

# LISTENING SKILLS

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

5

## Overview

This lesson plan covers teaching content for;

1. Learning to improve listening skills

## Objectives

Students should be able to;

- Improve their listening skills

## Assessment Activity

- Monitor students work.
- Provide help if needed.

## Summary

1. Elicit why students need to improve their listening skills
2. Clear the room while the summary goes on

## Activity Starter/Instruction

1. Explain the purpose of the lesson.
2. Discuss the general topic that will be covered in your listening material
3. Your students will bring any knowledge they already have about the topic to the forefront of their brains.
4. This may include specific vocabulary and grammatical structures as well as content knowledge.

## Guided Practice

### Day 2/ Lesson 2: 20 Mins

1. An interactive classroom activity to help improve students' listening skills is to pair students together to listen for a hidden phrase.
2. The way this activity works is students must work with their partner to create a dialog using a secret phrase.
3. Once they have created a short dialog using the phrase, they must present it to their classmates to see which group can find the hidden phrase.

## Teacher Guide

### Day 1/ Lesson 1: 20mins

1. Students brainstorm kinds of songs
2. Students describe one of their favourite songs and what they like about it
3. Students predict some word or expressions that might be in a love song
4. Students listen and decide if the song is happy or sad
5. Students listen again and order the lines or verses of the song
6. Students listen again to check their answers or read a summary of the song with errors in and correct them.
7. Discuss what they liked / didn't like about the song
8. Decide whether they would buy it / who they would buy it for
9. Write a review of the song for a newspaper or website
10. Write another verse for the song
11. Students look at the lyrics from the song and identify the verb forms
12. Students find new words in the song and find out what they mean

## Materials Required

- hidden phrases
- Interactive white board and a marker
- Different kinds of songs
- Two speakers
- Audio recordings

## Additional Resources

<https://www.teachingenglish.org.uk/article/te-listening-skills>  
<https://proudtobeprimary.com/listening-activities/>  
<https://www.teachhub.com/5-classroom-activities-improve-listening-skills>  
<https://busyteacher.org/14850-teaching-perfe-listening-lesson-5-simple-steps.html>  
<https://esl-voices.com/teachers/listening-strategies-and-lesson-plans/>

## Additional Notes

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4. Prepare the hidden phrase before class and make sure that you have enough for each group to have a different one.
  5. The phrase can be anything that you want from “I saw a dinosaur in my backyard” to “I like to bake cookies.”
  6. Each group’s challenge is to use the hidden phrase in their dialog, while their classmates’ goal is to listen intently to try
  7. They will also figure out the hidden phrase within the dialog.
  8. Each group that guesses correctly gets one point.
  9. If no one can guess the hidden phrase correctly, then the group that write the dialog gets a point.

### Teacher Guide

#### Day 3/ Lesson 3: 25 Mins

1. A useful activity to highlight learners’ awareness of which words are the important words to listen out for is to give them a copy of the audio transcript.
  2. Select a section and learners divide the words into two groups: content and non-content words.
  3. To help them do this, elicit the kinds of words that tend to be content words (nouns, adjectives, main verbs, etc.)
  4. Also elicit those that tend to be non-content or grammatical words, the words that glue the conversation together (pronouns, auxiliary verbs, etc.).
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13. Students make notes of common collocations within the song.

### Teacher Guide

#### Day 4/ Lesson 4: 25 Mins

1. This is a fun activity that helps learners develop their intonation.
  2. Choose a short dialogue or a short section from a longer dialogue they have listened to.
  3. Once learners understand the content of the dialogue, they can focus on the intonation patterns.
  4. If there are two speakers, divide the class into As and Bs. Play the recording - As speak along with speaker 1 and Bs speak along with speaker 2.
  5. By speaking at the same time as the speakers on the recording, learners mimic the same intonation patterns, stress and rhythm exactly.
  6. Then repeat the process twice more but turn the volume down each time.
  7. Finally, learners say the dialogue without the recording and you should find that they copy the intonation.
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5. They could also look at the transcript and identify the words that enabled them to answer the listening tasks.
  6. This will also highlight the fact that sometimes a more 'grammatical' word could be a content word
  7. For example, a negative construction that informs us that someone doesn't do something or doesn't like something.
  8. Follow up by playing the dialogue again and listening for the stressed words, which should largely coincide with the content words.
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