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# Tenth Grade Listening Module

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University of North Florida  
Jacksonville, Florida  
College of Education

Tenth Grade Listening Module

by

Linda Black

Thesis submitted to the Department  
of Elementary and Secondary Education  
in partial fulfillment of the requirements  
for the degree of Master of Education

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## Abstract

The purpose of the study was to construct a listening module for tenth grade students who were at least four grade levels behind in reading comprehension. The module was designed to be self pacing, self checking, motivating and improve factual recall.

The module consisted of fifteen taped lessons, a taped pre test and post test, and was introduced by a motivational and directional statement.

The lessons were chosen for their highly motivating nature and were organized in order of difficulty and length; the easier and shorter stories at the beginning and gradually getting more difficult and longer.

In the module the students listened to a story and then were directed to complete an activity. They were also given instruction in the skill of factual recall before they began each story. They had a module booklet which contained all the activities and answers to assure independence.

The pre test was administered first and when all lessons were completed, the post test was given.

The module was integrated into the student's language arts class and they worked on the module two hours a week for two weeks during the pilot testing.

Included in the time devoted to the module was individual conferences with the teacher. Also, the students worked in groups of four to encourage feedback from peers.

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## Chapter I

### Problem Statement

The purpose of the study is to construct a listening module. The module is for tenth grade students who are at least four grade levels behind in reading comprehension. The module is designed to improve factual recall.

### Rationale

A review of the literature reveals insufficient data has been collected on high school listening skills and the techniques to teach the skills. Little has been done to see if teaching to the students' audio skills will help the students improve their factual comprehension.

The module is an attempt to add to the body of knowledge for the purpose of providing useful insights into the problem of listening and factual comprehension.

Most remedial students have a limited ability to pick out the important information from what they read, but they have a strength in working with audio material. (Patterson, 1979)

To combine a mode of learning which is a strength and the students' weakness of finding important details seems the best way to approach the problem.

The module is designed to be self checking, self pacing, and enriching to keep the students motivated.

With these combinations, the module will try to reach the needs of all students in terms of their learning strengths and weaknesses.

Since listening always has been the most widely used human means of receiving information, students will be most familiar with receiving data in this way. Until the last twenty years or so, too little attention has been paid to the importance of tapping this skill.

In the past, it has been taken for granted that everyone knew how to listen. However, it is not the case. Listening can be improved by teaching it as a skill.(Furness, 1957)

A great deal of attention has been given to listening as a skill in the past ten years. Also, a lot has been done to confirm the untapped skills that children learn through the listening mode. The literature has these findings broken into grade levels for the most part. This study will deal with secondary levels exclusively.

No study that is available deals with secondary, remedial students who are highly unmotivated by any form of reading.

Therefore, the module will attempt to provide some data on a subject that has not been dealt with to any great extent.

## Chapter II

### Review Of The Literature

The average person spends more time listening than reading, writing or speaking - approximately two-thirds of any given day. Obviously, then, the ability to listen discriminately should be one of the most important language and communication skills fostered in schools. (Patterson, 1979)

The most current literature that deals with listening focuses on listening skills and how to teach them in the content area.

Listening provides one of the primary modes of learning in early school years. It was found that children in elementary school spend an average of 57.5% of their time listening. At home they listen to parents and siblings and often radio and television, but they are given little or no help by parents or teachers in selecting programs or developing critical listening skills. So a hierarchy of listening skills was developed to help the teachers. (Weaver, 1974)

After reading several pieces on the hierarchy of skills, there was a piece on the best way to begin to teach listening. It said the essential thing to attention-listening instruction is the notion of purposes set by the teacher for the listening process. To do this a teacher must wait until room noises and distractions are minimized and set the stage for listening. Then tell the students what to listen for - give them a purpose. (Tutolo, 1979)

Another article suggested having students listen for only one element at a time. Then practice that one aspect of listening

before introducing a new element. Next, incorporate the various elements to form a composite. As with any skill, repetition and integration with previous learning will result in re-enforcement and mastery. (Williams, 1978)

A study dealing with tenth grade stated that students in content classes frequently find themselves confronted with learning tasks that demand integration of sophisticated reading/study skills and processes. Inability to recognize required processes and apply needed skills often leads to insufficient or unsatisfactory learning on the part of the student and frustration, if not demoralization, for the teacher. (Thomas, 1970)

There are other studies, such as those by Herber (1970), Shepard (1973) and Piercky (1976), that have provided content teachers with theoretical background and practical suggestions necessary to help guide students through subject matter lessons. Implementation of the fundamental practices advocated by these people should help provide more efficient means for teaching listening skills and to ensure academic success.

