

Open Resources For English
Language Teaching

ORELT



Module 1 - Better Listening

Supporting Teachers For Quality Education





ORELT

Open Resources for English Language Teaching

Module 1 – Better Listening



COMMONWEALTH *of* LEARNING

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

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About this module manual

Module 1 — Better Listening has been produced by the Commonwealth of Learning (COL). All module manuals produced by COL are structured in the same way, as outlined below.

How this module manual is structured

The module overview

The module overview gives you a general introduction to the module. It will help you determine:

- if the module is suitable for you,
- what you need to know,
- what you should expect from the module, and
- how much time you will need to invest to complete the module.

The overview also provides guidance on:

- study skills,
- where to get help,
- module assignments and assessments, and
- activities and units.

We strongly recommend that you read the overview *carefully* before starting your study.

The module content

The module is broken down into units. Each unit comprises:

- an introduction to the unit content,
- unit objectives,
- unit learning outcomes,



- new terminology,
- core content of the unit with a variety of learning activities,
- a unit summary,
- assignments and/or assessments, as applicable, and
- answers to assignments and/or assessments, as applicable.

Resources

For those interested in learning more on this subject, please see the list of additional resources at the end of each unit in this module. These may be books, articles, websites or audio/video files that can assist in the teaching of the unit and so on.

Your comments

After you have completed **Module 1 — Better Listening**, we would appreciate your taking a few moments to give us your feedback on any aspect of this module. Your feedback might include comments on:

- Module content and structure.
- Module reading materials and resources.
- Module assignments.
- Module assessments.
- Module duration.
- Teacher support (assigned tutors, technical help, etc.).

Your constructive feedback will help us to improve and enhance this module.

Module overview

Welcome to Module 1 — Better Listening

This module is made up of five units and aims to show the teacher how effective listening can be taught in Junior Secondary School (JSS) classes in meaningful contexts, so that students learn how to understand and respond to real-life uses of English. Teaching listening does not mean teaching sounds, words or sentences in isolation; it refers to giving the students exposure to natural language in communicative situations. In this module, teachers will learn ways of engaging their JSS students in meaningful communicative tasks that will train them to perform various language functions in real-life contexts outside the classroom, such as asking for clarifications, responding to a request, an invitation or a greeting and so on.

Is this module for you?

This module is intended for teachers of English as a Second Language (ESL) teaching at the JSS level.

Module objectives



Objectives

The objectives of this module are to:

- help teachers devise and use meaningful activities to develop listening skills in the classroom, and
- provide teachers with a variety of listening exercises that engage students in pair and group work activities to practise meaningful communication in English.

Module outcomes



Outcomes

Upon completion of **Module 1 — Better Listening** you will be able to:

- teach listening skills in meaningful contexts,
- engage your students in real-life communicative tasks to practise their listening comprehension,
- help your students understand English when spoken at normal conversational speed,
- enable your students to respond to language functions in English,
- give your students opportunities to hear English spoken with standard, accepted pronunciation, and
- familiarise your students with correct word and sentence stress in English.

Time frame



How long?

You will need approximately 15 weeks to finish this module — eight weeks for formal study and seven weeks for self-directed study — to complete all the recommended activities.

This is a distance learning programme, thus the time frame is flexible and largely self-directed.

Study skills



Study skills

As an adult learner your approach to learning will be different from that of your school days: you will choose what you want to study, you will have a professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to reacquaint yourself with such things as essay planning, coping with exams and using the Web as a learning resource.

Your most significant considerations will be *time* and *space*; that is, the time you dedicate to your learning and the environment in which you engage in that learning.

We recommend that you take time now — before starting your self-directed study — to familiarise yourself with these issues. There are a number of excellent resources on the Web. For example:

- <http://www.how-to-study.com/>

The “How to Study” website is dedicated to study skills resources. You will find links for tips on study preparation (a list of nine essentials for a good study place), taking notes, strategies for reading textbooks, using reference sources and coping with test anxiety.

- <http://www.ucc.vt.edu/stdysk/stdyhelp.html>

This is the website of Virginia Tech’s Division of Student Affairs. You will find links to tips on time scheduling (including one called “Where Does Time Go?”), a study skill checklist, basic concentration techniques, how to take control of your study environment, note taking, how to read essays for analysis and tips on developing memory skills (“Remembering”).

- <http://www.howtostudy.org/resources.php>

Another “How to Study” website with useful links to learning about time management, efficient reading, questioning/listening/observing skills, getting the most out of putting your knowledge into practice, memory building, staying motivated and developing a learning plan.

The above links are our suggestions to start you on your way. At the time of writing these Web links were active. If you want to look for more go to www.google.com and type “self-study basics,” “self-study tips,” “self-study skills” or a similar combination.

Need help?



Help

Get help through your Google Group support email, SMS number or tutor.

Group email: orelt_tutors@googlegroups.com

Reading



Reading

















Adeyanju, T.K. (2009). *Teaching English*. (Unpublished manuscript.)

Getting around this module manual

Margin icons

While working through this module manual you will notice the frequent use of icons in the margin. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this module.

A complete icon set is shown below. We suggest that you familiarise yourself with the icons and their meanings before starting your study.

			
Activity	Assessment	Assignment	Case study
			
Outcomes	Summary	Objectives	Feedback
			
Terminology	Reading	Reflection	Study skills
			
Help	Time	Audio	Video

Unit 1: Listening for Pronunciation Practice

Introduction

In this first unit of the module on listening, we will illustrate a few activities that you can use in your classroom to improve your students' listening comprehension by making them understand differences in pronunciation. As an English teacher, you might already be familiar with the phonetic symbols for sounds in English. If you are not, you can refer to any good English dictionary (e.g., Oxford/Cambridge/Longman's Advanced Learners' dictionaries) that contains a pronunciation key. This will help you become familiar with phonological information about English sounds, which in turn will enable you to devise classroom activities to develop your students' listening skills. As you are perhaps aware, the pronunciation of English words differs according to which part of the word is stressed, which vowel is long or short, which words in a sentence are pronounced in their weak forms and so on. To be able to understand and respond appropriately to spoken English, JSS students need to be aware of such distinctions when they hear English being spoken. The activities in this unit will focus on giving students opportunities to hear pronunciation differences in appropriate contexts, so that they can use these skills for real-life listening. At this level, we strongly recommend that you **do not** teach your students the phonological symbols, because this kind of technical knowledge will not help them in actual communication situations. Instead, you can use your technical knowledge to design pronunciation tasks for classroom practice.

Unit outcomes



Outcomes

Upon completion of this unit you will be able to:

- help your students recognise differences in English pronunciation stemming from vowel length (i.e., between long and short vowel sounds),
- give your students practice in recognising the difference in meaning in words that are pronounced with different stress when used as different grammatical words,
- familiarise your students with the use of weak forms of English words, and
- design activities to give your students pronunciation practice in a specific context.

Terminology



Terminology

L1 (First language):	The language acquired at birth, normally informally.
Phonetic symbols:	The symbols developed by the International Phonetic Association to represent each distinct sound found in human languages, such as vowel and consonant sounds.
Phonological:	Referring to the sounds of a particular language (e.g., the vowel and consonant sounds of English).
Weak forms:	The unstressed forms of structure/function words like auxiliary verbs, pronouns and articles in an English utterance.

Teacher support information

You might know teachers who do not think there is any need to teach listening skills. This is unfortunate because people actually engage in more listening activities than they engage in reading for the purpose of extracting, understanding and evaluating information. Listening skills will develop only when students have an opportunity to hear English being spoken in natural contexts. Because a child's home environment may not offer such a context, it is important to include classroom activities where students can listen to samples of oral English that represent or recreate real-life uses of English. In the Resource sections, listening passages are provided for you to read in a normal conversational style or to play on an audio or video player.

Case study



Case study

Mr Audu is an English teacher in a JSS in Nigeria. When he began teaching a new group last year, he realised that his students did not understand the English spoken on the radio. They tuned in only to music channels, and skipped other programmes on the radio. He also noticed that the students only watched the pictures on TV and were unable to understand what was being said. He decided that he had to do something to help his class to develop an interest in listening to news, and other programmes, both on radio and on TV. He also decided that he needed to develop his students' interest in listening as he wanted to improve their reading abilities. He realised that there were no materials available. There were textbook passages for teaching reading comprehension but none for teaching listening comprehension. He decided to try out his own strategies.

Mr Audu, who was not confident about his own speaking skills, decided to practise his oral skills at home and tried to ensure that:

- his reading speed was at a normal conversational pace,
- his pronunciation was accurate, and
- his voice level and tone were modulated to make his speech intelligible.

He also selected some recorded material from the Teachers Resources Centre. However, first he had to:

- 1 Adjust the seating arrangement so that each student could hear the recording clearly.
- 2 Adjust the volume of the audio system to a comfortable listening volume.
- 3 Minimise the effect of background noise that might interfere with the sounds while the tape played.

After ensuring that these problems were taken care of, he made exercises for his students to complete *while* and *after* listening to the recordings. The students found this new learning resource interesting, and after a month or so of practice, their teacher found them spending more time listening to radio and TV broadcasts and entertainment programmes in English.

Points to ponder

- 1 Do you think it is important to teach your students to practise listening, since they already hear you speaking English in every class?
- 2 Have you used the audio player in your class to give your students pronunciation practice? How did you deal with background noise?

Activities

Activity 1: Distinguishing sound differences



Activity 1

Second-language speakers of English often confuse the pronunciations of the long and short vowel sounds of English. Some of these differences are found in *ship* and *sheep*, *full* and *fool*, *gull* and *girl* and so on. Students can usually recognise or pronounce these words correctly when spoken in isolation. However, when they hear the same words in a specific context, they are often unable to distinguish the difference in pronunciation. This sometimes leads to poor comprehension of spoken English.

In this activity, you can make students conscious of the differences between words that have long and short vowels between the same consonant sounds. Before the students do the activity, play the text in **Resource 1** once (or read out the transcript) and have a general discussion about the story. Then give them a sheet like the one below, and tell them to circle the word they hear as they listen to the text for a second time.



For example, the first word they will hear is *sleep*, and the second one *slipped*.

- | | |
|-------------------|-------------------|
| 1 a) <i>sleep</i> | b) <i>slipped</i> |
| 2 a) <i>sleep</i> | b) <i>slipped</i> |
| 3 a) <i>bit</i> | b) <i>beat</i> |
| 4 a) <i>bit</i> | b) <i>beat</i> |
| 5 a) <i>lip</i> | b) <i>leaped</i> |
| 6 a) <i>lip</i> | b) <i>leaped</i> |
| 7 a) <i>sheep</i> | b) <i>ship</i> |
| 8 a) <i>sheep</i> | b) <i>ship</i> |
| 9 a) <i>peel</i> | b) <i>pill</i> |
| 10 a) <i>peel</i> | b) <i>pill</i> |

To give your students more practice in distinguishing sound differences, you can make similar activities with other comparable sets of words. Some examples are long /u:/ and short /u/ sounds (*book* and *food*), /ʌ/ and /ɜ:/ sounds (*hull* and *hurl*), /e/ and /ei/ sounds (*get* and *gate*) or /ʌ/ and /a:/ sounds (*bun* and *barn*), etc. You can create short passages containing examples of the same sounds (as in **Resource 1**) or use several pairs of sounds in the same passage to make it resemble real-life contexts. This exercise will help them recognise the sounds when they hear them in contexts outside the classroom and will improve their comprehension of spoken English.

Activity 2: Recognising differences in word stress



Activity 2

Like other languages, English has a fixed stress pattern for words containing more than one syllable. This means that a particular syllable in a word is said with more force than the others. For example, the word *example* is always pronounced with stress on the second syllable (ig-ZAM-pl), while the word *pronunciation* has the stress on the fourth syllable (pro-nunt-si-EI-shun). Sometimes, the same word has a different pronunciation according to whether it is used as a noun, adjective or verb. For example, the word *present* is pronounced with the stress on the first syllable when used as a noun (PRE-zent), and on the second syllable when used as a verb (pri-ZENT).

This activity should help students notice these differences in stress when the words are used in a specific context. Before you begin the activity, take the students through the list of words below by putting them up on the board and pronouncing them with the correct stress each time. For the activity, have the students listen to the passage in **Resource 2** (you can say them aloud or use the audiotape), and underline the part of each highlighted word (i.e., the syllable) that is stressed. Here are the words for the board.

PRE-sent (Noun)	pre-SENT (Verb)
RE-cord (Noun)	re-CORD (Verb)

OB-ject (Noun)	ob-JECT (Verb)
PRO-duce (Noun)	pro-DUCE (Verb)
AB-sent (Adjective)	ab-SENT (Verb)
RÉ-sumé (Noun)	re-SUME (Verb)
CON-duct (Noun)	con-DUCT (Verb)

Activity 3: Recognising the use of weak forms



Activity 3

As you are no doubt aware, English is a stress-timed language — that is, in a sentence, the stress falls at regular intervals. This gives spoken English its own definite rhythm, and sometimes this rhythm poses a problem for listeners who do not have a similar rhythm in their own language. One feature of English rhythm that commonly causes problems in comprehension is the use of **weak forms**. For example, when pronounced in isolation, auxiliary verbs or articles such as *would*, *have* or *a* are said with the vowels in their **strong** (normal) forms — /wud/, /hæv/, /ei/. But in utterances, these are pronounced in their unstressed, **weak** forms — /d/, /v/, /ə/, as in the sentences below:

- *We'd like to see the principal, please.*
- *I've missed classes the whole of last week, you know!*
- *It's a hit!*

In classrooms, teachers usually speak to students slowly, articulating each word carefully for ease of understanding. While this is a good strategy when explaining a concept, it does not give students exposure to the “real” English that they will encounter outside the classroom. In this activity, you will be able to give students practice in understanding English spoken at normal conversational speed, when weak forms are used. Before you begin the activity, have class discussions on contracted forms of verbs. (You can also refer to **Activity 2 of Unit 2 in Module 6 — Communicative Grammar** for a discussion of contracted forms.) This discussion is meant to refresh your students’ knowledge of the use of contracted forms in informal English. You can, for example, have students complete the following exercise in pairs. You can also ask them to add similar words to the list. In Column 2, write the full form of the contraction in Column 1.

Column 1: Contracted form	Column 2: Full form
<i>I'll</i>	
<i>I'm</i>	
<i>Haven't</i>	
<i>Don't</i>	
<i>She'll</i>	

We've	
You'll	
I'd	
You're	
He's	

Have a class discussion on how these contracted forms are the written versions of the **weak forms** of the verbs, and how people use these weak forms in informal conversations. If the students are to easily understand what people say in conversations, they must become familiar with this special feature of spoken English.

For the activity, tell your students that they will listen to a conversation (**Resource 3a**) twice. The first time they will just have to listen with attention. The second time, they will have to fill in the blanks in the passage (**Resource 3b**) with the full forms of the words that they hear.

