

CARL R. ADAMS

SETSUKE J. TOYAMA

STEVEN BROWN SERIES EDITOR

JOURNEYS

LISTENING AND SPEAKING

1

通达英语

听说教程

第一册

教师用书

Teacher's Edition



上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



JOURNEYS

LISTENING AND SPEAKING

1

通达英语

听说教程

第一册

教师用书

Teacher's Edition

CARL R. ADAMS SETSUKO J. TOYAMA

STEVEN BROWN SERIES EDITOR



上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目 (CIP) 数据

通达英语听说教程 (第1册) 教师用书 / 亚当斯 (Adams, C. R.), 托亚玛 (Toyama, S. J.) 编.

—上海: 上海外语教育出版社, 2005

ISBN 7-81095-420-2

I. 通… II. ①亚… ②托… III. 英语—听说—教材

IV. H319.9

中国版本图书馆CIP数据核字 (2005) 第001171号

图字: 09-2004-236号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 陶 怡

印 刷: 上海市印刷三厂

经 销: 新华书店上海发行所

开 本: 850×1168 1/16 印张 17.5 字数 607 千字

版 次: 2005 年 6 月第 1 版 2005 年 6 月第 1 次印刷

印 数: 2 000 册

书 号: ISBN 7-81095-420-2 / H · 125

定 价: 24.50 元

本版图书如有印装质量问题, 可向本社调换

Editorial Director: Marion Cooper

Cover Photograph: Nick Lutz

English copyright © 2005 by PEARSON EDUCATION NORTH ASIA LIMITED and SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

Journeys, Listening and Speaking 1 Teacher's Edition by Carl R. Adams and Setsuko J. Toyama, Copyright © 2005

All Rights Reserved

This edition is authorized for sale only in the People's Republic of China (excluding the Special Administrative Regions of Hong Kong and Macau, and the territory of Taiwan).

本书由培生教育出版集团授权上海外语教育出版社出版。

仅限在中华人民共和国境内销售。

From the Series Editor

Journeys is a twelve-book, three-level, skills-based series for EFL/ESL learners. The books can be used from beginning level through intermediate level. They parallel the first three levels of basal series, and can be used as supplements to series or as stand-alone skills texts. A unique feature of *Journeys* is that the books can be used to construct a curriculum in those cases where student skills are at different levels. That is, in those classes where reading ability is at a higher level than speaking ability, the teacher is free to choose texts at appropriate levels. Each book can be used separately.

Journeys can be used with high-school-aged students and up.

Journeys takes three notions very seriously:

1. Beginning level students have brains and hearts. They live in an interesting world that they are interested in.
2. Learning needs to be recycled. Rather than work on the same skill or topic across all four books during the same week, topics and language are recycled across the books to keep what students have learned active. Teachers who want to can teach the books out of order because the syllabus of each book progresses slowly.
3. It is possible for beginning level students to work with sophisticated content, yet complete simple tasks. In general, students can understand a much higher level of language than they can produce. By grading tasks, that is, keeping them simple at a beginning level, the linguistic demands made of the students are kept relatively low, but the content of the exercises remains interesting to adult learners.

Steven Brown

Youngstown State University

Acknowledgements

Dedicated to Kazuo Kay Miyaji, Charles R. Adams, and Munetsugu Uruno, who challenged and inspired us to take meaningful journeys in our lives, but were unable to share our joy in the completion of this journey.

We wish to thank the following people for assisting us on this long journey:

Our colleagues and friends, Keiko Asanuma, Kevin Bergman, Larry Cisar, Lori Haga, Etsuko Hayakawa, Marc Helgesen, Nobuko Horiba, Katsuko Ichikawa, Anna Isozaki, Laura Kato, Michael Keating, Helen Kikuchi, Aleda Krause, Michiko Kunitomo, Benay Lappe, Roni Lebauer, Don Modesto, Michiko Muroi, Shoko Noguchi, Chiaki Otani, Jenny Tanaka, Eiko Tsuchida, Mr. and Mrs. Eric Wagner.

