

ESL Curriculum Guides Series

ESL INSTRUCTOR'S GUIDE:

INTENSIVE LISTENING AND SPEAKING

VANCOUVER
COMMUNITY
COLLEGE



English Language Skills Department

ESL Curriculum Guide Series

ACKNOWLEDGEMENTS

We would like to express our appreciation to our colleagues in the ESL Department who have generously shared their expertise and resources. This Curriculum Guide Series is a result of their collective efforts. Previous guides in the series were coordinated by Maria McGee, who helped us in developing the framework for this guide. Thanks to Maria McGee for the initial editing and to Sue Atherton for many hours of final editing and proofreading. We also thank Cheryl Burton for her assistance in the production of this guide.

**ESL INSTRUCTORS' GUIDE:
INTENSIVE LISTENING
AND SPEAKING**

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April 1995

Edited by Marta Gardiner and Sue Atherton

1995

CONTENTS

INTRODUCTION	
Purpose of the Intensive Listening and Speaking Course	2
Purpose of the Guide	2
Course Organization and Calendar	2
Course Outline	2
Role of the Instructor	4
Sample Class Schedule	5, 6
LISTENING COMPONENT	
Listening Needs	8
ACKNOWLEDGEMENTS	
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TEACHING ACTIVITIES	
Listening Activities	24
Speaking Activities	27
Listening/Speaking Activities	30
BIBLIOGRAPHY	
Teaching Materials	34
Instructor References	38
APPENDICES	
Criteria for Oral Assessment	42, 43
Guide to Fast English	44
Listening to Short Conversations	45
Oral Report: Show and Tell	46
Oral Report: Telling a Story	47
Oral Report: Telling How to Do Something	48
Oral Report: Peer Evaluation	49
TV Journal	50
News Journal	51
News Report	52
Sample News Vocabulary Quiz	53
Film and Video List for ELS	54

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April 1995

INSTRUCTOR'S GUIDE: INTENSIVE LISTENING AND SPEAKING

CONTENTS

INTRODUCTION

Aims of the Intensive Listening and Speaking Course	2
Purpose of the Guide	2
Course Organization and Content	2
Course Outline	2
Role of the Instructor	4
Sample Class Schedules	5, 6

THE LISTENING COMPONENT

Student Needs	8
Approach to Teaching Listening	8
Goals and Objectives	10
Materials and Resources	12

THE SPEAKING COMPONENT

Student Needs	16
Goals and Objectives	16
Approach to Teaching Speaking	17
Functions, Topics and Resources	19

TEACHING ACTIVITIES

Listening Activities	24
Speaking Activities	27
Listening/Speaking Activities	30

BIBLIOGRAPHY

Teaching Materials	34
Instructor References	39

APPENDICES

1. Criteria for Oral Assessment	42, 43
2. Guide to Fast English	44
3. Listening to Short Conversations	45
4A. Oral Report: Show and Tell	46
4B. Oral Report: Telling a Story	47
4C. Oral Report: Telling How to Do Something	48
5. Oral Report: Peer Evaluation	49
6. TV Journal	50
7. News Journal	51
8. News Report	52
9. Sample News Vocabulary Quiz	53
10. Film and Video List for ILS	54

CONTENTS

INTRODUCTION

2	Aims of the Intensive Listening and Speaking Course
2	Purpose of the Guide
2	Course Organization and Content
2	Course Outline
4	Role of the Instructor
5	Sample Class Schedules

THE LISTENING COMPONENT

8	Student Needs
8	Approach to Teaching Listening
10	Goals and Objectives
12	Materials and Resources

THE SPEAKING COMPONENT

16	Student Needs
16	Goals and Objectives
17	Approach to Teaching Speaking
18	Functions, Topics and Resources

TEACHING ACTIVITIES

24	Listening Activities
24	Speaking Activities
30	Listening/Speaking Activities

BIBLIOGRAPHY

34	Teaching Materials
35	Instructor References

APPENDICES

42	1. Criteria for Oral Assessment
44	2. Guide to Fast English
46	3. Listening to Short Conversations
48	4A. Oral Report: Show and Tell
47	4B. Oral Report: Telling a Story
48	4C. Oral Report: Telling How to Do Something
49	5. Oral Report: Peer Evaluation
50	6. TV Journal
51	7. News Journal
52	8. News Report
53	9. Sample News Vocabulary Quiz
54	10. Film and Video List for ILS

AIMS OF THE INTENSIVE LISTENING AND SPEAKING COURSE

The Intensive Listening and Speaking course has been designed to provide students with a structured and intensive approach to listening and speaking skills. The course is designed to help students develop the skills necessary to understand and communicate in English. The course is designed to help students develop the skills necessary to understand and communicate in English.

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PURPOSE OF THE GUIDE

The Instructor's Guide has been written primarily for ESL instructors who are new to teaching ESL. The guide is designed to help instructors develop the skills necessary to teach ESL. The guide is designed to help instructors develop the skills necessary to teach ESL.

INTRODUCTION

The Intensive Listening and Speaking course has been designed to provide students with a structured and intensive approach to listening and speaking skills. The course is designed to help students develop the skills necessary to understand and communicate in English.

COURSE ORGANIZATION AND CONTENT

The course is organized into two main components: the Listening Component and the Speaking Component. The Listening Component focuses on developing students' ability to understand spoken English. The Speaking Component focuses on developing students' ability to communicate in English. The course is designed to help students develop the skills necessary to understand and communicate in English.

COURSE OUTLINE

The course is designed to help students develop the skills necessary to understand and communicate in English. The course is designed to help students develop the skills necessary to understand and communicate in English. The course is designed to help students develop the skills necessary to understand and communicate in English.

AIMS OF THE INTENSIVE LISTENING AND SPEAKING COURSE

The Intensive Listening and Speaking course has been designed to provide students with increased opportunities to practise listening and speaking in a relaxed and supportive atmosphere, and to help them gain the self-confidence necessary to use their improved facility with the language outside of the classroom.

By the end of the course, students will have improved their listening comprehension, spoken fluency, and their use of vocabulary. Most students will find that their pronunciation, oral grammar and self-confidence will have improved as well.

PURPOSE OF THE GUIDE

The ILS Instructors' Guide has been written primarily for ESL instructors who are new to teaching the ILS course; however, it can serve as a reference for all ESL instructors of listening and speaking.

The guide is intended as a reference for planning an ILS class. It includes suggestions on classroom management, approaches to the teaching of listening and speaking, teaching ideas, books and other resources available.

By using this guide, an ESL instructor should be able to plan and teach an ILS class and evaluate students' listening and speaking.

COURSE ORGANIZATION AND CONTENT

Oral communication involves both listening and speaking. For the purposes of this guide, however, listening and speaking are treated as separate skills to ensure a more precise treatment of each area. It is recommended that there be a reasonable balance between the two, and that new instructors consult the Sample Schedules (p. 5 and 6) for ideas on balancing their programs. The Teaching Activities section is therefore divided into three parts, Listening Activities, Speaking Activities and activities which combine both skills.

COURSE OUTLINE

Because many students take the Listening and Speaking Course as a remedial class, the instructor will usually find it necessary to tailor the course work to the specific needs of each particular group. It is a good idea to interview students individually at the beginning of the term to discuss and identify problems.

Eligibility

This course is considered suitable for:

- Upper Intermediate students who have failed Listening and/or Speaking.
- Lower and Upper Advanced students who have failed Listening and/or Speaking, or were marginal in only one other skill area.
- New students who have been assessed at the Advanced level, but are weak in listening and speaking.

This course is **not** for students who are quite fluent but wish to further improve their fluency, nor is it designed to help students with severe pronunciation problems.

Students may take this class twice only. If they wish further intensive work in listening and speaking, they should be referred to programs outside the ELS Department.

