

Volume  
1

# Class Masters

25 Interactive Activities for  
English Language Learners

# Class Masters

VOLUME

1

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# A

# What Do These Abbreviations Stand For?

## ORGANIZATIONS

*International Monetary Fund*  
 of  
*Federal Bureau of Investigation*  
*World Health Organization*

## COMPANIES

*IBM International Business Machines*  
*QANTAS Queensland And Northern Territory Aerial Services*  
*KFC Kentucky Fried*  
*GM*

## MUSIC & TV

*R&B*  
*FM* *Frequency Modulation*  
*CNN*  
*LED* *Light Emitting Diode*  
*MTV* *(two words)*  
*DVD* *Digital Video Disk*

## SPORTS

*MVP* *Most Valuable Player*  
*TKO*  
*FIFA* *Fédération Internationale de Football Associati*  
*PGA*  
*IOC* *International Olympic Committee*  
*SCUBA*

Q: Does the (1st, 2nd, 3rd ...) initial stand for ( ) ?

A: Yes, it does. / No, it doesn't.

Q: What's the (2nd, 3rd, 4th ...) letter of the (1st, 2nd, 3rd ...) initial?

A: It's an (a, e, f, h, i, l, m, n, o, r, s, x.)  
a (b, c, d, g, j, k, p, q, u, v, w, y, z).

Q: How do you spell \_\_\_\_\_ ?



# B

# What Do These Abbreviations Stand For?

## ORGANIZATIONS

*North Atlantic Treaty Organization*

*Organization of Petroleum Exporting Countries*

of

*United Nations International Children's Emergency Fund*

## COMPANIES

IBM

*Ferdinand Porsche AG (Ferdinand Porsche Werke)*

*(Bavarian Motor Works)*

NBC

*National Broadcasting Company*

KFC

GM

*General Motors*

## MUSIC & TV

R&B

*Rhythm and Blues*

FM

*Cable News Network*

CNN

LED

*Music Television*

MTV

DVD

## SPORTS

MVP

TKO

*Technical Knock Out*

FIFA

of

PGA

*Professional Golfers' Association*

IOC

SCUBA

*Self-Contained Underwater Breathing Apparatus*

Q: Does the (1st, 2nd, 3rd ...) initial stand for ( ) ?

A: Yes, it does. / No, it doesn't.

Q: What's the (2nd, 3rd, 4th ...) letter of the (1st, 2nd, 3rd ...) initial?

A: It's an (a, e, f, h, i, l, m, n, o, r, s, x.)

a (b, c, d, g, j, k, p, q, u, v, w, y, z).

Q: How do you spell \_\_\_\_\_ ?



## Abbreviations (1)

The teacher replies: *It's an I* and writes an **I** next to the **D** on the board. Thus:

**D I** \_ \_ \_ \_ \_

If no one knows the answer yet, students ask for the third, fourth, fifth letter, etc., until the word **DIGITAL** appears on the board.

Now that the first initial **D** has been identified, the class gets to work on the **second initial V**.

As before, the teacher writes the initial on the board:

**V** \_ \_ \_ \_ \_

Again, if students can not guess the meaning, they ask for letters to complete the word. They ask:

*What's the second letter of the second initial?*

The same is then done for the third initial **D**. Finally, all three initials **DVD** have been identified as **Digital Video Disk**.

Students learn about the method for identifying the meaning of the abbreviations, the teacher explains the method. One is given a copy of **Worksheet A** and the other **Worksheet B**.

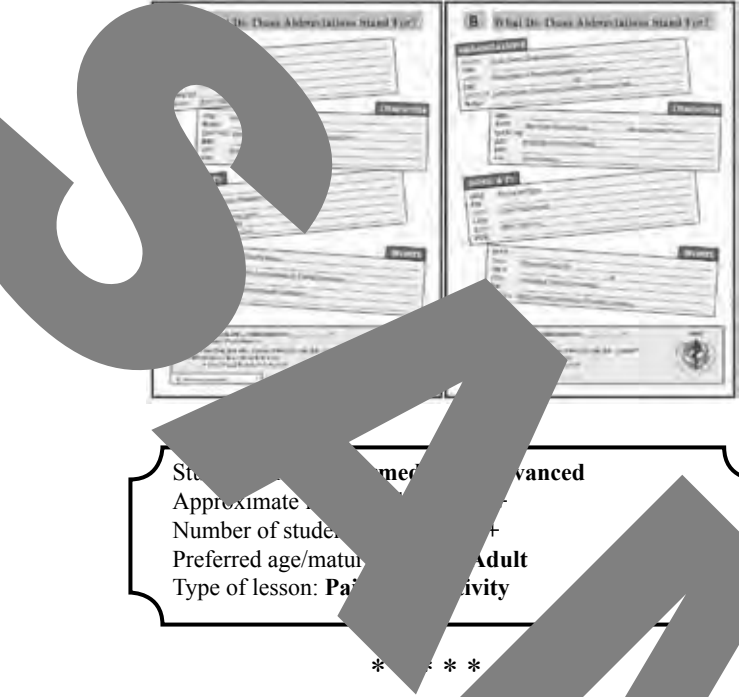
**Getting Started:** Students identify the abbreviation **NATO** and its meaning **North Atlantic Treaty Organization** on **Worksheet B**. **Student A** only has the abbreviation **NATO** printed on **Worksheet A**.

**Student A** asks **Student B** questions until they arrive at the correct meaning of the abbreviation **NATO**.

To do this, assuming the answer is not already known, **Student A** refers to the **same questions printed at the bottom of the worksheet**.

The Q&A dialogue could sound like this:

**Student A:** *Does the first initial stand for National?*



**Language Target:** Learn the meanings of commonly recognized abbreviations. The abbreviations in this lesson are found throughout the media and most will be recognized by students. What the letters actually stand for, however, is another matter.

The grammatical objective of this lesson is working with articles (**a**, **an** and **the**) along with ordinal numbers (the **1st**, **2nd**, **3rd**, etc.).

**Setting Up:** Write a few commonly known abbreviations on the board such as **DVD**, **FBI** and **TKO**. Ask students if they know what these abbreviations stand for.

Using **DVD** as an example, explain that **DVD** is actually **three initials**. Each initial stands for a word. The **first initial D** is also the **first letter of a seven-letter word**. Write the following on the board:

**D** \_ \_ \_ \_ \_

Since students know the first letter is a **D**, they need to discover the second through seventh letters. To do this, they simply ask the teacher:

*What's the second letter of the first initial?*

Student B: *No, it doesn't.*

Student A: *What's the second letter of the first initial?*

Student B: *It's an O.*

Student A: *Does the first initial stand for Northern?*

Student B: *Close, but no, it doesn't.*

Student A: *What's the second letter of the first initial?*

Student B: *It's an R.*

Student A: *Does the first initial stand for North?*

Student B: *Yes, it does.*

At this point, Student A writes the word **North** on the worksheet. Student B continues with the next word, **Atlantic**, by following the dialogue.

Once the name of the abbreviation **NATO** (**North Atlantic Treaty Organization**) has been completed, students reverse roles and work on the meaning of the abbreviation **IMF**.

They continue in this manner until all of the abbreviations have been correctly identified.

**Variation 1:** Don't hand out the worksheet at first. Divide the class into small teams. Write one abbreviation from the worksheet on the board.

If no one knows the meaning, students ask for each letter of the first initial as in the above dialogue. The team that first identifies the abbreviation correctly gets one point.

**Variation 2:** When all the abbreviations have been completed, students make a list of abbreviations not printed on the worksheets. For example: **TGIF, CIA, WWW**, etc.

They need to know the meanings of these abbreviations. One pair of students joins another. They challenge each other with their new list of abbreviations.

**Variation 3:** A newspaper is a great place to find all kinds of abbreviations. Students assemble into groups of two or three.

Each group gets a newspaper and students shout out the abbreviations they find. Other groups work at identifying the meanings.

Contributed by Kurt Scheibner

# Accident Prone

**STARTS**

**SAFE FOR NOW!**

**SAFE FOR NOW!**

**SAFE FOR NOW!**

**SAFE FOR NOW!**

**SAFE FOR NOW!**

**SAFE FOR NOW!**

**SAFE FOR NOW!**

**SAFE FOR NOW!**

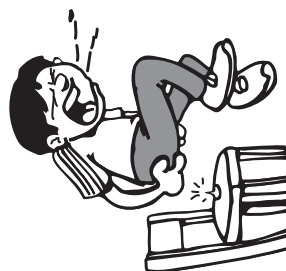
“You look terrible. What happened?”

**4:00pm**  
Bicycled into a fence  
Scratched my knee -1

**4:30pm**  
Sat on a tack  
Punctured my bum -2

**5:00pm**  
**Doctor +3**

**5:30pm**  
Touched a hot frying pan  
Burned my hand -2



**3:30pm**  
Crashed into a wall  
Dislocated my shoulder -3

**2:30pm**  
**Clinic +2**

**3:00pm**  
Walked into a coffee table  
Bruised my shin bone

**1:00pm**  
**SAFE FOR NOW!**



**8:30am**  
Sliced bread with a knife  
Cut my thumb -2

**8:00am**  
Drank very hot coffee  
Burned my tongue -1

**7:30am**  
Tripped in the bathtub  
Have a frozen jaw -2

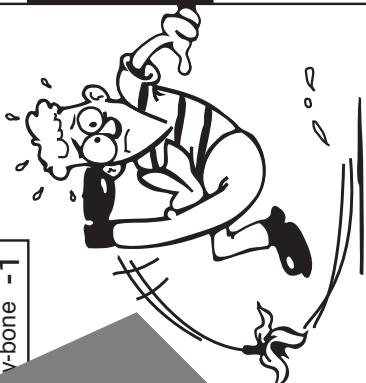
**7:00am**  
Fell out of bed  
Broke my collar bone -2



**1:30pm**  
Smashed my face into a pole  
Have a bleeding lip -1

**12:30pm**  
**Hospital +4**

**1:00pm**  
Spilled ketchup  
Stained my shirt -0



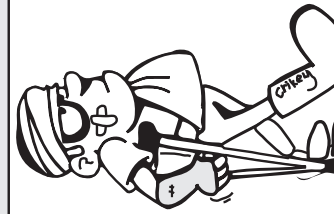
**12:00 noon**  
Poked myself with a fork  
Have a swollen cheek -1

**10:30am**  
Stepped in a pot hole  
Twisted my back -2

**11:00am**  
**Doctor +3**

**11:30am**  
Slipped on a banana peel  
Sprained my wrist -2

**SAFE FOR NOW!**



**6:30pm**  
Bumped into a cabinet door  
Have a lump on my head -1

**6:00pm**  
Stood too close to the fire  
Singed my eyebrows



**7:30pm**  
Dropped an iron  
Broke two toes -3

**8:00pm**  
Picked up a heavy box  
Pulled a back muscle -1

**8:30pm**  
**Hospital +4**

**9:00pm**  
Fell down the steps  
Fractured my ankle -2



**9:30pm**  
Kicked a chair in the dark  
Stubbed my big toe -1

**FINISH**

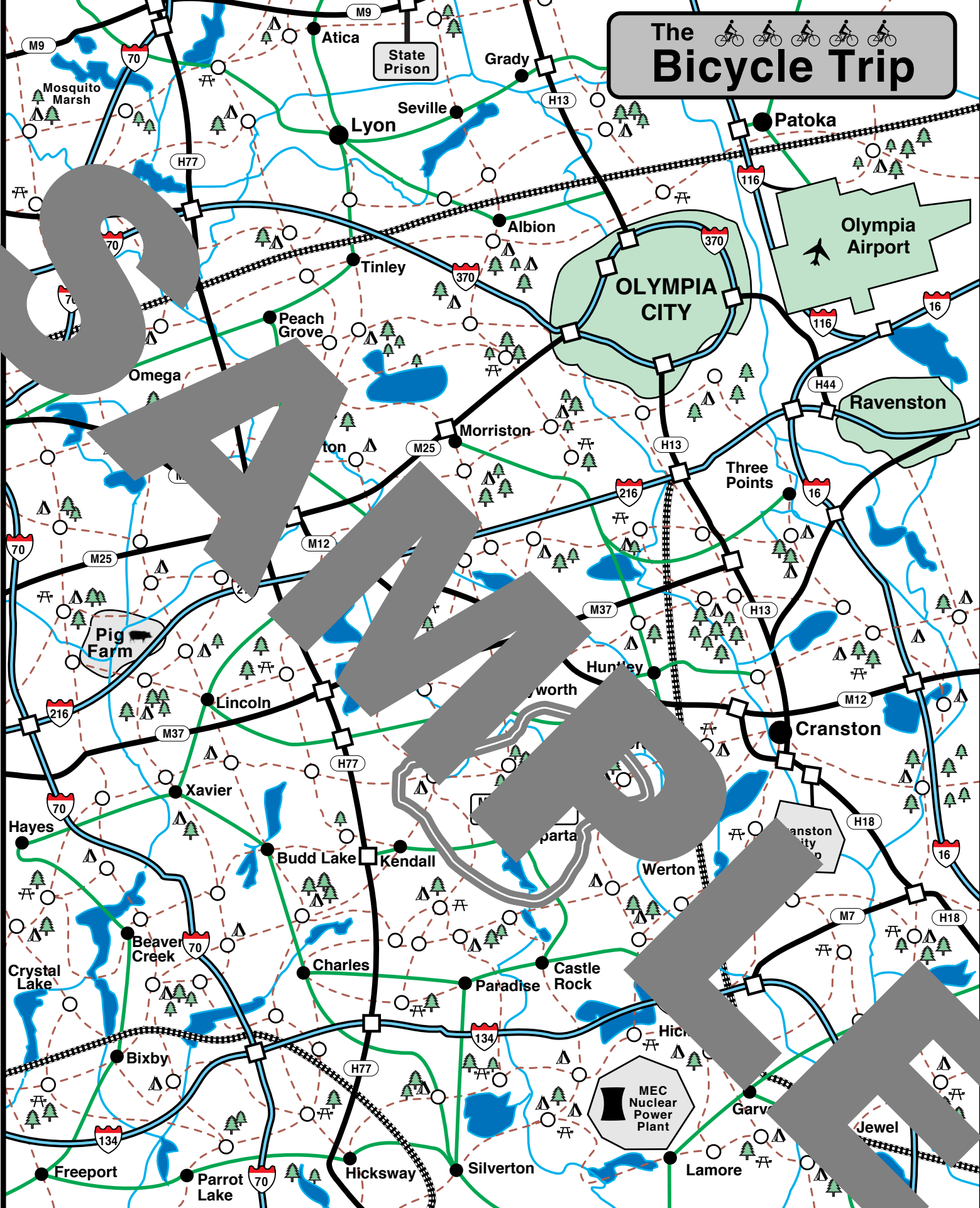
**SAFE FOR NOW!**







# The Bicycle Trip



**MAP KEY**

|  |         |           |           |              |          |
|--|---------|-----------|-----------|--------------|----------|
|  | Highway | Main Road | Side Road | Intersection | Railroad |
|  | Airport | Town      | River     | Lake         |          |

**Bicycle Route**

|              |               |            |
|--------------|---------------|------------|
| Bicycle Path | Path Crossing | A tree     |
| Picnic Area  | Camping Area  | Many trees |

## Bicycle Trip



Student level: **beginner/intermediate**  
 Approximate time: **45 minutes**  
 Number of students: **2-4**  
 Preferred age/maturity: **Adult**  
 Type of lesson: **Pair/Group Activity**

Before drawing their routes on the map, students should carefully examine all of the items in the **Key** that is printed at the bottom of the maps.

Once the **Key** is fully understood, each student within the pair begins highlighting their individual bicycle trip. They may start from any city or town on the map.

Each night must end at a campsite. They can not show their bicycle course to their partner at this time.

Some areas are nicer than others with more trees, rivers, lakes, etc. Some areas should be avoided like the **city dump**, the **motorcross raceway** and the **pig farm**.

By planning carefully, students should be able to avoid passing through large, noisy cities. They may pass through smaller towns to buy food and supplies if they want.

When pairs have finished their maps, one student, Carmel, explains the course as highlighted on her map. Her partner, Phillip, follows the oral description with a marker to exactly replicate the course.

Then Carmel checks Phil's map to make sure it is the same as hers. Then they reverse roles and Phil explains the bicycle trip he has planned.

When both students have finished, they enter a discussion to see who has the more agreeable bicycle trip plan. They point out the advantages and disadvantages of each.

**Variation 1:** When pairs have finished their maps, each student gets a new fresh (unmarked) map and describes their route to a different student.

As before, they describe their bicycle trip to their new partners who highlight it on the map.

**Variation 2:** For lower ability students, each pair of students creates one bicycle trip between them.

To do this, they need to discuss why Route A is better than Route B.

**Language Target:** There are several ways to conduct this lesson, each having different language targets. Notice the **Method** and **C** given at the end of these Instructions.

This lesson is a natural way for pairs of students to plan a bicycle trip together which requires them to listen to each other carefully, offer suggestions, express ideas and counter ideas, etc.

Students plan their trip according to the **\*Three Rules** given below. The course they take must be identical on each map.

**Object:** To **plan an enjoyable, scenic, relaxing and quiet bicycle trip**. The trip will continue for three (four, five) days and each night they must set up camp.

**Setting Up:** Print out the worksheet as large as possible. Prepare two (2) worksheets for every student in class, in color if possible. All students should be equipped with a marker, a high-lighter pen or a crayon.

**Getting Started:** Decide on which method would best suit the needs and interests of your students from the list below. Then, in pairs, each student receives two worksheets.

better (or worse) than Route B. Why Campsite A is better (or worse) than Campsite B, etc.

**Variation 3:** Students plan a round-trip bicycle route. This, of course, will take more time.

They may not be allowed to bicycle on any highways, main roads, or city streets. They can only bicycle on designated bicycle paths.

2) They can only camp at areas where a tent is allowed.

3) They should calculate the distance for each day and record the Key on a map at the bottom of the page.

- **Method A:** (For lower-ability students) They begin from any city and all follow the same route. A, B and C, students depart from the lower left corner of the map.

Student A: *Let's go about two kilometers north from Parrot City.*

Student B: *To the two trees?*

Student A: *That's right. Then let's go through the picnic area, about three kilometers east to the picnic area.*

Student B: *OK. Now let's go north, around Campsite A. It's about eight kilometers.*

2) This could also be done in the question form.

Contributed by Kurt Scheibner

Student A: *Which way should we go?*

Student B: *Let's go about two kilometers northeast.*

Student B: *Where the two trees are?*

Student A: *Right. Then where should we go?*

Student B: *Let's go three kilometers east to the picnic area.*

Student A: *Good idea. Now where?*

- **Method B:** (For average-ability students.)

Student A: *Let's go about two kilometers northeast.*

Student B: *OK. There are two trees, right?*

Student A: *Right. Then let's go north, around Campsite A. It's about eight kilometers.*

Student B: *I think we should go northeast to the campsite next to Bisby.*

Student A: *Why?*

Student B: *It's more scenic and would be quieter.*

- **Method C:** (For higher-ability students.)

Student A: *What do you think?*

Student B: *Perhaps we should head for one of the campsites near Lincoln.*

Student A: *Why do you want to camp there?*

Student B: *There are a lot of trees and a campsite.*

Student A: *That's pretty close to Highway 216.*

Student B: *Well, there's another campsite a little north of there.*

Student A: *OK. What route should we take to get there?*

# A

## How do you say...

#7

#4

#9

#1

### -and-

#2

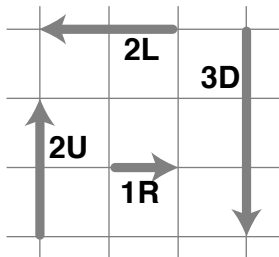
#8

#6

#3



L= Left, R= Right, U= Up, D= Down



#4

|          |         |       |         |
|----------|---------|-------|---------|
| a. sheep | 2D      | lip   | 1L · 2D |
| b. still | 2L · 3D | cheek | 1R · 5U |
| c. chip  | 1R · 2D | leap  | 1L      |
| d. lean  | 2U      | Lynn  | 1U      |
| e. beat  | 2U      | bit   | 2U      |
| f. lid   | 2U      | lead  | 2U      |

#7

|         |         |       |         |
|---------|---------|-------|---------|
| a. seep | 3R · 2D | sip   | 2L · 1U |
| b. feel | 3L · 2D | fill  | 1L · 1U |
| c. mill | 1L · 3D | meal  | 1R · 2D |
| d. grin | 1R · 1U | green | 3L · 2D |
| e. tick | 1R · 2D | weak  | 3R · 2U |
| f. lid  | 2R · 2U | keen  | 3L · 5U |

#1

|          |         |       |         |
|----------|---------|-------|---------|
| a. lip   | 1D · 2L | leap  | 3U · 3L |
| b. eat   | 5D · 1R | it    | 2D · 2L |
| c. peach | 2U · 3L | pitch | 2U · 2R |

#5

|          |         |       |         |
|----------|---------|-------|---------|
| a. cheek | 1L · 1U | cnick | 3R · 2U |
| b. rich  | 1L · 1D | reach | 2R · 2U |
| c. feast | 1L · 3U | fist  | 2R · 2D |
| d. will  | 2R · 2U | wheel | 1R · 1D |
| e. list  | 2L · 1U | least | 1R · 2U |
| f. sleep | 1R · 4D | slip  | 3L · 5D |

#7

|         |         |       |         |
|---------|---------|-------|---------|
| a. chip | 1R      | cheap | 2U · 1L |
| b. six  | 1R      | seeks | 2U · 1R |
| c. grin | 1R      | din   | 1U · 3L |
| d. tick | 1R · 2L | Mick  | 2D · 1R |
| e. lid  | 2L      | seal  | 5U · 1L |
| f. lid  | 2D · 1L | knit  | 1D · 1L |

#2

|         |         |      |         |
|---------|---------|------|---------|
| a. sick | 5D · 1L | seek | 1D · 2R |
| b. feet | 2U · 1L | fit  | 1U · 3R |
| c. heed | 1U · 2L | hid  | 2D · 1L |
| d. hit  | 3U · 2L | heat | 5U · 3R |

#6

|          |         |      |         |
|----------|---------|------|---------|
| a. sheen | 1L · 1D | shin | 2R · 3U |
| b. deem  | 3L · 2D | dim  | 2R · 1D |
| c. heal  | 2R · 4D | hill | 3L · 5U |
| d. leak  | 3R · 1D | lick | 2L · 1U |
| e. itch  | 2L · 1D | each | 3R · 2U |
| f. read  | 2L · 3D | rid  | 1R · 1D |

#9

|          |         |      |    |
|----------|---------|------|----|
| a. meet  | 1R · 3R | leed | 1L |
| b. slick | 1U · 3R | leed | 1L |
| c. deep  | 1D · 2L | leed | 1L |
| d. Jean  | 2U · 1L | leed | 1L |
| e. sin   | 2D · 1R | leed | 1L |
| f. did   | 1U · 1R | leed | 1L |

#3

|          |         |       |         |
|----------|---------|-------|---------|
| a. wit   | 2L · 2D | wheat | 3R · 2U |
| b. peak  | 3R · 3D | pick  | 1L · 5U |
| c. sheep | 2L · 3D | ship  | 3R · 3D |

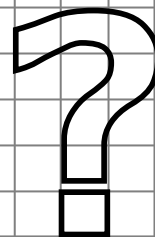
**B**

|             |          |          |            |          |         |            |         |          |         |         |         |
|-------------|----------|----------|------------|----------|---------|------------|---------|----------|---------|---------|---------|
| #1 a) sleep | b) hit   | c) weak  | #6 a) it   | b) deem  | c) bead |            |         |          |         |         |         |
| #2 a) still | b) cheek | c) meal  | #7 a) deed | b) heal  | c) fist | d) peach   | e) hip  | f) wheat |         |         |         |
| #3 a) bit   | b) shin  | c) read  | #8 a) knit | b) dip   | c) sill | d) din     | e) heed | f) will  |         |         |         |
| #4 a) sheep | b) fit   | c) reach | d) seep    | e) sleek | f) sin  | #9 a) each | b) meet | c) feel  | d) lick | e) list | f) seek |
| #5 a) lip   | b) peak  | c) green | d) chip    | e) kin   | f) lead |            |         |          |         |         |         |

