

Idioms in English

Volume Three

Step-by-step Lesson Plans

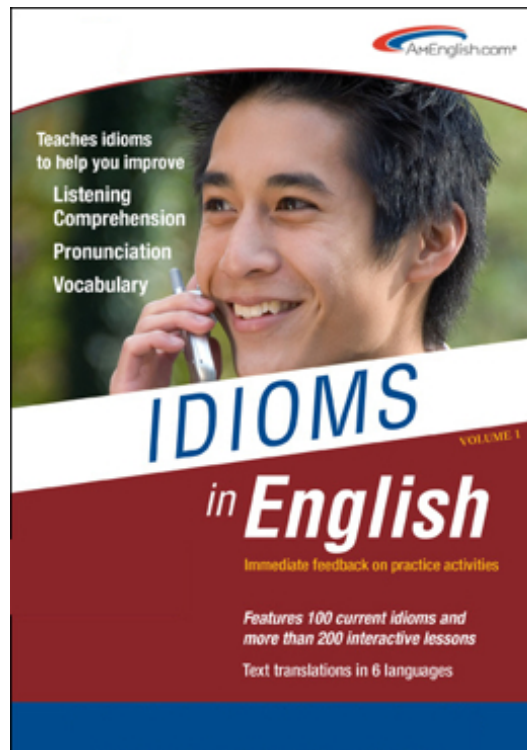


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Introduction:

Background

Idioms like “get back in shape” and “hang out” are used frequently in conversations, email, presentations, and media in English. When students don’t understand the idioms, they can feel left out of the conversation or presentation since the idiom is often the point of the sentence.

Focus

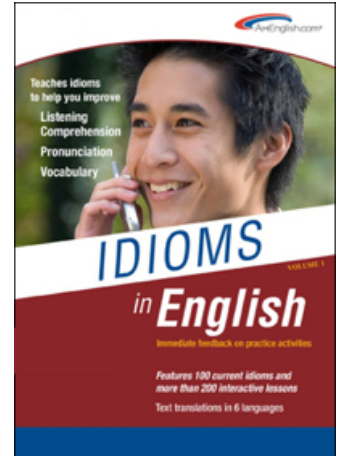
Our approach to teaching idioms also helps improve listening comprehension and pronunciation in English. We demonstrate how the concepts we teach in the *Pronunciation in English* program apply to idioms. The pronunciation notes on every idiom page demonstrate how stress (with content words), intonation (with focus words) and rhythm (with reduction and linking) apply to each idiom. *Idioms in English – Volume Three* reinforces the concepts presented in the pronunciation program in a new context.

Grammar

The grammar in the idioms programs is implicit rather than explicit. So, when you get to a dictation page, if the idiom has a verb, there is usually a variation that will show a different construction. For example, the first sentence in the dictation for “bite the dust” uses the irregular past tense of this verb “**bit**”. The second sentence uses “**bites**.”

Appealing to multiple learning styles

Clicking on the focus word to make it turn red and show up in a larger font is a great way to remind you that the focus word is number one in terms of emphasis. If you are a visual learner, the larger font and the red is the best way to reinforce this concept. If you are a kinesthetic or tactile learner, you learn best by experiencing or doing something. Clicking on the correct word will be a better way to reinforce this concept for you. We try to **cover all the bases**. If you are an aural learner, then hearing the sentence when you



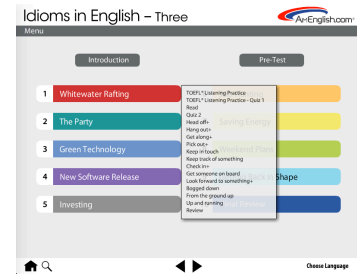
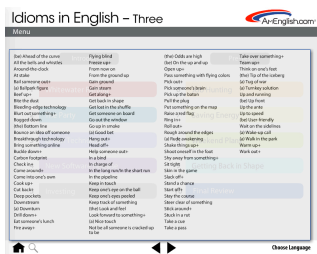
click on the sound file will be the best reinforcement. If you are an oral learner, then you should take time to repeat the sentence aloud. Most of us benefit from a combination of practice activities that appeal to more than one learning style.

