

Day: Five

Session: One

Teaching Listening and Speaking

Introduction

Action Pack provides plenty of opportunity for listening to native speakers. Remember, however, that you are your students' closest model, so you should follow some simple rules:-

You are your students' closest model, so you should follow some simple rules:

1. Speak slowly and clearly and look at students when you speak.
2. Don't speak while you are writing on the board- it is essential that students see your face when you speak.
3. Do not allow students to speak while you are speaking and respect their turn to speak.
4. Encourage students to listen to one another when they are speaking and reading aloud.
5. Use the listening strategies boxes to help the students to do the listening activities.
6. Try to be positive: praising those who are paying attention is more productive than admonishing those who are not.

Day: Five

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General Outcomes

Trainees will be able to use different teaching methods to teach listening.

Specific Outcomes

The trainees should be able to:

- define the concept “listening skill & speaking skill.
- define the listening and speaking strategies.
- introduce the stages of teaching listening skill
- teach “listening skill” to students.

Day	Session	Activity	Time
Day Five	One	Activity (1) Definition of the concept “listening skill.	15 minutes
		Activity(2) Definition of listening strategies.	30 minutes
		Activity (3) The stages of teaching listening skill	30 minutes
		Activity (4) The trainees should be able to teach “listening skill” to students.	30 minutes
		Activity (5) The trainees should be able to teach “listening skill” to students.	30 minutes

Day	Session	Activity	Time
Day Five	Two	Activity (6) Definition of the concept "speaking skill."	10 minutes
		Activity(7) The trainees should be able to teach “speaking skill” to students.	40 minutes
		Activity (8) The trainees should be able to teach “speaking skill” to students.	30 minutes
		Activity (9) Definition of the concept “pronunciation.”	10 minutes
		Activity (10) Definition the concept “phonetic transcription.”	15 minutes
		Activity (11) The trainees should be able to teach “pronunciation” to students.	15 minutes
		Activity (12) The trainees should be able to teach “pronunciation” to students.	15 minutes

Main Topic: Language Skills

Subtitle: listening

Activity (1): Define the concept “listening skill.”

Day : Five

Time : 15minutes

Session : One

Outcome: To define the concept “listening skill .”

Aids: pens, white pieces of paper, a flip chart.

Strategy: pair work and share open discussion.

Procedures:-

1. Ask trainees to work in pairs to define “listening skill.”
2. Participants work in pairs to conclude the definition of listening strategies.
3. Each pair writes down their ideas on a flipchart sheet.
4. Each pair’s spokesperson presents what ideas they have come up with and discusses them with other groups.

See worksheet no. (1)

Answer :

Listening skill can be defined as the act of hearing attentively.

Activity: (2): Define of the concept “listening strategies.”

Day : Five

Time : 30 minutes

Session : One

Outcome: to define “listening strategies”

Aids: pens, white pieces of paper, a flip chart

Strategy: group work

Procedures:

1. Ask trainees to work in groups to define “listening strategies.”
2. The trainer asks the others to share their ideas about the definition of listening strategies.
3. Trainees work in groups to conclude the definition of listening strategies.
4. Each group writes down their ideas on a flipchart sheet.
5. Each group’s spokesperson presents what ideas they have come up with and discusses them with other trainees.

See worksheet no.(2)

Answer:

What are listening strategies?

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input.

Listening strategies can be classified by how the listener processes the input.

Top- down strategies:

Are listeners based; the listener taps into background knowledge of the topic, the situation or context, the type of text and the language.

Top- down strategies include:-

- Listening for the main idea.
- Predicting.
- Drawing inferences.
- Summarizing.

Bottom-up strategies:-

Are texts based; the listener relies on the language in the message, that is, the combination of sounds, words and grammar that creates meaning.

Bottom-up strategies include:-

- Listening for specific details.
- Recognizing cognates.
- Recognizing word- order patterns.

Activity (3): The stages of teaching listening skill**Day : Five****Time : 30 minutes****Session : One****Outcome:** To identify the stages of teaching listening skill.**Aids:** pens, white pieces of paper, a flip chart**Strategy:** group work**Procedures:**

1. Ask trainees to work in groups to identify the stages of teaching listening skill.
2. Each group writes down their ideas on a flipchart sheet.
3. Each group's spokesperson presents what ideas they have come up with and discusses them with other trainees.

See worksheet no. (3)**Answer:**

The basic framework on which you can construct a listening lesson can be divided into three main stages:-

1. Pre- listening: - during which we help our students prepare to listen.
2. While listening: during which we help to focus their attention on the listening text and guide the development of their understanding of it.
3. Post-listening: during which we help our students integrate what they have learnt from the text into their existing knowledge.