Numerous investigations dealing with the question of whether the teaching of listening skills improves reading skills have been summarized by Kintsch (1977) and Schneyer (1971). Both of these studies concluded that the findings are inconclusive and inconsistent. Some studies have shown that instruction in listening skills leads to improved reading skills, especially if the listening instruction is supplemental to other kinds



of reading instruction. (Schell, 1972)

In several studies on the question of a positive co-relation between listening skills and reading skills (Berger, 1978; Cunningham, 1975; Schneyer, 1971) there is no agreement. Each study has different results.

The general conclusion warranted by the results is that reading and listening are closely related.

However, each study contributed a unique aspect to the problem. The Berger study came up with results that suggest that reading comprehension and listening comprehension are dependant on the same general language processing skills and that is why the poor readers were also poor listeners.

In the Schneyer study the results noted that with a program which increased listening and reading comprehension, students "classified as low socio-economic status" gained more from listening experiences than did the "high socio-economic status" students.

Another study by Kintsch, (1977) found that the act of listening does not impose noticeable limits on the comprehension process. Thus, performance differences that are observed in subjects who read versus those who listen to a text can be attributed to constraints placed upon the comprehension process by the act of reading. So it may be the case that many of the so-called reading and listening problems of poor readers are in fact comprehension problems.

Numerous studies and articles dealt with how to teach listening. One article said the best approach is to move from

light easy material which appeals to the students, such as, the words to a popular song, to more difficult material, which may be less appealing, like current events. The teacher must interweave difficulty of copy to challenge, expand and extend listening ability. (Williams, 1978)

The Crowell and Au study (1979) resulted in the conclusion that knowledge of the different levels within the scale of listening comprehension skills of children can guide the teacher in diagnosing the level of comprehension of her students and in successful lesson planning.

Certainly, one of the most pressing needs is to develop valid, reliable and cost efficient measurement procedures to assess speech communication competence. Present procedures of testing skills cannot be used to assess listening skills, so listening skills will not find their way into the curricula. (Bassett, 1978)

The above finding was quite different from much of the literature and the following is one of the few that dealt with transfer of skills from listening to reading comprehension. It said for some readers, the difference between listening and reading comprehension may be explained by their limited word identification skills. Others, however, can decode the words and still not understand what they read. It is for these readers that listening - reading transfer lessons are most crucial. (Cunningham, 1975)

From the literature, it becomes apparent that becoming a better listener is predicated on awareness concerning listening and listening techniques, on structured classroom practice designed to teach students how to listen and what to listen for, and on integration of listening concepts to any situation involving oral communication. The teacher's role in teaching listening skills includes regulating the classroom climate for learning, teaching about listening, providing listening practice exercises, establishing rapport with students and being a good listener. If all this done, listening ability can be improved.

## Chapter III

### Measurement

In the listening module I developed, I included a pre-test to determine how well the students could listen for details before they began. The test consisted of a seven minute taped presentation and is followed by ten factual recall questions. There is a comparable post-test.

#### Constraints

The students that participated in the project were tenth grade students ( 25 boys and 15 girls) from low socio-economic backgrounds. They are all average intelligence or better. They all have been unsuccessful in academic areas as seen by failures in classes year after year. They all were four to five grade levels behind in reading comprehension as measured by The Test Of Adult Basic Education.

All the students are assigned to I.M.T.S. ( a remedial reading and math lab ) two hours a day. The students only spent two hours one day a week on the module. The rest of the week they spent doing their regular class assignments.

The I.M.T.S. class is a lab situation, so there was a tape player and all necessary material easily available, and carrels afforded all needed privacy and quiet.

The study was conducted over a two week period. Since the students worked on the module when they finished their other work, everyone did the module when they had a two hour block available. So therefore, there were no activities that could interrupt the student's time spent on the module.

