

# 2014 Active Listening

## Scope and Sequence

Improving listening comprehension is a difficult challenge. First of all, improvement occurs over long periods of time and through extensive exposure to the target language. Secondly, some of the listening classes in the Integrated English Program are large ones of as many as 30 students, so it is difficult to organize a class. A third part of the challenge is to maintain student interest in listening over long periods of time.

Needs analyses were undertaken on earlier versions of this listening course. These involved large scale and extensive student surveys and interview protocols. These showed that students were unhappy with activities in which they were passive learners and they sought more choice in their listening materials. As the same time, there was also a need for more individualized instruction.

In 2009, we introduced a new course based on principles of blended instruction that combined traditional instruction with new technologies such as listening to streaming video on the Internet, and access to a self-access component through the reallyenglish online website.

At the same time, we tried to make listening more interactive through requiring students to undertake tasks that required listening to be integrated with writing and speaking as well as maintaining student interest through their choice of materials. This was the principle behind our very successful listening interactions, a small group activity that students consistently rate very highly in terms of their interest.

This teacher guide was prepared by Gregory Strong and Joseph Dias and includes material from Kazuko Namba, and Keiko Inouye and suggestions from other listening teachers.

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Active Listening I	Active Listening II	Active Listening III
<b><u>Themes:</u></b>  <b>Memories &amp; Childhood, Urban Life, Food, Travel</b>	<b><u>Themes:</u></b>  <b>Changing Times &amp; Technology, Workplace, Autobiography, Geography</b>	<b><u>Themes:</u></b>  <b>Psychology &amp; Relationships, Intercultural Communication, Environment &amp; Living Spaces, Media</b>
<b><u>Tasks:</u></b>  <b>25 reallyenglish units</b>  <b>4 listening reports</b>  <b>3 Interactions (large classes do 2 and 1 extra report)</b>	<b><u>Tasks:</u></b>  <b>25 reallyenglish units</b>  <b>4 listening reports</b>  <b>3 Interactions (large classes do 2 and 1 extra report)</b>	<b><u>Tasks:</u></b>  <b>25 (35) reallyenglish units</b>  <b>5 listening reports</b>  <b>2 Interactions</b>  <b>Group presentation task</b>

## Course Objectives for Active Listening I, II, III

1. Through exposure to authentic listening materials on the Internet and to the interviews and features on *Summit TV*, students will learn vocabulary, idioms, and conversational styles of speakers of English.
2. Through participating in “Interactions,” students will improve their abilities at small group discussion including the use of eye contact, gestures, questioning, and follow-up questions.

3. Through making question sheets for the “Interactions,” students will become more aware of the value of pre-listening and post-listening strategies in developing listening comprehension
4. Through listening tasks such as making oral and written reports on high interest audio downloads at websites and through listening to contemporary movies, students will improve their language skills and become more familiar with the MLA style for citations.
5. Through lessons at reallyenglish, students will work on listening units suitable to their language level and improve their test-taking skills.
6. Through exposure to a variety of listening genres – interviews, news features, narratives, and drama, students will learn some features of genre from each.
7. Through varied activities in a single class, and a variety of tasks over the term, teachers will create an active classroom and sustain student interest in the course.
8. In IE Level III, students working in groups will create a presentation that demonstrates a coordinated group effort, introductions, effective visuals, use of eye contact, and fluent speech (without reading).

## IE 1 Active Listening

	Memories Childhood	Urban Life	Food	Travel
<b>(A) IN-CLASS</b>  <b>Supplementary materials can be drawn from the old IE Listening Program</b>	<b>SUMMIT TV 1-1#:</b> <u>On-the-Street</u> : "How Would You Describe Yourself?" <b>SUMMIT TV 2-1#:</b> <u>On-the-Street</u> : "Dreams and Goals", <b>SUMMIT TV 1-8#:</b> <u>Short Documentary</u> : "Being a Better Parent (Discipline),  <b>REAL TALK:</b> Duffy, music	<b>SUMMIT TV 1-5#:</b> <u>On-the-Street</u> : "How Do You Feel About Living in the Suburbs?"  <b>SUMMIT TV 2-4#:</b> <u>Short Documentary</u> : "Handling Anger"	<b>REAL TALK:</b> Robbins & Vegetarians	<b>SUMMIT TV 2-6#:</b> <u>Short Documentary</u> : "Air Travel: Travelers Beware!"
<b>B)INTERACTIONS</b>  <b>Choose 3/4 Homework</b>	<b>INTERACTION:</b> Introduce a favorite song to some classmates (Note in MLA Style)	<b>INTERACTION:</b> Report on a news item on a social issue (Note in MLA Style)	<b>INTERACTION:</b> Find the best unusual recipe to share with some classmates(Note in MLA Style)	<b>INTERACTION:</b> Choose a city and present a weekend itinerary (Note in MLA Style)
<b>C) TEACHER-MONITORED SELF ACCESS</b>  <b>Homework</b>	Students are to complete <u>25 units</u> of <i>reallyenglish</i> . This part of the course is to be done as homework. The teacher sets deadlines for which students receive a score for the participation part of their grades.			
<b>(D) SELF-DIRECTED LISTENING</b>  <b>Homework</b>	Students should complete <u>4 reports</u> (or <u>2 reports</u> and <u>1 movie listening log</u> ). In large classes (over 25) where students are only doing <u>2 interactions</u> , they should do <u>5 reports</u> . For every assignment, whether movie or report, students should note the listening site or movie according to the MLA style. Each listening report should relate to one of the themes in IE 1 Active Listening: memories-childhood, urban life, food, and travel.  "How to Remember Peoples Names." Online video clip. Dir. Chris Stone. With Sam Taylor, Lisa Halsted, Anthony Styles, John Bateman, Charlie Copsey. <i>Video Jug</i> 2007. 20 April. 2013.  < <a href="http://www.videojug.com/film/how-to-remember-peoples-names">http://www.videojug.com/film/how-to-remember-peoples-names</a> >.			

Participation marks will be given in class for attendance, completing reallyenglish units on schedule (assess the students 3 times on this point over the term), performance on vocabulary tests, in-class effort.