Activity(4): Teaching listening skill

Day : Five

Time :30 minutes

Session : One

Outcome: Trainees should be able to teach “listening skill” effectively.

Aids: pens, white pieces of paper, a flip chart, audio recording, SB (unit 2, ex 7, page 17), TB.

Strategy : discussion

Procedures:

The trainer presents some listening activities from Action Pack 12 (first semester) and discusses the way of teaching them with the trainees.

See worksheet no. 4

Activity (5):Teaching listening skill**Day : Five****Time : 30 minutes****Session : One**

Outcome: To teach “listening skill” to students.**Aids:** pens, white pieces of paper, a flip chart, audio recording, SB, TB Action Pack 12.**Strategy :** group work**Procedures:**

1. The trainer puts the trainees in groups of four and ask each group to choose one listening activity from Action Pack 12 (first semester) and present it in front of all .(as the given models)
2. Each group writes down their ideas on a flipchart sheet.
3. Each group's spokesperson presents what ideas his group members have come up with, and finally discusses their ideas with other groups.

Introduction / Speaking

Action Pack 12 provides plenty of opportunity for practicing speaking skill.

- Encourage students to use English in their classroom exchanges to make them feel confident.
- Encourage students to participate in class and group discussions. In group discussions, you can monitor how the students are performing, virtually unobserved. Pay attention to any students who are not taking part in class discussions and encourage them to participate.
- There are numerous opportunities for pair work throughout the course. Try to vary the partners the students work with. When putting them in pairs, give instructions such *as work with the person sitting next to you \ in front of you*, etc.

Introduction / Pronunciation

Pronunciation exercises are found in each module of the Student's Book. They teach students how to use the IPA (International Phonetics Alphabet) as well as giving practice in minimal pairs, different stress patterns and intonation.

- Encourage your students to say the words and sentences aloud in the pronunciation exercise, even if they weren't sure of the pronunciation or intonation.
- When they are practicing the different sounds, remember to show them how you say the sounds, showing them the shape of your mouth and indicating where your tongue is placed.
- Explain that one way for them to learn correct pronunciation is to hear a native speaker saying the words, e.g. on the recordings, and then to hear themselves saying the words as they heard them. If they can record themselves saying the words, they will be able to judge how clearly they are pronouncing the words and sentences.
- Students should also practice saying the words to each other and having conversations with each other in English. They often comment that it is not the same as speaking to a native speaker. However, a lot of the time when they are speaking English, they are potentially going to be speaking to a person for who English is also a foreign language.

General Outcomes

Trainees will be able to use different teaching methods to teach speaking.

Trainees will be able to use different teaching methods to teach pronunciation.

Specific Outcomes

The trainees should be able to

- define the concept "speaking skill."
- teach "speaking skill" to students.
- define the concept "pronunciation."
- teach "pronunciation" to students.

Main Topic: Language Skills

Subtitle: Speaking

Activity (6): Definition of the concept "speaking skill."	Day : Five
Time :10 minutes	Session : Two
<p>Outcome: to define the concept "speaking skill."</p> <p>Aids: pens, white pieces of paper, a flip chart.</p> <p>Strategy: pair work and share open discussion.</p> <p>Procedures:-</p> <ol style="list-style-type: none">1. Ask trainees to work in pairs to define “speaking skill.”2. Participants work in pairs to conclude the definition of listening strategies.3. Each pair writes down their ideas on a flipchart sheet.4. Each pair's spokesperson presents what ideas they have come up with and discusses them with other groups.	
See worksheet no. (6)	
<p>Answer :</p> <p>Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.</p>	

Activity (7): Teaching “speaking skill.”

Day : Five

Time:40 minutes

Session : Two

Outcome: trainees should be able to teach “speaking skill” to students.

Aids: data show, pens, white pieces of paper, a flip chart, SB, TB.

Strategy: discussion.

Procedures:

The trainer presents some listening activities from Action Pack and discusses the way of teaching them with the trainees.

See worksheet no. 7

Activity (8): Teaching "speaking skill."

Day : Five

Time : 30 minutes

Session : Two

Outcome: To teach “speaking skill” to students.

Aids: pens, white pieces of paper, a flip chart, SB, TB Action Pack 12.

Strategy: group work.

Procedures:

4. The trainer puts the trainees in groups of four and ask each group to choose one speaking activity from Action Pack 12 (first semester) and presents it in front of all .(as the given models) Each group writes down their ideas on a flipchart sheet.
5. Each group's spokesperson presents what ideas his group members have come up with, and finally discusses their ideas with other groups.

Main Topic: Language Skills

Subtitle: pronunciation

Activity (9): Definition of the concept "pronunciation."

