

## LECTURE CONJECTURE

**Purpose:** In this activity students learn to focus their attention, organize their note taking, and recognize main ideas and supporting details. This is a large-group practice that makes use of the longer listening selections on the TOEFL® iBT test. It could also be adapted to the shorter listening selections for integrated speaking and writing tasks.

**Organization:** Whole class

**Preparation:** Textbook and practice test listening selections. (The activity works especially well with lectures.)

**Time:** 20-30 minutes per listening selection

### Procedure:

1. Remind students that they can get a lot of information from the first 20 to 40 seconds of a listening selection. This helps them focus and anticipate what's coming.
2. Play the introduction of a selection (often the equivalent of the first paragraph of a lecture transcript) and ask students what they think will follow. In other words you want them to generate categories of possible content they may encounter in the listening.
3. Write their ideas on the board, leaving space under each category to fill in more information later. (See sample below.)
4. Play the whole selection. Ask students to take notes using the categories on the board. As they listen, they may also make new categories, if needed.
5. After listening, as a group, check which categories were correctly predicted and those that were not. Add categories, as needed.
6. Then ask students to add details from their notes.
7. Listen again, add notes to the grid, and, if you are reviewing a practice test listening, go over the practice test questions.

### Example:

1. Students listen to the following:

*"Listen to a lecture in an education class."*

*All of you are enrolled in this introductory education course because you want to become teachers. I'd like to introduce this course with a little information about the life of a teacher a century ago. I hope you'll understand this information about early teachers, and I think you'll appreciate how much the life of a teacher has changed over the past century."*

2. Students predict the main ideas in the lecture. what they think will be discussed next in the lecture and create a grid on the board based on their predictions (Figure 1). As students brainstorm, organize their ideas on the board and help them clarify categories of information that might be presented. Be sure that at least one category from the listening is on the board.
3. Students listen to the lecture, take notes and then fill in more of the chart on the board as a class.
4. Class goes deeper into the content by answering questions and completing other activities related to the lecture.

**Figure 1: Sample Boardwork**

<b>Life of Teachers 100 Years Ago</b>		
<u>Job Description</u>	<u>Role in Society</u>	<u>Preparation</u>
	Rules	
	Appearance	
	No colorful clothing	
	No smoking or drinking	
	No bars	
	Be home by 8:00 pm	

In this example the students came up with three predictions: "Job Description," "Role in Society," and "Preparation." The teacher needed to make sure that "Role in Society" was included, because she knew that the other two categories did not appear in the listening. Students then listened to the entire lecture and added ideas the chart. Upon listening, they discover that two of the predicted topics were not covered in the reading (so they cross those out), but several ideas (in red above) were mentioned in relation to "Role in Society." Those ideas are listed under that category.

Lecture excerpted from *Longman Preparation Course for the TOEFL® Test: iBT* by Deborah Phillips (Pearson Longman, 2005).

