

**Understanding
Spoken English**

**Teacher's
Book One**

**Teacher's photocopiable
activities for
classroom interaction**



Susan Boyer

International edition

Understanding Spoken English

Teacher's Book One

Teacher's photocopiable activities for classroom interaction

Susan Boyer

Boyer Educational Resources 2003

Published by Boyer Educational Resources
for worldwide distribution.

Phone/fax + 61 2 4739 1538
e-mail: boyer@eftel.net.au
Web address: www.boyereducation.com.au

Acknowledgments

Firstly, I would like to thank all the teachers who commented on material contained in the original (Australian) edition of this book and suggested improvements. Their contribution has added significantly to the final presentation of this book. I am also indebted to the many students who have given me the necessary insight into the language needs of English language learners around the world.

I would like to thank Matthew Larwood for his creative illustrations and to Darrell Hilton Productions for the production of the accompanying audio recordings.

As always, I want to thank my dear husband, Len, for his encouragement and support throughout this project, as well as the many hours spent in the production of this resource.

Illustrations on pages 7, 9, 21, 23, 25, 41, 47, 51, 61 (a & c), 63, 129, 131, 133, 139 are by Matthew J Larwood.

Other images used herein were obtained from IMSI's MasterClips Collection, 1895 Francisco Blvd. East, San Rafael, CA 94901-5506, USA. Also, Greenstreet software Ltd, Meadow Lane, St Ives, Cambridgeshire PE27 4LG UK

Boyer, Susan
Understanding Spoken English: Teacher's Book One
ISBN 1 877074 11 X

1. English language - Spoken English - Textbooks for foreign speakers.
2. English language - Spoken English - Problems, exercises, etc. I. Boyer Educational Resources
II Title

428.34

With the exception of the photocopiable pages, used by the purchaser in the classroom, no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise, without the prior consent of the publisher.

© Boyer Educational Resources 2003

Boyer Educational Resources
PO Box 255, Glenbrook, 2773 Australia,
Phone/Fax +61 2 4739 1538

Introduction to the Teacher

This Teacher's Book has been designed to be used in conjunction with *Understanding Spoken English – a focus on everyday language in context* and the accompanying audio recording. However, the communicative activities contained in this book are classified into topic areas and **most can be used independently of the Student's Book**. Each unit contains teaching notes for each unit of the Student's Book, as well as photocopiable work sheets and activities to enliven language classes, enhance learning and promote classroom interaction. The material has been designed for adolescent and adult students who have reached an intermediate (or above) level of English. However, you will find that some of the communicative activities can be used or adapted for lower levels. For ease of use by teachers, the top of each page has been labelled either as:

- **Teaching Notes** - these notes and teaching suggestions accompany the Student's Book;
- **Teaching Notes to Communicative Activity** - these notes give step by step suggestions for using the communicative activity that will usually be found on the adjacent page;
- **Photocopiable page** - these pages contain activities or work-sheets to be copied for students.

The *Understanding Spoken English* series has been developed in response to the changing sociocultural aspects of our language. As English has increasingly become the international language of commerce, science and the media, the use of more informal, colloquial modes of expression has also noticeably increased throughout the public sphere; in printed and broadcast media as well as in everyday interactions. As a result of these developments, *Understanding Spoken English* (series) has been designed to meet the needs of learners by providing models of language as it is used in contemporary society, using topics which are relevant to learners' needs and interests. The classroom activities and work-sheets presented in this book provide students with practice in using expressions, conversation strategies and grammatical items that are relevant to their needs in the 'real world'. For example, the communicative activities include practice in such things as making an arrangement by telephone, giving advice, resolving conflict, discussing preferences, as well as using conversation strategies to discuss a range of contemporary issues.

Understanding Spoken English is based on the approach to language teaching that suggests that language exists *in context* and that the function for which the language is used will determine the form in which it is expressed. Throughout *Understanding Spoken English* the target language, aspects of pronunciation, grammatical items and conversation strategies are presented in context, within a communicative framework, so that students are led to see the link between form and meaning. The activities also provide a balance between individual, pair work and group work as they aim to develop confidence and learner autonomy.

Understanding Spoken English is accompanied by an audio recording that presents conversations from everyday situations. These conversations are spoken in a variety of native speaker accents from around the world. The conversations are pieces of semi-authentic, naturally spoken English and contain expressions that are used everyday in mainstream society in English speaking environments around the world. This does not mean that *all* English speakers would use *all* the expressions, however they would be familiar with their meaning and encounter them on a regular basis.

The teaching suggestions and communicative activities contained in this Teacher's Book have been successfully trialed in classroom situations. The teaching notes are presented in a step by step format that produced optimal results during the trialing process. However, teachers should adapt or supplement the material to fit the circumstances, and their approach and experience.

I would be delighted to hear from teachers who have suggestions, feedback or other comments on their experiences with *Understanding Spoken English*. Letters should be addressed to:

Susan Boyer,

or

Fax: + 61 2 4739 1538

PO Box 255

e-mail: boyer@eftel.net.au

Glenbrook NSW 2773

Australia

A note on dictionaries and colloquial English

Students should be encouraged to check their dictionaries when they are unsure of the meaning or pronunciation of an unfamiliar word. This will aid them to become independent, autonomous learners. However, they also need to be aware that English words, and groups of words, can have different meanings in different contexts. Although most dictionaries will list several meanings of words where applicable and many modern dictionaries will list frequently used colloquial expressions, students will invariably need guidance in selecting the appropriate 'translation' from among the several being offered.