## IE 2 Active Listening

	Changing Times & Technology	Workplace	Autobiography	Geography
<b>(A) IN-CLASS</b> <b>Supplementary materials can be drawn from old the IE Listening Program</b>	SUMMIT TV 2-9#: <u>On-the-Street</u> : New Technology “The problem’s not with the technology”	SUMMIT TV 1-5#: <u>On-the-Street</u> : “How Do You Deal With Money?”  REAL TALK: Amy Christmas and job satisfaction	SUMMIT TV 2-3#: <u>On-the-Street</u> : “Frightening Experiences”, SUMMIT TV 1-2#: <u>Short Documentary</u> : “Beck, Musician”  REAL TALK: Cornel West	SUMMIT TV 2-2#: <u>Short Documentary</u> : “Dr. Torstveit’s Vacation”  REAL TALK: Oxford RAs
<b>(B) INTERACTIONS</b> <b>Choose 3/4</b> <b>Homework</b>	<b>INTERACTION:</b> Introduce the funniest/best commercial (Note in MLA Style)	<b>INTERACTION:</b> Explain how to write a resume, find a job, take an interview, etc. (Note in MLA Style)	<b>INTERACTION:</b> Celebrate a hero  (Note in MLA Style)	<b>INTERACTION:</b> Describe an example of Human Population, Cultural Geography, etc. (Note in MLA Style)
<b>(C) TEACHER-MONITORED SELF ACCESS</b> <b>Homework</b>	Students are to complete <u>25 units</u> of <i>reallyenglish</i> . This part of the course is to be done as homework. The teacher sets deadlines for which students receive a score for the participation part of their grades.			
<b>(D) SELF-DIRECTED LISTENING</b> <b>Homework</b>	Students should complete <u>4 reports</u> (or <u>2 reports</u> and <u>1 movie listening log</u> ). In large classes (over 25) where students are only doing <u>2 interactions</u> , they should do <u>5 reports</u> . For every assignment, whether movie or report, students should note the listening site or movie according to the MLA style. Each listening report should relate to one of the themes in IE 2 Active Listening: changing times-technology, workplace, autobiography, geography.  “How to Remember Peoples Names.” Online video clip. Dir. Chris Stone. With Sam Taylor, Lisa Halsted, Anthony Styles, John Bateman, Charlie Copsey. <i>Video Jug</i> 2007. 20 April. 2013.			

Participation marks will be given in class for attendance, completing reallyenglish units on schedule (assessed 3 times over the term), performance on vocabulary tests, in-class effort.

## IE 3 Active Listening

	Psychology & Relationships	Intercultural Communication	Environment & Living spaces	Media
<b>(A) IN-CLASS</b>  <b>Supplementary materials can be drawn from the old IE Listening Program</b>	<b>SUMMIT TV 2-1#:</b> <u>On-the-Street</u> : “Strengths and Weaknesses: I’m Really Good At...”, <b>SUMMIT TV 2-5#:</b> <u>On-the-Street</u> : “Phobias and Superstitions”, <b>SUMMIT TV 1-4#:</b> <u>Short Documentary</u> : “Selling Them Short”	<b>SUMMIT TV 2-8#:</b> <u>Short Documentary</u> : “The Simpsons”	<b>SUMMIT TV 2-10#:</b> <u>Short Documentary</u> : “The Ndoki Rain Forest”	<b>SUMMIT TV 1-7#:</b> <u>On-the-Street</u> : Advertising: “I think there’s too much”; <b>SUMMIT TV 1-9#:</b> <u>On-the-Street</u> : News: “I don’t believe everything I read” <b>REAL TALK:</b> Philippe, a Photographer in Japan
<b>(B) STUDENT PROJECTS</b>  <b>Choose 3/4 Homework</b>	<b>INTERACTION:</b> Describe a self-help video at <a href="http://videojug.com">videojug.com</a> on becoming more confident, etc. (Note in MLA Style)	<b>PRESENTATION:</b> Introduce a video on an aspect of intercultural communications (Note in MLA Style)	<b>PRESENTATION:</b> Prepare an environmental brief “for action” on an environmental problem (Note in MLA Style)	<b>INTERACTION:</b> Introduce an English movie trailer and ask questions to the group (Note in MLA Style)
<b>(C) TEACHER-MONITORED SELF ACCESS</b>  <b>Homework</b>	Students are to complete <u>25 units</u> of <i>reallyenglish</i> . This part of the course is to be done as homework. The teacher sets deadlines for which students receive a score for the participation part of their grades.			
<b>(D) SELF-DIRECTED LISTENING</b>  <b>Homework</b>	Students should complete <u>5 reports</u> (or <u>3 reports</u> and <u>1 movie listening log</u> ). In large classes (over 25) where students are only doing <u>1 interaction</u> , they should do <u>6 reports</u> . Of course, the class will also be doing <u>1 presentation</u> . For every assignment, whether movie or report, students should note the listening site or movie according to the MLA style. Each listening report should relate to one of the themes in IE 3 Active Listening: psychology-relationships, intercultural communication, environment-living spaces, media.  “How to Remember Peoples Names.” Online video clip. Dir. Chris Stone. With Sam Taylor, Lisa Halsted, Anthony Styles, John Bateman, Charlie Copsey. <i>Video Jug</i> 2007. 20 April. 2013.  < <a href="http://www.videojug.com/film/how-to-remember-peoples-names">http://www.videojug.com/film/how-to-remember-peoples-names</a> >.			

Participation marks will be given in class for attendance, completing reallyenglish units on schedule (assessed 3 times over the term), performance on vocabulary tests, in-class effort).

## IE 3 *TRANSFER* Active Listening

	Psychology/ Relationships	Intercultural Communication	Environment/ Living spaces	Media
<b>(A) IN-CLASS</b>  <b>Supplementary materials can be drawn from the IE Listening Program</b>	SUMMIT TV 2-1#: <u>On-the-Street</u> : “Strengths and Weaknesses: I’m Really Good At...”, SUMMIT TV 2-5#: <u>On-the-Street</u> : “Phobias and Superstitions”, SUMMIT TV 1-4#: <u>Short Documentary</u> : “Selling Them Short”	SUMMIT TV 2-8#: <u>Short Documentary</u> : “The Simpsons”	SUMMIT TV 2-10#: <u>Short Documentary</u> : “The Ndoki Rain Forest”	SUMMIT TV 1-7#: <u>On-the-Street</u> : Advertising: “I think there’s too much”; SUMMIT TV 1-9#: <u>On-the-Street</u> : News Sources: “I don’t believe everything I read” REAL TALK: Philippe, a Photographer in Japan
<b>(B) STUDENT PROJECTS</b>  <b>2 Interactions</b>  <b>1 Presentation</b>  <b>Homework</b>	INTERACTION: Describe a self-help video at <i>videojug.com</i> on becoming more confident, optimistic, etc. (Note in MLA Style)	PRESENTATION: Introduce a video on an aspect of intercultural communications (Note in MLA Style)	INTERACTION: Introduce an English movie trailer and assign questions to the group (Note in MLA Style)	PRESENTATION: Prepare an environmental brief “for action” on an environmental problem (Note in MLA Style)
<b>(C) TEACHER-MONITORED SELF ACCESS</b>  <b>Homework</b>	Students are to complete <u>35 units</u> . This part of the course is to be done as homework. The teacher sets deadlines for which students receive a score for the participation part of their grades.			
<b>(D) SELF-DIRECTED LISTENING</b>  <b>Homework</b>	Students should complete <u>5 reports</u> (or <u>3 reports</u> and <u>1 movie listening log</u> ). For every assignment, whether movie or listening report, students should note the listening site or movie according to the MLA style. Each listening report should relate to one of the themes in IE 3 Active Listening: psychology-relationships, intercultural communication, environment-living spaces, media.  “How to Remember Peoples Names.” Online video clip. Dir. Chris Stone. With Sam Taylor, Lisa Halsted, Anthony Styles, John Bateman, Charlie Copsey. <i>Video Jug</i> 2007. 20 April. 2013.  < <a href="http://www.videojug.com/film/how-to-remember-peoples-names">http://www.videojug.com/film/how-to-remember-peoples-names</a> >.			

