

Idioms in English for Young Adults

Step-by-step Lesson Plans

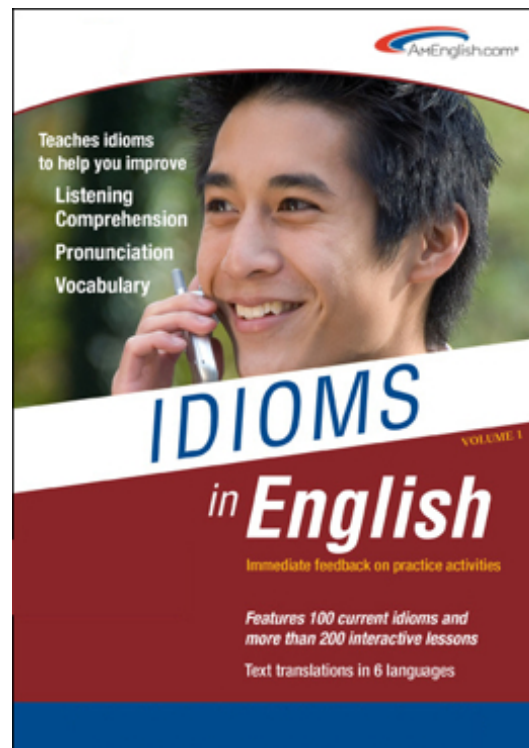


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Introduction:

Background

Idioms like “tough it out” and “end up” 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

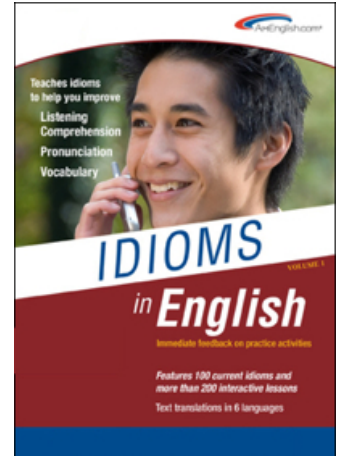
Our approach to teaching idioms also helps improve listening comprehension and pronunciation in English. We demonstrate how the concepts we teach in the *Pronunciation in English* program apply to idioms. The pronunciation notes on every idiom page demonstrate how stress (with content words), intonation (with focus words) and rhythm (with reduction and linking) apply to each idiom. *Idioms in English YA – Volume One* 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 “come through” uses “comes.” (“He can rely on his brother. He always **comes through** for him.”) The second sentence uses “coming.” (“She likes meeting the challenges and **coming through** for her family.”)

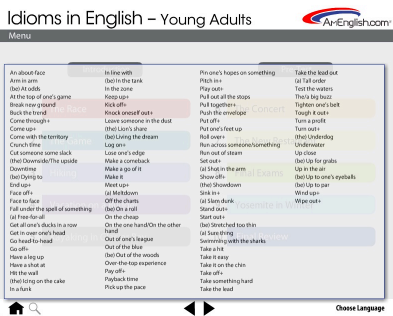
Appealing to multiple learning styles

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.

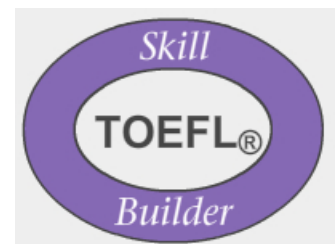
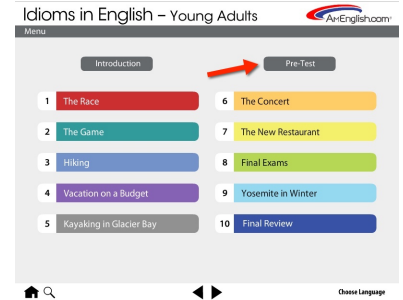
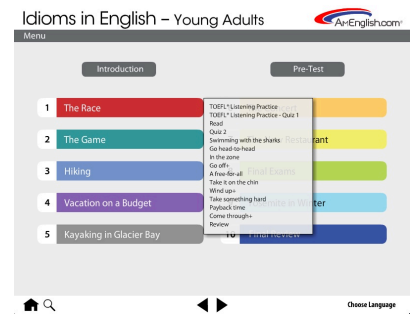
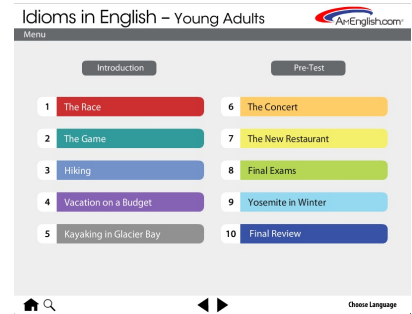
Organization

