Using Listening Standards to Plan Instruction

CASAS SUMMER INSTITUTE
ORANGE COUNTY
2019

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
Jayme Adelson-Goldstein, Lori Howard and Sylvia Ramirez
ABOUT THE FACILITATORS

Jayme Adelson-Goldstein is a teacher educator, author and curriculum consultant. As Lighthearted Learning, she works with various district, state and federal agencies on technical assistance and teacher education projects and is a frequent presenter at international, national and state conferences. She is the co-author of the Oxford Picture Dictionary, Read and Reflect and series director of Step Forward. Contact: LightheartedLearning@gmail.com

Lori Howard is an ESL consultant, teacher educator and author of reading textbooks for adult ESL learners including the Read All About It and the Read and Reflect series. She is also AEFLA/WIOA II Program Specialist Coordinator for CASAS and a frequent presenter at state and international conferences. Her many years of experience in the field includes teaching ESL, administering ESL programs and being a TV/Video teacher on the Los Angeles Unified School District's Learning English Series. Contact: lbhoward@casas.org

Sylvia G. Ramirez is a Professor Emeritus at MiraCosta College, a teacher educator, writer, consultant and the recipient of the Hayward Award for excellence in education, honoring her teaching and professional activities. She is a co-author of Ventures from Cambridge University Press. Contact: sramirez@miracosta.edu

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.

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

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Guiding Question:
How do first language listening strategies relate to English language instruction?

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>NOTES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking v. Listening speed</td>
<td></td>
</tr>
<tr>
<td>L1 Listening - <em>How we listen</em></td>
<td>•</td>
</tr>
<tr>
<td>The challenges</td>
<td>•</td>
</tr>
</tbody>
</table>
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….
<table>
<thead>
<tr>
<th>Planning</th>
<th>Level: Int./Adv. EFL 4/5</th>
<th>Lesson Theme/Topic: Work Experience</th>
<th>Source: Cell phone, Skype call video recordings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: 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.</td>
<td>Working toward ELPS 1, CASAS L 3.5, 3.6</td>
<td></td>
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</tr>
<tr>
<td>Listening Strategy Focus</td>
<td>Predict to support listening for gist.</td>
<td>Strategy review: Remind Ss that stressed words (louder/held longer) are for important information.</td>
<td></td>
</tr>
<tr>
<td>Listening challenge(s)</td>
<td>✅ vocabulary</td>
<td>✅ speaker self-corrections/interruptions</td>
<td>✅ conversational fillers</td>
</tr>
<tr>
<td></td>
<td>✅ speed</td>
<td>✅ speaker accents</td>
<td>✅ other:</td>
</tr>
<tr>
<td></td>
<td>✅ environmental noise</td>
<td>✅ interruptions</td>
<td></td>
</tr>
<tr>
<td>Pre-listening</td>
<td>How will you help learners ...</td>
<td>formulate expectations/make predictions? Have learners...</td>
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<td></td>
<td></td>
<td>- make observations about a photo of the speaker or an image related to the topic</td>
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<td>- respond to questions about the listening topic</td>
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<td>- do a quick write related to their prior knowledge of the theme/topic/context</td>
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<td></td>
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<td>- other:</td>
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<td></td>
<td>prepare for the listening task? Have learners...</td>
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<td></td>
<td></td>
<td>- work with target vocabulary</td>
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<td></td>
<td>- review the listening worksheet</td>
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<td></td>
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<td>- select a note-taking format</td>
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<td>focus on the listening strategy? Have learners...</td>
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<td>- watch as you model the strategy (e.g. use a think aloud)</td>
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<td>- take a moment to focus on the listening goal</td>
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<td>- listen to a short portion of the audio to practice the strategy</td>
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<td>- other:</td>
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<tr>
<td>While-listening</td>
<td>How will you prompt learners to...</td>
<td>listen for gist:</td>
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<td></td>
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<td>listen for key details:</td>
<td></td>
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<td>listen and make inferences?</td>
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<tr>
<td>Post-listening</td>
<td>How will you help learners...</td>
<td>assess their listening? Have learners...</td>
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<td></td>
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<td>- use an answer key on last listening</td>
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<td>- compare notes</td>
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<td>- use a self-assessment checklist</td>
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<td>- other:</td>
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<td></td>
<td>What tasks or activities will you provide to help learners work with...</td>
<td>the content or theme of the spoken text? Have learners...</td>
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<td>- discuss the information gleaned from the listening task or text</td>
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<td>- engage in peer-to-peer listening tasks</td>
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<td>- conduct a survey and gather data</td>
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<td>- design a role play</td>
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<td>- write a summary of what they heard</td>
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<td>- read a related text</td>
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<td>- other:</td>
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<td></td>
<td>the listening strategy and/or skill focus? Have learners...</td>
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<td>- work with the listening transcript</td>
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<td>- recall the listening goal</td>
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<td></td>
<td></td>
<td>- other:</td>
<td></td>
</tr>
<tr>
<td>Strategy Type</td>
<td>General Listening Strategy</td>
<td>What does the strategy look or sound like?</td>
<td>Instructional strategy or tool for direct instruction and/or practice with this strategy</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Employ metacognition prior to listening. | Listen with a purpose* | □ Self-question “What do I want to/need to know?”  
□ Review the listening task or worksheet | • 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?”  
• Do a think aloud with the instructions or the worksheet articulating how you identify the purpose. |
| Plan which strategies to use | Select from a (mental) checklist of strategies  
Select from a variety of graphic organizers for note-taking | | • Prior to listening to spoken text, help learners use the purpose and listening worksheet or task to identify what strategies they could use.  
• 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. |
| Predict content of conversation, lecture or other spoken text. | Predict content by looking at  
□ speaker’s visuals (e.g. opening slides, tear sheets)  
□ speaker’s attire  
□ environmental clues | | 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. | Use prediction strategies (see above)  
□ Listen for formulaic language that introduces interviews, comparisons, complaints  
□ 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 | Observe speaker’s body language to watch for emphasis  
□ 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.  
https://www.youtube.com/watch?v=eIho2S0ZahI |
| Use background knowledge to help increase understanding. | Self-questioning “What do I know about this?” | | • Have learners brainstorm what they know about the topic or listening situation.  
• Help learners relate the known to a new context, i.e., relate a previous lesson’s content to the spoken text they’ll hear. |

