

Teaching and learning sequences summary

Belonging: English for Academic Purposes unit standard 30509, version 1

Demonstrate and apply understanding of a short spoken text in English for an academic purpose

This teaching and learning sequence is designed for learners commencing a pathway to tertiary study. It is aimed at learners who are learning to listen and understand an academic text.

It is designed for English language learners who have achieved English language Level 3 listening standards or can demonstrate a similar level of skills.

The step up from Level 3 English language unit standards involves:

- a level informed by low B2 of the Common European Framework of Reference (CEFR).
- the requirement for students to:
 - demonstrate understanding of the academic purpose in a spoken text;
 - apply understanding of the text in a form that is relevant to the academic purpose.

Using the teaching and learning sequences

The teaching and learning sequences will scaffold and prepare students for the formative and summative assessment against this standard. The teaching and learning sequences link to [The Dimensions of Effective Practice](#). Lessons are built around [Principles of effective teaching and learning for English language learners](#). Teachers will also need to make links to relevant [Key competencies](#). Each learning task includes strategies to scaffold the skills required to achieve this standard.

These teaching and learning sequences are intended as a guide to the skills that students will need to develop to meet the requirements of the standard. They provide examples of ways that teachers can support students to acquire these skills. It is important to select only the activities that address your students' learning needs and not to cover materials and/or skills that students have already mastered. For some students it may be necessary to provide additional tasks to support mastery of specific skills.

Learning tasks

Teaching & learning sequence	Skills & knowledge	Performance criteria
1	<ul style="list-style-type: none"> Developing active listening strategies and skills. 	Addresses all performance criteria
2	<ul style="list-style-type: none"> Distinguishing between key information and supporting detail. 	1.1 Key information relating to the academic purpose is identified.
3	<ul style="list-style-type: none"> Identifying detailed and supporting information. Analysing the relevance of supporting information to the main ideas. 	1.2. Detailed and/or supporting information in the text is analysed for relevance to the key information.
4	<ul style="list-style-type: none"> Applying understanding of the text in a way that demonstrates understanding of the academic purpose. Using summarising, outlining and tabulating effectively. 	1.3 Understanding is applied in a form relevant to the academic purpose. This may include but is not limited to - summarising, outlining or tabulating.

What is the impact of the teaching and learning?

After the learning tasks, students should complete the formative assessment task for the level 3 English for Academic Purposes unit standard 30509: Demonstrate and apply understanding of a short spoken text in English for an academic purpose.

After the formative assessment, teachers can identify evidence of students' learning progress as well as any gaps. Teachers should plan to build on what worked well and to address learning needs by adapting and recycling tasks in the teaching and learning sequences.

When students are ready, they can complete the summative assessment for EAP unit standard 30509.

Other assessment links for 'Belonging' level 3

EAP unit standard 30507, version 1: *Write a short text under test conditions in English for an academic purpose.*

EAP unit standard 30508, version 1: *Write a short crafted text for a specified audience using resource material in English for an academic purpose.*

EAP unit standard 30510, version 1: *Deliver a short oral presentation in English for an academic purpose*

EAP unit standard 30511, version 1: *Read and apply understanding in English for academic purposes.*

Curriculum links

Learning area: English / Social Studies / Health

Focus: Listening

Oral language: Level 3 EAP unit standard 30509, version 1, Demonstrate and apply understanding of a short spoken text in English for an academic purpose

Dimensions of effective practice	Teaching and learning sequence 1: Activating listening strategies and skills	Metacognitive prompts
<p><i>Expectations</i></p> <p><i>Knowledge of the learner</i></p> <p><i>Engaging learners with text.</i></p>	<p><i>Identifying the learning outcomes including the language demands of the topic.</i></p> <p>Teaching and learning purposes</p> <ul style="list-style-type: none"> ● Use strategies and skills to understand short spoken texts for an academic purpose. <p>Student learning outcomes:</p> <ul style="list-style-type: none"> ● I can use strategies to predict what I will hear. ● I can use active listening skills. <p><i>Choose from the following activities according to the strengths and learning needs of students.</i></p> <p><i>Finding out the learners' prior knowledge</i></p> <p>1. Predicting key words</p> <p>The aim of this activity is to find out what prediction strategies students use, and to support them in anticipating key words and phrases. The presentation will also help scaffold students into the topic.</p> <ul style="list-style-type: none"> ● Students look at the key words of a text and predict what the text is going to be about. ● Write the title of the spoken text "Living in two worlds - How an Iraqi-American family is rebuilding in Michigan". ● Review the most common text types before asking students to predict what kind of text they will be listening to. ● Students write down some of the words/phrases they think will be in the text. ● Play the YouTube video: https://www.youtube.com/watch?v=-qOGjMG882c ● As students listen to or view the presentation, they circle words/phrases they predicted correctly. <p><u>Further learning opportunities</u></p>	<p><i>Do I know which students will need extra support?</i></p> <p><i>How can I build on what students already know and can do?</i></p> <p><i>Are my students able to predict the next word in a spoken text or do they need more practice?</i></p>

<p><i>Instructional strategies</i></p>	<p>Watch or listen to a recorded TV programme or clip from YouTube. Pause after every few sentences. Try to predict what is going to happen or what the speaker might say next.</p> <p>2. Listening for a purpose</p> <p>Use the following to build on students' understanding of listening to key words by establishing a purpose for listening.</p> <ul style="list-style-type: none"> ● Remind students of the title of the text: "Living in two worlds. How an Iraqi-American family is rebuilding in Michigan". ● Give students a purpose for listening - to listen to key words in a text in order to retell the main ideas to their partner. ● Replay the YouTube video: https://www.youtube.com/watch?v=-qOGjMG882c ● In pairs students take turns at retelling the main points. ● Finish with a discussion on what things made it easy for them to listen and what things made it hard. ● Elicit some of the strategies students used to listen effectively. <p><i>Planning the learning tasks so that all learners are actively involved</i></p>	<p><i>What further opportunities can I use to enable students to practise these skills?</i></p>
<p><i>Instructional strategies</i></p>	<p>3. Listening for signals</p> <p>a) Bingo</p> <p>The purpose of this activity is to help students focus on discourse markers to help them structure their listening.</p> <ul style="list-style-type: none"> ● Students have an empty Bingo grid. They put the discourse markers in any order on their grid. ● They listen to the text and if they hear a phrase in their grid they put a cross on it. ● The winner is the first person to get a row all marked with a cross. ● Follow up with a discussion on how the signals can help to focus attention on main points and tell us when the speaker is moving on to another main point. <p><i>Using approaches that include listening, reading, speaking and writing</i></p> <p>b) Connectives word cluster</p>	<p><i>Do I need to plan a follow up activity for students who have difficulty listening for discourse markers?</i></p> <p><i>How can I make links to knowledge students have</i></p>

