

Let's Teach English

UNIT 02: Listening Skills and Cooperative Learning

Website: [VOA Learning English](https://learningenglish.voanews.com/z/5203) (https://learningenglish.voanews.com/z/5203)

Theme of Unit: Food

Teaching Topics: Teaching listening skills; responding to what you hear; cooperative learning structures

Learning Strategy: Focus

Materials Needed: Audio player and speakers to play recording and a printed script for students to read

Video Transcript

In this lesson, the teacher prepares students to listen to a recording and respond. She uses the learning strategy, **focus**. By asking a specific question before playing the recording, she helps students to listen with a purpose.

Teacher: Good morning, class.

Students: Good morning.

Teacher: In this lesson, the women talk with Samar about her grandchildren. Do you remember the word from Unit 1 for three babies at one time?

Mimi: Triple?

Jamie: Triplets!

Teacher: Right. Today, we hear Nadine, Dima, and Samar talking again. When we listen carefully, we sometimes listen for only one or two things. We call that **focusing**. Today, we want to know how Samar feels. Let's **focus** for a feeling word.

(plays recording of conversation Part 1)

Nadine: How are you, Samar?

Dima: Congratulations! Are you happy about the triplets?

Samar: I am very happy!

Nadine: Three grandchildren! I am happy too!

Dima: You are very lucky! Samar, is your birthday next week?

Samar: Yes, it is.

Dima: Let's have a party!

Teacher: Okay. How does Samar feel?

Julia: Samar is very happy.

Teacher: Good job on **focusing**. Now you know that she's happy.

Teacher: Okay, next I want you to listen for the names of foods. What foods will they cook for the party?

(plays recording of conversation Part 2)

Nadine: Who can we invite?

Samar: All our family and friends.

Nadine: What food do you like?

Samar: I like pizza, fries, and chicken wings.

Dima: What is pizza?

Samar: It is a flatbread from Italy. It is delicious.

Nadine: Let's have the party here at my house.

Teacher: Okay, what foods will they cook for the party?

Maryam: Pizza, fries, and . . .

Julia: Chicken wings!

Teacher: That's right. Now, look at the conversation. You will make something like this in your groups. Work with your group to write a conversation about food. Each group has a leader, a writer, and speaker.

Cooperative Learning Roles

In their cooperative learning groups, students create a conversation. In groups of four, students can choose from these roles:

Writer: puts the group's ideas on paper

Checker: looks up spellings or meanings of words, ask questions,
watches the time

Leader: starts the group on the assignment, makes sure everyone helps
and understands

Speaker: introduces the group's conversation, contributes to group work

Teacher: You have ten minutes to write and practice the conversation. Then I will ask you to read it for the class.

(We see groups working, with students taking their roles to direct the work.)

Teacher: Two minutes left.

(later)

That's ten minutes. Now, who is ready to read?

(One student group volunteers.)

Teacher: Please come up.

Mimi: This is about my birthday party. We talk about Mexican food.

Teacher: Okay. Class, listen and focus. What foods do they talk about?

Mimi: Tomorrow is my birthday. Let's have a party!

Jamie: Yes! I like parties. Where can we have it?

Mimi: At my house.

Julia: What food do you like?

Mimi: I like nachos, enchiladas, and churros.

Jamie: What are churros?

Julia: They are fried bread with sugar.

Jamie: That sounds delicious!

Teacher: Okay, what is one food they talk about?

Maryam: Churros?

Teacher: Good.

Emma: Nachos?

Teacher: Yes, great use of **focus** and listening for the names of the foods.

Summary

Students work in cooperative learning groups to create and practice a conversation in English. The purpose of cooperative learning is for each student to play a different part in achieving one overall goal. This also helps ensure that everyone does an equal part in group work.

Next time, join us for Unit 3. We will teach speaking skills.

