### Project VOICE: Voice, Opportunity, Independence and Civic Engagement

**City College of San Francisco**

Funded by California Community Colleges Chancellor's Office

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**Active Listening**

**Unit:** Communication Skills

**Topic:** Active Listening

**Level:** ESL 1 (or 2 as review)

**Objective:** Discover how to listen actively

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**Length of Session:** 25 minutes

**EFF Standards:**
- Listen actively; speak so others understand
- Provide feedback; ask for clarification and explanation

**Language Arts Standards:**
- Use probing questions
- Review common irregular plurals, prepositions

**NAEP Objectives:**
- Work together, form and express opinions and ideas
- Discover how to listen actively

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**Materials**

- OHP (keep for yourself)
- Alphabet and vocabulary listed above.
- Student 1 instruction sheet
- Student 2 answer sheet (also keep for yourself)
- Student 2 example sheet (distribute to Student 1 or keep for yourself)
- Student 1 answer sheet (also keep for yourself)
- Student 1 instruction sheet
- OHP

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**Into**

**Materials**

- OHP (keep for yourself)

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**Evaluation**

**PRESENTATION (5 minutes)**

- Distribute to Student 2 or Student 1 instruction sheet
- student 2 answer sheet (also keep for yourself)
- Student 2 example sheet (distribute to Student 1 or keep for yourself)
- Student 1 answer sheet (also keep for yourself)

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**Through**

**EVALUATION (5 minutes)**

- Draw pictures on the board or use transparency of one of the answer sheets.
- Dictate a letter then put it in the correct place.
- Ask for clarification and explanation of one of the answers.
- Draw pictures on the board or use transparency of one of the answer sheets.

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**Review (5 minutes)**

- Alphabet and vocabulary listed above.
<table>
<thead>
<tr>
<th>GUIDED PRACTICE (10 minutes)</th>
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<tbody>
<tr>
<td><strong>APPLICATION</strong></td>
<td><strong>BEYOND</strong></td>
</tr>
<tr>
<td>If you are using the OHP, put up Student 1 Answer Sheet and ask</td>
<td>Demonstrate performance</td>
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<td></td>
<td>Students to do their work.</td>
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<tr>
<td>If you have distributed the example sheet, have students compare their</td>
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<tr>
<td>answers with the example sheet.</td>
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<tr>
<td>Put a P over the man.</td>
<td></td>
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<tr>
<td>Put a B under the scissors.</td>
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<tr>
<td>Check for comprehension.</td>
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<td>Put students into pairs.</td>
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<tr>
<td>Make sure they are sitting where they can’t see their partner’s paper.</td>
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<tr>
<td>Check for comprehension.</td>
<td></td>
</tr>
<tr>
<td>Put B under the scissors.</td>
<td></td>
</tr>
<tr>
<td>Example: Put a P over the man.</td>
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</tbody>
</table>

Eff Common Activities:
- Work together
- Listen and speak
- ScANS: Basic Skills
- Beyond
- Demonstrate performance
- Put a P over the man
- Preadjust paper
- Check for comprehension
- Put a B under the scissors
- Example: Put a P over the man