

Idioms in English for Young Adults – Volume Two

Step-by-step Lesson Plans

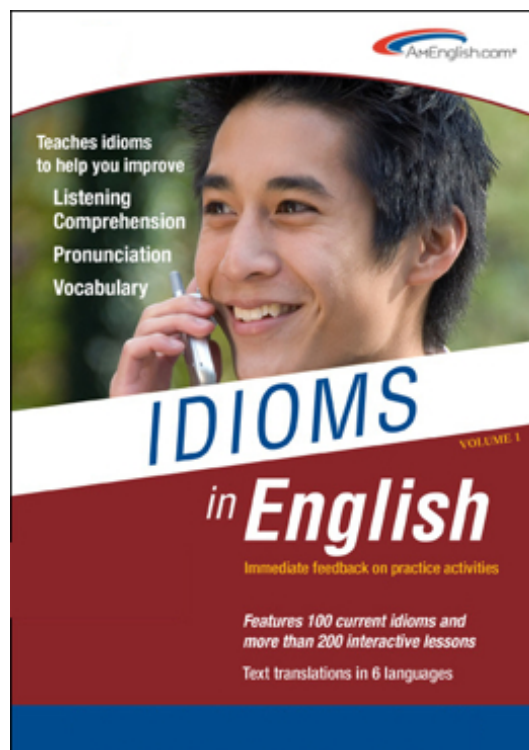


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Introduction:

Background

Idioms like “spread the word” and “shell 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

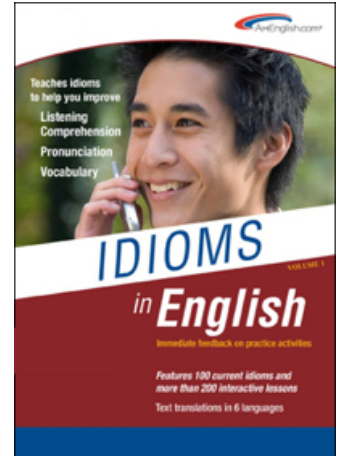
Our approach to teaching idioms also helps improve listening comprehension and pronunciation in English. We demonstrate how the concepts we teach in the *Pronunciation in English* program apply to idioms. The pronunciation notes on every idiom page demonstrate how stress (with content words), intonation (with focus words) and rhythm (with reduction and linking) apply to each idiom. *Idioms in English for Young Adults – Volume Two* 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 “stress out” uses “stressing.” (“Final exams were stressing him out.”) The second sentence uses “to stress.” (“He didn’t tell his mother the bad news as he didn’t want to stress her out.”)

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**

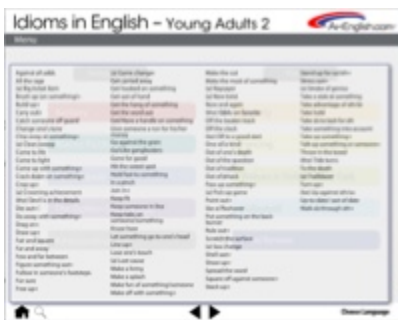


bases. If you are an aural learner, then hearing the sentence when you click on the sound file will be the best reinforcement. If you are an oral learner, then you should take time to repeat the sentence aloud. Most of us benefit from a combination of practice activities that appeal to more than one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

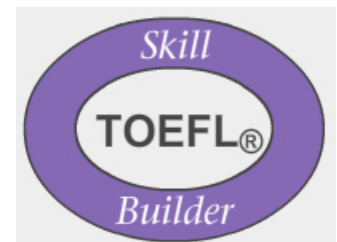
Pre-Test

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.



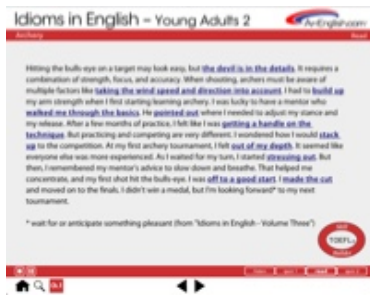
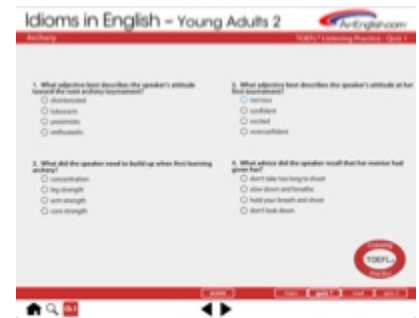


Story/Dialogue: Listen

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).