Listening Content

Students will improve their listening comprehension by listening and responding to each other, the instructor, taped news items, taped conversations, lectures, songs, stories, and student oral reports. Other activities may include guest speakers, debates and gathering information over the telephone.

Speaking Content

Students will improve their speaking ability by participating in conversations, group discussions, role plays, giving oral reports, using the audio-active lab, and conducting interviews of each other and native speakers.

Students can expect to improve their fluency, pronunciation, intonation, vocabulary, and oral grammar.

Student Responsibilities

- Students will be expected to participate actively in all group, pair and individual work.
- Out-of-class activities will be assigned for homework and must be completed.
- Students may be asked to purchase a textbook, notebook and cassette tapes.
- Students must attend class and fieldtrips regularly in order to improve in overall listening comprehension and fluency of expression.

Assessment

- Students will be assessed continuously on their in-class work and homework.

- The final speaking assessment will consist of an oral interview with another instructor. The mark will be combined with the instructor's term marks to arrive at a final grade. (See Appendix 1 - Criteria for Oral Assessment.)
- The final listening assessment will consist of a taped exam administered in the audio-active lab. These marks will also be combined with the instructor's term marks to reach a final grade.

Promotion

- Students who have passed in the other skills may move on to the next level upon passing Intensive Listening and Speaking.
- Students who have not passed in the other skills may write the final exams in the areas needed. If they receive the requisite marks, they may move to the next level. If they are unsuccessful, they must repeat their previous level.

ROLE OF THE INSTRUCTOR

The role of the instructor is to:

- set up the conditions necessary for communication to take place both inside and outside of the classroom
- select and structure tasks and activities that fit the students' needs and the goals of the program
- act as or provide models of Canadian English language and language usage
- provide feedback to students after performance of communication activities
- encourage students to take risks with the language and use it outside the classroom

SAMPLE CLASS SCHEDULE 1

This sample schedule is based on a four-day teaching week. However, an instructor may want to delete some activities depending on the level of the class and the time allotted.

Monday	Tuesday	Wednesday	Thursday
Warm-up: Fluency Activities: One Minute Talks or Pronunciation Practice			
Vocabulary Quiz	Language Functions (vocabulary/phrase sheet, group and pair work) leading into role plays	Functions Review	Catch-up?: (The week's left-overs, questions, etc.)
News Journal Reports and Discussion	Oral Grammar (practice for accuracy)	Lifeskills Listening or other listening skills practice	Sound System (pronunciation and discrimination)
Coffee			
Taped conversations (e.g. <i>Getting Along in English</i>), pair work, pronunciation, intonation or other activities using dialogues	Audio Lab (listening or pronunciation)	Media (TV or radio news, films, videos)	Audio Lab Preparation (including vocabulary pre-teaching)
Oral Reports	TV Journal Reports and Discussion	Oral Reports	Audio Lab (Vocabulary for pronunciation practice, CBC or other taped news)
Individual Student Conferencing Suggested uses of tutorial time: <ul style="list-style-type: none">• Language specific pronunciation help• Listening posts for group listening activities• Review of homework or lab problems• Paired interviews			

Instructor: Yvonne Lewandowski

SAMPLE CLASS SCHEDULE 2

January - March 1996
ILS 7:00 - 9:30 pm

INTENSIVE LISTENING AND SPEAKING

Time	Monday	Tuesday	Wednesday	Thursday
7:00	Audio Lab 7:00 - 7:40 pm • Sound System • Song Clozes	← Warm Up: Fluency Activities → Videos: <i>What Do People Really Say?</i> <i>American Scenes</i>	<i>Suspicious Minds</i> [Radio Play]	Audio Lab 7:00 - 7:40 pm • Life Skills Listening or other listening skills practice • CBC News
7:30		Computer Lab (North Side) 7:40 - 8:20 pm		Oral Grammar Practice for Accuracy • Games/Jazz Chants
8:00	Vocabulary Quiz News/TV Journal Reports and Discussion	Coffee Break: 8:20 - 8:30 pm		
8:30	<i>Great Ideas</i> Listening & Communication Activities	• Language Functions/Vocab. • Role Plays	• Functions/Vocab. Review • Prep. for Audio Lab. Vocab./Pronunciation	Catch-up? (The week's leftovers, questions, pronun. practice)
9:00		Oral Reports		
9:30		Individual Student Conferencing		

STUDENT NEEDS

ESL students indicate that they have great difficulty with listening comprehension. They note that although they have low academic understanding they understand their instructors and classroom English, they have great difficulty understanding English spoken outside of the classroom situation. This is due to a lack of confidence and subsequent reluctance to take opportunities for extra practice, such as watching TV or attending English films and performances.

ESL students are often learners who have had little exposure to English in non-academic settings and few opportunities to function in varied English language environments. They may be recent arrivals or they may not have the opportunity to use English at home or work. Therefore, their listening skills may be deficient in several ways:

- They are unaccustomed to English spoken at natural speed and unable to break down the flow of speech into meaningful units (words, phrases, clauses).
- They lack English language skills for common conversational situations and

THE LISTENING COMPONENT

- colloquial and idiomatic English and slang
- English spoken at natural speed
- English spoken with strong or weak regional accents
- foreign accents
- the media (radio, TV, video, etc.)
- electronic devices (telephones, answering machines, public address systems)

APPROACH TO TEACHING LISTENING

Background (See Bibliography for references)

In teaching listening, the teacher needs to be aware of:

- the importance of students' background cultural knowledge. Native speakers follow relatively predictable scripts in most common communication situations. These scripts are culturally recognized by both native and non-native speakers. (Gardner, 1985)
- the process by which native speakers listen. Actual words or phrases are held in short-term memory and then placed in long-term memory as units of meaning or messages. (See also in Richards, 1983)

STUDENT NEEDS

ILS students indicate that they have great difficulty with listening comprehension. They state that although they have few problems understanding their instructors and classroom English, they have great difficulty comprehending English spoken outside of the classroom situation. This contributes to their lack of confidence and subsequent reluctance to take opportunities for global practice, such as watching TV or attending English films and performances.

ILS students are often learners who have had little exposure to English in non-academic settings and few opportunities to function in varied English language environments. They may be recent arrivals or may not have the opportunity to use English at home or work. Therefore, their listening skills may be deficient in several ways:

- They are unaccustomed to colloquial English spoken at natural speed and unable to break down the flow of sounds into meaningful units (words, phrases, clauses).
- They lack English language scripts for common conversational situations and, consequently, can't predict what might be said in any given situation.
- Their knowledge of non-academic and idiomatic vocabulary is very limited. As a result, they can't process spoken English rapidly enough to comprehend it.

Consequently, ILS students indicate needs for improving their comprehension of:

- colloquial and idiomatic English and slang
- English spoken at natural speed
- English spoken with crowd or background noise
- foreign accents
- the media (radio, TV, film, video)
- electronic devices (telephones, answering machines, public address systems)

APPROACH TO TEACHING LISTENING

Background (See Bibliography for references)

In teaching listening, the teacher needs to be aware of:

- the importance of schema or background cultural knowledge. Native speakers follow relatively predictable **scripts** in most common communication situations. These scripts are automatically recognized by other native speakers. (Richards, 1983).
- the process by which native listeners listen. Actual words or phrases are held in short-term memory until stored in long term memory as units of meaning or messages. (Clark cited in Richards, 1983).

- the need to train students to deal with real-life listening. They must learn to cope with authenticity in listening materials. They need taped material which is spoken at natural speed rather than slowed down for learners, and materials which may include background noise, colloquial and accented speech, etc. (Porter and Roberts, 1981).
- the importance of training students to be comfortable with ambiguity. It is not necessary to understand every word heard in order to get the gist of the message. Clues to meaning can also be interpreted from stressed content words, body language, tone of voice, rhetorical patterns, etc.

Intensive and Extensive Listening

The teaching of listening should allow for both intensive listening, the practice of discrete listening skills, and extensive listening, global practice opportunities.