<p><i>Engaging learners with text.</i></p>	<p>This activity aims to raise awareness of how connectives (or signal words or transitions) can be used to predict what is coming next in a talk.</p> <ul style="list-style-type: none"> • Groups are given the cut up words and phrases. They need to group the words and then give each group a label according to the function of the words. • When finished groups do a walk around. They can be encouraged to ask other groups their reasons for putting words together in groups. <p><i>Recycling the use of the same language in different ways</i></p> <p>c) Using connectives to predict</p> <ul style="list-style-type: none"> • Teacher reads the text and stops after each connective. Students predict what is coming next and discuss the function of the connective. • At the end of the activity, students return to the word cluster (activity 4b) and make any changes. <p>4. Listening for stress, intonation, pauses and repetition</p> <p>The following two activities aim to to raise students' awareness of how changes in stress, intonation and use of pauses and repetition can help to focus attention on what is coming next.</p>	<p><i>about the use of connectives in reading and writing?</i></p> <p><i>What information has this sequence provided on student learning and gaps that need to be addressed?</i></p>
<p><i>Instructional strategies</i></p>	<p>a) Listening cloze</p> <ul style="list-style-type: none"> • Students listen to the text once without writing. • As they listen the second time, they fill in the missing words. • When finished, discuss together how these signals can help to predict meaning. <p>b) Chart completion</p> <ul style="list-style-type: none"> • Students listen to the spoken text once without writing. • As they listen a second time they fill in the missing words in the chart. • Ask students to check their answers in pairs or small groups. • Finish with a discussion on the effect on meaning of the signal words. 	<p><i>What does the class discussion show me about students' understanding of these features?</i></p>
<p><i>Engaging learners with text</i></p>	<p><i>Recycling the use of the same language in different ways</i></p>	

<p><i>Knowledge of the learner</i></p>	<p>5. Putting it all together</p> <p>The aim of this activity is to support students in using the key words, discourse markers, connectives, stress intonation, pauses and repetition in order to understand content more easily.</p> <ul style="list-style-type: none"> ● Students listen to the text first (this could be read or recorded). ● Working in small groups, they sequence the cut up text. Before anyone moves a strip of text they need to give their reason to the rest of the group. ● When groups have finished, they do a 'walk around' to look at how other groups have completed the task. ● Encourage students to give reasons for the way they have sequenced the text. ● Students now listen to the text again and make any adjustments necessary. ● Follow up with a discussion on the clues that can be used to structure the text. Lead into how knowing the structure of a text can make listening easier. <p><i>Providing opportunities for reflection and evaluation</i></p> <p>Reflection:</p> <p>Return to the learning outcome. Students jot down as many active listening strategies they can remember. In pairs they share their top three.</p>	<p><i>How can I form groups so that students can support each other?</i></p> <p><i>How can I ensure that all students are involved in the activity?</i></p> <p><i>What has the reflection shown me about the learning of my students through this sequence?</i></p>
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Student tasks
Teaching and learning sequence 1

1. Predicting key words/phrases

- What do you think this text will be about?

Key words/phrases

teenage immigrants...poor mental health...problems at school...adolescents...peer pressure...negative influence...not belonging...migrants

- The title of the talk you will now hear is *“Living in two worlds. How an Iraqi-American family is rebuilding in Michigan”*.
- Circle what kind of text you think it will be and then write down some possible words or phrases you think may be in the text.

Type of text (circle)

argument persuasive information comparison discussion

Words or phrases or ideas that may be in the text

Now listen to the text and circle the words/phrases you predicted successfully.

Transcript for teacher only: Task 1

“Living in two worlds. How an Iraqi-American family is rebuilding in Michigan”.

Young people are very lucky in the States. They have the opportunity to be something. I would support my kids in any way I could to have them be successful. And we are doing everything we could for them to be good American-Iraqi people.

My name is Ali Abdul Almuna. I came to the States on June 23rd 1994. I was originally born in Najaf about 160 kilometres south of Baghdad, the capital. I had to leave home after the Kuwaiti war and then the battle between Iraq and the United States. I came to New York and from New York I flew to Jacksonville, Florida and then I moved to Michigan when I decided to get married. My wife Anwar, she came from Iraq too as a refugee. So we have three kids now – three boys 17, 16 and 10. We try and fit into the culture but we try and keep our culture too.

Mustafa Ali Almuna

If God is willing, I would like to become a professional basket player. My American culture – I’m used to it over the years. I still have my Muslim culture. It feels like you’re living in two worlds because you can’t figure either.

In 2006 we decided to go back to Florida because a very important thing to me is the weather. On the 4th of July I took my family to the fireworks at the Landing in Jacksonville. Some guy came to us and called my wife a terrorist. She was so frightened. She was so scared. We were not terrorists, we are just like Americans. That’s why we had to come back to Michigan because people in Michigan got used to us, got used to seeing women wearing a scarf.

Late in 2008 we decided to go back to Iraq and live there, to be with our families, our friends, our culture, our country. I tried everything to make it easy for me, for my family, for my kids. Two months down the road they don’t like it. They decided to go back to the States. War is breaking out all the time. There is no safety.

So we came back again in 2009 and we started all over again. In Michigan the community is huge. It’s a great opportunity for us to represent good American people, good Muslim people.

3. Listening for signals

a) Bingo

- Write the discourse markers in any order on your Bingo grid (There is one extra that is not in the listening text).
- Listen to the text and if you hear a phrase in your grid, put a cross on that square.
- The winner is the first person to get a row all marked with a cross.

Discourse markers

Let's sum up the main points

Firstly

So, why is this important?

In short

To begin with

My topic today is

We've looked at

I'm going to focus on

Secondly

Bingo grid

Transcript for teacher only: Task 3a

My topic today is identity problems of children who belong to two cultures. Although bicultural children belong to the fastest growing ethnic group, there seems to be little understanding of the problems they face. I'm going to focus on two main issues. Firstly, the fact that these children are more likely to experience a range of mental health problems and secondly the lack of support they currently receive.

First of all, bicultural children are at greater risk of suffering from mental health problems. This is because of their struggle to develop an identity. A British report interviewed 21 bicultural people about their experiences as children. Co-author Dinah Morley said she was surprised at how much racism they experienced. A lot of children were seen as black when they might be being raised by a white single parent and had no understanding of the black culture. The significance of this is that bicultural children

are being labelled according to their appearance and not the culture they most closely identify with.

Moving on to the lack of support these children receive. It is clear from the research that their needs are not being met . So, why is this important? Bicultural young people are over represented in the care, youth justice and child protection systems, so it is costing the government a lot of money. In spite of this, the authors of the report said they were "invisible" in public service practice and policy.

Another point is that these children often don't receive the necessary support at school. The National Children's Bureau found that they faced "unrealistic" expectations from teachers and other adults who did not understand their backgrounds.

Let's sum up the main points. We've looked at the identity problems that bicultural children face, and the lack of support they receive when they need it. In short it is clear that we need a change of attitude towards bicultural children. More effort must be put in to supporting them at a young age to help them develop their own identity.

Adapted from:

<https://www.theguardian.com/society/2014/feb/23/mixed-race-children-mental-health>

b) Connectives word cluster

first	however	also	therefore
the next point is ...	furthermore	in other words	consequently
finally	on the other hand	first and foremost	secondly
additionally	more importantly	to sum up	to illustrate

in conclusion	for instance	such as	alternatively
for example	conversely	in fact	instead
in contrast	in the same way	overall	in essence
as a consequence	above all	as a matter of fact	in comparison
likewise	as a result	similarly	another

Labels

Addition (to develop or expand ideas)	Contrast (a change of direction or showing differences)	Effect or result	Emphasis or support
Example	Summary or conclusion	Sequence or listing	Comparison (show similarities)
Choice or alternative	Clarification or restating		

c) Using connectives to predict

Listen to the text. Your teacher will pause after each signal word or phrase. In pairs discuss what you think will come next and write it down.