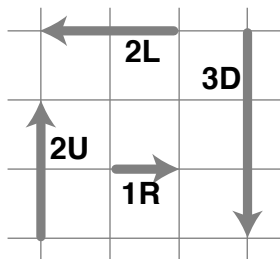
# B

## How do you say...

### -and-



L= Left, R= Right, U= Up, D= Down



- #1**
- |         |         |       |         |
|---------|---------|-------|---------|
| a. slip | 2R · 2D | sleep | 1L · 5D |
| b. heat | 2R · 3U | hit   | 3R · 1U |
| c. weak | 2L · 4U | wick  | 1L · 2U |

- #2**
- |          |         |       |         |
|----------|---------|-------|---------|
| a. steal | 1D · 1L | still | 4D · 2R |
| b. chick | 2U · 2L | cheek | 1D · 3L |
| c. meal  | 5U · 1R | mill  | 3U · 3R |

- #3**
- |         |         |       |         |
|---------|---------|-------|---------|
| a. bit  | 3R · 3D | beat  | 1R · 5D |
| b. shin | 2L · 2D | sheen | 1L · 2D |
| c. rid  | 2R · 2U | read  | 1L · 5U |

- #4**
- |          |         |       |         |
|----------|---------|-------|---------|
| a. ship  | 2L · 3U | sheep | 1L · 2U |
| b. fit   | 1L · 1D | feet  | 2L · 2U |
| c. reach | 3R · 3U | rich  | 1L · 2D |
| d. sip   | 2U · 1L | rip   | 3L · 3D |
| e. sleek | 1D · 2U | at    | 3L · 3D |
| f. seen  | 2U · 1R | wit   | 1L · 4D |

- #5**
- |          |         |      |         |
|----------|---------|------|---------|
| a. leap  | 1U · 1L | lip  | 1L · 1D |
| b. pick  | 2R · 4U | peak | 2R · 1D |
| c. green | 3L · 5U | grin | 2L · 3D |
| d. cheap | 1L · 3U | chip | 3R · 1D |
| e. keen  | 2R · 2D | kin  | 2L · 1D |
| f. lead  | 1R · 1D | lid  | 1L · 2U |

- #6**
- |         |         |      |         |
|---------|---------|------|---------|
| a. it   | 2R · 3U | eat  | 2D · 1L |
| b. dim  | 2L · 4D | deem | 3L · 5D |
| c. bead | 1R · 2U | bid  | 1L · 3U |

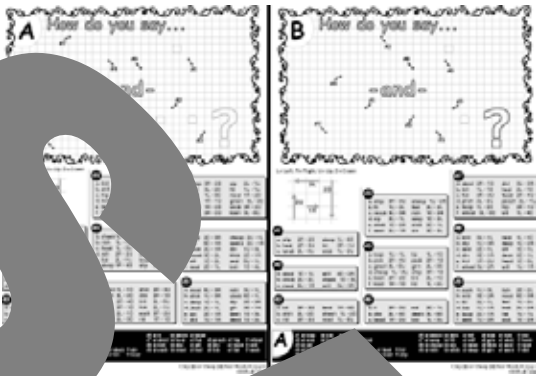
- #7**
- |          |         |       |         |
|----------|---------|-------|---------|
| a. deed  | 2R · 1D | did   | 3U · 3R |
| b. hill  | 1L · 1D | heal  | 2L · 1D |
| c. fist  | 3R · 3U | feast | 2R · 4U |
| d. pitch | 2L · 2U | peach | 2L · 1U |
| e. trap  | 1L · 2D | hip   | 2R · 1U |
| f. at    | 3L · 3D | wit   | 1L · 4D |

- #8**
- |         |         |      |         |
|---------|---------|------|---------|
| a. knit | 1L · 1D | neat | 1L · 1D |
| b. dim  | 2L · 4D | deep | 1U · 2R |
| c. fill | 3U · 3R | sill | 1D · 1L |
| d. dean | 2D · 1L | dean | 2D · 1L |
| e. heed | 1D · 3L | heed | 1D · 3L |
| f. will | 1U · 2R | will | 1U · 2R |

- #9**
- |          |         |      |         |
|----------|---------|------|---------|
| a. each  | 3L      | leak | 2L      |
| b. mitt  | 2D · 2R | grin | 2L · 3D |
| c. fill  | 3U · 3R | leak | 2L      |
| d. lick  | 1U · 2R | leak | 2L      |
| e. least | 2U · 1R | leak | 2L      |
| f. seek  | 1U · 2R | leak | 2L      |

- A**
- |             |          |          |          |          |         |             |          |         |         |         |         |
|-------------|----------|----------|----------|----------|---------|-------------|----------|---------|---------|---------|---------|
| #1 a) leap  | b) eat   | c) pitch | d) Lynn  | e) beat  | f) lid  | #6 a) sheen | b) dim   | c) hill | d) leak | e) itch | f) rid  |
| #2 a) sick  | b) feet  | c) hid   | d) heat  | e) least | f) slip | #7 a) seep  | b) fill  | c) mill | d) grin | e) wick | f) keen |
| #3 a) wit   | b) pick  | c) ship  | d) Lynn  | e) beat  | f) lid  | #8 a) cheap | b) six   | c) dean | d) Mick | e) seal | f) neat |
| #4 a) bid   | b) steal | c) heap  | d) Lynn  | e) beat  | f) lid  | #9 a) mitt  | b) slick | c) deep | d) gin  | e) seen | f) did  |
| #5 a) chick | b) rich  | c) feast | d) wheel | e) least | f) slip |             |          |         |         |         |         |

## Chip or Cheap?



**Step 1: Student A** looks at the bottom of **Worksheet A**. There's a **long black bar** with the letter **B** printed on the left. **Student A** reads the word from **#1a**) to his partner: *sleep*.

**Step 2: Student B** looks near the **middle** of the worksheet at the **gray Box #1**. She looks at #1a. There are two words: **slip** and **sleep**. She selects the one she heard.

**Step 3: Student B** finds the small dot next to #1 in the large grid at the top of her worksheet.

She positions her pencil on the dot then reads the directions to the right of the **selected answer**, in this case, **1L – 5D**. **1L = 1 move Left, 5D = 5 moves Down**. She draws these lines on her worksheet.

**Step 4: Student A** then reads the second word (from box at the bottom) #1b: **hit**.

**Student B** sees the two words **heat** and **hit** printed in the **gray Box #1b** and decides which one was heard.

**Step 5: Student B** positions her pencil at the dot then draws the lines. She continues with the new directions: **3R** which means 3 moves Right and 1 move Down.

**Step 7: Finally, Student A** reads the last word from the **#1 set, #1c: weak**. Again, **Student B** must choose between two words: **wick** or **weak** then follows the directions for the word **weak (2L – 3D)** continue drawing the lines.

If partners were alternating with their pronunciation and listening, the next letter **L** shows the next word from the grid. If an **L** did not appear, the other had made an error.

**Step 8: Now, Student B** looks at the **long black bar** at the bottom of the worksheet and reads the words #1a (**leap**), #1b (**eat**) and #1c (**leech**) to her partner.

**Student A** must decide which of the two words he heard (**lip** or **leap**), (**eat** or **it**) and (**peach** or **pitch**). For each one, he draws the appropriate line by following the same steps as above.

**Language Target:** Working with the pronunciation of the short “i” vs. the long “ee” sounds in contrasting words such as **leap** and **leech**, **slip** and **sleep** and **fit** and **feet**.

**Setting Up:** Announce a very simple listening test either written or oral (or even in groups). Give the students the following (or similar) test:

- |          |           |
|----------|-----------|
| 1] ship  | 2] sheep  |
| 3] peach | 4] pitch  |
| 5] leap  | 6] lip    |
| 7] beat  | 8] bit    |
| 9] rich  | 10] reach |
| 11] deep | 12] dip   |

During the test, students repeat the words to get a feel for the correct pronunciation, and so they can distinguish between the pairs of words.

Then, on the board, write: **Left, Right, Up** and **Down**. Demonstrate that **2L = 2 moves Left, 3R = 3 moves Right, 1U = 1 move Up** and **4D = 4 moves Down**.

**Getting Started:** In pairs, one student receives **Worksheet A** and the other **Worksheet B**. By working together, the pair will be able to create the letters that fill in the grid at the top. To do this, they will have to be very careful about both their pronunciation and listening.

When finished, **Student A**'s grid should have the words **CHIP** and **CHEAP** and **Student B**'s worksheet should read **SLIP** and **SLEEP**.

Students should not be permitted to look at each other's worksheets.

**2.** Usually students can not spell the words out loud.

**Variation 1:** Put a little distance between partners (a lot). The classroom will get quite lively

as students shout the words to their partners.

**Variation 2:** Higher ability students read each clue only once; partners can not repeat it.

**Variation 3:** Again, with higher level learners, once the activity has been completely finished, students put the pair of words into a single sentence or question. For example:

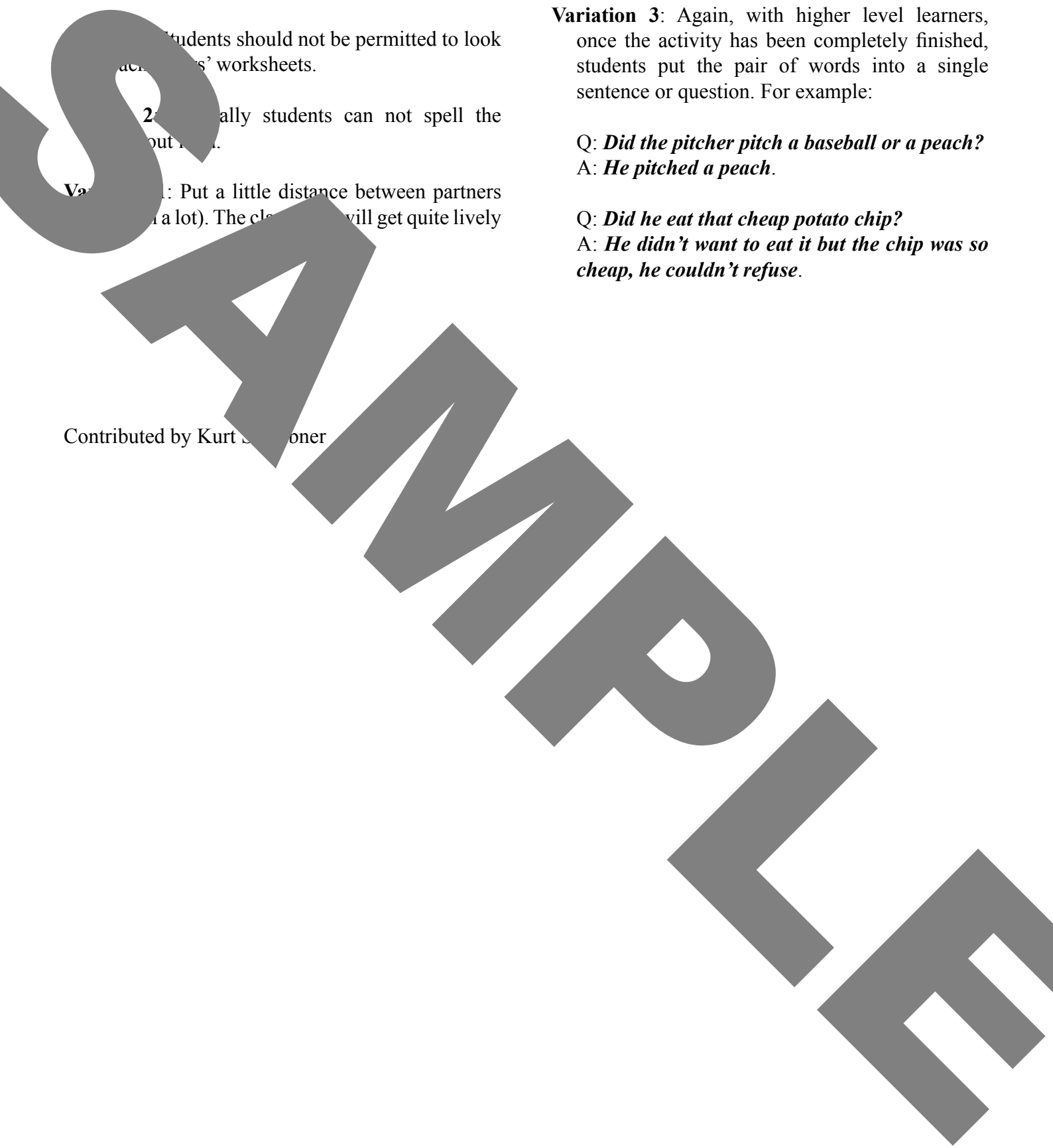
**Q: *Did the pitcher pitch a baseball or a peach?***

**A: *He pitched a peach.***

**Q: *Did he eat that cheap potato chip?***

**A: *He didn't want to eat it but the chip was so cheap, he couldn't refuse.***

Contributed by Kurt S. Stoner





# A

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|



0 Correct  
 X Not Correct


1. Once upon a time, hungry fox went looking for something to eat.
2. He came upon a crow sitting in a tree with a piece of meat in her mouth.
3. Of course, the fox wanted a meat and thought of a clever idea.
4. "Well, well well," said the fox, "you are a very beautiful bird!"
5. The crow looking at the fox, but didn't say a word.
6. "I'm sure you can sing beautiful too," the fox said with a smile.
7. "But perhaps," said the fox looking up the crow, "you can't sing at all."
8. The crow was proud of her lovely voice, so she began to sing.
9. When she open her mouth to sing, the meat dropped down to the fox.

**CODE**

- 1. = G
- 2. = L
- 3. = I
- 4. = V
- 5. = S
- 6. = E
- 7. = B
- 8. = O
- 9. = F

(I think)   X   should be   0  .

# B

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|



0 Correct  
 X Not Correct


1. Once upon a time, a hungry fox went looking for something to eat.
2. He came upon a crow sitting in a tree with a pieces of meat in her mouth.
3. Of course, the fox wanted the meat and thought of a clever ideas.
4. "Well, well well," said the fox, "you are a very beautiful bird!"
5. The crow looked at the fox, but didn't say a word.
6. "I'm sure you can sing beautiful too," the fox said with a smile.
7. "But perhaps," said the fox looking up at the crow, "you can't sing at all."
8. The crow was proud of her lovely voice, so she begin to sing.
9. When she opened her mouth to sing, the meat dropped down to the fox.

**CODE**

- 1. = C
- 2. = A
- 3. = D
- 4. = U
- 5. = E
- 6. = L
- 7. = T
- 8. = I
- 9. = X

(I think)   X   should be   0  .

# C

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|



0 Correct  
 X Not Correct

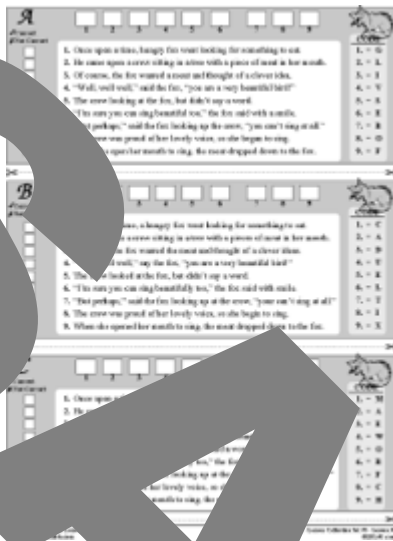

1. Once upon a time, a hungry fox went to looking for some meat.
2. He come upon a crow sitting in a tree with a piece of meat in her mouth.
3. Of course, the fox wanted the meat and thought of a clever idea.
4. "Well, well well," said the fox, "you are very beautiful bird!"
5. The crow looked at the fox, but didn't said a word.
6. "I'm sure you can sing beautifully too," the fox said with a smile.
7. "But perhaps," said the fox looking up at the crow, "you can't sing at all."
8. The crow is proud of her lovely voice, so she began to sing.
9. When she opened her mouth to sing, the meat drop down to the fox.

**CODE**

- 1. = E
- 2. = R
- 3. = F
- 4. = I
- 5. = C
- 6. = L
- 7. = T
- 8. = A
- 9. = H

(I think)   X   should be   0  .

## Clever Fox



Student ability: **Beginner to Intermediate**  
 Approximate length: **20+**  
 Number of students: **3+**  
 Preferred age/maturity: **5 ~ Adult**  
 Type of lesson: **Tri-weekly activities (3 weeks)**

\*\*\*

**Language Target:** Listening for identifying English errors including: dropping article, subject/verb agreement, singular vs. plural nouns, present vs. past tense, etc.

**Setting Up:** In class, write the following on the board:

- A: **Jim like polo more than volleyball.**
- B: **Jim likes polo more than volleyball.**
- C: **Jim likes polo more then volleyball.**

Tell the students to select the sentence they think is correct. Explain that only one sentence is correct. The other two have an error in the grammar or syntax (there are no spelling errors).

Write the following on the board: **I think (mistake) should be (correct).**

On example A above, students should say: **I think Jim like should be Jim likes.**

On example C above, students should say: **I think more then should be more than.**

**Getting Started:** In groups of three, **Section A** goes to one student, **Section B** to another and **Section C** to the third. Explain that the story is the same but the sections are different, listening is important.

Students silently read the first sentence and try to decide whether or not it is correct. It should be marked with either a **✓** or an **X** on the left side of the section for **OK** or **Not OK**.

Now students take turns reading the first sentence to each other. If a mistake is detected by any of the students she should say, for example:

***I think hungry fox should be a hungry fox.***

Another student may say: ***I think went to looking should be went looking.***

Through comparative readings, students should be able to identify which of the three sentences (Section A, B or C) is grammatically correct.

When identified, they should be able to identify the error.

Students should look to the right side of their Section for every sentence within a section, the corresponding **Code Letter**.

For example, **Section A, Sentence #1** has the corresponding **Code Letter G**, **Section B, Sentence #1** has the corresponding **Code Letter C** and **Section C, Sentence #1** has the corresponding **Code Letter M**.

Since **Section B, Sentence #1** is the correct sentence (A & C contain mistakes), students should write the **Code Letter C** in the box at the top.



After writing the corresponding **Code Letters** in the boxes at the top, students will know immediately if they have identified all of the

grammatically correct sentences.

When finished, the title should read: **CLEVER FOX**. If the title doesn't say **CLEVER FOX**, students need to return to the sentences and read them more carefully.

**Variation 1:** Gambling. Assign an imaginary amount of money to each student in the group, such as \$100.

While silently reading **Sentence #1** from their book, students bet on the sentence, they can bet that it is correct or incorrect. They can bet on the sentence they like, up to the money they have.

When two students bet that their sentence is correct, obviously one of them is wrong. They can raise their bets if they are confident.

Finally, after all bets have been taken, the

sentences are read aloud and the grammatically correct sentence is identified.

The money is then paid out to the winner. This is also true when each student claims that his/her sentence is incorrect. One of them must be correct.

**Variation 2:** Each student silently reads all nine sentences. Only three will be correct. They place either a ✓ or an X in the boxes on the right.

When finished, they read the sentences aloud, one by one to see if they have correctly identified the errors.

**Building fluency:** The story of the Clever Fox is, of course, from **Aesop's Fables**. These fables often have morals which can teach us about life. See if students know any other Aesop's Fables.

**Writing Practice:** Students write the story of the Clever Fox in their own words.

**Answers:** Select sentence code letters are:

- Sentence # 1 Section B Code Letter X
- Sentence # 2 Section A Code Letter O
- Sentence # 3 Section C Code Letter E
- Sentence # 4 Section A Code Letter V
- Sentence # 5 Section B Code Letter F
- Sentence # 6 Section B Code Letter E
- Sentence # 7 Section C Code Letter E
- Sentence # 8 Section A Code Letter O
- Sentence # 9 Section B Code Letter X

Contributed by Kurt Scheibner

A

Compound Words

1 B L 2 A C K J A C K

3 S 4 5 C

6 T 7 U P H I L L 8

9 E 10 R A I N C O A T 11 P 12 M O O N L I G H T 13

14 15 F 16 17 18 19 G 20 21 H 22 H O R S E P O W E R 23

24 25 26 27 A R M 28 C 29 30 U N D E R S T A N D 31 32 33 W

34 35 36 37 W E T S U I T 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100



20 10 8 21 36 30 9 18 17 39 1 6 15 37 29 12 2 27 19 23

38 25 3 16 35 28 13 4 24 25 14 40 5 31 34

Across

- 1. not white / not Queen or King
- 7. not down / not mountain
- 10. not snow / not jacket
- 12. not sun / not dark
- 22. not cow / not weakness
- 27. not leg / not sofa
- 30. not over / not sit
- 36. not chair fork
- 37. not dry / not tuxedo
- 38. not old / not woman

Down

- 2. not before / not midnight
- 3. not terrible / not boy
- 5. not dog / not run
- 13. not cruel / not woman
- 15. not water / not boxer
- 21. not ...
- 28. not ...
- 31. not ...
- 33. not ice ...

|   |   |
|---|---|
| <p><b>Q:</b> What's number ____ across / down?</p> <p><b>Q:</b> What's the (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>...) letter?</p> <p><b>Q:</b> Give me another hint.</p> | <p><b>A:</b> (Read the printed hints for that number.)</p> <p><b>A:</b> It's an (a, e, f, h, i, l, m, n, o, r, s, x).<br/>a (b, c, d, g, j, k, p, q, t, u, v, w, y, z).</p> |
|---|---|

# B

## Compound Words



20 10 8      21 36 30      9 18 17 39 1      6 15      37 29 12      2 2      27 19 23

38 25 3 16      35 28 13 4 24 25 14 40      5 31 34      ?

### Across

- 6. not go / not clock
- 11. not month / not night
- 16. not thumb / not screw
- 18. not low / not dark
- 23. not coffee / not mug
- 25. not lightning / not squall
- 32. not lake / not drink
- 34. not sour / not liver
- 39. not pot / not pie
- 40. not night / not dark

### Down

- 4. not work / not girl
- 8. not up / not village
- 9. not repair / not slow
- 14. not enemy / not boat
- 17. not silver / not land animal
- 24. not from / not first
- 26. not ... / not cup
- 29. not ... / not back / not
- 35. not bus / not

**Q:** What's number \_\_\_\_ across / down?

**Q:** What's the (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>...) letter?

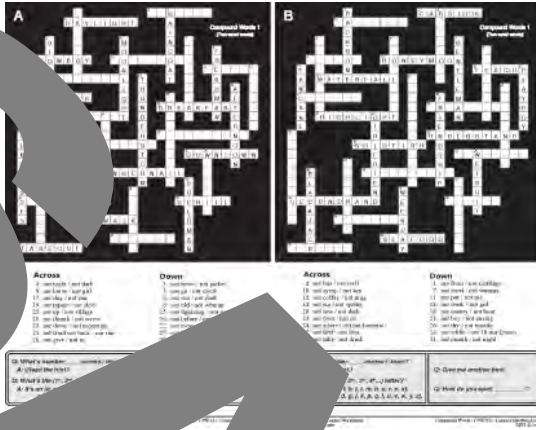
**Q:** Give me another hint.

**A:** (Read the printed hints for that number.)

**A:** It's an (a, e, f, h, i, l, m, n, o, r, s, x).

a (b, c, d, g, j, k, p, q, t, u, v, w, y, z).

## Compound Words (Crossword Puzzle)



Working with the first hint: *Not thumb*, he might ask: *Is it finger?* Student B replies: *That's right!*

If Student A can't guess the answer, he asks his partner: *Give me another hint*. The second hint is an original one not printed on the worksheet. (Examples: **We have five of them on each hand. Our feet have toes –our hands have these**, etc.).

If Student A still can't answer the question, no worries. He simply asks his partner for missing letters. He asks: *What's the first letter?* Student A replies: *It's an F.*

Still clueless, Student A asks: *What's the second letter?* Student A says: *It's an I.*

One by one, all of the letters were filled in until the first compound word was completed. Student B gets to the second part of the compound word.

The hint was *Not screw*. Student A already has the first part of the compound word **finger**. He also knows four letters remain with an I in the next square.

He may ask for another hint or simply ask: *What's the next letter after finger?* Student B replies to Student A. Eventually, the word **finger nail** is complete.

