**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]

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

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

 [Some students might finish early/give up]

**Day Three:** [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 2: “Immigration” –topic preview questions with a partner p.10

**Day Four**: [Weds. 1hr]

1. Begin note-taking skills: (Chpt 1 & 3 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 2 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). Tell them to 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 Thursday’s class.

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

1. Continue lessons and practices on organizing notes from Wednesday’s class.

\* **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.