Signal word or phrase	Prediction	✓ / ✗
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Listening text for teacher only: Task 3c

The number of UK residents claiming mixed ethnicity is rising sharply. **In fact** (pause) according to the 2011 census, the UK's ethnic minority population has grown from nine to 14 per cent since 2001, with the number of bicultural young people increasing rapidly.

In a recent report secondary school was identified as a difficult period for many bicultural children, because of more experiences of racism from both peers and adults. **As well**, (pause) peer groups often form around ethnicity and culture so bicultural young people can feel left out. **As a result** (pause) they experience greater risks to their mental health.

However, there are very few services that offer young people any special in-school support. **Similarly**, (pause) there are few services in the community that provide assistance for young people struggling with identity issues.

To sum up, (pause) a strong message emerging from the report is that bicultural young people need to be acknowledged as such, provided with good role-models and the support they need, when they need it.

Adapted from:

<http://www.sec-ed.co.uk/news/mixed-race-children-at-greater-risk-of-mental-health-issues>

4. Listening for stress, intonation, pauses and repetition

a) Listening cloze

- Listen to the text once without writing.
- As you listen the second time, fill in the missing words
- When you have finished, discuss how these signals can help to predict meaning.

The speaker's use of repetition, a change _____ voice, meaningful _____, or the way a word or _____ is said more loudly _____ indicate important content. Listen carefully for _____ signals.

Listening text for teacher only: Task 4a

The speaker's use of repetition, a change in voice, meaningful pauses, or the way a word or phrase is said more loudly can indicate important content. Listen carefully for these signals.

b) Chart completion

Listen to the spoken text and complete the chart below.

Signal used	Words
Repetition of key words	
Pauses (which words comes before?)	
Stress: Words said more loudly	
Voice rises	

Words said slowly	
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After listening, check your answers with a partner. Your teacher will then give you the transcript of the speech. Read it through and discuss with your partner the effect on meaning of these signals.

Listening text for teacher only: Task 4b

I was once asked by a professor "How would you define **race**?" Well, (pause) I thought I had the answer to that one and I said, "Skin color."
 "So biology, genetics?" (rising voice) she said.
 "**Because**, Thandie, that's not accurate.
Because there's actually more genetic difference between a black Kenyan and a black Ugandan, than there is between a black Kenyan and a white Norwegian.
Because we all stem from Africa.
So (pause) in Africa, there's been more time to create genetic diversity."

In other words, **race** has no basis in biological or scientific fact.
 On the **one** (stress) hand, result. Right? (rising voice and pause)
 On the **other** (stress) hand, my definition of self just lost a huge chunk of its credibility.
 Strangely, (pause) these revelations **didn't** cure my low self-esteem, **didn't** cure that feeling of otherness, **didn't** cure my desire to disappear.

This was was still very powerful (said slowly).

Excerpt from a TED talk by Thandie Newton: "Embracing otherness, embracing myself"

5. Putting it all together

(Text to cut up and read by the teacher)

- Listen to the text.

- Working in small groups, sequence the cut up text. Before anyone moves a strip of text they need to give their reason to the rest of the group.
- When your group has finished, do a 'walk around' to look at how other groups have completed the task.
- You need to be ready to give reasons for the way they have sequenced the text.
- Listen to the text again and make any adjustments necessary.

Good afternoon everyone.

“Where are you from?” For most of us this question is not hard to answer. Maybe we grew up in a small community or maybe we've moved a couple of times. It's a question that we have to answer a lot when meeting new people. However, it's not that simple for someone like me who doesn't really have one place where they grew up. Who am I? Well, I'm a third culture kid.

So, the question now is “what is a third culture kid?” Well, a third culture kid is someone who's grown up in a culture that is different from their parents. For instance, the children of diplomats who left the United States and have grown up in different countries. So, what happens is that the parents have one culture that they grew up in and another culture where they're living. And then you have the third culture, which is what the children create for themselves as a combination of both their parents and location.

It is important to know that there is not just one kind of third culture kid, because we all have our own different experiences, different countries in which we've lived. It's all different. However, there's a lot of things we have in common. First of all we're used to managing things on our own. We're used to dealing with the fact that we have to leave our friends and make new ones. I have friends I haven't seen for over ten years. I have no idea when I'm going to see them again.

Secondly we become used to the challenge of constant change - changing schools - changing languages. For me it's just something that I have to deal with.

Another important challenge is that we didn't have control growing up. I didn't have a choice when we left the States. I didn't have a choice when we were leaving Argentina. That was made for me and it's the way it was. Because we've grown up around the world, we have different values, different traditions from all the places we've lived, from all the places we visited. However, I remember when I came back to the States I didn't feel at home. I hold an American passport but I'm not at home in this country and it's really weird thinking about that because this should be my home.

So far these all sound like disadvantages. Right? I'd like to focus now on some of the real benefits of being a third culture kid. First, one real strength is that we are flexible. We're used to dealing with problems as they come up. We're used to change and so it doesn't really scare us as much as maybe it should. We've done it so many times that once more really isn't a big deal.

Also, as far as worldview goes we've again picked up ideas from all the different places we've lived. We've picked up little bits and pieces of values that we appreciate and it's a unique collection. It's unique to even each third culture kid. That's why we often understand each other, because we know that it's not about where we're from but about our experience.

So what does all this mean to me? Well, I don't fit. Like I've said, I look like an American. I'm not. My passport says I am. That's not who I am. For me, the beauty of being a third culture kid is that I am not tied to a location. I'm not tied to where I'm from and so I've got the ability to self define. I have the ability to choose to define myself and I can change that if I need to - if the situation demands it. And that is a great asset to have. Who am I? I am unique!

(Adapted from a presentation by Erik Vyhmeister called "*Building Identity as a Third Culture Kid*") <https://www.youtube.com/watch?v=8RCmgMKJRy8>

Oral language: Level 3 EAP unit standard 30509, version 1, Demonstrate and apply understanding of a short spoken text in English for an academic purpose

Dimensions of effective practice	Teaching and learning sequence 2: Key information in the text is identified to determine its relevance to the academic purpose.	Metacognitive prompts
<p><i>Knowledge of the learner</i></p> <p><i>Expectations</i></p> <p><i>Instructional strategies</i></p>	<p><i>Identifying the learning outcomes including the language demands of the topic</i></p> <p>Teaching and learning purposes</p> <ul style="list-style-type: none"> Key information relating to the academic purpose is identified (1.1) <p>Student learning outcomes</p> <p>I can:</p> <ul style="list-style-type: none"> identify key information; distinguish between key information and supporting detail; decide on which main ideas link to the academic purpose. <p><i>Choose from the following activities according to the strengths and learning needs of students.</i></p> <p><i>Finding out the learners' prior knowledge</i></p> <p>1. What do we know already?</p> <p>The purpose of this activity is to activate prior knowledge of how students identify key information when they listen.</p> <ul style="list-style-type: none"> Students have one minute to jot down how they work out what the main points of a text are. Students share answers in small groups. Discuss as a class and list strategies on the board. <p><i>Planning the learning tasks so that all learners are actively involved</i></p> <p>2. Strategies to predict key information: Ranking activity</p> <p>The purpose of this activity is to reinforce use of active listening strategies to predict key information. N.B. The teacher needs to copy and cut up sets of the activity for each group.</p> <ul style="list-style-type: none"> In groups, students rank the strategies in order of importance. They also put strategies that relate to supporting information in a separate pile. 	<p><i>Do I know which students will need extra support?</i></p> <p><i>Have I ensured that all students understand the learning outcome?</i></p> <p><i>Am I observing closely so that I know which students will need monitoring and which students can help others.</i></p> <p><i>Are students being critical and creative in their predictions about the text?</i></p> <p><i>What information has this sequence provided on student learning and gaps that need to be</i></p>

