Preparing Students for the GEPT by Developing Overall English Proficiency: Listening and Speaking

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Intermediate GEPT listening tasks

• Answering questions about pictures
• Choosing the best response to a statement or question
• Answering questions about short conversations
Features of listening activities

• Pre-listening
  – Establish context
  – Predict content
• Listening
  – Identify main idea and key details
  – Consider inference
• Post-listening
  – Review language
  – Introduce related activities
Activities based on songs

• Choose a suitable song
• Decide how it will be used
• Prepare material
• Conduct activity
Activities based on songs

• Pre-listening
  – Introduce the song and singer
  – Ask questions about the song
  – Show pictures related to the song
  – Preview language used in the song
Activities based on songs

Celine Dion -- My heart will go on

Billy Joel -- Honesty
• Celine Dion – My Heart will go on

Every night …
Complete lyrics

• Every night …
Billy Joel -- Honesty

- Complete the song lyrics with these words or phrases. Each word or phrase is used once.
  - truthfulness
  - Honesty
  - I can always find
  - pretty lies
  - to believe
  - untrue
  - seems to be
  - heart
  - tenderness
  - But
Alternatives

• Listening
  – With or without pauses
  – With or without lyrics
  – With or without video
  – With or without deletions
  – With or without questions
  – With or without singing along
Activities based on songs

• Post-listening
  – Students discuss the song’s main idea
  – Students answer questions about details
  – Students review the language in the song
  – Students read between the lines
  – Students write about the song or singer
  – Students sing the song in class
  – Students report on other songs by the same singer
Activities based on pictures

• Choose suitable pictures
• Decide how to use the pictures
• Prepare materials
• Conduct activity
Activities based on pictures

• Pre-listening
  – Brainstorm on the content of the pictures
  – Review language related to the pictures
Brainstorm / Review language

<table>
<thead>
<tr>
<th>CITY</th>
<th>WEATHER</th>
<th>TEMPERATURE</th>
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<tbody>
<tr>
<td>TAIPEI</td>
<td>☁️</td>
<td>25~28°C</td>
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<tr>
<td>TAICHUNG</td>
<td>☂️</td>
<td>25~30°C</td>
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<td>KAOSHIUNG</td>
<td>☀️</td>
<td>33~36°C</td>
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<tr>
<td>HUALIEN</td>
<td>☁️</td>
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- Ask students what the picture shows.
- Ask students what cities are included.
- Ask students what the weather will be like in each city.
- Ask students what the temperature will be in each city.
- Ask students which city will have the warmest, coldest, best, worst weather.
- Review language for weather and temperature.
Brainstorm / Review language

- Ask students what the picture shows.
- Ask students where the people in the picture are.
- Ask students what the people in the picture are doing.
- Ask students to describe each painting in the picture.
- Ask students what the woman is probably saying about the painting in the middle.
Activities based on pictures

• Listening
  – True or false statements
  – Matching pictures to spoken passages
  – Answering questions about pictures
True or false statements

- The picture shows a bookstore.
- There are two women in the picture.
- The woman is driving to the library.
- The woman has a purse on her right shoulder.
- The woman is carrying some books in her right hand.
- The woman is going to the library with her friends.
- The woman is walking to the library.
True or false statements

• The family is having dinner at home.
• The family is waiting to sit down at a table.
• The waitress is talking to some customers.
• The father is standing in the middle.
• The mother is talking to the waitress.
• The waitress is taking the family’s order.
• The daughter is eating fried chicken.
Matching pictures to spoken passages

A. In this picture, there are two people standing at a bus stop. The man is wearing a backpack, so he might be a tourist. The woman is wearing a suit and carrying a briefcase. She might be going to work. The man is asking the woman for directions. He might be asking her which bus to take in order to reach a particular destination.

B. This picture shows the inside of a city bus. The bus is crowded, and all of the seats in the bus are full. One woman is standing in the aisle and holding on to the back of a seat. A bus driver is talking to some passengers who are standing at the front. He might be telling them to move to the back of the bus so that other passengers can enter.

C. A woman is sitting at a desk at an airport. There is a sign on the wall behind the woman. It says Information Center. Two other signs are pointing the way to the departure gates and to a place named Ground Transport. The woman at the desk is showing some papers to a man. He has a briefcase. He might be asking where to catch a bus to the city.
Activities based on pictures

• Post-listening
  – Discuss the pictures
  – Review language about pictures
  – Compare two pictures
  – Write a story about a picture
  – Create a conversation about a picture
  – Report on a similar picture
It’s time for a 15-minute tea break!