And of course our students at Nagaoka University of Technology, Toyama English House, Kawagoe Minami Community Center, and Tokyo International University, including Paul Lee, Junko Maruta, Marina Toyama, and JSP students Rhona Banayat, Anja Czieslik, Michael Jackson, Kevin Lambert, Stacy Mirsky, Catarina Nygren, Mitchell Pang, Hyunkyung Roh, Ulrike Schmidt, Ieshia Sibley, Ashish Suri, Jason Weberman, Adam Wedemeyer, Kelly Worland, and Chan Yu.

Special thanks to Nancy Baxer, Steven Brown, and Kathy Ossip for their ever constant support and guidance; Stephen Troth, Nicky Miller, Steve Golden, Lesley Koustaff, Akihiko Tanaka, and the staff of Simon and Schuster Asia and Prentice Hall Japan; and lots of bravos to Betty Bravo and her art team in the Philippines.

Finally, our deepest appreciation to our families, for their utmost patience and support on our journey, Helen, Ted and Junko, Hiromi and Mika Adams; Hiroshi, Yayoi, Kay, Mikey, and Sunday Toyama.

Carl R. Adams Setsuko J. Toyama

INTRODUCTION

Welcome to *Journeys: Listening and Speaking 1*. The word “journeys” conjures up something more unusual, more thought-provoking, more affecting than the standard “trip.” We hope that your experience using this book leads you and your students on a journey of sorts: a journey towards new ideas, new skills, and new learning experiences.

About Journeys: Listening and Speaking 1

Journeys: Listening and Speaking 1 is a text for students learning English as a Second Language (ESL) or English as a Foreign Language (EFL) at a beginning level of listening and speaking. It can be used as a single text for a course emphasizing listening and speaking skills or it can be used complementarily with other single-skill textbooks in this series. The twenty units in *Journeys: Listening and Speaking 1* provide sufficient material and activities for a 40 to 60 hour course.

Journeys: Listening and Speaking 1 aims to motivate students with listening and speaking skills which are relevant, interesting, natural sounding, fun and varied—even at a lower beginning level. Please note that “beginning listening and speaking skills” in this text assumes that learners have at least a passive knowledge and ability to read and write in simple English in order to successfully complete the listening and speaking tasks included in this text. We assume that most EFL students using this book will have studied English for a couple of years passively, and are now ready for more active and challenging listening and speaking activities. Or, that students in an ESL environment who have had less formal training will welcome the chance to listen and speak in order to comprehend the English that surrounds them in their daily lives. Using *Journeys: Listening and Speaking 1*, students learn to listen not only to conversations and exercises in the book but also to communicate actively with each other in the various pair and group work listening and speaking tasks. These activities provide opportunities to incorporate reading and writing into the classroom, allowing for a whole language approach using listening and speaking as the focus of the course.

A Typical Thematic Unit

Journeys: Listening and Speaking 1 contains 20 units: 18 main units and 2 review units. Units can be taught out of order; however, tasks become more challenging towards the end. A typical six-page unit revolves around a general theme such as family, interests, food, travel, etc. This thematic approach allows students to build on theme-related background knowledge, providing anchors for adding and relating additional vocabulary and content expectations. Each of the main units contains the following sections:

- WARM-UP: (1st page top) Pre-listening stage—introduction of key sentences (tapescript).
- CONVERSATIONS: (1st page middle) Listening & speaking section (tapescript).
- LISTENING: (2nd page) Listening tasks. First task easier and more general than second task (tapescript).
- PAIRWORK: (3rd–4th pages) Parts A & B are pair practice.
- PRONUNCIATION: (5th page) Pronunciation, target sound & rhythm practice (tapescript).
- GROUP ACTIVITIES: (6th page) Challenge section where students practice what they’ve learned in small groups of 4–6 (especially useful for large classes). Follow-up may stimulate oral or written reports. A more detailed description of each section follows.