Participation marks will be given in class for attendance, completing reallyenglish units on schedule (assessed 3 times over the term), performance on vocabulary tests, in-class effort).



## Breakdown of AL 1 Grades:

(B) STUDENT PROJECTS - 3 <i>INTERACTIONS</i> (Only 2 <i>INTERACTIONS</i> in large classes)	30%
(C) TEACHER-MONITORED SELF ACCESS (25 units)	25%
(D) SELF-DIRECTED LISTENING	22%
Participation (completing reallyenglish on schedule, vocabulary quizzes)	3%
IE Listening Final Test	20%

## Breakdown of AL 2 Grades:

(B) STUDENT PROJECTS - 3 <i>INTERACTIONS</i> (Only 2 <i>INTERACTIONS</i> in large classes)	30%
(C) TEACHER-MONITORED SELF ACCESS (25 units)	25%
(D) SELF-DIRECTED LISTENING	22%
Participation (completing reallyenglish on schedule, vocabulary quizzes)	3%
IE Listening Final Test	20%

## Breakdown of AL 3 and AL 3 *Transfer* Grades:

(B) STUDENT PROJECTS - 2 <i>INTERACTIONS</i> (Only 1 <i>INTERACTION</i> in large classes)	20%
(B) STUDENT PROJECTS – <i>PRESENTATION</i>	15%
(C) TEACHER-MONITORED SELF ACCESS (25 units; 35 units for AL 3 <i>Transfer</i> )	20%
(D) SELF-DIRECTED LISTENING	22%
Participation (completing reallyenglish on schedule, vocabulary quizzes)	3%
IE Listening Final Test	20%

In the Active Listening courses, students will not be given marks for attendance. Students should be attending classes and participating in them. Instead, students will lose marks if they are absent from class without a legitimate excuse. Legitimate excuses consist of serious illnesses (with a doctor's note), or family-related absences such as attending a funeral. Please warn students of this policy in the first class and identify students who begin to show a pattern of absences and tardiness and warn them appropriately. Remind them that they must pass all three IE courses to obtain credit for IE Level I, II, or III.

## Deducting Marks for Absences

Absences	Maximum Grade
1	* No effect on grade
2	Final grade cannot exceed 89%
3	Final grade cannot exceed 79%
4	Final grade cannot exceed 69%
<u>5 or more</u>	<u>Fail (unless legitimate absences)</u>

## A Plan for the first 2 classes

Class	Lesson	Homework
1	<ul style="list-style-type: none"> <li>- Course outline, description of the 4 components: A, B, C, D, participation, and the final test.</li> <li>- Assist students to Log-in to the <i>reallyenglish</i> website and demonstrate how to trouble-shoot log-in problems through using the FAQs and each student's "My Page". Ensure that all the students have created and filed a password.</li> <li>-Direct students to take the reallyenglish assessment test. Afterward, the website will generate an individual learning path for each student. Unless you are teaching an IE 3 Active Listening class for returnees, tell the students to do 80% of the</li> </ul>	<p>(C) log-in to <i>reallyenglish</i>, begin units</p> <p>(B) work on INTERACTION</p>

	<p>listening units rather than reading or another type.</p> <ul style="list-style-type: none"> <li>- Make sure that every student in the class has taken the test and logged onto the website to try a lesson.</li> <li>- Allow 15 min of class time for students to work on a <i>reallyenglish</i> unit. Ensure that all students have registered and know how to use the FAQs and “My Page”. Use this time to assist students having trouble logging in, etc.</li> <li>- Describe how an INTERACTION (B) will be done. (Refer to the Appendix to find the websites and instructions for Internet resources for the video sequences). Ask students to pick 3 possible videos from the website(s).</li> </ul>	
2	<ul style="list-style-type: none"> <li>- Allow 15 min of class time for students to work on a <i>reallyenglish</i> unit. Use this time to assist students who have lost their password or to help any students who missed the first class and need to log on and take the test.</li> <li>- For the INTERACTIONS, circulate a sign-up list for dates and topics (do not allow students to choose the same ones). INTERACTIONS which should start in 2 weeks.</li> <li>- Show the list of language learning websites (D) and the report form and explain these. Set due dates for each report so that these do not arrive all at one time, but are spaced over the term.</li> <li>- IN-CLASS, <i>Summit TV</i> lesson (A) in remaining class time</li> </ul>	(A), (B), (C), (D)

## Organizing “Interactions” (See Appendix for the Websites)

- Form groups of 4 or 5 students; 6 or 7 in a class of 24; 10 groups of 4 or 5 students in a large class. All the students should log onto a computer.
- Ask one INTERACTION leader to go to each group. The leader logs into a computer. The leader tells the group members to go to the site. He or she asks some pre-listening questions/introduces the topic.
- The leader asks each group member to play the video on the site and to listen to it. The group also does some listening questions.

- (d) Depending on how difficult the group finds the video, and the level of the listening class, the leader may re-play the video 2 or 3 times.
- (e) After the group has listened to it, the leader asks some post-listening questions.
- (f) The INTERACTION leader moves to another group and logs onto a pc.

## **Student “Interactions” Question Sheet:**

Students must create a question sheet to assist them in doing the Interaction and as a record of their work. Later, the teacher collects the question sheet and marks it. The question sheet should follow the format of the following example. Each student needs to show where the material comes from (using the MLA Style), and to create pre-listening questions, key vocabulary words, the “get some skills” section, post-listening questions, and finally, a paragraph describing their opinion of the video clip.

To get students to properly cite their material, you need to show them the format in the question sheet. In addition, you should show them one of two online websites (son of citation and easybib.com).

**These websites help you to create citations, even websites and media.**

<http://citationmachine.net/index2.php>

[The iPad version cuts out the ads] (iPad) <http://tinyurl.com/cm-mla>

[This website, more sophisticated, allows you to add/delete URLs, date of publication, etc.] <http://www.easybib.com/>

The following instructions should be demonstrated to freshmen students in (ie. all students in IE Listening I, IE Listening II, and the IE III returnee and transfer classes). Following the teacher’s demo, ask each student to find a listening site and create an MLA reference for it using the website.