We’ll start the next session at 10:30.
Intermediate GEPT speaking tasks

- Reading aloud
- Answering questions
- Describing a picture
Features of speaking activities

- Pronunciation
- Fluency
- Appropriateness
- Accuracy
TQA
Topics, Questions, Answers

• Introduce a topic
  – Pictures
  – Reading passages
  – Listening passages

• Brainstorm ideas and language
  – As a class on the board
  – In groups on paper
Introducing a topic with pictures

- What does the picture show?
- Have you ever been to a zoo?
- What animals can visitors to a zoo see?
- How do zoos protect visitors from the animals?
Introducing a topic with pictures

• What sports does this picture show?
• Have you ever played any of these sports?
• Which of these sports would you like to try?
• What safety equipment are these athletes wearing?
Introducing a topic with pictures

• What is the man in the picture doing?
• What housework do you do at your house?
• Do the people in your family share the housework?
• Who does most of the housework in your home? Is that fair? Why or why not?
Introducing a topic with a reading passage

• Take a trip to Jiji (集集) in Taiwan's central county of Nantou and

• Jiji is the perfect day out,
• Travel by train and

• No matter how you arrive,
Introducing a topic with a listening passage

- Listen to these conversations from the Intermediate-level GEPT listening test.
- Ask students to say what the conversations are about.
- Ask them what vocabulary they heard in the conversations.
- Ask them if they have ever had experiences like the speakers in the conversations.
- Ask them where the speakers are, and why they think so.

Question 33  34  35
TQA: Questions

• Write questions about the topics
  – Yes/No
    • Have you ever had an operation?
    • Have you ever had to stay in the hospital?
    • Do you use an alarm clock to get up in the morning?
    • Do you like to watch basketball?
  – Short answer
    • When was the last time you went to the doctor? What was wrong?
    • What time do you usually get up in the morning?
    • What sports do you like to play?

• Discuss expected answers
• Ask questions
TQA: Answers

- Put students in groups of two
- Give each group a different daily-life topic
- Ask the group to write down 5-8 questions for each topic
- Monitor the groups and assist them with their questions
- Have the students find a partner from one of the other groups
- Have the students ask each other their questions and answer them

- What are daily life topics that students should be able to discuss?
TQA
Topics, Questions, Answers

• Repeat questions
• Report on answers
• Review language
• Assign related activities
  – Staying in the hospital
  – Special alarm clocks
  – Basketball / International sports events
• What activities could you assign your students for these topics?
Good communicator

• Brainstorm features of effective communication
• Review importance of listening
• Consider the impact of good communication in various situations
• Listen to speakers communicating and evaluate their effectiveness
Good communicator

• Have students
  – Answer questions
  – Present conversations
  – Give short reports

• Have other students
  – Evaluate their classmates’ efforts
  – Suggest improvements
  – Evaluate their own efforts
Good communicator

• Answer the following questions.
  – What’s the first thing you do at work or at school in the morning?
  – Have you ever learned to play a musical instrument? If yes, tell me about your experience. If not, explain why.
  – Do you often forget things? When was the last time your forgot something?
Good communicator

– Who in your family uses a computer? For what purposes?
– My friend Andy has a fever and a sore throat. What do you think he should do? Why?
– Some of your classmates went to the beach last weekend. What questions might you ask them?
Good communicator

• Prepare conversations for the following situations.
  – You and a friend are discussing what to do this weekend.
  – You and your brother have to clean the house this weekend. Discuss the tasks each of you will do.
  – You and a neighbor are discussing a problem in your neighborhood. Discuss possible solutions.
Good communicator

• Evaluate communication
  – Natural
  – Clear
  – Complete
  – Interesting
  – Interactive

• Suggest improvements
  – Use appropriate words
  – Speak in a clear voice / Pronounce sounds clearly
  – Include enough information
  – Ask questions about what the other speaker has said
Conclusion

• Develop overall proficiency
• Use varied activity types
• Integrate language skills
• Speak English in the classroom
• Give practical feedback
• Encourage independent study
• Praise students’ efforts
For further information

GEPT  www.gept.org.tw
LTTC   www.lttc.ntu.edu.tw

Thank you