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**Theme:** “RANDALL’S CYBER LISTENING LAB AND LISTENING  
COMPREHENSION”

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2023

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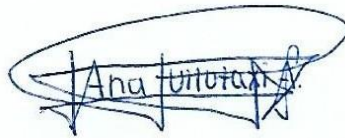
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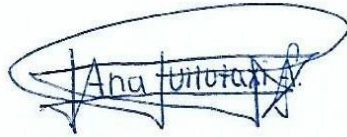
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## DEDICATION

**TO:**

*God, my parents and siblings who  
have always been there giving me advice,  
guidance, and strength to achieve this  
goal.*

*Ana.*

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*First of all, I thank God for directing my paths, and giving me wisdom, which is better than the merchandise of silver, it is more precious than rubies.*

*To my parents, Luis and Cristina because all the good that I have achieved is thanks to you. Moreover, I will never forget what you taught me, it is never too late to start again and so be strong and very courageous, do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go.*

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*Last but not least, to all those wonderful friends with whom I shared extraordinary memories, a warm hug and thank you for being part of my life.*

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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**TOPIC:** “Randall’s cyber listening Lab and listening comprehension”

**AUTHOR:** Ana Pullutaxi

**TUTOR:** Lic. Mg. Xavier Sulca

**ABSTRACT**

Randall’s cyber listening Lab is an educational website that has a multimedia online listening service whose aim is to help learners to improve English listening comprehension. The main objective of this work is to analyze the influence of Randall’s cyber listening Lab website on improving listening comprehension. This research was carried out under a quantitative approach and a pre-experimental design, in which one group of 14 students from 10<sup>th</sup> grade at Unidad Educativa Augusto N. Martinez, with ages between 14 to 15 years old were evaluated through a pre-test and a post-test which were taken from the Cambridge exam A2 KET (Key English Test) for schools, listening section, parts 3 and 4. The results revealed that there was a slight improvement of 1,2 points in the students’ scores after the treatment due to the use of authentic material from Randall’s website such as audio, videos, and online resources made by natives helped learners to improve their listening skills in a natural way. In addition, the verification of the hypothesis was gathered and interpreted by using SPSS (Statistical Package for the Social Sciences) statistical software. The result of the Wilcoxon rank test was ,001 which represents the significance, showing that the alternative hypothesis (H1), Randall’s cyber listening Lab influenced on improving students’ listening comprehension, was accepted. Finally, the results showed that Randall’s website improves vocabulary, intonation and pronunciation helping students understand in a more effective way English language, thus they can be able to make inferences, and listen to the main ideas and specific details from a message.

**Key words:** Randall’s cyber listening Lab, educational website, listening comprehension, self-access learning, multimedia.

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**RESUMEN**

El laboratorio de escucha cibernética de Randall es un sitio web educativo que tiene un servicio de escucha multimedia en línea cuyo objetivo es ayudar a los estudiantes a mejorar la comprensión auditiva en inglés. El objetivo principal de este trabajo es analizar la influencia del sitio web Randall en la mejora de la comprensión auditiva. Esta investigación se llevó a cabo bajo un enfoque cuantitativo y un diseño pre-experimental, en el cual se evaluó a un grupo de 14 estudiantes de 10mo grado de la Unidad Educativa Augusto N. Martínez, con edades entre 14 a 15 años a través de un pre-test y un post test los cuales fueron tomados del examen de Cambridge A2 KET (Key English Test) para escuelas, sección de listening, partes 3 y 4. Los resultados revelaron que hubo una ligera mejora de 1,2 puntos en las puntuaciones de los alumnos después del tratamiento debido al uso de material auténtico del sitio web de Randall, como audio, videos y recursos en línea creados por nativos, ayudó a los alumnos a mejorar sus habilidades auditivas de forma natural. Además, la verificación de la hipótesis fue recopilada e interpretada mediante el software estadístico SPSS (Statistical Package for the Social Sciences). El resultado de la prueba de rango de Wilcoxon fue ,001 que representa la significación, mostrando que se aceptó la hipótesis alternativa (H1), el laboratorio de escucha cibernética de Randall sí influye en la mejora de la comprensión auditiva de los estudiantes. Finalmente, los resultados mostraron que el sitio web de Randall mejora el vocabulario, la entonación y la pronunciación ayudando a los estudiantes a comprender mejor el idioma inglés, de esta manera los aprendices pueden desarrollar la capacidad de hacer inferencias, escuchar las ideas principales y los detalles específicos de un mensaje.

**.Palabras clave:** Cyber listening Lab de Randall, sitio web educativo, comprensión auditiva, autoaprendizaje, multimedia.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Research Background

Nowadays, learning English is one of the greatest opportunities that all people have around the world. There are plenty of reasons for individuals learn English as a second language, such as, they can study abroad, meet new people, find lots of information through the web, watch films, TV shows, listening popular songs, read favorites books without subtitles or translations. Therefore, after deep research, it has been considered that using innovative online resources from the web in the teaching learning process of a second language incentive students to learn in a dynamic and innovative way. Helping learners to master the four essential skills, listening, reading, writing and speaking.

Hence, several precursory studies have been selected by different authors, such as dissertations, books, journals, scientific articles, and theses similar to the topic, Randall's cyber listening Lab website and listening comprehension. That is why the researcher has considered that these authors help to have a scientific bases and assistance to the variables of this investigation that are Randall's cyber listening Lab and listening comprehension.

Cardenas et al. (2021) pointed out a study about listeners' patterns of interaction with help options: towards empirically-based pedagogy whose main objective was to explore CALL materials that support the teaching and learning process to improve students comprehension. This work had a quantitative approach. Furthermore, thirteen students were evaluated their listening comprehension through a pre-test and a post-test. During the treatment, a self-regulatory online platform such as Randalls' cyber listening lab was used. This website offered listeners multiple ways to interact and quick access to resources like listening tips, notes on culture, technology, transcripts, a glossary, keywords, audio, and video activities. The findings were that pupils learned their listening comprehension using a variety of challenge activities. They improved their listening for details, attitudes and opinions. Moreover, the use of this kind of

platforms helped students to reduce their levels of anxiety feeling more motivated to learn English.

Kostikova et al. (2021) performed a study on digital technology implementation in students' proficiency development for English listening. The main objective of this study was to analyze how digital technology could be used to improve students' proficiency in listening comprehension using customized learning sites, well-known online apps, and available Internet resources such as Randall's cyber listening website. The techniques used to illustrate the findings of the paper were questionnaires to examine students' attitudes toward online learning; tests to measure students' progress in improving their listening skills; and the T-test as a statistical technique to estimate the outcomes of pedagogical experiments. In total, 88 university students participated in this study. The research concluded that listening proficiency is less prepared to advance. Additionally, this work provided new avenues for future studies on online English listening proficiency development.

Leguizamon and Bernal (2022) investigated that video and audio platforms found on the internet like Randall's cyber listening Lab provide better didactic strategies to learn a second language, thus, students improve their listening comprehension skills. This type of study was pre-experimental because the investigator used a pre-test and a post-test which were validated by three experts in linguistic and didactic English. The participants in this research were students who hold military degrees. The sample was 15 students of the intermediate English level, 12 males and 3 females. The results obtained were that the students' progressive improvement in intonation, understanding, and pragmatics. Moreover, the results showed that the use of innovative technologies is more effective to learn English than using traditional teaching.

Lestari and Sihombing (2022) conducted a research work whose objective was to analyze how Randall's ESL website could be used as one of the options for students and teachers to enhance their English listening skills. The dataset for this study was taken from the official Randall's website, and the authors used a

qualitative methodology. The media education theory of Alexander Fedorov was cited by the authors. To further the research, the authors additionally incorporated data from additional sources, including journal articles and conference proceedings. According to this study, Randall's ESL was among the best methods for improving both teachers' and students' listening abilities. Moreover, this website had some benefits for teachers because they could use pre-listening, while and post-listening activities in their classes or they could assign tasks outside the classroom.

San (2020) researched about the effects of strategies-based instruction through Randall's cyber listening lab and Quizizz on EFL students' listening comprehension. The main aim was to explore the effects of explicit listening strategy training on learners' level of metacognitive listening strategy. The study had an experimental research divided in two groups of 20 participants each one. The experimental group received strategy-based listening instruction for 7 hours each week throughout 8 weeks. All the participants took a pre-test and a post-test. The results revealed that A1 level university students' listening comprehension skills and metacognitive awareness were enhanced by explicit strategy-based instruction. In addition, the students' understanding of listening skills, strategy dismissals, strategy combinations, strategy alterations, and strategy transfer underwent considerable significant development.

Iyada (2019) conducted a study about the effect of adopting Randall's cyber listening Lab on developing listening comprehension skills. The type of study was a quasi-experimental group. The population was 66 students in the third year of English at Al-Azhar University-Gaza. The study sample was 48 students distributed into two groups, the experimental group was 24 students, and the control group was 24 students. The instruments used in this research were a pre-test and a post-test taken of the listening achievement test. As a result, it has been concluded that students' listening comprehension ability improved to a considerable significance in vocabulary, making inferences, and pronunciation through using Randall's cyber listening Lab website.

Hadijah (2018) developed a study focused on exploring three listening comprehension strategies applied by English learners in the interpretative listening subject. Therefore, the mixed method (qualitative and quantitative) was employed to describe what listening comprehension strategies are used more often by English students at Universitas Islam Riau. Thirty-seven students participated in this research by filling out a questionnaire adopted from Cross. Thirty-two statements were categorized into three groups: cognitive, meta-cognitive, and socio affective. As a result of this study, the author revealed that the learners had been familiar with the strategies for instance metacognitive, cognitive, and socio-affective strategies, and the listening processes such as before, while and after listening. Thus, pupils were able to anticipate and solve problems that appeared in their listening classes, for example, anxiety, lack of vocabulary, and grammar.

Heredia (2018) carried out an investigation about improving listening comprehension by using practical techniques at the third and fourth English levels because students presented a lack of listening teaching and listening habits which was the cause of poor development of listening comprehension. The research was quasi-experimental and applied to a sample of 15 students in the experimental group. Data were collected by questionnaires, interviews, and a pre-test and a post-test taken by the KET English test. Finally, the results showed that the experimental group had positive progress due to the listening techniques applied such as notetaking, dictogloss, dictation, matching, multiple matching, and sentence completion.

Wahyuningsih et al. (2018) conducted research whose main aim was to work with Randall's cyber listening Lab as a teaching tool for improving listening comprehension. Moreover, the investigation used a quantitative method by using a true experimental design, using instruments like a pretest and a posttest control group design. The population was all students in the eleventh grade of SMA PRISMA Kota Serang. The sample was 20 students of SMA PRISMA Kota Serang, they were divided into two groups to evaluate if the website was effective or not. As a conclusion of this investigation, the authors indicated that Randall's



cyber listening Lab was effective to be used as an online resource for students to improve their abilities to make inferences and pronunciation.

Miranty (2017) carried out a study about the students' perception of applying Randall's cyber listening Lab in the interpretative listening class. The type of research was qualitative research. The data collection technique was a questionnaire that consisted of three parts, interpretative class, materials from the website and materials for students. The study was carried out in the English Department of Sultan Ageng Tirtayasa University. The sample was 40 students from the second semester. Based on the investigation, the study concluded that students gave positive answers after using Randall's cyber listening Lab during an interpretative class. The students point out that Randall's cyber listening Lab had many advantages, and they enjoyed the teaching processes.

## **Theoretical framework**

### **Independent variable**

#### **ICT tools**

ICT tools emerged in the 1980's. ICT stands for Information and Communication Technologies tools. They include radio, television, telephone, cellphones, computers, satellites, and the internet (Ayele , 2022). As a result of phenomena like globalization, the growing incorporation technologies in various spheres of people's lives have produced profound changes to communicate with others. That is why people increasingly need to use ICTs to participate effectively in society (Miranda et al., 2022).

Suleiman et al. (2020) indicate that ICTs are useful tools to support the teaching-learning process. Nowadays, the Internet assists education because it allows students to find exercises, videos, and websites to reinforce the knowledge that they learned in class creating a motivational environment which accelerates the transfer of information. That is, students of English as a second language need technological support and tools to learn the language in an effective and

uncomplicated way. ICT tools provide equal opportunities and methods of learning creating more inclusive classes (Carrión et al., 2020).

### **M-learning**

M-learning also called mobile learning, is characterized by using wireless connection devices, to be specific, mobile apparatus are used in teaching-learning processes as a new form of distance learning system (Althunibat et al., 2022). One paradigm in which the mode of education is evolving is that of mobile technology. This technology has a significant impact on schooling as well. This type of learning has some advantages such as the flexibility of responses, the feeling of freedom among students, increase motivation, and better integration of team activities (Milosevic et al., 2022).

Muller and Mildenerger (2021) indicate that mobile learning involves the use of educational technologies in the physical classroom to support the ability of the teacher, facilitates the learning of the pupils and creates classrooms where learners are able to share their experiences in a didactic and innovative way. Moreover, the students can use these tools at anytime and anywhere. However, there are some disadvantages in using m-learning in classes, such as some smartphones have restricted data and multimedia capabilities, or exorbitant prices (Devi, 2022).

### **Educational websites**

Sartor (2020) explains that websites with games, movies or subject-specific information that serve as tools to improve learning and supplement in-person instruction might be considered educational websites. There are some types of websites such as language learning websites, educational video websites, science websites and digital libraries. These websites make the learning process enjoyable and engaging for students. In addition, Mansuri (2019) indicates that a reliable website must be versatile, dynamic, and uncomplicated. These educational sites often have highly professional editor who delivers information and sources.

Dyachenko (2018) points out that an educational website is a sizable interactive platform to provide a variety of information for many types of people, including teachers, parents, potential and existing students, and career changers. The sections must be evenly distributed and well-structured so that users may quickly discover what they need. Visitors are able to access these websites using mobile phones, tablets, iPads, and iPods. There are two types of educational websites, to study including interactive diagrams and using computers or cell phones to look-up facts or read simple explanations (Ivy, 2018).

### **Randall's cyber listening Lab**

Randall (2022) affirms that Randall's cyber listening Lab website was created in 1998 by David Randall who is a professor at Utah University. The professor has worked for more than 30 years teaching English, computer literacy at many institutions and colleges in the United States and Japan. This site has a multimedia online listening service whose aim is to help students around the world especially EFL students to improve their English listening comprehension. Wahyuningsih et al. (2018) explain that over 300 creative learning tests and activities covering functional language themes are available on the website, which can be utilized for teacher-directed instruction or self-access learning.

### **Characteristics of Randall's cyber listening Lab**

Ho and Nguyen (2021) argue that digital resources are used in the teaching-learning process to facilitate students' learning, and encouraging learners to learn collaboratively and critically through a website such as Randall's cyber listening Lab. In addition, this website is a free platform that allows being used on computers and mobile devices. It was designed for EFL students to improve their listening skills outside the classrooms, and they could use online materials for their autonomous work. Although the idea originally was to develop listening skills, the website has evolved over time and it has expanded its activities to develop speaking, writing, reading and grammar exercises (Randall, 2022).

Ghorbanzadeh and Sharbatiya (2022) suggest that educational websites must have an attractive homepage, easy links to access information and

photographs that are not detrimental to the loading speed. Indeed, the platform must have other websites which provide extra information and programs for users. Therefore, the visitors are able to trust what the platform has to offer. In this way, Randall (2022) explains that the website has other listening pages which support it, such as Daily ESL which helps students read, listen, and discuss everyday situations. Train your accent helps pupils reduce their accent and sound more fluent by listening to native speakers. Finally, it finds EZ slang which helps learners listen to conversational English topics, and study idiomatic expressions and slang, so they can improve their writing and discussion skills.

Brown (2021) explains that each web page must be organized into sub-navigation links and the most crucial information could form part of the navigation bar. Thus, Randall's cyber listening lab website is organized by levels and topics on the main page. The users must select a category from the page. Each activity provides descriptions of the difficulty level, the topic, and the speakers. The media files are available in MP3 and MP4 formats, which can be played on a computer or mobile device without the need for other software. Moreover, students have the option of reading the transcriptions of the conversations that they listened to before (Randall's, 2022).

The main aim of this kind of websites is not to evaluate students' listening skills, otherwise that the students can discover entertaining ways to learn and develop their listening skills (Talia, 2021). Furthermore, it is possible to find activities called online investigations in which students must complete the task by using the Internet or they use their critical thinking to give their analyses and conclusions about the topic (Randall, 2022). The vocabulary practice section has other exercises such as mixed-up sentences, multiple choice questions, gap fill exercises, sentence and vocabulary matching, and the section called language games, the users may find interactive games to reinforce the vocabulary. All activities include a variety of learning challenges that engage students to learn English in a dynamic way.

### **Material from Randall's cyber listening Lab**

The materials found on the Internet provide information that pupils will experience, learn, and use during the class. They have the power to engage or demotivate students (Taylor, 2022). On Randall's cyber listening Lab website is possible to find a notable range of listening material divided into three categories, easy, intermediate, and advanced. Also, visitors can find listening activities for academic purposes which are listing everyday conversations. The speakers in these audios can be children, and adults (Randall, 2022). Moreover, users can find language games, English idioms, cultural videos, vocabulary lessons and live broadcasts, all these activities focus to improve listening skills.

Using technology in the classroom encourages active learners' participation. The implementation of cell phones, tablets and computers turn traditional classes into interactive and fun activities. Thus, pupils reduce their stress levels, and they have time to process and respond, empowering students to direct their own learning (Roshan, 2019). Randall's cyber listening Lab website provides its users with pre- listening activities that will help students mitigate the anxiety from listening to a foreign language. During the listening, students will find activities that will keep them concentrated throughout the passage because they will need to answer the questions to show their understanding. Finally, post-listening activities will help students to have a quick discussion about the topic (Randall, 2022). Moreover, it provides extra activities such as language games which will help students feel motivated and interested in English learning.

### **Advantages of using Randall's cyber listening Lab**

Randall (2022) argues that there are some benefits that scholars have when they utilize Randall's cyber listening lab such as, they can learn at their own pace, and they can repeat dialogues to understand better. Integrating technology in the class creates a more engaging learning environment for pupils. Moreover, using technology may help learners to become familiar with programs that they could use in the future. Gautam (2020), the website has several tools such as videos, transcriptions, games, vocabulary, and quizzes, and teachers can use all of them

as part of the lesson. The activities are short and meaningful, and they can be taken from home or the location of their choice. The online web can be adapted to the need of each student. Furthermore, technology provides lots of environments of collaboration where students could interact and discuss with each other and learn together.

### **Disadvantages of using Randall's cyber listening Lab**

Randall (2022) explains some disadvantages when students use this type of website. There are technical problems such as the Internet connection being slow or the individual does not have an internet connection, and the instruction for the activities being complicated. Some pupils do not have their own personal devices. Some students had a lot of work after classes, and they did not have time to practice their listening skills outside the classroom. Walter (2020) demonstrates that the use of materials not appropriate for the level of students could cause that during the class, students could have a lack of vocabulary, or they will be not able to understand the videos of native speakers thereby the use of the Internet and devices during classes may cause a distraction to pupils.

### **Dependent variable**

#### **Language skills**

Language is a complex system. It functions through sounds, words, and structures. All these structures work together to form the advanced system called language. Language is a skill. It is also called the ability to do something. Therefore, language is a complex skill that has four macro-skills such as, listening, reading, speaking, and writing which must develop in an effective way to learn English language (Scott, 2020). Learners often have strengths or weaknesses in particular skills, and in some cases, they can achieve high levels, for instance, reading and writing, while not being able to speak or listen (Irwandi et al., 2022).

Speaking, listening, writing, and reading are interrelated abilities because all people use language to receive information to give information. All human

beings when learning their native language usually learn to listen first, then to speak, then to read, and finally to write (Miller, 2022). As a result, after this process, the learners are able to use language effectively in the numerous social settings that are provided every day. Individuals can use speaking and writing skills for giving information, also called productive skills, or listening and reading for receiving information, also called receptive skills. However, the development of the four skills can be unbalanced (Markstrom,2019).