<p><i>Instructional strategies</i></p>	<ul style="list-style-type: none"> • They then explain their top 5 to the class. Every member of the group must report back on one strategy. • In pairs, students tell each other one strategy they have used before, and one they are going to try to use in the next task. <p><i>Using approaches that include listening, reading, speaking and writing</i></p> <p>3. Distinguishing between key information and supporting detail</p> <p>The aim of the following activities is to help students use strategies to focus on the main idea and be able to distinguish which is supporting information.</p> <p>a) Paired cloze</p> <p>The purpose of this activity is to reinforce listening strategies that will help students to identify what is important in a text and what is supporting detail.</p> <ul style="list-style-type: none"> • Students are in pairs seated back to back. • One student has cloze A and one has cloze B. • Students complete the cloze by reading out loud together and listening for words and phrases they don't have. • When finished, they make a summary of key points. 	<p><i>addressed?</i></p> <p><i>What further opportunities can I use to enable students to practise these skills?</i></p>
<p><i>Engaging learners with text</i></p>	<p>b) Noticing language features</p> <p>This activity reinforces the previous one by giving students an opportunity to notice the language features that help them to decide whether information is key or supporting.</p> <ul style="list-style-type: none"> • As students listen to the text, they tick the things they hear that help them to decide if it is key information or supporting detail. • They fill in the column: KI for key information or SD for supporting detail. • When finished, students check their answers with the transcript. • They can then highlight key information in one colour and supporting information in another. 	<p><i>What do the students' summaries tell me about their understanding of the differences between key information and supporting detail?</i></p> <p><i>Are students better at identifying key information or supporting details?</i></p> <p><i>What follow up activities do I need?</i></p>
<p><i>Engaging learners with text</i></p>	<p><i>Providing multiple opportunities for authentic language use with a focus on learners using academic language</i></p> <p>c) Paired reading/listening</p>	<p><i>Are all students</i></p>

<p><i>Knowledge of the learner</i></p>	<p>The aim of this activity is to provide an opportunity for students to use all the strategies from previous activities.</p> <p>Students to listen carefully and make notes of main ideas only. The cooperative aspects of this strategy give students peer support and provide opportunities to share ideas.</p> <p>Write the title of the text on the board and the academic purpose.</p> <ul style="list-style-type: none"> ● Students look at the title and academic purpose and predict what the spoken text will be about. ● Students listen to the text without writing. Encourage them to focus on key information only. ● Students listen a second time and make notes of the main points in the template. ● Students compare what they have with their partner and add to their notes. ● They then form groups to pool information. ● They then rewrite their notes on an A3 paper. Each person in the group uses a different coloured marker so that there is equal participation. ● Pin the finished work around the room and peer review. <p><i>Providing opportunities for reflection and evaluation</i></p> <p>Reflection: R - Recall 2 things you did in the lesson. I - Write down one insight or idea you have about listening. Q – Write down one question you would like to ask.</p>	<p><i>lesson?</i></p> <p><i>Have all students been able to focus on key information only?</i></p> <p><i>Have all the groups worked well?</i></p>
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Student tasks

Teaching and learning sequence 2

2. Strategies to predict key information: Ranking activity

- Cut up these strategies and in groups rank them with the most important or useful strategy at the top, and the least important or useful strategy at the bottom. You will also have some that do not relate to finding the main idea.
- Be prepared to explain your top 5 strategies to the class.
- Every member of your group must report back on at least one strategy.
- In pairs, tell each other one strategy you have used before, and one you are going to try to use in the next task.

Read the title of the presentation and predict what the main point might be. Think of some key words.
Listen to the whole text before deciding what the main point is.
Decide what the main idea is in the first sentence after a pause.
Listen for signal words to help you predict what is important e.g. <i>firstly, main, more importantly, as a matter of fact, the importance of this is</i>
Check your understanding of the main idea by listening for key words that are repeated in the rest of the text.
Listen for pronouns at the beginning of sentences.
Be prepared to change your mind if you hear different keywords.
Listen carefully to the first two sentences because they might be the main idea.
Listen for conjunctions that connect ideas e.g. <i>so, and, but, nor, because</i>

Listen for numbers and similar words.
Listen for questions at the beginning of the text.
Listen for supporting details that are examples.
Listen for words that are said more loudly and for pauses.
Try and understand every word.

3. Distinguishing between key information and supporting detail

a) Paired cloze

- You need to sit back to back with your partner.
- You both have different words or phrases missing on your text.
- Complete the missing words by reading the text out loud together and listening for words and phrases you don't have.
- When you have finished, make a summary of key points.

Student A	
Key information may:	Supporting details may:
<p>1. Start with a</p> <p>e.g.</p> <p><i>It was through performing that Joey Firmer</i></p> <p>.....</p> <p>2. Start with a</p> <p>e.g.<i>you from?</i></p> <p>3. Start with a</p> <p>..... e.g. so, now, first of all, of course</p> <p>4.of a paragraph.</p>	<p>1. Tell us more about the main idea.</p> <p>2. Start with words of addition e.g. additionally, in addition, also.</p> <p>3. Start with, or use,, rather than nouns.</p> <p>4. Includeor words like many, most, some etc.</p> <p>5. Include which are often the names of places or things.</p>

Student B	
Key information may	Supporting details may
<p>1. Start with a statement</p> <p>e.g.....</p> <p>.....<i>discovered</i> <i>his true identity.</i></p> <p>2. Start with a question e.g. Where are?</p> <p>3. Start with a signal word e.g.</p> <p>.....</p> <p>4. Be at the beginning</p> <p>.....</p>	<p>1. Tell us more information about the</p> <p>2. Start with signal words of addition e.g.....,</p> <p>.....also.</p> <p>3. Start with, or use pronouns, rather than</p> <p>4. Include numbers or words like many,,</p> <p>5. Include examples which are often the names of</p> <p>.....</p>

b) Noticing language features

- As you listen to the text, tick the things you hear that help you to decide if it is key information or supporting detail.
- Fill in the column: KI for key information or SD for supporting detail.
- When finished, check it with the transcript.
- You will then highlight key information in one colour and supporting information in another.

Listen for the following:	✓	KI or SD
A question followed by a statement		
Words like main, major, important		
An example is given		
An addition signal word at the beginning		
Pronouns at the beginning		
A concluding signal		

Text transcript: Task 3b

Problems faced by children growing up with two cultures

Am I Canadian or am I Korean or what? Identity issues are one of the major problems faced by children who are growing up with two cultures. There are three main reasons for this that I'm going to cover this morning.

First of all, a major obstacle faced by the children of parents from two cultures is confusion about their identity. They follow different customs and traditions when they are home with their parents but at school follow what their friends want them to do. An example of this is given by Sun-Kyoung Yi in her writing when she remembers waving and saying 'Hi' to her teachers, but bowing to her parents' friends at home.

