

Volume  
3

# All class Master

25 Interactive Activities for  
English Language Learners

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A<sup>2</sup>

# What do these Abbreviations stand for?

## COMPUTERS

USB Universal Serial Bus

CAD Computer Assisted Design

WWW World Wide Web

## MONEY

USD United States Dollar

GDP Gross National Product

NYSE New York Stock Exchange

## EMAIL

FYI

BTW By The Way

ASAP

LOL Laughing Out Loud

OMG

TYVM Thank You Very Much

## EDUCATION

PhD Doctor of Philosophy (Latin: Philosophiae Doct)

TOEIC \_\_\_\_\_ (for)

MIT Massachusetts Institute (of) Technology

TOEFL \_\_\_\_\_ (as a)

GPA Grade Point Average

MBA

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

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

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

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

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



United Nations

# What do these Abbreviations stand for?

B<sup>2</sup>

## COMPUTERS

*Central Processing Unit*

*Portable Document Format*

*128 Giga-Bytes*

*(1Gigabyte = 1024Mega-Bytes)*

## MONEY

*Automatic Teller Machine*

*Personal Identification Number*

*International Monetary Fund*

## EMAIL

*FYI For Your Information*

*BTW*

*ASAP As Soon As Possible*

*LOL*

*OMG Oh My God!*

*TYVM*

## EDUCATION

*PhD*

*TOEIC Test of English (for) International Communication*

*MIT*

*TOEFL Test of English (as a) Foreign Language*

*GPA*

*MBA Master (of) Business Administration*

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

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

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

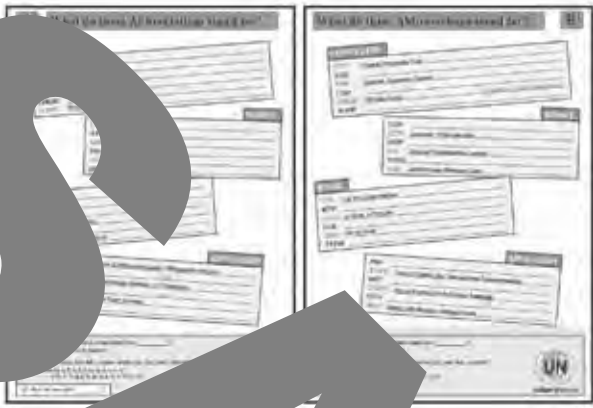
A: It's an (a, e, f, h, i, l, m, n, o, r, s, x).  
a (b, c, d, g, j, k, p, q, t, u, v, w, y, z).

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



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## Abbreviations (2)



Student name: _____	Advanced
Approximate age: _____	
Number of students: _____	+
Preferred age/maturity level: _____	Adult
Type of lesson: _____	Activity

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

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

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

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

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

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

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

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

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

Students learn about the method for working with articles (a, an and the) along with ordinal numbers (the 1st, 2nd, 3rd, etc.).

**Getting Started:** The first abbreviation on **Worksheet A** is **DVD**. If **Student A** does not have the answer, but **Student B** has the answer (Central Processing Unit) printed on **Worksheet B**.

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

To do this, (assuming **Student A** does not already know the answer), she refers to the **sample questions at the bottom of the worksheet**. The Q&A dialogue could sound like this:

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

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

**Language Target:** Learn the meanings of commonly recognized abbreviations. The abbreviations in this lesson are found throughout the written media and will be recognized and understood by students.

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

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

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

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

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

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

Student B: *It's an E.*

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

Student B: *It doesn't. But close.*

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

Student B: *It's an N.*

Student A: *Does the second initial stand for*

Student B: *Yes.*

At this point, Student A writes the second initial of CPU (Central Processing Unit) on her worksheet. She continues the dialogue above.

Once the initials of the abbreviations (Central Processing Unit) have been identified, students reverse roles and begin working on the meaning of the abbreviation **USB**.

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

**Variation 1:** Don't hand out the worksheet at first. Divide the class into teams. Write each abbreviation on the board, one at a time, and offer a point to the team that first identifies the abbreviation correctly.

If no team can correctly give the wording for the abbreviation, students ask questions following those at the bottom of the worksheet.

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

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

**Variation 3:** A newspaper is a great place to find all kinds of abbreviations. Students assemble into groups of two or three. Each group gets a newspaper and students shout out abbreviations the other groups work at discovering their

Contributed by Kurt Scheibner

# Aches & Pains

Start

Swam in the sea

earache

Walked in the rain

-2

a sore throat

Doctor

+2

Drank bad water

-3



diarrhea

Caught a cold

-2

a stuffed nose

Drank too much soda

-2

a stomach ache

"You look terrible. What's the matter?"

Hospital

+3

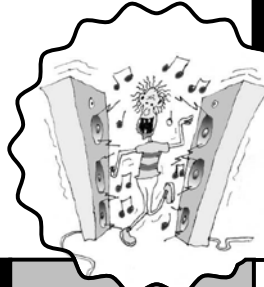
Ate oily food

acne

Caught a fever

-3

a high temperature  
aching bones



Listened to loud music

-2

ringing ears  
a headache

Bit my tongue

-2

a swollen tongue



Clinic

+2

SAFE FOR NOW!

Swallowed some air

-1

the hiccups

Doctor

+2

Ate too much candy

-2

a toothache



Ate too much cheese

-3

constipation

Pharmacy

+1

Didn't sleep enough

-2

no energy

Swallowed a fish bone

-1



a tickling cough

Hospital

+3

Ate something funny

-2

a severe rash



Caught another cold

-2

a bad cough  
stuffed ears

Talked too long

night

Finish

SAFE FOR NOW!

Doctor

+2

Played with a cat

-1



stinging eyes

Hospital

+3

Caught the flu

-4

watery eyes  
a runny nose  
fits of sneezing

Drank straight whiskey

-2

nausea  
dizziness



# Aches & Pains Health Chart



Examples: *Three days ago, I swam in a river. Now I have an earache.* -1  
*Two days ago, I walked in the rain. Now I have a sore throat.* -2  
*Yesterday, I drank bad water. Now I have diarrhea.* -3

Cause	Effect	Points
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Total Score:**



# Aches & Pains Health Chart



Examples: *Three days ago, I swam in a river. Now I have an earache.* -1  
*Two days ago, I walked in the rain. Now I have a sore throat.* -2  
*Yesterday, I drank bad water. Now I have diarrhea.* -3

Day:	Cause	Effect	Points
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Total Score:**



## Aches & Pains



Student level: **beginner / intermediate**  
 Approximate time: **15-20 minutes**  
 Number of students: **3-4**  
 Preferred age/maturity: **Adult**  
 Type of lesson: **Small group activity**

**Language Target:** Learning new vocabulary while using **past test verbs** to describe physical ailment.

Students build fluency by stringing together a number of these **cause / effect** circumstances; they tell group mates about their various health problems.

**Materials:** Dice – one for every group of three, four or five students. Markers – coins, beans, paperclips, etc. **Enlarge the worksheet** and give one copy to each group.

**Setting Up:** Write the following on the board:

### You look terrible. What's the matter?

Students read the question aloud. The teacher (while holding his nose, hiccupping, tongue stuck out and coughing) replies by saying something like:

*Four days ago I caught a cold. Now I have a stuffed nose. Three days ago I swallowed some air and now I have the hiccups. Two days ago I bit my tongue, now I have a swollen tongue. And yesterday, I swallowed a fish bone and I have a tickling cough.*

Explain that there is a **cause** (I caught a cold) and an **effect** (a stuffed nose).

Each group receives one **enlarged Aches & Pains Worksheet**. One **Health Chart** goes to each student.

Review all of the vocabulary on the worksheet – both verbs and nouns. Even high level-ability students may learn some new words.

**Getting Started:** Students assemble into groups of three or four. One student rolls the die and moves her marker the appropriate number of spaces. If she lands on an **Ache & Pain Square**, (white block) the dialogue proceeds as follows:

Group members: *You look terrible! What's the matter?*

Ailing student (for example): *Yesterday, I swam in a river and now I have an earache.* (Rubs ear.)

Group members: *Be careful!*

Ailing student: *Thanks. I'll try.*

The first student writes the day, cause, effect and the ailment on her **Health Chart**, the next student rolls the die and so on.

After everyone in the group has had a turn, the first student rolls the die when she lands on a second Ache & Pain Square, then a **full report of the day's ailments** needs to be reported. For example:

Group members: *You look terrible! What's the matter?*

Ailing student (for example): *Three days ago I swam in a river and now I have an earache.* (Rubs ear.) *Then, yesterday I drank too much soda and now I have a stomach ache.* (Rubs stomach.) *And this morning, I swallowed some air, now I have the hiccups.* (Hiccups.)

Group members: *Be careful!*

Ailing student: *Thanks. I'll try.*

During the course of the game, students will acquire a rather long list of maladies which they pantomime and report to their group mates.

**Clinic / Doctor / Hospital / Pharmacy:** When a student lands on one of these squares, they can receive medical assistance for any of their injuries. The student on the group assumes the role of Medical Assistant (MA).

MA: *Why I help you?*

Ailing student: *Oh Doctor, five days ago, I swam in a river and I got an earache.* (Rubs ear)

MA: *What is your medicine for your earache.* (Rubs ear and remedy.)

Ailing student: *Thank you doctor.*

MA: *You're welcome. Stay healthy and visit me often!*

Students may only receive assistance equal to or less than the points written on the card. A student with a total of minus 7 points on a hospital square, up to 4 points may be remedied.

If a student with a total of only minus 2 points lands on the hospital square, only 2 points may be remedied. Just as in real life, the points can not be applied to future aches and pains.

Once a student has **received medical assistance**, the points on the **Health Chart** need to be modified. All aches and pains that have been cured are thereby **erased** from the **Health Chart**.

The winner is the player with the least injury points at the finish line.

**Variation 1:** For lower-ability students, limit the number of injuries in the report to the two or three most recent ones.

**Variation 2:** Too many Aches & Pains can be fatal. If students acquire **more than 12 (uncured) points** during the activity, they are no longer among the living.

**Variation 3:** To make the game last a little longer, simply tell students that every time they roll a six (6), they must go back three spaces.

**Variation 4:** As students receive medical attention, have them include the visit in their reports. For example: *Five days ago I listened to loud music and I had ringing ears and a headache, but then I went to the doctor. Then, four days ago I ate spicy food and I had stomach gas, but I went to the doctor and the doctor gave me something*

When students ask about any real ailments they have recently had. Using **Who, What, When, Where, How and Why** questions, they get the details from each other.

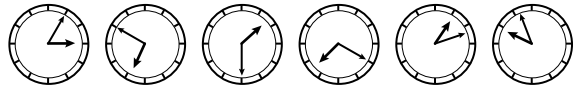
Contributed by Kurt Scheibner  
Illustrated by Nick Haughton

A

# Animal Proverbs



When the cat's out of the house, the mice will play.



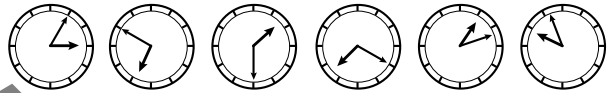
Mon.	R		M	I	N	K
Tues.	A					
Wed.	T		H	E	N	
Thurs.						L
Fri.	D	O	G			I
Sat.						O
Sun.	B	I	R	D		N

FOLD

Find these animals

CAT FISH PIG  
PIG DUCK COW

In this Puzzle



Mon.	2A	3A	4A	5A	6A	A
Tues.	1B	3B	4B	5B	6B	B
Wed.	2C	3C	4C	5C	6C	C
Thurs.	1D		4D	5D	6D	D
Fri.	1E	3E	4E	5E	6E	E
Sat.	1F		4F	5F	6F	F
Sun.	2G		4G		6G	G
	1	2	3	5	6	

**EXAMPLE 1:**

A: What are you doing on Monday at 1:12?  
 B: I'm Asking Alice for an Apple.  
 A: Is it an "A"?  
 B: Yes, it is.

**EXAMPLE 2:**

A: What are you doing at on Tuesday at 1:30?  
 B: Nothing special.

Is it a: **b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, y, z**  
 Is it an: **a, e, i, o, u, n, n, o, r, s, x**

## What Are the Animal Proverbs?

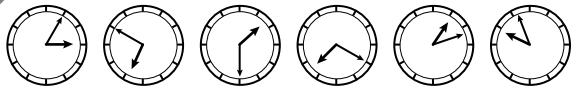
#1 When t<sub>6A</sub>e        t'        a<sub>6G</sub>        y,        he m<sub>3E</sub>        e        ill p<sub>6E</sub>

#2 Don't        o<sub>6E</sub> nt        yo<sub>1B</sub> r        hi<sub>6E</sub> kens        e        e th<sub>2G</sub> y h<sub>5C</sub>

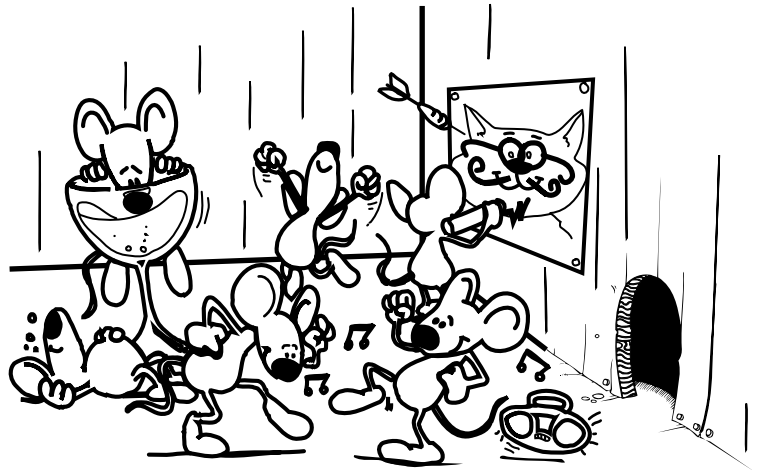
#3 Let        le<sub>5A</sub>        ing        o<sub>1A</sub> s l<sub>3E</sub>       .

# B

# Animal Proverbs



Mon.	D		F	I	S	H
Tue.	C		C	A	T	
Fri.		P	I	G		C
Sun.	B					W



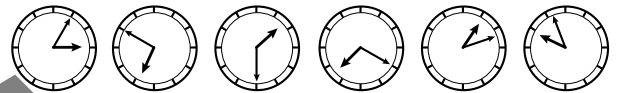
When the cat's away, the mice will play.

FOLD

Find these animals

DOG BIRD  
MINK LION KAT

In this Puzzle



Mon.	2A	3A	4A	5A	6A	A
Tue.	2B	3B	4B	5B	6B	B
Wed.	2C	3C	4C	5C	6C	C
Thu.	1D		4D	5D	6D	D
Fri.		3E	4E	5E	6E	E
Sat.			4F	5F	6F	F
Sun.	1G	2G	4G		6G	G
	1	2	3	5	6	

### EXAMPLE 1:

A: What are you doing on Friday at 1:30?  
 B: I'm Going to Get a Golden Goose.  
 A: Is it a "G"?  
 B: Yes, it is.

### EXAMPLE 2:

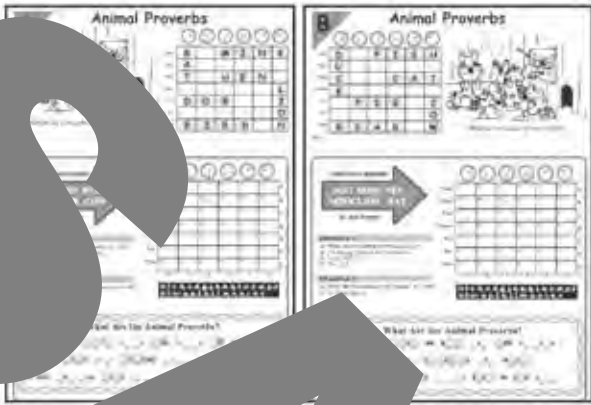
A: What are you doing at on Tuesday at 1:30?  
 B: Nothing special.

Is it a: **b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, y, z**  
 Is it an: **a, e, i, o, u, m, n, o, r, s, x**

## What Are the Animal Proverbs?

- #1 You can't t     c     an o     o     ew t            .
- #2 The e     ly     ir     c     c     s     h     w     r    .
- #3 There a     e     p     e     y     e     f     s     in t     e     s    .

## Animal Proverbs



Student: **Intermediate**  
Approximate level: **Intermediate**  
Number of students: **10**  
Preferred age/maturity: **Adult**  
Type of lesson: **Pairwork / Activity**

**Language Target:** This is a fun and very useful to practice:

- Prepositions of time (...on day, at time)
- Grammar practice including –
  - \* Future tense: What will you do? / What are you going to do?
  - \* Present tense (for future): What are you doing on day, at time?
  - \* Past tense: What did you do / were you doing on day, at time?
- Practice with articles
- Learning a few proverbs

**Note:** Read these instructions carefully. If not followed, this lesson can be very confusing.

**Setting Up:** Students name animals in alphabetical order, for example: **Aardvark, Bear, Chipmunk, Deer**, etc. (Skip difficult letters like Q, X, Y and Z.) Then do the same for verbs: **Ask, Bake, Chew, Drink**, etc.

