Lesson Plan © Easy Access English

Sounds Familiar

EAE Learning objectives for this lesson

Learn more about listening comprehension and test and practice yours. Role plays and vocabulary building exercises. Get to know the people in your class.

Activity One - Listen to the noises and identify them…



Activity Two - What does that sound like?
Make a sound and everyone else has to guess what it is.

Activity Three -Listening**… Fill the gaps in the song**

"Edge Of Seventeen"

Just like the white …… dove
Sings a song
Sounds like she's singin'
Whoo-whoo-whoo
Just like the white …… dove
Sings a song
Sounds like she's singin'
Whoo, baby, whoo
Said, whoo

And the days go by
Like a …… in the wind
In the …… that is my own
I begin again
Said to my friend, baby
Nothin' else ……

He was no more
(He was no more)
Than a baby then
Well, he seemed …… hearted
Somethin' within him
But the moment
That I first ……
Eyes on him
All alone on the edge of seventeen

Just like the white …… dove
Sings a song
Sounds like she's singin'
Whoo, baby, whoo, whoo
Just like the white …… dove
Sings a song
Sounds like she's singin'
Said, whoo, baby, whoo
Said, whoo

Well, I went today
Maybe I will go again
Tomorrow, yeah, yeah
Well, the music there
Well it was …… familiar
When I see you doin'
What I try to do for me
With their words of a poet
And a voice from a ……
And a ……
Nothin' else mattered

Just like the white winged dove
Sings a song
Sounds like she's singin'
Whoo, baby, whoo, said whoo
Just like the white winged dove
Sings a song
Sounds like she's singin'
Said, whoo, baby, whoo
Said, whoo

The clouds never expect it
When it rains
But the sea changes colours
But the sea
Does not change
So with the slow …… flow
Of age
I went …… with an age old
Desire to please
On the edge of seventeen

Just like the white …… dove
Sings a song
Sounds like she's singin'
Whoo, baby, whoo, said whoo
Just like the white …… dove
Sings a song
Sounds like she's singin'
Whoo, baby, whoo
Said, whoo

Well then suddenly
There was no one left ……
In the hall, yeah, yeah
In a flood of tears
That no one really ever heard
…… at all
When I went searchin' for an answer
Up the …… and down the hall
Not to find an answer
Just to hear the call
Of a nightbird singin'
(Come away)
(Come away)

Just like the white …… dove
Sings a song
Sounds like she's singin'
Whoo, baby, whoo, said whoo
Just like the white winged dove
Sings a song
Sounds like she's singin'
Whoo, baby, whoo
Said, whoo

Well, I hear you (well, I hear you)
In the morning (in the morning)
And I hear you (and I hear you)
At …… (at ……)
Sometime to be near you
Is to be …… to hear you
My love
I'm a few years older than you
(I'm a few years older than you)

Just like the white winged dove
Sings a song
Sounds like she's singin'
Whoo, baby, whoo
Said, whoo

Activity Four - Charades - Sounds Like…

Rules of the game; let's read the rules and then play charades.

A player from Team A thinks of a book and film a play or a song title with one of the words from below in it* the timekeeper for team B notes the time and tells the player to start. Team A then has three minutes to guess the phrase. If they figure it out, the timekeeper records how long it took. If they do not figure it out in three minutes, the timekeeper announces that the time is up, and records a time of three minutes. Then Team B does the same thing.

Gestures

To act out a phrase, one usually starts by indicating what category the phrase is in, and how many words are in the phrase. From then on, the usual procedure is to act out the words one at a time (although not necessarily in the order that they appear in the phrase). In some cases, however, it may make more sense to try to act out the "entire concept" of the phrase at once.



To Indicate Categories:

Book title: Unfold your hands as if they were a book.
Movie title: Pretend to crank an old-fashioned movie camera.
Play title: Pretend to pull the rope that opens a theater curtain.
Song title: Pretend to sing.

To Indicate Other Things:

Number of words in the title: Hold up the number of fingers.
Which word you're working on: Hold up the number of fingers again.
Number of syllables in the word: Lay the number of fingers on your arm.
Which syllable you're working on: Lay the number of fingers on your arm again.
Length of word: Make a "little" or "big" sign as if you were measuring a fish.
"The entire concept:" sweep your arms through the air.
"On the nose" (i.e., someone has made a correct guess): point at your nose with one hand, while pointing at the person with your other hand.
"Sounds like": Cup one hand behind an ear.
"Longer version of :" Pretend to stretch a piece of elastic.
"Shorter version of:" Do a "karate chop" with your hand
"Plural": link your little fingers.
"Past tense": wave your hand over your shoulder toward your back.
A letter of the alphabet: move your hand in a chopping motion toward your arm (near the top of your forearm if the letter is near the beginning of the alphabet, and near the bottom of your arm if the letter is near the end of the alphabet).