Now Student B finds a blank space and asks, for example: *What's N... Down?*

Student A sees the answer (correct) and reads the two hints printed under

**Higher ~ Advanced**  
Approximate Age: **45+**  
Number of Students: **2+**  
Preferred age group: **HS ~ Adult**  
Type of lesson: **Work Activity**

**Language Target:** Students complete crossword puzzle. Students need to ask and answer questions. Offer hints, work with regular numbers (1-2, 3) and ordinals (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>), and assist each other with spelling.

**Setting Up:** Students work in pairs. One student has **Puzzle A**, the other **Puzzle B**. One student asks the other for a hint relating to any blank answer on the printout. For example, **Student A** may ask: *What's number 16 across?* (because that answer is blank).

**Student B** looks at the answer as printed on **Puzzle B**. The answer is **finger nail**, (but she does not say the answer!). Instead, she reads the two hints printed for Number 14 Across under the puzzle: *Not thumb / not screw*.

**Student A** knows the third letter is **N** because of **afternoon** printed in Number 2 Down. He also knows the ninth letter is **I** because of **firefighter** printed in Number 15 Down.

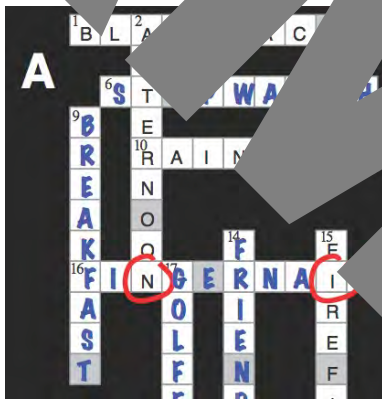
puzzle: *Not horse / not girl.*

As before, if **Student B** correctly guesses the answer, **Student A** confirms it with: *That's right.* If **Student B** has no idea, **Student A** asks her partner for other hints for each letter of the compound word.

If additional hints don't help, **Student B** asks for the first letter, second letter, etc., until **cowboy** is printed on the puzzle.

Finally, after students have completed the puzzle (in a group process), they need to write the message found in the gray box.

Students match the number of each white box to the message letter in the box of the puzzle. The puzzle letters only.



Number 1 = K, Number 2 = O, Number 6 = O, Number 9 = T, Number 10 = A, Number 14 = N, Number 15 = F and Number 16 = E.

Contributed by Kurt Scheibner

(Message bar)



When finished, the message should read: **Can you think of two or three more compound words?**

**Variation 1:** For higher ability students, prepare copies of the puzzles with no hints. Students will have to provide all of the hints themselves.

**Variation 2:** Students could be encouraged to put the compound words into a sentences.

**Variation 3:** Since some students will inevitably overhear neighboring students saying the answers, it's a good idea to stagger the starting point.

One pair begins asking for hints at the top of the worksheet. An adjacent pair begins halfway down the puzzle, yet another pair starts near the bottom.

**Other Crossword Puzzles:**

**Fictional Characters**  
(Lesson Collection Set #5 - Lesson 24a)

**Words with Silent Letters**  
(Lesson Collection Set #5 - Lesson 24b)

**Words with Silent Letters**  
(Lesson Collection Set #5 - Lesson 24d)

**Compound Words**  
(Lesson Collection Set #5 - Lesson 24e)

**Anagrams**  
(Lesson Collection Set #5 - Lesson 24f)

# The Doctor's Office

## The Doctor



1. Hello, I'm Dr. \_\_\_\_\_  
(Tell me an animal sound) (Tell me my last name)

3. Wow! That's a \_\_\_\_\_ nickname.  
(Tell me an adjective)

5. What's the \_\_\_\_\_ problem?

7. I see. What happened?

9. Well, I'm afraid I have to cut \_\_\_\_\_ out.  
(Tell me a body part)

11. Well, OK. You could try rubbing some \_\_\_\_\_ on it?  
(Tell me a material)

13. No, you should put it on with a \_\_\_\_\_  
(Tell me a material)

15. Have you tried putting \_\_\_\_\_ in your bath water?  
(Tell me a liquid)

17. Thanks. Also, you should stop \_\_\_\_\_ in \_\_\_\_\_  
(Tell me a bad habit)

19. Also, I think you should \_\_\_\_\_ around the \_\_\_\_\_ every \_\_\_\_\_  
(Tell me a sport's verb) (Tell me a famous place) (Tell me a time)

21. That's a good idea. Finally, you must eat a lot of \_\_\_\_\_  
(Tell me a snack food)

23. Of course. Call me in a week, OK?



# The Doctor's Office

## The Patient

my name is \_\_\_\_\_ but everyone calls me \_\_\_\_\_ head.  
(Tell me a flower name) (Tell me a fruit)

4. The \_\_\_\_\_ you help me?

6. I have a \_\_\_\_\_ in my \_\_\_\_\_.  
(Tell me an adjective) (Tell me a body part)

8. Yesterday, \_\_\_\_\_ into a \_\_\_\_\_.  
(Tell me a number) (Tell me something soft)

10. Oh, Doctor! Isn't there any \_\_\_\_\_?

12. Should I put it on with a \_\_\_\_\_?  
(Tell me a kitchen item)

14. OK. Is there anything else I can do?

16. What a \_\_\_\_\_ idea!  
(Tell me a positive adjective)

18. Oh, Doctor. I could never stop that!

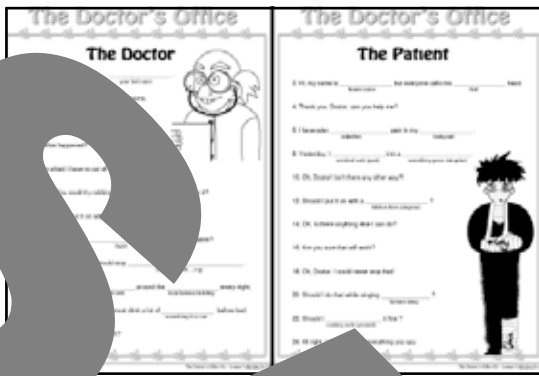
20. Should I do that while singing \_\_\_\_\_?  
(Tell me a famous song)

22. Should I \_\_\_\_\_ them first?  
(Tell me a cooking verb)

24. OK. I think you are a \_\_\_\_\_ doctor.  
(Tell me a negative adjective)



## The Doctor's Office



**Getting Started:** In pairs, one student receives the **Patient's copy** and the other receives the **Doctor's copy**.

**Step 1:** Students begin by asking their partner only for the appropriate information **to fill in the blanks**. **Note: they are not to read the sentences yet!**

**Step 1**

1. Hello, I'm Dr. \_\_\_\_\_ (Tell me an animal sound) \_\_\_\_\_ (Tell me my last name)

Starting at the top of the worksheet (line #1), **Student A** says: *Tell me an animal sound.*

**Student B** replies with something like: *Cluck cluck.*

**Student A** writes **cluck cluck** on his worksheet and says: *Tell me my last name.*

**Student B** says: *Your last name is Adams.*

**Student A** writes **Adams** on the blank line.

1. Hello, I'm Dr. **cluck cluck** **Adams**

(Tell me an animal sound) (Tell me my last name)

Students reverse roles. **Student B** says: *Tell me a flower name.*

**Student A** says something like: *Pansy.*

**Student B** writes **Pansy** on her worksheet and says: *Tell me a fruit name.*

**Student A** may say: *Kiwi fruit.*

**Note:** The more interesting the responses, the more interesting (and funny) the final dialogue of this dialogue will become.

Students continue to alternately ask each other for information to fill in the blanks and write down the responses until every blank line now has an answer.

**Language Target:** Creating a meaningful conversation between a doctor and patient while working with parts of speech, vocabulary, and singular versus plural nouns.

**Setting Up:** In front of the whole class write the following on the board:

- Tell me a fruit.**
- Tell me an animal sound.**
- Tell me a verb.**
- Tell me a singular insect.**

Encourage three or four responses for each request and write them on the board. This is also a good time to review singular vs. plural nouns.

Next, write the following on the board and help students with the meanings if they are not known:

- adjective**
- body part**
- accident verb (past tense)**
- cosmetic item (singular)**
- kitchen item (singular)**
- carpenter's tool (singular)**
- liquid**
- bad habit (with ...ing)**
- sports verb**
- cooking verb (present tense)**
- something in a can**

**Step 2:** Students now read their completed dialogues.

**Student A** (The Doctor) begins by reading #1 on his/her worksheet. For example:

*Doctor Cluck cluck Adams.*

**Student B** (The Patient) responds by reading #2 on his/her worksheet. For example:

*My name is Pansy but everyone calls me Pansy Adams at head.*

Students continue reading from their worksheets. The Doctor's whacky recommendations will be followed by the Patient's unusual requests and the Doctor's whacky recommendations.

**Variation 1:** Students (and/or the teacher) write down (and/or draw) their suggestions to the rest of the class.

**Variation 2:** The Doctors read their lines and the Patients rotate one to the right. They then read their lines. Pairs are formed. They read their suggestions.

**Variation 3:** Once students have finished this lesson and fully understand how it works, divide the class into two groups, one for the **Doctor** and one for the **Patient**.

In unison, the **Doctor group** shouts out: *Tell me an animal sound.*

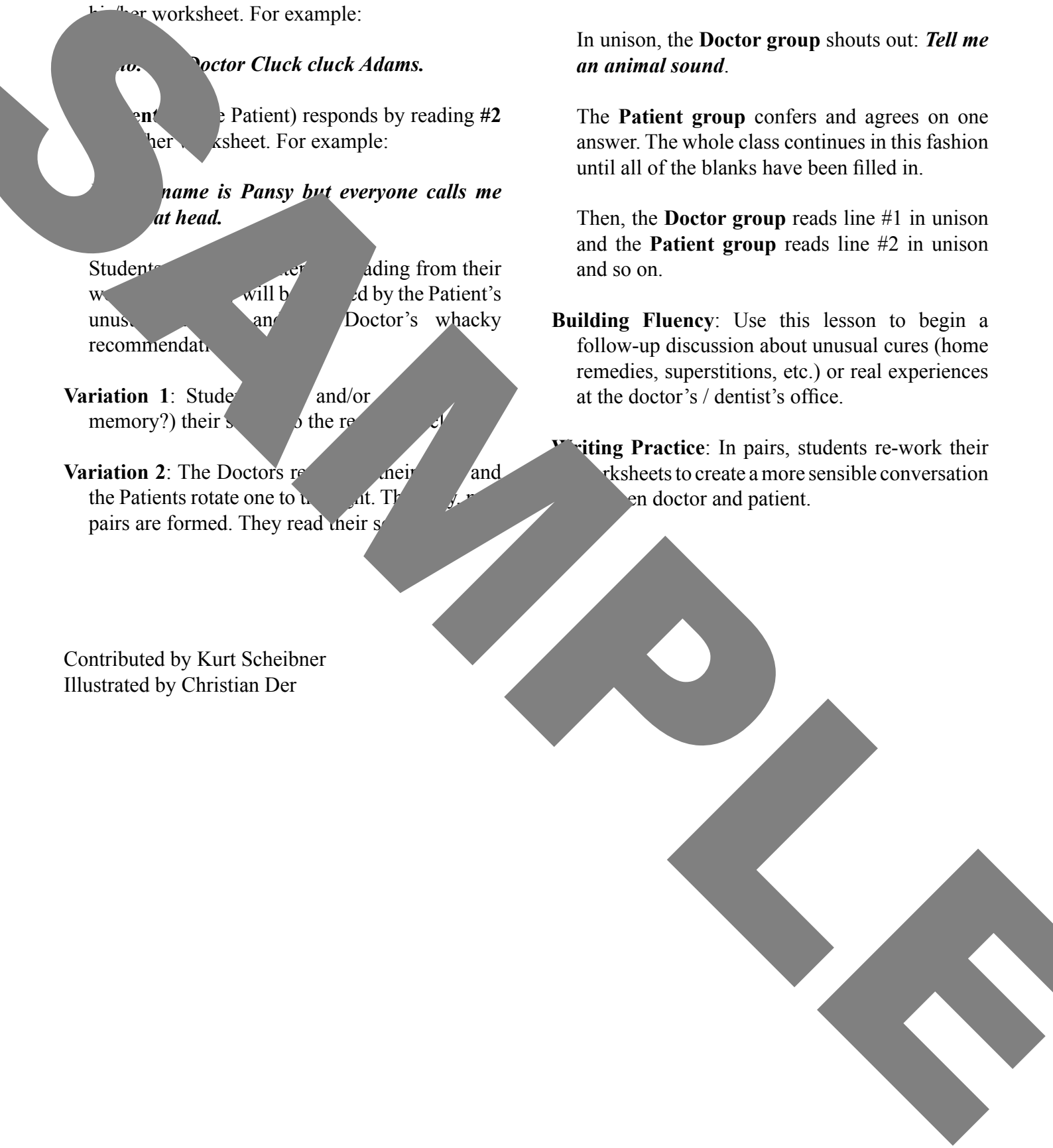
The **Patient group** confers and agrees on one answer. The whole class continues in this fashion until all of the blanks have been filled in.

Then, the **Doctor group** reads line #1 in unison and the **Patient group** reads line #2 in unison and so on.

**Building Fluency:** Use this lesson to begin a follow-up discussion about unusual cures (home remedies, superstitions, etc.) or real experiences at the doctor's / dentist's office.

**Writing Practice:** In pairs, students re-work their worksheets to create a more sensible conversation between doctor and patient.

Contributed by Kurt Scheibner  
Illustrated by Christian Der



# Do you ever...

walk in your sleep?  
talk  
sing



## 2 How often do you \_\_\_\_\_ ?

First Partner's Name: \_\_\_\_\_

Second Partner's Name: \_\_\_\_\_

|                               |                               |
|-------------------------------|-------------------------------|
| always . . . . . 100%         | always . . . . . 100%         |
| usually . . . . . 70~90%      | usually . . . . . 70~90%      |
| often . . . . . 40~60%        | often . . . . . 40~60%        |
| occasionally . . . . . 20~30% | occasionally . . . . . 20~30% |
| seldom . . . . . 10~15%       | seldom . . . . . 10~15%       |
| hardly ever . . . . . 5%      | hardly ever . . . . . 5%      |
| almost never . . . . . 1%     | almost never . . . . . 1%     |

## 1 Do you \_\_\_\_\_ ?

Y/N

Y/N

| Do you _____ ?          | Y/N | always . . . . . 100% | usually . . . . . 70~90% | often . . . . . 40~60% | occasionally . . . . . 20~30% | seldom . . . . . 10~15% | hardly ever . . . . . 5% | almost never . . . . . 1% | always . . . . . 100% | usually . . . . . 70~90% | often . . . . . 40~60% | occasionally . . . . . 20~30% | seldom . . . . . 10~15% | hardly ever . . . . . 5% | almost never . . . . . 1% | Y/N |
|-------------------------|-----|-----------------------|--------------------------|------------------------|-------------------------------|-------------------------|--------------------------|---------------------------|-----------------------|--------------------------|------------------------|-------------------------------|-------------------------|--------------------------|---------------------------|-----|
| read a newspaper        |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| give presents?          |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| have a headache?        |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| use a dictionary?       |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| get angry?              |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| send e-mail?            |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| chew gum?               |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| buy a CD?               |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| go fishing?             |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| wake up before 6:00 am? |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| talk to strangers?      |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| _____ (?)               |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |

--EXAMPLE--

Q: Do you ever walk in your sleep?

A: Yes, I do. / No, I don't.

Q: How often do you walk in your sleep?

A: I hardly ever walk in my sleep.

# Do you ever...

walk in your sleep?  
talk  
sing



## 2 How often do you \_\_\_\_\_ ?

First Partner's Name: \_\_\_\_\_

Second Partner's Name: \_\_\_\_\_

|                               |                               |
|-------------------------------|-------------------------------|
| always . . . . . 100%         | always . . . . . 100%         |
| usually . . . . . 70~90%      | usually . . . . . 70~90%      |
| often . . . . . 40~60%        | often . . . . . 40~60%        |
| occasionally . . . . . 20~30% | occasionally . . . . . 20~30% |
| seldom . . . . . 10~15%       | seldom . . . . . 10~15%       |
| hardly ever . . . . . 5%      | hardly ever . . . . . 5%      |
| almost never . . . . . 1%     | almost never . . . . . 1%     |

## 1 Do you \_\_\_\_\_ ?

Y/N

Y/N

| Do you _____ ?             | Y/N | always . . . . . 100% | usually . . . . . 70~90% | often . . . . . 40~60% | occasionally . . . . . 20~30% | seldom . . . . . 10~15% | hardly ever . . . . . 5% | almost never . . . . . 1% | always . . . . . 100% | usually . . . . . 70~90% | often . . . . . 40~60% | occasionally . . . . . 20~30% | seldom . . . . . 10~15% | hardly ever . . . . . 5% | almost never . . . . . 1% | Y/N |
|----------------------------|-----|-----------------------|--------------------------|------------------------|-------------------------------|-------------------------|--------------------------|---------------------------|-----------------------|--------------------------|------------------------|-------------------------------|-------------------------|--------------------------|---------------------------|-----|
| use a computer?            |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| wear old shoes?            |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| take a nap?                |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| tell jokes?                |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| keep a secret?             |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| crack your knuckles?       |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| go to bed after 1:00 a.m.? |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| lend money to people?      |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| lose your temper?          |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| sleep in the bath?         |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| day dream?                 |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |
| _____ (?)                  |     |                       |                          |                        |                               |                         |                          |                           |                       |                          |                        |                               |                         |                          |                           |     |

--EXAMPLE--

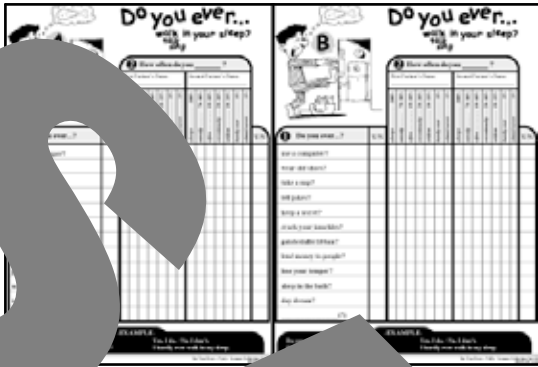
Q: Do you ever walk in your sleep?

A: Yes, I do. / No, I don't.

Q: How often do you walk in your sleep?

A: I hardly ever walk in my sleep.

## Do You Ever... ?



Student A asks Student B the first question: *Do you ever read a newspaper?*

Student B responds with either *Yes, I do*, or *No, I don't*. This response is noted with either a **Yes** or **No** in the **Y/N** column.

If Student B said *Yes*, then Student A asks the next question: *How often do you read a newspaper?*

Student B responds appropriately with something like: *I usually read a newspaper.*

Student A checks the box in the **usually** column on her worksheet.

Now Student B asks a question from his worksheet. In this fashion, students alternate between asking and answering all of the questions and keeping notes of their partner's responses.

name under **First Partner** on the worksheet. (\*Second Partner is explained in Part 2).

**Student A** asks her partner the first question: *Do you ever read a newspaper?*

**Student B** responds with either *Yes, I do*, or *No, I don't*. This response is noted with either a **Yes** or **No** in the **Y/N** column.

If **Student B** said *Yes*, then **Student A** asks the next question: *How often do you read a newspaper?*

**Student B** responds appropriately with something like: *I usually read a newspaper.*

**Student A** checks the box in the **usually** column on her worksheet.

Now **Student B** asks a question from his worksheet. In this fashion, students alternate between asking and answering all of the questions and keeping notes of their partner's responses.

**Getting Started (Part 2):** When everyone has finished, students find a new partner, but this time students work with **Worksheet A** work together as do students with **Worksheet B**. (This is important because the **combo will not work for Part 2**.)

\*Students write the name of their new partner under **Second Partner** in the right column of worksheet. They then ask questions about their new partner to their previous partner.

Let's name **Student A** **Jean** and **Student B** **Jeff**.

**Jean** asks her new partner **Jeff**: *Does Mary ever read a newspaper?* (Mary was **Student A**'s previous partner.)

**Jeff** looks at the answer from his **First Partner**. **Mary** had said **Yes**, so **Jeff** answers: *Yes, she does.*

**Jean** continues with the next question: *How often does Mary read a newspaper?*

**Language Target:** This is a vocabulary practice activity for students to practice verb phrases of frequency. Students will also practice subject/verb agreement for first person (First Partner) and third person (Second Partner).

**Setting Up:** On the board, write these words: **always, usually, often, occasionally, seldom, hardly ever and almost never**. (It may be useful to also write the percentages next to each as printed on the worksheets.)

Ask the class a simple **Do you ever...?** question such as:

*Do you ever walk in your sleep?*

When a student says: *Yes, I do*, ask the following question: *How often do you walk in your sleep?*

The student should answer with one of the words written on the blackboard:

*I occasionally walk in my sleep.*

*I seldom walk in my sleep, etc.*

**Getting Started (Part 1):** In pairs, one student receives a copy of **Worksheet A** and **Worksheet B** goes to the other. Students write their partner's

Once again, Jeff checks the information written for Mary and responds with: *She usually reads a newspaper.*

Perhaps the most commonly used adverb of frequency is **sometimes**. The reason it hasn't been included here is that it has a huge range from hardly ever to often.

**Building Fluency:** During the lesson, students ask their partners follow-up questions. For example:

*Do you ever tell jokes?*

*When was the last time you told a joke?*

*What was the joke?*

*Who did you tell the joke to?*

*Did anyone laugh?* etc.

**Note:** Some students may think **Do you ever... ?** is the same as **Have you ever... ?**

It might be a good idea to clarify this difference before getting started.

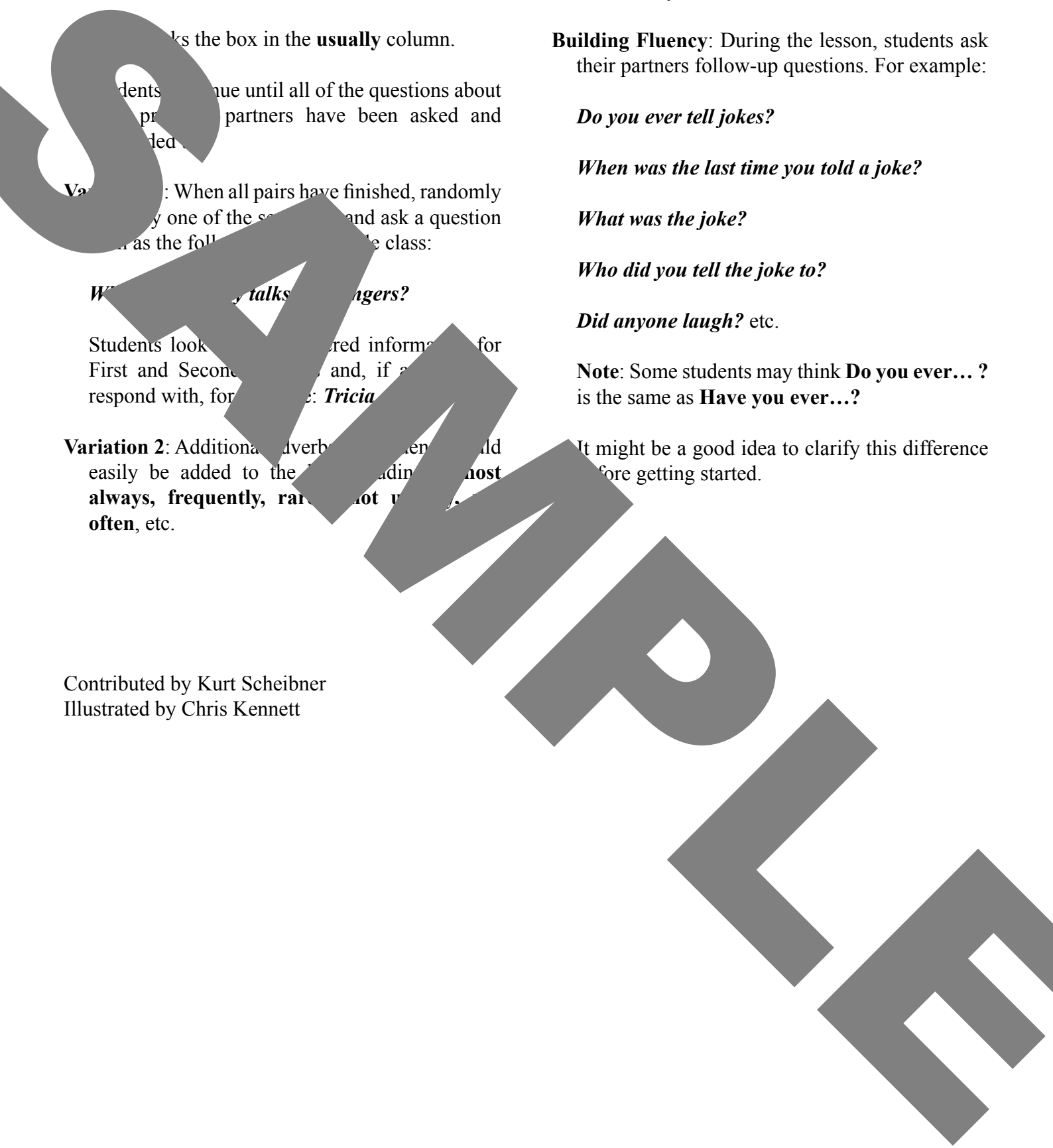
**Variation 1:** When all pairs have finished, randomly select one of the students and ask a question as the following to the class:

*When does she talk to her friends?*

Students look at the information for First and Second and, if appropriate, respond with, for example: *Tricia*

**Variation 2:** Additional adverbs that could easily be added to the reading are **most**, **always**, **frequently**, **rarely**, **not usually**, **often**, etc.