In the module the emphasis is placed on auiding skills. Students gain experience listening to a variety of selections and they are given practice in following sequence and picking out important details.

In the module a combined recording and workbook approach is used to introduce and give practice in a variety of listening skills. The module is based on the following premises:

1. Students in need of reading improvement can receive and comprehend information by listening far more effectively than they can through reading.

2. Students who can learn to listen effectively can learn to transfer that skill to reading material.

3. The use of the listening medium has built in appeal. Most remedial students are more highly motivated by a recorded approach than the printed material. Because at all times the student is actively involved in following the narrator or performing a task in the packet, interest is kept at a high peak.

4. The use of headphones produces excellent attention, for the student is isolated from distraction, and the only auditory stimulus is the narration on the recording.

5. Providing immediate feedback at each step of the lessons reinforces and cements the learning.

The module consists of fifteen stories that the students listen to one at a time. As the students progress through the stories they get longer and more informative, with the last one the most difficult of all.

Following each story the recording is stopped while the student answers questions. The student is given directions on how to locate the answers. Some of the answers are on the tape and some are in the back of the packet.

At the beginning of the lessons the narrator explains one segment of the skill to the student that they need to apply. Also, before the student begins lesson one there is a motivation statement to get them started. The purpose of this statement is to tell the students exactly what to expect in the module and therefore encourage them to do their best. Following the motivational statement a directional statement gives all the information the student will need to complete the module.

#### Objectives

1. Students will increase their ability to pick out details from a listening selection as measured on a post test written for the module.
2. The students will develop a better self concept by experiencing success.
3. Students will be able to pick out details from written selections by applying the skills they have learned in the module.

#### Strategies

The students knew exactly what was expected of them by an explicit orientation to the module and equipment.

Also, the teacher helped each student during the time they worked on the module. The teacher encouraged and reinforced a positive view of the students as learners.

After each lesson the teacher discussed individually

the problem the students had with the lesson.

The teacher also encouraged the carry over to reading material by showing similarities or differences etc. or by suggesting titles of reading material with the same interest to the student.

The students were given immediate feedback so as to re-enforce the learning.

When the students had finished the module they took a post test so that progress could be measured.

#### Procedures

The preliminary planning consisted of determining the concepts, establishing the level of difficulty, defining specific skills and arranging the skills in sequential order.

Selecting the format of the pre and post assessment was next. Then the following step was writing the post assessment. This was done by selecting the most difficult concepts from the module. The pre assessment was made by using the same procedure as with the post assessment.

Then the motivational statement was written. It was designed to do the following: awaken interest in the student, establish a purpose for the student, provide an overview, provide boundaries and establish exactly what is expected.

After the motivational statement, a directional statement was written to tell the students the procedures which would be consistent throughout the module.

Next, each lesson was developed and the instructions for each lesson were written. Then they all were organized into a booklet form and an answer key was prepared. Next, the script

for taping was prepared and then all of the module was put on tape.

When all the taping was completed, it was edited, corrected, and the booklet typed.

The final step was the preparation of a teacher's guide to accompany the module.



## Chapter IV

### Results

Each student worked through the module in a two week time frame. During this time each student was given two individual conferences to discuss their progress and to talk about the module, so that they could give feedback. The students really enjoyed this aspect of the project. They felt very important to know their ideas were of interest to me.

On the pre-test the highest score for the boys was 70% with a mean of 50%. However, on the post test the highest score was 100% and the mean was 80%. (See table 1)

The girls were very excited and much better organized and able to relate to the work. The feedback they provided was also noticeably better throughout.

The pre-tests for the girls were higher also. The highest score was 70% and the mean was 60%. On the post-test the highest score was 100%, but the mean was 90% (See table 2)

It was interesting to me to note that the students who were the most interested in the project, though they did not start out with the highest pre-test scores, ended up with the highest post test scores. (40-100, 20-100, 40-90)

The only students who did not adjust well to the module itself were five boys who just would not stay on task during their module time. They seemed bored and no matter how hard I tried, they just remained unmotivated, (50-70, 60-70, 50-70, 50-70, 50-70)