Another important area that can cause identity issues and conflict is when the religious beliefs of parents are different from each other. For parents in mixed marriages, such as a husband who has a Christian background and a wife who is a Muslim, conflicts often happen and can affect their children negatively.

Added to this is the experience of discrimination which can impact negatively on a child's sense of self. Racism experienced at school can create stress and social disadvantage. To illustrate this point, research has also shown that the experience of racism can lead to lower progress at school, mental health problems and negative behaviour such as getting into fights.

To sum up, it is clear that children growing up with two cultures face a lot of challenges in their journey to finding their own identity. They need good role models and good support from their family, school and important adults in their lives.

Adapted from:

<https://www.scribd.com/document/333044610/Problems-Faced-by-Children-Growing-Up-With-Two-Cultures> By Maninderjit Singh

c) Paired reading/listening

Student sheet: Pair A

Read this text to Pair B. You may want to take time to practise it first. You can repeat the text if Pair B ask you to.

Text 1

Culture and heritage both play a role in defining who we are. We can't rely solely on culture and we can't rely completely on heritage. So my question to you is "what factors are you leaving out"? For instance, for me it was my heritage and for my friend it was culture but I'm sure for you it might be something else. In short, when we limit how we define ourselves, we limit who we are as a person.

- Give Pair B time to complete the task.
- While they are completing the task fill in the chart below.
- When you have all finished compare your answers.
- Try to get one set of answers that you all agree with.

Main ideas	Supporting points (Details and example)
Reasons for your choice	Reasons for your choices

Student sheet: Pair B

Now listen to Pair B and complete the chart below.

- You may ask Pair B to repeat parts of it again e.g. 'Could you repeat that please?'
- Check your answers with your partner.
- Now check the answers with Pair B. Do you agree?
- If not try to work out who has the correct answer.

Text 2

One of the problems faced by Third Culture Kids is that we don't have a sense of belonging. This means that we don't have a real sense of where we're from. For instance, I cannot say I am from one place - it just doesn't make sense. It's not an answer I can give. I don't feel like home is a place where I can ever settle down and not move. This is something that Third Culture Kids have in common.

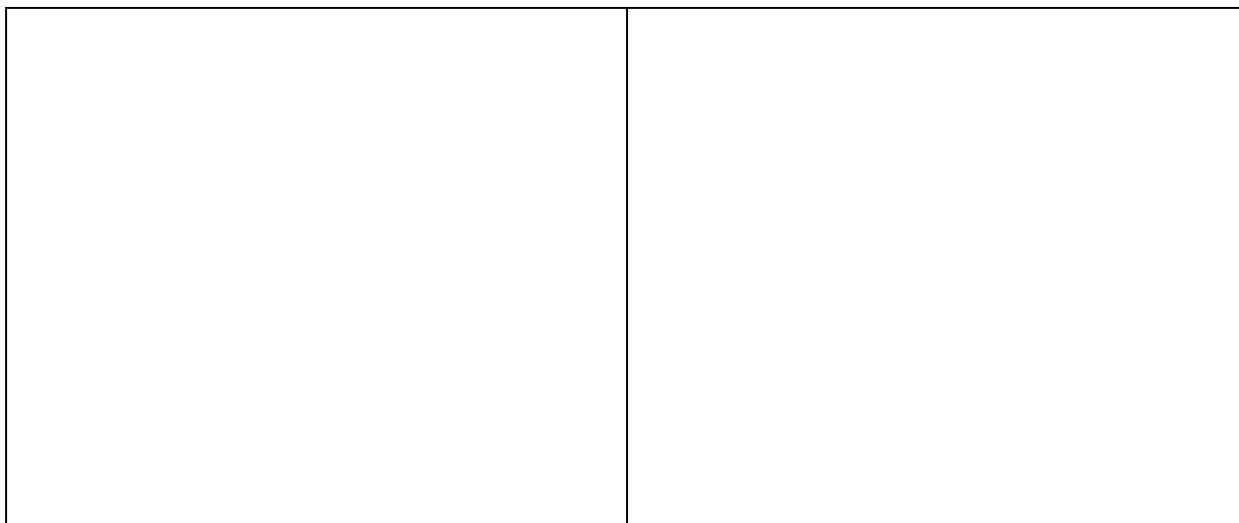
Main ideas	Supporting points
Reasons for your choice	Reasons for your choices

4. Finding main ideas that link to the academic purpose

The academic purpose of the listening text is to compare and contrast the benefits and challenges Hafida and Luis had growing up bicultural.

- As you listen to the text, record the main information that is about similarities in the 'compare' part of the chart.
- As you listen to the text a second time, focus on any differences between the two people and record those in the 'contrast' part of the chart.
- You will listen to the text twice.
- In pairs, compare your charts. Then join with another pair to compare your findings.

Compare (what is the same?)	Contrast (what is different?)



Listening text for teacher only: Task 4

Growing up in a mixed cultural environment has both benefits and challenges. I'm going to tell you the stories of two different people - the first a Moroccan living in Belgium and the second a Dominican living in the States.

Growing up, Hafida found herself caught between two cultures. Although she was born in Belgium, her Moroccan parents raised her in the "traditional" Moroccan way. As a teenager she began to realise that she didn't feel Moroccan but neither did she feel Belgian.

At this stage Hafida started to struggle with her identity and her place in both worlds: "I had the feeling I wasn't at home anywhere. People told her "Go back to your country!" But for a long time I asked myself: "Where is my country?"

And so, Hafida started a process to find her balance. She became a film student and her documentary "Transition" was a stepping stone towards finding herself. I was looking for answers and I learned a lot about myself and other people."

Hafida came to realise the benefits of her background. She said, "I belonged to both countries and that was my strength. I realised that I could take the best out of the two countries".

This double cultural background helped Hafida develop her personal filming style and it influences her work in a very positive way. She is inspired both by Western film directors, and by her origins.

Overall, Hafida has used the challenges of her background in a positive way. She says, "I would like to use my skills and passion to make people realise that they are not alone in their sadness and bad experiences, and that they also share their joys of everyday life with the rest of the world."

Now, moving on to our second person, Luis. As a first-generation American, born to Dominican parents, he was always put in the "which culture do I represent today?" question. It made him feel out of place most of the time because he couldn't say he was just one. When he was with Americans, he couldn't feel like he was fully one of them. The same went for his Dominican side. He just felt like he didn't belong.

One of the big challenges for Luis was language. Luis grew up speaking English but his parents didn't learn much. So Luis had to learn Spanish but he never learnt how to write it and always felt unsure of himself speaking Spanish to his relatives.

Now for his American side, because he was born there, he felt more at ease with other Americans. However, he did still feel out of place when surrounded by ONLY Americans in a group.

Over the years Luis has learned to just be proud that he has something to represent. He says, "The best part of it all is that I have more than one home in the world to carry on with me for the rest of my life. So in the end, it's not a struggle, it's a blessing."

I think you will agree with me that both of these stories are truly inspirational for anyone who has a double culture and is struggling to find their identity. Both Hafida and Luis point out that everyone's experience of living in two cultures is unique but it is clear that there are quite a few similarities.

