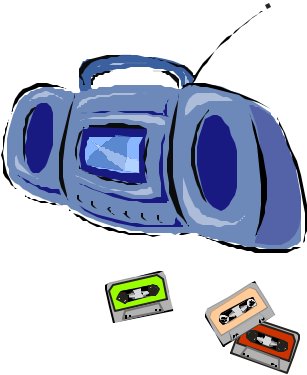


Listening Comprehension



The purpose of the School Based Training Listening Comprehension materials is to:

- ✿ Give teachers a chance to discover the benefits of listening comprehension practice in their classroom.
- ✿ Give teachers some practical tips about using cassette recorder and cassette tapes.
- ✿ Provide teachers with useful models of the different kinds of listening activities found in *Hello* books.
- ✿ Help teachers develop ways of using the *Hello* listening exercises with mixed-ability or large classes.

Listening comprehension practice can help your pupils improve listening and speaking skills. Many listening exercises combine writing and reading skills. The taped exercises will help pupils understand spoken questions and statements. Pupils follow spoken directions to write and identify pictures.

At first, the taped exercises may be difficult for the pupils. They may complain that they can not understand the speakers because they are speaking quickly. At the beginning you may need to spend extra class time helping pupils get used to this new way of studying listening. You should repeat the tape two, three or four times, if necessary. However, pupils' listening abilities will quickly improve with regular practice. This is a good use of time because it will have long-term benefits. Pupils will improve their ability to understand normal spoken English.

Remember that the most important part of a successful listening comprehension lesson is a positive attitude on the part of the teacher! If you approach using the tape positively, and encourage and praise your pupils, they will enjoy the lesson and rapidly improve.

How to use the Cassette Tapes and Cassette Recorder

A) Prepare before class

- 1) Find the listening passage you plan to use on the cassette.
- 2) Listen to the passage and look at the pictures in the students' book.
- 3) Look at the Teacher's Guide. Read the directions for preparing and presenting the listening activity.
- 4) Think about the listening exercise and the level of your pupils.

ASK AND ANSWER THE FOLLOWING QUESTIONS.

Listening Passage

- ✿ What model lesson should you use?
- ✿ Are the directions clear?
- ✿ Will your pupils need any extra directions because of differences between the text and the cassette?
- ✿ What language skills besides listening will the pupils need to use in order to do the exercise (writing, reading... etc.)

Pupils' Level of English

- ✿ Will your pupils be able to understand all the passage at once?
- ✿ If your pupils are weak, how can you make the listening task easier?
- ✿ If your pupils are strong, how can you make it more challenging?
- ✿ Will your pupils understand the directions, or will you need to take extra time to explain?
- ✿ What part of the task might cause the problems for the pupils?
- ✿ Should you teach new vocabulary items?

Teaching Techniques

- ✿ Should you give the pupils the script to check pronunciation and intonation?
- ✿ Will you play the tape sentence by sentence, or phrase by phrase?
- ✿ Will the pupils look at the pictures while you play the tape?
- ✿ Will the pupils listen to the tape before looking at the pictures?
- ✿ Will you need to stop the tape to check on the pupils' work?
- ✿ How can you prepare the pupils so that they truly benefit from the listening activity?
- ✿ What kind of follow-up activity should you use?

- 5) Plan your lesson, based on your answers to the questions above.

B) During class

- 1) You should begin by explaining the new procedure to the pupils slowly and carefully so they will not be confused. (You may use Arabic for this.)
- 2) Follow your lesson plan carefully, but be ready to repeat steps or to make changes.

- 3) If the pupils are having difficulty understanding the listening passage and doing the task, try to decide whether the problem is

The procedure itself or **The level of their English**

- 4) You may need to slow down or to repeat each section of the tape several times, until the pupils understand it.
5) Use the "pause" button to stop the tape when pupils write answers.
6) Praise pupils who are doing well and encourage those who are having difficulties.

C) After class

- 1) Do a brief "self-evaluation" of your lesson.
2) Make a few notes on how to change or improve the listening lesson.

Let's Get Started

On the following pages you will find four model lesson plans, all based on listening exercises found in the *Hello* books. These lesson plans illustrate the following types of listening activities:

Listen and Identify

Listen and Write

Listen and Match

Listen and Follow Instructions

These types of activities occur throughout the *Hello* books. When you understand which type of listening activity goes with each model, you will be able to choose the correct model for your lesson plan whenever you have a similar activity.

Model 1 - Listen and Identify

General Comments: This type of listening activity asks the pupils to:

- Look at a picture or table and revise vocabulary.
- Listen to the tape.
- Circle the items mentioned or tick them.

The direction usually uses the words "listen and tick", or "listen and circle".