Contributed by Kurt Scheibner  
Illustrated by Chris Kennett



# Opposites

Easy Verb Pairs



stand



sit



[ \*What's the opposite of \_\_\_\_\_ ? ]

stand \_\_\_\_\_

\*eat \_\_\_\_\_ *drink*

buy \_\_\_\_\_

\*speak \_\_\_\_\_

give \_\_\_\_\_

\*enter \_\_\_\_\_

ask \_\_\_\_\_

\*live \_\_\_\_\_

remember \_\_\_\_\_

\*save \_\_\_\_\_ *spend*

begin \_\_\_\_\_

\*fill \_\_\_\_\_ *empty*

throw \_\_\_\_\_

\*push \_\_\_\_\_ *pull*

run \_\_\_\_\_

\*work \_\_\_\_\_ *play*

wash \_\_\_\_\_

\*sleep \_\_\_\_\_ *wake*

ugh \_\_\_\_\_

ne \_\_\_\_\_ *go*

leave \_\_\_\_\_

\* \_\_\_\_\_ *stop*

\_\_\_\_\_

*read* \_\_\_\_\_ *write*

teach \_\_\_\_\_

\*send \_\_\_\_\_ *receive*

love \_\_\_\_\_

\*open \_\_\_\_\_

Q: What's the (1st, 2nd, 3rd, 4th...) letter?

A: It's an (a, e, f, h, i, l, m, n, o, r, s, x).  
a (b, c, d, g, j, k, p, q, t, u, v, w, y, z).

Q: How many letters are \_\_\_\_\_ ?

A: There are \_\_\_\_\_ letters.

Q: How do you spell \_\_\_\_\_

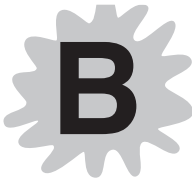


# Opposites

Easy Verb Pairs



stand



[ \*What's the opposite of \_\_\_\_\_ ? ]

stand \_\_\_\_\_ sit

\*run \_\_\_\_\_ walk

eat \_\_\_\_\_

work \_\_\_\_\_

\*buy \_\_\_\_\_

\*wash \_\_\_\_\_ dry

speak \_\_\_\_\_

sleep \_\_\_\_\_

\*give \_\_\_\_\_

\*laugh \_\_\_\_\_ cry

enter \_\_\_\_\_

leave \_\_\_\_\_

\*ask \_\_\_\_\_

\*stay / remain

live \_\_\_\_\_

shut \_\_\_\_\_

\*remember \_\_\_\_\_ forget

lose

save \_\_\_\_\_

read \_\_\_\_\_

\*begin \_\_\_\_\_ end / finish

\*teach \_\_\_\_\_ learn

fill \_\_\_\_\_

send \_\_\_\_\_

\*throw \_\_\_\_\_ catch

\*love \_\_\_\_\_ hate

push \_\_\_\_\_

open \_\_\_\_\_

Q: What's the (1st, 2nd, 3rd, 4th...) letter?

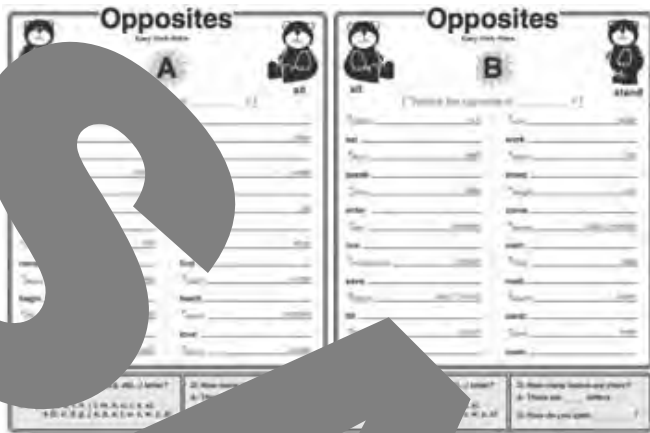
A: It's an (a, e, f, h, i, l, m, n, o, r, s, x).  
a (b, c, d, g, j, k, p, q, t, u, v, w, y, z).

Q: How many letters are there in \_\_\_\_\_ ?

A: There are \_\_\_\_\_ letters.

Q: How do you spell \_\_\_\_\_

## Easy Verb Opposites (and pairs)



Student level: **beginner to low intermediate**  
 Approximate level: **A1 to A2**  
 Number of students: **2-4**  
 Preferred age/maturity: **Adult**  
 Type of lesson: **Pair work / Activity**

**Language Target:** Pairs of opposites (and pairs) continue in the same manner until all of the word pairs) targeting easy verbs for building and simple sentence construction. Additionally, students will be working with articles (a, **an & the**) as well as ordinal numbers (**1st, 2nd, 3rd**, etc.) Answers are at the bottom of these instructions.

**Setting Up:** With the whole class, demonstrate a few opposites, for example, say: **Walk**. Students respond with: **Run**. Say: **Sit**. Students say: **Stand**. Say: **Stop**. Students say: **Go**.

**Getting Started:** In pairs, one student receives a copy of **Worksheet A** and the other a copy of **Worksheet B**. Pairs compete to be the first to finish the worksheet. Dictionaries are not allowed.

The first opposite on **Worksheet A** is **stand**. The answer is not printed there, but it is printed on **Worksheet B**. **Student B** asks: **What's the opposite of stand?**

If **Student A** knows the opposite of stand, he says: **The opposite of stand is sit.**

If **Student A** doesn't know the opposite of **stand**, he must ask questions which are printed at the bottom of both worksheets.

There are three kinds of questions: 1) asking for general hints 2) asking for the letters which spell out the answer and 3) asking for spelling.

**Student A** may ask: **How many letters are there?**

**Student B** replies: **There are three.**

If **Student A** remains stumped as to the opposite of stand, he simply asks: **What's the first letter?**

**Student B** says: **It's an S.**

**Student A:** **What's the second letter?**

**Student B:** **It's an I.**

Eventually, the word **sit** will emerge. Then students reverse roles. **Student A** asks: **What's the opposite of eat?**

**Variation:** When giving out the worksheet, use the class to play **Password**. To do this, the class is divided into three groups.

The representative from each group stands at the front of the class. The teacher whispers the word **stand** to all three students. They will try to elicit the word **sit** from the other groups.

The first student gives one word hint to his group, but all students in the other groups try to hear. She says, for example: **chair**.

His group is allowed one answer. If they say **sit**, they get **four points**. If they say **couch**, they don't get a point (plus sofa is not a verb).

Then the second representative gives a hint to her group. She may say **bench**. Her group tries to answer the password, putting **chair** and **bench** together to come up with their answer.

The group is allowed one answer. If they say **sit**, they get **three points**. If they say **couch** they don't get a point. This continues four times.

After that, the representatives return to their seats and new ones come forward and another word from the opposites list is whispered.

**Variation 2:** With higher level classes and as a warm-up exercise, read off the list before handing out the worksheets.

Students then compose opposite sentences, for example: *I sit in class all day but I stand at home in the evenings.*

*I remember my first class but I forget my third.*

**Answers: Easy Verb Opposites**

- |          |              |       |        |
|----------|--------------|-------|--------|
| stand    | sit          | run   | walk   |
| eat      | drink        | work  | play   |
| buy      | sell         | dry   | dry    |
| speak    | listen       | wake  | wake   |
| give     | take         | cry   | cry    |
| enter    | exit         | leave | remain |
| ask      | answer       | start | stop   |
| live     | die          | find  | lose   |
| remember | forget       | read  | write  |
| save     | spend        | begin | end    |
| begin    | end / finish | fill  | empty  |
| fill     | empty        | throw | catch  |
| throw    | catch        | push  | pull   |
| push     | pull         | open  | close  |

**Variation 4:** Students make simple opposite sentences, using a positive and negative structure, for example: *I love to play after school but I do NOT like to work.* -or- *When the teacher speaks, many of us do NOT listen.*

**Building Fluency:** When the class is finished, make a sentence using one of the opposite words, for example: *She spends a lot of money on clothes.*

Students reply: *She doesn't save her money.*

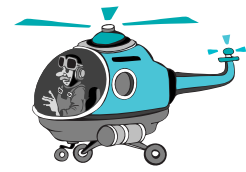
**Writing Practice:** Students write an essay or story using 1) all of the opposite pairs or 2) just the left or right side opposites from the column.

Contributed by Kurt Scheibner



# Experiences

(1)



A

Have you ever been in a police car?

- When...
- Where...
- Who...
- Who...with
- What...
- What...do
- Why...
- How...
- How long...
- How many
- / much...
- Other

--- Notes ---

Have you ever found any money?

- When...
- Where...
- Who...
- Who...with
- What...
- What...do
- Why...
- How...
- How long...
- How many
- / much...
- Other

--- Notes ---

Have you ever had a romantic relationship?

- When...
- Where...
- Who...
- Who...with
- What...
- What...do
- Why...
- How...
- How long...
- How many
- / much...
- Other

--- Notes ---

Have you ever met a famous person?

- When...
- Where...
- Who...
- Who...with
- What...
- What...do
- Why...
- How...
- How long...
- How many
- / much...
- Other

--- Notes ---

Have you ever stolen anything?

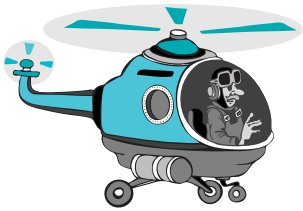
- When...
- Where...
- Who...
- Who...with
- What...
- What...do
- Why...
- How...
- How long...
- How many
- / much...
- Other

--- Notes ---

Have you ever had a bloody nose?

- When...
- Where...
- Who...
- Who...with
- What...
- What...do
- Why...
- How...
- How long...
- How many
- / much...
- Other

--- Notes ---



# Experiences

(1)



B

Have you ever ridden in a helicopter?

- When...
- Where...
- Who...
- Who...with
- What...
- What...do
- Why...
- How...
- How long...
- How many
- / much...
- Other

--- Notes ---

Have you ever lost any money?

- When...
- Where...
- Who...
- Who...with
- What...
- What...do
- Why...
- How...
- How long...
- How many
- / much...
- Other

--- Notes ---

Have you ever eaten insects?

- When...
- Where...
- Who...
- Who...with
- What...
- What...do
- Why...
- How...
- How long...
- How many
- / much...
- Other

--- Notes ---

Have you ever hit anyone in anger?

- When...
- Where...
- Who...
- Who...with
- What...
- What...do
- Why...
- How...
- How long...
- How many
- / much...
- Other

--- Notes ---

Have you ever broken a bone?

- When...
- Where...
- Who...
- Who...with
- What...
- What...do
- Why...
- How...
- How long...
- How many
- / much...
- Other

--- Notes ---

Have you ever almost died?

- When...
- Where...
- Who...
- Who...with
- What...
- What...do
- Why...
- How...
- How long...
- How many
- / much...
- Other

--- Notes ---

## Experiences 1



Number of lessons: \_\_\_\_\_  
 Preferred age/level: \_\_\_\_\_  
 Type of lesson: \_\_\_\_\_  
 \*

**Language Target:** Working with **Simple Past** tense questions (**Have you ever...?**), with follow-up **Simple Past** tense answers, taking notes, experiences, note taking and reporting.

**Setting Up:** Prepare the class by encouraging students to ask the teacher a **Have you ever...?** question.

If they need a little assistance asking a question, write one of the following (or one of your own) on the board:

- Have you ever lost your wallet?**
- Have you ever touched an elephant?**
- Have you ever paddled a canoe?**
- Have you ever stayed in bed for 24 hours?**
- Have you ever had a really bad nightmare?**
- Have you ever been badly sunburned?**
- Have you ever been on TV? Etc.**

Help students formulate **follow-up questions** through demonstration.

\*For a partial list of typical follow up questions, see the note at the end of these instructions.

**Getting Started:** In pairs, one student receives a copy of **Worksheet A** and the other receives a copy of **Worksheet B**.

**Student A** asks one of the questions from the Worksheet. For example:

*Have you ever found any money?*

**Student B** responds with either: *Yes, I have* or *No, I haven't*.

If the response is **Yes**, **Student A** continues asking follow-up questions to learn more about **Student B's** experience. She may ask, for example:

- How much money did you find?*
- Where did you find it?*
- What did you do with the money?*
- Why didn't you ... ?*
- Did you ever find money another time? etc.*

**Note:** Students shouldn't rush through these questions. They should dig for information and get as many details as possible about each experience.

It's okay if this one question takes ten minutes or more. The point is that students are communicating together in English.

**Student A** writes (complete sentences?) in on the sheet of paper.

If **Student B** is tired with the question, then **Student A** asks another question from the worksheet OR asks an original **Have you ever...?** question.

Remind students to ask more interesting the question, then more interesting the answer.

Alternating between interviewer and interviewee, students work their way through the sheets on the worksheets.

**Variation 1:** With lower-ability students, do not hand out the worksheets at first. Give the class a whole one of the **Have you ever...?** questions and focus in on those who say **Yes** by asking a several **follow-up questions**.

(The teacher can help the students with the wording of the questions.)

**Variation 2:** With higher-ability students, tell them to target one (or more) of the questions and to interview their partner at length then convert the interview into a report.

... could be told to a different student ... practicing third person voice.

... finished with the worksheets (or ...), group all of the students who ... with **Yes** for each question.

... groups, students discuss their common experiences.

\*Answer the following questions.

When did it happen?

How did it go for you?

Where did it happen?

Who were you with?

What did you do?

What did you say?

What time / season / month?

How long were you there?

Why did you do that?

Who did you tell?

How did you feel?

What happened next?

**Variation 4:** This is a great way for students to see the more 'human' side of their teacher. Divide the class into two groups, one with **Worksheet A** and the other with **Worksheet B**. Students interview the teacher (and keep notes).

They will be immensely interested in your answers and without knowing it, they'll be pushing themselves as far as they can in English just to learn the details.

**Writing Practice:** Students pick any one (or more) of their partner's experiences and convert the notes into a story (which could be read to the whole class).

Contributed by Kurt Scheibner



# The First Time

Write the first

| When?   | Notes & Details  |
|---|--|
| <i>The first time he / she ... was when he / she was: in junior high school. a high school student. 8 years old, etc.</i> | <i>Who did you... , What did you... , When did you... , Where did you... , Why did you... , How did you... , How long did you... , How much / many did you... , Who did you... with, Which _____ did you... , etc.</i> |
| 1. ... ?  |  |
| 2. ... a museum?  |  |
| 3. drank alcohol?   |  |
| 4. ordered a pizza by phone?  |  |
| 5. used your passport?  |  |
| 6. talked to a police officer?  |  |
| 7. stayed up all night?   |  |
| 8. sent an email?   |  |
| 9. talked to a foreigner?   |  |
| 10. had a pet?  |  |

SAMPLE

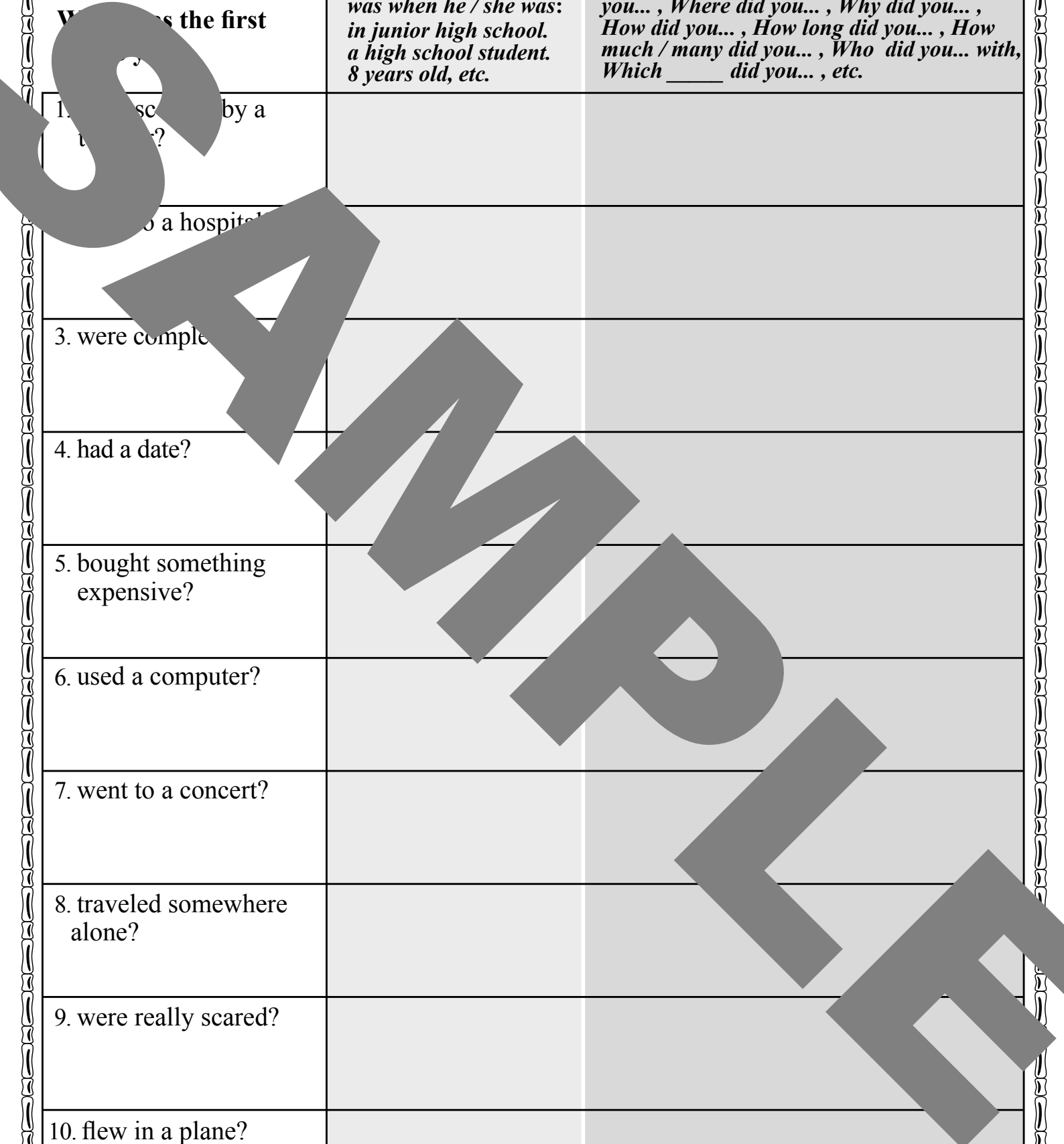




# The First Time

Write the first

|                                | When?   | Notes & Details  |
|--------------------------------|---|--|
|                                | <i>The first time he / she ... was when he / she was: in junior high school. a high school student. 8 years old, etc.</i> | <i>Who did you... , What did you... , When did you... , Where did you... , Why did you... , How did you... , How long did you... , How much / many did you... , Who did you... with, Which _____ did you... , etc.</i> |
| 1. ... by a                    |   |  |
| 2. ... to a hospital           |   |  |
| 3. were comple                 |   |  |
| 4. had a date?                 |   |  |
| 5. bought something expensive? |   |  |
| 6. used a computer?            |   |  |
| 7. went to a concert?          |   |  |
| 8. traveled somewhere alone?   |   |  |
| 9. were really scared?         |   |  |
| 10. flew in a plane?           |   |  |



## The First Time



Student: *When did you begin to roller skate?*  
Teacher: *When did you begin to roller skate?*  
Student: *When did you begin to roller skate?*  
Teacher: *When did you begin to roller skate?*

**Language Target:** Questions and answers in the **simple past tense** (as well as other expressions of time) to begin a discussion about when your partner first did something.

**Setting Up:** Encourage one of the students to ask the teacher: *When was the first time you bought something?* For example:

*When was the first time you bought a car?*

*When was the first time you roller skated?*

*When was the first time you used chopsticks?*

After each question, other students ask **follow-up questions**. The first example could sound like this:

Student: *When was the first time you bought a car?*

Teacher: *The first time I bought a car was when I was 18 years old.*

Student: *What kind of car was it?*

Teacher: *It was a Honda.*

Student: *What color was it?*

Teacher: *It was navy blue.*

Student: *Was it new or used?*

Teacher: *It was used.*

Student: *How much did it cost?*

Teacher: *It cost \$7,000 – it was in really good condition and only had 55,000 miles on it.*

Student: *What model was it?*

Teacher: *It was a hatchback.*

Student: *Where did you buy it?*

Teacher: *I bought it from my neighbor.* Etc.

Depending on the English ability of the students, it may be a good idea to review some of the possible answers in the **When?** column. The answers should all begin with:

*The last time I \_\_\_ was ...*

*when I was years old.*

*when I was in elementary school.*

*when I was a high school student.*

*when I was on the tennis team.* Etc.

If a student has never done what the question asks, the answer should be: *I have never \_\_\_.*

In this case, students are encouraged to create a different question to get a positive response.

**Getting Started:** Pairs, one student receives a copy of Worksheet A and the other receives Worksheet B.

Students take turns asking each other the questions on the worksheets and writing the answers of their partner's answers in the **When?** and **Notes & Details** columns.

**Note 1:** It may be a good idea to shuffle the Q&As so that all pairs do not begin with the same question.

**Note 2:** Explain that the purpose of this lesson is not to finish all of the questions, but to thoroughly discuss some of the questions and to ask a lot

of follow-up questions to get as many details as possible from one's partner.

**Variation 1:** To practice with third person pronouns, the pairs split apart and two **Worksheet A** and two **Worksheet B** students form

the ask questions about the former's. The answers, of course, are supplied by the partner taken during the previous questioning.

**Variation 2:** Since there is a lot of space for taking, encourage to continue their notes on the partner.

**Variation 3:** Allow any students, rather than do this lesson work activity and out only one **Worksheet A** and one **Worksheet B** to the whole class.

Students take turns asking each other questions (and/or adding questions not printed) while the teacher monitors.

This is an excellent way for students to learn about the teacher, as a real person, rather than as their language teacher.

Also, doing the activity in this way enables the teacher to closely monitor and assist students with the wording of their questions.

**Building Fluency:** Students select one of the more interesting answers from the worksheet and, with the whole class listening, converts the answer into a descriptive narrative.

This can often be rewarding as students learn of some humorous, interesting or frightening experiences that one of their classmates has had.

Afterward, other students could be encouraged to ask the narrator questions about the partner's experience. If the narrator doesn't know the answer, he / she should ask the former partner.

\*A partial list of typical follow-up questions: Not all of these questions are appropriate for all of the **Have you ever...?** questions.

- When did it happen?
- How old were you?
- Where did it happen?
- Who were you with?
- What did you do?
- How much did you find?

- Why did you say that?
- How long was it?
- What was it like?
- Who did you tell?
- What happened next?

