



# Using Listening Standards to Plan Instruction

CASAS SUMMER INSTITUTE  
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*By the end of this session you should be able to help your learners*

- *connect community, academic and workplace success with listening skills;*
- *transfer L1 listening strategies to English language listening; and*
- *develop or refine their active listening skills*

Facilitated by  
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## ABOUT THE FACILITATORS



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## ABOUT THE RESOURCES

The slides and listening materials from the session are available in a Google Folder at this link  
<http://bit.ly/2019Listening>

Additional resources including a bibliography, audio files and scripts as well as the ELP Standards, CASAS Listening Standards, and NRS EFLs can also be found in that folder.

### Listening Task 1 – Name Check

Which listening strategies did you use?

- Think back to the listening task you just completed.
- Mark the checklist according to:
  - 1) whether you used the strategy during the task *and*
  - 2) whether we previewed the strategy before you listened.

Listening Strategy	1) I used this strategy.	2) This strategy was previewed.
a. Think about why and how you will listen.		
b. Predict what you will hear based on the environment. (your colleague's name tag 😊)		
c. Predict what you will hear based on your prior knowledge. (your colleague is a friend)		
d. Set expectations based on the organization of the spoken text. (greeting, name)		
e. Listen for stressed sounds to help you hear the name more clearly.		
f. Take notes as you listen.		
g. Repeat back what you hear to confirm your understanding.		

## **Listening Task 2: Jigsaw Listening (Lecture Texts)**

### **1. What's the Buzz about Adult Education Standards?**

Ever wonder why there's so much talk about Adult Education Standards lately? Here are three reasons:

1. The Workforce Innovation and Opportunity Act (or WIOA) calls for an alignment of state standards to rigorous adult education content standards, such as the College and Career Readiness Standards for Adult Education. WIOA is a funding source for many programs, so meeting WIOA's requirements is a popular topic of conversation.
2. Current standards are based on the research on what adults need to succeed in 21st century postsecondary, civic and workplace settings: the ability to
  - build knowledge through complex, informational text,
  - extract and cite evidence from that text to support claims,
  - engage in academic or professional discourse, and
  - collaborate to problem solve and think strategically.
3. Standards help programs plan the scope and sequence of instruction to help learners master specific competencies to attain their goals.

All in all, standards are a good topic of conversation!

### **2. NRS? EFL? What's it all about?**

The The National Reporting System (NRS) provides Educational Functioning Level (EFL) descriptors for six ESL levels, beginning through advanced. These EFL descriptors guide ESL instruction and assessment and identify the most important concepts and skills for each instructional level. They promote technology and academic rigor, and the content is drawn from the English Language Proficiency standards.

The EFLs are organized into three modalities: interpretive, productive, and interactive. The modalities integrate listening, speaking, reading and writing skills. The modalities are:

- Interpretive - Learners process, understand, interpret or engage with level-appropriate literary, informational, and spoken text to construct meaning.
- Productive -Learners produce level-appropriate written and spoken text that transmits meaning in everyday, workplace and academic settings.
- Interactive - Learners process and produce level-appropriate interactions. It requires two-way collaborative communication and often involves negotiation of meaning.

### **3. The English Language Proficiency Standards and Skill Development**

Adult English learners face the difficult task of acquiring English while simultaneously learning the academic or career content and skills to help them meet their goals in the U.S. The English Language Proficiency Standards for Adult Education (ELPS) ensure that our ELs receive the instruction they need to meet the same academic standards as their English-speaking counterparts. Instructors can use the 10 ELP Standards (and each standard's five level-specific descriptors) to guide their lesson design as they determine which listening, speaking, reading and writing and linguistic skills (and strategies) their learners need to develop.

Each of the 10 ELP standards focuses on two or more skill areas, making it clear that language development thrives on skill integration. From this integration one could also infer that some strategies used in one skill area can be applied in another.

### **4. What you need to know about CASAS Listening Standards**

CASAS supports the development and implementation of Listening Standards because standards help programs plan the scope and sequence of instruction and help learners master specific standards to attain their goals. CASAS also utilizes standards as the basis for CASAS test development. CASAS test items measure some but not all of the standards. Instructors may use the standards to interpret CASAS test results, determine which standards learners need to work on, and then target instruction.

CASAS Listening standards are grouped into four categories:

- Foundations for Listening;
- Language and Vocabulary;
- Listening Comprehension Skills, and;
- Strategies and Higher Order Listening Skills.

