



Listen Up 2!

Listening and speaking activities for
people living in Australia



Topics

Contact our Centre for a USB with all resources.

- **Topic 1 Pets**
- **Topic 2 Beach Safety**
- **Topic 3 Money and Banking**
- **Topic 4 Technology**
- **Topic 5 Going to the Chemist**
- **Topic 6 Walking**
- **Topic 7 Gardening**

● Topic 8 Holidays

Acknowledgements

The Education Coordinators Northwest Community of Practice (CoP) has been managed by the Williamstown Community and Education Centre through the ACFE Board Capacity and Innovation Fund 2017 (CAIF 9).

The CoP is a group of Community based Adult Education Providers located in Melbourne's North West.

They include:

- Angliss Neighbourhood House
- Community Plus
- Djerriwarrh Community and Education Services
- Duke St Community House
- Farnham St Neighbourhood Learning Centre
- Laverton Community Centre
- Williamstown Community and Education Centre
- Wyndham Community and Education Centre
- Yarraville Community Centre

Williamstown Community and Education Centre gratefully acknowledge the following for their contribution to this project:

Project Coordinator

- Lynne Hewet

Resource Development Team

- Jenny Penfold (Leader)
- Dale Pobega (Leader)
- Lucy Docherty
- Jodie Whitehurst

Contributions from EAL teachers from the CoP organisations:

- Liz Smillie, Judy Holmes, Michael Wanyama, Sandra Rodrigues, Larry Lee, Helen Chenoby, Claire Hynes, Jim Lynch, Stephen Pollard, Lidia Pivato, Jenny Penfold, Dale Pobega, Lucy Docherty, Jodie Whitehurst, Lynne Hewet and Mary Hall.

Background

Williamstown Community and Education Centre was awarded funding in round nine of ACFEs Capacity and Innovation Fund (CAIF 9) in 2017 to provide additional support to the North West Melbourne Learn Local Education Coordinators Communities of Practice.

One of the objectives was to develop a training resource for the A frame pre-accredited teaching programs undertaken throughout the North West Learn Local Education Community (NWLLEC).

After consultation it was determined a subsequent resource based on the written, listening and speaking program, 'Listen Up' (developed with 2011 CAIF funding) would be of most value to the North West community.

Process

To enhance the professional practice of teaching staff, ownership and collaboration was seen as the essential factors underpinning this project.

The process of employing individual writers was dismissed as previous experience has shown that teaching staff are the best placed to ensure that any resource developed and design will be based on expertise and experience with results only enhanced by the larger peer collective.

Two Professional Development (PD) sessions were conducted to provide teacher involvement in the process, development and design of the training resource.

The first PD session explored what made a good resource, what content was needed and what topics should be covered. It also gave teachers an opportunity to work with others collaboratively to develop and record transcripts of listening texts and then plan extension activities.

The second PD session built on the first activity with an alternative cohort of teachers participating.

This PD session utilised individual strengths.

After brainstorming potential class activities for each topic, a computer based exercise wherein teachers worked individually was undertaken.

This allowed teachers to contribute their own strengths and ideas to a number of topics.

This more separated method of collaboration was both time effective and ensured a range of learning and **teaching** styles were incorporated.

Introduction to Teachers

To ensure ease of access, files have been created in both Microsoft Word and pdf. Word files will enable teachers to contextualise activities and tailor to the individual needs of their class.

As this resource was a collaborative effort there is an aim for it not to stagnate, rather that it can be adjusted and evolved by teachers.

The accompanying template provides a platform to develop additional Listen Up 2! resources to be shared with the North West Learn Local Education Community.

Developing your own topic

Elements to be included

Warm Up

- Picture prompt to initiate discussion
- Questions to stimulate group discussion

Vocabulary activities

- Appendix A lists games that can be used with vocabulary cards and pictures

Oral text

- Associated activity
- Recording
- script

Language in use

- Activities which apply the language being taught and extend the topic.
Activities may include: grammar, communicative activities, role plays, games, cloze, information texts etc.

Picture prompts

- Optional: images that may open up further discussion points on the given topic

More ideas

- A list of additional suggested activities that could be developed

Recording



Voice Recorder and Audio Editor app by Tap media was used for this resource, however, any voice recording program or app may be used. (mp3 recording)

Style Guide

- Main heading: Bold
Font: Arial
Size: 26
- Headings: Bold
Font: Arial
Size: 14
- Body (general text): Font: Arial
Size: 12
- Line Spacing: General text – 1.5
Dialogues – spacing between speakers 2
- Text used in tables

Images and Vectors

When producing a resource teachers need to be aware of current copyright rules. For this resource a lot of photos were shot specifically for topics or were part of teachers own image banks.

When searching include the filter **free to use and share**

Free images can also be sourced from the following sites but still check individual images to ensure copyright has not been breached.

- Advanced google image search
- Pixabay
- Pexels.com
- Unsplash.com
- Realistic shots
- Public domain archives
- flickr
- Often museums have an image bank for use – British museum, Open Culture

Appendix A

Vocabulary Games

Concentration:

- Cut along the dotted lines so you have 24 cards.
- Place all cards picture side down in a 4 x 6 grid.
- Students take turns to turn over 2 cards.
- If the cards match they keep the pair.
- The student with the most pairs wins the game.

Snap:

- Play in groups of 3 or 4.
- Use 2 sets of cards so that there are doubles of both 48 cards and shuffle.
- Deal out cards to each player and place one in the middle.
- Students take turns to place a card on top of the previous card.
- If the card matches they snap and take the pile of cards from the middle.
- The player left with all the cards wins.

Taboo:

- Can be played in groups or as a class.
- Pick a word card from the pile.
- Students give clues about the word on their card but must not say the word. If they say the word they forfeit their go and must put the card to the bottom of the pile.
- Other students must guess what word they are describing.
- Prior to this game could do a class on adjectives and descriptions.

Classification games:

- Sort cards according to common attributes.

I spy/ which word:

- Identify through initial sound, final sound, blends.
- Identify through shape of word.
- Teacher spells and students identify before teacher completes spelling.