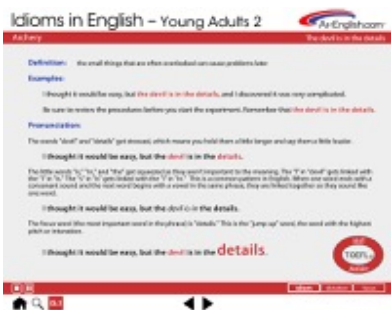
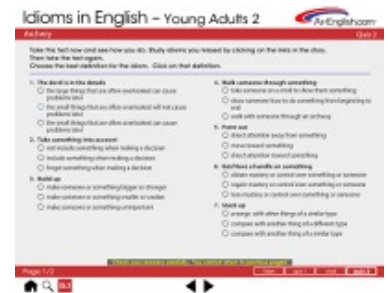


Story/Dialogue: Read

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.



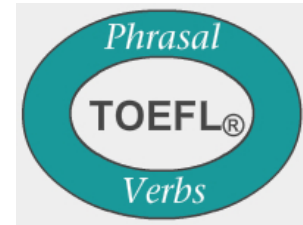
Individual Idioms

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

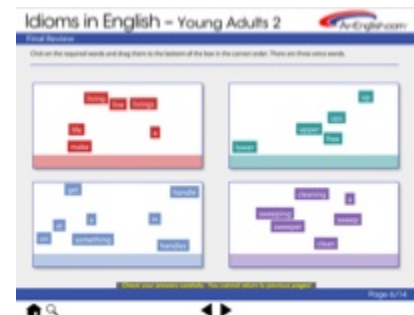
Every idiom page is followed by a scored dictation practice and a focus word exercise, both of which help build listening comprehension.

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.

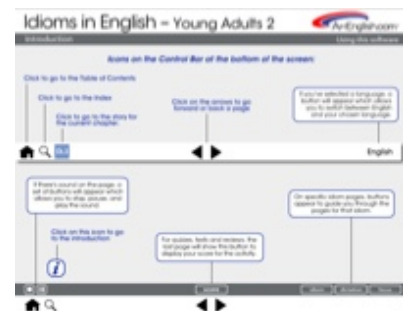


Notes for Teachers:

- 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 - Archery**
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: Archery

Complete all of the quizzes and practices in this chapter



Lesson Two: Archery

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: **Archery**

Ask students:
Have you ever used a bow and arrow?
Would you like to learn how to shoot arrows?
Have you ever watched an archery competition?

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: The schwa for “of”

Take a minute to focus on the schwa for “of” in the idiom “think out of the box.” Project the individual idiom page for “out of one’s depth” on the board or just write the pronunciation sentence on the board:

I am out *of* my depth here.

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, “my.” 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 am out *uh* my depth here

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 participating in an athletic competition for the first time and you are asking another more experienced student for advice.

Characters: two students

You are getting advice from your teacher on an upcoming high-stakes test.

Characters: student and teacher

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: Machu Picchu

- Complete all of the quizzes and practices in this chapter

Lesson Three: Machu Picchu

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: ***Machu Picchu***

Ask students:

Have you heard of Machu Picchu?
Have you ever visited Machu Picchu?
What do you know about Machu Picchu?

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 “get the word out.” Project the individual idiom page for “get the word out” on the board or just write the pronunciation sentence on the board:

He got the word out by texting all his friends.

Note that “d” in “word” 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:

He got the *word-out* by texting all his friends.

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 friends are talking about a recent archeological discovery.

Characters: 2 friends

Two friends are talking about the Aztec civilization.

Characters: Two 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 Three: Table Tennis

Complete all of the quizzes and practices in this chapter

Lesson Four: Table Tennis

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: **Table Tennis**

Ask students:

Have you ever played table tennis or ping pong?
Is table tennis a game you think you would enjoy?
Are there similar games that you enjoy?

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: Reduction

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

I only see them now and again.