These standards identify the skills and strategies learners need to comprehend spoken text. Spoken text can occur in social, academic and workplace settings and can be:

- |                 |                 |               |
|-----------------|-----------------|---------------|
| - conversations | - announcements | - oral and    |
| - discussions   | - narratives    | multimedia    |
| - lectures      |                 | presentations |

### Listening Task 3 – Note Taking

<b>Guiding Question:</b> How do first language listening strategies relate to English language instruction?	
TOPICS	NOTES:
Speaking v. Listening speed	
L1 Listening - <i>How we listen</i>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
The challenges	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>

## Listening Task 4 – Listening Grid

### PRE LISTENING



**What skills are required for this job?**

### WHILE LISTENING

#### Listening task 1

- Listen to the speaker talk about his work experience.
- Listen for the type of job.
- Listen to what he says about the job.

#### Listening task 2

- Listen to two people talk about their work experiences.
- Fill in the missing information in the boxes on your paper.

#### Listening task 3

- Work with a colleague with a different color paper.
- Take turns telling each other what you heard.

**Need help? Here are ways to talk about the information you heard.**

*According to what I heard, one thing \_\_\_\_ liked was ...*

*I thought \_\_\_\_ said that \_\_\_\_ learned ...*

*I'm not positive, but I believe \_\_\_\_ also said...*

- Confirm your colleagues' information.

**Need help? Here are ways to confirm, correct or add to your colleague's notes.**

*Yes, that's the information I have, and in addition...*

*Not exactly, what \_\_\_\_ said was...*

*According to the information on my paper...*

### POST LISTENING

**Discuss: Think about the three jobs you heard about.**

**Which one is most interesting to you? Why?**

*Of the three jobs, being a \_\_\_\_\_ is most interesting to me because....*

*I agree, that job is interesting to me as well. I like it because...*

*That isn't my choice. I think being a \_\_\_\_\_ is interesting because....*

## Listening Lesson Planning Checklist

<b>PLANNING</b>	Level: <i>Int./Adv. EFL 4/5</i>	Lesson Theme/Topic: <i>Work Experience</i>	Source: <i>Cell phone, Skype call video recordings</i>
	Objective: <i>By the end of the lesson, learners will be able to listen for the gist and key details in recorded interviews about their work experiences.</i>		Working toward <i>ELPS 1, CASAS L 3.5, 3.6</i>
	Listening Strategy Focus <i>Predict to support listening for gist.</i>		Strategy review: <i>Remind Ss that stressed words (louder/heard longer) are for important information.</i>
	Listening challenge(s) <div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> vocabulary  <input checked="" type="checkbox"/> speed  <input type="checkbox"/> environmental noise </div> <div> <input type="checkbox"/> speaker self-corrections/interruptions  <input checked="" type="checkbox"/> speaker accents  <input type="checkbox"/> interruptions </div> <div> <input checked="" type="checkbox"/> conversational fillers  <input type="checkbox"/> other: </div> </div>		
<b>PRE-LISTENING</b>	<b>How will you help learners ...</b>	<b>formulate expectations/make predictions?</b> Have learners... <input type="checkbox"/> make observations about a photo of the speaker or an image related to the topic <input type="checkbox"/> respond to questions about the listening topic <input type="checkbox"/> do a quick write related to their prior knowledge of the theme/topic/context <input type="checkbox"/> other:	
		<b>prepare for the listening task?</b> Have learners... <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> work with target vocabulary  <input type="checkbox"/> review the listening worksheet  <input type="checkbox"/> select a note-taking format </div> <div> <input type="checkbox"/> identify key words to listen for  <input type="checkbox"/> other: </div> </div>	
		<b>focus on the listening strategy?</b> Have learners... <input type="checkbox"/> watch as you model the strategy (e.g. use a think aloud) <input type="checkbox"/> take a moment to focus on the listening goal <input type="checkbox"/> listen to a short portion of the audio to practice the strategy <input type="checkbox"/> other:	
<b>WHILE-LISTENING</b>	<b>How will you prompt learners to...</b>	<b>listen for gist:</b>	
		<b>listen for key details:</b>	
		<b>listen and make inferences?</b>	
	<b>How will you help learners...</b>	<b>assess their listening?</b> Have learners... <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> use an answer key on last listening  <input type="checkbox"/> compare notes </div> <div> <input type="checkbox"/> use a self-assessment checklist  <input type="checkbox"/> other: </div> </div>	
<b>POST-LISTENING</b>	<b>What tasks or activities will you provide to help learners work with...</b>	<b>the content or theme of the spoken text?</b> Have learners... <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> discuss the information gleaned from the listening task or text  <input type="checkbox"/> engage in peer-to-peer listening tasks  <input type="checkbox"/> conduct a survey and gather data </div> <div> <input type="checkbox"/> design a role play  <input type="checkbox"/> write a summary of what they heard  <input type="checkbox"/> read a related text  <input type="checkbox"/> other: </div> </div>	
		<b>the listening strategy and/or skill focus?</b> Have learners... <input type="checkbox"/> work with the listening transcript <input type="checkbox"/> recall the listening goal <input type="checkbox"/> other:	