Table I  
 Pre and Post test Listening scores  
 for boys

<u>PRE</u>	<u>POST</u>
40	100
20	100
70	100
40	90
40	90
60	90
50	90
40	90
50	80
50	80
60	80
50	80
50	80
60	80
60	80
60	70
50	70
50	70
60	70
40	70
40	70
50	70
60	70
50	70
50	70
50	70
50	70
<u>1240-50%</u>	<u>2000-80% mean</u>

Table II

Pre and Post test Listening scores  
for girls

<u>PRE</u>	<u>POST</u>
70	100
70	100
70	100
70	100
70	90
60	90
60	90
60	90
60	90
60	90
60	90
50	90
50	90
50	80
50	80
50	70
<u>900-60%</u>	<u>1350-90% mean</u>

## Chapter V

### Conclusions

As in all research there are some positive and negative results. The listening module itself was written and produced by me and had a lot of technical problems. There are many commercially produced taped materials that would serve the purpose without the problems, but the students did express the fact that they liked it because it was their teacher reading the selections. If I were to produce another module, I would really pay close attention to the quality of tape I used and be sure to pronounce people's names very distinctly.

The idea of the module in listening could be used anywhere since it is so portable and the benefits of better notetaking could certainly help many students. However, any teacher who wished to use it would have to organize her classroom and her time to allow for the conferences since they were critical to the project.

The most positive result of the project was that the students felt good about themselves when they finished. The students were surprised that they could really learn anything. One boy told me in conference, that he never really experienced the sensation of learning before and he liked it.

When I introduced the module to the class, the students seemed interested. Some even seemed flattered to be part of my research. They put a great deal of effort into it. One of

the students told me in a conference that he had to do well since he did not want my research to come out bad. All in all I feel I had motivated them to do the best they could.

The negative factors in the study are led by time. We really had to push hard to get everything done on time. Also, if there were more time I could have spent more time polishing up the tapes.

The students said that they would like to have more stories in the module, but I knew they would not have time to do more, so I left it at 15. However, as it turned out, 15 is a good amount to spend on one skill.

The other negative factor is that modules take a great deal of time to develop and produce, but I feel I could do one a year and build a library of them.

Finally, what the students and I agreed to do is set up a listening library. Each student will find a story they especially liked and bring me a copy. Then I will tape it, and for the rest of the year they can continue to work on their listening skills.

The most rewarding part of the project for all of us was the closeness the project created; a oneness for the cause. Also, the students said in conference some very warming notes like, the module has helped them learn to take notes, helped them pay attention when someone is speaking and finally, they feel they can pick out the important details in reading now.

So even though the project took a great deal of time and work, the students got a lot out of it and the teacher got a rare treat - a reward for a job well done.

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APPENDIX A

LISTENING MODULE

PRE AND POST ASSESSMENTS

ANSWER KEYS



MODULE BOOKLET  
FOR  
LEARNING TO BE A BETTER LISTENER

\_\_\_\_\_ (name)

TEACHER \_\_\_\_\_

\_\_\_\_\_ (date begun)

\_\_\_\_\_ (date finished)

LEARNING TO BE A BETTER LISTENER

MODULE I

ITEM I THE PEOPLE'S ART

1. Who was known as Leadbelly? \_\_\_\_\_
2. Who was the Empress of the Blues? \_\_\_\_\_
3. Whose best known songs were "Hard Traveling" and "This Land is Your Land"? \_\_\_\_\_

ITEM II BABE RUTH

1. In what year did Babe hit 60 home runs? \_\_\_\_\_
2. How many home runs did he hit in his whole career? \_\_\_\_\_
3. What was the name of the pitcher he hit his famous home run off of? \_\_\_\_\_

ITEM III THE FASTEST DRIVER

1. In what state does the story take place? \_\_\_\_\_
2. Who is the story about? \_\_\_\_\_
3. In what year did this take place? \_\_\_\_\_
4. What was the top speed he ever went? \_\_\_\_\_

\* ITEM V ALL QUESTIONS ARE ON THE TAPE

ITEM V QUESTIONS WHO'S CALLING

1. Who will be sworn in as treasurer? \_\_\_\_\_
2. What will be discussed at the meeting? \_\_\_\_\_
3. Where is the meeting going to be? \_\_\_\_\_
4. When is the meeting? \_\_\_\_\_
5. How is Mrs. Free getting to the meeting? \_\_\_\_\_