Contributed by Kurt Scheibner



# HOMOPHONES #1



|                   | Answer A | Answer B |
|-------------------|----------|----------|
| 1. mice           | _____    | _____    |
| 2. the            | _____    | _____    |
| 3. put            | _____    | _____    |
| 4. animal         | _____    | _____    |
| 5. a small bit    | _____    | _____    |
| 6. a color        | _____    | _____    |
| 7. to exist       | _____    | _____    |
| 8. a kind of boat | _____    | _____    |
| 9. steak          | _____    | _____    |

| Hint                 | Answer A | Answer B |
|----------------------|----------|----------|
| 10. a small number   | _____    | _____    |
| 11. shut, not open   | _____    | _____    |
| 12. a luxury room    | _____    | _____    |
| 13. not lower        | _____    | _____    |
| 14. is familiar with | _____    | _____    |
| 15. an insect        | _____    | _____    |
| 16. take something   | _____    | _____    |
| 17. 60 minutes       | _____    | _____    |
| 18. a hot drink      | _____    | _____    |

Please give me another hint.

Give me another hint, please.



# HOMOPHONES #1



| Hint                | Answer A | Answer B |
|---------------------|----------|----------|
| 1. stories          | _____    | _____    |
| 2. a wild rabbit    | _____    | _____    |
| 3. someplace?       | _____    | _____    |
| 4. special person   | _____    | _____    |
| 5. not war          | _____    | _____    |
| 6. used for bread   | _____    | _____    |
| 7. an insect, honey | _____    | _____    |
| 8. discount price   | _____    | _____    |
| 9. get together     | _____    | _____    |

| Hint                 | Answer A | Answer B |
|----------------------|----------|----------|
| 10. finished on top  | _____    | _____    |
| 11. what we wear     | _____    | _____    |
| 12. not bitter       | _____    | _____    |
| 13. employ someone   | _____    | _____    |
| 14. face part        | _____    | _____    |
| 15. uncle's wife     | _____    | _____    |
| 16. strong metal     | _____    | _____    |
| 17. belongs to us    | _____    | _____    |
| 18. golf ball holder | _____    | _____    |

Please give me another hint.

Give me another hint, please.



## Homophones 1 (easy)



Student ability: **Beginner to low intermediate**  
Approximate length: **40+**  
Number of students: **2+**  
Preferred age/maturity: **5 ~ Adult**  
Type of lesson: **Pair work, activity**

\*\*\*\*\*

**Language Target:** Word association, vocabulary building, spelling and listening with working with homophones.

**Setting Up:** Begin the class by defining the word homophone and offer a few examples such as **meat & meet, break & brake, plane & plain** and **hear & here**.

Encourage students to think of other homophones and say them aloud.

Next, demonstrate the method of offering hints to arrive at a pair of homophones. For example, say the following word (and/or write it on the board):

**Ocean**

Students offer synonyms such as **lake, sea** and **large**. Then say (and write) the following:

**Look**

Again, students offer synonyms such as **gaze, stare, see, witness, watch**, etc.

Explain that the goal is to think of two words with the same sound (but different spellings) that identify the two words **Ocean** and **Look**.

With a little coaching, students should be able to arrive at the words **sea (ocean)** and **see (look)**. The answers have exactly the same sound, but they have different meanings and spellings.

**Getting Started:** In pairs, one student receives the top half of the **Worksheet A** and the other the bottom half of **Worksheet B**.

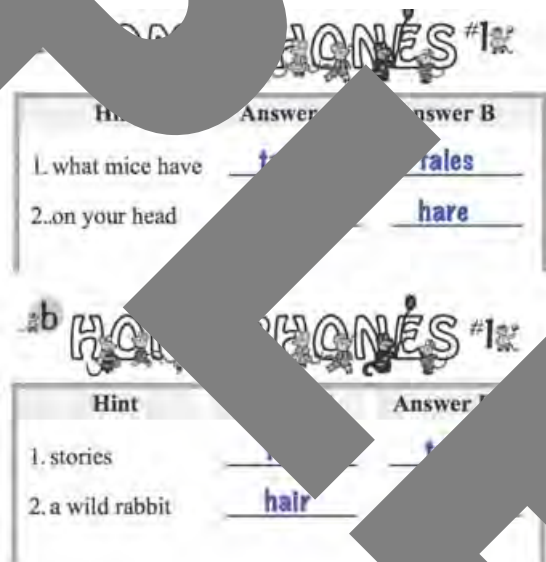
Student A reads: *What mice have.*

Student B reads the first hint: *Stories.*

In order to arrive at the homophones, students must listen carefully to their partners. These are the two hints: **What mice have** and **Stories**.

**neither student has the answer**, they must think through the hints to find a common answer.

The answer is **tales**. [Because mice have tails / tales.]



Now they move on to Number 2 and repeat the process.

Student A reads: *On your head.*

Student B reads: *A wild rabbit.*

Hopefully, they will arrive at the two words **hair** (on your head) and **hare** (a wild rabbit).

The students continue through the worksheet until all 18 pairs of homophones are finished.

If students don't know the meaning or spelling, encourage them to use a dictionary.

**Variant 2:** Make this lesson competitive; pairs of students race against other pairs to be the first to identify all of the homophones.

**Variant 3:** Teams compete against other teams as fast as possible to identify as many homophones as they can within a set time period.

**Building Fluency:** In pairs or small groups, students create sentences using the homophones.

For example: **He tells many tales about monkey tails.**

**The hare's hair is brown.**

**Only one team won the contest.**

**Writing Practice:** Students use the homophones to compose sentences or even paragraphs. For a real challenge, students could use all of the homophones in a single story.

- |          |            |         |
|----------|------------|---------|
| 1. tail  | 11. close  | clothes |
| 2. hair  | 12. suite  | sweet   |
| 3. hare  | 13. higher | hire    |
| 4. here  | 14. knows  | nose    |
| 5. here  | ant        | aunt    |
| 6. floor | steak      | stake   |
| 7. hour  | hour       | our     |
| 8. sale  | 18. tee    | tee     |
| 9. meet  |            |         |

Contributed by Kurt Scheibner

# VENDING MACHINGLISH

**I did, too!**

**A**

This morning, I woke up at 7:30.  
When I was younger, I liked running.  
Last night, I had a party for dinner.

Me too!  
So did I!  
I died, too! } I didn't.

Last week, I had a cold.  
I didn't read the newspaper.  
Two days ago, I didn't study hard.

Me neither.  
I didn't either.  
Neither did I. } I did.

**Make a Statement**

**Statement**

**Make a Statement**

1. A few days ago, I \_\_\_\_\_
2. One day last week, I \_\_\_\_\_ Friday at midnight, I \_\_\_\_\_
3. This morning at 5:30, I \_\_\_\_\_ last of last month, I \_\_\_\_\_
4. About a month ago, I \_\_\_\_\_ On my birthday, I \_\_\_\_\_
5. In December of 2012, I \_\_\_\_\_
6. Last Valentine's Day, I \_\_\_\_\_
7. A couple of weeks ago, I \_\_\_\_\_ day \_\_\_\_\_ day, I \_\_\_\_\_
8. Around 11:00 last night, I \_\_\_\_\_
9. Sometime last summer, I \_\_\_\_\_
10. One week before last, I \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_ 27th, I \_\_\_\_\_
16. \_\_\_\_\_
17. A few weeks ago, I \_\_\_\_\_
18. Just an hour ago, I \_\_\_\_\_

- |                           |                          |                          |
|---------------------------|--------------------------|--------------------------|
| a. got a speeding ticket. | g. lost my wallet.       | m. sneezed _____ times.  |
| b. didn't sleep at all.   | h. didn't speak English. | n. didn't take a bath.   |
| c. broke my arm.          | i. didn't go anywhere.   | o. had a toothache.      |
| d. didn't eat anything.   | j. played the piano.     | p. received six e-mails. |
| e. started a diet.        | k. forgot my name.       | q. didn't drink wine.    |
| f. bought a new watch.    | l. felt romantic.        | r. wrote in my diary.    |

# VENDING MACHINGLISH

**I did, too!**

**B**

This morning, I woke up at 7:30.  
When I was younger, I liked running.  
Last night, I \_\_\_\_\_ for dinner.

Me too!  
So did I!  
I died, too! } I didn't.

Last \_\_\_\_\_ a cold.  
I didn't \_\_\_\_\_ the newspaper.  
\_\_\_\_\_ ago \_\_\_\_\_ study hard.

Me neither.  
I didn't either.  
Neither did I. } I did.

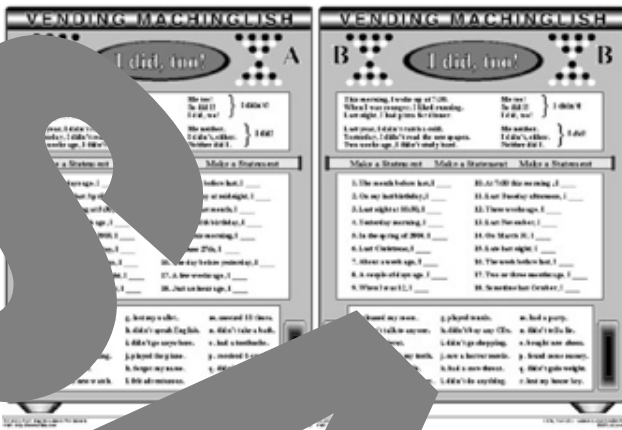
**Make a Statement      Statement      Make a Statement**

- The month before \_\_\_\_\_, I \_\_\_\_\_
- On my last birthday, I \_\_\_\_\_ Tuesday afternoon, I \_\_\_\_\_
- Last night at 10:30, I \_\_\_\_\_ three weeks ago, I \_\_\_\_\_
- Yesterday morning, I \_\_\_\_\_ Last Night \_\_\_\_\_ I \_\_\_\_\_
- In the spring of 2011, I \_\_\_\_\_
- Last Christmas, I \_\_\_\_\_
- About a week ago, I \_\_\_\_\_
- A couple of days ago, I \_\_\_\_\_
- When I was 12, I \_\_\_\_\_
- \_\_\_\_\_ at 7:00 this morning, I \_\_\_\_\_
- \_\_\_\_\_ Tuesday afternoon, I \_\_\_\_\_
- \_\_\_\_\_ three weeks ago, I \_\_\_\_\_
- \_\_\_\_\_ Last Night \_\_\_\_\_ I \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ night,
- \_\_\_\_\_ the week \_\_\_\_\_ I \_\_\_\_\_
- Two or three months ago \_\_\_\_\_
- Sometime last October \_\_\_\_\_

- |                           |                        |                        |
|---------------------------|------------------------|------------------------|
| a. cleaned my room.       | g. played tennis.      | m. went to a party.    |
| b. didn't talk to anyone. | h. didn't buy any CDs. | n. didn't _____.       |
| c. got a haircut.         | i. didn't go shopping. | o. bought new shoes.   |
| d. didn't brush my teeth. | j. saw a horror movie. | p. found some money.   |
| e. cut my fingernails.    | k. had a sore throat.  | q. didn't gain weight. |
| f. didn't have any money. | l. didn't do anything. | r. lost my house key.  |



## I Did, Too!



Student level: **beginner/intermediate**  
 Approximate number of students: **10-15**  
 Preferred age/maturity: **Adult**  
 Type of lesson: **Pair work/Activity**

**Language Target:** Working with rejoinders of **did** and **did not**.

**Setting Up:** Begin by introducing the basic rejoinder forms for the verb **did**. On the board, draw the following:



**Me, too.**  
**So did I.**  
**I did, too.**

**I didn't!**



**I didn't either.**  
**Neither did I.**  
**Me neither.**

**I did!**

Make a statement such as: ***I ate breakfast this morning.*** Students respond with any of the three positive (happy face) rejoinders written under the smile: **Me, too. So did I. I did, too.**

Try other statements to elicit similar rejoinders of agreement.

Now offer a negative statement such as: ***Last night, I didn't watch TV.*** Students reply using any of the negative rejoinders under the frowning face: **I didn't either. Neither did I. Me Neither.**

If necessary, try a few more statements for students to agree in the negative form. For

example: ***I didn't wake up at 4:30 this morning. I didn't buy a new house last year,*** etc.

Disagreeing with positive and negative statements. Point to the smiling face and make a positive statement such as: ***I read three books last week.***

Students who disagree with that opinion reply with the rejoinder: ***I didn't.***

Try a few more. ***Yesterday, I brushed my teeth 22 times. I ran to school today. I kissed a frog last week.***

Most students will disagree and say: ***I didn't!***

Now make negative statements to which most students will disagree. ***I didn't take a bath last month. I didn't sleep last night. I didn't like ice cream when I was a child,*** etc.

When most students will disagree with the statement and say the rejoinder: ***I did!***

Occasionally mixed dialogue may appear and

Student A: ***I killed a snake this morning.***

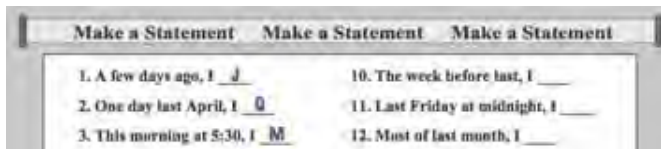
Student B: ***I did!***  
 Student C: ***I didn't.***  
 Student D: ***Neither did I.***  
 Student E: ***I did!***

**Getting Started:** Each student receives a copy of the worksheet.

**Step 1 - Randomize:** Important: students only randomize the sequence — they should not read the sentences.

It will go very fast and sound something like this:

Student A: ***Tell me a letter.***  
 Student B: ***J.***  
 Student A: ***Tell me another letter.***  
 Student B: ***Q.***  
 Student A: ***Tell me another letter.***  
 Student B: ***M.*** etc.



Now Fumi **reads all of the statements** on her worksheet and her **group mates quickly reply with honest rejoinders.**

**Variation 1:** Only the teacher has a worksheet. Students randomize the letters. Then the teacher reads the list while students offer rejoinders.

**Variation 2:** One student reads a statement from the worksheet using his partner's name. For example: ***On June 27th, Michelle didn't have a toothache.***

Then others make appropriate rejoinders – but, no two identical rejoinders can be said in a row. The progression could sound like this:

***On June 27th, Michelle didn't have a toothache. Neither did I.***  
***Me neither.***  
***I did!***  
***So did I!***  
***Michelle didn't!*** Etc.

**Eng Fluency:** When finished, ask a few **Who...** questions such as ***Who didn't eat anything a few days ago?*** The rejoinder in this case moves to the person who said ***Michelle didn't.***

***Michelle didn't eat anything a few days ago?***  
***Michelle didn't!***  
***Who else didn't eat anything a few days ago?***

Continue until all of the letters from **A ~ R** have been assigned and **Student A** has written a statement on the short blank lines in the **Make a Statement** worksheet.

Students switch roles and assign the randomized letters to the partner's list of statements.

**Step 2:** Now each student forms **one group** of four students. Student A begins reading the first statement using the randomized letter for the action.

For example, the letter **J** might be assigned to the first statement. Fumi reads: ***A few days ago, I played the piano.***

The other three students offer appropriate rejoinders such as: ***So did I, I did, too, Me, too.***

Fumi then reads the second statement. If the random letter was **Q**, the statement becomes: ***One day last April, I didn't drink wine.*** Others offer honest rejoinders.

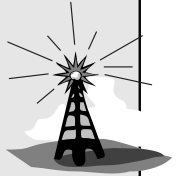
Contributed by Kurt Scheibner



# Important Discoveries

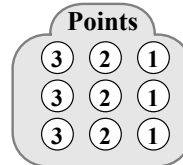
Who were radio waves discovered by?

They were discovered by Gustav Reynolds, **Guglielmo Marconi** or Valérie Aquiles?  
They were discovered in 1833, 1871 or **1900**?  
They were discovered in **Italy**, Spain or Russia?



Who was the polio vaccine discovered by?

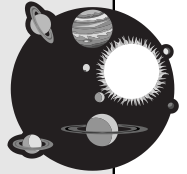
It was discovered by \_\_\_\_\_, wasn't it?  
It was discovered in \_\_\_\_\_, wasn't it?  
It was discovered in \_\_\_\_\_, wasn't it?



Sub Total

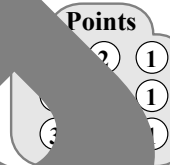
3 Who was Pluto discovered by?

Was it discovered by **Gerhard Kuiper**, **Peter van der Kuip**, **Walter L. Geraschworn**, **Winston Cray** or **Clyde W. Tombaugh**?  
Was it discovered in 1930, 1934, 1938 or **1930**?  
Was it discovered in the **USA**, Canada or the UK?



4 Who was the structure of DNA discovered by?

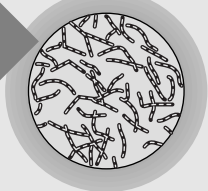
It was discovered by \_\_\_\_\_, wasn't it?  
It was discovered in \_\_\_\_\_, wasn't it?  
It was discovered in \_\_\_\_\_, wasn't it?



Sub Total

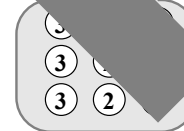
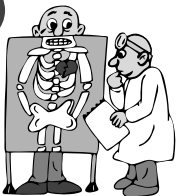
5 Who was Penicillin discovered by?

Was it discovered by **Alexander Fleming**, Philip Meyers or Josaphene J.  
Was it discovered in **1929**, 1948 or 1955?  
Was it discovered in Canada, the **UK** or the USA?



6 Who was Radium discovered by?

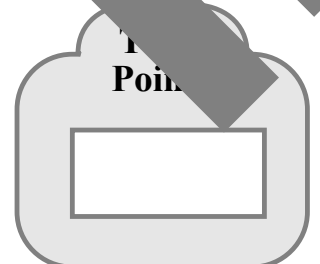
It was discovered by \_\_\_\_\_, wasn't it?  
It was discovered in \_\_\_\_\_, wasn't it?  
It was discovered in \_\_\_\_\_, wasn't it?



Sub Total

## Useful Language

Could you say that again, please?  
Would you repeat that, please?  
Please say the (first, second, third) one again.  
How do you spell \_\_\_\_\_?



# B

# Important Discoveries

**Who were radio waves discovered by?**

They were discovered by \_\_\_\_\_, weren't they?

They were discovered in \_\_\_\_\_, weren't they?

They were discovered in \_\_\_\_\_, weren't they?

| Points |   |   |
|--------|---|---|
| 3      | 2 | 1 |
| 3      | 2 | 1 |
| 3      | 2 | 1 |

Sub Total

**Who was the polio vaccine discovered by?**

Was it discovered by **Beedle**, Karl Fletcher or **Jonas Salk**?

Was it discovered in \_\_\_\_\_ 1955 or 1964?

It was discovered in the \_\_\_\_\_, Germany or the USA?



**3** **Who was Pluto discovered by?**



It was discovered by \_\_\_\_\_, wasn't it?

It was discovered in \_\_\_\_\_, wasn't it?

It was discovered in \_\_\_\_\_, wasn't it?

| Points |   |   |
|--------|---|---|
| 3      | 2 | 1 |
| 3      | 2 | 1 |
| 3      | 2 | 1 |

Sub Total

**4** **Who was the structure of DNA discovered by?**

Was it discovered by **Watson & Crick**, Spence & Muller or **James Watson**?

Was it discovered in **1953**, 1961 or 1977?

Was it discovered in the USA, the UK or Belgium?



**5** **Who was Penicillin discovered by?**



It was discovered by \_\_\_\_\_, wasn't it?

It was discovered in \_\_\_\_\_, wasn't it?

It was discovered in \_\_\_\_\_, wasn't it?

|   |   |   |
|---|---|---|
| 3 | 2 | 1 |
| 3 | 2 | 1 |
| 3 | 2 | 1 |

Sub Total

**6** **Who was Radium discovered by?**

Was it discovered by Wilhelm Roentgen, Stephan Endermill or **Marie Curie**?

Was it discovered in 1857, **1898** or 1911?

Was it discovered in **France**, the UK or Germany?



## Useful Language

Could you say that again, please?

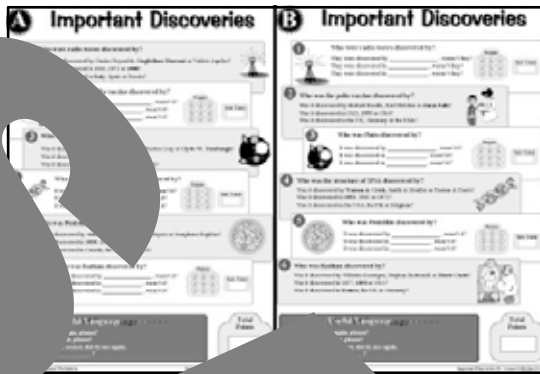
Would you repeat that, please?

Please say the (first, second, third) one again.

How do you spell \_\_\_\_\_?

| Points               |
|----------------------|
| <input type="text"/> |

## Important Discoveries



|                          |          |              |
|--------------------------|----------|--------------|
| Student: _____           | Beginner | Intermediate |
| Number of lessons: _____ |          |              |
| Number of pages: _____   |          |              |
| Preferred age: _____     |          |              |
| Type of lesson: _____    |          |              |

**Language Target:** Past tense passive voice tag questions.

**Setting Up:** Prior to class, prepare a few questions with the passive voice, e.g.:

Teacher: *Who was the law of gravity discovered by? Was it discovered by a) Isaac Newton, b) Galileo or c) Charles Darwin?*

Student A: *It was discovered by Galileo, wasn't it?*

Teacher: *Sorry. That's incorrect. Anyone else?*

Student B: *It was discovered by Charles Darwin, wasn't it?*

Teacher: *Sorry. Does anyone else have a guess?*

Student C: *It was discovered by Isaac Newton, wasn't it?*

Teacher: *That's right. You get one point. Now, when was the law of gravity discovered? Was it discovered in a) 1492? b) 1812 or c) 1687?*

As before, students guess the answer using tag questions. *It was discovered in 1812, wasn't it?*

Once they have the correct answer (1687), the teacher asks the final question.

*Where was the law of gravity discovered? Was it discovered in a) Greece, b) England or c) Poland?*

Student D: *It was in England, wasn't it?*

Teacher: *That's right. You get one point!*

**Getting Started:** In pairs, one student receives **Worksheet A** and the other **Worksheet B**. They need to look at the bottom left of the worksheet – **Useful Language**. As a class, these should be reviewed.

To begin, **Student A** asks the first set of questions: *Who were radio waves discovered by? Were they discovered by Gustav Reynolds, Guglielmo Marconi or Valérie Aquiles?* (The correct answer is in bold type.)

**Student B** makes a guess and says: *They were discovered by \_\_\_\_\_, weren't they?*

**Student A** replies with an appropriate **Yes** or **No** depending on the answer.

If **Student B** guessed correctly the first time, she gets **one point**. If the second guess is correct, she gets **two points** and if the third guess is correct, she gets **three points**.

Now **Student A** moves on to the **second question**: *Were they discovered in 1833, 1871 or 1900?*

Again, **Student B** makes a wild stab and gets **no points** as described above.

Finally, **Student A** asks the **third question**: *Were they discovered in Italy, Spain or France?*

After **Student B** arrives at the correct answer, she writes her points from the three questions into the **Sub Total** box.

Now, students reverse roles. **Student B** asks the three questions as printed on her worksheet.

They continue in this fashion until all of the questions have been asked and answered.

Finally, students add up their points and write the score in the **Total Points box** at the bottom in the box on the right. The student with the highest score is the winner.

**Variation 1:** When finished with all of the questions, turn this into a research project to write out about each of the discoveries.