Intensive listening should include development of students' awareness of and practice with:

- **the English sound system**, linking, reductions, the patterns of stress and unstress, variant pronunciations of vowels and consonants in accented speech, etc.
- **chunking**, related to the learners' knowledge of English grammatical structures. Students must expand the number of words or the length of phrases that they can comprehend at one time, in order to increase the speed of processing.
- **clues pointing to the main idea**, such as stressed content words (nouns, verbs and adjectives), the repetition of synonymous words and phrases, and rhetorical markers (In the first place..., The most important..., etc.).
- **clues pointing to the functions or purpose of the conversation**. Students should be trained to listen for phrases that indicate language functions (Please don't..., Could you please..., If I were you..., May I...) which help students to understand whether an exchange is an order, a request for help, a piece of advice, or merely small talk.
- **rhetorical patterns**. Especially in more extended listening passages, such as the news or taped lectures, students can be taught to listen for phrases and words that indicate time sequence, comparison and contrast, cause and effect, etc.

Extensive listening should provide for more extended listening activities in which students can practise all of the discrete skills they have learned. This should include the development of students' awareness of and practice with:

- **scripts or schema**. Most native speakers, once they have recognized a situation and the function of the communication, need only listen with half an ear to confirm or reject their expectations. For instance, in a store they

expect to hear a salesclerk ask, "May I help you?", and their listening skills would only become fully engaged if the salesclerk used a totally different script such as, "Excuse me. If I were you, I wouldn't shop here." Language learners do not have a stock of appropriate scripts automatically at their disposal. The use of pre-listening activities with visuals, background reading, brainstorming and prediction exercises, can help expand students' familiarity with Canadian linguistic and cultural scripts.

- **active listening**. One of the purposes of listening in real life is to act on information that has been heard. Task activities, which require students to respond as they are listening, attempt to simulate this process in the classroom.

Vocabulary Building

Students insist that a lack of vocabulary, particularly of colloquial English, impedes their ability to comprehend. At this level it is imperative to include a systematic program of vocabulary development in the ILS class. Attention should be focused on the pronunciation of new vocabulary items. Many ILS students are good readers, but they often expect to hear English words which sound the same as they look on the page. New vocabulary can be presented in listening activities, acquired and practised in speaking activities, and tested formally or informally on a regular basis. News media, TV sitcoms, taped casual conversations, etc. are excellent sources.

Self-pacing

This can help to accommodate the range of levels within the ILS classroom and encourage students to take responsibility for their own improvement. The Audio Lab is highly suited for this purpose. Several listening activities at different levels of difficulty can be recorded on the students' cassettes at the beginning of the audio lab period; students can then work through the activities at their own speed. Non-copyright material at varying levels of complexity can be recorded on student audio cassettes for homework.

GOALS AND OBJECTIVES

Goals

Students completing ILS should be able to:

- listen to and participate in conversations, both with another individual and in a group
- participate in telephone conversations
- listen to TV programs, videos, and movies for enjoyment

- listen to and understand the gist of TV and radio news broadcasts, commercials and public announcements for the necessary information
- listen to and understand the main ideas and supporting points of short lectures

Objectives

Students should be able to:

- comprehend colloquial and formal English spoken at natural speed for the main idea and important details.
- use paralinguistic and linguistic clues — intonation, register, pacing — to interpret attitudes and relationships between speakers
- be active listeners who can respond appropriately and promptly, either in speech or action, to what they have understood and interpreted
- use rhetorical and grammatical clues to interpret the context of what they have heard (past and subsequent events, relationships of events)

Enabling Skills

As prerequisites for the level of listening skills being developed in the course, students should:

- comprehend vocabulary appropriate to Upper Intermediate students
- comprehend grammar taught at the Upper Intermediate level
- possess background knowledge of Canadian culture and institutions (basic knowledge of geography, political systems, economy)
- possess or expand their background knowledge of community and world events

Throughout the term the instructor needs to focus on and help students review or develop their competencies in these areas.

Discrete Listening Skills

At the completion of ILS students should be able to:

- use their knowledge of the English phonological system and rules of stress, intonation and linking to discriminate between phonemes and recognize words and word boundaries
- recognize clues for main ideas
- recognize clues for the functions or purposes of the speech act (*Why don't you ... Let's ... If I were you ...* etc.)
- recognize tone of voice and body language for clues to attitudes, feelings and register
- recognize English conversational scripts for a variety of common situations in order to predict what they are likely to hear

- recognize clues for rhetorical patterns such as time sequence, comparison/contrast, cause/effect, listing
- use chunking techniques with complex grammatical structures in order to increase the speed of processing information (gradually expanding the length and complexity of phrases)

Personal Learning Strategies

Students should develop:

- an awareness of their own listening processes
- a tolerance for ambiguity while listening
- good listening strategies such as predicting, confirming or revising their predictions, and guessing
- the ability to set listening goals and self-assess
- the ability to seek out practice listening opportunities outside of the classroom situation

MATERIALS AND RESOURCES

These texts have been classified according to the listening skill being practised. They consist of textbooks and accompanying audio cassettes unless otherwise noted.

Bibliographic information is included for these references in the Appendices.

Chunking - Oral Grammar

These resources train students to apply knowledge of English structure to listening skills, encouraging them to expand the length of the spoken phrases they can comprehend and developing their ability to listen in message units.

- *Audiotape Program*
- *Grammarchants*
- *Intermediate Listening Comprehension* (Activity 2, monologue with background music)
- *Listening Dictation* (no tape)
- *Side by Side, Books 3 & 4, 2nd edition*
- TOEFL Preparation texts and tapes

Colloquial English - Natural Speed

The following provide examples of relatively authentic idiomatic English spoken at normal speed with hesitations, fillers, false starts, background noises, dialects, natural stress and linking.

- *Authentic Listening and Discussion for Advanced Students*
- *Great Ideas*
- *Listening In and Speaking Out*

- *Listening Between the Lines*
- *Lifeskills: Listening*
- *Strategies in Listening*
- *What Do People Really Say?* (video tape and teachers' guide)

Clues for Language Functions

- *Acceptance to Zeal* (no tape)
- *Around Town*
- *Connections*
- *Expressways*
- *Functions of American English*
- *Getting Along in English*
- *Listening Between the Lines*
- *Strategies in Listening*
- *What Do People Really Say?*

Clues for Main Idea

These require pre-teaching of clues for main idea (stressed content words, use of synonyms, rephrasing of same idea, use of cue words.) They should be accompanied by pre-listening activities to set the situation.

- CBC News
- *Get It? Got It!*
- *Lifeskills: Listening*
- *Listening Tasks*

Clues for Rhetorical Patterns

- *Authentic Listening and Discussion for Advanced Students*
- CBC News (Needs teacher-made worksheets on cause and effect, sequencing, etc.)
- *Intermediate Listening Comprehension*
- *Listening Contours*
- *Listening Focus*

Note Taking

- CBC Radio News
- *Consider the Issues*
- *Intermediate Listening Comprehension*
- *Listening Focus*
- *Tune In Tonight*

Scripts and Schema - Prediction

These resources develop familiarity with the language **scripts** appropriate to a range of situations, thus training students to predict language they can expect to hear in varied situations.

- *Around Town*
- CBC TV News (video)
- *Connections*
- *Expressways*
- *Get It? Got It!*
- *It's Up to You*
- *Listening Between the Lines*
- *What Do People Really Say?*
- Various films and videos (see Appendix 10)

Sound System

Linking, stress, unstress, and intonation

- *Clear Speech*
- *Jazzchants*
- *Listening In The Real World*
- *Sound Advantage*
- *Sound Advice*
- *Sounds Great*
- *Stress and Unstress*
- *Whaddaya Say?*

Phonetic system

- *Pronunciation Pairs*
- *Say It Right*
- *Sounds Great*

Task Activities - Active Listening

- *Great Ideas*
- *Intermediate Listening Comprehension*
- *Listening Tasks*
- *Strategies in Listening*

See Teaching Activities: p. 24 - 27 for Listening Activities, and p. 30 - 32 for Listening/Speaking Activities.

