

SAMPLER

Lesson Plans Teaching Materials Resources

For use with the

**Sony Virtuoso™ Major
Digital Language Lab**

SAMPLER

Complete with:

- Over 35 step-by-step lesson plans for all languages
- Activity sheets
- Media files
- Quick reference guide

Bonus:

Spanish language lessons – *Ready-to-Go!*

SAMPLER

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NOTES TO THE TEACHER

Congratulations! You own a Sony Virtuoso™ Major Language Lab¹ and you are about to discover the incredible impact language lab technology can have on your teaching and your students' learning. To help make the most of your experience this manual will walk you through the various functions of the lab. What you have before you is not an insurmountable challenge but an exciting new approach to language teaching. I am a teacher, just like you, and I can help you integrate the language lab into your curriculum with a variety of creative lab activities.

About the author

I have 33 plus years of Spanish language teaching experience at the high school and community college levels. My purpose in writing this manual is two-fold: I want to help you learn the features of the Sony Virtuoso Major Language Lab and provide lesson plans to get you started. My years of teaching experience qualify me to know what a teacher's daily, evening and vacation "behind the scenes" schedule is like. The demands on your time are great. Let me help with the initial lesson plans.

About this lesson manual

Everything I am going to present is in the context of a lesson. After all, that's what you do – you teach lessons. This is not a System Operation Guide. I am neither a writer nor a language lab engineer but I know what kinds of activities are effective teaching tools and not just a way to pass the time in the lab. I know the type of lessons that motivate students to go beyond. Mostly, I know that when you delve into all the neat little tricks of this Sony Virtuoso Lab, your teaching style will be rejuvenated and your students will benefit from lessons that address language skills from different angles. This is why I wrote the manual.

I want to help you get right to the essence of how the lab can help you teach. The lab will make your job easier, not the other way around! In this manual you will find language teaching materials you can use while you learn the functions of your Sony Virtuoso Lab. You will learn the educational significance behind clicking Swap Screens or Split Class or how an ACR exercise can help your students. I have prepared lessons that include and explain all these features to you. Take advantage of as many as you can and use these lessons to learn your way around the Sony Virtuoso™ Major Language lab.

¹ Virtuoso and Soloist are trademarks of Sony Electronics, Inc. Sony Virtuoso and Soloist software incorporate SANS and Sony technology.

Why are the lessons in English?

So, you've browsed through the manual and your next question is well-founded. Why are the lessons and activity sheets in English? You don't teach English, you teach Chinese, German, Italian.... When I wrote these lessons, I knew that you wouldn't all be Spanish teachers, but I could count on all of you to understand English. With that in mind, I decided to present each lesson – objectives, advanced preparation, step-by-step implementation, activity sheets, audio recordings and scripts – in English. That way everyone benefits. Your only task is to translate the activity sheet or record the script I've given you into your target language. If you teach ESL, you may be able to use these lessons as they are. For those Spanish teachers among you, I have a bonus. I have already translated the activity sheets and recordings for you and you will find them in the back of the manual referenced by page number in each detailed English lesson. With that said, I will tell you that my background is from Spain. On a recent trip back to Spain, I asked family and friends to make the audio recordings for me. You will therefore hear predominantly Castilian accents. If you wish to change those, you have the script and can make and adapt your own. And while we are talking about recordings, let me state the obvious. I don't have a professional recording studio at my disposal. That however, does not impede making effective, authentic language recordings. Rather than trying to purchase audio recordings that can be costly and will not correlate exactly with your curriculum because they include expressions, verbs, vocabulary, etc. that you have not covered, you can make your own. That is what I have done and have included with this manual.

Is there anything else I should look for in this manual?

I have tried to cover all bases and make this as teacher/user friendly as possible. Look at the **Table of Contents**. The activity type is stated and under each there are a variety of lessons listed, so you have a choice of which best fits your needs. There are multiple opportunities to practice each lab feature with different material. (You may even consider doing some of the lessons in English just to help your students feel comfortable with the equipment before concentrating on the target language.) After each lesson you will find the English sample activity sheets and a reference page for the correlating Spanish activity sheets, audio and full-scale images. On each page of lesson description you will find **Footnotes**. The type of lab function that is used in that lesson is mentioned and cross-referenced to a "quick reference guide". This "**Quick Reference Guide**" is not intended to replace the Sans Sony Virtuoso User Guide with all the technical and user details, but rather to give you a quick review and an easy way to double check the features you need to be familiar with before you start that lesson. The features described in detail in the Quick Reference Guide are those used in the lessons of this manual.