Navigation

At the main Table of Contents, there are now two kinds of 'roll over' flash menus:



- (1) Mouse over the magnifying glass at the bottom of the tool bar and a program level index appears.
- (2) Mouse over each chapter and a chapter level index appears.



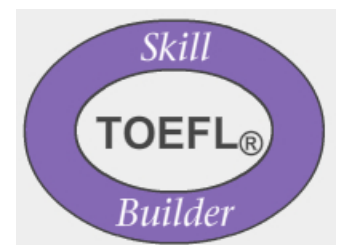
Organization

Pre-Test

The pre-test has multiple rotating versions. Students' pre-test scores can be compared to their final review scores to track their progress. Scores are available in the User Management System.

TOEFL® Skill Builder Buttons

Mouse over the TOEFL® skill builder buttons in each section to get specifics on how this program will help build skills required for the TOEFL® test.

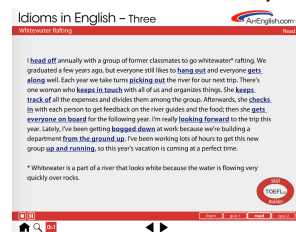
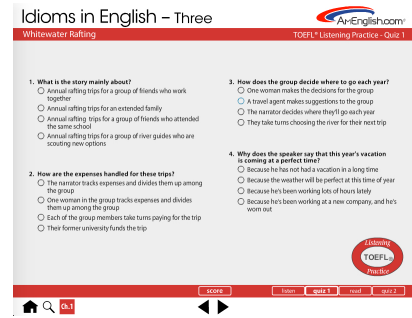


Story/Dialogue: Listen

Students see a picture and listen to the story or dialog, which uses the idioms in context.

Quiz 1

The audio for each story/dialogue is followed by a quiz with listening comprehension questions about the main idea, the speaker's attitude, and supporting details. There is automatic scoring for this practice (this is similar to the listening comprehension practices for the TOEFL® and the TOEFL® Junior).



Story/Dialogue: Read

Students see the text and can listen to the audio again for the story or dialog, which uses the idioms in context.

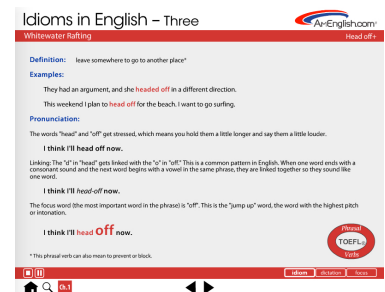
Quiz 2

The text for each story/dialogue is followed by a quiz on the definitions for each idiom. There is automatic scoring for this practice.

Individual Idioms

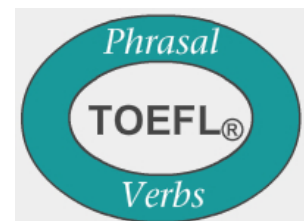
Individual idiom screens show:

- Idiom definition (with a translation option)
- Two example sentences using the idiom
- Pronunciation notes for each idiom



Phrasal Verbs

Each volume of *Idioms in English* has some phrasal verbs. Phrasal verbs are marked with a (+) sign in the alphabetical index and on the individual idiom page. Having both audio and text for the phrasal verbs in these programs will help students improve both their listening comprehension and spoken English for the TOEFL® test, which includes phrasal verbs.



Dictation practice/Focus word practice

Every idiom page is followed by a scored dictation practice and a focus word exercise, both of which help build listening comprehension.

Chapter review

At the end of every chapter is a scored dictation for the story/dialogue.

Final Review

The Final Review has multiple rotating versions. Students' final review scores can be compared to their pre-test scores to track their progress. Scores are available in the User Management System.

