

Volume
2

25 A Class Master

25 Interactive Activities for
English Language Learners

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24 STEPS

Answer a personal question



Im...
ror
ban...
owbe...
orilla
oldier
etc.

Safe

Write ___ with your left hand.
(or right hand if you are a south paw)

Say 5 kinds of food.
Italian spicy sweet hard etc.



Music Quiz



Sing a song (a little).



Say 5 names of (countries, vegetables, drinks, body parts, companies, fruit, cities, etc.) that begin with the letter "?."



Go back 4

Oh no!



Go back 2

Oh no!



Math Quiz



T... e ...unny

Oh no!

Go back 7



History Quiz



Say 6 English words that end with the letter "?."
(no I, J, Q or Z please)

Oh no!

Go back 3



Say 8 English words that begin with the letter "?."



S... ish,

Make funny



Oh no!

Go back 3



START



Movie Quiz



Safe



Name a famous building (not in this country)



FINISH



24 Steps



Start in the **START** box. When you land on an **intermediate** square, you must perform the task in the box. If you land on a **Safe square**, you are safe. If you land on a **Go back square**, you must move your marker back according to the number of squares in the box. The game ends when a student reaches the **FINISH** box.

The **sixth student** is instructed to **name** five vegetables, for example, that begin with the letter **B**.

The **seventh student** is given a **history, math** or **music** quiz, for example: *Name three classical music composers.*

The **eighth student** is instructed to **sing** a short segment of a song such as *Twinkle, twinkle little star.*

The **ninth student** is directed to **tell** a joke or a funny story.

Getting Started: One (**enlarged**) worksheet goes to each group of 4~5 students. All students put their markers in the **START** box then one student rolls the die. She moves the marker according to the number rolled on the die.

Language Target: A very simple and fun board game to practice a variety of English skills including: spelling, writing, drawing and giving directions.

Materials needed: **One die** for each group. Enough markers for all students. Markers can be coins, pieces of plastic or paper, paper clips, erasers, etc.

Setting Up: Before handing out the worksheet invite nine (or more) volunteers to stand in front of the class.

The **first student** is told to **imitate** an animal, for example, an excited puppy.

The **second student** is told to **write** a large number on the board, for example: **3,674,602** then read it aloud.

The **third student** is given a word to **spell**, for example: **calendar**.

The **fourth student** must **ask** a question. For example: *What time did you wake up this morning? Who is the best singer in the world?*

The **fifth student** is told to **draw**, for example, an **octopus** on the board.

Each group mates decide on a task to perform according to the words written in the box.

The student performs the assigned task then hands the marker to the next student.

The game continues until someone reaches the **FINISH** box.

Tasks: When a student lands on a task square, the others in the group decide on which student to perform according to the words printed on the worksheet.

The difficulty of the task is easily adjusted for lower or higher level students.

Safe squares: As the worksheet suggests, landing on a **Safe square** is safe. No task is required.

Go back squares: When a student lands on a **Go back square**, they must move their marker back according to the number of squares in the box on the worksheet.

Note: This game has been specially designed so that students spend a lot of time doing things in English. The more times they **Go Back**, the more

opportunities they will have to perform tasks. If some students become frustrated because they have to **keep going back**, it may be a good idea to tell the whole class that the **purpose of this game is to practice their English**. It is **NOT** to finish quickly.

Variation 1: Groups add a **penalty** for poor performance. If the group decides that a student has done a task incorrectly, inadequately or if they refuse to perform a task, that student must **go back one square**.

For example, Josh is asked to draw a monkey. If the rest of the group agrees that it doesn't look like a monkey, then Josh must go back one square.

Variation 2: Each group is given a timer. When time runs out, the player on the square in front of them must be asked what the minute is. **If time runs out, the player on the square in front of them must have to do anything.**

Answers or actions must also be finished within one minute. **If time runs out, that player must go back one square.**

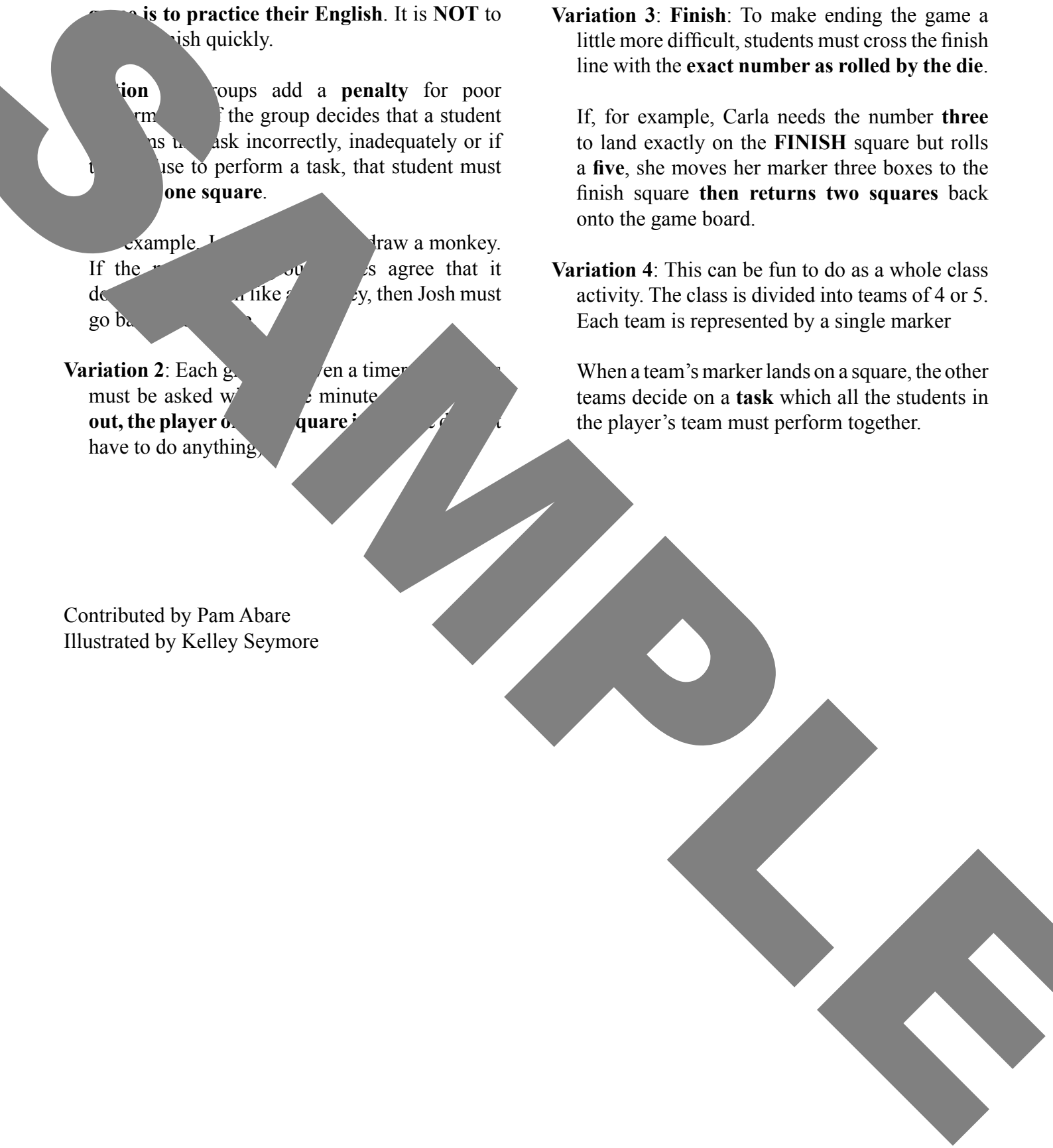
Variation 3: Finish: To make ending the game a little more difficult, students must cross the finish line with the **exact number as rolled by the die**.

If, for example, Carla needs the number **three** to land exactly on the **FINISH** square but rolls a **five**, she moves her marker three boxes to the finish square **then returns two squares** back onto the game board.

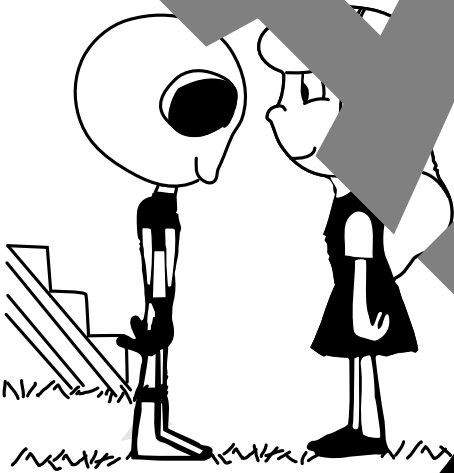
Variation 4: This can be fun to do as a whole class activity. The class is divided into teams of 4 or 5. Each team is represented by a single marker

When a team's marker lands on a square, the other teams decide on a **task** which all the students in the player's team must perform together.

Contributed by Pam Abare
Illustrated by Kelley Seymore



The Alien meets the Earthling



What's his name? _____

His name is _____

How old is he? _____

He is _____ years old.

How old is she? _____

She is _____ years old.

When did he come to Earth? _____

He came to Earth _____

They first met _____

What was the first thing she said to him? _____

What question did he ask her? _____

What did she say? _____

Where did he invite her? _____

He invited her to _____

What did she answer? _____

She said: _____

This paper belongs to: _____

What was the first thing she said to her was: _____

He asked her: _____

She said: _____

He said to her was: _____

as: _____

Alien Meets Earthling



Student's name: _____	Mediate
Approximate age: _____	
Number of students: _____	
Preferred age/maturity level: _____	Adult
Type of lesson: _____	Whole class

question so that only the second question is visible.

Students pass the worksheets to the person on their left and write the answer to the second question: **What's her name?**

After writing their answers, students fold the paper back again and pass it along to the student on the left.

Students read the third question: **How old is he?** and write the answer. Once again, students fold the paper along the dotted line and pass it to the student on their left.

They continue in this manner until the last question has been answered.

When everyone has answered the 12th question: **What did she answer?** the worksheets are returned to the original owner (the questions are at the bottom of the worksheets).

The original owners unfold their papers and read the story. With larger classes, this can be done in groups.

Students write the complete story on their own paper. Then, when the papers are read aloud, the first answer is read by the first student, the second question is read by the second student, the third is read by the third student, etc. which will create a new story.

Variation 2: Students role-play an alien and an earthling. Use the worksheet as a cue. The "earthling" asks the "alien": **What's your name?** The "alien" replies: **My name is _____**. The "earthling" asks: **Where did you first meet?**

The "alien" replies and asks the same question. The earthling asks: **When did you come to earth?** and the "alien" answers.

The next question (as printed on the worksheet) is: **Where did they first meet?** The "earthling" asks: **Where did we first meet?**

Language Target: Students will have a chance to practice while practicing the important skills of listening, speaking, creating, writing, reading and listening. When finished, everyone will have a fun story.

Setting Up: Tell students that they are going to create an (interesting) story about an alien and an earthling. Students imagine details about the alien - his name, how old he is, where he's from, when he came to the earth, etc. Then they do the same for the girl.

Next, students think about where the alien first met the earthling, what they talked about and where the alien invited the earthling to go.

Getting Started: Each student receives one copy of the worksheet. First, they write their name at the bottom left of the page where it says: **This paper belongs to _____.**

Students then fold the paper along the first dotted line in the top left corner.

Now only the question: **What's his name?** appears face up. Students write their answer on the blank line.

Without unfolding the first question, students fold the paper along the dotted line of the second

The “earthling” then asks: *What was the first thing you said to me?* The “alien” replies: *The first thing I said to you was _____.*

Students continue in this manner until the end of the story. (They could read their creations to their classmates.)

On the next page, students read the sentences aloud to their partners. (*My name is... I'm years old. I came from Earth ..., etc.*)

Fluency: This activity is a good way to introduce the topic of aliens and UFOs for a classroom discussion.

Some initial questions might include:

- Does extraterrestrial life exist?
- Have aliens ever visited Earth?
- What do they look like?
- Are they friendly or menacing?
- Why would they come here?
- Do you believe in UFOs? Etc.

Writing Practice: Students rewrite their stories by adding additional information. These could be read aloud as well.

Contributed by Kurt Johnson
Illustrated by Christian Ber

Believe Me

It's true

1. When you are alone, do you usually feel relaxed, happy, or sad?
I usually feel _____ when I am alone.
2. Would you prefer a vacation: in the mountains, at the beach or in a city?
I'd prefer a vacation _____.
3. Which is your favorite season?
My favorite season is _____.
4. Do you believe in ghosts?
Yes, I do. / No, I don't. / Maybe. / I'm not sure.
5. What is your favorite place at home?
My favorite place at home is _____.
6. Which national holiday do you like best?
I like _____ best.
7. What is your favorite time of day?
My favorite time of day is _____.
8. How do you usually fall asleep - on your back, stomach or side?
I usually fall asleep on my _____.
9. Which do you like better: dogs, cats or birds?
I like _____ better.
10. Would you rather listen to rock, jazz, blues, pops, folk or classical music?
I'd rather listen to _____.

Score Card

My Real Answers

Names				Me
Questions				
1	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
2	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
3	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
4	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
5	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
6	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
7	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
8	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
9	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
10	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
Totals				

SAMPLE

Believe Me! (1)

Student Name	True	False
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Totals		

Believe Me! *My Real Answers*

1. What is your favorite place to travel?
2. What is your favorite food?
3. What is your favorite color?
4. What is your favorite animal?
5. What is your favorite sport?
6. What is your favorite movie?
7. What is your favorite book?
8. What is your favorite city?
9. What is your favorite season?
10. What is your favorite holiday?

Student Name: _____ Intermediate

Approximate Age: _____

Number of students in group: _____

Preferred age/maturity level: _____ Adult

Type of lesson: _____ Activity

group mates in the spaces provided at the top of the **Score Card**.

(The fourth student is titled **My Real Answers** – this is the column for the worksheet holder.)

Next, students fold the right side of the worksheet back and under – thus hiding the **My Real Answers column**.

Once done, students secretly check **three** (only three) of the **False** boxes within the **My Real Answers column**. These are the answers that the students will not answer truthfully.

[Students must keep their **My Real Answers column hidden at all times.**]

Seven of the questions need to be answered truthfully and three of them falsely.

Language Target: Fluency in using the target language. Students will need to evaluate which of their answers are true and which are false. This activity is a catalyst for **follow-up discussion**.

Setting Up: Write the words **True** and **False** on the board with a box to the left of each word. Ask one of the students to ask you: **Where were you born?**

Tell the students that you may answer truthfully or falsely. Offer an answer (either true or false) then pole the students to see which ones believed you and which ones didn't.

[If students are higher-level ability, ask them to explain why they believed you or not. This can be a lot of fun if you plead with them to believe you.]

Do the same with another question such as: **What's your favorite color?**

Again, students evaluate your answer then offer their opinions as to the truth or falsity of your response.

Getting Started: The class is divided into groups of four. One worksheet goes to each student in the group. Students write the names of their three

group mates. When prepared, one of the students in the group asks the first question from the left of the

Where were you born, do you usually feel: really happy or sad?

Each student answers the question – but it's important that everyone in the group listens carefully to the answer and writes notes in the appropriate boxes for the students' names.

Then, everyone decides individually if the answers are true or false. The appropriate boxes are checked.

The Score: After all 10 questions are answered, students review the questions but this time offer their opinions as to the **truth or falsity** of their group mates' answers.

For example, **Student #1** may say: **Karen answered the first question truthfully** (honestly).

The other group mates offer their opinions as to Karen's answer as well.

Finally, Karen confesses: ***My answer for the first question is true*** (or false).

Students who predicted Karen's answer correctly are given one point. Karen also gives one point for every student she fooled.

The goal is to have the highest score among the students.

Variation 1: Do this lesson as a whole class exercise without the worksheet. Students ask the teacher any ten questions they like. The teacher answers before the students give their answers. The answers will be false.

Students ask as many **follow-up questions** as they like, focusing on the Truth or Falsity of the teacher's answers.

Variation 2: To promote subject fluency, use using third-person pronouns. Students are divided into new groups of four (none of the members were in the first group).

Each student receives a new worksheet. Using the original worksheet from the previous group, students select one of the names of the previous students. The new group mates write this selected name in one of the columns at the top of the **Score Card**.

The **My Real Answers** column remains the same for individual students.

Now, students secretly fill in both the **My Real Answers** column and the answers given by the selected student from their previous group. When finished, they begin the process over – but this time the first question reads:

Q: ***When*** (name of a selected student from the first group) ***is alone, does she usually feel: relaxed, lonely, happy or sad?***

A: ***She usually feels*** _____.

Building Fluency: In pairs, students ask each other questions. After each answer, students ask a more **follow-up question: *Why?***

Contributed by Kurt Scheibner

Adapted from the lesson ***Trust Me*** by Michelle Macomber

Chain of Events

Number 1 I'm so glad I _____

What would have happened if you had / hadn't _____

Number 1 I'm so glad I _____

What would have happened if you had / hadn't _____

Number 1 I'm so glad I _____

What would have happened if you had / hadn't _____

Number 1 I'm so glad I _____

What would have happened if you had / hadn't _____

Chain of Events

Number If I had / hadn't

What would have happened if you had / hadn't

Number If I had / hadn't

What would have happened if you had / hadn't

Number If I had / hadn't

What would have happened if you had / hadn't

Number If I had / hadn't

What would have happened if you had / hadn't

Chain of Events



have been late for school.

Students: *What would have happened if you had been late for school?*

Teacher: *If I had been late for school, I wouldn't have had time to prepare for this class.*

Students: *What would have happened if you hadn't had time to prepare for this class?*

Teacher: *If I hadn't had time to prepare for this class, I wouldn't have selected this lesson.*

Students: *What would have happened if you hadn't selected to do this lesson?*

Teacher: *If I hadn't selected to do this lesson, we wouldn't be having so much fun. That's why I'm so glad I set my alarm clock last night.*

Getting Started: In pairs, each student receives one (pre-cut) strip of paper from **Worksheet A (First Link)** and at least three (pre-cut) strips of paper from **Worksheet B (More Links)**.

Student #1 (Barry) begins by making a statement *I did my homework last night.* He writes this on the strip next to Number 1 and hands the strip to **Student #2, (Naomi)**.

Naomi continues the chain. (What would have happened if you had **done your homework last night?**)

Barry takes a strip of paper from **Worksheet B** and writes "2" in the top left hand corner). He writes *Barry had to do it this morning.*

The paper goes back to Naomi who writes (What would have happened if you had) *had to do it this morning?*

Barry attaches the two slips of paper together (staple, paste or tape) to form the first two links in the Chain of Events.

Language Target: Working in pairs, students use the **conditional tense** with **conditional objects** in this lesson for pairs of students to create a Chain of Events.

Setting Up: Copy and cut the worksheets into slips. Prepare at least one slip from **Worksheet A (First Link)** and at least four slips from **Worksheet B (More Links)** for every student in class.

Also prepare either staplers, paste or tape which the students will use to connect their links.

On the board, write the following: **What would have happened if you hadn't ...?** To the students, say: *I'm so glad I set my alarm clock last night.*

The students respond by saying: *What would have happened if you hadn't set your alarm clock last night?*

The conversation could develop like this:

Teacher: *If I hadn't set my alarm clock last night, I would have overslept this morning.*

Students: *What would have happened if you had overslept this morning?*

Teacher: *If I had overslept this morning, I would*

Barry then takes another strip of paper, writes No. 3 in the box and scribes the answer: (If I had) **had to do it this morning, I wouldn't have had time for breakfast.**

Naomi receives the paper and writes: (What would have happened if you hadn't) **had time for breakfast.**

Barry takes another strip, writes No.4 in the box and continues: (If I hadn't) **had time for breakfast, I would have had to eat something on the bus.**

Naomi receives the paper and writes: (What would have happened if you hadn't) **eat something on the bus?**

Students continue to add additional links to their chain. After a set amount of time, pairs exchange their chains and the other (team) writes the Chain of Events based on the first link.

Variation 1: To add a little more activity to this lesson, each pair is given only one link from **Worksheet A (First Link)**. All the other links are kept on the teacher's desk.

When teams finish one link and need another, they must approach the desk and ask: ***May I have another link, please?***

With so many students doing this project at the same time, there's bound to be a constant flow of traffic which adds a lot of energy to the classroom.

Variation 2: Rather than doing this lesson in pairs, it can be done as a whole class activity with the teacher making the statements and all of the students asking (and writing) the questions.

Variation 3: When finished, all pairs of students could read their Chain of Events list. They could change the statements into third person: ***She's so glad he / she didn't ...***

*Additional examples:

I'm so glad I ...

went to the dentist last week.

brought my umbrella today.

remembered to call my friend.

didn't forget my wallet today. Etc.

Contributed by Kurt Scheibner

CRAZY QUIZ #1

1. Do you have a purple dog?
2. Are your shoes on your feet?
3. Can you open a door with your teeth?
4. Is there a banana on my desk?
5. Does a hotel have any rooms?
6. Am I your teacher or your cousin?
7. Can an ambulance?"
8. Are your eyes brown?
9. Do you have ice cream on toast?
10. Is your hair on your head?
11. Does a bottle have a cap?
12. Can a helicopter fly?
13. Are your fingers longer or shorter than your toes?
14. Do you shower once a week?
15. Does a computer have a keyboard?
16. Am I speaking English or French?
17. Is your nose smaller than your house?
18. Does a bank have any money?
19. Can you eat with a pencil?
20. Is there an orange in your fruit basket?
21. Am I over 34 years old?
22. Do zebras have strips or stripes?
23. Are you married or single?
24. Can a chimpanzee fly?
25. Am I wearing a black cotton parka?
26. Does an hour have 60 minutes?
27. Are you older today than yesterday?
28. Is it summer, winter, spring or fall?
29. Do Canadians speak Canadian?
30. Am I standing on a chair?