On the board, draw an enlarged grid exactly like the one on the middle of the worksheet. Also draw the clocks. Students read the times from left to right: **3:05** (three oh five OR five past three), **6:50** (six fifty OR ten to seven), **1:30** (one thirty or half past one), **7:20** (seven twenty OR twenty past seven), **1:12** (one twelve or twelve past one)

**9:57** (nine fifty-seven OR three to ten).

Point to one of the squares in the grid and invite a student to ask a question (within the targeted grammar structure). For example – with future tense: **What are you going to do on Friday at 7:20?**

Point to another square and students ask the question. Do this until the students are fluent with time prepositions.

Invite a student to randomly pick out one of the squares in the grid and make it a question. For example:

Student: **What are you going to do on Tuesday at 3:05?**

Teacher: **I'm going to Bake Blueberry Bread with Brenda and Bruce in Barcelona. What's the letter?**

**Note:** The answers do not have to be true or make sense.

Student: **Is it a verb?**  
Teacher: **Yes, it is.**

Student: **What are you going to do on Saturday at 7:20?**

Teacher: **I'm going to help Henry with His History Homework. What's the letter?**

Student: **Is it a verb?**

Teacher: **Yes, it is.**

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

**The goal is to exactly replicate the answer Grid at the top of their partner's worksheet into the blank grid on their own worksheet.**

To do this, students ask questions to identify which square they want to know the answer to. For example, if a student wants to know what's

in square 2E, she asks:

Student A: *What are you doing on Friday at ten to seven?*

Student B: *Nothing special. I'm playing the piano with Paula and going to the museum in Paris.*

Student A: *Is it a P?*

Student B: *Yes, it is.*

Student A: *What are you doing on Friday at 1:30?*

Student B: *Nothing special. I'm partying.*

Student A: *What are you doing on Friday at 1:30?*

Student B: *Nothing special.*

**Note:** Lower-ability students could be given simple sentences such as: *I'm Playing the Piano*, *I'm Partying*, etc.

When the grids are finished, draw students' attention to the lower section of the worksheet.

Students fill in the missing letters by looking at the completed grid above the **Animal Proverb** section by **matching the code** below the missing letter to the **exact code in the grid**.

The following are the eventual animal proverbs that will appear on **Worksheet A**:

- 1) **When the cat's away, the mice will play.**
- 2) **Don't count your chickens before they hatch.**
- 3) **Let sleeping dogs lie.**

And these are on **Worksheet B**:

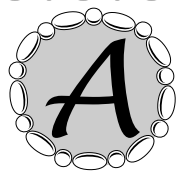
- 1) **You can't teach an old dog new tricks.**
- 2) **The early bird catches the worm.**
- 3) **There are plenty of fish in the sea.**

**Variation 1:** Do this activity with the whole class; all students are given a copy of **Worksheet A** and the teacher uses **Worksheet B**.

**Variation 2:** Change the verb tense. For example: **What did you do....?** OR **What were you doing...?** OR **What should you have been doing....?**

**Butterfly:** When Worksheets A and B have been completed, students match the proverbs to the grid. When finished, students discuss the meaning of the proverbs and discuss the meaning of the animal proverbs.

Lesson idea by Lisa Koshinsky (Originally titled 'Time Battleships')  
Illustrated by Chris Kennett  
Contributed by Kurt Scheibner



# The BEST or WORST

Ask your partner these questions and then at the end ask more questions.

Who? What? When? Where? Why? How? (etc.)

Example answer: *The BEST / WORST \_\_\_\_\_ I have ever \_\_\_\_\_ was \_\_\_\_\_ years ago.*

1. Tell me about the **BEST** or **WORST** dream you have ever had.

NOTES

2. Tell me about the **BEST** or **WORST** holiday you have ever had.

NOTES

3. Tell me about the **BEST** or **WORST** job you have ever had.

NOTES

4. Tell me about the **BEST** or **WORST** morning you have ever had.

NOTES

5. Tell me about the **BEST** or **WORST** boss you have ever had.

NOTES

6. Tell me about the **BEST** or **WORST** person you have ever met.

NOTES

7. Tell me about the **BEST** or **WORST** driver you have ever ridden with.

NOTES

8. Tell me about the **BEST** or **WORST** present you have ever received.

NOTES

9. Tell me about the **BEST** or **WORST** thing you have ever had to do.

NOTES

10. Tell me about the **BEST** or **WORST** thing you have ever said to someone.

NOTES



# The BEST or WORST

Who? What? When? Where? Why? How? (etc.)

Example answer: *The BEST / WORST* \_\_\_\_\_ *I have ever* \_\_\_\_\_  
*was* \_\_\_\_\_ *years ago.*

Ask your partner these questions and then at least two more questions.

1. Tell me about the **BEST** or **WORST** teacher you have ever had.

NOTES

2. Tell me about the **BEST** or **WORST** holiday you have ever had.

NOTES

3. Tell me about the **BEST** or **WORST** thing you have ever eaten.

NOTES

4. Tell me about the **BEST** or **WORST** birthday you have ever had.

NOTES

5. Tell me about the **BEST** or **WORST** date you have ever had.

NOTES

6. Tell me about the **BEST** or **WORST** party you have ever been to.

NOTES

7. Tell me about the **BEST** or **WORST** vacation you have ever had.

NOTES

8. Tell me about the **BEST** or **WORST** thing you have ever bought.

NOTES

9. Tell me about the **BEST** or **WORST** surprise you have ever had.

NOTES

10. Tell me about the **BEST** or **WORST** day you have ever had.

NOTES



## Best or Worst



Student level: **beginner to advanced**  
 Approximate number of classes: **any**  
 Number of students: **any**  
 Preferred age/maturity: **Adult**  
 Type of lesson: **Pair or small group**

**Language Target:** A major discussion topic for students like to tell others of their best and worst experiences. These worksheets make it easier for students with prompts to get them started.

**Setting Up:** The main key word to approach this lesson is the humble little conjunction **or**. Students have a choice to talk about the **Best Or Worst experience** related to a cue on the worksheet.

To demonstrate how this lesson works, (before the worksheets are handed out), the teacher could write one of the questions from the worksheets on the board.

For example, one of the questions on **Worksheet A** says: **Tell me about the BEST or WORST job you ever had.**

Students read it to the teacher. The teacher demonstrates the importance of keeping the answers short thereby forcing students to ask a lot of **follow-up questions** to learn more of the details about the **Best or Worst job** the teacher ever had.

For example, the teacher might begin by saying: **The WORST job I ever had was during my junior year in university.**

Students will undoubtedly want to hear more about that awful job and one of them will ask something like: **What kind of job was it?**

Again, keeping the answer short, the teacher might say: **I worked in a glue factory to earn college money.**

A student might ask: **What was so bad about that job?**

Teacher: **Cleaning the glue tanks.**

Student: **What was so bad about cleaning the glue tanks?**

Teacher: **Lots of things. It was summer and beastly hot. The factory didn't have air conditioning and I had to wear heavy protective clothes and a gas mask to keep from breathing toxic fumes in the tank.**

needless to say, students will want to know more about that summer job and it's possible the demonstration will continue for some time.

Knowing the class into pairs or groups and without the worksheets, the teacher might encourage students to keep their answers short and not to ask all of the questions just to finish.

A second reminder to inform the students that this is a discussion, **not to be hurried but enjoyed** and to share stories of some of their Best and Worst experiences.

**Getting Started:** Have one student read a copy of **Worksheet A** to the other **Worksheet B**. (If students are in small groups, let them get **Worksheets A or B**.)

One student begins by asking a question from the printed questions.

While the students are busy, the teacher can move around and do a couple of things. First, assist that students to really digging for details by using **follow-up questions**.

Second, encourage speakers to keep their answers

short. Third, when students get into a really interesting, intense memory, they may slip into their own language – this, of course, is taboo.

The advantage of doing this in groups is that it takes far less time. The disadvantage is that for really juicy stories, not everyone in class will be able to hear them.

**Variation 1:** Students could be encouraged to keep the speaker's experience. Then, at a later date, pairs or groups are split into smaller groups and students relate, in third person, the experiences they learned from their former partner(s).

**Building Fluency:** When one student has a particularly interesting story, he or she could be encouraged to relate the experience to the whole class.

This is often a highly entertaining way for students to ask and answer questions.

**Variation 2:** Rather than pairs or groups, do this as a whole class activity. These Best or Worst experiences are shared with the whole class. Students will not only be listening to stories but telling their own.

**Note:** If the students are deeply involved in either telling or hearing a tale, just ignore the clock and let them go. This is perhaps some of the most natural practice they will ever have in improving their English.

**Variation 3:** When handing out the worksheets, the teacher asks these questions as a daily **Icebreaker** for day. This can be done either in groups or the whole class.

**Writing Practice:** After everyone has listened to a few really good stories, encourage the students to re-create the story on paper, as a reporter might do for a human interest newspaper article. These articles can be read aloud at a later occasion.

Contributed by Kurt Scheibner

AS BUSY



BEE

AS

Look at the 6 boxes  
then write in the

Sun	Mon	Tues	Wed	Thu	Fri	Sat
 <h1 style="margin: 0;">My Schedule</h1>					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

**Part A Find partners' schedules**

**A:** Are you busy \_\_\_\_\_?


**B:** No, I'm not.

(If NO, write an X on the \_\_\_\_\_.)

**A:** Are you busy on the \_\_\_\_\_?

**B:** Yes, I'm going to \_\_\_\_\_.

(If YES, draw a box around that date and make a note inside the box.)

Sun	Mon	Tues	Wed	Thu	Fri	Sat
 <div style="border: 1px solid black; padding: 2px; display: inline-block;">_____ Schedule</div>					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

Sun	Mon	Tues	Wed	Thu	Fri	Sat
<div style="border: 1px solid black; padding: 2px; display: inline-block;">_____ Schedule</div>					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

**Part B Check your partners' schedules**

(Use this pattern)

**A:** You are going to \_\_\_\_\_ on the \_\_\_\_\_, aren't you?  
 \_\_\_\_\_ from the \_\_\_\_\_ to the \_\_\_\_\_, aren't you?  
 \_\_\_\_\_ on the \_\_\_\_\_ and the \_\_\_\_\_, aren't you?  
 \_\_\_\_\_ every \_\_\_\_\_ (except the \_\_\_\_\_), aren't you?

**B:** Yes, I am. / No, I'm not.

**Example:**  
 \_\_\_\_\_ (4th, 16th, 28th, etc.)  
 \_\_\_\_\_ (7th to the 9th, 14th to the 16th, etc.)  
 \_\_\_\_\_ (12th and the 19th, 26th and the 23rd, etc.)  
 \_\_\_\_\_ (Tuesday, Friday, etc.)

**Part 1**

On your Master Schedule draw these 6 blocks.

Student A

1 Activity #1

2 Activity #2

3 Activity #3

4 Activity #4

5 Activity #5

6 Activity #6

**Part 2**

Write an activity in each block, for example:

play tennis

write a report

have a party

see a movie

see a movie

see a movie

have a party

**Other examples:**

clean my room      go to the dentist  
 visit a friend      take a vacation  
 study English      Others: \_\_\_\_\_

**Part 1**

On your Master Schedule draw these 6 blocks.

Student B

1 Activity #1

2 Activity #2

3 Activity #3

4 Activity #4

5 Activity #5

6 Activity #6

**Part 2**

Write an activity in each block, for example:

go shopping

visit my aunt

fix my bicycle

cook dinner

cook dinner

fix my bicycle

**Other examples:**

visit my aunt      wash my car  
 do my homework  
 Others: \_\_\_\_\_

**Part 1**

On your Master Schedule draw these 6 blocks.

Student C

1 Activity #1

2 Activity #2

3 Activity #3

4 Activity #4

5 Activity #5

6 Activity #6

**Part 2**

Write an activity in each block, for example:

buy new glasses

study for test

walk the dog

walk the dog

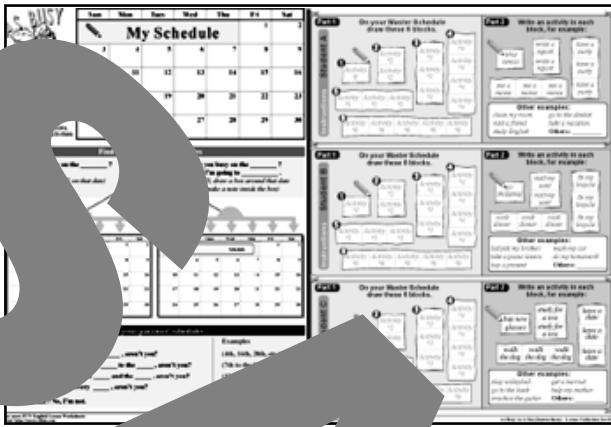
walk the dog

have a date

**Other examples:**

play volleyball      get a haircut  
 go to the bank      help my mother  
 practice the guitar      Others: \_\_\_\_\_

## As Busy as a Bee



Student name: \_\_\_\_\_ Intermediate  
 Approximate age: \_\_\_\_\_  
 Number of students: \_\_\_\_\_  
 Preferred age/maturity level: \_\_\_\_\_ Adult  
 Type of lesson: Tripartite activity (3 students)

calendars in the middle of the worksheet (one name per calendar). Students must keep their calendars hidden from the other members of the group.

With a pencil, students draw six blocks anywhere on their master schedule (**My Schedule**), they need to be **exactly the same** as on the **Instructions Worksheet**.

The six blocks include: (1) One single block, (2) one double vertical block, (3) one triple vertical block, (4) one quadruple vertical block, (5) one triple horizontal block and (6) one quintuple horizontal block.

Be sure to explain that **the blocks must not overlap**.

Next, students write their activity schedule within the blocks - they may use the ideas given in the **Instructions Worksheet** or think of their own.

**Important:** All of the activities written within a single block **must be the same** (as shown on the **Instructions Worksheet**).

Students ask questions to discover the dates and activities of their partners.

To do this, Student A asks Student B: **Are you busy on the fifteenth?** (or any date).

Student B answers **Yes, I am** or **No, I'm not**.

If the answer is **Yes**, Student A asks: **What are you doing on the fifteenth?**

Student B looks at the information already written on his calendar (at the top of the worksheet) and says, for example: **I am having a party.**

Students A & C make a note of Student B's schedule in the appropriate calendar on the top section of the worksheet.

The process continues among the three students until all of them have given all of the information about their schedules.

**Language Target:** To practice and reinforce ordinal numbers and prepositions of dates.

**Setting Up:** To review ordinal numbers say: **One or first** and students repeat. Continue with **two or second, three or third** up to **ten or tenth**.

On the board draw a one-month calendar (similar to the worksheet). Title the calendar July (for example).

Draw an **X** on the **5th** day and say: **On the fifth of July**. Place another **X** on the **27th** and students say: **On the twenty seventh of July**. Continue as necessary.

Draw a box around three or four consecutive days, and say, for example: **From the 16th to the 19th**. Box in a few more days for students to practice. They say, for example: **From the eighth to the eleventh**.

Finally, box in all of the Tuesdays (vertically). Say: **Every Tuesday**. Do the same with Fridays and students say: **Every Friday** (or **The 2nd and 3rd Friday**.)

**Getting Started:** With students in groups of three, everyone gets a copy of the worksheet. They write their partners' names on the two smaller

To confirm everyone's schedule, one student becomes the group leader and asks: **What's my schedule for July?**

Students should be able to say something like:  
*...going to visit a friend on the 17th of July, aren't you? You are going to stay with your grandparents from the 6th to the 9th, aren't you? You are going to study English every other day, aren't you?* etc.

Then two students continue with this information

**Variation 1:** Verb forms and/or sentence patterns are followed or reinforced with this lesson:

- Will you be busy...?
- Are you going to...?
- Were you busy...?
- What do you usually do...?
- What did you do...?
- What did you have to do...?

**Variation 2:** For higher ability students, allow them to overlap the blocks, this will immensely increase the difficulty of finding their partners' schedules.

**Variation 3:** Again, for higher ability students, encourage them to ask their partners follow-up questions. Someone might say: *I'm going to cook dinner on the 14th and 21st.*

One of the partners asks (for example):  
**Who are you going to cook for?**  
**What are you going to make?**  
**How long have you been cooking?**  
**Are you a good cook?** etc.

**Variation 4:** For business English practice, encourage the students to write business-type activities in the blocks, for example:

- Hold a board meeting.**
- Write a sales report.**
- Meet with the union representative.**
- Ask for a raise.** Etc.

**Ending Fluency:** When students have finished, two students from different groups could be paired and show their schedule to their partner. (The students could ask follow-up questions.)

