**RE-DESIGN of Listening Experience (Relatos Sonoros)**

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| *Name of story:* **“An eventful day”** |
| *Age of Students:* 11-12 |
| *Level of English*:upper-intermediate |
| ***Introductory activity / Warm up:***  The teacher creates the context for the listening activity. She shows students the following pictures:  https://lh6.googleusercontent.com/Wxj3bcoGB0KDfkpSq4O8byAkOgK9t5_Bl5xZtZAaMs85qZ6_iwMXVeNuup65l6QoQo-7azz6naZedv550ASwixzK81MT1io2dTn49TVkOZ_cd65u2rIzNqaf36xy10wuJels_Vozhttps://lh6.googleusercontent.com/COfiXmCFQmH5eLWnneMzLyWba6NYy_2mxRKO8rMbyiafA4wD9BJOIwL8VBpfH517YQMPPfag_740y0nI7UUvIDUoWHE4beDsT5YlZvKL_OvQoFJUS-0cpXneiJVPOhbWHWos3Ngxhttps://lh4.googleusercontent.com/1BqtVs5P6VGcYaEm95UiW5sf-YTFmIUmQb2A3BbIrFjs1dIflBYgNP_QzSrJh1I8s4UcsakN3XiR29VoIFXl704S5lL2AMfIQQ-QPTQqz46sSFXTkXs5N9ntLJ9quPvsfU_S_Utn  https://lh3.googleusercontent.com/J8YfxkNZzRsZEmIfA37mWZGQ8Hz9hpYfcsoDSUsaAx3noWwWhGUMUpq2cce8jA659h4NwBqZ5AKjjklfA0iTBhVDEMmjyr3O_TRynuu4sVW2HMVbWNr3Z04qFDqRldDz1CMu-3NHhttps://lh6.googleusercontent.com/K_qkBaC2Z29F-lp1F0K8W4uire-pv54wyRtt1jxyfg7SE8LsN4N52yqf9axopgDOiYGTCKZ1ccQ4AsVtwQpJELqudBxS8JYpmImvTP9dxDxH-bacdHOFYnUY9qiVsYvaMWWnz0Pwhttps://lh6.googleusercontent.com/_ANWqcT4V9tl5XESw0d9yGiWN51SBWSAm6FRmpH_4wfjTXzF7-YGneRRT0E3UIg9DyhXGsekEby5b_wEFLYN4sq24GTQrTuOP-Br-OBYCULQxesUZCNSeIelvWVr5Ex-G9uuwGTBhttps://lh4.googleusercontent.com/i5WHoC1B42YPY6VQ5pDz93a0r4IIpfadb7sz8JX9l4Gg5gIpsvr3QP6GA-skjUQmADPDer3FuQlvWSEXnwiB33SUB08Qc0npqiKR0dMEgRkENwNKpVIblEIGfL4cPaF600RRyRCv  Then, she asks the students:   * *“What are these pictures about?”,* * *“What do they make reference to?”,* * *“What happens to each person/character?”,* etc.   Through these questions, students are expected to provide ideas and give their opinions about the pictures. The purpose of this activity is to encourage students’ participation in the presentation of the context using their knowledge of L2 to answer the questions.  Next, the teacher asks students to predict what the story will be about, taking into account the pictures previously shown. The teacher writes down the students’ ideas on the board and after listening, they confirm their predictions. |
| ***Activity 1***  **a)** Students listen to the audio twice; then the teacher asks students the following questions to introduce the task:   * *Who do you think is the main character of the story?* * *How old is he/she?* * *Which activities does she do?* * *What happens to her?*   The teacher writes some keywords on the board and asks students to order them chronologically according to what they heard in the audio. The words are:  *Rain - Homework - Get up - Dogs - Phone - Bus - Breakfast*  In order to check, one student is asked to read the words in order.  **b)** Then, students are asked to make oral sentences about the main character of the story using the Simple Past tense and the keywords provided. The sequence of events has to be in chronological order. The teacher provides an example that guides the students’ performance in the activity:  **E.g.:** *(Get up) Lucy got up late.*  Different students are asked to make a sentence (always following the sequence of events) in order to check the activity. |
| ***Activity 2***  Taking into account the previous events of the story, students have to exploit their imagination to give the story an end. The teacher asks them to write the end of the story in the form of a paragraph using the Simple Past tense.  To guide students, the teacher asks them the following questions:  *-  Who called Lucy?*  *-  Why did he/she call her?*  *-  Why was she surprised?*  *-  Did she receive good or bad news?*  *-  How did Lucy’s day finish?*  After they have answered, the teacher writes these questions on the blackboard so the students can consult them. The questions serve to guide students on which aspects they have to consider when writing their paragraphs.  Some students read their paragraphs aloud in front of their classmates. The teacher collects the students’ productions to check them at home. |

**Transcript: “An Eventful Day”**

1) (At home). Lucy was sleeping.

   -The alarm rang

   - She was worried because she fell asleep. She said: *“Ohhh, nooo!!!”*

2) - She went to the fridge.

   - She was disappointed because there was not any milk. She said: *“Ohhh, there’s no milk!!!”*

3) - (In the street). She run the bus.

   - She shouted: *“Hey, wait!!!”,* but she missed the bus.

4) - (At school). The teacher asked students to hand in the homework. The teacher said*:”Now, please hand in your homework”!!!”*

   - Lucy forgot her homework. Lucy said: *“Oh, noo!! I forgot my homework!!!”*

5) - (At school)

  - The bell rang.

   - She said goodbye to her classmates. *“Bye, bye, see you”*

6) - She went back home. Some dogs barked.

   - She said: *“Oh, Oh!”* She was frightened and she run.

7) - While she walked home, it started to rain.

8) - She arrived at home. She opened the door and closed it.

   - The phone rang and she answered: *“Hello? (...) Yes! I am! (...) Oh, really? (...)”*