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<table>
<thead>
<tr>
<th>Strategy Type</th>
<th>General Listening Strategy</th>
<th>What does the strategy look or sound like?</th>
<th>Instructional strategy or tool for direct instruction and/or practice with this strategy</th>
</tr>
</thead>
</table>
| Determine meaning at the word and sentence level | Use context clues to determine meaning | □ Use non-verbal cues  
□ Use environmental cues  
□ Listen for  
  ○ nearby words (*I need to buy white/wide paint.*)  
  ○ contrasting phrases (*I need a white/wide brush, not a narrow one.*)  
  ○ phrases that follow the word and define it (*Read the manual or book first.*) | 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  
  ○ root words  
  ○ prefixes and suffixes  
  ○ cognates | □ Work with phonics to help learners hear the sounds  
□ If cognates are in the script, ask learners to listen for any words that sound the same in their native language.  
□ Engage learners in word study to build their familiarity with root words, prefixes and suffixes that relate to lesson topic and spoken text content.  
□ Use peer dictation of names, places and lesson vocabulary to encourage learners to listen to spelling of words. |
| | Use stress and syllables to distinguish between similar sounding words. | Use syllables and stress to distinguish between similar sounding words. E.g. *thir-teen, thirty/ 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:  
  ○ adverbs of time  
  ○ markers of number  
  ○ markers and verb forms for tense  
  ○ modals  
  ○ restrictive and non-restrictive clauses | 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: *He’s been here for an hour.* And they choose the statement that is related to what they heard.  
1. He is here now.  
2. He was here, but now he isn’t. |
<p>| | Anticipate reduced forms in conversational and workplace exchanges. | Give learners a worksheet with the non-reduced forms of various expressions, e.g. <em>Would you like a slice of pizza?</em> Could you give me that? Have them listen to your reductions: <em>Wudja’lika’slisapizza? Cudja’gimme that...</em> | Adelson-Goldstein, Howard &amp; Ramirez 2019 |</p>
<table>
<thead>
<tr>
<th>Listening Strategy Type</th>
<th>General Listening Strategy</th>
<th>What does the listening strategy look or sound like?</th>
<th>Instructional strategy or tool for direct instruction and/or practice with this strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen selectively to brief informational announcements (recorded or live)</td>
<td>Listen selectively to glean dates, times, locations, names, prices, etc.</td>
<td>Listen for words and phrases that typically introduce the key information: <em>arrives at</em>, <em>departs at</em>, <em>due by</em>, <em>costs</em>, <em>starts on</em>, <em>ends on</em>, <em>payable to</em>, etc.</td>
<td>□ 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. □ Brainstorm the words or phrases that usually introduce the information they’re listening for.</td>
</tr>
<tr>
<td>Using clues to determine the main idea, gist, claim, or argument</td>
<td>Listening for key words or phrases that point to the main idea.</td>
<td>Listen for the information that follows words and phrases such as <em>most important</em>, <em>essential</em>, <em>key claim</em>, <em>focus on</em>, <em>etc.</em> Listen for phrases that introduce or summarize ideas or arguments, such as <em>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...</em></td>
<td>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.</td>
</tr>
<tr>
<td>Using clues to identify key details that support the main idea, argument, or claim.</td>
<td>Listening for key words or phrases that point to the details that support a main idea, argument, or claim.</td>
<td>Listen for an introductory phrase, then the numbers that introduce those details. <em>There are 3 reasons to buy this new computer.</em> 1. <em>It’s powerful.</em> 2. <em>It’s inexpensive and</em> 3. <em>It has free service for a year.</em> □ Listen for sequence words, <em>first, second, third</em> □ Listen for words and phrases that indicate cause and effect <em>because, therefore, etc.</em></td>
<td>□ Have learners listen to a speaker enumerate reasons or details that support an idea. □ Provide a worksheet with the details in scrambled order and have learners listen and sequence the details in the order that they hear.</td>
</tr>
<tr>
<td>Employ metacognition to increase comprehension</td>
<td>Monitor comprehension</td>
<td>□ Self-question: <em>Is this clear? Am I following this? What is confusing? What questions do I have?</em> □ Take notes on questions to ask later □ Interrupt the speaker, if possible to clarify.</td>
<td>Show a video with a mini-lecture (e.g. a <em>TedTalk</em>) and or do a think aloud as you listen, demonstrating how you monitor your comprehension.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
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</tbody>
</table>
## Listening Lesson Planning Checklist