ITEM 6

QUESTIONS FIRST DATE

1. What was the boy's name? \_\_\_\_\_
2. How old was he? \_\_\_\_\_
3. What doesn't he like to do? \_\_\_\_\_
4. What is his friend's name? \_\_\_\_\_
5. Where are the dances held? \_\_\_\_\_
6. In what class did the boy get into trouble? \_\_\_\_\_
7. What did he get caught doing? \_\_\_\_\_
8. What did he have to do in front of the class? \_\_\_\_\_
9. What was the teacher's name? \_\_\_\_\_
10. What day of the week was it? \_\_\_\_\_

ITEM 7 QUESTIONS THE GREATEST RACING DRIVER

1. Who was the greatest driver of the story? \_\_\_\_\_
2. What country was he from? \_\_\_\_\_
3. How old was he when he got his first car of his own? \_\_\_\_\_
4. What race club did he belong to? \_\_\_\_\_
5. At the race in Silverstone what almost cost him the race? \_\_\_\_\_
6. In what year did he win the "Indy 500"? \_\_\_\_\_
7. What kind of a car did he drive to win the "Indy 500"? \_\_\_\_\_
8. The racer died in what year? \_\_\_\_\_
9. What country was he in when he died? \_\_\_\_\_
10. How fast was he going when he died? \_\_\_\_\_

ITEM 8    QUESTIONS    FAST AS LIGHTNING

CIRCLE THE CORRECT ANSWER

1. How fast does sound usually travel?
  - a. 1,100 feet per minute
  - b. 1 mile per minute
  - c. 1,100 feet per second
  - d. 5 miles per second
  
2. Why is lightning usually seen before thunder is heard?
  - a. because light travels faster than sound
  - b. because lightning usually hits the ground
  - c. so people can get out of the way
  - d. because there are temperature changes
  
3. What are the chances of being struck by lightning?
  - a. one in a million
  - b. one in 1,100
  - c. one in 70,000
  - d. fifty-fifty
  
4. What should people stay away from in an electrical storm?
  - a. The thunder - god
  - b. Ozone
  - c. Trees
  - D. Electrical lightning
  
5. Which kind of lightning makes no sound?
  - a. Sheet lightning
  - b. Bolt lightning
  - c. Target lightning
  - d. Electrical

ITEM 9 QUESTIONS ODYSSEUS AND THE CYCLOPS

1. What was the leader of the group called?\_\_\_\_\_
2. What was the name of the strange cave people on the island?\_\_\_\_\_
3. What was so strange about these people?\_\_\_\_\_
4. What did the monster eat after he discovered the men in his cave?\_\_\_\_\_
5. How did they get the giant to go to sleep?\_\_\_\_\_
6. What did the men do to the giant?
7. How did they sneak by the giant?

ITEM 10 QUESTIONS IT HAPPENED AT THE SEACOAST

1. Where did jeff go to visit his uncle?\_\_\_\_\_
2. What was the Osprey?\_\_\_\_\_
3. What question did Jeff ask himself when he found his uncle's boat locked up? \_\_\_\_\_
4. What did Jeff do to the door of his uncle's house when he found it was locked?\_\_\_\_\_
5. What did he hear behind him?\_\_\_\_\_
6. Jeff heard the sound again and turned sharply. What happened to him then?\_\_\_\_\_
7. Uncle Bill explained what it was that jeff heard behind him. What was it?\_\_\_\_\_
8. What surprise did Uncle Bill have for Jeff?\_\_\_\_\_
9. Name a food and a drink that Uncle Bill and Jeff had for their snack?\_\_\_\_\_

ITEM 11 QUESTIONS COWBOYS AND RANCHES

1. Where did this story take place?
2. What did Johnny do that made Ellen think he was stupid?
3. How would you describe what Pansy?
4. What do cowboys do to cattle at a roundup?
5. What did Ellen find unpleasant when she and Johnny went fishing?
6. Can you name three kinds of birds that Ellen and Johnny saw while going on fishing trips?
7. What did Ellen see one day when they were fishing that caused her to choke?
8. How did the big buck protect his herd of goats?
9. What happened to Ellen when her pony balked at the water's edge?
10. What did Johnny tell Pansy to do when Ellen was hurt?