Just input the information and choose MLA, APA or Chicago.

The screenshot shows the EasyBib website. At the top, there's a navigation bar with links: Research BETA, Notes & Outline, Bibliography (selected), Citation guide, and Educator blog. Below this is a status bar indicating 'Unsaved bibliography. Save now!'. A message bar states 'You are in a bibliography. View it now » Save it for later • Delete entirely'. The main heading is 'The Free Automatic Bibliography and Citation Generator', with a subtext 'Save time by creating a Works Cited page instantly in MLA, APA, or Chicago!'. There are tabs for 'Website', 'Book', 'Newspaper', 'Journal', 'Database', and 'All 59 options'. Under the 'Website' tab, there are links for 'Manual entry', 'Help', 'MLA (free!)', 'APA', and 'Chicago/Turabian'. A text input field is labeled 'Cite a website by entering its URL or by searching for it.' with a 'Cite this' button. To the right, a section titled 'How to cite in 3 steps:' lists: 1. Select your source & search for it. 2. We'll automatically cite it for you. 3. Repeat to build your bibliography!

The screenshot shows the Citation Machine website. At the top, there's a navigation bar with links: About, Instructions, Facebook Page, Blog, and Disclaimer. Below this is a header with 'MLA', 'APA', and 'Chicago' tabs. The main heading is 'MLA 7th Edition', with a subtext 'Sources by type (print & nonprint combined)'. There are four categories: Books, News, Journalism, and Social Media. Each category has a grid of source types: Book, Journal, Web Image, Online Discussion, Compiled Work, Magazine, A/V Media, Letters, Chapter, Newspaper, TV/Radio, Emails, Reference, Database, and Lecture.

Now you choose the correct media. Then enter the information as you are prompted. The following is the Diane Rehms show, “Friday news roundup” on National Public

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<div><i>Friday News Roundup</i>. Dir. Diane Rehms. National Public Radio, 16 May 2013. Web. 17 May 2013. &lt;http://thedianerehmsshow.org/&gt;.</div>			

**Remember to indent the final product:**

*Friday News Roundup*. Dir. Diane Rehms. National Public Radio, 16 May 2013. Web. 17 May 2013. <http://thedianerehmsshow.org/>.

“How to Remember Peoples Names.” Online video clip.

Dir. Chris Stone. With Sam Taylor, Lisa Halsted,

Anthony Styles, John Bateman, Charlie Copsey.

*Video Jug* 2007. 20 April. 2013.

<<http://www.videojug.com/film/how-to-remember>>.



### **Pre-Listening Questions:**

1. How do you remember people's names?
2. What do you do when you cannot remember the name of the person you meet?
3. What methods do you use to remember names?

### **Key Vocabulary Words**

1. Repetition- the act of repeating
2. Ludicrous- causing laughter because of absurdity; ridiculous.
3. Distinguish- to mark off as different
4. Discreet- show judgment in ones conduct or speech
5. Cement it- memorizing it, glue on to you brain

### **Get Some Skills**

Shock, \_\_\_\_\_, their names has completely disappeared from their memory. Repetition. Repetition. Repetition. The \_\_\_\_\_ is to do this without noticing. Association. During your first conversation, subtly study their \_\_\_\_\_ and \_\_\_\_\_, paying particular attention to any distinguishing features. Find a rhyme. Alternatively, try making a \_\_\_\_\_ rhyme out of their name. However, no-one is perfect, and if you find yourself unable to remember a name, don't fret. \_\_\_\_\_ has the answers.

### **Post Listening Questions**

1. How effective is association for you?
2. What did you think about using ludicrous rhymes?
3. What do you do when all else fails and you can't remember a name?

**Interactions Leader's Opinion** – In a paragraph describe your opinion of the clip. Think of the following points: Why did you choose it? What do you think of the clip? How easy was it to understand?

## Interactions: Oral and Written Checklists

<b><i>INTERACTION</i> oral checklist</b>		
<b>Student</b>		<b>Date</b>
<b>Topic</b>		<b>Score</b>
1. Used appropriate eye contact and gestures with the group		
2. Avoided reading, and spoke clearly and enthusiastically		
3. Kept the group using English for the whole INTERACTION		
4. Asked good questions and used follow-up questions		
5. Kept the group focused on their work on the INTERACTION		

<b><i>INTERACTION</i> written work checklist</b>		
<b>Student</b>		<b>Date</b>
<b>Topic</b>		<b>Score/10</b>
1. Noted the <i>url</i> , date, etc. for video (MLA style), pre-listening questions		
2. Included at least 5 key words and definitions		
3. Made a paragraph summary or summary with questions of the video clip		
4. Created during-listening, and post-listening questions		
5. Handed in a typed, well-presented written report		



## **Teaching IE 3 Presentation Skills**

### 1. 1<sup>st</sup> class

- a) Introduce self
- b) Choose emcee
- c) Teacher provides list of Internet sites on the Internet
- d) Select video

### HW

--produce a transcript of the video

### 2. 2<sup>nd</sup> class

- a) Choose graphics
- b) Devise survey questions and listening questions
- c) Decide on the recommendations

### HW

--prepare note-cards at home

### 3. 3<sup>rd</sup> class

- a) Show the class the marking criteria
- b) Finish preparations
- c) Groups all practice in pairs of students

### HW

-- students practice at home; time their work

### 4. Presentation Day

- a) Remind them of the marking criteria

### IE 3: A Simple Rating Scale for the Presentation

<b>GROUP PRESENTATION (10 points)</b>						
<b>Students:</b>		<b>Date</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D E</b>
<b>Topic:</b>						
<b>Non-Verbal</b> /2 points	1. Good posture, appropriate eye contact with audience. Gestures such as pointing to the slides or visuals.					
<b>Fluency</b> /2 points	2. Spoke fluently, and confidently, referring to note cards only occasionally. Used a clear and attractive tone of voice with few pronunciation errors.					
<b>Materials</b> /2 points	3. Chose pictures, slides, and other visual aids well.					
<b>Content</b> /2 points	4. Details such as names, numbers, and other description details were provided. Used several transitions, such as "first of all," "another," "next," or "in comparison," "for example," etc.					
<b>Framework</b> /2 points	5. Had a self-introduction providing the student's name, and topic, and the student's partners. The conclusion had a short summary and a closing remark about the topic.					
<b>Comments: (Possible Group score) /10</b>		<b>Final Scores /10</b>				

### IE 3: A Peer Review form for the Presentation

Peer Review for Presentation	
Reviewers	
Date	
Group No.	
Title	
Good Points	
Constructive advice	
What have you learned?	

