

IE Active Listening 1: Task Assignments and Student Reports

The student tasks are designed to be done as homework. Each student will review different websites related to a task and theme. Each task will require that students (a)listen to videos on multi-media websites and make notes on them, (b)evaluate them and make choices about which would be most suitable to show others, (c)complete a written assignment for evaluation. When the student is doing an *INTERACTION*, an individual project, then he or she should change groups 3 or 4 times, speaking to different groups of students. This repetition helps the students doing the *INTERACTION* to acquire more confidence in speaking and the repetition improves their speaking.

AL 1: (Pop Culture/Childhood Theme)

Interaction:

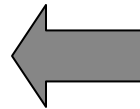
(Student) Choosing the Best Song

1. Listens to online streaming (ie. YouTube), podcasts, or DVDs of favorite bands.
2. Chooses the song with the best music video.
3. Notes the url, find the song lyrics, make notes.
4. Finds out information on the singer or band and prints out some photos. Identifies *key vocabulary* (not names).
5. Prepares a written report explaining why the student chose the song (for teacher evaluation), including 5 vocabulary words.
6. Shares the song with a small group of other students, asking them how they felt about it. After everyone's songs, the teacher might choose one for the class to hear.

(Pop Culture/Childhood Theme)

Teacher:

1. Outlines the task of sharing a favorite song and explains the feedback sheet.
2. Provides an example of the written summary and the oral **Interaction**.
3. Supplies some *urls* of websites related to music and lyrics.
4. Observes and assesses individual students reporting to small groups.
5. Evaluates their written notes.



5 Vocabulary Words:**Song Websites:**

Each student reports on the music videos on *YouTube.com* that he or she believes is the best song-DVD material. Students can google the band and find their website or search for multi-media files

Lyrics:

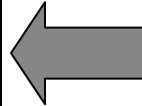
<http://www.lyrics.com/>

<http://www.songlyrics.com/m/>

AL 1: (Food Theme) Interaction:

(Student) Choosing the Best Recipe

1. Listens to podcasts and online streaming (ie. YouTube), noting urls.
2. Chooses the most interesting recipe with the best visuals and explanation.
3. Makes notes on the recipe.
4. Finds out more information on the recipe and prints out some photos.
5. Identifies *key vocabulary*.
5. Prepares a written recipe including 5 vocabulary words.
6. The student might also try to the recipe at home and bring it to class.
7. Shares the recipe with a small group of other students, asks them if they think they might try making it.



(Food Theme) Teacher:

1. Outlines the task of sharing a recipe and explains the feedback sheet.
2. Provides an example of the written and oral *Interaction*.
3. Supplies some *urls* of YouTube.com and e-how.com related to recipes.
4. Observes and assesses students reporting to small groups.
5. Evaluates their written notes.

5 Vocabulary Words:

Food Websites:

Each student reports on the recipe on *YouTube.com* or *ehow.com* that he or she believes is the best. Students can also google the Internet to search for other multi-media files.

Sample Recipes from *YouTube.com*

1) Shrimp and Chicken Alfredo Pasta with home-made alfredo sauce:

<http://jp.youtube.com/watch?v=dub8GADo9Vc>

2) Recipes from around the world:

http://www.ehow.com/information_1033-world-regional-cuisine.html

3) Everyday Dish, Tofu Breakfast Scramble:

<http://jp.youtube.com/watch?v=mRfPkJC2fJ4>

4) Making Vegan Pizza:

<http://jp.youtube.com/watch?v=KwMGgAjxkNA&feature=related>

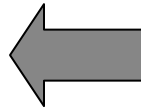
5) Carrot Cake Recipe:

<http://jp.youtube.com/watch?v=lqIsE0o3uNk>

For this *INTERACTION*, each student reviews websites related to their topic. Afterward, each student interacts with a small group. Roughly speaking, each student should plan on speaking between 3-5 minutes.

AL 1: (Urban Life and Social Issues)
Interaction:

1. Listens to podcasts and online streaming about different social issues, noting urls.
2. Chooses an issue the interests the group.
3. Makes notes on 5W & 1 H and summarize the information. Lists and defines 5 vocabulary words (not names).
5. Prepares a written report (for teacher evaluation) summarizing the news and suggesting solutions to the problem.