## Communication Skills



- Listening
- Speaking
- Reading
- Writing

## Language Strategies

## Selected Language Strategy



What does it look or sound like when its applied?

How can we teach it?

What Instructional Strategies can we use to teach it?

Strategy Type	General Listening Strategy	What does the strategy look or sound like?	Instructional strategy or tool for direct instruction and/or practice with this strategy
Employ metacognition prior to listening.	Listen with a purpose*	<input type="checkbox"/> Self-question “What do I want to/need to know?” <input type="checkbox"/> Review the listening task or worksheet	<ul style="list-style-type: none"> <li>• Show a visual related to the spoken text and post or ask the question “What do you see? What do you know about this? How do you know?”</li> <li>• Do a think aloud with the instructions or the worksheet articulating how you identify the purpose.</li> </ul>
	Plan which strategies to use	<input type="checkbox"/> Select from a (mental) checklist of strategies <input type="checkbox"/> Select from a variety of graphic organizers for note-taking	<ul style="list-style-type: none"> <li>• Prior to listening to spoken text, help learners use the purpose and listening worksheet or task to identify what strategies they could use.</li> <li>• Help learners identify the purpose of two or three different graphic organizer types (T-chart, Venn, Flowchart) and then model how to use the appropriate one for the first spoken text example.</li> </ul>
Use background knowledge and context to support comprehension.	Predict content of conversation, lecture or other spoken text.	Predict content by looking at <ul style="list-style-type: none"> <li>○ speaker’s visuals (e.g. opening slides, tear sheets)</li> <li>○ speaker’s attire</li> <li>○ environmental clues</li> </ul>	Engage learners’ prediction strategies by asking questions about the visuals on a worksheet or the speaker in a video.
	Set expectations based on known discourse patterns and/or organization of different types of spoken text.	<input type="checkbox"/> Use prediction strategies (see above) <input type="checkbox"/> Listen for formulaic language that introduces interviews, comparisons, complaints <input type="checkbox"/> Listen for sequencing words and phrases that indicate procedures, claims and evidence.	After using the spoken text for the listening practice, give learners the listening script and help them identify the pattern or organization of the text. Point out the speaker’s formulaic language and/or sequencing words that help the listener anticipate what the speaker will say. (But point out the importance of confirming those guesses.)
	Pay attention to non-verbal cues and visuals	<input type="checkbox"/> Observe speaker’s body language to watch for emphasis <input type="checkbox"/> Read slide bullet points, text	Show a video with a dynamic speaker (e.g. TedTalk) and have learners watch and create a list of body language that helps the speaker emphasize a point. <a href="https://www.youtube.com/watch?v=elho2S0ZahI">https://www.youtube.com/watch?v=elho2S0ZahI</a>
	Use background knowledge to help increase understanding.	Self-questioning “What do I know about this?”	<ul style="list-style-type: none"> <li>• Have learners brainstorm what they know about the topic or listening situation.</li> <li>• Help learners relate the known to a new context, i.e., relate a previous lesson’s content to the spoken text they’ll hear.</li> </ul>