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QUICK REFERENCE GUIDE

The following pages are a quick reference guide. The functions described are those used in the lessons of this manual and reflect Sony Virtuoso™ Major v.11.3¹. For a more complete list and detailed explanation of Sony Virtuoso™ Major and Soloist® functions, consult the Language Learning System Operation Guide or your reseller.

Soloist®

Student controls

- Call teacher
- Bookmarks
- Volume Controls
- Text Editor
- Open File
- Record
- Insert Recording

Open file — Allows students to browse to Lessons or Student Work folders.

Close file — Allows students to save and close files. A save window will open before closing.
(Teacher can disable both with File Lock)

Text Editor — Students can open the Text Editor to create documents that can be collected. An alt + number chart provides accented characters.

Volume controls — Window opens with several volume controls.

Bookmarks — Students click on numbers to mark a specific spot on audio/video file. Students can set up to 50 Bookmarks.

Record — Students click to record.

Insert Recording — Right click to insert gap for a response or comment which can be collected. This is helpful when there is a list of questions with no gap for oral responses. (See the lesson on Testing Oral Proficiency—Bank of Questions)

***To create audio files for lessons** — If you (teacher) are creating your own audio recordings for a lesson, click the record button on Soloist software, record the script and save the file to the Lessons Folder. You can easily create audio files that correlate directly to your curriculum.

Call teacher — (originally the **Attend** button) All calls will be queued in the order in which they were received. Clicking on the student automatically opens intercom with student.

Teacher view —

Sony Logo – Tools
The Sony logo on the Soloist contains many options. Among them, the **Authoring Tools**. These are discussed in more detail in the lesson on Authoring Media Files.

(continued)

¹ The features/functions of your Sony Software suite may vary if you have another version of Sony Virtuoso/Soloist software.

SPLIT CLASS SPEAKING ACTIVITIES

Split Class activities are pair activities. The difference between these and the previous lessons is that Split Class requires each of the partners to have different information, as in A/B activities.

Fun with Pictures

Objectives:

- Students will be engaged in continuous conversation with a partner.
- Students will review thematic vocabulary: kitchen/building material/camping/office, etc.
- Depending on the activity selected, students will discuss differences between images or attitudes depicted or will draw/complete a picture based on their partner's detailed description.
- With some activities, students will reinforce writing skills as they list the differences, errors, etc.

Advanced teacher preparation:

- Find or prepare picture activity sheets that include images like those demonstrated in the following activities. Include details that force the use of specific vocabulary.
- Photocopy the pictures labeled A and B, or load the .jpg files in the lesson folder to open. (.jpg files open the same as any audio or video file.)
- Prepare a list of thematic vocabulary for quick review and save as .txt file.

IN THE LAB:

1. Brainstorming option 1: Create conference groups¹ of approximately four or five students per conference group. Open the vocabulary list in Text Editor² for students and ask them to review all the terms before starting any activity.

¹ Conference Groups – p. 8

² Open File in Text Editor – p. 13

2. Brainstorming option 2: Use Split Class¹ and create two or three conferences within each group. Hand out or open the appropriate image to Groups 1 and 2. For each group check “All students talk”² to allow free discussion of necessary vocabulary for the description.
3. During the brainstorming session, you can pre-set the random pairs³ between groups 1 and 2. Click OK to save the settings; however, the activity will not begin until you click “Apply” or “Pair 1-2” in Voice Communications.
4. Begin the activity. Monitor student performance and use of target language with Listen⁴ or Scan⁵.
5. Depending on the activity, students or teacher can open the Text Editor⁶ (Student– click on text Editor; Teacher– right click group, then Soloist Remote and Open Text Editor) Students can make a written list of the identified differences/corrections/etc. which can be collected⁷.
6. When finished with activity, close files⁸.



