

AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

Collecting Audio and Video Materials for EEC Students

A paper submitted in partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

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ABSTRACT

This MA Paper aimed to compile different types of listening materials such as video clips, movie segments, songs, and podcasts with the follow-up activities, such as discussions or comprehension questions for “English in Mind 1” textbook. The learners are elementary level students at Experimental English Classes (EEC) and their age varies from 10-15. An interview was conducted with ten EEC teachers and coordinators to find out the students’ needs.

The materials are collected and developed from different online sources with authentic materials and adapted to students’ needs and level. The online resources and the activities are stored in diigo (diigo.com) social bookmarking website so that EEC teachers and other foreign language instructors can have free access to them.

SCOPE AND BACKGROUND

Listening plays an important role in language learning. The teaching of listening comprehension in EFL instruction has received more and more attention in recent years. From four language skills listening, speaking, reading, and writing, listening is naturally considered as the primary skill in the acquisition of the native language. In the context of the teaching of English as a second and foreign language, which language skill should be given priority usually depends on the purpose of the ESL/EFL instruction.

Therefore, it is important to select the suitable listening materials. For instance, authentic materials cover a wide range of styles from formal to very informal and can truthfully reflect the real life language, narrow the distance between the learners and the target language used in reality. Besides, it becomes increasingly attractive to language experts, classroom teachers and the learners.

This MA paper aims to compile different types of listening materials for “English in Mind 1” textbook which includes 3 levels-Communication three, four and five according to EEC division. The learners are elementary level students at EEC and their age varies from 10-15. The duration of the course is 10 weeks.

Both student book and workbook have CDs that offer various pronunciation activities, such as songs, texts and dialogues. The listening of the textbook teaches to listen to both the main idea and the details. The listening tasks are very well organized and are related to the topics of the textbook; however, it does not contain online listening materials, such as videos, podcasts or cartoons.

The practicum and 10 week internship at EEC have shown that the students have difficulties in completing listening tasks. Therefore, one of the goals of the project was with the help of appropriate listening activities to find different ways of improving EEC students' listening skills. The study of the textbook revealed that these activities were of the same type, that is, interviews, dialogues, songs, etc. Therefore, the researcher came to the conclusion that EEC program needs variety of listening activities in addition to the tasks offered in the main textbook.

Problem Statement

Often times, the students have difficulties in identifying certain words and expressions or the speed is too fast for them. Hence, there are many psychological factors that affect the students' concentration and attention to the listening activity. The students usually stress out because of the speed of the listening, the accent of the speakers and the unknown words. One area for improvement is to make the learners listen to authentic speech as much as possible in and outside the classroom as the authentic speech has a relatively fast speed and the EFL learners can get used to the fast pace.

Thus, it was important to compile such activities that were comprehensible for that particular level, engaging, culturally and age appropriate. The activities focus both on intensive listening and extensive listening. Also, the students need to get used to systematic listening outside the classroom environment so that they can better communicate.

Purpose of the project

The purpose of my project is to expose students to different types of listening materials such as video clips, movie segments, songs, cartoons, and podcasts with the follow-up activities, such as discussions or comprehension questions.

The researcher has created a set of listening activities that can be used as teaching materials in class. They are collected from different online sources and adapted to students' needs and level. The links to the online resources are put in diigo social bookmarking website and the activities are stored in scribd document-sharing website so that EEC teachers and other foreign language instructors can have free access to them.

LITERATURE REVIEW

The literature review has three parts. The first part focuses on the significance of listening, its nature and the techniques that can be used to develop listening comprehension skills. The second part discusses the main differences between extensive and intensive listening. The third part highlights the role of authentic materials, media and the general use of the online resources.

The importance of listening

According to Cheung (2010), “Listening is not simply hearing or identifying speech sounds” (p.12). After reviewing some suggested definitions, it can be summarized that listening is an active process that involves three interrelated activities: receiving aural stimuli, attending to the spoken words and attaching meaning to the aural symbols (Cheung, 2010; Nation & Newton, 2008; Thanajaro, 2010).

Richards & Renandya (2002), state that for many years listening skills did not receive enough attention and the relationship between receptive and productive skills was underestimated. The attitude has changed by an active interest in the role of listening comprehension and by the need to develop listening courses in many EFL programs.

It has been suggested that listening is one of the ways of learning a language (Nation & Newton, 2009). It gives an EFL learner the basis for building-up the knowledge necessary for using the language. Different researchers mention that listening plays an important role in social interaction (Al-Yami, 2008; Nation and Newton, 2009). They assert that without the ability to listen and participate in verbal exchanges,

individuals are at major social disadvantage (Al-Yami, 2008; Cheung, 2010; Thanajaro, 2010).

Listening also helps students to take notes and activate their knowledge in writing activities. It is also very important for communicating (Al Yami, 2008, Cheung, 2010).