To give your students more practice, you can put them in groups of four (i.e., to make two pairs). The first pair will prepare a dialogue similar to the one in **Resource 3a**, and have a conversation. The other pair will have to write down the words that are said in their weak forms. The pairs then repeat the activity; the second pair writes their dialogue, and the first pair completes the task.

Unit summary



Summary

In this unit, we looked at a few important aspects of spoken English that JSS students need to be familiar with. The skill of listening improves only when students have regular exposure to the spoken form of the language. Also, practising pronunciation of words in isolation does not help much, as in conversations people tend to speak faster and use certain conventions like weak forms, for example. To enable students to understand spoken English, you should use activities involving providing answers both *while* and *after* listening.

Reflections



Reflection

- Which activity was relatively easy for you to use in class?
- Which activity was easier for the students to do?
- What kinds of activities could you design for pronunciation practice?

Resources

Resource 1: Pat and *The Sheep on Noah's Ship*



Resource 1

This transcript of a short story shows the difference in pronunciation between the short /i/ and the long /i:/ sounds of English. You can play the audio version or read it at a normal conversational speed to the class for the activity. The text should be read twice, with the students being asked just to listen the first time. Before reading the text for the second time, announce that they should do the activity *while* they listen.

Transcript

“Mummy, Mummy, wake up!” shouted Patricia.

Sally yawned and stretched. “Will this child ever sleep?” she thought. Suddenly she heard a thud. “Oh, no!” thought Sally, “Pat must have slipped again!” “Mummy!” she heard the child scream. Her eyes flew open to see milk poured all over the bed. Her daughter was trying to fill the spilt milk back into the bottle. Sally bit her tongue to stop herself from shouting. “I think I’m going to beat her up now!” muttered Sally to herself. But before she could say anything, Pat ran straight into Sally’s arms. Sally noticed that her daughter had a cut on her upper lip. Sally leaped off the bed quickly and ran down to the bathroom to get some antiseptic. She returned to find Pat standing beside her bed looking at her. In one hand she held her broken milk bottle and in the other she carried a storybook. Sally suddenly realised why her daughter had come to her. It was 7.00 a.m. “Mummy, please tell me the story of the black sheep on Noah’s ship!” she pleaded. Sally laughed. How easily the child had forgotten about her fall and her hunger! Sally quickly peeled a banana, fed it to Pat and popped a headache pill in her own mouth. “She really is a sweet and clever child,” thought Sally. She must remember to tell her husband about this morning’s events!



Audio

Resource file

See in the enclosed DVD an audio recording of the activity:

- Scripts\Module1\Unit1\Activity1\Resource1\Audio\Pat and the Sheep on Noah’s Ship.mp3

Resource 2a: Allen’s announcement (transcript)



Resource 2a

Allen: Good morning, everybody! Please pay attention to this announcement.

Amina: Wait a minute! I don’t think everyone’s here — Ricky is absent, and so is Sheila.

Allen: Well, I can’t hold the announcement just because they choose to absent themselves from work! There’s good news for us

— there's a present for you if you present the record of last week's activities accurately. The video guys will record the best presentation! And the boss wants the best presenter to submit his or her résumé at my desk so that your promotion can be processed!

Amina: I don't object to getting a promotion, but what is the object of carrying it out like this?

Allen: We'll come to that in a while. All right, guys! Who will conduct today's session? Remember, there'll be marks for good conduct as well!

Amina: Let's not forget that we have to produce a good report at the end of the day.

Allen: True. And after that everyone's been ordered to resume work — no holiday, guys!



Audio

Resource file

If you have trouble playing the video, you can have your students listen to the audio recording (below) of the same conversation:

- Scripts\Module1\Unit1\Activity2\Resource2\Audio\Allen's Announcement.mp3

Resource 2b: Allen's announcement (worksheet)



Resource 2b

Underline the part of the word (the syllable) that is stressed in each word you hear.

- 1 Ab-sent
- 2 Ab-sent
- 3 Pre-sent
- 4 Pre-sent
- 5 Re-cord
- 6 Re-cord
- 7 Re-sume
- 8 Re-sume
- 9 Ob-ject
- 10 Ob-ject
- 11 Con-duct
- 12 Con-duct
- 13 Pro-duce
- 14 Pro-duce

Resource 3a: Practising weak forms (transcript)



Resource 3a

- Teacher: Kenny, why **haven't** you been in class all week?
- Kenny: Sorry, Teacher. I've been unwell.
- Teacher: Well, I'll have to mark you absent for the whole period. Why **don't** you get a certificate from your doctor?
- Kenny: **She's** out of the country at the moment, Teacher. I'm going to ask her to write one when she comes back next week.
- Teacher: **We've** finished three chapters in the last few days, so **you'll** have to finish your homework for all of them.
- Kenny: I'd like to meet you after class, Teacher, if **you're** free.
- Teacher: I'm sure we can arrange something, Kenny. Meet me after class at four today.
- Kenny: Thank you, Sir. I'll bring my father along. **He's** been wanting to meet you to discuss this.



Audio

Resource file

See in the enclosed DVD an audio recording of the activity:

- Scripts\Module1\Unit1\Activity3\Resource3a\Audio\Practicing Weak Forms.mp3

Resource 3b: Practising weak forms (worksheet)



Resource 3b

- Teacher: Kenny, why _____ you been in class all week?
- Kenny: Sorry, Teacher. I _____ been unwell.
- Teacher: Well, I _____ have to mark you absent for the whole period. Why _____ you _____ get a certificate from your doctor?
- Kenny: She _____ out of the country at the moment, Teacher. I _____ going to ask her to write one when she comes back next week.
- Teacher: We _____ finished three chapters in the last few days, so you _____ have to finish your homework for all of them.
- Kenny: I _____ like to meet you after class, Teacher, if you _____ free.
- Teacher: I _____ sure we can arrange something, Kenny. Meet me after class at four today.

Kenny: Thank you, Sir. I _____ bring my father along. He _____ been wanting to meet you to discuss this.

Teacher question and answer



Feedback

Question: In the class we read English lessons aloud to the students before making them read these themselves. Is this not enough to help them learn good pronunciation?

Answer: Listening to the teacher read out a lesson in English is an effective means of giving students exposure to good pronunciation. However, the English textbook may not have enough instances of the language spoken in real life, as in the form of conversations. Students need exposure to the kind of informal English spoken in the real world, not just the language of stories and poems. Lessons should therefore be supplemented with activities that require students to listen to other, more natural instances of language use because this is what will prepare them to respond appropriately to people outside the classroom.

Unit 2: Listening for Personal Communication

Introduction

Cable television, radio, Internet and mobile phone technologies have made English an unavoidable part of our daily lives. Whether we are consciously aware of it or not, we have begun to be surrounded by informal and colloquial English, both oral and written. More and more people now use English to communicate amongst themselves, and so it is important for JSS students to learn how to respond to informal English. The activities in this unit will expose students to situations from real-life contexts where they are required to listen to and understand English in personal communication.

Unit outcomes



Outcomes

Upon completion of this unit you will:

- recognise and understand various greetings in English,
- understand instructions given in English,
- understand the speaker's attitude in personal communication, and
- be familiar with various forms of informal English.

Case study



Case study

Mrs Ashom was an English teacher at a JSS. Having completed her education in the capital city, she wanted her students to make the most of the education opportunities offered there. With great excitement and enthusiasm, she decided to organise class discussions around students' future plans and career options. In class, however, she realised her students lacked confidence in using English, especially in personal communication with her and amongst themselves. She noticed they were awkward in exchanging greetings, sharing information or even discussing class activities in English. She wondered how she could motivate them to use English with confidence. She felt it was important for them to learn how to express themselves with confidence in English, as they would have to use English once they left their hometown for higher education.

Mrs Ashom discussed her worries with her husband, a senior government official. He suggested that she could engage them in interesting

classroom tasks that required them to communicate only in English. Even if they began with poor English, her husband felt that Mrs Ashom should not worry, as their language skills would develop once they became more relaxed and less self-conscious. When Mrs Ashom told the students about her plans for the special activity classes every week they were very excited about it. In these classes, Mrs Ashom used videotapes and audio recordings of materials she picked up from TV, and engaged the students in a variety of tasks. The strategy worked, and at the end of six months she took them on a trip to the museum in the city. There, she watched proudly as her students spoke confidently to the museum authorities, greeting them and asking about various objects on display and so on. Mrs Ashom felt very happy that her efforts had been rewarded.

Points to ponder

- 1 Do your students display a lack of confidence when interacting with others, especially adults, in English? What, in your opinion, leads to this situation?
- 2 Do you have students who seem to read and write fairly well in English, but become tongue-tied when communicating orally in English? What steps do you take to help these students use English with confidence?

Activities

Activity 1: Responding to greetings



Activity 1

One of the first things students are taught to do in the English class is greet teachers with expressions such as “*Good morning, Ma’am/Sir,*” and respond to greetings like “*How are you today?*” with “*I’m fine, Ma’am.*” Such greetings are, however, limited to the English class, and students are rarely exposed to other forms of greetings. This leaves them unprepared when they interact with people in real-life situations, and unable to respond appropriately. In this activity, students will have an opportunity to listen to several forms of expressions used for greetings, and to learn appropriate ways of responding. To prepare your students for this activity, show them the video in **Resource 1a**, but with the audio muted, and ask them to guess what the people in the video are doing. You can also ask them to guess what the speakers might be saying. Then have a class discussion on greeting people. Have the students suggest expressions that we use to greet one another in English. You might get responses such as “*Good morning/afternoon. How are you?*” and so on. Encourage them to think of how they greet people in their own language, and discuss how they would translate these expressions into English.

Now announce that they will watch the video recording again, but this time with the sound on. As they watch, they will have to tick off on their worksheet (**Resource 1b**) the utterances that they hear people use to greet each other. During discussion of the activity, make students aware of the specific expressions related to greeting. These may be different from invitations or small talk.

For further practice, divide the students into groups of four, and have them listen to an audio recording of a conversation (**Resource 2a**) then fill in the blanks on a worksheet (**Resource 2b**) with the greetings they hear on the audio. Then, in their groups, have them design their own conversations in a dialogue format, and put in appropriate responses to greetings from the examples they heard on the video or audio. You could also read out the transcripts yourself if your classroom does not support the multimedia files.

Activity 2: Understanding instructions



Activity 2

Listening to a recipe

In the classroom, students are often engaged in following the teacher's instructions: *Take out your books/Answer the questions on the board/Write three sentences on...*, etc. These instructions are, however, limited to academic activities, and may not give students adequate exposure to real-life instances of the language of instructions. In this activity, we will help you introduce your students to a few common instructions that they will be expected to listen to and respond to outside the classroom.

To introduce the students to simple instructions in English, you can have them play a game. For the first part of the game, think of a few humorous instructions like *Scratch your right ear/Lift the hand of the person on your left/Touch your shoes with your elbows*, etc. Tell the students that they will have to listen carefully to you and do exactly what they hear. This usually draws a few laughs and sustains the students' interest in the class.

For the next part, put the students in pairs and tell them to write an instruction on a slip of paper, fold it and place it on the teacher's table. This time the instructions should contain at least two or three activities, such as:

- Take out the pencil box from the bag nearest to you, turn it upside down and place it near the door.
- Hold your best friend's hair with your left hand, put his/her right hand on your head and both of you turn around twice.

When you have collected enough instructions, pick some at random and ask different students to follow each instruction. Some of the instructions may not be grammatical, so when you read, you could make the necessary changes to make them read grammatically. This activity generates a lot of fun, and is meant to introduce the students to a variety of situations where they need to follow instructions in English.

For the final part of this activity, you can start by asking students about their favourite food and whether they know how to prepare it. Then tell them that they will have to listen to someone giving instructions on how to prepare a recipe (**Resource 3a**). They will listen to the recording twice. As they listen to it the second time, they will have to mark the correct options on the worksheet (**Resource 3b**).

After the activity, you can have a class discussion on other kinds of instructions that people have to listen to in English. You can follow up this activity with a more complex one in which students complete a series of actions while listening to your instructions. Some such actions can relate to making a drawing while listening to the steps in sequence, following a route on a map, creating a paper boat and so on.

Activity 3: Understanding a speaker's attitude



Activity 3

One of the interesting things about language is how our words and sentences are accompanied by tones that give listeners information about our mood and attitude. In fact, the same utterance, when said in different ways, can produce very different meanings and show the speaker's attitude. For example, the short utterance below can mean:

- 1 Surprise: *A birthday cake!* (= I didn't expect this gift!)
- 2 Confusion: *A birthday cake?* (= Why should anyone give me a cake — it's not my birthday!)
- 3 Pleasure: *A birthday cake!* (= What a pleasant surprise!)
- 4 Annoyance: *A birthday cake?* (= Don't people have better sense than to give me a cake?)

To prepare students to listen and respond appropriately to English in real-life contexts, it is important to train them to recognise and understand people's attitudes when they speak. In this activity, you will be able to expose students to several English utterances spoken in different ways that show a speaker's positive or negative attitudes.

Before you begin this activity, demonstrate different attitudes or moods such as **anger**, **surprise**, **calm** or **humour** by saying a sentence in different ways as shown in the example above. For example, you could take a sentence like *I didn't eat the ice cream in the fridge!* and say it angrily, apologetically, humorously or calmly.

Then ask a few students to say a sentence to practise listening for attitude. Have a short discussion on how and why it is important for them to understand the speaker's attitude when they listen to people speak English in situations outside the classroom. Follow up the discussion with the activity.

For the activity, tell the students that they will listen to a conversation between two people called Nicholas and Ravi (see **Resource 4a**). Nicholas is the first speaker, and Ravi is the second speaker. As they listen, they should tick (✓) in their worksheets the correct attitude or tone of the speaker. After they finish, they should exchange answers with the friend sitting next to them, and find out if they agree on the speaker's attitude. As a follow-up task, ask the students, working in groups of four, to prepare a similar conversation on a situation and then do a role play on it. When a group is doing their role play, the other students should say what the attitude of the speakers is.

Wind up the activity by asking the students to note down (as a homework assignment) at least *three* different examples of speakers' attitudes that

they hear on their way home from school that day, and on their way there the next day.

Unit summary



Summary

This unit included some activities that you can use in your classroom to help your students understand English expressions in personal communication. JSS students need to learn to listen and respond appropriately to communicative exchanges in situations outside the classroom to improve their proficiency. You could involve them in role plays in the class on different life situations that would require them to listen and respond to people in English. You could even organise class trips to local places where they would need to converse in English. These real-life activities will greatly improve their listening comprehension.

Reflections



Reflection

- Did all the students participate actively in the activities?
- Did any students not show much interest in the activities or not cope with them?
- As a teacher, how would you address this?
- Which activity took longer to perform, and why?

