

### Warm up

Ask students to brainstorm a list of situations in an academic setting where listening is important. Check that students understand what keywords are (words that help understanding of a written or spoken piece of information or narrative).

### Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the **Factsheet** before the lesson, so they can read it at home and come to the lesson prepared to do the **Worksheet**. If you use this approach, start the lesson by checking that all students have read and understood the **Factsheet** and answer any questions.
- 2 Give students the **Factsheet** at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the **Worksheet** in the lesson, then give students the **Factsheet** at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

### Using the Worksheet

Get students to read the information on 'Listening for keywords', which is taken from *C21 English for the 21<sup>st</sup> Century*, Level 1. Check understanding.

### Practice

#### 1 01 Listen to the audio and write the keywords.

- Tell students they are going to hear a short talk about an island. Have a short whole-class discussion about what words students think they might hear.
- Remind students that they need to focus on what is being said and should write only the keywords. In this case, the sorts of words students should listen out for are the names of places and details of what each place is known for.
- Play the audio and ask students to make a list of the keywords.
- If students need to hear the audio again, play the track a second time.
- Do not confirm possible keywords at this stage.

#### Transcript

Nobody lives on Rock Island, but visitors come every day in the summer. You can take a boat to visit the island. It's a very beautiful island and perfect for walking and trekking. The big lake in the centre of the island is called Lake Lemon. On the west side, the Monkey Forest has some very old trees. For mountain climbers, Mount Apu in the north is very exciting.

#### 2 In pairs, answer the following questions about your list of keywords, but do not tell your partner what your words are.

- Put the students in pairs. Ask them to work through the questions one at a time, taking turns to ask and answer them.
- While students are working, walk around the class to monitor and assist where necessary.
- Get some pairs to share their answers with the whole class.
- Go through the questions and answers with the whole class. Get different pairs to share their answers each time.
- Again, do not confirm possible keywords at this stage.

#### 3 01 Listen to the audio again and see if you can improve the list you made in Exercise 1.

- Get students to look at their list of keywords.
- Play the audio again and get students to add any keywords they may have missed, or alternatively to delete any words they no longer feel are keywords.
- Do not check the lists or confirm possible keywords at this stage.

## TIP

Get students to look at the tip. Get one of the students to read the tip aloud for the whole class. Check understanding and answer any questions.

### 4 In pairs, compare the words on your lists. Discuss any differences.

- Put the students in pairs. Ask them to compare their lists of keywords, to identify similarities and differences, and to discuss the differences. Encourage them to explain why they chose specific words.
- While students are working, walk around the class to monitor and assist where necessary.

### 5 02 Listen to the audio and write the keywords.

- Get students to reflect on what they have done so far and to think about what they've learnt so far about listening for keywords.
- Play the audio and ask students to make a list of the keywords.
- If students need to hear the audio again, play the track a second time.
- Do not confirm possible keywords at this stage.

## Transcript

The coast is very beautiful. The two big beaches in the south have very white sand. They are called Shark Beach and Coral Beach. In the summer, many visitors come by boat on day trips. Shark Beach is on the south-west side and is very popular for swimming. You can also visit some of the islands. Seal Island is an interesting island for birdwatching on the east side of the main island.

### 6 Use your keywords from Exercise 5 to answer the questions.

- Get students to work on this individually.
- Walk around the class to monitor and assist where necessary.
- With the whole class, elicit the answers.

#### Answers

**a** white    **b** Shark Beach and Coral Beach    **c** swimming    **d** birdwatching

- After students have completed Exercise 6, you could discuss the list of keywords with the whole class.

#### Suggested answers


coast    beautiful  
2 big beaches    white sand    Shark / Coral  
summer    visitors    boat    day trips  
Shark    south-west [S-W]    swimming  
Seal Island    birdwatching    east

## Over to you

### 7 Make notes on what you have learnt about listening for keywords. Present your findings to your group.

Students' own answers

## Reflect

- 8** This is the transcript of  01. Look at your keywords in Exercise 1 to review how useful they were. Think about whether you missed any keywords. Is there anything you could have done to make better notes?

Students' own answers

## Learning outcome

By the end of the lesson, students should:

- know what keywords are
- know how to prepare to listen for keywords
- feel confident about listening for keywords
- be able to listen and note keywords effectively and accurately

## Ending the lesson

Have a whole-class discussion about what students learnt in the lesson. Answer any questions.

Get students to work in small groups to prepare a poster about listening for keywords.

## Integrated skills

If you prefer an integrated skills approach, print the transcript from Exercise 1 and get students to read it and find the keywords, rather than listen to it. Change the instructions in Exercises 1 and 3 to say *Read* instead of *Listen to*. This will enable you to address both reading for keywords and listening for keywords.