According to Richards and Renandya (2002), top-down and bottom-up listening skills need to be developed for successful listening tasks. Bottom-up processing is for beginner learners and it demands great amount of conscious attention. On the contrary, top-down processing includes proficient listeners and the listeners are able to comprehend bigger chunks of information (Richards &Renandya, 2002). Also, the materials should include various authentic texts, such as dialogues, news or monologues. According to Cheung, (2010), “Learners should know the purpose of listening in order to play an active role in their own learning.” (p.53).The content should be personalized for them (Ur, 1984; Richards &Renandya, 2002 &Cheung, 2010).

If listening exercises focus on systematic training, then they should be success-oriented and increase students' confidence in their listening ability (Borces, 2010; Ur, 1984).The researchers claim that the students lack confidence when completing listening tasks; therefore, the activities should focus on building up learners’ confidence (Ucan, 2010; Borces, 2010& Ur, 1984).Some students develop their listening skills much easier than their peers. Acquiring listening skills can be a real problem for others. Given the importance of listening in language learning and teaching, it is essential to give the learners opportunities to develop and improve their listening skills not only in the classroom, but outside the classroom as well (Thanajaro, 2000; Cheung,2010).

Besides, listening is central to students' lives throughout all levels of educational development (Thanajaro, 2000). Both students and teachers realize the importance of listening comprehension for success in academic settings (Cheung, 2010). Numerous studies indicate that efficient listening skills are important skills as a factor that contributes to academic success (Al-Yami, 2008).

Moreover, different researchers have indicated that listening plays an effective role in social interaction. Without the ability to listen and comprehend the listened task, EFL learners are confused to speak and engage in discussions (Richards and Renandya, 2002; Cheung, 2010). They will not be able to interact if they have limited listening skills in a social setting (Thanajaro, 2000).

Intensive and extensive listening

There are two types of listening: extensive and intensive. According to Borces (2010), extensive listening is very close to extensive reading. Extensive listening focuses on fluency and getting general information. The listener can rewind and replay the audio. Also, the speed is faster. On the contrary, intensive listening focuses on accuracy and on specific information. The speed is slower and there are certain time constraints (Ferrato & White, n.d.).

Besides, extensive listening is distinctive for chunking language into meaningful units of sound. It also builds word recognition ability and is very enjoyable compared to intensive listening. The advantage is that the learner chooses himself how long he or she wants to complete the task (Ferrato & White, n.d.).

The role of media, authentic materials and the online resources

It is worth mentioning about the role of media in teaching listening. Multimedia technology such as CD, DVD, interactive video clips become more accessible to teachers and learners of other languages and its potential as a tool to enhance listening skills becomes a practical option (Meskill, 1996). Multimedia allows integration of text, graphics, audio and motion video in a range of combinations. Until recently, listening comprehension activity in foreign language classroom was limited to testing listening comprehension (Peterson, 2010; Meskill, 1996). The underlying rationale was that if students are successfully learning the target language, they should automatically be able to decode the aural version of structures and vocabulary they learn in their textbooks (Cheung, 2010; Peterson, 2010 & Ur, 1984). Thus, arguments that support the use of media in the improvement of listening skills emphasize the role of text and visuals as aids to language processing (Meskill, 1996; Peterson, 2010). Also, the motivational aspects of video as an advantage for language instruction and the fact that combined media enrich target language processing (Meskill, 1996).

Nowadays, the computer and internet are major educational tools. The main advantage of multimedia is that they offer students bigger choice and control and allow them to adapt the materials according to their need and preferred learning styles (Martinez, 2010). Moreover, the good material, a good methodology and a good amount of practice are the key points for successful EFL learner.

With the appropriate use of technology, learning can be more active, motivating and learner-centered, especially with such internet-based resources as audio-video, podcasts, and video clip tools (Peterson, 2010).

With media involvement the use of authentic materials becomes a necessity for EFL learners. (Thanajaro, 2000). Empirical studies have confirmed the benefits of using authentic materials in classroom (Thanajaro, 2000; Cheung, 2010; Peterson, 2010&Muniandi, 2012).

The teacher employs authentic materials in implementing listening-comprehension training at all levels (Thanajaro, 2000). Authentic listening materials can be and should be used at all levels from beginners to advanced level learners. Even beginners need exposure to authentic language since it is the medium of everyday communication (Ucan, 2010; Al-Yami, 2008; Cheung, 2010 &Muniandi, 2012).

The researchers claim that the exposure to authentic materials brings to the improvement of listening comprehension (Martinez, 2010). Also, it is worth mentioning about three categories of tasks: pre-listening, listening and post-listening. Besides, language classroom speech does not always reflect the language of the real world and students usually have trouble understanding people outside of the classroom (Thanajaro, 2000).

The researchers suggest that the critical consideration in choosing appropriate materials for second-language students is authenticity. Classroom listening must prepare students for real listening; aural authentic texts will expose students to real language from the beginning of their language study (Thanajaro, 2000). Access to up-to-date materials via the Internet gives the students opportunities to develop and improve their listening skills (Thanajaor, 2010).

