

## Let's Teach English – Video Transcript

### Unit 2: Listening Skills and Cooperative Learning

**Website:** [VOA Learning English](https://learningenglish.voanews.com/z/5203) (<https://learningenglish.voanews.com/z/5203>)

**Women Teaching Women English Theme of Unit:** Food

**Teaching Topics:** Teaching listening skills; responding to what you hear; cooperative learning structures

**Learning Strategy:** Focus

#### Video Transcript

**Narrator:** In this lesson, the teacher prepares students to listen to a recording and respond. She uses the learning strategy **focus**. By asking a specific question before playing the recording, she helps students to listen with a purpose.

**Teacher:** Good morning, class.

**Students:** Good morning.

**Teacher:** In this lesson, the women talk with Samar about her grandchildren. Do you remember the word from Unit 1 for three babies at one time?

**Mimi:** Triple?

**Jamie:** Triplets!

**Teacher:** Right. Today, we hear Nadine, Dima, and Samar talking again. When we listen carefully, we sometimes listen for only one or two things. We call that focusing. Today, we want to know how Samar feels. Let's focus for a feeling word.

*(The teacher plays a recording of Conversation Part 1.)*

**Nadine:** How are you, Samar?

**Dima:** Congratulations! Are you happy about the triplets?

**Samar:** I am very happy!

**Nadine:** Three grandchildren! I am happy too!

**Dima:** You are very lucky! Samar, is your birthday next week?

Samar: Yes, it is.

Dima: Let's have a party!

Teacher: Okay. How does Samar feel?

Julia: Samar is very happy.

Teacher: Good job on focusing. Now you know that she's happy.

Teacher: Okay, next I want you to listen for the names of foods. What foods will they cook for the party?

*(The teacher plays a recording of Conversation Part 2.)*

Nadine: Who can we invite?

Samar: All our family and friends.

Nadine: What food do you like?

Samar: I like pizza, fries, and chicken wings.

Dima: What is pizza?

Samar: It is a kind of bread from Italy. It has cheese on top. It is delicious.

Nadine: Let's have the party here at my house.

Teacher: Okay, what foods will they cook for the party?

Maryam: Pizza, fries, and . . .

Julia: Chicken wings!

Teacher: That's right. Now, look at the conversation. You will make something like this in your groups.

*(The teacher puts up a poster of the dialogue between the women.)*

Teacher: Work with your group to write a conversation about food. Each group has a leader, a writer, and speaker.

*(The teacher gives each group role cards.)*

Narrator: **Cooperative** learning. In their cooperative learning groups, students create a conversation. In groups of four, students can choose from these roles. The writer puts the group's ideas on paper. The checker looks up spellings or meanings of words, asks questions, and watches the time. The leader starts the group on the assignment, and makes sure everyone helps and understands. The speaker introduces the group's conversation and contributes to group work.

Teacher: You will have ten minutes to write and practice your conversation. Then, I will ask you to read it for the class.

*(Students work together to write their conversations.)*

*(Time passes.)*

Teacher: Two minutes left.

*(More time passes.)*

Teacher: That's ten minutes. Now, who is ready to read?

*(One student group raises their hands.)*

Teacher: Please come up.

*(The students stand up and go to the front of the room.)*

Mimi: This is about my birthday party. We talk about Mexican food.

Teacher: Okay. Class, listen and focus. What foods do they talk about?

Mimi: Tomorrow is my birthday. Let's have a party!

Jamie: Yes! I like parties. Where can we have it?

Mimi: At my house.

Julia: What food do you like?

Mimi: I like nachos, enchiladas, and churros.

Jamie: What are churros?

Julia: They are fried bread with sugar.

Jamie: That sounds delicious!

Teacher: Okay, what is one food they talk about?

Maryam: Churros?

Teacher: Good.

Emma: Nachos?

Teacher: Yes, great use of focus and listening for the names of the foods.

Narrator: Summary: Students work in cooperative learning groups to create and practice a conversation in English. The purpose of cooperative learning is for each student to play a different part in achieving one overall goal. This also helps **ensure** that everyone does an equal part in group work. Next time, join us for Unit 3. We will teach speaking skills.

## Transcript Vocabulary

These definitions, in alphabetical order, are from the [Merriam-Webster Learner's Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

**cooperative** (adjective) – involving two or more people or groups working together to do something

**ensure** (verb) – to make (something) sure, certain, or safe

**focus** (verb) – to cause (something, such as attention) to be directed at something specific

## Cooperative Learning Role Cards

Cooperative learning role cards can be printed and folded to rest on a desk or table as shown below. They make cooperative group responsibilities clear to the student and other group members. Below is an example of a role card, folded and placed on a desk. Following that are role cards you can print and use in your class if you like.



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**CHECKER**

**MY ROLE IS TO:**  
 BE AWARE OF THE TIME REMAINING  
 FOR THE ACTIVITY  
 MAKE SURE OUR WORK USES  
 THE RIGHT LANGUAGE  
 CHECK THAT INFORMATION  
 IS CORRECT

**USEFUL PHRASES**  
 "IS THIS WHAT THE TEACHER WANTS?"  
 "LET ME CHECK THE SPELLING."  
 "WE HAVE FIVE MINUTES LEFT."



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**LEADER**

**MY ROLE IS TO:**  
 START THE GROUP OFF AND MAKE SURE  
 EVERYONE UNDERSTANDS THE ACTIVITY  
 MAKE SURE THAT THE GROUP IS FOCUSED AND  
 THAT EVERYONE IS ACTIVELY DOING THEIR ROLE

**USEFUL PHRASES**  
 "DOES EVERYONE UNDERSTAND WHAT TO DO?"  
 "LET'S START BY ..."  
 "LET'S KEEP TO THE TASK WE HAVE TO COMPLETE."

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