## IE 3: Peer Outlines and Rankings for the Presentation

Presentation Outlines (IE)      Name \_\_\_\_\_

During the presentation, take notes and make an outline. This will be collected.

name/ group	Outline and Note-taking

☆ \_\_\_\_\_ is the best because \_\_\_\_\_

**Appendix 1:****SAMPLE COURSE OUTLINE**

**IE Active Listening III** --we will do **4** types of listening: (a) In-class, (b) student projects (interactions, and presentations), (c) teacher-monitored self-access, (d) self-directed listening. We cover the 4 themes of IE Writing, and IE Core.

	<b>Relationships/Psychology</b>	<b>Intercultural Communication</b>	<b>Media</b>	<b>Environment</b>
<b>(A) IN-CLASS</b>	DVD	DVD	DVD	DVD
<b>(B) STUDENT PROJECTS</b>	INTERACTION: Describe the videos at <i>Videojug.com</i> dealing with anorexia, etc.	PRESENTATION: Introduce video on an aspect of inter-cultural communications	INTERACTION: Introduce your favorite English movie trailer and questions	PRESENTATION: Prepare an environmental brief "for action" on a problem
<b>(C) TEACHER-MONITORED SELF ACCESS</b>  Homework	Complete 25 units per class.  <a href="http://ac.reallyenglish.com/aoyama/reg/">http://ac.reallyenglish.com/aoyama/reg/</a>			
<b>(D) SELF-DIRECTED LISTENING</b>  Homework	You should complete 5 reports or 3 reports and a movie listening log. You can view many movies and TV shows in the university library. Some not-such good movies can be viewed for free at <a href="http://www.youtube.com/movies/science-fiction">http://www.youtube.com/movies/science-fiction</a>			

**Breakdown of Grades:**

(B) Student Projects - 2 <i>INTERACTIONS</i>	<b>20%</b>
(B) Student Projects – 1 <i>PRESENTATION</i>	<b>10%</b>
(C) Teacher-Monitored Self Access (30 units)	<b>25%</b>
(D) Self-Directed Listening	<b>22%</b>
IE Listening Final Test: <i>July 19<sup>th</sup></i>	<b>20%</b>
Participation (completing reallyenglish on schedule, vocabulary quizzes)	<b>3%</b>

## Attendance Policy

Absences	Maximum Grade
1	* No effect on grade
2	Final grade cannot exceed 89
3	Final grade cannot exceed 79
4	Final grade cannot exceed 69
5 or more	Fail

3 lates = 1 absence

### 2013 COURSE CALENDAR

April 12	Course overview, students log on to reallyenglish, take the assessment test, try at least <u>one</u> unit, Interaction topics assigned for homework
19	
26	
May 10	Interaction 1A# <i>*8 units reallyenglish due</i>
17	Interaction 1B#
24	--2 listening reports due
31	<i>*16 units reallyenglish due</i>
June 7	Interaction 2B#
14	Interaction 2A#
21	
28	
July 5	Presentations <i>*25 units reallyenglish due</i>
12	Presentations –last 2 Listening Reports due
19	TEST—course evaluations

## Appendix 2:

## SAMPLE STUDENT INTERACTION: IE III

“Batman Begins.” Online video clip. Dir. Christopher Nolan. Christian Bale, Michael Caine,

Liam Neeson. Imdb. 2005. 20 April 2013.

<[http://matttrailer.com/batman\\_begins\\_2005.](http://matttrailer.com/batman_begins_2005.)>

### I. Pre-Listening Questions

- 1) What do you know about the super-hero “Batman”?
- 2) One of the characters in the movie talks about developing “the powers of the mind.” What type of powers do you believe could be developed?
- 3) Why do people become criminals?

### II. Five Vocabulary Words or phrases.

- a) criminal – a thief, or bad person
- b) will – the determination to do something
- c) “journey inwards” – the journey of the mind
- d) “no turning back” – no chance to change or stop the process
- e) “more than a man” – Batman will become a super hero

### III. Order the following sentences correctly as they are heard on the movie trailer.

- a) **Criminal:** Where are you?
- b) **Henri:** Your parents'  was not your fault.
- c) **Henri:** The  is nothing! But will is everything!
- d) **Batman:** Here.
- e) **Henri:** If you make yourself more than just a man. If you  yourself to an . You become something else entirely. Are you ready to ?
- f) **Henri:** You have traveled the world. Now you must journey inwards - what you really  is inside you. There is no  back.

### IV. Fill in the missing words in the sentences above.

### V. Post-Listening Questions

- 1) Who is your favourite super-hero and why?
- 2) If you could have a super power which one would you choose and why?
- 3) On the humorous side, what would be some problems with being the boyfriend or girlfriend of a superhero?

### VI. Describe your opinion of the video clip in a paragraph. (What you liked about it? What you were curious about? Whether or not it made you want to see the movie?)

## **Appendix 3**

## ***WEBSITES FOR LISTENING REPORTS***

### **Sites for Student Listening Reports**

For this assignment, you need to access one of the following sites and write two paragraphs (about 10 sentences each) about your experience using it, and list 5 vocabulary words; their definitions and a sentence example for each:

- a) Report which part of the site you used, including the name of the piece you listened to. Give as many specific details about the listening as you can.
- b) Report on whether or not you liked the site, would recommend it to other students, and would visit it again. Give as many specific details as you can.

#### **1) ESL Bits**

<http://esl-bits.net/>

- a) Listen and read –a –long scripts, (b) read and fill in the missing closed word of one part of one classic film script

#### **2) Japan Student Times**

<http://www.japantimes.co.jp/shukan-st/stories/stories.htm>

#### **3) Randall's Cyber Listening Lab:**

<http://www.esl-lab.com/>

- (a) conversation, (b) general or basic listening quizzes, (c) language learning

#### **4) Arlyn Freed's ESL/EFL Listening:**

<http://www.eslhome.com/esl/listen/#nonauthentic>



**A B C D F**

Name: \_\_\_\_\_

### Online Listening Report

**1. MLA Reference** – Online sources are difficult, but try to include as much of the following information as you can - Author, title, publisher, date published, date viewed, URL

**2. Summary** - Write a short summary of the program.

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**2. Opinion** - Give your opinion of the program. Think of the following points: What do you think of the program and website? How easy was it to understand? Was the program useful for improving your English? Was the topic interesting? Etc.

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**4. Vocabulary** – Write 8 new or key words from the listening. Write the word, the meaning and an example sentence

## *SAMPLE LISTENING REPORTS*

### IE Listening Report #2:

“Secondhand Smoke.” Audio clip. National Public Radio 2005. 24 April 2003.