ITEM 12 QUESTIONS FIRST FLIGHT

1. What kind of weather was described at the beginning of the story?
2. Where were the Wright brothers when the story opened?
3. What was Wilbur doing?
4. What was Orville saying again and again?
5. How did Orville feel about the wind?
6. What was The Flyer to be placed on in order to run it on the rails?
7. At what time did Orville climb into the plane?
8. What happened when it first rose in the air?
9. It then rose to a height of how many feet?
10. Exactly how long did it stay in the air?

ITEM 13 QUESTIONS SNOW AND SHADOWS

1. What did the agent promise Tekana in trade for a beaver skin?
2. What was Tekana's father worried about?
3. Who was Megwa?
4. How did Tekana get to the trading post?
5. Why did Mr. Jim offer him three pups?
6. Why did Tekana choose the big dog?
7. Why did Tekana protest feeding the dogs in the morning?
8. Why did Tekana shout with joy when he reached Neetka?
9. What did Tekana ask his father when he saw Neetka?
10. What did Tekana's father say in answer to his question?

ITEM 14 QUESTIONS CAMELS AND JEEPS

1. Where was Amed when the story opened?
2. What was Amed wearing?
3. How did Yahad feel about trucks and jeeps?
4. What did Amed plan to do with the donkey his father had given to him?
5. What did Uncle Falal invite Amed to do?
6. What did Amed and Uncle Falal have for their evening meal?
7. What did his uncle have for Amed behind the house?
8. What were some men doing in the fields behind the city?
9. How did the men protect their faces during the sandstorm?
10. What did the sandstorm do to their jeeps, trucks and machines?
11. What did Amed offer to the man to use in getting his tools?
12. Where did the man lead Amed and his donkey and camel?
13. Name four of the tools that were in the shed?
14. What did they do with the tools?
15. What was in the chest that the man fastened on the camel's back?

ITEM 15 QUESTIONS THE FASCINATING JUNGLE

1. Where did Okaro live?
2. Why did Okaro go into the jungle?
3. What did he take with him?
4. What did Okaro see on a branch above him?
5. How did Okaro get the bird down from the tree?
6. What were some of the things Okaro and his father took to market?  
name five or six.
7. What did Okaro want very much to have?
8. How did he hope to get it?
9. What two kinds of animals did he see on the way?
10. What did some birds do that was helpful to one kind of animal?
11. What were some of the things the Congo people could get for the things they had to trade? Name four or five.
12. With whom did Okaro first try to trade his parrot?
13. With whom did he next try to trade the parrot?
14. Where did she go?
15. What did she bring back with her for Okaro?



LEARNING TO BE A BETTER LISTENER  
LEARNING TO BE A BETTER LISTENER MODULE I

ITEM I THE PEOPLE'S ART

1. Huddie Ledbetter
2. Bessie Smith
3. Woody Guthrie

ITEM II Babe Ruth

1. 1927
2. 714
3. Charlie Root

ITEM III THE FASTEST DRIVER

1. Utah
2. Craig Breedlove
3. 1964
4. 600 M.P.H.

ITEM IV TREASURE ISLAND

\* THE QUESTIONS AND ANSWERS ARE ON A SEPARATE SHEET THAT YOUR TEACHER HAS

ITEM IV WHO'S CALLING

\* THE ANSWERS TO ALL THE QUESTIONS FOR THIS ITEM CAN BE FOUND ON THE TAPE

ITEM VI FIRST DATE

1. Robert
2. 15
3. Wear clean clothes
4. Al
5. In the gym
6. History
7. Passing notes
8. Ask the girl for a date
9. Miss Jacobs
10. Friday

ITEM VII THE GREATEST RACING DRIVER

1. Jim Clark
2. Scotland
3. 18
4. Border Reivers
5. His spark plugs failed
6. 1965
7. English Lotus
8. 1968
9. Germany
10. 175 M.P.H.

ITEM VIII Fast As Lightning

1. C (1,100 feet per second)
2. A (light travels faster than sound)
3. C (one in 70,000)
4. C (trees)
5. A (Sheet lightning)

ITEM IX ODYSSEUS AND THE CYCLOPS

1. Odysseus
2. Cyclops
3. They only had one eye and they were giants
4. He ate two men
5. They gave him wine to drink
6. They poked his eye with a sharp beam
7. They escaped by hiding underneath the animals when they went out.