To wrap up, nowadays, teachers, researchers and learners give greater emphasis on listening. It is an inseparable element in the language performance of EFL learners, whether they are communicating at school or in the community. The selection of materials is critical. There is a need to expose them to authentic materials as the students are already exposed to adapted materials. The literature review discussed the importance and necessity of these materials and played a critical role in the selection of listening materials for the purposes of this project.

TIMELINE

The textbook “English in Mind 1” includes 14 units. After analyzing interview results various listening activities were developed for each unit along with the textbook listening. Listening activities were mainly taken from authentic sources and were organized by the researcher. All compiled resources are shared in an online database so that all interested people both at EEC and at other language learning centers can have free access to them.

Table 1: MA PAPER SCHEDULE

TIMELINE	
Date	Steps/tasks
March 25- April 1	Study of Textbook
April-2-7	Talking to the adviser and the reader
April 20	Turning on the first draft of proposal
April 26	Defending the proposal
May 15-June 6	Needs Analysis
June 7-August 31 activities	Compiling audio and video materials and designing

September 5	Final Defense
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The main stakeholders of the project were: the director of EEC, the teachers of target groups and program coordinators. The researcher interviewed the teachers individually and found out the necessity of developing supplementary listening materials in addition to the textbook and what type of listening activities they needed in addition to the ones given in the textbook. Also, the questions of feasibility were discussed with them so that the developed materials would be meaningful and serve the main purpose of this project.

NEEDS ANALYSIS

Ten EEC teachers, from which 3 coordinators, were interviewed by the researcher and were asked a few questions about listening activities in “English in Mind 1” textbook. The first question was about the need of various listening activities in addition to the textbook listening and the shortcomings of textbook listening. Most of the interviewees replied positively about the activities offered by the textbook. However, most of the teachers and coordinators said that they were used to American English and the textbook listening focused on British English. There were no varieties of English accents. Another shortcoming was that each unit had a task where the students had to listen and read the text simultaneously. This way it was much easier for them to complete the task. One of the teachers mentioned that there was a mismatch between test listening and textbook listening as listening materials were good but not enough to develop sound listening skills. Therefore, the students became stressed particularly during listening tasks. Besides, the teachers need more authentic materials and more vocabulary-related ones (see Appendix).

The second question referred to the variety of listening activities that the teachers would need to give to the students. Almost all teachers answered that they would use short audio stories, videos, movie clips and shows. In case of songs most of the respondents said that they would sometimes give songs as the textbook songs were easy for the target levels (see Appendix)

The third question referred to the use of listening materials from an online database available for EEC teachers. All interviewees said that they would consider using

sources from an online database if there were opportunities. For instance, listen to a song at home from the internet or listen to a podcast and then come and share their opinions in the classroom (see Appendix)

The fourth question was about the usefulness of the previously mentioned listening activities and other helpful suggestions for the researcher. All teachers and coordinators agreed with the usefulness of the previously mentioned listening activities. One of the teachers suggested using YouTube listening sources, movie clips, motivating clips, movie scripts, video podcasts, audio stories about famous people that develop both listening and general knowledge (see Appendix)

Overall, the teachers were positive about the listening activities in the textbook, but they were eager to use different types of listening activities.

DELIVERABLES

Listening activities include 28 different activities relevant to students’ needs, level and interests. Therefore, the listening materials were selected based on the following criteria: topic, level of proficiency, quality of speech, accent and duration.

Audio/video materials are available online in diigo social bookmarking website in the group called “Audio and video materials for EFL learners”. Most of the listening materials are accompanied by worksheets designed by the researcher (vocabulary activities, comprehension questions, follow-up discussions, etc.). The worksheets are available in scribd document-sharing website in the collection called “Listening activities for EEC students”. Also, the tagging was done based on the following categories: topic, level (intermediate), accent (American English, British English and Canadian English), type of media (audio, video), transcript, worksheet and time (1-5 minutes or 11-20 minutes).

Table 2: Deliverables

Units	Types of Listening Materials	Activities
Unit 1- Grammar -Present Simple Topic-Free time	Song (see appendix 1A)- 3min. Video (see appendix 1B)- 1:20min.	Gap-filling Discussion
Unit 2- Topic-Housework	Audio (see appendix 2A)-	Comprehension quiz

Grammar-Present Continuous	1:30min. Song (see appendix 2B)- 2min.	Gap-filling, word order
Unit 3- Topic- Who is your hero? Vocabulary-Phrasal verbs	Video (see appendix 3A)- 2:25min. Movie segment (see appendix 3B)-1min.	Discussion Checking items, Game
Unit 4- Topic- Making friends Grammar- Past Simple	Audio (see appendix 4A)- 2min. Video (see appendix 4B)- 3min.	Comprehension quiz, vocabulary quiz Checking items
Unit 5- Topic-Talking about obligations Grammar- have to	Video (see appendix 5A)- 3min. Podcast (see appendix 5B)- 5min.	Discussion Gap-filing
Unit 6 Topic-Food Grammar-Countable/uncountable nouns	Video podcast (see appendix 6A) - 3min. movie segment (see appendix 6B)- 2min.	Checking items, Discussion
Unit 7 Topic- Learning languages Grammar-Comparatives and	Audio (see appendix 7A)- 3min. Video (see appendix 7B)-	Discussion, matching Checking items