<<http://esl-bits.net/secondhandsmoke>.>

I listened to a conversation from esl-bit.net for my report. Here, a woman named Debra is the interviewer, and talks to Dr. Fiore from University of Wisconsin about secondhand smoke. Before the phone connects to Dr. Fiore, there is a pre-talk about how secondhand smoke can damage your health. They say that non-smokers increase the chance of getting lung cancer by 20-30% if they stay around smokers for a long period of time. Dr. Fiore first starts off by talking about smoking and what tobaccos are. He says that smoke contains more than 4,000 chemicals and research proves that secondhand smoke is more harmful than smoking directly. Co-workers and families of smokers can get involved in this and increase the percentage of getting a heart attack if they stay around too long. He mentions that children are more likely to get their health damage easier than adults because they have sensitive lungs. Children could also get asthma, ear infections, and other diseases as well. To avoid breathing the smoke, you could open windows, use fans to blow; however, being smoke free is the best way to protect child. He says that today, many cities have taken away smoking areas in public spaces and outside the road to avoid second-hand smoke. Anyways, at last, the smokers must make the decisions by themselves to quit and the only thing non-smokers could do is to help them through support. There are therapies and medicine to make them quit as well. Lastly as a conclusion, he mentions that quit smoking can protect everyone in our environment.

I had the chance to listen to few of the conversations, and all of them were very interesting and easy to understand. However, it was hard to go through the site and find the links to listen to the topic. Once you get to the page, it was very easy to follow through because some pages provided the text version of the audio. You can also choose the listen speed so if you think the speakers are talking too fast, you can change the speed level as well. This piece made me think about second-hand smoke a lot because I breathe smoke everyday because there are many smokers around me. I recommend this site to people who are at an intermediate level of English because at the beginning it is a little bit hard to follow the links. Also the topics are mostly about world issues and global news, so sometimes hard vocabulary comes out. You can learn new things from this site so if you have the chance, you should try and access it once!

## IE Listening 3: Movie Listening Log

Movie Title and MLA reference: <i>Pirates of the Caribbean - At World's End</i> . Dir. Gore Verbinski. With Johnny Depp, Keira Knightley, Orlando Bloom. Walt Disney 2007.
Name:
Student Number:
Date:

**Part 1. Paragraphs.**

I rate this film as 4# because the first and second films of the *Pirates of the Caribbean* series are slightly better than this one. In terms of the computer graphic effect, this third film is the most successful. On the other hand, the story of the third one was much more complicated than the others and some parts of it was not really understandable. To me, what counts the most when watching movies is simplicity and expectation. I always look for something in movies that is beyond my expectation. If a story of a movie went just like I had expected, that's the worst thing that could happen.

**Part 2. Choose two questions to answer.**

The setting of the film is the Caribbean sea in 17th century. All the beaches in the film always remind me of Australia. The Australian beach that I went for the first time looked just like the beaches in the film. Its clear water, white sand and trees are something that you can rarely see in Japan. During my exchange experience in Australia, I often went to beaches with my friends and the views of the sunrise or the sunset from those beaches also looked exactly the same as the scenes in the film. In this film, sunset and sunrise are really important keys to the climax. Even in Japan, I can't help but look for a ship on the horizon at sunset and sunrise.

I was really surprised by the climax of the film, because Will Turner who hated pirates the most became a captain of the Flying Dutchman. I tried to come up with some ideas of how the film ends while I watched it, but that was totally unexpected ending. That Jack Sparrow lost his ship "the black pearl" again in the end was also unexpected and it really pleased me because it simply meant that the film still continues. As everyone knows, *Pirates of the Caribbean 4* came out recently. I did a little bit of research on it and I heard some rumors that *The Pirates of the Caribbean* series will continue until a 6th episode just like *Star Wars* did. I really hope so.

**Part 3. New Vocabulary and Expressions**

Oi!	a British and Australian working class slang interjection used to get someone's attention, or to express surprise or disapproval
savvy	to understand, esp. shrewdly
leviathan	a sea monster
Flying Dutchman	The legend of the Flying Dutchman concerns a <u>ghost ship</u> that can never make port, doomed to sail the oceans forever.
Parley	a discussion or <u>conference</u> , especially one between enemies over terms of a <u>truce</u> or other matters.
fetch	to go to where somebody/something is and bring them/it back
mad	having a mind that does not work normally; mentally ill
pillage	to steal things from a place or region, especially in a war, using violence
plunder	to steal things from a place, especially using force during a time of war
shilling	a British coin in use until 1971, worth 12 old pence. There were 20 shillings in one pound.
superfluous	more than you need or want
immortal	that lives or lasts for ever
impersonate	to pretend to be somebody in order to trick people or to entertain them
noose	a circle that is tied in one end of a rope with a knot that allows the circle to get smaller as the other end of the rope is pulled

### a) Issuing Registration Keys

Please follow the instructions to issue registration keys. Go to <http://ac.reallyenglish.com/aoyama/>

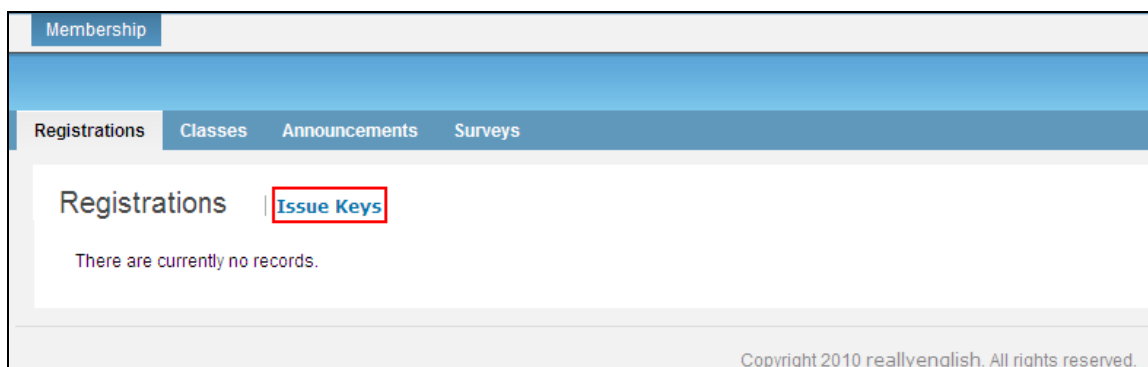
#### 1 【Mypage Login】

Access your mypage URL, login with your administrator password and ID. Once you have reached mypage, simply click the [keys] link at the top left.



#### 2 【Issuing Keys】

Click the [Issue Keys] link.



#### 3 【Key Issue Step 1 – Users】

**[1]** Enter the number of keys you would like to issue. If you want to specify the login or email address for keys, please upload your csv data. If you specify the mail address for keys, our system can automatically send a registration notice to the user.

**[2]** Click here to upload your CSV and click [Next]. The number of users in you csv data must match the number you typed in ① above.

#### CSV Format

	A	B	C	D	E
1	number	login	email		
2	1	student001	yamada@taro.com		

Note: The first row of your CSV data must be 「number, login, email」 as shown in the table above.