<table>
<thead>
<tr>
<th>Level:</th>
<th>Lesson Theme/Topic:</th>
<th>Source:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Beg./Hi Beg.</td>
<td>Community, Getting Directions</td>
<td>Step Forward Book 1, p. 67 Audio 2-11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective:</th>
<th>Working Toward Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>ELPs 2, CASAS L 3.4, 3.5, 3.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening Strategy Focus:</th>
<th>Listening Strategy Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor comprehension, use clarification strategies.</td>
<td>Listen with a purpose.</td>
</tr>
</tbody>
</table>

### Listening Challenge(s):
- [ ] vocabulary
- [x] speed
- [ ] environmental noise
- ✔ speaker self-corrections/interruptions
- [ ] speaker accents
- [ ] interruptions
- [ ] conversational fillers
- [ ] other:

### Planning

#### How will you help learners...

**Objective:**
- 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.)

**Source:**
- Step Forward Book 1, p. 67 Audio 2-11

#### Listening Challenge(s):
- [ ] vocabulary
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- [ ] speaker accents
- [ ] interruptions
- [ ] conversational fillers
- [ ] other:

#### Working Toward Standards:
- ELPs 2, CASAS L 3.4, 3.5, 3.9

### Pre-listening

#### How will you help learners...

**Objective:**
- 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.)

**Source:**
- Step Forward Book 1, p. 67 Audio 2-11

#### How will you help learners...

**Objective:**
- 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.)

**Source:**
- Step Forward Book 1, p. 67 Audio 2-11

#### How will you help learners...

**Objective:**
- 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.)

**Source:**
- Step Forward Book 1, p. 67 Audio 2-11

### While-listening

#### How will you prompt learners to...

**Objective:**
- 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.)

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**Source:**
- Step Forward Book 1, p. 67 Audio 2-11