### **Receptive skills**

The ability to comprehend oral or written discourse is referred to as receptive learning. Reading and listening are these abilities, respectively. Receptive skills are necessary to understand lots of resources and information that are found on the internet and around the world. Thus, people who do not develop it appropriately could have a communication gap due to the lack of receptive skills (Al-Jawi, 2010). When learning a new language, students typically first work on their receptive abilities before acquiring productive abilities. Developing these skills can be challenging to maintain communication with a native speaker because learners may not recognize some idiomatic language or features of connected speech which may be an incommode situation (Holmes, 2019).

Receptive skills allow for understanding a language. Reading and listening are the core receptive skills (Ong, 2019). Listening is the ability to receive and interpret messages during a conversation. Listening ability requires focus and paying attention to how the story is told, use of language, voice, and body language (Doyle, 2022). On the other hand, the ability to read, understand, interpret, and decode written language and texts are referred to as reading skills. Excellent reading abilities can be helpful for understanding and reacting to written messages like emails, messages, letters, and other written communications (Herrity, 2020).

### **Listening skills**

Before developing other linguistic skills, listening skills should be learned first. Listening is an action someone takes to understand the meaning of what they

hear. Understanding the speaker's intention when they use specific words at a specific time is necessary for effective listening. In addition, listening is a cognitive process, its context is not visible to the receiver and understanding takes place in the mind of the listener (Setiyadi et al., 2018). This ability consists of identifying the sounds of oral language and processing them in the form of words, sentences and texts, although people also perceive sounds individually (letters, accent, rhythm, pauses). Therefore, listening takes a substantial role in the development of oral communication. This indicates that the learning of a language could not take place if an 'input' is not presented. For this reason, it is necessary to expose students to a large amount of it through pedagogical techniques that make the message more perceptible and understandable (Gomez and Larenas, 2020).

### **Types of listening skills**

Listening is a process of receiving and constructing meaning to speak a verbal message. Brown and Lee (2015) declare that there are four types of listening performance such as intensive, responsive, selective, and extensive listening. Intensive listening evaluates phonemes, words, discourse markers, and intonation. Responsive listening tests stretch languages such as greetings, questions, and commands which involve a short answer. Selective listening assesses stretches of discourse such as short monologues. The purpose is not to evaluate the global meaning, but students must be able to understand certain information in a context. Extensive listening checks the global understanding of language. Students must be able to listen to long lectures, and conversations, so they can make inferences, give the main idea, and complete dictation exercises (Ghari, 2022).

### **Sub-skills of listening**

Sub-skills are specific behaviors that people use in order to be effective in communication. Thaine (2021) explains that listening skill has 5 sub-skills commonly used such as listening for gist, listening for detail, scan listening, listening to infer information, and listening for text or discourse patterns. Listening for gist is to understand what the message is without understanding



every phrase or sentence. Learners only take keywords and make a guess. Listening to detail is necessary not ignoring any information because pupils do not know exactly what information completes the task. Gulam (2022) suggests that scan listening is also called listening for specific information, listening to find predetermined information. Listening to infer information reflects the listener's ability to deduce what is not explained by the audio, moreover, the listener extracts the meaning of an utterance that is unknown. Listening for text or discourse patterns is to understand phrases or words to organize, connect and manage what the speaker said.

### **Listening comprehension**

The various steps required to understand and interpret spoken language always are referred to as listening comprehension. Among these are the ability to distinguish speech sounds, recognize the meaning of particular words, and/or comprehend the syntax of the sentences in which they are used. Masykuri (2022) explains that making pertinent conclusions based on context, real-world experience, and speaker-specific characteristics are further aspects of listening comprehension that can include intonation and spoken utterances. Thus, listening comprehension implies more than merely hearing what is being said. It is the capacity to comprehend language and connect to it in some way (Ghari, 2022).

### **Listening comprehension skills**

Tyagi (2018) enumerates five processes of listening such as hearing, understanding, remembering, evaluating and responding. Thaine (2021) explains the characteristics of each process, hearing alludes to the reaction generated by sound waves stimulating the ear's sensory receptors. Understanding is to comprehend both the sender's assumed context and the intended meaning. Remembering indicates that someone has added a message to their mental storage bank in addition to receiving, interpreting, and storing it. Evaluating, a person who actively listens examines the information, separates fact from opinion, and assesses if a communication contains or absence prejudice. Finally, responding means that the receiver must provide verbal and nonverbal feedback. By inviting

students to ask questions, the teacher may foster their curiosity, get them to rethink their understanding of the material, and better comprehend their perspective.

### **Characteristics of listening comprehension**

Setianingsi (2020) demonstrates three key aspects of listening comprehension. First of all, since the purpose of listening comprehension is to receive information, it is an active action. Additionally, listening comprehension is a creative skill since audiences infer meaning and provide information based on their prior knowledge. Finally, listening comprehension is a communication skill that involves both speakers and listeners. During the listening comprehension process, presenters and audiences exchange information while also paying close attention to what they have to say. Then, they respond to the statement that the listener will make (Masykuri, 2022).

### **Stages for listening comprehension**

Newton et al. (2018) explain that it is not enough for students to merely listen to audio assignments. Students must employ techniques that enable them to listen actively rather than passively. Therefore, there are three stages for being able to listen and comprehend the message be it pre-listening, while-listening and post-listening stage. Houston (2017) points out that before- listening stages are to connect, predict and talk about new words. Second, during-listening stages are to listen for answers, take notes and re-listen or find a fix. Finally, after-listening stages are to respond, summarize and extend information. It means to understand the difference between active and passive listening, students need direct instruction on stages to work. Consequently, teachers should use time in class to model effective strategies and evaluate students' use of them.

### **Pre-listening stage**

Fadwa and Jawi (2010) explain that the pre-listening stage prepares students for what they are going to listen to. This pre-listening task can motivate students to listen, help teachers discover what pupils know about the topic, prepare students for the vocabulary, and help learners mitigate anxiety. In pre-

listening tasks, there are two stages. Newton et al. (2018) point out that the first stage helps students predict the content and the second stage gives the pupils a reason for listening. Some activities can be adapted in this stage, between them will find visual activities such as images, maps, or diagrams to help students guess the topic. Basic brainstorming refers that students making notes to reveal the theme of the audio. Brainstorming brain walking means there are some posters around the classroom and the students in groups talk about what comes to mind after looking at the posters. Brainstorming board writing alludes to groups of students who must think about the topic and then pass to the board to write words related to the topic.

### **While-listening stage**

While listening stage is called during-listening stage. In this stage, students complete the listening activity where they must identify what information is essential, perceive the context and they must show their understanding of the passage (Fadwa and Jawi, 2010). The while listening stage is focused on three subskills such as listening for gist, listening for specific information, and listening to the speaker's attitude or opinion. Setianingsi (2020) explains that some activities can be adapted in this stage, between them will find: listening and describing consist of the educator telling a story and regularly stopping and asking students to write a description. True or false where students must determine if the sentence is true or false. Finally, the hidden picture indicates that the pupil must describe a picture and another classmate must take notes of what the individual said.

### **Post-listening stage**

Post listening stage helps students reflect on the listening experience. In post-listening tasks are activities that require speaking and writing skills, so students can use the language in a creative way (Fadwa and Jawi, 2010). Some activities can be adapted in this stage, between them will find check and summarize means students must share their ideas about what they understand of the audio. They can speak or write. Discussions where students must give their point of view about the topic. Information exchange which students must listen to

two different audios; when they finish, they share their information with each other to make sure they understand the audio. Problem activities allow students to solve moral dilemmas or mysteries. Finally, deconstructing and listening to passage activities allow students to use the transcriptions of the audio to study pronunciation, vocabulary, and grammar.

## **1.2 Objectives**

### **General objective**

- To analyze the influence of Randall's cyber listening Lab website on improving listening comprehension.

### **Specific objectives**

- To diagnose the level of listening comprehension in students at Unidad Educativa Augusto N. Martinez.
- To identify the benefits of Randall's cyber listening Lab to enhance listening comprehension.
- To determine the importance of using Randall's cyber listening Lab on the improvement of listening comprehension.

#### **1.2.1 Fulfillment of objectives**

In order to fulfill the first specific objective, it was crucial to take a pre-test to diagnose learners' listening comprehension. This test showed an average of 5,4 points, which demonstrated a low level of listening comprehension. Thereby, it was demonstrated that students needed strategies, activities, and materials to incentive them to develop listening comprehension in a dynamic and innovative way. Hence, the use of Randall's cyber listening Lab website was necessary as a didactic resource to enhance learners' listening comprehension.

To fulfill the second objective which was to identify the benefits of Randall's cyber listening Lab to enhance listening comprehension, was necessary to apply a treatment of 12 interventions for 1 month. In this process,

some benefits were observed such as the active students' participation, learning English in a dynamic way, interactive environments for collaboration and the reduction of the level of anxiety when pupils listened to a native speaker. Furthermore, the website provided a few tools such as videos, transcriptions, games, vocabulary, and quizzes that helped pupils practice their listening comprehension in an autonomous way allowing each of them to advance at their own learning pace.

Finally, the last specific objective was fulfilled by using a post-test which showed that the use of technology in education is enriching to promote remarkable learning. The result of the post-test indicated that pupils had a slight improvement of 1,2 points compared with the pre-test. Thereby, the use of Randall's cyber listening Lab in classes was important because it enabled students to access plenty of materials to learn, presenting the information at whatever time and wherever place they needed it. Additionally, the use of this website facilitated students to be closer to more authentic contexts of the studied culture, learning new vocabulary and feeling familiar with the speed and length of native speakers.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Materials**

The research used different resources such as physical, technological, and human resources to apply Randall's cyber listening Lab in classes. Physical materials such as sheet of papers, pencils, pens, pictures, markets, and printed tests. Also, the standardized Cambridge exam A2 KET for schools was used, specifically the listening section, parts 3 and 4, to evaluate students' listening comprehension. Furthermore, technological devices such as computers and wireless speakers were also utilized. Moreover, it was necessary the collaboration of authorities, teachers, and students from Unidad Educativa Augusto N. Martínez to apply the treatment of the research.

#### **2.2 Methods**

##### **2.2.1 Research approach**

The research work had a quantitative approach because the data were collected through a pre-test and a post-test. Moreover, the results were analyzed using statistical graphics to know if the Randall's cyber listening Lab helped students to improve their listening comprehension. For the same reason, Hernandez et al. (2014) argue that quantitative approach uses a collection of data to prove a hypothesis based on measure numerical and statistical analyses whose main objective is to establish guidelines of behavior and to prove theories.

##### **2.2.2 Pre-experimental design**

This research was pre-experimental design because it worked with one group of students in tenth grade at Unidad Educativa Augusto N. Martinez. The researcher applied a pre-test before the treatment to evaluate students' listening comprehension, then the treatment was applied for one month. Finally, a post-test was taken to see if students improved their listening comprehension. In an equivalent manner, Hernandez, et al. (2014) explain that pre- experimental design is characterized by a low level of control. It has one case study in which one group is exposed to the treatment and then measured after seeing if there were any effects. This design does not have a control group comparison.

### **2.2.3 Research modality**

#### **Field research**

This current work was field research because it was realized where the object of study was located to observe, to interact and to understand the problem in the natural environment. It means that the researcher was to go to the institution. It provided a deep knowledge for the sample which was tested. Similarly, Echazarreta (2022) indicates that field research is a recompilation of new data from primary sources for a specific purpose. It is understanding, observing and interacting with people in their natural environment. Also, it allows to see what people are doing and not what they say they are doing. Field research is collected directly from original resources, providing greater control over nature and the amount of data collected.

#### **Bibliographic research**

Additionally, it was bibliographic because this work used essential information which was collected through reading published materials referring to the topic investigated. The researcher used published information from books, magazines, journals, newspapers, reports, online resources, and bibliographic databases. Thus, this research used reliable data and sources to achieve its objectives. In the same way, Arteaga (2020) explains that bibliographic research requires the collection of data from published materials. These materials could be books, magazines, newspapers, and reports. Indeed, electronic media could be used such as audio video films and online resources for instance websites, blogs, journals, and bibliographic databases.

### **2.2.4 Type of research**

#### **Exploratory research**

In addition, it was exploratory because the data collected contributed to obtain a clear idea about the problem and the concepts which were crucial to determine the hypothesis and the feasibility and possibility to carry out the investigation. Equally, Rus (2020) explains that exploratory research realizes a first approximation to new phenomena. The researcher is included in reality and can create a relationship with the individuals of the research. Also, it helps with the collection of the feasibility,

possibility, and favorable conditions to carry out probable future investigations. Moreover, exploratory research clarifies concepts and develops hypothesis.

### **2.2.5 Instruments**

A pre-test and post-test were used to evaluate the students' listening comprehension before and after the treatment. The instrument used to collect data was the Cambridge exam A2 KET for schools, section of listening, which is a standardized test. The listening section contained five parts such as the first part, 3 multiple choice questions where the candidate identifies key information. Second part, gap fill questions where the candidate listens to a monologue. Third part, 3 option multiple choice where the listener must listen to a dialogue for key information. Fourth part, 3 option multiple choice where the student chooses the main idea, or gist. Fifth part, matching questions where the candidate listens to a dialogue for key information. Additionally, each part of the listening test has 5 questions (25 marks in total), with 30 minutes to complete the whole task.

In addition, it is crucial to mention that the researcher only used the listening section, parts 3 and 4. In part 3, the students listened to a conversation and answered 5 multiple choice questions. This part evaluated the understanding of specific information. In part 4, the learners paid attention to five brief dialogues or monologues, each of this contained a scene-setting statement, a question and three answers. This section assessed understanding of gist, attitudes, and opinions (Cambridge Assessment English, 2020). Moreover, the pre-test and post- test had 10 questions in total. Each question was worth 1 point, 10 points in total. What is more, the learners had 20 minutes to complete the test. For the instrument, it was not necessary to validate a rubric because the information used was taken from an international exam.

### **2.2.6 Data collection procedure**

This research work was carried out through face-to-face interaction, and a total of 13 interventions were applied for one month. Each lesson was divided into three stages, engage, study, and activate and it lasted 20 minutes. The topics were chosen according to the topic of the student's book. Firstly, the researcher instructed learners some information about the topic of the research, and how to complete the pre-test in



the first class. Finally, the researcher took the pre-test which had 10 multiple-choice questions that were taken from the Cambridge exam A2 KET for schools.

The first intervention, the lesson plan was about personal profiles. The class lasted 20 minutes. Engage stage: students talked about examples of questions that an individual could ask someone when they met for the first time. Second, the study stage: students studied the vocabulary of the topic, and then a listening activity was realized. Each student received the transcription of the audio for better understanding. The students were to listen to audio and answered 5 questions about specific and general understanding of the audio. Finally, activate stage: the learners had to work in pairs and interview their classmates about their personal information.

In the second intervention, the lesson plan was about a day at school. The intervention lasted 20 minutes. In the first stage, students described an image, and they answered some questions that the teacher asked them about the picture. During the second stage, the students received the vocabulary about activities during a school day and then an activity focused on listening was realized. The pupils listened to audio and answered 5 questions. In the final stage, the learners worked in pairs. One student was the interviewer, and the other was the interviewee. They must complete 5 questions about their day at school. Then students worked in pairs to present the task.

The third intervention, the lesson plan was about bookstore shopping. It lasted 20 minutes. First, students talked about some items that they could buy from a bookstore to use for school. Second, the vocabulary was presented, it was about prepositions. Then learners realized the activity of listening. They were to listen to audio and answered 5 questions about specific and general understanding of the audio. Third, the scholars worked in pairs. They realized an interview about their favorite bookstores.

The fourth intervention, the lesson plan was about camping. The intervention lasted 20 minutes and was divided into three stages, engage, study, and activate. In the first stage, the pupils talked about some activities that they did when they had a picnic. In the second stage, they studied the vocabulary about camping. After that, all students completed an activity listening which had an audio of 5 questions. In the third stage,

the learners worked in pairs. They created a dialogue about their best last camping experience.

Fifth intervention, the topic of this lesson was clothing styles which lasted 20 minutes. The lesson started with the students talking about the diverse kinds of clothes that they preferred to wear. Later, the pupils received the vocabulary about clothes and a listening activity was realized. Finally, the pupils discussed the advantages and disadvantages of buying clothes in a regular store compared with purchasing something over the internet.

Sixth intervention, donations were the topic of the lesson which lasted 20 minutes. As a first point, the students talked about different things that people could donate to others. During the second stage, the students studied expressions and vocabulary about donations, and then a listening activity was done. There were 5 multiple-choice questions about specific and general understanding of the audio. At the end of the lesson, the pupils discussed charities, how people felt when they donated something, and if they had the opportunity to donate something, what things they could have donated.

Seventh intervention, the topic was about I am sick. It lasted 20 minutes. First, the students described an image answering where they were, how the woman felt, what the problem was, and what the doctor could recommend doing. Second, the learners studied some expressions and vocabulary about illness, and then a listening activity was realized. They answered 5 questions about specific and general understanding of the audio. Finally, the learners worked in pairs. They had to interview their partner. After that, the teacher chose randomly a pair to share their information. All students paid attention to the information because the teacher asked what they said.

Eighth intervention, the lesson plan was about entertainment which lasted 20 minutes. The first stage, the students saw an image and then they answered questions such as what children watched, how they could feel, and what TV programs they preferred to watch when they were kids. In the second stage, the vocabulary was presented through a worksheet, in which students wrote the type of movie according to the picture. After that, each learner received a worksheet to do a listening activity. They completed 5 multiple-choice questions. Finally, in the last stage, the pupils

worked in pairs. They had to interview their partner about what their favorite movie is, however before they completed the information, they correctly ordered the words to form the questions for the interview. Then the teacher chose randomly a pair to share their information. All students paid attention to the information because the teacher asked what they said.

Ninth intervention, the lesson plan was about food. It lasted 20 minutes. At the beginning of the class, the learners had to see a picture and answer questions related to it. Secondly, the vocabulary of food was presented through a worksheet, in which the students wrote the correct word in the correct category. Then each student worked on a listening activity with 5 questions. After the end of the lesson, the learners worked in pairs. They had to take only one piece of paper from a box. After that, the student asked the other student. All students paid attention to the information because the teacher asked what they said.

Tenth intervention, the topic of the class was a birthday party. It lasted 20 minutes. First, the students had to see a picture to guess what the topic was. Second, birthday vocabulary was presented through a worksheet, in which the students chose the correct word for each picture. After the learners had to complete 5 questions of multiple-choice questions, listening to an audio. Finally, the learners worked in pairs. They had to create a dialogue about their last birthday party. Then a pair of students chosen randomly shared their information. All students paid attention to the information because the teacher asked what they said.

The eleventh intervention, restaurant order was the topic of the lesson which lasted 20 minutes. As a first point, the students talked about their favorite restaurant, how often they went to it and, what they thought about eating out. During the second stage, the students studied vocabulary about restaurant verbs. Then a listening activity was done. They were to complete 5 multiple choice questions about specific and general understanding of the audio. At the end of the lesson, the pupils wrote a short paragraph about their experience in a restaurant, how the food was, where the restaurant was located and what food they ordered. At the end of this task, the pupils shared their information with the rest of the class.

Twelfth intervention, the topic of this lesson was about ordering a meal in a restaurant that lasted 20 minutes. The lesson started with a picture. The learners had to guess what the topic was. During the second stage, the students studied vocabulary about accepting and refusing food politely. After that, students had to listen an audio and complete 5 multiple-choice questions. Finally, the pupils had to work in pairs. They completed a short conversation with their own information. Then a pair of students was chosen randomly to share their information.

In the final session, the researcher gave instructions about how to complete the post-test. Then students realized the post-test to evaluate if they improved or not their listening comprehension after the application of Randall's cyber listening Lab activities. The post-test had 10 multiple-choice questions which were taken from the Cambridge KET exam for schools. It lasted 20 minutes.

### 2.2.7 Population

The participants in this research were 14 students from tenth grade of Unidad Educativa Augusto N. Martínez, 3 males and 11 females, with ages between 14 to 15 years old. The population and sample were selected randomly. A pre-test and post-test were applied in the same group.

