# 2 Generation Curriculum & PDP Listening Lesson Plan

**MS1 level:**

### Guided Sheet (lesson)

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- **Function:**
- **Grammar:**
- **Vocabulary related to:**
- **Pronunciation:**
- **Cultural aspect:**
- **VAKT = AIDS:**

### Resources Acquisition

- **Cross Curricular Competences:**
  - Intellectual order:
  - Methodological:
  - Communicative:
  - Personal and Social:

- **Values:**
  - National Identity:
  - National Conscience:
  - Citizenship:
  - Openness to the world:

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To teach “Listening Lesson” we need PDP frame work:

- **What is PDP Listening lesson?**
  - P = Pre-listening
  - D = During listening
  - P = Post listening

- **Why PDP listening frame work?** Because it is conform the Algerian National Curriculum Mars 2015

- **How to teach PDP listening?**
  - **Pre stage**: This can be an ice-breaker, warmer or lead in.
    - They are nearly the same; there is a slight difference but all serve one objective is to get the learner ready and ease for the learning session.
  - **Ice breaker**: Icebreakers are discussion questions or activities used to help participants relax and ease into a group meeting or learning situation. The icebreakers can be used to generate interest in a topic and activate the student’s prior knowledge.
  - **Lead in**: Lead-ins (topic) will encourage the sharing of information and resource. Topic Lead-ins will direct the student into the content that will be taught
  - **Warmer**: Warmers are usually fun activities that focus on fluency practice. Ideally, warmers should only last a few minutes, while a warmer is usually has no direct relationship to the REST of the lesson, a lead-in is a quick preview of the material that will be covered in class. both lean in and warmer have their strengths. A fun, breezy warmer can add a bit of variety to a lesson, and might appeal to students who like a change of pace. On the other hand, a lead-in is a better choice for a more cohesive lesson. This is particularly important with beginning level students, who need a lot of structure and repetition.

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### The Pre-Stage
*(ice breaker – warmer – lead in)*

Must be tackled, initiated or introduced

**Problem Solving Situation**

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The teacher: builds schema and introduces new language as needed through problem solving situation.

Use pre-listening activities to prepare students for what they are going to hear or view.

The activities chosen during pre-listening may serve as preparation for listening in several ways.

During pre-listening the teacher may:

- Assess students’ background knowledge of the topic and linguistic content of the text.
- Provide students with the background knowledge necessary for their comprehension of the listening passage.
- Activate the Existing knowledge that the students posses.
- Clarify any cultural information which may be necessary to comprehend the passage.
- Make students aware of the type of text they will be listening to, the role they will play, and the purpose(s) for which they will be listening.
- Provide opportunities for group or collaborative work and for background reading or class discussion activities.

Sample pre-listening activities:

Students Predict Topic:
- Students predict what they expect to hear from the listening, work in pairs, and feedback ideas to the board/teacher. (Make sure you read the tapescript beforeh and you can then feed in vocabulary in your intro/lead in)

Predict Vocabulary:
- Once students know the topic of the listening, they predict words or expressions that they think they will hear. Again, write the feedback of these predictions on the board. As students listen, they should tick the words they find. Which pair predicted the most words?

Vocabulary selection/sort
- In this activity, the students are given a group of words, some of which are from the listening, others are not. The students decide which ones are from the listening.

Sentence selection
- This is the same as vocabulary selection, but students sort sentences instead.

Get students to read the text first
- This is very good for students who have big problems with listening (the hard of hearing, for example): they can read at home before the class.

Tune in
- To help students you can include tune in as a step in many of the recordings. This is a short extract, usually from the beginning of a recording, which learners listen to before they hear the main extract and before doing the comprehension task. The aim is to help learners to tune into / adjust to the speakers’ voices and the context.
Setting the context
This is perhaps the most important thing to do - even most exams give an idea about who is speaking, where and why. In normal life we normally have some idea of the context of something we are listening to.

Generating interest
Motivating our students is a key task for us. If they are to do a listening about sports, looking at some dramatic pictures of sports players or events will raise their interest or remind them of why they (hopefully) like sports. Personalisation activities are very important here. A pair-work discussion about the sports they play or watch, and why, will bring them into the topic, and make them more willing to listen.

Activating current knowledge - what do you know about...?
‘You are going to listen to an ecological campaigner talk about the destruction of the rainforest’. This sets the context, but if you go straight in to the listening, the students have had no time to transfer or activate their knowledge (which may have been learnt in their first language) in the second language. What do they know about rainforests? - Where are they? What are they? What problems do they face? Why are they important? What might an ecological campaigner do? What organisations campaign for ecological issues?

Acquiring knowledge
Students may have limited general knowledge about a topic. Providing knowledge input will build their confidence for dealing with a listening. This could be done by giving a related text to read, or, a little more fun, a quiz.

