**Listening/Speaking 2 First 3 days Lesson plans**

(Summer 2017)

Textbook: Listening & Notetaking Skills Level 1 [Nat Geo series]

<http://www.tesltimes.org/listening-speaking.html>

**Day One:** [Thurs. 1hr-15mins]

1. Welcomes and introductions [Teacher choose format]

2. Go over class syllabus

3. Ice-breaker activity:

 Ex: name game (for large groups)

 Ex: “Do You Like..” game [see handout pdf file]

 Ex: 2 similarities & 2 differences between student and their partner

 Ex: interview partner: find three things & report to rest of class

 Ex: variation on the interview format (bio info) [see handout pdf file]

**WEEK 2**

**Day One:** [Mon. 1hr]

1. In-class listening diagnostic. (Inuit seal hunters)

 [Some students might finish early/give up]

**Day Two:** [Tues. 1hr-15mins]

1. In-class speaking diagnostic (3 minute speech based on a place student has visited –see instructions and outline in folder. Have students eval each other’s speech too.)

2. Extra time: [Begin lessons]

 Chapter 3: “Steve Jobs” –topic preview questions with a partner p.16

**Day Three:** [Weds. 1 hr] = Pre-listening Activities

1. preview questions & discussion p. 16

2. vocab practice p. 17

3. predictions p 17

**Day Four – WEEK 3: Day One** [Thurs. 1hr-15mins] – [Mon. 1 hr]

1. listening for dates practice p.20 {Accuracy Check}

* Pre-listening: Ask students what their birthday is (including the year), and write it on the board when they tell you it. [Take opportunity to correct errors in pronunciation of dates]
* Do the listening practice (p.20)
* Have students compare their answers and then ask them to share their answers. Help with accuracy & pronunciation corrections as needed. {ex: 1955 Vs. 1965…model the difference…can show differences in “f” Vs. “s” sound if you want for example.}

2. Begin note-taking skills: (Chpt 1 & 2 of text have note-taking lessons on abbreviations and on using symbols. These are not a good place to start. [You can come back to these later.] It’s better to start with basic organization and content.)

* Chapter 3 has a lecture that focuses on organizing dates.
* Let students listen to the lecture and ask them to write down any dates/numbers they hear. Before the lecture, tell them to write the dates/numbers in a list as they listen. (demonstrate what a list is on the board) Tell them to leave some space between each item in the list (This way they can add any dates/numbers they missed later on). Make the list of dates/numbers along the left-hand side of the paper so they have room to write information next to each date later.

\*Note: The recordings tend to be difficult and students probably won’t get everything the first time around (or even the second)

* After they listen to the lecture once, have them compare their list with that of a partner and compile a more complete list. (Walk around and give some help as needed)
* If they are not able to come up with much of the info, play the lecture recording again to give them a chance to fill-in more dates. Otherwise, if between all the groups they’ve come-up with most of the dates/numbers, fill-in the complete list (with their help) on the board so everyone will be on the same page.
* Next, tell them to try and write down any information/words they hear next to each of the dates as you play the lecture recording again.

 \* Note: It’s harder for them to get info in words, so they’ll probably struggle

 with this

* Repeat the process that you did for the dates. After they listen to the lecture once, have them compare their list with that of a partner and compile a more complete list. (Walk around and give some help as needed)
* Again, if they are not able to come up with much of the info, play the lecture recording again to give them a chance to fill-in more dates. Otherwise, if between all the groups they’ve come-up with most of the dates/numbers, fill-in the complete list (with their help) on the board so everyone will be on the same page.

\* This lesson and practice will likely continue into Monday’s class (maybe Tuesday).

**WEEK 3: Day Two - Three:** [Tues. 1hr-15mins] – [Weds. 1 hr]]

* Repeat the process above with the second part of the listening/recording

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At this point they are focusing on just writing down content with a limited amount of organization. After more practice with this, they can move onto organizing note content into headings/topics & sub-headings/sub-topics. After that, you can focus on using shorthand techniques (abbreviations, symbols, keywords….) to write the content in a faster, shorter way.

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\* **If the lecture recording is too fast for the students,**

* you can divide it up (play it in sections) …or….
* You can take your own notes from the lecture recording before class and then give the lecture to the students yourself [from your notes] at the appropriate pace for them.

**WEEK 3: Day Four – WEEK 4: Day One:** [Thurs - Mon] {Focus on speaking}

Interview their partner: Tell us their timeline….[The years]

* The teacher makes a set of questions to ask the partner:

- When were you born?/What is your birthday?

-When did you start schools?

- When did you get your first Apple device?

-When did you learn to drive a car?

-When did you finish high school?

-When did you come to Daytona Beach?

* Each student reports to the class about their partner’s timeline.

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Next week begin lessons on presentation skills

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**WEEK 4: Day Two**  [Begin Presentation skills] [simple English Wikipedia or Factmonster]

**Topic:** Choose a person you admire [Like Steve Jobs]. Prepare a 5 minute presentation which includes:

1. Where and when they were born.

2. Where they grew up

3. Five important things about them

4 ?

**Plan:**

1) Teach them how to organize a presentation:

* Title slide [Title + their name]
* Outline
* Body [answers to the questions]
* Conclusion [This is why I admire X]
* Sources [just cut and paste the URL]

Use an example pptx to teach them organization: [For ex: do one on your own person]

2) Survey on pptx skills [Can they add slides, add text, pictures,]

3) Help with basic research. Show them how to get info from sites like simple English Wikipedia or

 Factmonster. Choose a person to use as an example. [Mark Zuckerberg]

4) [**Pairwork or alone**] You can have them a practice on a short sample topic of their choosing [a food they like] [They’ll need your help understanding some things they read. Walk around and help as needed.]

* Maybe only 3 body slides […..?]

5) Teach **some of these** presentation skills: body language [ don’t hide behind the podium, gestures, eye contact, speak loudly enough, don’t read from slides, pace themselves, pronunciation of new words….]

6) Show them the rubric.

7) Have them present their practice pptx.

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This whole thing is basically a dry run for the Person they admire presentation.

8) Allow them time to work on their *person* presentation in class so you can walk around and help as needed. Plus this way you won’t be surprised on presentation day.

9) Students give their presentations & you grade them. While one student is presenting have the others take notes and then ask them questions based on the presentation.

You’ll need a rubric to grade presentations.

**Presentation Grade Questions**

**1.** **Did they make a good power point?**

 Pictures:

 bad (1)-------(2)--------(3)-------(4)------(5) excellent

 Text & Background:

 bad (1)-------(2)--------(3)-------(4)------(5) excellent

 Animation:

 bad (1)-------(2)--------(3)-------(4)------(5) excellent

**2.** **Did they have a good outline/organization?**

bad (1)-------(2)--------(3)-------(4)------(5) excellent

**3. Did they have enough good information [research]?**

bad (1)-------(2)--------(3)-------(4)------(5) excellent

**4. Was their presentation long enough? [5 minutes]**

bad (1)-------(2)--------(3)-------(4)------(5) excellent

**5. Did they speak clearly?**

 Speak loudly:

 bad (1)-------(2)--------(3)-------(4)------(5) excellent

 Pronunciation:

 bad (1)-------(2)--------(3)-------(4)------(5) excellent

 Fluency:

 bad (1)-------(2)--------(3)-------(4)------(5) excellent

**6. Did they look at the audience?**

bad (1)-------(2)--------(3)-------(4)------(5) excellent