**Table 1**

*Population*

| <b>Population</b> | <b>Experimental group</b> | <b>Percentage</b> |
|-------------------|---------------------------|-------------------|
| <b>Males</b>      | 3                         | 21%               |
| <b>Females</b>    | 11                        | 79%               |
| <b>Total</b>      | 14                        | 100%              |

*Note.* These data were taken from students of tenth grade of Unidad Educativa Augusto N. Martínez.

### 2.3 Hypothesis

#### **Null hypothesis**

Randall's cyber listening Lab does not have a positive impact on improving students' listening comprehension.

### **Alternative hypothesis**

Randall's cyber listening Lab does have a positive impact on improving students' listening comprehension.

#### **2.3.1 Variable identification**

Randall's cyber listening Lab (Independent Variable)

Listening comprehension (Dependent Variable)

## CHAPTER III.- RESULTS AND DISCUSSION

### 3.1 Analysis and discussion of the results

The following chapter explains the analysis and interpretation of the results which were collected through a pre-test and a post-test. The data was analyzed in tables to show and explain if students achieved an improvement in their listening comprehension through using Randall's cyber listening Lab. In addition, it is crucial to mention that SPSS (Statistical Package for the Social Sciences) software was used through the application of the normality test and the Wilcoxon signed rank test to verify the hypothesis Randall's cyber listening Lab improves or not the students' listening comprehension.

#### 3.1.1 Pre-test results

**Table 2**

*Pre-test results*

| <b>A2 KET<br/>listening<br/>section</b> | <b>Part 3<br/>Listening for details</b> | <b>Part 4<br/>Listening for gist,<br/>attitudes, and opinions</b> | <b>Total score<br/>/10</b> |
|---|---|---|----------------------------|
| <b>Average</b>                          | 3,2                                     | 2,2   | 5,4                        |

*Note.* It shows the average of 14 students who took the pre-test.

#### **Analysis and interpretation**

Table 2 shows the scores obtained from the pre-test that was applied to 14 students. Part 3, listening for details, students achieved an average of 3,2 points out of 5 points. The highest score was 5 points, and the lowest score was 1 point. On the other hand, in part 4, learners had to understand the general idea, attitudes, or opinions from a dialogue or monologue. In this section, pupils obtained an average of 2,2 points out of 5 points. The maximum grade was 4 points, and the minimum score was 1 point. Both averages of parts 3 and 4 resulted in an average of 5,4 points out of 10 points.

As it was pointed out, there was a lack of development of listening comprehension according to the average, which showed an intermediate average. The problem was observed in both parts, where the pupils' scores are the lowest. In part 3, the students found difficult to understand keywords or phrases. Indeed, the average of part 4 indicated a gap in vocabulary because they did not understand the general meaning or purpose of a speech. Furthermore, it was clear that pupils did not understand native speakers, because their classes were based on a traditional way and there was a deficiency of use of technology.

### 3.1.2 Post-test results

**Table 3**

*Post-test results*

| <b>Listening comprehension</b> |                              |   |                    |
|--------------------------------|------------------------------|---|--------------------|
| <b>A2 KET</b>                  | <b>Part 3</b>                | <b>Part 4</b>                                     | <b>Total score</b> |
| <b>listening section</b>       | <b>Listening for details</b> | <b>Listening for gist, attitudes and opinions</b> | <b>/10</b>         |
| <b>Average</b>                 | 4,0                          | 2,6   | 6,6                |

*Note.* It shows the average of 14 students who took the post-test.

### Analysis and interpretation

The previous figure shows the results of both parts of the post-test. Part 3, students listened to specific details, the average was 4,0 points out of 5 points. The maximum score was 5 points, and the minimum grade was 2 points. On the other hand, in part 4, learners had to understand the general idea, attitudes, or opinions. In this section, pupils obtained an average of 2,6 points out of 5 points. The highest score was 4 points and the lowest was 1 point. Both averages of parts 3 and 4 resulted in an average of 6,6 points out of 10 points.

The results showed a slight increase in the development of listening comprehension after using Randall's cyber listening Lab. The increment in the average was 1,2 points, showing that students improved their listening comprehension in both

parts. Part 3, it was observed that students had a better score which is close to the maximum point. It means that the use of authentic material from Randall’s website such as audio, videos, and online resources made by natives helped learners to improve their listening skills in a natural way. Part 4 also showed a minor increase in the average. It was observed that pupils learned new vocabulary and they felt familiar with the English language understanding key words and short phrases which helped them to guess the main idea of each audio.

### 3.1.3 Comparative results pre-test and post-test

**Table 4**

*Comparative results pre-test and post-test*

| <b>A2 KET<br/>listening section</b> | <b>Pre-test<br/>average</b> | <b>Post-test<br/>Average</b> | <b>Difference</b> |
|-------------------------------------|-----------------------------|------------------------------|-------------------|
| <b>Part 3</b>                       | 3,2                         | 4,0                          | 0,8               |
| <b>Part 4</b>                       | 2,2                         | 2,6                          | 0,4               |
| <b>Total scores / 10</b>            | 5,4                         | 6,6                          | 1,2               |

*Note.* It shows comparative results between the pre-test and the post-test.

#### **Analysis and interpretation**

Table 4 represents a comparison between the pre-test and the post-test averages, and their respective differences. Thus, the total average of the pre-test was 5,4 points out of 10 points. While the post-test average showed a score of 6,6 points out of 10 points. Moreover, the differences between both pre-test and post-test were 1,2 points. Additionally, it is crucial to explain that the table shows the differences between parts 3 of the pre-test and the post-test were 0,8 points, whereas both parts 4 of the pre-test and post-test differed by 0,4 points.

Accordingly, the results indicated that the average of the post-test is the highest. It means that after the treatment with Randall’s cyber listening Lab, a slight improvement in students’ listening comprehension which was notable due to the use the different activities and resources from the website such as videos, audio, idiomatic



expressions, mixed-up sentences, multiple choice questions, gap fill exercises, vocabulary matching and games. All these activities included a diversity of learning challenges that engage students to learn and develop their listening in a dynamic way; facilitating pupils to feel comfortable with the speed and length of native speakers and creating a motivating environment of collaboration where students interacted, discussed and learned together.

### 3.2 Verification of the hypothesis

It is crucial to mention that SPSS software was used to verify the hypothesis through utilizing the application of normality test and Wilcoxon signed rank test.

#### Null hypothesis

(HO): Randall’s cyber listening Lab has not a positive impact on improving students’ listening comprehension.

#### Alternative hypothesis

(H1): Randall’s cyber listening Lab does have a positive impact on improving students’ listening comprehension.

**Table 5**

*Test of normality*

|                  | Shapiro-Wilk |    |      |
|------------------|--------------|----|------|
|                  | Statistic    | Df | Sig. |
| <b>Pre-test</b>  | ,616         | 14 | ,000 |
| <b>Post-test</b> | ,758         | 14 | ,002 |

*Note.* It shows the result of the test of normality obtained from SPSS Statistical software.

Table 5 explains the results of the normality test between the pre-test and the post- test to prove what hypothesis could be possible: null hypothesis (HO) or alternative hypothesis (H1). It was used the Shapiro-Wilk normality test because the sample had less than 50 subjects of study. The normality test was proved through the

application of the p-value. If  $p \leq 0,05$  indicated that the null hypothesis was rejected or if  $p \geq 0,05$  turned out that the null hypothesis was accepted. As it was possible to examine in the pre-test, the level of significance was ,000 and in the post-test the level of significance was ,002 which means that  $p \leq 0,05$ , so it is concluded that the null hypothesis was rejected. Additionally, the results did not have a normal distribution because the level of significance are lower than 0,05.

Therefore, it is observed that the normality test showed the results followed a non-normal distribution because the significance of both tests is less than 0,05 and the data of the sample followed a free distribution. Consequently, the application of a parametric test was not viable. Hence, the data obtained from the pre and pos-test must be analyzed through a non-parametric statistic test such as the Wilcoxon test to prove if the hypothesis is null or alternative.

**Table 6**

*Related-Sample Wilcoxon Signed Rank – Test summary*

|                  |   |                | <b>Ranks</b>    |                  |                     |
|------------------|---|----------------|-----------------|------------------|---------------------|
|                  |   |                | <b>N</b>        | <b>Mean Rank</b> | <b>Sum of Ranks</b> |
| <b>Post-test</b> | – | Negative ranks | 0 <sup>a</sup>  | ,00              | ,00                 |
| <b>Pre test</b>  |   | Positive ranks | 13 <sup>b</sup> | 7,00             | 91,00               |
|                  |   | Ties           | 1 <sup>a</sup>  |                  |                     |
|                  |   | Total          | 14              |                  |                     |

a. Post-test < Pre-test  
b. Post-test > Pre-test  
c. Post -test = Pre-test

| <b>Test Statistics<sup>a</sup></b> |                                |
|------------------------------------|--------------------------------|
|                                    | <b>Post -test – Pre – test</b> |
| <b>Z</b>                           | -3,358 <sup>b</sup>            |

|                               |             |
|-------------------------------|-------------|
| <b>Asymp. Sig. (2-tailed)</b> | <b>,001</b> |
| a. Wilcoxon Signed Ranks Test |             |
| b. Based on negative ranks    |             |

*Note.* It shows the significance of the results through using Wilcoxon rank test.

Table 6 indicates the ranks of the Wilcoxon test, which values were taken from the pre-test and the post-test. First, column N represents the sample which was 14 students in total. Then this column is divided into three ranks. Negative ranks (a) had 0, it means that nobody obtained a lower score in the post-test and the pre-test. Positive ranks (b) had 13 students who achieved average grades. Finally, there was only 1 tie. The second column points out the mean rank which was 7,00. In the third column, it is notable the sum of ranks was 91,00. On the other hand, the following table which is test statistics<sup>a</sup> helps to identify if the hypothesis is rejected or not. If  $p \leq 0,05$  indicates that the null hypothesis is rejected or if  $p \geq 0,05$  turns out that the null hypothesis is accepted. In this case, the significance was ,001 which shows that ,001  $\leq 0,05$ , so the null hypothesis was rejected.

Hence, Wilcoxon signed-rank test is a non-parametric statistical test that allows to prove if the hypothesis could be rejected or not. This test helped to compare the mean range of pre-test and post-test to know whether there were differences between them. The rank represented the difference between the maximum and minimum values of the sample (Glen, 2021). Indeed, the post-test and the pre-test ranks were compared resulting in the significance being lower than the reference value (0,05). Thus, the null hypothesis was rejected, consequently, alternative hypothesis is accepted, demonstrating that Randall's cyber listening Lab did have a positive impact on improving students' listening comprehension.

### 3.3 Discussion

The findings demonstrated that Randalls' cyber listening Lab does have a positive impact on students' listening comprehension. It means that after the treatment with Randall's cyber listening Lab website, a slight improvement of 1,2 was notable due to the use of listening comprehension activities and the implementation of strategies to transform learners from passive listeners to active ones. This information can be supported by Hadijah (2018) who developed a study focused on exploring three listening comprehension strategies by learners. Metacognitive strategies such as planning, monitoring and evaluation of the efficiency of the learning activity, cognitive strategies, for instance, students had to make inferences, use the prior knowledge to predict results, to summarize information; and socio-affective strategies like clearing doubts, cooperation, and motivation. Furthermore, Leguizamon and Bernal (2022) who also carried out a study about video and audio platforms found on the internet came to the conclusion that those websites provide better didactic strategies to learn a second language, thus, students improve their intonation, understanding and pragmatics using metacognitive, cognitive and socio-affective strategies.

Similarly, Iyada (2019) conducted a study about the effect of adopting Randall's cyber listening Lab on developing listening comprehension skills. As a result, it has been concluded that students' listening comprehension ability improved to a considerable significance in vocabulary, making inferences, and pronunciation through using Randall's cyber listening Lab website. It was due to the use of the different activities and resources from the website such as videos, audio, idiomatic expressions, mixed-up sentences, multiple choice questions, gap-fill exercises, vocabulary matching and games. All these activities included a diversity of learning challenges that engage students to learn and develop their listening in a dynamic way; facilitating pupils to feel comfortable with the speed and length of native speakers and creating a motivating environment of collaboration where students interacted, discussed and learned together.

## **CHAPTER IV.- CONCLUSIONS AND RECOMMENDATIONS**

### **4.1 Conclusions**

After a serious analysis and interpretation of data collected through a pre-test and a post-test to 14 students of 10<sup>th</sup> grade at Unidad Educativa Augusto N. Martinez, it is crucial to establish the following conclusions:

The level of listening comprehension in students at Unidad Educativa Augusto N. Martinez was diagnosed through a pre-test. This test showed a low level of listening comprehension. Thereby, it can be concluded that pupils did not understand native speakers because they did not have enough vocabulary, and their classes only emphasized teaching grammar structures. Thus, it was demonstrated that students needed some strategies, activities, and materials to incentive them to develop listening comprehension in a dynamic and innovative way. Hence, the use of Randall's cyber listening Lab website was necessary as a didactic resource to enhance learners listening comprehension.

The use of Randall's cyber listening Lab during the treatment allowed to identify some learners' benefits to encourage listening comprehension such as the active participation in the activities, they could activate their knowledge by giving and asking questions, describing pictures, debating and expressing their opinions. As a result, they felt more motivated to learn English than in the traditional way which was boring. Moreover, students could use technology in class which empowered them to create interactive environments for collaboration. Furthermore, the website provided a few tools such as videos, transcriptions, games, vocabulary, and quizzes that help pupils practice their listening comprehension in an autonomous way allowing each of them advances at their own learning pace.

To sum up, it has been determined that the use of technology in education is enriching to promote remarkable learning. The use of an educational website such as Randall's cyber listening Lab made possible an improvement in learners' listening comprehension level according to the results showed. Thereby, the use of technology in class enables students to access plenty of materials to learn, presenting the information at whatever time and wherever place they need it. Additionally, this didactic nature of technological resources facilitates students to be closer to more

authentic contexts of the studied culture, learning new vocabulary and feeling familiar with the speed and length of native speakers.

## **4.2 Recommendations**

After a rigorous analysis and interpretation of information collected, it is essential to mention the following recommendations:

Students could improve their listening skills through listening to lots of authentic and didactic materials such as text, video, and audio resources. If students want to enhance their listening skills in an autonomous way, they could use Randall's cyber listening Lab website. Thus, pupils should establish a clear schedule to practice their listening; for instance, 20 minutes every day could help them to notice a significant improvement in their listening.

Moreover, teachers should use educative websites such as Randall's cyber listening Lab to motivate and to create interactive classes through using the different didactic materials to pupils practice their listening comprehension. Furthermore, the use of ICT tools in the teaching learning process should be focused on student-centered learning, where the role of student is to discover the knowledge and the teachers' role is to be a monitor and a guide.

Nowadays, technology is an essential tool for learning a second language. That is why it is advisable that the teachers should analyze and choose the best materials for pupils according to their needs and their level of English because if teachers use wrong materials, students could feel frustrated and bored learning a second language.

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## ANNEXES

### Annex 1. Approval

#### CARTA DE COMPROMISO

Ambato, 03 de octubre del 2022

Doctor  
Marcelo Núñez  
Presidente  
Unidad de titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Víctor Alfredo Pantoja Mera en mi calidad de Rector (E.) de la Unidad Educativa "Augusto N. Martínez", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "RANDALL'S CYBER LISTENING LAB AND LISTENING COMPREHENSION" propuesto por el/la estudiante Pullutaxi Acurio Ana Belen, portador/a de la Cédula de Ciudadanía 180531251-7, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,

  
Mg. Víctor Alfredo Pantoja Mera  
C.I. 180273071-1  
Cel. 0984058335  
Email: [alfrepantojam@gmail.com](mailto:alfrepantojam@gmail.com)



## Annex 2. Lesson plans

| <b>Lesson Plan 1</b>  |  |  |             |
|---|--|--|-------------|
| <b>Teacher:</b> Ana Pullutaxi   |  | <b>Level:</b> 10 th grade BGU          |             |
| <b>Topic:</b> Pre- test   |  | <b>Date:</b> 31/10/2022                |             |
| <b>Subject:</b> English language  |  | <b>Number of students:</b> 14 students |             |
| <b>Time:</b> 20 minutes   |  |  |             |
| <b>Aims:</b>  |  |  |             |
| <ul style="list-style-type: none"> <li>• To explain the research investigation.</li> <li>• To evaluate students' listening comprehension through using a pre-test.</li> </ul> |  |  |             |
| <b>Stage</b>  | <b>Activity</b>  | <b>Tolos and materials</b>             | <b>Time</b> |
| <b>Engage</b>   | The teacher starts with the agenda. Then the teacher introduces herself to students.     | Board                                  | 2 min       |
| <b>Study</b>  | The teacher presents their topic of her thesis and explains the objectives of this work. | Projector<br>PowerPoint presentations  | 3 min       |
| <b>Activate</b>   | The teacher evaluates students' listening comprehension through a pre-test.              | Pens<br>Photocopies of the pre-test.   | 15 min      |

Annexes:

## Slides

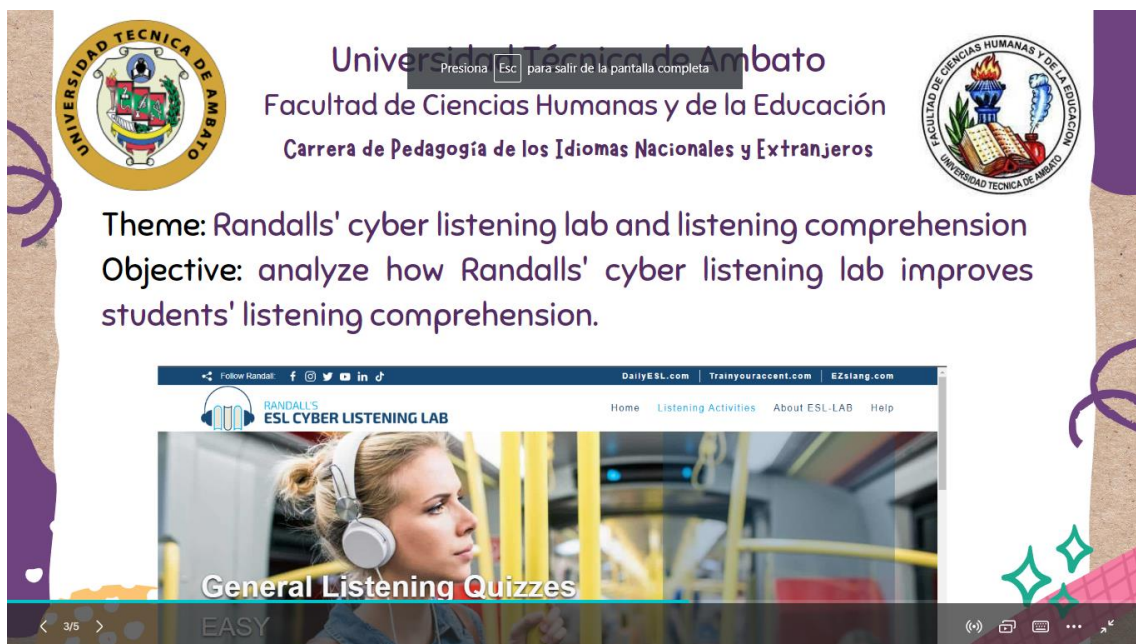


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# AGENDA

1. Greetings
2. Introduce the teacher.
3. Explain the topic of the thesis.
4. Evaluate students listening comprehension.

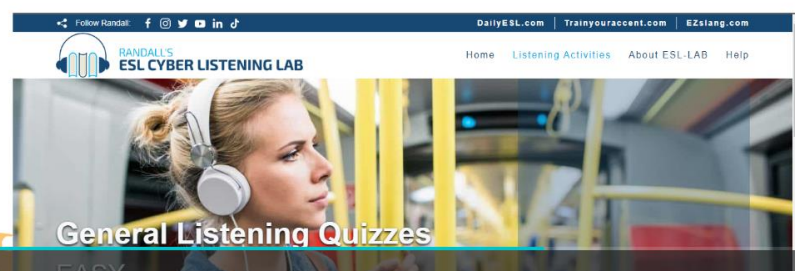


UNIVERSIDAD TÉCNICA DE AMBATO

Presiona Esc para salir de la pantalla completa

Facultad de Ciencias Humanas y de la Educación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Theme: Randalls' cyber listening lab and listening comprehension  
Objective: analyze how Randalls' cyber listening lab improves students' listening comprehension.