Teaching tip:

Although opening files to the student monitors is a good paperless option, a hard copy may be best for any drawing activity. It allows students to mark their pictures, color them and especially compare their drawings to the original. Students generally prefer that option. A hard copy also allows students to label their pictures during the brainstorming activity. Whiteboard⁹ is more appropriate when students are identifying or mapping rather than drawing.

A prepared list of vocabulary and/or brainstorming activity should be encouraged. Students will complete the task with more confidence and less temptation to resort to English.

For the non-artist teacher, PhotoShop is the perfect solution for creating scenes that include all the vocabulary you want to include from a chapter or unit. If you have an artistic student, provide him/her with a list of visual details and see what s/he can produce.

¹ Split Class – p. 7

² All Students Talk – p. 8

³ Pre-set Pairs – p. 6

⁴ Listen – p. 2

⁵ Scan – p. 4

⁶ Text Editor – p.1, 14

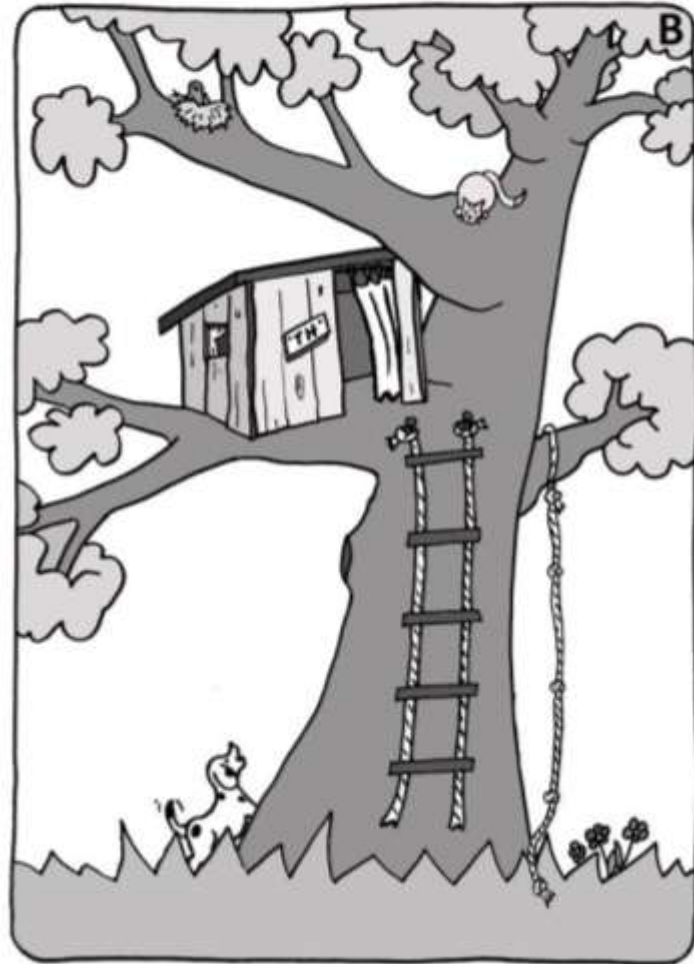
⁷ Collect – p. 12

⁸ Close File – p. 13

⁹ Whiteboard – p. 6, 22

Sample view of Find the Differences Activity:

Through detailed discussion between partners, students must identify the differences in the two drawings. At the conclusion of the activity, students may compare images.



IMPROVING ORAL READING

Text Player

The Sony Virtuoso has a function called Text Player in which individual words or sentences appear at a teacher set speed. Typically students will read slowly at first, but can progress to native speed with practice. These exercises become a “catch-up” game and students enjoy trying to keep up with the text. Oral reading is often neglected in language learning classes, yet it is a skill that merits emphasis.

Objectives:

- Students will read at a progressively faster pace.
- Students will compare their reading pace with that of a native speaker.
- Students will practice speed as well as clarity of speech in this activity.