(Urban Life/Social Issues) Teacher:

1. Outlines the task of interacting with a small group on a social issue by outlining 5W & 1H – Who, What, Where, When, Why, and How (how can this problem be addressed).
2. Provides samples written and oral reports with *urls* of news websites.

NHK News, English site, Politics and Business, Society and Others:

<http://www.nhk.or.jp/daily/english/society.html>

Most internet mail browsers feature stories of the day (ie. Yahoo.com, NY Times, :

<http://ca.yahoo.com/>

<http://video.on.nytimes.com/>

Al Jazeera: <http://english.aljazeera.net/>

BBC News Video:

http://news.bbc.co.uk/2/hi/video_and_audio/default.stm

CCN.com, International News, World's Unknown Stories (ie. Escape from N. Korea, or Human Trafficking in African Women):

http://edition.cnn.com/CNNI/Programs/untoldstories/blog/2008/02/trapped_27.html

3. Observes and assesses groups reporting. Evaluates the written reports.

News Websites:

Each student reports on the videos that he or she used for the presentation and plays some of them:

Also groups can google the news story:

The student lists the urls of the websites that he or she has discovered and 5 vocabulary words.

Urban Life/Social Issues:

Who?

When?

What?

Where?

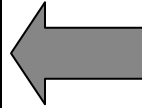
Why?

How? (ie. how can the problem be solved?)

AL 1: (Travel Theme) Interaction:

Plans for a Weekend Trip

1. Listens to podcasts and online streaming about different travel destinations.
2. Chooses the right destination for the price, interest, transportation, etc.
3. Note urls, and summarize the information.
4. Identifies *key vocabulary* (not place names).
5. Prepares a written report explaining why they choose the destination (for teacher evaluation), including 5 vocabulary words.
6. Reports on the destination, itinerary, and price To a small group; where only audio portions are available, uses internet pictures (planning for 3-5 min for each group member).
7. Asks which students in the group would like to take the trip, which part of the trip they liked best, and other questions.



(Travel Theme) Teacher:

1. Outlines the task of preparing an itinerary
2. Provides an example of written and oral reports.
3. Supplies some *urls* of websites related to travel and tourism (including audio files)
4. Observes and assesses students reporting to small groups.
5. Evaluates the written itinerary.

This *INTERACTION* is prepared by a student working in a small group. Each student will review different websites related to his or her topic. Students should plan on speaking between 15–20 minutes (and not any longer).

Travel Websites: Sample

Each student reports on the videos and plays some whether video or audio files (supplemented with photos):

Lonely Planet:

<http://www.lonelyplanet.tv/Map.aspx>

<http://www.sutree.com/videos/Travel/253>

National Geographic (cities--destinations):

<http://video.nationalgeographic.com/video/player/places/index.html>

National Public Radio (audio):

<http://www.npr.org>

New York Times — The Frugal Traveler:

<http://video.nytimes.com/video/playlist/travel/>

Trip Advisor.com has videos and info:

<http://www.tripadvisor.com/Tourism-g4-Europe-Vacations.html>

ehow.com has many videos about travel:

http://www.ehow.com/information_1078-destinations_videos.html

Also groups can Google the city or use YouTube to search for multi-media files

Sample Weekend Itinerary:

Transportation and Cost:

JAL flight 345, ¥150,000, Narita - Madrid, 16 hours, leaving 11am, arrive 4AM

Accommodation (Place and Cost):

The famous Hostal San Lorenzo, €45 per night

Saturday (Times and Activities):

9AM. Metro sur from airport (video, photos)

11AM. Check in, breakfast, Plaza de Santa Ana

12AM. Sign up for the Tourist Office's Sunday historic walking tour of old Madrid (map)

1PM. Visit the Prado Museum

3PM. Stroll El Retiro

5PM. Evening shopping and tapas in Chueca-

7PM. Attend a flamenco performance

The student also lists the urls of the websites that he or she has discovered:

Madrid Information:

<http://www.esmadrid.com/en/portal.do?IDM=972&NM=2&IDR=888&TR=C>

<http://www.spain.info/TourSpain/Destacados+Multimedia/?Language=en>

www.munimadrid.es

Prado Museum: <http://museoprado.mcu.es>

5 Vocabulary Words:

accommodation

economize

reservation

siesta

standby

Sunday (Times and Activities):

9AM. *Check in, breakfast, Plaza de Santa Ana*

11AM. *Attend mass at 17th century Almudena Cathedral and walk nearby old part of the city*

1PM. *Tour Municipal Museum*

5PM. *Eat suckling pig at Sabrino de Botin, one of the city's oldest restaurants*

7PM. *Shopping in the modern plaza*

10PM. *Return to the hotel to pack.*

Sample Weekend Itinerary:

Transportation and Cost:

Accommodation (Place and Cost):

Saturday (Times and Activities):

9AM.

11AM.

12AM.

1PM.

3PM.

5PM.

7PM.

9PM.

11PM.

The student plays some of the videos that the or she has found. They also list the URLs and the 5 Vocabulary Words:



Sunday (Times and Activities):

9AM.

11AM.

1PM.

3PM.

5PM.

7PM.

9PM.

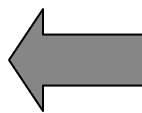
IE Active Listening 2: Task Assignments and Student Reports

The student tasks are for homework. Each student will review different websites related to a task and theme. Each task will require that students (a)listen to videos on multi-media websites and make notes on them, (b)evaluate them and make choices about which would be most suitable to show others, (c)complete a written assignment for evaluation. If the student is part of a small group making a *PRESENTATION* to the class, then the group should prepare their material together and practice before class. If the student is doing an *Interaction*, an individual project, then he or she should change groups 3 or 4 times, speaking to different groups of students. This repetition helps the students doing the *INTERACTION* to acquire more confidence in speaking and the repetition improves their speaking.

AL 2: (Technology Theme) Interaction:

(Student) Finding the best/funniest commercial of a product or service

1. Listens to commercials on *YouTube.com*. Chooses the best/funniest English commercial with several phrases.
2. Notes url, transcribes CM, and makes notes.
3. Identify *key vocabulary* (not place names).
4. Prepares a written explanation of why the commercial is the best/funniest (for teacher evaluation), including 5 vocabulary words.
5. Reports on the commercial to a small group.
6. Makes a task for the students in the group (listening or judging the commercial).



(Technology Theme) Teacher:

1. Outlines the task of finding a commercial.
2. Shows students some commercials on *YouTube.com*.
3. Provides an example of the written and oral reports from other students.
4. Observes and assesses students reporting to small groups.
5. Evaluates each student's explanation of why a commercial is good or funny.
6. After the group hears about commercials from each student, the group chooses the best one. If there is time in class, the teacher will ask students to share their best/funniest

INTERACTION

The Workplace theme has been broken up into topics because there are not enough videos related to the theme for more than one group. The student doing an interaction reviews different websites related to their topic on the Workplace theme. The student doing an interaction, should show some video and supplement it with pictures as well.

AL 2: (Work Theme) Presentation: List of Possible Topics for Student Groups:

a) Choosing the Career that is Best for You

<http://www.sutree.com/how-to/23328/How-to-Choose-the-Right-Career>

<http://www.sutree.com/how-to/23697/How-should-I-consider-myself-in-regards-to-my-career>

<http://video.aol.com/video-detail/episode-18-choosing-a-career-path/3945527202>

b) Finding a Job

Job search hints: *<http://www.quintcareers.com/interviewing-dos-donts.html>*

Researching a company: *http://www.quintcareers.com/researching_companies.html*

Finding a job: *http://www.ehow.com/information_1009-job-search_videos.html*

c) Taking an Interview

Typical interview questions: *http://www.quintcareers.com/interview_questions.html*

Dress for Interviews: *<http://www.sutree.com/how-to/23245/Dress-for-an-Interview---Dos-and-Donts>*

Interview clips: *<http://www.best-interview-strategies.com/videos.html>*

Interview Practice: *<http://www.videojug.com/film/how-to-ace-a-job-interview-4>*