Adapted from two listening texts:

<http://blog.unitee.eu/meet-the-new-europeans/belonging-to-two-cultures-is-a-real-treasure-because-you-can-take-the-best-each-culture-has-to-offer-interview-with-hafida-maghouti>

<https://www.theodysseyonline.com/the-struggle-of-belonging>

5. Putting it all together: Guided dictogloss

The title of the text is "*Growing up in a household with two different cultures*".
The academic purpose of the text is to discuss the advantages and disadvantages.

- Look at the title and academic purpose and predict what the spoken text will be about.
- Listen to the text without writing. **Focus on key information only.**
- Listen a second time and make notes of the main points in the template below.
- In pairs compare your notes with your partner's and add to your notes.
- In groups put your notes together.
- Write your summary on an A3 sheet of paper. Each person in the group uses a different coloured marker to make sure you all participate equally.
- Pin the finished texts around the room and peer review.

Listening template

Overall idea:

.....

.....

Key point

A disadvantage is.....

.....

Key point

An advantage is.....

.....

Restatement of main idea

.....

.....

Listening text for teachers only: Task 6

Growing up in a household with two different cultures

Are you wondering about **your** identity? Where **do** you belong? It can feel strange when you're one person outside the family house, and another at home. So what happens is you always feel a little different in each culture, not quite belonging in either.

One major drawback that comes from this is the possibility of conflict. This is because you are trying to please everyone and end up pleasing no-one. You want to show respect to your parents and elders, as you've been brought up to do, but you love the freedom possible away from them, too. Balancing the needs of two cultures can be stressful.

Now let's look at an advantage. Being bicultural gives you many advantages, one of which is being able to appreciate two different cultures. It means being able to enjoy two kinds of music, two types of food, two different kinds of clothing, two different languages.

In other words you belong to two cultures. You're the human equivalent of a bridge, in a way that others born into only one culture could never experience. Meeting up with others in the same position – born into a family with one cultural identity and living in another culture – can be reassuring, as everyone's dealing with similar issues.

Adapted from: <http://livingout.social/growing-up-in-a-household-with-two-different-cultures>

Oral language: Level 3 EAP unit standard 30509, version 1, Demonstrate and apply understanding of a short spoken text in English for an academic purpose

Dimensions of effective practice	Teaching and learning sequence 3: Analysing supporting information for relevance to key information	Metacognitive prompts
<p><i>Knowledge of the learner</i></p> <p><i>Expectations</i></p> <p><i>Instructional strategies</i></p>	<p><i>Identifying the learning outcomes including the language demands of the topic.</i></p> <p>Teaching and learning purpose</p> <ul style="list-style-type: none"> ● Detailed and/or supporting information in the text is analysed for relevance to the key information (1.2). <p>Student learning outcomes:</p> <ul style="list-style-type: none"> ● I can decide if detailed and supporting information supports key information. <p><i>Choose from the following activities according to the strengths and learning needs of students.</i></p> <p><i>Finding out the learners' prior knowledge</i></p> <p>1. What strategies do we use?</p> <p>This initial activity aims to revise learning from TLS 2 and address any gaps in understanding.</p> <ul style="list-style-type: none"> ● Put up the learning outcome and PC 1.2 on the board and discuss what it means. ● In pairs, students write down strategies for deciding what is key information and supporting information. ● In groups students pool ideas and create a poster or mind map of key strategies. <p><i>Provide multiple opportunities for authentic language use with a focus on learners using academic language</i></p> <p>2. Identifying relevant supporting information</p>	<p><i>Do I know which students will need extra support?</i></p> <p><i>Can all students verbalise strategies they can use?</i></p> <p><i>What further</i></p>

<p><i>Engaging learners with text</i></p>	<p>This activity builds on the preceding one by encouraging students to use strategies to sort essential and non-essential supporting information.</p> <ul style="list-style-type: none"> • Students read through the given main points of the text and predict what the supporting information/details will be. • Remind students of listening strategies - signal words for supporting information. • Students listen for supporting information and take notes. • In pairs, students compare notes and add any details they have missed. • Together they go through their notes and highlight the supporting information/details that are most relevant to the main points. • Pairs join with another pair to compare what they have and share reasons for their highlighted supporting information. • Follow up with a discussion on which of the strategies from Task 1 were most useful in determining what was key or supporting information. <p><u>Further learning opportunities</u></p> <p>The exercise could be repeated with other texts if required.</p> <p><i>Recycling the use of the same language in different ways</i></p> <p>3a. Analysing the relevance of supporting information to key information</p> <p>This activity builds on the previous one - now with less scaffolding. It helps students to analyse the relevance of supporting information to key information.</p> <ul style="list-style-type: none"> • Students listen to the text the first time to focus on key information and make notes. • The second time they listen for supporting information and make notes. • Students then use a highlighter to select relevant supporting information to the key points. • Students then share what they have done with a partner, giving reasons. <p>3b. This task is repeated with another text.</p>	<p><i>opportunities can I use to enable students to practise these skills?</i></p> <p><i>Are the students demonstrating the use of strategies as they independently listen and make notes?</i></p> <p><i>Are all students using the strategies they have previously practised?</i></p> <p><i>What information has this sequence provided on student learning</i></p>
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Listening text for teachers only: Task 2

Double culture - double life

One way bicultural teenagers cope with differences between the culture of their home and the dominant culture is to hide parts of themselves. Why? Because they all want to fit in and feel like they belong to their peer group. For instance, they may date and have a relationship outside the home, but keep their relationship a secret.

They also don't like to upset their families or risk being rejected by their communities. At home, they may dress in a way that pleases family but outside of the home wear clothing that matches their style. They may follow different food rules when at home than outside of that community.

Text adapted from: <http://drdinabuttu.com/caught-between-two-cultures-living-a-double-life/>

3a. Analyse the relevance of the detailed/supporting information to the key information

The title of the text is *Reasons why bicultural teenagers live a double life*.

- Listen to the text the first time to focus on key information and make notes.
- The second time listen for supporting information and make notes.
- Now use a highlighter to select relevant supporting information to the key points.
- Share what you have done with a partner, giving reasons.

Key information

.....

.....

Supporting details

.....

.....

.....

.....

Listening text for teachers only: Task 3a

The main reason bicultural teenagers live a double life is fear and the amount of fear felt depends on how strict their family is. To illustrate, if a family is very strict, teenagers are likely to hide many aspects of themselves outside of the home so that they can fit in with their peers. However, if a family is open to talking with them about it, they may not need to hide as much – Instead, the teenagers can speak to them, share their opinions, and come to a middle ground.

Text adapted from: <http://drdinabuttu.com/caught-between-two-cultures-living-a-double-life/>

**How does the highlighted supporting information support the key information?
What is your reason for not highlighting some supporting information?**

.....

.....

.....

.....

.....

3b.

The title of the text is: *The impact of leading a double life.*

Repeat the steps you did with text 1 with text 2.

Key information

.....

.....

Supporting details

.....
.....
.....
.....

**How does the highlighted supporting information support the key information?
What is your reason for not highlighting some supporting information?**

.....
.....
.....
.....
.....

Listening text for teachers only: Text 3b

Living a double life may be one way for bicultural teenagers to survive when they have very strict parents but there are consequences. One example is feeling anxious and guilty about getting caught. Another more serious result is depression, which could lead to eating disorders or using substances to cope. If teenagers are experiencing any of these difficulties, they should seek support from trained counsellors.