### Post-listening

#### What tasks or activities will you provide to help learners work with...

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**Source:**
- Step Forward Book 1, p. 67 Audio 2-11

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**Source:**
- Step Forward Book 1, p. 67 Audio 2-11
LOW INTERMEDIATE: TEXTBOOK FOCUSED LISTENING EXERCISE EXAMPLE 2
Ventures 3e
Book 3 Audio script for U2, Lesson 1, Tasks 2A and 2B

Page 19, Exercises 2A and 2B – CD1, Track 12

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? No, I’ve never tried that. I usually try to do six things at the same time.

Page 19, Exercises 2A and 2B (cont.)

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.

2
Listen

A
Listen and answer the questions.
1. Who are the speakers?  
2. What are they talking about?

B
Listen again. Put a check (√) next to Alex’s study problems. Then write Bella’s advice.

<table>
<thead>
<tr>
<th>Study problems</th>
<th>Bella’s advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ☑ too many things to do</td>
<td>make a to-do list; do important things first</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4. ☐ can’t pronounce English words</td>
<td></td>
</tr>
<tr>
<td>5. ☐ can’t remember vocabulary</td>
<td></td>
</tr>
</tbody>
</table>
**Listening Lesson Planning Checklist**

**Level:** Low Intermediate  
**Lesson Theme/Topic:** Study Skills  
**Source:** Ventures Book 3, p. 19 Audio CD1, Track 12  
**Working Toward Standards:** ELPS 1, CASAS L.3.5, L.3.6

**Objective:** 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.

**Listening Challenge(s):**
- ✔ vocabulary
- ✔ speed
- ✔ environmental noise
- ✗ speaker self-corrections/interruptions
- ✔ speaker accents
- ✗ interruptions
- ✗ conversational fillers
- ✗ other:

**Listening Strategy Focus**
*Listen with a purpose.*

**Listening Strategy Review:**
*Use background knowledge to help increase understanding.*

### How will you help learners...

**PRE-LISTENING**

**formulate expectations/make predictions?** Have learners...
- ✔ make observations about a photo of the speaker or an image related to the topic
- ✔ respond to questions about the listening topic
- ✗ do a quick write related to their prior knowledge of the theme/topic/context
- ✗ other:

**prepare for the listening task?** Have learners...
- ✔ work with target vocabulary
- ✔ review the listening worksheet
- ✗ select a note-taking format
- ✔ identify key words to listen for
- ✗ other:

**focus on the listening strategy?** Have learners...
- ✔ watch as you model the strategy (e.g. use a think aloud)
- ✔ take a moment to focus on the listening goal
- ✔ listen to a short portion of the audio to practice the strategy
- ✗ other:

**WHILE-LISTENING**

**listen for gist:** Have learners listen to the audio and answer questions in 2A.

**listen for key details:** 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.

**listen and make inferences?** If time, ask learners to suggest additional study problems and solutions.

**POST-LISTENING**

**assess their listening?** Have learners...
- ✔ use an answer key on last listening
- ✔ compare notes
- ✗ use a self-assessment checklist
- ✔ other: compare answers on 2B

**What tasks or activities will you provide to help learners work with...**

**the content or theme of the spoken text?** Have learners...
- ✔ discuss the information gleaned from the listening task or text
- ✔ engage in peer-to-peer listening tasks
- ✗ conduct a survey and gather data
- ✗ design a role play
- ✗ write a summary of what they heard
- ✔ read a related text  *p. 139*
- ✔ other: compare and contrast info

**the listening strategy and/or skill focus?** Have learners...
- ✔ work with the listening transcript
- ✗ recall the listening goal
- ✗ other:
## Listening Lesson Planning Checklist

