

Listening

Hitting the Target Using CASAS Instructional Resources

Tools for the Classroom



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Institute for the Professional Development of Adult Educators

TOOLS FOR THE CLASSROOM

Listening-Hitting the Target Using CASAS Instructional Resources

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SPEAKING AND LISTENING ACTIVITY

Goals:

- Increase awareness of the listening process
- Develop listening and speaking skills

Preparation:

Below activity can be done in pairs or groups (4-5 students). Model examples, and then ask/designate one student to ask the questions, the other(s) will listen and write. The students can converse and ask questions afterward to reinforce/clarify understanding.

Conversation Grid 1

Personal Identification (All Levels)

What is your first name? (Spell it please)	Where are you from?	What is your address?
Rosario	Mexico	701 N. Oak St.

Conversation Grid 2

Work (Intermediate and Advanced Levels)

What's your name?	What's your job now?	How long have you had this job?	What was your job in your home country?
Jose Gomez	construction worker	5 months	engineer

Conversation Grid 3
Free Time (Intermediate and Advanced Levels)

What's your name?	What do you like to do in your free time?	When do you have free time?	What did you do in your free time in your country?
Hajib Mansoor	play soccer	on Sunday afternoon	play soccer and go fishing

Listening Activity- Identification

Goals:

- Increase awareness of the listening process
- Develop listening and speaking skills

Preparation:

1. Select three (3) pictures and identified them as a, b and c.
2. Make cards (a,b,c) for students
3. Post pictures around the room
4. Teacher gives description of one picture
5. Students hold up the correct letter that corresponds with the picture

Teacher can do this activity as a roundtable, allowing the students to take turns giving information about the pictures.

Listening BINGO

Goals:

- Increase awareness of the listening process
- Develop listening and speaking skills

Preparation:

1. Select twelve words
2. Write the twelve words on the board
3. Explain to students how to play BINGO
4. Give students a blank BINGO card
5. Ask students to write the words from the board in random order on their BINGO card until all blank spaces are used
6. The teacher calls out the words from the board and also other words not on the board. Ask students to cross out (X) the words they hear and called out BINGO if they get the words in the BINGO pattern

BINGO

Listening Activity- Directions Game

Goals:

- Increase awareness of the listening process
- Develop listening and speaking skills

Preparation:

1. Arrange a few objects (cup, comb, towel, soap, toothpaste, etc.) around the classroom.
2. Students will take turn going to the board.
3. The teacher will describe the location of the object (twice) while the student writes the directions on the board
Example: This object is on the north side of the room next to the bookcase
4. Then student needs to find the object and write the object's name on the board
5. The class can help the student if help is needed

Listening Activity- Tell a Story

Goals:

- Increase awareness of the listening process
- Develop listening and speaking skills

Preparation:

Tell students you will only tell/read the story once

Students are not allowed to take notes

Teacher will ask questions after the story

Example: What is wrong with...? When is Mark going to see his mother? What time did Jim arrived at the station?

Alternative: Teacher can ask a question and give three choices

Listening Activity- Weather Forecast

Goals:

- Increase awareness of the listening process
- Develop listening and speaking skills

Preparation:

1. Introduce vocabulary to students before listening to a recorded weather forecast (see link below).
2. Vocabulary: sunny, sunshine, cloudy, rain, thunder, snow, chilly, cool, cold
3. Play recorded weather forecast
4. Ask questions: How much rain is expected? What is the weather forecast?

https://www.youtube.com/watch?v=S4Ep_IM_5W4

CASAS Resources

Start by using the available resources at www.casas.org

Arrange with the testing department how to schedule a CASAS Practice session for students.

Use sample test items to:

- Familiarize students with CASAS test formats
- Familiarize students with CASAS items
- Give students practice in taking a CASAS test
- Make future testing go more smoothly
- Help reduce student test-taking anxiety

<https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items/life-and-work-listening>

SCENARIOS

A closer look in identifying the test item types

1. What Listening Test Item Type is this?

1. Who is lost?

A: My daughter is lost.

B: What does she look like?

A: She has curly brown hair and blue eyes.

B: What's her name?

A: Her name is Sara. She's seven years old.

B: There she is!

Who is lost?

- a. his mother
- b. his daughter
- c. his sister

2. What Listening Test Item Type is this?

Listen to the conversation. Then choose the correct answer.

A: Good morning. Can I help you?

B: Yes. My son is a new student.

A: What is his name?

B: It's Tony Lim.

A: OK. What is your address?

B: It's 1333 Ford Way.

