

Teaching and learning sequence summary

Unit standard 22892, version 4: Demonstrate understanding of a spoken text and process information in English for an academic purpose

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This sequence is designed for learners preparing for tertiary level study. It is aimed at learners who are learning to listen to understand and process extended text containing complex and abstract ideas.

The teaching and learning sequences will scaffold and prepare students for the summative assessment of this standard. The teaching and learning sequences link to the [Dimensions of effective practice](#). Lessons are built around [Principles of effective teaching and learning for English language learners](#). Teachers will also need to make links to relevant [Key competencies](#).

Using the teaching and learning sequences.

These teaching and learning sequences are intended as a guide to the skills that students will need to develop to meet the requirements of the standard. They provide examples of ways that teachers can support students to acquire these skills. It is important to select only the activities that address your students' learning needs and not to cover materials and or skills that students have already mastered. For some students, it may be necessary to provide additional tasks to support mastery of specific skills.

The topic of this Teaching and Learning Sequence is the evaluation of the Millennium Development Goals. The Millennium Development Goals were replaced by the Sustainable Development Goals in 2016.

This teaching and learning sequence focuses on an evaluation of the Millennium Development Goals and leads to a formative assessment on the same topic. Summative assessment could focus on a different aspect or evaluation of the Millennium Development Goals **OR** be based on the Sustainable Development Goals.

Learning tasks

Teaching & learning sequence	Skills & knowledge	Performance criteria
1.	<ul style="list-style-type: none">Developing active listening strategies and skills	Addresses all performance criteria
2.	<ul style="list-style-type: none">Distinguishing between key information and supporting detail	1.1 Key information in the text is identified to determine its relevance to the academic purpose.

	<ul style="list-style-type: none"> Identifying the key information's relevance to the academic purpose for listening 	
3.	<ul style="list-style-type: none"> Analysing supporting information for relevance to key information 	1.2. Detailed and/or supporting information in the text is analysed for relevance to the key information.
4.	<ul style="list-style-type: none"> Processing and synthesising information Paraphrasing, summarising, outlining, tabulating skills 	1.3 Information is processed and synthesised in a form relevant to the academic purpose. This may include but is not limited to – rephrasing, paraphrasing, summarising, outlining, tabulating.

What is the impact of the teaching and learning?

After the learning tasks students should complete the formative activity. After the formative activity students should use the self-checklist to evaluate their learning and identify areas they need more help with. Teachers can use the students' responses in the formative assessment and the students' own evaluations to identify where further teaching and learning is required and to provide specific feedback.

Having identified evidence of students' learning progress, reflect on how effective chosen teaching approaches and strategies have been. Plan to build on what worked well and to address any less effective areas of teaching.

When students are ready, they can complete a summative assessment for unit standard 22892, version 4: Demonstrate understanding of spoken texts and process information in English for academic purposes.

<p><i>Engaging learners with text</i></p>	<p>students to predict what kind of text they will be listening to.</p> <ul style="list-style-type: none"> • Students write down some of the words/phrases they think will be in the text. • As students listen to or view the presentation, they circle words/phrases they predicted correctly. <p><i>Planning the learning tasks so that all learners are actively involved</i></p> <p>3. Understanding how presentations are structured</p> <p>The aim of this activity is to support students in using the structure, key words and transitions in order to understand content more easily.</p> <ul style="list-style-type: none"> • Students listen to the text first (this could be read or recorded). • Working in small groups they sequence the cut up text. Before anyone moves a strip of text they need to give their reason to the rest of the group. • When groups have finished, they do a 'walk around' to look at how other groups have completed the task. • Encourage students to give reasons for the way they have sequenced the text. • Students now listen to the text again and make any adjustments necessary. • Follow up with a discussion on the clues that can be used to structure the text. Lead into how knowing the structure of a text can make listening easier. 	<p><i>What further opportunities can I use to enable students to practise these skills?</i></p> <p><i>How can I ensure that all students are involved in the activity?</i></p>
<p><i>Instructional strategies</i></p>	<p><i>Using approaches that include listening, reading, speaking and writing</i></p> <p>4. Understanding the meaning of connectives</p> <p>a) Word cluster</p> <p>This activity aims to raise awareness of how connectives (or signal words or transitions) can be used to predict what is coming next in a talk.</p> <ul style="list-style-type: none"> • Groups are given the cut up words and phrases. They need to group the words and then give each group a label according to the function of the words. • When finished groups do a walk around. They can be encouraged to ask other groups reasons for putting words together and choices of headings. <p><i>Recycling the use of the same language in different ways</i></p>	<p><i>How can I make links to knowledge students have about the use of connectives in reading and writing?</i></p>

<p><i>Engaging learners with text</i></p>	<p>b) Using connectives to predict</p> <ul style="list-style-type: none"> • Teacher reads the text and stops after each connective. Students predict what is coming next and discuss the function of the connective. • At the end of the activity, students return to the word cluster, Task 4a, and make any changes. 	
<p><i>Engaging learners with text</i></p>	<p>5. Stress, intonation, pauses and repetition</p> <p>a) Listening cloze</p> <p>Use a recorded listening text to raise students' awareness of how changes in stress, intonation and use of pauses and repetition can affect meaning. Students can then complete the listening cloze.</p> <ul style="list-style-type: none"> • Students listen to the spoken text once without writing. • As they listen a second time they fill in the missing words. • Finish with a discussion on how these signals can affect meaning. <p>b) Listening for other signals</p> <ul style="list-style-type: none"> • Students listen to the spoken text once without writing. • As they listen a second time they fill in the missing words in the chart. • Ask students to check their answers in pairs or small groups. • Finish with a discussion on the effect on meaning of the signal words. 	<p><i>What information has this sequence provided on student learning and gaps that need to be addressed?</i></p>
<p><i>Knowledge of the learner</i></p>	<p><i>Providing opportunities for reflection and evaluation</i></p> <p>Reflection:</p> <p>Return to the learning outcome. Students jot down as many active listening strategies they can remember. In pairs they share their top three.</p>	<p><i>What has the reflection shown me about the learning of my students through this sequence?</i></p>

Student tasks
Teaching and learning sequence 1

2. Predicting key words

The title of the talk is “Introducing the Millennium Development Goals”.

