

Lesson plan: Study Skills - Easy Listening

Try this sample lesson from *Open Mind Beginner (A1)* level, which looks at the study skill of listening and strategies to help students with this vital language skill – from analysing why we listen to developing the strategies to deal with the respective listening goals they might have for each situation.

Level: Beginner / CEFR A1

Time: approx 45-60 minutes

How to use this lesson:

The lesson can be used for the whole class, who can work in pairs and small groups. Print out the provided Student's Book pages so each student has a copy and use the audio track provided for section C.

Lead-in

Begin by highlighting the aims of this Study Skills section. Explain that the students will learn different ways to practise listening in English. Tell the students that many English learners worry that they won't understand what is being said when they listen to people, especially native speakers, talking in English.

Easy listening

A

- Ask the students to think about listening in English. Have them look at the list of listening situations in which they might encounter English. Ask them to rank each situation according to its level of difficulty, with 1 being easy and 5 being difficult. Remind them to rank the situations as honestly as they can.

B

- Put the students into pairs or groups to discuss their rankings. Have them find out if their classmates have similar rankings to theirs.
- As a class, go through the situations and find out how difficult the students think each situation is. Ask them why they think some situations are more difficult than others.

Listening for different purposes

A

- Explain that we listen for different purposes, e.g. for information, for the general idea, for entertainment, for communication. Different listening situations require different strategies in order to understand the speaker.
- Direct the students' attention to the three photos. Explain that the three situations require different listening strategies. Go through the skills, making sure the students understand the three strategies.
- Have the students match the situations to the listening skills.
- When you check answers, elicit why the particular listening strategy should be used (the students may need to answer in their own language):
 - 1 The news is read relatively quickly, so understanding the main idea is the best way to understand it.
 - 2 If you don't listen for the information that you need, you may miss your train.
 - 3 If you don't listen for all the information, you might do the exercise or a test incorrectly.

ANSWERS

1 b 2 c 3 a

B

- Have the students read the three announcements. Make sure they understand *platform* (an area next to a rail track where passengers get onto and off trains). Elicit the best listening skill to use to complete this task.

ANSWER

Listen carefully for the information you need.

C (track 49)

- Have the students read the three announcements carefully. Elicit the specific information they should listen for in order to complete the information in the sentences (name of a city, a number, a time).
- Play the recording for the students to listen and complete the announcements. If the students don't get all the information the first time, play the recording again.
- After you have checked the answers, play the recording again for the students to listen again so that they can hear what they missed before.

ANSWERS

1 18, 11.30 2 26, 5 o'clock 3 7, 9.45

Audioscript

- 1 This is an announcement for all passengers travelling to Manchester. Your train is currently delayed. It will now depart at 11.30 from platform 18. Once again, all passengers for Manchester, your train will now depart at 11.30 from platform 18. Thank you.
- 2 Will all passengers travelling on the 5 o'clock service to Paris please make their way to platform number 26. Your train is waiting to depart. Once again, the train to Paris departing at 5 o'clock is now waiting on platform 26. Thank you.
- 3 All passengers for Cardiff, your train will depart at 9.45 from platform 7. That's the 9.45 train to Cardiff, departing from platform 7. Thank you.

My way to practise ... listening**A**

- Explain to the students that they will read about three strategies for practising listening. Tell them that they can decide which strategies are best for them.
- Have the students read how Mari, Sabine and Carlos practise listening. Point out that they will be reading to find out the answer to the question *Which student is like you?*
- Take a poll to find out how many students relate most to each strategy. Explain that these are all good ways to practise listening.

B

- Explain to the students that this exercise will help them think about their own strategies for practising listening to people speaking English.
- Direct the students' attention to the list of listening skills/strategies and explain that they should read the strategies and tick the ones they use to practise listening.

C

- Put the students into pairs or groups to share their answers from Ex. B. Have the students write down other ideas for listening to people speaking English that they think of in their groups.
- Elicit some of the groups' other ideas. Write them on the board, and ask the class if they think each of them is a good way to practise listening, and why or why not.

Set a goal

- Direct the students to the **Set a goal** box. Remind them that setting goals for their learning helps them to be more active learners and to take responsibility for their own learning.
- Give the students time to think about the new ways they learnt in this unit to practise listening in English and ask them to choose and write one way they plan to use. Explain that they can use an idea from Ex. B or another idea that they learnt from their pair/group work. Circulate and read students' ideas as they work.
- Take a poll of the class to find out how many students are going to practise each listening practice idea.
- Remind the students that everyone has their own learning style and that it is important for them to use ways to practise that feel comfortable to them.

Teacher's notes taken from Unit 5 of *Open Mind* Beginner and *openMind* 2nd edition Starter level.
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