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.



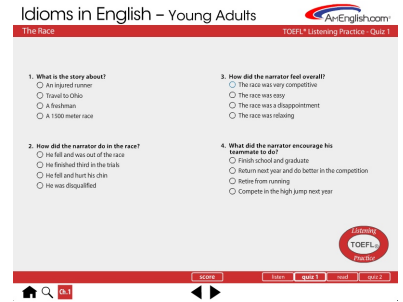


Story/Dialogue: Listen

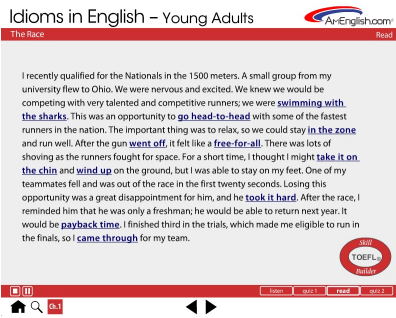
Students see a picture and listen to the story or dialog, which uses the idioms in context.

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 practice for the TOEFL® and the



TOEFL® Junior).

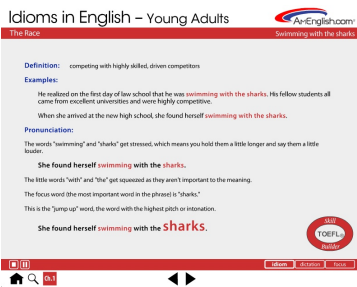
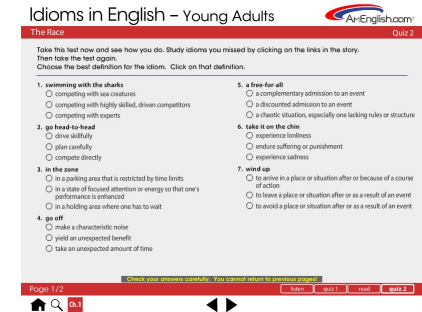


Story/Dialogue: Read

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

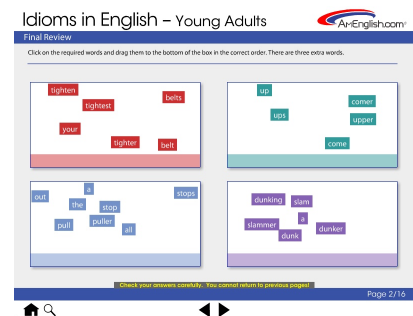
At the end of every chapter is a scored dictation for the story/dialogue.

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.

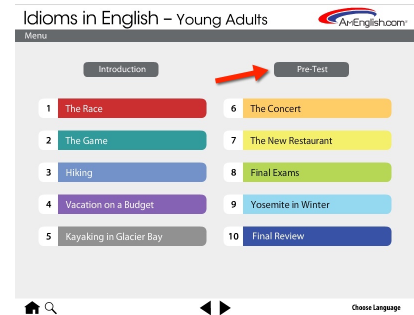
Customers

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.