A: What grade is he in?

Choose the best response:

a. My son Tony Ford is in 4th grade

b. My son's grades are very good

c. My son Tony Lim is in 4th grade

3. What Listening Test Item Type is this?

Where are these people?

Attention shoppers! We have a lost child in the customer service department. She has straight black hair and brown eyes. Her name is Lian.

Where are these people?

- a. at a school
- b. at a store
- c. at a park

4. What Listening Test Item Type is this?

Choose the best response.

May I speak to Luis?

- a. I'm sorry. He's not here right now.
- b. Hello?
- c. She wants to talk to Tony's mother.

5. What Listening Test Item Type is this?

A: Good morning. Northville Medical Clinic. How can I help you?

B: Hello. My name's John Dana. My grandfather has a doctor's appointment this Friday at 3:00, and I'd like to schedule a ride for him.

Which is correct?

- a. John Dana is calling to schedule a ride for his grandfather.
- b. A ride was scheduled by John's doctor last week.
- c. John's grandfather scheduled a ride for him last week.

Answers to the Scenarios

1. Comprehension
2. Predict next line of conversation
3. Comprehension
4. Predict next line of conversation
5. Identify true statement (Which is correct?)

My Learning Plan

My Learning Plan is an instructional worksheet that can be used with the CASAS Next Assigned Test report to encourage students to take ownership of their learning. The Learning Plan allows the student to study and practice the competencies that will be on their next test.

Teachers can explain to students that these are the competencies they will be learning and how they can use the Learning Plan to prepare for class. Students can be taught to look in the Scope and Sequence in their books to locate the CASAS competencies and jot down the Unit as well as the date it was reviewed.

This instructional tool helps the student focus on the competencies to be learned. It also has the “frequency” which indicates how often this competency will be addressed in the test form.

There is one “learning plan” for each listening test form, and it will be available as a handout with this presentation.

See “My Learning Plan” handouts.

Samples

CASAS COMPETENCY CONTENT BY TEST FORM LISTENING 981					
MY LEARNING PLAN					
NAME:			SITE:		
TEACHER					
TEST LEVEL A --TEST FORM 981 L					
Competency #	Competency Frequency	Competency Description	Task Area	UNIT/Page #	Date Reviewed
0.1.2	18	Identify or use appropri. Lang. for informational purposes	1,2,3		
0.1.4	3	Identify appropri. Use of lang. in general social situations	3		
0.1.5	1	Identify or use appropriate classroom behavior	1		
0.1.7	3	Understand, follow or give instructions, including commands and polite requests (e.g. ,Do this; Will you do this?)	1, 2		
0.1.8	1	Understand or use appropri. Lang. to express emotions and states of being (e.g., happy, hungry, upset)	1		

CASAS COMPETENCY CONTENT BY TEST FORM LISTENING 982					
MY LEARNING PLAN					
NAME:			SITE:		
TEACHER					
LEVEL A --TEST FORM 982 L					
Competency #	Competency Frequency	Competency Description	Task Area	UNIT/Page #	Date Reviewed
0.1.2	17	Identify or use appropri. Lang for informational purposes.	1,2,3		
0.1.5	1	Identify or use appropriate classroom behavior	2		
0.1.7	2	Understand, follow or give instructions, including commands and polite requests (e.g. ,Do this; Will you do this?)	1,2		
0.1.8	4	Understand or use appropri. Lang. to express emotions and states of being (e.g., happy, hungry, upset)	2,3		

Additional Resources to Practice Listening

Other helpful sites:

CASAS Test-Taking Strategies-Seminole State College of Florida

http://www.seminolestate.edu/adult-ed/els/web_resources/test-taking.htm

CASAS Competencies Practice Links Level 1

<https://abeweb.mpls.k12.mn.us/List.aspx?who=English-Level-1&what=Casas-Competencies>

CASAS Competencies Practice Links for ESOL Level 2:

<https://abeweb.mpls.k12.mn.us/List.aspx?who=English-Level-2&what=Casas-Competencies>

CASAS Competencies Practice Links for ESOL Level 3:

<https://abeweb.mpls.k12.mn.us/List.aspx?who=English-Level-3&what=Casas-Competencies>

CASAS Competencies Links for ESOL Level 4:

<https://abeweb.mpls.k12.mn.us/List.aspx?who=English-Level-4&what=Casas-Competencies>

CASAS Test Practices

<http://www.web-esl.com/>

CASAS –Seminole College- Listening

<http://www.seminolestate.edu/adult-ed/els/listening-and-dictation/>

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