



Entertainment

Task 1: Karaoke

Activity 1: Listening

Welcome to a practice listening for the GESE 5.

You are going to hear a talk about **karaoke**. You will hear the talk twice. As you listen, write down some notes about what you hear, if you want to. I will ask you six questions on some facts about **karaoke**. Are you ready?

Audio Script

Karaoke is a type of **interactive entertainment** that you can do in **karaoke clubs** or even at home. All you need is **recorded music**, a **microphone** and **willing to sing out loud** the words of the **song**. Usually the **lyrics** are on a **screen** so you can read them if you don't **remember** all of the song. Karaoke started in Japan, in a town called Kobe. The **band** didn't **show up to play music**, so the owner played some music and asked his **customers** to **come up** and sing. It isn't only popular in Japan, but in China you can find **up to** 100,000 **karaoke bars**. This shows how much people love karaoke. In fact, the longest karaoke was **approximately** 102 hours by one person. That isn't all! The karaoke that had the most **participants** in it was of 160,000 participants. Could you **imagine** all those people singing! Well, if you like karaoke, you should know that in 2003, a Karaoke **World Championship** started. It is **a great way** to have **fun** if you like to sing and love music.

Now I will ask you some questions. You only need to answer in a few words.

Now let's look at the questions again, but with the possible answers.

This is the end of the listening task.

Questions & Answers:

1	What do you need for karaoke?	recorded music / a microphone / (willing to) sing
2	Where did karaoke start?	(Kobe,) Japan
3	How many karaoke bars are in China?	(Up to) 100,000 / one hundred thousand
4	How long was the longest karaoke?	(approximately) 102 hours
5	What were the most participants in the biggest karaoke?	160,000 participants
6	When did the Karaoke World Championship start?	2003

Marks: +_ / +6

Note: The questions are concentrated so that the student learns how to understand form questions with “What was / is / can...?” and “When was / did...?” You must remind the student that “do” is an auxiliary verb at times and will at times not be able to translate into their language. The auxiliary verb is also known as a helping verb and this term may make the student understand better that the helping verb is helping the verb that comes after be grammatically correct in English.

Translations don't always translate easily. This is when you must guide a student in the understanding of the translation. For example, if your student is Spanish, observe how the questions of “When did...?” changes when translated.

Question 1: What do...? = ¿Qué...?

Question 2: Where do...? = ¿Donde...?

Question 3: How many...? = ¿Cuántos...?

Question 4: How long...? = ¿Durante cuánto tiempo...?

Question 5: What were...? = ¿Qué era...?

Question 6: When did...? = ¿Cuándo...?

You can also help the student understand question structures here. Some students understand structures better and others are more visual. So, it could be a good idea to colour code the different parts of grammar.

For example:

Red → Nouns

Green → Verbs

Blue → Adjectives

Orange → Adverbs

Purple → Prepositions / Articles

Pink → Pronouns

Yellow → Conjunctions

Brown → Interjections

Turquoise → Punctuation marks

Question 1:

What do you need for karaoke ?
Interjections + auxiliary verb + pronoun + verb + preposition + noun ?



www.sunnyamanda.com
<https://www.youtube.com/sunnyamanda>
sunnyamandaonline@gmail.com

- Have students write a list of specific vocabulary and phrases from listening Look at audio script for highlighted specific vocabulary and phrases.
- Have them write their own questions about New Years that later can be used in a speaking activity with another classmate.