Warm-up

A short listening activity at the beginning of each unit introduces the theme, structures and vocabulary presented in each unit. This pre-listening exercise introduces model sentences for students to practice and

prepares or “warms up” students for the following listening and conversation sections.

- **TEACHING OPTIONS** are:

1. **LISTENING:** Play the tape while students listen. (Spot check students’ comprehension.)
2. **ORAL PRACTICE:** Play the tape again. Students repeat after the tape or after the teacher.
3. **COMPREHENSION CHECK:** Check students’ comprehension of vocabulary/structure items. The teacher should review the unit for any unfamiliar words or phrases on which students may need clarification.

Conversations

This is the first speaking activity. Each conversation provides a model dialogue for students to practice their listening and speaking skills. After listening to the tape, students take turns practicing the conversation in pairs. Then, as follow-up, students work together practicing “freely” a particular part of the dialogue. The main objective is to encourage students to go from controlled speech to a freer, more natural and individual practice (including their personal choices, options or opinions, etc. as in real-life conversations).

- **TEACHING OPTIONS** are:

1. **LISTENING:** Play the tape while students listen (books covered/closed).
2. **SPEAKING:** Play the tape again. Students repeat after the tape or after the teacher.
3. **ORAL PRACTICE:** Students read the conversation in pairs, taking role A or B.
4. **TALK & LISTEN PRACTICE:** Taking turns, Student A silently reads a line, looks up and says the line to Student B. Then Student A listens as Student B silently reads the next line, looks up, and says the line to A etc. (See p. T7)
5. **PRACTICE** (1st page bottom): Students role-play using their own names and the italicized cue words provided in tables throughout the exercises in this section.

Listening

Each unit has two listening tasks which are included in the tapescript.

LISTEN, the first task, is generally easier. Preview the task so students understand what to do. Then play the tape. To assist students, the first listening item is usually given as an example. Stop the tape after the first item to check that students know how to do the task. Then play the tape. Rewind and play the tape again so that students can check their work. Have students check their answers with a partner. Then write the correct answers on the board or have student volunteers do so. Answer any questions.

LISTEN & UNDERSTAND, the second task, is generally longer and more challenging than the **LISTEN** section. Again, preview the task before the first listening. Play the tape. Stop the tape after the first item to check students’ progress. Rewind and continue the tape. Play through a second time. Finally have students check their answers as above. If necessary, play the tape a third time to clarify any problem areas or questions that might arise.

When difficulties arise, encourage students to ask questions about the specific part of the tape they don’t understand. Students can simply raise their hands at the point of the tape to indicate where the problem lies. Most important, tell students not to panic—that it is natural for them not to understand each and every word. Instead, encourage them to listen to stressed words or phrases and to understand the overall meaning of the passages.

- **TEACHING OPTIONS** are:

1. **PREVIEW:** Preview task to help students understand what to do.
2. **GIST LISTENING:** Play the tape as students listen (books covered/closed).
3. **MAIN LISTENING:** Play the tape while students listen (books opened).
4. **SECOND LISTENING:** Rewind. Play the tape again. Students check work. The teacher may need to pause the tape at intervals during longer listening sections to give students time to check their work.

5. LISTENING CHECK: Have students compare and confirm answers with a partner. Ask questions.
6. THIRD LISTENING: Students confirm their understanding of sections of the listening they did not understand.
7. CHECK ANSWERS: Put correct answers on the board or OHP, or ask student volunteers to do so. Answer any questions.

Pairwork

This exercise is a key element in *Journeys: Listening and Speaking 1* as it activates skills learned from the previous listening section and maximizes student talk time as students speak with their partners to complete information gap tasks. Students look at different pages, Student A at the 3rd page and Student B at the 4th page, and ask their partners for missing information in order to complete the task. If possible, have students sit face to face so they cannot see each other's pages. This requires students to ask questions for information, confirmation of spelling, etc. Though *Conversations* (2nd page) provide models, an easy reference language model is provided on each *Pairwork* page (usually at the top).