STUDENT NEEDS

ESL students often have difficulty understanding the spoken word in English. They may have trouble with pronunciation, vocabulary, or grammar. They may also have difficulty with the cultural context of the spoken word. This guide provides a variety of resources to help students improve their listening skills. The resources are organized into three categories: listening strategies, listening materials, and listening activities. The listening strategies section provides a variety of techniques that students can use to improve their listening skills. The listening materials section provides a variety of audio and video materials that students can use to practice their listening skills. The listening activities section provides a variety of activities that students can use to practice their listening skills.

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- listening strategies
- listening materials
- listening activities

THE SPEAKING COMPONENT

GOALS AND OBJECTIVES

- Students will be able to understand and respond to spoken English in a variety of contexts.
- Students will be able to use appropriate speaking strategies to communicate effectively in English.
- Students will be able to use appropriate listening strategies to understand spoken English in a variety of contexts.
- Students will be able to use appropriate reading strategies to understand written English in a variety of contexts.
- Students will be able to use appropriate writing strategies to communicate effectively in English.
- Students will be able to use appropriate thinking strategies to solve problems and make decisions.
- Students will be able to use appropriate social skills to interact effectively with others.
- Students will be able to use appropriate self-management skills to manage their time and resources.
- Students will be able to use appropriate learning skills to learn effectively from a variety of sources.
- Students will be able to use appropriate career skills to prepare for and enter the workforce.
- Students will be able to use appropriate citizenship skills to participate in the community and society.

STUDENT NEEDS

ILS students indicate that they have little opportunity outside the classroom to practise speaking English. Often shyness, fear of making mistakes, or fear of being a bother to others stops them from taking opportunities to interact in English in situations where easy communication should be taking place. This creates a circular problem. Students don't make use of the opportunities which present themselves because they lack the confidence. Thus, they don't get enough practice, don't improve, and don't gain confidence with the language.

ILS students indicate needs for improving their:

- vocabulary
- expression of thoughts and ideas
- fluency (speed of processing and expression)
- pronunciation
- grammatical accuracy
- use of culturally and contextually appropriate language
- self-confidence

GOALS AND OBJECTIVES

Goals

Students completing ILS should be able to participate in conversations in:

- social situations (friends, neighbours, community)
- work situations (employers, co-workers, potential employers)
- business situations (lawyers, agencies)
- educational situations (their own, their children's)
- consumer situations
- telephone situations

Objectives

Students should be able to:

- ask for and give factual information
- express and ask about feelings, attitudes, opinions, ideas, etc.
- describe people, objects, places, events in present, past and future time
- use appropriate conversational management techniques
- get people to do things

Enabling Skills

Students should be able to:

- extend their vocabulary
- self-monitor pronunciation
- use and self-monitor grammar taught at an Upper Intermediate level

Personal Learning Strategies

Students should develop:

- an awareness of good communication strategies
- an awareness of their own communication strategies
- an improved ability to self-monitor for linguistic and socio-linguistic error
- an improved ability to take practice opportunities for speaking outside of the classroom
- an improved ability to set communication goals and self-assess

APPROACH TO TEACHING SPEAKING**Background** (See Bibliography for references)

In teaching speaking, the teacher needs to be aware of:

- the importance of a relaxed and friendly atmosphere in the classroom for developing good communication skills
- the conditions under which a speaker feels most comfortable in producing what he has to say, for example, the status of the speaker vs. the listener, the number of listeners, and the pre-knowledge the listener has of what the speaker will say. Other factors are whether the speaker understands his information and is in control of the necessary vocabulary, or whether or not the information the speaker has provides its own structure (for example, telling a sequence of events) (Brown and Yul, 1983).
- the fact that a heavy emphasis on correctness in terms of complete sentences or unaccented speech inhibits fluency of expression
- the importance of a tightly structured schedule with a variety of activities geared to students' needs and interests
- the need to clearly explain the relevance of the different practice activities to students
- the fact that spoken communication goes beyond the sentence level to a larger context of social interaction. Language is governed not only by linguistic rules (grammar, phonology, etc.), but also by sociolinguistic rules (setting, topic, effectiveness, appropriateness, and perceived meaning).

- the importance of fostering a positive attitude towards risk taking in language use, so that students will take opportunities to practise using the language outside of the classroom, and thus become more independent language learners

Speech Distinctions - Interactional vs. Transactional Speech

Within spoken language, there is a distinction that needs to be drawn between the interactional and the transactional functions of language (Brown & Yul, 1983).

The interactional functions of language are those which help us to establish and maintain social relationships. These functions of language are characterized by short exchanges with very little transfer of information.

The primary purpose of transactional speech is the transfer of information. The purpose of the speaker in speaking is mainly to communicate a message rather than to pass the time of day. In transactional situations, the language tends to be clearer and more specific than in interactional situations. It is most important that the message be clearly understood. Transactional speech contains both short and long exchanges and it is generally in the longer exchanges that students find the most difficulty in expressing themselves fluently.

Emphasis

While much of what the students produce in interactional language can be modeled on their native language experience and on the tapes which they hear during listening activities, the problem is different in transactional spoken language. ESL students have particular difficulty in producing extended chunks of English speech, and yet our society requires a high ability in using spoken language to communicate information efficiently. Students need practice working out what they want to say, saying it, and then modifying it. Therefore, the emphasis of the speaking component of ILS should lie in creating opportunities and in helping students to communicate information. They need to learn to express their ideas, feelings and opinions effectively, appropriately and fluently in extended speech.

Fluency vs. Accuracy

In teaching spoken language, tasks and activities can be structured to focus on either fluency or accuracy. It is necessary in the ILS course to include a mix of both kinds of activities to accommodate the diverse needs of the students in the class. However, as the primary aim is to enable the students to express themselves more fluently in English, the emphasis should be on activities which improve fluency. Even in such activities, some things can still be done to promote accuracy. The tasks can be structured to use certain language that has been

practised beforehand. During the tasks, the teacher can monitor pairs or groups for on-the-spot language difficulties. Upon completion of the tasks, students can report language needs that arose and ask the teacher to provide the specific language needed.

FUNCTIONS, TOPICS AND RESOURCES

These texts have been classified by language function. The numbers in brackets refer to specific units or chapters.

Interactional Speech

Situational Talk

These texts contain activities which practise functions such as complaining, apologizing, forgiving, complimenting, insulting, refusing, dis/agreeing, inviting, declining, bragging, making excuses, responding, etc.

They show situations which include dealing with neighbours, workmates and bosses, schoolmates and teachers, bus drivers and passengers, clerks and customers and servers and customers.

- *Advanced Communication Games*
- *Culturally Speaking* (3,6)
- *Functioning in English* (3)
- *Functions of American English* (12)
- *Gambits I,II,III*
- *Great Ideas* (1,2,3)
- *Speaking Personally*

Small Talk

These texts include conversational techniques such as opening, finding a topic, sustaining, interrupting, switching topic, closing, greetings, partings, and introductions.

Topics include weather, shopping, crowds, traffic, sports, lineups, and gossiping.

- *Advanced Communication Games*
- *Culturally Speaking* (1,3)
- *Functioning in English* (I,IV)
- *Functions of American English* (5)
- *Gambits I,II,III*
- *Small Talk*

Telephone Talk

These texts cover such things as phone etiquette, phone conversations in general and phoning for information.

Topics include making arrangements, enquiries, taking messages, issuing invitations and shopping by phone.

- *Connections*
- *Culturally Speaking* (8)
- *Functions of American English*
- *Great Ideas* (5)
- *Take Part: Speaking Canadian English* (16)

Transactional Speech

Describing

These texts include methods of describing people, places, objects, events, processes, feelings, moods, making comparisons.