Because colloquial expressions can have different meanings in different situations, it is recommended that students allow time to become familiar with the various contexts in which a particular expression may be used before beginning to use it in their own everyday conversations. **Understanding Spoken English** has been produced to help learners in this process and to provide meaningful contexts which present opportunity for speaking and listening to everyday English.

Understanding Spoken English - Teacher's Book One

Contents

Unit Title and Activities:	Students will:	Page:
Unit 1 – Starting Something New		
Teaching Notes on Student's Book, Unit One		3 - 6
Vocabulary Quiz	learn/revise colloquial expressions	7
Learning New Skills	discuss learning strategies & styles	8 - 9
'Getting the Hang of Something New'	give suggestions on learning new skills	10 -11
Finding New Information in the Library	learn to locate information in libraries: * using the Dewey System * using the 'Library of Congress' System	12 -17 14 -15 16 -17
Library Research Assignment	research & present a topic of interest	15 & 17
Unit 2 – Talking about the Family		
Teaching Notes on Student's Book, Unit One Two		19 - 20
Vocabulary Quiz	learn/revise colloquial expressions	21
Talking about Your Family & Friends	show and ask about photographs	22 - 23
Family Life and Issues	discuss issues relating to family life	24 - 25
Family Gatherings, Customs and Celebrations	share information about their culture	26 - 27
Cultural Tips for Travellers	give culturally specific advice	28 - 29
Family Photographs – Describing People	practise describing appearance	30 - 36
Describing People's Personality	discuss personality What's he/she like?	37
Unit 3 - Talking about Other People		
Teaching Notes on Student's Book – Unit Three		39 - 40
Vocabulary Quiz	learn/revise colloquial expressions	41
Getting along with Other People - Discussion	discuss specific social situations	42- 43
Getting along with Other People - Giving Advice	ask for and give advice	44 - 45
Resolving a Dispute with a mediator	role play settling a dispute	46 - 49
What's Going On in Grover Street?	exchange information & role play	50 - 57

Understanding Spoken English - Teacher's Book One

Contents

Unit Title and Activities:	Students will:	Page:
Unit 4 – Talking about Shopping		
Teaching Notes on Student's Book – Unit Four		59 – 60
Vocabulary Quiz	learn/revise colloquial expressions	61
'What's it Called in English?'	describe items	62 - 65
Shopping Around	make recommendations	66 - 67
Asking for and Giving Directions	ask for and give directions	68 - 70
Asking for and Giving Directions in a Supermarket	ask for and give directions in a supermarket	71 - 73
Unit 5 – Talking about Health and Sickness		
Teaching Notes on Student's Book – Unit Five		75 - 76
Vocabulary Quiz	learn/revise colloquial expressions	77
Sequencing a conversation	reconstruct a medical dialogue	78 - 79
Giving Advice about Health - Group work	discuss causes & prevention/treatment of stress related health problems	80
Giving Advice about Health – Role play	give advice about dealing with stress	80 - 81
Stress Test	assess their own stress level	82 - 83
Labelling Parts of the Body	learn/revise names of parts of the body	84 - 85
Which Health Specialist?	learn/revise names of health specialists	86 - 87
Unit 6 – Worrying about Money		
Teaching Notes on Student's Book – Unit Six		89 - 90
Vocabulary Quiz	learn/revise colloquial expressions	91
Working Out a Household Budget	role play negotiating a household budget	92 - 95
Working Out a Business Budget	role play negotiating a business budget	96 - 98
Talking about Money	discuss 'sayings' relating to money	99

Understanding Spoken English - Teacher's Book One

Contents

Unit Title and Activities:	Students will:	Page:
Unit 7 – Talking about Places and Preferences		
Teaching Notes on Student's Book – Unit Seven		101 - 102
Vocabulary Quiz	learn/revise colloquial expressions	103
Places and Preferences – Survey	ask about and express preferences	104 - 105
At the Travel Agency	give/ask for information & clarification	106 - 107
A Camping Trip	justify opinions & negotiate outcomes	108 - 109
Map Reading	learn/revise tools for map reading	110 -111
Destinations	match places and names research and present information	112 -113
Unit 8 –Making an Arrangement by Telephone		
Teaching Notes on Student's Book – Unit Eight		115 - 116
Vocabulary Quiz	learn/revise colloquial expressions	117
Tradespeople and Services	identify and name service providers	118 - 119
Describing Household Problems	describe household problems/repairs	120
Requesting Service by Phone	make an arrangement by telephone	121 - 123
Requesting Service by Phone (written consolidation)	construct a dialogue requesting service	124 - 125
Unit 9 - At a Social Gathering		
Teaching Notes on Student's Book – Unit Nine		127 - 128
Vocabulary Quiz	learn/revise colloquial expressions	129
Making Small Talk Role Play	role play socialising at a barbecue introduce themselves and others find 'things in common'	130-139
Giving non-verbal feedback - Body Language	discuss 'messages' conveyed by different body language	140 - 141