

## Sample Listening Cloze Exercise

T: Write in the words that are missing as I read this text. I'll read it two or three times, so if you miss a word this time, you can write it in when I read it again.

[Read the text with normal speed and pronunciation. Don't put in any unnatural pauses.]

Ss: *write in the words that are missing in the text (see pages 9-10 in these notes)*

### How To Be A Good Teacher

from *How to Teach English*, chapter 1, by Jeremy Harmer

Make your lessons interesting so the students don't fall asleep in them! Vary the activities so that the students cannot predict what the next activity will be.

Love your job. If you really enjoy your job, that will automatically make the lessons more interesting.

Be yourself. Bring your own interests and life into the classroom.

Be well prepared. Have some interesting ideas for short learning activities "up your sleeve" in case you need them at the last minute.

Be flexible. Adjust your lesson plan if you need to in order to accommodate your students' learning needs.

Be approachable. Your students need to know that they can talk to you if they have problems, especially problems related to the class.

Learn your students' names, and use them when you talk to them.

Get to know your students and identify with them. Find out what interests your students and incorporate that into your lessons.

Gently draw out the quiet students (to get them to talk); don't let the extroverted students dominate the class.

Correct your students' mistakes tactfully.

Manage the classroom well so that the students are disciplined and orderly, and so that you make good use of the time.

Make it your highest priority that your students *learn!* Teach each activity *thoroughly* before going on to the next one so that you are confident that your students understand.

Simplify your own speech as you talk if your students are beginners.

Use pantomime and gestures to clarify what you're teaching, especially with beginning students.

Give simple, logical instructions to the students for each activity. Keep your "teacher talk" to a minimum. Ask yourself these questions as you give instructions:

What is the most important information I want to explain?

What do the students need to know in order to complete this activity successfully?

Which information do they need first? Which should come next?

Model (with actions) what you want the students to do.

T: Listen as I read the text again. Make any corrections necessary. Be sure to check your spelling.

[Read the text above again with normal speed and pronunciation.]

Ss: *write in the words that are missing and check their spelling*

[optional] T: I'll read it one more time. Check your work.

[Read the text above again if the students want you to.]

Ss: *check their work*

T: Check your work with the Answer Key

Ss: *compare their answers with the Answer Key*

T: Listen as I read the text again. Listen especially for the words that you wrote incorrectly or that you couldn't understand.

[Read the text above again with normal speed and pronunciation.]

Ss: *listen*

The sample cloze is on the next two pages.

## How To Be A Good Teacher

Make your lessons (1)\_\_\_\_\_ so the students don't fall asleep in them! Vary (2)\_\_\_\_\_ activities so that the students cannot predict what the (3)\_\_\_\_\_ activity will be.

Love your job. If you (4)\_\_\_\_\_ enjoy your job, that will automatically make the lessons (5)\_\_\_\_\_ interesting.

Be yourself. Bring your own interests and (6)\_\_\_\_\_ into the classroom.

Be well prepared. Have some (7)\_\_\_\_\_ ideas for short learning activities "up your sleeve" in (8)\_\_\_\_\_ you need them at the last minute.

Be (9)\_\_\_\_\_. Adjust your lesson plan if you need to in (10)\_\_\_\_\_ to accommodate your students' learning needs.

Be approachable. (11)\_\_\_\_\_ students need to know that they can talk to (12)\_\_\_\_\_ if they have problems, especially problems related to the (13)\_\_\_\_\_.

Learn your students' names, and use them when (14)\_\_\_\_\_ talk to them.

Get to know your students (15)\_\_\_\_\_ identify with them. Find out what interests your (16)\_\_\_\_\_ and incorporate that into your lessons.

Gently draw (17)\_\_\_\_\_ the quiet students (to get them to talk); don't (18)\_\_\_\_\_ the extroverted students dominate the class. Correct your (19)\_\_\_\_\_ mistakes tactfully.

Manage the classroom well so that (20)\_\_\_\_\_ students are disciplined and orderly, and so that you (21)\_\_\_\_\_ good use of the time.

Make it your (22)\_\_\_\_\_ priority that your students *learn!* Teach each activity *thoroughly* (23)\_\_\_\_\_ going on to the next one so that you (24)\_\_\_\_\_ confident that your students understand.

Simplify your own (25)\_\_\_\_\_ as you talk if your students are beginners.

(26)\_\_\_\_\_ pantomime and gestures to clarify what you're teaching, especially (27)\_\_\_\_\_ beginning students.

Give simple, logical instructions to the (28)\_\_\_\_\_ for each activity. Keep your "teacher talk" to a (29)\_\_\_\_\_. Ask yourself these questions as you give instructions:

What (30)\_\_\_\_\_ the most important information I want to explain?

What (31)\_\_\_\_\_ the students need to know in order to complete (32)\_\_\_\_\_ activity successfully?

Which information do they need first? Which (33)\_\_\_\_\_ come next?

Model (with actions) what you (34)\_\_\_\_\_ the students to do.

### Answer Key

- |                |                |              |               |              |          |
|----------------|----------------|--------------|---------------|--------------|----------|
| 1. interesting | 7. interesting | 13. class    | 19. students' | 25. speech   | 31. do   |
| 2. the         | 8. case        | 14. you      | 20. the       | 26. Use      | 32. this |
| 3. next        | 9. flexible    | 15. and      | 21. make      | 27. with     |          |
| 4. really      | 10. order      | 16. students | 22. highest   | 28. students |          |
| 5. more        | 11. Your       | 17. out      | 23. before    | 29. minimum  |          |
| 6. life        | 12. you        | 18. let      | 24. are       | 30. is       |          |