Think of a film, a book or a play with one of the words below in it

*** Desire, Bird, Sea, Music, Dove, Wind, Love, Flood, Poet, Desire**

<u>Activity Five</u> - Active and Passive Listening

Have you ever noticed that if you are listening out for something because it annoys you, then you hear it even more. For example, if the road is noisy near your house, or it irritates you to hear people chewing, or if you are trying to concentrate and someone is clicking on their phone… **(What noises annoy you?).** Well, it's the same with listening comprehension, if you listen out for something, or listen actively then you will hear it, and adversely, if you are trying to listen to everything all at once, you might not hear anything that makes any sense…

So, listen out for key words and try not to get stuck on the words you don't understand. Listen for the words which are spoken more slowly or louder (English is a stress timed language so this is important). Try to listen for information and general meaning rather than for each individual word. Try not to translate into French, think about the meaning instead.

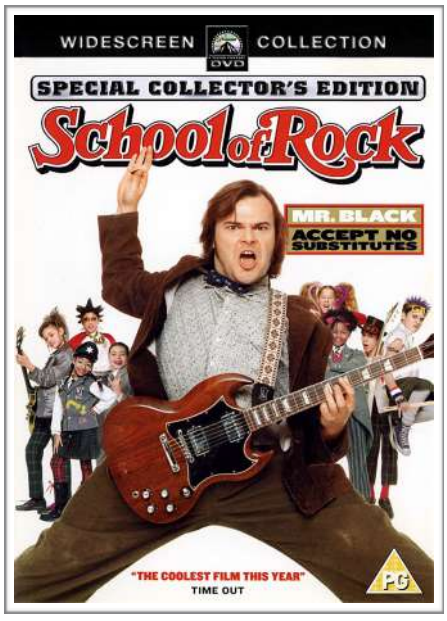
There are contradictory arguments about active and passive listening techniques in language learning. Some methods encourage only passive listening. Some people even say that if you listen to a language in your sleep you will learn it. Other methods encourage active analysis of audio, writing down each word you don't know, and learning it, repeating something again and again until you understand each word.

Probably the best idea is to do a bit of both. When you are listening to English try to understand the general meaning but also try to write down new words and learn them.

What do you all think about this and what methods do you use to improve your listening comprehension?

<u>Activity Six</u> - Do you understand? Please do not prepare this at home. Watch the two video clips and answer the questions

<u>https://www.youtube.com/watch?v=4QagAGmJcnE</u>
Wound too tight School of Rock clip.



1. How does the man explain the woman's first comment?
2. How does she explain the changes in her life?
3. What does she say has changed about her?
4. What could happen if something goes wrong?
5. What pressure is she under?
6. What has she turned into.

<u>https://www.youtube.com/watch?v=7MWpe8zzSM0</u>
Stevie Nicks Edge Of Seventeen School Of Rock clip

1. What do they both think about Stevie Nicks?
2. What does he suggest doing with the kids?
3. When is the next concert?
4. What do they have a policy about?
5. What question does the woman ask?
6. What does he want to hold her to?

Activity Seven - With your partner ask and answer the following questions.

1. What music do you like?
2. Do you like going to concerts?
3. What's the best concert you have ever been to?
4. Are you a good listener?
5. What's your favorite sound and why?
6. Which sounds do you hate and why?

- ***Then tell the rest of the class what you have learned about your partner.***

Activity Eight - **Role Play.**

Act out a situation with your partner where one person does not listen properly or does not hear properly what the other person says and where this creates a whole misunderstanding…

Activity Nine - **Read the text about listening comprehension.**

Adults spend about half of their communication time listening and so it's obviously an important part of learning language. Listening is quite a complicated process. When we listen we have to discriminate between sounds, understand vocabulary and grammar, interpret the meaning of the different stress patterns we hear and also interpret all of this within the socio cultural and thematic context of what is being said. Listeners use both prior knowledge of the context the topic and the situation and also knowledge of language. At the same time they try to interpret meaning from context and build meaning from what they know about the relationships between words and sounds. For example if a word in English sounds like a word in French, or has the same root, or is similar to another English word you know, you can deduce from that the meaning of that word. If you understand most of the words, you can deduce the general meaning and get to main message without understanding everything. So your brain is processing all of this information at the same time. You have more chance of understanding if you are familiar with the subject. So what does this mean to you?

You have to try to avoid translating each word because of the complexity of the listening process.

You should trust yourself, because you are going to process a lot of information thanks to prior knowledge so you will passively understand meaning without translating each word.

You need to be curious about new words so that you can stimulate the links your brain will find in words. Take an interest in the roots of new words you learn and try to make a note of new words.

Be attentive to all the other clues you can use to help you to understand; the context, the intonation and stress of the speaker, the theme and any other helpful aspects like visuals or body language.

The more time you spend listening to English, the easier you will find it to understand.

Activity Ten - ***"Safe and Sound…"***

Let's look at the word SOUND and get curious about it… What is the link between sound as a noise and sound as something safe…???

- Here are some expressions with that word…
- To sound someone out
- Safe and sound
- Sound asleep
- It's sound!
- Don't make a sound
- It sound's like