**number:** please enter sequential numbers starting from 1 for each row of data.

**login:** please enter the 'user id' for each student; **email:** please enter the email address for each student

#### **4 (a-1) 【Key Issue Step 1. Course Information】 (When making new classes)**

Please select the program you will use, and click 'Add New Class'.

※Your program name may be different from the one shown below.

Membership

Registrations Classes Announcements Surveys

Issue keys | [Back to list](#)

Step 1: Users  
Enter number and details

Step 2: Courses  
Select program and configure classes

Step 3: Survey  
Configure end of course survey

Step 4: Issue Keys  
Confirm details and issue keys

Program Test Program

Create new class Use existing class

Previous Next

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#### **4 (a-2) [Key Issue Step 2 – Course Information] (When making new classes)**

Please select the course you want to assign, and enter a name for your class.

Membership

Registrations Classes Announcements Surveys

Issue keys | [Back to list](#)

Step 1: Users  
Enter number and details

Step 2: Courses  
Select program and configure classes

Step 3: Survey  
Configure end of course survey

Step 4: Issue Keys  
Confirm details and issue keys

Program Test Program

Course Test Course

Class name (required) Class A

Study term (required) 2010-10-01 - 2011-03-31

Create new class Use existing class

Previous Next

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#### **4 (b-1) [Key Issue Step 2 – Course Information] (When adding users to an existing class)**

To add students to an existing class, simply select the program you wish to use and click 'Add to Existing Class'.



Membership

Registrations Classes Announcements Surveys

Issue keys | [Back to list](#)

**Step 1: Users**  
Enter number and details

**Step 2: Courses**  
Select program and configure classes

Step 3: Survey  
Configure end of course survey

Step 4: Issue Keys  
Confirm details and issue keys

Program

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#### **4 (b-2) 【Key Issue Step 2 – Course Information】 (When adding users to an existing class.)**

Select the class you want to add these students to. The dates for your class will automatically show up on the screen. When you are done, please click ‘Next’.

Membership

Registrations Classes Announcements Surveys

Issue keys | [Back to list](#)

**Step 1: Users**  
Enter number and details

**Step 2: Courses**  
Select program and configure classes

Step 3: Survey  
Configure end of course survey

Step 4: Issue Keys  
Confirm details and issue keys

**Existing classroom**

Program Test Program

Course Test Course

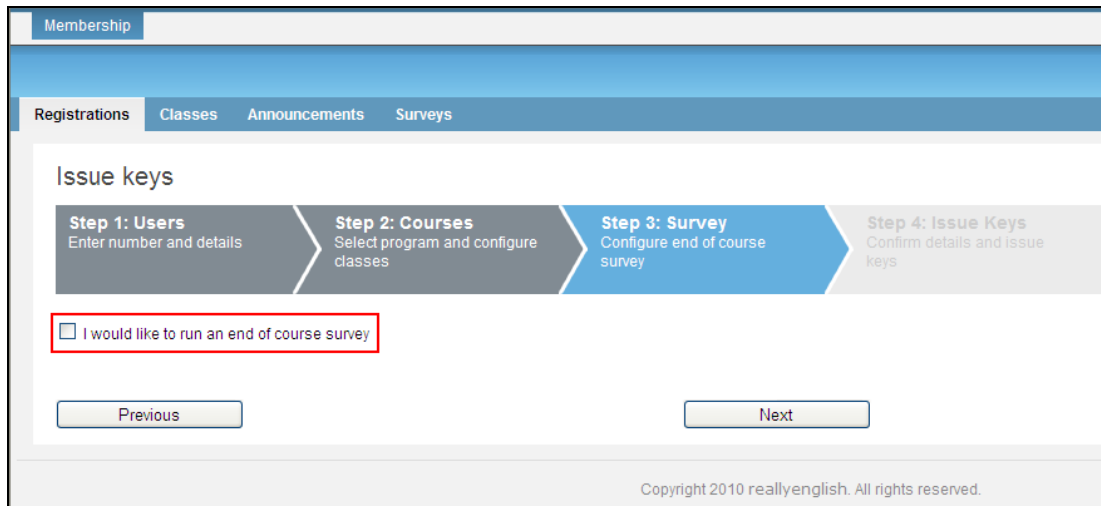
Class

Study term (required)  -

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#### **5.1 【Key Issue Step 3 - Survey】**

Our survey is used to evaluate the student's opinions about the courses they have taken with reallyenglish. Based on your setting, the survey will appear for your students on mypage. Please check the 'Use Survey' checkbox. If you do not wish the survey, click 'Next' and go to page 7 of this guide.



## 5.2 **【Key Issue Step 4 - Confirmation】**

This step allows you to confirm the number of students, the courses, any survey and also schedule email delivery for your keys. If everything is correct, please click 'Issue Keys.' You should issue some extra registration keys. Cut the paper into individual strips of keys, one per student. Bring them all to class. Invariably, students will forget their passwords and need a new key. Also, some students changing levels, may be assigned to your class. They cannot take a record of their work in their previous class. They will have to register again, for your class and start doing reallyenglish again. Usually, as students change levels in the first two weeks, they won't have done many units of reallyenglish.

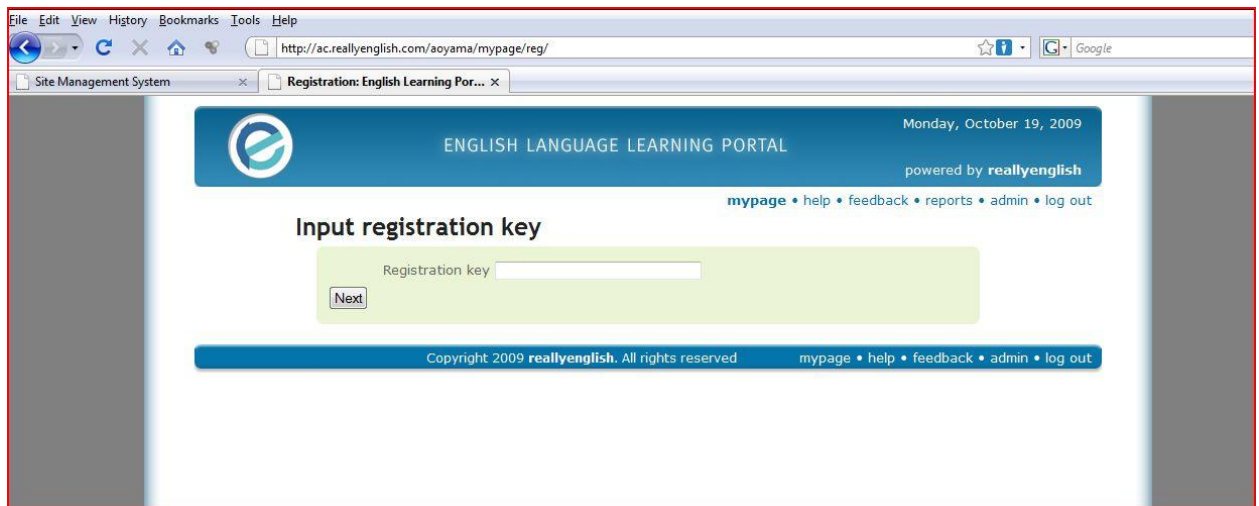
## 6.1 **【Key Issue Step 5 - Complete】**

After completing the above process, you will be able to see a list of the keys you have created. Additionally, you can download a PDF of the keys that includes the key, and the URL required to register the key. Each key will look like the following.