Contributed by Kurt Scheibner

# What is it, an "L" or an "R" ?

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

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

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

**Set 1**

a. write 11T → 9T → 9L → 10L  
 a. light 25R → 26R → 26L → 28L  
 b. low 23C → 22B → 19B → 18C  
 b. row 14G → 15G → 15H → 14H  
 c. glass 12T → 14T → 14Q → 13P  
 c. grass 29T → 28Q → 27T → 25T

**Set 4**

a. fear 22J → 23J → 23L → 18C  
 a. feel 11T → 9L → 10L → 10G  
 b. lice 13P → 14Q → 14T → 12T  
 b. rice 16H → 16F → 14F → 14G  
 c. plank 8E → 10E → 10C → 9B  
 c. prank 16T → 17U → 20U → 21T

**Set 7**

a. list 9B → 6B → 5C → 5I  
 a. wrist 25R → 25L → 23L → 23N  
 b. braid 35M → 35U → 39U → 40T  
 b. blade 22J → 19J → 18I → 18C  
 c. wire 14I → 14C → 12C → 12K  
 c. blink 12T → 12R → 12L → 13L

**Set 2**

a. rock 37I → 36J → 32J → 32B  
 a. lock 7H → 8H → 8G → 10G  
 b. raw 40T → 40N → 39M → 35M  
 b. law 5P → 5O → 4O → 4S  
 c. alive 25J → 25C → 27C → 27J  
 c. arrive 28D → 27D → 27H → 28H

**Set 5**

a. fear 22J → 23J → 23L → 18C  
 a. feel 11T → 9L → 10L → 10G  
 b. lice 13P → 14Q → 14T → 12T  
 b. rice 16H → 16F → 14F → 14G  
 c. gloom 8E → 10E → 10C → 9B  
 c. groom 16T → 17U → 20U → 21T

**Set 8**

a. list 9B → 6B → 5C → 5I  
 a. wrist 25R → 25L → 23L → 23N  
 b. braid 35M → 35U → 39U → 40T  
 b. blade 22J → 19J → 18I → 18C  
 c. wire 14I → 14C → 12C → 12K  
 c. blink 12T → 12R → 12L → 13L

**Set 3**

a. pool 34N → 34P → 31P → 31T  
 a. poor 4U → 3U → 2T → 2Q  
 b. lid 14D → 14E → 16E → 16C  
 b. rid 37C → 36B → 32B → 32J  
 c. crown 28L → 28T → 23T → 23N  
 c. clown 8E → 8D → 7D → 7H

**Set 6**

a. race 25C → 26B → 29B → 30C  
 a. lace 17M → 20M → 21N → 21T  
 b. hear 5S → 6S → 6R → 5R  
 b. heel 32J → 36J → 37I → 37C  
 c. gland 16C → 15B → 11B → 11J  
 c. grand 25T → 23L → 25L → 26P

**Set 9**

a. list 9B → 6B → 5C → 5I  
 a. wrist 25R → 25L → 23L → 23N  
 b. braid 35M → 35U → 39U → 40T  
 b. blade 22J → 19J → 18I → 18C  
 c. wire 14I → 14C → 12C → 12K  
 c. blink 12T → 12R → 12L → 13L

**Set 10**

a. room 14D → 13D → 13H → 14H  
 a. loom 13L → 14M → 14O → 13P  
 b. fleas 16T → 17U → 20U → 21T  
 b. freeze 21T → 21N → 20M → 17M  
 c. deal 16H → 16I → 16J → 11J  
 c. deer 12T → 12R → 12L → 13L

**B**

#1 a) crowd b) lot c) crime #5 a) crock b) lag c) balk #9 a) steer b) leech c) wire  
 #2 a) peal b) rug c) glow #6 a) fry b) rip c) bloom #10 a) flesh b) rim c) chill  
 #3 a) stare b) rate c) play #7 a) scare b) lung c) glean  
 #4 a) eel b) brew c) led #8 a) tire b) stole c) wrap

# What is it, an "R" or an "L" ?

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

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

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

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

**Set 1**

a. cloud 19F → 17F → 17J → 19J  
 a. crowd 16J → 18J → 18G → 19M  
 b. lot 27T → 27Q → 28Q → 28T  
 b. rot 28O → 27Q → 29Q → 28O  
 c. crime 39F → 37F → 37E → 40E  
 c. climb 12K → 12C → 10C → 10F

**Set 2**

a. clock 23E → 23Q → 21Q → 21R  
 a. crock 28T → 28L → 29L → 31T  
 b. lag 12K → 14C → 12C → 11G  
 b. rag 37R → 38M → 40M → 40P  
 c. bark 9H → 8F → 8K → 6K  
 c. balk 27O → 28O → 28L → 29L

**Set 3**

a. scale 16F → 14F → 14D → 19D  
 a. scare 16J → 16B → 20B → 21C  
 b. lung 16L → 16T → 14T → 14L  
 b. rung 10M → 16M → 16O → 15O  
 c. crime 39F → 37F → 37E → 40E  
 c. green 31J → 34J → 34H → 31H  
 c. lion 10K → 9H → 8K → 6K

**Set 4**

a. peer 20P → 22P → 22R → 20R  
 a. peal 12U → 12S → 10S → 10M  
 b. lug 24H → 24I → 23I → 23E  
 b. rug 29D → 27D → 27B → 33B  
 c. grow 10M → 10O → 12O → 12U  
 c. glow 20S → 22S → 22R → 21R

**Set 5**

a. stare 7G → 6C → 4C → 6K  
 a. stale 33E → 31E → 31D → 34D  
 b. rate 36U → 36O → 38O → 38M  
 b. late 38S → 38U → 40U → 40P  
 c. pray 16F → 16J → 14J → 14L  
 c. play 23C → 23K → 25K → 25C

**Set 6**

a. fry 35K → 40K → 40I → 37I  
 a. fly 20R → 20S → 23S → 23U  
 b. rip 31J → 31D → 33D → 33B  
 b. lip 23C → 21C → 21K → 25K  
 c. broom 38S → 37T → 36S → 36U  
 c. bloom 19D → 18D → 18F → 19F

**Set 7**

a. stare 7G → 6C → 4C → 6K  
 a. stale 33E → 31E → 31D → 34D  
 b. rate 36U → 36O → 38O → 38M  
 b. late 38S → 38U → 40U → 40P  
 c. pray 16F → 16J → 14J → 14L  
 c. play 23C → 23K → 25K → 25C

**Set 8**

a. fry 35K → 40K → 40I → 37I  
 a. fly 20R → 20S → 23S → 23U  
 b. rip 31J → 31D → 33D → 33B  
 b. lip 23C → 21C → 21K → 25K  
 c. broom 38S → 37T → 36S → 36U  
 c. bloom 19D → 18D → 18F → 19F

**Set 9**

a. scale 16F → 14F → 14D → 19D  
 a. scare 16J → 16B → 20B → 21C  
 b. lung 16L → 16T → 14T → 14L  
 b. rung 10M → 16M → 16O → 15O  
 c. crime 39F → 37F → 37E → 40E  
 c. green 31J → 34J → 34H → 31H  
 c. lion 10K → 9H → 8K → 6K

**Set 10**

a. flesh 10M → 8M → 8U → 12U  
 a. fresh 34O → 34M → 36M → 37R  
 b. limb 10F → 8C → 6C → 6K  
 b. rim 40E → 40C → 35C → 35K  
 c. chill 22M → 18M → 18U → 19U  
 c. cheer 25C → 26D → 25F

**A**

#1 a) write b) low c) grass #5 a) fear b) lice c) gloom #9 a) far b) tool c) brink  
 #2 a) lock b) raw c) alive #6 a) lace b) heel c) grand #10 a) loom b) fleas c) deer  
 #3 a) poor b) rid c) clown #7 a) list b) braid c) mire  
 #4 a) file b) rake c) plank #8 a) lash b) mare c) blush



## Cloud or Crowd



Student level: **beginner to intermediate**  
 Approximate duration: **15-20 minutes**  
 Number of students: **2-4**  
 Preferred age/maturity: **Adult**  
 Type of lesson: **Pair work, activity**

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

**Student A** looks at the very bottom of the worksheet. There's a **long black bar** with large letter **B** on the left. **Student A** reads the first word, #1a: **crowd**.

**Student B** looks at **Set #1a** (in the middle of the worksheet). The first pair looks like this:

- 1a. cloud 19F → 17F → 17J → 18J
- 1a. crowd 16J → 18J → 18G → 19H

**Note:** Previously, **Student A** read only one word: **crowd**. **Student B** sees two words printed: **cloud** and **crowd**. He must decide which word his partner said. He should circle the second word: **crowd** and ignore **cloud**.

In the middle of the worksheet, **Student B** looks at the top of the worksheet, where there are two rows of lines according to the coordinates printed to the right of the word **crowd**. (From **18J to 18G to 19H**.)

Then **Student B** reads the first word, #1a, from the very bottom of her worksheet (**write**).

**Student A** looks at the first gray box in the middle of the worksheet titled **Set #1**.

There are two words listed for #1a, **write** and **light**.

- 1a. write 11T → 9L → 9L → 13L
- 1a. light 25R → 26R → 26R → 26R

Once decided that she heard the word **write** (not **light**), **Student A** follows the three coordinates printed to the right of the word and writes the letters in the grid above. (**From 11T to 9L to 13L**.)

Students then move on to the second word at the bottom of the page: **1b**. **Student A** reads: **lot** and **Student B** reads **low**.

**Language Target:** Working on the pronunciation of **L** and **R**. Accurate listening is also important. For higher-ability students, this lesson is useful for vocabulary building.

**Setting Up:** Say a few pairs of **L** or **R** words so the students become a bit familiar with the proper pronunciation. Or, write 2 columns on the board, one titled "A" the other "B."

For example:

<b>A</b>	<b>B</b>
rock	lock
brush	blush
fire	file
fear	feel
rook	look
pray	play
reach	leach

The teacher says one of the words from the list, students listen for the **L** or **R** then decided whether the word comes from **List A** or **List B**. (They say either **A** or **B**.)

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

Eventually, and with no listening or pronunciation errors, each student will complete a two-word message. If there were some errors, the letters will be partially legible or, in some instances, completely illegible.

These cards are a visual confirmation of their pronunciation and/or listening skills.

**Variation 1:** Separate the students within the pairs to several meters. Your class is guaranteed to be animated as students shout the words to be heard over the other.

**Variation 2:** For students, make it a rule that the words

**Variation 3:** To speed up, have students only read the words on the very bottom of the worksheet while their partners check what they heard. Once finished, they

**Variation 4:** For higher-ability students, show all of the vocabulary printed on both sides. Some words will be new to them.

**Variation 5:** Play the **L or R** game. The teacher reads one of the paired words from the worksheets and students shout out whether they heard an **L** or an **R**.

This can also be done with teams. Points could be given to teams who accurately identify the correct pronunciation.

**Writing Practice:** Encourage higher-ability students to write short sentences using paired **L** and **R** words. For example:

*We have to write the letter in light green, right?*

*The crowd looked at the cloud for a few seconds.*

*An important file was burned in the fire.*

*The crime rate start to climb in July.*

*The clown wore a golden crown.*

*They are too poor to buy a swimming pool.*

Contributed by Kurt Scheibner

# Opposites

Easy Adjective Pairs



happy



sad



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

happy \_\_\_\_\_

\*fast \_\_\_\_\_ *slow*

clean \_\_\_\_\_

\*heavy \_\_\_\_\_

tall \_\_\_\_\_

\*early \_\_\_\_\_

open \_\_\_\_\_

\*pretty \_\_\_\_\_

smart \_\_\_\_\_

\*cheap \_\_\_\_\_ *expensive*

new (things) \_\_\_\_\_

\*dry \_\_\_\_\_ *wet*

healthy \_\_\_\_\_

\*rich \_\_\_\_\_ *poor*

good \_\_\_\_\_

\*sunny \_\_\_\_\_ *rainy*

cold \_\_\_\_\_

\*sweet \_\_\_\_\_ *sour*

light \_\_\_\_\_

\*thin \_\_\_\_\_ *fat*

lazy \_\_\_\_\_

\*married \_\_\_\_\_ *single*

awake \_\_\_\_\_

\*awake \_\_\_\_\_ *asleep*

strong \_\_\_\_\_

\*old (people) \_\_\_\_\_ *young*

hard \_\_\_\_\_

\*large \_\_\_\_\_

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

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

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

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

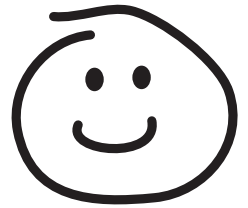
**Q: How do you spell \_\_\_\_\_ ?**

# Opposites

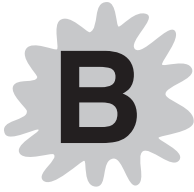
Easy Adjective Pairs



sad



happy



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

happy \_\_\_\_\_ sad

\*good \_\_\_\_\_ bad

fast \_\_\_\_\_

sunny \_\_\_\_\_

\*clean \_\_\_\_\_

\*cold \_\_\_\_\_ hot

heavy \_\_\_\_\_

sweet \_\_\_\_\_

\*tall \_\_\_\_\_

\*bright \_\_\_\_\_ dark

early \_\_\_\_\_

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

lazy \_\_\_\_\_ active

pretty \_\_\_\_\_

\*smart \_\_\_\_\_

stupid \_\_\_\_\_ cruel / mean

cheap \_\_\_\_\_

\*new (things) \_\_\_\_\_

old \_\_\_\_\_

dry \_\_\_\_\_

\*healthy \_\_\_\_\_

sick / ill \_\_\_\_\_

rich \_\_\_\_\_

poor \_\_\_\_\_

large \_\_\_\_\_

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

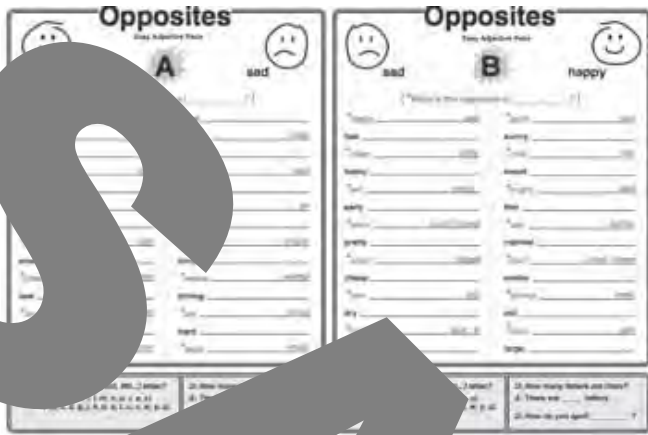
**A: It's an (a, e, f, h, i, l, m, n, o, r, s, x).  
a (b, c, d, g, j, k, p, q, t, u, v, w, y, z).**

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

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

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

## Easy Adjective Opposites (and pairs)



Student number: _____	Intermediate
Approximate age: _____	
Number of students: _____	+
Preferred age/maturity level: _____	Adult
Type of lesson: Pair work / Group work / Individual	Activity

**Language Target:** Pairs (opposites and word pairs) targeting not-so-difficult words for vocabulary building and sentence construction.

Additionally, students will be working on 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: **Cold**. Students respond with: **Hot**. Say: **Good**. Students say: **Bad**.

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

The first opposite on **Worksheet A** is **happy**. The answer is not printed here, but it is printed on **Worksheet B**. If **Student A** knows the opposite of **happy**, he says: **sad**.

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

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

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

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

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

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

If **Student A** still can't guess the answer, he asks: *What's the second letter?*

**Student B** replies: *It's an A.*

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

They continue in the same manner until all of the opposites and word pairs are complete on both worksheets.

**Variant:** When giving out the worksheet, use the opposite pairs to play Password. To do this, divide the class into three groups.

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

The first student gives a one word hint to his group, but asks the whole class to hear. For example: **happy**.

His group is allowed one answer. If they say **sad**, they get **four points**. If they say anything else, they don't get a point.

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

The group is allowed one answer. If they say: **sad**, they get **three points**. If they say **depressed**, for example, they don't get a point. This continues

four times.

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

With higher level classes and as a listening exercise, read off the list before handing out the sheets.

**Variation 3:** Have students compose opposite sentences, for example: *I'm happy on Fridays and sad on Mondays*.

*One of the students is tall and the other is still sitting.*

**Variation 4:** Encourage students to make simple opposite sentences, using a positive and negative structure, for example: *My dictionary is NOT new and my iPhone is NOT old*, or *My family is NOT rich, but we're also NOT poor*.

**Building Fluency:** When the class is finished, make a sentence using one of the opposite words, for example; *The basketball players are all tall*. Encourage students to say: *They aren't short*.