Resources

Resource 1a: At the Christmas party (transcript)



Resource 1a

Butler: Good evening, Sir. Good evening, Ma'am. Please do come in — Mrs Wilson is in the drawing room.

Diane: Hey guys, good to see you.

Halle: Good to see you too, Diane — thanks for inviting us.

Musa: Yeah, it's been a while, Diane, since we visited!

Diane: Come on in, it's freezing outside! Great to have you and Halle join us, Musa — Nelson keeps organising a picnic.

Musa: Oh, that sounds like a great idea! By the way, I haven't seen Nelson anywhere around. Where is he?

- Nelson: Hey, Musa! How are you, my friend? Welcome to the party, Halle!
- Halle: Good evening, Nelson! Musa was just asking about you!
- Nelson: I was taking care of the last-minute details, Halle. Do join me for a drink.
- Musa: Ooh, just the right welcome, Nelson — I thought you would never ask!
- Diane: Hey, don't forget about me, Nelson — I'm dying for a juice, too.
- Nelson: I'll get you one right away.
- Diane: Thanks, you're a dear!



Video

Resource files

See in the enclosed DVD a video recording of the activity:

- Scripts\Module1\Unit2\Activity1\Resource1a\Video\At the Christmas Party.mp4



Audio

If you have trouble playing the video, you can have your students listen to the audio recording (below) of the same conversation:

- Scripts\Module1\Unit2\Activity1\Resource1a\Audio\At the Christmas Party.mp3

Resource 1b: At the Christmas party (worksheet)

Resource 1b

The table below contains the utterances used by the people in the video. Which ones are used as greetings? In the Check Box, tick (✓) the expressions that you think are used for greeting one another, and as responses to greetings. Cross (X) the box if the expression is not a greeting.

NO.	Expression	Check Box
1.	Good evening, Sir. Good evening, Ma'am.	<input type="checkbox"/>
2	Please do come in — Mrs Wilson is in the drawing room.	<input type="checkbox"/>
3	My dear friends!	<input type="checkbox"/>

4	So good to see you — come on in, it's freezing outside!	<input type="checkbox"/>
5	Good to see you too, Diane —thanks for inviting us.	<input type="checkbox"/>
6	Yeah, Diane — it's been ages since we visited!	<input type="checkbox"/>
7	Great to have you and Halle join us, Musa.	<input type="checkbox"/>
8	Nelson keeps planning to organise a picnic.	<input type="checkbox"/>
9	That sounds like a great idea!	<input type="checkbox"/>
10	By the way, where's Nelson?	<input type="checkbox"/>
11	I haven't seen the host around anywhere!	<input type="checkbox"/>
12	Hey, Musa!	<input type="checkbox"/>
13	How are you, my friend?	<input type="checkbox"/>
14	Welcome to the party, Halle!	<input type="checkbox"/>
15	Good evening, Nelson!	<input type="checkbox"/>
16	Musa was just asking about you!	<input type="checkbox"/>
17	I was taking care of the last-minute details, Halle.	<input type="checkbox"/>
18	Do join me for a drink.	<input type="checkbox"/>
19	Just the right welcome, Nelson — I thought you would never ask!	<input type="checkbox"/>
20	Hey, don't forget me, Nelson — I'm dying for a juice myself.	<input type="checkbox"/>
21	Of course, my dear — I'll get you one right away.	<input type="checkbox"/>
22	Thanks, you're a dear!	<input type="checkbox"/>

Resource 2a: Exchanging greetings in a meeting (transcript)



Resource 2a

- Edward: Good morning, everyone! Welcome to the Silver Jubilee Celebrations Meeting of Riverglade High School. Some of you might have kept in touch over the years, while some others might be meeting after 25 years! I know you are all eagerly looking forward to catching up on each other's lives, sharing your experiences, getting to know each other's families and spending an exciting time together. Let me not keep you from this exciting reunion! God bless!
- Samuel: Hey, Edward Bloom. Is that really you? What happened to your hair? Ha ha!
- Rodney: Samuel! Samuel Ngege! Samuel the Snake — you're just the same!
- Samuel: You haven't changed, either, Rodney Red Knee! It's SO good to see you!
- Nikita: What about me, guys? Remember me?
- Samuel, Rodney: Nikita — how ARE you?
- Sheila: Hello, boys — so NICE to meet you all!
- Nikita: Hey, Sheila — it's wonderful that you came all the way from Toronto!
- Edward: How's life been with you?
- Sheila: I'm fine, just fine, Ed. Nikita — how lovely you look!
- Samuel: Girls, remember me?
- Sheila: Oh my God — it's Samuel, isn't it? How have YOU been, kid? You look different.
- Samuel: First class, my dear! I'm fat, fit and forty!
- Everyone: Ha ha! Still the joker, our Samuel!



Audio

Resource file

See in the enclosed DVD an audio recording of the activity:

- Scripts\Module1\Unit2\Activity1\Resource2\Audio\Exchanging_Greetings_In_A_Meeting.mp3

Resource 2b: Exchanging greetings (worksheet)



Resource 2b

- Edward: _____! _____ the Silver Jubilee Celebrations Meeting of Riverglade High School. Some of you might have kept in touch over the years, while some others might be meeting after 25 years! I know you are all eagerly looking forward to catching up on each other's lives, sharing your experiences, getting to know each other's families and spending an exciting time together. Let me not keep you from this exciting reunion! God bless!
- Samuel: Hey, Edward Bloom, _____? What happened to your hair? Ha ha!
- Rodney: _____! Samuel Ngege! Samuel the Snake — _____!
- Samuel: You haven't changed, either, Rodney Red Knee! _____ SO _____!
- Nikita: What about me, guys? _____?
- Samuel, Rodney: Nikita — _____?
- Sheila: _____ boys — _____!
- Nikita: Hey, Sheila — _____ that you came all the way from Toronto!
- Edward: _____ with you?
- Sheila: _____, just fine, Ed. Nikita — _____!
- Samuel: Girls, _____?
- Sheila: Oh my God — it's Samuel, isn't it? _____, kid? You look different.
- Samuel: _____, my dear! I'm fat, fit and forty!
- Everyone: Ha ha! Still the joker, our Samuel!

Resource 3a: Listening to instructions: Recipe (transcript)



Resource 3a

- Kama: That was delicious, Asha! What do you call it? Teach me how to make it!
- Asha: Oh! This is a very common Indian dish. It's called aloo paratha, which is like a bread stuffed with mashed potatoes in spices.
- Kama: Tell me what goes into it.

Asha: You mean the ingredients? Well, for the stuffing, you'll need two or three boiled potatoes. Mash them well, and add a teaspoonful of chili-ginger paste to it. Spice it up with a few sprigs of coriander leaves, finely chopped. Add salt to taste and a tablespoonful of oil.

Kama: What about the bread?

Asha: To make the dough for the bread, which we call chapatti, take two cups of wheat flour, add salt to taste and a little oil. Knead the dough with water until it becomes soft.

Kama: That sounds easy! What next?

Asha: Make small balls of the dough and stuff them with a bit of the boiled potatoes. Then dust the balls of dough on wheat flour so that they are easy to roll, and don't become messy. Now carefully roll out each ball of dough with a rolling-pin until it becomes the size of a quarter plate.

Kama: Is that all?

Asha: No, unless you plan to eat it raw! To cook the paratha, heat up a frying pan and pour a teaspoonful of oil on it. Place the paratha on the pan carefully, and turn it over a few times so that both sides get cooked evenly. Your aloo paratha is now ready to eat! Serve it with a green chutney or dip.



Video

Resource file

See in the enclosed DVD a video recording of the activity:

- Scripts\Module1\Unit2\Activity2\Resource3a\Video\Listening_to_Instructions_Recipe.mp4

Resource 3b: Listening to instructions: Recipe (worksheet)



Resource 3b

Listen to the conversation between Kama and Asha on how to cook an Indian dish. As you listen, underline or circle the correct answer from the options listed.

- 1 The name of this dish is *chapatti/aloo paratha/chutney*.
- 2 This is a popular Indian/Kenyan/Japanese recipe.
- 3 The words *aloo paratha* mean a bread stuffed with onion/potatoes/bananas.
- 4 For the stuffing, you will need a chili-ginger/green chutney/wheat paste.
- 5 The wheat flour has to be made into a syrup/paste/dough.
- 6 Roll the *chapattis* so that they become the size of quarter plates/cups/bowls.

- 7 Cook the *paratha* on a grill/oven/frying pan.
- 8 Pour oil/water/ketchup into the hot frying pan.
- 9 You can eat the *paratha* raw/fried/baked.
- 10 Serve your *aloo paratha* with ketchup/green chutney/cheese.

Resource 4a: Listening for attitude (transcript)



Resource 4a

Nicholas (**angrily**): Hey, mister, what's up? Why are you following me!

Ravi (**surprised**): Following you? You must be joking!

Nicholas (**firmly**): Of course you are! You have been stopping wherever I stopped, pretending to look at the shop windows!

Ravi (**calmly**): My dear man, you are unnecessarily getting worked up. I do not know you, and I have been looking inside shop windows because I want to buy something special for my wife's birthday. Ask any shopkeeper!

Nicholas (**sceptically, not believing him**): Do you really expect me to believe that? There are no shops in this street selling women's gifts!

Ravi (**gently, with a smile**): I think you've been watching too many detective movies, my dear man! By the way, I'm Ravi, and my office is just over there.

Nicholas (**apologetically**): I'm sorry, Ravi! Maybe I WAS imagining things. Perhaps it's because I'm very tense about something at work. Sorry again. Oh, my manners! I'm Nicholas, and my office is a block away.

Ravi (**pleasantly**): Don't apologise. It's all right. Nice meeting you, Nicholas.



Video

Resource file

See in the enclosed DVD a video recording of the activity:

- Scripts\Module1\Unit2\Activity3\Resource4a\Video\Listening_for_Attitude.mp4

Resource 4b: Listening for attitude (worksheet)



Resource 4b

- 1 In the first utterance, the speaker is
 a) angry b) happy c) polite d) confused
- 2 In the second utterance, the speaker, Ravi, sounds
 a) respectful b) angry c) calm d) surprised
- 3 In the third utterance, the first speaker Nicholas replies to Ravi in a _____ manner:
 a) friendly b) firm c) disrespectful d) respectful
- 4 In utterance 4, Ravi sounds
 a) amused b) sarcastic c) scared d) apologetic
- 5 In the fifth utterance, Nicholas replies to Ravi in a/an _____ tone.
 a) apologetic b) polite c) friendly d) respectful
- 6 Ravi ends the conversation in a/an _____ manner.
 a) angry b) obedient c) unpleasant d) pleasant
- 7 The conversation shows that Nicholas was in a _____ mood
 a) worried b) happy c) sad d) friendly
- 8 During the conversation, the second speaker Ravi's attitude was
 a) positive b) negative c) neutral d) unpleasant

Teacher question and answer



Feedback

- Question:** How can I motivate students to practise listening for personal communication if they feel they do not need to speak in English to anyone in their hometown?
- Answer:** Encourage them to think of spending a part of their life outside the limits of their hometown. You can motivate them to think of going to university or later working in a distant place, where they will need to interact in English with people from various provinces.

Unit 3: Active Listening: Communicating in Public Situations

Introduction

Effective oral communication includes the ability to understand a message and also respond to it appropriately, in both private and public contexts. At higher secondary level and beyond, students are expected to attend co-curricular sessions involving lectures, speeches, debates and public announcements. For students to be able to comprehend English discourse (i.e., longer chunks of speech on a particular topic), they need to take part in occasions and events involving public speaking.

At the JSS level, students have frequent opportunities to listen to speeches in English. In fact, a formal speech is one of the most common forms of English discourse that students are exposed to. Some schools have morning assembly speeches, headteacher's speeches on various occasions, speeches by important visitors to the school and so on. As a JSS English teacher, however, you will probably agree that students rarely have the patience for or interest in listening to a lecture for a long period. Sometimes the topic does not interest them; at other times they may find it difficult to understand what is being said. Some students find it difficult to process information over a longer period, while others have poor comprehension skills.

This unit contains three activities that you can use to develop your students' skills in listening effectively to longer stretches of spoken English. The first two activities deal with academic English (lecture and debate) and the third gives students practice in understanding public announcements.

Unit outcomes



Outcomes

Upon completion of this unit you will be able to teach effective listening by:

- having students interpret information from a public lecture,
- helping students understand the main ideas of a debate, and
- exposing students to public announcements.

Case studies

Case study 1



Case study 1

Mrs Julie Obi is an English teacher in a JSS and is in charge of Clubs and Societies. Mrs Obi was recently asked to prepare her students for an inter-school debating competition. In the course of her preparation, she noted that her students could not respond to the points raised by their opponents. She observed that this inability was because of poor listening skills.

Mrs Obi therefore decided to help her students develop their listening comprehension skills. In her next few classes, she devised a few language games that required her students to listen and respond to questions posed by the other groups. She awarded marks to the group that responded correctly, to make the activity more interesting. At the end of each game, she organised a feedback session in which students were encouraged to describe why they had won or lost a particular game. She prompted them to say which parts they did not understand, and whether it was because the teacher had used unfamiliar words or read very fast, or they could not understand instructions easily. By discussing their problems in listening, Mrs Obi managed to make them conscious and aware of the need to listen more carefully and with focus. At the end of several rounds of such classes, she realised that the students' listening skills had improved dramatically. This encouraged her to organise club activities such as debates, which her students now participated in with greater enthusiasm.

Points to ponder

- 1 Do your students face similar problems in understanding instructions or taking part in activities that involve listening and speaking in English? Are the causes similar to those that Mrs Obi identified?
- 2 What kinds of texts do your students listen to in English apart from your explanations or question-answer sessions in the class?

Case study 2



Case study 2

Mr Amadu is an English teacher. On 1 October 2007, Nigerians were anxious to listen to the president's National Day broadcast. The Amadus watched the telecast intently. No one spoke a word, because they wanted to listen carefully to what the president was saying. Even the four children were silent throughout the 25-minute broadcast.

At the end of the broadcast, Mrs Amadu and the children turned to Mr Amadu and asked, "What did the president say he will do?" Mr Amadu quickly realised that although the entire family had watched the television broadcast, they had not understood any of the information.

This experience set Mr Amadu thinking. He wondered whether his students would have understood the telecast. Luckily, he had recorded the president's speech, and so he decided to take it to class. He played the video in class, but at the end of the telecast, none of his students could

say precisely what the speech was all about. Mr Amadu resolved to do something to enable his family and students to get information from radio and television broadcasts in English.

He also realised that in order to get his students to pay attention to what they were listening to, he needed interesting resource materials. He decided to design activities that would enable his students to identify facts and opinions, to differentiate between them and determine speakers' attitudes.

