

Interviews
www.ello.org

This activity is designed to help promote students' spoken fluency, pronunciation and automaticity by reading, listening and imitating authentic spoken and written English. The website contains 1000+ interviews with transcripts, which provides a wealth of opportunity to observe, encounter and mimic authentic spoken and written speech.

- Students choose an interview with relatively equal parts from www.ello.org with a partner. They must also choose an interview that has two American native speakers. They listen repeatedly to the interview recording while reading along with the transcript. They focus on grammar, pronunciation, intonation, stress, and idiomatic speech while listening.
- After students are comfortable with the content of the interviews, they practice together, and prepare to conduct the interview word for word in front of the class. Students are responsible for recording themselves during practice in order to compare pronunciation, stress, intonation and grammar with the original recording.
- They are not allowed to have notes. They must conduct the interview by memory.
- The teacher will record the imitated interview either on Horizon Wimba or with an MP3 recorder or cassette tape.
- The teacher will grade the students based on pronunciation, grammatical correctness, stress and intonation and fluency.

Idiom Lessons

Niergarth, H. **The Idiom Book: 1010 Idioms in 101 Two-Page Photocopiable Lessons.** (2007). Pro Lingua Associates.

[http://www.prolinguaassociates.com/The Idiom Book/index.html](http://www.prolinguaassociates.com/The_Idiom_Book/index.html)

Students will become more familiar with idioms learned in context through using two page lessons from this book in an innovative manner. They will also practice using new idioms in context, and increase automaticity of verb tenses, question formation, and other grammatical structures.

- Distribute a lesson from the book to students.
- Teacher will model the conversation to the students, reading both roles one time. Students can take notes on pronunciation, stress and intonation.
- In pairs, students will assume one role of the conversation.
- Have students repeat their role 5 times, then switch and become the other person. Again, repeat 5 times.
- Once the pair is finished, have them turn the page and answer the matching definitions.
- Review the answers to the matching exercise, and have students complete the pages for homework.

Dictations

Each day we will begin class with a dictation. For this assignment, each day, one person is responsible for coming to class one time with an idiom or expression prepared to dictate to the class. You must provide the *idiom/expression*, a *definition*, and an *original example sentence*. Your dictation should not be more than two sentences long. The speaker will dictate, and the class will write down exactly what the speaker says. The speaker can only repeat the definition/example three times, and it must be dictated exactly the same way all three times. You must also tell us where you found your idiom, and cite it correctly for the class.

The purpose of this activity is to help identify issues that you are having with pronunciation. It is also an effective way to become more familiar with idiomatic speech, and to give you a chance to learn common idioms that are frequently used in English. I will be grading you on the following criteria:

1. proper pronunciation- If you do not know how to pronounce a word, it is your responsibility to practice it before coming to class. You can go to www.dictionary.com to check the pronunciation. There is a speaker icon next to dictionary entries that will provide you with the correct pronunciation. You may also ask native speakers for help with pronunciation. Furthermore, you can go to the learning center in SB2 169 or EH 2nd floor and work on sounds that are difficult (such as l, r, v, b, s, etc) on the *Pronunciation Power* software before coming to class. Finally, you can use the conversation partners in the learning center to help you with pronunciation or idiom help.

2. correct usage of idiom- You can look online for idioms by simply typing “esl idioms” in the google toolbar. There are many links to idiom websites. Your example sentence must also use the idiom correctly. It is your responsibility to check with a native speaker to make sure that the idiom is being used correctly in your example sentence.

3. Practice on your pronunciation- once you have received your feedback from me, you will need to go to the language lab to practice the pronunciation difficulties I help you identify by using the *Pronunciation Power* software. You will need to bring me the proof of practice slip signed by a learning center assistant. You must spend a

minimum of 1/2 hour using the pronunciation power software to practice your identified pronunciation difficulties. You will have points deducted from group discussions and your final speech for mispronunciation of the identified pronunciation issues.

Procedure

1. Write the idiom on the board.
2. Read the definition and the example sentence in a natural voice and at a normal speed. Your classmates will try to write *exactly* what you said. They will draw a blank line for any word that they don't understand.
3. Read your definition and example again, at normal speed. If your classmates need to hear it a third time, you can repeat it a third time. Three times is the maximum.
4. Write your definition and example sentence on the board. Compare it with what your classmates wrote.

Were there any differences?

What did your classmates miss?

Why were there differences?

- If your classmates missed different things, the problem was probably with their listening: sound discrimination problems or vocabulary problems.
- If your classmates missed all the same things, then the problem was probably with your speaking, such as
 - Consonant pronunciation
 - Vowel pronunciation
 - Sentence stress
 - Intonation