CRAZY QUIZ #1

Yes No

1.

2.

3.

4.

5.

6.

7.

8.

12.

13.

14.

16.

18.

19.

20.

21.

22.

23.

24.

25.

26.

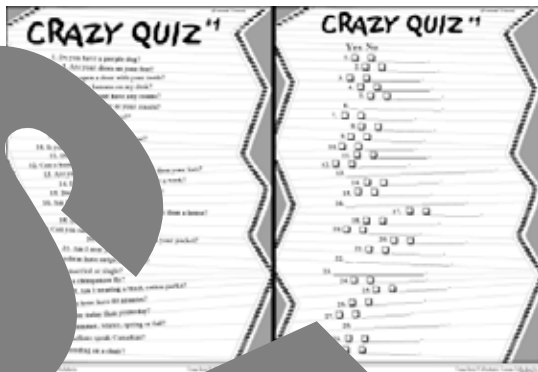
27.

28.

29.

30.

Crazy Quiz 1



Note #1: To give the photo-copy machine a break (and be more eco-friendly), the students' worksheets don't need to be printed.

Students can write down their answers just as well on regular notebook paper.

Note #2: This exercise can be done either orally or with paper and pencil – either way, the object is to finish the **Crazy Quiz** as quickly, and accurately as possible.

Getting Started: Have a timer ready (or ask one of the students to time the activity). Every student receives a copy of the Crazy Quiz Student Worksheet (or they can use any regular notebook paper).

The teacher reads all thirty questions as quickly as the class allows, giving students enough, but not too much time, to write their answers.

On the second reading, read all of the questions a second (and third time if students are enjoying this lesson), each time going faster and faster.

On the third reading, randomize the order of the questions so that students remain in a state of constant human memory mode.

Eventually, students should be able to answer all of the questions (with their answer sheets) within three or four minutes for younger learners.

Variation 1: For each point can be awarded, the student who answers first (and correctly) also repeats the question exactly as read.

This makes it considerably more challenging and is also a good way to make sure students are listening.

Variation 2: Divide the class into groups of four or five. The first representative from each group to answer correctly earns a point.

Note: Even though some students may answer grammatically correct, the answer itself may be incorrect.

Language Target: Listening for the present tense verbs and answering quickly. Also, students can practice writing with their own. An inherent part of language acquisition is the ability to listen.

Often, students don't concentrate on listening very much; therefore they automatically make errors when responding.

This short drill-like lesson, although fun and very intense, will help students see the inherent connection between listening to and answering short questions.

Setting Up: Try a few warm-up questions (keeping within the targeted present tense verbs). Students should answer with complete sentences (not with only one word). For example:

Teacher: *Do you like money?*
 Student: *Yes, I do. / No, I don't*
 Teacher: *Is there an elephant on your desk?*
 Student: *No, there isn't.*
 Teacher: *Can you fly?*
 Student: *No, I can't.*
 Teacher: *Is it morning or afternoon?*
 Student: *It's morning. / It's afternoon.*
 Teacher: *Are you an alien?*
 Student: *Yes, I am.*

Variation 3: Try a version of the **telephone tree**.

The teacher whispers the first question: ***Do you have a purple dog?*** to one student.

Allow time for him / her to write the answer, then the student whispers the same question to the next student.

Then the first student whispers the second question to the next student while the second student asks a question to the next student the first question.

Continue in this manner until all of the students have answered the questions.

Variation 4: When the Crazy Quiz is finished, the teacher asks the students to put away their worksheets.

Then, the teacher asks the first question on the worksheet: ***Do you have a purple dog?***

Students reply: ***No, I don't.***

Teacher: ***What would you do if you had a purple dog?***

Several students volunteer their answers. The one with the **best answer gets a point.**

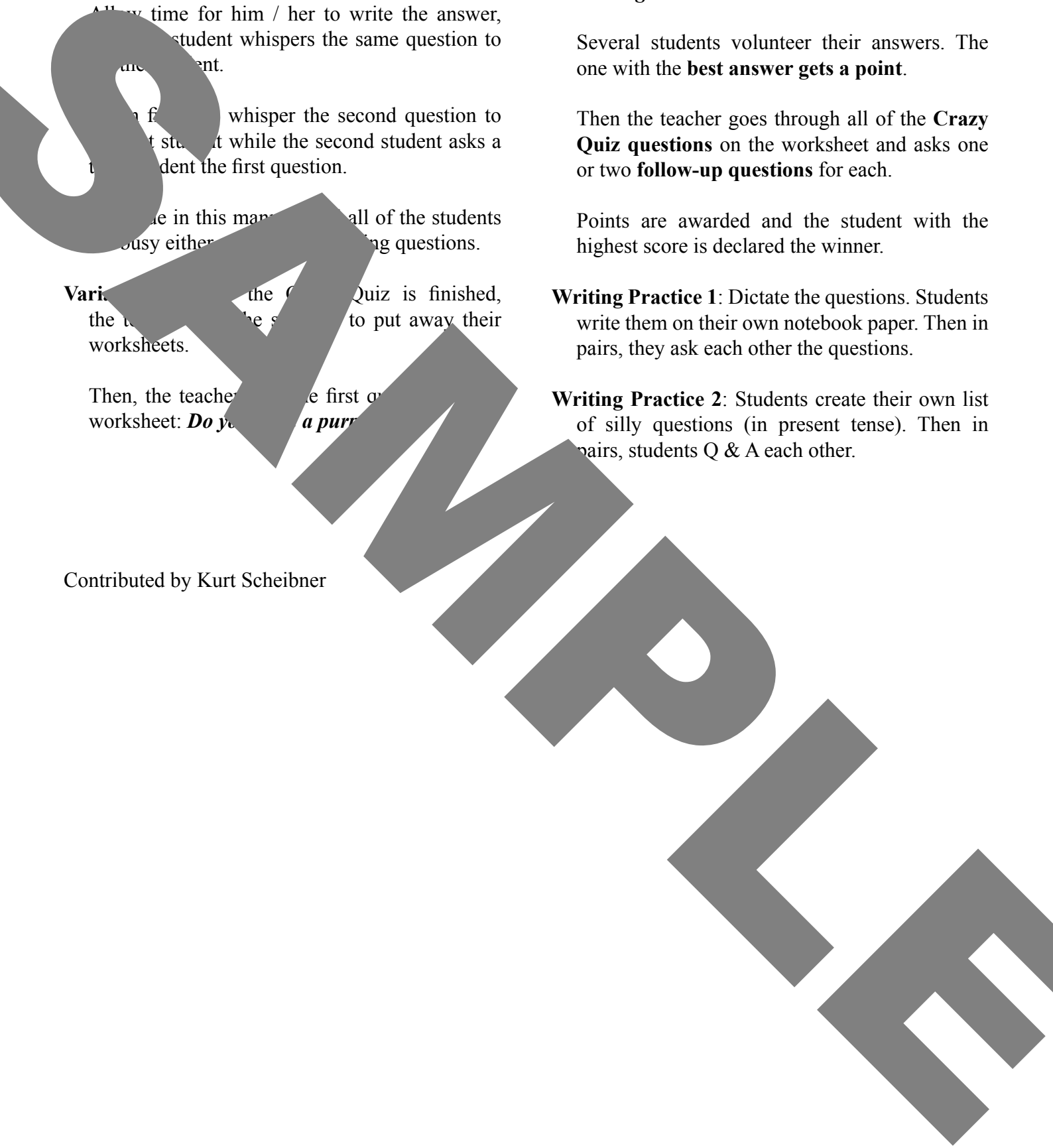
Then the teacher goes through all of the **Crazy Quiz questions** on the worksheet and asks one or two **follow-up questions** for each.

Points are awarded and the student with the highest score is declared the winner.

Writing Practice 1: Dictate the questions. Students write them on their own notebook paper. Then in pairs, they ask each other the questions.

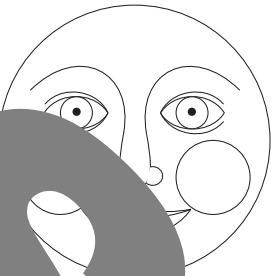
Writing Practice 2: Students create their own list of silly questions (in present tense). Then in pairs, students Q & A each other.

Contributed by Kurt Scheibner



Opposites

Easy Noun Pairs



sun



moon



[*What's the opposite of _____ ?]

*child _____ adult

morning _____

*teacher _____

man _____

*girl _____

pen _____

*dog _____

table _____

*city _____ town / village

fire _____

*male _____ female

hill _____

*king _____ queen

salt _____

*brother _____ sister

floor _____

*love _____ hate

day _____

boy _____ princess

autumn _____

*hand _____ foot

spring _____

*rain _____ snow

winter _____

*uncle _____ aunt

knife _____

*forest _____

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).**

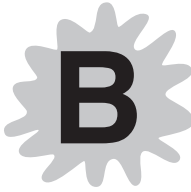
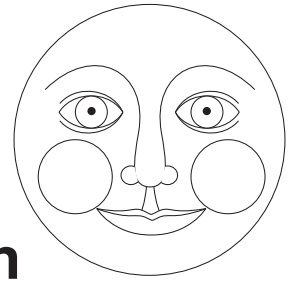
Q: How many letters are there in _____?

A: There are _____ letters.

Q: How do you spell _____ ?

Opposites

Easy Noun Pairs



moon

sun

[*What's the opposite of _____ ?]

_____ moon

*salt _____ pepper

child _____

brother _____

*morning _____ evening

*floor _____ ceiling

teacher _____

love _____

*man _____ woman

*key _____ lock

girl _____

*pen _____ pencil

*autumn _____ spring

dog _____

*table _____ chair

_____ father

city _____

rain _____

*fire _____ water / ice

*winter _____ summer

male _____

uncle _____

*hill _____ valley

*knife _____

king _____

forest _____

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

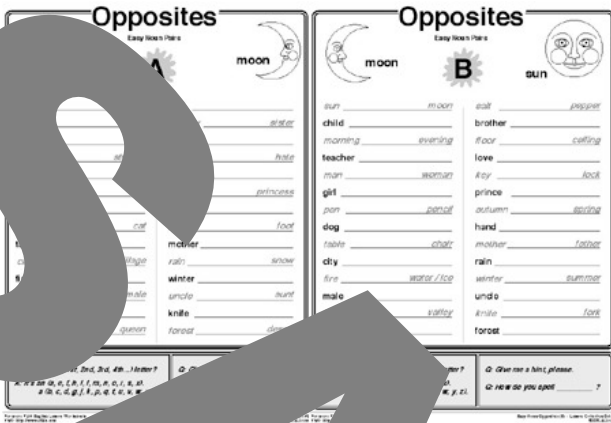
**A: It's an (a, e, f, h, i, l, m, n, o, r, s, x).
a (b, c, d, g, j, k, p, q, t, u, v, w, y, z).**

Q: How many letters are there?

A: There are _____ letters.

Q: How do you spell _____ ?

Easy Noun Opposites (and pairs)



Student A asks: *What's the opposite of sun?*
 Student B replies: *moon*
 Student A asks: *What's the opposite of moon?*
 Student B replies: *sun*

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

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

Student B replies: *There are four.*

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

Student B: *It's an M.*

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

Student B: *It's an O.*

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

Language Target: Pairs of opposites (two worksheets) targeting easy nouns for building and simple sentence construction. Students continue in the same manner until all of the pairs) targeting easy nouns for building and simple sentence construction. Both worksheets are complete on both sides.

Additionally, students will be working on using 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: **Dog**. Students respond with **Cat**. Say: **Girl**. Students say: **Boy**.

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

The first opposite on **Worksheet A** is **sun**. The answer is not printed, but it is printed on **Worksheet B**.

Student B asks: *What's the opposite of sun?*

If **Student A** knows the opposite, he says **moon**.

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

Variation: When giving out the worksheet, use the **Password** game. Students are 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 **sun** to all three students. They all try to elicit the word **moon** from their groups.

The first student gives **one word hint** to his group, but says nothing to the whole class to hear.

For example: **moon** group is allowed one answer. If they say **light**, they get **four points**. If they say **day**, they don't get a point.

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

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

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

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

Students compose opposite sentences, for example: **the sun comes up in the morning, and the moon comes up at night.**

4: Encourage students to make simple opposite sentences using positive and negative

structure, for example: **The morning is NOT the night, or Winter is cold but summer is NOT cold.**

Building Fluency: When the lesson is finished, make a sentence using one of the opposite words, for example: **He uses a knife to cut meat.** Students say: **He doesn't use a fork.**

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.

Easy Noun Opposites

night	morning	brother	sister	pepper
ground	ceiling	brother	sister	pepper
floor	ceiling	brother	sister	pepper
love	hate	brother	sister	pepper
key	lock	brother	sister	pepper
prince	princess	brother	sister	pepper
autumn	spring	brother	sister	pepper
hand	foot	brother	sister	pepper
mother	father	brother	sister	pepper
rain	snow	brother	sister	pepper
water	fire	brother	sister	pepper
male	female	brother	sister	pepper
hill	valley	brother	sister	pepper
king	queen	brother	sister	pepper

Contributed by Kurt Scheibner

A Geometric Shapes

Horizontal

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1
2
3
4
5
6
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32
33
34
35
36
37

Vertical

Vertical

Circle

Triangle

Rectangle

Cross

Heart

Hexagon

Octagon

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Horizontal

B Geometric Shapes

Horizontal

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

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36
37

Vertical

Vertical

Paralelogram

Diamond

Spade

Heptagon

Oval

Pentagon

Crescent

Trapezoid

Square

Horizontal

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Geometric Shapes (Master)

← Horizontal →

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Vertical

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

Vertical

← Horizontal →

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Horizontal

Parallelogram

Triangle

Cross

Heart

Hexagon

Square

Octagon

Arrow

Diamond

Rectangle

Crescent

Spade

Heptagon

Trapezoid

Geometric Shapes

Horizontal

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1
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Vertical

Vertical

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Horizontal

Geometric Shapes

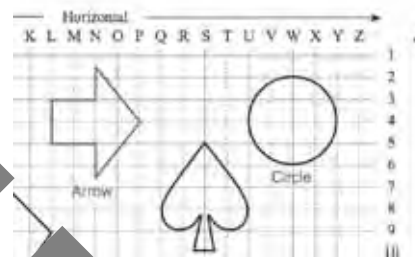
-or-

Place a point a little above line M on line twenty-four point seven (24.7), etc.

5) The goal of the lesson is for students to describe the shapes so they can be exactly duplicated on the partner's paper.

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

The teacher demonstrates an example description. The **Master Worksheet** has one shape that does not exist on the student's worksheets: an **Arrow**.



The teacher says for example: *Draw a line from 5L to 5N. From there, draw a line from 5N to 6.5N.*

Students may be asked to pause here and check students' work. If there are no problems, continue with the directions.

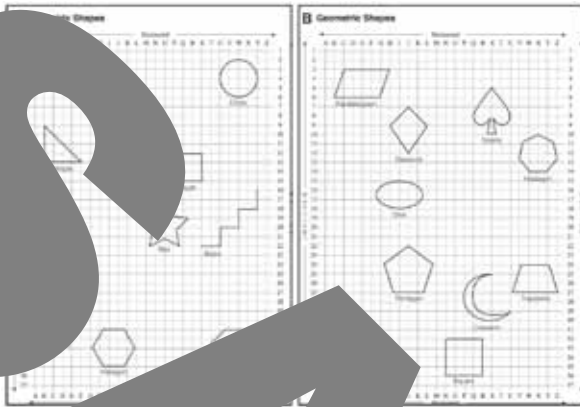
From there, draw a line from 6.5N to 4P. Then draw a line from 4P to 1.5P. At that point, draw a line to 3N. Then a line from 3N to 3L. Finished.

With the arrow drawn in on their worksheets, now it's time for partners to describe the shapes printed on their worksheets to their partners.

They should NOT tell their partners what shape they are describing.

It's normal for partners to ask for clarification or directions or for additional detail.

Once a shape has been finished, students switch roles and the other partner describes the coordinates of any one of the shapes on her paper.



Student Name: _____
Approximate Age: _____
Number of students: _____
Preferred age/maturity level: _____
Type of lesson: _____

Language Target: Specifically describes the coordinates of a geometrical shape so that one's partner can replicate it as printed.

Setting Up 1: The teacher explains the following five points:

1) The main phrase used in this activity is: **From (Point A) to (Point B).**

[Other phrases that come in handy include: **Between (Point A) and (Point B), Connect (Point A) with (Point B), Draw a horizontal / vertical / diagonal line from (Point A) to (Point B).**]

2) Some of the shapes require curved lines. A simple phrase to describe this is: **Draw an outside / inside curved line from (Point A) to (Point B).**

3) Not every coordinate sits squarely on a point in the grid. Some of them are halfway between points, some are one-third of the way, etc.

4) When this occurs, students can make the position clear by saying, for example: *Place a point at sixteen point three (16.3) and line M.*

Note: An important rule – **students may NOT show the worksheets to their partners** until after all of the shapes have been drawn on both worksheets.

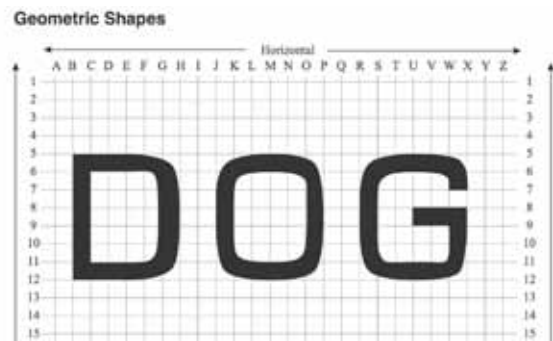
When pairs of students are busy, the teacher circulates to check their progress and offers suggestions.

When the time comes for a whole-class listening exercise, each student receives a copy of the blank worksheet. The teacher gives all of the directions for drawing the shapes.

When the students have finished it, the teacher turns over the worksheet to a volunteer student to give instructions to the whole class on one of the shapes.

When finished, students compare their drawings. If there are differences, they try to determine whether it was the fault of the teacher or the students.

Variation 2: The blank worksheet can be used in a different way. In pairs (or small groups), each student writes a short word in very large block letters on their blank worksheet. For example:



Then, they give their partner the coordinates of each point of the letters. The other draws the lines in the grid until the word appears.

Contributed by Kurt Scheibner

A0 OK
X Not OK

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

**CODE**

- 1. = P
- 2. = R
- 3. = A
- 4. = E
- 5. = S
- 6. = D
- 7. = D
- 8. = A
- 9. = W

1. One day a hungry dog found a large, juicy pieces of meat.
2. He picked it up in his mouth and started to carry it home.
3. On the way home, he had to cross over a smaller wooden bridge.
4. While standing on the bridge, the dog looked at the deep water below.
5. He suddenly stopped because he saw him own reflection.
6. He thought it was other dog with a bigger piece of meat in his mouth.
7. He tried to take the other dog's meat.
8. When he opened his mouth, his piece of meat fell on the river.
9. When the meat hit the water it quick disappeared.

(I think) X should be 0 .**B**0 OK
X Not OK

1	3	6	7	8	9
---	---	---	---	---	---

**CODE**

- 1. = S
- 2. = K
- 3. = E
- 4. = R
- 5. = W
- 6. = Y
- 7. = N
- 8. = O
- 9. = L

1. One day a hungry dog found a large, juicy piece of meat.
2. He picked it up in his mouth and started to carry it home.
3. On the way home, he had to cross over a smaller wooden bridge.
4. While standing on the bridge, the dog looked at the deep water below.
5. He suddenly stopped because he sees his own reflection.
6. He thought it was another dog with a bigger piece of meat in his mouth.
7. He tried take the other dog's meat.
8. When he opened his mouth, his piece of meat fell on the river.
9. When meat hit the water it quickly disappeared.

(I think) X should be 0 .**C**0 OK
X Not OK

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

**CODE**

- 1. = P
- 2. = R
- 3. = A
- 4. = E
- 5. = S
- 6. = D
- 7. = D
- 8. = A
- 9. = W

1. One day a hungry dog found a large, juicy piece of meat.
2. He picked it up in his mouth and started to carry home.
3. On the way home, he had to cross over the small wooden bridge.
4. While standing on a bridge, the dog looked at the deep water below.
5. He suddenly stopped because he saw his own reflection.
6. He thought it is another dog with a bigger piece of meat in his mouth.
7. He tried to take a other dog's meat.
8. When he opens his mouth, his piece of meat fell into the river.
9. When the meat hit the water it quickly disappeared.

(I think) X should be 0 .

Greedy Dog

Student Name: _____
 Approximate Age: _____
 Number of students: _____
 Preferred age/maturity level: _____
 Type of lesson: Tripartite / _____
 Adult _____
 Type of lesson: Tripartite / _____
 Adult _____

Language Target: Listening and understanding English errors including dropping subject / verb agreement, singular / plural nouns, past vs. present tense verbs.

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

- A: Pat usually go to the market on Sundays.
- B: Pat usually goes to the market at Sundays.
- C: Pat usually goes to the market on Sundays.

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

While students decide which sentence is correct, write the following on the board: **I think (mistake) should be (correct).**

On example A above, students should say: **I think usually go should be usually goes.**

On example B above, students should say: **I think at Sundays should be on Sundays.**

Getting Started: In groups of three, one student receives **Section A**, **Section B** goes 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. (Each worksheet has at least three grammatically correct sentences.)

It should be marked with either a ✓ or an X on the left side of the section for **OK** or **Not OK**.

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

When errors are identified, they should be corrected on the paper.

Generally, students need to look to the right side of Section sheets. For every sentence within a section, there is a corresponding **Code letter**.