<table>
<thead>
<tr>
<th>Planning</th>
<th>Level:</th>
<th>Lesson Theme/ Topic:</th>
<th>Source:</th>
<th>Working toward Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective:</td>
<td></td>
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</tr>
<tr>
<td>Listening Strategy Focus:</td>
<td>Strategy review:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Listening challenge(s)</td>
<td></td>
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<td>- speaker accents</td>
<td>- other:</td>
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<td></td>
</tr>
<tr>
<td>- environmental noise</td>
<td>- interruptions</td>
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</tbody>
</table>

### Pre-listening

**How will you help learners...**

- **formulate expectations/make predictions?** Have learners...
  - make observations about a photo of the speaker or an image related to the topic
  - other:
  - do a quick write related to their prior knowledge of the theme/topic/context
  - other:

- **prepare for the listening task?** Have learners...
  - work with target vocabulary
  - review the listening worksheet
  - select a note-taking format
  - other:

- **focus on the listening strategy?** Have learners...
  - watch as you model the strategy (e.g. use a think aloud)
  - take a moment to focus on the listening goal
  - listen to a short portion of the audio to practice the strategy
  - other:

### While-listening

**How will you prompt learners to...**

- **listen for gist:**

- **listen for key details:**

- **listen and make inferences:**

### Post-listening

**How will you help learners...**

- **the content or theme of the spoken text?** Have learners...
  - discuss the information gleaned from the listening task or text.
  - engage in peer-to-peer listening tasks

- **the listening strategy and/or skill focus?** Have learners...
  - work with the listening transcript
  - recall the listening goal
  - other:

### While-listening

- **listen for gist:**

- **listen for key details:**

- **listen and make inferences:**

### Post-listening

- **How will you help learners...**

- **the content or theme of the spoken text?** Have learners...
  - discuss the information gleaned from the listening task or text.
  - engage in peer-to-peer listening tasks

- **the listening strategy and/or skill focus?** Have learners...
  - work with the listening transcript
  - recall the listening goal
  - other:
## Listening Lesson Planning Checklist

*(ANSWER KEY FOR RAYMOND, GREG AND PAMELA JO LISTENING)*

<table>
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<th>Level</th>
<th>Lesson Theme/Topic</th>
<th>Source</th>
<th>Working toward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Int./Adv. EFL 4/5</td>
<td>Work Experience</td>
<td>Cell phone, Skype call video recordings</td>
<td>ELPS 1, CASAS L 3.5, 3.6</td>
</tr>
</tbody>
</table>

### Objective:
*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.*

### Source:
- Cell phone, Skype call video recordings

### Strategy Focus
*Predict to support listening for gist.*

### Strategy review:
*Remind Ss that stressed words (louder/held longer) are for important information.*

### Listening challenge(s)
- vocabulary
- speed
- environmental noise
- speaker self-corrections/interruptions
- speaker accents
- interruptions
- environmental noise
- speaker accents
- interruptions
- other:

### How will you help learners...

#### Pre-listening

**formulate expectations/make predictions?** Have learners...
- make observations about a photo of the speaker or an image related to the topic
- respond to questions about the listening topic
- do a quick write related to their prior knowledge of the theme/topic/context
- other:

**prepare for the listening task?** Have learners...
- work with target vocabulary
- review the listening worksheet
- select a note-taking format
- other:

**focus on the listening strategy?** Have learners...
- watch as you model the strategy (e.g. use a think aloud)
- take a moment to focus on the listening goal
- listen to a short portion of the audio to practice the strategy
- other:

#### While-listening

**listen for gist:** Have learners listen for each interviewee’s job and predict the general content of the interview.

**listen for key details:** 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].

**listen and make inferences?** If time, ask learners to infer, based on what they saw and heard, one or two other jobs the speakers might have liked.

#### How will you help learners...

**assess their listening?** Have learners...
- use an answer key on last listening
- compare notes
- use a self-assessment checklist
- other: *use answers on listening grid*

**the content or theme of the spoken text?** Have learners...
- discuss the information gleaned from the listening task or text
- engage in peer-to-peer listening tasks
- conduct a survey and gather data
- design a role play
- write a summary of what they heard
- read a related text
- other:

**the listening strategy and/or skill focus?** Have learners...
- work with the listening transcript
- recall the listening goal
- other: *discuss which job they would prefer and why*