Using the Internet or the school library, students do a little sleuthing to find some interesting facts about them. For example:

When Guglielmo Marconi was still in his teens, he sent his first message over the air at a distance of three meters. In his early 20s, he sent a 10 second message up to

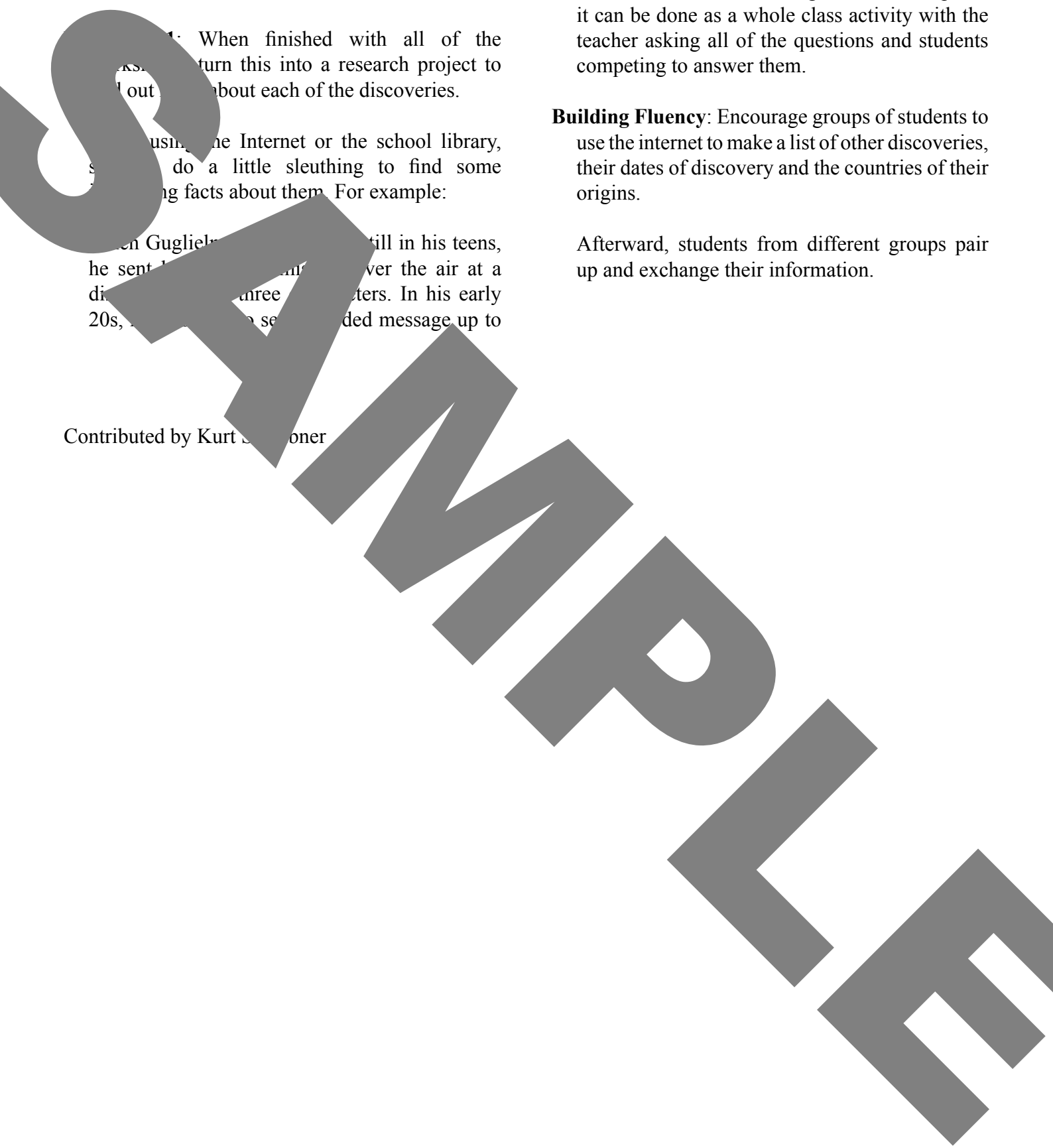
several kilometers. When he was 27, he sent a transmission across the Atlantic.

**Variation 2:** Rather than doing this lesson in pairs, it can be done as a whole class activity with the teacher asking all of the questions and students competing to answer them.

**Building Fluency:** Encourage groups of students to use the internet to make a list of other discoveries, their dates of discovery and the countries of their origins.

Afterward, students from different groups pair up and exchange their information.

Contributed by Kurt Sponer





# SOLAR SYSTEM AND PLANETS

|                      |                     |         |          |
|----------------------|---------------------|---------|----------|
| One thousand         | - 1,000             |         |          |
| Ten thousand         | - 10,000            |         |          |
| One hundred thousand | - 100,000           |         |          |
| One million          | - 1,000,000         |         |          |
| Ten million          | - 10,000,000        |         |          |
| One hundred million  | - 100,000,000       |         |          |
| One billion          | - 1,000,000,000     |         |          |
| Ten billion          | - 10,000,000,000    |         |          |
| One hundred billion  | - 100,000,000,000   |         |          |
| One trillion         | - 1,000,000,000,000 |         |          |
| Trillion             | Billion             | Million | Thousand |

Halley

#4 Name: **Mars**  
 Distance: **227,940,000 km**  
 Orbit: **687 days**  
 Diameter: **6,786 km**  
 Rotation: **24 hours, 37 minutes**

#8 Name: **Neptune**  
 Distance: **4,497,070,000 km**  
 Orbit: **164 years**  
 Diameter: **49,600 km**  
 Rotation: **18.2 hours**

#6 Name: **Saturn**  
 Distance: **1,426,980,000 km**  
 Orbit: **29.6 years**  
 Diameter: **120,536 km**  
 Rotation: **10 hours, 40 minutes**

#7 Name: \_\_\_\_\_  
 Distance: \_\_\_\_\_ km  
 Orbit: \_\_\_\_\_ years  
 Diameter: \_\_\_\_\_ km  
 Rotation: \_\_\_\_\_ hours

#2 Name: \_\_\_\_\_  
 Distance: \_\_\_\_\_ km  
 Orbit: \_\_\_\_\_ years  
 Diameter: \_\_\_\_\_ km  
 Rotation: \_\_\_\_\_ days

#3 Name: **Earth**  
 Distance: **149,600,000 km**  
 Orbit: **365 days**  
 Diameter: **12,756 km**  
 Rotation: **24 hours**

#9 Name: \_\_\_\_\_  
 Distance: \_\_\_\_\_ km  
 Orbit: \_\_\_\_\_ years  
 Diameter: \_\_\_\_\_ km  
 Rotation: \_\_\_\_\_ hours

#1 Name: **Mercury**  
 Distance: **57,910,000 km**  
 Orbit: **88 days**  
 Diameter: **4,878 km**  
 Rotation: **58 days, 16 hours**

#5 Name: \_\_\_\_\_  
 Distance: \_\_\_\_\_ km  
 Orbit: \_\_\_\_\_ years  
 Diameter: \_\_\_\_\_ km  
 Rotation: \_\_\_\_\_ days



asteroids

**B**

# SOLAR SYSTEM AND PLANETS

|                      |          |                   |         |          |
|----------------------|----------|-------------------|---------|----------|
| One thousand         | -        | 1,000             |         |          |
| Ten thousand         | -        | 10,000            |         |          |
| One hundred thousand | -        | 100,000           |         |          |
| One million          | -        | 1,000,000         |         |          |
| Ten million          | -        | 10,000,000        |         |          |
| One hundred million  | -        | 100,000,000       |         |          |
| One billion          | -        | 1,000,000,000     |         |          |
| Ten billion          | -        | 10,000,000,000    |         |          |
| One hundred billion  | -        | 100,000,000,000   |         |          |
| One trillion         | -        | 1,000,000,000,000 |         |          |
|                      | Trillion | Billion           | Million | Thousand |

Halley

#4 Name: \_\_\_\_\_  
 Distance: \_\_\_\_\_ km  
 Orbit: \_\_\_\_\_ years  
 Diameter: \_\_\_\_\_ km  
 Rotation: \_\_\_\_\_ days

#8 Name: \_\_\_\_\_  
 Distance: \_\_\_\_\_ km  
 Orbit: \_\_\_\_\_ years  
 Diameter: \_\_\_\_\_ km  
 Rotation: \_\_\_\_\_ days

#6 Name: \_\_\_\_\_  
 Distance: \_\_\_\_\_ km  
 Orbit: \_\_\_\_\_ years  
 Diameter: \_\_\_\_\_ km  
 Rotation: \_\_\_\_\_ hours

#7 Name: **Uranus**  
 Distance: **2,870,990,000 km**  
 Orbit: **84 years**  
 Diameter: **51,200 km**  
 Rotation: **15.5 hours**

#2 Name: **Venus**  
 Distance: **108,200,000 km**  
 Orbit: **225 days**  
 Diameter: **12,103 km**  
 Rotation: **224.7 days**

#3 Name: **Earth**  
 Distance: **149,600,000 km**  
 Orbit: **365 days**  
 Diameter: **12,756 km**  
 Rotation: **24 hours**

#9 Name: **Pluto**  
 Distance: **5,913,520,000 km**  
 Orbit: **248.54 years**  
 Diameter: **2,300 km**  
 Rotation: **9 hours**

#5 Name: **Jupiter**  
 Distance: **778,330,000 km**  
 Orbit: **12 years**  
 Diameter: **142,984 km**  
 Rotation: **10 hours**

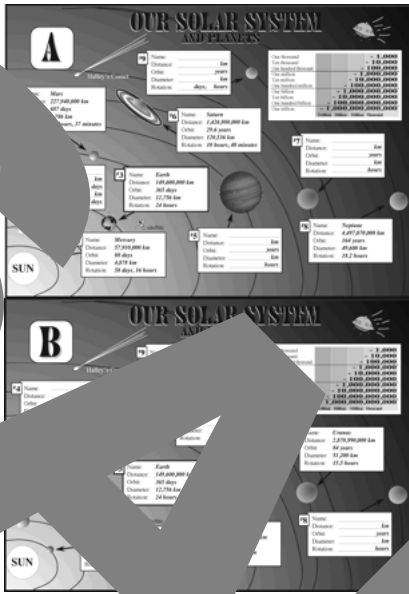
#1 Name: \_\_\_\_\_  
 Distance: \_\_\_\_\_ km  
 Orbit: \_\_\_\_\_ years  
 Diameter: \_\_\_\_\_ km  
 Rotation: \_\_\_\_\_ days



asteroids



## Our Solar System



Student ability: **Higher ~ Low**  
 Approximate length of lesson: **30+**  
 Number of students necessary: **2**  
 Preferred age/maturity: **JHS**  
 Type of lesson: **Pair work activity**

\*\*\*\*\*

**Language Target:** Working with very large numbers, asking for information, checking for confirmation and learning some new vocabulary.

**Setting Up:** Students will need to be briefed on how to say large numbers prior to beginning. On the board write the number **9**. Students say the number in unison: **nine**. Then add another **9** and students say: **ninety-nine**.

Change it to **999**. Students read: **nine-hundred ninety-nine**. Add another nine making **9,999**. Continue in this pattern adding additional nines until at least nine trillion (**9,999,999,999,999**).

**Getting Started:** In pairs, one student receives a copy of **Worksheet A** and the other receives a copy of **Worksheets B**.

To review large numbers, students should look at the box in the upper right corner.

Also review vocabulary including **Distance, Orbit, Diameter** and **Rotation**.

Draw everyone's attention to **Planet #3**, the good

old **Earth**. Write the following the following board:

**Q: What is the \_\_\_\_\_ of Earth?**

**A: The \_\_\_\_\_ of Earth is \_\_\_\_\_.**

Practice this pattern with the students according to the information printed for the Earth.

**Note:** All of the questions can be phrased with a simple: **What \_\_\_ ?** form.]

Point out that each student has only half of the information printed on the worksheet. They ask each other **What** questions, starting with the first planet and partners write the missing information on their worksheets.

They should confirm the information by repeating. A sample conversation would sound like this.

Student A: **What's the name of the first planet?**

Student B: **Mercury.**

Student A: **How do you spell Mercury?**

Student B: **M-E-R-C-U-R-Y.**

Student B: **What's the distance (of Mercury) from the sun?**

Student A: **It's 57,909,175 kilometers. (It's fifty-seven million nine-hundred ten thousand nine hundred and fifteen kilometers.)**

Student B: **What's the length (of its orbit) of its orbit?**

Student A: **Its orbit is 88 days.**

Student B: **What's its diameter?**

Student A: **Its diameter is 4,878 kilometers.**

Student B: **What's its rotation?**

Student A: **Its rotation is 58 days and 16 hours.**

**Variation 1:** With higher-ability students, introduce different ways of asking the questions.

Rather than asking **What** questions, encourage students to use **How** instead. For example: *How many meters is Neptune from the sun? How long does it take Jupiter to orbit the sun?*

**Variation 2:** Use these worksheets for a Teacher-Student Dictation and large numbers practice. In class, **white out** (some of) all of the information from either of the worksheets.

In class, give each student a copy of the blank worksheet. They should write appropriate questions to receive missing information. This will take much longer than the great listening and confirmation practice.

**Variation 3:** It's fun to ask students how old they would be if they lived on a different planet. For example, an 18-year-old student living on Mars would only be nine and a half years old (if a year equals one orbit around the sun) and would be nearly 75 years old on Mercury!

**Building Fluency 1:** After this activity, students may enjoy having a discussion about extraterrestrial life, UFO's, future space travel, etc.

**Building Fluency 2:** Most of the planet names have corresponding Roman god names: Mercury = Hermes, the speedy messenger, Venus = Aphrodite (the goddess of love), Mars = Ares (the red planet / god of war, Jupiter = Zeus (the biggest planet / Greatest of the gods), Neptune = Poseidon (the god of the sea) and Pluto = Hades (the god of the underworld). Discuss these with the class.

Contributed by Kurt Scheibner

### Problem Solvers 1

Late last night on my way home, I stopped at a convenient store to buy a bottle of water. When I paid, the clerk gave me way too much change. I didn't notice it until this morning when I looked at the receipt.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 2

When I was on vacation, I let my good friend stay in my apartment. When I returned, the whole place was a mess. Food was everywhere, stains were on the carpet, unwashed dishes were in the sink. Now my apartment smells of alcohol and cigarette smoke. I don't want to lose my friend.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 3

My neighbor helped fix my fence and ate all of the produce from my vegetable garden. Now my neighbor is very happy. I don't want to have a bad relationship with my neighbor.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 4

I've been invited to a very high-class restaurant by a co-worker I don't really like. He / she volunteered to pay for everything. I have always wanted to go to that restaurant but I'm worried that my boy / girlfriend will find out.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 5

Two years ago, my sister married a charming man. At first, everything was fine but I began to notice bruises on my sister's face. She is depressed all the time but says she loves him. We always have lunch together once a week but recently she has stopped.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 6

I was stopped for shoplifting. Yesterday, I found a wallet on the street. It contains pictures of a motorcycle gang. There's a driver's license and a name. I don't want to meet the owner. I should go to the police.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 7

I will soon enter university as a freshman. I come from a family of doctors. My parents and grandparents are doctors. My older brother and sister are also doctors. Everyone expects me to become a doctor too. I don't want to be a doctor. I want to be a musician.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 8

By accident, I ran over my cat with my car. (The cat was sleeping in the car.) No one saw what happened - it was in the evening. I buried the cat in a field and cleaned up all the blood.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 9

I saw my neighbor's five-year-old son hit my new car with his bicycle. Now there is a long, deep scratch. I talked to his parents, but they and their son deny it.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 10

For the last three nights, I've noticed someone standing outside my house. He or she seems to be staring right at my front door. When I open the door, the person disappears.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 11

Benjamin showed my fiancée's picture in my best friend's magazine. I don't know why it is there. I don't want to hurt him, but I don't want to lose my fiancée.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 12

Last week, my office manager invited me to lunch. By coincidence, some co-workers saw us together. My office manager is married but now everyone thinks we are having an affair. It's not true but no one believes me.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 13

My office co-worker has severe allergies and constantly uses up all of my tissues. I have to buy a new box of tissues every week. I don't want to hurt my co-worker's feelings, but I'm tired of buying tissues.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 14

My boss wants me to work over the weekend. I have a new job and the salary is pretty good. I don't want to work because I might get fired. But, I have to work on Saturday and Sunday.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 15

My ex-boy / girlfriend invited me to go to a concert together. I love the band and would really like to go. But my new boy / girlfriend will probably not understand and might become jealous.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

### Problem Solvers 16

My best friend and I planned a vacation. We spent a lot of time researching the beach and learning about the place. We paid for the airfare, hotel and rent-a-car. Two days before our departure, my friend had to cancel the trip.

What should I do?

[Instructions: 1) Read the above problem. 2) Everyone asks questions to get more information. 3) Answer the questions in a believable manner. 4) Groupmates offer their best advice. 5) Choose the best answer or create your own.]

## Problem Solvers



**Step #4:** Group-mates offer their best advice along with their reasons as to why they believe their advice is the best.

**Step #5:** The student with the problem selects the best answer or chooses one of his own. He then explains why he didn't select the other students' advice.

The five steps are printed on each problem card.

**Language Target:** Role-play a variety of different problems. Asking how-to questions. Offering advice. Deciding on the best way to solve a problem.

The student with the problem answers the questions (role-play style) and finally the group-mates offer advice as to what they believe would be the best solution to the problem.

**Setting Up:** Cut the worksheets into sets of cards (sixteen cards per set). Prepare one set of cards for every group in class (4 ~ 6 students per group).

**Getting Started:** Explain that each card represents a problem that the reader has. There are **Five Steps** for students to follow before moving on to the next role-play problem. They are:

**Step #1:** One student picks a card at random and reads the card to the group.

**Step #2:** Everyone in the group asks questions to get more information.

**Step #3:** By role-playing, the student with the problem answers the questions in a believable manner.

**Note:** The goal of this lesson is to get students involved in lively discussion of each problem. They should NOT offer advice right away.

Students gather into small groups. Each group receives a set of **Problem Cards**. They are placed on each student's desk.

One student, Christopher, volunteers to go first and draws a **Problem Card**. He reads the card to his group. (It may be necessary for lower-ability students to read the card two or three times.)

Then students begin asking questions to learn as many details as possible about the problem. Christopher answers the questions (in a believable manner) as if the problem actually happened to him.

When there are no more questions, everyone in the group offers Christopher a suggestion that could solve his problem.

He listens to each, then makes a choice from the advice he believes to best solve his problem. (If he has a better idea, he can explain it to his group.)

At the end, Christopher explains to his group-mates why he preferred one suggestion above the others.

While the groups are all busy, the teacher circulates among them, especially at the beginning, to make sure that students are not skipping too quickly to **step #2**. Getting group mates to ask questions of each other is the main core of this activity.

**Variation 1:** Each group receives the same problem. Students thoroughly discuss the problem, identify the important questions and offer their suggestions. Then, groups take turns reporting on how details of the problem were solved.

Other classmates ask questions during the presentations. After all the reports are given, the whole class votes for the one they think had the best solution.

**Variation 2:** Most of the groups include the speaker and an antagonist with high ability. For students, the student with the problem asks one of her group mates to role-play the antagonist party.

This can lead to a heated discussion with all members of the group getting involved in asking questions and offering advice.

**Variation 3:** After students have offered their **Best Advice**, they could be encouraged to offer their **Worst Advice**. This can generate a lot of fun and not a few laughs.

**Variation 4:** With higher-ability students, do this lesson as a trial in a small claims court. Students role-play a plaintiff, a defendant, witnesses and a judge. The lawyers could cross examine the witnesses and, at the end, the judge makes the final verdict.

**Writing Practice:** After a problem has been solved, students in the group assume the role of newspaper reporters for a local paper.

Individually or as a group, they write an article describing the cause and final solution of the problem. They should summarize all the necessary details including names, dates, places and other information.

Contributed by Kurt Scheibner

Can you roll  
your tongue?  
\_\_\_\_\_

**PROVE IT!**

Can you say your  
name backwards?  
\_\_\_\_\_

**PROVE IT!**

Can you cross  
your eyes?  
\_\_\_\_\_

**PROVE IT!**

Can you hold your  
breath for 30 seconds?  
\_\_\_\_\_

**PROVE IT!**

Can you wink with  
your left and right eye?  
\_\_\_\_\_

**PROVE IT!**

Can you snap  
your fingers?  
\_\_\_\_\_

**PROVE IT!**

# PROVE IT!

Can you crack  
your knuckles?  
\_\_\_\_\_

**PROVE IT!**

Can you wiggle  
your ear?  
\_\_\_\_\_

**PROVE IT!**

Can you make a  
funny face?  
\_\_\_\_\_

**PROVE IT!**

Can you say "Thank  
you" in four languages?  
\_\_\_\_\_

**PROVE IT!**

Can you whistle  
Happy Birthday?  
\_\_\_\_\_

**PROVE IT!**

Can you count  
backwards from 20?  
\_\_\_\_\_

**PROVE IT!**

Can you flip a coin?  
\_\_\_\_\_

**PROVE IT!**

## Prove It!



Student abilities: \_\_\_\_\_ Intermediate  
 Approximate level: \_\_\_\_\_ +  
 Number of students: \_\_\_\_\_ +  
 Preferred age/maturity: \_\_\_\_\_ Adult  
 Type of lesson: \_\_\_\_\_ activity

\* \* \* \* \*

**Language Target:** Getting a classmate to work with **Can you...?** questions, demonstrate their abilities and listening.

This whole class activity is a wonderful **breaker** or **pick-me-up** when the class is a little umph.

**Setting Up:** In front of the class, ask students to physically demonstrate something they can do, for example:

***Can you pat your head and rub your stomach at the same time?***

***Can you close your eyes, stretch out your arms and touch the tips of your index fingers?***

***Can you do 25 push ups?***

Invite students to ask other questions that can be demonstrated in class.

After each question, give students a chance to answer: **Yes, I can**, or **No, I can't**.

Students who respond with **Yes, I can**, must then **PROVE IT** by demonstrating their skill.

Everyone is sure to have a good laugh as they demonstrate their abilities.

**Getting Started:** Every student receives a copy of the worksheet. (If necessary, review all of the vocabulary as printed.)

Explain that students have to mill around the classroom and try to find at least one person who can demonstrate his or her ability to do what is asked.

Once done, the student asks the "performer" to **sign his/her name** on the line under the appropriate question.

**Note:** With a large class, permit students to ask only one **Can you...?** question per interview. In other words, they can't ask the same student two or three questions.

Students need to mingle to ask **Can you...?** questions, demonstrate their abilities and sign their names.

By the end of the activity, students should have several signatures on their worksheet.

The student who gets all 13 signatures is the winner.

**Variation 1:** Give out the worksheet to only one student in class. He asks a **Can you...?** question to other students until he finds someone who can do the thing.

After the student demonstrates her ability, other students try to guess what the **Can you...?** question was by asking questions.

**Variation 2:** Don't hand out the worksheet first. Instead, rather than asking **Can you...?** questions, ask the student **Can you...?** questions.

***Who can whistle Happy Birthday?***

***Who can make a funny face?***

***Who can stand on one foot for a minute?***



For those who answer *I can!* they must **PROVE IT** for the benefit and entertainment of the whole class.

**Variation 3:** When finished, students try to think of something they can do that perhaps no one else in the class can do.

