

Listening and Speaking

Speaking Strategy

Eliciting Agreement and Signaling Uncertainty

A. We use 'tag questions' for two reasons: eliciting agreement (confirming facts) and signaling uncertainty.

- Sam has not come to work. I've heard he's sick, isn't he?
- Oh, yes. He was not well yesterday.
- What's wrong with him?
- The doctors are checking his health condition.
- It isn't something serious, is it?
- I hope not.



More examples:

- He's really generous, isn't he?
- They are going to leave here, aren't they?
- This cannot be true, can it?

11. Listening and Speaking

Content: It has two parts, A and B.

Objective(s): The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with the taught grammatical structure, ‘tag questions’.

Teaching Procedure: The teacher should review the grammatical structure of this lesson (‘tag questions’) by reminding students of the three dimensions of each structure (form, meaning, function). The emphasis should be put on the function of the structure and how it can be used for different purposes in spoken language. Following that, the teacher should draw students’ attention to the speaking strategy of this lesson:

Eliciting agreement and signaling uncertainty

Then the teacher goes through Parts A and B.

Part A is a short conversation. Both speakers use tag questions for certain reasons. The teacher should draw students’ attention to the intonation contour of each tag questions to help them identify the function of each tag.

A: Sam has not come to work. I heard he’s sick, isn’t he? (*asking for agreement*)

B: Oh, yes. He was not well yesterday

A: What’s wrong with him?

B: The doctors are checking his health condition.

A: It isn’t something serious, is it? (*signifying uncertainty*)

B: I hope not.

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the dialogue.

Go through more examples at the bottom of the page. Explain how the strategy is used in each example and the sample dialogue. Present other sample dialogues, if necessary, and ask students to notice how ‘tag questions’ are used in spoken language to elicit agreement and signal uncertainty



B. Listen to the following conversations and answer the questions.

Conversation 1



Why is Amin busy these days?

What does Behzad think about health?

Pair up and ask your friends some questions that elicit agreement or confirm facts. You may use the topics in the box.

weather, future job, a place to live

Conversation 2



Where are they going?

Why does Mina prefer chess?

Pair up and ask your friends some questions that signal uncertainty. You may use the topics in the box.

future plans, health condition, problems

Part B consists of two conversations, each followed by a role play activity. The students should listen to each conversation and then answer the questions. The aim of this practice is making students aware of the speaking strategy, *eliciting agreement and signaling uncertainty*.

Conversation 1

Behzad: How's everything, Amin? You seem to be busy these days, don't you?

Amin: I'm OK Behzad. I'm working on a new project. I'm really tired.

Behzad: But your health is really important, isn't it?

Amin: I know. But what about work, money, responsibility, ...? We need to consider them all, don't we?

Behzad: Yes, but health is on top of everything.

1- Why is Amin busy these days? *He is working on a new project.*

2- What does Behzad think about health? *Health is the most important thing of all.*

Conversation 2

Roya: We are going to the gym on Friday. Will you come with us, Mina?

Mina: I don't think so.

Roya: You don't like sports, do you?

Mina: Actually, I don't know. I think it depends on the type of sport.

Roya: You Prefer team sports more, don't you?

Mina: Well, it seems to be OK. But honestly, I like less active sports like chess.

Roya: Oh, I see.

1- Where are they going? *They are going to the gym.*

2- Why does Mina prefer chess? *Because she likes less active sports.*

After each conversation, there is a role play activity.

Here, the students have to pair up and use the clues in the boxes to make new conversations. They are required to use the taught strategy.

Writing

Compound Sentences

We have learned that every sentence must have at least one subject and one verb. Such a sentence is called a **simple sentence**. A sentence with more than one subject, more than one verb and a connecting word such as **and**, **or**, **but** or **so** is called a **compound sentence**.

(1) Addition

'and' shows similar activities or feelings



I get up early in the morning.



I make an omelet myself.

I get up early in the morning, and I make an omelet myself.

12 – Writing

Content: It introduces compound sentences and its four common types: Addition, Contrast, Choice and Result. It has also six activities (A to F).