General Listening Quizzes

EASY



## Pre-test



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EXTRANJEROS

*Avda. Los Chasquis y Río Payamín, Ambato -Ecuador*



### **Listening Pre-test**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB **Hour:** 15 minutes

**Introduction:** this test is based on KET Cambridge English exam, parts 3 and 4 of the listening section.

**Objective:** to evaluate the students' listening comprehension before using Randall's cyber listening Lab website.

#### **Instructions:**

- Read the instructions for each part of the test carefully.
- Answer all the questions in listening parts 1 and 2 (only one option).
- Write your answers on the answer sheet.
- At the end of the test, send just the answer sheet to your teacher.
- Each question is worth 1 point.

### **LISTENING**

#### **PART 3**

#### **5 QUESTIONS**

You will hear Annie talking to her friend Tony about a film she saw.

1. **Annie saw a film at**
  - A. two o'clock.
  - B. quarter past three.
  - C. half past five.
2. **The film was about**
  - A. a sports star.
  - B. some animals.
  - C. history.



3. Annie thought the film
  - A. was too long.
  - B. wasn't very interesting.
  - C. needed better actors.
4. Annie's favourite film
  - A. makes her laugh.
  - B. is a true story.
  - C. is very exciting.
5. Annie prefers to watch films
  - A. at a cinema.
  - B. on her laptop.
  - C. on TV.

PART 4

5 QUESTIONS

6. You will hear a teacher talking to her class. What does the teacher want her class to do?
  - A. work more quickly
  - B. make less noise
  - C. help each other more
7. You will hear two friends talking about their day. What have they just done?
  - A. They've been to a concert.
  - B. They've had a meal.
  - C. They've played a sport.



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EXTRANJEROS



*Avda. Los Chasquis y Río Paavamin, Ambato -Ecuador*

8. You will hear a teacher talking to one of his students called Sarah. Why must Sarah do her homework again?
- A. She made too many mistakes.
  - B. She did the wrong work.
  - C. She forgot to do some of it.
9. You will hear a girl, Lara, talking about shopping. Why did Lara buy the bag?
- A. The size was right.
  - B. The price was right.
  - C. The colour was right.
10. You will hear a man talking to his daughter before she goes out. What's the weather like today?
- A. It's cold.
  - B. It's wet.
  - C. It's sunny



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**PRE-TEST / ANSWER SHEET**

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

Class: 10<sup>th</sup> level EGB Hour: 15 minutes

*Introduction: this test is based on KET Cambridge English exam, parts 3 and 4 of the listening section.*

*Objective: to evaluate the students' listening comprehension before using Randall's cyber listening Lab website.*

**Instructions:**

*Read the instructions for each part of the test carefully.*

*Answer all the questions in listening parts 3 and 4.*

*At the end of the test, send just the answer sheet to your teacher.*

**LISTENING PART 3**

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

**LISTENING PART 4**

|    |  |
|----|--|
| 6  |  |
| 7  |  |
| 8  |  |
| 9  |  |
| 10 |  |

| TOTAL POINTS | FINAL SCORE |
|--------------|-------------|
| /10          |             |



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**PRE-TEST AND POST-TEST / KEY ANSWER**

| Questions   | Answer |
|-------------|--------|
| Question 1  | B      |
| Question 2  | A      |
| Question 3  | C      |
| Question 4  | B      |
| Question 5  | A      |
| Question 6  | B      |
| Question 7  | C      |
| Question 8  | B      |
| Question 9  | A      |
| Question 10 | B      |

**PRE-TEST AUDIO**

**PART 3 :** [questions 1-5.mp3](#)

**PART 4:** [questions 6-10.mp3](#)

| <b>Lesson Plan 2</b>   |   |                               |             |
|--|---|-------------------------------|-------------|
| <b>Teacher:</b> Ana Pullutaxi  |   | <b>Level:</b> 10 th grade BGU |             |
| <b>Topic:</b> Personal profile   |   | <b>Date:</b> 1/11/2022        |             |
| <b>Subject:</b> English language   |   | <b>Number of students:</b> 14 |             |
| <b>Time:</b> 20 minutes  |   |                               |             |
| <b>Aims:</b> SWBAT talk about personal profile.  |   |                               |             |
| <b>Objectives:</b><br>To identify questions that can be used to introduce to others.<br>To review vocabulary about personal profile.<br>To introduce your classmate to others. |   |                               |             |
| <b>Stage</b>   | <b>Activity</b>   | <b>Tolos and materials</b>    | <b>Time</b> |
| <b>Engage</b>  | The teacher starts asking students, <i>what kinds of things would you talk about when introducing yourself to a friend for the first time?</i>  | Board<br>Markets              | 2 min       |
| <b>Study</b>   | The teacher presents specific questions and answers when someone introduce for the first time.<br><i>Name: What is your name?</i><br><i>My name is.....</i><br><i>Age: How old are you?</i><br><i>I am .....</i><br><i>Nationality: what is your nationality?</i><br><i>My nationality is .....</i><br><i>Where you live: Where are you from?</i><br><i>I am from.....</i><br><i>Job: What do you do?</i><br><i>I am .....</i><br><i>Hobbies: What do you do in your free time?</i><br><i>In my free time, I enjoy .....</i><br>Then the teacher asks students listen an audio and then must fill a worksheet with 5 questions.<br>To this activity, the teacher explains some tips to complete the activity.<br>The audio is listened two times.<br>Then the teacher checks the answers with students. | Board<br>Markets<br>Computer  | 8 min       |
| <b>Activate</b>  | The teacher gives a worksheet where students must complete information in pairs.<br>The teacher selects one pair of students randomly to share their information.<br>After that, the students share their answers, and the other students must pay attention their information because the teacher asks them about it.<br><i>What is her/his name?</i><br><i>What is her/his nickname?</i><br><i>How old is he/she?</i>   | Worksheet<br>Pens<br>Pencils  | 10 min      |

|  |   |  |  |
|--|---|--|--|
|  | What is her/his nationality?<br>What does he/she do?<br>What does she/he do in her/his free time? |  |  |
|--|---|--|--|

**Annexes**

**Worksheet #1**

**Topic:** Personal profile

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Instructions:**

- Read the instructions for each part of the test carefully.
- Answer all the questions (only one option).
- Circle the correct answer on the sheet of paper.
- Each question is worth 2 points.

**Listening**

**Listen to the recording and answer the questions.**

**Audio :**

<https://drive.google.com/file/d/1ptplCXUL8BBIKaPP0BkiVixVRcnfkBaU/view?usp=sharing>

**You will listen to a man who is introducing himself.**

1. **What is the man's name?**
  - A. Gary
  - B. Greg
  - C. Craig
2. **Where was the man born?**
  - A. Colorado
  - B. Kansas
  - C. Arizona
3. **Which sentence best describes his university studies?**
  - A. He really enjoys his studies.
  - B. He is a third-year student.
  - C. He is majoring in Spanish.
4. **Where does the man work?**
  - A. At a bookstore
  - B. At a restaurant
  - C. At a grocery store
5. **What is one thing the man likes to do in his free time?**
  - A. Camping
  - B. Jogging
  - C. Reading

**Worksheet #1 / answer keys**

**Topic:** *personal profile*

**You will listen to a man who is introducing himself.**

1. **What is the man's name?**
  - A. Gary
  - B. Greg
  - C. Craig
2. **Where was the man born?**
  - A. Colorado
  - B. Kansas
  - C. Arizona
3. **Which sentence best describes his university studies?**
  - A. He really enjoys his studies.
  - B. He is a third-year student.
  - C. He is majoring in Spanish.
4. **Where does the man work?**
  - A. At a bookstore
  - B. At a restaurant
  - C. At a grocery store
5. **What is one thing the man likes to do in his free time?**
  - A. Camping
  - B. Jogging
  - C. Reading



***Transcription:***

*Hi. My name's Greg, and I'm originally from Denver, Colorado, but my family moved to Arizona when I was about 3, so I grew up there. I graduated from high school about three years ago, and I'm currently attending a university in my city. I'm a junior, and I'm majoring in economics with a minor in Spanish. I also work part time as a cashier at a grocery store. Life is really busy, but I enjoy hiking, reading, and hanging out with friends in my free time. When I graduate, I want to work for a company in this area.*

## Worksheet #2

**Topic:** Personal profile

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes.

**Objective:** to get personal information from other student in the class.

**Introduction:** you will work in pairs. One student is A and the other is student B. After that each student must change their roles to complete the task.

**Student A**

**Student B**

What is your name ?

My name is .....

What is your nickname?

My friends called me .....

How old are you?

I'm ..... years old.

Where do you from?

I'm from .....

What is your nationality?

I'm .....

What do you do?

I'm a .....

What activities do you do in your free time?

In my free time I like to.....

**Student B**

**Student A**

What is your name ?

My name is .....

What is your nickname?

My friends called me .....

How old are you?

I'm ..... years old.

Where do you from?

I'm from .....

What is your nationality?

I'm .....

What do you do?

I'm a .....

What activities do you do in your free time?

In my free time I like to.....

| <b>Lesson Plan 3</b>   |   |  |             |
|--|---|--|-------------|
| <b>Teacher:</b> Ana Pullutaxi  |   | <b>Level:</b> 10 th grade BGU          |             |
| <b>Topic:</b> A day at school  |   | <b>Date:</b> 1/11/2022                 |             |
| <b>Subject:</b> English language   |   | <b>Number of students:</b> 14 students |             |
| <b>Time:</b> 20 minutes  |   |  |             |
| <b>Aims:</b> SWBAT talk about school's routine.  |   |  |             |
| <b>Objectives:</b><br>To describe pictures to introduce the topic.<br>To review vocabulary about the audio.<br>To speak about activities that students do at school. |   |  |             |
| <b>Stage</b>   | <b>Activity</b>   | <b>Tolos and materials</b>             | <b>Time</b> |
| <b>Engage</b>  | The teacher starts asking:<br><i>What place do you think this is? Why?</i><br><i>What time do you think these students start class?</i><br><i>What kind of transports do you think they could use to go to school?</i><br><i>What things do you usually do at school?</i>     | PowerPoint presentation                | 1 min       |
| <b>Study</b>   | The teacher presents expressions and vocabulary about the audio.<br><i>Subway, bow , stuff, math,</i><br>To this activity, the teacher explains some tips to complete the activity.<br>The audio is listened two times.<br>Then the teacher checks the answers with students. | Board<br>Markets<br>Computer           | 9 min       |
| <b>Activate</b>  | Students work in pairs. One student is the interviewer and the other is the interviewee. They must complete 5 questions about their day at school. Then a pair of students was chosen randomly to present the task.   | Worksheet<br>Pens<br>Pencils           | 10 min      |

## Vocabulary

*Topic: A Day at School*

|   |  |   |
|---|--|---|
| <b>Bow</b><br>       | <b>Stuff</b><br>        | <b>Backpack</b><br>          |
| <b>Math</b><br>      | <b>Subway</b><br>       | <b>Eraser</b><br>            |
| <b>In taxi</b><br>  | <b>On bus</b><br>      | <b>Pen</b><br>              |
| <b>On foot</b><br> | <b>On bicycle</b><br> | <b>Books</b><br>           |
| <b>In car</b><br>  | <b>On ship</b><br>    | <b>Sheet of papers</b><br> |

## Worksheet #1

**Topic:** A day at school

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

### Instructions:

- Read the instructions for each part of the test carefully.
- Answer all the questions (only one option).
- Circle the correct answer on the sheet of paper.
- Each question is worth 2 points.

### Listening

Listen to the interview and answer the questions.

**Audio:** [https://drive.google.com/file/d/19Qf7BsEPFJYsE\\_pxFlIEFrHu8t-OKOS/view?usp=sharing](https://drive.google.com/file/d/19Qf7BsEPFJYsE_pxFlIEFrHu8t-OKOS/view?usp=sharing)

1. **How does Joshua go to school in Japan?**
  - A. He rides the subway at 8:00 am.
  - B. He walks with a group of friends.
  - C. He takes a school bus every morning.
2. **Which item did Joshua NOT take to school?**
  - A. a backpack
  - B. gym clothes
  - C. a school hat
3. **What does Joshua do first when he gets to school?**
  - A. He puts on his gym clothes for class.
  - B. He stands and bows to the teacher.
  - C. He practices his reading and writing.
4. **Where does Joshua eat lunch at school?**
  - A. in the lunchroom
  - B. in his classroom
  - C. in the gymnasium
5. **Joshua probably gets home from school between \_\_\_\_\_.**
  - A. 3:00 and 4:00 p.m.
  - B. 2:00 and 3:00 p.m.
  - C. 1:00 and 2:00 p.m.

**Worksheet / answer keys**

**Topic:** *A day at school*

1. **How does Joshua go to school in Japan?**
  - A. *He rides the subway at 8:00 am.*
  - B. **He walks with a group of friends.**
  - C. *He takes a school bus every morning.*
2. **Which item did Joshua NOT take to school?**
  - A. *a backpack*
  - B. *gym clothes*
  - C. **a school hat**
3. **What does Joshua do first when he gets to school?**
  - A. *He puts on his gym clothes for class.*
  - B. **He stands and bows to the teacher.**
  - C. *He practices his reading and writing.*
4. **Where does Joshua eat lunch at school?**
  - A. *in the lunchroom*
  - B. **in his classroom**
  - C. *in the gymnasium*
5. **Joshua probably gets home from school between \_\_\_\_\_.**
  - A. *3:00 and 4:00 p.m.*
  - B. **2:00 and 3:00 p.m.**
  - C. *1:00 and 2:00 p.m.*

**Transcription:**

**Randall:** Hello. Today I'm interviewing Joshua on his experiences going to a Japanese school. Now Joshua, what time do you go to school?

**Joshua:** Eight O'clock.

**Randall:** Eight O'clock. And do you go by yourself, or on a school bus?

**Joshua:** No, I have a group that goes with me.

**Randall:** So you go with a group?

**Joshua:** Uh-huh.

**Randall:** Now what kinds of things do you take to school?

**Joshua:** I take my **taiso fuku**, that is gym clothes, and I take my backpack and my books [ *Oh, okay.* ] and stuff like that.

**Randall:** Okay and what is the first thing you do when you get to school?

**Joshua:** We do "kiritsu, rei."

**Randall:** "Kiritsu" and "rei." Now what are those?

**Joshua:** It means "stand up, bow."

**Randall:** Stand up and bow.

**Joshua:** Uh-huh.

**Randall:** And what do you study at school?

**Joshua:** We study **kokugo**, that is writing and reading and stuff like that [ *Okay* ], and **sansu**, that's math. [ *Okay.* ]. And, let's see . . . , we do gym too.

**Randall:** Okay, and where do you eat lunch? Do you have a lunchroom or cafeteria?

**Joshua:** No, we eat in our classroom.

**Randall:** You eat in your classroom! [ *Yeah.* ]. Oh wow. That is very interesting. Now what time do you come home from school?

**Joshua:** We come home sometimes at 3:00 and sometimes at 2:00.

**Randall:** Okay, well thank you very much Joshua.

**Joshua:** You're welcome.

**Worksheet #2**

**Topic:** *A day at school*

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** *10<sup>th</sup> level EGB*

**Hour:** *20 minutes*

**Introduction:** *this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.*

**Instructions:**

*Complete the following gaps with your own information. Then share your answers with your classmates.*

**1. How do you go to school?**

*I go to school .....*

**2. Which items do you take to school?**

*The items I take to school are .....*

**3. What do you do first when you go to school?**

*First, when I go to school I .....*

**4. Where do you eat lunch at school?**

*I eat lunch in .....*

**5. What time do you get home from school?**

*I usually get home from school at .....*

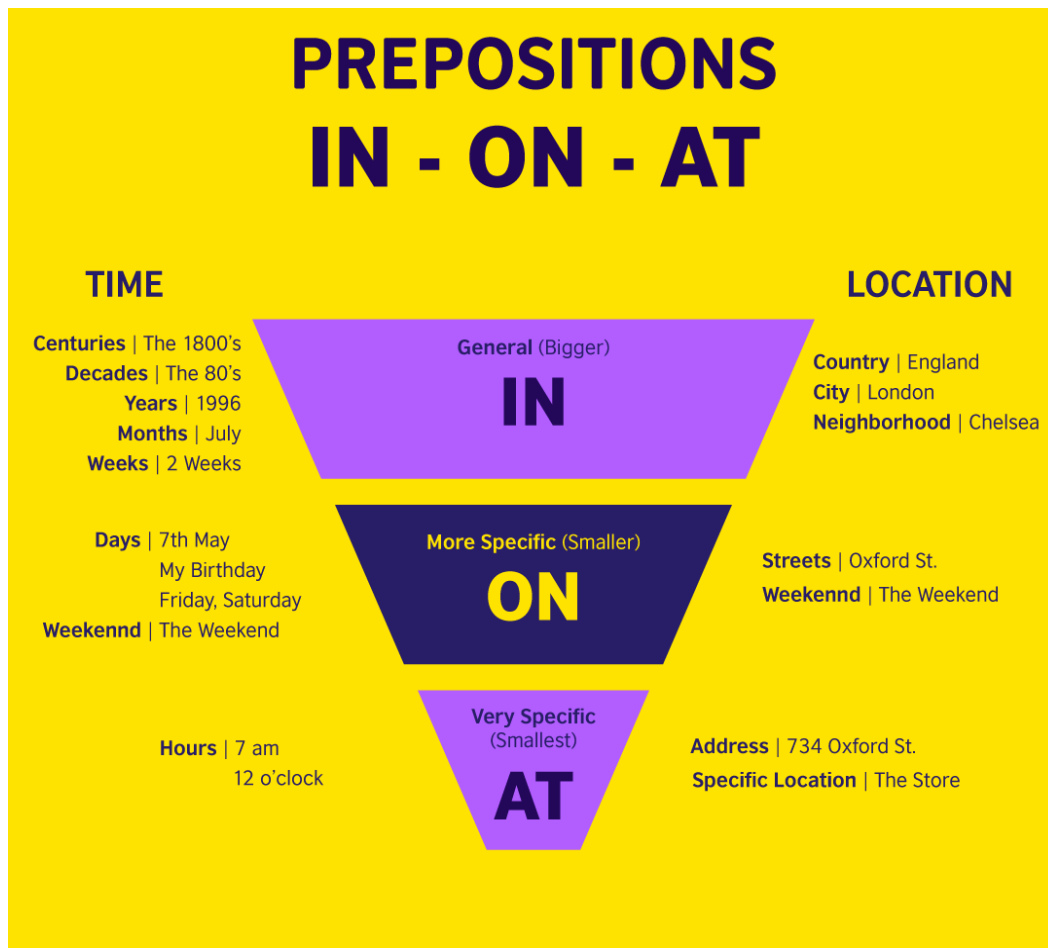


| <b>Lesson Plan 4</b>   |   |  |             |
|--|---|--|-------------|
| <b>Teacher:</b> Ana Pullutaxi  |   | <b>Level:</b> 10 th grade BGU                  |             |
| <b>Topic:</b> Bookstore shopping   |   | <b>Date:</b> 7/11/2022                         |             |
| <b>Subject:</b> English language   |   | <b>Number of students:</b> 14                  |             |
| Time: 20 minutes   |   |  |             |
| <b>Aims:</b> SWBAT talk information about their favorite bookstore.  |   |  |             |
| <b>Objectives:</b><br>To ask about items that students can buy from a bookstore.<br>To review vocabulary about bookstore and prepositions.<br>To write opinions about favorite bookstores. |   |  |             |
| <b>Stage</b>   | <b>Activity</b>   | <b>Tolos and materials</b>                     | <b>Time</b> |
| <b>Engage</b>  | The teacher asks students: <i>what are five items that students can buy from a bookstore to use for school?</i>   | Board<br>Markets                               | 2 min       |
| <b>Study</b>   | After that, the teacher presents vocabulary about the topic.<br>Then the teacher asks students listen an audio.<br>Students must complete a worksheet.<br>The teacher checks the answers. | Computer<br>Sheets of paper<br>Pens<br>Pencils | 8 min       |
| <b>Activate</b>  | Students interview their classmate about their favorite bookstores.   | Worksheet<br>Pens<br>Pencil<br>Sheets of paper | 10 min      |

## Annexes

### Vocabulary

- **Something is coming up:** *something is about to happen.*
  - *The final test is **coming up** soon. I need to prepare for it.*
- **Time is passing:** *Time is moving quickly*
  - *Time passes when you are having fun.*
- **Gotta go:** *have got to go*
  - *We (have) **gotta** buy books for class this afternoon.*



## Worksheet #1

**Topic:** Bookstore shopping

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

### **Instructions:**

- Read the instructions for each part of the test carefully.
- Answer all the questions (only one option).
- Circle the correct answer on the sheet of paper.
- Each question is worth 2 points.