Text adapted from: <http://drdinabuttu.com/caught-between-two-cultures-living-a-double-life/>

4. Guided dictogloss: Focus on relevant supporting information

The title of the text is “*Growing up in a household with two different cultures*”.

The academic purpose of the text is to discuss the advantages and disadvantages.

- Look at the title and academic purpose and predict what the spoken text will be about.

- Listen to the text without writing. **Focus on relevant supporting information only.**
- Listen a second time and make notes of the main points in the template below.
- In pairs compare your notes with your partner's and add to your notes.
- In groups put your notes together.
- Write your summary on an A3 sheet of paper. Each person in the group uses a different coloured marker to make sure you all participate equally.
- Pin the finished texts around the room and peer review.

Listening template: *“Growing up in a household with two different cultures”.*

Overall idea: There are both drawbacks and advantages to growing up with two cultures and they are linked to questions of identity.

Key point

A disadvantage is experiencing conflict when you try to please everyone.

Supporting information

-
-

Key point

An advantage is being able to appreciate two cultures

Supporting information

-
-

Restatement of main idea

Bicultural people span two cultures - like a bridge. They have similar issues.

Listening text for teachers only: Task 4

Growing up in a household with two different cultures

Are you wondering about **your** identity? Where **do** you belong? It can feel strange when you're one person outside the family house, and another at home. So what happens is you always feel a little different in each culture, not quite belonging in either.

One major drawback that comes from this is the possibility of conflict. This is because you are trying to please everyone and end up pleasing no-one. You want to show respect to your parents and elders, as you've been brought up to do, but you love the freedom possible away from them, too. Balancing the needs of two cultures can be stressful.

Now let's look at an advantage. Being bicultural gives you many advantages, one of which is being able to appreciate two different cultures. It means being able to enjoy two kinds of music, two types of food, two different kinds of clothing, two different languages.

In other words you belong to two cultures. You're the human equivalent of a bridge, in a way that others born into only one culture could never experience. Meeting up with others in the same position – born into a family with one cultural identity and living in another culture – can be reassuring, as everyone's dealing with similar issues.

Adapted from: <http://livingout.social/growing-up-in-a-household-with-two-different-cultures>

Oral language: Level 3 EAP unit standard 30509, version 1, Demonstrate and apply understanding of a short spoken text in English for an academic purpose

Dimensions of effective practice	Teaching and learning sequence 4: Applying understanding of the text in a way that demonstrates understanding of the academic purpose.	Metacognitive prompts
<p><i>Knowledge of the learner</i></p> <p><i>Expectations</i></p> <p><i>Instructional strategies</i></p>	<p><i>Identifying the learning outcomes including the language demands of the topic.</i></p> <p>Teaching and learning purpose</p> <ul style="list-style-type: none"> Understanding is applied in a form relevant to the academic purpose. This may include but is not limited to - summarising, outlining or tabulating (1.3). <p>Student learning outcomes: I can:</p> <ul style="list-style-type: none"> change information from one form to another using a form that is appropriate to the academic purpose e.g. outline, tabulate or summarise. <p><i>Choose from the following activities according to the strengths and learning needs of students.</i></p> <p><i>Finding out the learners' prior knowledge</i></p> <p>1. Using an outline to change information from one form to another</p> <p>The aim of this activity is to show students that we change information into a different form to demonstrate that we understand it.</p> <ul style="list-style-type: none"> Tell students that the academic purpose is to compare and contrast and the title is "Caught between two cultures". Students listen the first time and take notes. Students listen a second time and add to their notes. They use the outline to organise their information. They then get into pairs, compare main ideas 	<p><i>Do I know which students will need extra support?</i></p> <p><i>Have I checked that students understand the meaning of 'outline, tabulate, summarise'?</i></p> <p><i>Are the students using listening</i></p>

	and share any extra supporting details. <i>Recycling the use of the same language in different</i>	<i>strategies previously taught?</i>
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<i>Instructional strategies</i>	<p>ways.</p> <p>2. Understanding the academic purpose This activity reinforces the academic purpose for listening.</p> <ul style="list-style-type: none"> • Students listen to the same recording but are told that the academic purpose is problem/ solution. • They listen the first time to get the overall idea. • They listen again and use the outline to record information. • In pairs, they compare main ideas and share any extra supporting details. <p><i>Planning the learning tasks so that all learners are actively involved</i></p> <p>3. Tabulating information The purpose of this activity is to provide another way of recording information to demonstrate understanding.</p> <ul style="list-style-type: none"> • Students are told that the academic purpose of the text is to compare (what is the same). • They listen to the text to get the overall idea. • They listen to the text again and record information. • Students then form groups and combine information on an A3 poster • When finished they then do a walk around to look at the posters of other groups. 	<p><i>How can I best group students to enable good peer support in this activity?</i></p>
<i>Instructional strategies</i>	<p><i>Using approaches that include listening, reading, speaking and writing</i></p> <p>4. Running dictation: What is summarising? The purpose of this activity is to provide practise listening and ensure students know what summarising means.</p> <ul style="list-style-type: none"> • Teacher pins a copy of the text at the back of the classroom. 	<p><i>Would some students benefit from being in a group of three for more support (with 1 runner and 2 writers)?</i></p>
<i>Knowledge of the learner</i>		

	<ul style="list-style-type: none"> ● Students are in pairs - one is the runner and one is the writer. ● The runner runs to the text, memorises part of it and returns to dictate it to his/her partner. ● The winning pair are those whose text is exactly the same as the original text (including punctuation and spelling). ● When the activity is finished, read it through together and discuss. <p><i>Making the lesson comprehensible to all learners</i></p> <p>5. From key ideas to summary</p> <p>This activity aims to help students focus on key information needed for a summary.</p> <p>Give each student the academic purpose of the text and the topic. Give each student one 'post it'.</p> <ul style="list-style-type: none"> ● Students listen to the text for the overall meaning. ● Students listen a second time and write 6 key words or phrases on their post it. ● In pairs, students compare their post its and together choose the 6 best. ● They repeat the process in groups. ● Each group uses the 6 key words/phrases to write a summary. <p><i>Making the lesson comprehensible to all learners</i></p> <p>6. Writing summaries with peer support</p> <p>The aim of this activity is to give students practice at writing summaries independently.</p> <p>Write the title of the text on the board and the academic purpose.</p> <ul style="list-style-type: none"> ● Students listen to the text to get the overall idea. ● Students listen a second time to take notes. ● They use their notes to write a summary. ● In pairs, they peer review their partner's summary, using the checklist. <p>Reflection:</p> <p>Students write a summary of their learning and share key points with a partner.</p>	<p><i>Have students focused on the main ideas of the text?</i></p> <p><i>Are students now confident with all aspects of this activity?</i></p> <p><i>What do the summaries tell me about student progress in meeting the learning outcome?</i></p> <p><i>Are all students ready for the formative assessment?</i></p>
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Student tasks
Teaching and learning sequence 4

1. Using an outline to change information from one form to another

The academic purpose is to discuss advantages and disadvantages.

The title of the text is "*Caught between two cultures*".

- Listen to the text and take notes.
- Listen again and add to your notes.
- Use the outline to record information.
- Now get into pairs to compare your outlines and share any extra points.