Circle what kind of text you think it will be and then write down some possible words or phrases you think may be in the text.

Type of text (circle)
argument persuasive information comparison discussion
Words or phrases that may be in the text

Now listen to the text and circle the words/phrases you predicted successfully.

LISTENING TEXT FOR TEACHER ONLY

Introducing the Millennium Development Goals

I’m an MDG child. Anyone who is thirteen years or younger is too. What does that mean? Well it means they were born into a world that has the Millennium Development Goals or MDGs. The MDGs are a list of goals agreed by all countries of the United Nations in 2000, to try and make the world a better place by 2015. Goals to help end poverty, and improve healthcare, education, the environment and rights for women and girls.

And now, all over the world more kids go to school, more mothers survive having their babies, more sisters are treated the same as their brothers, millions more people can get help when they’re sick, more families drink clean water.

There's still so much to do. For all MDG children and their children's children who still need schools, clean air to breathe and food to help us grow. We can't stop now. We all have to work together to keep our promise and make the world a peaceful, healthy and happy place.

3. Understanding how presentations are structured.

Text to cut up (Adapted from a speech made by the President of the European Commission, Jose Manuel Barroso, at the United Nation's MDG summit)
<http://www.youtube.com/watch?v=0vwztPTsRI8>

Good afternoon. Mr. Secretary General, fellow delegates, ladies and gentlemen.

Over the past twenty years the world has made great progress in fighting poverty. This is in no small measure thanks to the Millennium Development Goals. They are a powerful incentive for real, tangible and collective action.

Over the last ten years, as a direct consequence of UN aid, 70 million more households have access to drinking water and 7.5 million births were attended by skilled health personnel. Our support ensures that nearly 4 million boys and girls benefit from primary education.

But while we acknowledge all these positive developments, we have no right to be complacent. Too many people remain trapped in poverty, too many women and babies struggle to survive childbirth, and basic food security remains a luxury for millions. So clearly much more needs to be done.

Ladies and Gentlemen, I believe the global community must act urgently on two fronts. First we must finish what we started. We must keep pursuing all the MDGs right to the end.

And let me now turn to our second action - what comes after 2015? Eradicating extreme poverty within one generation is possible.

Now let me sketch five vital stepping-stones to attain that objective.

First, empowerment comes with access to education and healthcare, water and food security. Only then can people take responsibility for their own development.

Second, sustainable growth is a key ingredient in reducing poverty, especially extreme poverty.

Third, environmental sustainability. If not we put the basic fabric of our economies at risk.

Fourth, equity and good governance, because human rights, good governance and rule of law are key for true human development.

And fifth – last but not least – peace and stability. We need to tackle the root of poverty and unsustainable development and not just deal with symptoms.

All these show there is a fundamental link between global sustainability and poverty eradication. The fight against poverty and the fight for sustainability are two sides of the same coin. That's why we need partnerships, including governments from all countries, international organisations, civil society and the private sector.

Finally, I believe it can be, and should be, the task of our generation to eradicate poverty in the spirit of global solidarity. It's the right and smart thing to do. The globalised world will not work if millions are excluded from it. We will work hand in hand with our partners to make this happen through an ambitious and post 2015 framework. Strong leadership is required to make possible what is necessary. To fight poverty is indeed the greatest necessity of our times. I thank you for your attention.

4. Understanding the meaning of connectives:

4a. Word cluster

first	however	also	therefore
the next point is vital	furthermore	but	the point I am making
finally	on the other hand	I want to start by	secondly
take the case of	moving on	to sum up	to illustrate
in conclusion	that reminds me of	such as	alternatively
for example	conversely	significantly	for instance
in contrast	in the same way	in particular	in essence
in other words	alternatively	as a matter of fact	to illustrate
more importantly	as a result	above all	as a consequence
first and most importantly	indeed	in other words	first and foremost
that is	similarly	also	in addition

likewise	so	because of	in fact

Blanks for labels

4b. Using connectives to predict

Text adapted from The Millennium Development Goals Report 2007,
<http://www.un.org/millenniumgoals/pdf/mdg2007.pdf>

LISTENING TEXT FOR TEACHER ONLY

The good news is that world is on track to meet the target for drinking water. **In fact**, (pause) access to improved drinking water sources increased from 77% in 1990 to 83% in 2002. Several regions **such as** (pause) Northern Africa, Latin America and the Caribbean, and Western Asia have achieved coverage of more than 90%.

However (pause) those without access to safe drinking water still number in the billions **and** (pause) nearly two-thirds of them are in Asia. The number of people without improved water sources in China alone is equal to the number of those without water services in all of Africa.

Similarly, (pause) five regions—South Asia, sub-Saharan Africa, West Asia, Eurasia, and Oceania are not on track to meet the sanitation target.

4b. Using connectives to predict

Your teacher will pause after each signal word or phrase. In pairs discuss what you think will come next and jot it down.