DRAFT LIST OF LISTENING STRATEGIES and OPTIONS FOR DIRECT INSTRUCTION

Strategy Type	General Listening Strategy	What does the strategy look or sound like?	Instructional strategy or tool for direct instruction and/or practice with this strategy
Determine meaning at the word and sentence level	Use context clues to determine meaning	<ul style="list-style-type: none"> <li>□ Use non-verbal cues</li> <li>□ Use environmental cues</li> <li>□ Listen for                             <ul style="list-style-type: none"> <li>○ nearby words (<i>I need to buy white/wide <b>paint</b>.</i>)</li> <li>○ contrasting phrases (<i>I need a white/wide brush, <b>not a narrow one</b>.</i>)</li> <li>○ phrases that follow the word and define it (<i>Read the manual <b>or book</b> first.</i>)</li> </ul> </li> </ul>	Once learners have listened for the gist of a spoken text, dive in a second or third time to focus on the context clues in the text, such as those listed on the left - nearby words, contrasting words or phrases, and defining phrases or words that are in the script.
	Use prior knowledge of native language and English morphology to distinguish between letters and sounds and determine meaning of words.	Listen for <ul style="list-style-type: none"> <li>○ root words</li> <li>○ prefixes and suffixes</li> <li>○ cognates</li> </ul>	<ul style="list-style-type: none"> <li>□ Work with phonics to help learners hear the sounds</li> <li>□ If cognates are in the script, ask learners to listen for any words that sound the same in their native language.</li> <li>□ Engage learners in word study to build their familiarity with root words, prefixes and suffixes that relate to lesson topic and spoken text content.</li> <li>□ Use peer dictation of names, places and lesson vocabulary to encourage learners to listen to spelling of words.</li> </ul>
	Use stress and syllables to distinguish between similar sounding words	Use syllables and stress to distinguish between similar sounding words. E.g. thir- <b>teen</b> , <b>thirty</b> / thir-ty, third	Provide practice exercises listening for discrete items, having learners tap out or clap out, or use rubber bands to identify syllables or stress that they hear.
	Use prior knowledge of English grammar to help determine meaning.	Listen for: <ul style="list-style-type: none"> <li>○ adverbs of time</li> <li>○ markers of number</li> <li>○ markers and verb forms for tense</li> <li>○ modals</li> <li>○ restrictive and non-restrictive clauses</li> </ul>	Provide practice exercises that ask students to listen for the form in order to distinguish the difference in meaning E.g. present perfect v. past perfect (They only see the meaning, not the sentences. So they hear: <i>He's been here for an hour</i> . And they choose the statement that is related to what they heard. <ol style="list-style-type: none"> <li>1. He is here now.</li> <li>2. He was here, but now he isn't.</li> </ol>
	Anticipate reduced forms in conversational and workplace exchanges.		Give learners a worksheet with the non-reduced forms of various expressions, e.g. Would you like a slice of pizza? Could you give me that? Have them listen to your reductions: <i>Wudja'lika'slisapizza? Cudja'gimme that...</i>

Listening Strategy Type	General Listening Strategy	What does the listening strategy look or sound like?	Instructional strategy or tool for direct instruction and/or practice with this strategy
Listen selectively to brief informational announcements (recorded or live)	Listen selectively to glean dates, times, locations names prices, etc.	Listen for words and phrases that typically introduce the key information: <i>arrives at, departs at due by, costs, starts on ends on, payable to,</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a spoken text that has key information that learners know embedded in information with which they're not entirely familiar. Establish what essential information learners will be listening for in a spoken text.</li> <li><input type="checkbox"/> Brainstorm the words or phrases that usually introduce the information they're listening for.</li> </ul>
Using clues to determine the main idea, gist, claim, or argument	Listening for key words or phrases that point to the main idea.	<p>Listen for the information that follows words and phrases such as <i>most important, essential, key claim, focus on,</i></p> <p>Listen for phrases that introduce or summarize ideas or arguments, such as <i>I (the author) believe(s)/think(s), propose(s); My point is, In conclusion, to summarize, in short, I hope to prove, to sum up...</i></p>	Have learners listen to a 3-5 short spoken texts (mini-lectures, introductions to podcasts, conversations, etc.) and use a checklist to identify when they hear the speaker use one of the target words or phrases that introduce a main idea, gist or argument.
Using clues to identify key details that support the main idea, gist, argument or claim.	Listening for key words or phrases that point to the details that support a main idea, argument, or claim.	<p>Listen for an introductory phrase, then the numbers that introduce those details. <i>There are 3 reasons to buy this new computer.</i></p> <ol style="list-style-type: none"> <li>1. <i>It's powerful.</i></li> <li>2. <i>It's inexpensive and</i></li> <li>3. <i>It has free service for a year.</i></li> </ol> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen for sequence words, <i>first, second, third</i></li> <li><input type="checkbox"/> Listen for words and phrases that indicate cause and effect <i>because, therefore, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have learners listen to a speaker enumerate reasons or details that support an idea.</li> <li><input type="checkbox"/> Provide a worksheet with the details in scrambled order and have learners listen and sequence the details in the order that they hear.</li> </ul>
Employ metacognition to increase comprehension	Monitor comprehension	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self-question: <i>Is this clear? Am I following this? What is confusing? What questions do I have?</i></li> <li><input type="checkbox"/> Take notes on questions to ask later</li> <li><input type="checkbox"/> Interrupt the speaker, if possible to clarify.</li> </ul>	Show a video with a mini-lecture (e.g. a <i>TedTalk</i> ) and or do a think aloud as you listen, demonstrating how you monitor your comprehension.