Advanced teacher preparation:

- Find a text that is appropriate to the level. It should be a minimum of 150 words in length and probably not longer than 400. A narrative is best.
- Have a native speaker record that text at a natural speed¹, and determine the actual rate of speech per minute. (Count how many words were read in one minute? - That is the optimal reading pace. For the sake of explaining the activity, let's assume it was 120 words per minute.)
- Type the script and save it as a .txt file. Open the file in notepad and on the first line at the very top of the Notepad window type: 80sentence. This is the speed you will pre-set as the “beginning level” – 80 words per minute. The word “sentence” appears after the rate because you want the Text Player to display entire sentences (natural flow) rather than individual words.
- Once students have mastered the beginning level, you'll want to quicken the pace. Save another copy of the same .txt file and at the top type: 95sentence. The rate will increase from 80 words per minute to 95 words per minute. (The rates shown are for demonstration purposes, you can choose any rate or increment.)

¹ Create Audio Files – p. 1, 9

- Be sure to save all the .txt files with the rate as part of the name so they can be easily identified:



- Make as many of these increments as you want and save them all in the Lessons Folder.

IN THE LAB:

1. Open the audio file¹ of the selection. Allow students to listen to it several times to get a feel for the pronunciation and pacing. This gives the students their goal.
2. Close² that file and open the .txt file with the rate of speed you want your students to start practicing. Be sure you select Open with Text Player³, not Text Editor.
3. When the Soloist is put into Play, the words of the selection will appear in a text box below the Soloist.
4. Students should read the words and hope to complete the sentence before it disappears, marking the end of that pacing segment. A new sentence will appear and again, it will only be displayed for the amount of time set.
5. Students can repeat the exercise over and over until they are ready to proceed to the next level. (You may want them to record⁴ themselves to check for speed and clarity before moving forward.)
6. Close File⁵.



Teaching tip:

You may want to spend a few minutes of each lab session on a specific level. In this case, you choose the level and open the file for students to practice. However, you may prefer to allow students to self-pace. In that case they would open the files themselves by browsing to your Lessons Folder⁶ and accessing the different levels as they master each.

¹ Open file – p. 13

² Close File – p. 13

³ Open File in Text Player – p. 13

⁴ Record – p. 1

⁵ Close File – p. 13

⁶ Browse to Lessons Folder – p. 1

FEEDBACK FROM ORAL TESTING

Students should be given feedback from any type of assessment. Feedback from oral testing is usually harder to give. Traditionally teachers jot down notes and hand students a paper with a lot of underlined or circled words. Since the student no longer has access to the original recording, s/he cannot fully comprehend or benefit from the teacher feedback.

Insert comment

Insert comment is an easy and effective way to offer students oral feedback.

Objectives:

- Students will listen to their original responses.
- Students will hear teacher comments interjected into their original response.

Advanced teacher preparation:

- After the student recordings have been collected and put into a labeled folder, the teacher must listen to each by opening the file from the collected recordings folder using Source Control:
 - Click Source Control (upper right of Virtuoso).
 - Open each student sound file.
 - Each time you want to add a comment, correction, praise, grade, etc. click Insert. – Your comment will be recorded in the file. Un-click Insert to continue listening.
 - Save the file with an indication that it was been graded. For example: graded-John Smith and put in a folder for student access.

IN THE LAB:

1. Students will have to browse¹ to your teacher folder and find the “Graded” folder by clicking the open file icon on the Soloist and the Student Work Folder.
2. Students can each open their own file and listen to the teacher recorded feedback as well as their performance grade.

¹ Browse to Open File – p. 1

INTERNET ACTIVITIES

The Internet offers a wide variety of language learning activities and lessons. The Virtuoso Major offers several ways for teachers to control web browsing¹, such as sending pages without a navigation bar.

Google Hunts

This is a fun pre-lesson activity which allows students to provide the lesson material for the class. Many samples on a specific topic are shared in a short time. Let's say for example that we are going to start a unit on Gothic architecture, or paintings by Goya, or national landmarks in Mexico City, or typical foods of Costa Rica. Whatever the visual topic is of your next unit of study, it can be adapted to this lesson. What we want is a large amount of visual examples as an introduction to the lesson. In this way before the lesson is formally introduced, students already have a very clear, visual idea of what they will be studying.

Student involvement creates enthusiasm for the topic when the actual study is done. Seeing their sample as part of the teacher's lesson encourages pride and ownership in the lesson.

