

At higher levels

Candidates often have to write short answers to questions, based on what they hear.

(b) This activity gets students to look at questions and to think about likely answers.

- 1) Make a list of questions which could accompany a listening task (Look at LTEfC past papers for ideas). For example:

1. **What does Jemal's sister do?**
2. **How old is Paula's cat?**
3. **Where is the telephone?**
4. **When does Dorota usually go to bed?**

- 2) Tell your students to look carefully at the questions and to think about what kinds of answers are possible.
- 3) Tell a student to ask you one of the questions. Give an answer. The students have to listen and decide whether it is a possible or an impossible answer to the question. If it is possible they should all shout 'Yes!' If not, they should all shout 'No!' For example, to 'What does Jemal's sister do?' 'She's a doctor' or 'She drives a taxi' are possible answers; 'She's fifteen' or 'Eight o' clock' would be impossible answers.
- 4) Continue by getting other students to ask you questions. An alternative to the others shouting out is to give them all two large pieces of paper, one with 'NO' on it and one with 'YES'. Students then hold up whichever they think is the right one.

Extension 1: Put your students in pairs - A and B – and give them lists of questions. Student A asks questions and B answers. A must decide whether B's answers are possible or impossible.

Extension 2: Give each pair of students a short list of questions. They must race against the other pairs to write down three possible answers for each question. Check that everyone agrees that the winning pair's answers are all possible.