Points to ponder

- 1 Do you use radio and TV broadcasts as listening resources in your classroom? What problems do you encounter during these sessions? If you have not used them yet, but would like to begin, how do you think these would help your students?
- 2 Why do you think students find it difficult to understand the English being spoken on the radio or TV? How can we encourage them to listen to such programmes more to develop their aural English skills?

Activities

Activity 1: Following a lecture



Activity 1

As discussed in the unit introduction, many JSS students have problems with processing verbal information in longer stretches because we give students relatively little focused practice in processing such information. It is one thing to follow simple instructions or the teacher's directions in the class, but another thing to understand and sustain interest in longer stretches of language delivered on a topic, which we refer to as a **speech** or a **lecture**.

Through this activity, you will be able to have your students practise following a speech by predicting the content, and having them look for the main ideas, supporting details and illustrations while they listen. To prepare them for the activity, you can first let them practise with shorter pieces of oral information.

Prepare a four-paragraph lecture on a familiar topic or have your students listen to the passage in **Resource 1a**, and write a one-line summary for each paragraph. Cut the summaries into four pieces of paper (one set for each pair), or write them, out of order, on the board after you have given your instructions. Tell the students that they will listen to a lecture on an undisclosed topic. Give them the title of the lecture, and have a short prediction exercise (see **Resource 1b** for the exercises) on what they expect to hear in the lecture. This will prepare them to listen with focus, and also motivate them to listen actively. Put the students in pairs, and distribute the sets of paper (each set containing the four pieces of the summary) to each pair. The students' task is to listen to the lecture (either on audiotape or spoken by you) and arrange the summaries in the correct order. Also ask them to guess the main idea. Follow this with a class discussion on the importance of predicting the content of a lecture from

the title, listening for main ideas, summarising the lecture for correct comprehension and later recall.

For the main activity, you can have students listen to a speech actively by practising some of the strategies used above. See **Resource 2a** for a sample passage and **Resource 2b** for exercises on developing focused listening skills. Remember to have the students listen to the speech twice, making them do the activities the first time they listen, and reviewing their work while they listen for a second time.

Have the students exchange their notebooks for peer correction. Round up the activity with a class discussion on the strategies they should use for **focused listening**, such as:

- thinking about the topic before listening,
- looking for the main idea/ideas,
- noting subordinate points and supporting details,
- looking out for illustrations and examples to understand the speaker's point, and
- assessing the speaker's attitude (using the strategies already practised in **Unit 2** above).

Activity 2: Following a debate



Activity 2

A popular co-curricular activity at the JSS level and beyond is **debate**. You may have class debates on issues given in textbooks, or arrange competitive debates as part of the school's inter- or intra-curricular activities. Debates are interesting to listen to as they give us two sides of an argument. A formal debate has one or more judges, a scorekeeper, a timekeeper and several members in each team. The judges listen to one speaker from each team in turns, and award points according to the quality of the arguments and the ability to counter the opponent's points.

At the JSS level, students need to learn how to participate actively in debates, both as spectators and competitors. In this activity, you will be able to use strategies to make your students aware of how they can best follow the arguments in a debate.

As a preparatory activity, divide the class into six groups and give them the topic **Watching television is good for students**. Three of the groups should think of at least two points *in favour of* the topic, and the other three should prepare at least two points *against* the topic. In turns, one representative from each group should come up to the front of the class and share their views. The rest of the class should note down what each speaker says. After they have listened to all six speakers and collected their points, the class should decide which speaker made the strongest argument. The group whose speaker gets the most votes from the class is declared the best.

After this, have a discussion to bring to the students' notice how they had to listen carefully to each side of the debate in order to rank the speaker. Ask the students to recollect what they liked about the best speaker's presentation. As listeners, the class should have noticed the following strategies used by the speakers:

- A clear and audible voice and good pace of speaking — neither too fast nor too slow.
- Point-by-point expression of ideas rather than long explanations.
- Use of examples to substantiate each argument.
- Use of short sentences to ensure that listeners can easily understand the point being made.
- Highlighting of each point through introductory expressions such as *The main point is...*, *What I feel is...*, *However, ...*, *In today's world...*, *My last point is ...*, *For example,...*, *In conclusion, I would like to say that...*, *To sum up....*, etc.

Now tell the students that they will listen to a debate (see **Resource 3a**) and judge the winner. As they listen, they will have to note down the important points of the arguments on a worksheet (**Resource 3b**). You can use the points listed in **Resource 3c — Preparing a Debate** to introduce to the students the concept of a debate.

Activity 3: Understanding public announcements: At a railway station



Activity 3

Apart from academic uses of English such as lectures and debates, JSS students also need exposure to the kind of English used for public purposes, such as announcements. One example of a public situation is the railway station. In a railway station, important announcements about train arrivals and departures are usually made in more than one language. In most provinces and countries, English is one of the languages used.

In this activity, you will be able to let your students listen to railway announcements. This is intended to give them practice in listening for specific information, which is an important sub-skill of listening. For the activity, you will have to use examples of actual announcements and give the students some tasks based on them.

Before the activity, have a general class discussion on whether students have travelled by train, or have visited a railway station to collect visitors or see people off. Let them brainstorm on the things they have seen in a railway station, the noises they heard and the general feel of a railway station. Steer the discussion to information noticeboards and the important announcements made.

Now play (or read out) the examples of announcements given in **Resource 4a**, and ask the students to guess which ones are from a railway station, an airport, a bus terminus, a theatre and a museum. Have a short discussion about which words in the announcements helped them decide.

Then give the students the worksheet in **Resource 4c** and ask them to work in pairs to complete the given announcements by listening to the recording in **Resource 4b**. Have each pair discuss their answers, and then exchange their worksheets with another pair to find out whether they got the information correct. Did they decide that all the announcements were from the railway station? If they did, why?

The discussion after this activity should prompt the students to mention the important types of information we hear at a railway station, such as **train names, timings, important words** such as *arrive, depart, passengers, platform* and so on.

To give the students more practice, you can use similar activities with announcements or even ask them to make their own announcements and read them out in the class for their classmates to predict the information and understand the important points.

Unit summary



Summary

This unit tried to give your students exposure to English as spoken in the public domain. The first two activities were designed to make them practise listening to longer stretches of public speaking such as a lecture and a debate, while the third one aimed at developing their skills of understanding public announcements. The unit activities should help you to use similar strategies to engage your students in authentic listening tasks taken from the real world. This will prepare them to listen with focus when they leave the classroom, and also aid their comprehension skills.

Reflections



Reflection

- Which of the activities were easy for you as a teacher to use?
- What made them easy to use?
- Do you think your students will enjoy activities from real life like the public announcements?
- How can you give them more practice?

Resources

Resource 1a: Travelling fast (transcript)



Resource 1a

Have you ever travelled outside your province? What is your favourite mode of transport? I have travelled to many cities both within the country and outside, both by road and by air. I have had different experiences, both good and bad. I have compared these two means of transport and have concluded that air transport is better, faster and safer, but costlier.

I have travelled from Abuja to Lagos both by car and on an airplane and I must tell you how long it takes by car. The fastest car I have ever travelled by took us seven hours of non-stop driving. We left Abuja at six o'clock in the morning before it got warm, and reached Lagos at one o'clock in the afternoon. The journey was pleasant enough, but at the end of it we were hot, tired and hungry. Last year, I had to visit Lagos again on business. I boarded the plane at ten o'clock in the morning, and it took only 55 minutes to reach Lagos by air. I had had time to have my breakfast, work on my computer during the flight and reach Lagos in time for my meeting. Even better, I caught a late flight out of Lagos, and was back home in Abuja in time for dinner with my family!

Some people say that air travel is dangerous, and they would prefer to be safe and late, rather than fast and sorry. But it is on record that since January 2009, there has not been any incident of air disaster in the aviation industry in Nigeria. However, it is a known fact that several accidents occur on our roads daily with varying degrees of fatality. The financial loss in these road accidents is also very alarming. It is true that it costs much more to travel by air than by road. The cheapest airline charges not less than N16,000 from Abuja to Lagos while the most expensive passenger cars or luxurious buses charge not more than N5,000. However, if you consider financial benefit in terms of time saved, no amount of money is great enough. What I spent on air travel to Lagos was very little compared to the amount of business I won by talking to various clients in the meetings I attended there.

Even if you are not travelling on business, I think the amount of money you spend on air travel is well spent. If, like me, you do not have relatives to stay with in Lagos, and you are travelling by car, you would have to check into a hotel for the night, and travel back the next day. Doesn't this cost a lot of money? If you flew to Lagos on an airplane, you would be able to return home the same day after your work is over, and still have time to spend with your family. Can any amount of money compensate for that? It is because of this that I believe that travelling by air is far more sensible than travelling by road.



Audio

Resource file

See in the enclosed DVD an audio recording of the activity:

- Scripts\Module1\Unit3\Activity1\Resource 1a\Audio\Travelling_Fast.mp3

Resource 1b: Travelling fast (exercises)



Resource 1b

- 1 You are going to hear Mrs Abdul of Abuja speak on a topic she calls **Travelling Fast**. What do you think she will tell us in her lecture? Note down two things that you think she will talk about. After you hear the lecture, read what you had written. Did you guess correctly?
- 2 The four sentences below sum up what Mrs Abdul says in her lecture. They are numbered i–iv. Listen to the lecture carefully, and, working with a friend, put the sentence summaries in the correct order according to what Mrs Abdul talked about first, what she said next and so on.
 - i The journey from Abuja to Lagos by air took only 55 minutes whereas the same journey completed non-stop by a fast car took seven hours.
 - ii In the long run, the cost of travelling by air is less than road travel because we spend more money on overnight stay in hotels, and are not able to be with our families at night.
 - iii When compared to travelling by road, air travel is better, faster and safer, but costlier.
 - iv Contrary to popular belief, statistics show that travelling by air is safer than travelling by road in terms of fatal accidents, and less costly.

Resource 2a: Graduation Day speech (transcript)



Resource 2a

My dear students, may I start by congratulating you on your successful completion of Junior Secondary School education in Perfect Memorial Secondary School. I congratulate you first on your discipline and good conduct. You all know our commitment to ensure discipline and good conduct in line with our motto *Light of the World*. We have had to regrettably send away many students who did not follow our rules. That you are graduating today shows that you have behaved well and are ready to take on the world.

Secondly, I congratulate you because you are blessed with a great legacy. Think about our past students, for example. All students who have successfully graduated from this school have not only succeeded in life, but have become well known and responsible members of society. Amongst our old boys and girls, we have had three state governors, two ministers, fifteen reverends and countless successful businessmen and women, as well as top military officers and civil servants.

I am particularly grateful to God because I know you too will make it to the top in whatever endeavour you choose to follow. All you need to do is remember everything we taught you, everything you saw us do and everything we believe in and cherish. I join your parents in sharing the joy of your success and the hope you have for the future.

May God Almighty bless you as you step out into society, and bring you every success in life.



Audio

Resource file

See in the enclosed DVD an audio recording of the activity:

- Scripts\Module1\Unit3\Activity1\Resource2a\Audio\Graduation_Day_Speech.mp3

Resource 2b: Graduation Day speech (worksheet)



Resource 2b

- 1 You are going to listen to your school principal's graduation speech. Tick (✓) which of the following things you think the principal will mention in his speech:

a	Your grades	<input type="checkbox"/>
b	Complaints to parents	<input type="checkbox"/>
c	Your good behaviour	<input type="checkbox"/>
d	Previous successful students	<input type="checkbox"/>
e	The school's policies and efforts	<input type="checkbox"/>
f	God's blessings	<input type="checkbox"/>

- 2 Read the following summaries before you listen to the speech. Then listen to the speech carefully. Discuss with a friend which summary gives us the main idea of the speech. Which words or sentences helped you to decide on the correct summary?
- a** In this speech, the principal of Perfect Memorial Secondary School congratulates his students on their successful completion of Junior Secondary School education. He talks about the school's commitment to discipline and good conduct and its motto, *Light of the World*. The principal recalls earlier students and mentions their successful careers as responsible members of society. He reminds the students to follow the good values they learned at school, and prays to God to bring them success in life.
- b** In this speech, the principal of Perfect Memorial Secondary School congratulates his students on coming to the school with their parents. He tells the parents of their children's discipline and good conduct. He tells the students to study well for the Junior Secondary School examinations. He warns them that they will be sent away if they perform poorly in the exams.
- c** In this speech, the principal of Perfect Memorial Secondary School congratulates his students on their successful completion of Junior Secondary School education. He talks about the school's commitment to discipline and good conduct and its motto, *Light of the World*. The principal recalls earlier students and mentions their successful careers as responsible members of society. He reminds

- the students to follow the good values they learned at school, and prays to God to bring them success in life.
- d** In this speech, the principal of Perfect Memorial Secondary School congratulates his students on coming to the school with their parents. He tells the parents of their children's discipline and good conduct. He tells the students to study well for the Junior Secondary School examinations. He warns them that they will be sent away if they perform poorly in the exams.
- 3** What example does the principal give to show how the students will benefit from the things they learned in school?
- a** Examples of good conduct by teachers of the school such as the Moral Science teacher, the Maths teacher and the Geography teacher.
- b** Examples of successful past students who have become governors, ministers, civil servants, etc.
- c** Examples from the principal's own life, such as being a good student, performing well at college, getting the job of principal and so on.
- d** Examples of religious beliefs such as discipline, good conduct, truthfulness, light of the world and punishment.
- 4** Listen to the speech attentively once more. What do you think of the principal's attitude or feelings towards the students? Sit in groups of four and discuss with your group whether you think the principal sounded like a *kind and encouraging man* or an *unpleasant and discouraging man*. Share with the other groups why you felt so.

Resource 3a: Debate: Teachers are more important than doctors (transcript)



Resource 3a

Moderator: Welcome everyone. Today the topic of our debate is **Teachers are more important than doctors**. We have two excellent teams competing for the winner's trophy: St. Anthony's School, Durban, and Lagos Secondary School, Lagos. Each team has three speakers, and we will begin with the first speaker from the team in favour of the motion, St. Anthony's School. Our honourable judge for today's debate needs no introduction: we all know Father J.C. Thomas, Principal of National Public School, Lagos.

Let us begin now by inviting the first speaker to the dais. May I remind all participants to keep to the time of five minutes per speaker. Our timekeeper for today, Mr Obi, will show you a ONE-MINUTE warning card, and ring his bell at the end of five minutes. Please do not overstep your allotted time.

Speaker 1: Good morning, everyone. The topic of today's debate is **Teachers are more important than doctors**, and I shall be speaking in favour of the motion. Let me begin by asking

you all a simple question: after our parents, who is the person who helps us shape our future? Undoubtedly our teacher. Right after we learn to speak and walk, our teacher holds our hand and guides us through life. She teaches us not only how to read and write, she gives us lessons in good manners, respect for our elders, and teaches us discipline. Doctors are certainly important in our life, but if there were no teachers, there would be no doctors either. So I believe teachers are more important than doctors. Thank you.

