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*The World is Your Classroom*

# Academic Listening & Speaking

Agenda (Jul 6 & Jul 8/2021 with T Matt & T Rose To)

1. July 4<sup>th</sup> weekend; how was your weekend?
2. Review: The Ant & the Grasshopper OR The Mean Boss
3. Be brave in speaking English at school or at work
  - a. Questionnaire (taking notes)
  - b. Discussion (asking questions)
4. “How I Became an Entrepreneur at 66” by Paul Tasner  
Case Study: Starting a Business? Ask the Right Questions
5. Homework: Flipgrid; Listening; Test preparation



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# Academic Listening & Speaking

Theme:  
WORK

Words:  
-plodding  
-scoffed  
-held his  
tongue  
-slaved away

## Human Nature and the Nature of Work



This drawing depicts two characters from a traditional fable,  
“The Ant and The Grasshopper.”  
Where might the ant be going with the kernel of corn?  
What do its actions suggest about its attitude toward work?

Reference: Smalzer, William. *Write to Be Read*. NY: Cambridge University Press, 1996.



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# Academic Listening & Speaking

Theme:  
WORK

## *The Ant and the Grasshopper*

AN AESOP'S FABLE

A grasshopper was singing away one summer's day when an ant came plodding by, bent under the weight of a kernel of corn.

"Why work so hard in this fine warm weather?" the grasshopper called to the ant. "Why not enjoy yourself, like me?"

"I'm storing up food for the winter," the ant replied. "And I suggest you do the same."

"Winter!" scoffed the grasshopper. "Who cares about winter! We have more food than we can eat."

The ant held his tongue and went about his business.

Then winter set in, and soon the grasshopper couldn't find so much as a grain of barley or wheat. He went to the ant to beg for some food, knowing the ant had plenty.

"Friend grasshopper," said the ant, "you sang while I slaved away last summer, and laughed at me besides. Sing now and see what it will get you."

SAVE FOR THE FUTURE AND YOU WON'T BE WITHOUT.



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# Academic Listening & Speaking

## “The Mean Boss”

Read the story and check the words.

There was a very mean boss. The boss liked to watch the workers in his factory. He wanted to be sure everyone was working hard.

One day the boss saw a man drinking coffee. The boss came back after half an hour, and the man was still drinking coffee. The boss asked him, "How much do you make a week?"

"Two hundred dollars," the man said.

The boss took out his wallet and gave the man two hundred dollars.

"Here are two hundred dollars," said the boss.

"Take it and get out of here."

Then the boss asked another worker, "What was that man's job?"

"He doesn't work here," said the worker. "He came to pick up a package."

Reference: Heyer, Sandra. *Picture Stories for Beg Composition*.

NY: Regents Publ, 1983.



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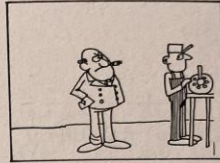
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# Academic Listening and Speaking

Answer the questions.  
Re-tell the story.

1. What did the boss like to do?



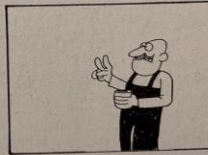
2. What did he see one day?



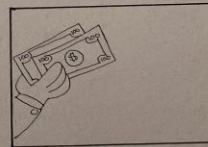
3. What did the boss ask the man?



4. What did the man say?



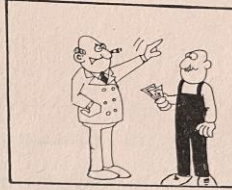
5. What did the boss give the man?



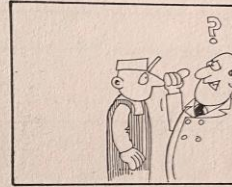
# Academic Listening and Speaking

Answer the questions.  
Re-tell the story.

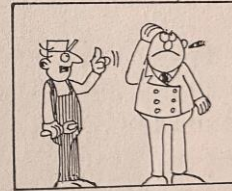
What did the boss say?



What did the boss ask another worker?



What did the worker say?



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# Speaking: Meetings in English (At School & At Work)

(British Council, <https://www.teachingenglish.org.uk/article/meetings-2-getting-involved-meetings>)

Complete this questionnaire about meetings in English and explain your answers. Be honest!

1. You're at a brainstorming meeting where everyone is speaking English. The other participants seem to speak much better English than you. You have lots of ideas and opinions about their ideas. What do you usually do?
  - a. I interrupt others frequently in order to express my opinions, even though I know I make lots of basic mistakes with my English.
  - b. I wait for my turn to present my opinions, and then try to express myself as clearly as I can.
  - c. I only speak if someone asks me for my opinion, and keep my answers short to avoid mistakes.
2. You're at a meeting in English where several participants are sitting silently and just listening. What do you do?
  - a. I ignore them – if they have nothing to say, they shouldn't be there.
  - b. I feel sorry for them – perhaps they are having problems with the language.
  - c. I do everything I can to involve them, by inviting them to speak & preventing others from interrupting them.
3. You're at a meeting where a junior colleague clearly can't speak English properly, and they keep making really basic mistakes like "it don't work". How do you feel?
  - a. Superior. My English is much better, and I'm glad I don't sound so stupid when I speak.
  - b. Irritated. If they can't speak English, they shouldn't be at this meeting.
  - c. Impressed. My colleague is demonstrating excellent self-confidence and determination to overcome a language barrier. And they're making lots of useful contributions to the meeting.