Objective(s): In this lesson, Writing aims at helping students learn compound sentences and distinguish them from simple sentences. The students are expected to comprehend and produce them easily.

Teaching Procedure: The teacher is expected to go through each section. First the teacher should present the definitions and information provided and then do the exercises.

Definition Box presents a simple definition of ‘compound sentence’ and introduces the main connecting words which form such sentences. In the following, for each type, one example is given and illustrated.

Part one introduces the first type of compound sentence: Addition.

- _ Focus students’ attention on the illustrations and sentences.
- _ Remind students that compound sentences have more than one subject, one verb and a connecting word that in this type, it is ‘and’.
- _ Now ask students to read the two simple sentences, then the compound sentence. Focus their attention on the changes in the compound sentence.

Optional

- _ At this point, you may want to write some simple sentences on the board. You can also try to solicit examples from the class. Then ask them to change them to compound sentences of this type.
- _ You may also ask two volunteers to write down compound sentences of this type on the board and others compare them.
- _ You may also write some compound sentences of this type on the board and ask students to turn them into simple sentences.

(2) Contrast

'but' shows a contrast or difference



The book was boring.



Tom had to read the book.

The book was boring but Tom had to read it.

A. Complete the following sentences with 'and' or 'but'.

- 1) We went to the park yesterday, we had a wonderful time.
- 2) Behnam's family went to the zoo last week, they did not enjoy it.
- 3) Susan has a pink dress, she never wears it.
- 4) Kate saw Sofia, she didn't speak to her.
- 5) My English class is really enjoyable, I have a lot of homework.

Part two introduces the second type of compound sentence: Contrast.

- _ Focus students' attention on the illustrations and sentences.
- _ Remind students that compound sentences have more than one subject, one verb and a connecting word that in this type, it is 'but'.
- _ Now ask students to read the two simple sentences, then the compound sentence. Focus their attention on the changes in the compound sentence.



Optional

- _ At this point, you may provide students with some simple sentences. You can also try to solicit examples from the class. Then ask them to change them to compound sentences of this type.
- _ You may also ask two volunteers to write down compound sentences of this type on the board and others compare them.
- _ You may also write some compound sentences of this type on the board and ask students to turn them into simple sentences.

Activity A asks students to complete the sentences with 'and' or 'but'.

- _ Ask students to work individually to do this activity.
- _ Allow them to compare answers in pairs before it is checked with the class.
- _ Have a few students read their answers for each item to the class, and have students with the same answer raise their hands.

- 1_ and
- 2_ but
- 3_ but
- 4_ but
- 5_ but

(3) Choice

'or' shows two choices



You should do your homework.



You should wash the dishes.

You should do your homework, or you should wash the dishes.

(4) Result

'so' shows that the second sentence is the result of the first one



Saeed studied hard for the exam.



Saeed passed the exam.

Saeed studied hard for the exam, so he passed it.

Part three introduces the third type of compound sentence: Choice.

- _ Focus students' attention on the illustrations and sentences.
- _ Ask students to read the two simple sentences.
- _ Remind students that compound sentences have more than one subject, one verb and a connecting word that in this type, it is 'or'.
- _ Now ask students to read the two simple sentences, then the compound sentence. Focus their attention on the changes in the compound sentence.



Optional

- _ At this point, you may also ask two volunteers to write down some compound sentences of this type on the board and let others compare them.
- _ You may also write some compound sentences of this type on the board and ask students to turn them into simple sentences.

Part four introduces the fourth type of compound sentence: Result.

- _ Focus students' attention on the illustrations and sentences.
- _ Ask students to read the two simple sentences.
- _ Remind students that compound sentences have more than one subject, one verb and a connecting word that in this type, it is 'so'.
- _ Now ask students to read the two simple sentences, then the compound sentence. Focus their attention on the changes in the compound sentence.



Optional

- _ At this point, you may provide students with some simple sentences. You can also try to solicit examples from the class. Then ask them to change them to compound sentences of this type.
- _ You may also write some incomplete compound sentences of this type on the board and ask students to complete them.
- _ You may provide students with two related pictures and ask them to write at first two simple sentences, then a compound sentence.