ITEM X IT HAPPENED AT THE SEACOAST

1. To Misery Island
2. His uncle's boat
3. Why lock her up, when he uses her every day?
4. He shook it until he was out of breath.
5. The sound of running steps
6. He lost his balance and rolled down the steep rock.
7. The sound of foxes
8. He had a new sailboat
9. Hamburgers and hot chocolate

ITEM 11 COWBOYS AND RANCHES

1. On a western ranch
2. He was frightened when his horse started to move, and he called a cow!
3. She was so old and so fat that Johnny's legs stuck out when he rode her
4. They count them and brand the calves with a certain design.
5. The squirming mass of worms
6. Wild grouse, magpies, golden eagles
7. A mountain lion following the goats
8. He hit the lion with his horns.
9. She tumbled over his head
10. Go home, Go to the barn and tell them.

ITEM 12 FIRST FLIGHT

1. It was cold and windy
2. Inside a hut in Kitty Hawk, North Carolina
3. He was sleeping
4. "I am going to fly tomorrow"
5. He was a little angry.
6. A little truck that has wheels made of bicycle hubs.
7. Twenty-five minutes to eleven
8. For a moment it dipped as it fought the wind. Orville thought it would crash.
9. Ten feet
10. Twelve seconds

ITEM 13 SNOW AND SHADOWS

1. A pup
2. He was afraid there would not be enough food for the pup.
3. The mail driver from the post
4. Megwa took him on his sled.
5. Because his beaver skin was a very valuable pelt.
6. A big dog would start to earn its keep right away
7. Because they never fed the dogs until night
8. Because she had four puppies
9. He asked if he could have one of the puppies
10. "They're all yours anyway"

ITEM 14 CAMELS AND JEEPS

1. In the desert
2. A loose white robe
3. There would soon be more trucks and jeeps than camels and donkeys
4. He planned to carry burdens for other people and earn some money
5. To come to his fine home for the evening meal
6. Dates, tea, and hot lamb stew
7. A young camel
8. They were digging a water canal
9. They covered their faces with their robes
10. It covered them with sand, and the engines would not start.
11. His donkey and his camel
12. To the tool shed
13. Shovels, wrenches, screwdrivers and hammers
14. They loaded them on the animals.
15. Delicate instruments with which to work on the machinery

ITEM 15 THE FASCINATING JUNGLE

1. In a village in Africa
2. He went hunting
3. A bag of food and his spear
4. A parrot
5. He threw bread on the ground. The parrot flew down to eat it.
6. Bananas, coconuts, clay bowls, palm nuts, palm-leaf baskets, a parrot and things made from elephants' tusks (ANY FIVE OR SIX WILL DO)
7. A watch
8. He hoped to trade his parrot for a watch.
9. A hippopotamus and crocodiles
10. Crocodile birds warned the crocodiles when danger was near.
11. Cloth, brass, copper, guns, shells for guns, and salt(any four)
12. A man with a watch
13. A nurse from the hospital
14. She went to the hospital
15. A boy's wrist watch

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LLARN TO BE A BETTER LISTENER

SPIN OFF ACTIVITIES

LISTEN TO FILMSTRIPS FOR DETAILS

LISTEN TO THE NIGHTLY NEWS-EACH NIGHT FOR A DIFFERENT WHO, WHAT, WHERE, WHEN WHY THEN THEY COME BACK AND DISCUSS THEIR LIST WITH THEIR GROUP

LISTEN TO FOLK MUSIC FOR DETAILS

HAVE EACH MEMBER OF THE GROUP PREPARE A STORY TO READ TO THE GROUP WITH PREPARED FACTUAL QUESTIONS TO ASK AFTER THE STORY IS COMPLETE.



NAME \_\_\_\_\_

DIRECTIONS: Circle the letter of the correct choice.