Topics covered are personality inventories, astrological signs, interviews, identifying people and objects, hometowns and favourite places, accommodations and buildings, picture scenes, emergencies and accidents and processes.

- *Advanced Communication Games*
- *Functioning in English* (X)
- *Functions of American English* (4,14)
- *Getting Along in English*
- *Great Ideas* (6)
- *Listening In & Speaking Out*

Expressing Oneself

These texts establish opportunities for stating feelings, moods, opinions, preferences, for making comparisons, developing an idea, maintaining a position, compromising, conceding, etc.

Topics include pros and cons of jobs, consumer items and proposed plans, points of view in discussions and debates, current events, case studies, trials and TV programs.

- *Advanced Communication Games*
- *CBC Radio News*
- *Consider the Issues*
- *Discussions that Work*
- *I Think, You Think*
- *It's Up to You*

- *Points of View*
- *React/Interact*
- *Speaking Personally*
- *Springboards*
- *Trial by Jury*

Getting People to Do Things

Functions included in these texts are suggesting, persuading, advising, responding and giving directions or instructions. Topics are advertisements and commercials, health and danger warnings, advice columns, maps, diagrams, floor plans, instructions for machines, appliances, gadgets, etc., teachers' instructions, recipes.

- *Decisions*
- *Decisions, Decisions*
- *Functioning in English* (III, VI, VIII, IX, X)
- *Functions of American English* (8, 10, 15)
- *Getting Along in English* (11, 12)
- *Great Ideas* (2, 3, 7, 8, 11, 12, 14)
- *Reply Requested*

Talking About the Future

These texts include activities involving making plans, predicting, stating intentions, wishes and hopes.

Topics include plans for holidays, education and careers, needed changes, superstitions and the supernatural.

- *Functioning in English* (II, IV, VI, IX, X)
- *Functions of American English* (9, 11)
- *Great Ideas* (7, 10, 15)
- *Reply Requested*
- *Talk-A-Tivities* (Locations, Directions, Picture That!)

Talking About the Past

These texts include opportunities for reporting, telling a story, remembering, retelling, and sequencing events.

Topics are school days, holidays, past events, news items, films and TV.

- *Advanced Communication Games*
- *Functions of American English* (6)
- *Getting Along in English* (4, 5)

- *Great Ideas* (2, 4, 7, 8, 9, 13)
- *Small Talk*

Other Resources for Speaking

Cultural Information and Idiomatic Accuracy

- *Attitudes Through Idioms*
- *Culturally Speaking*
- *Idioms I*
- *Take Part: Speaking Canadian English*

Grammatical Accuracy

- *American Kernel Lessons* - Lab Drills (Intermediate and Advanced)
- *Grammar Games*
- *Grammar Practice Activities*
- *Jazz Chants*
- *Side by Side* - Book 3 and 4

Pronunciation

- *Clear Speech*
- *Say It Right*
- *Small Talk*
- *Sound Advantage*
- *Sound Advice*
- *Whaddaya Say?*

Sociolinguistic Appropriateness

- *Connections*
- *Getting Along in English*
- *Listening Between the Lines*
- *Speaking and Social Interaction*

See Teaching Activities: p. 27 - 30 for Speaking Activities and p. 30 - 32 for Listening/Speaking Activities.

TEACHING ACTIVITIES

of this year's activities, which demonstrate off in popular activities and at popular. It is a list of activities that can be used in a variety of ways. The list is not intended to be a list of activities that can be used in a variety of ways. The list is not intended to be a list of activities that can be used in a variety of ways.

Using the List

Activity A: News

This activity is designed to be used in a variety of ways. It is a list of activities that can be used in a variety of ways. The list is not intended to be a list of activities that can be used in a variety of ways.

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Activity B: News

It is a list of activities that can be used in a variety of ways. The list is not intended to be a list of activities that can be used in a variety of ways. The list is not intended to be a list of activities that can be used in a variety of ways.

LISTENING ACTIVITIES

In addition to the activities included in the recommended texts, instructors may wish to use some activities that relate to current events or to the needs and interests of a particular group of students. The following are activities that have worked well for previous ILS instructors.

Using the News

News Analysis

This should be done very early in the course as it is preparation for all news listening activities.

In the classroom, choose one typical news story and analyze how a news item is constructed. For example, the first sentence may be the main idea, a summary or an interest hook. Also analyze the linguistic features of the passage, synonyms, sequencing words, stressed words, etc. Use a printed transcript as well as an audiotape in this analysis.

Radio News Shorts

This activity is excellent preparation for academic listening and note taking.

On a regular basis (two or three times per week), select one story from a taped news broadcast. Play the tape once and ask students for key words and phrases heard. As this is a directed activity, the teacher can ask specific students. Write words and phrases on the board in a random manner whether they are correct or not. Play the tape a second time and add to the list. Repeat a third time if necessary. Ask students to guess the topic of the story and how the other key words and phrases relate to it. At this point wrong or irrelevant details can be erased.

In small groups, have students answer the question words, Who?, Where?, When?, What happened?, (How? and Why? if appropriate) thus forming a main idea sentence. These can be put on the blackboard for examination. After students have had enough practice, they can make their own notes on the "news short" and work in their groups to come up with the main idea sentences.

CBC Radio News Questions

At VCC, we have copyright release to record and transcribe the CBC news. The instructor can prepare a set of multiple choice and true/false questions from the transcript. Key vocabulary can also be noted down. Vocabulary in the news tends to repeat itself: war vocabulary, disaster vocabulary, election vocabulary, trial vocabulary, etc. However, since students will be unfamiliar with a lot of the vocabulary being used in each broadcast, it is very important to preview

vocabulary before asking the students to answer questions based on listening to the newscast. (See activity - Weekly Vocabulary Collection p. 31). Previewing can include going over it in class for meaning in context, pronunciation, situation, etc. Also, encourage students to guess what stories are going to be about from the vocabulary.

In the lab, key vocabulary can be recorded onto students' personal cassettes for them to take home for pronunciation practice. Students should be trained to listen for and mark the syllables and word stress.

The news itself can also be recorded onto the students' cassettes for review at home. Then the students can do the listening exercise in the lab, controlling their own tapes and pacing themselves. After they have worked for a while, the written transcript should be given out and the students allowed to correct their own exercises if possible. If desired, the teacher can collect and mark the exercises.

Sound System

Many ILS students are good readers, but they often expect to hear English words which sound the same as they look on the page. They need to work on intensive listening, awareness of stress, reduction, linking, and oral pronunciation practice.

At the beginning of the term, students can be given a handout (see Appendix 2) and mini-lecture on general aspects of the sound system which cause difficulties in the comprehension of rapid, colloquial English, for example, word and sentence stress, unstress (use of the schwa), linking, and intonation patterns.

Regularly throughout the term, 10 - 15 minutes per class, the instructor may use one of the book/tape packages created specifically to train listening discrimination skills in these areas. In addition, at all times during the term when students can't comprehend an audio or videotape using authentic language, the instructor should replay the utterance and write it on the board complete with stress, linking, reduction symbols, etc. to show how these features affect the pronunciation.

Taped Conversations

Interpretive Listening

Any taped conversation which is a good example of natural speech can be used. Play a section of the conversation and ask general questions like "How many speakers?", "What is the relationship between the speakers?", "What are they talking about?" (topic), and "Why does the speaker say that?" (function). Ask students to predict what the next line will be. Play more of the conversation and ask more questions. These might be questions about the attitudes, moods and feelings of the speakers and what indicates these in the conversation.

Focused Listening

The idea of this task is to develop strategies for listening to colloquial language at natural speed, to encourage guessing and comfort with ambiguity.

