

Living in America iPod Supplements Teacher Guide

Purpose

The iPod audio supplements to *Living in America* are designed to provide beginning ESL students with the opportunity to practice the English they have learned with a teacher or tutor using the *Living in America* Teacher Resource Series. Listening comprehension and repetition are key factors in mastering new vocabulary and functional language, and these audio supplements provide students with the opportunity for independent self-study in an easy-to-carry and easy-to-use format.

Lesson Format and Language Level

Each iPod supplement has two audio lessons, Lesson A and Lesson B, which complement Lessons A and B in the corresponding unit from *Living in America (LIA)*. Each lesson has three parts:

- **Part 1: Vocabulary Practice** (*Low Beginning & High Beginning ESL*)
words and phrases adapted from the corresponding *LIA* lesson
- **Part 2: Conversation Practice** (*Low Beginning & High Beginning ESL*)
conversations adapted from the corresponding *LIA* lesson
- **Part 3: Extension Activities** (*High Beginning ESL*)
additional vocabulary and conversations related to but extending beyond the language of the corresponding *LIA* lesson

The audio lessons are appropriate for NRS Educational Functioning Levels *Low Beginning ESL* and *High Beginning ESL*. The first two parts of each lesson, **Vocabulary Practice** and **Conversation Practice**, are appropriate for both of these levels while the **Extension Activities** provide additional language (vocabulary and functional language) for high beginning ESL learners.

Important note: Lesson B is not more difficult than Lesson A. Rather, every lesson becomes increasingly difficult as it continues. The activities move from simple repetition of key words and phrases to more linguistically and cognitively challenging tasks such as listening for new information within authentic conversations.

Students should start each lesson at the beginning. If or when the lesson becomes too difficult, the student should stop, go back to the beginning of the lesson, and listen again from the beginning.

The iPod supplements may be used in any order. The lessons are designed to function independently so that instructors can select the units from *LIA* and that best meet their learners' needs and interests.

The activities within the lessons are carefully sequenced to ensure that students have a successful language learning experience. The activities move from simple repetition of key words and phrases to more linguistically and cognitively challenging tasks such as listening for key words and new information within authentic conversations.

Target Audience and Use of First Language

The target audience for the iPod supplements to *Living in America* is English language learners whose first language is Spanish. It is possible and desirable for teachers and tutors to conduct ESL lessons in English only. However, when beginning language learners are not with their teachers and are practicing with an audio-only format, the use of the first language becomes essential. They need to know what they are hearing and what they are supposed to do while they listen. Spanish, therefore, is used in the audio lessons for several purposes:

- to provide instructions for the learners so they know what to do during the audio lessons
- to translate the English words and phrases so the learners know what they are saying in their new language
- to establish the context for the conversations
- to provide in-depth cultural information related to the civics content (each Lesson B Introduction)

How to Use the iPod supplements with Students

The *Living in America* curriculum provides clear step-by-step suggestions for using the print materials with beginning language learners. After completing a lesson in the *Living in America* curriculum, the student can be given the iPod supplement for that lesson and told to practice at home before the next meeting with the teacher.

When the iPod lessons are given to students, the teacher should allow adequate time to listen to the audio lesson together and practice the activities that occur during the lesson. Some students will benefit from previewing lessons in this way every time they receive a new iPod lesson. The types of practice activities are described below. As noted earlier, the activities are sequenced from simple repetition of key words and phrases to more cognitively challenging tasks such as listening for new information.

Types of Activities

Part 1: Vocabulary Practice

The objective of the Vocabulary Practice activities is to learn the key words/phrases with correct pronunciation. There are two types of vocabulary activities:

- *Repetition and Pronunciation Practice*: Students hear the words/phrases in Spanish and English and repeat the English words/phrases.
- *Test Yourself*: Students hear the words/phrases in Spanish and try to produce the English words/phrases. They then hear the English words/phrases, so the activity is self-correcting.

Part 2: Conversation Practice

The objectives of the Conversation Practice activities are 1) to learn functional language with correct pronunciation and intonation, 2) to personalize the conversations with information about their own lives, and 3) to understand new conversations on the same topic.

There are four types of conversation activities:

- *Repetition and Pronunciation Practice*: Students hear the conversation in Spanish and English. They then hear the conversation again in English only and repeat each line.
- *One-Sided Conversation*: Students are prompted either to respond to the first speaker in the conversation or to initiate the conversation when they hear a bell. In both cases, students hear one side of the conversation and provide the other.
- *Your Turn*: Students are prompted to respond to the speaker in the conversation using their own information (for example, their names or addresses) in the conversation.
- *Listening for New Information*: Students listen to one conversation similar to the original but with new information. Before hearing the conversation, they are asked questions to focus their attention on the new information. After hearing the conversation, they answer the questions. Answers are provided in both Spanish and English, so the activity is self-correcting.

Part 3: Extension Activities

Extension activities are for high beginning students and focus on functional language and vocabulary related to the lesson topic but not appearing in the *LIA* lesson. The objectives of the Extension Activities are the same as the Conversation Activities; however, the difficulty of the language is greater and there is more emphasis on listening for new information.