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

Since **Section C, Sentence #1** is the correct sentence (A & B contain errors), all students should write the **Code letter G** in the **title Box #1** at the top.

After writing the corresponding **Code letter** in the boxes at the top, students should mark immediately if they have identified a grammatically correct sentence.

When finished, the title should read **GREEDY DOG**. If it doesn't say **GREEDY DOG**, students will need to return to the sentences and check them more carefully.

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

After silently reading **Sentence #1** from their section, students bet on their sentence, they can bet that it is correct or that it is incorrect. They can bet any amount of money they like, up to the maximum.

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

After all bets have been taken, the sentences are read aloud and the grammatically correct sentence is identified. Their money is then paid out to the winners.

Then when all student claims that his/hers is correct. One of them must be correct.

Variation 2: Rotation. Students look only at the first sentence of each section, make a mental note of its correctness then rotate their section.

After rotating the three sections among the three students, everyone will have read all three sentences. Then, students discuss which one they believe is correct.

Building Fluency: The story of the **Greedy Dog** 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.

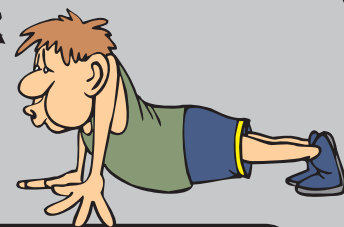
Writing Practice: Students write the story of the **Greedy Dog** in their own words.

Answers for the sentences are:

- Sentence # 1 Section C Code Letter **G**
- Sentence # 2 Section A Code Letter **R**
- Sentence # 3 Section B Code Letter **E**
- Sentence # 4 Section A Code Letter **E**
- Sentence # 5 Section B Code Letter **D**
- Sentence # 6 Section C Code Letter **I**
- Sentence # 7 Section A Code Letter **C**
- Sentence # 8 Section B Code Letter **O**
- Sentence # 9 Section C Code Letter **G**

Contributed by Kurt Scheibner

How often is often?



Do you ever exercise? - - - - - Yes, I do. / No, I don't.
 How often do you exercise? - - - - - I _____ exercise.
 How often is _____? - - - - - I exercise _____.

Ask your partner

Questions	Partner #1:	Partner #2:
#1	#2	#3
dream in color?		
talk to animals?		
oversleep?		
tell a lie?		
sleep in front of the TV?		
sing in the shower?		
send e-mail?		
bite your fingernails?		
speak English?		
go to bed after midnight?		
_____?		

Partner #1 _____ name _____

#1 Do you ever...?
 #2 How often do you...?
 #3 How often is ...?

Partner #2 _____ name _____

#1 Does he/she ever...?
 #2 How often does he/she...?
 #3 How often is ...?



#2 How often do you _____? I _____ exercise.

always	100%
usually	70~90%
often	40~60%
occasionally	20~30%
seldom	10~15%
hardly ever	5%
never	0%

#3 How often is often? I exercise _____

Once	a day
Twice	a week
Three times	a month
Four times, etc.	a year
Two or three times. . .	
Every other	day, week, month, year
Every two	days, weeks, months, years





How often is often?



Do you ever exercise? - - - - - Yes, I do. / No, I don't.
 How often do you exercise? - - - - I _____ exercise.
 How often is _____? - - - - - I exercise _____.

Ask your partner

Partner #1 _____ name _____
 #1 Do you ever...?
 #2 How often do you...?
 #3 How often is ...?

Partner #2 _____ name _____
 #1 Does he/she ever...?
 #2 How often does he/she...?
 #3 How often is ...?

Questions	Partner #1:	Partner #2:
#1	#2	#3
Do you use a computer?		
wake up before 6:00 a.m.?		
eat junk food?		
keep a diary?		
talk to yourself?		
stay up all night?		
read the newspaper?		
get up after 1:00 p.m.?		
rent a video?		
snore?		
_____?		

#2 How often do you _____?
 I _____ exercise .

- always* 100%
- usually* 70~90%
- often* 40~60%
- occasionally* 20~30%
- seldom* 10~15%
- hardly ever* 5%
- never* 0%

#3 How often is often?
 I exercise _____

- Once* a day
- Twice* a week
- Three times* a month
- Four times, etc.* a year
- Two or three times.*
- Every other* day, week, month, year
- Every two* days, weeks, months, years



How Often is Often?



The student offers a more specific definition of the word occasionally by saying something like:

I sleep in the bath once a month.

Getting Started (Part A): In pairs, one student receives a copy of **Worksheet A** and the other receives **Worksheet B**. Students look at the example at the top.

Practice the conversation as written and students supply their own adverbs and adverbial phrases choosing from the lists at the bottom of the worksheet.

Students write their partner's name next to Partner #1 on the worksheet.

Student A asks Student B the first question from Part 1 ①: *Do you ever dream in color?*

Student B responds with *Yes, I do*. Or *No, I don't*. This response is noted with either a Yes or No in Column #1 under Partner #1.

If **Student B** says *Yes*, then **Student A** continues with the second question from Part 2 ②: *How often do you dream in color?*

Student B responds with something like: *I usually dream in color.*

Student A writes the word *usually* in the **second column** then continues moving on to the **third question from Part 2 ③: *How often is usually?***

Note: Students are given **Part 2** with the word *usually*. **Student A** adds the word *usually* to the end of the sentence: *How often is usually?*

Student B responds with something like: *I dream in color four or five times a week.*

Student A writes: **Four or five times a week**, in the third column.

Now **Student B** asks a question from his/her worksheet. Students alternate between asking and answering the questions and keeping notes of their partner's responses.

Language Target: A great way to practice adverbs and adverbial phrases is to practice adverbs and adverbial phrases of frequency. Students will need to use the first person and third person.

Setting Up: On the board, write two columns. The first column has these words: **always, usually, often, sometimes, occasionally, seldom, hardly ever** and **never**.

The other column has these phrases: **once a day, twice a week, three times a month, four times a year, two or three times a week, every other day** and **every two months**.

Then ask the class a simple **Do you ever...?** question such as: *Do you ever sleep in the bathtub?*

When a student says: *Yes, I do*, follow up with this question: *How often do you sleep in the bathtub?*

The student answers with one of the words from the first column, for example:

I occasionally sleep in the tub.

Then, ask the next question: *How often is occasionally?*

Getting Started (Part 2): When pairs of students have finished asking all the questions on the worksheet, they split up and find a new partner.

This time, however, **two students** with Partner **A** team up as do **two students** with Partner **B**. Important: A and B students asking Partner will not work for Part 2.

Students ask their new partners for their previous partner's name which is written next to Partner

Now, both partners ask for information concerning the other's partner.

In other words, Partner A asks Student A #2: **Does Nancy e-mail in color?**

Student A #2 checks the information written on the previous Partner's response and responds: **Yes, she does.**

Student A #1 continues with the question: **How often does she dream in color?**

Student A #2 again checks the information written for Partner #1 and responds with: **She hardly ever dreams in color.**

Student A #1 asks the last question: **How often is she hardly ever?**

Student A #2 responds appropriately with: **She dreams in color twice a year.**

Variation 1: When all pairs have finished, randomly pick any one of the sentences and ask a question such as the following to the whole class:

Who occasionally sends e-mail?

Students look at the information for Partners #1 and #2 and respond with:

Greg occasionally sends e-mail.

Then ask: **How often is occasionally?**

Students reply according to their notes. For example: **Bob sends e-mail three times a month. Sue sends e-mail 20 times a day.**

Additional adverbs of frequency could be added including: **almost always, frequently, rarely, not usually, not often, almost never, etc.**

Not sometimes is not included in this list because it has such a wide range of meaning. It can mean anything from **once a day** to **once a year**.

Contributed by Kurt Scheibner
Illustrated by Carsten Mell

1

List it!

1

1. Kinds of fruit

4. Breakfast food

7. Sports

2. Countries

5. Musical instruments

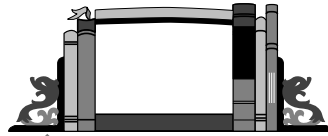
8. Same first and last letter words

3. Cities

6. Parts of the body

9. Kinds of drinks

A B C D E F G H J K L M N O P R S T W



Enter one letter from above.

Write as many words as you can for each category beginning with the above letter.

1. _____ _____ _____	6. _____ _____ _____
2. _____ _____ _____	7. _____ _____ _____
3. _____ _____ _____	8. _____ _____ _____
4. _____ _____ _____	9. _____ _____ _____
5. _____ _____ _____	

Total Score

List It (1)

Student ability: **Advanced**
Approximate length: **5+**
Number of students: **Any**
Preferred age/maturity: **Adult**
Type of lesson: **Pair and Group**

Students may offer answers such as: **Snow, Soda, Sleet, Salmon, Space, Stacy**, etc.

Getting Started: The class is divided into groups or pairs. Each one receives a copy of the **List It! Worksheet**.

If necessary, review the meaning of each of the nine categories printed at the top of the worksheet.

Then the entire class selects the same letter from the alphabet, for example **P**.

On the teacher's signal, students compete to think of and write down as many words beginning with the letter **P** for each of the nine categories within a set amount of time. (A five or six minute limit works well.)

For example, the first category, says kinds of fruit. Students may write words such as **Pear, Peach, Pumpkin, Papaya, Pomegranate, Pepper**, etc.

If students think of more than six answers, all the additional answers could be written on the back of the worksheet.

Students who have to finish one category before the next. They can add words to a list at any time.

Variation 1: Original list can be a lot of fun. Once students are familiar with this activity, the teacher can invite students or the whole class to think of new categories, select a different letter from the alphabet and begin all over again.

Variation 2: Spelling is a part of the activity. An answer that is spelled correctly is worth two points. A misspelled answer is only one point.

Building Fluency 1: When groups are finished, use this simple model to increase fluency.

Student A: A fruit that begins with the letter **P** is **Peach**.

Student B: A color that begins with the letter **P** is **Purple**.

Language Target: Vocabulary building and identifying things in their correct category.

Setting Up: On the board, write a capital letter. Then say: **Tell me the name of something in the room that begins with the letter T.**

Allow students to point out five or six things such as: **Teacher, Table, Tile, Textbook, Tie, Tina**, etc.

Note: Often students will try to use an **adjective** as part of their answer. For example, in the category **Kinds of drinks** (and the targeted letter is **P**), students may write **Peach cocktail**.

The teacher should make a ruling on this usage – permitted or not – before beginning this activity.

Students compete against each other to complete all of the blanks on the worksheet. The pair or group with the most **unique answers** (words that others in the group didn't think of) is the winner.

Erase the letter **T** from the board and replace it with the letter **S**. This time say something like: **Tell me the name of something cold that begins with the letter S.**

Student C: A city that begins with the letter **P** is **Philadelphia**.

Student D: A breakfast food that begins with the letter **P** is **Pancakes**. Etc.

Activity 2: Same as above, but this time students write three (or four) words in their notebooks. For example:

Student A: Sports that begin with the letter **B** are **Baseball, Boxing, Basketball** and **Baseball**.

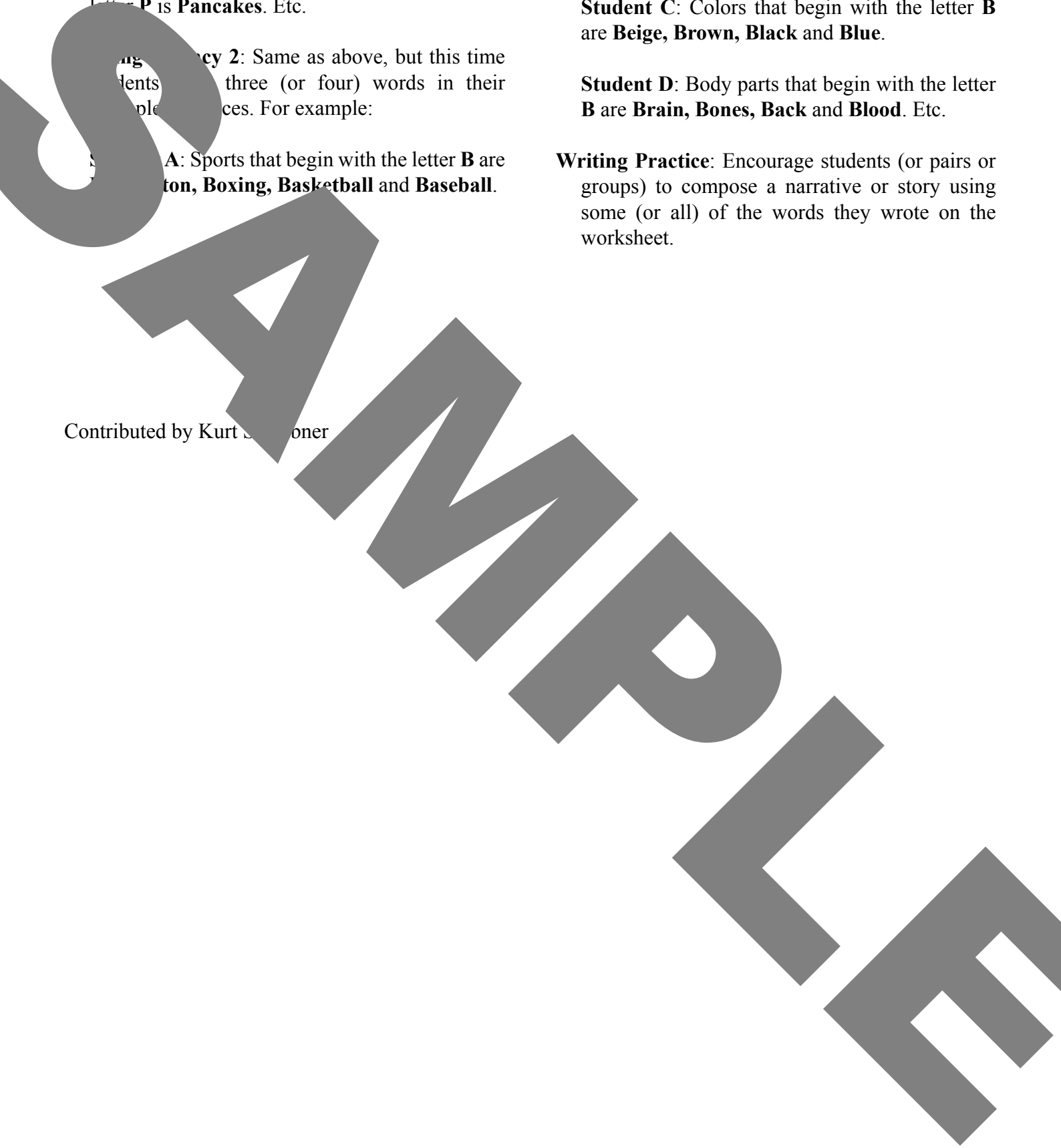
Student B: Musical instruments that begin with the letter **B** are **Banjo, Bugle, Bagpipes** and **Bassoon**.

Student C: Colors that begin with the letter **B** are **Beige, Brown, Black** and **Blue**.

Student D: Body parts that begin with the letter **B** are **Brain, Bones, Back** and **Blood**. Etc.

Writing Practice: Encourage students (or pairs or groups) to compose a narrative or story using some (or all) of the words they wrote on the worksheet.

Contributed by Kurt S. Johnson



Present

Magic Auction (Cards)

Present

Lot Number 4682

You can change one thing about your body.

Lot Number 2606

You can become a major politician in your country for one year.

Lot Number 858

You can take a week vacation anywhere in the world with anyone.

Lot Number 4122

You can be the best in the world for something.

Lot Number 774

You can make someone fall in love with you.

Lot Number 2584

You can have an evening with anyone in the world.

Lot Number 2668

You can become (look and feel) younger.

Lot Number 16

You can change one thing in the world.

Lot Number 2022

You can help a friend or relative with any problem.

Lot Number 8

You can change one thing about your personality.

Magic Auction Menu

#	<i>Magic Items for Sale</i>	Examples
<input type="radio"/> Bid <input type="radio"/> Pass	<p><i>You can change one thing about your body.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I would:</i> <i>make myself 10 cm taller.</i> <i>become more handsome.</i> <i>double my energy level, etc.</i></p>
<input type="radio"/> Bid <input type="radio"/> Pass	<p><i>You can become a major politician in your home country in one year.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I would become the:</i> <i>Prime Minister / President.</i> <i>Minister of Education.</i> <i>mayor of my hometown, etc.</i></p>
3858 <input type="radio"/> Bid <input type="radio"/> Pass	<p><i>You can spend a 1 week vacation anywhere in the world with anyone.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I would go to:</i> <i>Tahiti with my sister.</i> <i>Switzerland with Brad Pitt.</i> <i>Vancouver with my best friend, etc.</i></p>
4122 <input type="radio"/> Bid <input type="radio"/> Pass	<p><i>You can be famous in the world for some reason.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I would like to be the best:</i> <i>singer in the world.</i> <i>athlete in the world.</i> <i>writer in the world, etc.</i></p>
7749 <input type="radio"/> Bid <input type="radio"/> Pass	<p><i>You can make someone fall in love with you.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I would like to have:</i> <i>my dream guy fall in love with me.</i> <i>a beautiful stranger fall in love with me.</i> <i>my favorite (celebrity or star) fall in love with me, etc.</i></p>
2584 <input type="radio"/> Bid <input type="radio"/> Pass	<p><i>You can have an evening with anyone in the world.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I would have an evening with:</i> <i>my dream guy at a rock concert.</i> <i>my favorite celebrity on his yacht.</i> <i>my dream girl/girlfriend at a nice restaurant, etc.</i></p>
2668 <input type="radio"/> Bid <input type="radio"/> Pass	<p><i>You can become (look and feel) younger.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I would like to be:</i> <i>5 years younger.</i> <i>15 years younger.</i> <i>20 years younger, etc.</i></p>
6416 <input type="radio"/> Bid <input type="radio"/> Pass	<p><i>You can change one thing about the world.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I would like to see:</i> <i>everyone sitting in (place).</i> <i>feel everyone in (place).</i> <i>change the government of (country), etc.</i></p>
2022 <input type="radio"/> Bid <input type="radio"/> Pass	<p><i>You can help a friend or relative with any problem.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I would help:</i> <i>my cousin find a job.</i> <i>my best friend win the lottery.</i> <i>help my sister's poor parents, etc.</i></p>
8446 <input type="radio"/> Bid <input type="radio"/> Pass	<p><i>You can change one thing about your personality.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I would become:</i> <i>less shy and more outgoing.</i> <i>less serious about small things.</i> <i>kinder to my family, etc.</i></p>

Magic Auction (Present tense)

identified by **Lot Numbers**, these are clearly printed on the Menu Worksheet.

Beginning with **Lot #4682**, read the first Magic Item for sale: **You can change one thing about your body.**

Note: Encourage higher ability students to use Type 2 conditionals, e.g.: *If I could change one thing about my body, I would make myself taller.*

If necessary, read through all of the **Magic Items for Sale** on the worksheet assisting students with vocabulary and meanings.

While reading through the list of **Magic Items for Sale**, students should make notes on their worksheets as to whether or not they're interested in purchasing any of them.

If interested, they should check the circle next to the item, then write an amount that they are willing to spend (this amount can be changed later).

Finally, students should make notes as to what they would do with the item if purchased (this can be changed later).

Setting Up: The **Magic Auction Cards** are shuffled and dealt out to students in the group. The cards they want are theirs to **keep** or to **sell**.

Beginning the Auction: Students look through their **Magic Auction Cards**. Once a student decides to sell an item, he holds up the Magic Auction Card and offers it to the group. For example:

Seller: *You can make someone love you. Who wants to buy this item?*

Bidder 1: *I'll give you \$50.*

Bidder 2: *\$75.00.*

Seller: *This is worth much more than that. If you could make someone fall in love with you, you could have a super model love you!*

Language Target: Working with present, past and past perfect tenses, (phrases 2 and type 3 **Conditionals** with if – for advanced students) numbers - especially money, and useful phraseology and vocabulary. Peer-teaching groups of 4-5 students to buy Magic Auction Items.

Setting Up: Explain the concept of an **Auction**: items can be purchased which will allow the buyer to change things in the present.

There are two goals for this lesson: first, students purchase items that they want and second, they try to earn money from the sale of the Magic Items.

Prepare enough copies of **Magic Auction Menu Worksheet** for every student in class. Also prepare one set of **Magic Auction Cards** for every group in class (the ideal group size is four or five).

Getting Started Part 1: Students are arranged into groups of 4 or 5 and each student is given a copy of the **Magic Auction Menu Worksheet**.

Tell students that they have \$1,000 to spend on the auction (or \$1,000,000 or more?) in cash in which to purchase Magic Auction Items.

Explain that in auctions, the items for sale are

Bidder 3: *I bid \$90.00.*

Bidder 1: *\$100.00.*

Seller: *Just imagine, you could make the richest / woman in the world fall in love with*

er 2: *00. Etc.*

In a case (as with all auction sales) the Seller **get as much money as possible** for the item – this can be done by the power of suggestion, offering the group mates as to what they would like to buy.

When the Seller has the item, the Seller should say: *Lot Number 1. Going once. Going twice. Sold to* (buyer's name) (amount of bid).

The Magic Auction Card is then given to the buyer.

Important: Once the buyer has the Magic Auction Card, she should tell the group how it will be used.

Finally, the details of this sale should be recorded by the Buyer and Seller to keep track of their sales and purchases.

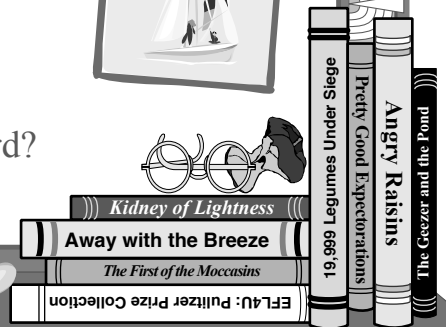
Variation 1: For lower ability students, do not give the Magic Auction Cards to the students. Instead, the teacher becomes the Auctioneer and does most of the talking.