### **Listening**

**Listen to the recording and answer the questions.**

### **Audio:**

[https://www.youtube.com/watch?v=qHILFK9LwWU&t=8s&ab\\_channel=Randall%27sESL%27CyberListeningLab](https://www.youtube.com/watch?v=qHILFK9LwWU&t=8s&ab_channel=Randall%27sESL%27CyberListeningLab)

1. **What did the young man buy at the bookstore?**
  - A. notebooks, pencils, and one eraser
  - B. three nooks, pens, and an eraser
  - C. some paper, five pencils, and an eraser
2. **The son says he carries two smart phones because \_\_\_\_\_.**
  - A. his one iPhone is broken.
  - B. one of them doesn't work very well.
  - C. he stays in touch with different people.
3. **What else does the son have with him?**
  - A. suntan lotion
  - B. food
  - C. a jacket
4. **How did he pay for everything?**
  - A. by check
  - B. in cash
  - C. with a credit card
5. **About when does the conversation take place?**
  - A. in March
  - B. in January
  - C. in June

*Answer keys*

*Topic: Bookstore shopping*

*Listen to the recording and answer the questions.*

*Audio:*

[https://www.youtube.com/watch?v=qHILFK9LwWU&t=8s&ab\\_channel=Randall%27sESLCyberListeningLab](https://www.youtube.com/watch?v=qHILFK9LwWU&t=8s&ab_channel=Randall%27sESLCyberListeningLab)

1. **What did the young man buy at the bookstore?**
  - A. notebooks, pencils, and one eraser
  - B. three nooks, pens, and an eraser
  - C. some paper, five pencils, and an eraser
2. **The son says he carries two smart phones because \_\_\_\_\_.**
  - A. his one iPhone is broken.
  - B. one of them doesn't work very well.
  - C. he stays in touch with different people.
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  - A. suntan lotion
  - B. food
  - C. a jacket
4. **How did he pay for everything?**
  - A. by check
  - B. in cash
  - C. with a credit card
5. **About when does the conversation take place?**
  - A. in March
  - B. in January
  - C. in June

***Transcription:***

**Father:** Son, what are you . . .

**Son:** Dad, Dad?

**Father:** Son. What are you doing here down at the beach? I thought you said you were going to buy some things for school?

**Son:** Well, Uh, Dad. I DID buy some things.

**Father:** Well, what did you buy? What do you have in your backpack?

**Son:** Well, let's see. I have three notebooks, five pencils, an eraser, and oh yeah . . . .

**Father:** Wait! Two smartphones?

**Son:** Yeah, well, uh . . .

**Father:** What, what do you need with two smartphones?

**Son:** Well, I use one to call you and Mom, and the other, I call my, uh, my teachers. Yeah, yeah, yeah! That's it.

**Father:** Right.

**Son:** And, uh, yeah.

**Father:** And what else did you buy?

**Son:** Well, um, yeah. I have a new iPad.

**Father:** A new iPad? What do you need a new iPad for?

**Son:** Well, you know. My birthday is **coming up** . . .

**Father:** Your birthday isn't until June. That's six months away.

**Son:** Well, Mom thought it was a good idea. And I have, let's see, what else? Two cheeseburgers, some fries, and ooh, a melted ice cream.

**Father:** How did you pay for all that?

**Son:** Well, uh, ooh, uh. **Time is passing. Gotta go!** Bye, Dad!

**Father:** Hey, where's my credit card? Come back!!

***Transcription:***

**Father:** Son, what are you . . .

**Son:** Dad, Dad?

**Father:** Son. What are you doing here down at the beach? I thought you said you were going to buy some things for school?

**Son:** Well, Uh, Dad. I DID buy some things.

**Father:** Well, what did you buy? What do you have in your backpack?

**Son:** Well, let's see. I have three notebooks, five pencils, an eraser, and oh yeah . . . .

**Father:** Wait! Two smartphones?

**Son:** Yeah, well, uh . . .

**Father:** What, what do you need with two smartphones?

**Son:** Well, I use one to call you and Mom, and the other, I call my, uh, my teachers. Yeah, yeah, yeah! That's it.

**Father:** Right.

**Son:** And, uh, yeah.

**Father:** And what else did you buy?

**Son:** Well, um, yeah. I have a new iPad.

**Father:** A new iPad? What do you need a new iPad for?

**Son:** Well, you know. My birthday is **coming up** . . .

**Father:** Your birthday isn't until June. That's six months away.

**Son:** Well, Mom thought it was a good idea. And I have, let's see, what else? Two cheeseburgers, some fries, and ooh, a melted ice cream.

**Father:** How did you pay for all that?

**Son:** Well, uh, ooh, uh. **Time is passing. Gotta go!** Bye, Dad!

**Father:** Hey, where's my credit card? Come back!

**Worksheet #2**

**Topic:** Bookstore shopping

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 15 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Instructions:** You must work in pairs. One student assumes the role of an interviewer and the other is the interviewee.

**You are an important journalist who is interviewing people about bookstores. You ask them the following questions.**

**A. What is the address of the bookstore?**

The bookstore is on .....

**B. What time does the bookstore open?**

The bookstore opens at .....

**C. What time does the bookstore close?**

The bookstore closes at .....

**D. Could do you describe your bookstore in three words?**

The bookstore is .....

**E. What book is your greatest treasure? Why?**

My book which is my greatest treasure is .....

because .....

| <b>Lesson Plan 5</b>   |   |  |             |
|--|---|--|-------------|
| <b>Teacher:</b> Ana Pullutaxi  |   | <b>Level:</b> 10 th grade BGU                  |             |
| <b>Topic:</b> Camping  |   | <b>Date:</b> 7/11/2022                         |             |
| <b>Subject:</b> English language   |   | <b>Number of students:</b> 14                  |             |
| Time: 20 minutes   |   |  |             |
| <b>Aims:</b> SWBAT discuss information about recreational activities.  |   |  |             |
| <b>Objectives:</b><br>To talk about activities that people do during a picnic.<br>To review vocabulary about the topic.<br>To explain information about recreational activities. |   |  |             |
| <b>Stage</b>   | <b>Activity</b>   | <b>Tolos and materials</b>                     | <b>Time</b> |
| <b>Engage</b>  | The teacher asks students:<br><i>Have you ever had a picnic?</i><br><i>What kind of activities do you do in a picnic?</i><br><i>Could you practice hiking in a picnic?</i>                                | Board<br>Markets                               | 2 min       |
| <b>Study</b>   | After that, the teacher presents expressions and vocabulary about the audio.<br>Then the teacher asks students listen an audio.<br>Students must complete a worksheet.<br>The teacher checks the answers. | Computer<br>Sheets of paper<br>Pens<br>Pencils | 8 min       |
| <b>Activate</b>  | Students work in pairs.<br>Each one must interview his/her partner about the best camping experience.   | Worksheet<br>Pens<br>Pencil<br>Sheets of paper | 10 min      |

## Vocabulary

- **nonsense:** untrue or incomprehensible statement or idea  
– Stop talking nonsense and tell us exactly what happened.
- **spoil:** ruin; frustrate; block; prevent  
– I hope this bad weather doesn't spoil our picnic this afternoon.
- **porch:** a small area just outside the front door of homes where you can sit and relax  
– Let's go sit on the porch and enjoy the cool evening breeze.
- **head down:** go down  
– I'll head down to the store after dinner to pick up some milk.
- **make the best of it:** do what you can under the circumstances  
– We've had to make the best of it ever since dad died last year.
- **Looking forward:** to feel excited about something that is going to happen  
I'm really looking forward to seeing you again.

|   |   |   |
|---|---|---|
| <i>Hiking</i>   | <i>Raincoat</i>   | <i>Picnic table</i>   |
|  |  |  |
| <i>Fishing</i>  | <i>Mountain biking</i>  | <i>Umbrella</i>   |
|  |  |  |
| <i>Rain boots</i>   | <i>Campground</i>   | <i>Cycling</i>  |
|  |  |  |



## Worksheet #1

**Topic:** Camping

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

### **Instructions:**

- Read the instructions for each part of the test carefully.
- Answer all the questions (only one option).
- Circle the correct answer on the sheet of paper.
- Each question is worth 2 points.

### **Listening**

**Listen to the recording and answer the questions.**

### **Audio:**

<https://drive.google.com/file/d/1048ISYYtlEcBOE2bzFTdX9hpG990qFTE/view?usp=sharing>

1. **What are they planning on doing in the morning?**
  - A. mountain biking
  - B. fishing
  - C. hiking
2. **According to the weather report, when is it going to start raining?**
  - A. at night
  - B. in the afternoon
  - C. in the morning
3. **What did Paul forget to bring?**
  - A. rain boots
  - B. rain coats
  - C. umbrellas
4. **Sarah left the playing cards \_\_\_\_\_ the picnic table.**
  - A. under
  - B. on
  - C. next to
5. **What do they finally decide to do?**
  - A. return home

- B. *sleep at the campground*
- C. *stay at a hotel*

**Answer keys**

**Topic:** *Camping*

**Listen to the recording and answer the questions.**

**Audio:**

<https://drive.google.com/file/d/1048ISYYtIEcBOE2bzFTdX9hpG990qFTE/view?usp=sharing>

- 1. What are they planning on doing in the morning?**
  - A. *mountain biking*
  - B. *fishing*
  - C. ***hiking***
- 2. According to the weather report, when is it going to start raining?**
  - A. ***at night***
  - B. *in the afternoon*
  - C. *in the morning*
- 3. What did Paul forget to bring?**
  - A. *rain boots*
  - B. ***rain coats***
  - C. *umbrellas*
- 4. Sarah left the playing cards \_\_\_\_\_ the picnic table.**
  - A. *under*
  - B. *on*
  - C. ***next to***
- 5. What do they finally decide to do?**
  - A. *return home*
  - B. ***sleep at the campground***
  - C. *stay at a hotel*

**Transcription:**

**Paul:** Sara, I've been looking forward to our yearly campout for three weeks. [Me too.] It's going to be a wonderful day for hiking tomorrow. The great outdoors. Camping under the stars. This is the life.

**Sara:** Yeah, but Paul, I'm a little bit worried about the weather though. The weatherman said it was going to rain later tonight.

**Paul:** Ah, nonsense. Nothing can spoil our adventure. Those weather reports are never right.

**Sara:** And it said there was a chance of high winds.

**Paul:** Ah. Don't worry.

[Thunder]

**Sara:** Paul. Paul. Did you remember to bring our raincoats just in case, like I told you?

[Light rain]

**Paul:** Oh, no. I left them on the front porch.

[Heavy rain]

**Sara:** Hmm. What are we going to do now?

**Paul:** We'll have to sleep in the car! Hurry get in!

[Door shut]

**Sara:** So, Paul, what are we going to do now?

**Paul:** Uh, how about playing a card game?

**Sara:** Uhh. I left them next to the picnic table. [Aww] Hey, you don't want me to go out in the rain and get them, do you?

**Paul:** Nah. That's okay. So what now?

**Sara:** Well, we could head down the mountain and stay at that hotel we passed on the way up, or go home.

**Paul:** Hmm, why don't we just make the best of it here and hope the weather clears.

**Sara:** That's a good idea.

**Worksheet #2**

**Topic:** *Camping*

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** *10<sup>th</sup> level EGB*

**Hour:** *20 minutes.*

**Objective:** *to ask and give personal information.*

**Introduction:** *you will work in pairs. One student is A and the other is student B. After that each student must change their roles to complete the task.*

**Student A:** *What were your plans for the last weekend?*

**Student B:** *My plans for the last weekend were .....*

**Student A:** *Who were you going camping with?*

**Student B:** *I was camping with .....*

**Student A:** *What was the weather forecast ?*

**Student B:** *The weather report said that it was .....*

**Student A:** *What recreational activities did you do in your camping?*

**Student B:** *My favorite recreational activities were*  
.....

| <b>Lesson Plan 6</b>   |  |  |             |
|--|--|--|-------------|
| <b>Teacher:</b> Ana Pullutaxi  |  | <b>Level:</b> 10 th grade BGU                  |             |
| <b>Topic:</b> Clothing styles  |  | <b>Date:</b> 8/11/2022                         |             |
| <b>Subject:</b> English language   |  | <b>Number of students:</b> 14                  |             |
| Time: 20 minutes   |  |  |             |
| <b>Aims:</b> SWBAT explain points of view about buying clothes.  |  |  |             |
| <b>Objectives:</b><br>To talk about different clothes that people wear every day.<br>To review vocabulary about clothes.<br>To discuss the advantages and disadvantages of buying clothes online or in stores. |  |  |             |
| <b>Stage</b>   | <b>Activity</b>  | <b>Tolos and materials</b>                     | <b>Time</b> |
| <b>Engage</b>  | The teacher asks students: <i>What kind of clothes do you wear to school? Where do you buy your clothes?</i>   | Board<br>Markets                               | 2 min       |
| <b>Study</b>   | After that, the teacher presents vocabulary about clothes.<br>Then the teacher asks students listen an audio. Students must complete a worksheet.<br>The teacher checks the answers.       | Computer<br>Sheets of paper<br>Pens<br>Pencils | 8 min       |
| <b>Activate</b>  | Students discuss the following question:<br><i>What are the advantages and disadvantages of buying clothes in a regular store as compared with purchasing something over the Internet?</i> | Worksheet<br>Pens<br>Pencil<br>Sheets of paper | 10 min      |

*Vocabulary*

|  |  |  |
|--|--|--|
| <i>Skirt</i><br>    | <i>Shorts</i><br>     | <i>Sandals</i><br>        |
| <i>T-shirt</i><br>  | <i>Jeans</i><br>      | <i>Shirt</i><br>          |
| <i>Sweater</i><br> | <i>Jacket</i><br>    | <i>Hat</i><br>            |
| <i>Coat</i><br>   | <i>Suitcase</i><br> | <i>Slacks</i><br>       |
| <i>Tie</i><br>    | <i>Tuxedo</i><br>   | <i>Tennis shoes</i><br> |

## Worksheet

**Topic:** Clothing styles

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

### **Instructions:**

- Read the instructions for each part of the test carefully.
- Answer all the questions (only one option).
- Circle the correct answer on the sheet of paper.
- Each question is worth 2 points.

### **Listening**

**Listen to the recording and answer the questions.**

### **Audio:**

[https://drive.google.com/file/d/1MdphaEMOYC0jrfRO7r1pVH\\_RUetPV7wP/view?usp=sharing](https://drive.google.com/file/d/1MdphaEMOYC0jrfRO7r1pVH_RUetPV7wP/view?usp=sharing)

1. **What does the man plan to wear during the summer months?**
  - A. casual shoes
  - B. light pants
  - C. a cool hat
2. **What is one thing the man is NOT going to pack for the winter season?**
  - A. some sweaters
  - B. a coat
  - C. a jacket
3. **What is the weather like in the spring?**
  - A. cool
  - B. rainy
  - C. windy
4. **When will the man need formal clothes?**
  - A. party
  - B. a wedding
  - C. a business meeting
5. **What did the man wear to his high school graduation?**
  - A. a suit and dress shoes
  - B. a casual shirt and tie
  - C. jeans and tennis shoes

*Answer keys*

*Topic: Clothing styles*

*Listen to the recording and answer the questions.*

*Audio:*

[https://drive.google.com/file/d/1MdphaEMOYC0jrfRO7r1pVH\\_RUetPV7wP/view?usp=sharing](https://drive.google.com/file/d/1MdphaEMOYC0jrfRO7r1pVH_RUetPV7wP/view?usp=sharing)

1. *What does the man plan to wear during the summer months?*
  - A. *casual shoes*
  - B. *light pants*
  - C. *a cool hat*
2. *What is one thing the man is NOT going to pack for the winter season?*
  - A. *some sweaters*
  - B. *a coat*
  - C. *a jacket*
3. *What is the weather like in the spring?*
  - A. *cool*
  - B. *rainy*
  - C. *windy*
4. *When will the man need formal clothes?*
  - A. *party*
  - B. *a wedding*
  - C. *a business meeting*
5. *What did the man wear to his high school graduation?*
  - A. *a suit and dress shoes*
  - B. *a casual shirt and tie*
  - C. *jeans and tennis shoes*



**Transcription:**

**Ashley:** Hey, Jake. Are you ready for your trip?

**Jake:** Well, not really. I still have to buy some clothes.

**Ashley:** Well, what's the weather like where you're going?

**Jake:** Well, uh, it's really hot in the summer, so I'm going to buy some shorts, sandals, and a few t-shirts.

**Ashley:** What about the **rest** of the year?

**Jake:** People say that the fall can still be warm until November, so I'm gonna [going to] buy some jeans and a few casual shirts.

**Ashley:** Will you need any warm clothes for the winter?

**Jake:** Well, the weather doesn't get too cold, but it often snows in the mountains, so I'm going to buy a couple of warm sweaters, a jacket, and a hat. I don't have **room** in my suitcase to **pack** a coat, so I'm going to wait until I get there and buy it when I really need it.

**Ashley:** Are you going to take anything else?

**Jake:** They say it **rains cats and dogs** in the spring, but again, I'll probably just wait and **pick up** a raincoat or an umbrella later on. But, I'm going to take a good pair of shoes because I plan on walking to and from school everyday.

**Ashley:** Do you need any clothing for **formal occasions**?

**Jake:** Well, you never know when you might need something on **the spur of the moment** for a wedding or maybe someone's graduation, or a nice date, so I'll probably take some nice **slacks**, a dress shirt, and a couple (of) crazy ties or two.

**Ashley:** Um, that **makes sense**.

**Jake:** And I'll just rent a tuxedo if I need anything more formal. Hey, maybe I'll get married.

**Ashley:** You? Married? Haha!

**Jake:** Wait. What are you trying to say?

**Ashley:** I just can't imagine you **getting decked out** in a tuxedo for any formal occasion. [What?!] I mean, for high school graduation, you wore an old pair of jeans and tennis shoes.

**Jake:** Hey, there was a reason for that, so let me explain. [Yeah, ha, ha.] No, really. You see, it goes like this . . .

| <b>Lesson Plan 7</b>   |   |  |             |
|--|---|--|-------------|
| <b>Teacher:</b> Ana Pullutaxi  |   | <b>Level:</b> 10 th grade BGU                  |             |
| <b>Topic:</b> Donations  |   | <b>Date:</b> 8/11/2022                         |             |
| <b>Subject:</b> English language   |   | <b>Number of students:</b> 14                  |             |
| Time: 20 minutes   |   |  |             |
| <b>Aims:</b> SWBAT explain points of view about donations.   |   |  |             |
| <b>Objectives:</b><br>To talk about things that people donate to others.<br>To review vocabulary about the audio.<br>To discuss about organizations that accept donations. |   |  |             |
| <b>Stage</b>   | <b>Activity</b>   | <b>Tolos and materials</b>                     | <b>Time</b> |
| <b>Engage</b>  | The teacher asks students: <i>What kinds of things do people donate to others in your community?</i>  | Board<br>Markets                               | 2 min       |
| <b>Study</b>   | After that, the teacher presents vocabulary about the audio.<br>Then the teacher asks students listen an audio. Students must complete a worksheet.<br>The teacher checks the answers.  | Computer<br>Sheets of paper<br>Pens<br>Pencils | 8 min       |
| <b>Activate</b>  | Students discuss the following question:<br><i>How does the man feel about his situation?</i><br><i>What does the woman do for the man?</i><br><i>Have you ever done anything for someone, and if so, what happened?</i><br><i>What id the goal of a charity?</i> | Worksheet<br>Pens<br>Pencil<br>Sheets of paper | 10 min      |

## Worksheet

**Topic:** Donations

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

### Instructions:

- Read the instructions for each part of the test carefully.
- Answer all the questions (only one option).
- Circle the correct answer on the sheet of paper.
- Each question is worth 2 points.