- STEP ONE: Although the directions to students are in simple English, the teacher needs to check that students (a) understand the directions and (b) practice the language patterns before beginning the pair practice. When beginning, it's always helpful to demonstrate the activity with a stronger student in front of the class and/or have a pair of students demonstrate it. During the exercise you should monitor and assist the students who need help. Pairwork is most effective when students are given "learner space" that encourages them to listen carefully to each other and to check that they can use English effectively. Teachers should step back and allow students an opportunity to communicate without over-correcting their mistakes. Students need uninterrupted practice time.
- STEP TWO: Each pairwork encourages further individual practice as students exchange personal information and ideas, or talk about themselves while completing the second part of the activity. Students write their own comments and are asked to compare their own ideas and personal traits or opinions about the pairwork theme.
- PAIRWORK TIPS: In some classes it may be helpful to set pairs to work together for a certain period of weeks but it is also important to allow students a chance to rotate pairwork and group work. Also, during pairwork it's helpful to encourage students to stay in English by referring them to the *Classroom English* page.

Pronunciation

- Pronunciation practice is intended to help increase students' listening proficiency. Many languages do not have or differentiate English sounds such as /th/ /r/ and /l/, which sometimes are crucial cues in understanding otherwise simple statements. Students do not have to aim at "native-like" pronunciation but have to hear and recognize typical English sounds and chunks of words as meaningful utterances.
- VOCABULARY: Each page focuses on one or two sounds. Words to practice in this section have been taken from the top 500 frequency words for ESL students. Students practice a set of three words with the focused sound at the beginning, middle and ending of each word.
- TARGET: Pronunciation of a specific sound often improves by simply being aware of it. This section reminds students to be aware of and work on a specific sound until the next lesson.
- SOUND: Sounds that are especially difficult for many students are presented in contrast. First, students listen and repeat all the words. Next, they select the word they hear from the two. The meanings of the words are depicted in colorful illustrations to provide instant recognition. Further practice is done in pairs as one student selects one of the two words or phrases and says it, while the other student points to the illustration that depicts the word or phrase he/she hears. Students have a direct opportunity to

individually assess their own ability to hear and say the target word or words.

- **OPTION:** This practice can be done by not voicing the words, forcing students to look at and pay attention to the way the partner is articulating the word.
- **RHYTHM:** Chants offer a very effective way for ESL/EFL learners to acquire the natural rhythm of English, especially set phrases like greetings, asking questions, ordering food, etc. One or two simple phrases in each unit are recycled for students to practice. Play the tape while students repeat after it. As chants are written for two voices, divide the class into two groups or into pairs for further practice. Students have to feel the simple four-beat rhythm and learn to stress the content words that fall on the beats, instead of stressing every single word.

Group Activities

The *Challenge* section, the final page of each unit, contains a variety of group activities for the whole class to work on in small groups, normally 4–6 students per group in large classes. Here students are challenged to put into practice their listening and speaking skills. The activities can be completed in class or given as assignments for students to develop at home and complete in the subsequent lesson. Follow-up may require a secretary or “recorder” or “reporter” to report back the groups’ results to the class. Activities include some written assignments but no tape listening activities.

Review Units

Units 10 and 20 are organized differently than the other units in the book. These two sections recycle vocabulary and themes from the nine previous units so that they function as a review or consolidation. Instead of warm-ups, these units provide a variety of lengthier listening and speaking activities, including additional challenges, brain-teasers, and double-page board games. Though intended primarily as a review, this section can be used at the end of each ten-unit cycle or at any time for a quick change of pace. Also, sections of it might be useful to help evaluate students’ overall progress during the course.