Variation 2: Invite all Buyers to make a report of their purchases to the other members of the group (or the whole class). They should explain what they want to do with their **Magic Auction** purchases.

Contributed by Kurt Scheibner

Please give us a hint.
 How many words are there?
 Could you give us another hint?
 Do you think I (we) can do this?
 Do you need any tools to do this?
 How long have you been able to do this?
 Is there a special time or place where you do this?
 What are the 1st (2nd, 3rd) letter of the 1st (2nd, 3rd) word?

SAMPLE QUESTIONS



CAN I CAN SECRET I CAN

I can _____
 My Secret: _____
 Number of words: Total points:

Q: Can _____?
 A1: No, I can't.
 A2: Yes, I can, but it's not my secret.
 A3: Yes, I can, and it's my secret.

Score
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11
 12
 13
 14
 15
 16
 17
 18
 19
 20

S1 Name: _____ *can:* _____
 Hint: _____
 Number of words: Total points:

Name: _____
 Hint: _____
 Number of words: Total points:

S3 Name: _____ *can:* _____
 Hint: _____
 Number of words: Total points:

S4 Name: _____
 Hint: _____
 Number of words:

Example
Sally can: stand on her hands for one minute
 Name: _____
 Hint: physical activity
 Number of words: **7** Total points: **18**

Example
Henry can: bake cinnamon bread
 Name: _____
 Hint: around the home
 Number of words: **3** Total points: **14**

My Secret (I can)



Student ability: **Intermediate**
 Approximate length: **10+**
 Number of students: **5+**
 Preferred age/mat: **Adult**
 Type of lesson: **Small group activity**

Language Target: Asking and answering questions, guessing secrets by asking for hints, working with ordinals.

Note: This lesson has been designed for beginner students, but it's flexible enough so that higher ability students can also enjoy it. The object of this activity is for students to have the highest score possible.

Setting Up: Students think of something they can do – something that no one in class knows about.

Offer a few examples to help them get started. For example:

- I can do 50 push-ups.**
- I can bake a chocolate cake.**
- I can play the harmonica.**

Getting Started: Arranged into groups of five, each student receives a worksheet. Introduce this lesson by explaining (from top to bottom) the following steps with the students.

First, look at the **Sample Questions** at the top of the worksheet. Go through each of these with the students - point out that these questions are useful when involved in any kind of guessing.

Next, students look at the **I CAN SECRET** area in the middle of the worksheet. This is where they will write their secret and accompanying hint.

Finally, direct students' attention to the score box on the bottom left of the worksheet. This is where students will keep score by themselves.

When all is understood, students fold their papers, accordion style, on the two dotted lines above and below the **I CAN (SECRET)** drawer.

[Top line is folded back, bottom is folded to the front – thus hiding the secret from the others.]

Students think of a secret and an appropriate hint and write that information on their worksheets.

When finished, they fold their papers correctly and the activity is ready to begin.

Group mates select one student to begin, for example Sue. All students except Sue write her name in the box. (S1 = Student Number 1.)

They begin asking Sue questions. Sue writes the score (on the bottom left of the worksheet) and offers a hint **for each question asked.**

The goal is to get one's secret for at least 20 points (one question equals 2 points).

If a student can keep a secret for 20 points, he / she should then tell the others what the secret is.

After a few questions have been asked, students may begin to ask **Can you...** questions.

For example, if the hint is **music**, group mates may start asking questions.

Q: Can you play the violin?

Sue: **No, I can't.**

Q: Can you play the drums?

Sue: **Yes, I can, but that's not my secret.**

Once the secret has been guessed OR 20 points

have been accumulated, students proceed to the second student's secret and continue the same as above.

Variation 1: For higher ability students, only permit secrets to which **Yes** or **No** answers can be given.

Variation 2: Use the same worksheet but change **can** to **could** to practice past tense.

Variation 3: Again, for higher ability students, allow **I can...** as well as **I can't...** secrets. If using the latter, it should be something that nearly everyone can do.

Contributed by [Heidi](#)

SAMPLE PAPER

Title: **A Visit to** _____ 's _____
(See Number 2) (See Number 3)

(An original short story by _____ and _____ .)
your partner's name your name

Page One

_____ Number 1 _____ Number 2 decided to visit his

_____ Number 4 _____ Number 5 _____ Number 6

kilometers _____ Number 3 _____ the next day.

Before going to his _____ Number 7 _____'s house, he stopped at a _____ Number 8

to buy _____ Number 9 _____ Number 10 _____ put them into his

_____ Number 11 _____ and took a taxi to his _____ Number 12 _____ house. (See Number 1)

When he knocked on the door, the very _____ Number 13 _____ housekeeper

answered. _____ Number 14 _____ was shocked. _____ Number 15 _____ (See Number 2)

housekeeper, was wearing _____ Number 16 _____ on her _____ Number 17 _____.

"Hi, _____ Number 18 _____," she said. "You are still very _____ Number 19 _____!"

Tell me

- | | | | |
|-------------------------|-----------------------------|---------------------|----------------------------|
| 1. a month | 6. a number | 11. an adverb | 15. a color |
| 2. a child's name | 7. a time | 12. a clothing item | 16. a clothing item |
| 3. a male relative | 8. a public place | 13. an adjective | 17. a body part (singular) |
| 4. a city | 9. another number | 14. a girl's name | 18. another adjective |
| 5. a motion verb (past) | 10. a small animal (plural) | | |

"Thank you _____ ! Is my _____ in?" he asked.
(See Number 14) (See Number 3)

"Yes, of course. He's lying under the _____, as usual."
Number 19

_____ minutes later, _____'s _____ came into the
Number 20 (See Number 2) (See Number 3)

_____ they _____ greeted each other by shaking their _____ .
Number 21 Number 22

"Oh," said _____. "I brought you something." He reached into his
Number 23

_____ and _____ took out the _____. "These are for you," he said.
Number 24 (See Number 10)

"_____ said _____'s _____. Thanks! I will put
Number 25 (See Number 3)

them in the _____."
Number 26

"Are you this _____?" He _____?
Number 27 Number 28

"Sure," _____ said _____ and a slice of _____."
(See Number 2) Number 29 Number 30

"Yes, that would be _____ Me, to _____ said.
Number 31 (See Number 3)

After they finished their drinks, _____ should be going
(See Number 2)

soon, it's a long _____ home."
(See Number 5 Present Tense)

"Thanks for coming _____. But when you come _____, please don't
(See Number 2)

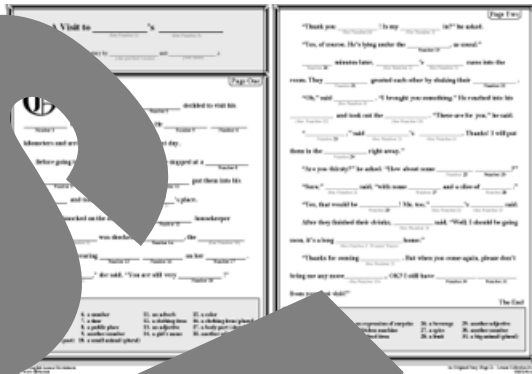
bring me any more _____, OK? I still have _____
(See Number 10) Number 32 Number 31

from your last visit!"

Tell me

- | | | | |
|--------------------------|-------------------------------|----------------|---------------------------|
| 19. a furniture item | 23. an expression of surprise | 26. a beverage | 29. another adjective |
| 20. another number | 24. a kitchen machine | 27. a spice | 30. another number |
| 21. another adverb | 25. a seafood item | 28. a fruit | 31. a big animal (plural) |
| 22. a body part (plural) | | | |

An Original Story



Tell me.....			
1. a month	6. a number	11. an adverb	15. a color
2. a child's name	7. a time	12. a clothing item	16. a clothing item (plural)
3. a male relative	8. a public place	13. an adjective	17. a body part (singular)

These numbers correspond to the numbers printed below the blank lines in the text of the story.

The first thing students need to do is collect information from their partners.

One of them, **Student B** for example, turns her worksheet face down on the desk. Her only task at the moment is to answer questions.

Student A begins by saying: *Tell me a month.* The dialogue may sound like this:

Student A: *Tell me a month.*

Student B: *November.*

Student A: *Tell me child's name.*

Student B: *Ricky.*

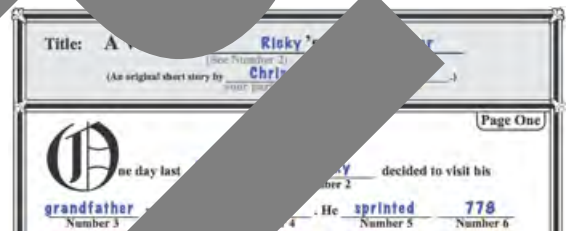
Student A: *Tell me a male relative.*

Student B: *Grandfather.*

Student A: *Tell me a city.*

Student B: *Paris.* Etc.

Student A writes the given information on the worksheet. It could look like this:



Students should concentrate on filling in the blanks – **they should not read the story!**

They continue in this fashion until all the blanks have been filled in (including the sub-title at the top of the first page).

When finished, **Student B** does the same with **Student A** giving the answers until all the blanks have been filled in.

Getting Started - Part 2: With all the information gathered for both students, they are finally ready to read their **Original Stories**.

Language Target: This material is a really fun yet practical way to review speech, plural vs. singular nouns and sentence construction.

Furthermore, students will gain practice reading a short story naturally - increasing conversations where intonation is important.

Setting Up: Demonstrate how this lesson works by asking students a few **Tell me...** questions such as:

Tell me a month.

Tell me a fruit.

Tell me a girl's name.

Tell me an adjective.

Encourage students to offer interesting answers to make the eventual stories more interesting.

Depending on the ability of the students, it may also be useful to review phrases such as: **How do you spell _____?** and / or **What does _____ mean?**

Getting Started - Part 1: In pairs, both students receive **Page one** and **Page two worksheets**. They begin by looking at the bottom of each printout.

Student A reads the short story to **Student B** by supplying all of her partner's answers. When finished, **Student B** reads his **Original Story**.

Variation 1: This lesson can easily be done as a class activity. Hand out both pages of the worksheet to each student.

Students take turns asking the teacher for the missing information. They write the answers on their worksheets. When finished, they read the story in unison.

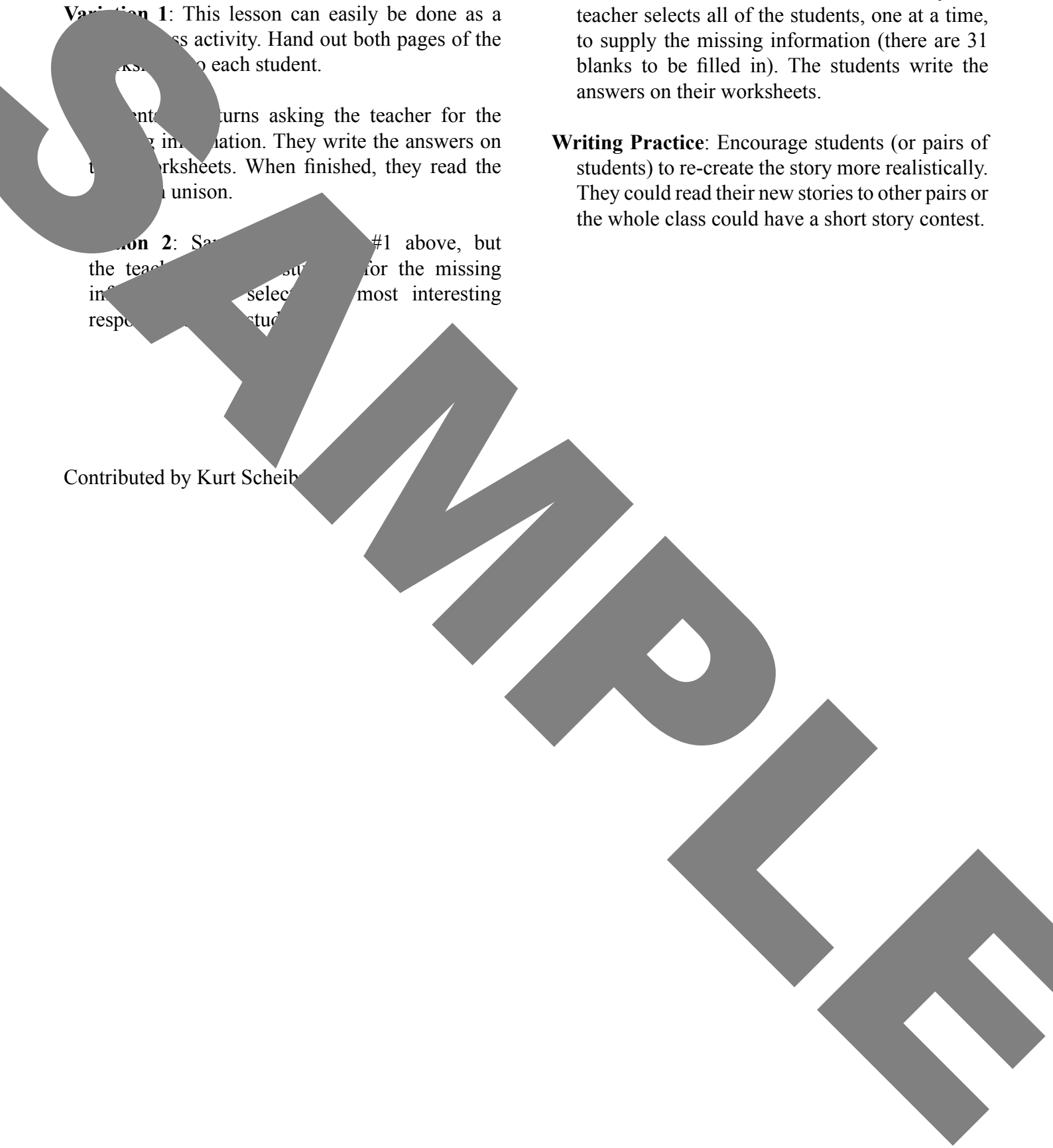
Variation 2: Same as #1 above, but the teacher asks students for the missing information. Select the most interesting responses to read to the class.

Assisting with spelling (and meanings), all of the students write the answers on their worksheets.

Variation 3: Also as a whole class activity, the teacher selects all of the students, one at a time, to supply the missing information (there are 31 blanks to be filled in). The students write the answers on their worksheets.

Writing Practice: Encourage students (or pairs of students) to re-create the story more realistically. They could read their new stories to other pairs or the whole class could have a short story contest.

Contributed by Kurt Scheib





Popcorn English

S

Smart phones
Interracial marriage
Brand-name goods

Birthdays
Desserts
Procrastination

Interesting ...
Now ...
The perfect ...

Trains
Elementary school days
An interesting book

Amusement parks
Family
Favorite teacher

Feeling blue
My hometown
Pets

...
...
...

Aliens / UFOs
Rock concerts
Sexual equality

Discrimination
Hobbies
An important person
in my life

Ghosts
Musical instruments
Traffic or traffic jams

...
...
Comic books

Camping
Tattoos
Genetically Engineered
Food

Self-driving cars
War
Fashion

Dr ...
Santa C ...
Aging societie

P
E
F

S
A

TV commercials
World's hunger problem
Facebook (SNS)

Renewable energy
Favorite band / singer
Smoking

Adoption
Cars
If I had a million dollars

Pet people
Someone or something
that changed my life

Cartoons
Festivals
My bucket list

Natural disasters
Religion
Alternative energy

Bullying
Favorite holidays
Grandparents

My favorite
Matters
Pests

Same sex marriages
Travel dreams
Bad manners

Contact sports
Interesting people
News & Media

The worst day of my life
Valentine's Day
Fast food

Computers
Friendship
Organ donation

Olympics
Scary things
Weddings

Love & romance
The environment
Dentists

Classical music
My ideal
Strange people

P
E
F

SAMPLE

Movies
Rich vs. poor
Good or bad for animals?

Stupid things I've done
Religion
Body Piercing

Climate Change
Dreams or nightmares
Favorite actor / actress

Nuclear energy
Ski lift
Television

Superstitions
Sports
Neighbors

Life in 2050
Gambling
Convenient stores

Child abuse
Games
Part time jobs

Section
The world
level

Space exploration
Hospitals
Child abuse

Free time
Human cloning
Vacations

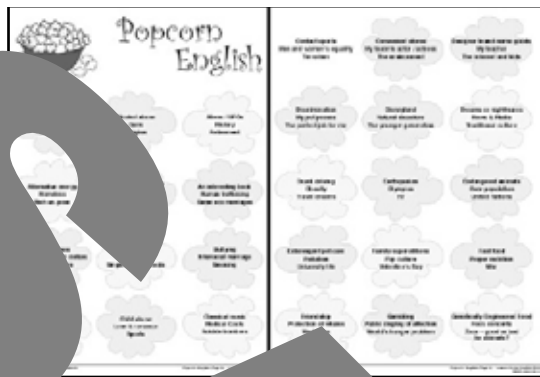
Junk food
Earthquakes
Money

shops
ath penalty
(Science fiction)

Health
Shopping malls
Terrorism

Internet
Over population
Retirement

Popcorn English



Students...
of less...
neces...
Pre...
Type of lesson... whole class

Language Target: Building...
making short speeches, di...

Note: Why Popcorn English? The reasons: 1) when the pieces of paper are crumpled and placed into a bowl, they kind of look like popcorn and 2) popcorn is non-threatening to eat at the movie theater and as a snack. This concept may help “soothe” the anxiety that some students may have regarding speech making.

Setting Up: Prior to class, cut the worksheets into squares (along the dotted lines) then crumple each square into a ball. Put them into a bowl as if they were popcorn.

Note: The last square on page three has been left blank. The teacher can write in three topics that may be of interest to the students.

Prepare at least one bowl of **Popcorn English** for each group.

If this lesson is used for making speeches or debates, be sure to have an egg timer on hand for each group.

Getting Started 1 (Speeches): In groups of three or four, one student begins (clockwise or counter clockwise) by taking one of the pieces of **popcorn** from the bowl.

On the paper, there are **three** topics. The student decides on **one** of the topics and begins a **two or three minute speech**.

When finished, group mates ask questions or offer comments. Then the second student does the same, and so on until all of the students have given ad-lib speeches.

Variation 1: Rather than waiting until the speech is over, students make comments or ask questions during the speech. This could also lead into a group discussion concerning the selected topic. (If students make comments or ask questions during the speech, the timer should be paused.)

Variation 2: An excellent way to help less experienced students, set the timer for 30 seconds for **the first round**. The second time around, the timer is set for one minute and the third time around, the timer is set for 90 seconds.

Variation 3: Allow time for students to prepare their speeches by having them select three (or four) pieces of paper a day or so before the speeches are to be given. Encourage them to research their topics on the internet and to prepare a three or four minute speech.

Getting Started 2 (Discussions): In groups of three or four, one student takes a piece of **popcorn** from the bowl. The student reads all three topics and the group votes on the topic they would like to discuss.

The discussion continues for as long as people in the group have something to say. When finished, a second student takes a piece of **popcorn** from the bowl, reads the three topics and the group votes for the topic they would like to discuss. The discussion begins again.

Variation: Allow time for students to prepare their discussions by having them select three (or four) pieces of paper a day or so before the discussions are to be given. Encourage them to research their topics on the internet.

Getting Started 3 (Debates): In groups of four, the students are divided into two teams: the **Pro Team** and the **Con Team**.

The **Pro Team** must advocate a change from the status quo (the way things are now). The **Con Team** must support the status quo.

One student takes one of the pieces of paper from the box. On the paper, there are three topics. The students must agree on the same topic (if no one likes any topics, another piece can be taken from the box).

Once the topic has been agreed upon, the **Pro Team** begins first by arguing that the status quo should be changed. Their arguments could be much stronger with some research they recommend.

This presentation should last for two or three minutes.