### Listening

**Listen to the recording and answer the questions.**

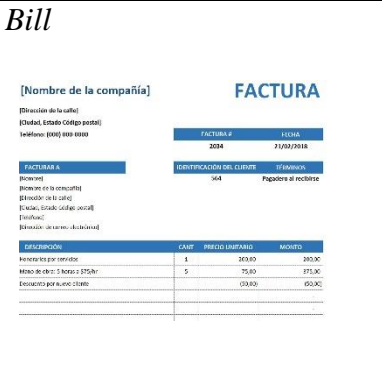


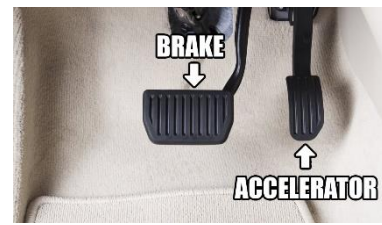

**Audio:**

<https://drive.google.com/file/d/1uhYRa3OskehAAsFs5BSY7Hq8CLsZdWRd/view?usp=sharing>

1. **The man lost his job \_\_\_\_\_ ago.**
  - A. three months
  - B. two months
  - C. a month
2. **It is going to cost \_\_\_\_\_ to repair his car.**
  - A. 2500
  - B. 2000
  - C. 2250
3. **The car has about \_\_\_\_\_ miles.**
  - A. 275000
  - B. 265000
  - C. 285000
4. **The car needs an oil change and new \_\_\_\_\_.**
  - A. brakes
  - B. windows
  - C. tires
5. **The woman wants a \_\_\_\_\_ for the car.**
  - A. chocolate cake
  - B. bowl of ice cream
  - C. peach pie

## Vocabulary

- **How come? : Why?**
  - How come you didn't come to school yesterday?
  - A: I'm really worried about my future. >>> B: How come?
- **pile up:** increase to an amount that is difficult to manage or pay
  - Our medical expenses have been piling up for months.
- **owe:** need to repay money to a person, company, or bank
  - How much do you owe your parents for school?

|   |  |  |
|---|--|--|
| <p><b>Bill</b></p>    | <p><b>Tires</b></p>  | <p><b>Peach pie</b></p>  |
| <p><b>Brake</b></p>  | <p><b>Oil</b></p>   | <p><b>Bowl</b></p>      |

*Answer keys*

*Topic: donations*

*Listen to the recording and answer the questions.*

*Audio:*

<https://drive.google.com/file/d/1uhYRa3OskehAAsFs5BSY7Hq8CLsZdWRd/view?usp=sharing>

1. *The man lost his job \_\_\_\_\_ ago.*
  - A. *three months*
  - B. *two months*
  - C. *a month*
2. *It is going to cost \_\_\_\_\_ to repair his car.*
  - A. *\$2500*
  - B. *\$2000*
  - C. *\$2250*
3. *The car has about \_\_\_\_\_ miles.*
  - A. *275000*
  - B. *265000*
  - C. *285000*
4. *The car needs an oil change and new \_\_\_\_\_.*
  - A. *brakes*
  - B. *windows*
  - C. *tires*
5. *The woman wants a \_\_\_\_\_ for the car.*
  - A. *chocolate cake*
  - B. *bowl of ice cream*
  - C. *peach pie*

**Transcription:**

**Woman:** Hey, how are things going?

**Man:** Well, to be honest, things aren't going well for us.

**Woman:** How come?

**Man:** Well, I lost my job a month ago, and my wife was in the hospital for three weeks. And now, our bills are **piling up**, and last week, our car died, and it's going to cost about \$2,500 to repair it. And that's way more than it is worth. I mean, it has almost 275,000 miles.

**Woman:** Wow. I'm really sorry to hear that.

**Man:** Thanks.

**Woman:** Uh, hey listen. I have an older car that I'm not using now. I'll donate it to you.

**Man:** No, no. I can't accept it.

**Woman:** Please, take it.

**Man:** Are you sure?

**Woman:** Of course, the car needs a new oil change and a couple new tires, but otherwise, it runs great.

**Man:** That's very kind of you.

**Woman:** All you **owe** me is one of your homemade peach pies. That will make us even.

**Man:** Okay, thanks.

**Transcription:**

**Woman:** Hey, how are things going?

**Man:** Well, to be honest, things aren't going well for us.

**Woman:** How come?

**Man:** Well, I lost my job a month ago, and my wife was in the hospital for three weeks. And now, our bills are **piling up**, and last week, our car died, and it's going to cost about \$2,500 to repair it. And that's way more than it is worth. I mean, it has almost 275,000 miles.

**Woman:** Wow. I'm really sorry to hear that.

**Man:** Thanks.

**Woman:** Uh, hey listen. I have an older car that I'm not using now. I'll donate it to you.

**Man:** No, no. I can't accept it.

**Woman:** Please, take it.

**Man:** Are you sure?

**Woman:** Of course, the car needs a new oil change and a couple new tires, but otherwise, it runs great.

**Man:** That's very kind of you.

**Woman:** All you **owe** me is one of your homemade peach pies. That will make us even.

**Man:** Okay, thanks.

| <b>Lesson Plan 8</b>   |   |  |             |
|--|---|--|-------------|
| <b>Teacher:</b> Ana Pullutaxi  |   | <b>Level:</b> 10 th grade BGU                  |             |
| <b>Topic:</b> I'm sick   |   | <b>Date:</b> 14/11/2022                        |             |
| <b>Subject:</b> English language   |   | <b>Number of students:</b> 14                  |             |
| Time: 20 minutes   |   |  |             |
| <b>Aims:</b> SWBAT talk about health and how you feel.   |   |  |             |
| <b>Objectives:</b><br>To describe pictures to introduce the topic.<br>To review vocabulary about illness.<br>To create a short conversation about illness. |   |  |             |
| <b>Stage</b>   | <b>Activity</b>   | <b>Tolos and materials</b>                     | <b>Time</b> |
| <b>Engage</b>  | The teacher asks students to describe the picture.<br><i>Where are they?</i><br><i>How do you think the woman feels?</i><br><i>What's the woman's problem?</i><br><i>What do you think the doctor recommends to her?</i>      | Pictures<br>Board                              | 2 min       |
| <b>Study</b>   | After that, the teacher presents vocabulary about the audio.<br>Then the teacher asks students listen to an audio.<br>Students must complete a worksheet.<br>The teacher checks the answers.                                  | Computer<br>Sheets of paper<br>Pens<br>Pencils | 8 min       |
| <b>Activate</b>  | Students must work in pairs. The teacher gives them a worksheet with a dialogue.<br>Each student in pairs must answer the questions. After that, the teacher asks the pairs share their information to the rest of the class. | Worksheet<br>Pens<br>Pencil<br>Sheets of paper | 10 min      |

*Annexes*

*Engage*

*The teacher presents the following picture her students and then she asks:*



- *Where are they?*
- *How do you think the woman feels?*
- *What's the woman's problem?*
- *What do you think the doctor recommends to her?*



## *Illness vocabulary*

**Sick:** physically or mentally ill; not well or healthy

**Feel worse:** to become more ill a more severe condition.

**Feel better:** to be healthy again

**Stuffy:** closed or blocked

**Stay off my feet:** put into action

**Get rid of:** eliminate

**Herbal medicine:** the use of plants to treat medical conditions

**Meals:** food

**Have a temperature:** to have a higher body temperature

**Tired:** in need of rest or sleep



**Headache**



**Stomachache**



**Toothache**



**Backache**



**Earache**



**Sore throat**



**Fever**



**Cough**



**Shiver**



**Sneeze**



**Catarrh**



**Colic**



**Nausea**



**Flu**



**Measles**

**I have...**



**a cold**



**a toothache**



**the flu**

**I feel...**



**nauseous**



**feverish**



**dizzy**

## Worksheet

**Topic:** *I'm sick*

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

**Date:** \_\_\_\_\_

**Class:** *10<sup>th</sup> level EGB*

**Hour:** *20 minutes*

**Introduction:** *this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.*

**Objective:** *to evaluate the students' listening comprehension using Randall's cyber listening Lab website.*

### **Instructions:**

- *Read the instructions for each part of the test carefully.*
- *Answer all the questions (only one option).*
- *Circle the correct answer on the sheet of paper.*
- *Each question is worth 2 points.*

### **Listening**

**Listen to the recording and answer the questions.**

**Audio:** <https://drive.google.com/file/d/1jp-Dpp3wID7trfE17E4A32ns06ljm71p/view?usp=sharing>

- 1. What's the matter with Steve?**
  - A. He has a stomachache.*
  - B. He has a cold.*
  - C. He has the flu.*
- 2. How long has Steve been sick?**
  - A. since Friday*
  - B. since Sunday*
  - C. since Saturday*
- 3. How often should Steve take the medicine the doctor prescribes?**
  - A. three times a day with meals.*
  - B. four times a day before meals.*
  - C. three times a day after meals.*
- 4. What does Carla suggest he do?**
  - A. eat chicken soup*
  - B. see another doctor*
  - C. take herbal medicine*
- 5. What does Steve decide to do?**
  - A. talk to another friend*
  - B. listen to Carla's suggestion*
  - C. see the same doctor again*

## Answer keys

**Topic:** *I'm sick*

**Listen to the recording and answer the questions.**

**Audio:** <https://drive.google.com/file/d/1jp-Dpp3wID7trfE17E4A32ns06ljm71p/view?usp=sharing>

1. **What's the matter with Steve?**
  - A. *He has a stomachache.*
  - B. *He has cold.*
  - C. *He has the flu.*
2. **How long has Steve been sick?**
  - A. *since Friday*
  - B. *since Sunday*
  - C. *since Saturday*
3. **How often should Steve take the medicine the doctor prescribes?**
  - A. *three times a day with meals.*
  - B. *four times a day before meals.*
  - C. *three times a day after meals.*
4. **What does Carla suggest he do?**
  - A. *eat chicken soup*
  - B. *see another doctor*
  - C. *take herbal medicine*
5. **What does Steve decide to do?**
  - A. *talk to another friend*
  - B. *listen to Carla's suggestion*
  - C. *see the same doctor again*

## **Transcription**

**Carla:** So, how are things going, Steve?

**Steve:** Well, to be honest Carla, I was feeling great on Saturday, but I started to feel sick Sunday afternoon. I thought I'd get better, but I feel worse than before. And I'm really worried because I'm scheduled to give a presentation at work on Friday, so I have to be better by then.

**Carla:** Well, what seems to be the problem?

**Steve:** Well, I thought I had the flu, but the doctor said it was just a bad cold. He gave me some cold medicine to take care of my stuffy nose and fever. I'm supposed to take the medicine three times a day after eating, but it doesn't seem to help. He also told me to stay off my feet for a day or so, but I'm so busy these days.

**Carla:** Listen, forget about that medicine! I have just the thing to get rid of bad colds. You see, my mom is really into herbal medicine.

**Steve:** Oh, no thanks.

**Carla:** Ah, come on! Give it a try. You just take some of my mom's herbal tea and drink it four times a day. Believe me. You'll be up and dancing around in no time.

**Steve:** Dancing around in no time, right? Well, I guess. Nothing else seems to be doing the job.

**Carla:** Great. I'll come by your place at 7:30. See you then.

**Worksheet**

**Topic:** *I'm sick*

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

**Date:** \_\_\_\_\_

**Class:** *10<sup>th</sup> level EGB*

**Hour:** *20 minutes*

**Introduction:** *this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.*

**Objective:** *to evaluate the students' listening comprehension using Randall's cyber listening Lab website.*

| <b>STUDENT A</b>                                       | <b>STUDENT B</b>                             |
|--|--|
| <b>1. What was your problem?</b>                       | <b>1. I had .....</b>                        |
| <b>2. What were your symptoms?</b>                     | <b>2. I have many symptoms such as .....</b> |
| <b>3. Where did you go?</b>                            | <b>3. I went to .....</b>                    |
| <b>4. What did the doctor tell you to do/eat/ buy?</b> | <b>4. He told me that I must .....</b>       |
| <b>5. How do you feel now?</b>                         | <b>5. I feel .....</b>                       |

| <b>Lesson Plan 9</b>  |  |  |             |
|---|--|--|-------------|
| <b>Teacher:</b> Ana Pullutaxi   |  | <b>Level:</b> 10 th grade BGU                  |             |
| <b>Topic:</b> Entertainment   |  | <b>Date:</b> 14/11/2022                        |             |
| <b>Subject:</b> English language  |  | <b>Number of students:</b> 14                  |             |
| Time: 20 minutes  |  |  |             |
| <b>Aims:</b> SWBAT ask for and express opinions about movies they've seen.  |  |  |             |
| <b>Objectives:</b><br>To describe pictures to introduce the topic.<br>To review vocabulary about types of movies.<br>To talk about genres of movies that you like or dislike. |  |  |             |
| <b>Stage</b>  | <b>Activity</b>  | <b>Tolos and materials</b>                     | <b>Time</b> |
| <b>Engage</b>   | The teacher asks students to watch the picture and then they must answer some questions.<br><i>What do you think these children are watching?</i><br><i>Look at each child. How do you think he or she feels?</i><br><i>What TV shows o movies did you enjoy watching when you were child?</i> | Pictures<br>Board                              | 2 min       |
| <b>Study</b>  | After that, the teacher presents vocabulary about the audio.<br>Then the teacher asks students listen to an audio.<br>Students must complete a worksheet.<br>The teacher checks the answers.   | Computer<br>Sheets of paper<br>Pens<br>Pencils | 8 min       |
| <b>Activate</b>   | Student must work in pairs. They must discuss and give their opinions about their favorite movie. After that, they must share their information with the rest of the class.  | Worksheet<br>Pens<br>Pencil<br>Sheets of paper | 10 min      |

## *Annexes*

### *Engage*

*The teacher asks students see the picture and answer the following questions:*



- What do you think these children are watching?
- Look at each child. How do you think he or she feels?
- What TV shows or movies did you enjoy watching when you were a child?

## Types of movies vocabulary

Topic: I'm sick

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

Date: \_\_\_\_\_

Class: 10<sup>th</sup> level EGB

Hour: 20 minutes

LOOK AT THE WORDS IN THE LIST BELOW AND WRITE THEM UNDER THE CORRECT PICTURES

- western
- action
- romance
- science fiction

- horror
- cartoon
- comedy
- historical

- fantasy
- documentary
- war
- musical



1) \_\_\_\_\_



2) \_\_\_\_\_



3) \_\_\_\_\_



4) \_\_\_\_\_



5) \_\_\_\_\_



6) \_\_\_\_\_



7) \_\_\_\_\_



8) \_\_\_\_\_



9) \_\_\_\_\_



10) \_\_\_\_\_



11) \_\_\_\_\_



12) \_\_\_\_\_



## Types of movies vocabulary

Answer key

Topic: I'm sick

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

Date: \_\_\_\_\_

Class: 10<sup>th</sup> level EGB

Hour: 20 minutes

LOOK AT THE WORDS IN THE LIST BELOW AND WRITE THEM UNDER THE CORRECT PICTURES

- western
- action
- romance
- science fiction

- horror
- cartoon
- comedy
- historical

- fantasy
- documentary
- war
- musical



1) comedy



2) documentary



3) horror



4) fantasy



5) romance



6) musical



7) cartoon



8) historical



9) war



10) action



11) western



12) science fiction

## Worksheet

**Topic:** Entertainment

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

### **Instructions:**

- Read the instructions for each part of the test carefully.
- Answer all the questions (only one option).
- Circle the correct answer on the sheet of paper.
- Each question is worth 2 points.

### **Listening**

**Listen to the recording and answer the questions.**

### **Audio:**

[https://drive.google.com/file/d/1RcS\\_aG1JF\\_w4xt3L8rTVRuBNf7ZIEElb/view?usp=sharing](https://drive.google.com/file/d/1RcS_aG1JF_w4xt3L8rTVRuBNf7ZIEElb/view?usp=sharing)

1. **What does the woman say about action movies?**
  - A. She likes action movies.
  - B. She dislikes action movies.
  - C. She does not say anything.
2. **What does the woman think about comedies?**
  - A. She hates comedies.
  - B. She loves comedies.
  - C. Comedies are enjoyed by children.
3. **What does the woman think about horror movies?**
  - A. They are amazing.
  - B. She dislikes horror movies.
  - C. These movies have much violence.
4. **What does the woman say about love films?**
  - A. She never rents a love movie.
  - B. She enjoys love movies because they are fun.
  - C. She prefers to watch love movies at home.
5. **What does the woman believe about foreign movies?**
  - A. Foreign movies are horrible.
  - B. Foreign movies are awesome to watch.
  - C. Foreign movies are awful.

## Answer keys

**Topic:** Entertainment

**Listen to the recording and answer the questions.**

**Audio:**

[https://drive.google.com/file/d/1RcS\\_aG1JF\\_w4xt3L8rTVRuBNf7ZIEElb/view?usp=sharing](https://drive.google.com/file/d/1RcS_aG1JF_w4xt3L8rTVRuBNf7ZIEElb/view?usp=sharing)

6. **What does the woman say about action movies?**  
D. She likes action movies.  
E. She dislikes action movies.  
F. She does not say anything.
7. **What does the woman think about comedies?**  
D. She hates comedies.  
E. She loves comedies.  
F. Comedies are enjoying only for children.
8. **What does the woman think about horror movies?**  
D. They are amazing.  
E. She dislikes horror movies.  
F. These movies have much violence.
9. **What does the woman say about love films?**  
D. She never rents a love movie.  
E. She enjoys love movies because they are fun.  
F. She prefers watch love movies at home.
10. **What does the woman believe about foreign movies?**  
D. Foreign movies are horrible.  
E. Foreign movies are awesome to watch.  
F. Foreign movies are awful.