- 1) Tell the pupils to look at the picture or table. Ask 2 or 3 questions about the pictures as a warm up. Have the pupils tell who the people are, what they are doing, or what they might be talking about.
- 2) Tell the pupils that they will hear the dialogue on the tape. They should look at the picture and circle the places mentioned. Or, they look at the table and tick the right boxes.
- 3) Play the entire activity on the tape once without stopping. Tell the pupils to listen and look at their books. Tell the pupils that they don't need to understand every word, but to understand the passage as a whole.
- 4) Play the tape again. Stop at the end of each sentence for pupils to answer.
- 5) Play the tape a third time. Walk around the room and have the pupils point to the picture or item in a table that being described on the tape.
- 6) If the pupils give different answers, play the sentence again.

DEMONSTRATION

Demonstration Lesson: Hello 3, 1st year prep., Unit 16, Exercise F, Page 14

F Listening

Listen and tick the names of the people who have done these things.



	Father	Mother	Ahmed	Soha
Who has finished a book?				
Who has watered the flowers?				
Who has learned some new verbs?				
Who has mended the car?				
Who has tidied the bedroom?				
Who has visited Grandmother?				

POST DEMONSTRATION DISCUSSION QUESTIONS

After the demonstration, write the answers to the following questions:

- 1) What keywords in the directions will help you to choose the correct model?

- 2) In order to make any lesson more learner-centered, decide whether each of the following activities would be a good warm-up for this lesson. Explain why or why not.

Yes / No

- ✿ Describe the picture to the pupils.

- ✿ Explain the titles in the tables.

- ✿ Discuss what the columns represent and what the rows represent.

- ✿ Write a list of the words on the blackboard for the pupils to repeat.

- ✿ Ask the pupils to describe the picture.

- 3) Decide whether each activity would be a good follow-up for this lesson. Explain why or why not.

Yes / No

- ✿ Pupils work in pairs to describe the table after completing the task.

- ✿ Pupils work in pairs to describe the pictures.

- ✿ Ask pupils to write as many words as possible from the exercise.

Model 2 - Listen and Write

General Comments: This type of listening activity asks the pupil to:

- Listen to the tape
- Follow the directions and write the spoken words or numbers or the answers in the blank spaces

"Listen and Write" activities are found in the Hello books. The directions usually use the words "listen and write the names", or "listen and write the letters", or "listen and write the answer".





- 1) Tell the pupils to look at the exercise while you explain the directions. Make sure that they understand what they are to write (words, names, letters, etc.).
- 2) Explain that they will hear directions telling them to write something in each blank space.
- 3) Play the tape, stopping after the first sentence.
- 4) Write this sentence on the chalkboard, and fill in the blank with the word from the tape. This example will help pupils understand the task.
- 5) Then continue the exercise, pausing the tape after each word to be written. Allow the pupils enough time to write the word or letter in their book.
- 6) Rewind the tape, and check the exercise from the beginning. If pupils give different answers, play the sentence again.

DEMONSTRATION

Demonstration Lesson: Hello 4, Unit 9, Exercise F, Page 42

F Listening

Listen to these teachers asking some students about their free time. Write the names of the students under the pictures.

<p>(a)</p> 	<p>(b)</p> 	<p>(c)</p> 	<p>(d)</p> 
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

POSTDEMONSTRATIONDISCUSSIONQUESTIONS

After the demonstration, write the answers to the following questions:

1) What keywords in the directions will help you to choose the correct model?

2) What language skills (reading, writing, speaking) are used in this type of listening activity?

3) Decide whether each activity would be a good warm-up for this lesson. Explain why or why not.

Yes / No

✿ Read the tape script aloud to the pupils.

✿ Ask the pupils to read the words in the lesson aloud.

✿ Revise the vocabulary words used in the exercise.

✿ Have the pupils quickly read through the exercise.

✿ Ask the students to look at the pictures and guess the aim of the exercise.

✿ Ask the students to describe the pictures.

4) Decide whether each activity would be a good follow-up for this lesson. Explain why or why not.

Yes / No

✿ Ask the pupils to choose the picture that is most interesting.

✿ Have the pupils explain other things they do in their free time.

✿ Ask the pupils to work in pairs to prepare a dialogue between a teacher and her pupils about the topic.

Model 3 - Listen and Match

General Comments: This type of listening activity asks the students to

- Look at the pictures or sentences.
- Listen to the tape.
- Match pictures or sentences with descriptions.

"Listen and Match" activities are found in the Hello books. The directions usually use the words "listen and match", or "listen and join".

- 1) Tell the students to look at the pictures in their books.
- 2) Explain that they will listen to the descriptions of the four characters they see.
- 3) Ask the students if they have an idea about what they will hear beforehand to predict answers.
- 4) Play the tape once. Then play again one character at a time.
- 5) Check answers.

DEMONSTRATION

Demonstration Lesson: Hello 4, Unit 14, Exercise G, Page 5

G Listening

Listen to the descriptions of people's jobs and match the numbers you hear with the jobs below. The first one is done for you.



(a)
a teacher



(b)
a housewife



(c) 1
a farmer



(d)
a footballer

POSTDEMONSTRATIONDISCUSSIONQUESTIONS

After the demonstration, write the answers to the following questions:

1) What keywords in the directions will help you to choose the correct model?