The **Con Team** has two tasks, the first is

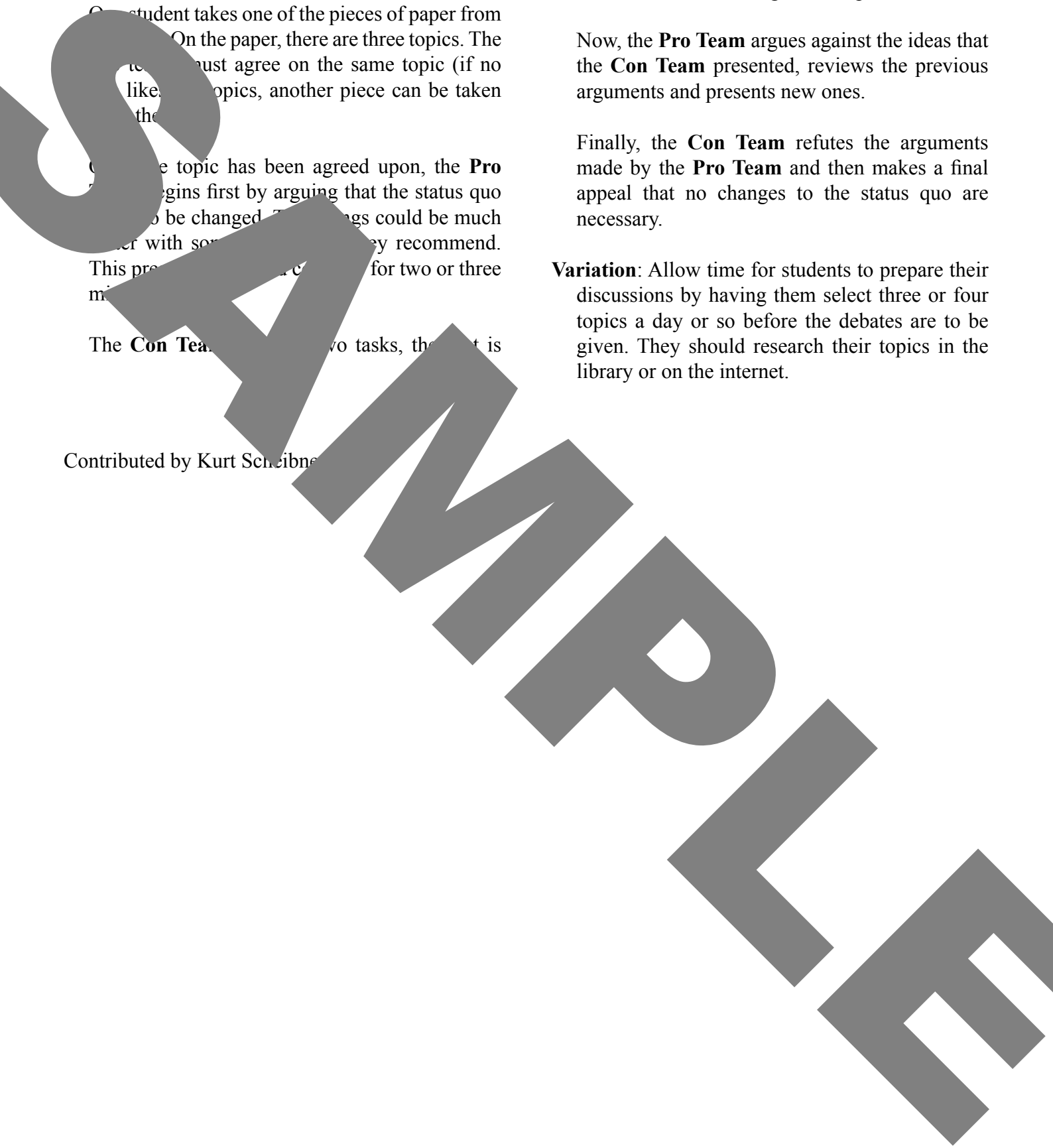
to argue against what the **Pro Team** has just advocated and must build a case defending the status quo against any change. This presentation should be the same length as the previous one.

Now, the **Pro Team** argues against the ideas that the **Con Team** presented, reviews the previous arguments and presents new ones.

Finally, the **Con Team** refutes the arguments made by the **Pro Team** and then makes a final appeal that no changes to the status quo are necessary.

Variation: Allow time for students to prepare their discussions by having them select three or four topics a day or so before the debates are to be given. They should research their topics in the library or on the internet.

Contributed by Kurt Scheibne



RAMBLINGS

A couple went to Russia for their vacation. The man wore jeans and a green jacket. The woman wore an orange skirt and a blue sweater. At the airport, the man asked his wife to wait for him next to the bank. He went to buy coffee. When he came back, his wife was gone. He couldn't speak Russian. He looked everywhere. Then he saw her. She ran up and hugged her. She turned around and hit him. She wasn't his wife but she was wearing an orange skirt and a blue sweater.

② A man, walking through the woods, found some honey. He began to eat it. Just then, a big brown bear came to him and said, "You're eating my honey." The man said, "I'm sorry," and gave the honey back to the bear. The bear said, "Give me some money for the honey," but the man said, "I don't have any money." The bear said, "Then give me your watch." The man gave the watch to the bear. The hungry bear ate it - then the bear gave the man some honey.

③ Early one Sunday morning, Lucy and Rick went for a walk. While they were running past a lake, Rick slipped and fell in. Lucy tried to help but the lake was too deep and Rick sank to the bottom. A fish said to Rick, "You should be careful! If you were a fish, you wouldn't slip and fall." Rick agreed. He noticed he now had a tail and no legs. He was a fish. Lucy never found Rick, but she goes to the lake every Sunday.

④ John and Terry were picking corn during harvest time. Their work was hard. They worked from sunrise to sunset, seven days a week with only a short break. While they picked corn, they sang along with the songs on the radio to forget the hard work. One day Terry stopped work, she said goodbye to John and left. Many years later, John was picking corn when he heard a new song on the radio. It was Terry - she was a star. That day, John left the corn field.

Ramblings

RAMBLINGS

1) A couple went to Russia for their vacation. The man wore jeans and a green jacket. The woman wore an orange skirt and a blue sweater. At the airport, the man asked his wife to wait for him to get to the bank, she went to buy coffee. When he came back, his wife was gone. He couldn't speak Russian. He looked everywhere. Then he saw her, the man up and hugged her. She turned around and hit him. She wasn't his wife but she was wearing an orange skirt and a blue sweater.

2) While walking in the woods, I found some honey. He began to eat it. Just then, a bear came to him and said, "Hey! You're eating my honey." The man said, "I found and gave the honey back to the bear." The bear said, "Give me some more honey," but the man said, "I don't have any more." The bear said, "Give me your watch." The man gave the bear his watch. The hungry bear ate it and gave the man some honey.

3) One Sunday morning, Lucy and Rick went jogging in a park. While they were jogging, Rick slipped and fell in. Lucy tried to help him but his legs were too weak and Rick sank to the bottom. A fish said to Rick, "You should be more careful! If you were a fish, you wouldn't slip and fall." Rick agreed. He noticed that he now had a tail and no legs. He was a fish. Lucy never found Rick, but she goes fishing there every Sunday.

4) John and Terry were picking up their mail at the post office. They were very tired. They worked there sunrise to sunset. While they were picking up their mail, they forgot to get the hard work. They were very tired. They worked there sunrise to sunset.

STUDENT SEATING POSITIONS

#1 #2

#4 #3

Rambling Story #1 goes to Student #1 and Rambling Story #2 goes to Student #3. Students #1 and #3 silently read their stories until they are committed to memory.

Then, Student #1 turns the story face down and paraphrases it to Student #2. Meanwhile, Student #3 paraphrases Rambling Story #2 to Student #4.

Both Rambling Stories are being paraphrased at the same time. Students should not take notes, but they may ask for clarification or repetition of parts of the story.

Students #2 and #4 have heard and memorized their respective Rambling Stories, they proceed to re-tell the story to their new partners. #2 tells #3 and #4 tells #1.

Next, #3 tells #4 and #1 tells #2 and #4 tells #1. Having now completed the circle, #4 tells #1.

At this point, students compare the paraphrased story to the original. Students should have a lot of fun when they see how the stories have changed.

Variation 1 – Story Teller: One student tells (or reads) the story and the other writes it down.

Variation 2 – Messengers: Use the Rambling Stories for a Messenger activity. Divide the class into three groups: the Story Tellers, the Story Writers, and the Messengers.

All of the Story Tellers gather on one end of the classroom and the Story Writers gather on the other side. Each Story Teller has one partner from the worksheet.

One Messenger is assigned to one Story Teller and one Story Writer.

Student Level: Beginner to Intermediate
Approximate Time: 15-20 minutes
Number of students: 4
Preferred age/maturity: 10-12 years old
Type of lesson: Small group activity

* * *

Language Target: Paraphrasing, reading, listening and writing.

Setting Up 1: Write the word **Rambling** on the board and define it for the students. Tell students that you have a collection of some **Rambling Stories**. Their job is to learn the stories and tell them to their partners.

Setting Up 2: Play the old **Telephone Tree** game for a few minutes to get students accustomed to the style. Whisper a short sentence to one student who in turn whispers the same sentence to a second student who in turn does the same to a third students, etc., until everyone has heard the sentence.

The last student says the sentence aloud and it's compared to the original.

Getting Started: Students arrange themselves into groups of four. It's best if they sit in a square.

Note: There are two **Rambling Stories** for each group of four students.

[Rambling Stories #3 and #4 could be used the same way at a later date.]

The **Messenger** first visits the **Story Teller**. The **Story Teller** reads the first sentence (or part of the sentence for lower-ability students).

After the **Messenger** has **memorized** the sentence, she runs to the **Story Writer** and relays the sentence.

The **Story Writer** writes down the sentence. After the **Messenger** returns to the **Story Teller**, the **Story Teller** reads the next sentence.

The **Messenger** continues until the whole story has been written down. The **Story Teller** then reads the story from the **Story Teller** to the **Story Writer**.

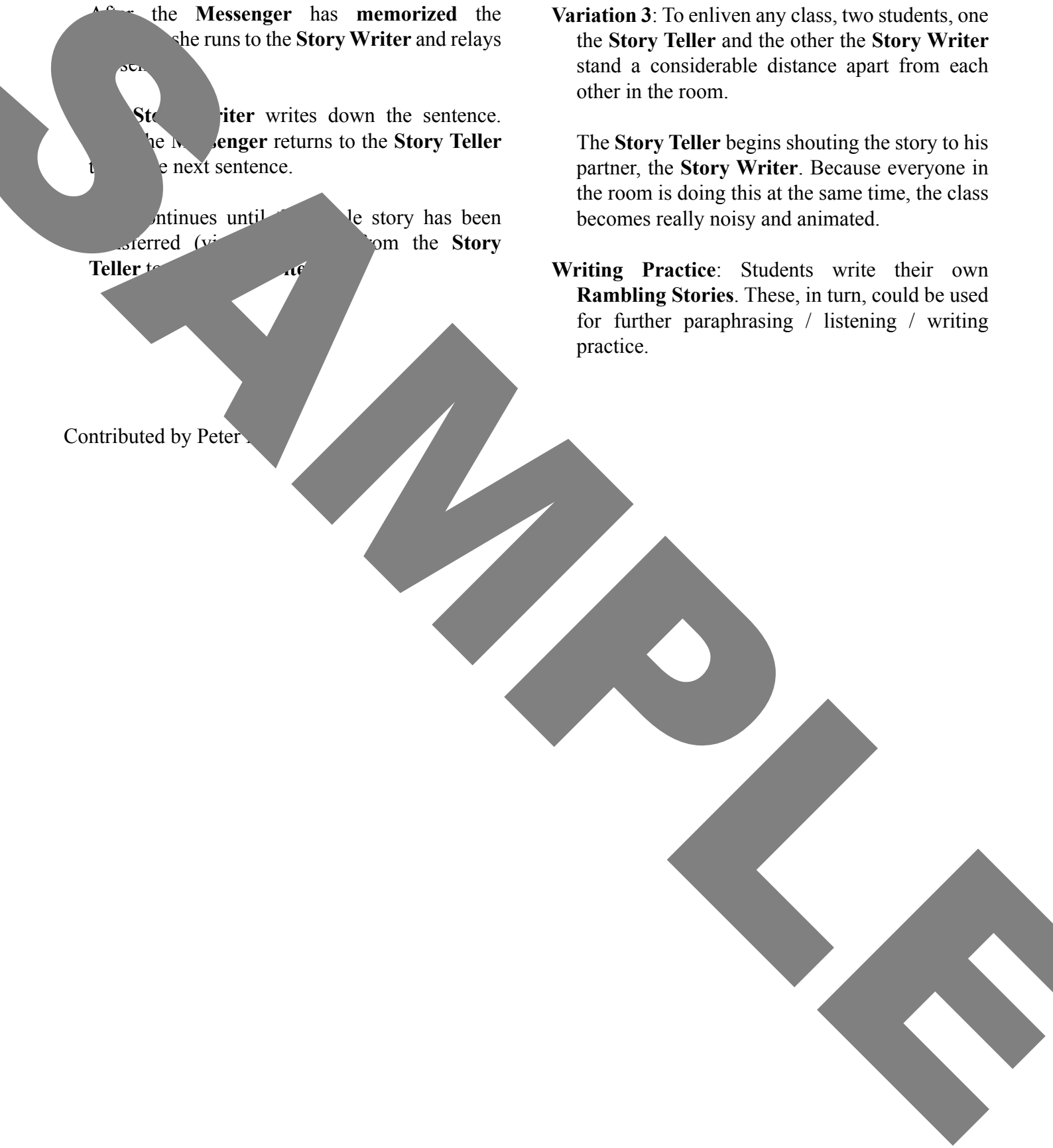
If every **Story Teller** has the same story, then teams could compete against each other for speed and accuracy.

Variation 3: To enliven any class, two students, one the **Story Teller** and the other the **Story Writer** stand a considerable distance apart from each other in the room.

The **Story Teller** begins shouting the story to his partner, the **Story Writer**. Because everyone in the room is doing this at the same time, the class becomes really noisy and animated.

Writing Practice: Students write their own **Rambling Stories**. These, in turn, could be used for further paraphrasing / listening / writing practice.

Contributed by Peter...





How Romantic Are You?

#1 You prefer a first date with your **♥** in:
 an amusement park? [3]
 a museum? [2]
 a coffee shop? [4]

#10 Your **♥** says you would say:
 a) "I love you!" [3]
 b) "I like you." [2]
 c) not say anything [1]

#19 You and your **♥** go to a concert together. You have the stub. Would you prefer to:
 a) put it in your album? [4]
 b) give it to your **♥**? [2]
 c) throw it away? [0]

#4 You have waited for your **♥** for 30 minutes. Would you rather:
 a) try to find a phone? [2]
 b) wait some more? [4]
 c) leave? [1]

#7 You decide to buy some roses for your **♥**. Which color would you prefer to buy:
 a) all red? [4]
 b) all white? [1]
 c) all yellow? [2]

#16 It's your first anniversary. To celebrate which would you rather receive from your **♥** :
 a) a hand-written poem? [4]
 b) a new sweater? [2]
 c) a CD? [1]

Partner A me	Partner B	Partner C	My Score
1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	From me <input type="checkbox"/>
4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	From Partner B <input type="checkbox"/>
7. <input type="checkbox"/>	7. <input type="checkbox"/>	7. <input type="checkbox"/>	From Partner C <input type="checkbox"/>
10. <input type="checkbox"/>	10. <input type="checkbox"/>	10. <input type="checkbox"/>	From Partner C <input type="checkbox"/>
13. <input type="checkbox"/>	13. <input type="checkbox"/>	13. <input type="checkbox"/>	From Partner C <input type="checkbox"/>
16. <input type="checkbox"/>	16. <input type="checkbox"/>	16. <input type="checkbox"/>	From Partner C <input type="checkbox"/>
19. <input type="checkbox"/>	19. <input type="checkbox"/>	19. <input type="checkbox"/>	From Partner C <input type="checkbox"/>
Total <input type="checkbox"/>	Total <input type="checkbox"/>	Total <input type="checkbox"/>	Total <input type="checkbox"/>

If your total score is between:

0~37 You are not romantic. You're very realistic and practical. You think about things carefully. Career: scientist, engineer or accountant.

You are a little romantic. You probably forget anniversaries. You make decisions carefully. Career: teacher, politician, doctor or lawyer.

53~67 You are romantic! You like to have fun and romance is an important part of your life. Career: police officer, salesperson, manager or journalist.

You are very romantic! You are probably not very good with money and you don't handle problems very well. Career: artist, writer or musician.

68~82

Partner
B
(me)

How Romantic Are You?

#2

With your ♥ on a warm rainy day, you are caught in the rain. Which would you rather use:

- a) one umbrella? [3]
- b) two umbrellas? [2]
- c) no umbrellas? [4]

#5

Where would you prefer to marry your ♥:

- a) in a castle? [4]
- b) in a church? [2]
- c) at the city hall? [0]

#8

You are driving with your ♥. Which would you rather listen to:

- a) your ♥'s favorite music? [4]
- b) your favorite music? [3]
- c) the radio? [2]

#11

Your ♥ is sick. What would you bring them to eat?

- a) some soup? [3]
- b) some fruit? [2]
- c) some medicine? [4]

#14

You and your ♥ are on the top of a Ferris wheel when it suddenly stops. What would you rather:

- a) look at the scenery? [2]
- b) get out for help? [0]
- c) laugh it off? [4]

#17

You and your ♥ are in an ice cream shop. Would you prefer to have:

- a) 2 shakes and 2 straws? [0]
- b) 1 shake and 2 straws? [4]
- c) 1 shake and 1 straw? [2]

#20

Where would you prefer to have a date:

- a) at your favorite place? [3]
- b) let your ♥ decide? [2]
- c) a new place? [2]

Partner A	Partner B me	Partner C	My Score
2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	From Partner A <input type="checkbox"/>
5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	
8. <input type="checkbox"/>	8. <input type="checkbox"/>	8. <input type="checkbox"/>	From Me <input type="checkbox"/>
11. <input type="checkbox"/>	11. <input type="checkbox"/>	11. <input type="checkbox"/>	
14. <input type="checkbox"/>	14. <input type="checkbox"/>	14. <input type="checkbox"/>	From Partner C <input type="checkbox"/>
17. <input type="checkbox"/>	17. <input type="checkbox"/>	17. <input type="checkbox"/>	
20. <input type="checkbox"/>	20. <input type="checkbox"/>	20. <input type="checkbox"/>	
Total <input type="checkbox"/>	Total <input type="checkbox"/>	Total <input type="checkbox"/>	Total <input type="checkbox"/>

If your total score is between:

0~37

You are not romantic. You're very realistic and practical. You think about things carefully. Career: scientist or accountant.

You are a little romantic. You probably forget anniversaries. You make decisions carefully. Career: teacher, politician, doctor or lawyer.

53~67

You are romantic! You like to have fun and romance is an important part of your life. Career: police officer, salesperson, manager or job.

You are very romantic! You are probably not very good with money and you don't handle problems very well. Career: artist, writer or musician.

68~82



How Romantic Are You?

#3

Would you rather be with Partner A or Partner B at the proposal?

- a) in a restaurant? [4]
- b) in a movie theater? [0]

#2

Which would you prefer to do with your Partner A or Partner B?

- a) a double date? [2]
- b) a double date? [0]
- c) a regular date? [0]

#21

You still have a very expensive present from your ex. Which would you rather do?

- a) keep it? [3]
- b) throw it away? [4]
- c) sell it? [0]

#6

Your Partner A gives you a picture. Would you prefer it to be:

- a) of you and your Partner A? [4]
- b) of you? [0]
- c) of your Partner A? [3]

#15

Today is your Partner A's birthday. Which would you prefer to do together:

- a) a picnic? [4]
- b) a picnic? [1]
- c) shopping? [0]

#9

It's Valentine's Day today. You don't have enough money to buy your Partner A a gift. Would you rather:

- a) make something by hand? [4]
- b) give something later? [1]
- c) borrow money? [3]

#18

You broke up with your Partner A last week. You still love each other. Would you prefer to have:

- a) a call from your Partner A? [4]
- b) some time to think? [2]
- c) a new Partner A? [0]

Partner A	Partner B	Partner C me	My Score
3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	From Partner A <input type="checkbox"/>
6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	From Partner B <input type="checkbox"/>
9. <input type="checkbox"/>	9. <input type="checkbox"/>	9. <input type="checkbox"/>	From Me <input type="checkbox"/>
12. <input type="checkbox"/>	12. <input type="checkbox"/>	12. <input type="checkbox"/>	
15. <input type="checkbox"/>	15. <input type="checkbox"/>	15. <input type="checkbox"/>	
18. <input type="checkbox"/>	18. <input type="checkbox"/>	18. <input type="checkbox"/>	
21. <input type="checkbox"/>	21. <input type="checkbox"/>	21. <input type="checkbox"/>	
Total <input type="checkbox"/>	Total <input type="checkbox"/>	Total <input type="checkbox"/>	Total <input type="checkbox"/>

If your total score is between:

0~37

You are not romantic. You're very realistic and practical. You think about things carefully. Career: scientist or accountant.

You are a little romantic. You probably forget anniversaries. You make decisions carefully. Career: teacher, politician, doctor or lawyer.

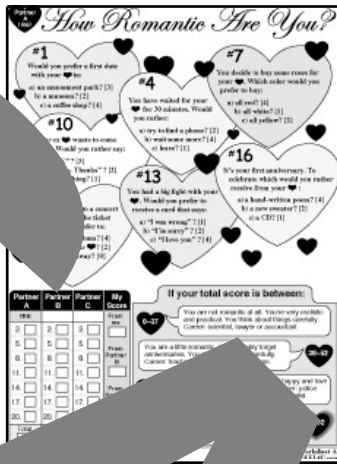
53~67

You are romantic! You like to have fun and romance is an important part of your life. Career: police officer, salesperson, manager or job.

You are very romantic! You are probably not very good with money and you don't handle problems very well. Career: artist, writer or musician.

6~82

Romance Quiz



Partner A	Partner B	Partner C	My Score
1	2	3	
4	5	6	
7	8	9	
10	11	12	
13	14	15	
16	17	18	
19	20	21	
22	23	24	
25	26	27	
28	29	30	
31	32	33	
34	35	36	
37	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	101	102	

B: *I'd prefer a first date with my girlfriend in a museum.* (2 points)

C: *I'd prefer a first date with my boyfriend at an amusement park.* (3 points)

A: (Answers his own question) *I'd prefer a first date with my girlfriend in a coffee shop.* (4 points)

Student A writes the scores in the appropriate score box at the bottom of the worksheet.

Next, **Student B** reads Question #2 to the others. After everyone has answered, **Student C** reads Question #3 to the others, etc., until all 21 questions have been answered.

Afterwards, all points are tallied and partners tell each other how many points they have accumulated. These scores are written in the far right column **My Score**.

Finally, the total score is calculated and students discover how romantic they are.

Variation 1: After giving out the worksheets, students decide among themselves how many points should be assigned to each question. This will develop into a fun discussion about their own opinions.

Variation 2: To practice 3rd person pronouns, regroup the students into groups with three A, 3 B and 3 C students.