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ENGLISH  
LANGUAGE  
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# Speaking: Meetings in English (At School & At Work)

4. At your meeting, everyone is talking at the same time in English. You can follow their conversations, but you're a few seconds behind. By the time you've thought of something to say, and planned how to say it, the conversation has moved on. How often do you experience this feeling?
- All the time.
  - Quite often.
  - Rarely or never.
5. You are at a meeting in English where you understand about 60–80% of what you hear. What do you do?
- Keep interrupting to check what's going on. It's a bit embarrassing and frustrating for others, but it's important that I understand.
  - Participate actively in the meeting. From time to time I'll misunderstand the topic and my contributions will sound a bit stupid, but I'm prepared to take the risk.
  - Sit quietly and listen so as to avoid sounding stupid by talking about the wrong topic.
6. Who is responsible for overcoming your problems with English?
- Nobody. I make mistakes but it's not a problem. I'm paid for my professional skills, not for being an expert in English.
  - My employer. They should provide more English lessons and give me time to study. My teacher could also do more to improve my English. Also, the other people at meetings should try to help me more.
  - Me.



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# Academic Speaking & Listening

“How I Became An Entrepreneur at 66” (Tedtalk, 6:48 min)

[https://www.ted.com/talks/paul\\_tasner\\_how\\_i\\_became\\_an\\_entrepreneur\\_at\\_66/transcript](https://www.ted.com/talks/paul_tasner_how_i_became_an_entrepreneur_at_66/transcript)

## CASE STUDY

You are working at a business: restaurant, tourist spot, computer/clothing store. You are interested in starting a business but you need advice.

Instructions: Write a list of 10 questions in English (include budget, location, equipment/supplies, employees, training, salary, etc). Practice reading the questions, then record on Flipgrid.



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LANGUAGE  
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# Communicative Grammar (Speaking) Tues

## Asking Questions

**QUESTION FORM; REVIEW:** (a) With the verb *to be*, in the present and past tenses, we form questions by placing the verb before the subject (Examples: *Is* he a good student? *Were* they busy yesterday?) (b) With auxiliary verbs such as *can, must, may, will, should, etc.*, we form questions by placing the auxiliary verb before the subject (Examples: *Can* he speak English well? *Will* she leave before tomorrow?)

Practice changing these sentences to question form. In the blanks at the right, write the auxiliary verb (or the indicated form of the verb *to be*) followed by the subject of the sentence. Also include the main verb where one exists.

1. John will study in our group. (Will John study)
2. She can speak French well. \_\_\_\_\_
3. He is an American. \_\_\_\_\_
4. He may sit here. \_\_\_\_\_
5. They were tired after the dance. \_\_\_\_\_
6. She is a good cook. \_\_\_\_\_
7. He can go with us to the movies. \_\_\_\_\_
8. He should mention it to her. \_\_\_\_\_
9. They will be back at five o'clock. \_\_\_\_\_
10. He is studying to be a lawyer. \_\_\_\_\_
11. Mr. Smith has gone to Chicago. \_\_\_\_\_
12. She will telephone us later. \_\_\_\_\_
13. He is an excellent student. \_\_\_\_\_
14. There were two men in the office. \_\_\_\_\_
15. He should study more. \_\_\_\_\_
16. They are old friends. \_\_\_\_\_
17. They were both here yesterday. \_\_\_\_\_
18. It is raining hard. \_\_\_\_\_
19. They are going to meet us after class. \_\_\_\_\_
20. She will be ready soon. \_\_\_\_\_
21. She is a pretty girl. \_\_\_\_\_



# Communicative Grammar (Speaking) Tues

## Asking Questions 2

**QUESTION FORM; REVIEW (continued):** In order to form questions in the simple present and past tense, we must supply an auxiliary verb, where there is no regular auxiliary verb. The auxiliary verbs which we use for this purpose in the present tense are *do* and *does*. *Does* is used with the third person singular and *do* is used for all other persons, both singular and plural. (Examples: *Does* he speak English well? *Do* they work on Saturdays?) The auxiliary verb which we use in the simple past tense for all three persons—singular and plural—is *did*. (Examples: *Did* he come to class yesterday? *Did* you go out last night?)

In the blanks at the right, fill in the necessary auxiliary verb followed by the subject of the sentence. Include the main verb. Practice changing these sentences to question form.

1. He comes to class on time. (Does he come) \_\_\_\_\_
2. They left at two o'clock. \_\_\_\_\_
3. She studies in our group. \_\_\_\_\_
4. He bought a new car last year. \_\_\_\_\_
5. She often brings her brother to the lesson. \_\_\_\_\_
6. Helen answered the phone. \_\_\_\_\_
7. He sat in the first row. \_\_\_\_\_
8. He speaks English very clearly. \_\_\_\_\_
9. They go to the movies almost every night. \_\_\_\_\_
10. They met in Europe last year. \_\_\_\_\_
11. The child cut his finger badly. \_\_\_\_\_
12. He gave us some good advice. \_\_\_\_\_
13. They live on the second floor. \_\_\_\_\_
14. You always drink milk with your meals. \_\_\_\_\_
15. The bus stops on this corner. \_\_\_\_\_
16. The train arrived on time. \_\_\_\_\_
17. He writes many letters to her. \_\_\_\_\_
18. They brought me a present from New York. \_\_\_\_\_
19. He lost much money in his last business. \_\_\_\_\_
20. They caught the thief after a long search. \_\_\_\_\_
21. John smokes very much. \_\_\_\_\_



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# Communicative Writing: Short Paragraph (Thurs)

The Short Paragraph ~ 5 medium to long sentences

The topic sentence (main idea)

Supporting idea #1

Supporting idea #2

Supporting idea #3

Transition (lead into the next idea) OR

Summary (main idea)



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<https://www.esl-lab.com/easy/>

<https://my.flipgrid.com/>

## Student Login Instructions

1. Open **Flipgrid.com** or install the app on your device and open it.
2. Enter the Join Code provided by your teacher.
3. Choose the **login** method specified in your teacher's instructions. Use your email account to **login** with Google or **login** with Microsoft.

JOIN CODE



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