The final review features 4 different question types:

- (1) Word scramble – checks grammar/syntax
- (2) Dictation – checks listening comprehension
- (3) Fill-in the blank – checks reading comprehension
- (4) Multiple-choice – checks reading comprehension

Each final has 100 items with 25 from each category, rotating randomly to cover all 100 idioms (there are 500 total question items).

It is a lot of fun to spot idioms in everyday conversations, in online media, and movies. Learning about idioms in English helps students become more fluent in the language as it used every day by native speakers.

Target Audience

This program was designed for students at the intermediate through advanced level.

Formats

The material is available online.

Customers

This program is used at schools like Reedley College and the University of South Carolina and companies like IBM and Deloitte to improve communication skills in English.

Lesson One: In the Lab

Pre-Test

Have students take the pre-test, so that there is a score to compare to the final review at the end of the program. Lower the affective filter by telling students that if they get a perfect score, they don't need to be in the class.

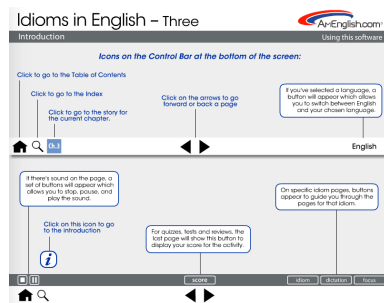


Notes for Teachers:

- This will give students a baseline and an awareness of their shortcomings.
- It will also intensify students' focus on the material in the programs.
- Teachers can compare scores on the Pre-test with the Final Review to measure improvement.

User Interface Tour

Spend some time in the lab with the program on the screen to give students a quick tour of the navigation. Make sure students know how to use the “Choose your language” button at the Table of Contents screen.



Show students the “Using this Software” section in the Introduction. Take some time to show students how to control the audio, so they can start and stop in the middle of a story/dialogue and pick up where they left off.

Overview

1. Show the table of contents with 9 stories/dialogues & Final Review
2. Click on the magnifying glass at the bottom left of the screen to show them the alphabetical list of idioms in this volume.
3. Show the first picture in **Chapter 1 – Whitewater Rafting**
4. Let students listen to the dialogue and then go to the TOEFL® Listening Practice. Highlight the navigation at the bottom right of the screen.

5. Next, take students to the “read” section where they can listen to the audio again and see the text. Show them “Quiz 2.”
6. Finally, show them one of the idiom screens from the first chapter. Highlight the buttons at the bottom right of the screen for “dictation” & “focus word” practice.
7. Finally, take students back to the alphabetical index to show them the reviews for each chapter (see box at lower right of the screen).

On your own in the lab/Homework

Review all of Chapter One: Whitewater Rafting

Complete all of the quizzes and practices in this chapter

Lesson Two: Whitewater Rafting

In the classroom: Warm-up

Define the word “idiom” and elicit examples from the class.



An idiom is a group of words with a special meaning of its own that is not clear from the meanings of the individual words.

Note: Phrasal verbs, like “add up,” are included in this program.

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter one (with no audio) or put the title of the chapter on the board: **Whitewater Rafting**

| |
|---|
| Ask students: |
| Have you ever been whitewater rafting? |
| Have you ever gone camping? |
| Do you still communicate with your former classmates? |

Note: The focus words for the idioms in this program were chosen based on common usage. The speaker can sometimes change the focus word in a phrase depending on what he/she wants to emphasize.

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 1 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: Linking

Take a minute to focus on the linking in the phrasal verb “pick out.” Project the individual idiom page for “pick out” on the board or just write the pronunciation sentence on the board:

Let's *pick-out* a new color.

Note that “k” in “pick” gets linked with the “ou” in “out.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

Let's *pick-out* a new color.

Speaking practice:

Go back to the main Table of Contents and mouse over the chapter level index for Chapter one again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished.

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. Take a moment to write the past tense next to the idiom. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle rather than an adverb or preposition.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios:

You are planning an event for your annual family reunion. Your cousin has told you he's really looking forward to it because he's been working too hard lately.