Speaker 2: Good morning, respected teachers and my friends! My esteemed friend from St Anthony's has raised a very important point in her speech: who is the person who helps shape our future? I would like to begin my argument by answering this important question. I believe no person can be more important for our future than our doctor. As we all know, health is wealth, and we cannot think of any future if we do not have good health. We certainly love and respect our teachers, but when it is a matter of life and death, we would hardly think of our Maths, Geography or English teacher, for example, would we?

The first person who will come to our mind is none other than our doctor! So I believe doctors are more important than teachers. Thank you.

Speaker 3: Respected audience, I would like to thank my friend from Lagos Secondary School for reminding us of the importance of doctors in our lives. However, I would like you all to ponder over the important point touched upon by my team member in her speech: if there were no teachers, where would the doctors come from? For instance, a doctor is not made in heaven: anyone who chooses medicine as a career has to learn how to heal people and get a proper licence after passing examinations. Would any one of us put our lives in the hands of someone who claims to know how to heal us, but does not have a degree?

Timekeeper: Young man, you have one minute to wind up, please.

Speaker 3: Thank you, Sir. I will just take a few more seconds to conclude. The point I was trying to make is this: anyone with practical knowledge of a subject can teach others. What I mean is that teachers need a degree and a licence to teach as much as doctors, but we also respect and follow people who teach us things from practical experience. If by teacher we mean someone who transfers their knowledge and experience to others, I think teachers are the most important part of our lives. Thank you.



Speaker 4: My dear friends, so far we have been listening to very passionate arguments in favour of teachers over doctors. Let me summarise what my friends from the opposite team have argued so far. In their understanding, a teacher is more important than a doctor because a teacher takes over the role of a parent when we go to school. Also, anybody with some knowledge and experience can be a teacher; unlike a doctor, one does not need a formal degree to be a teacher. Frankly, I am amazed at the casual attitude to teaching and learning taken by my esteemed friends supporting the motion. For example, would our parents engage as our Maths teacher any person from the street who claims to have knowledge and experience of doing mathematical calculations? If teaching is such a noble duty, would we not wish to place ourselves in the care of someone who is proved to have the necessary skills?

Timekeeper: One minute, please!

Speaker 4: Thank you, Sir. My conclusion is: our lives are more important than any Maths or Geography or Science we learn; and if our mental and physical health is important for us to be able to learn anything from a teacher, we must first place ourselves in the hands of a competent doctor. Only then can we lead a fruitful life. Thank you.

Speaker 5: Good morning, everyone. I have been listening carefully to all the noble arguments made by my friends opposing the motion, and I can only feel sorry for their one-sided vision. I do not want to take away the importance of a doctor in our lives, but I agree with my team members that a doctor will exist only if a teacher does. The opposite can never hold true. If, as my opposite team members argue, we can only trust our lives with competent people, let me remind them — how do we judge their competence? In a nutshell, we need a teacher to make a competent doctor, not vice versa. It is a teacher who can teach a person the skills necessary to become a doctor, and it is again a teacher who will judge a doctor's competence in the licensing examination. I think this sums up the arguments for our team. I conclude with a well-known saying: Life is our teacher, and teachers are our life. Thank you.

Speaker 6: My dear friends, I am the last speaker for our team, and I would like to put together the main arguments for our team, as well as my own point of view. As my team members reminded you, a doctor is the **one** person responsible for our physical and mental well-being. For example, people who suffer from mental illnesses do not have the faculty to process knowledge like other human

beings. So even if we bring to them the best teacher in the world, they will learn nothing. In the same way, when we suffer from some ailment or disease of the body, even the kindest and wisest words from a teacher will not heal us. I agree that a doctor learns from a teacher, but should we not realise that even the people who teach someone to be a doctor have to be doctors themselves? I think no matter how we argue the point, the fact remains that a doctor is next only to God in our lives, and in any crisis, our parents will turn to the doctor, not a teacher, to save our life. In short, a doctor is more important than a teacher. Thank you.

Moderator: We have run out of our allotted time, so this was the last speech from any team. On behalf of the organisers, I thank the participating teams for their wonderful presentations, and wish both teams good luck. Thank you, audience, for being such interested listeners.

I now request our honourable judge to declare the results of this debate and give his concluding remarks.

Judge: Thank you, my dear friends. I must admit this was one of the best debates I have ever judged. The speakers from both teams had strong arguments, and illustrated their points with good examples. I also admire their timekeeping, because of which we have been able to finish in time.

Now, let me announce today's winning team: and I repeat, it was a very difficult decision for me, as both teams were very convincing in their own arguments. However, one team managed to counter the opposite team's points with more logic, and to this team goes today's trophy. Ladies and gentlemen, the winning team — St. Anthony's School, Durban. Congratulations, young friends. You have done very well! And my dear young friends from Lagos Secondary School — congratulations to you too! You missed the prize by just a whisker. Best of luck for your future! Good day.

Moderator: Thank you, Father Thomas, and congratulations to all the participants! I also thank our timekeeper, Mr Obi, for doing an excellent job, and the audience for their encouragement. This brings us to the end of today's function. Have a great day!



Audio

Resource files

See in the enclosed DVD an audio recording of the activity:

- Scripts\Module1\Unit3\Activity2\Resource3a\Audio\Debate.mp3

Resource 3b: Debate: Teachers are more important than doctors (worksheet)



Resource 3b

Look at the video of/listen to the debate between St. Anthony's School and Lagos Secondary School on the topic **Teachers are more important than doctors**. Imagine you are the judge of the competition. Who, according to you, has won? As you listen, fill in the worksheet with your answers. Then discuss the debate with a partner and decide on the winners. Listen to the recording once again and cross-check your notes. How well did you listen? How many classmates chose the same winner as you did?

- 1 The topic of the debate is _____.
- 2 The participating teams are _____ and _____.
- 3 The speakers for the motion are from _____ School, and the team opposing the motion is from _____ School.
- 4 The first speaker's main point is _____.
- 5 The second speaker, who is from the team against the motion, argues that health _____. She adds that in a matter of life and death, we do not rely on our _____, _____ or _____ teacher.
- 6 Speaker 3 talks about the need for a doctor to pass _____ and have a proper _____. He defines a teacher as someone who transfers their _____.
- 7 Speaker 4 is amazed at the opposite team's _____ attitude to teaching. His argument is that we need _____ people to become teachers.
- 8 Speaker 5 sums up the opposite team's arguments, which she calls a _____ vision. She picks up the argument about competent teachers by saying that it is a _____ who judges the competence of a _____ in the licensing exam.
- 9 The last speaker argues that even the people who _____ have to be _____ themselves.
- 10 In your opinion, the winning team is _____.
- 11 The reasons why they have won are: _____
_____.

Resource 3c: Debate: Preparing a debate (worksheet)



Resource 3c

- 1 Let your students know that in a debate people argue opposite sides of a given topic. Each person or team tries to convince the listeners and the judge that their point of view is the correct one.
- 2 The responsibility of each team is to raise as many points as possible to support their view while at the same time countering as many of the points raised by the other person or team as possible.
- 3 To be able to effectively counter the opponent's point, the speaker must not only listen carefully to what the opponent says directly, but

- also work out what the other team member is suggesting indirectly.
- 4 The judges will award marks to a team based on the points raised as well as the opponent's points countered.
 - 5 Whether one is supporting or opposing a motion, it is important to think of all possible arguments beforehand and to enumerate them.
 - 6 It is equally important to think of counter-arguments that the opposite team will raise, and to be ready with answers or arguments for them.
 - 7 Each team should note all the points mentioned as the opposite team members speak, and counter these effectively when their own turn comes.
 - 8 To convince the judge and audience of their arguments, the speaker should use examples, illustrations and evidence for each point.
 - 9 The speaker should use introductory phrases for each point, so that the audience can easily follow the argument. Some such phrases are *The main point is...*, *What I feel is...*, *However, ...*, *In today's world...*, *My last point is ...*, *For example,...*, *In conclusion, I would like to say that...*, *To sum up...*, etc.

Resource 4a: Public announcements (transcript)



Resource 4a

- 1 An announcement for passengers departing for Addis Ababa: the Superfast Express has arrived at Platform 1. Please board and keep your tickets ready for checking. Thank you. Passengers travelling to Addis Ababa by the Superfast Express are requested to board at Platform No. 1 and keep their tickets ready for the Checking Officer. Thank you.
- 2 Your attention please: Spice Jet flight number SG 2405 from Cape Town has just landed at Runway 101. I repeat, Spice Jet's flight SG 2405 from Cape Town has just arrived at Runway 101.
- 3 Your attention please: the Passenger Express from Lagos, which is running ten minutes behind schedule, will arrive at Platform number 6 at 1100 hours. **(Twice)**
- 4 Good evening, ladies and gentlemen. The play is about to begin, and may I request the audience to switch off their mobile phones or keep them in silent mode throughout the duration of the performance. Thank you.
- 5 Good evening, ladies and gentlemen. Welcome to The Globe. Tonight we will bring you Ibsen's famous play *A Doll's House*. I request all our guests to take their seats so that we can begin on time. Ladies and gentlemen, we present Henrik Ibsen's *A Doll's House*.
- 6 Your attention please: the intercity bus shuttle from Abuja to Lagos has been delayed, and will now leave the terminus at 9:00 a.m. We regret the inconvenience and request our passengers travelling to Lagos to wait in the passenger lounge until our next announcement. Thank you.
- 7 Kingfisher Airlines announces the departure of its flight IT 5560 to Cairo. Passengers are requested to proceed for security check. I repeat, passengers travelling on Kingfisher airlines flight IT 5560 to Cairo are

requested to proceed for security check, thank you.

- 8 Ladies and gentlemen, I proudly present to you the first cannon gunner built in our country: The Victoria, dating back to 1563. Let me add that this rare and valuable addition to our museum was discovered only last year by the famous archaeologist Professor Nelson Crooks of the University of Durban.
- 9 Passengers arriving on National Airways flight AT 609 from London are requested to proceed to Immigration in Lounge 21. I repeat, passengers who have arrived on flight AT 609 are requested to proceed to the Immigration counters in Lounge 21, please. Thank you.
- 10 Your attention please: the visiting hours for this weekend have been extended for an hour in the evening to enable our guests from the Caribbean nations to enjoy our rich collection of paintings and sculptures. Thank you. I repeat: the museum authorities have announced a special extension of one hour for our visitors from the Caribbean this weekend. Thank you.



Audio

Resource file

See in the enclosed DVD an audio recording of the activity:

- Scripts\Module1\Unit3\Activity3\Resource4a\Public_Announcements.mp3

Resource 4b: Public announcements: Predicting information (transcript)



Resource 4b

- 1 Passengers travelling to London via Paris are requested to board The Tunnel Express immediately.
- 2 The Intercity Express from New Delhi has just arrived at Platform 2.
- 3 We regret to inform you that Western Railways has cancelled their last train to Nairobi because of heavy fog.
- 4 An important announcement: Platform 6 has been temporarily closed for repairs, and the Midland passenger train will now leave from Platform 5b.
- 5 Your attention, please. Passengers departing from Platform 4 are requested to stay away from the main doors.



Audio

Resource file

See in the enclosed DVD an audio recording of the activity:

- Scripts\Module1\Unit3\Activity3\Resource4b\Audio\Predicting_Information_In_Public_Announcements.mp3

Resource 4c: Public announcements (worksheet)



The bubbles below all contain parts of public announcements. Can you complete the announcements by filling in the bubbles? Discuss with a partner which words would fit the announcements. After you have completed the worksheet, listen to the recording. Did you fill in the

Resource 4c

correct words?

Intercity Express from New Delhi
has just _____ at _____ 2.

_____ travelling to London via Paris are
_____ to board The Tunnel Express
_____.

Your _____, please. Passengers
_____ from Platform 4 are
requested to _____ away from
the _____ doors.

An important _____ 6 has
been temporarily closed for repairs,
and the Midland passenger
_____ will now _____
from Platform 5b.

We regret to _____ you that
Western Railways has _____ their
last _____ to Nairobi _____
heavy fog.

Teacher question and answer



Feedback

Question: Can I use radio and TV speeches and announcements to help students practise listening in public situations? I do not have easy access to audiotapes and video players.

Answer: Radio and TV are very useful and productive resources for teaching listening skills. You can use them effectively, but you must be able to anticipate what your students will hear and prepare exercises accordingly. Since you do not get an opportunity to listen to the same broadcast or telecast twice, you must also be confident that you get all the answers correct to be able to check your students' responses.

Unit 4: Listening for Communication: Language Functions

Introduction

When we develop students' listening skills in English, we are essentially helping them to comprehend and respond to what the speaker wishes to convey. In real-life situations, this would extend to understanding the message and performing some functions based on it. Such functions could range from following simple instructions (*Get me a glass of water, will you?*) or directions (*Turn left at the corner and continue straight ahead until you come to the crossroads*) to more complex functions such as understanding the speaker's attitude, distinguishing facts from opinions, responding to directives and so on.

In this unit we have three activities that will help you make your students understand the English used for language functions. These activities are just examples of classroom exercises with which your students can practise real-world English. You could design other activities along similar lines to help the students practise other language functions.

Unit outcomes



Outcomes

Upon completion of this unit, you will be able to:

- help your students follow simple directions in English,
- have your students understand the difference between fact and opinion in someone's speech, and
- have the students understand and respond to invitations in English.

Case study



Case study

A well-known JSS school in New Delhi, India, decided to take a group of secondary students on an excursion to Ooty, a famous hill station in Southern India. The teacher in charge was Mrs Robins, who taught English at JSS level. Two weeks before the excursion, Mrs Robins decided to begin preparations for the trip. She convened a meeting of the selected students to discuss the trip. While discussing the trip and what kinds of preparation the students should make, Mrs Robins had a sinking

feeling that she would need more than one meeting with the students to prepare them fully for the excursion.

She realised that not only would this be most of the students' first trip to South India, but also none of them spoke the local language. They would all have to converse in English, right from the airport in New Delhi to the Tourist Lodge in Ooty, with airport personnel, travel guides, hotel staff, local residents and so on. Mrs Robins decided that even with the little time she had, she would need to make the students brush up their social skills, including performing simple functions in English such as making requests, asking for and following directions, making small talk with other tourists, asking for information, etc.

Over the next two weeks, Mrs Robins gave her students intense practice in understanding and responding appropriately to spoken English. She devised role plays in which students took on various roles as hotel and airport personnel, travel guides, etc., and practised what they would hear and how they would respond. During the trip, Mrs Robins was relieved to find that her students were able to have meaningful conversations with people everywhere, because they could understand the language easily and respond appropriately. Back home after the trip, Mrs Robins discussed this with the principal, and began teaching special classes once a week to develop students' listening and speaking skills in English.