Signal word or phrase	Prediction	✓ / X

5. Stress, intonation, pauses and repetition

a. Listening cloze

LISTENING TEXT FOR TEACHER ONLY

Text 1

The speaker's use of repetition, a change in voice, meaningful pauses, or the way a word or phrase is said more loudly can indicate important content. Listen carefully for these signals.

5b. Listening for signals.

Text 2

So (pause) that's the progress that's possible. Together, (pause) we can collaborate in ways unimaginable just a few years ago. Together, (pause) we can realize the future that none of us can achieve alone. Together, (pause) we can deliver historic leaps in development. We **can** (stress) do this. But **only** (stress) if we move forward with the seriousness and sense of common purpose that this moment demands (voice drops).

Excerpt of a speech by President Obama at the Millennium Development Goals Summit in New York, September 2010.

Tasks 5a and 5 b. Student instructions

5a. Listening cloze exercise

1. Listen to the text once without writing.
2. As you listen the second time, fill in the missing words
3. When you have finished, discuss how these signals can affect meaning.

Other signals to listen for

The speaker's use of repetition, a change _____ voice, meaningful _____, or the way a word or _____ is said more loudly _____ indicate important content. Listen carefully for _____ signals.

b. Listening for signals.

Listen to the spoken text and complete the chart below.

Signal used	Words
Repetition of key word	
Pause (which word comes before?)	
Stress: Words said more loudly	

Voice drops	
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After listening, check your answers with a partner. Your teacher will then give you the transcript of the speech. Read it through and discuss with your partner the effect on meaning of these signals.

Dimension of effective practice	Teaching and learning sequence 2: Key information in the text is identified to determine its relevance to the academic purpose.	Metacognitive prompts
<p><i>Expectations</i></p> <p><i>Knowledge of the learner</i></p> <p><i>Instructional strategies</i></p>	<p><i>Ensuring students know the learning outcomes</i></p> <p>Teaching and learning purposes</p> <ul style="list-style-type: none"> Key information is identified <p>Student learning outcomes:</p> <ul style="list-style-type: none"> I can distinguish between key information and supporting detail. <p><i>Finding out the learners' prior knowledge</i></p> <p>1. What do we know already?</p> <p>The purpose of this activity is to activate prior knowledge of how to identify key information and supporting detail.</p> <ul style="list-style-type: none"> Students have one minute to jot down how they work out what the main point and specific details of texts are. Students share answers in small groups. <p><i>Using approaches that include listening, reading, speaking and writing</i></p> <p>2. Paired cloze: Key information and supporting detail</p> <p>The purpose of this activity is to reinforce listening strategies that will help students to identify what is important in a text and what is supporting detail.</p> <ul style="list-style-type: none"> Students in pairs complete the cloze by reading together and listening for words and phrases they don't have. When finished, they make a summary of key points. <p>3. Putting it into practice</p> <p>This activity reinforces the previous one by giving students an opportunity to notice the language features that help them to decide whether information is key or supporting.</p>	<p><i>Do I know which students will need extra support?</i></p> <p><i>Have I ensured that all students understand the learning outcome?</i></p> <p><i>Am I observing closely so that I know which students can be to help others, and which students will need monitoring?</i></p> <p><i>Are students being critical and creative in their predictions about the text?</i></p>

<p><i>Knowledge of the learner</i></p>	<p>through the completed notes provided below with students.</p> <p>7. Determining the relevance of supporting information relevance to the academic purpose.</p> <p>a. In this activity students review the notes above to decide if it is relevant to the academic purpose.</p> <ul style="list-style-type: none"> • Think/pair/share activity - Students highlight any information that is relevant to the following research question - <i>Discuss how the Millennium Development Goals have helped children.</i> <p>b and c. These activities provide further practice in listen to a text to determine it relevance to an academic purpose given above.</p> <ul style="list-style-type: none"> • Students listen to the text 7b. • Students note information that can used to answer the same research question. • Share answers in the class and discuss what information is and is not relevant to the academic purpose. Teachers may want to share the transcript to support this. <p>Repeat the process with Text 7c. This text will enable teachers to discuss how information that does not specifically mention children, might still contain information that is relevant to the academic purpose e.g. children will be impacted by improved water supply and sanitation.</p> <p><i>Providing opportunities for reflection and evaluation</i></p> <p>Reflection:</p> <p>R - Recall -2 things you did in the lesson.</p> <p>I - Write down one insight or idea you have about listening.</p> <p>Q – Write down one question you would like to ask.</p>	<p><i>Are my students able to accurately identify information that can answer a research question?</i></p> <p><i>How can I use my students' reflections to modify my next lesson?</i></p>
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Student tasks
Teaching and learning sequence 2

2. Paired cloze - Key information and supporting detail

Student A	
Key information may	Supporting details may
<p>1. start with ae.g. Today marks 1,000 days until the 2015 target date to achieve the Millennium Development Goals.</p> <p>2. start with a e.g. Today, we must ask: Are we living up to our responsibilities?</p> <p>3. start with a e.g. so, now, but, of course</p> <p>4. be at the of a paragraph.</p>	<p>1. tell us more about the main idea.</p> <p>2. start with words of addition e.g. additionally, in addition, also, although etc.</p> <p>3. start with, or use,, rather than noun</p> <p>4. includeor words like many, most, some etc.</p> <p>5. include which are often the names of places or things</p>

Student B	
Key information may	Supporting details may
<p>1. start with a statement e.g. to achieve the Millennium Development Goals.</p> <p>2. start with a question e.g. <i>Today, we must</i> <i>ask: so what</i>?</p> <p>3. start with a signal word e.g.</p> <p>4. be at the beginning of a</p>	<p>1. tell us more information about the </p> <p>2. start with signal words of addition e.g.....,also, although etc.</p> <p>3. start with, or use pronouns, rather than</p> <p>4. include numbers or words like many,,etc.</p> <p>5. include examples which are often the names of</p>

3. Putting it into practice

- As you listen to the recording, tick the things you hear that help you to decide if it is key information or supporting detail.
- Fill in the column: KI for key information or SD for supporting detail.
- When finished check it with the transcript.