superlatives	5min.	
Unit 8 Topic- We're going on holiday Grammar-Present Continuous for Future arrangements	Podcast (see appendix 8A)- 2min. Audio (see appendix 8B)- 2min.	Comprehension questions Comprehension questions
Unit 9 Topic- Talking about your future life Grammar- will/won't	Audio (see appendix 9A)- 3min. Video (see appendix 9B)- 3min.	Vocabulary quiz Checking items
Unit 10 Topic-The Weather Vocabulary- Describing actions	Audio (see appendix 10A)- 1min. Video (see appendix 10B)- 3min.	Comprehension questions Comprehension questions
Unit 11 Grammar-be going to Vocabulary- Multi-word verbs	Podcast (see appendix 11A)- 2min. Audio story (see appendix 11B)-3min.	Comprehension questions Discussion questions
Unit 12 Topic- What a brave person Vocabulary-Adjectives of Feeling	Audio (see appendix 12A)- 3min. Video (see appendix 12B)- 3min.	Comprehension questions Comprehension questions, Vocabulary quiz

<p>Unit 13 Vocabulary-personality adjectives</p> <p>Grammar- should/shouldn't</p>	<p>Audio (see appendix 13A)- 3min.</p> <p>Video (see appendix 13B)- 3min.</p>	<p>Vocabulary quiz</p> <p>Comprehension questions</p>
<p>Unit 14 Grammar- Present Perfect</p>	<p>Movie segment (see appendix 14A)-2min.</p> <p>Audio (see appendix 14B)- 2min.</p>	<p>Checking items</p> <p>Vocabulary quiz</p>

RECOMMENDATIONS

Guidelines for teachers: Each unit includes 2 listening activities. Each listening material contains follow-up activities, such as comprehension questions, vocabulary quizzes or discussion questions. Audio or video materials are both from authentic sources and websites designed for EFL/ESL learners. The topics are chosen in accordance with the textbook topics. There are both vocabulary and grammar topics.

Moreover, level of audio/video materials is mentioned. Different accents are included, such as British English, American English, Canadian and Australian English. The duration of audio/video materials does not exceed five minutes. These activities can be used both in and outside the classroom depending on the feasibility of technology. Most listening activities have their transcripts. Most of the activities have their answer keys.

Useful audio/video websites are presented below:

www.elllo.org- this website contains audio materials on different topics. Each audio material contains follow-up activities. It can be used if the teacher is looking for short audio materials. I strongly recommend this website as the listening materials are authentic, user-friendly and cover various topics. The audio materials are downloadable.

<http://learnenglish.britishcouncil.org/en/> - this website contains elementary level podcasts for EFL learners. Also, it includes the transcript of all podcasts and follow-up activities.

www.videojug.com – This website contains authentic videos that offer practical and valuable information on any subject. The transcript is provided. However, there are no follow-up activities.

<http://www.multimedia-english.com/>- this website helps EFL learners learn real English and offers high quality resources for teachers too. It uses authentic materials, mostly videos with transcripts and explanations. Besides, there are video pages for all levels, from beginners to advance.

<http://moviesegmentstoassessgrammargoes.blogspot.com/> - this website offers grammar activities with movie segments. All important grammar points are included. Movie segments are downloadable; the follow-up activities are printable and have their answer keys.

<http://www.wingclips.com>- this website contains movie clips that can be found by movie title or category. It is an authentic source, but it does not contain subtitles or follow-up activities.

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APPENDIX

Interview questions

1. Do you need to have various listening activities in addition to the textbook listening? What are the shortcomings of the textbook listening?

Yes

No (Please explain) -----

2. What types of listening activities would you give to the students in the classroom?

a. Songs

b. Movie clips

c. Videos

d. Short audio stories

3. Would you consider using listening materials from an online database?

a. Yes,

b. No (Please explain)-----

4. Do you think that the activities mentioned above will be useful for the students of the target levels? If no, what suggestions would you give to the researcher?
-
-

Appendix 1A

English in Mind 1 (Com 3, 4, 5)

Unit 1 Topic-Hobbies and interests

<http://www.multimedia-english.com/contenido/ficha/5-i-free-time-hobbies/902>

Tags: Intermediate, hobbies video, worksheets, transcript, 1:20minutes, American English

The students have to watch a video about hobbies. They can rewind the video as many times as they want.

Post-listening activity

After watching the video in the classroom the students discuss it with the teacher or if they have watched the video as homework they will discuss it in groups. Afterwards, the teacher divides the class into groups and each group has to elicit as many unknown words as possible. Then each group will compare their answers and check with the teacher.

