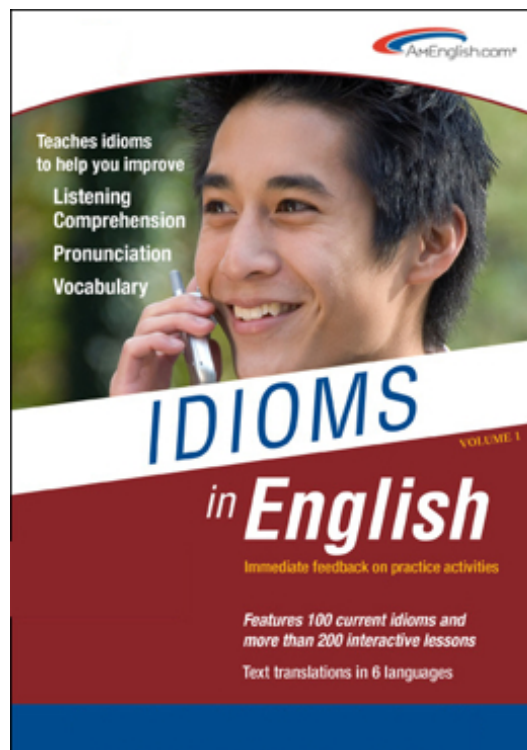


# Idioms in English

## Volume One

### Step-by-step Lesson Plans



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## Introduction:

### Background

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

### Focus

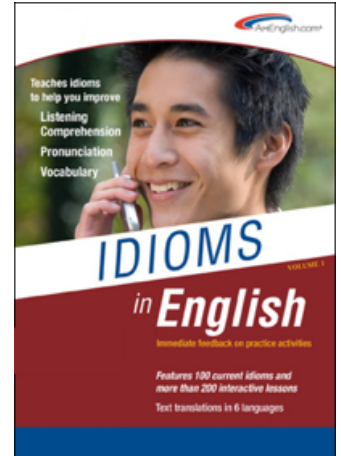
Our approach to teaching idioms also helps improve listening comprehension and pronunciation in English. We demonstrate how the concepts we teach in the *Pronunciation in English* program apply to idioms. The pronunciation notes on every idiom page demonstrate how stress (with content words), intonation (with focus words) and rhythm (with reduction and linking) apply to each idiom. *Idioms in English – Volume 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 “fall through” uses “falls.” (“If her plan **falls** through, she’ll have to get another job.”) The second sentence uses “fell.” (“We thought the deal was going to happen, but it **fell** through.”)

### 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

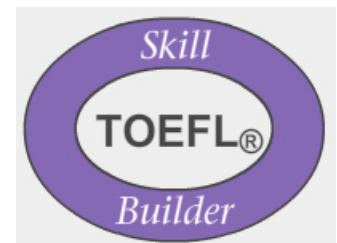
### Pre-Test

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.

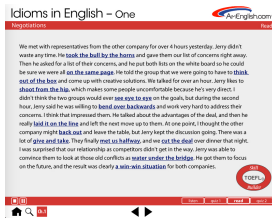
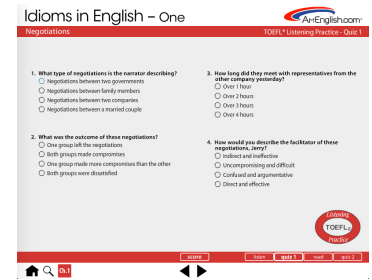


### Story/Dialogue: Listen

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®).

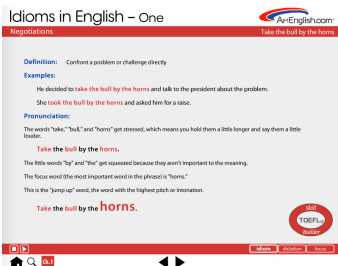


## Story/Dialogue: Read

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

## Quiz 2

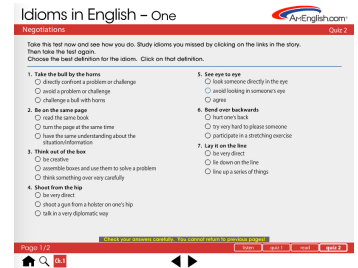
The text for each story/dialogue is followed by a quiz on the definitions for each idiom. There is automatic scoring for this practice.



## 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

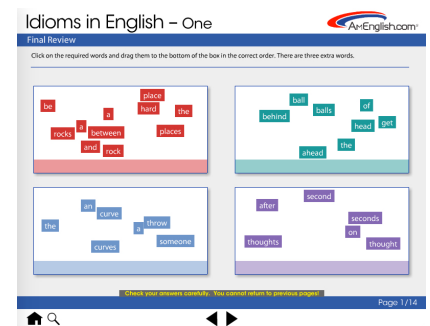
At the end of every chapter is a scored dictation for the story/dialogue.