Listen for the following:	✓	KI or SD
A statement		
Information about the statement		
A question		
A signal word of addition at the beginning		
Pronouns at the beginning		
A signal word such as 'so' 'now' 'but' 'however' 'of course' at the beginning		
Numbers or words like 'many' included		
The names of places or things included		
An example is given		

Text transcript

Read the text to students. Students will use the transcript to check their answers to Task 3 once they have completed the listening task.

Seize the Next 1,000 Days of the Millennium Development Goals to Build a More Just World

The MDGs are the most successful global anti-poverty push in history. There are 1,000 days to accelerate action on issues such as hunger, access to education, improved sanitation, maternal health, and gender equality.

The Millennium Development Goals provide an urgent 'to-do' list to address many of humanity's biggest and most important challenges. Since their creation, the global community has mobilized around these goals to drive incredible progress that is improving lives around the world. For example, more children are reaching their 5th birthday, fewer people are living in crushing poverty, and as many girls attend primary school as boys.

However, while we've made great strides forward, our work is not done. We need to build on the momentum we've started to reach families and communities that have been left behind.

Today's milestone is an opportunity for everyone who cares about creating a more just world to take action in support of the MDGs. What we do over the next 1,000 days matters to millions of people. Let's seize the next 1,000 days to change lives and chart a course for a brighter future for our world.

The achievements we make through the MDGs will inspire people around the globe to continue the journey toward a poverty-free world that values health and dignity for all men and women.

4. Strategies to predict key information: Ranking activity

(Student sheet)

Cut out these strategies and in groups rank them with the most important or useful strategy at the top, and the least important or useful strategy at the bottom. Be prepared to explain your order to the rest of the class. Every member of your group must report back on at least one strategy.

Decide what the main point might be and think of some key words.
Listen to the whole text before deciding what the main point is.
Decide what the idea is in the first sentence after a pause.
Listen for signal words to help you predict what is coming next e.g. <i>firstly, more importantly, as a matter of fact</i>
Check your understanding of the main idea by listening for key words in the rest of the text.
Listen for pronouns at the beginning of sentences.
Be prepared to change your mind if you hear different key words.
Listen carefully to the first two sentences because they might be the main idea.
Listen for conjunctions e.g. <i>so, and, but, nor, because</i>
Listen for numbers and similar words.
Listen for questions at the beginning of the text.

5. Putting it all together

Student sheet 1: Pair A

Read this text to Pair B. You may want to take time to practise it first. You can repeat the text if Pair B ask you to.

Text 1

Our aid will be targeted in the ways we know will make the biggest difference. So I am pleased to announce today that the UK will be stepping up our efforts to combat malaria.

In Africa, a child dies from this disease - this easily preventable disease - every 45 seconds. So we will make more money available, and ensure that we get more for our money, with the aim of halving malaria-related deaths in ten of the worst affected countries.

- Give Pair B time to complete the task.
- While they are completing the task fill in the chart below.
- When you have all finished compare your answers.
- Try to get one set of answers that you all agree with.

Main idea	Reasons for your choice
Supporting points	Reasons for your choices

Student sheet 2: Pair B

2. Now listen to Pair B and complete the chart below.

- You may ask Pair B to repeat parts of it again e.g. 'Could repeat that please?'
- Check your answers with your partner.
- Now check the answers with Pair B. Do you agree?
- If not try to work out who has the correct answer.

Text 2

The UK government is also proud to be increasing our contribution to the international drive on maternal and infant health. Our new commitments will save the lives of 50,000 mothers and quarter of a million babies by 2015.

Main idea	Reasons for your choice
Supporting points	Reasons for your choices

6. Cloze notes

Listen to the text and complete the notes.

Seize the Next 1,000 Days

Overall idea

.....

Key information

The MDGs are a 'to-do' list for humanities biggest and most important challenges.

- Global community has mobilized around the goals
-
- Lives are improving e.g.
 -
 -
 - as many girls at primary school as boys

Key information

.....

- we need to carry on with work to reach families left behind

Key information

.....

- What we do will affect millions of people
-

Restatement of main idea

.....

.....

Seize the Next 1,000 Days

Overall idea

The MDGs are the most successful global anti-poverty push in history.

Key information

They are a 'to-do' list for humanities biggest and most important challenges.

Supporting information

- Global community has mobilized around the goals
- There has been progress
- Lives are improving e.g.
 - more children reach 5
 - fewer people live in poverty
 - as many girls at primary school as boys

Key information

Work is not finished

Supporting information

- we need to carry on with work to reach families left behind

Key information

The milestone is an opportunity to take action in support of the MDGs.

Supporting information

- What we do will affect millions of people
- We must use the next 1000 days to make things better

Restatement of main idea

The MDGs achievements will inspire people to continue reducing poverty and valuing health and dignity for all.

7a. Finding information that is relevant to an academic purpose.

Look at your notes of the listening text *Seize the Next 1,000 Days* and highlight any information you can use to answer the following research question:

Discuss how the Millennium Development Goals have helped children.

