

## JUICE-BASED TASKS

Podcast

**TARGET GROUP**

Age and level: depends on the difficulty of the chosen podcast

**CONTEXT**  
(Ex: in class, online etc.)

Classroom

**LEARNING OUTCOMES**

- Practising listening skills
- Learning about different styles, how to politely ask for clarification or repetition of what the other interlocutor has said

**TOOLS AND RESOURCES**

[Juice](#) or some other podcast catcher, speakers

**CONTENT**

**STEPS:**

1. The students watch a video presenting two teachers talking at a language teaching conference. They are given a list of expressions used to respond to what someone has said and ask for clarification. While listening, they tick the expressions they can hear in the video.

*Does it mean...? / Sorry, I didn't quite catch that. / Did you say...? / Really? / Sorry, I missed that. / Would you mind repeating that, please? / Oh, I see. / Have you just said...? / Is it? / Pardon? / Oh, OK. / Yes, indeed. / Have you? / That's amazing! / Do they? / I cannot believe that! /*

2.They compare their answers in pairs.

3.The students are asked to fill in a table putting each of the expressions in the right category according to function.

Ways to respond to what someone has said	Ways to ask for clarification

4.The students watch the video again. The teacher pauses after each expression and asks for an alternative. They choose from the list above.

**ASSESSMENT**

**EVALUATION OF STUDENTS' WORK**

**TEACHER SELF-EVALUATION OF THE ACTIVITY**

Students can be evaluated according to the correct amount of words/expressions they have managed to "catch".

Empty box for Teacher Self-Evaluation of the Activity.

## ADDED VALUE

(Increase in value created by the use of the ICT tool)

First of all, no technology means no podcasts; we're back to paper versions which, as we all know, lack speaking models and cannot provide nonverbal information visible in a podcast. While students watch it, heads up approach is guaranteed (watching videos being students' favourite pastime). Moreover, such an activity caters for different learning styles.

## POTENTIAL CHALLENGES

Example provided by Irena Pavlovic (Croatia)  
Source: [Moodle](#) (registration required)