Notes

Main points (advantages)

.....

.....

Supporting information (advantages)

.....

.....

.....

.....

Main points (disadvantages)

.....

.....

Supporting information (disadvantages)

.....

.....

.....

.....

Outline

Advantages	Disadvantages
Main point	Main point
Supporting information	Supporting information

Listening text for teachers only: Task 1

Caught between two cultures

Text 1

Growing up in a culture at home that is different from the culture outside of the home has its benefits and challenges.

On the one hand, It is a wonderful experience to know different languages, customs, and ways of behaving. Thinking back to your own upbringing you may be able to appreciate having learned a second language, travelled to the part of the world where your family is from, enjoyed your ethnic food and taken part in cultural celebrations.

On the other hand, there may be difficulties making sense of the differences – and this is called bicultural stress. Common difficulties include problems understanding differences in food rules, dress, social behaviour, dating/marriage rules, and gender-roles. Feelings of confusion are common as you try to answer the question “Who am I” and “What is the right thing to do?”

Adapted from: <http://drdinabuttu.com/caught-between-two-cultures-living-a-double-life/>
by Dr Dinah Butt

2. Understanding the academic purpose

The academic purpose is problem/solution

The title of the text is: *"The problem of rejection faced by bicultural people"*.

- Listen to the text and take notes.
- Listen again and add to your notes.
- Use the outline to record information.
- Now get into pairs to compare your outlines and share any extra points.

Main points (problems)

.....

.....

Supporting information (problems)

.....

.....

.....

.....

Main points (solutions)

.....

.....

Supporting information (solutions)

.....

.....

.....

.....

Problem	Solution
Main point	Main point
Supporting information	Supporting information

Listening text for teachers only: Task 2

The problem of rejection faced by bicultural people

Bicultural people, who identify with two cultures, often experience rejection. They also face criticism for not doing what is normally acceptable in their heritage culture. This happens in the recent film 'The Big Sick' when a Pakistan-born man living in the US, falls in love with student Emily Gordon rather than following his parents' wishes and marrying someone from his culture.

Ongoing research is looking at ways that people can cope and overcome experiences of rejection from their heritage culture. One characteristic that has been identified is the ability to be flexible. For example, they may identify with the same values as their family when cooking traditional dishes and eating dinner at home, and another set of values when playing football with their friends. They may be more ready to accept that they can identify with both cultures, without losing their sense of self.

Adapted from: <http://drdinabuttu.com/caught-between-two-cultures-living-a-double-life/>
by Dr Dinah Buttu

3. Tabulating information

The academic purpose of the text is to give information.
The title of the text is: "*Bicultural benefits*".

- Listen to the text to get the overall idea.
- Listen to the text again and record information.
- Get into groups and combine information on an A3 poster
- When you have finished look at the posters of other groups.

Title:

1. Main point

- detail:
- detail:
- detail:

2. Main point

- detail:
- detail:
- detail:

Listening text for teachers only: Task 3

Bicultural benefits

It has been known for a long time that there are many advantages to being bicultural, such as being aware of cultural differences, taking part in the life of two or more cultures and so on. Recent research shows that biculturals also have greater creativity and professional success.

Let's look first at creativity. An experiment showed that the biculturals had more creative ideas, more flexibility and were more creative in their suggestions. In the task they were shown a picture of a brick and were given two minutes to write down as many creative uses of it as they could think of.

In another study, the question asked was whether being bicultural leads to professional success. This time, the group were asked about their promotion rate over eight years. What was found is that biculturals achieved higher promotion rate and had more positive reputations than those who were not bicultural.

Adapted from:

<https://www.psychologytoday.com/us/blog/life-bilingual/201304/advantages-being-bicultural>

4. Running dictation: What is summarising?

- You will be in pairs - decide who will be the runner and who will be the writer.
- The runner runs to the text at the back of the classroom, memorises part of it and returns to dictate it to the writer (The writer can ask for anything to be repeated or spelt).
- When you finish - show your text to the teacher. Your teacher will check if your text is exactly the same (punctuation and spelling).

Text for running dictation

Listening text for teachers only: Task 4

What is a Summary?

A summary is a shortened version of a text that is written in your own words. It reduces a text to its most important ideas. The main points are included but not details and examples. It is important to note that it does not include your own ideas. A summary is written using correct grammar, punctuation and complete sentences.

5. From key ideas to summary

The title is: "*Living between two cultures*".

The academic purpose of the text is to discuss the advantages and disadvantages.

- Listen to the text for the overall meaning.
- Listen a second time and write 6 key words or phrases on your post it.
- In pairs, compare your post it with your partner and together choose the 6 best.
- Now repeat this in groups.
- When your group has decided on the best 6 key words/phrases, write a summary together.

Listening text for teachers only: Task 5

Living between two cultures

Living in two different cultures has its benefits and challenges. Although I was born in America, my parents emigrated to the U.S from Sri Lanka. When my parents came to the U.S they continued with their customs, beliefs and traditions. This has influenced me in several ways.

One of the real benefits is that I experience all the richness of two cultures. For example, I eat a variety of foods and celebrate different holidays that have to do with my religion and culture. I also try to include both American and Indian traditions, customs, and foods. Even though this can be a major advantage there are many setbacks to being part of two cultures. Speaking a language at home and speaking another language in school can get confusing. This is because sometimes I have trouble expressing my thoughts in English as they can only be said in the other language I speak. I have trouble getting my thoughts out in English at times, and this has been difficult. At home I speak both English and Tamil but I mostly speak Tamil.

Sometimes my culture does make me feel left out from others because I feel too different. I feel like I have to be like others for them to accept me and my family. I like to listen to Sri Lankan music but this has been difficult because I feel separated from my friends when I don't know what song they are talking about.

In conclusion, I have felt stuck between the two cultures at times. However, I try not to think of two cultures as a setback, but as an advantage. I can participate in different celebrations and be a part of my American and Sri Lankan friends.

Adapted from:

http://www.teenink.com/nonfiction/travel_culture/article/465558/Living-Between-Two-Cultures/

7. Writing summaries with peer support

The title of the text is: *Growing up with two different cultures*

The academic purpose of the text is *Discuss what is important for children growing up in two cultures.*

- Listen to the text to get the overall idea.
- Listen a second time and take notes.

- Now use your notes to write a summary.
- In pairs, peer review your partner's summary, using the checklist.

Summary writing checklist	Yes	No
The summary is shorter than the original text		
All main points have been included		
Only main points that are in the listening text are included		
There are no details/examples		
It is easy to read and understand		

Listening text for teachers only: Task 7

Growing up with two different cultures

The increasing number of interracial relationships and bicultural children today is amazing. There are now children who come from interracial parents and have four or more ethnicities. It is said that we may eventually all look alike, as one mixed race. Luckily, with increased numbers comes increased acceptance, and hopefully bicultural children growing up today and in future generations will not feel as confused as I did as a child. It is important for parents to give them a sense of pride in being who they are, even if their family trees may be harder to draw and their backgrounds harder to classify. It is important for all children to grow up seeing more than just race or skin color, but to see others for the people that they are inside, because underneath our outer appearance we all have the same basic needs, we all laugh and cry, and more than anything we all want to be accepted, loved, and understood.

Adapted from: <http://livingout.social/growing-up-in-a-household-with-two-different-cultures>