Using the Teacher’s Edition

Everybody has their favorite style of eggs: sunny-side up, over-easy, hard-boiled, scrambled or omelets. Some prefer to cook by the book, while others cook by inspiration—just a pinch here and a dab of flavor there. Which is the right choice? As with the proverbial “chicken, egg or omelet” theory, there’s no perfect lesson, book or way to teach. As teachers, we all have colleagues who swear by the book, others who swear at the book, and still others who’ve never cracked open a teacher’s manual in their entire lives. Hopefully this teacher’s edition will be user-friendly enough to satisfy the majority of teachers using *Journeys: Listening and Speaking 1*. For those who cook by the book, we hope you’ll find enough support in the recipes offered here. For others, besides tapescripts and answer keys, we hope you’ll discover enough open-ended activities to spice up your lessons. And for everyone, we’d appreciate hearing your comments or ideas on ways you’ve found to complement or improve upon ideas put forth in this teacher’s edition.

As background, *Journeys: Listening and Speaking 1* was piloted in less than ideal classroom situations (with 25–80 students per class) and it passed the test. Normally, such large-sized, 90-minute classes for listening/speaking can be very passive and lull students to sleep. However, the variety of exercises offered in each unit permits an easy transition for students from the whole-class introduction of the material, to individualized listening, to pairwork and group activities to keep students active. Indeed without this variety of activities, students could easily tire of only the listening sections. So it’s essential that instructors be aware and flexible to group dynamics so that a change of pace or a re-ordering of these materials matches the students’ needs. For this reason you’ll find a variety of activities to use in *Journeys*.

All language instruction needs to recognize the individual differences students bring to the classroom and to their learning path: differences in learning styles, language skills, needs, interests and

goals. At the same time as differences are recognized, *Journeys: Listening and Speaking 1* stresses basic principles regarding the importance of meaningful and communicative uses of language.

In a communicative classroom, students use language to share meaning and information which comes from the text as well as that which comes from the other students. In class, students are encouraged to listen and talk about themselves and related themes rather than limit themselves to the language of the text. Because this is a beginning text, students' ability to converse may be limited; however, students can begin to share experiences and reactions even with their limited knowledge of English.

Strategies for teaching *Journeys: Listening and Speaking 1* can be divided into pre-listening, listening, and listening/speaking activities. Pre-listening activities allow teachers the opportunity to develop students' interest in the subject as well as expand knowledge and vocabulary related to the theme. Surprisingly enough, students may demonstrate a greater knowledge of English than is expected if given a chance to speak up during initial warm-ups. Also during this time teachers can use "new" vocabulary naturally and within its proper context. These pre-listening activities encourage students to make predictions about what they are going to hear which, in turn, gives them courage and expectations to complete the tasks.

During the listening stage students need to focus their attention on only a few listening aspects at a time, which one does unconsciously in the native language. The purpose of each listening activity must be specific so learners can easily focus their attention on the task (circling items, filling in charts, etc.). Here are some helpful hints for beginning students:

1. Think of the situation and try to understand the gist or general meaning.
2. Don't panic by trying to understand every word.
3. Pay attention to stressed words or phrases.
4. Listen for key words or facts.
5. Infer or understand the speakers, attitude or purpose.
6. When you don't understand—ask.

As a teacher, do not assume students will learn these listening tactics through verbal presentation. Students learn more through demonstration than explanation.

Vocabulary is an important skill to develop. However, in listening tasks students should focus their attention on the meaning of the conversation rather than on strange or difficult words. So unless the vocabulary is essential to the listening task it's better not to emphasize any new or unfamiliar vocabulary. Of course students may ask questions and for this reason plenty of vocabulary notes have been provided in this *Teacher's Edition*.

Listening is both a solitary and shared activity. In daily life, most listening is done individually. However, listeners often share things they've heard and, in the process of sharing, create a community of speakers. This sharing encourages students to talk in pairs and eventually to speak in groups. So from listening comprehension tasks, students can involve themselves in larger group interactions. One way of building listening/speaking skills is to encourage students to talk about what they understood from the tapes. Key words and phrases to confirm or dispute a point can be written on the board. Another tactic is to have students actively engaged in many pair or group activities. By requiring students to work in pairs or groups to come up with a single answer, a teacher encourages students to talk to each other about the text, which allows the teacher to move around to various groups to facilitate discussion or answer specific questions concerning the text and vocabulary.

