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

-Example Unit: Chapter 1, Unit 2, Christmas Trees

**Warm-Up (2 minutes)**

Teacher asks students what they know or like about the Christmas holiday. Teacher writes words related to Christmas 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 people use or do to celebrate this holiday (sample words might include *presents, trees, skiing*, etc.) can entail.

**Vocabulary Preview (3 minutes)**

Teacher provides the initial six vocabulary words for the lesson (*tradition, wander, privilege, convenience, robust, threat*). 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 six 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, *decorating, plastic, special, pre-cut, memories, nature*) 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 could be heard during the listening. Teacher offers some words that contain the long *a* sound, pointing out how this sound can be spelled in a variety of ways (e.g. make, they, play). Teacher asks students if they can think of other words with the long *a* sound. Teacher can write these words on the board. Teacher should take one minute to explain how the long *a* sound (from the back of the mouth/throat with the mouth open and forcing air in a voiced way)*.* Teacher should also mention that the way of annotating this *a* sound can be different depending on the dictionary one uses as a reference (e.g. sometimes *ay* or *eI*).

**Summary (5 minutes)**

Teacher first goes over the five vocabulary words that will be used for the completion of the summary that students will hear on the recording (1 minute maximum). The teacher let the students solve the questions for three 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 fill in the blanks.

**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 3*, the dictation is approximately 500 words long. You will need at least 6 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.