Comic Views: <http://jp.youtube.com/watch?v=zP0sqRMzkwo>

All aspects of interviews: http://www.ehow.com/information_1211-human-resources_videos.html

d) How to Communicate Effectively

<http://www.sutree.com/how-to/40534/The-Power-To-Persuade>

<http://www.sutree.com/how-to/40533/How-to-Manage-Team-Conflict>

e) Dealing with the Workplace, from gossip, to dealing with your first job (Fox Network, FNC Magazine)

<http://www.foxnews.com/video/index.html>

f) Investing in the Stock Market

https://personal.vanguard.com/us/VanguardViewsArticle?ArticleJSP=/freshness/News_and_Views/news_ALL_mcnabbresponsevideo_09192008_ALL.jsp&SYND=RSS&Channel=AN

<http://www.cbc.ca/money/>

g) News Focus Groups:

On the U.S.: <http://money.cnn.com/>

On Europe: <http://news.bbc.co.uk/1/hi/business/default.stm>

On Asia: <http://www.abc.net.au/news/video/>

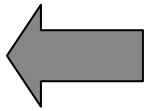
The group lists the urls that it has used and 5 vocabulary words.



AL 2: (Work Theme)interaction:

(Student Group) Job Interviews:

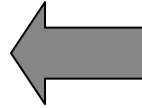
1. Locates different websites related to interviews.
2. Listens to video sequences about how to take a job interview, notes urls.
3. Makes notes and summarize the information.
4. Identifies *key vocabulary* (not place names).
5. Prepares a written report (for teacher evaluation), including 5 vocabulary words.
6. Reports on the interview clips to the class.
7. Asks the students questions afterward to assess their understanding of the job interview tips.



AL 2: (Biography Theme) Interaction:

(Student) Celebrating a hero

1. Listens to video sequences about heroes and chooses one to talk about, noting the website url.
2. Transcribes several minutes of it and makes notes on the remainder.
3. Identifies *key vocabulary* (not people's names or place names).
4. Prepares a written explanation (for teacher evaluation), of why the student admires the person in the video, including 5 vocabulary words.
5. Reports on the hero to a small group.
6. Makes a task for the students in the group (listening or judging the story).
7. Asks follow-up questions.



(Biography Theme) Teacher:

1. Outlines the task of finding a hero or celebrity.
2. Provides an example of the written and oral reports from other students.
3. Supplies the *url* of a websites related to heroes.
4. Observes and assesses students reporting to small groups.
5. Evaluates the students' explanations.
6. After the group hears about heroes and celebrities from each student, the group chooses the best ones. If there is time in class, the teacher asks students to share their heroes and celebrities with the rest of the whole class.

Hero and Celebrity Websites:

1) Al Jazeera has “Frost Around the World” in which the famous journalist, David Frost interviews world leaders like Vaclav Havel, former Czech president, and French actress, Juliette Binoche.

<http://english.aljazeera.net/programmes/frostovertheworld/2008/09/2008926114942967571.html>

2) On “One on One,” the same website also hosts videos on famous individuals such as Jane Goodall and moon astronaut, Buzz Aldrin.

<http://english.aljazeera.net/programmes/oneonone/>

Discovery Channel has the “I Shouldn’t Be Alive,” series, streaming videos by people narrating experiences that nearly killed them!

<http://planetgreen.discovery.com/video/?playerId=1488687257&categoryId=1588045752&lineupId=1588003180&titleId=1587971659>

2) Fox News has video on entertainment the feature Hollywood stars: *<http://www.foxnews.com/video/index.html>*

3) History Channel offers short video clips of famous Americans, including Martin Luther King

<http://www.history.com/video.do?name=americanhistory>

4) Another series of short video clips is on voices of such African-Americans as actor James Early Jones, and others on their experiences of discrimination and of integration.

<http://www.history.com/media.do?searchTerm=voices+of+civil+rights&action=search&submit.x=0&submit.y=0>

5) This website is devoted to stories of heroic people, ordinary ones and the well known. A recent item was about Nobel-prize winning Kenyan environmentalist Wangari Maathati who protects forests and green spaces in cities.

<http://myhero.com/myhero/>

6) The famous music magazine, *Rolling Stone*, features interviews and reviews of top musicians.