## LOW-HIGH BEGINNING : TEXTBOOK FOCUSED LISTENING EXERCISE EXAMPLE

Step Forward 2e

Book 2 Audio script for U2, Lesson 4, Exercise B and C

1. W1: Excuse me. How do I get to the library?  
M1: Go up the steps and you'll see it on the right.  
W1: Up the steps here?  
M1: Yes, that's right.
2. M2: Excuse me. How do I get to the bus station?  
W2: Go over the bridge and then turn left.  
M2: Over the bridge and then turn left?  
W2: Uh-huh.
3. M3: Excuse me. How do I get to the shopping mall?  
W3: OK, drive around this traffic circle and take the first exit.  
M3: Around the traffic circle and then exit?  
W3: Yes, you can't miss it.
4. W4: Excuse me. How do I get to the hospital?  
M4: Go straight – um, no...go past the police station  
and the hospital is on your right.  
W4: Past the police station and it's on the right.  
M4: You got it.

Task: (Note taking)

- Listen and write the destinations in the chart.
- Listen again and write the directions.

	Destination	Directions
1		
2		
3		
4		

## Listening Lesson Planning Checklist

PLANNING	Level: <i>Low Beg./Hi Beg.</i>	Lesson Theme/Topic: <i>Community, Getting Directions</i>	Source: <i>Step Forward Book 1, p. 67 Audio 2-11</i>
	Objective: <i>By the end of the lesson, High Beg. learners will be able to note a speaker's destination, take down directions to a destination, and clarify directions as needed. (Differentiation: Low Beg. learners will listen and write direction words and recognize clarification strategies.</i>		Working Toward Standards: <i>ELPS 2, CASAS L 3.4, 3.5, 3.9</i>
	Listening Strategy Focus: <i>Monitor comprehension, use clarification strategies.</i>		Listening Strategy Review: <i>Listen with a purpose.</i>
	Listening Challenge(s): <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> vocabulary  <input checked="" type="checkbox"/> speed  <input type="checkbox"/> environmental noise                 </div> <div> <input checked="" type="checkbox"/> speaker self-corrections/interruptions  <input type="checkbox"/> speaker accents  <input type="checkbox"/> interruptions                 </div> <div> <input type="checkbox"/> conversational fillers  <input type="checkbox"/> other:                 </div> </div>		
PRE-LISTENING	How will you help learners ...	formulate expectations/make predictions? Have learners... <input type="checkbox"/> make observations about a photo of the speaker or an image related to the topic <input checked="" type="checkbox"/> respond to questions about the listening topic <input type="checkbox"/> do a quick write related to their prior knowledge of the theme/topic/context <input type="checkbox"/> other: <i>do a TPR exercise using directional vocabulary. Walk straight. Turn left. etc.</i>	
		prepare for the listening task? Have learners... <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> work with target vocabulary  <input checked="" type="checkbox"/> review the listening worksheet  <input type="checkbox"/> select a note-taking format                 </div> <div> <input checked="" type="checkbox"/> identify key words to listen for  <input type="checkbox"/> other:                 </div> </div>	
		focus on the listening strategy? Have learners... <input type="checkbox"/> watch as you model the strategy (e.g. use a think aloud) <input checked="" type="checkbox"/> take a moment to focus on the listening goal <input checked="" type="checkbox"/> listen to a short portion of the audio to practice the strategy <input type="checkbox"/> other:	
WHILE-LISTENING	How will you prompt learners to...	listen for gist: <i>N/A</i>	
		listen for key details: <i>Model with first item in script. Stop after the speaker says, "Go" on recording and think aloud about what words might follow.</i>	
		listen and make inferences: <i>Ask learners whether directions are for walking or driving.</i>	
POST-LISTENING	How will you help learners...	assess their listening? Have learners... <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> use an answer key on last listening  <input checked="" type="checkbox"/> compare notes                 </div> <div> <input type="checkbox"/> use a self-assessment checklist                      other: <i>listen to confirm answers</i> </div> </div>	
	What tasks or activities will you provide to help learners work with...	the content or theme of the spoken text? Have learners... <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> discuss the information gleaned from the listening task or text  <input checked="" type="checkbox"/> engage in peer-to-peer listening tasks <i>ask/for give directions to different places in community using cell phone directions</i> </div> <div> <input type="checkbox"/> conduct a survey and gather data  <input type="checkbox"/> design a role play  <input type="checkbox"/> write a summary of what they heard  <input type="checkbox"/> read a related text  <input type="checkbox"/> other:                 </div> </div>	
POST-LISTENING	What tasks or activities will you provide to help learners work with...	the listening strategy and/or skill focus? Have learners... <input type="checkbox"/> work with the listening transcript <input type="checkbox"/> recall the listening goal <input checked="" type="checkbox"/> other: <i>practice clarification strategies during the peer-to-peer listening</i>	