Characters: cousin & family reunion planner

You are getting ready to go to your high school class reunion. Your best friend is on the planning committee.

Characters: class reunion planner & friend (former classmate)

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Two: The Party

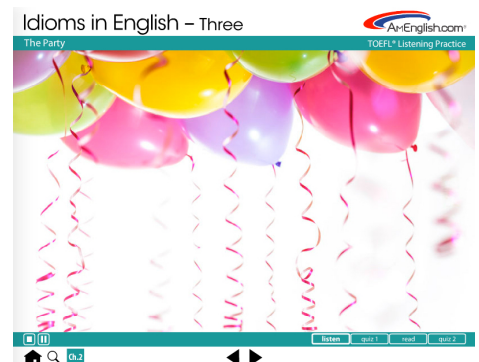
- Complete all of the quizzes and practices in this chapter

Lesson Three: The Party

In the classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter two (with no audio) or put the title of the chapter on the board: ***The Party***



Ask students:

| |
|--------------------------------|
| Have you ever planned a party? |
| Did you enjoy it? |
| How did it work out? |

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 2 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review

the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: Linking

Take a minute to focus on the linking in the idiom “pick up the baton.” Project the individual idiom page for “pick up the baton” on the board or just write the pronunciation sentence on the board:

He *picked-up* the baton after his colleague retired.

Note that “d” in “picked” gets linked with the “u” in “up.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

He *picked-up* the baton after his colleague retired.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios

Your aunt became ill, and you’ve been asked to help out to organize a graduation party for your niece. You are talking over some ideas with your sister.

Characters: two sisters

You are an event planner for Google, and you are trying to get some ideas for your next event by talking to employees about what they would like.

Characters: Google event planner & Google employee

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Three: Green Technology

Complete all of the quizzes and practices in this chapter

Lesson Four: Green Technology

In the classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter three (with no audio) or put the title of the chapter on the board: **Green Technology**



Ask students:

| |
|---|
| What do you know about green technology? |
| Do any businesses or schools near you use solar technology? |
| Do any neighbors use solar panels? |

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 3 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: The schwa for “of”

Take a minute to focus on the schwa for “of” in the idiom “the tip of the iceberg.” Project the individual idiom page for “the tip of the iceberg” on the board or just write the pronunciation sentence on the board:

The faulty roof tiles were just the tip *uh* the iceberg.

Note that the word “of” is reduced to a schwa or “uh” sound when it comes before a word that starts with a consonant sound, “the.” The schwa sound is short and **unstressed**. You can hear it in the words “above” and “banana.”

Model the schwa for “of” or play the sound file in the program and have the class repeat it:

The faulty roof tiles were just the tip *uh* the iceberg.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios

You are the marketing manager for a solar company, and you are talking to a news station about the technology.

Characters: news broadcaster & solar company marketing manager

You are a salesperson for a company that installs solar panels on local residences.

Characters: homeowner and solar panel salesperson

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Four: New Software Release

Complete all of the quizzes and practices in this chapter

Lesson Five: New Software Release

In the classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter four (with no audio) or put the title of the chapter on the board: **New Software Release**



Ask students:

| |
|--|
| What are some of the features you enjoy about the software on your phone? |
| Do you have friends who work in the software industry? |
| Which mobile phone company do you think will do better in the current marketplace? |

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 4 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: Reduction

Take a minute to focus on the reduction in the idiom “all the bells and whistles.” Project the individual idiom page for “all the bells and whistles” on the board or just write the pronunciation sentence on the board:

I want the latest release with all the bells ‘n whistles.

Note that the word “and” is reduced to “n.”

Model the reduction or play the sound file in the program and have the class repeat it:

I want the latest release with all the bells ‘*n* whistles.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios:

You have a new phone, and you are showing it to a friend who also has a new phone, but from a different company. You are comparing the features and the companies that made the phones.