Objectives:

- Students will “google” images about a specific topic and share those images with the class.
- Students will view many shared images in order to gain a wide perspective on the topic.

Advanced teacher preparation:

- Check that there are many “Google” images available for the subject you are introducing.

IN THE LAB:

1. In the User Options check that Intercom is on during modeling². This allows the teacher to interact with each model student, and in turn, the class.
2. Ask students to find a good, clear, appropriate example of your chosen topic (Google images).

¹ Web Browsing – p. 16

² Intercom On with Model Student –User Options – p. 3

3. As soon as they have a good sample students should call teacher¹. This will put students in a queue so the teacher can call on them in the order in which they found their image.
4. Teacher selects the student and clicks Model Screen². All student monitors will display that particular student's screen and sample.
5. The teacher and student can comment on the image for the class to hear. The teacher can also make a note of which images drew particular interest and be sure to include those in the formal lesson.
6. The teacher then deselects that student and Model Screen and goes to the next for another sample. When you unclick Model Screen all monitors will revert to their original state (students will not have lost their sample).
7. Repeat as long as there are good samples to share.

¹ Call Teacher – p. 1

² Model Screen – p. 15

ASSOCIATED FILES

Associated files are files that open together when the anchor file (audio or video file) opens. We know that some learners are more visual than auditory, and with associated files we can easily offer students both learning styles. Associated files must have identical names, with different extensions and all be in the same folder.

Two Paintings

This lesson is a listening comprehension activity but is being used to demonstrate how you can create a lesson with three associated files, giving it a new focus or dimension. This particular lesson focuses on two paintings by two different artists and includes audio, visual and written components.

Objectives:

- Students will examine two paintings by two different contemporary artists.
- Students will listen to a description of each painting in the target language.
- Students will demonstrate comprehension by identifying each and responding to the questions in the Text Editor box.
- Students will give a personal reaction to the two paintings.

Advanced teacher preparation:

- Save .jpg images of the art in the lessons folder with the same name as the audio. In the sample attached, I chose to paste the two paintings into one .jpg (using Word Publisher and Paint) for comparison purposes. This file will have the .jpg extension. (Two Paintings.jpg)
- Create an audio file¹. In this case, it was a brief description of each work of art with an introduction to the artist. Save the audio file to the same lessons folder with the exact same name as the previous .jpg file. This file will have the .mp3/.wav extension. (Two Paintings.mp3 or .wav.)
- Prepare questions and save as .txt document. Save this file in the same lesson folder with the same name as the previous two files. This file will have the .txt extension. (Two Paintings.txt)

¹ Record Audio – p. 1, 9

IN THE LAB:

1. Open the .wav or .mp3 file¹. Stop and Lock² so students hear the entire file.
2. If all three have the exact same name, all three files will open simultaneously. See image on the next page.
3. If you don't want one of those files to open with the others, copy it and rename it something slightly different. It will no longer be associated when opened. (Two Paintings-orig.wav)
4. Re-click Stop and lock and allow students to work at their own pace.
5. When finished, collect Text Editor³ document if desired.
6. Optional: Create small conference groups⁴, use Model Student or Model Group⁵ to share reactions and opinions, etc.
7. As a follow-up lesson students can research the artists and present their information to the class.



Teaching Tip:

Associated files provide students with a variety of stimuli. This same lesson can be created with any visual in mind — gastronomy, architecture, landmarks, etc. Take any picture – a house, classroom, group of people – and prepare an audio file and question file. (See previous lessons Fun with Pictures.) Open them all together or separately. Multiple stimuli are sure to engage students with different learning styles.

For English and Spanish audio and associated files see Media Folder –Two Paintings/Dos obras de arte. For Spanish script see page 182.



¹ Open File – p. 13

² Stop and Lock – p. 14

³ Collect Text Editor – p. 12

⁴ Group Conferences – p. 8

⁵ Model Student/Group – p. 3, 8

SPANISH LANGUAGE ACTIVITY SHEETS, PICTURE IMAGES and AUDIO SCRIPTS

(ready to photocopy)

All lesson activities presented in the manual that include activity sheets or audio are translated into Spanish and added to this appendix.

The digital audio files and .jpgs are included in the Media Folder.