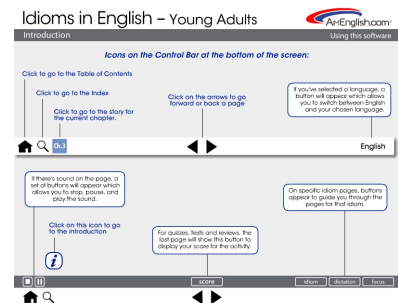


Notes for Teachers:

- 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 - The Race**
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: ***The Race***

Complete all of the quizzes and practices in this chapter



Lesson Two: The Race

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: ***The Race***

Ask students:
Have you ever competed in an athletic event?
Do you like to watch sports?
What is your favorite sport?

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 idiom “wind up.” Project the individual idiom page for “wind up” on the board or just write the pronunciation sentence on the board:

He wound up getting
elected class president.

Note that “d” in “wound” 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 **wound-up** getting
elected class president.

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.

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 members of opposing teams who played against each other in the finals. Talk about your experience in the competition.

Characters: opposing team members

You are coaches of opposing teams discussing a recent competition.

Characters: two coaches

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 Game***

- Complete all of the quizzes and practices in this chapter

Lesson Three: The Game

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 Game***



Ask students:

Are you a sports fan?
Does your favorite team usually win?
How important is winning to you?

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 “face off.” Project the individual idiom page for “face off” on the board or just write the pronunciation sentence on the board:

She faced-off against the other player.

Note that “d” in “faced” 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:

She *faced-off* against the other player.

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:

Two fans talking about an upcoming sports event.

Characters: 2 fans

Two students talking about an upcoming academic competition.

Characters: Two students

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: Hiking

Complete all of the quizzes and practices in this chapter

Lesson Four: Hiking

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: **Hiking**

Ask students:

Do you like spending time outdoors?
Have you ever gone hiking?
What other kinds of activities do you enjoy outdoors?

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 “fall under the spell of something.” Project the individual idiom page for “fall under the spell of something.” on the board or just write the pronunciation sentence on the board:

<p>When the young musician heard jazz for the first time, he fell under the spell of</p>
--

this music.

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, “this.” 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:

... he fell under the
spell **uh** this music.

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:

Two friends are talking about a hike they took together.

Characters: 2 friends

Two friends are talking about a camping trip they took together.

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 Four: ***Vacation on a budget***

Complete all of the quizzes and practices in this chapter

Lesson Five: Vacation on a budget

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:

Vacation on a Budget



Ask students:

What are some places you have gone on vacation?
How do you usually make arrangements for vacations?
Name some places you would like to go on vacation.

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: Linking

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

I need to log on and check my email.

Note that “g” in “log” gets linked with the “o” in “on.” 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 need to log-on and check my email.
--

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.

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:

Two students are talking about how they save money on traveling.

Characters: 2 students

Two students are talking about their dream vacations.

Characters: two students

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: *Kayaking in Glacier Bay*

Complete all of the quizzes and practices in this chapter

Lesson Six: Kayaking in Glacier Bay

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: ***Kayaking in Glacier Bay***



Ask students:

What's your guess about the water temperature in Glacier Bay?
Would you consider kayaking in Glacier Bay?
What kind of animals do you think live in Glacier Bay, Alaska?

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 “tough it out.” Project the individual idiom page for “step up to the plate” on the board or just write the pronunciation sentence on the board:

Despite the hardships, she toughed it out.
--

Note that “d” in “toughed” gets linked with the “i” in “it.” The “t” in “it” 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:

Despite the hardships, she <i>toughed-it-out.</i>
--

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.

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:

Share stories with a friend about a time when you went on an adventure and "got in over your head."

Characters: 2 friends

Make up a story about kayaking somewhere other than Glacier Bay.

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 Six: ***The Concert***

- Complete all of the quizzes and practices in this chapter

Lesson Seven: The Concert

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 six (with no audio) or put the title of the chapter on the board: ***The Concert***



Ask students:

Have you ever been to a concert?
What was it like?
What kind of music do you enjoy?