**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.

**Answers: Easy Adjective Opposites**

- |              |               |             |               |
|--------------|---------------|-------------|---------------|
| happy        | sad           | good        | bad           |
| fast         | slow          | clear       | cloudy / rain |
| clean        | dirty         | light       | hot           |
| heavy        | light         | tall        | sour          |
| early        | short         | early       | dark          |
| open         | late          | open        | quick         |
| pretty       | closed / shut | crazy       | married       |
| smart        | ugly          | married     | divorced      |
| cheap        | stupid        | kind        | cruel         |
| new (things) | expensive     | awake       | asleep        |
| dry          | old           | kind people | unkind people |
| healthy      | wet           | hard        | soft          |
| rich         | sick / ill    | large       | small         |
|              | poor          |             |               |

Contributed by Kurt Scheibner



F A M O U S P E O P L E Q U I Z

Question #1

Who painted the Mona Lisa?

Answer #1

Leonardo da Vinci

Question #2

Answer #2

Who wrote the book 'Hamlet'?

Question #3

Answer #3

Who wrote the book 'Hamlet'?

William Shakespeare

Question #4

Answer #4

Question #5

Answer #5

Who was the first man on the moon?

Question #6

Answer #6



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

**B**



F A M O U S

P E O P L E

Q U I Z

Question #1

Answer #1

Who invented the telephone?

\_\_\_\_\_

Question #2

Answer #2

Who invented the telephone?

Alexander Graham Bell

Question #3

Answer #3

Who discovered electricity?

\_\_\_\_\_

Question #4

Answer #4

Who discovered electricity?

Benjamin Franklin

Question #5

Answer #5

\_\_\_\_\_

Question #6

Answer #6

Who was the first woman to fly across the Atlantic Ocean?

American



A



B



C



D



E



F



G



H



I



J



K



L



N



O



P



Q



R



S



T



U



V



W



X



Y



Z



## Famous People



Student name: \_\_\_\_\_ Mediate  
 Approximate age: \_\_\_\_\_  
 Number of students: \_\_\_\_\_  
 Preferred age/maturity level: \_\_\_\_\_ Adult  
 Type of lesson: Pair work / Group activity

**Language Target:** A fun (and quiet) activity for students to practice American Alphabet Sign Language.

Sometimes, non-verbal communication can be as effective if not more effective in encouraging students to pay close attention to each other in terms of grammar, spelling and thinking.

**Setting Up:** Students ask each other questions using **Alphabet Sign Language**. They also give the answers (in case they are not known) and assist with the spelling of the names of eight famous people.

**Getting Started:** Hand out one worksheet to each student. Review the Alphabet Sign Language (at the bottom of the worksheets) if necessary.

Then, in pairs, **Student A** begins by asking the first question using Alphabet Sign Language: **Who painted the Mona Lisa?**

**Student B** writes the letters of the question, one by one, on the black lines under **Question #1**.

When the question has been spelled out (in sign language), **Student B** tries to think of the answer. Either verbal or signed questions can be asked such as:

**Was it Michelangelo?**

**Student A** (who knows the answer) replies verbally or signed: **No, it wasn't.**

**Student B** continues to ask questions until she finds the correct answer. If she's completely stumped, she asks her partner for another hint or asks: **What's the first letter?**

**Student A** says (or signs): **It's an L.** And there are three parts to his name.

Eventually **Student A** will have the letters **LEONAR** \_\_\_\_\_ written on the black spaces in the answer area.

Finally, she asks (or signs): **Was it Leonardo da Vinci?**

**Student B** confirms the correctness.

When finished, students proceed onto Question #2 and **Student B** asks the question in sign language.

**Was it Thomas Edison?**

**Student A** writes the first letter on his worksheet when the question is asked.

**Was it Thomas Edison?**

**Student B** (who knows the answer) replies verbally or signed: **No, it wasn't.**

**Student A** continues to ask questions until she arrives at the correct answer or asks for hints or letters.

**Variation 1:** Separate pairs of students as much as possible. Sign language works visually, and they will still be able to communicate even if they are on opposite sides of the room!

**Variation 2:** When the activity is over, the whole class additional questions using Alphabet Sign Language. For example:

**Who invented the printing press?**  
(Johann Gutenberg)

**Who founded the Red Cross?**

(Clara Barton)

**Who discovered radium?**

(Marie Curie)

**Who formulated the law of gravity?**

(Isaac Newton), etc.

can range from personal questions:

**What time did you wake up this morning?** (etc.)

To more broadly based questions such as:

**What do you think about the government?**

**Do you think TV has a positive or negative influence on society?** (etc.)

**Building Fluency:** Encourage students to discuss the impact on the world that these famous people have made.

**What would life be like without electricity or the telephone?**

**What happened to Amelia Earhart?**

**Who are other famous people and how did they influence the world?**

**Variation 3:** Encourage students to ask each other historical questions using Alphabet Sign

questions about famous people and their impact. Any of the **Where, What, Why or How** questions are used.

**Variation 4:** Students use short in-class messages (questions about anything) on a piece of notebook paper.

They sign the message together. Messages

Contributed by Kurt Scheibner



# HOMOPHONES #1



	Answer A	Answer B
1. I deli	_____	_____
2. ... in to	_____	_____
3. pla ... ines	_____	_____
4. ...	_____	_____
5. magic wom	_____	_____
6. anim	_____	_____
7. basement	_____	_____
8. a visitor	_____	_____
9. took the bus	_____	_____

Hint	Answer A	Answer B
10. five plus three	_____	_____
11. root vegetable	_____	_____
12. festival	_____	_____
13. sports room	_____	_____
14. a jet	_____	_____
15. looks at	_____	_____
16. tired of things	_____	_____
17. home helper	_____	_____
18. not strong	_____	_____

Please give me another hint.

Give me another hint, please.



# HOMOPHONES #1



Hint	Answer A	Answer B
1. boy or man	_____	_____
2. secret look	_____	_____
3. popular flower	_____	_____
4. looks intently	_____	_____
5. selection	_____	_____
6. evergreen tree	_____	_____
7. merchant	_____	_____
8. estimated	_____	_____
9. street	_____	_____

Hint	Answer A	Answer B
10. consumed	_____	_____
11. defeat	_____	_____
12. taxi charge	_____	_____
13. boy's name	_____	_____
14. ordinary	_____	_____
15. oceans	_____	_____
16. wooden plank	_____	_____
17. created	_____	_____
18. seven days	_____	_____

Please give me another hint.

Give me another hint, please.



## Homophones (2) (not difficult)



Student Information Form

Approximate level: **Intermediate**

Number of students: **+**

Preferred age/maturity: **Adult**

Type of lesson: **Pair** / **Activity**

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

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

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

Teacher: **Correct**

Students offer synonyms such as **check, right** and **true**.

Then say (and write) the following: **Use a pen.**

Again, students offer synonyms such as **compose, draw, write, witness**, etc.

Explain that the two words, **right** and **write** have exactly the same sound, but they have different meanings and spellings; thus **right and write are homophones**.

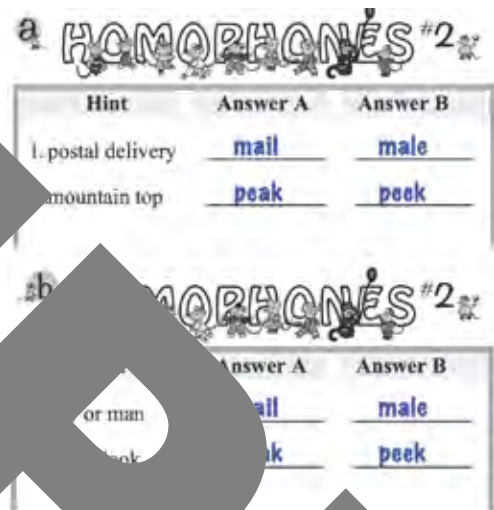
**Getting Started:** In pairs, one student receives the top half of the **Worksheet A** and the other the bottom half of **Worksheet B**.

In order to arrive at the homophones, students give each other hints (as printed on the worksheets).

For example, **Student A** reads: **Postal delivery**. (The answer is mail.)

Then **Student B** reads the first hint: **boy or man**. (The answer is male.)

Since **neither student has the answer**, they have to listen to each other and think through the hints to find a common answer.



Now they move on to the next pair and repeat the process.

**Student A** reads: **mountain top**.

**Student B** reads: **secret look**.

Hopefully, they will arrive at the two words: **peak** (mountain top) and **peek** (secret look).

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

**Variation 1:** If students don't know the meaning or spelling, encourage them to use a dictionary.

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

**Variation 3:** Teams of students could compete against other teams to collect as many homophones (not printed on their worksheets) as they can think of within a set time period.

For example:

*They rode the bus along the road.*

*Which witch is which?*

*Jim worked out at the gym all afternoon.*

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

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

- |           |      |           |       |
|-----------|------|-----------|-------|
| 1. nail   | male | 10. eight | ate   |
| 2. peak   | peek | 11. beet  | beat  |
| 3. rows   | ro   | 12. fair  | fare  |
| 4. stairs |      | 13. gym   | Jim   |
| 5. witch  |      | 14. plane | plain |
| 6. fish   |      | 15. sees  | seas  |
| 7. s      | s    | 16. bored | board |
| 8. out    | ed   |           | maid  |
| 9. ode    | id   |           | made  |
|           |      |           | week  |

Contributed by Kurt Scheibner

# VENDING MACHINGLISH

I do, too!

A

I like to eat ice cream.  
I really like summer.  
I like to watch TV.

Me too! } I don't!  
So do I!  
I do, too!

I like to eat fish dishes.  
I don't like to clean my room.  
I really don't like mornings.

Me neither. } I do!  
I don't, either.  
Neither do I.

Make a Statement      Make a Statement      Make a Statement

1. I really like \_\_\_\_\_ I don't like to play with \_\_\_\_\_
2. I don't like to wash \_\_\_\_\_ I love to look at \_\_\_\_\_
3. I like to bite \_\_\_\_\_ 12. I don't like \_\_\_\_\_
4. I don't like to look at \_\_\_\_\_ 13. I don't like \_\_\_\_\_
5. I really love \_\_\_\_\_ to look \_\_\_\_\_
6. I sometimes need \_\_\_\_\_ I sometimes \_\_\_\_\_
7. I like to collect \_\_\_\_\_ 16. I often think about \_\_\_\_\_
8. I never talk to \_\_\_\_\_ 17. I don't like \_\_\_\_\_
9. I often kiss \_\_\_\_\_ 18. I love to have \_\_\_\_\_

- |                    |                     |                     |
|--------------------|---------------------|---------------------|
| a. old coins       | g. house plants     | m. mannequins       |
| b. comic books     | h. my teacher       | n. long fingernails |
| c. big cucumbers   | i. diamond earrings | o. sleeping babies  |
| d. dirty socks     | j. junk food        | p. silk stockings   |
| e. police officers | k. insects          | q. manhole covers   |
| f. fat pigeons     | l. dead cats        | r. tropical fish    |

# VENDING MACHINGLISH

I do, too!

I like to eat ice cream.  
I really like summer.  
I like to watch TV.

Me too! } I don't!  
So do I!  
I do, too!

I like to eat fish dishes.  
I don't like to clean my room.  
I usually get up early in the mornings.

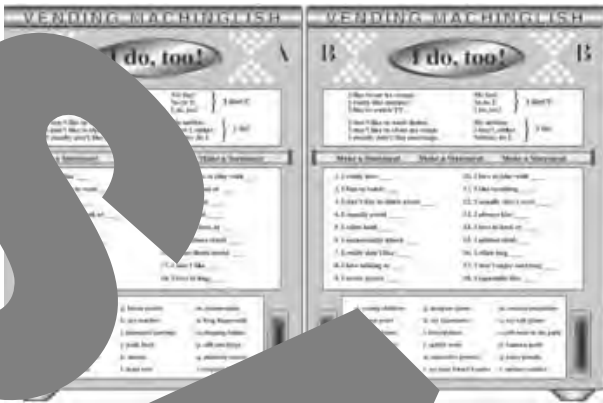
Me neither. } I do!  
I don't, either.  
Neither do I.

Make a Statement      Make a Statement      Make a Statement

1. I really love \_\_\_\_\_
2. I like to touch \_\_\_\_\_
3. I don't like to think about \_\_\_\_\_
4. I usually avoid \_\_\_\_\_
5. I often hold \_\_\_\_\_
6. I occasionally attack \_\_\_\_\_
7. I really don't like \_\_\_\_\_
8. I love talking to \_\_\_\_\_
9. I never ignore \_\_\_\_\_
10. I love to play with \_\_\_\_\_
11. I like touching \_\_\_\_\_
12. I \_\_\_\_\_ don't need \_\_\_\_\_
13. I \_\_\_\_\_
14. I \_\_\_\_\_ to look \_\_\_\_\_
15. I see \_\_\_\_\_
16. I often hug \_\_\_\_\_
17. I don't enjoy \_\_\_\_\_
18. I especially \_\_\_\_\_

- |                   |                            |                        |
|-------------------|----------------------------|------------------------|
| a. young children | g. designer jeans          | m. muscular machines   |
| b. lamp posts     | h. my classmates           | n. my cell phone       |
| c. school buses   | i. bicycle tires           | o. old men in the park |
| d. old sneakers   | j. spider webs             | p. banana peels        |
| e. dictionaries   | k. expensive jewelry       | q. noisy people        |
| f. pink umbrellas | l. my best friend's sister | r. animal cookies      |

## I Do, Too!



Student \_\_\_\_\_ begins \_\_\_\_\_ intermediate  
Approximate \_\_\_\_\_  
Number of students \_\_\_\_\_  
Preferred age/maturity \_\_\_\_\_ Adult  
Type of lesson: Pair \_\_\_\_\_ activity

**Language Target:** Working with the rejoinders *I do* and *don't*.

**Setting Up:** Begin by introducing the basic rejoinder forms for the verbs **Do** and **Don't**. On the board draw the following:



**Me, too.**  
**So do I.**  
**I do, too.**

**I don't either.**  
**Neither do I.**  
**Me neither.**

**I don't!**

**I do!**

Make a simple positive statement such as: *I like movies*. Students respond with any of the three positive (happy face) rejoinders written under the smile: **Me, too. So do I. I do, too.**

Try other statements to elicit similar rejoinders of agreement.

Now offer a negative statement such as: *I don't like snakes*. Students reply using any of the negative rejoinders under the frowning face: **I don't either. Neither do I. Me Neither.**

If necessary, try a few more statements for students to agree in the negative form: *I don't*

*like Monday mornings, I don't like homework, etc.*

Disagreeing with positive and negative statements. Point to the smiling face and make a positive statement, for example: *I like spiders*.

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

Try a few more such as: *I love rainy days. I adore slow drivers. I like visiting the dentist. I really like doing homework. I love eating insects. I like the smell of rotten eggs*, etc.

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

Now make negative statements to which most students will disagree. *I don't like ice cream. I dislike weekends. I don't like birthdays*, etc.

Occasionally, some students will disagree with the statement and say the rejoinder: *I do!*

Occasionally, mixed dialogue may appear and sound like this:

Student A: *I love rainy days.*

Student B: *Me neither.*

Student C: *I do!*

Student D: *Neither do I.*

Student E: *I do.*

**Getting Started:** Each student receives a copy of the worksheet. If necessary, review the rejoinder examples at the top of the page.

**Step 1 - Randomize:** An important rule is that students only randomly select sequences. They should not read the sentences.

It will go very fast and sound something like this:

Student A: *Tell me a letter.*

Student B: *D.*

Student A: *Tell me another letter.*

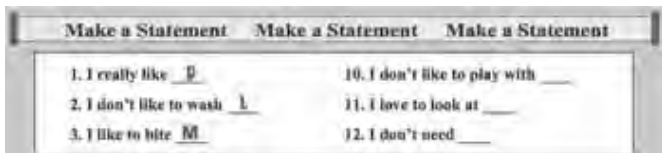
Student B: *L.*

Student A: *Tell me another letter.*

Student B: *Q.*

Student A: *Tell me another letter.* Etc.





The others offer honest rejoinders. Silvia reads the remaining statements on her worksheet and her group mates quickly reply with rejoinders.

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

**Variation 2:** Students work in groups of five. One student reads a statement from the worksheet using his partner's name.

For example: *Andrea sometimes touches old men in the park.*

Student A: *I don't.*

Student B: *Neither do I.*

Student C: *I don't, either.*

Student D: *I do!*

**Building Fluency:** When students have finished, ask a few **Who...?** questions such as *Who really loves dirty socks?* The rejoinder in this case moves to third person: *Chris does.*

*Who doesn't need long fingernails?*

*Who likes to collect tropical fish?*

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

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

**Step 2:** Name a student from **one group** of students. Student Silvia, for example, begins reading a statement – substituting the randomized letter for the actual word.

For example, the letter **D** might be assigned to the first statement, so Silvia reads: *I really like dirty socks.*

The other students offer honest rejoinders as: *I don't! Neither do I, Me, neither do I, I don't, I don't, I don't.*

Silvia then reads the second statement. If the random letter was **L**, the statement becomes: *I don't like to wash dead cats.*

Contributed by Kurt Scheibner



# The Last Time

Write the last

**When?**

**Notes & Details**

*The last time he / she ...  
was when he / she was :  
in junior high school.  
a high school student.  
8 years old, etc.*

*Who did you... , What did you... , When did  
you... , Where did you... , Why did you... ,  
How did you... , How long did you... , How  
much / many did you... , Who did you... with,  
Which \_\_\_\_\_ did you... , etc.*

1. had a dream?