<http://www.rollingstone.com/videos/>

7) *Time Magazine* has video content on its website that includes profiles of celebrities, politicians, and other important people in America and around the world.

<http://www.time.com/time/video>

Websites devoted to heroic individuals such Terry Fox, the 20-year old one-legged runner who ran 5,373 km across Canada to raise awareness and to raise funding to support cancer research. His heroic effort has led to fund-raising runs around the world.

<http://www.terryfoxrun.org/english/resource/video/default.asp?s=1>

INTERACTION

For this *INTERACTION*, each student will review different websites related to the theme of Geography; Physical Geography (Environmental, Oceanography, Climatology, etc.) and Human Geography (Cultural, Developmental, Political, etc.). Each *student* in the class could undertake a different type of geography and explore the news stories associated with one type, for example, developmental geography. Roughly speaking, each student should plan on speaking 15 – 20 minutes to each group (and not any longer).

1) Cultural Geography,

History Channel offers video clips on

<http://www.history.com/minisites/diggingforthetruth/>

The National Geographic website offers hundreds of videos about natural life and geography, “lakes & rivers,” “buildings & landmarks,” and therefore posted videos about topics such as a stunning new find in Machu Pichu, and a new tomb discovery in Thebes, Egypt.

<http://www.videonewsmanager.com/Default.aspx?i=2583>

UNESCO World Heritage Sites can be found in a country-by-country list, then investigated by googling for video and the topic, or by searching for video on YouTube.com

<http://whc.unesco.org/en/list>

2) Environmental and Developmental Geography. Among other topics, the following TV news site is categorized into World, and SciTech which contain suitable news items. One recent item was about how world leaders look to Obama for more support on legislation on climate change. Another was on the eradication of the deadly guinea worm in Africa.

<http://abcnews.go.com/>

The Green Channel which is part of Discovery Network, has video on ecological themes and recently posted an item

about the world's greenest homes and activists building a demonstration home with an earthen floor.

<http://planetgreen.discovery.com/video/>

The Greenpeace International website has video files of environmental problems around the world.

<http://www.greenpeace.org/international/press/video-previews>

History Channel: Extreme Weather – Global Warming, Storms

<http://www.history.com/video.do?name=science>

The NASA site includes a section on podcasts about earth news and had a recent item on sea ice.

<http://www.videonewsmanager.com/Default.aspx?i=2583>

The Public Broadcasting Network has videos from the science program, *Nova* on geography. Recent items explained the drumming sound made by sand dunes, and how science is helping to predict hurricanes faster than ever before.

http://www.pbs.org/wgbh/nova/programs/int_eart.html

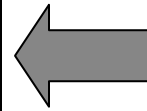
The World Wildlife website includes embedded YouTube video files. A recent item was about the flood damage to the village of Ghat, Nepal, caused by climate change.

<http://www.videonewsmanager.com/Default.aspx?i=2583>

AL 2: (Geography) Interaction:

(Student Group) Geography:

1. Locates different websites related to geography.
2. Listens to video sequences about geography.
3. Notes the urls, and summarizes the information.
4. Identifies *key vocabulary* (not place names).
5. Prepares a written report (for teacher evaluation), including 5 vocabulary words.
6. Reports on the geography clips to the class.
7. Asks questions of the students in the class to assess their understanding of geography.
8. The group lists the urls that it has used and 5 vocabulary words.



(Geography Theme) Teacher:

1. Outlines the different topics and how to prepare for them.
2. Provides an example of the written and oral reports.
3. Supplies some *urls* of websites related to business.
4. Observes and assesses students reporting to class.
5. Evaluates the notes on geography.

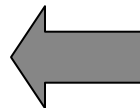
IE Active Listening 3: Task Assignments and Student Reports

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AL 3: (Psychology/Relationships Theme) Interaction (Student):

Using videojug.com, or ehow.com:

1. Chooses a topic, then listens to video sequences about it and chooses one to talk about, noting the url.
2. Transcribes several minutes of it and makes notes on the remainder. Identifies *key vocabulary*.
3. Prepares a written summary of the notes on the video including 5 vocabulary words.
4. Reports on the topic to a small group.
6. Makes a task for the students in a small group (ie. "If you had a friend suffering from this symptom, what advice would you give him or her?"). Asks follow-up questions.