**Transcription**

**Man:** *Hey, Kathy. I'm thinking about renting a movie for tonight's party, and I wanna [want to] know what kind of movies you like.*

**Woman:** *Okay. What kind of movies do you have in mind?*

**Man:** *Well, what about action movies?*

**Woman:** *I don't really like action movies. Too much violence.*

**Man:** *Okay, do you like comedies?*

**Woman:** *Now, I do enjoy comedies.*

**Man:** *Fine. Well, what do you think of horror movies or love stories?*

**Woman:** *Um . . . I'm not really **crazy about** horror movies, but love stories are often fun to watch. Oh, and I really like foreign films, too.*

**Man:** *Okay. I'll go to the video store and see what I can find. Thanks.*

## Worksheet

**Topic:** Entertainment

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

**Instructions:**

In pairs must complete the following questions. One student is A and the other is B. Before you complete the information, you must order correctly the words to form the questions.

| STUDENT A  | STUDENT B   |
|--|---|
| you /What/ do/ genres movies/ like/ of?<br>-----<br>-----<br>-----                       | My favorite genre movies are .....                  |
| favorite/What /your /movie / is?<br>-----<br>-----<br>-----                              | My favorite movie is .....                          |
| What/ have/ is/ the/movie /worst you /seen /ever?<br>-----<br>-----<br>-----             | The worst movie that I have ever seen is .....      |
| like /Do / movies/you /animated?<br>-----<br>-----<br>-----                              | Yes, ..... because .....<br>No, ..... because ..... |
| like /What /you /to /eat or drink /while watching a film/ do?<br>-----<br>-----<br>----- | I like to eat .....<br>I like to drink .....        |

**Worksheet**

**Answer key**

**Topic:** Entertainment

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

**Instructions:**

In pairs must complete the following questions. One student is A and the other is B. Before you complete the information, you must order correctly the words in the questions.

|   |
|---|
| STUDENT A: correct order of the questions               |
| What genres of movies do you like?                      |
| What's your favorite movie of all time?                 |
| What's the worst movie you have ever seen?              |
| Do you like animated movies?                            |
| What do you like to eat or drink while watching a film? |

| <b>Lesson Plan 10</b>   |   |  |             |
|---|---|--|-------------|
| <b>Teacher:</b> Ana Pullutaxi   |   | <b>Level:</b> 10 th grade BGU                  |             |
| <b>Topic:</b> Food  |   | <b>Date:</b> 15/11/2022                        |             |
| <b>Subject:</b> English language  |   | <b>Number of students:</b> 14                  |             |
| Time: 20 minutes  |   |  |             |
| <b>Aims:</b> SWBAT talk about food you like   |   |  |             |
| <b>Objectives:</b><br>To describe pictures about food.<br>To review vocabulary about food.<br>To ask a partner about food he or she eats every day. |   |  |             |
| <b>Stage</b>  | <b>Activity</b>   | <b>Tolos and materials</b>                     | <b>Time</b> |
| <b>Engage</b>   | The teacher asks students to watch a picture and then they must answer some questions:<br><i>Do you think they are friends or family?</i><br><i>What meal is it- breakfast, lunch or dinner?</i><br><i>Is the beginning, middle or end of the meal?</i> | Pictures<br>Board                              | 2 min       |
| <b>Study</b>  | After that, the teacher presents vocabulary about the audio.<br>Then the teacher asks students listen to an audio.<br>Students must complete a worksheet.<br>The teacher checks the answers.  | Computer<br>Sheets of paper<br>Pens<br>Pencils | 8 min       |
| <b>Activate</b>   | Student must work in pairs. The teacher must cut some questions and he must put them in a box. Then the teacher asks students take one piece of paper and they must choose a partner who must answer the question.                                      | Worksheet<br>Pens<br>Pencil<br>Sheets of paper | 10 min      |

## *Annexes*

### *Engage*

*The teacher asks students see the picture and answer the following questions:*



- *Do you think they are friends or family?*
- *What meal is it- breakfast, lunch or dinner?*
- *Is the beginning, middle or end of the meal?*



**Food vocabulary**

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

Class: 10<sup>th</sup> level EGB

Hour: 20 minutes

1. Write each word in the correct category list.

apple banana beans beef bread broccoli butter carrot cheese  
chicken egg juice onion orange pasta rice soft drink water

| <i>Fruits</i>  | <i>Vegetables</i> | <i>Animal origin</i> | <i>Drinks</i> | <i>Others</i> |
|----------------|-------------------|----------------------|---------------|---------------|
| <i>1 apple</i> | <i>1</i>          | <i>1</i>             | <i>1</i>      | <i>1</i>      |
| <i>2</i>       | <i>2</i>          | <i>2</i>             | <i>2</i>      | <i>2</i>      |
| <i>3</i>       | <i>3</i>          | <i>3</i>             | <i>3</i>      | <i>3</i>      |
|                | <i>4</i>          | <i>4</i>             |               |               |
|                | <i>5</i>          |                      |               |               |

## *Food vocabulary*

### *Answer key*

*Name:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Class: 10<sup>th</sup> level EGB*

*Hour: 20 minutes*

*1. Write each word in the correct category list.*

~~1~~ apple banana beans beef bread broccoli butter carrot cheese  
chicken egg juice onion orange pasta rice soft drink water

| <i>Fruits</i>   | <i>Vegetables</i> | <i>Animal origin</i> | <i>Drinks</i>       | <i>Others</i>  |
|-----------------|-------------------|----------------------|---------------------|----------------|
| <i>1 apple</i>  | <i>1 broccoli</i> | <i>1 beef</i>        | <i>1 juice</i>      | <i>1 bread</i> |
| <i>2 banana</i> | <i>2 carrot</i>   | <i>2 butter</i>      | <i>2 soft drink</i> | <i>2 pasta</i> |
| <i>3 orange</i> | <i>3 onion</i>    | <i>3 cheese</i>      | <i>3 water</i>      | <i>3 rice</i>  |
|                 | <i>4 beans</i>    | <i>4 chicken</i>     |                     |                |
|                 |                   | <i>5 egg</i>         |                     |                |

## Worksheet

**Topic:** Food

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

### Instructions:

- Read the instructions for each part of the test carefully.
- Answer all the questions (only one option).
- Circle the correct answer on the sheet of paper.
- Each question is worth 2 points.

### Listening

**Listen to the recording and answer the questions.**

### Audio:

<https://drive.google.com/file/d/1t8ZYFK7ARo4dimsDEahhH6kHuD7ungAQ/view?usp=sharing>

1. **What kind of meat did the woman make for dinner?**
  - A. beef
  - B. chicken
  - C. fish
2. **She also prepared \_\_\_\_\_.**
  - A. backed potatoes
  - B. a salad
  - C. rice
3. **For dessert, she \_\_\_\_\_.**
  - A. bought a cake
  - B. made an apple pie
  - C. backed some cookies
4. **The man is not hungry because he \_\_\_\_\_.**
  - A. is feeling sick
  - B. already ate something
  - C. doesn't like her food
5. **The woman feels \_\_\_\_\_ at the end of the conversation.**
  - A. angry
  - B. surprised
  - C. confused

**Worksheet**

**Answer key**

**Topic:** Food

**Listening**

**Listen to the recording and answer the questions.**

**Audio:**

<https://drive.google.com/file/d/1t8ZYFK7ARo4dimsDEahhH6kHuD7ungAQ/view?usp=sharing>

1. **What kind of meat did the woman make for dinner?**
  - A. beef
  - B. chicken
  - C. fish
2. **She also prepared \_\_\_\_\_.**
  - A. baked potatoes
  - B. a salad
  - C. rice
3. **For dessert, she \_\_\_\_\_.**
  - A. bought a cake
  - B. made an apple pie
  - C. baked some cookies
4. **The man is not hungry because he \_\_\_\_\_.**
  - A. is feeling sick
  - B. already ate something
  - C. doesn't like her food
5. **The woman feels \_\_\_\_\_ at the end of the conversation.**
  - A. angry
  - B. surprised
  - C. confused

**Transcription**

**Woman:** *Hi Sweetie. Welcome home. We're ready to eat.*

**Man:** *Well, there's something I . . .*

**Woman:** *Uh, we have salmon and your favorite salad.*

**Man:** *Oh, yeah. That sounds [Um] . . . great.*

**Woman:** *What's . . . what's the deal? I worked really hard. And, look, look. For dessert, I made an apple pie.*

**Man:** *Well . . . under most circumstances . . .*

**Woman:** *Hon. What's? You . . . I've never made a pie before. It took me like three hours.*

**Man:** *Well, to be honest . . .*

**Woman:** *What's wrong? [ Man laughing. ] What? Don't you like my cooking?*

**Man:** *No, no, no, no.*

**Woman:** *I worked really hard!*

**Man:** *I know, I know, I know, but to be honest, I just had a hamburger, fries, and a chocolate shake.*

**Woman:** *Why? WHY?*

**Man:** *I'm sorry. I didn't know.*

**Woman:** *I told you this morning I was making something nice. [Oh . . .] Didn't you listen?*

**Man:** *I'm sorry, I forgot. I mean . . . Wait . . .*

**Woman:** *Serious.*

**Man:** *Yeah, wait. Wait, wait. What are you doing? Why are you putting the food in my shoes?*

**Woman:** *So you can enjoy it as you walk to work tomorrow.*

**Man:** *Oh, no. I'm sorry!*

### Worksheet

*The teacher must cut the following questions. Then the teacher asks students take one piece of paper and they must choose a partner who must answer the question.*

|   |
|---|
| <i>What kinds of food can you cook?</i>                       |
| <i>What is the future of food in your country?</i>            |
| <i>What's your favorite food?</i>                             |
| <i>What's your favorite fast food?</i>                        |
| <i>What's your favorite drink?</i>                            |
| <i>How often do you eat out?</i>                              |
| <i>What's your favorite restaurant?</i>                       |
| <i>What do you look for in a restaurant?</i>                  |
| <i>What's your favorite type of soda?</i>                     |
| <i>What breakfast can you prepare?</i>                        |
| <i>Do you make hamburgers and French Fries at home?</i>       |
| <i>What do you like to drink when you go to a restaurant?</i> |
| <i>What restaurant would you recommend?</i>                   |
| <i>Do you like trying new foods?</i>                          |

| <b>Lesson Plan 11</b>  |   |  |             |
|--|---|--|-------------|
| <b>Teacher:</b> Ana Pullutaxi  |   | <b>Level:</b> 10 th grade BGU                  |             |
| <b>Topic:</b> Birthday party   |   | <b>Date:</b> 15/11/2022                        |             |
| <b>Subject:</b> English language   |   | <b>Number of students:</b> 14                  |             |
| Time: 20 minutes   |   |  |             |
| <b>Aims:</b> SWBAT talk about birthday parties.  |   |  |             |
| <b>Objectives:</b><br>To describe pictures about birthday.<br>To review vocabulary about birthday parties.<br>To ask a partner about one of his or her favorite birthdays. |   |  |             |
| <b>Stage</b>   | <b>Activity</b>   | <b>Tolos and materials</b>                     | <b>Time</b> |
| <b>Engage</b>  | The teacher asks students to watch a picture and then they must answer some questions:<br><i>Do you think they are friends or family?</i><br><i>Where are they?</i><br><i>What kind of party is?</i><br><i>How old do you think that the girl is?</i> | Pictures<br>Board                              | 2 min       |
| <b>Study</b>   | After that, the teacher presents vocabulary about the audio.<br>Then the teacher asks students listen to an audio.<br>Students must complete a worksheet.<br>The teacher checks the answers.  | Computer<br>Sheets of paper<br>Pens<br>Pencils | 8 min       |
| <b>Activate</b>  | Student must work in pairs. The teacher gives a worksheet where the students use it to interview their partner. After that, they must share their information with the rest of the class.   | Worksheet<br>Pens<br>Pencil<br>Sheets of paper | 10 min      |

## *Annexes*

### *Engage*

*The teacher asks students see the following picture and answer the questions:*



- *Do you think they are friends or family?*
- *Where are they?*
- *What kind of party is?*
- *How old do you think that the girl is?*



## Birthday vocabulary

Look at the pictures, choose and circle the correct option.

|   |   |  |   |
|---|---|--|---|
| 1<br>    | 2<br>    | 3<br>    | 4<br>    |
| a) birthday card<br>b) birthday hat<br>c) birthday cake                                   | a) candle<br>b) clown<br>c) balloon   | a) birthday hat<br>b) birthday cake<br>c) birthday card                                    | a) balloon<br>b) candle<br>c) clown   |
| 5<br>    | 6<br>    | 7<br>    | 8<br>    |
| a) gift<br>b) sweet<br>c) cupcake   | a) beverage<br>b) confetti<br>c) chocolate  | a) food<br>b) dance<br>c) sparkler   | a) birthday cake<br>b) birthday card<br>c) birthday hat                                     |
| 9<br>   | 10<br>  | 11<br>  | 12<br>  |
| a) dance<br>b) sparkler<br>c) food  | a) fruits<br>b) candle<br>c) music  | a) clown<br>b) balloon<br>c) candle  | a) sparkler<br>b) food<br>c) dance  |
| 13<br> | 14<br> | 15<br> | 16<br> |
| a) chocolate<br>b) confetti<br>c) beverage  | a) confetti<br>b) beverage<br>c) chocolate  | a) sweet<br>b) gift<br>c) cupcake  | a) ice cream<br>b) biscuits<br>c) popcorn   |
| 17<br> | 18<br> | 19<br> | 20<br> |
| a) popcorn<br>b) ice cream<br>c) biscuits   | a) candle<br>b) music<br>c) fruits  | a) gift<br>b) cupcake<br>c) sweet  | a) ice cream<br>b) popcorn<br>c) biscuits   |

## Birthday vocabulary

### Answer key

Look at the pictures, choose and circle the correct option.

|  |   |  |   |
|--|---|--|---|
| 1<br>                       | 2<br>    | 3<br>    | 4<br>    |
| a) birthday card<br>b) birthday hat<br><input checked="" type="radio"/> c) birthday cake                     | a) candle<br>b) clown<br><input checked="" type="radio"/> c) balloon                      | <input checked="" type="radio"/> a) birthday hat<br>b) birthday cake<br>c) birthday card   | a) balloon<br><input checked="" type="radio"/> b) candle<br>c) clown                        |
| 5<br>                       | 6<br>    | 7<br>    | 8<br>    |
| <input checked="" type="radio"/> a) gift<br>b) sweet<br>c) cupcake   | a) beverage<br><input checked="" type="radio"/> b) confetti<br>c) chocolate               | a) food<br><input checked="" type="radio"/> b) dance<br>c) sparkler                        | a) birthday cake<br><input checked="" type="radio"/> b) birthday card<br>c) birthday hat    |
| 9<br>                     | 10<br> | 11<br> | 12<br> |
| <input checked="" type="radio"/> a) dance<br>b) sparkler<br>c) food  | a) fruits<br>b) candle<br><input checked="" type="radio"/> c) music                       | <input checked="" type="radio"/> a) clown<br>b) balloon<br>c) candle                       | a) sparkler<br><input checked="" type="radio"/> b) food<br>c) dance                         |
| 13<br>                    | 14<br> | 15<br> | 16<br> |
| a) chocolate<br><input checked="" type="radio"/> b) confetti<br><input checked="" type="radio"/> c) beverage | a) confetti<br>b) beverage<br><input checked="" type="radio"/> c) chocolate               | <input checked="" type="radio"/> a) sweet<br>b) gift<br>c) cupcake                         | a) ice cream<br><input checked="" type="radio"/> b) biscuits<br>c) popcorn                  |
| 17<br>                    | 18<br> | 19<br> | 20<br> |
| <input checked="" type="radio"/> a) popcorn<br>b) ice cream<br>c) biscuits                                   | a) candle<br>b) music<br><input checked="" type="radio"/> c) fruits                       | a) gift<br><input checked="" type="radio"/> b) cupcake<br>c) sweet                         | <input checked="" type="radio"/> a) ice cream<br>b) popcorn<br>c) biscuits                  |

## Worksheet

**Topic:** Birthday party

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

### Instructions:

- Read the instructions for each part of the test carefully.
- Answer all the questions (only one option).
- Circle the correct answer on the sheet of paper.
- Each question is worth 2 points.

### Listening

**Listen to the recording and answer the questions.**

**Audio:** <https://drive.google.com/file/d/100ySw3RNScc9a-4LDn4ffz7FzSzd0vqK/view?usp=sharing>

1. **What is the boy's name?**
  - A. Michael
  - B. Matthew
  - C. Mitchell
2. **How old is the boy turning in the conversation?**
  - A. eight
  - B. nine
  - C. seven
3. **What does he want to do first?**
  - A. open presents
  - B. eat cake and ice cream
  - C. play outdoor games
4. **In the game, you have to \_\_\_\_\_.**
  - A. hide from others
  - B. catch a ball
  - C. touch another person
5. **Who is coming to the party?**
  - A. aunts, grandparents, and cousins
  - B. friends, cousins, and grandparents
  - C. grandparents, cousins, and uncles

## Worksheet

**Topic:** Birthday party

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

### Listening

**Listen to the recording and answer the questions.**

**Audio:** <https://drive.google.com/file/d/1QOySw3RNScc9a-4LDn4ffz7FzSzd0vqK/view?usp=sharing>

**1. What is the boy's name?**

A. Michael

B. Matthew

C. Mitchell

**2. How old is the boy turning in the conversation?**

A. eight

B. nine

C. seven

**3. What does he want to do first?**

A. open presents

B. eat cake and ice cream

C. play outdoor games

**4. In the game, you have to \_\_\_\_\_.**

A. hide from others

B. catch a ball

C. touch another person

**5. Who is coming to the party**

A. aunts, grandparents, and cousins

B. friends, cousins, and grandparents

C. grandparents, cousins, and uncles

**Transcription**

**Father:** *Hi Michael. Happy Birthday! How old are you today?*

**Son:** *Seven.*

**Father:** *Alright. Well, let's sing Happy Birthday:*

*Happy Birthday to you,  
Happy Birthday to you,  
Happy Birthday dear Michael,  
Happy Birthday to you.*

**Father:** *Alright. So what should we do first?*

**Son:** *How about cake and ice cream?*

**Father:** *Okay. Well, uh, let's light the candles. Okay, and make a wish! Don't tell me.*

**Son:** *Don't tell you?*

**Father:** *Yeah, don't tell me. Okay, and go ahead and blow out the candles. Okay, let's cut the cake, and then we can have cake and ice cream. And what do you want to do after the cake and ice cream?*

**Son:** *Play [freeze tag](#).*

**Father:** *Now, how do you freeze play tag?*

**Son:** *Um . . . one person is it, and the person who is it tries to tag everyone [Alright. And then . . . ] before I tag someone and then, another person tags me.*

**Father:** *Oh, wow. And who's coming over later today for your birthday?*

**Son:** *Well, everyone. Uh, all my cousins, all my aunts and grandmas, grandpas.*

**Father:** *Alright. Well, Happy Birthday, Michael.*

**Worksheet**

**Topic:** Birthday party

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

**Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

Students must work in pairs. Student A is the interviewer and Student B is the interviewee. Students can use the following chart:

| <i>Interviewer</i>   | <i>Interviewee</i>                     |
|--|--|
| <i>Hello and welcome to this new program!</i>                                |  |
| <i>My name is .....</i>  |  |
| <i>Today, we are going to interview our friend .....</i>                     |  |
| <i>Good morning! It is a pleasure to interviewer you. Let's get started!</i> | <i>The pleasure is mine</i>            |
| <i>What is your name?</i>  | <i>I'm .....</i>                       |
| <i>How old are you?</i>  | <i>I'm ..... years old.</i>            |
| <i>When is your birthday?</i>  | <i>My birthday is on .....</i>         |
| <i>How did you celebrate your last birthday?</i>                             | <i>I had .....</i>                     |
| <i>Did you eat any special foods?</i>  | <i>I ate .....</i>                     |
|  | <i>I drunk .....</i>                   |
| <i>What presents did you receive?</i>  | <i>I received .....</i>                |
| <i>What is your birthday tradition in your family?</i>                       | <i>The birthday tradition is .....</i> |

| <b>Lesson Plan 12</b>  |  |  |             |
|--|--|--|-------------|
| <b>Teacher:</b> Ana Pullutaxi  |  | <b>Level:</b> 10 th grade BGU                  |             |
| <b>Topic:</b> Restaurant order   |  | <b>Date:</b> 21/11/2022                        |             |
| <b>Subject:</b> English language   |  | <b>Number of students:</b> 14                  |             |
| <b>Time:</b> 20 minutes  |  |  |             |
| <b>Aims:</b> SWBAT talk about your experience when you went to a restaurant.   |  |  |             |
| <b>Objectives:</b><br>To give the point of view about restaurants.<br>To review vocabulary about restaurants.<br>To explain your experience ordering a meal in a restaurant. |  |  |             |
| <b>Stage</b>   | <b>Activity</b>  | <b>Tolos and materials</b>                     | <b>Time</b> |
| <b>Engage</b>  | The teacher starts the class asking some questions to the students:<br><i>How often do you go to a restaurant?</i><br><i>What is your favorite restaurant?</i><br><i>Do people eat out a lot in your country?</i>    | Pictures<br>Board                              | 2 min       |
| <b>Study</b>   | After that, the teacher presents vocabulary about accepting and refusing food politely. Then the teacher asks students listen to an audio.<br>Students must complete a worksheet.<br>The teacher checks the answers. | Computer<br>Sheets of paper<br>Pens<br>Pencils | 8 min       |
| <b>Activate</b>  | Student must work in pairs. Students must write a short paragraph about their experience when their ordered a meal in a restaurant. Then they share their experience with the rest of the class.                     | Worksheet<br>Pens<br>Pencil<br>Sheets of paper | 10 min      |



# Restaurant Verbs



give



drink



serve



pay



eat



cook



hold



light



order



spread



lift



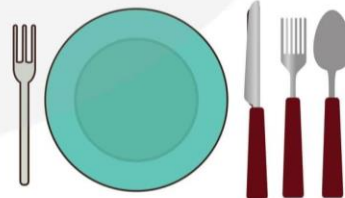
write



slice



stack



set (the table)



## Worksheet

**Topic:** Restaurant order

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

### Instructions:

- Read the instructions for each part of the test carefully.
- Answer all the questions (only one option).
- Circle the correct answer on the sheet of paper.
- Each question is worth 2 points.