2. visited an amusement  
park?

3. were very angry?

4. had a bad headache?

5. talked to a stranger?

6. gave money to a  
beggar?

7. slept until noon?

8. went to a concert?

9. were really  
embarrassed?

10. killed an insect?



# The Last Time

Write the last

When?	Notes & Details
<i>The last time he / she ... was when he / she was in junior high school. a high school student. 8 years old, etc.</i>	<i>Who did you... , What did you... , When did you... , Where did you... , Why did you... , How did you... , How long did you... , How much / many did you... , Who did you... with, Which _____ did you... , etc.</i>
1. ...d ...e?	
2. ...e?	
3. ate popcorn?	
4. made a big mistake?	
5. went to bed after midnight?	
6. forgot something important?	
7. danced?	
8. you spent over \$1,000?	
9. you spilled something on yourself?	
10. had an argument?	

## The Last Time

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

Teacher: *It was my old roommate's.*

Student: *Where was the party?*

Teacher: *It was at a restaurant.*

Student: *How many people were there?*

Teacher: *There were about 12 or 13.*

Student: *What did you do?*

Teacher: *We talked about old times.* (Etc.)

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

The answers should all begin with: *The last time I \_\_\_\_\_ was:*

*\_\_\_\_\_ five years ago.*

*\_\_\_\_\_ last December.*

*\_\_\_\_\_ just the other day.*

*\_\_\_\_\_ when I was \_\_\_\_\_ years old.*

*\_\_\_\_\_ when I was in elementary school.*

*\_\_\_\_\_ when I was a high school student.*

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

What he/she has done what the question asks, the answer should be: *I have never \_\_\_\_\_.*

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

**Getting Started** When one student receives **Worksheet A**, the other **Worksheet B**.

They take turns asking each other the questions on the worksheets, helping not to write their partner's answers in both the **When?** & **Details** columns.

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

Explain that the purpose of this lesson is **NOT** to finish all of the questions, but to thoroughly discuss some of the questions and to get as many details as possible from one's partner.

**Language Target:** Questions and Answers in the simple past tense (as well as other English tenses) to begin a discussion about the last time that one's partner did something.

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

*When was the last time you partied all night?*

*When was the last time you went camping?*

*When was the last time you lied?*

After each question, students should ask **follow-up questions**. For example:

Student: *When was the last time you partied all night?*

Teacher: *The last time I partied all night was about three years ago.*

Student: *What kind of party was it?*

Teacher: *It was a farewell party.*

Student: *Whose party was it?*

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

Teams take turns asking the teacher the questions and/or additional questions not printed. This is a fun way for students to learn about the teacher as a real person.

**Note:** Doing the activity in this way enables the teacher to closely monitor and assist students with the wording of their questions.

**Variation 2:** Since there is not a lot of space for notes, the students should continue their notes on a separate sheet of paper.

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

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

**Variation 3:** With more students, rather than do the pairs activity, divide the class into teams and give out **Worksheet A** to one team and **Worksheet B** to the other.

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

- When did it happen?
- How old were you?
- Where did it happen?
- Who were you with?
- What did you do?
- How much did you find?
- What did you say?
- What time / season / month was it?
- How long were you there?
- Why did you go?
- Who did you go with?
- What happened next?

Contributed by Robert Jenkins and Kurt Scheibner

# Story Time

## The Lion and the Mouse



One day, on a time, a big lion was <sup>1</sup> sleeping <sup>2</sup> on a very <sup>3</sup> big dinner. He was <sup>4</sup> very <sup>5</sup> hungry <sup>6</sup> for <sup>7</sup> some <sup>8</sup> of <sup>9</sup> the <sup>10</sup> best <sup>11</sup> things <sup>12</sup> when <sup>13</sup> he <sup>14</sup> only <sup>15</sup> felt <sup>16</sup> his <sup>17</sup> stomach <sup>18</sup> growling. He slowly <sup>19</sup> opened <sup>20</sup> his <sup>21</sup> eyes and saw a little mouse <sup>22</sup> running <sup>23</sup> under <sup>24</sup> his <sup>25</sup> front <sup>26</sup> paw. The sleeping lion <sup>27</sup> put <sup>28</sup> his <sup>29</sup> paw <sup>30</sup> down <sup>31</sup> on the little mouse up to his face.

“Don’t <sup>32</sup> worry <sup>33</sup> me, Sir!” the mouse <sup>34</sup> said <sup>35</sup> quickly. “I didn’t <sup>36</sup> know <sup>37</sup> you <sup>38</sup> were <sup>39</sup> here <sup>40</sup> lion. I <sup>41</sup> thought <sup>42</sup> you <sup>43</sup> were <sup>44</sup> some <sup>45</sup> far <sup>46</sup> away <sup>47</sup> from <sup>48</sup> me <sup>49</sup> grass.”

The lion <sup>50</sup> looked <sup>51</sup> at the little mouse.

“If you <sup>52</sup> help <sup>53</sup> me <sup>54</sup> go, I will always be <sup>55</sup> thankful. I can <sup>56</sup> help <sup>57</sup> you <sup>58</sup> someday.”

The lion <sup>59</sup> waited <sup>60</sup> a <sup>61</sup> moment <sup>62</sup> then <sup>63</sup> laughed. “Do me <sup>64</sup> a <sup>65</sup> favor?” he <sup>66</sup> asked. “What <sup>67</sup> could <sup>68</sup> you <sup>69</sup> do? <sup>70</sup> Can <sup>71</sup> you <sup>72</sup> hunt <sup>73</sup> me?”

“I don’t <sup>74</sup> know, Sir, but I’m sure I <sup>75</sup> can <sup>76</sup> help <sup>77</sup> you <sup>78</sup> somehow.”

The lion slowly <sup>79</sup> put <sup>80</sup> down <sup>81</sup> his <sup>82</sup> paw. “All <sup>83</sup> right, little mouse,” <sup>84</sup> said <sup>85</sup> the <sup>86</sup> lion. “You <sup>87</sup> are <sup>88</sup> free <sup>89</sup> to <sup>90</sup> go. I <sup>91</sup> will <sup>92</sup> eat <sup>93</sup> you.”

Anyway, you’re too small to <sup>94</sup> eat.”

“Thank you, Sir,” <sup>95</sup> said <sup>96</sup> the <sup>97</sup> mouse, “I’ll never <sup>98</sup> forget <sup>99</sup> your <sup>100</sup> kindness. I’m sure I <sup>101</sup> will <sup>102</sup> help <sup>103</sup> you <sup>104</sup> in <sup>105</sup> the <sup>106</sup> future.”

The mouse <sup>107</sup> jumped <sup>108</sup> off <sup>109</sup> the <sup>110</sup> lion’s <sup>111</sup> paw and <sup>112</sup> ran <sup>113</sup> away <sup>114</sup> into <sup>115</sup> the <sup>116</sup> forest.

A few months later, some hunters <sup>117</sup> went <sup>118</sup> to <sup>119</sup> the <sup>120</sup> forest. They had been <sup>121</sup> looking <sup>122</sup> for <sup>123</sup> a <sup>124</sup> great <sup>125</sup> lion <sup>126</sup> for <sup>127</sup> the <sup>128</sup> zoo. They <sup>129</sup> used <sup>130</sup> a <sup>131</sup> strong <sup>132</sup> rope <sup>133</sup> to <sup>134</sup> trap <sup>135</sup> the <sup>136</sup> lion.

One day, the hunters <sup>137</sup> found <sup>138</sup> the <sup>139</sup> lion <sup>140</sup> in <sup>141</sup> the <sup>142</sup> forest. They <sup>143</sup> tried <sup>144</sup> to <sup>145</sup> catch <sup>146</sup> the <sup>147</sup> lion <sup>148</sup> but <sup>149</sup> he <sup>150</sup> was <sup>151</sup> too <sup>152</sup> fast <sup>153</sup> for <sup>154</sup> them.

The hunters <sup>155</sup> thought <sup>156</sup> that <sup>157</sup> he <sup>158</sup> was <sup>159</sup> too <sup>160</sup> big <sup>161</sup> to <sup>162</sup> trap <sup>163</sup> him.

They <sup>164</sup> tried <sup>165</sup> to <sup>166</sup> trap <sup>167</sup> him <sup>168</sup> with <sup>169</sup> the <sup>170</sup> strong <sup>171</sup> ropes <sup>172</sup> but <sup>173</sup> he <sup>174</sup> was <sup>175</sup> too <sup>176</sup> smart <sup>177</sup> and <sup>178</sup> he <sup>179</sup> was <sup>180</sup> able <sup>181</sup> to <sup>182</sup> escape.

He <sup>183</sup> scratched <sup>184</sup> at <sup>185</sup> the <sup>186</sup> ropes <sup>187</sup> but <sup>188</sup> he <sup>189</sup> was <sup>190</sup> unable <sup>191</sup> to <sup>192</sup> escape. The <sup>193</sup> strong <sup>194</sup> ropes <sup>195</sup> just <sup>196</sup> became <sup>197</sup> tighter <sup>198</sup> and <sup>199</sup> tighter <sup>200</sup> until <sup>201</sup> he <sup>202</sup> could <sup>203</sup> not <sup>204</sup> move <sup>205</sup> at <sup>206</sup> all.

After a while, he <sup>207</sup> heard <sup>208</sup> a <sup>209</sup> small <sup>210</sup> voice.

“Can I <sup>211</sup> help <sup>212</sup> you, Sir?” <sup>213</sup> the <sup>214</sup> mouse <sup>215</sup> said.

The lion <sup>216</sup> tried <sup>217</sup> to <sup>218</sup> look <sup>219</sup> around <sup>220</sup> but <sup>221</sup> he <sup>222</sup> was <sup>223</sup> too <sup>224</sup> heavy <sup>225</sup> and <sup>226</sup> he <sup>227</sup> could <sup>228</sup> not <sup>229</sup> move <sup>230</sup> his <sup>231</sup> head.

**A**

# The Lion and the Mouse

<p>here, Sir,” <b>said</b> the mouse.</p> <p>“S_____ you! I completely _____<sup>52</sup> _____</p> <p>_____ you. Now <b>look</b> at me, there _____<sup>53</sup> _____</p> <p>_____g you can <b>do</b>.<sup>54</sup> _____<sup>55</sup> _____</p> <p>_____<sup>56</sup> Le_____ you, Sir!” the _____</p> <p>_____<sup>57</sup> little mouse _____ quickly _____</p> <p>_____ and _____ed down the _____</p> <p>this _____ net _____</p> <p>The little _____ <b>biting</b> _____</p> <p>thick ropes. Wh_____<sup>61</sup> _____ lion _____</p> <p>about the hunter _____ mouse _____d _____</p> <p>fast as he _____<sup>65</sup> _____</p>	<p style="text-align: right;">Points</p> <p>One by one, the mouse <b>chewed</b> the _____</p> <p>ropes. First the lion’s front legs _____<sup>66</sup> _____</p> <p>free, then his hind legs. Finally, the lion _____<sup>67</sup> _____</p> <p><b>jumped</b> out of the net to the ground.</p> <p>_____<sup>68</sup> “You _____, Sir,” said the mouse, “I _____</p> <p><b>helped</b> you because you _____<sup>69</sup> me.” _____</p> <p>_____<sup>70</sup> The lion <b>stretched</b> his legs and _____<sup>71</sup> _____</p> <p>_____ at the mouse. He <b>said</b>, “Thank _____<sup>72</sup> _____</p> <p>you, my little friend. I never _____<sup>74</sup> _____ a _____</p> <p>little mouse could <b>help</b> me.” _____<sup>75</sup> _____</p> <p>_____<sup>76</sup> “You’re welcome, Sir,” the little _____</p> <p>_____ with a big smile. _____<sup>77</sup> _____</p>
--	---

*The End*



**My Final Score**

**Partner's Final Score**

## Useful Language

Questions	Answers
Is the first verb “sleeping?”	Yes it is. / (No it’s isn’t.)
What’s the first letter?	The first letter is an “s.”
What’s the second letter?	The second letter is an “l.”
What’s the third letter?	The third letter is an “e.”
What’s the fourth letter?	The fourth letter is an “e.”
What’s the verb?	The first verb is “sleeping.”

Hints	Points
None	= 5
1	= 4
2	= 3
3	= 2
4	= 1
Verb	= 0

# Story Time

## The Lion and the Mouse



One day, a big lion was sleeping. A mouse was sitting a very long time at the lion's dinner. He was

thinking of something when suddenly something put his head on his eyes and he was standing on his front paws. He saw the little mouse up to him.

"Don't eat me, Sir!" the mouse said quickly. "I didn't know you were a lion. I thought you were some field grass."

The lion looked at the little mouse.

"If you let me go, I will always be thankful. I can help you someday."

The lion thought a moment then said, "Do me a favor?" he asked.

"What do you do? Help me hunt?"

"I don't know, Sir, but I'm sure I could help you somehow."

The lion slowly put down his paw.

"All right, little mouse," said the lion. "You are free to go. I won't eat you."

Anyway, you're too small to help me."

Points

"Thank you, Sir," answered the mouse, I'll never forget your kindness. I'm sure I can help you in the future."

The mouse ran off the lion's paw and ran away into the forest.

A few months later, some hunters went to the forest. They had been sent by the King to hunt a great lion for the king.

They brought a strong rope and tied it to the lion's tail.

The lion didn't know anything about the trap. He went to the hunters.

When he was looking for something to eat, he fell into the trap. He was caught. The hunters netted him and threw him high into the air.

He roared loudly at the ropes but he couldn't escape. The strong ropes jerked tighter and tighter until he couldn't move at all.

After a while, he spoke in a small voice.

"Can I help you, Sir?" the mouse asked.

The lion tried to look around but he couldn't turn his head.

Points



**B**

*The Lion and the Mouse*

here, Sir," \_\_\_\_\_ the mouse. \_\_\_\_\_  
 's you! I completely **forgot** \_\_\_\_\_  
 you know \_\_\_\_\_ at me, there **is** \_\_\_\_\_  
 g you can \_\_\_\_\_  
 "I **believe** I can \_\_\_\_\_ you, Sir!" the  
 little mouse \_\_\_\_\_ He quickly \_\_\_\_\_  
 ran \_\_\_\_\_ and \_\_\_\_\_ down the \_\_\_\_\_  
 this \_\_\_\_\_ net \_\_\_\_\_  
 The little \_\_\_\_\_ **cut** \_\_\_\_\_  
 thick ropes. When \_\_\_\_\_ **told** \_\_\_\_\_  
 the hunters, they \_\_\_\_\_  
 as he **could**.  
 \_\_\_\_\_

Points \_\_\_\_\_

One by one, the mouse \_\_\_\_\_ the \_\_\_\_\_  
 ropes. First the lion's front legs **became** \_\_\_\_\_  
 free, then his hind legs. Finally, the lion \_\_\_\_\_  
 \_\_\_\_\_ out of the net to the ground. \_\_\_\_\_  
 "You **see**, Sir," said the mouse, "I \_\_\_\_\_  
 \_\_\_\_\_ you because you **helped** me." \_\_\_\_\_  
 The lion \_\_\_\_\_ his legs and \_\_\_\_\_  
**looked** at the mouse. He \_\_\_\_\_, "Thank \_\_\_\_\_  
 you, my little friend. I never **thought** a \_\_\_\_\_  
 little mouse could \_\_\_\_\_ me." \_\_\_\_\_  
 "You're welcome, Sir," the little \_\_\_\_\_  
 \_\_\_\_\_ **said** with a big smile. \_\_\_\_\_

*The End*

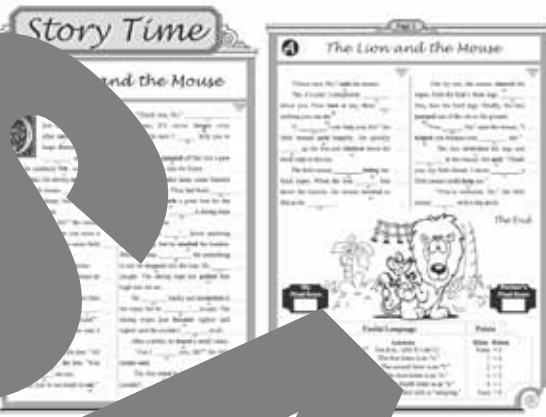


My  
Final Score

Partner's  
Final Score

Useful Language		Points
<b>Questions</b>	<b>Answers</b>	<b>Hints Points</b>
Is the first verb "sleeping?"	Yes it is. / (No it's isn't.)	None = 5
What's the first letter?	The first letter is an "s."	1 = 4
What's the second letter?	The second letter is an "l."	2 = 3
What's the third letter?	The third letter is an "e."	3 = 2
What's the fourth letter?	The fourth letter is an "e."	4 = 1
What's the verb?	The first verb is "sleeping."	Verb = 0

## The Lion and the Mouse



Student level: <b>beginner/intermediate</b>
Approximate level: _____
Number of students: _____
Preferred age/maturity: <b>Adult</b>
Type of lesson: <b>Pair/Group/Activity</b>

**Language Target:** Anticipate and work with verbs in the context of a famous A... This is also an exercise in working with numbers from 1st to 77th.