There are five types of extension activities:

- *New Vocabulary*: New vocabulary (words and phrases) related to the extension activities is introduced in Spanish and English. Students hear and repeat the new vocabulary.
- *Test Yourself*: Students hear the words/phrases in Spanish and try to produce the English words/phrases. They then hear the English words/phrases, so the activity is self-correcting.
- *New Conversation*: Students hear a conversation using the new vocabulary in Spanish and English. They then hear the conversation again in English only and repeat each line.
- *One-Sided Conversation*: Students are prompted either to respond to the first speaker in the conversation or to initiate the conversation when they hear a bell. In both cases, students hear one side of the conversation and provide the other.
- *Your Turn*: Students are prompted to respond to the conversation with their own information (e.g., their names, addresses, telephone numbers, friends' or co-workers' names, personal preferences).
- *Listening for New Information*: Students listen to two conversations similar to the original but with new information. Before hearing the conversations, they are asked questions to focus their attention on the new information. After hearing the conversations, they answer the questions. Answers are provided in both Spanish and English, so the activity is self-correcting.

Additional information about the content of each lesson is found at the end of this guide.

Lesson Scripts & Pocket Guides

Two print documents are available for each lesson: a *Lesson Script* and a *Pocket Guide*. The *Lesson Script* is for teacher reference and contains all of the language and activities in the audio lessons.

The *Pocket Guides* are for students. Some language learners are print-oriented and benefit from seeing the words they are learning in a new language. Students who are able to read and who are print-oriented will benefit from the *Pocket Guides*. These guides contain the vocabulary and key conversations from each lesson in side-by-side English-Spanish translations. The page can be folded lengthwise so that students can read only the English, if desired. The *Pocket Guides* can be kept in students' pockets or at home and referred to while they listen.

Important note: The *Lesson Scripts* are for teacher use only. They are not intended for students because they contain the answers to the "Listening for New Information" activities. Instead of the *Lesson Scripts*, students may use the *Pocket Guides* for self study of vocabulary and key conversations.

Notes on Each Lesson

Below are notes on the lessons in each iPod supplement and the corresponding lessons in the *LIA* series. These notes include information about the content and contexts of the lessons and suggest additional areas of language practice related to the content.

Going to the Store

(Fitting into Your Community, Unit 1)

Lesson A: Finding Food in a Grocery Store

In the *LIA* Lesson A, students learn to make a very simple request for grocery items. In the audio lesson, students learn to respond to employees who ask if they need help and to follow simple directions to locate grocery items. In the Extension Activities, students learn to approach an employee, make a request, and follow oral directions.

Although the context of this lesson is a grocery store, the directional language taught in the lesson (e.g., *in the back, in the front, on the right, on the left*) is relevant in many workplace contexts.

Lesson B: Legal Age

In the *LIA* Lesson B, students learn about picture identification and the legal age for buying alcohol and tobacco products. In the audio lesson, students learn to respond to a cashier's request to show ID.

The Extension Activities include the vocabulary "consular card" (*matrícula consular*), which is an identification card issued by the Mexican Consulate to Mexican nationals residing outside of Mexico. Some businesses accept this card as a photo ID for the purchase of alcohol and tobacco products. Teachers of students who have this card should determine if it is an acceptable form of photo identification for buying restricted products in their community.

Navigating the Community

(Fitting into Your Community, Unit 3)

Lesson A: Businesses and Public Buildings

In the *LIA* Lesson A, students learn the names of places in the community and a very simple way to ask for directions (*Where's the ___?*); however, they do not learn to follow directions. In the audio lesson, students learn to ask a stranger for directions and to follow simple oral directions. The conversations are designed so that they apply to both pedestrians and drivers needing directions.

To customize this lesson, teachers can use a simplified map of their community showing the names of major streets.

Lesson B: No Smoking

In the *LIA* Lesson B, students learn about smoking restrictions in the United States. In the audio lesson, students learn to respond appropriately when told that there is "no smoking" in a particular location. In the Extension Activities, the context is expanded to include "No Parking" restrictions.

Using the Phone

(Fitting into Your Community, Unit 4)

Lesson A: Telephone Skills

In the *LIA* Lesson A, students learn to make a very simple call identifying themselves and asking to speak to someone by name. In the audio lesson Extension Activities, students learn to call their employer to report lateness or an absence. Students need to know the name of their boss in order to complete the Extension Activities.

Lesson B: 911 Calls

In the *LIA* Lesson B, students learn *about* calling 911 but they do not learn to make a call to 911. In the audio lesson, the Extension Activity is making a simple call to 911 to report an emergency situation. Students need to give their actual addresses over the phone to complete the Extension Activities, and teachers may need to teach or review this skill.

Understanding Families

(Getting Along with Others, Unit 2)

Lesson A: Family Relationships

In the *LIA* Lesson A, students learn the vocabulary to describe family relationships (*husband, wife, son, etc.*). In the audio lesson, students learn to ask others about their families and to describe their own families. If possible, students should bring a family photograph to class to personalize the lesson and to use as a basis for discussing family relationships.

Lesson B: Domestic Violence

The *LIA* Lesson B deals with the sensitive issue of domestic violence. The focus of the audio lesson is to raise awareness of this important topic while teaching the language to offer help to victims. The audio lesson provides various scenarios of domestic violence with three perpetrators (a husband, a boyfriend, and a father) and three victims (a wife, a girlfriend, and a child). Teachers should locate domestic violence resources within their community and share these resources with students.

Using Money

(Using Official Documents, Unit 1)

Lesson A: Money Orders

In the *LIA* Lesson A, students learn vocabulary related to using money orders, but they do not learn to ask for a money order. In the audio lesson Extension Activities, students learn to ask for a money order at the post office. Teachers may need to review vocabulary for money amounts (e.g. *one dollar and ten cents vs. a dollar ten*).

Lesson B: Paying Bills

In the *LIA* Lesson B, students learn vocabulary related to paying rent and utility bills. In the audio lesson, students practice this language within conversations. In the Extension Activities, students learn to discuss rent and utilities with a landlord.