

### Activity 1

Check the box beside each idea that appeared in the video. See the “Answer Key” to check your answers.

- You should use the Plan at a Glance so you can submit the pages to a teacher for corrections and feedback on your English skills.
- “Glance” means “examine in detail”. The “plan at a glance” pages are a place to keep detailed notes that you can study later.
- The sections in the Plan at a Glance pages will help you stay organized as you work through the iLEAP cycle. They remind you of the most important considerations at each step.
- If Veronika had used the iLEAP cycle correctly, she wouldn’t have made so many mistakes during her phone call.
- You can use the Plan at a Glance pages in any way that helps you learn effectively. You can even choose to not use them.

## Activity 2

At each stage of the iLEAP cycle, there are important points to consider. iEnglish 'Plan at a Glance' has a section for each of these important points to keep you organized and save you time. Think about the most important considerations at each stage, and check off the box beside the sections you strongly expect to see on the Plan at a Glance page. When you finish, look at the Plan at a Glance, and check your answers. Check the "Answer Key" for more information.

### Identify my goal

- What do I want to do in English?
- How many hours will it take me to accomplish my goal?
- My goal is specific, relevant, and realistic.
- What do I need to know to accomplish my goal?
- Who can I ask to help me?

### Locate language samples

- This sample is too easy or too difficult for me.
- What will I read, view, or listen to?
- How much will this sample cost me?
- What kind of sample is this (print, media, Internet, or people)?
- This sample will help me develop vocabulary, grammar, pronunciation, and/or culture skills.

### Explore language features

- This sample is called \_\_\_\_\_.
- What can I expect from this sample?
- What questions will I try to answer by looking at this sample?
- This sample was effective.
- How will I be an active reader/listener/viewer while I explore the sample?
- Did I answer my questions? Were my predictions correct?
- How will I remember the language I learned?
- What should I explore next?
- What new language did I learn?

### Act on what I've learned

- How much time have I spent exploring language features?
- What will my personal script be?
- How will I practise?
- Who will I practise with? Where will I practise? How long? Plan every detail.
- Where, when, and with whom will I produce the language I need to reach my goal?

### Process my learning

- Should I abandon this goal?
- Did I use appropriate language? Was I understood? Was I fluent?
- What did I do well?
- What do I need to improve?
- What should I do next?
- How will I stay motivated?
- Will I continue using the iEnglish Plan at a Glance?

### Activity 3a

Without watching the video again, predict the information in Veronika's Plan at a Glance. Use your knowledge of the iLEAP cycle to help you predict. After you have predicted, watch the video again to check your answers. If you're still unsure, check the "Answer Key."

#### Identify my goal

1. You know that good goal statements should be *specific*, *relevant*, and *realistic*. Veronika's goal is all of these things. Which of the sentences below do you think she wrote?
  - a. I want to learn more about placing my art in a gallery.
  - b. I want to call an art gallery to learn more about how to place my art.
  - c. I want to learn how to talk about art in a gallery.
  - d. I want to learn about 19<sup>th</sup> century Rococo art.
2. When we decide on a goal, we should also think about the smaller steps we need to take to reach it. What kinds of smaller steps did Veronika identify?
  - a. Learning important vocabulary that describes art and marketing.
  - b. Learning the grammar she needs to ask questions clearly.
  - c. Finding someone who can help her practise speaking about art.
  - d. All of the above, and more!

#### Locate language samples

It's important to use a variety of sources that help with the language skills. iEnglish students can use print, people, the Internet, and broadcast media sources to learn vocabulary, grammar, pronunciation, and culture. However, one source usually can't help you practise all language skills; for example, a print source might not be very helpful when you want to practise pronunciation. Veronika selected three samples. Which features of language do you feel she will be able to practise the most with each these samples? (You may circle more than one.)

1. Book – 101 Ways to Market your Art
  - a. Vocabulary
  - b. Grammar
  - c. Pronunciation
  - d. Culture
2. Video – Cold Calling
  - a. Vocabulary
  - b. Grammar
  - c. Pronunciation
  - d. Culture
3. Person – an artist friend
  - a. Vocabulary
  - b. Grammar
  - c. Pronunciation
  - d. Culture

### Activity 3b

#### Explore Language Features

Exploring your language samples is best done in three stages. The **before** stage is important for making predictions and creating guiding questions for yourself. The **during** stage is important for keeping yourself focused as you listen or read. The **after** stage helps you evaluate your sample, remember your new language, and decide on how you will use it.