Appendix 1 B

Unit 1 Grammar-Present simple

**Tags: intermediate, present simple, song, worksheets, transcript, 3minutes,
Canadian English**

<http://www.youtube.com/watch?v=F9QeryhFMII>

Listen to the song and write all the verbs that you hear. (Simple Present)

Verb	Conjugation for the third person	Verb	Conjugation for the third person

Appendix 2 A

Unit 2 Topic- Housework

<http://www.elllo.org/english/0351/388-Mike-Routine.htm>

Tags: intermediate, daily routine, audio, worksheets, 1:30minutes, American English

The students listen to Mike who is talking about his daily routine.

Post listening activity: The teacher gives students handouts with the following questions:

1. Is Mike a busy person? Please explain your answer.

2. What is the main difference between Mike's daily routine and yours? Please, bring 3 differences.

3. How much time do you spend on talking to your friends either via internet or on the phone?

Appendix 2 B

Unit 2 Grammar- Present Continuous and Present Simple

http://www.youtube.com/watch?v=Mnn9M9_JQSY

Tags: intermediate, present simple, present continuous, song, worksheets, transcript, 2minutes, American English

Instructions: The students listen to the song several times. It includes present simple and present continuous tense forms. They do 4 activities based on the song.

1. Listen and complete with the correct word from the box

I'm _____ at my hair

I'm _____ at my clothes

I'm _____ to keep my cool

I know it shows

I'm _____ at my feet

My cheeks are _____ red

I'm _____ for the words inside my head

I'm _____ nervous

_____ to be so perfect

Cause I know you're worth it

You're worth it, yeah

Trying turning

Trying pulling

Searching staring

Feeling tugging

2. Listen and choose the word you hear

If I could **say/stay** what I want to say

I'd say I want to **know/blow** you away

Be with you every **right/night**

Am/and I squeezing you to tight?

If I could **say/stay** what I want to see

I want to see you go **town/down** on one knee

"Marry me today?"

Guess I'm wishing my life away

With **these/this** things I'll never say

3. Number the lines in the correct order

- () Cause I know you're worth it
- () So why can't I just tell you that I care?
- () We're not going anywhere
- () If ain't coming out
- () It's just a waste of time
- () Trying to be so perfect
- () It don't do me any good
- () You're worth it, yeah
- () What use is it to you
- () Cause I'm feeling nervous
- () What's on my mind?

4. Put each sentence in the correct order

my wrong tongue? What's with _____

words away keep slipping These _____

I, I stutter stumble _____

I've Like nothing got to say _____

Cause nervous feeling I'm _____

so perfect Trying to be _____

you're I worth know Cause it _____

You're yeah worth it, _____

I'm my life Guess away wishing _____

say things I'll These never _____

Appendix 3A

Unit 3 Topic-Heroes

<http://www.videojug.com/film/how-to-be-your-own-hero>

Tags: intermediate, heroes, video, worksheets, transcript, 2:25minutes, British English

Post-listening activity: Discussion about the video

Instructions: The teacher asks students to work in pairs and ask each other the following questions.

1. Do you agree with the author on how to be your own hero?

2. Do you think you are a confident person?

3. Would you try the steps offered in the video? Please specify

4. Who is your hero and why is he/she your hero?

Appendix 3B

Unit 3 Vocabulary- Multi-word verbs

http://www.hdmgalaxy.com/stuff/1/the_karate_kid_2010_hd_watch_online/1-1-0-894

(57minutes-58minutes)

Tags: intermediate, multi-word verbs, video, worksheets, 1minute, American accent

Instructions: The students watch the movie segment several times and elicit the phrasal verbs they hear and try to guess their meaning. Afterwards, they play a game. The teacher gives each student a piece of clothing (a handkerchief, a jacket, a ring, etc.). Then student 1 tells the class what they are supposed to do with the objects, using the phrasal verbs they heard in the video. The student has to be fast enough and the other students have to perform the action. When someone makes a mistake, he/she will be the next one to give the instructions.

Appendix 4A

Unit 4 Vocabulary- Sports

<http://www.elllo.org/english/0901/T937-Santi-Debate.htm>

Tags: intermediate, sports, audio, worksheets, transcript, 2minutes, American accent

Instructions: After listening to the episode the students are divided into 2 groups. Two groups prepare for the debate about team sport and individual sport. One group writes down the benefits of team sport, the other team lists the benefits of individual sport. Then they compare and share their ideas.

Activity 1

Answer the following questions about the interview.

1) What does Santi like to play?

- a) team sports
- b) individual sports
- c) both

2) She like to swim

- a) competitively
- b) to reduce stress
- c) to improve strength

3) What does Todd like about team sports?

- a) camaraderie
- b) thrill of victory
- c) both

4) Santi says she is _____ competitive

- a) very
- b) somewhat
- c) not

5) She sometimes blames _____ .?