**Setting Up:** Write the Point Information grid on the second page of the worksheet on the board. Also, write the following elsewhere on the board:

**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**

**Earning points:** Explain that if the correct verb can be guessed on the first try, they get five points. On the second try four points and on the third guess they get three points.

Next, in front of the class begin a sentence but stop before saying the verb. For example:

Teacher: *Last night I \_\_\_\_\_ someone.*

Student: *Did you call someone?*

Teacher: *No, I didn't.*

Student: *Did you visit someone?*

Teacher: *No, I didn't.*

Student: *What's the first letter?*

Teacher: *It's an M.*

Student: *Did you meet someone?*

Teacher: *Yes, I did. You get two points (because you asked three questions).*

Teacher: *Last night I met my friend at the mall. We \_\_\_\_\_ somewhere.*

Student: *Did you go somewhere?*

Teacher: *Yes, but "go" isn't the verb.*

Student: *What's the first letter?*

Teacher: *It's a W.*

Student: *What's the second letter?*

Teacher: *It's an A.*

Student: *What's the third letter?*

Teacher: *It's an S.*

Teacher: *Did you \_\_\_\_\_ it with \_\_\_\_\_?*

Teacher: *Did you get \_\_\_\_\_ points (because you asked four questions).*

Teacher: *Last night I met my friend at the mall. We walked to \_\_\_\_\_ the theater and \_\_\_\_\_ something.*

Student: *Is the \_\_\_\_\_ saw?*

Teacher: *No it isn't.*

Student: *What's the first letter?*

Teacher: *It's a B.*

Student: *What's the second letter?*

Teacher: *It's an O.*

Continue until students are familiar with the way this works and with the point system.

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

The first example of the missing verbs is printed on **Worksheet A**: **sleeping** and **eating**. **Student A** and **Student B** try to anticipate what the third verb is in the sentence that says:

\_\_\_\_\_ of many things.

**Student A** may ask: *Is the third verb thinking?*

**Student B:** No.

**Student A:** *Is the first letter...*

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

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

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

**Student A:** *Is the third verb...*

**Student B:** *Yes it is. You get 3 points.* (The points are written in the point columns.)

Students follow this same procedure throughout the worksheets until they have finished the story. They add up their points and compare their total scores.

**Variation 1:** With higher ability students, **two students with Worksheet A** and **two students with Worksheet B** pair up. Together they try to anticipate either the correct verbs or acceptable substitute verbs. They write these in the appropriate places on the worksheets.

**Variation 2:** For lower ability students, these worksheets are useful for a simple verb dictation exercise. **Student A** tells **Student B** the missing verb and spells it. **Student B** writes it on the worksheet in the appropriate place.

**Building Fluency:** 1) As each pair finishes, they read their stories aloud.

2) Conduct a survey with the class to see if they can tell another **Aesop's Fable**.

Contributed by Kurt Scheibner  
Illustrated by Chris Kennett



# Modern Inventions

## 2 Who was the stapler invented by?

Was it invented by **George W. McGill**, Sir Elliot Bingham or Otto Hotchkiss?  
It was invented in 1858, **1879** or 1892?  
It was invented in the UK, Germany or the USA?



## 3 Who was the disposable diaper invented by?

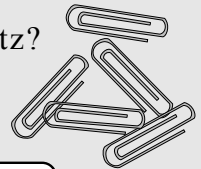
It was invented by \_\_\_\_\_, wasn't it?  
It was invented in \_\_\_\_\_, wasn't it?  
It was invented in \_\_\_\_\_, wasn't it?

Points  
3 2 1  
3 2 1  
3 2 1

Sub Total  
[ ]

## 3 Who was the paper clip invented by?

Who invented it? **Walter Dillinger**, Hans DeRodder or Kurt Schweitz?  
When was it invented? 1819, 1879 or 1913?  
Where was it invented? In the UK, Germany or Norway?



## 4 Who was the ballpoint pen invented by?

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

Points  
3 2 1  
3 2 1

Sub Total  
[ ]

## 5 Who were earmuffs invented by?

Were they invented by Harriet Muffels, **Walter Pate** or **Pierre Rest**?  
Were they invented in 1819, **1873** or 1928?  
Were they invented in the USA, Canada or Switzerland?



## 6 Who was the flush toilet invented by?

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



Points  
3 2 1  
3 2 1

Sub Total  
[ ]

## Useful Language

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

Points  
[ ]

# B

# Modern Inventions

## Who was the stapler invented by?

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

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

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

Points

3	2	1
3	2	1
3	2	1

Sub Total

## Who was the disposable diaper invented by?

Was it invented by **Persons, J. Martin Cranston or Marion Donovan?**

Was it invented in \_\_\_\_\_, 1947 or 1950?

Was it invented in \_\_\_\_\_, the USA or Canada?

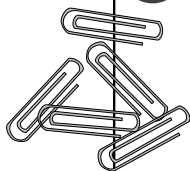


## Who were paper clips invented by?

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

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

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



Points

3	2	1
3	2	1
3	2	1

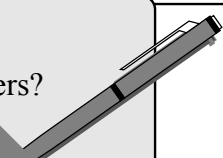
Sub Total

## Who was the ball point pen invented by?

Was it invented by **Ladislas Biro or Robert Parker and the Parker Brothers?**

Was it invented in 1889, 1938 or 1938?

Was it invented in Italy, Denmark or Germany?



## Who were earmuffs invented by?

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

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

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



Points

3	2	1
3	2	1
3	2	1

Sub Total

## Who was the flush toilet invented by?

Was it invented by **Sir Thomas Crapper, W. C. Broussard or Sir Alexander Cummings?**

Was it invented in 1775, 1841 or 1879?

Was it invented in the UK, Scotland or France?



## ----- Useful Language -----

Could you say that again, please?

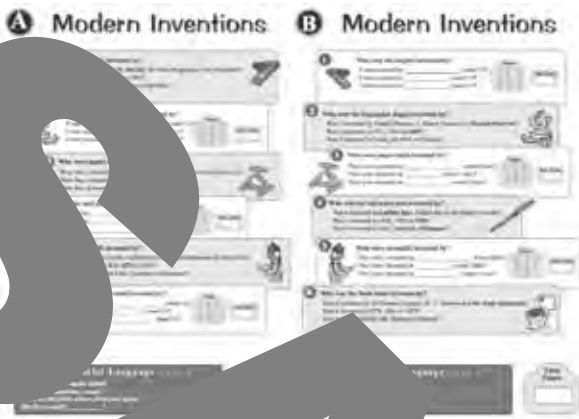
Would you repeat that, please?

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

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

Points

## Modern Inventions



Student level: Beginner / Intermediate
Approximate time: 15-20 minutes
Number of students: 2-4
Preferred age/maturity: Adult
Type of lesson: Pair / Group / Individual

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

**Setting Up:** In class, the teacher asks students a few past tense questions in the passive voice. For example:

**Was the telephone invented by Thomas Edison, Albert Einstein or Alexander Graham Bell?**

Students reply with answers using tag questions such as: **It was invented by Thomas Edison, wasn't it?**

Teacher: **Sorry. Would you like to try again?**

Student 2: **It was invented by Alexander Graham Bell, wasn't it?**

Teacher: **That's right. Was it invented in 1862, 1876 or 1911?**

Student 3: **It was invented in 1911, wasn't it?**

Teacher: **Oops. Would anyone else like to try?**

Student 4: **It was invented in 1876, wasn't it?**

Teacher: **That's right. Was it invented in England, France or the USA?**

Student: **It was invented in the USA, wasn't it?**

Teacher: **That's right.**

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

To begin, **Student A** asks the first set of questions: **Who was the stapler invented by? Was it invented by George W. McGill, Sir Elliot Bingham or Otto Hotchkiss?** (The correct answer is in bold type.)

**Student B** writes his answer on the worksheet (on the blank line) then answers by saying: **It was invented by \_\_\_\_\_, wasn't it?**

**Student A** replies with the appropriate: **Yes, it was** or **No, it wasn't** according to the correctness of the answer.

If a student guesses correctly the first time, she gets 3 points. If the second guess is correct, she gets 2 points and if the third guess is correct, she gets 1 point.

Now **Student B** goes on to the **second** question: **Was it invented in 1858, 1876 or 1892?**

Again, **Student B** writes the answer and receives points as shown above.

Finally, **Student B** asks the **third** question: **Was it invented in the USA, Germany or the USA?**

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

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

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

When finished, students add up their points and write the score in the **Total Points** box at the bottom in the box on the right.

The student with the highest score is the winner.

**Variation 1:** When finished with all of the worksheets, turn this into a research project to find out more about each of the inventions.

Use the Internet or the school library, and have students do a little sleuthing to find some interesting facts about the inventions.

For example, when Marion Donovan invented the first disposable diaper, she cut up her shower curtain for the outside of the diaper.

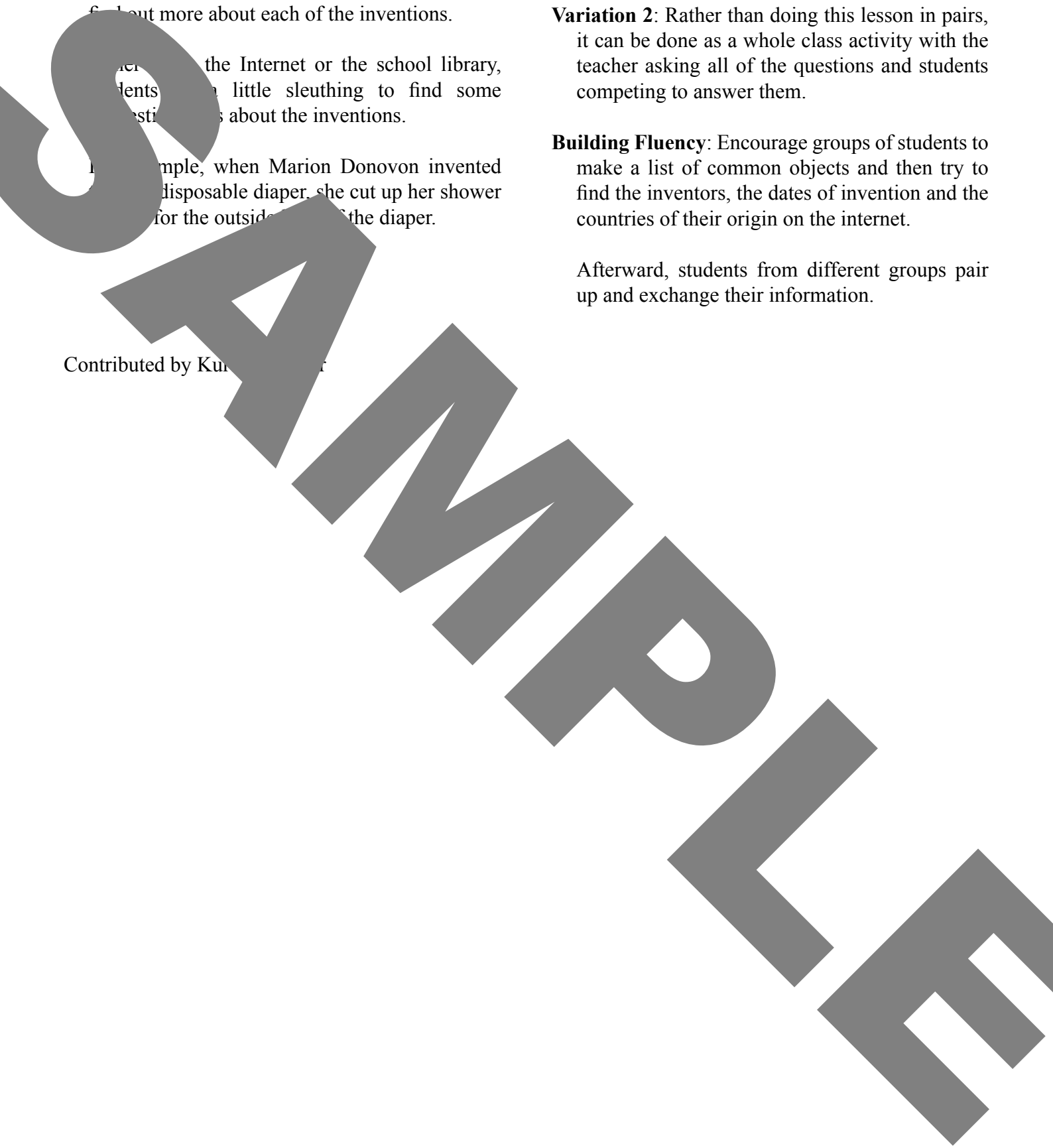
After trying some other methods, over time she patented her creation which she eventually sold for one million dollars!

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

**Building Fluency:** Encourage groups of students to make a list of common objects and then try to find the inventors, the dates of invention and the countries of their origin on the internet.

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

Contributed by Kurland

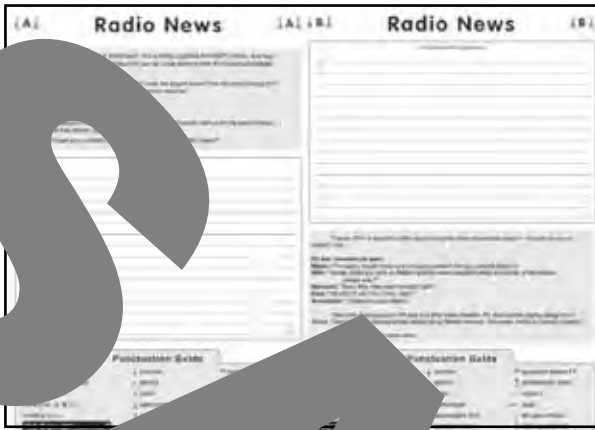








## Radio News



Student level:  Beginner  Intermediate

Approximate number of students:

Number of students per group:

Preferred age/maturity level:  Adult

Type of lesson:  Pair  Group  Activity

Teacher: *And here is the answer with all the punctuation: **New paragraph. Indent paragraph. Quotation marks. Capital I. If capital I had a million dollars comma capital I would travel around the world Period. New sentence. Capital I apostrophe d go to every country in capital E Europe including capital F France comma capital G Germany comma small t the capital U United capital K Kingdom and capital S Spain Period.***

This is not as difficult as it appears. Students will really enjoy doing this once they get the hang of it.

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

**Student A** reads the weather report news from the worksheet – including all of the punctuation marks – to **Student B** who writes the weather report on the blank lines on **Worksheet B**.

When finished, **Student B** dictates the traffic report to **Student A** who writes it on **Worksheet B**.

When finished, students do not look at each others' work. They ask their partners for spelling assistance.

**Variation 1:** This can be adapted to the old **Telephone Tree** game. One student dictates the **Radio News** to another student (with punctuation marks) who then dictates it to a third student.

This student, in turn, dictates the news to a fourth student, and so on. When being dictated to, the news is written by five or six students, then the final version is compared to the original.

**Variation 2:** Students do this lesson in groups of four. **Student #1** and **Student #3** receive **Worksheet A** and **Student #2** and **Student #4** receive **Worksheet B**. **Student #1** reads the weather report news from the worksheet – including all of the punctuation marks – to **Student #2**.

**Student #2** writes the weather report on **Worksheet B**. At the same time, **Student #4**

**Language Target:** Working with punctuation. This lesson also works with dictation and spelling.

**Setting Up:** On the board, recreate the **Punctuation Guide** as shown on the bottom of the worksheet. Explain the meaning (and use) of each of the marks.

After students understand the names and purposes of the various punctuation marks, ask the class a simple question. For example:

Teacher: **“What would you do if you had a million dollars?”**

Student: **“If I had a million dollars, I’d travel around the world. I’d go to every country in Europe including France, Germany, the United Kingdom and Spain.”**

The teacher writes both question and the answer on the board and reads them with the punctuation marks. It sounds like this (the **red print** is the punctuation information):

Teacher: *Here is the question with all the punctuation: **New paragraph. Indent paragraph. Quotation marks. Capital W what would you do if you had a million dollars question mark, quotation marks.***

reads the traffic report to **Student #3** who writes the report on **Worksheet A**.

When finished, **Student #2** dictates the weather report to **Student #4** while **Student #3** dictates the traffic report to **Student #1**.