1. For her print source, Veronika wrote, "I will take notes on what I read". Under what heading did she write this?
  - a. Before
  - b. During
  - c. After
2. For her print source, Veronika wrote, "What phrases do I need?" Under what heading did she write this?
  - a. Before
  - b. During
  - c. After
3. For her "Cold Calling" video, Veronika wrote, "How should I organize what I'm going to say? Is there a correct order?" Under what heading did she write this?
  - a. Before
  - b. During
  - c. After
4. For the "Cold Calling" video, Veronika wrote, "I will review my notes to plan writing my script." Under what heading did she write this?
  - a. Before
  - b. During
  - c. After
5. For the "Cold Calling" video, Veronika wrote, "The video was exciting. I learned a lot." Under what heading did she write this?
  - a. Before
  - b. During
  - c. After
6. For her "Artist Friend" source, Veronika wrote, "My friend will help me pronounce words correctly." Under what heading did she write this?
  - a. Before
  - b. During
  - c. After
7. For her "Artist Friend" source, Veronika wrote, "I will write my script and practise." Under what heading did she write this?
  - a. Before
  - b. During
  - c. After
8. For her "Artist Friend" source, Veronika wrote, "I will repeat after her for pronunciation and record it." Under what heading did she write this?
  - a. Before
  - b. During
  - c. After

#### Activity 4

The video features ten important ways to keep yourself motivated. These are important! Watch the video again and fill in the blanks with the key words.

1. Don't be afraid to \_\_\_\_\_ . This is how we learn.
2. Study in ways that \_\_\_\_\_. If you aren't a morning person, then study in the afternoon. Do you like to study alone in a quiet place or with a group?
3. \_\_\_\_\_ your \_\_\_\_\_. Imagine yourself accomplishing your goals successfully.
4. \_\_\_\_\_ when you achieve a goal.
5. Take \_\_\_\_\_ while you study; get some fresh air and stretch your legs.
6. \_\_\_\_\_! Stay \_\_\_\_\_! Sometimes you will feel that you aren't learning quickly enough. Everyone feels like this, don't worry about it. You'll get there in the end.
7. \_\_\_\_\_! We learn more when we are having fun!
8. Find ways to \_\_\_\_\_ before \_\_\_\_\_ a language task. Listen to music or take a hot bath. You'll communicate better when you feel relaxed.
9. \_\_\_\_\_ at your \_\_\_\_\_. Look at the books or English samples that you used in the past. You'll be surprised at how easy they seem to you now! Congratulations, your level is improving!
10. Start a list of \_\_\_\_\_ about yourself. Add a new one every day.

### Activity 5

Watch the video again, listening for the expressions listed below. Try to determine the meaning from the choices given. See the "Answer Key" to check your answers.

1. iEnglish is a program that gives you strategies and tools to learn English anytime, anywhere – to become your own teacher, where there isn't a teacher around.
  - ...become your own teacher, when the teacher is rotating.
  - ...become your own teacher, when the teacher can't mark your assignment.
  - ...become your own teacher, when the teacher isn't looking.
  - ...become your own teacher, when you are not in the classroom.
2. "Plan at a Glance" takes you through the iLEAP cycle, step by step.
  - "Plan at a Glance" guides you as you work with the iLEAP cycle, step by step.
  - "Plan at a Glance" abducts you from the iLEAP cycle, step by step.
  - "Plan at a Glance" can give you access to the iLEAP cycle, step by step.
  - "Plan at a Glance" pulls you into the iLEAP cycle, step by step.
3. Veronika signed [the book] out and listed it on her "Plan at a Glance" page.
  - Veronika autographed the book and listed it...
  - Veronika borrowed the book from the library and listed it...
  - Veronika glanced at the pictures in the book and listed it...
  - Veronika temporarily used the book, but didn't take it home, and listed it...
4. She decided to do more practise with the phrases, rehearse with her friend and call another gallery.
  - She decided to...practise the script with her friend...
  - She decided to...abandon her plans with her friend...
  - She decided to...notify with her friend...
  - She decided to...review the script with her friend...
5. Don't give up! Stay positive!
  - Don't share your secrets! Stay positive!
  - Don't continue! Stay positive!
  - Don't quit! Stay positive!
  - Don't upload your iEnglish Notebook! Stay positive!
6. Look at the books or English samples you used in the past.
  - Be critical of the books or English samples you used in the past.
  - Review and think about the books or English samples you used in the past.
  - Make corrections to the books or English samples you used in the past.
  - Count the books or English samples you used in the past.

### Activity 1 ANSWER KEY

Check the box beside each idea that appeared in the video.

- You should use the Plan at a Glance so you can submit the pages to a teacher for corrections and feedback on your English skills. **You can use the Plan at a Glance to keep yourself organized and motivated as you work through the iLEAP cycle.**
- “Glance” means “examine in detail”. The “plan at a glance” pages are a place to keep detailed notes that you can study later. **“Glance” means “look quickly”. The “plan at a glance” pages are a place to keep notes, but they only have to be as detailed as you want them to be. No one needs to see them but you!**
- The sections in the Plan at a Glance pages will help you stay organized as you work through the iLEAP cycle. They remind you of the most important considerations at each step.
- If Veronika had used the iLEAP cycle correctly, she wouldn’t have made so many mistakes during her phone call. **EVEN THOUGH Veronika used the iLEAP cycle correctly, she made some mistakes during her phone call. Remember, mistakes are a normal and expected part of learning a language. These particular mistakes can help Veronika refocus her attention on addressing her weaknesses and make her next attempt a success!**
- You can use the Plan at a Glance pages in any way that helps you learn effectively. You can even choose to not use them.