- a) other people
- b) herself
- c) herself and others

Activity 2

Vocabulary quiz

I take it, compete, camaraderie, thrill of victory, disappointed

1. We always for the highest score in the class.
2. I was very...that they didn't offer me the job.
3. The among the employees was the only thing that made the job fun.
4. The team felt a after winning the championship game.
5. So you don't want to go on a date with me

Appendix 4B

Unit 4 Grammar-past tense

<http://www.real-english.com/reo/46/unit46.html>

Tags: intermediate, past tense, video, 3minutes, American accent

Instructions: The students watch or listen to the video several times. They work in groups. Each group has to write as many verbs used in past tense as possible. Then, they groups compare their answers.

Appendix 5A

Unit 5 Topic- Successful people

<http://www.qualitytime-esl.com/spip.php?article209>

Tags: intermediate, successful people, video, 3minutes, American English

Instructions: Before watching the video students answer the question what leads to success. Then they watch the video for several times and say what step impressed them the most. The teacher writes down the students' answer in the board.

Appendix 5B

Unit 5 Grammar-have to/ don't have to

<http://learnenglish.britishcouncil.org/en/big-city-small-world/series-1-episode-2-job-offer>

Tags: intermediate, obligations, podcast, transcript, worksheets, British English, 5minutes

Instructions: The students listen to the podcast episode as many times as they want. They work in pairs and each pair should say what job Harry should accept. Then, they try to elicit all the modal verbs they hear in the episode.

Fill the gaps in the sentences with one of the words from the table.

a. alone b. exclusive c. job d. online e. solutions f. workaholic

1. Johnny is a
2. Olivia's shoes are
3. Harry has had three offers.
4. Harry is in the café when Olivia arrives.
5. Olivia has thought about selling shoes
6. Harry finds for companies with computer problems.

Appendix 6A

Unit 6 Topic- Food

<http://www.pearsonlongman.com/speakout/video-podcasts/elementary.html>

Tags: intermediate, food, video podcast, 3minutes, British English

Instructions: The students watch or listen to the video episode several times. Then the teacher divides the class into groups. Each group has to write down different kind of food and places to eat they heard in the video. Then, the students write down traditional Armenian food and their favorite restaurants in Yerevan.

For example: eating out, restaurant, Chinese food, Italian food, pasta, sushi, Thai food, potatoes, Chinese, rice, lasagna, pudding, etc.

Appendix 6B

Unit 6 Grammar- Countable/uncountable nouns

<http://moviesegmentstoassessgrammargoes.blogspot.com/search/label/countable%20x%20noncountable>

Tags: intermediate, nouns, cartoon, worksheets, 2minutes, American English

The students watch the movie segment three times. Then they check the items in the table that the characters say.

	eggs		pie
	toast		Cheeseburgers
	orange juice		Chicken
	bacon		Waffles
	falafels		jellybeans
	avocado		pizza
	doughnuts		blt
	fish		Crème brulee

Write down the food items under the write column (countable/uncountable).

Countable	Uncountable
eggs	Orange juice

Instructions: The teacher asks students work in pairs and say what they usually have for breakfast. Then they tell each other which food in exercise they like and dislike.

Appendix 7A

Unit 7 Topic- Learning Languages

<http://learnenglish.britishcouncil.org/en/i-wanna-talk-about/learning-languages>

Tags: intermediate, languages, podcast, worksheets, transcript, 3minutes, British English

Instructions: After listening to the audio for several times the students start discussing it. The teacher asks the following questions.

1. Do you find it easier to learn English in a classroom setting or by forcing yourself to read English newspapers and / or watching English TV?
2. What is the most effective language learning method for you?

Activity 1

Match the words and phrases in the table to their definitions.

a. do something badly b. earlier c. encouraging d. feel better after something bad e. go to regularly (formal) f. level g. notice h. quite good, acceptable i. take part in j. television stations k. very difficult task, an effort l. very much

1. attend 2. beforehand 3. by far 4. channels 5. compete 6. decent 7. degree 8. get over

9. make a right mess of 10. pick up on 11. struggle 12. supporting

Activity 2

Choose the correct answer to each question.

1. Which continent has the speaker not lived in?

a. Asia

b. Europe c. South America

2. Which two things does the speaker do to learn a new language?

a. go to classes and speak to people

b. speak to people and use a dictionary c. watch TV and listen to the radio

3. Why does the speaker think watching game shows is useful?

a. because of the pictures

b. because contestants are always winning c. because the language is repetitive

4. What does the speaker say about using newspapers?

a. it was easy to learn a lot of new words quickly

b. a lot of things were happening in the country c. other people could explain
new words the writer found

Appendix 7B

Unit 7 Grammar-Comparatives and superlatives

http://www.youtube.com/watch?v=KLE5yPZa_Ow&feature=player_embedded

Tags: intermediate, adjectives, video, 5 minutes, British English, American English

Instructions: The students are asked to listen to the video and write down as many adjectives as possible. Then they will compare their answers.

For example: older, bigger, better, the most beautiful, the biggest, the cleanest, the most comfortable.