(Psychology/Relationships Theme) Teacher:

1. Outlines the task of each student to choose a topic. (As far as possible, students should have different topics.) We hope that each student will use the task to explore something of great interest to them.
2. So, the teacher's role here will be to suggest topics to students, perhaps on a list on the OHC, explaining each topic, asking the students to write down the most interesting in their notebooks. Later, the teacher uses these to assign topics.
3. The teacher provides examples of oral and written reports for students.
4. Later, the teacher observes and assesses each student's oral report to a small group, then grades the report.

Relationships and psychology on *videojug.com* (Search for video lectures on the following topics and others):

- 1) How to be the Perfect Girlfriend/Boyfriend
- 2) How to Flirt with Women/Men
- 3) How to Chat Someone up on the Train, Bus, or Tube
- 4) How to Ask a Woman/Man on a Date
- 5) How to Make People Listen to You
- 6) How to be Optimistic
- 7) How to Tell if Someone Likes You
- 8) How to Have a Long Distance Relationship
- 9) How to Look More Confident
- 10) How to Develop a Friendly Tone of Voice
- 11) How to be Your Own Hero
- 12) Best Tips for Dieting

Choose topics related to family, friends, or dating on *ehow.com*:

<http://www.ehow.com/family/>

http://www.ehow.com/information_1020-dating_videos.html

Choose one of the following topics for your INTERACTION on Relationships:

- a) Prepare 5 Pre-listening Questions
- b) Based on the video, make up 5 True/False questions to ask your partners
- c) Choose 5 vocabulary words, idioms or expressions used in the video and ask your partners what they think they mean, then explain them
- d) Offer your partners several statements from the video and ask them to explain why they would agree or disagree with them

PRESENTATION

Teachers choose one *PRESENTATION* theme, either on the intercultural theme or the Environmental theme. Students work in small groups examining news stories on the internet about this broad theme, including intercultural differences in the arts, education, on employment environments, and media coverage. The following list of sites present some excellent materials from which student groups may chose a video. Once they have chosen a video, they should not only resent a summary of the material, but do some background research as well and find contrasts between Japan and the country covered in the story, and present some 5 vocabulary words or idioms. Afterward, they present their findings to the class, and hand in a short written summary and suggestion to improve the situation. Roughly speaking, students should plan on each person in the group speaking between 3-5 minutes (and not any longer).

1) History Channel offers videos on cultural celebrations -- Christmas, Columbus Day, Halloween, Hanukkah, Kwanzaa , Thanksgiving Celebration. Again, students should contrast these celebrations with how they are celebrated in Japan or compare to Japanese celebrations.

<http://www.history.com/video.do?name=culture&bcpid=1681694254&bclid=1672079702>

2) An additional 6 videos of cultural material can be found on the topic of “Becoming an American,” and taking the oath of citizenship. This could be compared with getting citizenship in Japan , or what constitutes a good citizen in Japan, or how can foreigners become (or not become citizens) in the U.S. or Japan.

<http://www.history.com/video.do?name=culture&bcpid=1681694254&bclid=1672079702>

3) Information videos on culture can be found on ehow.com:

http://www.ehow.com/information_1047-cultures_videos.html

3) Street food around the world through Al Jazeera’s website which has this section comparing street food from Osaka to Lima, Peru, food being another aspect of culture. These programs, most in British English, offer a valuable counterpoint to much of the other video content on the web which is in American English and often reflects the viewpoint of the U.S. Many of these videos contain written transcripts of the videos or have written introductions beside them, making them easy for students to use.

<http://english.aljazeera.net/programmes/general/2008/12/2008121385519850253.html>

4) Team 48 visit different cities around the world. Again, the focus here is on the culture of different countries, from Gdansk to Marrakech. Transcripts are printed below the video.

<http://english.aljazeera.net/programmes/48/>

5) Another program, Witness offers documentaries from cultures around the world. One of them explores the challenge of getting an education in the occupied West Bank; another, the plight of migrant workers in China.