They go through the same questions but this time asking about the previous partner. For example: *Would John prefer a first date with her old boyfriend in...*

Variation 3: When all of the groups finish this activity, ask the class as a whole: *Who would prefer...?* and *Who would rather...?* questions. For example:

Teacher: *Who would prefer to bring some soup?*

Student: *Christian would rather bring some soup (rather than fruit or medicine).*

Language Target: Working on the target language, students use the verb **prefer** and the adjective **rather**. Students have to listen carefully to the questions (using **I would...**) and keep score. In the end, they will arrive at their respective Romance Quotient.

Setting Up: Begin the class by ask a few questions using **prefer** and **rather**. For example:

- Would you prefer ice cream or cake?*
- Would you rather have coffee or tea?*
- Would you prefer an apple or a lemon?*
- Would you rather stay home or go out?*

Before handing out the worksheets, go over any vocabulary that students may not know such as: **anniversary, celebrate, ticket stub, castle, medicine, Ferris wheel, snuggle, proposal, borrow and blind date.**

Getting Started: In groups of three, each student receives one worksheet: A, B or C. **Student A** begins by asking the other partners the first question. **Students' B and C** take turns answering. For example:

A: (Q. #1) *Would you prefer a first date with your (the heart mark should be read as: **boyfriend / girlfriend / -or- lover**)?*

Teacher: *Who would prefer to use one shake and one straw?*

Student: *Maria would.*

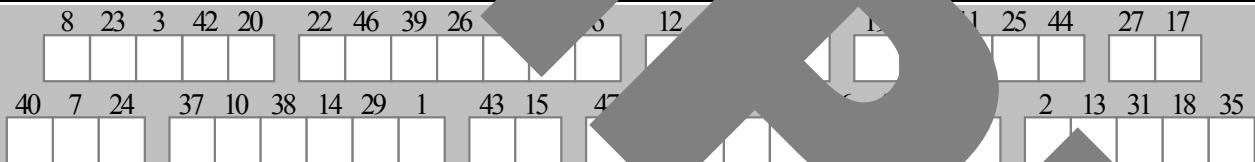
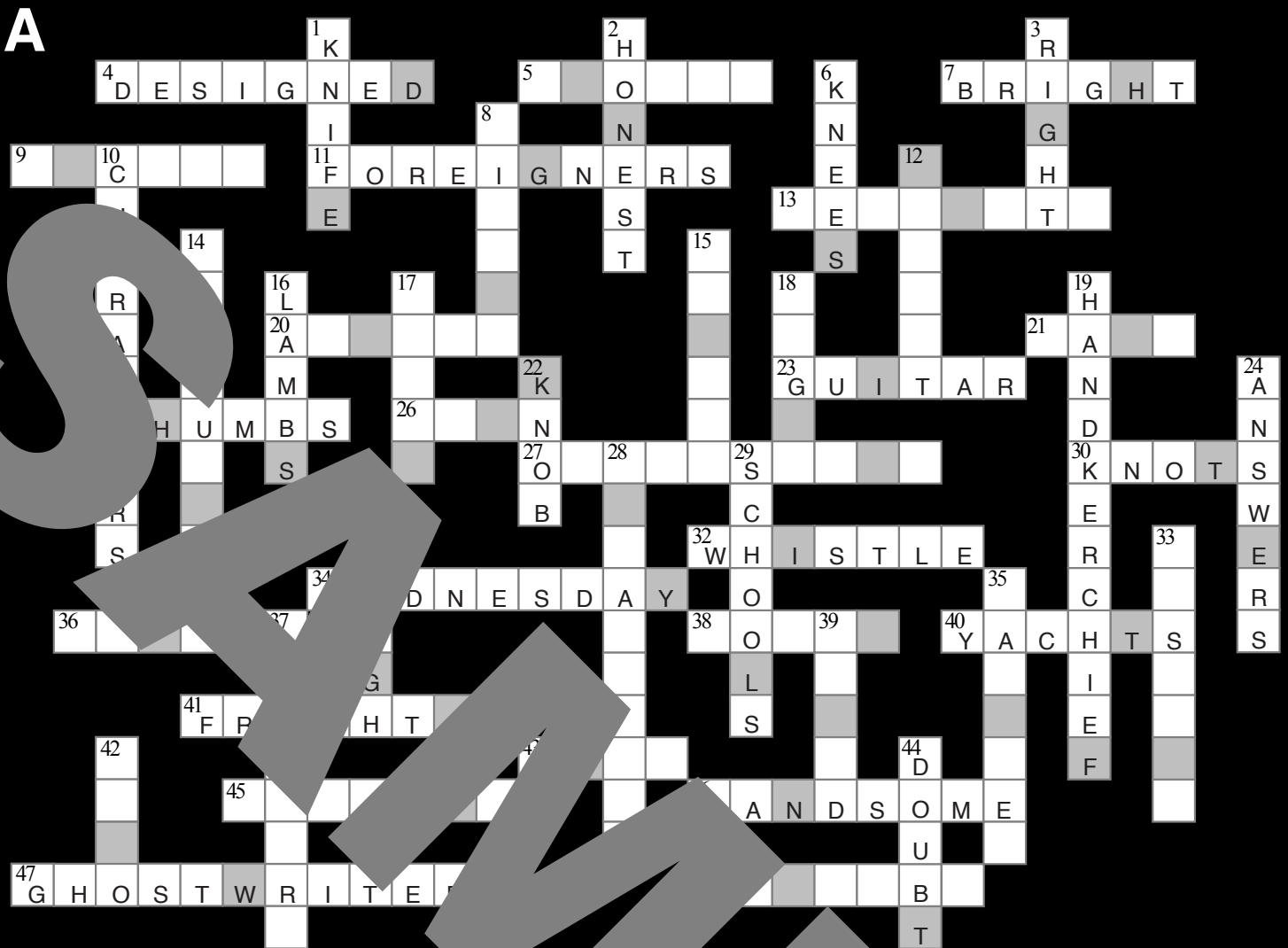
Activity 1: Encourage groups of three to create two additional romance questions. These could be asked to the whole class.

Activity 2: Begin a discussion about topics related to romance and cultural values. Some of these topics could include:

- * Dating customs (first date, appropriate ages, appropriate places, etc.)
- * Proposing: Creative proposals – sky writing, bill boards, classifieds, etc. Romantic proposals – on bended knee, with a song, etc.
- * Unique weddings – sky diving, under water, on horseback, etc.
- * The nature of romance – what is it all about anyway?

Contributed by K...





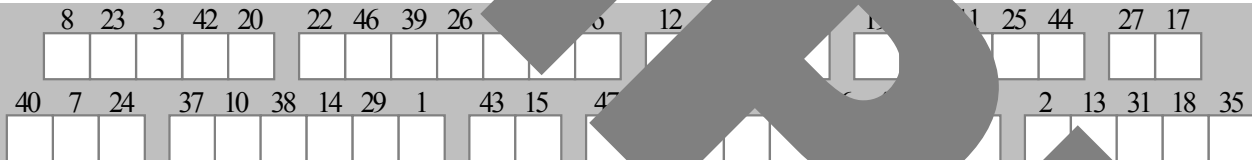
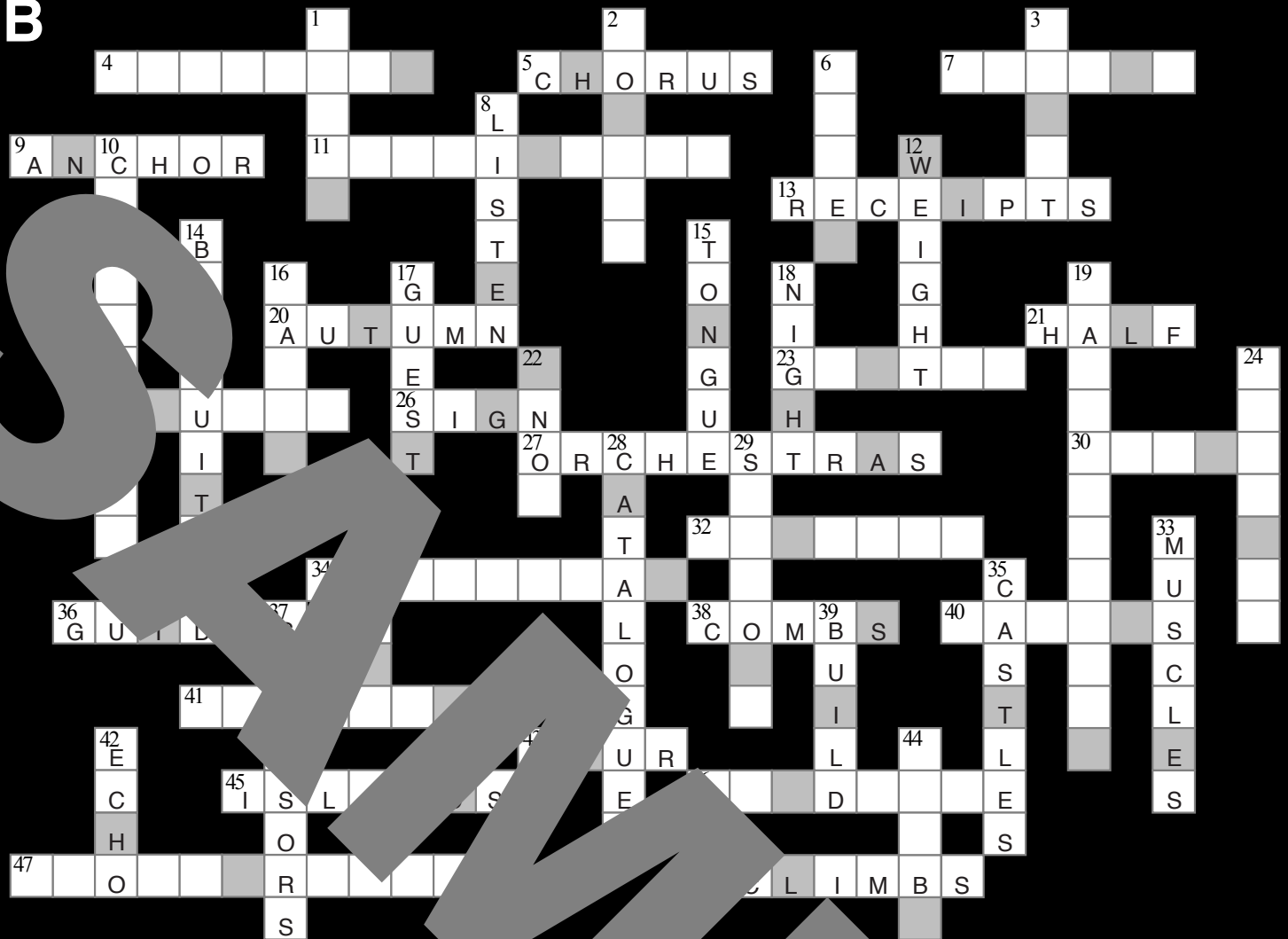
Across

- 4. Invented, illustrated or engineered
- 7. Optimistic, not dark
- 11. People from other countries
- 23. A popular six-string musical instrument (A)
- 25. Largest fingers
- 30. Make these by tying strings together
- 32. What a coach blows
- 34. Middle day of the week
- 40. Fancy boats
- 41. To scare or worry someone
- 46. What people call an attractive guy
- 47. No-name author for a famous person

Down

- 1. Fork and spoon
- 2. Always tells
- 3. Not left
- 6. Middle leg
- 10. All of the people in a novel or movie
- 16. Baby sheep
- 19. A small piece of cloth used in a course
- 22. Use this to open a door
- 24. Opposite of "questions"
- 29. Where students learn
- 31. Santa's ride
- 44. Suspect or disbelieve

<p>Q: What's number ____ across / down?</p> <p>Q: What's the (1st, 2nd, 3rd, 4th...) letter?</p> <p>Q: Give me another hint.</p>	<p>A: (Read the printed hint for that number.)</p> <p>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).</p>
---	--

B**Across**

- 5. Church or school singing group
- 9. This keeps a ship from floating away
- 13. Pieces of paper that show proof of purchase
- 20. Opposite of spring
- 21. Fifty percent
- 26. Write your name on a document
- 27. Large instrumental musical groups
- 36. Tour leaders
- 38. Fix messy hair with these
- 43. 60 minutes
- 45. They are surrounded by water
- 48. Goes up stairs or a mountain

Down

- 8. What we do with a ruler
- 12. Measure this to find the area
- 14. Cookies in the United Kingdom
- 15. Where tarts are made
- 17. A home or camp for a visitor
- 18. After evening and before morning
- 28. Shopper's magazine
- 33. What body builders want to increase
- 35. Where Kings and Queens live
- 37. Cut paper with these
- 39. Construct a house
- 42. You can hear this in a cave

Q: What's number ____ across / down?

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

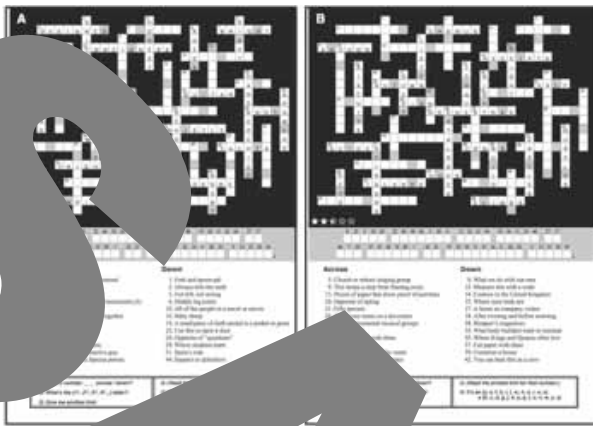
Q: Give me another hint.

A: (Read the printed hint 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).

Silent Letters (Crossword Puzzle)



Level: **High Beginner / Advanced**

Applicable to: **Number of students: 2**

Preferred age/maturity: **Adult**

Type of lesson: **Pairwork / Individual**

If she knows the answer, she asks: *Is it Autumn?*
If she can't guess the answer, she asks her partner:
Give me another hint.

The second hint is an original one not printed on the worksheet. **Student B** may say, for example: *It's one of the four seasons. It's when leaves change color. It's the months of September, October and November. It's another word for fall,* etc.

If **Student A** still can't answer the question, no worries. She simply asks her partner for missing letters. *What's the second letter?*

Student B replies: *It's a U.*

Now **Student A** has AU written on the page. Still clueless, she asks: *What's the third letter?*

Student B says: *It's a T.*

After a few minutes or later, one by one, all of the missing letters will be filled in until the word **AUTUMN** is complete.

Student A asks a blank answer and asks, for example: *What's number 25 across?*

Student B answers **THUMBS** and reads the hint printed under the puzzle: *Largest fingers.*

If **Student B** correctly guesses the answer, **Student A** confirms: *That's right.* If **Student B** has a wrong answer, she asks his partner for another hint.

Student A may ask for example: *They have big toes on your feet. Dogs and cats have them. Many people use them to text on a smart phone.* Etc.

If still stuck, **Student B** asks for the first letter, second letter, etc., until **THUMBS** is printed on the puzzle.

Finally, after students have completed the puzzle (or during the process), they need to fill in the message bar beneath the puzzle by writing the letters found in the gray boxes.

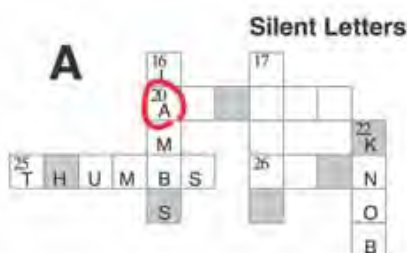
Language Target: Students ask and answer questions, offer hints, and use regular numbers (one, two three) and ordinal numbers (second, third), articles (a, an & the) and connect each other with spelling.

Setting Up: Prior to class, enlarge the printout as much as possible. Make copies of **Puzzle A & B** each for half the students.

Getting Started: Students work in pairs – one having **Puzzle A**, the other **Puzzle B**. One student asks for a hint relating to any blank answer on the printout. For example, **Student A** may ask: *What's number 20 across?*

Student B looks at the answer as printed on **Puzzle B: AUTUMN**. He reads the hint printed for **Number 20 Across** under the puzzle: *Opposite of spring.*

Student A knows the first letter is A because of the word **LAMBS** printed in **Number 16 Down**.





Number 5 = G, Number 6 = S, Number 7 = ...
 Number 12 = W, Number 13 = I, Number ...
 Number 21 = L, Number 23 = I and ...
 Number 30 = T.

To do so, write the letter of each white ...
 be ... bar ... the letter in the gray ...
 box ... number ... the puzzle. Answers ...
 only have one ...

(Message bar)



When finished, the message should read: **EIGHT KNIGHTS WILL FIGHT AT THE CASTLE ON WEDNESDAY NIGHT.**

Variation 1: For higher ability students, prepare copies of the puzzles with no hints. Students will have to provide all of the hints themselves. (They know the answers, of course, because they are printed on the page.)

Variation 2: Students could be encouraged to put a word (or words) into sentences. For example:

The knight whistled for me to play the guitar.

My uncle wants to build a castle on a foreign island.

On Wednesday, she invited eight guests for a party on her yacht.

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

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

Contributed by Kurt Scheibner



SIMILES 1

(with animals)

My nephew
is as busy
as a bee!



Ask your partner questions* and/or ask for some hints to complete these similes. Then think of an animal you know who fits each one.

- _____ as proud as _____
- _____ as hairy as _____
- _____ as strong as _____
- _____ as crazy as _____
9. _____ as slippery as _____
11. _____ as sly as _____
13. _____ as stubborn as _____
15. _____ as hungry as _____

*Sample How large is it? What does it eat? How long does it live? Can it fly? What color is it?
 Questions: How many legs does it have? How many humans? Etc. [Give me a hint.]

Give your partner some hints (but DON'T say the answer) [pl. = plural]

2. (an owl - pl. owls)

- a) It's a bird.
- b) It's nocturnal.
- c) _____

4. (a mouse - pl. mice)

- a) It likes cheese.
- b) The first letter is an "M."
- c) _____

6. (a lion - pl. lions)

- a) It's big.
- b) It's a carnivore.
- c) _____

8. (a giraffe - pl. giraffes)

- a) It eats leaves.
- b) It has a long neck.
- c) _____

10. (a kangaroo - pl. kangaroos)

- a) It's a mammal.
- b) It is *man's* best friend.
- c) _____

12. (a bat - pl. bats)

- a) It's a mammal.
- b) It's nocturnal.
- c) _____

14. (an elephant - pl. elephants)

- a) It has a trunk.
- b) The second letter is "L."
- c) _____

16. (a lamb - pl. lambs)

- a) It eats grass.
- b) It's a young sheep.
- c) _____



SIMILES 1

(with animals)

You look
as wet as
a fish!



Ask your partner questions* and/or ask for some hints to complete these similes. Then think of who you know who fits each one.

- _____ as **wise** as _____
- _____ as **quiet** as _____
- _____ as **brave** as _____
- _____ as **tall** as _____
- 10. _____ as **sick** as _____
- 12. _____ as **blind** as _____
- 14. _____ as **big** as _____
- 16. _____ as **gentle** as _____

*Sample How large is it? What does it eat? How does it live? Can it fly? What color is it?
 Questions: How many legs does it have? How many humans? Etc. [Give me a hint.]

Give your partner some hints (but DON'T say the answer) [*pl. = plural*]

- 1. (a peacock - *pl. peacocks*)
 - a) It's a bird.
 - b) It's very colorful.
 - c) _____
- 3. (an ape - *pl. apes*)
 - a) It likes bananas.
 - b) There are 3 letters in this word.
 - c) _____
- 5. (an ox - *pl. oxen*)
 - a) It has horns.
 - b) It's a herbivore.
 - c) _____
- 7. (a loon - *pl. loons*)
 - a) It's a bird.
 - b) It's on Canadian dollar bill coins.
 - c) _____
- 9. (a rabbit - *pl. rabbits*)
 - a) It looks like a dog.
 - b) It lives in the forest.
 - c) _____
- 11. (a fox - *pl. foxes*)
 - a) It looks like a dog.
 - b) It has a white bushy tail.
 - c) _____
- 13. (a mule - *pl. mules*)
 - a) It's half donkey, half horse.
 - b) The second letter is 'l'.
 - c) _____
- 15. (a wolf - *pl. wolves*)
 - a) It looks like a big dog.
 - b) It's a carnivore.
 - c) _____

Similes (1) (with animals)



Student level: **beginner/intermediate**
 Approximate level: _____
 Number of students: _____
 Preferred age/maturity: **Adult**
 Type of lesson: **Pair** / **Activity**

Note: Sample questions are printed on the worksheet.

When **Student A** asks for a hint, **Student B** can refer to the sample hints on the lower half of **Worksheet B** or can think up different hints.

After **Student A** identifies the correct animal (in this case – **as proud as a peacock**), he must think of a **subject** for the sentence. For example:

My uncle is as proud as a peacock.

My brother's boss is as proud as a peacock.

Student A reads the first completed simile to his partner who may want to ask follow-up questions such as:

Why do you think your uncle is as proud as a peacock?

Is your uncle's pride positive or negative?

Is anyone else in your family as proud as a peacock?

After the first simile is completed, students change roles with **Student B** who reads the first simile at the top of the worksheet.

_____ as wise _____.

Special Note: Lower-ability students may need special guidance, especially using the correct verb (is), but also the articles **a** or **an**.

Higher-ability students should be encouraged to use other verbs such as **is**, **feels**, **seems**.

Variation 1: To increase the difficulty for higher-ability students, some points are given in golf. The lower the points, the higher the score.

One point is given for each question and each hint given.

Variation 2: When the worksheets have been completed, partners exchange worksheets and add a different subject to the sentence. This doubles the amount of exposure students have

Language Target: Using comparison to compare things, working with articles, plurals and some vocabulary.

Setting Up: Briefly explain what a **simile** is and give a couple of descriptions using **as slow as a snail**. Demonstrate that rather than saying someone is slow, add some zest to the sentence by saying someone is **as slow as a snail**.