Appendix 8A

Unit 8 Topic-Holiday plans

<http://learnenglish.britishcouncil.org/en/elementary-podcasts/series-02-episode-08>

(the first 2 minutes)

Tags: intermediate, holiday plans, podcast, worksheets, transcript, 2minutes, British English

Instructions: Listen to Tess and Ravi. Tick all the phrases you think are true.

There may be more than one right answer.

- a) Ravi is going to Scotland on holiday.
- b) Ravi has been to Barcelona.
- c) Tess has been to Barcelona.
- d) Ravi is going to Barcelona.

Appendix 8B

Unit 8 Grammar- Present Continuous for future arrangements

<http://www.elllo.org/english/0201/220-Kate-Trip.htm>

Tags: intermediate, future plans, audio, transcript, worksheets, 2minutes,

American English, British English

Please answer the questions.

1. What is she going to do in Australia?
2. What country will be her last stop?
3. Where did her friend immigrate?
4. What are your future plans?

Appendix 9A

Unit 9 Topic-Taking about your future life

<http://www.elllo.org/english/1151/T1173-Maria-Future.html>

Tags: intermediate, future plans, audio, transcript, worksheets, 3minutes, European English

Post-listening activity: The students listen to the text and answer the questions.

Prestigious, death, desperate, self-centered, pointless.

1. He works at a law firm.
2. It is to study when you are really, really tired.
3. Lonely people are often to find love.
4. Most romantic comedies bore me to
5. He is very, because he only thinks of himself.

Appendix 9B

Unit 9 Grammar-making predictions

<http://www.videojug.com/film/a-guide-to-astrology-predictions-2>

Tags: intermediate, video, making predictions, transcript, 3minutes, British English

Instructions: The students watch the video several times. After listening they are asked try to all verbs in future they have heard in the video. Then, they compare their results with each other.

Appendix 10A

Unit 10 Topic- Weather

<http://www.ello.org/english/0051/076-Marika-Weather.htm>

Tags: intermediate, weather, audio, worksheets, transcript, 1 minute, Canadian English

Instructions: The students listen to the audio several times and then answer the questions.

- 1) Why does she not like summer?
- 2) How does she feel about Japanese summer?
- 3) What does she do a lot in summer?
- 4) What is her favorite season?
- 5) What does she do in winter?

Appendix 10B

Unit 10 Topic-Don't give up

<http://www.videojug.com/film/dont-give-it-up-how-to-keep-exercising>

Tags: intermediate, don't give up, video, transcript, 3minutes, British English

Post-listening activity: The students watch the video and while listening write down the steps that the speaker says. They work in pairs. After that, pairs compare their results with each other.

Appendix 11A

Unit 11 Grammar- Intentions and predictions

<http://learnenglish.britishcouncil.org/en/elementary-podcasts/series-01-episode-09>

Tags: intermediate, intentions, podcast, transcript, worksheets, 2minutes, British English

Instructions: The students listen to the podcast for several times and then answer the following questions.

1. What do you know about Tess? Tick all the phrases you think are true. There may be more than one right answer.

a) she's going away for the weekend b) she's going cycling

c) she's going camping d) she's coming back on Sunday

2. The students have to work in pairs and write a similar dialogue about each other's future plans for the weekend.

Appendix 11B

Unit 11 Vocabulary-Phrasal verbs with put

http://english-lessons-online.com/Media/Put_Phras.mp3

Tags: intermediate, phrasal verbs, audio, 3minutes, American English

Instructions: After listening to the audio story the students discuss the following questions:

1. Whose idea was it to go to the Lake District?
2. Whose idea was it to go by train?
3. What did Jim and Natalie first think when the train didn't arrive?
4. When did Jim go to complain?
5. What were the other passengers doing while Jim spoke to the ticket office man?
6. Why were Jim and Natalie not worried when the heating on the train broke down?
7. Why did they postpone going to the Lake District?
8. Will they go by train to the Lake District next time?

Appendix 12A

Unit 12 Vocabulary-Brave people

<http://www.elllo.org/english/0501/546-Jeannie-Gangs.html>

Tags: intermediate, brave person, audio, transcript, worksheets, 3minutes,

American English

Please write down the missing words: ghetto, territorial, myself, odds and pressure.

1. When I am sick, I just prefer to keep to
2. Our volunteer group is going to help build new houses and schools in the
3. He's not naturally a bad kid, but peer makes him do things he would never do on his own.
4. She was an only child and is very about people using her things.
5. My boyfriend and I are at about this right now.

Answer the questions.

- 1) What happened about three times a week?
- 2) What did the gangs fight about?
- 3) What did people say about Jeannie?
- 4) If someone challenged her to a fight, what did she do?
- 5) What is the main worry in her new neighborhood?
- 6) What does she think is the cause of gang violence?

Appendix 12B

Unit 12 Vocabulary- Adjectives of feeling

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

Tags: intermediate, feelings, video, transcript, worksheets, 3minutes, British English

Instructions: The students watch the video several times. Afterwards, they discuss the following questions.