Chapter Quiz Review

At the main Table of Contents screen, roll over Chapter 6 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 “take off.” Project the individual idiom page for “eyeball it” on the board or just write the pronunciation sentence on the board:

<p>The popularity of this social networking site has taken off.</p>

Note that “n” in “taken” 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:

The popularity of this
social networking site
has *taken-off*.

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.

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:

Tell a friend about a recent concert you attended.

Characters: 2 friends

Tell a friend about your favorite musical group.

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: *The New Restaurant*

Complete all of the quizzes and practices in this chapter

Lesson Eight: The New Restaurant

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: ***The New Restaurant***



Ask students:

Do you have any restaurants in your neighborhood?
What kind of restaurants do you like?
Do you like restaurants that have live music?

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: The schwa for “of”

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

We're not out of the woods yet.

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:

We're not out **uh** the
woods yet.

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.

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:

Tell a friend about a restaurant in your neighborhood that is popular.

Characters: 2 friends

Tell a friend about a restaurant that had to close because it was not successful.

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 Eight: ***Final Exams***

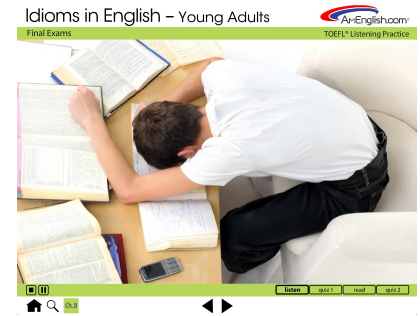
Complete all of the quizzes and practices in this chapter

Lesson Nine: Final Exams

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: **Final Exams**



Ask students:

How much time do you spend studying before a final exam?
Are you stressed when you have to take a final exam?
What kinds of things do you do to prepare for a final exam?

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 “run out of steam.” Project the individual idiom page for “run out of steam” on the board or just write the pronunciation sentence on the board:

He ran out of steam

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, “steam.” 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:

He ran out <i>uh</i> steam.

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.

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.
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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:

Share your experience of final exams with a friend.

Characters: 2 friends

Talk to a parent about your experience during final exams.

Characters: student and parent

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: Yosemite in Winter

Complete all of the quizzes and practices in this chapter

Lesson Ten: Yosemite in Winter

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: ***Yosemite in Winter***



Ask students:

What have you heard/read about Yosemite?
Have you ever visited Yosemite?
What would you do if you visited Yosemite?

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 idiom “take it easy.” Project the individual idiom page for “take it easy” on the board or just write the pronunciation sentence on the board:

I want to take it easy this weekend.

Note that “k” in “take” gets linked with the “i” in “it.” The “t” in “it” gets linked with the “e” in “easy.” 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 want to ***take-it-easy***
this weekend.

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.

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:

Share an experience of a park you have visited with a friend.

Characters: 2 students

Take turns telling each other what place you would like to visit someday.

Characters: 2 students

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

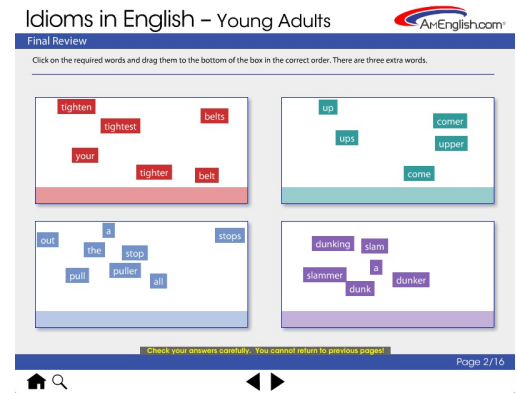
Students could benefit from taking the Final Review more than once as it has rotating sections. If there is time, teachers could take students into the language lab on two separate days to take the Final Review. The second day would be a challenge to see if they can improve their scores

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.