ID	Registration key	Login	Email	Registered	Cancel
33465	da1fd42147e290784f90	student001	yamada@taro.com	No	Cancel

## 6.2 **Students Inputting Their Registration Keys**

Now students enter their key on a specific URL, <http://ac.reallyenglish.com/aoyama/mypage/reg/>



The screenshot shows a web browser window with the address bar displaying <http://ac.reallyenglish.com/aoyama/mypage/reg/>. The browser has two tabs: "Site Management System" and "Registration: English Learning Por...". The page content includes a blue header with the "English Language Learning Portal" logo and the text "Monday, October 19, 2009" and "powered by reallyenglish". Below the header, there is a navigation menu with links: "mypage", "help", "feedback", "reports", "admin", and "log out". The main heading is "Input registration key". Below this, there is a light green box containing a text input field labeled "Registration key" and a "Next" button. At the bottom of the page, there is a blue footer with the text "Copyright 2009 reallyenglish. All rights reserved" and the same navigation menu as above.

**1.1 [Students working on units in reallyenglish]**

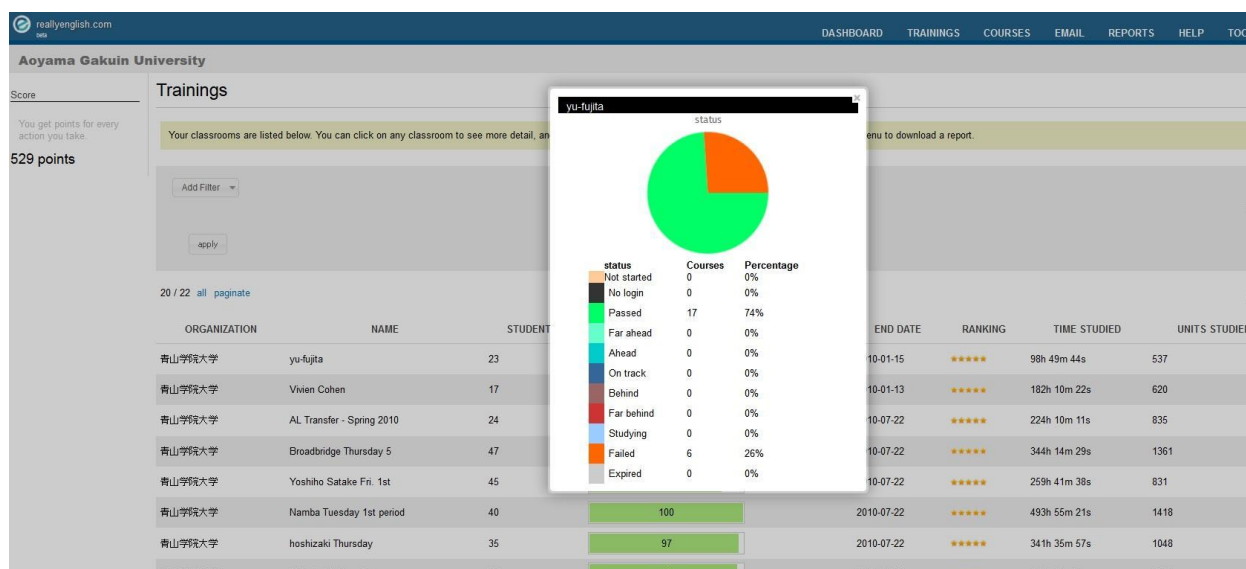
After students have taken the diagnostic test, a learning path will be generated for them. Afterward, show them how to find the tabs that differentiate the three types of lessons: Reading, Grammar, and Listening. Although the students may choose units focusing on Reading, Grammar, or Listening, 80% of the required lessons they complete must be in "Listening," ie. 20 out of 25 lessons should be "Listening" ones. In order to get credit for a lesson, students must get score at least, 80% on it.

**1.2 [Program Updates]**

Reallyenglish now operates on cellphones. This should be demonstrated to students in the first class. An "Orientation" in the system explains what they need to do to get started. Please show students this feature in class. Here are the program updates from last year:

- 330 lessons (targeting around the TOEIC 280 level). Please tell students that these are supposed to be in a TOEIC style as well to give them practice in taking tests.
- The learning path has changed from 10 lessons at a time to 5 lessons. This allows the system to adapt the learning path more frequently to the learner's progress.
- reallyenglish has changed the overall look and feel of the course top page.
- reallyenglish has modified the lesson design by moving the next and back buttons, adding a black background, and small design touches.
- Users can change the user language from Japanese to English using the menu page (top right hand corner).
- Every lesson includes a lesson summary (pdf), while Listening lessons also include a podcast (MP3 file). They had these previously, but they can now be downloaded by clicking on icons next to each lesson title on the menu page.
- reallyenglish has improved the sort functions on the menu page--it's very easy to find the lesson by title, topic, etc. now.

The "Trainings" page, which allows teachers to view the progress of their students, also has some improvements. You can access a pie chart by clicking each star rating on the "Trainings" page. The "Training" page shows the progress of each class and is accessible from the "TRAININGS" tab on TMS. Moreover, you can download the progress data, along with the pie chart in excel format from "Create report" on the TOOLS tab. If you have questions about this, you can refer to the help page on TMS.



### 1.3 【Pacing your students】

As with many term-length assignments, many students will procrastinate. Even if a student was able to complete all 25 units in the last week of classes, the student would not get much benefit from them. They need to regularly work on these listening units over the term instead of cramming.

We have found that students who work on the reallyenglish lessons regularly and sincerely benefit a great deal, particularly students who start at lower levels. One teacher so motivated her students that all of them did much more than the minimum 25 units and one student did more than 200 lessons in a single semester! There is no limit to the number of modules that the students can do. If they feel that their reading or grammar is weak and can be improved by the Practical English program, they may do extra units in those areas.

It is up to the teachers to provide students with incentives to do as many modules as they can. You will be able to see in the course management tools how many units, beyond the minimum, that the students have completed. Most teachers monitor students by giving them three or four deadlines during the term one at the end of each month. Students who don't complete on time, lose a mark for the self-directed portion of their grades.

As part of your course requirements (Participation), you also can have students create their own vocabulary flashcards using apps and a free Web site: <http://www.quizlet.com>.