It may be a good idea to define the meaning of unknown words which are printed at the bottom of the worksheets (without giving away the names of the animals) prior to handing out the copies.

Words such as **herbivore**, **carnivore**, **mammal** and **nocturnal** may be new to many students.

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

Student A looks at the first simile:

_____ as proud as _____.

He then asks **Student B** some questions to find the correct animal to complete this simile.

to work with similes.

For example, in the first round, **Student A** may have written:

My Olympic Gold Medalist is as proud as a peacock.

Now, in the second round, **Student B** writes in a new subject.

My Olympic Gold Medalist is as proud as a peacock.

As before, **Student A** and **Student B** partner follow-up. **Student B** explains why they have chosen the sentence.

For example: *Why did you say you think your teacher is as gentle as a lamb?*

Why did you say you think your teacher is as gentle as a mule?

Variation 3: Students offer plural subjects and objects for these similes. For example:

My parents are as brave as lions.

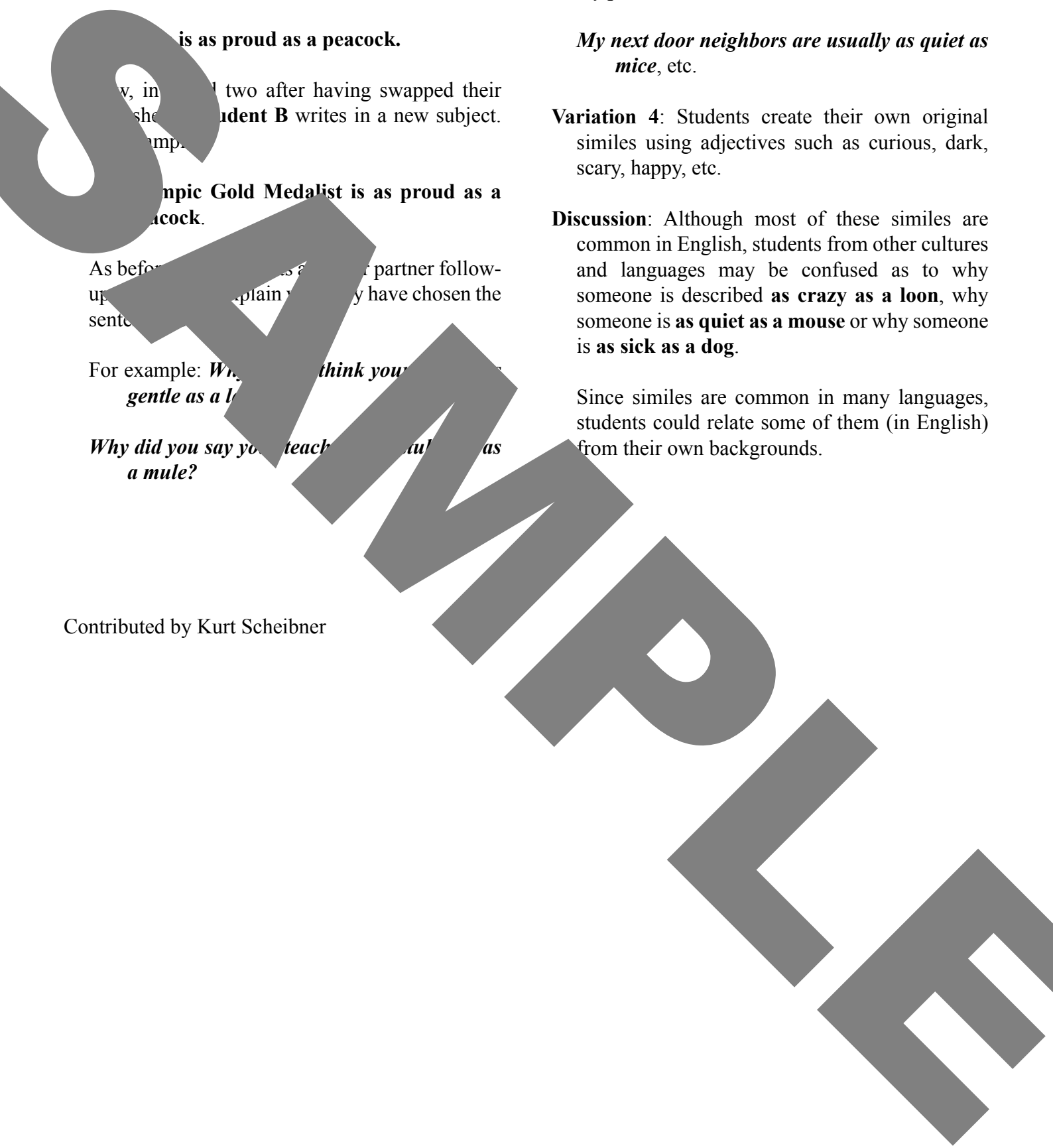
My next door neighbors are usually as quiet as mice, etc.

Variation 4: Students create their own original similes using adjectives such as curious, dark, scary, happy, etc.

Discussion: Although most of these similes are common in English, students from other cultures and languages may be confused as to why someone is described as **crazy as a loon**, why someone is **as quiet as a mouse** or why someone is **as sick as a dog**.

Since similes are common in many languages, students could relate some of them (in English) from their own backgrounds.

Contributed by Kurt Scheibner



Six Blind Men

Upon a time, there were six blind men.

They lived in a small village in India.

None of them had ever seen an elephant before.

One day, an elephant came into their village.

The six men wanted to study it.

The first blind man touched the elephant's leg.

He said, "The elephant is just like a tree."

The second man touched the elephant's side.

He said, "It is not a tree, it is a large wall."

The third man touched the elephant's tail.

He said, "It's not a wall, it's a rope. It's a rope."

The fourth man touched the elephant's ear.

He said, "It's not a tree, wall, rope, or tail. It's a snake."

The fifth man touched the elephant's tusk.

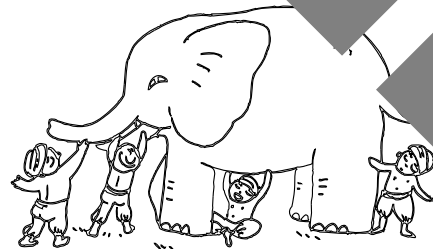
He said, "You are all wrong. The elephant is a fan."

The sixth man touched the elephant's tusk.

He said, "No, it's not a fan either. It's a fan."

Each blind man was sure that he was right.

but all of them were wrong.



Six Blind Men



Student ability: **High** / **Lower ~ Intermediate**
 Approximate length: **45+**
 Number of students necessary: **Any**
 Preferred age/maturity: **JHS ~ HS**
 Type of lesson: **Pair work / Group**

Language Target: Sentence construction, word order, sentence order, punctuation, subject-verb agreement and discussion about grammatical placement and meaning of words and sentences.

Setting Up: This lesson requires some preparation time – but it only needs to be done once. **Enlarge** the printout as much as possible on a copy machine.

Prepare 18 envelopes or zip-lock bags. Cut the worksheet into individual sentences – there are 18 in total.

Then cut each sentence into individual words and put one set of words into each envelope.

Note: Each sentence uses its own individual icon printed in the upper right corner of the word boxes. If a word gets misplaced, it can be distinguished from the other sentences and returned to its original envelope.

In class, write the following on the board:

in park. a dog Two took walk the boys walk and

Students rearrange the words so that it reads:

Two boys and a dog took a walk in the park.

Explain that they are about to do the same thing with 18 sentences, and that the sentences also need to be put into the correct order.

Getting Started: Each pair or small group receives (at random) one of the eighteen envelopes containing the words to one sentence.

Students dump the words from the envelope onto the table top and arrange the words into the correct order.

After the words have been arranged into the correct order, students write the complete sentence on a sheet of paper, put the slips of paper back into the envelope and pass the envelope along to the next group.

At that point, they receive a new envelope.

The process continues until all pairs or groups have completed 18 sentences. The next step is to have students arrange the sentences into the correct order.

Note: If you are busy, the teacher should check all envelopes for accuracy.

Variation 1: This is a lot of work for the teacher, but prepare one copy of 18 envelopes for each pair or group in class.

All pairs or groups receive all of the envelopes at the same time. Students then try to be the first to accurately finish the complete story.

Variation 2: With a large class, prepare a set of 18 envelopes and divide the class into eighteen groups and give one envelope to each group. (Or nine groups and give each group two envelopes, etc.)

When groups have finished with their sentences, they read them to the rest of the class. Together, the whole class works at arranging the sentences into the correct order to complete the story.

Building Fluency: When all is finished, the whole class begins a discussion of this famous folktale. The teacher begins the discussion by asking questions such as:

Which of the blind men was the most accurate?

Which of the blind men was the most accurate?

(A follow-up question?)

Which of the blind men were really blind, but in what other

ways can people be “blind?”

What can this story teach us about making false conclusions in life?

What does the phrase “Love is blind” mean? Can anyone give an example?

Writing Practice: This lesson is perfect as a dictation practice activity. While pairs or groups of students work with each sentence, only one of the students writes down the finished sentence.

After all 18 sentences have been put into order, the student with the master list dictates the sentences to the other students in the group.

Contributed by K...

Story Problems

1A

1. A girl was given \$50.00 for her birthday. She added this to the \$27.00 in her piggy bank and felt very rich. The day after her birthday, she went shopping and spent \$15.00 on new shoes, \$12.00 on a new sweater and bought a \$32.00 pair of jeans at half-price. How much money did she have left? [\$32.00]

2

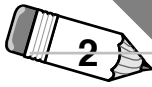
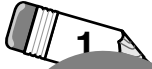
3

3. A school of 60 fish was swimming along when another school of 60 fish joined them. The total number of fish doubled in size when another school joined them. After a little while a big shark came along and ate 21 fish. Then the big school split into 3 equal smaller schools. How many fish were in each school? [33]

4

Story Problems

1B



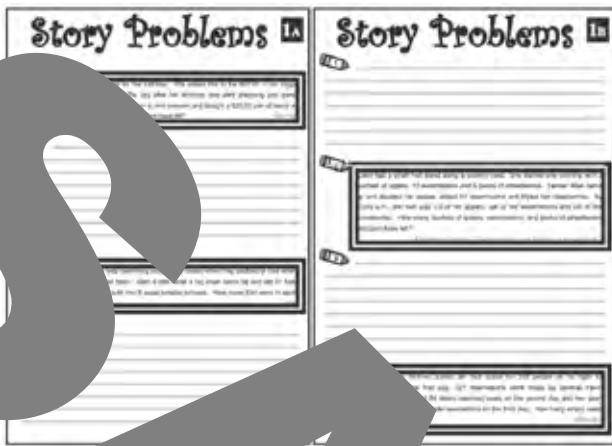
Carol had a small fruit stand on a country road. She started one morning with 3 bushels of apples, 15 watermelons, and 6 pecks of strawberries. Farmer Mike came by and doubled her apples, added 14 watermelons and tripled her strawberries. By 10:00 a.m., she had sold half of her watermelons and $\frac{2}{3}$ of her strawberries. How many bushels of apples, watermelons, and pecks of strawberries did Carol have left?

[4 bushels of apples, 13 watermelons, and 6 pecks of strawberries.]

A Travel World Airlines Jumbo Jet had space for 350 people on a flight to Switzerland. On the first day, 127 reservations were made by several travel companies. A group of 64 skiers reserved seats on the second day and two soccer teams, 37 people each, made reservations on the third day. How many empty seats remained on the plane?

[85 seats]

Story Problems (1)



Student Level: Beginner/Intermediate
Approximate Age: 10-12
Number of students: 2-4
Preferred age/maturity level: Adult
Type of lesson: Pair/Group Activity

If a student needs assistance with spelling, he simply asks:

How do you spell _____?

After the **Story Problem** has been written, the writer should read back the text to confirm that it is correct.

Then the writer solves the problem (either on paper or with a calculator) and checks the answer against the one printed on **Worksheet A**.

Note: Expect students to assist each other with the solving of the Story Problems, that's, of course, commendable. But, students will be tempted to assist their partners in their own language and not English. A constant and gentle reminder may be needed to keep students in the English mode.

Language Target: Learning communicative language through listening, reading and writing.

Note: This is an English language exercise - not a mathematics exercise. Students who hate math can relax.

Setting Up: Introduce the following words orally at first to make sure students know the meaning:

divided by, times, double, triple, one third (1/3), two thirds (2/3), one fourth (1/4), each, per, left, added, remained, split, square meter, shares of stock, per, budget, deposited, per annum interest and earned.

Getting Started: In pairs, one student receives **Worksheet A** and the other receives **Worksheet B**. The student with **Worksheet A** will notice that the first **Story Problem** is printed on the paper. He needs to dictate this story to **Student B**.

The student with **Worksheet B** will notice that the first **Story Problem** only has blank lines printed.

Student A reads the story problem and **Student B** writes it exactly as read on the lines.

When students reverse roles and the student with **Worksheet B** now reads the second **Story Problem** and the partner writes it on the worksheet.

It is a good idea to stagger which Story Problem is read and written because students may overhear the pair of students writing. Tell pairs to begin with Story Problem Number 1, Number 2, Number 3 or Number 4.

Variation 1: These Story Problems can easily be done as a group. In this case, **only one student has both Worksheet A and Worksheet B**. The other students write the Story Problems on a sheet of paper.

Follow the instructions above, but in this case, the first student to arrive at the correct answer is given a point.

Variation 2: **Student A** reads a **Story Problem** to **Student B**. Afterwards, **Student B** reads the same problem to **Student C** who, in turn, reads it to **Student D** (then Student E, F and G?).

Finally, the last student contacts **Student A** and compares the text for any mistakes.

Variation 3: To save on copy paper, the teacher (or another student) reads the **Story Problems** to the whole class.

Students write it on notebook paper; the first to say the correct answer gets a point..

Variation 4: Same as Variation 3 above, but the class is divided into four groups and the teacher reads a different Story Problem to each group.

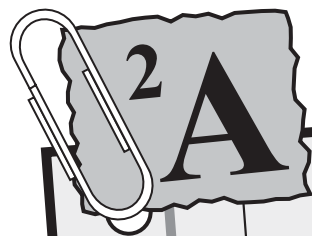
While one group is writing, another group is being read to.

This is a good way for students to distinguish between their **Story Problem** and those being read to other groups.

Building Fluency: Students create their own **Story Problems** and read them to their partner, a group or the whole class.

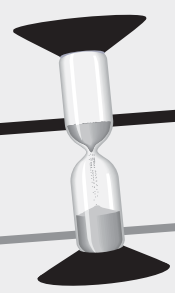
Contributed by Kurt S. Johnson

SAFETY



A 3-Minute Interview

(Regular Questions - Past Tense)



- 1 _____ you here last Wednesday?
- 2 _____ you eat lunch yesterday?
- 3 Where _____ you at 7:15 this morning?
- 4 What _____ the name of your elementary school?
- 5 _____ you wake up before or after 8:00 this morning?
- 6 _____ you doing at 9:30 last night?
- 7 When _____ the time you saw a movie?
- 8 _____ you think high school teachers nice?
- 9 When _____ you buy your shoes?
- 10 On which day _____ your birthday?
- 11 _____ you do anything yesterday?
- 12 How often _____ absent from school?
- 13 _____ you sleeping at 11:00 last night?
- 14 Which _____ your favorite sport 10 years ago?
- 15 Where _____ you first meet your best friend?
- 16 At what age _____ you able to write your name?
- 17 What _____ your favorite toy as a child?
- 18 _____ your mother born before or after 1960?
- 19 When _____ you ride a bicycle for the first time?
- 20 What _____ your favorite cartoon as a child?
- 21 How many times _____ you catch a cold last year?
- 22 _____ you finish this interview in 3 minutes?

Was • Did • Were

2^B

A 3-Minute Interview

(Regular Questions - Past Tense)



- 1) At what age _____ you first swim?
- 2) _____ it hot or cold yesterday?
- 3) Where _____ your family living 10 years ago?
- 4) _____ have breakfast this morning?
- 5) _____ talking on the phone last night?
- 6) _____ the weather like yesterday?
- 7) _____ you _____ *Good Morning* to today?
- 8) What _____ drinking a few minutes ago?
- 9) _____ sick _____ morning?
- 10) What _____ before yesterday?
- 11) Who _____ your head _____ a child?
- 12) How many times _____ you _____ last year?
- 13) _____ you asleep by _____ last _____?
- 14) What color _____ your _____ were young?
- 15) What _____ you get for your last birthday?
- 16) As a child, what _____ your favorite _____?
- 17) _____ you a happy or unhappy _____?
- 18) Which shoes _____ you wearing _____ day?
- 19) _____ your father born in the spring _____?
- 20) Which vegetables _____ you hate as a child?
- 21) _____ your parents young when they married?
- 22) _____ you speak English yesterday?

Was • Did • Were

Three Minute Interview (2) (Simple Past Tense Questions)

Students: *Yes, I did. / No, I didn'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:

Was • Did • Were

These three 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 do a more intensive interview.

At the end of the interview, students do this: They must be able to finish within three minutes.

When **Student A** is finished, **Student B** does the same.

Variation 1: Partners alternate asking each other the questions (set the timer for six minutes).

Variation 2: For lower ability students, groups of three or four are formed. All students use the same worksheet either **Worksheet A** or **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 Questions and Answers.

Setting Up: Make enough copies of **Worksheet A** & **B** for all students in class.

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 some **simple past tense** questions using the verbs **was**, **did** and **were**. For example:

Teacher: *Did you have breakfast this morning?*

Students: *Yes, I did / No, I didn't.*

Teacher: *Were you sleeping at 11:00 p.m. last night?*

Students: *Yes, I was / No, I wasn't.*

Teacher: *Was it raining last Monday?*

Students: *Yes, it was. / No, it wasn't.*

Teacher: *Did you like your elementary school?*

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): *Were you here last Wednesday?*

Student B: *Yes, I was.*

On the second or third time through the interview, it could sound like this:

Student A: *Were you here last Wednesday, weren't you?*

Student B: *Yes, I was.*

The advantage of using **Tag Questions** is that there is no inherent need for students to write down each other's answers – they often don't.

Variation 4: With higher-ability students, after finishing the interview with one partner, they pair up with a different student while keeping their own / 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 with 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) wasn't here last Wednesday, she ate lunch this afternoon, she was home at 7:15 this morning, Lincoln Heights was the name of her elementary school, 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: *Where did you buy your shoes?*

Student B: *I bought them at Sam's Club.*

Student A: *Where did you buy your sweater?*

Student B: *I bought it at the Gap.*

Student A: *Did you have breakfast this morning?*

Student B: *Yes, I did.*

Student A: *What did you have?*

Student B: *I had an orange, a slice of toast and a banana.*

Contributed by Kurt Scheibner

WHAT % OF U.S. ...?

	Individual Guess	Group Guess	Actual Percent
1) married men do the laundry each week?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
2) people believe in ghosts?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
3) people eat breakfast every day?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
4) women dye their hair?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
5) people give to charity each month?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
6) men wear briefs (men's brief shorts)?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
7) married women have affairs?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
8) people say they are Christians?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
9) marriages end in divorce?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
10) married women would marry the same man again?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
11) adults sing (or hum) in the shower or bath?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
12) people never exercise?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
13) adults vote in national elections?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
14) drivers love their car more than their spouse?	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %

Actual percentages: 1) 29%, 2) 45%, 3) 91%, 4) 32%, 5) 94%, 6) 67%, 7) 56%, 8) 93%, 9) 49%, 10) 50%, 11) 52%, 12) 30%, 13) 57%, 14) 11%

What % of U.S. ...?

WHAT % OF U.S. ...?

	Individual	Small	Adult
1) married men do the laundry each week?			
2) people believe in ghosts?			
3) people eat breakfast everyday?			
4) people color their hair?			
5) people donate to charity once a month?			
6) people wear pants (rather than boxer shorts)?			
7) men handle the home finances?			
8) people believe in God?			
9) men get divorced in divorce?			
10) married women would marry the same man?			
11) adults sing (or hum) in the shower or bath?			
12) people never exercise?			
13) adults vote in national elections?			
14) drivers love their car more than their spouse?			

As printed on the Worksheet, the first question is:

What % of U.S. married men do the laundry each week?

Students secretly write their own estimated percentage in the column titled **Individual Guess**.

Next, they discuss the question until they arrive at a **unanimous group consensus**.

This may take some time, especially with a group larger than three people.

This part is the core object of the lesson. A conversation could sound like this:

Student A: *I think 70 percent of U.S. married men do the laundry each week.*

Student B: *Really? I think the percentage is much lower than 70. I think it's more like 40 percent.*

When students finally agree upon a percentage, they write the same number in the **Actual Percents** column.

Students go through the entire list, each time discussing what they think to be the most accurate guess. (The **Actual Percents** column remains blank until the end.)

Individual guesses vary quite a lot within a group. The wider the range, the greater the opportunity for discussion and the expression of opinions.

When all fifteen questions have been discussed, the students unfold their papers and compare their guesses to the **Actual Percents**, which are printed upside down at the bottom of the page.

Note: The **Actual Percents** have been printed in public media such as newspapers and magazines. But like many things in life, some of the percentages change over time.

Students may want to challenge the accuracy of the **Actual Percents** by saying things such as:

Student Name: _____
 Approximate Age: _____
 Number of students: _____
 Preferred age/maturity level: _____
 Type of lesson: _____

Language Target: Build discussion skills including agreeing, disagreeing, compromising and persuasion.

Setting Up: Review (or pre-teach) language associated with stating one's opinion in phrases such as: *I think _____, because _____.*

-or-

I agree (disagree) because _____.

Other forms could also be reviewed including: *Why do you think so?*

-or-

Don't you think _____?

-or-

I think your answer is a little too high (low) because _____.