<http://english.aljazeera.net/programmes/witness/>

6) Another Program, “Every Woman” examines the lives of women around the world, sometimes risking their lives for social change, from the struggle for women’s rights in Saudi Arabia to a ban on contraception in Manila.

<http://english.aljazeera.net/programmes/everywoman/>

7) Another program offers insight into artists around the world, from kitemaking in Japan to DNA art in Montreal.

<http://english.aljazeera.net/programmes/general/2008/09/2008926114759903385.html>

8) 101 East is a program about developments in Asia, including cultural aspects.

<http://english.aljazeera.net/programmes/101east/>

9) National Geographic has videos as well on “Culture and Places”

<http://video.nationalgeographic.com/video/player/places/index.html>

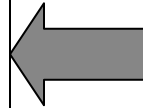
10) Public Broadcasting Network presents videos from the program *Independent Lens*, from an opera about the atomic bomb, or a couple who travel to Iran for a traditional Persian wedding, or a story about the Cripps and the Bloods, two rival Los Angeles gangs.

<http://www.pbs.org/independentlens/video/>

AL 3: (Media Theme) Interaction

(Student): A Favorite Movie Trailer

1. Chooses a movie trailer and transcribes it.
2. Notes the url, identifies *key vocabulary* and makes up questions on the trailer.
3. Reports on the movie to a small group. Plays the trailer and questions them.
4. Afterward, time allowing, the teacher might ask the class to choose the movies that they would like to learn about. Then the students will describe their movies to the class.



(Media Theme) Teacher:

1. Outlines the task to students, plays a sample trailer from englishtrailers.com
<http://www.english-trailers.com/index.php>
2. This website has more than 100 movie trailers and pre-listening, listening comprehension activities, and cloze exercises. Students can use it (but not the movie trailers in it) for a model for their own tasks. The website does not have any current movies and these are exactly the ones that students should be choosing.
3. The teacher provides an example of the written reports from other students.
4. Later, the teacher observes and assesses each student's oral report to a small group.

Movie Trailer Websites:

All Movie: www.allmovie.com

Internet Movie Database: <http://www.imdb.com/>

<http://www.movie.fone.com/>

Star Pulse film website:

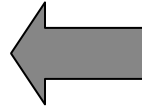
<http://www.starpulse.com/Videos/?vxChannel=Movie%20Trailers&vxBitrate=300>

Another option for the Presentation is to have students take on the Environmental theme. The information about it is as follows.

**AL 3: (Environment Theme) Presentation
(Student Group)**

Preparing an Environmental Brief:

1. Reviews video sequences on websites to choose an environmental issue that demands action, noting the url(s).
2. Identifies *key vocabulary*.
3. Describes the solution to the problem, perhaps surveying the class as to their ideas, or whether or not they would support the solution.



(Environment Theme) Teacher:

1. Outlines the task to students, plays a sample problem from the environment news and outlines a solution.
2. The teacher provides sample written reports from other student groups.
3. Later, the teacher observes and assesses each student group.
4. The teacher also collects their written summary of the problem and their solution.

Environmental Issues on Websites:

1) Ecologist, a British ecological magazine offers video on environmental issues around the world.

http://theecologist.org/tv_and_radio

Green Channel which is part of Discovery Network, has videos on ecological themes and recently posted an item about the world's greenest homes and activists building a demonstration home with an earthen floor.

<http://planetgreen.discovery.com/video/>

2) Greenpeace International website has video files of environmental problems around the world.

<http://www.greenpeace.org/international/press/video-previews>

3) National Geographic has videos as well on "Environment," and "Animal News"

<http://video.nationalgeographic.com/video/player/places/index.html>

4) 101 East is a program about developments in Asia, including environmental problems.

<http://english.aljazeera.net/programmes/101east/>

5) Public Broadcasting Network presents videos from the program, *Nature* such as on the threatened American eagle.

<http://www.pbs.org/wnet/nature/category/video/>

6) Scientific American presents a variety of environmental issues on the videos on its website, including a census on jaguars in Central America, and on the EU's efforts to phase in more energy efficient light bulbs:

<http://www.sciam.com/video.cfm>