1. What does the author suggest to do to feel better?
2. What step did you like the most and why?
3. Please remember the adjectives the speaker uses during his speech
4. What do you do to feel better?

Appendix 13A

Unit 13 Vocabulary-Personality adjectives

<http://www.elllo.org/english/0651/T696-AJ-Traits.htm>

Tags: intermediate, personality adjectives, audio, transcript, worksheets, 3minutes,
American English

Instructions: After listening to the audio twice students they do a vocabulary exercise.

Activity 1

Put these words in their correct places.

Humor, you'll ever, takes up, open , cracks

1. This comedy show me up every time I watch it.
2. You need to try to be more with people around you, or you will never make new friends.
3. I'm sure this is the nicest house see.
4. She's not fat, but she hates the way that she space.
5. I don't understand his sense of at all.

Activity 2

Answer the following questions about the interview.

- 1) How does she describe her mother?
- 2) How does she describe her father?
- 3) What does she say about her sister?
- 4) In her family, who is very similar?

Appendix 13B

Unit 13 Grammar- should/shouldn't

<http://www.edutopia.org/digital-generation-parents-video>

Tags: intermediate, giving advice, video, worksheets, 3minutes, American English

Instructions: The students watch the video as many times as they want. They answer the following questions.

1. How should parents raise their children?
2. Do your parents manage your life?
3. Do you agree that parents just need to get out of the way for their kids?
4. How do you engage the whole family in digital media?
5. Do your parents support your current interests?

Appendix 14A

Unit 14 Grammar- Present Perfect

<http://www.youtube.com/watch?v=t2eQ6AvYit8>

Tags: intermediate, present perfect, video, 2minutes, American English

Instructions: Before watching the movie write sentences with at least 10 activities you have done so far today.

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----
7. -----
8. -----
9. -----

10. -----

I. Watch the movie segment from the cartoon Flushed away. Check the activities Roddy has performed that were the same as yours. Share your answers with your friends.

II. Write down 5 sentences with activities he has performed today, but you haven't.

1. -----

2. -----

3. -----

4. -----

5. -----

Appendix 14B

Unit 14 Topic-Things you've done

<http://www.elllo.org/english/0201/237-Lois-SoccerFan.htm>

Tags: intermediate, “present perfect”, audio, transcript, worksheets, 2minutes,

British English

Activity 1

After listening to the audio the students answer the following questions.

1. Why do they separate the fans?
2. How many people do the small stadium grounds hold?
3. What is the cheapest ticket for her team?
4. What team does she think is really good?
5. How do you spell the city name of her team?

Activity 2

Put these words in their correct places.

Matches, atmosphere, the pitch, season tickets, a handful

1. All of those kids must be quite to keep in order.
2. I only went to about 3 games last year even though I had
3. He only played in two professional before he was injured.
4. You could tell by the that something was wrong.
5. was really wet from all of the rain.

Answer Keys

Unit 1A

The unknown words are: bleed, awesome, tunes, hang out, tune, homie (informal), dude (informal).

Unit 1B

Verbs: Get, call, hear, feel, look, touch, know, bless, drift, set, take, etc.

Unit 3B

Jacket on, put on your jacket, take it off, take it down and pick it up.

Unit 4A

Activity 1: 1. individual sports 2. competitively 3. both 4. very 5. herself and others.

Activity 2: 1. Compete 2. Disappointed 3. Camaraderie 4. Thrill of victory 5. I take it.

Unit 4B

Remained, cooked, did, put, rested, read, watched, studied, went, worked out, etc.

Unit 5A

Passion, work, good, focus, push, serve, ideas, persist.

Unit 5B

1. f; 2. b; 3. c; 4. a; 5. d; 6. e

Unit 6B

Countable: eggs, toast, cheeseburgers, waffles, falafels, jellybeans, doughnuts, blt.

Uncountable: Orange juice, bacon, chicken, avocado, pizza, pie, fish, crème brulee.

Unit 7A

Activity 1: 1. e; 2. b; 3. l; 4. j; 5. i; 6. h; 7. f; 8. d; 9. a; 10. g; 11. k; 12. C

Activity 2: Answers: 1. c; 2. b; 3. c; 4. c.

Unit 8A

1. c, d; 2. b, c, d; 3. a, c; 4. a, b, d; 5. b, d; 6. c; 7. a, b, d

Unit 8B

1. Work 2. India 3. Canada 4. Student answers

Unit 9A

1. prestigious 2. pointless 3. desperate 4. death 5. self-centered.

Unit 10A

1. It is too hot in summer 2. She does not like it. 3. Go to lakes 4. Winter and Fall 5. Go to onsens and Go snowboarding.

Unit 13A

Activity 1: 1. cracks 2. open 3. you'll ever 4. takes up 5 humor.

Activity 2: 1. Her mother has a sense of humor. 2. Her father is a very kind person. 3. Her sister makes her laugh. 4. Adrienne and her mother are very similar.

Unit 14B

Activity 2: 1. handful 2. season tickets 3. matches 4. atmosphere 5. the pitch.