## Activity 2 ANSWER KEY

The following sections are NOT included in the Plan at a Glance page.

### Identify my goal

- How many hours will it take me to accomplish my goal? - *It doesn't matter how long it will take to accomplish your goal: it might take a few hours, or a few weeks. Everyone moves at their own speed!*
- Who can I ask to help me? - *Finding someone who can help you with specific questions is something you will consider in the next stage of the iLEAP cycle. This is a "people"-type sample.*

### Locate language samples

- This sample is too easy or too difficult for me. - *This is an important consideration. However, you don't want to waste time recording the samples you will not use. If you decide not to use a particular sample, just abandon it and move on to the next one!*
- How much will this sample cost me? - *Very few students will need to purchase samples. Unless you have a very specific goal, or you absolutely NEED to have a sample that contains something you need, don't spend a lot of money on finding samples. You should be able to find free samples on the Internet or at the library. Ask a librarian to help you if you can't find something you need!*

### Explore language features

- This sample was effective. - *This is a processing consideration. At this point, you just want to think about the language you learned (if you were able to learn anything at all!).*

### Act on what I've learned

- How much time have I spent exploring language features? - *It doesn't matter how long you have spent exploring language features. Of course, you want to learn the language you need as quickly as possible, but you don't learn anything if you rush! Slow and steady wins the race.*
- Who will I practise with? Where will I practise? How long? Plan every detail. - *A lot of practice, in many different contexts, is very important. If you wrote down every detail about your practice sessions, you would need a 1,000 page notebook! Plan to practise, but don't waste time being too specific.*

### Process my learning

- Should I abandon this goal? - *You may change your goal at any time. However, you need to think about why you want to change it. Was the language involved too difficult? Did your situation change? Did you realize you knew enough to complete the goal without further study? Identify the reasons why you want to change your goal, or not, using the other sections of the Processing page.*
- Will I continue using the iEnglish Plan at a Glance? - *If you find this page helpful, keep using it! If you have another organizational system that works well for you, use that. You don't need to record your decision...just keep learning!*

### Activity 3b ANSWER KEY

#### Explore Language Features

Exploring your language samples is best done in three stages. The **before** stage is important for making predictions and creating guiding questions for yourself. The **during** stage is important for keeping yourself focused as you listen or read. The **after** stage helps you evaluate your sample, remember your new language, and decide on how you will use it.

1. For her print source, Veronika wrote, "I will take notes on what I read". Under what heading did she write this?
  - a. Before
  - b. **During (this is a "stay focused" activity)**
  - c. After
2. For her print source, Veronika wrote, "What phrases do I need?" Under what heading did she write this?
  - a. **Before (this is a guiding question)**
  - b. During
  - c. After
3. For her "Cold Calling" video, Veronika wrote, "How should I organize what I'm going to say? Is there a correct order?" Under what heading did she write this?
  - a. **Before (these are a guiding questions)**
  - b. During
  - c. After
4. For the "Cold Calling" video, Veronika wrote, "I will review my notes to plan writing my script." Under what heading did she write this?
  - a. Before
  - b. During
  - c. **After (this is a strategy to remember the new language)**
5. For the "Cold Calling" video, Veronika wrote, "The video was exciting. I learned a lot." Under what heading did she write this?
  - a. Before
  - b. During
  - c. **After (this is an evaluation of the sample)**
6. For her "Artist Friend" source, Veronika wrote, "My friend will help me pronounce words correctly." Under what heading did she write this?
  - a. **Before (this is a prediction)**
  - b. During
  - c. After
7. For her "Artist Friend" source, Veronika wrote, "I will write my script and practise." Under what heading did she write this?
  - a. Before
  - b. During
  - c. **After (this is what she plans to do with her new language)**
8. For her "Artist Friend" source, Veronika wrote, "I will repeat after her for pronunciation and record it." Under what heading did she write this?
  - a. Before
  - b. **During (this is a "stay focused" activity)**
  - c. After

#### Activity 4 **ANSWER KEY**

The video features ten important ways to keep yourself motivated. These are important! Watch the video again and fill in the blanks with the key words.

1. Don't be afraid to make mistakes. This is how we learn.
2. Study in ways that work best for you. If you aren't a morning person, then study in the afternoon. Do you like to study alone in a quiet place or with a group?
3. Visualize your goals. Imagine yourself accomplishing your goals successfully.
4. Reward yourself when you achieve a goal.
5. Take regular breaks while you study; get some fresh air and stretch your legs.
6. Don't give up! Stay positive! Sometimes you will feel that you aren't learning quickly enough. Everyone feels like this, don't worry about it. You'll get there in the end.
7. Enjoy learning! We learn more when we are having fun!
8. Find ways to relax before attempting a language task. Listen to music or take a hot bath. You'll communicate better when you feel relaxed.
9. Look back at your progress. Look at the books or English samples that you used in the past. You'll be surprised at how easy they seem to you now! Congratulations, your level is improving!
10. Start a list of positive statements about yourself. Add a new one every day.

### Activity 5 ANSWER KEY

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  - Make corrections to the books or English samples you used in the past.
  - Count the books or English samples you used in the past.