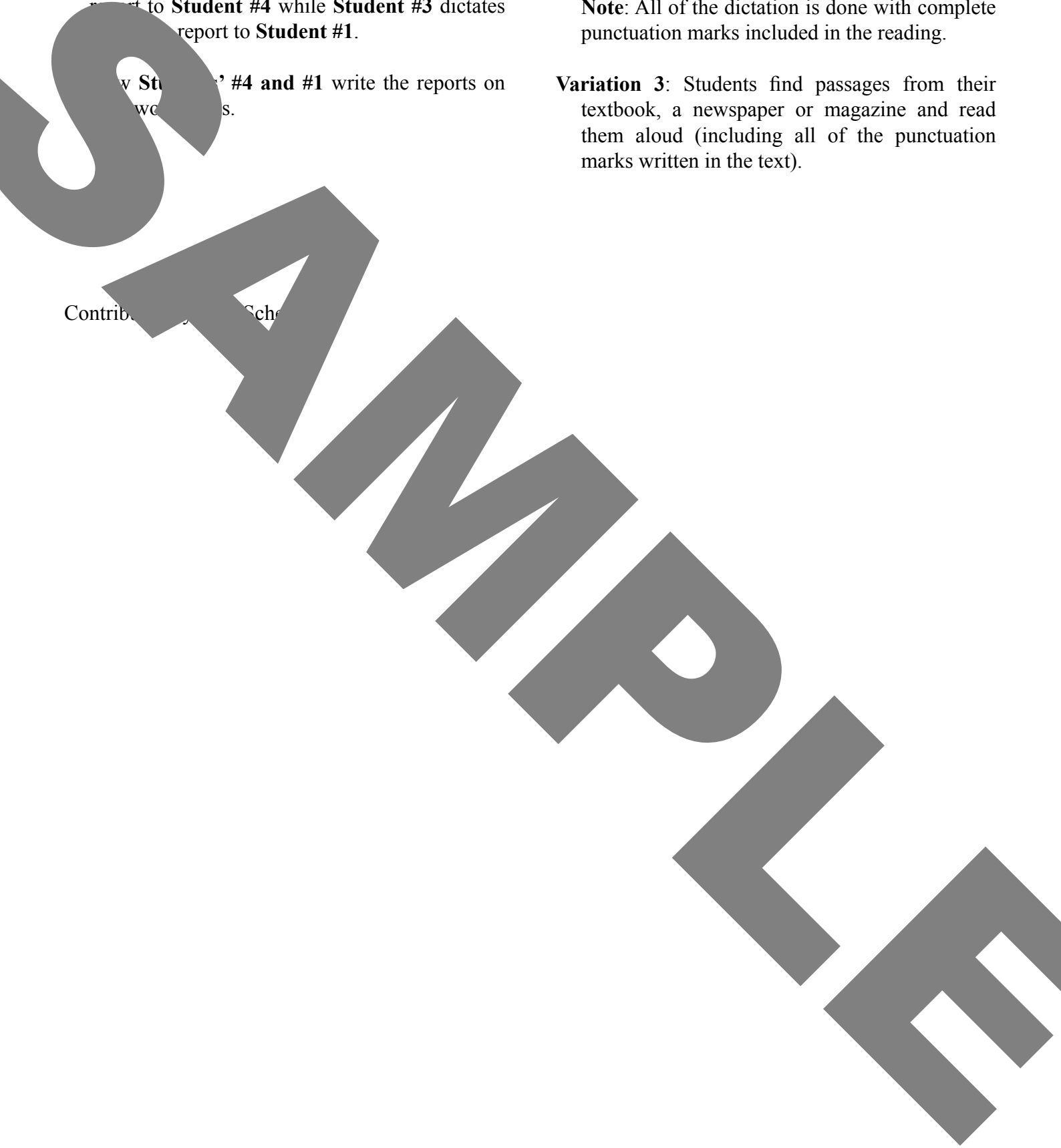
Now **Student #4 and #1** write the reports on **Worksheet B**.

If time permits, **Student #1** reads the traffic report to **Student #2** and **Student #4** reads the weather report to **Student #3**.

**Note:** All of the dictation is done with complete punctuation marks included in the reading.

**Variation 3:** Students find passages from their textbook, a newspaper or magazine and read them aloud (including all of the punctuation marks written in the text).

Contributed by [Name] School





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



OK  
 Not OK

1. One day, a very thirsty crow was looking for something drink.
2. After searching a long time, it found a old vase.
3. At the bottom of the vase, the crow could see some water.  
The thirsty crow tried to pushing the vase over.  
The vase was too heavy and the crow was too weak.  
The crow thought moment, then it had an idea.
7. It picked up a small stone and dropped it into the vase.
8. After dropping many small stone, the water came up to the top.
9. Finally, the crow was able to drink as much water as it wanted.

**CODE**

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

(I think)  should be .



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



OK  
 Not OK

1. One day, very thirsty crow was looking for something to drink.
2. After a searching a long time, it found an old vase.
3. At the bottom of the vase, the crow could see some water.
4. The thirsty crow tried to push the vase over.
5. But the vase was too heavy and a crow was too weak.
6. The crow thought a moment, then it had an idea.
7. It picked up a small stone and dropped into the vase.
8. After dropping many small stones, the water came up to the top.
9. Finally, the crow was able drink as much water as it wanted.

**CODE**

- |    |   |   |
|----|---|---|
| 1. | = | S |
| 2. | = | K |
| 3. | = | E |
| 4. | = | R |
| 5. | = | W |
| 6. | = | C |
| 7. | = | N |
| 8. | = | I |
| 9. | = | L |

(I think)  should be .



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



OK  
 Not OK

1. One day, very thirsty crow was looking for something to drink.
2. After searching a long time, it found an old vase.
3. At the bottom of vase, the crow could see some water.
4. A thirsty crow tried pushing the vase over.
5. But the vase was too heavy and the crow was too weak.
6. The crow thought a moment, then it had a idea.
7. It picked up the small stone and dropped it into the vase.
8. After dropping many small stones, the water came up to the top .
9. Finally, the crow is able to drink as much water as it wanted.

**CODE**

- |    |   |   |
|----|---|---|
| 1. | = | M |
| 2. | = | U |
| 3. | = | Y |
| 4. | = | G |
| 5. | = | O |
| 6. | = | B |

(I think)  should be .

## Smart Crow

<b>A</b>	<p>1. One day, a very thirsty crow was looking for something to drink.</p> <p>2. After searching a long time, it found an old vase.</p> <p>3. At the bottom of the vase, the crow could see some water.</p> <p>4. The thirsty crow tried to push the vase over.</p> <p>5. But since the vase was so heavy and the crow was too weak,</p> <p>6. The crow thought moment, then it had an idea.</p> <p>7. It picked up a small stone and dropped it into the vase.</p> <p>8. After dropping many small stones, the water came to the top.</p> <p>9. Finally, the crow was able to drink as much water as it wanted.</p>	<p>CODE</p> <p>1. = P</p> <p>2. = R</p> <p>3. = A</p> <p>4. = M</p> <p>5. = S</p> <p>6. = D</p> <p>7. = R</p> <p>8. = A</p> <p>9. = W</p>
<b>B</b>	<p>1. One day, a very thirsty crow was looking for something to drink.</p> <p>2. After searching long time, it found an old vase.</p> <p>3. At the bottom of the vase, the crow could see some water.</p> <p>4. The thirsty crow tried pushing the vase over.</p> <p>5. The vase was too heavy and a crow was too weak,</p> <p>6. The crow thought a moment, then it had an idea.</p> <p>7. It picked up a small stone and drop it into the vase.</p> <p>8. After dropping many small stones, the water came up the top.</p> <p>9. Finally, the crow was able to drink as much water as it wanted.</p>	<p>CODE</p> <p>1. = S</p> <p>2. = K</p> <p>3. = E</p> <p>4. = B</p> <p>5. = W</p> <p>6. = C</p> <p>7. = N</p> <p>8. = I</p> <p>9. = L</p>
<b>C</b>	<p>1. One day, very thirsty crow was looking for something to drink.</p> <p>2. After searching a long time, it find an old vase.</p> <p>3. At the bottom of vase, the crow could see some water.</p> <p>4. A thirsty crow tried to push the vase over.</p> <p>5. But since the vase was so heavy and the crow was too weak,</p> <p>6. The crow thought a moment, then it had an idea.</p> <p>7. It picked up a small stone and drop it into the vase.</p> <p>8. After dropping many small stones, the water came up the top.</p> <p>9. Finally, the crow was able to drink as much water as it wanted.</p>	<p>CODE</p> <p>1. = C</p> <p>2. = M</p> <p>3. = I</p> <p>4. = H</p> <p>5. = F</p> <p>6. = Y</p> <p>7. = O</p> <p>8. = D</p> <p>9. = B</p>

Student level: **Intermediate**  
 Approximate level: **+**  
 Number of students: **+**  
 Preferred age/maturity: **Adult**  
 Type of lesson: **Tr** **Activity (3 str**

**Language Target:** Listening, English errors including: dropped articles, agreement, singular vs. plural nouns

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

- A: **I bought sock at a flea market last Sunday.**
- B: **I bought socks at a flea market last Sunday.**
- C: **I bought socks at a flea market next Sunday.**

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

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

On example **A** above, students should say: **I think sock should be socks.**

On example **C** above, students should say: **I think next should be last.**

**Getting Started:** In groups of three, **Section A** goes to one student, **Section B** to another and **Section C** to the third. Explain that the story is

the same but the sections are different, listening is important.

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

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

***I think something drink should be something to drink.***

Another student may say: ***I think very thirsty crow should be a very thirsty crow.***

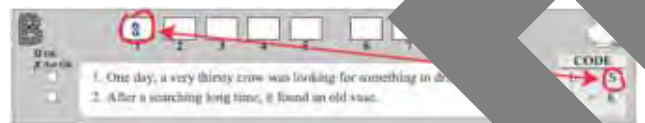
Through comparative readings, students should be able to identify which of the three sentences (either Section **A**, **B** or **C**) is grammatically

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

Students should look to the right side of the section sheet for every correct sentence. The corresponding Code letter 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 **S** and **Section C, Sentence #1** has the corresponding Code letter **C**.

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



After writing the corresponding Code letters in the boxes at the top, students will know immediately if they have identified all of the grammatically correct sentences. When finished, the title should read: **SMART CROW**.

If the title doesn't say **SMART CROW**, students will need to return to the sentences and examine them more carefully.

This is also true when all each student claims that his/her sentence is incorrect. One of them must be correct.

**Variation 1:** Gambling. Assign an imaginary amount of money to each student in the group,

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

After silently reading **Sentence #1** from their section, students bet on their sentence, they can bet any amount of money they like, up to the amount.

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

When the teacher reads their sentence is correct, the student who is wrong. They can lose their bet (if they were confident).

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

Finally, after all have been read, the correct sentences identified, the money is then paid out to the winner.

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

**Answers: The correct sentences are**

- Sentence # 1 Section B Code Letter **S**
- Sentence # 2 Section C Code Letter **M**
- Sentence # 3 Section A Code Letter **S**
- Sentence # 4 Section B Code Letter **C**
- Sentence # 5 Section C Code Letter **S**
- Sentence # 6 Section B Code Letter **C**
- Sentence # 7 Section A Code Letter **R**
- Sentence # 8 Section C Code Letter **O**
- Sentence # 9 Section A Code Letter **W**

Contributed by Kurt Scheibner

# Part 1

# Survey 2 (A)

# Part 2

\_\_\_\_\_  
Your name

\_\_\_\_\_  
Partner's name

\_\_\_\_\_  
New partner's ex-partner's name

1. Tell me your favorite TV program? Why?

1. What is his / her favorite TV program? Why?

2. Tell me three kinds of food you don't like. Is there a reason?

2. Tell me three kinds of food he / she doesn't like. Is there a reason?

3. What do you do if you see an ant on your kitchen counter?

3.

4. Tell me about one thing you would like to do?

4.

5. When was the last time you were really angry? What did you do?

5.

6. Who is your best friend? How long have you been friends? Why do you like him or her?

6.

7. Except houses and cars, what's the most expensive thing you ever bought? Tell me more.

7.

8. Where is your favorite place at home? Why?

9. Do you have a relative you don't like? Why?

9.

10. Tell me about something you did that was stupid?

10.

# Part 1

# Survey 2 (B)

# Part 2

\_\_\_\_\_  
Your name

\_\_\_\_\_  
Partner's name

\_\_\_\_\_  
New partner's ex-partner's name

1. When was the last time you had a good laugh? Why?

1. When was the last time he / she had a good laugh? Why?

2. What is your Chinese animal year? Does that animal fit your personality?

2. What is his / her Chinese animal year? Does that animal fit his / her personality?

3. Who is your favorite actor / actress? Why?

3.

4. What is something you've always wanted to do but never had the chance? Why?

4.

5. Do you feel satisfied with your life?

5.

6. Tell me about one special childhood memory.

6.

7. Which of your parents did you like the most? Why?

7.

8. What do you like to do on rainy days?

9. What's your favorite food? How often do you eat it?

9.

10. If a genie gave you three wishes, what would they be?

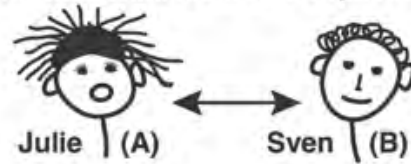
10.



## Survey 2

**Getting Started:** In pairs, one student, **Julie**, receives **Worksheet A** and **Sven** receives **Worksheet B**.

Partners ask each other questions



Students take turns asking each other the printed questions and keeping notes of their partner's answers.

The goal of this lesson is **NOT** to finish every question on the worksheets. It is for students to engage in natural conversation by asking a lot of follow-up questions. In this way, they will learn a great deal about their partners.

**Language Target:** Simple present & present perfect activity for students to share each other. This lesson also involves asking follow-up questions, note taking and, if time permits, students have a chance to practice third-person singular and target questions\*\*.

**Setting Up:** Before handing out the worksheets, write **Follow-up Questions** on the board. Then invite students to ask a personal question. One student may ask: *Why did you want to become an English teacher?*

Answer the question, then encourage students to ask four (or more) follow-up questions for demonstration purposes. For example, they might ask:

- *When did you first decide that you wanted to be an English teacher?*
- *Who (or what) inspired your decision?*
- *Are any of your relatives teachers?*
- *Was it difficult to get your teaching license?*
- *Where did you attend university?*
- *If you had to do it all over again, would you still become an English teacher? etc.*

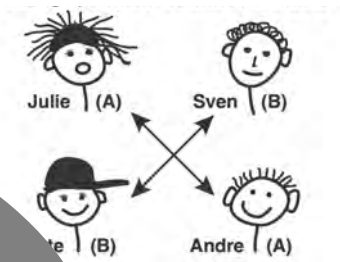
**\*Third-person questions.** When all of the questions have been asked (which may or may not occur during the lesson), students pair up with a new partner.

This time students with **Worksheet A** team up and **two students with Worksheet B** do the same.

The first step is for students to write their new partner's ex-partner's name on the line provided on the worksheet.

If the original pair of students consists of Julie (A) and Sven (B), the second time around Julie and Sven have a new partner.

For example, Julie (A) pairs up with Andre (A) and Sven (B) chooses Kate (B).



...students ask each other about their  
 partner. Andre asks Julie about Sven's  
 answer and Kate asks Sven about Julie's.

...example, this is the first question found  
 in **Worksheet A**: *Your favorite TV  
 program is Friends, isn't it?*

Andre asks the question that it reads: *What  
 is Sven's favorite TV program? Why?*

Julie uses the information gathered from  
 her survey with Sven and relays it to  
 Andre. For example: *Sven's favorite TV  
 program is Friends.*

Andre asks: *Why?* Julie answers according to  
 the notes of Sven's original response.

Partners scribble notes along the way on a  
 separate sheet of paper.

**\*\*Working with tag questions.** Now that Julie  
 (**Worksheet A**) has both Sven's and Kate's  
 answers (both **Worksheet B**), she now pairs up  
 with Kate. Sven joins Andre.

Now Julie runs through the questions according  
 to what she learned from Andre about Kate.

She says to Kate, for example: *Your favorite TV  
 program is Friends, isn't it?*

Kate replies: *Yes, that's right.*

Julie continues: *You like the humor and the odd  
 situations the friends share, don't you?*

Kate confirms the statement. Then she asks the  
 first question from **Worksheet B** converting it  
 into a tag question (with the answer supplied  
 from Andre). For example: *The last time you  
 had a good laugh was yesterday, wasn't it Julie?*

Julie replies: *That's correct.*

Kate continues: *Your best friend, Beth, told you  
 a story about her strange neighbor, didn't  
 she?*

Julie replies: *Right. It was so funny.*

Both Julie and Kate follow the same procedure as  
 above with the questions on their worksheets.

**Variant:** If there is not enough time, simply skip  
 the second question.

**Conclusion:** Select some of the more  
 interesting questions from the worksheets and, with  
 the whole class listening, turn them into a  
 descriptive narrative.

