
3. For CD use a media player such as Nero, and burn to CD.

