Premier Skills is the British Council’s international partnership with the Premier League operating in 25 countries across Asia, Africa and the Americas from Afghanistan to Zambia.

Premier Skills focuses on developing community coaches and referees and on supporting community projects. The programme has also created a range of materials, including a dedicated website, using football-based content for teachers and learners of English.
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Aims of this workshop

• To understand the importance of top-down processing and detailed work with listening
• To look at practical ways of planning a lesson based on listening/video
• To evaluate sample video material from the Premier Skills website and plan a lesson
Watch this video:
Reading, listening, watching

- I often read long texts on new subjects in my own language.
- I find it easy to find information I want in texts in my own language.
- As a teacher, I often base my lesson on reading or listening.
- My learners generally find listening activities more difficult than reading.
- My learners find listening difficult because of the speakers’ accents.
- I often do listening activities at the end of my lesson.
- I use video in my lessons now as well as audio-only listening.
Reading, listening, watching
What can you do to make it easier for learners?
What can you do to make it easier for learners?

Example 1: *contextualise*
Example 2: *listen/watch for gist*
More than just the gist!
Gist and detailed study: top-down and bottom-up processing
Before...
Before… During
Before… During… After
Typical activities to use before, during and after

listening stages

Imagine you are going to use a listening text which is a conversation between two people about going to a football match for the first time. For each activity below, decide if it’s likely to come before, during or after your learners listen to the conversation.

1. Before listening
2. During listening
3. After listening

A. Learners look at an audioclip of the recording and underline all adjectives describing feelings.
B. Learners complete a simple exercise, listing a list of words they hear.
C. Learners focus on aspect of pronunciation from the listening.
D. Learners complete a simple exercise, listing a list of words they hear.
E. Learners decide if statements about the speaker’s feelings are true or false.
F. Learners predict what somebody going to a football match for the first time might notice.
G. Learners repeat each other’s statements.
H. Learners read the notes from the last exercise.
I. Learners agree the opinions of the speaker.
J. Learners check the answers with a partner before listening again.
K. Learners respond to questions the speaker had.
L. Learners listen several times to a short part of the recording and try to write down everything they hear, and then build the text with partners.
M. Learners decide if they have ever been to a football match, what they liked and didn’t like about it, etc.
N. Learners check the answers with a partner before listening again.

Can you identify top-down and bottom-up activities? Is there any trend connected to them?
Using video: some differences
Over to you