7b. Finding information that is relevant to an academic purpose.

1. Listen to this text and make notes. Remember to identify key information and supporting information.

2. Highlight any information that you can use to answer the research question:

Discuss how the Millennium Development Goals have helped children.

Listening text for teachers only

Text 7b. Introducing the Millennium Development Goals

I'm an MDG child. Anyone who is thirteen years or younger is too. What does that mean? Well it means they were born into a world that has the Millennium Development Goals or MDGs. The MDGs are a list of goals agreed by all countries of the United Nations in 2000, to try and make the world a better place by 2015. Goals to help end poverty, and improve healthcare, education, the environment and rights for women and girls.

And now, all over the world more kids go to school, more mothers survive having their babies, more sisters are treated the same as their brothers, millions more people can get help when they're sick, more families drink clean water.

There's still so much to do. For all MDG children and their children's children who still need schools, clean air to breathe and food to help us grow. We can't stop now. We all have to work together to keep our promise and make the world a peaceful, healthy and happy place.

7c. Finding information that is relevant to an academic purpose.

1. Listen to this text and make notes. Remember to identify key information and supporting information.
2. Highlight any information that you can use to answer the research question:

Discuss how the Millennium Development Goals have helped children.

Listening text for teachers only

Text 7c

The good news is that world is on track to meet the target for drinking water. **In fact**, (pause) access to improved drinking water sources increased from 77% in 1990 to 83% in 2002. Several regions **such as** (pause) Northern Africa, Latin America and the Caribbean, and Western Asia have achieved coverage of more than 90%.

However (pause) those without access to safe drinking water still number in the billions **and** (pause) nearly two-thirds of them are in Asia. The number of people without improved water sources in China alone is equal to the number of those without water services in all of Africa.

Similarly, (pause) five regions—South Asia, sub-Saharan Africa, West Asia, Eurasia, and Oceania are not on track to meet the sanitation target.

Dimension of effective practice	Teaching and learning sequence 3: Analysing supporting information for relevance to key information	Metacognitive prompts
<i>Expectations</i>	<p><i>Ensuring students know the learning outcomes</i></p> <p>Teaching and learning purposes</p> <ul style="list-style-type: none"> Detailed and/or supporting information in the text is analysed for relevance to the key information (1.2) <p>Student learning outcomes:</p> <ul style="list-style-type: none"> I can decide if detailed and supportrn information supports key information. 	<i>Do I know which students will need extra support?</i>
<i>Knowledge of the learner</i>	<p><i>Finding out the learners' prior knowledge</i></p> <p>1. What strategies do we use already?</p> <p>This initial activity aims to tap into existing strategies that learners already use to decide on which supporting information is essential to main information.</p> <ul style="list-style-type: none"> Put up the learning outcome and PC 1.2 on the board and discuss what it means. In pairs, students write down strategies for deciding what is key information and supporting information. Pairs join with another pair, pool ideas and decide on the best four strategies to share with the class. <p><u>Follow up activity</u></p> <p>Students make a poster or mind map of strategies.</p>	<i>Are students listening-on to make sense of key vocabulary that is new to them?</i>
<i>Instructional strategies</i>	<p><i>Provide multiple opportunities for authentic language use with a focus on learners using academic language</i></p> <p>2. Analysing the relevance of supporting information</p> <p>This activity builds on the preceding one by encouraging students to use strategies to sort essential and non-essential information.</p> <ul style="list-style-type: none"> Using a Think / Pair / Share strategy students listen to the text and make notes, Follow up with a discussion on which of the strategies from Task 1 were most useful in determining what was key or supporting information. 	<i>What further opportunities can I use to enable students to practise these skills?</i>
<i>Engaging learners with text.</i>	<p>In the second part of this activity students review the key information and analyse the relevance of the supporting information. This will require students to identify if the</p>	

	<p>supporting information proves the speakers key information and, if applicable, what information is missing.</p> <ul style="list-style-type: none"> • Students listen to each text and make notes of key information and supporting information. • Student then work in pairs of small groups to decide if the supporting information is relevant to the key information <p>NB Five texts have been provided for this activity but students should not complete all of the tasks if this is not necessary</p> <p><u>Further learning opportunities</u> The exercise could be repeated with other texts if required.</p> <p><i>Making the lesson comprehensible to all learners</i></p> <p>4. Guided dictogloss This activity helps students to use text structure to decide which information is most important in supporting the main idea.</p> <ul style="list-style-type: none"> • Write the title of the text on the board. • Students look at the title and summary and predict what the spoken text will be about. • Students listen to the text without writing. Encourage them to focus on key information. • Students listen a second time and make notes of key information and leave space to put the supporting information later. • Students compare their answers with a partner and make any necessary changes. Key information could also be checked as a class. • Students listen a third time and add notes of detailed supporting information. <p>5. Analysing the relevance of supporting information to key information This activity helps students to analyse the relevance of supporting information to key information.</p> <ul style="list-style-type: none"> • Students use their notes from Task 4 to select one piece of key information and a relevant supporting detail and explain the relevance of the supporting detail to the key information. 	<p><i>Are the students demonstrating comprehension strategies as they independently listen and make notes?</i></p> <p><i>Are all students using the strategies they have previously practised?</i></p> <p><i>What information has this sequence provided on student learning and gaps that</i></p>
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<p><i>Knowledge of the learner</i></p>	<ul style="list-style-type: none"> ● Students use their notes from Task 4 to select one piece of key information and a supporting detail that is either not relevant or is insufficient and explain why the supporting detail is less relevant to the key information and what information is missing. <p><u>Further learning opportunities</u> The exercise could be repeated with other text. Key information, supporting information and analysis could be turned into a matching exercise e.g. matching explanations with supporting information and key information</p> <p><i>Providing opportunities for reflection and evaluation</i> Reflection: Quick writing</p> <ul style="list-style-type: none"> ● Teacher writes up the learning outcome on the board. ● Students have three minutes to write down as many strategies as they can remember that will help them to meet the outcome. ● Students share with a partner. 	<p><i>need to be addressed?</i></p>
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Student tasks
Teaching and learning sequence 3