## LOW INTERMEDIATE: TEXTBOOK FOCUSED LISTENING EXERCISE EXAMPLE 2

Ventures 3e

Book 3 Audio script for U2, Lesson 1, Tasks 2A and 2B

<p><b>Page 19, Exercises 2A and 2B – CD1, Track 12</b></p> <p>A: Hi, Alex. B Hi, Bella. A How long have you been in the library? B: For about two hours. A: How's it going? B: Um, not great. A: Why? What's the matter? B: I'm so discouraged. Look at this mess! I have to finish reading this book. Then I have to write a paper and study for a test. Where do I start! A: Well, Alex, have you ever tried making a to-do list? B: A to-do list? A: Yeah. You make a list of all the things you have to do. Then you do the most important things first. B: A <i>to-do</i> list? No, I've never tried that. I usually try to do six things at the same time.</p>	<p><b>Page 19, Exercises 2A and 2B (cont.)</b></p> <p>B: Let's see. Right now, the most important thing is to finish reading this book. But it's so boring. I can't concentrate. A: You need to be more active, Alex. Don't just read the book. You know, underline important ideas, write notes, repeat the main ideas to yourself. Those things will help you concentrate. B: Hmm. I think I can do that. But there's another problem. A: What's that? B: Too many new words! I can't remember all of them. A: Hmm. Well, here's an idea. Write important words on index cards. Take the cards with you, and study them everywhere – on the bus, during your break at work, and before you go to bed . . . B: OK, OK! I get it: study smarter – not harder. Thanks, Bella.</p>
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## 2 Listen

**A Listen** and answer the questions.

- Who are the speakers?
- What are they talking about?

**B Listen again.** Put a check (✓) next to Alex's study problems. Then write Bella's advice.

Study problems	Bella's advice
1. <input checked="" type="checkbox"/> too many things to do	<i>make a to-do list; do important things first</i>
2. <input type="checkbox"/> always late for school	
3. <input type="checkbox"/> can't concentrate	
4. <input type="checkbox"/> can't pronounce English words	
5. <input type="checkbox"/> can't remember vocabulary	