### Listening

**Listen to the recording and answer the questions.**

**Audio:** [https://drive.google.com/file/d/1gxut8e6p3JeHPRzmHIFZgOuA9H - LkSM/view?usp=share link](https://drive.google.com/file/d/1gxut8e6p3JeHPRzmHIFZgOuA9H-LkSM/view?usp=share_link)

1. **How many cheeseburgers does the man order?**
  - A. 18
  - B. 80
  - C. 48
2. **The man is ordering food for a \_\_\_\_\_ team.**
  - A. Tennis
  - B. Soccer
  - C. Basketball
3. **The man asks for \_\_\_\_\_ orders of fries.**
  - A. 50
  - B. 60
  - C. 40
4. **He also orders 40 \_\_\_\_\_ shakes.**
  - A. Strawberry
  - B. Vanilla
  - C. Chocolate
5. **The total comes to \_\_\_\_\_**
  - A. \$290.13
  - B. \$290.30
  - C. \$219.13

**Worksheet/ Answer key**

**Topic:** Restaurant order

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

**Instructions:**

- Read the instructions for each part of the test carefully.
- Answer all the questions (only one option).
- Circle the correct answer on the sheet of paper.
- Each question is worth 2 points.

**Listening**

**Listen to the recording and answer the questions.**

1. **How many cheeseburgers does the man order?**  
A. 18  
**B. 80**  
C. 48
2. **The man is ordering food for a \_\_\_\_\_ team.**  
A. Tennis  
**B. Soccer**  
C. Basketball
3. **The man asks for \_\_\_\_\_ orders of fries.**  
A. 50  
**B. 60**  
C. 40
4. **He also orders 40 \_\_\_\_\_ shakes.**  
A. Strawberry  
B. Vanilla  
**C. Chocolate**
5. **The total comes to \_\_\_\_\_**  
**A. \$290.13**  
B. \$290.30  
C. \$219.13

### **Transcription**

**Cashier:** *Hi. Is this gonna [going to] be for here or to go?*

**Customer:** *Uh, to go, and uh, yeah . . . I'd like 80 cheeseburgers . . .*

**Cashier:** *Oh, uh. Is that eighteen . . . one eight, or, uh, eight zero?*

**Customer:** *No, no, no . . . eighty, eighty.*

**Cashier:** *Okay, uh, eighty cheeseburgers. It sounds like you're feeding a whole football team.*

**Customer:** *Well, actually, the food's for a girl's soccer team, and the coaches, and some wild fans.*

**Cashier:** *Okay. Uh, yeah. What else can I get for you today?*

**Customer:** *Yeah. I'd like 50 large fries, uh, no 60. Make that 60.*

**Cashier:** *Okay. Sixty like six zero, right?*

**Customer:** *Right, right, right. [ Okay. ] And then thirteen baked potatoes . . .*

**Cashier:** *Okay . . .*

**Customer:** *For. . . uh, let's see here. Forty chocolate shakes . . .*

**Cashier:** *Four zero, right?*

**Customer:** *Right. [ Okay. ] 15 large cokes, and uh, uh, let's see . . . a glass of water with no ice.*

**Cashier:** *No ice?*

**Customer:** *Right, right. It's for our team cat.*

**Cashier:** *Oh, yeah. The ice would be confusing (to the cat).*

**Customer:** *Okay. And uh, yeah. Yeah. I think that's all.*

**Cashier:** *Oh, okay. So, it looks like your total is two ninety, thirteen (\$290.13).*

**Customer:** *Whew!*

**Cashier:** *And it's probably going to take about thirty to forty minutes 'cause that is a bit of food.*

**Customer:** *Oh, that's fine. Alright, thanks.*

**Cashier:** *Alright.*

**Worksheet**

**Topic:** Restaurant order

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Instruction**

**Write a short paragraph about your experience when you went a restaurant.**

**Example:**

*I love to eat out with my family. I always go to expensive restaurants. I remember once we went to Ali's restaurant. It is located on Cevallos avenue. The service was very awesome, and the waitresses always were polite. The waitress gave us the menu. We ordered a chicken and French fries. Then the waitress served our delicious dishes. When my father paid the bill for our order, the waitress offered us 4 glasses of coconut juice free because she said that they are on the house. I had a wonderful experience there.*

**Your turn**

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| <b>Lesson Plan 13</b>   |  |  |             |
|---|--|--|-------------|
| <b>Teacher:</b> Ana Pullutaxi   |  | <b>Level:</b> 10 th grade BGU                  |             |
| <b>Topic:</b> Ordering a meal in a restaurant   |  | <b>Date:</b> 21/11/2022                        |             |
| <b>Subject:</b> English language  |  | <b>Number of students:</b> 14                  |             |
| <b>Time:</b> 20 minutes   |  |  |             |
| <b>Aims:</b> SWBAT order a meal in a restaurant.  |  |  |             |
| <b>Objectives:</b><br>To answer questions about restaurants.<br>To review expressions to order a meal in a restaurant.<br>To create a short dialogue about ordering a meal in a restaurant. |  |  |             |
| <b>Stage</b>  | <b>Activity</b>  | <b>Tolos and materials</b>                     | <b>Time</b> |
| <b>Engag</b>  | The teacher asks students to watch a picture and then they must answer some questions:<br><i>Where are they?</i><br><i>Do you think is expensive or cheap?</i><br><i>What would you like to order if you were there?</i> | Pictures<br>Board                              | 2 min       |
| <b>Study</b>  | After that, the teacher presents vocabulary about the audio.<br>Then the teacher asks students listen to an audio.<br>Students must complete a worksheet.<br>The teacher checks the answers.                             | Computer<br>Sheets of paper<br>Pens<br>Pencils | 8 min       |
| <b>Activate</b>   | Student must work in pairs. The teacher gives a worksheet where the students use it to interview their partner. After that, they must share their information with the rest of the class.                                | Worksheet<br>Pens<br>Pencil<br>Sheets of paper | 10 min      |

## *Engage*

*Look at the picture and answer the following questions:*



- *Where are they?*
- *Do you think is expensive or cheap?*
- *What would you like to order if you were there?*

## Vocabulary

### Accepting and refusing food politely






*How to ask someone if they want something*

|                      | <b>Question</b>                   | <b>Answer</b>                            |
|----------------------|-----------------------------------|--|
| <b>Formal</b>        | <i>Would you like a sandwich?</i> | <i>Yes, please / no, thank you</i>       |
| <b>Informal</b>      | <i>Do you want a sandwich?</i>    | <i>Yes, I would like some/ no thanks</i> |
| <b>Very informal</b> | <i>Sandwich</i>                   | <i>I would love one/ no</i>              |

*How to accept a cup of coffee and how you would like it*

|                      | <b>Question</b>                        | <b>Answer</b>                            |
|----------------------|--|--|
| <b>Formal</b>        | <i>Would you like a cup of coffee?</i> | <i>Yes, please / no, thank you</i>       |
| <b>Informal</b>      | <i>Do you want a cup of coffee?</i>    | <i>Yes, I would like some/ no thanks</i> |
| <b>Very informal</b> | <i>Coffee</i>                          | <i>I would love one/ no</i>              |

*When you order or ask for food*

|   |   |
|---|---|
|  | <i>May I have <b>a bottle of</b> water, please?</i>             |
|  | <i>I would like <b>a bowl of</b> soup, please.</i>              |
|  | <i>2 <b>cups of</b> coffee, please.</i>                         |
|  | <i>Can I have <b>a glass of</b> water with my meal, please?</i> |
|  | <i>I would like <b>a slice of</b> pizza, please.</i>            |

## Worksheet

**Topic:** ordering a meal in a restaurant

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

### Instructions:

- Read the instructions for each part of the test carefully.
- Answer all the questions (only one option).
- Circle the correct answer on the sheet of paper.
- Each question is worth 2 points.

### Listening

**Listen to the recording and answer the questions.**

### Audio:

<https://drive.google.com/file/d/19pwe6mbfOd1A3RAoqnsH8B7UWIXHlSHf/view?usp=sharing>

1. **What does the man order?**
  - A. chicken fried steak
  - B. broiled chicken
  - C. T-bone steak
2. **What does he eat with his meal?**
  - A. fries
  - B. bread
  - C. rice
3. **What does he have to drink?**
  - A. small juice
  - B. medium juice
  - C. large juice
4. **What kind of dressing does he ask for?**
  - A. French
  - B. Italian
  - C. Ranch
5. **Why is the restaurant not serving pies today?**
  - A. The restaurant only sells ice cream now.
  - B. The baker was hurt at work and can't prepare them.
  - C. The oven is broken.



**Worksheet/ Key answer**

**Topic:** Restaurant order

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

**Introduction:** this test is based on Randall's cyber listening lab website, part of general listening quiz, level easy.

**Objective:** to evaluate the students' listening comprehension using Randall's cyber listening Lab website.

**Instructions:**

- Read the instructions for each part of the test carefully.
- Answer all the questions (only one option).
- Circle the correct answer on the sheet of paper.
- Each question is worth 2 points.

**Listening**

**Listen to the recording and answer the questions.**

- 1. What does the man order?**
  - A. chicken fried steak
  - B. broiled chicken
  - C. T-bone steak
- 2. What does he eat with his meal?**
  - A. fries
  - B. bread
  - C. rice
- 3. What does he have to drink?**
  - A. small juice
  - B. medium juice
  - C. large juice
- 4. What kind of dressing does he ask for?**
  - A. French
  - B. Italian
  - C. Ranch
- 5. Why is the restaurant not serving pies today?**
  - A. The restaurant only sells ice cream now.
  - B. The baker was hurt at work and can't prepare them.
  - C. The oven is broken.

### **Transcription**

**Waiter:** *Hi. Welcome to Heavenly Pies. May I take your order?*

**Man:** *Uh . . . yes. I'd like the chicken fried steak.*

**Waiter:** *Okay. Would you like fries, bread, or rice with your meal?*

**Man:** *Hmm. I'll take the rice?*

**Waiter:** *Would you care for anything to drink?*

**Man:** *Yeah. I'll take a medium orange juice.*

**Waiter:** *I'm sorry. We only have large or small.*

**Man:** *Well, in that case, uh, I'll have a small one.*

**Waiter:** *Okay. A small juice. And what kind of dressing would you like with your salad. It comes with the fried steak.*

**Man:** *What dressings do you have?*

**Waiter:** *We have French, Italian, blue cheese, and ranch.*

**Man:** *Oh! Ranch, please.*

**Waiter:** *Would you like anything else?*

**Man:** *Well, I'd like to see your pie menu. That's the main reason why I like to dine here.*

**Waiter:** *Oh, I'm sorry, but we aren't serving pies today.*

**Man:** *Huh? I thought this was Heavenly Pies Restaurant.*

**Waiter:** *Well, it usually is, but, Dave, our baker, slipped on a banana in the kitchen two days ago, and hurt his leg. [Oh] He'll be out for at least two weeks. In the meantime, we're serving ice cream sundaes instead. Sorry.*

**Man:** *Wow. I'm sorry to hear that. Um, well in that case, I'll have an ice cream sundae.*

**Woman:** *Okay. I'll be back with your order in a few minutes.*

## Worksheet

**Topic:** Restaurant order

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 10<sup>th</sup> level EGB

**Hour:** 20 minutes

### **Instruction:**

Read the following conversation. Then in pairs, you must complete with your own words the gaps of the next conversation.

### **Example:**

**Waiter:** Good afternoon, may I take your order?

**Mr. Bean:** Yes, I would like a glass of orange juice and a piece of cake, please.

**Waiter:** And what would you like?

**Mr. Bean:** I would like a cup of English tea please.

**Waiter:** Would you like a piece of cake as well?

**Mr. Bean:** No, thank you.

**Waiter:** Thank you for your order, I will bring it to your table as soon as it is ready.

### **Time to work**

**Waiter:** \_\_\_\_\_, may I take your order?

**Mr. Bean:** Yes, I would like \_\_\_\_\_, please.

**Waiter:** And what would you like?

**Mr. Bean:** I would like \_\_\_\_\_ please.

**Waiter:** Would you like \_\_\_\_\_ as well?

**Mr. Bean:** \_\_\_\_\_

**Waiter:** Thank you for your order, I will bring it to your table as soon as it is ready.

| <b>Lesson Plan 14</b>   |  |  |             |
|---|--|--|-------------|
| <b>Teacher:</b> Ana Pullutaxi   |  | <b>Level:</b> 10 th grade BGU                  |             |
| <b>Topic:</b> Post- test  |  | <b>Date:</b> 22/11/2022                        |             |
| <b>Subject:</b> English language  |  | <b>Number of students:</b>                     |             |
| <b>Time:</b> 20 minutes   |  |  |             |
| <b>Aims:</b>  |  |  |             |
| <ul style="list-style-type: none"> <li>To apply the post-test to evaluate students' listening comprehension after the treatment.</li> </ul> |  |  |             |
| <b>Stage</b>  | <b>Activity</b>  | <b>Tolos and materials</b>                     | <b>Time</b> |
| <i>Engage</i>   | The teacher starts the class by remembering students all strategies that they learn to answer this type of tests.            | Board  | 2 min       |
| <b>Study</b>  | The teacher explains the parts of the post-test and gives instructions.  | Board  | 3 min       |
| <b>Activate</b>   | The teacher presents the post-test and students must complete the task. The teacher thanks students for their collaboration. | Photocopies of the pos-test.<br>Pen<br>Pencils | 15 min      |

# Post-test



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## LISTENING POST-TEST

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

Class: 10<sup>th</sup> level EGB Hour: 20 minutes

*Introduction: this test is based on KET Cambridge English exam, parts 3 and 4 of the listening section.*

*Objective: to evaluate the students' listening comprehension before using Randall's cyber listening Lab website.*

### General Instructions:

- Read the instructions for each part of the test carefully.
- Answer all the questions in listening parts 3 and 4 (only one option).
- Write your answers on the answer sheet.
- At the end of the test, send just the test to your teacher.
- Each question is worth 1 point.

### PART 3

In part 3, you listen a longer dialogue and answer 5 multiple choice questions. You can listen the audio twice.

You will hear Annie talking to her friend Tony about a film she saw.

11. Annie saw a film at
- two o'clock.
  - quarter past three.
  - half past five.



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## 13. Annie thought the film

- was too long.
- wasn't very interesting.
- needed better actors.

## 14. Annie's favorite film

- makes her laugh.
- is a true story.
- is very exciting.

## 15. Annie prefers to watch films

- at a cinema.
- on her laptop.
- on TV.

### PART 4

In part 4, you listen to five short recordings for the main idea and choose the correct option. You can listen to the audio twice.

16. You will hear a teacher talking to her class. What does the teacher want her class to do?

- work more quickly
- make less noise
- help each other more

17. You will hear two friends talking about their day. What have they just done?

- They've been to a concert.



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18. You will hear a teacher talking to one of his students called Sarah. Why must Sarah do her homework again?

- She made too many mistakes.
- She did the wrong work.
- She forgot to do some of it.

19. You will hear a girl, Lara, talking about shopping. Why did Lara buy the bag?

- The size was right.
- The price was right.
- The colour was right.

20. You will hear a man talking to his daughter before she goes out. What's the weather like today?

- It's cold.
- It's wet.
- It's sunny.



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**PRE-TEST / ANSWER SHEET**



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

Class: 10<sup>th</sup> level EGB Hour: 20 minutes

*Introduction: this test is based on KET Cambridge English exam, parts 3 and 4 of the listening section.*

*Objective: to evaluate the students' listening comprehension before using Randall's cyber listening Lab website.*

### Instructions:

- Read the instructions for each part of the test carefully.
- Answer all the questions in listening parts 3 and 4.
- Write the correct answer in CAPITAL LETTERS.
- At the end of the test, send just the answer sheet to your teacher.

Write the correct answer:

### LISTENING PART 3

|    |  |
|----|--|
| 11 |  |
| 12 |  |
| 13 |  |
| 14 |  |
| 15 |  |

### LISTENING PART 4

|    |  |
|----|--|
| 16 |  |
| 17 |  |
| 18 |  |
| 19 |  |
| 20 |  |

|              |             |
|--------------|-------------|
| TOTAL POINTS | FINAL SCORE |
|              |             |

### Annex 3. Pre- test and Post-test



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#### LISTENING POST-TEST

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

Class: 10<sup>th</sup> level EGB

Hour: 20 minutes

*Introduction: this test is based on KET Cambridge English exam, parts 3 and 4 of the listening section.*

*Objective: to evaluate the students' listening comprehension before using Randall's — cyber listening Lab website.*

#### General Instructions:

- *Read the instructions for each part of the test carefully.*
- *Answer all the questions in listening parts 3 and 4 (only one option).*
- *Write your answers on the answer sheet.*
- *At the end of the test, send just the test to your teacher.*
- *Each question is worth 1 point.*

#### PART 3

**In part 3, you listen a longer dialogue and answer 5 multiple choice questions. You can listen the audio twice.**

You will hear Annie talking to her friend Tony about a film she saw.

#### 11. Annie saw a film at

- A. two o'clock.
- B. quarter past three.
- C. half past five.

#### 12. The film was about

- A. a sports star.
- B. some animals.
- C. history.



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**13. Annie thought the film**

- A. was too long.
- B. wasn't very interesting.
- C. needed better actors.

**14. Annie's favorite film**

- A. makes her laugh.
- B. is a true story.
- C. is very exciting.

**15. Annie prefers to watch films**

- A. at a cinema.
- B. on her laptop.
- C. on TV.

**PART 4**

In part 4, you listen to five short recordings for the main idea and choose the correct option. You can listen to the audio twice.

**16. You will hear a teacher talking to her class. What does the teacher want her class to do?**

- A. work more quickly
- B. make less noise
- C. help each other more

**17. You will hear two friends talking about their day. What have they just done?**

- A. They've been to a concert.
- B. They've had a meal.
- C. They've played a sport.



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- 18. You will hear a teacher talking to one of his students called Sarah. Why must Sarah do her homework again?**
- A. She made too many mistakes.
  - B. She did the wrong work.
  - C. She forgot to do some of it.
- 19. You will hear a girl, Lara, talking about shopping. Why did Lara buy the bag?**
- A. The size was right.
  - B. The price was right.
  - C. The color was right.
- 20. You will hear a man talking to his daughter before she goes out. What's the weather like today?**
- A. It's cold.
  - B. It's wet.
  - C. It's sunny





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**POST-TEST / ANSWER SHEET**



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

Class: 10<sup>th</sup> level EGB

Hour: 20 minutes

**Introduction:** this test is based on KET Cambridge English exam, parts 3 and 4 of the listening section.

**Objective:** to evaluate the students' listening comprehension before using Randall's cyber listening Lab website.

**Instructions:**

- Read the instructions for each part of the test carefully.
- Answer all the questions in listening parts 3 and 4.
- Write the correct answer in CAPITAL LETTERS.
- At the end of the test, send just the answer sheet to your teacher.

Write the correct answer:

**LISTENING PART 3**

|    |  |
|----|--|
| 11 |  |
| 12 |  |
| 13 |  |
| 14 |  |
| 15 |  |

**LISTENING PART 4**

|    |  |
|----|--|
| 16 |  |
| 17 |  |
| 18 |  |
| 19 |  |
| 20 |  |

| TOTAL POINTS | FINAL SCORE |
|--------------|-------------|
| /10          |             |





## Document Information

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## Sources included in the report

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