Activating vocabulary / language
Just as activating topic knowledge is important, so is activating the language that may be used in the listening. Knowledge-based activities can serve this purpose, but there are other things that can be done. If students are going to listen to a dialogue between a parent and a teenager who wants to stay overnight at a friend’s, why not get your students to role play the situation before listening. They can brainstorm language before hand, and then perform the scene. By having the time to think about the language needs of a situation, they will be excellently prepared to cope with the listening.

Predicting content
Once we know the context for something, we are able to predict possible content. Try giving students a choice of things that they may or may not expect to hear, and ask them to choose those they think will be mentioned

Pre-learning vocabulary
When we listen in our first language we can usually concentrate on the overall meaning because we know the meaning of the vocabulary. For students, large numbers of unknown words will often hinder listening, and certainly lower confidence. Select some vocabulary for the students to study before listening, perhaps matching words to definitions, followed by a simple practice activity such as filling the gaps in sentences.
Checking / understanding the listening tasks
By giving your students plenty of time to read and understand the main listening comprehension tasks, you allow them to get some idea of the content of the listening. They may even try to predict answers before listening.

Looking at pictures, maps, diagrams, or graphs to guess the topic
Reviewing vocabulary or grammatical structures
Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
Going over the directions or instructions for the activity doing guided practice.

**During listening**: While-listening activities relate directly to the text, and students do them during or immediately after the time they are listening. Keep these points in mind when planning while-listening activities:

- **Three Choices for While-Listening** (you should only do one)
  1) **Listen to Main Idea**: This listening is for understanding the general picture.
  2) **Listen to Specific Events**: Good for making timelines and categorizing.
  3) **Listen to Details**: close activity, multiple choice questions, etc.

- If students are to complete a written task during or immediately after listening, allow them to read through it before listening
  - Keep writing to a minimum during listening. Remember that the primary goal is comprehension, not production
  - Organize activities so that they guide listeners through the text: Students complete multiple tasks that move from a general to specific focus in order to deepen their understanding of the text and develop specific listening / reading skills, such as reading / listening for gist or specifics, skimming and scanning, using context clues to predict content
  - Use predicting to encourage students to monitor their comprehension as they list
  - Give immediate feedback whenever possible

**Sample while-listening activities**:

- **Information Transfer**: Learners transfer information from the text into a table, mind map, or street map.
- **Evaluating**: Learners judge information from the reading as good or bad, best or worst, or tell if they agree or disagree with information in the listening passage. (In which place would you want to live? Why?)
- **Prediction**: Learners use information from the listening passage to predict what will happen next. Teachers can stop the listening passage in the middle and ask learners to anticipate what will happen.
- **Completion**: Learners complete sentences or phrases using information from the listening passage.
- **Making Inferences**: Listener use information from the passage to understand something which is not directly stated.
Do you think Richard Corey has children? Why? - What do you think is Mr. Corey’s profession? Why?

**Correction:** Learners correct mistakes in a written version of the listening passage. It may be useful to ask learners to read the passage before listening.

**Questions:** (reference & auxiliary questions)

**Application:** Imagine that you are looking for a place to live. What is your ideal house like?

**Language Focus:** Listeners focus on a specific language structure; pronunciation, grammar, vocabulary, intonation, etc.

Make a list of all the words you hear that are pronounced with /θ/ or /ð/ while you listen to the passage.

**Compare and Contrast:** How are the two-bedroom and the three-bedroom houses similar? Different?

**Ordering:** Learners put events or things in order (first to last, biggest to smallest, cheapest to most expensive, etc.)

**Matching:** Match the following sentences with the pictures below

**More activities for during listening:**

- Listening with visuals.
- Filling in graphs and charts.
- Following a route on a map.
- Checking off items in a list.
- Listening for the gist
- Searching for specific clues to meaning.
- Completing cloze (fill-in) exercises.
- Distinguishing between formal and informal registers.

**Post-listening:** Use post-listening activities to:

- Check comprehension,
- Evaluate listening skills and use of listening strategies
- Extend the knowledge gained to other contexts.

A post-listening activity may relate to a pre-listening activity

A post-listening activity must reflect the real-life uses to which students might put information they have gained through listening. Students complete activities that expand on content or language from the text using other skills, i.e. grammar, speaking, writing

**Assessing listening:** Issues in listening assessment

- **Validity:** To what degree does it accurately measure what you want to measure?
- **Reliability:** To what degree is it dependable?
- **Authenticity:** To what degree is it representative of real-life language use?
- **Feedback:** To what degree does it provide useful feedback for the learner and influence the teaching process?

(Brown and Abeywickrama, 2010)

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