Day : Five

Time :10 minutes

Session : Two

Warm-Up: Brainstorm the following question:

1. What is pronunciation?

Outcome: To define the concept “pronunciation.”

Aids: pens, white pieces of paper, a flip chart.

Strategy: Think, pair and share then open discussion.

Procedures:

1. The trainer asks the Trainees to work individually: each one has to define pronunciation.
2. The trainer asks the others to share their ideas about the definition of pronunciation.
3. Trainees work in groups to conclude the definition of pronunciation.
4. Each group writes down their ideas on a flipchart sheet.
5. Each group's spokesperson presents what ideas his group members have come up with and discuss them with other groups.

See worksheet no. (9)

Answer: Pronunciation means how we say words.

Or

The act or result of producing the sounds of speech.

How can you learn the pronunciation of an English word?

You can look it up in a dictionary and read about how it is pronounced.

Dictionaries tell you about pronunciation through a special system called " phonetic transcription"

Activity (10): Definition of the concept “phonetic transcription.”

Time : 15 minutes

Day : Five

Session : Two

Outcome: to define the concept “phonetic transcription.”

Aids: pens, white pieces of paper, a flip chart.

Strategy: Think, pair and share then open discussion.

Procedures:

1. The trainer asks the trainees “What is phonetic transcription?”
2. The trainer asks the trainees to work individually: each one has to define phonetic transcription.
3. The trainer asks the others to share their ideas about the definition of phonetic transcription.
4. Trainees work in groups to conclude the definition of phonetic transcription.
5. Each group writes down their ideas on a flipchart sheet.
6. Each group's spokesperson presents what ideas his group members have come up with and discusses them with other groups.

See worksheet no. (10)

Answer: Phonetic transcription is written in a phonetic alphabet. The most popular phonetic alphabet is the **International Phonetic Alphabet**.

Phonetic transcription is the visual representation of speech sounds(or phones)

Activity (11): Teaching “pronunciation.”**Day : Five****Time : 15minutes****Session : Two****Outcome:** to teach “pronunciation” to students.**Aids:** pens, white pieces of paper, a flip chart, SB (unit 2, ex 7, page 17), TB.**Strategy:** discussion.**Procedures:**

1. The trainer presents the techniques for teaching the pronunciation activity. (Unit, page 17, ex. 7, SB, Action Pack 12).
2. The trainer discusses this model with all groups.

See worksheet no. 11

Activity (12): Teaching "pronunciation."

Day : Five

Time : 15 minutes

Session : Two

Outcome: To teach “pronunciation” to students.

Aids: pens, white pieces of paper, a flip chart, SB, TB Action Pack 12.

Strategy: group work.

Procedures:

- 1- Trainees work in groups to choose the best techniques for teaching students any pronunciation activity from Action Pack 12.
- 2- Each group writes down their ideas on a flipchart sheet.
- 3- Each group's spokesperson presents what ideas his group members have come up with, and finally discusses their ideas with other groups.

Worksheets

Worksheet no.1

Define the concept “listening skill ”?

Worksheet no. 2

Define “listening strategies”?

Worksheet no. 3

What are the stages of teaching listening skill?

Worksheet no.4

Module 1 Unite 1 SB page 10

2  Listen to a radio program about Internet safety and answer the questions.

(SB page10)

- 1 What does the professor say about filling in forms on the Internet?
- 2 Do you think that the professor believes Internet safety is very important, or not very important? What in his speech makes you think this?


Outcome: students should be able to listen to texts and conversations in order to get the main ideas and find answers to specific queries.

1. Ask students to look at the listening strategies box.

Preparing to listen

- Before you listen, look at the pictures on the page for clues about what you are going to hear. For example, the two photos below show students using computers.
- Read the key vocabulary out loud so that you are used to the pronunciation. (If these words and phrases are in the recording, you will be able to recognize them easily.)
- Read the questions carefully to help you to focus on the necessary information.

2. Ask students to look at the
questions before they listen.
3. Elicit their ideas about what the professor might say.
4. Write these on the board.
5. Play the listening through twice.
6. Check their answers as a class.
7. Ask them to give proof for their answer to question 2.

3  Complete the verb phrases and phrasal verbs with the correct words.

Then listen again and check. (SB page10)

- 1to know ____ dangers of the Internet
- 2to connect ____ people on the Internet
- 3to turn ____ privacy settings
- 4to give ____ personal information
- 5to fill ____ a form

Outcome: students should be able to infer the meaning of new vocabulary items by using contextual and grammatical clues when listening.


Students complete the verbs and then check their answers by listening to the audio material again.

7  Listen to a discussion about creating web pages.

What is more important: how a web page looks or how easy it is to use? (SB page 11)

Outcome: students should be able to listen to a discussion in order to get the main ideas and find answers to specific queries.