Select a fairly difficult, short conversation using authentic language at normal speed. Hand out a task sheet (see Appendix 3) which asks for any or all of the following:

- stressed content words
- functional expressions indicating the purpose of the conversation
- repetition of words, synonyms, and rephrasings indicating topic
- tone of voice, register, paralinguistic expressions, indicating attitude or relationship between the speakers

The tape is played straight through. Students can work as a class or in small groups to fill in the task sheet. The tape may be replayed as necessary. Instructor goes over answers with class. Finally, students are asked comprehension questions. The instructor points out how, by focusing on key words and phrases, students have been able to elicit or guess much of the meaning.

Telephone Contact Assignments

For practice, students can be asked to phone businesses or government agencies with recorded messages to find out information. There should be plenty of practice with this kind of assignment before asking students to make live business calls.

Taped Community Public Service Announcements or Commercials

These should be used to practise getting the gist. Point out that native speakers listen to such messages with only half an ear.

Eavesdropping

Students can report back to the class on conversations they have heard on buses, waiting in line-ups, etc. They should report on topic, relationship between the speakers, purpose of the conversation, vocabulary used by the speakers, etc. Students can also "eavesdrop" for specific conversational strategies such as openers, closers, switching topic, maintaining topic, etc.

Conversations

After practice with the phrases used to start and maintain a conversation, this follow-up can be done. Pairs of students work together. Student A must elicit student B's retelling of a real experience through appropriate encouragement ("Really! That's amazing."). The story must come to a natural conclusion within a

time limit. While the pair is performing this dialogue, the class is keeping a checklist. The class may be watching and listening for natural openers, closers, gambits, body language, gestures, and intonation, etc.

SPEAKING ACTIVITIES

Although there are many excellent speaking activities in the recommended text books, instructors may also wish to try some of the following teacher-generated ideas.

Contact Assignments

The instructor may wish to give a weekly contact assignment designed to bring students into contact with native speakers. Assignments can include labelling pictures of vocabulary items, gathering information in person or over the phone, completing "Find someone who ..." exercises, completing proverbs and getting them explained (A bird in the hand...). Suggest they ask neighbours, people on buses, in lineups, laundromats, the cafeteria, waiting rooms, etc.

Oral Reports

Students choose 3 types of oral reports to do during the term. They choose from:

- **describing**, ("show and tell") - Students bring an unusual object from home, perhaps something unique to their culture. They describe it without letting the others see. Their classmates guess what it might be and then the student shows it and explains further.
- **narrating** - The student tells a true story from his or her own experience or from the news, recounts a fable or a legend, or retells the plot of a short story or novel.
- **talking about the future** - The student tells the class about some future plan or event, either personal or political.
- **getting people to do things** - In this case, the student either teaches the class how to do, make or fix something, or tries to persuade them to buy a product or service through an imagined sales pitch. To show that the student has been understood, listeners write down steps of the procedure or notes on the product or service.
- **expressing an opinion** - The student first introduces a problem of some kind to the class, for example, pollution, and then presents a possible solution. (See Appendices 4A, 4B, 4C).

The student can opt for immediate feedback from classmates using the Oral Report Peer Evaluation (Appendix 5). Student evaluation, using agreed-upon criteria, is one means of encouraging active participation. Or, the teacher can meet with the student during conference time to evaluate the talk.

Mini-News

During each class a student presents one to three short news items from the newspaper, TV or radio in a sort of mini-news broadcast. Classmates may ask questions for clarification.

News Broadcast

Some of these news items can be gathered together on videotape and made into a news broadcast. Students should watch an actual broadcast to become familiar with the format and then work in small groups to prepare their items and produce a broadcast. They can assign someone to be an "on the spot reporter" or a witness to be interviewed. One student could even do the weather and another the sports. This activity works best when each group can videotape their broadcast in private in a separate room, and then screen it for the whole class. Groups can then make up a task sheet of comprehension questions for their classmates to answer.

Information Gap

Information gap activities can be used for general speaking practice or can be given a specific grammar focus. Instruct the students to use the specific grammar point as often as possible while doing the activity and choose an activity that lends itself to the particular point being stressed. For example, story retelling is a perfect way to practise past tense usage. Describing a picture lends itself to adjective clauses. Some examples of information gap activities are:

- **half in/half out** - In this exercise half of the class is sent out of the room and half remains. The students who remain hear a story or watch a short movie or video. Then the students who were outside return and pair up with those in the know. The students tell their partner the story, etc. that they have seen or heard. Then the students who have just been told the story retell it to another classmate or the teacher. Finally, everyone watches or hears the original again to check on details.
- **paired pictures** - Pairs of students are given pictures that are superficially similar, but contain many differences in details. Using only words to describe their pictures, the pairs of students must try to figure out what the differences are.
- **matching grids or maps** - Paired students each possess half of a map or grid and must exchange information to complete it.
- **describe and draw** - One student in each pair or small group describes a picture, map or grid and the others must draw what they hear.

Mystery sentence

A student, or team of students, chooses a card giving a topic and another card giving a mystery sentence — a sentence that has nothing to do with the topic.

The student, or group of students, speak on the topic for several minutes, incorporating the mystery sentence into what they say. Their classmates must try to spot the mystery sentence and note it down. They should also note down how they guessed. (Did the speakers give themselves away by facial movements, hesitation?) The sentences should be fairly obvious at first. (e.g. Topic - Family Breakdown; Mystery Sentence - "I've never been horseback riding.")

Idioms

Pre-teach five or six idioms using lots of examples of situations where they would be appropriate. Then divide the class into groups of three students. Have each group write a short conversation for three speakers using one or more of the idioms just taught. Groups perform for the class. Class decides if the idiom was used appropriately.

Persuasion

To practise phrases commonly used to persuade someone to do something, have each student select a card with a leisure activity on it (Go to a Japanese Restaurant., Hike up Mount Seymour., etc.). The students circulate around the room trying to persuade their classmates to do the activity with them. If they convert someone to their idea, that person changes to that activity and then tries to persuade others to join them. The student with the most converts wins.

Telephone Talk

To practise phrases used in keeping a conversation going ("Just one more thing", etc.), students are paired up. One student wants to get off the phone ("I've gotta go now.") and the other wants to tell some news, gossip, etc. The students use phones in front of the class and try to stay on for four minutes. One of their classmates is the timekeeper.

Rap

Listen to some rap songs with the class. Try to decipher the lyrics. Then use a tape with no lyrics and have the class as a whole write their own song. The topic can be chosen by the students.

Another approach is to have small groups each write a few lines on the topic and then gather them all on one xeroxed sheet. The class as a whole can decide on the order of the lines, resulting in much lively discussion.

After the song has been written, it can be practised and then recorded.

Games

There are several TV game shows that lend themselves to roleplaying in the classroom.

One example is *The Dating Game*. Small groups of students could prepare questions they would like to hear asked. Questions could be mixed up and randomly selected. One student could play the host, another the main contestant and three others the potential date (male or female). The group could vote for the most likely date. If it's too embarrassing for students to play themselves, some of the groups could also prepare character sketches for the contestants to follow (You're a rich, 24-year-old computer whiz who is very shy, etc.).

Jeopardy can also be adapted to the ILS classroom. Almanacs, encyclopedias or the game, *Trivial Pursuit*, are good sources of questions and multiple choice answers.

Students can also play charades. They could act out idioms or proverbs they had already worked with, such as "It's raining cats and dogs."

LISTENING/SPEAKING ACTIVITIES

Thus far, we have somewhat artificially separated listening and speaking. Although many, if not most, communication activities involve both skills, it is good reinforcement for the students to focus on one or the other at a time. In the activities that follow, however, both listening and speaking are integrated in a more natural way.

TV Journals

This weekly assignment is done out of class, and is invaluable in getting students to watch English television programs on a regular basis. Give students xeroxed copies of a weekly TV schedule and a TV Journal form (see Appendix 6). Ask them each to choose a minimum half-hour program to watch and report back on. Allow plenty of time on the day that TV journals are handed in for small group discussion of what was watched, so that students can recommend programs to each other, ask each other questions and note new programs to watch. Encourage students to broaden their viewing habits. Theatre movies or rented videos can also be used for this assignment.