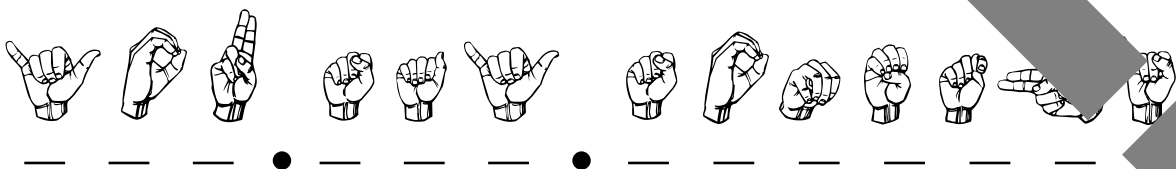
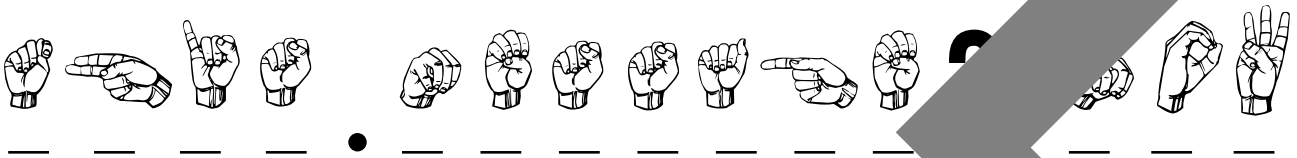
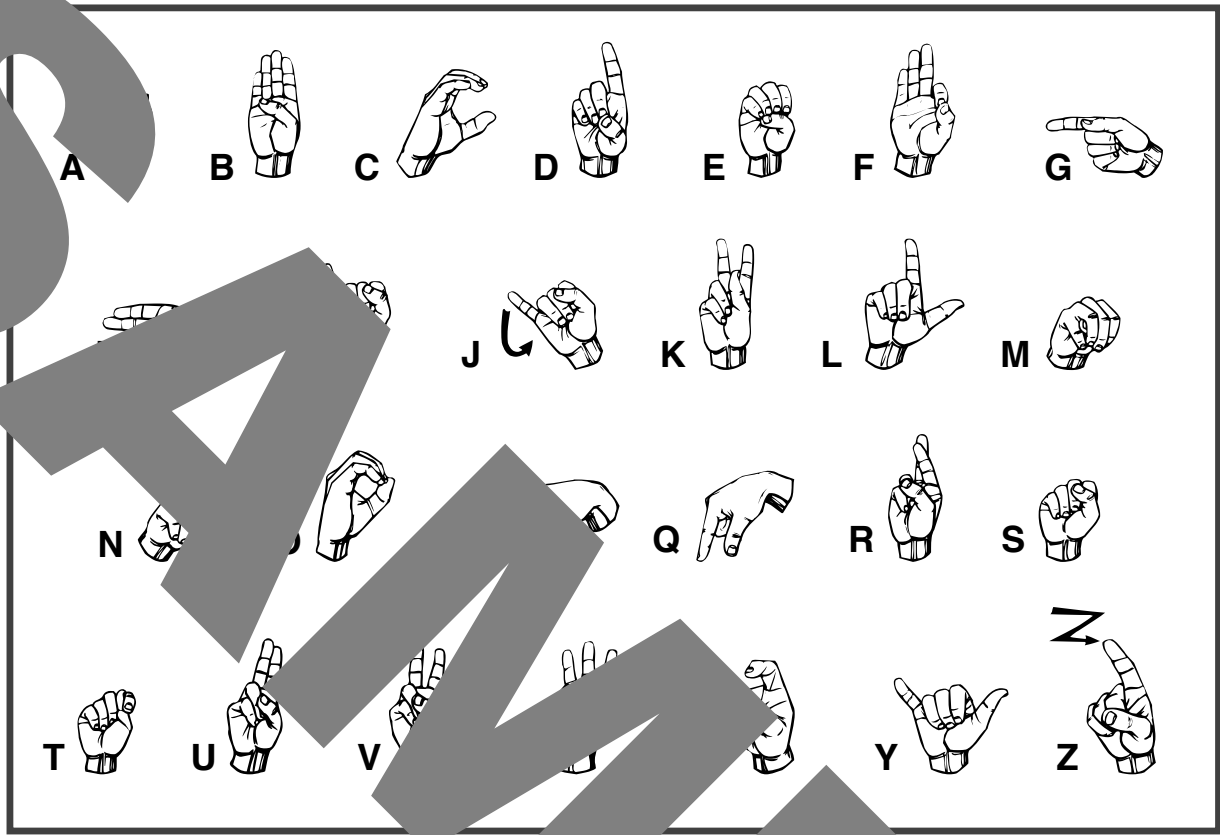
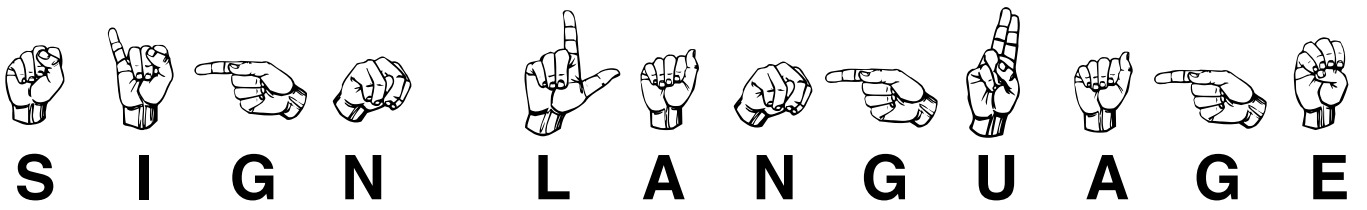
**Building Fluency:** As a conclusion to the activity, the teacher can review the results with questions like: *Who can count backwards from 20?*

The students reply with statements such as: *Kevin can! Makiko can!*, etc.

Another good follow-up question could be: *Is there anyone in the class who can't wink with his or her left and right eye?*

Contributed by

SAVANNAH PEELE



**Message:** \_\_\_\_\_

\_\_\_\_\_

## Sign Language



Student Name: \_\_\_\_\_

Approximate Age: \_\_\_\_\_

Number of students: \_\_\_\_\_

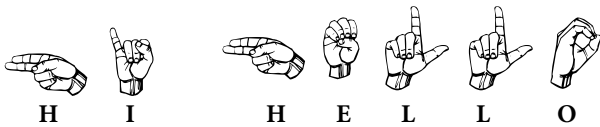
Preferred age/maturity level: \_\_\_\_\_

Type of lesson: \_\_\_\_\_

**Language Target:** Getting students interested in nonverbal communication can be a (and fun!) tool to not only keep them engaged, but also to reinforce simple spelling, grammar and vocabulary.

In this lesson, students learn the basic English alphabet sign language while reading and sending messages.

**Setting Up:** Before class, practice signing a simple greeting such as **Hi**, or **Hello**. As students assemble in class, flash them the greeting in sign language.



Explain what the signs mean. Encourage them to sign **Hi** or **Hello** back.

Prepare enough copies of the worksheet for every student.

**Getting Started:** With students looking at the worksheet, the teacher goes through the alphabet starting with **Letter A**. The teacher demonstrates the sign for **Letter A** and makes sure that students form the letter correctly according to the drawing on the worksheet.

Then, one by one, the teacher demonstrates all of the alphabet letters on the worksheet with students doing the same.

Afterward, the teacher asks one student to stand in front of the class and sign one letter of the alphabet. The other students search through their worksheets to identify the correct letter.

To confirm, they ask the signer, for example:

**Is it a P?**

Do this a few times, then invite a student to practice **a word and sign it to the class**. The other students read the sign and say the word.

Finally, invite some students to ask a simple question which the others answer in **Sign Language**.

As a pair or small groups, students look at the bottom section of the worksheet. Working together, they should be able to figure out the message which says:

### UNDERSTAND THIS

ACROSS THE MESSAGE SAYS:

### NOW TRY SOMETHING.

Under each sign are \_\_\_\_\_ students to write the corresponding \_\_\_\_\_

Students then \_\_\_\_\_ short message of their own and secretly \_\_\_\_\_

Then, using sign \_\_\_\_\_ they send \_\_\_\_\_ message to their partner \_\_\_\_\_ the partner \_\_\_\_\_ the same.

**Variation 1:** Prepare a short message \_\_\_\_\_ before class and make enough copies of this message \_\_\_\_\_ for one \_\_\_\_\_ per group.

In class, hand one message slip to \_\_\_\_\_ one representative per group who then signs the message to his/her group members. The groups compete to be the first to say the message aloud.

**Variation 2:** If students get stuck with any particular elements of English such as spelling errors, verb tenses (sink, sank, sunk), grammatical structures (prepositions, articles, etc.) or pronunciation difficulties, rather than correct students the traditional way, sign them the correction.

As physical method of sign language may help students remember better.

**Variation 3:** Give the next homework assignment in sign language; it may be the first time students really pay attention!

**Building 'Silent' Fluency:** In pairs, students conduct a ten minute conversation using alphabet sign language. It may be a good idea to invent a sign that means end of word and end of sentence.

Contributed by

SAMPLE

# Story Time

## The King Who Loved Stories

Once upon a time, there is a great King who loves to tell stories. Every day he sits on soft cushions and listening to the stories who tell wonderful stories. He loves all kinds of stories and he has become famous for listening to them, even when he is busy.

Storytellers from all over his kingdom was invited to his palace. Some of them telling very long stories. The King were always sad when the stories was over.

One day he sends a message into every city and town in his kingdom.

*"To the man who can telling a never-ending story, I will gave my beautiful daughter for his wife; and I will giving the man all my money and he will be King after I die."*

But this are not the complete message. He adding a very hard condition: *"If a storyteller tried to tell such a story without an end and failing, his head will be cut off."*

The King's daughter were very pretty, and there are many young men

in the kingdom who wants to marry her. But none of them, of course, wanting to be killed, so only a few tries to told a never-ending story.

One brave young man inventing a story that continues for over six months; but finally, he can't thought of anything else to say. The King is sorry the story were over and more sorry that the young man have to die. But that were his promise. It long time before another storyteller try to told the King a never-ending story.

Every day a stranger come to his palace.

One day he say, *"are it true that you want to heard a story that have no end?"*

*"It am true,"* he say.

*"And will you married your beautiful daughter and will he getting all your money and became the King after you died?"*

*"Yes, if he succeed,"* say the old King. *"But if he fail, he will be killed."*

*"Very well, then,"* say the stranger.

"I had a wonderful story about grasshoppers which I would like to tell you."

"I will begin his story."

Once upon a time a rich farmer had all the corn in his kingdom and he was storing it in a very large stone room. One day a grasshopper came to the large stone room and was getting inside to eat the corn.

"One grasshopper find a hole in the wall and go in. It eat a grain of corn. Then another grasshopper go into the room and carry away another grain of corn. Then another grasshopper gone into the room and carry away another grain of corn. Then another grasshopper goes into the room and carrying away another grain of corn. Then another grasshopper going into the room and carries away another grain of corn."

Hour after hour, day after day, week after week, the clever storyteller keeps on saying, "Then another grasshopper go into the room and carries away another grain of corn."

A month pass, a year passing but the storyteller never stop saying:

"Then another grasshopper gone into the room and carrying away another grain of corn."

At the end of two years, the King say: "How much longer will the grasshoppers be go in and carried away corn?"

"Oh King!" saying the storyteller, "the grasshoppers has only start! It were a very large room and there was many thousands of hungry grasshoppers. And there are no end to the corn."

"Stopping, stopping!" cries the King. "You is drive me crazy! I don't listened to your grasshopper any longer. Taking my daughter, my money, taken my kingdom. But please don't say another word about the grasshoppers!"

The King marry the King's daughter. And he and his bride live happily in the land for many years. But his son-in-law, the old King, do not want to listen to any more story.

The End



## Story King



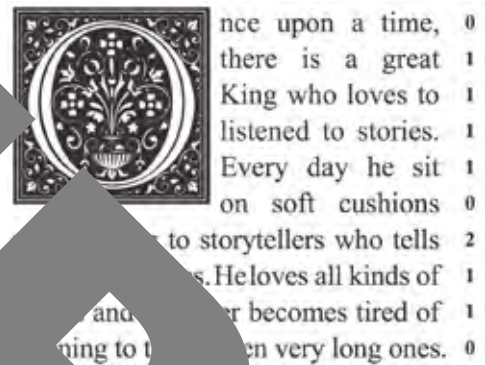
Numbers in parentheses indicate how many verbs are used incorrectly in the sentences.

Encourage students to say: *In the first sentence, is should be was. In the second sentence, reports should be reported and wandering should be wandered.*

**Getting Started:** In pairs, both students receive **Page 1** and **Page 2** of the worksheets. Explain that the small number to the right of each line indicates how many incorrect verbs there are within that line.

It might be best to enlarge the copies to give students more room to write their corrections.

Students look at the first paragraph.



**Language Target:** This lesson gives students a chance to identify and correct **verb forms** which have been **severely misused throughout the story.**

Students can practice **present, past, future** as well as a few **perfect tenses.**

**Setting Up:** Write a short sentence on the board such as: **Last week, Jennifer tells her younger brother to cleaned up his room.**

Ask students if they can find two verb errors. They should use the phrase: **(Wrong verb) should be (correct verb).**

For the example sentence written on the board, students should say: **Tells should be told and to cleaned up should be to clean up his room.**

Point out that there are no errors with spelling, grammar, nouns, articles, prepositions, etc. Students only need to identify the incorrect verb errors. **Subject / verb agreement** as well as **verb tenses** need to be carefully examined and corrected.

Write the following on the board: **About seven years ago, there is a strange story in the newspaper (1). It reports that during baseball practice, a cow wandering onto the field (2).**

The first line reads: **Once upon a time, there is a great King who loves to listened to stories.** Number 1 is printed to the right of the second line, indicating there is one verb error.

Students should say: **There is should be there was.** They circle the incorrect verb **is** and write in the correction **was.**

The third line reads: **King who loves to**

Students say: **King who love should be King who loved to.**

Again, they make the correction and do the same for all of the other lines on Page 1 and Page 2 of the story.

**Note:** It may be a good idea to point out that in direct speech (bracketed with quotation marks), the verbs are often in present tense.

**Variation 1:** Since this is a fairly long story, pairs could be assigned to correct specified parts of the worksheets.

When finished, the pairs read their corrected parts to the rest of the class (while the others make the corrections).

rec

When this is a good exercise to give to students who finish other class projects earlier than the rest of the class.

Students can work on this activity either individually, in pairs, or in groups.

**Variation 2:** Compete with other pairs to be the first to use all of the verbs. After the teacher checks accuracy, the winner is declared.

Contributed by Kurt Scheibner  
Original story: *The Endless Tale* by Lewis Carroll

**Building Fluency:** As a whole class exercise once everyone has finished, discuss the story with questions such as:

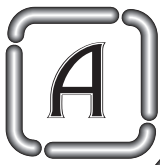
**Was the storyteller clever?**

**Was the King a cruel man?**

**The King's daughter didn't have much of a say in the deal between her father and the storytellers. How have times changed?**

Invite the students to create their own "never-ending" stories.





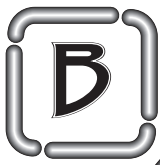
# THE STRANGEST THINGS

Example answer:

*The STRANGEST \_\_\_\_ I have ever \_\_\_\_ was \_\_\_\_ years ago.*

What was so strange? Why did you/he/she do that? What happened then? (Etc.)

|   |       |  |
|---|-------|--|
| 1. What's the <b>Strangest</b> person you have ever met?          | NOTES |  |
| 2. What's the <b>Strangest</b> place you have ever been to?       | NOTES |  |
| 3. What's the <b>Strangest</b> thing you have ever eaten?         | NOTES |  |
| 4. Who's the <b>Strangest</b> person you have ever met?           | NOTES |  |
| 5. What's the <b>Strangest</b> thing you have ever bought?        | NOTES |  |
| 6. Who was the <b>Strangest</b> teacher you have ever had?        | NOTES |  |
| 7. What's the <b>Strangest</b> thing you have ever seen?          | NOTES |  |
| 8. Who was the <b>Strangest</b> person you have ever dated?       | NOTES |  |
| 9. What's the <b>Strangest</b> job you have ever had?             | NOTES |  |
| 10. What's the <b>Strangest</b> TV commercial you have ever seen? | NOTES |  |



# THE STRANGEST THINGS

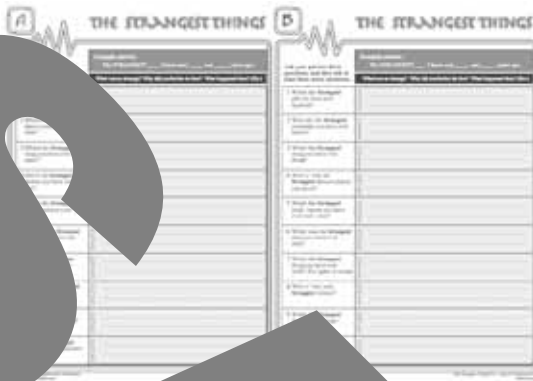
Example answer:

*The STRANGEST \_\_\_\_ I have ever \_\_\_\_ was \_\_\_\_ years ago.*

What was so strange? Why did you/he/she do that? What happened then? (Etc.)

|   |       |  |
|---|-------|--|
| 1. What's the <b>Strangest</b> thing you have ever done?                      | NOTES |  |
| 2. Who is / was the <b>Strangest</b> person you have ever known?              | NOTES |  |
| 3. What's the <b>Strangest</b> thing you have ever drunk?                     | NOTES |  |
| 4. Who is / was the <b>Strangest</b> famous person you know?                  | NOTES |  |
| 5. What's the <b>Strangest</b> book / movie you have ever read / seen?        | NOTES |  |
| 6. Where was the <b>Strangest</b> place you have ever slept?                  | NOTES |  |
| 7. What's the <b>Strangest</b> thing you have ever worn? (Ex: party or event) | NOTES |  |
| 8. Who is / was your <b>Strangest</b> relative?                               | NOTES |  |
| 9. What's the <b>Strangest</b> thing in your house / apartment?               | NOTES |  |
| 10. What's the <b>Strangest</b> dream you have ever had?                      | NOTES |  |

## Strangest Things



beginning intermediate  
 of less  
 Number of  
 Preferred age/  
 Type of lesson: P  
 up activity

**Language Target:** Working in pairs, students discuss their strangest experiences in **past** and **past perfect** tenses. Questions and answers, discussing strange experiences.

**Note:** This lesson works well with all ability levels. It works best as a pair activity, but it works extremely well with small groups. The object is not to rush through the questions on the worksheets.

The purpose is to have students discuss their strangest experiences. The partner (or others in the group) asks a ton of **follow-up questions** to keep the memories flowing.

**Setting Up:** For lower ability students, it may be a good idea to demonstrate the transition from past perfect to simple past.

The teacher writes a sentence such as the following on the board:

**What's the strangest thing you've ever eaten?**

The teacher invites the class to ask the question and the teacher answers.

*The strangest thing I've ever eaten was a pollywog.*

Students will want to know the details. They'll start by asking a question such as:

*When have you eaten it?*

Point out that the question: *When have you eaten it* is incorrect. It should be: *When did you eat it?*

An example dialogue could sound like this:

Students: *When did you eat it?*

Teacher: *When I was a high school student.*

Students: *Why did you eat it?*

Teacher: *It was a mistake.*

Students: *What kind of mistake?*

Teacher: *A big one.*

Students: *What were you doing?*

Teacher: *I was cleaning a fish pond.*

By encouraging the students to ask a bunch of follow-up questions, they'll be improving their fluency.

**Started:** Students (or small groups), each take a copy of **Worksheet A**. (Save the other copy for another day.)

If necessary, review the questions to make sure all students know the meaning of the printed questions.

One student asks her partner / group mates any questions from the worksheet. It's best if neighboring groups ask different questions so as to keep students focused on their own partner(s).

While students are busy, the teacher will mill around and assist everyone with the asking and answering of follow-up questions.

**Variation 1:** This lesson could be teacher-led the first time through for two purposes: a) for demonstration and monitoring / correcting of questions and answers and b) for students to learn a whole lot about their teacher's strangest

experiences.

This is an excellent way for the teacher to build rapport with the class.

Because this lesson is so fun and creative, it may be useful to use as a whole class exercise. The teacher asks only one question (either on the worksheet) per day.

Students who volunteer to answer will keep the stitches. Others ask follow-up questions.

3: Inevitably some of the answers will

be extremely hilarious (or frightening). The teacher could invite pairs or groups to volunteer a spokesperson to relate a particularly strange experience to the whole class (Q & A) method, of course.

**Building Fluency:** After students are familiar with the lesson, invite them to ask others in the class (including the teacher) for additional **What's the strangest . . . ?** questions not found on the worksheets.

Contributed by Kurt S. Stoner



# Part 1

# Survey 1 (A)

# Part 2

\_\_\_\_\_  
Your name

\_\_\_\_\_  
Partner's name

\_\_\_\_\_  
New partner's ex-partner's name

1. Is your general health great, pretty good, so so, not so good? Why?

1. Is his / her general health great, pretty good, so so, not so good? Why?

2. Where were you born and raised? Did you have a happy childhood? Why or why not?

2. Where was he / she born and raised? Did he / she have a happy childhood?

3. What is your personality type? How does it fit your personality? Why or why not?

3.

4. On average, how many hours do you sleep at night? Do you remember your dreams? If so, how many times a week?

4.

5. Do you suffer from too much stress? How do you manage it?

5.

6. Do you have any bad habits? If so, what are they? Why do you have them?

6.

7. What will you do today after this class?

7.

8. How much time do you spend using your smartphone or cell phone per day? What do you use it for?

8.

9. What are your hobbies now? What hobbies did you have as a child?

9.

10. If you could change one thing about your personality, what would it be? Why?

10.

# Part 1

# Survey 1 (B)

# Part 2

\_\_\_\_\_  
Your name

\_\_\_\_\_  
Partner's name

\_\_\_\_\_  
New partner's ex-partner's name

1. How many brothers and sisters do you have? What are their names and ages?

1. How many brothers and sisters does he/she have? What are their names and ages?

2. What part of your life is the most interesting for you?

2. What part of his / her life is the most interesting for him / her?

3. When did you last get a cold? How long were you sick? Did you see a doctor?

3.

4. How often do you eat junk food? What is your favorite?

4.

5. Do you exercise regularly? If so, what kind of exercise?

5.

6. What do you think is the most important thing a parent must do? Why?

6.

7. Do you believe in ghosts? Why or why not?

7.

8. Who was your favorite teacher in high school? Why? as a child?

9. What is something you would really like to do within the next five years? Why?

9.

10. Do you think the world is better now or one hundred years ago? Why or why not?

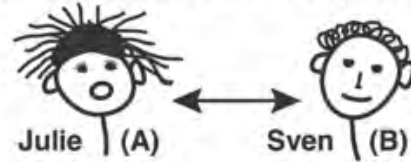
10.

## Survey 1

|                              |                              |
|------------------------------|------------------------------|
| Intermediate                 | Advanced                     |
| Number of students           | Number of lessons            |
| Preferred age/maturity level | Preferred age/maturity level |
| Type of lesson: Pair work    | Type of lesson: Group work   |

**Getting Started:** In pairs, one student, **Julie**, receives **Worksheet A** and **Sven** receives **Worksheet B**.

Partners ask each other questions



Students take turns asking each other the printed questions and keeping notes of their partner's answers.

The goal of this lesson is **NOT** to finish every question on the worksheets. It is for students to engage in natural conversation by asking a lot of follow-up questions. In this way, they will learn a great deal about their partners.

**Language Target:** Simple present & past tense activity for students to share each other's experiences. This lesson also involves asking follow-up questions, note taking and, if time permits, students have a chance to practice third-person singular and target questions\*\*.

**Setting Up:** Before handing out the worksheets, write **Follow-up Questions** on the board. Then invite students to ask a personal question. One student may ask: *Why did you want to become an English teacher?*

Answer the question, then encourage students to ask four (or more) follow-up questions for demonstration purposes. For example, they might ask:

- *When did you first decide that you wanted to be an English teacher?*
- *Who (or what) inspired your decision?*
- *Are any of your relatives teachers?*
- *Was it difficult to get your teaching license?*
- *Where did you attend university?*
- *If you had to do it all over again, would you still become an English teacher? etc.*

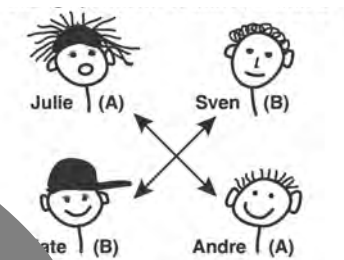
While students are busy conducting the survey, the teacher mills around the classroom to make sure all pairs of students are not rushing through the questions.

**\*Third-person questions.** When all of the questions have been asked (which may or may not be during the lesson), students pair up with a new partner. This time **two students** from each team up and **two students** with Worksheet A do the survey.

The first step is for students to write their new partner's ex-partner's name on the line provided on the worksheet.

If the original pair of students consisted of Julie (A) and Sven (B), the second time around both Julie and Sven have a new partner.

For example, Julie (A) pairs up with Andre (A) and Sven (B) chooses Kate (B).



Continuing, students ask each other about their partners' answers. Andre asks Julie about Sven's answers and Kate asks Sven about Julie's

For example, the question found on **Worksheet A** is: *Your general health is great, isn't it? Or not so good? Why?*

Andre needs to convert the question so that it reads: *Is Sven's general health great, or not so good, so so or not so good? Why?*

Julie uses the information from her partner survey with Sven and she reports to Andre. For example: *Sven said that his general health was pretty good.*

Andre asks: *Why?*

Julie answers according to her notes of her original responses.

Partners scribble notes along the way on a separate sheet of paper.