2. Analysing the relevance of supporting information

Listening text for teachers only

The Millennium Development Goal for access to clean water has been reached, ahead of the target date of 2015. Now 89% of the population of the world have access to improved water supplies, up from 76% in the base year of 1990. We need to celebrate the achievement of halving the number of people without access to improved drinking water. The achievement is thanks to people who had seen it not as a dream, but a vital step to improve health and well-being.

Improvement to clean water supplies has not been even throughout the world. 40% of those still without access to improved drinking water live in sub-Saharan Africa. Worldwide, almost 800 million people still drink dirty water. But in the past 20 years, two billion people have gained access to improved drinking water. In places without safe water, girls and women bear a disproportionate burden; they are often tasked with carrying water from distant sources, a chore that can keep them from school or work.

3. Analyse the relevance of the detailed/supporting information to the key information

Example

Key information

The Millennium Development Goal for access to clean water has been reached, ahead of the target date of 2015.

Supporting information

Now 89% of the population of the world have access to improved water supplies, up from 76% in the base year of 1990.

Does the supporting information support the key information? If it does, say how. If it doesn't, say what is missing.

This information supports the key information because it tells us that the number of people who have clean water has increased and has met the goal. However it does not tell us what the actual goal was so we don't know if the goal was 89%

Text 1 for teachers only

The Millennium Development Goal for access to clean water has been reached, ahead of the target date of 2015. The achievement is thanks to people who had seen it not as a dream, but a vital step to improve health and well-being.

1. Listen to the text and make notes. Do not write complete sentences.

Key information

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Supporting details

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2. Does the supporting information support the key information? If it does, state how. If it doesn't, state what is missing.

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Text 2

Text 2 for teachers only

The Millennium Development Goal for access to clean water has been reached, ahead of the target date of 2015. The achievement is thanks to people who had seen it not as a dream, but a vital step to improve health and well-being.

1. Listen to the text and make notes. Do not write complete sentences.

Key information

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Supporting details

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2. Does the supporting information support the key information? If it does, state how. If it doesn't, state what is missing.

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Text 3

Text 3 for teachers only

Improvement to clean water supplies has not been even throughout the world. 40% of those still without access to improved drinking water live in sub-Saharan Africa.

1. Listen to the text and make notes. Do not write complete sentences.

Key information

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Supporting details

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2. Does the supporting information support the key information? If it does, state how. If it doesn't, state what is missing.

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Text 4

Text 4 for teachers only

Improvement to clean water supplies has not been even throughout the world. Worldwide, almost 800 million people still drink dirty water. But in the past 20 years, two billion people have gained access to improved drinking water.

1. Listen to the text and make notes. Do not write complete sentences.

Key information

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Supporting details

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2. Does the supporting information support the key information? If it does, state how. If it doesn't, state what is missing.

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Text 5

Text 5 for teachers only

Improvement to clean water supplies has not been even throughout the world. In places without safe water, girls and women bear a disproportionate burden; they are often tasked with carrying water from distant sources, a chore that can keep them from school or work.

Does the supporting information support the key information? If it does, state

1. Listen to the text and make notes. Do not write complete sentences.

Key information

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Supporting details

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2. Does the supporting information support the key information? If it does, state how. If it doesn't, state what is missing.

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4. Guided dictogloss

Text: Education matters

Listening text for teachers only

Education is a basic human right, and is also one of the most effective ways of helping people lift themselves out of poverty in a sustainable manner. Without education, young people will not have the skills they need to earn a living, look after their families and make decisions about their future. We know that when a girl in Africa is educated she is three times less likely to be infected by HIV, has the potential to earn 25% more income and will have a smaller, healthier family.

Education is key to addressing gender-based inequalities and the empowerment of women and girls. Most out-of-school children in the developing world are in families with uneducated mothers, live in rural areas, and come from low-income households. Many of them are girls. We know that it is important to get more children, especially girls, to attend school. It is also essential that schools provide children with the opportunity to learn and develop in a safe and supportive environment.

There is good news. In recent decades, we have seen very dramatic increases in the enrolment rates of children across the developing world. For example, the number of children out of school fell from 106 million to 61 million between 1999 and 2010.

Despite this progress, for the 61 million children who are out of school (most of whom are girls) their life chances are severely limited. Many live in remote areas that are hard to reach, or live in countries affected by conflict. And for many who do get to school, there are still serious concerns about the quality of learning. Far too many are leaving school without being able to read and write - a wasted, valuable opportunity.

4. Listen to the text and make notes

Overall idea

Education is a basic human right, and is one of the best to end poverty.

Key information

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Supporting information

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Key information

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Supporting information

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Restatement of overall idea

Even though more opportunities for education have been provided, 61 million children still don't go to school and their opportunities in life are limited.

Task 5: Analyse the relevance of supporting information to key information.

Identify one piece of supporting detail that supports the key information.

Key information

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Explain how the supporting information supports the key information.

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Identify one piece of supporting detail that does not fully support the key information.

Key information

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Explain why the supporting information is insufficient and what further information would be needed.