News Journal Oral Sharing

Each student is asked to choose a news article of about three hundred to five hundred words, cut it out, read it, do the task sheet (see Appendix 7) and come to class ready to report the gist of the story to a small group of classmates. Students in the group record what was said, using the response sheet if you wish (see Appendix 8), and then choose one article that the group found interesting to retell to the whole class. Use of this response sheet encourages active listening.

Weekly Vocabulary Collection

Vocabulary that occurs during the week is collected, either by a student appointed for that week, by all of the students or by the teacher. This vocabulary is discussed in context for meaning and pronunciation. It is then recorded onto the students' own cassettes in the Audio Lab to enable them to practise pronunciation at home. A weekly quiz testing meaning, stress and syllabification, and usage in context can be given. (See Appendix 9).

Field Trips

For Vancouver Community College instructors, there are many good suggestions for field trips in the International Education binder. There are also materials on an excellent trip to the Courthouse available from the Advanced Co-ordinator. Fieldtrips help students develop confidence by making arrangements, finding out information, retelling and discussing a common experience from the "real world".

Giving Instructions over the Phone

Students are matched up by differing language groups as much as possible. They are sent home with a sealed envelope containing a drawing, map or diagram. The envelope also contains the name, phone number and time of availability of a classmate. Students must phone the classmate and describe their illustration so that the other student can draw it. In class the following day, drawings can be compared and admired.

Telephone Business Calls

Students are asked to identify one consumer service they would like to investigate (TV repair, car rental rates, community centre rates, etc.). Each student lists questions to be asked in order to get information on rates, times, directions, explanations, etc. These can be roleplayed beforehand or discussed in small groups to help anticipate the language that may be used in the answer. Before they begin, strategies for clarifying, such as repeating, paraphrasing, and summarizing should be reviewed and practised. Students can report back individually on what information they found out and on what interesting language they heard.

Videotaped Situations

Video offers an excellent opportunity to present authentic, functional language in context. It also gives students a chance to observe body language and facial expressions. The video, *"What Do People Really Say?"* is a good resource for these activities.

Students can be given a handout of comprehension questions to answer in pairs or in groups. Then, if necessary, the video can be played several times and stopped at relevant points, or short sections can be replayed until the students decipher the phrase or idiom they're trying to catch.

Questions can be asked about:

- functional language
- idioms
- relationship between the speakers
- nonverbal language
- discourse strategies of the speakers
- crosscultural issues

Students can then create roleplays based on the same functions used in similar situations. An effective method is to have all students stand up, wander around the classroom and, at a signal from the instructor, form pairs and simultaneously perform role plays based on the function. A phrase sheet of functional language from the video including alternative ways of expressing the same ideas should be provided to the students.

Story-telling

Story-telling can be used to practise prediction, narrative speech, reported speech and to reinforce gambits for making interruptions and interjections.

One way of using story-telling is to have the instructor read an exciting story. As the story proceeds, students interject with believable next lines or next sections of the story. The instructor then continues the story so that students can compare their ideas with the real story.

Another method is to have the teacher or a student start the story, but allow it to change as the students come up with ideas. At the end students can discuss how well it came out.

Students can also predict what will happen next in a factual story, justifying their ideas by referring to what has already happened, etc. Classmates can rank the predictions as most successful, most bizarre, etc.

One Minute Impromptu Talks

Students are put in large groups of 7-10 and a pile of cards of discussion topics placed face down on the table. Each student takes a card and speaks for one minute on his/her topic. Language to practise might include expressions for hesitating, filling gaps, preventing interruptions, starting, concluding, adding more information, etc. Suggested topics include movies, TV, grandfathers, pizza, kids, camping, tea, clothes, banks, pets, parking, music and lotteries.

This activity can also be done in pairs as a daily warmup at the beginning of class. Each pair must discuss their topic for 3-4 minutes. Then, two or three students are chosen to speak to the entire class for one minute on the topic they previously discussed with their partner.

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APPENDICES

CRITERIA FOR ORAL ASSESSMENT - BEGINNERS TO COLLEGE ENTRY

	LEVEL 1	LEVEL 2
SEMANTICS		
Content	Attempts to express facts, feelings, opinions about others. Heavy reliance on non-linguistic devices to communicate. (1 point)	Can express facts, feelings, opinions about personal matters and those of immediate others in limited language. (2 points)
Vocabulary/Idioms	Limited vocabulary makes conversation virtually impossible. (1 point)	Exhibits control of high frequency vocabulary. Use of low frequency vocabulary often inappropriate if attempted. (2 points)
Fluency	Halting speech and periods of silence make simple conversation virtually impossible. (1 point)	Halting speech and periods of silence make conversation difficult to sustain. (2 points)
SYNTAX	Speech almost unintelligible due to severe structural limitations. May be able to handle a few stock phrases. (1 point)	Exhibits control of some high frequency structures. Creates simple sentences in limited discourse. (2 points)
PHONOLOGY	Severe pronunciation problems make speech almost unintelligible. (1 point)	Intelligible but heavy accent (pronunciation, stress, rhythm or intonation) may necessitate frequent repetition. Very hard to understand. (2 points)

NOTE: The Criteria for Oral Assessment is an assessment tool used at KEC designed to measure ESL students' oral ability. The five levels indicate a continuum from little English to near fluency. They do not relate to five levels from Beginner to Advanced.

Based on a ten-minute interview, a student is awarded the points assigned to each descriptor for semantics, syntax and phonology. The instructor is looking for the descriptor that best describes each area of the student's oral ability. If the student's ability is between descriptors, half points can be

Intensive Listening & Speaking Guide

Appendix 1

LEVEL 3	LEVEL 4	LEVEL 5
Can express facts, feelings, opinions about personal matters and those of immediate others in more complex language. Great difficulties with abstract levels and/or unfamiliar topics. (3 points)	Can handle some discussion (facts, feelings, opinions) on abstract levels and/or unfamiliar topics. (4 points)	Capable of discussion (facts, feelings, opinions) on abstract levels and/or unfamiliar topics. (5 points)
Exhibits control of low frequency vocabulary. Use of high frequency idioms often inappropriate if attempted. (3 points)	Exhibits control over high frequency idioms. Use of low frequency idioms often inappropriate. (4 points)	Exhibits control over choice of vocabulary both high and low frequency and of high frequency and most low frequency idioms. (5 points)
Speech still somewhat halting but becoming confident. Conversation sustained at acceptable pace. (3 points)	Speech smoother and usually confident with only occasional hesitation. Conversation easy to sustain. (4 points)	Speech smooth and confident. Conversation effortless. (5 points)
Most high frequency structures controlled although some errors occasionally obscure meaning. Low frequency structures attempted. Complex sentences attempted with some success. (3 points)	High frequency structures controlled. Slight errors but not of the sort which obscure meaning or intent. Does not have total control over low frequency structures. More control over complex structures. (4 points)	Control over structures, both high and low frequency. The few if any structural errors do not obscure meaning or intent. Control over complexity and variety of sentences. (5 points)
Accent understandable but necessitates concentrated listening. Occasionally leads to misunderstanding. (3 points)	Noticeable accent but does not usually interfere with understanding. (4 points)	Always understandable. Non-interference of accent. (5 points)

awarded. A student may score 3 points for content, 3 points for vocabulary, 2 points for fluency, 2 points for syntax and 3 for phonology for a total of 13 points.

Students entering the Lower Advanced Level are required to have a total of 14 out of a possible 25 points. Students entering Upper Advanced must have 15. Students exiting Upper Advanced must have 16.