Points to ponder

- 1 Do your English textbooks at the JSS level include activities that develop students' listening comprehension for real-life functions?
- 2 How can the teacher incorporate listening exercises within the English period to give students adequate practice?
- 3 Does the normal academic interaction in the English classroom give students adequate practice in listening and speaking? Why, or why not?

Activities

Activity 1: Listening to directions



Activity 1

One of the most common functions of English is asking for and giving directions. Whether one is in a new place for work or personal reasons, or in an unfamiliar location in one's own city, hometown or building, one often needs guidance from others to reach a destination. In the classroom, students usually get some practice in other functions such as following instructions, asking and giving permission and so on, but little in following directions.

In this activity, you will learn how to devise situations for students to practise understanding and responding to directions. As a preparatory task, write short instructions giving directions like *Get up and walk to the blackboard/Go to the far left corner of the room and sit down/Walk to Jenny's desk, pick up her pen and put it on my table* on three or four small slips of

paper. Select four students at random and have them do the activities one by one. After the first student has done her part, describe what she did:

Mary got up from her seat and walked three steps north. Then she turned left and walked three more steps. Then she walked straight north until she reached the blackboard.

Now ask the class to describe each student's movement as he or she picks up a slip of paper from the table and follows the directions.

This activity is meant to elicit the language of **asking for and giving directions**, such as nouns showing directions and landmarks (north, east, west, south, corner, traffic point, building, landmark), verbs of movement (turn, follow, skip, cross), prepositions (around, across, behind, below) and their matching structures. This will prepare them for the main activity, which is an exercise for students to complete a map while listening to directions.

For the main activity, you can draw or have someone make you a rough sketch of the area in which your local library is located. The map should have a few landmarks that the students are familiar with. The activity is for students to write the names of the landmarks in the space provided on the map as they listen to you giving directions to a stranger to the library. They should also trace the route from the starting point to the library as they listen.

See **Resource 1** for a video on listening to directions. If you cannot play the video, you could have the students listen to the directions given in the audio, or read them out from the transcript. You can make the map according to these directions, or write your own set. It is best to work with a map that students would be familiar with so that they can concentrate on understanding the language of directions.

Activity 2: Distinguishing between facts and opinions



Activity 2

In real-life communication situations, conversations do not take place in a **linear** manner. This means that we do not always say one thing at a time, or say everything with the same feeling and tone. In natural communication, people use various strategies to convey meaning and to convince the listener of what they are saying. Without being conscious of it, we bring facts, opinions, feelings, beliefs, illustrations and evidence into one single conversation. Competent listeners are those who can separate facts from opinions, beliefs, feelings and digressions. At the JSS level, students rarely encounter real-life “natural” conversation in the classroom. The curricular demands of the classroom limit the interaction between teacher and students to asking and answering questions, giving clarifications, asking for permission, etc.

In this activity, you will be able to help your students take part in natural conversations effectively by making them notice the difference between **fact** and **opinion**. This will help them to respond to speech in a more spontaneous and natural manner.

To prepare for the activity, have the students discuss, in pairs, their

favourite place in their hometown, and then write **two** sentences, the first naming the place and the second saying why they like it. Ask a few students at random to read out their responses, and put these sentences on the board in two columns. The first column should contain the factual details of the place (e.g., *my favourite place in town is Central Park*), and the second column should list their reasons (*I like it because it has swings, seesaws and an ice cream shop*). After you have collected a few samples for each column, bring to their notice that the information in Column 1 relates to **facts**, while that in Column 2 relates to **opinions**. Remind them that we include both **facts** and **opinions** in conversation, the **factual** details being something that is true for all time and the **opinions** being personal reasons and feelings about a topic.

Now give them the set of sentences in **Resource 2a** and ask them, in pairs, to sort them into **facts** and **opinions**. This will prepare them for the listening task. After this preparatory activity, show them the video in **Resource 2b**. In pairs, they will have to listen carefully and note down the facts and opinions. **Partner 1** in each pair should note the facts and **Partner 2** the opinions. After they finish writing, play the video once more and have a class discussion about whether they were able to make the appropriate distinctions.

Here are some questions you can ask the students after the video to elicit the **facts**:

- 1 What is a tsunami?
- 2 What causes a tsunami?
- 3 What happens when a tsunami hits the shore?
- 4 How many people were affected by the tsunami in Japan?
- 5 Who took the pictures that flashed on television?

These questions can elicit the **opinions** expressed in the video:

- 1 What is Ray's grandfather's explanation of a tsunami?
- 2 Why should people not live near the sea, according to Ray?
- 3 Are people who drive on seaside roads foolish?
- 4 What do waves do to people when people annoy them?
- 5 How does Ray's father know where Mr Sharp is?
- 6 Is being a reporter a sensible job?

Activity 3: Understanding invitations



Activity 3

A language function common in social situations is **invitations**, and all cultures have their own interesting sets of sentences and phrases for giving, accepting and declining invitations. English invitations are also made in interesting ways, both in formal and informal forms. As invitations are an integral part of everyone's lives, it is important for students to be able to understand which utterances are invitations,

especially in informal speech, and also to understand when someone is accepting or declining an invitation.

In this activity, we will give you some resources for and ideas on how you can make your JSS students practise the language of invitations with their fellow students. We will focus on oral invitations to develop the students' listening skills.

Before the activity, give students a pre-listening exercise like the one below to test their familiarity with the language of invitations.

Put the students in pairs and have them match the utterances in **Resource 3a** with their functions. The objective of this activity is to find out whether the students can differentiate between invitations, requests and permissions. Follow it with another exercise for pair-work, this time matching invitations with their responses. These exercises will make the students familiar with the language of invitations and prepare them for the main activity. During the feedback session, elicit from them which responses show acceptance, and which decline the invitation. Since these utterances are from informal English, there are usually no clear Yes/No answers, and students need to learn to recognise the indirect forms of response.

For the main activity, have the students watch a video/listen to an audio recording of people in conversation (**Resource 3b**). As they listen, they should note on their worksheets (**Resource 3c**) their observations about the exchanges. The objective of this activity is to familiarise the students with some specific ways in which people respond to invitations in real life.

Unit summary



Summary

This unit showed some ways of teaching your students to understand common language functions so that they can respond appropriately. The activities used are only examples; you could develop similar activities depending on the level of your students' interests and needs. Listening strategies such as understanding directions, distinguishing between facts and opinions, understanding the speaker's purpose, etc., are some of the techniques involved in effective listening. Students need exposure to authentic samples of language — that is, the language used in real life — to prepare themselves to communicate effectively outside the classroom. The activities and resources included in this unit are meant to help the teacher show students how best to use English in real-life situations.

Reflections



Reflection

- How well did you manage to use the audio and video files in the class?
- What specific challenges did you note as the students carried out each activity?
- How can each activity be made enjoyable for the students?

Resources

Resource 1: Understanding directions: Following directions



Resource 1

- Stranger: Excuse me, excuse me — I'm new here — how do I reach the library?
- You: You mean the Town Library? Oh — it's not very far from here. Just walk straight for two blocks until you reach the intersection.
- Stranger: Straight — intersection — just hold on, let me write this down! Okay — can you say it again?
- You: Okay, here you are. As I was saying, walk straight for two blocks until you reach the intersection — the traffic signal. Then take a left turn there, and walk until you reach St. John's Hospital.
- Stranger: Okay — I got it — left at the traffic signal, walk to St. James' Hospital.
- You: No, no — it's St. JOHN's hospital, not St. JAMES'!
- Stranger: That's right, St. John's...
- You: Just opposite St. John's you'll see a small alley — that's a short cut to Middle Street. When you get out of the alley, you'll find yourself opposite Globe Cinema.
- Stranger: Okay — alley, Globe Cinema...
- You: Right. Walk across to Globe Cinema, and keep walking right. After you've crossed two shops you'll get to another signal. Take a left there, and keep walking a few steps. You'll see the town's biggest store just ahead — Duncan's. The library is just behind Duncan's. Be careful — the entrance is old — people tend to lose it and walk on, the first time!

Stranger: I got it — Globe Cinema, small entrance, library! Thanks!

You: Nothing to it! And I hope you DO get there!



Video

Resource file

See in the enclosed DVD a video recording of the activity:

- Scripts\Module1\Unit4\Activity1\Resource1\Video\Understanding_Directions.mp4

Resource 2a: Distinguishing facts and opinions (worksheet)



Resource 2a

List of sentences

- 1 Tsunamis are underwater earthquakes that cause sea and ocean waves to rise unnaturally high.
- 2 Tsunamis usually occur in places that are prone to earthquakes.
- 3 Tsunamis are caused because the gods get angry with human beings for spreading evil.
- 4 Tsunamis can be prevented by mass prayers by people from all religions.
- 5 The latest tsunami to have caused extensive damage is the one occurring off the coast of Japan on 11 March 2011.
- 6 Many people lost their lives in this tsunami because they were careless and should have remained at home on that day.
- 7 The Japan tsunami was so severe that it caused Japan's nuclear reactors to burst.
- 8 The radiation emitted by the damaged reactors constitutes a serious health hazard to people living within a 50- to 80-kilometre radius.
- 9 I think people all around the world should raise funds to help the people of Japan.
- 10 One should never travel to Japan in the future because they may be burnt by the radioactive gases coming out of the nuclear reactors.

(Answers: Sentences 1, 2, 5 7 and 8 are **facts**; the rest are **opinions**)

Resource 2b: Distinguishing facts and opinions (transcript)



Resource 2b

Conversation between Ray and Chris, two friends from Kenya.

Ray: Did you watch the evening news yesterday? It seems there was a big tsunami in Japan!



Chris: What's a tsunami? I've never heard this word before.

Ray: It's a big wave caused by an earthquake under the sea. My grandfather said tsunamis are caused when the gods are angry with us.

Chris: Is that so? Then we should never go near the sea — the water god lives in the sea, doesn't he?

Ray: Yeah, thank God we don't live anywhere near the sea! I was watching TV yesterday, and the big waves came and carried away people, houses, cars and even airplanes out to the sea in just one minute.

Chris: You mean the waves came into the roads and airports? That must have been horrible!

Ray: Yeah, and if people are so foolish to drive on the roads near the seashore, they WILL be carried away! I've never seen a sea, but I know waves come quietly and pull you to the sea if they don't like you. I've heard of many people who went on holiday to the seaside and never came back home because they did something to make the waves angry!

Anyway, as I was telling you, the news report said more than 80,000 people must have died. It seems tsunamis can also break down houses, big buildings, telephone lines, electric poles, bridges...

Chris: How horrible! Is anybody in Japan still alive? Who is taking the pictures?

Ray: Silly boy, of course people are still there! The reporter was saying the photos were taken by local people and also by reporters from foreign countries. Father was saying his friend Mr Sharp from National Television must be in Japan by now. Mr. Sharp is a fearless man who always wants to be at the centre of action.

Chris: I don't think reporters have a good job. I'll never be a reporter — they have to go to such dangerous places!

Ray: Me neither!



Video

Resource file

See in the enclosed DVD a video recording of the activity:

- Scripts\Module1\Unit4\Activity2\Resource2b\Video\Distinguishing_facts_and_Opinions.mp4

Resource 3a: Understanding invitations (worksheet)



Resource 3a

With your partner, match the utterances in Column 1 with their function in Column 2. The first one is done for you.

	Column 1		Column 2
1	Can I borrow your car for a second?	a	Invitation
2	Let's have dinner tonight at McDonald's.	b	Request
3	Could you suggest a good Chinese restaurant in town?	c	Invitation
4	Please join me at the Dragon Tail tomorrow evening at 8:00. We're celebrating Mike's birthday.	d	Permission
5	Will you give me a lift to town, please?	e	Invitation
6	I'd like to take a day off tomorrow — I need to take my mother to the hospital for her annual check-up.	f	Request
7	Hey, come on, let's catch up over a cup of coffee at the corner store!	g	Permission

II In the table below, there are invitations in Column 1. Match them to the correct responses in Column 2.

	Invitations		Responses
1	I'd like John and you to join us for lunch tomorrow at our club. We hardly seem to meet these days!	a	Thank you for the invite — we'd love to be there.
2	Let's have dinner tonight at MacDonald's.	b	That's such a good idea! John will be so pleased! We'll be there!
3	I'm going to Nairobi for the weekend. Want to come along?	c	Of course I'll come. What time on Friday?

Resource 3b: Understanding invitations (transcripts)



Resource 3b

Conversation 1: At the workplace

- Raveena: Richa, can I have a word with you?
- Richa: Sure, Raveena. What is it?
- Raveena: You remember my sister Rita? She's getting married next Sunday.
- Richa: That's wonderful! Who's the lucky guy?
- Raveena: Well, it happened all of a sudden, y'know... the boy's suddenly being transferred overseas... so everything's happening all at once. Oh, sorry, his name's Ricky Reddy, and he's a terrific person!
- Richa: I'm so glad for Rita! Do congratulate her for me...
- Raveena: Oh, I almost forgot... Rita told me specifically to tell you about the reception at The Grand Sunday evening! And David, of course!
- Richa: Thanks... David and I would love to come. The Grand, is it? What time's the reception?
- Raveena: Oh! Officially it begins at 6:00 in the evening, but friends and family are meeting a little early, around 5:00.
- Richa: Thanks, Raveena. We'll be there.

Conversation 2: At the football match

- Rahman: Hey, guys! Come up here! There's lots of empty seats!
- Tim, Sandy, Mike, Abdul: Hi, Rahman! Keep seats/How're you doing?/We're coming!
- Rahman: Great to meet up here, isn't it? Been a long time since we sat and fooled around screaming our heads off here, right?
- Abdul: Been a long time since I saw you THIS excited, Rahman! Ha ha!

- Tim: Yeah! We've been out of touch too long, what say?
- Sandy: Absolutely! We must find a way of getting together, just like the old times!
- Mike: Have an idea — how about you guys joining me on *The Discovery* for a spin on the river?
- Rahman, Tim, Sandy: Hear! Hear! Great idea! You're on!
- Abdul: *The Discovery*? Your luxury boat, you mean? You mean ride with you and spend the night on the river?
- Mike: Yeah! Yeah! That's what we'll do! We'll catch some big, fat fish, start a barbecue, tell our sad stories and generally have fun!
- Abdul: Sorry, Mikey! I wouldn't be there even for a million dollars! You know how scared I am of water!
- Tim, Sandy, Rahman: Oh come on, Abdul — don't be such a spoilsport!
- Mike: Seriously, Abdul — it's time you got over your water phobia!
- Abdul: Some other time, guys! I have a family, you know!

Conversation 3: On the street

- Sally: Hey — Rodney! Fancy meeting you here!
- Rodney: Who — oh it's YOU, Sally! Didn't expect to find you here either!
- Sally: I know. I had the afternoon off, so I thought I'll make a trip to the antique shop and look for something for my window...
- Rodney: You too? I thought a walk round the block would get some fresh air into my lungs. I'm so glad I came!
- Sally: Me too! I was getting so bored of my life!
- Rodney: Okay, you can tell me all about it over a cup of coffee! Let's find a café...
- Sally: Oh no, not today, Rodney! I have to get to the antique shop before they close!