## Listening Lesson Planning Checklist

PLANNING	Level: <i>Low Intermediate</i>	Lesson Theme/Topic: <i>Study Skills</i>	Source: <i>Ventures Book 3, p. 19 Audio CD1, Track 12</i>
	Objective: <i>By the end of the lesson, learners will be able to listen for the gist and key details of study problems and suggested study strategies.</i>		Working Toward Standards: <i>ELPS 1, CASAS L 3.5, L.3.6</i>
	Listening Strategy Focus <i>Listen with a purpose.</i>	Listening Strategy Review: <i>Use background knowledge to help increase understanding.</i>	
	Listening Challenge(s): <div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> vocabulary  <input checked="" type="checkbox"/> speed  <input type="checkbox"/> environmental noise         </div> <div> <input type="checkbox"/> speaker self-corrections/interruptions  <input checked="" type="checkbox"/> speaker accents  <input type="checkbox"/> interruptions         </div> <div> <input checked="" type="checkbox"/> conversational fillers  <input type="checkbox"/> other:         </div> </div>		
PRE-LISTENING	How will you help learners ...	<b>formulate expectations/make predictions?</b> Have learners... <input checked="" type="checkbox"/> make observations about a photo of the speaker or an image related to the topic <input checked="" type="checkbox"/> respond to questions about the listening topic <input type="checkbox"/> do a quick write related to their prior knowledge of the theme/topic/context <input type="checkbox"/> other:	
		<b>prepare for the listening task?</b> Have learners... <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> work with target vocabulary  <input checked="" type="checkbox"/> review the listening worksheet  <input type="checkbox"/> select a note-taking format         </div> <div style="display: flex; justify-content: space-between;"> <input checked="" type="checkbox"/> identify key words to listen for  <input type="checkbox"/> other:         </div>	
		<b>focus on the listening strategy?</b> Have learners... <input checked="" type="checkbox"/> watch as you model the strategy (e.g. use a think aloud) <input checked="" type="checkbox"/> take a moment to focus on the listening goal <input type="checkbox"/> listen to a short portion of the audio to practice the strategy <input type="checkbox"/> other:	
WHILE-LISTENING	How will you prompt learners to...	<b>listen for gist:</b> <i>Have learners listen to the audio and answer questions in 2A.</i>	
		<b>listen for key details:</b> <i>Model with first study problem. Stop audio after "try to do 6 things at the same time" and confirm that there is a checkmark on "too many things to do" in 2B #1.</i>	
		<b>listen and make inferences?</b> <i>If time, ask learners to suggest additional study problems and solutions.</i>	
WHILE-LISTENING	How will you help learners...	<b>assess their listening?</b> Have learners... <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> use an answer key on last listening  <input checked="" type="checkbox"/> compare notes         </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> use a self-assessment checklist  <input checked="" type="checkbox"/> other: <i>compare answers on 2B</i> </div>	
	What tasks or activities will you provide to help learners work with...	<b>the content or theme of the spoken text?</b> Have learners... <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> discuss the information gleaned from the listening task or text  <input type="checkbox"/> engage in peer-to-peer listening tasks         </div> <div> <input type="checkbox"/> conduct a survey and gather data  <input type="checkbox"/> design a role play  <input type="checkbox"/> write a summary of what they heard  <input checked="" type="checkbox"/> read a related text <i>p. 139</i>  <input checked="" type="checkbox"/> other: <i>compare and contrast info</i> </div> </div>	
<b>the listening strategy and/or skill focus?</b> Have learners... <input checked="" type="checkbox"/> work with the listening transcript <input type="checkbox"/> recall the listening goal <input type="checkbox"/> other:			
POST-LISTENING			



## Listening Lesson Planning Checklist

PLANNING	Level:	Lesson Theme/Topic:	Source:
	Objective:		Working toward Standards:
	Listening Strategy Focus:		Strategy review:
	<b>Listening challenge(s)</b> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> vocabulary  <input type="checkbox"/> speed  <input type="checkbox"/> environmental noise </div> <div> <input type="checkbox"/> speaker self-corrections/interruptions  <input type="checkbox"/> speaker accents  <input type="checkbox"/> interruptions </div> <div> <input type="checkbox"/> conversational fillers  <input type="checkbox"/> other: </div> </div>		
PRE-LISTENING	<b>How will you help learners ...</b>	<b>formulate expectations/make predictions?</b> Have learners... <input type="checkbox"/> make observations about a photo of the speaker or an image related to the topic <input type="checkbox"/> other: <input type="checkbox"/> do a quick write related to their prior knowledge of the theme/topic/context <input type="checkbox"/> other:	
		<b>prepare for the listening task?</b> Have learners... <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> work with target vocabulary  <input type="checkbox"/> review the listening worksheet  <input type="checkbox"/> select a note-taking format </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> identify key words to listen for  <input type="checkbox"/> other: </div>	
		<b>focus on the listening strategy?</b> Have learners... <input type="checkbox"/> watch as you model the strategy (e.g. use a think aloud) <input type="checkbox"/> take a moment to focus on the listening goal <input type="checkbox"/> listen to a short portion of the audio to practice the strategy <input type="checkbox"/> other:	
WHILE-LISTENING	<b>How will you prompt learners to...</b>	<b>listen for gist:</b>	
		<b>listen for key details:</b>	
		<b>listen and make inferences:</b>	
	<b>How will you help learners...</b>	<b>assess their listening?</b> Have learners... <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> use an answer key on last listening  <input checked="" type="checkbox"/> compare notes </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> use a self-assessment checklist  <input type="checkbox"/> other: </div>	
POST-LISTENING	<b>What tasks or activities will you provide to help learners work with...</b>	<b>the content or theme of the spoken text?</b> Have learners... <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> discuss the information gleaned from the listening task or text.  <input type="checkbox"/> engage in peer-to-peer listening tasks </div> <div> <input type="checkbox"/> conduct a survey and gather data  <input type="checkbox"/> design a role play  <input type="checkbox"/> write a summary of what they heard  <input type="checkbox"/> read a related text  <input type="checkbox"/> other: </div> </div>	
		<b>the listening strategy and/or skill focus?</b> Have learners... <input type="checkbox"/> work with the listening transcript <input type="checkbox"/> recall the listening goal <input type="checkbox"/> other:	

