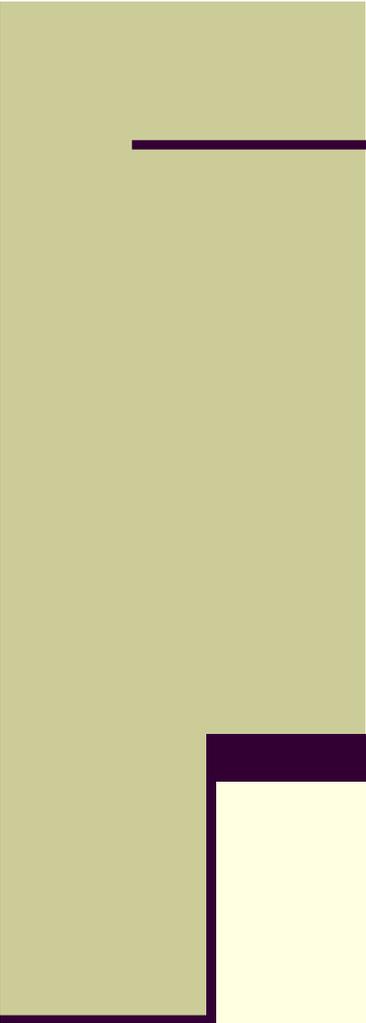




Listening Strategies for the ESL Classroom



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CATESOL 2009

Steps for Teaching Listening

- Do a pre-listening activity
- Describe the task
- Have students do the task (play the recording more than once if necessary)
- Have students share with one another between listenings
- Do a post-listening activity

Encourage students to take risks and make educated guesses.

AUGUSTIN'S RESTAURANT

LUNCH MENU

Soups and Salads

Caesar salad \$2.49
Dinner salad \$1.85
Potato soup \$1.49





Sandwiches

Big burger \$2.98
Big cheeseburger \$3.49
Super burger combo \$5.99
Turkey sandwich \$2.25

Main Courses

(All main courses come with a vegetable)
Sirloin steak and potatoes \$8.50
Fried chicken and french fries \$5.99



Side Orders

French fries \$1.85
Potato chips \$.85
Rice \$1.25
Beans \$1.25
Vegetable of the day \$2.00

Beverages

Soda \$1.19
Milk \$1.29
Coffee \$2.00
Tea \$1.75



Desserts

Chocolate cake \$2.75
Cheesecake \$2.00
Vanilla or chocolate ice cream \$1.75
Fresh fruit \$2.00

C

Look at the menu. What do you want for lunch?

Guest Check		
TABLE NO.	CHECK NO. 200345	SERVER NO.
Soup or Salad:		\$
Sandwich or Main Course:		\$
Side Order:		\$
Beverage:		\$
Dessert:		\$
TOTAL:		\$

Previous

Table of Contents

Next

A

Write the job titles under the correct picture.

carpenter

construction worker

delivery person

mechanic

custodian

computer programmer

homemaker

office worker

Kristina



1. _____

Esteban



2. _____

Ivan



3. _____

Salvador



4. _____

Dalva



5. _____

Chang



6. _____

Natalia



7. _____

Phuong



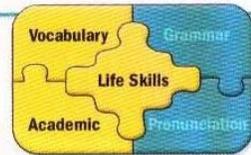
8. _____

Unit 7, Lesson 2, Presentation 1,
Page 124

Previous

Table of Contents

Next



Listen to the lecture on goal setting and take notes below.

CD
TR 8

Goal setting: _____

First thing you should do: _____

Types of goals:

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |

Tips for setting goals:

1. _____
2. _____
3. _____
4. _____
5. _____



Answer the following questions based on the notes you took. Circle the best answer.

1. Which of the following is NOT true about goal setting?
 - a. It will improve your self-confidence.
 - b. It helps motivate you.
 - c. It makes you think about your past.
 - d. It helps you choose a direction for your life.
2. What are the seven types of goals?
 - a. financial, physical, attitude, pleasure, education, mental, family
 - b. physical, career, family, financial, attitude, personal, education
 - c. education, career, technical, financial, physical, attitude, pleasure
 - d. financial, physical, career, family, education, attitude, pleasure
3. Why is it important to prioritize your goals in a list?
 - a. It will be easy to know when you have achieved a goal.
 - b. It will help you focus your attention on the most important goals.
 - c. It gives them life.
 - d. It will improve your self-confidence.

Rental Application

A. Complete the rental application with your own information or interview a partner and complete it for him or her.

RENTAL APPLICATION

Date _____

Interviewed by _____

PERSONAL INFORMATION

Name: _____
last first mi

Phone () _____
 Work Phone () _____

Present Address _____
 City _____ State _____ Zip _____ How long? _____
months / years

Prior Address _____
 City _____ State _____ Zip _____ How long? _____
months / years

Employer _____ Phone () _____
 Position _____ How long? _____
months / years

How many adults will be living in this unit? _____

How many children will be living in this unit? _____

BANK INFORMATION

Bank Name _____ Phone () _____
 Checking Acct. # _____
 Savings Acct. # _____

PERSONAL REFERENCES

Name	Relationship	Telephone

Asking Questions

Information Questions
What is your name?
Where do you live now?
Where did you live before?
How long did you live there?
Who is your employer?
What is your position?

A. Cover the examples above and write questions using the key words. Then check your answers.

1. Name

2. Current residence

3. Previous residence

4. Employer

5. Position

B. Ask a partner the questions above.

Video Viewing Techniques

1. Freeze Frame

Use the video like a picture dictionary. Pause and ask questions about what students see, ask students to make vocabulary lists, ask questions about how people might be feeling in the video based on what they see in the frame, etc.

2. Silent Viewing

Play a video clip and ask students questions about what they saw, have them try to tell the story to the class or to each other in pairs and in groups, prepare questions for them to answer about the clip guessing at meaning, etc. Then play again with sound.

3. Prediction Techniques

Stop the video at a certain point in the clip. Ask students to predict what will come next in a group or in pairs. Or, do a think-pair-share where students share ideas with a partner after thinking first on their own and then offer their best idea to a group or to the class. Use these techniques also with silent viewing or with pause video.

4. Listening without Viewing

Turn the picture off and have students listen to a clip. Use focused listening techniques and ask students to listen for specific information. Have them complete a task like filling in a chart with information gleaned from the listening. Then play the video again with the picture.

5. Back-to-Back

Ask pairs to sit back to back so one member of a pair faces the video and the other faces away or ask one student of the pair to close his/her eyes. Play a clip with no sound and ask the student watching to describe what happens as it happens. Or, ask the student watching to tell the story to his/her partner after the clip is over.

6. Summary Strips

Write out several sentences that describe the plot of the video. Cut out each sentence on a separate strip and mix them up. Ask students in groups to first predict the order the strips should be in and then to watch the video and make changes to their order where necessary.

7. Comprehension Checks

Play one clip of the video at a time. Ask students questions to check for understanding after each clip. Or, ask students in groups to discuss questions you provide them after the clip. Or, ask students to complete a task like doing a Venn diagram or completing a chart after they have watched the video.

8. Normal Viewing

Watch the video from beginning to end. Often it is best to prepare students for the video by doing some context development first.

Progressive Tasks

- Students perform a command (TPR)
- Students demonstrate a response without speaking
- Circle the correct word or phrase
- Write a word
- Complete a chart
- Answer a question
- Write an Outline
- Summarize

CONTACT INFORMATION

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