- Rodney: Oh, come on... the shop will be open till 9:00! It's just a coffee — I promise not to eat you up!
- Sally: Well, all right then! But we won't chat for long, okay?
- Rodney: Whatever you say, young lady! Just a coffee, a quick chat, and off you go!
- Sally: Okay — I know a nice little place around the corner — let's go there!

Conversation 4: At a party

- Richard: Colleen, may I introduce my colleague Jeremy Black, our finance manager? He's just been transferred from Cape Town. Jeremy, Colleen Baker. Colleen's a very close friend and a valuable client.
- Jeremy: How do you do!
- Colleen: Glad to meet you, Mr Black. In fact, I was just asking Richard if he could find someone to help me with my accounts.
- Richard: Jeremy's the man for it, Colleen! He's our expert on accounting.
- Jeremy: Richard's just being polite, but I'd be glad to be of help, Ms Baker.
- Colleen: Call me Colleen. May I call you Jeremy? Let's find some time for a meeting.
- Jeremy: Is it very urgent? Then how about you coming over to my office on Monday?
- Colleen: That's so kind of you! What time would be convenient?
- Jeremy: Eleven would suit me just fine. I'll finish off my pending jobs, and sit with you. In fact, why don't you join me for an early lunch?
- Colleen: Are you sure? I wouldn't like to impose...
- Jeremy: No, no, no, no! I'd love you to be. So 11:00, then?
- Colleen: Eleven! Thanks, Jeremy! It's really nice of you! And thanks, Richard — you're always such a dear!
- Richard: Anything for you, Colleen!

Conversation 5: At the park

- Jenny: Conny! Conny! Come here!
- Conny: Why are you yelling at me, Jenny? Can't you see I'm hiding? Ricky's there then, and he's going to find me!
- Jenny: You're playing hide-n-seek? Why didn't you call me? So mean of you!
- Conny: I did! Your mum said you were watching TV.
- Jenny: Uh? That's why Mum called me? I thought she wanted me to get some stuff from the store, so I didn't answer!
- Conny: Naughty girl, Jenny! We're going to play on the swings next. You want to come along?
- Jenny: Really! Gee — that's nice! Thanks, Conny! Oh, but I can't come — Mum said I have to help her with the washing.
- Conny: That's too bad! The whole group's coming!
- Jenny: Mum will give me a hiding! She made me promise!
- Conny: That's her voice — she's yelling for you, Jenny! Go on, run!


Video
Resource files

See in the enclosed DVD a video recording of the activities:

- Scripts\Module1\Unit4\Activity3\Resource3b\Video\Workplace.mp4
- Scripts\Module1\Unit4\Activity3\Resource3b\Video\Footballmatch.mp4
- Scripts\Module1\Unit4\Activity3\Resource3b\Video\Street.mp4
- Scripts\Module1\Unit4\Activity3\Resource3b\Video\Party.mp4
- Scripts\Module1\Unit4\Activity3\Resource3b\Video\Park.mp4

Resource 3c: Understanding invitations (worksheet)



Resource 3c

Conversation 1:

- 1 Who is giving the invitation? _____
- 2 What is the occasion? _____
- 3 Is the listener accepting or declining the invitation? _____
- 4 If the listener is declining, what reason is he/she giving? _____

Conversation 2:

- 1 Who is giving the invitation? _____
- 2 What is the occasion? _____
- 3 Is the listener accepting or declining the invitation? _____
- 4 If the listener is declining, what reason is he or she giving? _____

Conversation 3:

- 1 Who is giving the invitation? _____
- 2 What is the occasion? _____
- 3 Is the listener accepting or declining the invitation? _____
- 4 If the listener is declining, what reason is he or she giving? _____

Conversation 4:

- 1 Who is giving the invitation? _____
- 2 What is the occasion? _____
- 3 Is the listener accepting or declining the invitation? _____
- 4 If the listener is declining, what reason is he or she giving? _____

Conversation 5:

- 1 Who is giving the invitation? _____
- 2 What is the occasion? _____
- 3 Is the listener accepting or declining the invitation? _____
- 4 If the listener is declining, what reason is he or she giving? _____

Teacher question and answer



Feedback

Question: How can I involve shy and quiet students in the listening tasks?

Answer: One strategy you can use is to pair one quiet student with a more active one. This will force even shy students to contribute their ideas. Another strategy is to take feedback from the quieter partner in a pair — he or she will have to respond with answers already worked out with a partner, so it will make talking in front of the class less painful.

Unit 5: Listening across the Curriculum

Introduction

At the JSS level and beyond, students need to use English to study other subjects. In the classroom, your students are expected to understand definitions of concepts, specific information about a concept, detailed reasoning, main and subordinate ideas, summaries and so on. All these classroom activities require not only concentration and interest, but also the ability to process information spontaneously and respond appropriately. For example, in the Science classroom, students will need to listen to the teacher's explanation of a concept, follow the sequence of ideas leading to the conclusion, understand the steps in a scientific experiment and so on, all from the teacher's oral presentation.

To develop effective learning skills, students need to improve their listening skills, as most of the interaction in the classroom is in the spoken form. In this unit, we will try to give you examples of a few activities that you can use in the class to develop your students' listening comprehension skills.

Unit outcomes



Outcomes

Upon completion of this unit you will be able to make your students listen effectively and understand:

- the gist of a topic,
- specific information on a topic,
- the details of a topic, including illustrations and examples, and
- the main ideas and supporting details of a concept.

Case study



Case study

Mr Obi teaches English in a JSS in Nigeria. During a staff meeting, teachers of other subjects expressed their disappointment at the inability of the students to comprehend their explanations in class. The teachers even wondered how the students had managed to pass their final examinations. One of the teachers added that the students preferred to be

given notes to copy and memorise rather than learning to understand on their own.

The principal discussed this issue with the teachers and asked Mr Obi to do something about it since the problem was related to language use. Mr Obi remembered that one way of getting students to learn and use a language well was to identify the purpose for which the language was being used and the situation in which the language was being used. Since the students would need to understand instructions in English in the classroom and laboratory, Mr Obi decided to develop activities to enhance their listening skills so that they could perform better in these subject areas.

He selected a few sample texts from the students' other subjects and based some activities on them. His activities included listening to instructions and taking notes, and describing processes and experiments. At the end of a week of intensive practice, the students were able to perform better in other subjects.

Points to ponder

- 1 Do your students perform better in English than in other subjects? Why, or why not? Do you think their performance is affected by their ability to understand spoken English?
- 2 Do your students listen to popular educational programmes in English on radio or television outside class hours? Do they find it difficult to follow what is said? If they do, is it because they do not understand English easily? How would you help them improve their listening skills in other subject areas?

Activities

Activity 1: Listening for specific information



Activity 1

One of the skills necessary for students to understand concepts in different subjects is to identify specific information in an oral or written text. This means that while listening to the teacher or reading from a book, students should be able to look for certain points that will help them comprehend the main points easily.

In this activity, you will be able to help your students develop their **scanning** skills; that is, looking for specific information in an oral or written text. You can refer to **Module 3 — Success in Reading** for more information on scanning. To be able to locate specific information in an oral presentation, one has to be very attentive and quick. This is because in real conversations, we speak fast and rarely repeat what we say, unless we want to emphasise something. The information we want to note is thus available for only a short time, and we have to both comprehend and record it instantly for future use.

To prepare students for this activity, have them play this game in the class. In pairs, students have to tell each other three things they saw on

the street the previous day. No one is allowed to write down the information; they will all have to report from memory. Give the students not more than three minutes per exchange. Then ask a few students randomly to report what their partners said. This exercise usually generates a lot of laughter, as people tend to forget, reword or even change the information when they report back. After the exercise, have a discussion on the importance of listening intently to look for/hear specific information. Then tell them what they have to do in the activity.

In the activity, the students will have to note down information after listening to a teacher's speech about Michael Jackson. (See **Resource 1a**.) This activity is to be done in pairs again. Tell the students that they will have to listen to their teacher carefully because one of them will have to deliver a short speech on Michael at tomorrow's morning assembly. The first partner in each pair will note down the information about Michael's family background in Worksheet 1, and the second partner will note down important aspects of Michael's singing career in Worksheet 2. (See **Resource 1b**.) After they finish, they will have to compile their notes and prepare a short summary. The pair who writes the best summary will make a presentation at the morning assembly. Before they listen to the recording, take the students through the worksheets so that they are prepared for the listening activity. To enable everyone to get the correct information, you can play the audio file once again after they finish the activity and let them check for errors. You can end by telling them that they will have to listen to more conversations/speeches to practise their listening skills, so that they can locate correct information easily when they listen to lectures, news reports, the teacher's instructions, etc., later.

Activity 2: Listening for gist



Activity 2

Apart from being able to understand and locate specific information in any text, JSS students also need to understand the **gist** or main idea of a lecture, conversation or report. In the History, Social Studies, Political Science or Literature classroom, for example, students listen to the teacher's explanation of a topic, including the chronology of events (i.e., the order in which things happened), the main arguments, the conclusions and the teacher's own opinion or viewpoint about the topic. It is obviously not possible, or even necessary, for students to note down or remember every single sentence spoken. Most often they need to understand only the substance of the teacher's discourse — that is, the gist. The same rules apply when students listen to information on TV and the radio.

In this activity, you will be able to familiarise your students with the gist of a topic by helping them listen efficiently, paying attention to only the main points.

Before they listen to the main topic, they must understand what we mean by the term **gist**. For this, you can prepare your own set of paragraphs on different topics for students to find the gist, or use the passages given in **Resource 2a**. The students' task is to match the passages to their gist. This will familiarise them with the style of a gist. During the feedback session, draw their attention to the main aspects of a gist: it contains the main idea/main point, it leaves out unnecessary details or illustrations and it is written in short and concise form.

For the main activity, have the students listen to/watch three lectures on three different topics delivered by JSS teachers (see **Resource 2b**). They will have to listen carefully and write the gist of the topics in the passage. As they listen, they can make notes on the important points and use that to write the gist.

For further practice, and as a follow-up activity, you can give the students another exercise. Write a few passages on separate sheets of paper, fold them and keep them on your table. Ask a few students to come up one by one, select one passage and read it aloud for the class. The class will have to listen carefully and note what the topic is about, in just one or, at the most, two sentences. After all the passages have been read, ask the students to read out their summaries/gists. You can have a discussion and pick the best gist. Wind up the activity by reviewing the main features of a gist.

Activity 3: Listening for detail



Activity 3

One of the most important study skills needed by a JSS student is understanding detail in a lecture or a passage, and applying this in a course-related activity. For example, students need to listen carefully to the process of conducting a science experiment so that they can follow it accurately. If they miss a step or forget some ingredient, the results could be disastrous. At the JSS level, students should have the opportunity to listen to longer passages for detail and to practise making notes on them.

In this activity, you will be able to engage your students in an exercise that gives them practice in listening for detail. To give them some initial practice, give the students a quick pre-task. The students will listen to you read out a passage describing the steps of a process, and they will have to rearrange the steps in the correct order on their worksheet. You will have to read out the passage twice — once before they mark the sequence in the worksheets, and once when they need to check for the correct answer. Read out the passage in **Resource 3a** and ask the students to listen very carefully. Working in pairs, they should then discuss and sequence (rearrange) the information they heard by numbering them correctly on their worksheet (**Resource 3b**). After they finish, ask them to exchange their worksheets with another pair and correct the worksheets by listening to the passage once again. During the feedback session, draw the students' attention to how a process may not be effectively completed if the details are not in the correct order.

For the main activity, have the students watch the video of a teacher demonstrating how to make oxygen gas in the laboratory (**Resource 3c**). As they watch, they should note down the important details on their worksheet (**Resource 3d**). After they finish listening, you can cross-check the details by asking a few questions on the process or have them peer correct. You can end the activity by reminding students that practising listening for detail will help them remember information in other subjects too, such as History, Social Studies or Geography, or even a literary text.

Unit summary



Summary

In this unit you learned a few strategies to help students improve their listening skills for academic purposes, especially for specific information, gist and detail.

This unit should help you to develop similar techniques in your classroom while teaching other subjects, or help other subject teachers engage their students in more meaningful classroom interaction. The activities described in this unit should be supplemented with similar activities using passages from subjects other than the examples given here. This will give students more focused practice in listening for comprehension. The feedback sessions for each activity are important as they make students reflect on what they have learned. It would be worthwhile, therefore, to ensure that every activity is followed by a round of discussion.

Reflections



Reflection

- Did the pre-activity tasks help your students do the main task more efficiently?
- Did you find any activity difficult or challenging to manage in the class?
- What other activities could you use to develop these listening skills?

Resources

Resource 1a: Listening for specific information (transcript)



Resource 1a

Teacher: Good morning, children.

Students: Good morning, Teacher.

Teacher: Today I have very sad news to share with you. Michael Jackson, probably the most famous musician of our time, died last night.

Students (**all at once**): Michael Jackson died? But I saw him on TV only last week. How can he die? Did he have an accident?

Teacher (**gently**): Quiet, children. He died in his sleep in his own bed, and the doctors, his family and the police are still trying to find out what exactly happened. Maybe we'll learn more by tomorrow. (Pause) I know all of you are MJ fans, but did you know about his background and childhood? Let me tell you how he became so famous. Michael was born on August 29, 1958, in an American

town called Gary in Indiana. Theirs was an African-American working-class family. His father, Joseph Jackson, had been a guitarist, but he had to put aside his musical career to take care of his family, working as a crane operator. Mr Jackson believed that his children had talent, so he moulded them into a musical group in the early 1960s, which came to be known as the Jackson 5. Michael joined his brothers and sisters when he was five years old, and gradually became the group's lead vocalist. He sang with wonderful range and depth even at that age, always impressing audiences with his ability to sing with deep emotion.

Michael practised singing for many years, and in 1970, the first album of the Jackson 5 — *I Want You Back* — became No. 1 on the Billboard Hot 100 charts. Then came more chart-topping singles — “ABC,” “The Love You Save,” “I’ll Be There” — and the Jackson kids became famous.

I remember saving up all my pocket money to buy his albums — you know in our days there were no audio CDs and no Internet! Anyway, Michael started singing solo, and in 1971, his song “Got To Be There” hit the charts. In 1972, his album *Ben* was released. It was about a rat named Ben, and this song became Michael's first solo No.1.