B. Complete the following sentences with 'or' or 'so'.

- 1) My mother doesn't like fast food, she doesn't eat any.
- 2) I go out tonight, I take a rest.
- 3) We can eat our lunch at the restaurant, we can have it at home.
- 4) That dictionary is expensive, I can't buy it.
- 5) This dress is not comfortable, she rarely wears it.

NOTE

- 1- Use a comma before *and*, *or*, *but* and *so* when you combine two sentences.
- 2- You can replace the repeated nouns with suitable pronouns.



Activity B asks students to complete the sentences with ‘or’ or ‘so’.

- _ Ask students to do this activity individually.
 - _ Allow them to compare answers in pairs before it is checked with the class.
 - _ Have a few students read their answers for each item to the class, and have students with the same answer raise their hands.
- 1_ so
 - 2_ or
 - 3_ or
 - 4_ so
 - 5_ so

Note deals with two points:

- 1_ In writing compound sentences, don’t forget to use a comma (,) before the connecting words.
 - 2_ Replacing the repeated nouns with suitable pronouns is preferable.
- _ To emphasize these two points, you can refer to the examples again and check them as follows:
 - * I get up early in the morning, and I make an omelet myself.
 - * The book was boring, but Tom had to read **it**.
 - * You should do your homework, or you should wash the dishes.
 - * Saeed studied hard for the exam, so **he** passed **it**.
 - _ As an extra activity, you may ask students to read the sentences of the activities A and B again and say what nouns were replaced by pronouns.

C. Combine the two sentences with 'and', 'but', 'or' or 'so'.

1) Joseph is very busy today. He cannot watch TV.

2) My brother has a lot of books. He never reads them.

3) We should do a lot of homework. We don't have enough time.

4) Sepidch likes spaghetti. Her grandmother hates spaghetti.

5) You can buy this coat. You can buy those shoes.

D. Complete the sentences.

1. I like learning Chinese, but

2. These shoes are not comfortable, so

3. You must study well, and

4. I like swimming, but

5. You can install a mobile dictionary, or

Activity C asks students to combine the two simple sentences to make a compound sentence. Have students read the directions. Then ask them to read each one carefully and write a compound sentence. You may go round the class and choose a different student to read each number. Ask the rest of the class to check the answer and say if it is OK- and make corrections if it is not.

- 1_ Joseph is very busy today, so he cannot watch TV.
- 2_ My brother has a lot of books, but he never reads them.
- 3_ We should do a lot of homework, but we don't have enough time.
- 4_ Sepideh likes spaghetti, but her grandmother hates it.
- 5_ You can buy this coat, or you can buy those shoes/ You can buy this coat, and you can buy those shoes.

Activity D asks students to complete the sentences in their own words.

- _ Have students focus their attention on the connecting words.
- _ Remind students that the answers may be different.
- _ Check answers with the class. For example, have a few students to read their answers for each one to the class, and choose the best ones.



Optional

- _ Give each student three blank index cards.
- _ Divide the classroom into two teams.
- _ Tell each student to write one simple sentence on each card.
- _ Write each one of the seven coordinating conjunctions on index cards and invite one person from each team to the front of the classroom.
- _ Fan out the four connecting word cards you wrote in your hand so that the students can't see what's on them and allow each student to choose one.
- _ Each student then runs back to their team and tries to make as many compound sentences as they can by combining the simple sentences their teammates wrote and the coordinating conjunction card they chose.
- _ After one minute, have students read their sentences aloud and give one point for each correctly formed compound sentence.
- _ Repeat the process as many times as necessary.
- _ The team who created the most compound sentences correctly wins.

E. Write five real compound sentences about yourself, your family or friends.

1.
 2.
 3.
 4.
 5.
-

F. Go back to the Reading. Find three simple and three compound sentences. Underline the subjects and circle the verbs.

1.
 2.
 3.
-
1.
 2.
 3.

Activity E asks students to write five compound sentences about themselves, their family and friends.

After ten to fifteen minutes, you may ask at least two volunteers to write down their sentences on the board and others compare them, or ask more students how many compound sentences they were able to write. Identify which ones are correct and explain incorrect ones.

