

**Understanding
Spoken English**

**Teacher's
Book Three**

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



Susan Boyer

International edition

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Introduction to the Teacher

This ***Teacher's Book Three*** has been designed to be used in conjunction with ***Understanding Spoken English – a focus on everyday language in context - Book Three*** 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 the corresponding unit in the Student's Book, as well as photocopiable activities work sheets 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 agreeing and disagreeing politely, giving advice, exchanging ideas on cultural issues, expressing preferences, answering a business phone call and negotiating with work colleagues, as well as using conversation strategies to discuss a range of contemporary issues.

The '***Understanding Spoken English***' series 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:

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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.

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Note:

The following Assessment tools and checklists could be used with any of the speaking presentations, discussions, role plays, etc and listening activities in this book, at the discretion of the teacher.

- **Conversation Strategies - Teacher's Assessment Checklist and Student Feedback Sheet, pages 102 – 103.**
- **Student Self-assessment - Speaking Presentation & Teacher's Assessment Checklist, page 114.**
- **Teacher's Checklist for Listening Assessment, page 115.**
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