Characters: two friends comparing phones

You are an engineer interviewing for a job at a software company. The hiring manager is trying to convince you to take a job with his company. He is talking about how innovative his company is and how they are doing well in the market.

Characters: software engineer & hiring manager

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Five: Investing Complete all of the quizzes and practices in this chapter

Lesson Six: Investing

In the Classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter five (with no audio) or put the title of the chapter on the board: **Investing**



Ask students:

| |
|---|
| What kinds of things do people invest in? |
| What do you think is a good investment? |
| Have you ever made a bad investment? What went wrong? |

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 5 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: Linking

Take a minute to focus on the linking in the idiom “skin in the game.” Project the individual idiom page for “skin in the game” on the board or just write the pronunciation sentence on the board:

| |
|---|
| The outcome is very important to him because of his investment; he has <i>skin-in</i> the game. |
|---|

Note that “n” in “skin” gets linked with the “i” in “in.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

The outcome is very important to him because of his investment; he has *skin-in* the game.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios

You are asking a friend for investment advice.

Characters: 2 friends

You are asking your banker for investment advice.

Characters: banker and customer

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Six: Job Hunting

- Complete all of the quizzes and practices in this chapter

Note that “n” in “open” gets linked with the “u” in “up.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

I'm waiting for a position to *open-up*.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios:

You need to practice for some upcoming job interviews. You've asked a friend to ask you questions and play the part of an interviewer.

Characters: interviewer & interviewee

You are talking to a friend about looking for a job. You tell him/her that you often get nervous during an interview.

Characters: 2 friends

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Seven: Saving Energy

Complete all of the quizzes and practices in this chapter

Lesson Eight: Saving Energy

In the classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter seven (with no audio) or put the title of the chapter on the board: ***Saving Energy***



Ask students:

| |
|--|
| What are your thoughts about global warming? |
| What kinds of things do you do to save energy? |
| Can you recommend a good solar energy company? |

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 7 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: Reduction

Take a minute to focus on the reduction in the idiom “be on the up and up.” Project the individual idiom page for “be on the up and up” on the board or just write the pronunciation sentence on the board:

| |
|---|
| We checked his credentials to make sure he was on the up <i>'n</i> up. Note that the word “and” is reduced to “n.” |
|---|

Model the reduction or play the sound file in the program and have the class repeat it:

We checked his credentials to make sure he was on the up 'n up.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios

Talk to a friend about global warming. What are some of the ways you can save energy?

Characters: 2 friends

You are looking for a reliable solar company. Ask your neighbor for advice about how to find one.

Characters: two neighbors

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Eight: Weekend Plans

Complete all of the quizzes and practices in this chapter

Lesson Nine: Weekend Plans

In the classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter eight (with no audio) or put the title of the chapter on the board: **Weekend Plans**



Ask students:

| |
|---|
| What did you do over the weekend? |
| What are you planning to do next weekend? |
| Are you usually busy on the weekend? |

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 8 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: The schwa for “of”

Take a minute to focus on the schwa for “of” in the idiom “a tug of war.” Project the individual idiom page for “a tug of war” on the board or just write the pronunciation sentence on the board:

| |
|---|
| I don't want to participate in a tug <i>uh</i> war. |
|---|

Note that the word “of” is reduced to a schwa or “uh” sound when it comes before a word that starts with a consonant sound, “war.” The schwa sound

is short and **unstressed**. You can hear it in the words “above” and “banana.”

Model the schwa for “of” or play the sound file in the program and have the class repeat it:

I don't want to participate in a tug *uh* war.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 idioms from the story. Here are a couple of scenarios

You are talking with a friend about ideas for the weekend. You want to do something fun and different.

Characters: 2 friends

You are talking to a friend about your son. You are worried that he doesn't have good study habits.