1. Ask students to read the question and decide on the answer.
2. Play the audio through once and then elicit the an

8  Listen again and answer the questions. (SB page 11)

- 1 What does a web-building program help you to do?
- 2 Why do you need web hosting?
- 3 What is a domain name?
- 4 What costs are there in starting a website?

Outcome: students should be able to listen to texts and conversations in order to get the main ideas and find answers to specific queries.

1. **Ask students to read through the questions silently.**
2. **Play the audio again and give students time to write their answers**

Remind students that they should take notes while they are listening.

Worksheet no. 6

Define the concept “speaking skill”?

Worksheet no.7

Module 1 Unite 1 SB page 7

Speaking

Unit 1, SB page 7

7 Work in pairs and answer the following questions.

- 1- Which form of modern technology do you think is the most useful? Why?
- 2 - What are the advantages and disadvantages of having laptop computers, tablet computers or smart phones?
- 3- What would life be like without computers?

Outcome: students should be able to talk briefly about how they use computers at home and at school.

1- Ask students to discuss the questions on pairs.

(Monitor as they are speaking, helping with vocabulary if necessary)

2- At the end of the pair work, choose a student to answer each question and then invite others to agree or disagree with that student's opinions.

Speaking

Unit 1, SB page 8

1 Work in pairs. Discuss these questions.

- 1-** In what ways can digital information be used to educate people?
- 2-** Do you think that computers will replace books one day? Why/Why not?

Outcome: students should be able to talk briefly about how digital information can educate people.

- 1. Ask students to look at the picture at the top of the page and describe what they can see.**



- 2. They then discuss the questions in pairs.**
(Encouraging them to speak for the full time, suggesting that they ask each other questions to keep the conversation going.)

- 3. Choose a few students to tell the class their opinions.**

Speaking

Unit 1, SB page 9

5 Complete the sentences so they are true for you. Work in pairs.

- | | |
|--------------------------------------|---|
| 1- My teacher says I must ... | 5- If I had more time, I would ...
-If I use a |
| 2- In our English lessons, I can ... | 6computer, I ...
-If the teacher |
| 3- I use technology to ... | 7gives us
homework today, I
... |
| 4- Next year, I will start ... | |

Outcome: students should be able to use the grammar in their own words.

1. Ask students to work in pairs to help each other to write a sentence each or one sentence between them.
2. When they have finished, elicit suggestions from the class.

Unit 1, SB page 9

6 Read the talk on page 8 again and find the following:

- 1- a sentence which acts as an introduction
- 2- a sentence which tells you what the talk is going to be about
two sentences which end the talk.

ask students to scan- read the talk to find the answers to the questions.

Unit 1, SB page 9

7 Work in groups. Prepare a short talk about how you use computers at home and at school. Choose a spokesperson. Present your talk to the class.

1. Ask students to read the speaking strategies box.

Giving a talk

- Plan your talk, using the same structure as

in exercise 6.

- Use the helpful expressions in **bold** from the talk on page 8.
- Make notes for what

you want to say. Don't read your talk aloud at this stage.

- Look at your audience as you speak and make them interested in

2. Ask students to work in groups to prepare a short talk about how they use computers at home and at school.
3. Choose a spokesperson to present each group talk to the class.

Unit 1, SB page 11

6 Work in pairs and discuss these questions.

- 1 In what ways are web pages different to pages in books or magazines?
- 2 Are some web pages easier to use than others? Why/Why not?
- 3 What do you think makes a good website?

1. **Ask students are there any websites you visit frequently
?Why do you visit theses ones? What do you like about them?**
2. **Elicit answers from a selection of students.**
3. **Get students to discuss the questions in pairs.**

Worksheet no. 9

What is the definition of pronunciation?

Worksheet no.10

What is the definition of the concept “phonetic transcription”?

Worksheet no.11

Pronunciation:



7 Listen to the words. Match them with their phonetic transcriptions.

- | | |
|---------------|--------------|
| 1/'æNgri/ | a importance |
| 2/kA...m/ | b school |
| 3/sku...l/ | c exercise |
| 4/'eks'saIz/ | d angry |
| /Im'pO...t'ns | |
| 5/ | e calm |

Strategy:

Teacher asks students the following

questions:-1. Where is IPH used and why?

(In dictionaries to show you how to pronounce words)

2. What two things can it show?

(The pronunciation and the stress of the word)

3. Why is this so important in English?

(Because many words are not written as they are said)

4. The teacher asks students to work in pairs to practice reading the IPA and matching it to the words.

(Refer them to the pronunciation table in Activity Book on page 69 if they need more guidance)

5. Play the cassette / CD for students to check.

Go over the sounds and answers as a class, asking students to pronounce the words with the correct stress