New Words

These more complete definitions are from the [Merriam-Webster Learner's Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

all (adjective) – the whole, entire, total amount, quantity, or extent of

bell pepper (noun) – a large pepper with a mild flavor

can (verb) – to be able to

chicken wings (noun) – the wings of a chicken eaten as food

cooperative (adjective) – involving two or more people or groups working together to do something

cucumber (noun) – a long vegetable with dark green skin and crisp flesh that is often used in salads or for making pickles

ensure (verb) – to make (something) sure, certain, or safe

fries (noun) – potatoes that have been cut into small pieces and fried

greens (noun) – the dark green leaves of a plant that is grown especially in the southern U.S.

invite (verb) – to ask someone to go somewhere or do something

let's (verb, a contraction of let us) – used to make a suggestion

pizza (noun) – a food made from flat, usually round bread that is typically topped with tomato sauce and cheese and often with meat and/or vegetables

recipe (noun) – a set of instructions for making food

tomato (noun) – a round, soft, red fruit that is eaten raw or cooked and that is often used in salads, sandwiches, sauces, etc.

very (adverb) – to a great degree (used for emphasis before adjectives and adverbs)

Women Teaching Women English Conversation

Samar and Dima are at Nadine's house. (Auntie) Hala is the mother of Dima. Nadine is the mother of Samar.

Nadine: How are you, Samar?

Dima: Congratulations! Are you happy about the triplets?

Samar: I am very happy!

Nadine: Three grandchildren! I am happy too!

Dima: You are very lucky! Samar, is your birthday next week?

Samar: Yes, it is.

Dima: Let's have a party!

Nadine: Who can we invite?

Samar: All our family and friends.

Nadine: What food do you like?

Samar: I like pizza, fries, and chicken wings.

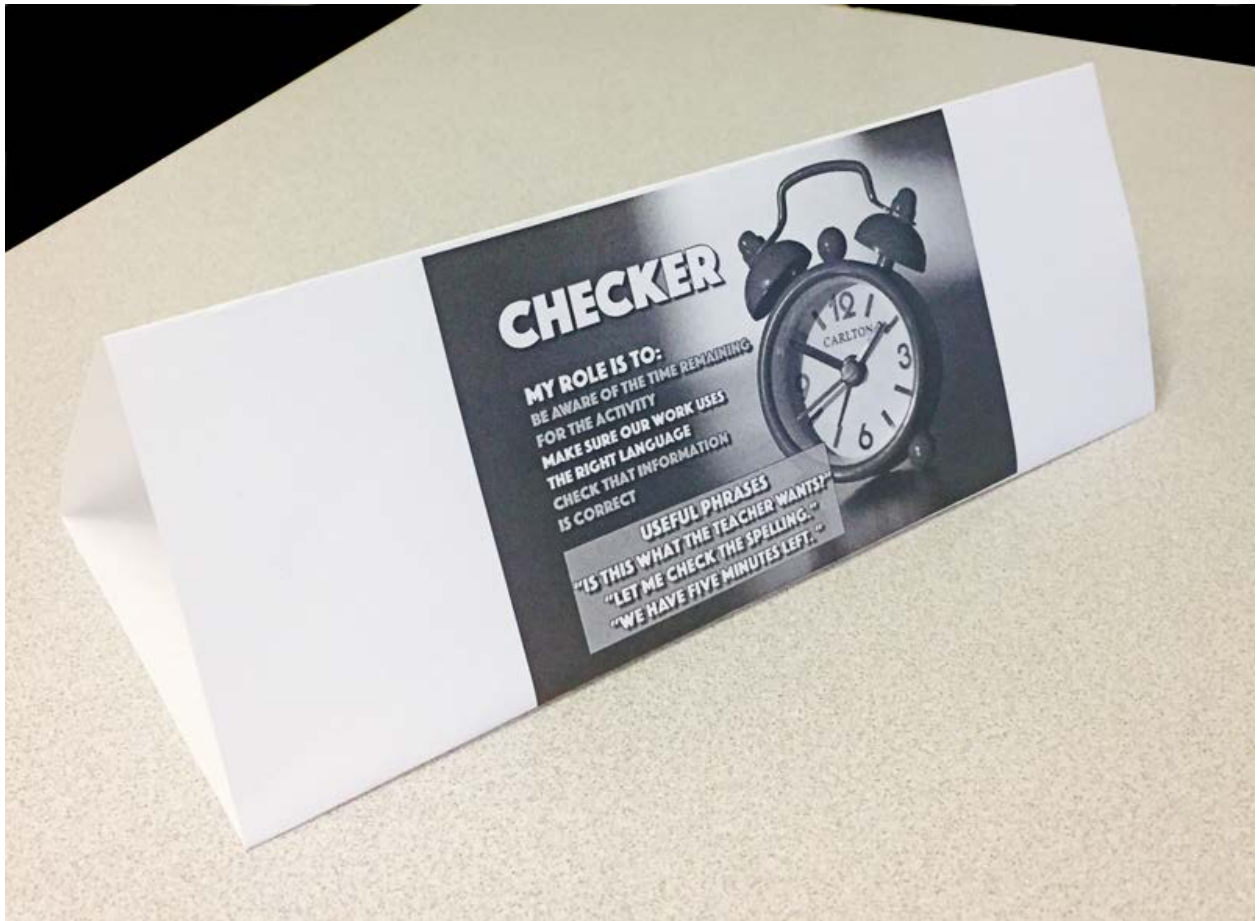
Dima: What is pizza?