Characters: 2 friends

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Nine: Getting Back in Shape

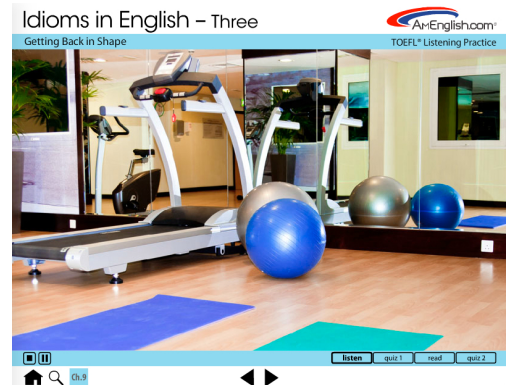
Complete all of the quizzes and practices in this chapter

Lesson Ten: Getting Back in Shape

In the classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter nine (with no audio) or put the title of the chapter on the board: **Getting Back in Shape**



Ask students:

| |
|------------------------------|
| What do you do for exercise? |
| How often do you exercise? |
| Do you enjoy working out? |

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 9 to see the chapter level Table of Contents. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Presentation

Pronunciation focus: Linking

Take a minute to focus on the linking in the phrasal verb “slack off.” Project the individual idiom page for “slack off” on the board or just write the pronunciation sentence on the board:

Don't *slack-off* now.

Note that “k” in “slack” gets linked with the “o” in “off.” This is a common pattern in English. When one word ends with a consonant sound and the

next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

Don't *slack-off* now.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound or put too much stress on a function word like “the” or “it,” take note and talk about it when the group is finished

Grammar Focus

Elicit from the class which of these idioms have verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Note the (+) sign next to idioms that are phrasal verbs. Remind students that the stress usually falls on the last part of a phrasal verb, the particle*.

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each idiom. Consider having half of the groups work on sentences for the first half of the idioms and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the idioms in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 3-4 idioms from the story. Here are a couple of scenarios:

**You are looking for ways to exercise.
You ask a friend for ideas.**

Characters: 2 friends

**You want to lose weight. You ask a friend if he/she
will start walking with you every day in the morning.**

Characters: 2 friends

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the idioms used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Take the Final Review

Note that the **Word Scramble** in the Final Review checks grammar/syntax by requiring students to:

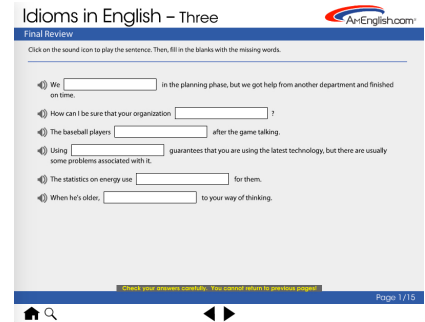
- Put the words in the idiom in the correct order
- Choose the correct word form for some idioms
- Choose the correct article for some idioms
- Choose the correct verb tense for some idioms

Students could benefit from taking the Final Review more than once as it has rotating sections. If there is time, teachers could take students into the language lab on two separate days to take the Final Review. The second day would be a challenge to see if they can improve their scores

Lesson Eleven: In the Lab

Have students take the Final Review again and see if they can improve their scores.

The Final Review is great practice as it has multiple rotating versions*, and the multiple question types appeal to more than one learning style:



- (1) Word scramble: appeals to kinesthetic/tactile learners
- (2) Dictation: appeals to auditory learners
- (3) Fill-in the blank: appeals to visual learners
- (4) Multiple-choice: appeals to visual learners

*Each version of the Final Review has 100 items with 25 from each category, rotating randomly to cover all 100 idioms. (There are 500 total question items.)

Classroom Expansion Options

Application in e-mail/text exchanges

The instructor can assign e-mail/text exchanges for homework where students use the idioms in context in their communication with each other.

New Idioms

- The instructor can elicit other idioms students hear outside of class.
- These can be compiled and marked for stress and intonation.

Idiom of the Month

The instructor can set up a contest where students keep track of idioms from the course that they hear/read outside of class in terms of frequency. There could be an idiom of the month based on frequency.