Once students become confident in their listening and speaking, any type of activity seems possible including group surveys, interviews, games, etc. Of course, it should be recognized that these listening/speaking skills are not exclusive, but include all the other language skills, such as reading, writing, vocabulary building, grammar, etc.

Through listening and speaking, we can journey to different places, experience different ways of thinking and gain new information. We hope you enjoy your journeys!

“Road Map” for Journeys: Listening and Speaking 1

Unit	Theme	Title	Functions	Pairwork	Pronunciation	Challenge
1	Names/Countries	What's Your Name?	Practice numbers and letters	Personal information, asking for information	Alphabet	Group introductions—circle introductions
	Grammar: Present Tense with the “be” Verb, Personal Pronoun Vocabulary: Countries, Nationality, Age, Math					
2	Greetings	I'm from Boston. And You?	Exchange names, greetings, introductions	“Where are you from?”, completing charts	th / s	English names—nicknames
	Grammar: “Wh-” Questions, 3rd Person Vocabulary: Introductions, Greetings, Nicknames					
3	Personal Details	Asking for Information	Ask for information, exchange information	“How do you spell it?”, confirming details	f / v / b	Class information—my classmates
	Grammar: “Wh-” Questions Vocabulary: Addresses, Phone Numbers					
4	Family	Family and Friends	Describe family	Family chores and doing chores	s / z	Family activities—making lists or listing activities in groups
	Grammar: “Do” Questions Vocabulary: Family Relations, Favorite Pastimes, Chores					
5	Likes & Dislikes	My Favorite Things	Talk about activities, sports, interests	“Can you do it?”, doing activities	a / ^ / u	Class survey—group work
	Grammar: “Can” and “Do”, “go” + “-ing” Vocabulary: Sports, Interests and Activities					

“Road Map” for Journeys: Listening and Speaking 1

[illegible]

“Road Map” for Journeys: Listening and Speaking 1

Unit	Theme	Title	Functions	Pairwork	Pronunciation	Challenge
11	Ordering/Food	What'll You Have?	Order food and drinks	Restaurant ads, filling in gaps	t / d Reductions	International menu—menu planning
	Grammar: "What" + "will", Requests Vocabulary: Food and Beverages					
12	Shopping/Money	How Much Is It?	Buy and sell, much and many	Shopping lists, filling in gaps	m / n	Buy it back! Wordsearch—puzzle
	Grammar: Countable, Uncountable (much/ many) Vocabulary: Buying and Shopping					
13	Jobs/Occupations	What Do You Do?	Talk about jobs/ occupations	Fairview Library, spot the difference	k / g	What's my job?—20 questions
	Grammar: Questions with "Do", Present Continuous Vocabulary: Occupations, Jobs, Duties					
14	Time/Schedules	I've Got Other Plans.	Schedules and make plans	Let's make a date, weekly schedule	w / kw / k	Yes Bingo!—a word game
	Grammar: Going to do, "do" + "-ing" (future) Vocabulary: Schedules, Dates, Plans, Events					
15	Telephone/Appointments	Who's Calling?	Make calls, give and receive messages	Fairview Agency, comic page dialogue	ei / ou	Our phone book—a group project
	Grammar: Modals, Requests with "Tell" and "Ask" Vocabulary: Phone Expressions, Making Appointments, Requests					

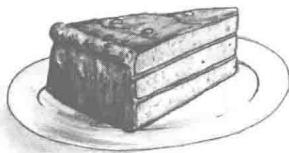
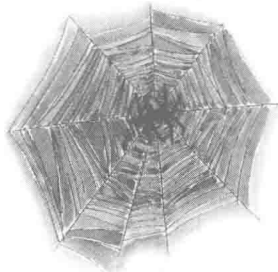
“Road Map” for Journeys: Listening and Speaking 1

[illegible]

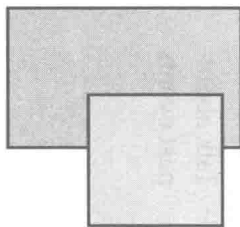


CLASSROOM ENGLISH

Could you speak slower?
Could you speak louder?
Please say that again.
Once more, please.
Excuse me, would you say that again?
Could you repeat that?