Activity F, as a recognition exercise, asks students to go back to the Reading. Find three simple and three compound sentences. Then underline the subjects and circle the verbs.

– Remind students that ‘who’ or ‘what’ the sentence speaks about is called the **subject** and what the sentence says about the subjects is called the **verb**.

FANBOYS:

And, but, for, nor, or, so, and yet—these are the seven coordinating conjunctions. To remember all seven, you might want to learn one of these acronyms:

FANBOYS

**** For** shows reason or purpose (sometimes **because** can be used instead)

I go to the library, for I love to read.

While the word “so” introduces the “effect” part of a cause-and-effect relationship, the word “for” introduces the cause.

**** Nor** shows a non-contrasting, negative idea. Adds more negativity.

He didn’t return my calls, nor did he respond to any of my texts.

While “and” is used to join two positive items together, the conjunction “nor” is used to pair two negative items. It’s found either with the word “not” or with the word “neither.”

Note the word inversion that often accompanies this conjunction.

**** Yet** also shows contrast or exception.

He had been crying all day, yet the man made him laugh.

The conjunction “yet” is very similar to “but.” It means something like “nevertheless” or “but at the same time.”

Don’t get this conjunction mixed up with the other usage of the word “yet.”

For example:

- *Did she call you back yet?*
- *Is your roommate awake yet?*



A. Listen to the first part of an interview.

1. Answer the following questions based on what you just heard.

a. Why is knowing about the experience of our parents important?

.....

b. Why are our parents our first teachers?

.....

2. Listen again and write down three important points mentioned.

B. Now read the rest.

Yet another important thing is our heritage and culture. We have much to learn from our parents regarding our heritage, to be proud of our past. This heritage and history brings a sense of belonging. Most importantly, it brings us a sense of identity of our past and the responsibility to protect it for our future generations. What I can add at the end is the role of our parents' morals, values, and principles in our lives. Our elders have either learned, created or have been brought up with a set of morals, values and principles in their lives. Our elders want the best for us and they are willing to tell us what set of rules and guidelines have made them successful, and hopefully, peaceful.

3. Underline all 'passive tenses'. Make three questions about the important points. Then answer them.

C. Work in pairs. Ask and answer.



13. What you learned

Content: It has three parts: A, B, and C.

Objective(s): What You Learned aims at providing students with ‘fluency activities’ and gives students the opportunity to put together whatever they have learned in this lesson.

Teaching Procedure: Go through each part and work on activities.

Part A is a listening task. Students should listen to an interview and fill in the blanks.

Dr. Asadi is answering this important question: “why is it important to care for our elders?” I think first of all we need to remember that they are our mothers and fathers, and our first teachers. They teach us how to love, how to care, how to give, how to forgive, and how to accept. Second, elders have more knowledge and wisdom than any one of us. They’ve come so far and they’ve learned so much, we have a responsibility to learn from that wisdom. But the most important thing is their experience. We may or may not know of all the ups and downs they’ve faced in life but they’ve definitely gained experience that is worth respecting and learning from. Our elders may hide much pain from us because they don’t want us to feel the pain, the least we can do is appreciate them for all they’ve gone through and learn from their insight into situations.

- 1_ a. We can learn from their experience.
 b. They teach how to love, how to care, how to give, how to forgive, and how to accept.
- 2_ a. Our parents are our first teachers. b. We have to learn from their wisdom. c. We have to respect our parents.

Part B is a reading task. The students should read the rest of the interview. Then they have to underline all ‘passive coices’. *have been brought up*

They need to make three questions about the important points of this passage and answer them.

- 1_ Why is our heritage important? It brings a sense of belonging.
- 2_ What should we do about our culture and heritage? We have to protect them for our furture generations.
- 3_ What do our parents do for us? They are willing to tell us what set of rules and guidelines have made them successful.

Part C is a role play. Ask students to take role and practice.

A: How can we learn from our parents in our lives? B: We should learn from their wisdom.

A: How important is it to protect our culture for our next generation? B: It brings a sense of belonging and identity.

A: Why are our parents our blessing? B: They want the best for us and are willing to tell us what set of rules and guidelines have made them successful.