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Dimension of effective practice	Teaching and learning sequence 4: Processing and synthesising key information in a form relevant to the academic purpose	Metacognitive prompts
<p><i>Expectations</i></p> <p><i>Knowledge of the learner</i></p> <p><i>Engaging learners with the text</i></p>	<p><i>Ensuring students know the learning outcomes</i></p> <p>Teaching and learning purposes</p> <ul style="list-style-type: none"> ● Key information is processed and synthesised in a form relevant to the academic purpose (1.3). <p>Student learning outcomes:</p> <p>I can</p> <ul style="list-style-type: none"> ● change information from one form to another using a graphic organiser. ● summarise and paraphrase information. <p><i>Finding out the learners' prior knowledge</i></p> <p>1. What is summarising?</p> <p>The purpose of the next three activities is to check student understanding of paraphrasing and summary writing and to provide practice in listening carefully and summarising. The cooperative nature of the activity enables students to provide peer support.</p> <ul style="list-style-type: none"> ● Read the text so that students can get an overview. ● During the second reading, students take notes. Remind them to focus only on main points. ● In pairs, students combine notes. ● In groups of four, students combine notes. ● Students use their notes to write the summary in their own words. ● Summaries are shared with the class for discussion and feedback. <p>2. What is paraphrasing? Disappearing definition</p> <ul style="list-style-type: none"> ● Teacher writes the text on the whiteboard. ● Students read the text out loud. ● The teacher rubs a word or phrase out in each sentence. ● Students read aloud trying to remember the missing words. ● This continues with the teacher rubbing more words out before each re-reading until there are no words remaining. ● Finally students recite the definition from memory. 	<p><i>Do I know which students will need extra support?</i></p> <p><i>Have I checked that students understand the meaning of 'process' and synthesise?</i></p> <p><i>Have students focused on the main ideas of the text?</i></p> <p><i>Are the students demonstrating comprehension strategies as they independently listen and make notes?</i></p>

<p><i>Instructional strategies</i></p>	<p>Follow up: Ensure students understand the meaning of the definition.</p> <p>3. Verb dictation</p> <ul style="list-style-type: none"> • Teacher reads each sentence and writes only the verb on the board. • When finished, students use the verbs as prompts to recreate the sentences by writing them down. <p><i>Making the lesson comprehensible to all learners</i></p> <p>4. Paraphrasing practice</p> <p>The purpose of this activity is to scaffold students into using different strategies to paraphrase texts.</p> <ul style="list-style-type: none"> • 4a. Students use synonyms to change some of the key vocabulary from the notes for the text <i>Seize the Day</i>. • 4b. Student change word order and tense to paraphrase the notes for the text <i>Seize the Day</i>. 	<p><i>What information has this sequence provided on student learning and gaps that need to be addressed?</i></p>
<p><i>Engaging learners with text.</i></p>	<p>5. Paraphrasing practice</p> <p>The purpose of this activity is to build strategies for paraphrasing.</p> <ul style="list-style-type: none"> • Students decide which of the three excerpts is an acceptable paraphrase. • Students in pairs write their own paraphrases of the excerpt. • In groups students share paraphrases and receive feedback. <p>6. Putting it all together</p> <p>This activity provides brings the strategies used to paraphrase and summarise together and provides additional feedback and support. The cooperative nature of the activity enables students to provide peer support.</p> <ul style="list-style-type: none"> • In groups students summarise the notes for <i>Seize the day...</i> Each student will need their own copy of the summary • Students work in pairs with a student from a different group, to share their summaries and highlight any <ul style="list-style-type: none"> ○ key points that have been omitted ○ plagiarism from the notes • The original groups then make any necessary improvements to their summaries 	<p><i>Have I checked that all students understand what plagiarism is?</i></p> <p><i>Do I need to model these steps with a text excerpt?</i></p>

Student tasks

Teaching and learning sequence 4

1. What is summarising

Text to read

What is a Summary?

A summary is a shortened version of a text that is written in your own words. The main idea is there, but all details and examples are not included. It reduces a text to its most important ideas. It is important to note that it does not include your own ideas. However, it does not consist of rough notes. A summary is written using correct grammar, punctuation and complete sentences. So when you have finished, proofread for punctuation, spelling and coherence. Does it make sense? Have you included **all** the main ideas?

2. Disappearing definition: From processing to paraphrasing

Text to put on board

Paraphrasing involves putting an excerpt from a source into your own words. Although you change the words and the phrasing of the excerpt, it is important that you retain the original meaning. You need to acknowledge the author of the text.

3. Verb dictation

1. **Listen** carefully to the text so that you understand it.
2. **Make** notes the second time.
3. **Identify** main points and key words
4. **Look up** any words you don't know.
5. **Use** your own words to rewrite the text.
6. **Change** the order of the sentences.

7. **Keep** the same meaning.

4a. Paraphrasing: Using synonyms

We are going to paraphrase these notes.

Notes: Seize the Next 1,000 Days

Overall idea

The MDGs are the most successful global anti-poverty push in history.

Key information

They are a 'to-do' list for humanities biggest and most important challenges.

Supporting information

- Global community has mobilized around the goals
- There has been progress
- Lives are improving e.g.
 - more children reach 5
 - fewer people live in poverty
 - as many girls at primary school as boys

Key information

Work is not finished

Supporting information

- we need to carry on with work to reach families left behind

Key information

The milestone is an opportunity to take action in support of the MDGs.

Supporting information

- What we do will affect millions of people
- We must use the next 1000 days to make things better

Restatement of main idea

The MDG achievements will inspire people to continue reducing poverty and valuing health and dignity for all.

