



UNEX Understanding What We Hear



Title: The puzzle game

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Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project N°.: 2019-1-BG01-KA201-062549

Title: The puzzle game

Keywords: # skimming #summarising

Duration: *the activity is suitable for a single lesson about 40 min*

Description:

Listening is the process of receiving information and understanding it. Not long ago it was believed to be a passive skill, but nowadays listening is an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words.

One of the most important aspects of listening is its comprehension. For learners it's essential to understand what they hear. Hearing is a natural, passive process, while listening is active learning process. That's why it's considered to be a skill.

"The puzzle game" activity is an easy way to develop students' comprehensive skills, while listening. It also involves a lot of message-oriented communication and useful group co-operation.

For the activity the teacher should choose a longer recording of a story. If he chooses a story, fairytale or a review of a book, it's important to make sure that the learners are not familiar with it.

Objectives:

- 1. to develop students' comprehension skills while listening;*
- 2. to develop students' understanding of the key components of a text while listening;*
- 3. to develop students' abilities to listen for detailed information;*
- 4. to develop students' abilities to work in a team, together with other students.*

Activities and stages:

- 1. Warm-up – the teacher should display some pictures connected with the topic of the listening. He elicits it from the students;*
- 2. Learners should be divided into small groups;*
- 3. Using a mobile phone, each group listens to a separate small part of the recording as many times as they need in order to understand the meaning and the text they are listening to;*

4. After some time, depending on the length of the small recording the groups they meet up with people from the other groups. They report to each other on what they have heard, summarising it , paying attention to details;
5. They should all sort out the puzzle by reordering the different parts of the story;
6. When they have found the logical order of the story they should stand in line according to the sequence of the story.
7. The teacher plays the whole recording once so students can check if they were right with the ordering of the story.

Tips for trainers

For the activity the teacher should choose a longer recording of a story. If he chooses a story, fairytale or a review of a book, it's important to make sure that the learners are not familiar with it.

When forming the groups the teacher should bear in mind the different abilities of the learners. It's a good idea to mix students with strong abilities in listening comprehension task, with those who find those activities difficult.

To make sure that the students cannot hear parts of the recording of the other groups, the teacher should encourage them to keep distance with the other groups. At the beginning, he could tell them that they are about to hear something very important and confidential.

The teacher should support the learners during the activity. It's important for students to be very careful while listening.

Resources and materials

- A recorded story;
- Mobile phones, one for each group;
- Separate parts for the longer recording for all groups

Evaluation/Feedback

- | | | |
|------------------------------------------------------|-----|----|
| 1. Did you find the activity interesting? | Yes | No |
| 2. Was it difficult to understand the text? | Yes | No |
| 3. Did you find it difficult to convey the message ? | Yes | No |