**\*\*Working with tag questions.** Now that Julie (Worksheet A) has both Sven's and Kate's answers (both Worksheet B), she now pairs up with Kate. Sven joins Andre.

Now Julie runs through the questions according to what she learned from Andre about Kate.

She says to Kate, for example: *Your general health is great, isn't it?*

Kate replies: *Yes, that's right.*

Julie continues: *You don't eat food with high amounts of carbohydrates or fat, do you?*

Kate confirms the statement. Then she asks the first question from **Worksheet B** converting it into a tag question (with the answer supplied from Andre).

For example: *You have one brother and two sisters, don't you, Julie?*

Julie replies: *That's correct.*

Kate continues: *Your brother, John, is 18 years old, isn't he?*

Julie replies: *Right.*

Kate: *Your sister, Karen, is 22 and your brother, Rebecca, is 16, right?*

Julie confirms the information. Both Julie and Andre follow the procedure as above for all the questions on their worksheets.

**Variation 1:** If there is not enough time, simply skip the Tag Question activity.

**Variation 2:** Students select some of the more interesting questions from the worksheet and, with the whole class working, converts them into descriptive narratives.

Contributed by Kurt Scheibner



# Synonyms 1a

(Words with similar meanings)

1. big

\_\_\_\_\_

9. smart

\_\_\_\_\_

2. small

\_\_\_\_\_

10. stupid

\_\_\_\_\_

3. old

\_\_\_\_\_

11. clean

\_\_\_\_\_

4. new

\_\_\_\_\_

12. dirty

\_\_\_\_\_

5. hot

\_\_\_\_\_

\_\_\_\_\_

6. cold

\_\_\_\_\_

14. poor

\_\_\_\_\_

7. healthy

\_\_\_\_\_

15. near

\_\_\_\_\_

8. sick

\_\_\_\_\_

16. far

\_\_\_\_\_

# Synonyms 1b

(Words with similar meanings)

1. thin

\_\_\_\_\_

9. fast

\_\_\_\_\_

2. fat

\_\_\_\_\_

10. slow

\_\_\_\_\_

3. easy

\_\_\_\_\_

11. pretty

\_\_\_\_\_

4. hard

\_\_\_\_\_

12. ugly

\_\_\_\_\_

5. good

\_\_\_\_\_

6. bad

\_\_\_\_\_

14. last

\_\_\_\_\_

7. dark

\_\_\_\_\_

15. long

\_\_\_\_\_

8. bright

\_\_\_\_\_

16. short

\_\_\_\_\_

## Synonyms 1



|   |
|---|
| Student level: Beginner / Intermediate / Advanced |
| Approximate duration: 15-20 minutes               |
| Number of students: 2-4                           |
| Preferred age/maturity: 10+ / Adult               |
| Type of lesson: Pair work / Small group           |

**Language Target:** Vocabulary development, adjectives, finding synonyms for words, and opposite pairs.

**Setting Up:** Take one of the words from the worksheet, for example: **big**. Ask students to think of some synonyms and write them on the worksheet. They may say, for example:

- huge*
- large*
- enormous*
- gigantic*

Try another word from the list and do the same. **Good**, for example. Students may say:

- great*
- wonderful*
- fantastic*
- terrific*

Explain that this lesson is a competition of pairs or groups to try to find as many synonyms as possible for each adjective on the worksheet.

**Getting Started:** Either in pairs or small groups, each student receives a copy of **Worksheet 1A** and **Worksheet 1B**. Students work together to think of two or three words with similar

meanings.

They write the words on the worksheet. [Dictionaries could be used to assist with spelling.]

When students have finished, one representative from each pair or group reads the synonyms, one by one, to the whole class.

The other students write down synonyms that they hadn't written on their own papers. Since there are usually many words which can be considered synonymous for the words on this worksheet, answers may vary quite a lot.

**Variation 1:** As a whole class activity, don't hand out the worksheets at first. Read one word at a time from the list and award points to students who identify a correct synonym.

**Variation 2:** Divide the class into two teams. Before handing out the worksheet, tell students that each team will have the chance to offer only one word.

The teacher reads out the target word. The first team to be the first to identify the target word from the worksheet. For example, the teacher reads out the target word **big** then offers the class the word **enormous**.

**Team A** might say: *elephant* and **Team B** may say: *whale*. Both answers are good – **are not synonyms for enormous**.

**Note:** If students say **fun** as their answer, the teacher should point out that **enormous is an adjective**.

Now the teacher offers the word and synonym. **Team A** might say: *huge* and **Team B** might say: *big*. Since **big** is the word written on the worksheet, **Team B** is given a point.

**Variation 3:** Give points for the number of letters in the written synonyms – i.e., **huge** gets 4 points because it has 4 letters, **enormous** gets 8 points.

**Variation 4:** Make this a timed exercise, the pair or group with the most (correct) synonyms written at the end of the given time (15 ~ 20 minutes) becomes the winner.

(Allow more time for lower-ability students, less time for higher-ability students.)

**Variation 5:** The pair or group with the most (correct) unique synonyms is declared the winner.

Example: All pairs or groups have written a paragraph using **big** and **gigantic** as synonyms for **big**, but only one pair used the word **huge** and another group wrote **enormous**. Only **unique words** are given points.

**Variation 6:** Although there are spaces provided on the worksheet for only two synonyms, students are encouraged to add a fourth synonym for extra points.

**Building Fluency:** After worksheets have been completed, pairs of students ask each other questions such as *Do you have a **big** house?*

Partners respond with something like: *Yes, I have a **gigantic** house with a **big** garden.*

Another way to do this is to have students reply in the negative form: ***Do you have a big house?***

Partners respond with something like: ***No, I don't have a gigantic house and I don't have a huge garden.***

**Writing Practice:** Paragraph swapping. In pairs, students write a short paragraph using some of the words from the list.

(Remind students to underline the words from the list that they use in their paragraphs.)

***This morning I ate a big hot omelet. It was easy to make and tasted really good ...***

When both students have finished their paragraph, they swap papers and exchange the underlined words for a synonym. ***This morning I ate a huge spicy omelet. It was simple to make and tasted really fantastic ...***

Contributed by Kurt Scheibner



# A 3-Minute Interview

(Regular Questions - Present Tense)



- 1 What color \_\_\_\_\_ your hair?
- 2 \_\_\_\_\_ your mother like spicy food?
- 3 What \_\_\_\_\_ you wearing?
- 4 What \_\_\_\_\_ you like to watch?
- 5 \_\_\_\_\_ your favorite movie stars?
- 6 \_\_\_\_\_ your family have a pet?
- 7 \_\_\_\_\_ Thursday your favorite day of the week?
- 8 \_\_\_\_\_ you usually watch TV?
- 9 What \_\_\_\_\_ you going to do after class?
- 10 How long \_\_\_\_\_ you have been here?
- 11 \_\_\_\_\_ there \_\_\_\_\_ in your room?
- 12 How often \_\_\_\_\_ you read a book?
- 13 Where \_\_\_\_\_ you usually \_\_\_\_\_ your pet at home?
- 14 \_\_\_\_\_ your family usually \_\_\_\_\_ together?
- 15 How \_\_\_\_\_ you going home tonight?
- 16 \_\_\_\_\_ your grandmother live with you?
- 17 \_\_\_\_\_ you ever take a nap?
- 18 What \_\_\_\_\_ your favorite kind of \_\_\_\_\_?
- 19 \_\_\_\_\_ you enjoying this lesson?
- 20 What \_\_\_\_\_ your family usually do on Sundays?
- 21 \_\_\_\_\_ you usually go to bed before or after \_\_\_\_\_?
- 22 What \_\_\_\_\_ your shoe size?

Is • Are • Do • Does

1 B

# A 3-Minute Interview

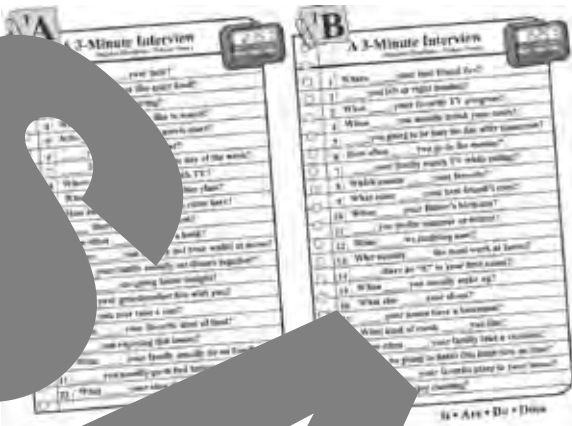
(Regular Questions - Present Tense)



- 1 Where \_\_\_\_\_ your best friend live?
- 2 \_\_\_\_\_ you left or right handed?
- 3 What \_\_\_\_\_ your favorite TV program?
- 4 When \_\_\_\_\_ you usually brush your teeth?
- 5 \_\_\_\_\_ you going to be here the day after tomorrow?
- 6 How often \_\_\_\_\_ you go to the movies?
- 7 \_\_\_\_\_ your family watch TV while eating?
- 8 What \_\_\_\_\_ season \_\_\_\_\_ your favorite?
- 9 What \_\_\_\_\_ your best friend's eyes?
- 10 When \_\_\_\_\_ your birthday?
- 11 \_\_\_\_\_ you prefer summer or winter?
- 12 What \_\_\_\_\_ we should be doing now?
- 13 Who usually \_\_\_\_\_ the most work at home?
- 14 \_\_\_\_\_ there an "E" in \_\_\_\_\_ name?
- 15 When \_\_\_\_\_ you usually wake up?
- 16 What size \_\_\_\_\_ your shoes?
- 17 \_\_\_\_\_ your house have a basement?
- 18 What kind of music \_\_\_\_\_ you like?
- 19 How often \_\_\_\_\_ your family take a vacation?
- 20 \_\_\_\_\_ we going to finish this interview on time?
- 21 Where \_\_\_\_\_ your favorite place in your home?
- 22 \_\_\_\_\_ you enjoy dancing?

Is • Are • Do • Does

## Three Minute Interview (1) (Regular Present Tense Questions)



Students: *Yes, he does. No, he doesn't.*

**Getting Started:** In pairs, one student receives **Worksheet A** and the other receives **Worksheet B**. Students look at the bottom of their worksheets where the removed verbs are printed. They see:

### Is, Are, Do and Does

These four verbs **are not printed** on their interview questions. Students must decide which one is accurate before asking each of the 22 questions.

Then partners need to answer the questions correctly as well.

**Note:** Often students are so busy figuring out which question to ask that they forget to listen to the answers.

Work on this **failure-to-listen problem**, see **Variation #5** below.

In most cases students will need about 15 minutes to complete the interview, but they will increase in time as they repeat the interview.

**Students do this interview and be able to finish within three minutes.**

When **Student A** is complete all of the questions in three minutes **Student B** does the same.

**Variation 1:** Partners alternate asking each other the questions (set the timer for six minutes).

**Variation 2:** For lower level students groups of three or four are formed. Half the group receive **Worksheet A** and the other half receive **Worksheet B**.

Together, as a group, they help each other identify the correct verbs for the questions.

When finished, one student from the **Worksheet A** group pairs up with one student from the **Worksheet B** group. Together, they take turns and proceed through all of the questions.

**Language Target:** Develop fluency in verb identification and listening skills by asking simple present tense questions and answers.

**Setting Up:** Prior to class, make enough copies of **Worksheet A & B** so that half of the students have one or the other.

Also, there should be **one timer** for each pair of students. If not, make sure that pairs have at least one watch with a second hand.

As a warm-up exercise, ask the class five or six **simple present tense** questions using the verbs **is, are, do** and **does**. Encourage quick responses. For example:

Teacher: *Are you a sophomore?*

Students: *Yes, I am. / No, I'm not.*

Teacher: *Do you have a pet?*

Students: *Yes, I do. / No, I don't.*

Teacher: *Where are you from?*

Students: *I'm from a small town in Italy.*

Teacher: *Does your best friend like rap music?*

Depending on the students' English ability, they may write the verbs on their worksheets.

**Variation 3:** For higher-ability students, on the second or third time, they convert all of the questions into **Tag Questions**.

Student A (first time): *What color is your hair?*

Student B: *It's brown.*

On the second or third time through the interview, the questions sound like this:

Student A: *What color is your hair, isn't it?*

Student B: *It's brown.*

The advantage of using **Tag Questions** is that they address the inherent need for students to listen to their partner's answer – they often don't.

**Variation 4:** With higher-ability students, after finishing the interview with one partner, they set up with a different student while the first partner works on her own worksheet.

They begin the interview again with a new partner.

**Variation 5:** Again, with higher ability students, they find a new partner (after finishing the interview) and **report** the information from their first interview to their new partner.

In other words, **Student A** tells her new partner about her former partner's answers. It may sound like this:

Student A: *Jenny (former partner) has blond hair, her mother doesn't like spicy food, she's wearing a black turtle neck sweater and blue jeans, she likes to watch tennis and skiing, her favorite movie stars are...*

Etc.

**Variation 6:** Once students are able to complete the interview in three minutes (some students will actually be able to do it in less than two!), they ask a second **similar question** for each one on the worksheet. For example:

Student A: *What color is your hair?*

Student B: *It's brown.*

Student A: *What color is your sweater?*

Student B: *It's green.*

Student A: *Does your mother like spicy food?*

Student B: *Yes, she does.*

Student A: *Does your father like doing housework?*

Student B: *No, he doesn't.*

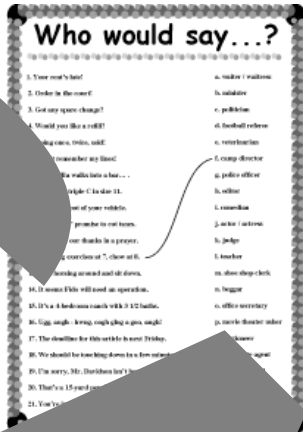
Contributed by Kurt Scheibner



# Who would say...?

- |   |                        |           |
|---|------------------------|-----------|
| ___ 1. Our rent's late!                                       | a. waiter / waitress   | ___       |
| ___ 2. Order in the court!                                    | b. minister            | ___       |
| ___ 3. Got any spare change?                                  | c. politician          | ___       |
| ___ 4. What will fill?  | d. football referee    | ___       |
| ___ 5. ...g once, ... sold!                                   | e. veterinarian        | ___       |
| ___ 6. I can't remember my lines.                             | f. camp director       | <u>12</u> |
| ___ 7. This ... walks in ...                                  | g. police officer      | ___       |
| ___ 8. We have a trip ... size ...                            | h. editor              | ___       |
| ___ 9. Please step out of your ...                            | i. comedian            | ___       |
| ___ 10. If elected, I promise ... taxes.                      | j. actor / actress     | ___       |
| ___ 11. Let's give our thanks in a ...                        | k. judge               | ___       |
| <u>f</u> 12. Morning exercises at 7, chow at 8.               | l. ...                 | ___       |
| ___ 13. Stop horsing around and sit down.                     | m. shop clerk          | ___       |
| ___ 14. It seems Fido will need an operation.                 | n. beggar              | ___       |
| ___ 15. It's a 4-bedroom ranch with 3 1/2 baths.              | o. ... tary            | ___       |
| ___ 16. Ugg, augh - hwug, oogh glug a goo, augh!              | p. ... theater usher   | ___       |
| ___ 17. The deadline for this article is next Friday.         | q. ...                 | ___       |
| ___ 18. We should be touching down in a few minutes.          | r. real estate agent   | ___       |
| ___ 19. I'm sorry, Mr. Davidson isn't here right now.         | s. landlady / landlord | ___       |
| ___ 20. ...   | t. pilot               | ___       |
| ___ That's a 15-yard penalty for roughing the kicker.         | u. caveman             | ___       |
| ___ 21. You're in seat 34G, the movie begins in five minutes. |                        | ___       |

## Who Would Say...? (1)



**Getting Started:** In pairs, each student receives a copy of the worksheet. Students fold their papers vertically, separating the left side from the right. **Student A** looks only at the left side (Who Would Say...? Quotes) and **Student B** looks only at the right side (Answers).

Student A begins by asking her partner: *Who would say: "Your rent's late!"* ?

Student B searches through the list, finds a match and says, for example: *A landlady or landlord would say: "Your rent's late!"*

**Note:** Neither student knows the actual answers. They are not printed on the worksheet. To confirm the correctness of their mutual answers, see **Variation 1** below.

If **Student A** agrees with **Student B** that the speaker is a landlady or landlord, she moves on to the next question.

Student A asks: *Who would say: "Sixteen more laps."*

Student B may say: *A pet shop owner would say sixteen more laps.*

**Student A** asks, she gives her reasons and tells **Student B** why again. If she agrees with his answer.

**Variation 1:** When the pairs have finished, one pair joins another pair to compare their answers. If there is a disagreement with any of the choices, they discuss and persuade the others that their answer is correct. If they still can't agree, they need to ask the teacher.

**Variation 2:** Pairs of students may be grouped together with both sides of the worksheet exposed. It's much easier that way.

**Variation 3:** Rather than pairs, do this as a whole class activity. Someone (the teacher or a student) reads the **Who would say...?** questions and the students, only looking at the right side of the worksheet, (or with no worksheet to look at) compete to say the correct answer.

**Language Target:** Listening, matching, identifying phrases to respective speakers and occupations.

**Setting Up:** For lower ability students, first reveal all of the occupations written on the worksheet.

For higher-ability students, don't hand out the worksheet or let them know which occupations are listed. They'll enjoy the challenge.

Write the following on the board: **Who Would Say...?** then say something like:

*I'd like a cheeseburger, an order of fries and a soda – to go.*

Students try to guess who would say that sentence. Write the answer on the board: **A customer at a fast-food restaurant.**

Try a few more examples such as:

*Check-in time is 10:00 a.m., check-out is 3:00 p.m.* (hotel clerk)

*Pop quiz tomorrow!* (teacher)

*If elected, I promise to cut taxes.* (politician)

**Variation 4:** For higher-ability students, they can only look at the occupations on the right of the worksheet.

Student A: *It's a 4-bedroom ranch with 3 1/2 baths.*

Student B: *How large is the kitchen?*

Student A: *It's about 3 meters by 4 meters.*

Student B: *Is there a family room? Etc.*

**Writing Practice:** Students could write a brief scene from a movie or play using any one of the matched pairs. These scenes could be read to the class at a latter date.

**Writing Fluency:** Return to the original quotation and have students refer to the conversation to the dictionary for an example:

**Answers:**

1. Your rent is too high.
2. Order in the court!
3. Got any spare change?
4. Would you like a refund?
5. Going once, twice, sold!
6. I can't remember my line.
7. This gorilla walks into a bar...
8. We have a triple C in size 11.
9. Please step out of your vehicle.
10. If elected, I promise to cut taxes.
11. Let's give our thanks in a prayer.
12. Morning exercises at 7, chow at 8.
13. Stop horsing around and sit down!
14. It seems Fido will need an operation.
15. It's a 4-bedroom ranch with 3 1/2 baths.
16. Ugg, augh – hwug, oogh glug a goo, augh!
17. The deadline for this article is next Friday.
18. We should be touching down in a few minutes.
19. I'm sorry, Mr. Davidson isn't here right now.
20. That's a 15-yard penalty for roughing the kicker.

- landlord/lady
- judge
- beggar
- waiter / waitress
- auctioneer
- ...man
- ...person
- police
- politici
- ...or
- teac
- veterinarian
- real estate
- cavema
- edito
- pil
- office
- (US) foot...ree

Contributed by Kurt Scheibner

**A**

# Why did you...?

Q 1: We all know you are a dog lover. Why did you buy a cat?

A 1:

Q 2: Your favorite color is green. Why did you paint your room orange?

A 2:

Q 3: Everyone knows you are rich. Why did you buy a used car?

Q 4: You look like you had a long hair. Why did you have it cut so short?

A 4:

Q 5: Last Friday's party was really fun. Why did you leave so early?

A 5:

Q 6: You only borrowed \$10.00. Why did you give me \$50.00?

A 6:

Q 7: There was only one piece of cake for everyone. Why did you eat it?

A 7:

Q 8: I asked you to keep my secret to yourself. Why did you tell everyone?

A 8:

# B

## Why did you...?

Q #1: We played tennis yesterday. Why did you say we played volleyball?

A #1:

Q #2: The concert started at 8:30 last night. Why did you arrive at 6:00?

A #2:

Q #3: You know you don't like your friend. Why did you invite him to the party?

A #3:

Q #4: It's really hot today. Why did you wear that sweater?

A #4:

Q #5: You just bought the camera. Why did you throw it away?

A #5:

Q #6: I know you really hate insects. Why did you go to the garden last weekend?

A #6:

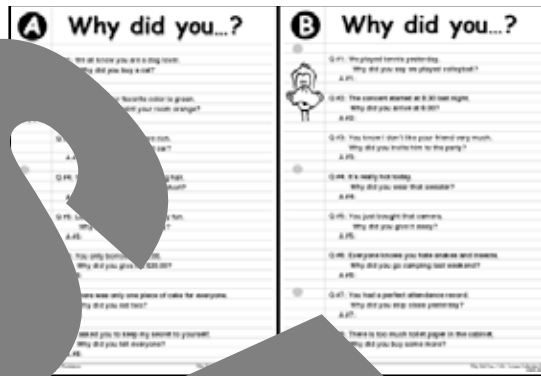
Q #7: You had a perfect attendance record. Why did you skip class today?

A #7:

Q #8: There is too much toilet paper in the cabinet. Why did you buy more?

A #8:

## Why Did You...?



Str... begin... intermediate  
... of less...  
Necess...  
Preferred age...  
Type of lesson: ...

**Getting Started:** In pairs, students receive **Worksheet A** and **B**, respectively. **Student A** begins by asking her partner: *We all know you are a dog lover. Why did you buy a cat?*

**Student B** tries to think of a good reason, for example: *I bought a cat because I'm allergic to dogs.*

-or-

*I bought a cat because I already have three dogs.*

-or-

*I live on a farm and there are a lot of mice.*

**Student A** writes the answer on the worksheet in the space provided. (They can be in the form of notes or complete sentences depending on the preference of the class).

In addition, **Student A** must rate the believability of the answer by circling a number from one to ten on the worksheet. (The higher the number, the more believable.)

Students alternate asking each other questions using the worksheets.

**Variation 1:** Encourage students to ask two or three **follow-up Why...?** questions for each answer. For example:

Q: *Last Friday night was really fun. Why did you leave so early?*

A: *I had to meet a friend at 8:00.*

Q: *Why did you have to meet him at 8:00?*

A: *Because I had to give him some...*

Q: *What did you have to give him at 8:00?*

**Variation 2:** When pairs have finished, students split up and find a new partner. This time, two students with **Worksheet A** work together and two students with **Worksheet B** do the same.

**Language Target:** Simple present tense to distinguish between solid facts vs. beliefs. In this lesson, students investigate beliefs for having done some things.

**Setting Up:** Write the phrase: **Why did you...?** on the board and say: *I thought you hated homework. Why did you do it today?*

A student may say, for example: *I have to work tomorrow after school so I won't have any time. That's why I did my homework today.*

The teacher asks **follow-up** questions using **Why**. For example:

- Why do you have to work tomorrow?*
- Why didn't you ask me for more time?*
- Why can't you do your homework at your job?*

**Important rule:** Students may not deny the question. For example:

Q: *We all know you are a dog lover. Why did you buy a cat?*

A: *I didn't buy a cat.*

Also, students can not use a **lame answer** such as: **I forget, I don't remember, You are mistaken,** etc.

This time, they ask the question in **third person** (about the former partners). For example: *Why did he/she...?*

Drawing from their notes, the students tell their partners the reasons their former partner

When pairs have finished, pole the class for the best reasons. This will require the students to listen carefully to each other.

The pair with the most reasons is the winner of the question.

**Variation:** Hand out the worksheet at first.

Do the activity in class by dividing the class into two teams.

Contributed by Kurt Scheibr

Read one of the **Why Did You...?** questions and offer two or three **follow-up questions**. The team with the most believable reason is declared to be the winner.

**Building Fluency:** It's **not important** for students to finish the entire worksheet. If students are having a fun discussion, they should continue as long as they like with any of the questions.

**Writing Practice:** Students choose one of the questions from the worksheet and write a fictitious story about the experience. This can be in either first person or third person.