A GUIDE TO FAST ENGLISH

For Listening Activity - Sound System

When you speak or listen to fast English you need to know about five things:

1. STRESS

- Word Stress - every long word has one primary stress.

e.g. information.

- Sentence Stress - in English sentences, content words (nouns, verbs, adjectives, adverbs) are **stressed**. The function words are **unstressed**.

e.g. John would like a big bowl of chicken soup.

2. UNSTRESS

- Unstressed vowels often change to (ə)

e.g. (ə) (ə) (ə)
about transportation
(ə) (ə) (ə) (ə) (ə) (ə)
excited Are you are a student at K.E.C.?

3. LINKING

- Words with vowels and consonants next to each other are linked.

e.g. It's a warm April.

He didn't eat it.

4. REDUCTION

- Function words are often reduced, that is they are shortened or joined to another word.

e.g. ham and eggs → ham 'n' eggs

He is going to pick them up. → He's gonna pick 'em up.

5. INTONATION

- Statements have a falling intonation.

e.g. I went home.

- Questions have a rising intonation.

e.g. Are you going?

- Question-word questions are as follows:

e.g. When are you going?

LISTENING TO SHORT CONVERSATIONS

- Who are the people talking or what is the relationship between them?

- Topic of conversation.

- a) What is the purpose of the conversation?

- | | |
|----------------------------------|---|
| 1. small talk | 8. talking about likes/dislikes |
| 2. asking for/giving information | 9. giving orders |
| 3. complaining | 10. talking about future plans and intentions |
| 4. apologizing | 11. explaining how to do something |
| 5. giving/refusing an invitation | 12. agreeing/disagreeing |
| 6. asking for/giving help | 13. other _____ |
| 7. asking for/giving advice | |

- b) What words or phrases tell you the above?

- List any stressed words you can remember.

(Note to teachers: Question No.1 is done first, but if the conversation is difficult, Question No.4 is often done next.)

ORAL REPORT: SHOW AND TELL

Each student is required to give a 3-5 minute oral report. Your topic will be determined by what you choose to bring to the class to SHOW and TELL us about.

Requirements

Please choose an item from home that you would like to tell us about. Choose something that you know a lot about, and you think the rest of the class would be interested to learn about.

Examples:

- An item you brought with you from your country which is not seen or used much here.
- An item which has personal meaning for you and may have an interesting story behind it.

Items can be: small objects, pieces of clothing, food, or a large picture (visible to everyone - snapshots are too small).

Purpose

1. To give practice in speaking in front of people, which you will have to do at some time if you continue studying here or at some other institution.
2. To provide an interesting story or information to other students.
3. To give your teacher an opportunity to hear how well you can speak in this type of situation.

Evaluation

1. How complete and interesting you make it.
2. How well you can be understood.

Planning

Prepare for what you want to say, but do not write down a script to read from. Be prepared to write down any names and places on the blackboard. You will be asked many questions by your audience.

ORAL REPORT: TELLING A STORY

Every student is required to give a 3-5 minute oral report on TELLING A STORY.

Requirements

It must be something that will be interesting or informative for the rest of the class.

You may TELL A STORY about:

- something interesting that happened to you.
- a story or folk tale from your culture (but not something another student has already spoken on).
- the story of a movie you saw or a book you read. You *must* bring the title and author (book) and be prepared to recommend it.

Purpose

1. To give practice in speaking in front of people, which you will have to do at some time if you continue studying here or at some other institution.
2. To provide an interesting story for other students.
3. To give your teacher an opportunity to hear how well you can speak in this type of situation.

Evaluation

1. How complete and interesting you make it.
2. How well you can be understood.

Planning

Prepare for what you want to say. You may make a few notes, but you will *not be allowed* to read from a script. Write any names and places on the blackboard. Be prepared for questions.

ORAL REPORT: TELLING HOW TO DO SOMETHING

Every student is required to give a 3-5 minute oral report telling HOW TO DO SOMETHING.

Requirements

It must be something that will be interesting or informative for the rest of the class.

You may teach us:

- how to make something, e.g. a recipe, a handicraft.
- how to use something, i.e. a small machine, a musical instrument, a child's toy, an appliance.
- how to do or fix something, e.g. repair/change a tire, cut glass, play a game or sport.
- You *must* bring something or a picture so that the class can clearly see what you are *demonstrating*.
- Plan the *steps* and how you will demonstrate them to the class. You may use notes but not read a script.
- Remember to use *imperatives* and sequencing words and phrases. For example:
 - First of all, plug in the electric cord.
 - Then

Purpose

1. To give practice in speaking in front of others.
2. To teach a new skill to others.
3. To give your teacher a chance to hear how well you can speak in this type of situation.

Evaluation

1. How complete and interesting you make it.
2. How well you can be understood.

ORAL REPORT: PEER EVALUATION

SPEAKER: _____

- | | | | | |
|---|---|---|---|---|
| 1. Was the talk interesting?
Did it have good content? | 0 | 1 | 2 | 3 |
| 2. Did the speaker use
good vocabulary? | 0 | 1 | 2 | 3 |
| 3. Did the speaker talk fluently.
(without stopping a lot) | 0 | 1 | 2 | 3 |
| 4. Did the speaker use good
grammar? | 0 | 1 | 2 | 3 |
| 5. Could you understand the
speaker easily? | 0 | 1 | 2 | 3 |

TV JOURNAL

1. Name of Program _____
 Time _____ Date _____ Channel (Cable) _____

2. Type of TV Program

_____ SitCom	_____ Drama	_____ Religious
_____ Soap Opera	_____ Documentary	_____ Cooking
_____ Game Show	_____ Sports	_____ DocuDrama
_____ News or News Magazine	_____ Children's	_____ Educational
_____ Movie	_____ Talk Show	_____ Other

3. Did you hear any NEW words or idioms?

Word, Idiom	Context	Meaning
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. What was the program about?

5. Did you enjoy it? _____ Yes _____ No

6. Why or why not?

7. Who would you recommend this program to?

8. How would you rate this program?

*	**	***	****	*****
(Poor)	(Fair)	(Good)	(Very Good)	(Excellent)

NEWS JOURNAL

NEWS JOURNAL

Attach your newspaper article here.

Name: _____

Name and date of newspaper

1. Why did you choose this article?

2. Summarize the article IN YOUR OWN WORDS (main ideas only)

3. Did you learn any new vocabulary? phrases? idioms?

1. _____	means	_____
2. _____	means	_____
3. _____	means	_____
4. _____	means	_____
5. _____	means	_____
6. _____	means	_____

4. What new fact(s) or information did you learn from this article?

5. What is your opinion on this subject?

NEWS REPORT

_____'s Report

What? _____

Who? _____

When? _____

Where? _____

How much/How many? _____

Give the main idea in one sentence. _____

_____'s Report

What? _____

Who? _____

When? _____

Where? _____

How much/How many? _____

Give the main idea in one sentence. _____

_____'s Report

What? _____

Who? _____

When? _____

Where? _____

How much/How many? _____

Give the main idea in one sentence. _____

SAMPLE NEWS VOCABULARY QUIZ

I. MARK THE SYLLABLES AND PRIMARY STRESS.

Example: information

conference

execute

execution

compromise

irrigate

irrigation

crisis

suspect (noun)

guerilla

embargo

suspect (verb)

II. MATCH THE MEANINGS

crisis

create agreement

acting

find fault with

reprieved

total

blame

TV and newspapers

media

emergency

tab

temporary

compromise

saved

III. FILL IN THE BLANKS.

mistreat

irrigation

landmark

blame

bicker

embargo

1. Why is that couple always bickering? Why can't they get along?

2. California is a prosperous state because of its _____ system.

3. The Eiffel Tower is a _____ of Paris.

4. Right now, because of the gypsy moth, there is an _____ against Russian ships in the Vancouver Harbour.

5. Who do you _____ for our high taxes?

6. It's better to put unwanted animals to sleep than to _____ them.

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