Samar: It is a flatbread from Italy. It is delicious.

Nadine: Let's have the party here at my house.

Cooperative Learning Role Cards

Cooperative learning role cards can be printed and folded to rest on a desk or table as shown below. They make cooperative group responsibilities clear to the student and other group members. Below is an example of a role card, folded and placed on a desk. Following that are role cards you can print and use in your class if you like.



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CHECKER

MY ROLE IS TO:
 BE AWARE OF THE TIME REMAINING
 FOR THE ACTIVITY
 MAKE SURE OUR WORK USES
 THE RIGHT LANGUAGE
 CHECK THAT INFORMATION
 IS CORRECT

USEFUL PHRASES
 "IS THIS WHAT THE TEACHER WANTS?"
 "LET ME CHECK THE SPELLING."
 "WE HAVE FIVE MINUTES LEFT."



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USEFUL PHRASES
 "IS THIS WHAT THE TEACHER WANTS?"
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 "WE HAVE FIVE MINUTES LEFT."

LEADER

MY ROLE IS TO:
 START THE GROUP OFF AND MAKE SURE
 EVERYONE UNDERSTANDS THE ACTIVITY
 MAKE SURE THAT THE GROUP IS FOCUSED AND
 THAT EVERYONE IS ACTIVELY DOING THEIR ROLE

USEFUL PHRASES
 "DOES EVERYONE UNDERSTAND WHAT TO DO?"
 "LET'S START BY ..."
 "LET'S KEEP TO THE TASK WE HAVE TO COMPLETE."

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MY ROLE IS TO:
 START THE GROUP OFF AND MAKE SURE
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 THAT EVERYONE IS ACTIVELY DOING THEIR ROLE

USEFUL PHRASES
 "DOES EVERYONE UNDERSTAND WHAT TO DO?"
 "LET'S START BY ..."
 "LET'S KEEP TO THE TASK WE HAVE TO COMPLETE."

WRITER

MY ROLE IS TO:
 WRITE DOWN IMPORTANT INFORMATION
 FROM OUR TASK
 WRITE THE IDEAS FOR THE SPEAKER TO PRESENT

USEFUL PHRASES
 "CAN YOU SAY THAT AGAIN, PLEASE?"
 "HOW SHALL I WRITE THIS?"
 "HAVE I WRITTEN THIS SO IT MAKES SENSE?"

WRITER

MY ROLE IS TO:
 WRITE DOWN IMPORTANT INFORMATION
 FROM OUR TASK
 WRITE THE IDEAS FOR THE SPEAKER TO PRESENT

USEFUL PHRASES
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