**Listening Lesson Planning Checklist**  
**(ANSWER KEY FOR RAYMOND, GREG AND PAMELA JO LISTENING)**

<b>PLANNING</b>	Level: <i>Int./Adv. EFL 4/5</i>	Lesson Theme/Topic: <i>Work Experience</i>	Source: <i>Cell phone, Skype call video recordings</i>
	Objective: <i>By the end of the lesson, learners will be able to listen for the gist and key details in recorded interviews about their work experiences.</i>		Working toward <i>ELPS 1, CASAS L 3.5, 3.6</i>
	Listening Strategy Focus <i>Predict to support listening for gist.</i>	Strategy review: <i>Remind Ss that stressed words (louder/held longer) are for important information.</i>	
	Listening challenge(s) <input checked="" type="checkbox"/> vocabulary <input type="checkbox"/> speaker self-corrections/interruptions <input checked="" type="checkbox"/> conversational fillers <input checked="" type="checkbox"/> speed <input checked="" type="checkbox"/> speaker accents <input type="checkbox"/> other: <input type="checkbox"/> environmental noise <input type="checkbox"/> interruptions		
<b>PRE-LISTENING</b>	How will you help learners ...	<b>formulate expectations/make predictions?</b> Have learners... <input checked="" type="checkbox"/> make observations about a photo of the speaker or an image related to the topic <input checked="" type="checkbox"/> respond to questions about the listening topic <input type="checkbox"/> do a quick write related to their prior knowledge of the theme/topic/context <input type="checkbox"/> other:	
		<b>prepare for the listening task?</b> Have learners... <input checked="" type="checkbox"/> work with target vocabulary <input checked="" type="checkbox"/> identify key words to listen for <input type="checkbox"/> review the listening worksheet <input type="checkbox"/> other: <input type="checkbox"/> select a note-taking format	
		<b>focus on the listening strategy?</b> Have learners... <input checked="" type="checkbox"/> watch as you model the strategy (e.g. use a think aloud) <input type="checkbox"/> take a moment to focus on the listening goal <input checked="" type="checkbox"/> listen to a short portion of the audio to practice the strategy <input type="checkbox"/> other:	
<b>WHILE-LISTENING</b>	How will you prompt learners to...	<b>listen for gist:</b> <i>Have learners listen for each interviewee's job and predict the general content of the interview.</i>	
		<b>listen for key details:</b> <i>Have learners use a listening grid to listen and take notes on the essential information two new speakers give about their interesting jobs [location, skills, what they like best and least and lessons learned].</i>	
		<b>listen and make inferences?</b> <i>If time, ask learners to infer, based on what they saw and heard, one or two other jobs the speakers might have liked.</i>	
	How will you help learners...	<b>assess their listening?</b> Have learners... <input type="checkbox"/> use an answer key on last listening <input type="checkbox"/> use a self-assessment checklist <input checked="" type="checkbox"/> compare notes <input checked="" type="checkbox"/> other: <i>use answers on listening grid</i>	
<b>POST-LISTENING</b>	What tasks or activities will you provide to help learners work with...	<b>the content or theme of the spoken text?</b> Have learners... <input checked="" type="checkbox"/> discuss the information gleaned from the listening task or text <input type="checkbox"/> design a role play <input type="checkbox"/> engage in peer-to-peer listening tasks <input type="checkbox"/> write a summary of what they heard <input type="checkbox"/> conduct a survey and gather data <input type="checkbox"/> read a related text <input type="checkbox"/> other:	
		<b>the listening strategy and/or skill focus?</b> Have learners... <input type="checkbox"/> work with the listening transcript <input type="checkbox"/> recall the listening goal <input checked="" type="checkbox"/> other: <i>discuss which job they would prefer and why</i>	