2) Decide whether each activity would be a good warm-up for this lesson.

Explain why or why not.

Yes / No

✿ Describe each picture to the pupils.

✿ Explain the purpose of the lesson.

✿ Let the students look at the pictures and guess what the exercise is all about.

✿ Write a list of words on the chalkboard for the pupils to repeat.

✿ Ask the pupils to describe the pictures.

3) Decide whether each activity would be a good follow-up for this lesson.

Explain why or why not.

Yes / No

✿ Pupils work in pairs to discuss their answers.

✿ Ask the pupils to describe their fathers' job.

✿ Ask one pupil at a time to describe what he wants to be when he grows up.

Model 4 - Listen and Follow the Instructions.

General Comments: This type of listening activity asks the pupil to:

- Listen to the tape
- Follow the instructions.

"Listen and Follow the Instructions" activities are found in Hello 3 only. The instructions use the words "listen and follow", or "listen and put in the right order".

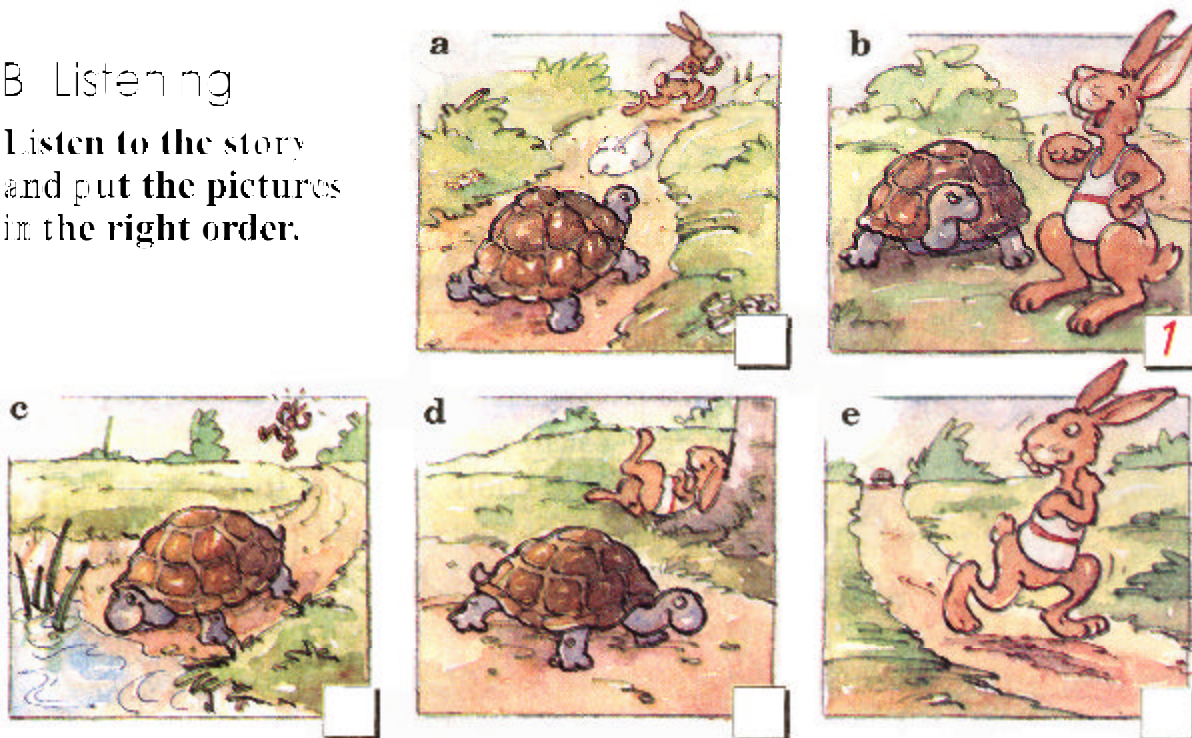
- 1) Tell the pupils to look at the pictures while you explain the directions.
- 2) Explain that either they are going to follow the instructions or they must rearrange the pictures.
- 3) Play the tape one time all the way through, without stopping. The pupils should have their books closed.
- 4) Play the tape again but this time they should look at the pictures.
- 5) The third time you can play the tape one sentence at a time. Ask the students to follow the instructions by acting out or numbering the pictures.
- 6) Play the tape again and check the pupils' answers.

DEMONSTRATION

Demonstration Lesson: Hello 3, Unit 14, Exercise B, Page 1

B Listening

Listen to the story
and put the pictures
in the right order.



POSTDEMONSTRATIONDISCUSSIONQUESTIONS

After the demonstration, write the answers to the following questions:

1) What keywords in the directions will help you to choose the correct model?

2) Is there a language skill, such as reading, used in this type of activity besides listening?

2) What are the warm-up questions you could use for this activity?

4) What are the follow-up questions you could use for this activity?