Since then, Michael has won many awards and I think his hits — “Billy Jean,” “Beat It” and all the songs from his album *Thriller* — have made him more popular than any other singer. You know he won the Grammy for the Best Rhythm and Blues Song for “Billie Jean,” the Best Pop Vocal Performer, Male, for *Thriller*, and Best Rock Vocal Performer, Male for “Beat It.” Imagine — he won Grammys for Pop, Rock, Rhythm and Blues — so he was an all-round performer. Those of you who've seen his videos will agree with me that he's the best dancer of all time! I suppose a lot of you can do his Moonwalk?! His sister Janet is also a very famous singer and dancer, but we didn't get to see much of either of them in recent times.

In fact, Michael, who had become a recluse — that is, someone who does not like to appear in public — had just made a public appearance two weeks ago for a press conference to announce his new world tour. Did you see him announce this on TV? It showed hundreds of children like you cheering him when he appears behind the mic. Recently I also got to hear his new song, “Earth.” It's about saving the environment. Listen to it if you can — it's really a very touching song.

Children, let us now pay our tribute to this wonderful artiste by keeping one minute's silence. Stand up, please. Thank you.



Audio

Resource file

See in the enclosed DVD an audio recording of the activity:

- Scripts\Module1\Unit5\Activity1\Resource1a\Audio\Looking_for_Specific_Information.mp3

Resource 1b: Listening for specific information (worksheets)



Resource 1b

(A) Information about Michaels's family

Michael's birthplace: _____

Michael's father's name: _____

Their band's name: _____

The period when they formed the band: _____

Michael's sister's name: _____

(B) Information about Michael's singing career

The Jackson kids' band's name: _____

Their first album: _____

Year: _____

The year when they hit No. 1 spot on the Billboard charts: _____

Their other hits: _____

Michael's first hit **single**: _____

Year: _____

Michael's first hit **album**: _____

Year: _____

Grammy for best Rhythm & Blues Song for: _____

Grammy for Best **Pop** Vocal Performer, Male: _____

Grammy for Best **Rock** Vocal Performer, Male: _____

Michael's famous dance: _____

Michael's latest song: _____

Press conference announcement: _____

Resource 2a: Listening for gist: Travelling to India (worksheet)



Resource 2a

Match the passages in Column 1 with their gist in Column 2. What differences did you notice between the passages and the gist?

Column 1: Passage	Column 2: Gist
<p>The southern part of India has amazing geographical diversity. There are mountain ranges, like the Nilgiris or Blue Mountains, the Deccan plateau, the plains and the two coasts of the Bay of Bengal to the east, and the Arabian Sea to the west. There are four different states in South India, and each has a rich cultural heritage. You will see several temple towns, dotted with scores of beautiful old Hindu temples with intricate architecture and stone carvings. Several important classical dance forms originated in South India. The people are very hospitable, well mannered and helpful, and South Indians are highly educated. The main or staple food in all of the southern states is rice, which is cooked in a variety of ways — in coconut oil, ground, fermented or steamed.</p>	<p>This part of India has seven states, with hundreds of languages and dialects. It has rich flora and fauna. Because of the hilly terrain the hill states are not easily reached. The famous one-horned rhino lives here.</p>
<p>The northeast of India is a racial hotspot. Consisting of seven states, the northeast has high mountains, vast plains, many rivers and rich green vegetation. It is famous for the one-horned rhino, which is found in the Kaziranga National Park. Each of the seven states has its own tribes, languages and customs, and people from neighbouring states may not understand each other when they speak their own languages. There are hundreds of languages and thousands of dialects, and linguists from all over the world come here to study these languages. Some of the states are remote and still not easily accessible. Because of the hilly terrain, most states have only one or two airports, and some states are not yet connected by rail. The northeast is rich in flora and fauna — there are thousands of species of plants, especially medicinal plants — and is a home for many bird species. The people of the hill states have Mongoloid features — which means that they look like Chinese, Japanese or Korean people. The plains state of Assam is centrally located, and people from the hill states have to pass through Assam to reach the mainland.</p>	<p>This part of India is famous for the Himalayas, and beautiful landscape of the valleys. It has many beautiful monuments like the Taj Mahal and the Golden Temple. It also has a rich collection of buildings, gardens, sculptures and paintings.</p>

Column 1: Passage	Column 2: Gist
<p>The northern part of India is famous for its hill stations, old cities and New Delhi, the capital of the country. The middle and lower regions of the Himalayas — the highest mountains in the world — are spread across the northern borders of the country. Kashmir, the northernmost state, is famous for its valley of flowers and lakes. The state of Punjab is known across the world for its rich agricultural lands, fun-loving and hardworking people, and the Golden Temple. Monuments like temples, mosques, palaces and forts are plentiful in the northern states, and a holiday in this part will leave you breathless at the amazing architectural marvels that the ancient kings had built for their queens. You would, of course, know about the Taj Mahal, but besides this Wonder of the World, these states have a rich collection of buildings, gardens, sculptures and paintings — all showing the artistic skills of Indian artisans.</p>	<p>This part of India comprises four states with great geographical diversity — high mountains, plateaus and coastal areas. It is rich in ancient Indian culture like dance forms and temples with beautiful architecture and carvings. The people of this area are very hospitable. Their staple food is rice cooked in coconut oil.</p>

Resource 2b: Listening for gist (transcripts)



Resource 2b

Passage 1

I hate watching TV. This idiot box just wastes people's valuable time. Just when an idea occurs to you, and you want to rush to your table and put it down, someone in the next room turns the TV on. By the time you yell at them to turn down the volume, you've lost that wonderful idea that was to earn you millions! And then there's the problem when you have guests. Your family's there, glued to the screen and when the doorbell rings, who do you think answers the door? You! Who else? And then Mr So-and-So will rush in, make himself comfortable on your favourite couch, and ask, "So what's the score?" No hellos necessary, either from the hosts or the guest — both parties completely at ease at the situation. "Two goals to Man U" answers someone with eyes fixated on the screen, and then they all settle down to a very companionable silence. Nobody looks at you, and you find yourself addressing your "How's everyone at home?" to the walls!

The worst thing about TV is that you can't have a normal conversation with people any more. You take a cup of coffee in the office break and try to make small talk with your colleagues. "No way!" you hear one of them say, "Gerard Butler's the best! Did you watch 'The Ugly Truth' last night?" You turn to the other end of the lounge, and before you get a word out of your mouth, someone gives you a smack on your back and shouts in your ear, "What say, old man? England or South Africa? I bet a hundred dollars the World Cup will go to South Africa this time!"

Passage 2

The election of the Pope — the head of Roman Catholics worldwide — is an interesting and elaborate affair. The Pope is elected from the College of Cardinals — the highest-ranking Catholic leaders of every country. The voting takes place in the Sistine Chapel in Vatican City, the headquarters of the Roman Catholic Church. The procedure of electing the Pope is called **conclave**, and the entire process takes place in utmost secrecy. All the cardinals gather in the chapel, whose windows are covered in black velvet to ensure secrecy. When it is time, the Swiss Guard — the official security guards of the Vatican — lock the doors so that the cardinals can have no contact with the outside world until they have elected a new Pope. No phones, messages or any form of communication with the world is allowed to pass through the doors, making this one of the most secretive voting practices on earth.

The senior-most cardinal is usually made The Great Elector — and given the responsibility of overseeing the voting.

The voting also happens with complete secrecy. Each cardinal writes the name of his chosen candidate on the ballot paper, puts it on a plate kept for the purpose and uses the plate to pour it into the chalice. After all the votes are cast, the Great Elector takes out the ballots randomly one by one, announces the name and threads it with a needle and thread. When all the votes are counted, the Great Elector ties the ends of the thread

holding the ballot papers into a garland and carries it to a table under a chimney. He mixes a special set of chemicals with the ballot papers so that it gives out smoke. If there is a clear majority and a new Pope has been elected, the chemicals emit white smoke, which goes out through the chimney and confirms the good news for the millions waiting outside. If, however, no cardinal gets absolute majority, the ballots are burnt in chemicals that give out black smoke. Another round of voting then begins. All this happens without any word exchanged with the outside world! After the procedure is over, the new Pope, wearing his Papal robes and crown, emerges at a special window to greet the people waiting on the grounds.

Passage 3

In Africa, there are many tribes that make a pastoral living. Communities like the Bedouins, Maasai, Boran, Turkana and Somali cannot depend on agriculture to make a living as vast stretches of fertile lands have become semi-arid grasslands or dry deserts. These tribes raise cattle, camels, goats, sheep and donkeys, and make a living by selling milk, meat, wool and animal skin. The Maasai, cattle herders of eastern Africa, are one such tribe. The Maasai are spread over southern Kenya and Tanzania.

Before Europeans colonised the African nations, Maasailand stretched from north Kenya to the steppes of Tanzania. In 1885, however, Maasailand was divided between (British) Kenya and (German) Tanganyika, and the best grazing lands were gradually turned into settlements for the whites. The Maasai were thus left with very little land to make a living. Later, large areas of their remaining grazing land were also turned into national parks like the Maasai Mara and Samburu in Kenya, and Serengeti in Tanzania.

As if these troubles were not enough, the Maasai face a water shortage problem. The Kilimanjaro Water Project runs through Maasai territory, but the Maasai community is not allowed to use the water to irrigate their lands or feed their cattle. Gradually, the reduction in the area of grazing land, droughts and lack of water resources have left the Maasai with very little pastoral land. Forced to graze their cattle in the same area time and again, the Maasai are also facing loss of fertility in the grazing grounds. These changes are bringing in more and more hardships for this tribe, and they are in danger of losing their livelihood. Unless the government finds a way of giving these communities their pastures back, these tribes may even face death.



Audio

Resource files

See in the enclosed DVD audio recordings of the activities:

- Scripts\Module1\Unit5\Activity2\Resource2b\Audio\Passage1.mp3
- Scripts\Module1\Unit5\Activity2\Resource2b\Audio\Passage2.mp3
- Scripts\Module1\Unit5\Activity2\Resource2b\Audio\Passage3.mp3

Resource 3a: Listening for detail (transcript)



Resource 3a

Baking a chocolate cake is not very difficult if you have the patience to do it! All you have to do is collect the ingredients, mix them well into a dough and bake it in an oven. Here's how I do it: I take four eggs and beat them well with an egg beater. When they become fluffy, I add two cups of fine sugar and beat the mixture again. Then I add 200 grammes of cooking oil or butter and beat again. The more you beat the cake dough, the softer the cake turns out. Anyway, when the mixture turns smooth and the sugar has dissolved, I add flour to it. I use two cups of flour, two tablespoons of cocoa powder and one tablespoon of baking powder for a chocolate cake. As I was saying, when the egg batter turns smooth, I add the flour mix gradually to it. Don't pour all the flour-cocoa-baking powder mix all at once into the batter — it won't mix well. What I do is, I pour about three or four tablespoons first, and beat it into the batter for some time until all the dry powder has blended into the batter. I repeat this process, taking about three tablespoons at a time, until all the flour, cocoa and baking powder has blended completely into the batter. By this time the dough becomes thick and difficult to beat, but as I mentioned before, the more you beat the softer the cake becomes.

To bake it, I grease a baking dish by spreading a bit of oil all around the inside. Then I dust some dry flour on it. This makes it easy to take the cake out once it is baked. Then I pour the dough into the baking dish, set the oven at the right temperature and let it bake. In half an hour my chocolate cake is ready!



Audio

Resource file

See in the enclosed DVD an audio recording of the activity:

- Scripts\Module1\Unit5\Activity3\Resource3a\Audio\Listening_for_Detail.mp3

Resource 3b: Listening for detail (worksheet)



Resource 3b

The sentences below show the steps to be followed while baking a chocolate cake, but they are not in the correct order. Number them correctly so that they show the right steps.

- 1 The mixture should turn smooth and the sugar should dissolve.
- 2 Add the flour-cocoa-baking powder mix gradually to the batter.
- 3 Pour the dough into the baking dish, set the oven at the right temperature and bake the cake.
- 4 Take four eggs and beat them well with an egg beater.
- 5 Then add 200 grammes of cooking oil or butter and beat again.
- 6 To bake it, grease a baking dish by spreading a bit of oil all around the inside.

- 7 Take two cups of flour, two tablespoons of cocoa powder and one tablespoon of baking powder.
- 8 Add two cups of fine sugar and beat the mixture again.
- 9 Pour about three or four tablespoons first, beat it into the batter for some time until all the dry powder has blended into the batter.
- 10 Repeat the process, taking about three tablespoons at a time, until all the flour, cocoa and baking powder has blended completely into the batter.
- 11 Then dust some dry flour on it.

Resource 3c: How to make oxygen gas in the laboratory (transcript)



Resource 3c

Teacher: Preparation of oxygen using potassium chlorate.

Oxygen gas can be prepared in the laboratory by the decomposition of potassium chlorate. You will need: hard glass test tube, gas jar, trough, delivery tube, one-hole rubber stopper, clamp stand, burner, beehive shelf, water, potassium chlorate and manganese dioxide. Potassium chlorate on heating liberates oxygen gas. This being a very slow reaction manganese dioxide or a catalyst is used.

Arrange the apparatus as shown here.

Take a mixture of potassium chlorate and manganese dioxide in the ratio of 4:1 by weight in a hard glass test tube. Heat the test tube. Oxygen gas is liberated. Oxygen gas is collected in the gas jar by the downward displacement of water. Take care. The experiment should be conducted carefully. It can be dangerous if the heating is not done gently and cautiously. The reaction that takes place is displayed on the screen. Manganese dioxide is a catalyst in the reaction.

But there's a note of caution! You need to understand that working with gases, especially in a laboratory, means that you must take great care to avoid an accident, because it can cause injury or even death! When I was a junior in college, I got my arm burnt because of carelessness, you know! So every time you carry out an experiment in a lab, make sure you do the following. In fact, I want everyone to note down these protective measures for your safety:

- Wear a protective mask.
- Wear hand gloves.
- Avoid eating while working — you might inhale



poisonous fumes or maybe your food could cause a chemical reaction and trigger something unpleasant!

Remember also never to add water to acid: instead, always add acid to water. That's all for today!

(www.youtube.com/watch?v=3vWAG9GvpHs)



Video

Resource file

See in the enclosed DVD a video recording of the activity:

- Scripts\Module1\Unit5\Activity3\Resource3b\Video\Laboratory.mp4

Resource 3d: How to make oxygen gas in a laboratory (worksheet)



Resource 3c

Fill the sheet below with the details of the experiment you have just watched.

- 1 Names of materials needed to prepare oxygen in a laboratory.

- 2 The procedure of preparing oxygen gas involves the following steps:

i _____

ii _____

iii _____

iv _____

- 3 Conducting experiments in the lab can be very dangerous. So the following precautions must be taken to avoid injury or even death:

Teacher question and answer



Feedback

Question: How can an English teacher like me collaborate with teachers of other subjects to help students do better?

Answer: One way is team teaching, in which the subject teacher teaches the concepts, and the English teacher deals with language-related issues such as the structures, the specific vocabulary and study skills involving reading comprehension and writing.