Getting Started: In pairs or groups, each student receives a copy of the Worksheet. Because the answers to the questions are printed at the bottom, students need to fold the answers under the worksheet before beginning.

Well, that may have been true twenty years ago, but I think _____.

Variation 1: Students tabulate the point differences between their **Individual Guesses** and the **Actual Percents**.

For a few extra points, the better. Additionally, students can compare their scores with other students by calculating the difference between the **Individual Guess** and the **Actual Percents**.

Variation 2: Rather than doing this as a group activity, students can work in pairs. They fold their worksheets in half and ask **Question #7** from the worksheet.

One student asks the open question and the other asks the last question in this case. The **Guess** column should be re-titled **My Guess**.

Building Fluency: Once students have completed this lesson, they ask themselves:

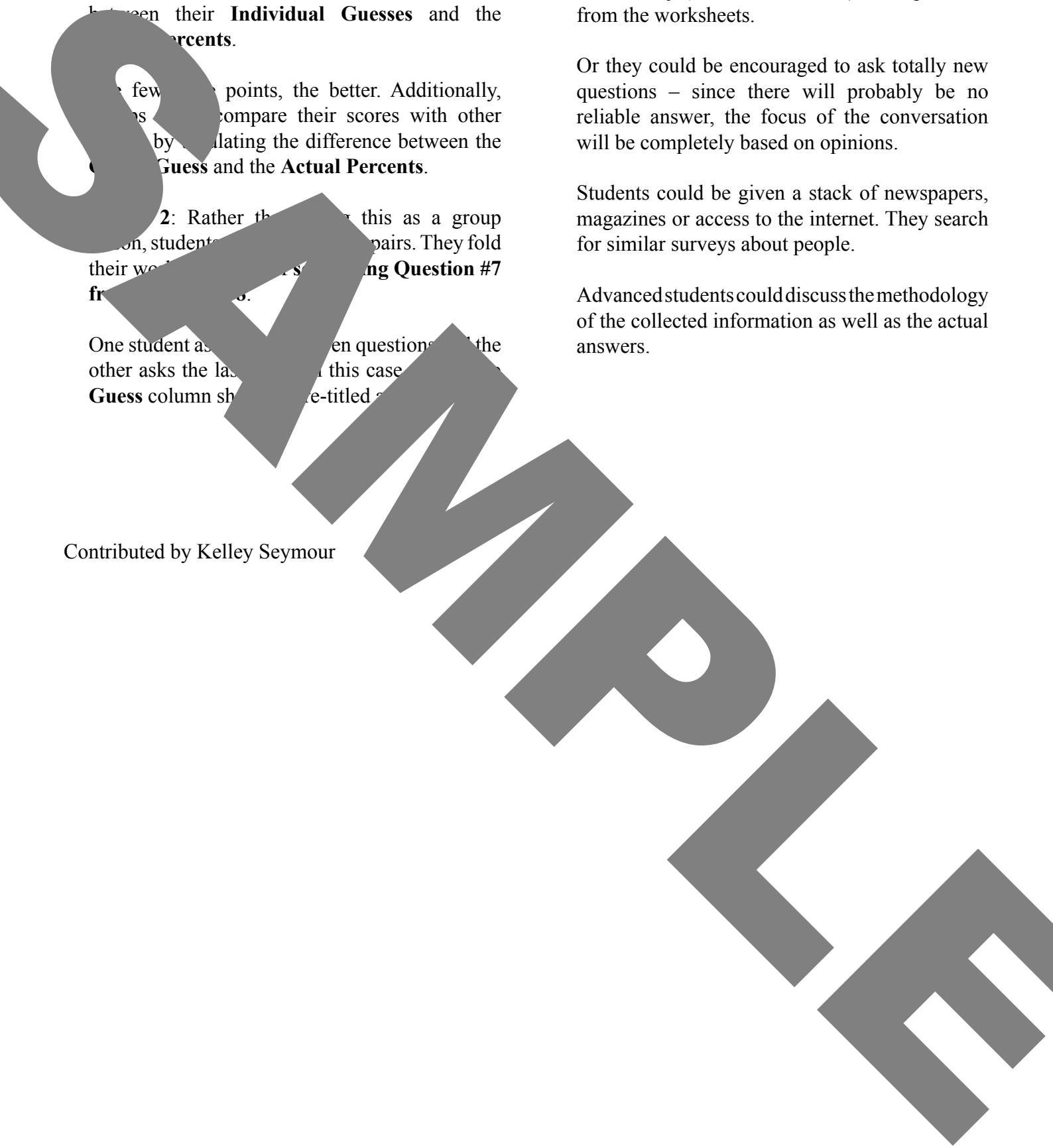
What % of (their own culture)... ? questions from the worksheets.

Or they could be encouraged to ask totally new questions – since there will probably be no reliable answer, the focus of the conversation will be completely based on opinions.

Students could be given a stack of newspapers, magazines or access to the internet. They search for similar surveys about people.

Advanced students could discuss the methodology of the collected information as well as the actual answers.

Contributed by Kelley Seymour



(A) What would you do if...?

(1) ... you heard your neighbor's dog singing a song in English?

If he/she heard his/her neighbor's dog singing a song in English, he/she would...

(2) ... you saw a cockroach in a stranger's food at a restaurant?

If he/she saw a cockroach in a stranger's food at a restaurant, he/she would...

(3) ... you returned from vacation and your house was gone?

If he/she returned from vacation and his/her house was gone, he/she would...

(4) ... you woke up in the Central Park?

If he/she woke up in the Central Park, he/she would...

(5) ... you could fly?

If he/she could fly, he/she would...

(6) ... you saw a banana floating across your living room?

If he/she saw a banana floating across his/her living room, he/she would...

(7) ... you found a human skeleton in your garden?

If he/she found a human skeleton in his/her garden, he/she would...

(8) ... you read about your death in the newspaper?

If he/she read about his/her death in the newspaper, he/she would...

(B) What would you do if...?

(1) ... you could become invisible?

If he/she could become invisible, he/she would...

(2) ... you saw a ghost sitting next to you on the train?

If he/she saw a ghost sitting next to him/her on the train, he/she would...

(3) ... you won a \$10,000,000 lottery?

If he/she won a \$10,000,000 lottery, he/she would...

(4) ... you saw three aliens trying to put your friend into their UFO?

If he/she saw three aliens trying to put his/her friend into their UFO, he/she would...

(5) ... you could see 24 hours into the future?

If he/she could see 24 hours into the future, he/she would...

(6) ... you fell deeply in love with two people at the same time?

If he/she fell deeply in love with two people at the same time, he/she would...

(7) ... your friend told you to get a tattoo?

If his/her friend told him/her to get a tattoo, he/she would...

(8) ... you could time travel?

If he/she could time travel, he/she would...

What Would You Do If ...?

Student: _____
 Teacher: _____
 Approximate level: _____
 Number of students: _____
 Preferred age/maturity: _____
 Type of lesson: _____

Language Target: To have fluency with **conditionals** and **pronouns**.

Setting Up: Before handing out the worksheets, the class a simple **What Would You Do** question such as:

What would you do if you could swim underwater without any equipment?

-OR-

What would you do if you won ten million dollars?

-OR-

What would you do if you could see 24 hours into the future?

The responses should be in complete sentence format. For example:

If I could swim underwater without any equipment for three hours, I would get a job at Sea World and make a lot of money.

Getting Started: In pairs, one student receives **Worksheet A** and the other **Worksheet B**. **Student A** asks her partner the first question:

What would you do if you heard your dog singing a song in English?

An appropriate answer should be worded in the conditional form:

If I heard my dog singing a song in English, I would _____.

The partner's response is written down in the space provided: **He/She would...**

The response could be either note form or in complete sentences, depending on the ability of the students.

This pair work activity challenges students to think and to how they would deal with odd, even situations.

The questions proposed in the questions are a bit bizarre in order to prompt interesting responses.

Students will have fun with the exercise, especially if they provide answers as fanciful as the questions.

Talkative students may want to expand on the situations. If students involved in a lively discussion about some of the questions, they should continue talking as they like.

For students who prefer to keep it simple: ***If I could do anything...***, partners should provide an explanation such as:

Why wouldn't you do anything...

Variation 1: When pairs have finished, students pair up with another partner: **Student A** with **Student B**, and **Student A**, and **Student B** with **Student C**.

Then, the new pairs of students ask about their **previous partner's answers**. For example:

What would she do if...?

Variation 2: Expressions dealing with degrees of probability could be introduced. For example:

If _____, (maybe / perhaps / possibly) I (definitely / probably / most likely) would

tion 3: There is ample opportunity for partners to ask each other **follow-up questions** such as *How would you...?* or *How would you...?*

Variation 4: When the activity is finished, the students and answers are read to the whole class. Students select the (worst) answer and point to it.

Variation 5: Students, when finished with the lesson, are given worksheets to **What wouldn't You Do**

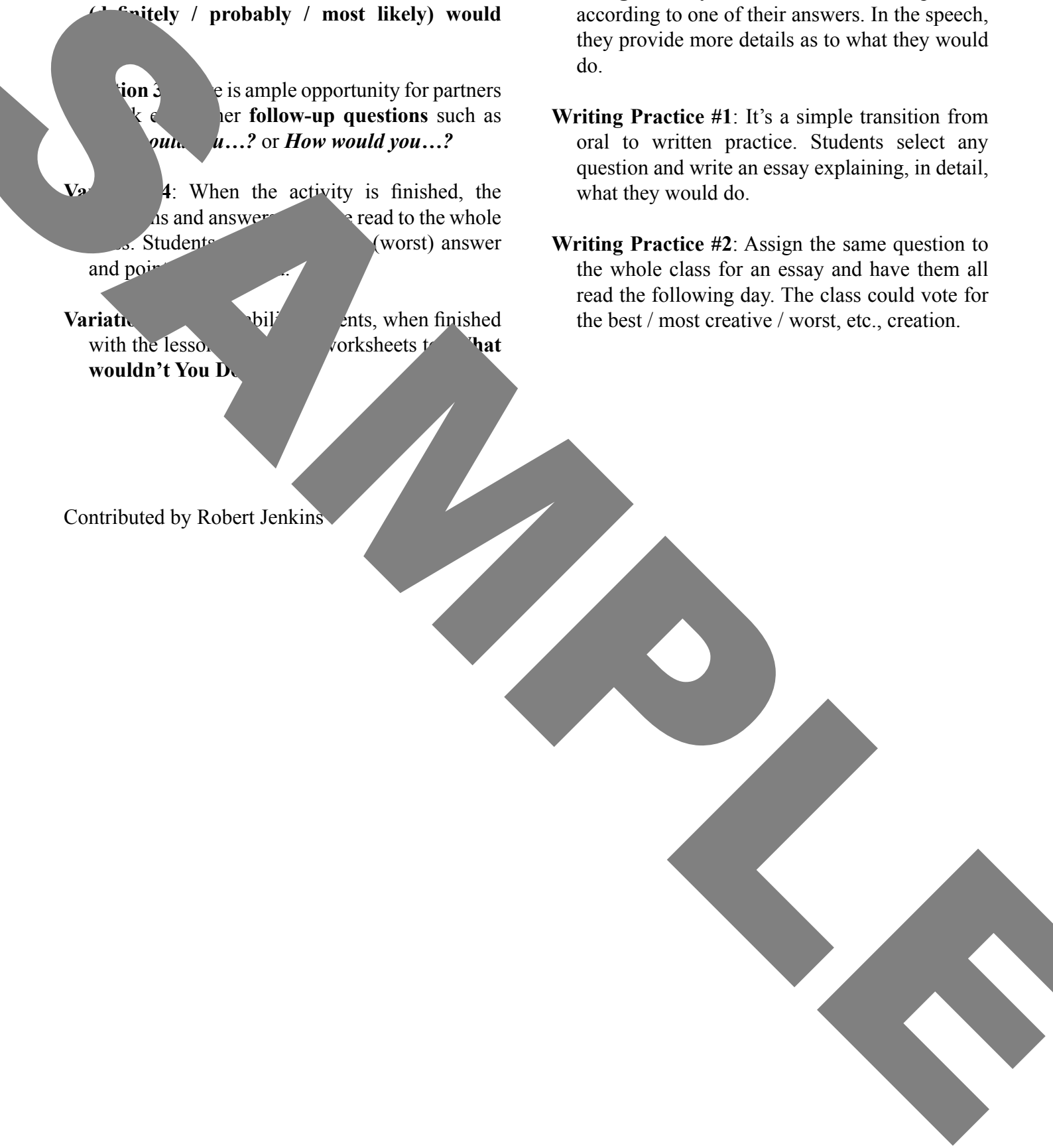
Partners take turns answering the questions as they try to offer the worst possible advice.

Building Fluency: Students make short speeches according to one of their answers. In the speech, they provide more details as to what they would do.

Writing Practice #1: It's a simple transition from oral to written practice. Students select any question and write an essay explaining, in detail, what they would do.

Writing Practice #2: Assign the same question to the whole class for an essay and have them all read the following day. The class could vote for the best / most creative / worst, etc., creation.

Contributed by Robert Jenkins



Who Lives Here?

#1



Trash Bag Notes

What's in this trash bag:

SAMPLE

The person (people) who live(s) here

He / She / They... might be, could be, must be _____ because... .
might have, could have, must have

Who Lives Here? (1)



Student: _____

Teacher: _____

Level: _____

Approximate number of items: _____

Number of students: _____

Preferred age/maturity level: _____

Type of lesson: _____

Number of small groups: _____

- What kind of things they like or don't like.
- What future plans they might have.
- What their personalities might be like, etc.

There are no right or wrong answers, merely hints to guild students' imagination.

Begin by collecting some things a few students such as a pencil, notebook, ring, etc. Lay these items out on the table in from of the class. Hold up one of the items and ask the students whose it is. (The owner remains silent.)

Students may respond with a statement like: *I think it's Kevin's*, and explains why. She may say, for example:

It's Kevin's because he likes baseball and that pen has Giants written on it.

Do the same with other items and encourage students to identify something about the personality of the assumed owner.

Setting Up Note: Each small group receives a copy of *Who Lives Here?* Also, each pair or group receives a copy of the **Trash Bag Notes**.

Students try to identify the English names of the items in the **Trash Bag** and write them on the **Trash Bag Notes**. (See the bottom of these instructions for a list of items.)

Then, students discuss who the trash could belong to. When there is consensus within the group, the student's names are written (in sentences) on the **Trash Bag Notes** worksheet.

After groups have finished speculating about the people who own the trash, **two groups join together and compare their notes.**

At this point, the class may burst into discussion or debate as students defend their original speculations and disagree with the other group's ideas.

The goal is to have everyone discuss their opinions until there is consensus among everyone in the group.

Language Target: Vocabulary development. There are hundreds of common, everyday items illustrated on these worksheets. Students try to identify all of them in English.

This lesson is also useful for working on speculative opinions such as: *I think the person who lives here is a young male because....*

Before beginning, students should be familiar with the following phrases: **might be, could be** and **must be** as well as **might have, could have** and **must have**.

Note: This is a very flexible lesson. The worksheet can be used for just about any kind of English practice or review. The following is just one lesson idea.

Setting Up Note: The purpose of this lesson is for students to get involved in **imagining** or **speculating** about who owns the trash bags. They need to consider and discuss:

- How many people live in this apartment house.**
- How old they are.**
- What their names are.**
- What their hobbies are.**
- What jobs they have.**

Variation 1: After all of the two groups have individually agreed on the owners of the trash, groups compare their finding with other groups.

Once everything has been identified, encourage students to volunteer speculations about the owners.

Language such as the following could be used:

Why do you think...?

How do you explain the...?

What do you notice the...? etc.

Variation 3: In pairs, higher-ability students compete against other pairs to first arrive at a comprehensive conclusion as to **Who Lives Here?**

Once done, two pairs join up and present their conclusions.

Variation 2: For lower-ability students, discuss the contents of the trash. This is a good way to build vocabulary.

Writing Practice: Students write an extended "Profile" of the owner(s) based on their speculations.

#1 (Young Couple) And Mrs. Cavanaugh
Some, but not all of the items belong to the Cavanaugh's

- Ear plug box (he snores)
- Party hats - 2 or 3
- Barbeque fork
- Cooking glove - old with burn mark
- Bottle of hot tub cleaner
- Luxury watch box ROLEX (?)
- Spanish Study course package
- Old crossword puzzle 1/3 done
- Rx (drug) packages - allergy
- Note: **Pot roast in the oven. Bon Appetite!**
- Real estate business card: Ellen Cavanaugh
 Broker Cavanaugh Real Estate
- Sleeping pill bottle
- Blue prints - (He's an architect?)
- Building design doodles
- Floppy disk package
- Park map
- Mother's letter
- Money, with note: **late. Don't wait up.**
- Novel: *Love in the Louvre*
- Disposable plant food bottles
- Cigar butt
- Book: Popular Children's

Contributed by Kurt Scheibner
 Illustrated by Paul Nowak

A

Why didn't you...?

Q 1: Today is my birthday! Why didn't you buy me a present?

A 1:

Q 2: You promised to make a dinner reservation for tonight. Why didn't you?

A 2:

Q 3: You're moving to a new city next week. Why didn't you tell me earlier?

Q 4: I can't believe you're out of gas. Why didn't you fill up the tank?

A 4:

Q 5: You went to Hawaii last month. Why didn't you bring me a souvenir?

A 5:

Q 6: You said you were going to lose 5 kg. by today. Why didn't you?

A 6:

Q 7: You said you would return the CD you borrowed. Why didn't you?

A 7:

Q 8: I thought you were getting married last week. Why didn't you?

A 8:

B

Why didn't you...?

Q 1: I saw all of your wedding pictures. Why didn't you smile?

A 1:

Q 2: You were supposed to go to the dentist yesterday. Why didn't you?

A 2:

Q 3: You missed today's first class. Why didn't you wake up earlier?

Q 4: I e-mailed you three times. Why didn't you answer my messages?

A 4:

Q 5: Your homework isn't finished. Why didn't you do it?

A 5:

Q 6: Your house plants are all dead. Why didn't you water them?

A 6:

Q 7: The movie was a comedy. Why didn't you laugh?

A 7:

Q 8: You promised to call me last night. Why didn't you?

A 8:

Why Didn't You ...?

A Why didn't you...?	B Why didn't you...?
Q1: I didn't bring my homework. Why didn't you buy me a present?	Q1: I didn't see all of your wedding pictures. Why didn't you ask?
Q2: I didn't make a dinner reservation for tonight. Why didn't you call?	Q2: You were supposed to go to the doctor yesterday. Why didn't you?
Q3: I didn't study hard enough. Why didn't you?	Q3: I thought you said something. Why didn't you?
Q4: I didn't go to the gym. Why didn't you?	Q4: I came to you three times. Why didn't you answer my letters?
Q5: I didn't go to the party. Why didn't you?	Q5: You borrowed my T-shirt. Why didn't you ask?
Q6: I didn't call you when I was in the hospital. Why didn't you?	Q6: Your house plants are all dead. Why didn't you water them?
Q7: I didn't tell you I was coming. Why didn't you?	Q7: The movie was a double feature. Why didn't you stay for the second one?
Q8: I didn't tell you I was going to the store. Why didn't you?	Q8: You promised to call me last night. Why didn't you?

Kenny: *After school yesterday, I went to my part-time job and worked there until midnight. When I finally got home, I worked on the assignment until four this morning. I fell asleep at my desk.*

And on it goes.

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.

Language Target: Simple present tense practice for students to think of reasons for not having done some pretty odd things.

The goal of this lesson is purely conversational conversation. It's **NOT** a race to finish all the questions. If students get involved with a question(s), they should continue Q & A until there's nothing left to discuss.

Setting Up: Write the phrase: **Why didn't you...?** on the board and say something like:

The homework assignment due today is very important. Why didn't you do it?

Kenny may say, for example: *I'm nearly done. I'll finish it during study hall and have it on your desk by two o'clock.*

Teacher (follow-up question): *How much have you finished?*

Kenny: *About 90 percent.*

Teacher: *How much time will you need to finish?*

Kenny: *Maybe thirty minutes.*

Teacher: *Why didn't you finish it at home?*

Getting Started: In pairs, one student receives **Worksheet A** and the other **Worksheet B**. **Student A** begins by asking his partner:

Today is my birthday. Why didn't you give me a present?

I bought you a present but I forgot to bring it to school today.

I was going to call you tonight.

I bought you a present but I forgot to bring it to school today.

I was going to call you tonight.

Student A writes his answer on the worksheet in the space provided. (Answers can be in the form of notes or complete sentences depending on the level 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 greater the believability.)

Students proceed by alternately asking each other the questions from the worksheets.

Variation 1: Partners ask two or three **follow-up Why...? questions** for each answer. For example:

Student B: *I saw all of your wedding pictures and I didn't smile?*

Student A: *I had a very bad headache.*

Student B: *Why did you have a bad headache?*

Student A: *I drank too much wine the night before my wedding.*

Student B: *Why did you drink too much wine before your wedding?*

Variation 2: When the finished, students split up and find a new partner. This time, **two students** with **Why...? A worksheet** and **two students** with **Why...? A worksheet** are assigned.

This time, they ask the question **Why...? person** (about the former partner) for example, **Why did Kevin...?**

Drawing from their notes, the students tell their new partners the reasons their former partner gave.

Variation 3: When pairs have finished, pole the class for the best answers. This will require the students to listen carefully to each other. The pair with the most points is the winner.

Variation 4: Don't hand out the worksheet at first. Do this as a whole class activity by dividing the class into two (or more) teams.

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 the winner.

Writing Practice: Students pick any one of the situations and write a fictitious short story about the strange experience. This can be in either first person or third person.

Contributed by Kurt Scheibner