1. Before he began K-9, Inc., Paige was with the  
(A) army                      (B) police                      (C) zoo
2. The top age for the dogs Paige trains is:  
(A) one year                      (B) two years                      (C) three years
3. A dog learns attack work as soon as it has learned to be  
(A) fond of its trainer  
(B) instantly obedient  
(C) mean to everyone
4. Protection dogs are usually  
(A) leashed                      (B) muzzled                      (C) padded
5. Attack dogs usually work  
(A) in locked or fenced areas  
(B) without people around  
(C) Both A and B
6. An attack dog will stand guard over a thief until  
(A) the thief becomes motionless  
(B) its trainer arrives  
(C) the police come
7. If professional thieves know that a plant has an attack dog, they will usually  
(A) not rob it  
(B) come well armed  
(C) bring dog food
8. In a four-year period, how many plants with K-9 dogs were entered?  
(A) none                      (B) one                      (C) eight
9. One K-9 dog was picked up late because of a  
(A) traffic jam                      (B) snowstorm                      (C) flat tire
10. The dog kept thirty men from  
(A) moving a muscle  
(B) robbing a plant  
(C) quitting work

1. A small animal doctor is usually a
  - a. zoo doctor
  - b. farm doctor
  - c. pet doctor
2. Like the old fashioned country doctor, the farm vet
  - a. makes calls on his patients
  - b. wears a white uniform
  - c. specializes in certain illnesses
3. The farm vet usually examines his patients in
  - a. his car
  - b. the farmhouse
  - c. the barn
4. A pony with bronchial trouble would be treated with
  - a. antibiotics
  - b. glucose
  - c. X-rays
5. The farm vets car must be
  - a. a portable clinic
  - b. suited to bad roads
  - c. Both A and B
6. To find out if a cow has swallowed some metal, the vet usues
  - a. a long handled plunger
  - b. an instrument like a mine detector
  - c. a portable X-ray Machine

*Key*

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Key

LEARN TO BE A BETTER LISTENER POST ASSESSMENT

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  - a. a long handled plunger
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  - c. a portable X-ray Machine

7. Hardware disease in cattle is serious because
- a. it is highly contagious
  - b. there is no treatment for it
  - c. the cow's stomach might be injured
8. Trying the head of a cow patient is something that is
- a. a routine practice
  - b. done only in emergencies
  - c. never done by good vets
9. The farm vet needs strong hands to
- a. carry all his equipment
  - b. examine a horse's mouth
  - c. diagnose hardware disease
10. The farm vet usually works from
- a. early morning to evening
  - b. midmorning to afternoon
  - c. noon to midnight

APPENDIX B

TEACHER'S GUIDE

## TEACHER'S GUIDE FOR LISTENING MODULE

The following items are included in this module:

1. specific instructions for the teacher
2. student module booklet with answer key
3. pre-assessment
4. post assessment
5. pre and post assessment answer keys
6. all needed tapes

### STEP ONE

Administer the pre-assessment

### STEP TWO

Identify the students who will be using the module. The module is designed to be used with a small group of four to six students or if time allows individually.

### STEP THREE

Duplicate sufficient copies of module booklet with answer key so that each student may have a personal copy. Staple student module booklet and answer key together in booklet form.

### STEP FOUR

Provide student or group with

1. cassette tape recorder or player
2. tapes that accompany module booklet
3. a table surface that allows sufficient work space

### STEP FIVE

Assign one of the group members the responsibility of operating the tape player.

### STEP SIX

Begin the tape. NOTE: Students should not have the module booklet until they have listened to the first few minutes of the tape which gives them general directions and procedures to be followed



and includes a motivational/purpose statement.

#### STEP SEVEN

When the tape cues students, "Now fill in the necessary personal information on the cover sheet of your booklet..." give each student in the group a copy of the module booklet.

#### STEP EIGHT

Observe as students fill in this information to be certain that all students in the group understand what is expected of them and that they know what is expected of them and the general procedure that will be followed throughout the module.

#### STEP NINE

Once the students have actually begun working in the module, they should be able to proceed on their own independantly. All student directions and instructions for working through the module is given either on tape or written in the module booklet.

#### STEP TEN

At the end of the first session, it would be helpful to provide a folder for each student to keep his work in. Also, provisions should be made for a safe place to store the modules so that the students can easily find them for the next session.

#### WORK PERIODS AND TIME FRAME

It is suggested that work period be adjusted to the time period of your particualar class period. Teacher judgement is required. Total working time for completion of the module is generally from six to ten hours.

#### FREQUENCY OF WORK PERIODS

Frequency of work periods should be at your diseretion and would depend upon the way in which you plan to use this program in your classroom.