Rewrite as many phrases from the notes as possible using the synonyms in this table.

Original word	Synonym	Original word	Synonym
achievements	successes	important	significant
as many as	the same number of	to improve	to make things better
biggest	largest	improving	getting better
carry on	continue	mobilized	taken action
challenges	problems	opportunity	chance
fewer	a smaller number of	progress	improvement
global	world-wide	push	movement
humanity	the world / the world's population	reducing	decreasing

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4b. Paraphrasing: Change the tense, word form and word order

i) Change verbs to nouns or adjectives

e.g. Lives are improving – Improvements have been made to people’s lives

Your turn

The global community has mobilised around the goals.

..... has been made around the goals by the global community.

Now use some synonyms to make further changes.

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ii) Change word order and tense

In this example the subject has become the object and the tense has changed from active to passive voice.

The MDGs are the most successful global anti-poverty push in history.
= The most successful anti-poverty push in history has been the MDGs.

Change the word order and tense in this sentence:

The MDGs achievements will inspire people to continue reducing poverty and valuing health and dignity for all.

People have been

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Now use some synonyms to make further changes.

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5. Paraphrasing practice

<u>Original text</u>

“Providing sustainable access to improved drinking water sources is one of the most important things we can do to reduce disease,” said WHO Director-General Dr. Margaret Chan. “But this achievement today is only the beginning. We must continue to ensure this access remains safe. Otherwise our gains will be in vain.”

Which of the following paraphrases is acceptable?

Paraphrase 1

Making sure everyone has a good water supply is vital in preventing diseases. But the goals that have been met are just the start. We have to keep water supplies secure. If we do not do this what has been achieved won't mean anything (Chan, 2010).

Paraphrase 2

Today the goal of access to safe drinking water supplies has been achieved. This milestone is vital in the reduction of disease. However, in order to ensure that this accomplishment is sustained we need to guarantee ongoing safe drinking water for all (Chan, 2010).

Paraphrase 3

According to WHO Director-General Dr. Margaret Chan, the provision of prolonged access to improved drinking water sources is very important in reducing disease. However, this accomplishment today is only the start. We must work to ensure safe access. If we don't do this, our efforts will be in vain.

Now paraphrase this text.

The world has met the Millennium Development Goal (MDG) target of halving the proportion of people without sustainable access to safe drinking water, well in advance of the MDG 2015 deadline, according to a report issued today by UNICEF and WHO.

Between 1990 and 2010, over two billion people gained access to improved drinking water sources, such as piped supplies and protected wells.

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7. Putting it all together.

Text 1: Drinking water target met

Today we recognize a great achievement for the people of the world. This is one of the first MDG targets to be met. The successful efforts to provide greater access to drinking water are a testament to all who see the MDGs not as a dream, but as a vital tool for improving the lives of millions of the poorest people.

For children this is especially good news. Every day more than 3,000 children die from diseases involving diarrhea. Achieving this goal will go a long way to saving children’s lives.

However, at least 11% of the world’s population – 783 million people – are still without access to safe drinking water, and billions without sanitation facilities.

The numbers are still staggering but the progress announced today is proof that MDG targets can be met with the will, the effort and the funds.”

Text 2: Water target - challenges ahead

The report highlights the immense challenges that remain in many countries. Over 40% of all people globally who lack access to drinking water live in sub-Saharan Africa. Where water supplies are not readily accessible, the burden of carrying water falls on women and girls.

The report also highlights the need for greater attention both to water and sanitation. In rural areas in least developed countries, 97 out of every 100 people do not have piped water and 14% of the population drinks surface water – for example, from rivers, ponds, or lakes.

We have reached an important target, but we cannot stop here. Our next step must be to target the most difficult to reach, the poorest and the most disadvantaged people across the world. The United Nations General Assembly has recognised drinking water and sanitation as human rights. That means we must ensure that every person has access.

8. Text to visual to summary: Text for teacher to read:

Hunger

Everyone has the fundamental right to be free from hunger and have access to adequate, safe and nutritious food. Yet today, one in seven people in the world suffer from hunger and a further one in three people are undernourished. The fight against

global hunger is at the heart of our development programme. That's why we work with international partners on a range of initiatives that aim to eradicate hunger.

Most people associate hunger in developing countries with the images of extreme starvation and famine often seen on TV or online in the aftermath of disaster or conflict.

Far less attention is given to the devastating effects of long-term chronic hunger and malnutrition suffered by 870 million of the world's poorest people, most of who live in sub-Saharan Africa and parts of Asia.

Although the world produces enough food to feed everyone, it is estimated that one in seven people do not get enough food to live a healthy life. Poor people are most at risk of hunger. It can impact on all areas of their lives, trapping them in a poverty spiral.

People who are undernourished are less resistant to diseases like malaria and tuberculosis, making treatment less effective. In the case of children, we know it can affect their ability to learn and concentrate in school.

On a wider scale, environmental damage and climate change continues to degrade the land of people already at risk, destroying their crops.

The fight against hunger is central to all of our work. The fight against global hunger is central to Ireland's foreign policy and forms a cornerstone of our international development programme.

We recognise that the right to food and adequate nutrition is one of the most fundamental of all human rights and we direct more than 20% of our budget to hunger-related activities. Food security is crucial to achieving all the Millennium Development Goals (MDGs). MDG 1 is aimed at halving the number of people suffering from hunger by 2015.

<http://www.irishaid.gov.ie/what-we-do/our-priority-areas/hunger/hunger-overview/>

8. Summarise the speaker's view of the extent and negative effects of hunger.

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