## 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.



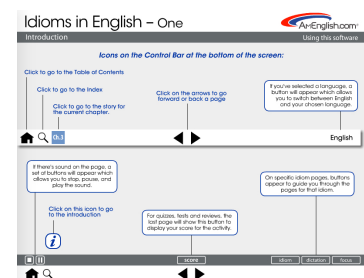
## Notes for Teachers:

- 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 - Negotiations**
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: Negotiations

Complete all of the quizzes and practices in this chapter

# Lesson Two: Negotiations

## 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: **Negotiations**

<b>Ask students:</b>
Have you ever negotiated something?
Do you like to negotiate?
Do you think negotiations need to be balanced to work?

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. For example, with the idiom, “put all one’s eggs in one basket,” the stress would usually be on “one,” but if the speaker wants to emphasize the fact that all the money/time is invested in one place, the word “all” could become the focus word. Other idioms are not flexible, and the focus word does not change. An example would be: “a **long** shot.”

## Chapter Quiz Review

Roll over Chapter one to see the Table of Contents for Chapter One. 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 “think out of the box” on the board or just write the pronunciation sentence on the board:

We need to think out *uh* the box.

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

### Speaking practice

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

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

### Grammar Focus

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

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

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

### Group practice

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

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

### **Monitor for Grammar/syntax problems**

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

### **Groups/Partners share**

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

### **Role Play**

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

**Your teenager wants to stay out  
later on the weekend.**

*Characters: parent and teenager*

**You are looking for a reasonably priced  
used car for your commute.**

*Characters: customer and used car salesperson*

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

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

### **Reflect**

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

### On your own in the lab/Homework

Review all of Chapter Two: Meeting Work Deadlines

- Complete all of the quizzes and practices in this chapter

## Lesson Three: Meeting Work Deadlines

### 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: **Meeting Work Deadlines**



### Ask students:

Have you ever had a deadline at work/school?
Did you meet the deadline?
Do deadlines stress you out or motivate you?

### Chapter Quiz Review

Roll over Chapter 2 to see the 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 “heads up.” Project the individual idiom page for “heads up” on the board or just write the pronunciation sentence on the board:

I need a *heads-up* on any design changes.

Note that “s” in “heads” 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 need a *heads-up* on any design changes.

### 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 at a small company are talking about an upcoming release deadline for their new game.**

Characters: 2 engineers

**Two managers at a company that makes mobile phones are talking about a deadline for their new product.**

Characters: Two managers

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: Challenges/Difficulties

Complete all of the quizzes and practices in this chapter



## Lesson Four: Challenges/Difficulties

### 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:

### **Challenges/Difficulties**



### Ask students:

How do you usually respond to challenges/difficulties?
Who do you talk to when you have challenges/difficulties?
Do you think it's useful to talk to someone else about a challenge or problem in your life?

### Chapter Quiz Review

Roll over Chapter 3 to see the 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 “between a rock and a hard place.” Project the individual idiom page for “between a rock and a hard place” on the board or just write the pronunciation sentence on the board:

He's between a rock 'n a hard place.

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:

He's between a rock 'n a hard place.

## 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:

**Your boss has given you more responsibility at work, but you have not gotten a raise.**

Characters: underpaid worker and friend

**You’ve been asked to cut costs in your department, which may mean laying off some people.**

Characters: worker and co-worker

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: Sales and Marketing

Complete all of the quizzes and practices in this chapter

# Lesson Five: Sales and Marketing

## 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: **Sales and Marketing**



### Ask students:

Are you interested in marketing or sales?
How important do you think marketing is for new products?
Name some companies that you think have good marketing or advertising.
Do you think the company with the best products will always be the one that dominates the market?

## 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 “be plugged in.” Project the individual idiom page for “be plugged in” on the board or just write the pronunciation sentence on the board:

He is really *plugged-in*.

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

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

He is really *plugged-in*.

### Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for Chapter 4 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 employees are talking about the outlook for their small start-up.**

Characters: 2 employees

**Two news broadcasters are talking about the prospects of two companies that are competing for customers.**

Characters: two news broadcasters

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: Communication Problems

Complete all of the quizzes and practices in this chapter

# Lesson Six: Communication Problems

## 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:

### **Communication Problems**



### Ask students:

Have you ever had a communication problem with someone?
What happened?
Were you able to work it out? How?

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

I hope he will *step-up* to the plate.

Note that “p” in “step” 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 will *step-up* to the plate.

### Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for Chapter 5 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 a meeting with communication problems.**

Characters: 2 friends

**You are participating in a counseling session about resolving communication problems between you and your spouse.**

\*Note: this role-play is for 3 people

Characters: husband & wife & counselor

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 New Accountant

- Complete all of the quizzes and practices in this chapter

# Lesson Seven: The New Accountant

## 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 New Accountant***



### Ask students:

Do you keep track of your expenses?
Is accounting a job that would interest you?
Do you enjoy working with numbers?

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

I'll have to *eyeball-it*.

Note that “I” in “eyeball” gets linked with the “i” in “it.” 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'll have to *eyeball-it.*

### 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:

**Your company is looking for a new accountant.  
They had to fire the old one for illegal activities.**

Characters: 2 co-workers

**You are applying for a job at a  
company as an accountant.**

Characters: interviewer & potential hire (accountant)

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 Start Up

Complete all of the quizzes and practices in this chapter

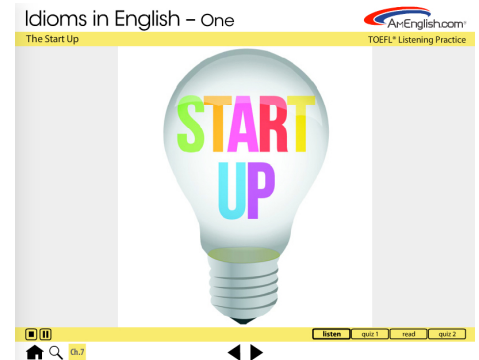


# Lesson Eight: The Start Up

## 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 Start Up***



### Ask students:

Would you rather work for an established company or a start up?
What are the advantages/disadvantages of each kind of company?
Name one company where you'd like to work. 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 “land on one’s feet.” Project the individual idiom page for “land on one’s feet” on the board or just write the pronunciation sentence on the board:

He *landed-on* his feet.

Note that “d” in “landed” 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:

He *landed-on* his feet.

### **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 leaving your established company to take a job at a start up with stock options. It's a risk, but you think it may be worth it.**

Characters: 2 friends

**You and a co-worker are talking about a friend who left his job at a start up to go to a more established company. He made the decision to change jobs based on the hours. He was working very long hours at the start up, and now his wife is pregnant, and they will have a new baby soon. He can work a more reasonable schedule at the established company.**

Characters: 2 co-workers

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: A Bad Decision

Complete all of the quizzes and practices in this chapter

## Lesson Nine: A Bad Decision

### 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: ***A Bad Decision***



### Ask students:

Have you ever made a bad decision?
Did you take responsibility for the bad decision?
What was the outcome?

### 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: Reduction

Take a minute to focus on the reduction in the idiom “have one’s cake and eat it too.” Project the individual idiom page for “have one’s cake and eat it too” on the board or just write the pronunciation sentence on the board:

He got to have his cake ‘n eat it too.
----------------------------------------

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:

He got to have his cake *'n* eat it too.

## 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:

**A child asks his mother’s permission to go to the mall with friends and she says “no.” Then, that child goes to his father and asks the same question, and his father says “yes.” Now the parents are having an argument about this.**

Characters: mother and father

**You have an employee who went to your boss to ask for something that you already told him he couldn't have. You are upset that your employee went around you to your boss. You are talking about it together.**

Characters: employee and manager

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

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

## Reflect

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

## On your own in the lab/Homework

Review all of Chapter Nine: The Speech

Complete all of the quizzes and practices in this chapter

# Lesson Ten: The Speech

## 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: ***The Speech***



### Ask students:

Have you ever had to make a speech?
Does public speaking make you nervous?
What do you think it takes to be a good speaker?

## 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: The schwa for “of”

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

It's a piece *uh* cake.

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, “cake.” 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:

It's a piece *uh* cake.

## 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:

**Your teacher has asked you make a speech in front of the class, but you feel very nervous about the idea.**

Characters: teacher and student

**Your manager has asked you to make a presentation to a new client, and this is the first time you've done something like this.**

Characters: manager and employee

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

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

### **Reflect**

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

### **On your own in the lab/Homework**

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

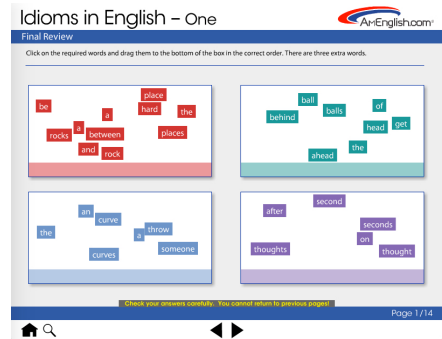
Students could benefit from taking the Final Review more than once as it has rotating sections. If there is time, teachers could take students into the language lab on two separate days to take the Final Review. The second day would be a challenge to see if they can improve their scores



## 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.