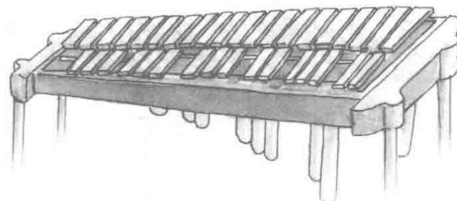


What did you say? I didn't hear you.
Do you understand me?
Sorry, I don't understand.
I'm sorry. I don't know.
Can you give me a hint?



May I ask a question?
What's the meaning of a *piece of cake*?
What is a *cobweb*?
What does *that* mean?
Is a *square* the same as a *rectangle*?

Which is correct, *Dave lives on LA* or *Dave lives in LA*?
What's the difference between *look* and *see*?
How do you say that in English?
How do you spell it? It's x-y-l-o-p-h-o-n-e.
How do you pronounce *this* word?



CLASSROOM ENGLISH

- INTRODUCTION 1: (Option for true low level beginners) Teacher: "Open your books to the first page, *Classroom English*. Read the sentences and repeat along with the tape. Do you have any questions? Can you think of other questions you want to know?"
- INTRODUCTION 2: (Option for false-beginners) Teacher: "Open your books to the first page, *Classroom English*. Read the sentences. Do you have any questions? Can you think of other useful questions? Let's write them on the board." Students call out as the teacher writes on the board.
- INTRODUCTION 3: (Option for high false-beginners) (Books closed) Teacher: "Let's listen to the tape. Tell me how many sentences or questions do you know?" (Play *Classroom English* on tape once.) Because of the tape's speed, students may panic and need you to pause the tape after each item. Stop the tape. "How many questions and sentences do you know? How many can you write down? Listen again and write what you hear. Good. Now open your books to the first page, *Classroom English* and check your sentences. Do you have any questions? Can you think of other useful questions you'd like to say?"
- OPTION 1: Class Dictation. (Books closed) Pause the tape after each item and have students say the sentences aloud as you write them on the board.
- OPTION 2: Have students review these expressions so they can ask and answer questions in simple English. Ask for additional expressions they wish to know. Use class dictation and have students add their new, corrected sentences to the *Classroom English* page, i.e.
Student: What do I say to hear the tape again?
Teacher: Could you repeat the tape? / Would you play the tape one more time? etc.
- OPTION 3: To present these expressions in context you could ask students to do actions or hand out short written dialogues for them to practice.
Teacher: Akira, would you close the door?
Akira: Could you repeat that?
Teacher: Sure. Would you please close the door?
Akira: Okay.
Teacher: Does everyone understand this part?
Kim: Sorry, I couldn't hear the tape.
Teacher: Okay. I'll play the tape again. Listen carefully. (Plays tape)
Kim: Hmm, could you repeat that one more time, please?
Teacher: Sure.
- NOTE: Italicized words are for substitute practice. Give students extra practice with them.
What's the meaning of "a piece of cake," "it's raining cats and dogs"? etc.
What does "hang in there" mean? (Answer: Don't give up. Stay with it.)
Students will recognize the picture of a piece of cake as something to eat but only a few realize that "a piece of cake" means "it's a snap or something really easy to do."
What is a "cobweb"? Like most new vocabulary, cobwebs aren't commonly known by students yet easy to understand—just point to the illustration and say "a spider's net."
How do you say/pronounce "months" or "xylophone"? Again students may recognize illustrations but not unusual spellings or pronunciations.
- HELPFUL HINT: It is useful to begin each lesson with a review of *Classroom English*.
- *Classroom English* phrases will help students develop more confidence in using English in class. Gather and provide additional *Classroom English* questions and sentences.
- Practice. Ask students to refer to the *Classroom English* page when they forget to use a phrase in English, especially while doing *Pairwork* or *Challenge* activities.