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 only see them now 'n again.

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 competitors are discussing a table tennis competition they had in the past.

Characters: 2 competitors

Two sports fans are talking about watching a recent competition.

Characters: 2 fans

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: The Golden Gate Bridge

Complete all of the quizzes and practices in this chapter

Lesson Five: The Golden Gate Bridge

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: ***The Golden Gate Bridge***

Ask students:

Have you seen pictures before of the Golden Gate Bridge?
Have you ever been to San Francisco?
What are some other famous bridges in the world?
Would you like to walk across the Golden Gate Bridge?

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

I'm confident we'll
come-up with
something.

Note that “m” in “come” 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 confident we'll
come-up with
something.

Whole class practice: In the classroom

Write these idioms on the board with the marking for the focus word. Have individuals read each of the following idioms aloud, emphasizing the focus word.

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

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.

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 engineers are talking about the challenges of a recent construction project.

Characters: 2 engineers

Two professors are talking about the challenges in building an historical monument.

Characters: two professors

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: Kiteboarding

Complete all of the quizzes and practices in this chapter

Lesson Six: Kiteboarding

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: ***Kiteboarding***

Ask students:

Have you ever watched someone kiteboarding?
Does this sound like a sport you would enjoy?
What are some similar sports you would enjoy?

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

He <i>took-up</i> yoga.

Note that “k” in “took” 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 *took-up* yoga.

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.

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 telling a friend about going kiteboarding.

Characters: 2 friends

You are telling a friend about taking up a new sport.

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: Giverny

- Complete all of the quizzes and practices in this chapter

Lesson Seven: Giverny

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: **Giverny**

Ask students:

Have you heard of Giverny?
What do you know about the artist, Monet?
Who is one of your favorite artists?

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

Please <i>line-up</i> and wait your turn.

Note that “n” in “line” 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:

Please *line-up* and
wait your turn.

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.

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 collectors are talking about a famous artist.

Characters: 2 collectors

A student is asking an art history professor questions about a famous artist.

Characters: art history professor and student

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: Fencing

Complete all of the quizzes and practices in this chapter

Lesson Eight: Fencing

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: **Fencing**

Ask students:

Have you watched people fencing in a movie?
Is fencing a sport you would enjoy?
Do you think fencing is a good form of exercise? Why?

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: Linking

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

I hope he <i>shows-up</i> soon.

Note that “s” in “shows” 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 hope he *shows-up*
soon.

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.

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 the history of fencing.

Characters: 2 friends

Two fans are talking about a fencing competition.

Characters: 2 fans

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: Wolves in Yellowstone Park

Complete all of the quizzes and practices in this chapter

Lesson Nine: Wolves in Yellowstone Park

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: ***Wolves in Yellowstone Park***

Ask students:

What do you know about Yellowstone Park?
Is Yellowstone Park a place you would like to visit?
What other national park would like to visit?

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

His priorities are out of whack.

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, “whack.” 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:

His priorities are out *uh* whack.

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.

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 the return of a species that was dying out.

Characters: 2 friends

A sheep rancher and a park ranger are arguing about protecting wolves.

Characters: a rancher and a park ranger

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: Volleyball

Complete all of the quizzes and practices in this chapter

Lesson Ten: Volleyball

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: **Volleyball**

Ask students:

Have you ever watched people playing volleyball?
Have you ever played volleyball?
What similar sport do you enjoy?

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

Something will *turn-up*.

Note that “n” in “turn” 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:

Something will *turn-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.

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:

Two fans are talking about the history of their favorite sport.

Characters: 2 fans

Two athletes are talking about competing in their sport.

Characters: 2 athletes

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:

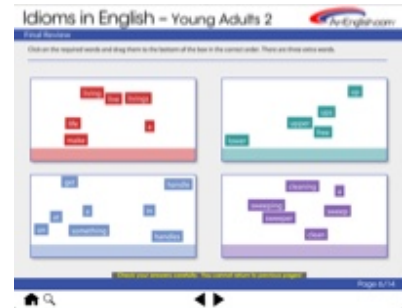
- Put the words in the idiom in the correct order
- Choose the correct word form for some idioms
- Choose the correct article for some idioms
- Choose the correct verb tense for some idioms

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.