**Teacher’s Guide Listening to the News: Voice of America 1**

-Example Unit: Chapter 1, Unit 3 Balloon Man-

**Warm-Up (2 minutes)**

Teacher asks students what they know about flying. Teacher writes words related to flying on the board. The words can be arranged in a cluster diagram or in simple lists. The idea is to quickly activate the students’ knowledge about what can fly and how it can happen. (sample words might include *plane, balloon, hot air, engine, bird*, etc.)

**Vocabulary Preview (3 minutes)**

Teacher provides the initial five vocabulary words for the lesson (*aircraft, equipment, goal, dangerous, disappointed*). Teacher writes word on board and says them out loud. Then the teacher asks the students if they can provide a sentence using each word. Teacher writes the sentences on the board. Teacher helps provide examples and/or correct grammar when writing on board as necessary.

**Note-Taking (5 minutes)**

Teacher briefly (about 1 minute) mentions the five words that the students will hear during the lecture. Teacher does not write these on the board because they are already in the student book, and also because it will help students remain focused on listening. However, the teacher can use the words (in this case, *land, knife, homemade, wind, up*) in different sentences or ask students if they have a question about the meaning of the different words. For the remainder of the time (approximately 4 minutes) the students will listen to the note-taking recording and fill in the blanks. Teacher will quickly review answers upon completion.

**Comprehension (5 minutes)**

Teacher has students take turns reading the three comprehension questions related to the passage they just took notes on. Teacher asks students if they have any questions regarding the vocabulary within the questions and possible answers, and asks if the students understand the questions. Then the students answer the questions. They can work with a partner if they want to compare notes. Total activity (preview and completion of comprehension questions) should last no more than 5 minutes.

**Focus on Sounds (5 minutes)**

Teacher previews words that will be heard in the listening (the three words at the beginning of the explanation of the sounds section) and also mention other words that start with the *f* sound. Teacher should take one minute to explain that the *f* is a voiceless sound, and it is made with the upper teeth touching the bottom lip while air is forced through the space without vibrating the vocal cords. Teacher can mention that the *v* sound is made in the same way, but with vibration of the vocal cords to create a voiced sound. Students then listen to the recording and fill in the vocabulary words beginning with the *f* sound.

**Summary (5 minutes)**

Teacher first goes over the five vocabulary words that will be used for the completion of the summary (1 minute maximum). The teacher let the students solve the questions for 3 minutes. During the last one to two minutes, the teacher can review the answers to the summary with the students.

**Dialog (5 minutes)**

Teacher first previews the dialog questions with the students. Teacher asks students if they have any questions regarding the dialog questions. The remaining time is left for the students to hear the dialog and choose the right answer.

**Expanded Reading (10 minutes)**

The first five minutes of this activity is reserved for the reading of the passage and for review/questions of vocabulary. Teacher should ask students to read the passage one time, and then ask them if they have any questions on the words found within. The teacher can review these words with students, and then have students read the passage a second time. During the final five minutes, the teacher should hold an open discussion of the two general questions that follow the expanded reading. Teacher should encourage quieter students to offer a response, as necessary.

**Dictation (10 minutes)**

The dictation is a rather long activity, so be sure to listen to it first and be sure you have a solid understanding of the content. For *Listening to the News 1*, the dictation is approximately 300 words long. You will need at least 5 minutes for the students to listen to the dictation (again, time the dictation yourself before doing this with the class). The students will listen to the dictation and fill in the blanks as they go. There will not be time to re-listen to the dictation due to time constraints. Use the final minutes of the class to review the answers to the dictation. You might want to print out the answers to distribute the students so they can check on their own, or refer them to the answer key.