Contributed by Kurt Scheibner

# Synonyms 2a

(Words with similar meanings)

1. big

\_\_\_\_\_

9. smart

\_\_\_\_\_

2. small

\_\_\_\_\_

10. stupid

\_\_\_\_\_

3. old

\_\_\_\_\_

11. clean

\_\_\_\_\_

4. new

\_\_\_\_\_

12. dirty

\_\_\_\_\_

5. hot

\_\_\_\_\_

\_\_\_\_\_

6. cold

\_\_\_\_\_

14. poor

\_\_\_\_\_

7. healthy

\_\_\_\_\_

15. near

\_\_\_\_\_

8. sick

\_\_\_\_\_

16. far

\_\_\_\_\_

# Synonyms 2b

(Words with similar meanings)

1. strong

\_\_\_\_\_

9. dangerous

\_\_\_\_\_

2. weak

\_\_\_\_\_

10. safe

\_\_\_\_\_

3. expensive

\_\_\_\_\_

11. interesting

\_\_\_\_\_

4. cheap

\_\_\_\_\_

12. boring

\_\_\_\_\_

5. true

\_\_\_\_\_

\_\_\_\_\_

6. false

\_\_\_\_\_

14. rough

\_\_\_\_\_

7. wide

\_\_\_\_\_

15. cruel

\_\_\_\_\_

8. narrow

\_\_\_\_\_

16. kind

\_\_\_\_\_

## Synonyms 2



Student Name	_____	Level	Advanced
Approximate Age	_____	Approximate Age	_____
Number of students	_____	Number of students	_____
Preferred age/maturity level	_____	Preferred age/maturity level	Adult
Type of lesson: Pair	_____	Type of lesson: Pair	Small group

**Language Target:** Finding synonyms for common adjectives. This activity is suitable for pairs of adjective opposites, and can be used for language development.

**Setting Up:** Take one of the words from the worksheet, for example: **sad**. Ask students to find some synonyms and write them on the board. They may say, for example:

**depressed**  
**sorrowful**  
**blue**  
**gloomy**  
**disheartened**

Try another word from the list and do the same. **Rich**, for example. Students may say:

**wealthy**  
**well off**  
**money bags**  
**millionaire**

Explain that this lesson is a competition of pairs or groups to try to find as many synonyms as possible for each adjective on the worksheet.

**Getting Started:** Either in pairs or small groups, each student receives a copy of **Worksheet 1A** and **Worksheet 1B**. Students work together

to think of two or three words with similar meanings.

They write the words on the worksheet. [Dictionaries could be used to assist with spelling.]

When students have finished, one representative from each pair or group reads the synonyms, one by one, to the whole class.

The other students write down synonyms that they hadn't written on their own papers. Since there are usually many words which can be considered synonymous for the words on this worksheet, answers may vary quite a lot.

**Variation 1:** As a whole class activity, don't hand out the worksheets at first. Read one word at a time from the list and award points to students who identify a correct synonym.

**Variation 2:** Divide the class into two teams. Before handing out the worksheet, tell students that each team will have the chance to offer only one word.

The teacher names the first to identify the target word from the worksheet. For example, the teacher says **strange** and **Team A** offers the word **strange** then offers the word **odd**.

**Team A** may say: **weird**. **Team B** may say: **unusual**. Both answers are good – do not match the target word.

The teacher selects another synonym for **strange**, for example: **peculiar**.

This time **Team A** offers: **peculiar**. **Team B** might say: **strange**.

Since **strange** is the target word, **Team B** gets a point.

The teacher selects another target word from the list, for example **strong** and offers a synonym such as **powerful**.

**Team A** might say **mighty**. **Team B** might say **strong**.

Since **strong** is the target word from the list, **Team B** gets another point.

**Building Fluency:** After the worksheets have been completed, pairs of students ask simple questions like: *Is it usually warm in July?*

Partners respond with something like: *Yes, it's usually warm and balmy.*

Another way to do this is to encourage students to use the negative form: *Is it usually warm in July?*

Partners respond with something like: *No. In fact, it's so hot and stuffy.*

**Writing Practice:** Paragraph swapping. In pairs, students write a short paragraph using some of the words from the list.

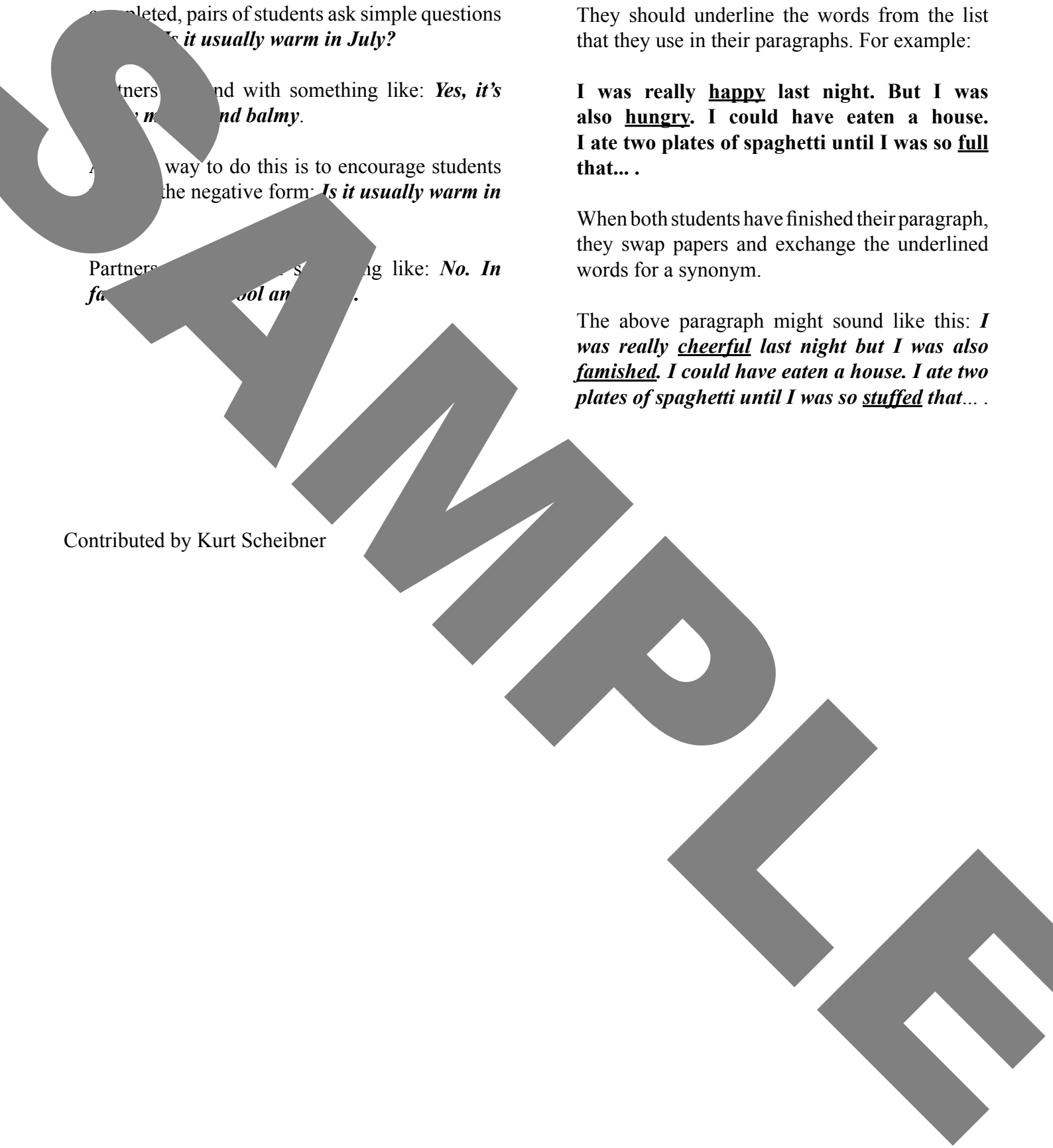
They should underline the words from the list that they use in their paragraphs. For example:

**I was really happy last night. But I was also hungry. I could have eaten a house. I ate two plates of spaghetti until I was so full that... .**

When both students have finished their paragraph, they swap papers and exchange the underlined words for a synonym.

The above paragraph might sound like this: *I was really cheerful last night but I was also famished. I could have eaten a house. I ate two plates of spaghetti until I was so stuffed that... .*

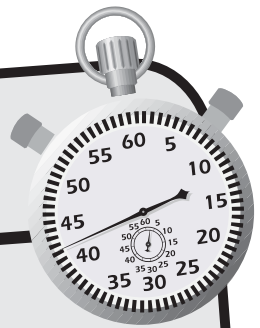
Contributed by Kurt Scheibner





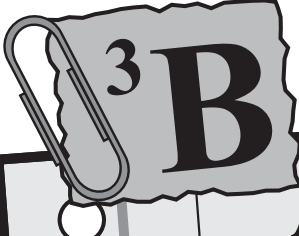
# A 3-Minute Interview

(Regular Questions - Present & Past Tense)



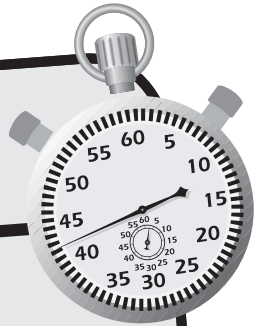
- 1 Where \_\_\_\_\_ you born?
- 2 What color \_\_\_\_\_ your eyes?
- 3 \_\_\_\_\_ your nose small, average or large?
- 4 Where \_\_\_\_\_ you live?
- 5 Where \_\_\_\_\_ you grow up?
- 6 How \_\_\_\_\_ you like your elementary school?
- 7 What \_\_\_\_\_ your best friend's birthday?
- 8 \_\_\_\_\_ you ever remember your dreams?
- 9 How many brothers and sisters \_\_\_\_\_ you have?
- 10 \_\_\_\_\_ you like your \_\_\_\_\_?
- 11 Where \_\_\_\_\_ your best friend live now?
- 12 What \_\_\_\_\_ your favorite \_\_\_\_\_ in high school?
- 13 \_\_\_\_\_ you study hard in \_\_\_\_\_ school?
- 14 When \_\_\_\_\_ the last time you \_\_\_\_\_?
- 15 \_\_\_\_\_ you watching TV at 10:00 last night?
- 16 \_\_\_\_\_ you listen to music yesterday?
- 17 Who \_\_\_\_\_ your favorite singer?
- 18 Where \_\_\_\_\_ your first date?
- 19 What \_\_\_\_\_ your family usually do on weekends?
- 20 \_\_\_\_\_ you remember your 7th birthday?
- 21 What \_\_\_\_\_ you going to have for dinner tomorrow?
- 22 What time \_\_\_\_\_ you eating dinner last night?

Is • Are • Do • Does • Was • Were • Did



# A 3-Minute Interview

(Regular Questions - Present & Past Tense)

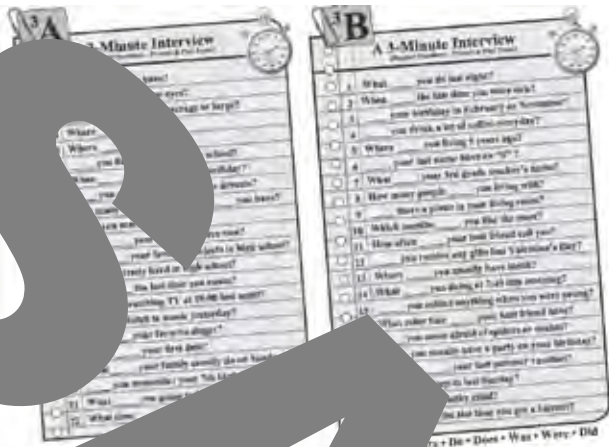


- 1) What \_\_\_\_\_ you do last night?
- 2) When \_\_\_\_\_ the last time you were sick?
- 3) \_\_\_\_\_ your birthday in February or November?
- 4) \_\_\_\_\_ drink a lot of coffee everyday?
- 5) \_\_\_\_\_ you living 5 years ago?
- 6) \_\_\_\_\_ your last name have an "S" ?
- 7) What \_\_\_\_\_ your 1st grade teacher's name?
- 8) How many \_\_\_\_\_ you living with?
- 9) \_\_\_\_\_ a \_\_\_\_\_ in your living room?
- 10) Which month \_\_\_\_\_ you \_\_\_\_\_ the most?
- 11) How often \_\_\_\_\_ your best friend call you?
- 12) \_\_\_\_\_ you receive \_\_\_\_\_ gifts \_\_\_\_\_ Valentine's Day?
- 13) Where \_\_\_\_\_ you usually \_\_\_\_\_ lunch \_\_\_\_\_?
- 14) What \_\_\_\_\_ you doing \_\_\_\_\_ 7:45 \_\_\_\_\_?
- 15) \_\_\_\_\_ you collect anything when you were \_\_\_\_\_?
- 16) What color hair \_\_\_\_\_ your best friend \_\_\_\_\_?
- 17) \_\_\_\_\_ you more afraid of spiders \_\_\_\_\_ snakes?
- 18) \_\_\_\_\_ you usually have a party on \_\_\_\_\_ your birthday?
- 19) How long \_\_\_\_\_ your last summer vacation \_\_\_\_\_?
- 20) \_\_\_\_\_ you sleep-in last Sunday?
- 21) \_\_\_\_\_ you a healthy child?
- 22) When \_\_\_\_\_ the last time you got a haircut?

Is • Are • Do • Does • Was • Were • Did



### Three Minute Interview (3) (Regular questions - Present & Past Tense)



Student name: _____	Teacher name: _____
Approximate level: _____	Approximate age: _____
Number of students: _____	Number of teachers: _____
Preferred age/maturity: _____	Adult / Child
Type of lesson: _____	Pair / Group / Individual

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.

**Getting Started:** In pairs, one student receives **Worksheet A** and the other receives **Worksheet B**. Students look at the bottom of their worksheets where the removed verbs are printed. They see:

**Is • Are • Do • Does • Was • Were • Did**

These seven 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.

To work on this **failure-to-listen problem**, see **Variation 1** below.

For most students, the questions will need about 15 minutes to complete, but they will increase in time for each additional question.

Usually, **if you time students do this interview, they will finish within three minutes.**

When **Student A** finishes to complete all of the questions in 3 minutes, **Student B** does the same.

**Variation 1:** Pairs alternate asking each other questions (set the timer for 15 minutes).

**Variation 2:** For lower-ability students, groups of three or four are formed. Half the group receive **Worksheet A** and the other half receive **Worksheet B**.

Together, as a group, they help each other identify the correct verbs for the questions.

When finished, one student from the **Worksheet A** group pairs up with one student from the

**Language Target:** Develop fluency in using the simple present and simple past tense questions and answers.

**Setting Up:** Before handing out the worksheets to the class some **simple present tense** questions using the verbs: **is, are, do** and **does** and some **simple past tense** questions using the verbs **did, was** and **were**. Encourage complete sentences and quick responses. For example:

Teacher: *Is today Friday?*

Students: *Yes, it is. / No, it isn't.*

Teacher: *Was it warm or cold yesterday?*

Students: *It was cold. / It was warm.*

Teacher: *Do you like pizza?*

Students: *Yes, I do.*

Teacher: *Did you catch a cold last month?*

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

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

**Worksheet B** group. Together, they take turns and proceed through all of the questions.

Depending on the students' English ability, they may write the verbs on their worksheets.

For higher-ability students, on the second round of time, they convert all of the questions into **Tag Questions**.

Student A (first time): *Where were you born?*

Student B: *I was born in a little town a few miles south of Madrid.*

The next round time through the interview, it should be like this:

Student A: *You were born in a little town a few miles south of Madrid, weren't you?*

Student B: *Yes, I was.*

The advantage of doing **Tag Questions** is the inherent need for students to listen to their partner – they often don't.

**Variation 4:** With higher ability students, finishing the interview with one partner, they set up with a different student while keeping their / her own worksheet.

They begin the interview again with a new partner.

**Variation 5:** Again, with higher ability students, they find a new partner (after finishing the

interview) and **report** the information from their first interview to their new partner.

In other words, **Student A** tells her new partner about her former partner's answers. It may sound like this:

Student A: *Jenny (former partner) was born in a little town a few miles south of Madrid, her eyes are brown, her nose size is average, she lives in Seattle, she grew up in Spain, she liked 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 were you born?*

Student B: *I was born in a little town a few miles south of Madrid.*

Student A: *Where were your parents born?*

Student B: *They were all born in the same town.*

Student A: *Did you listen to music yesterday?*

Student B:

Student A: *Did you go to the gym the day before yesterday?*

Student B: *No.*

Contributed by Kurt Scheibner

A

# Tom Swifties

1. "Ouch! I cut myself with this knife," Tom said \_\_\_\_\_.
3. "I have to visit the cemetery tomorrow," he said \_\_\_\_\_.
5. "It hasn't rained for a month," he said \_\_\_\_\_.
7. "I can't do it, I can!" he said \_\_\_\_\_.
9. "The ship sank to the bottom of the ocean," he said \_\_\_\_\_.
11. "The engine is made of metal," he said \_\_\_\_\_.
13. "The storm knocked out the electricity," he said \_\_\_\_\_.
15. "I love her," he said \_\_\_\_\_.
17. "That steamroller is the best," he said \_\_\_\_\_.
19. "I have to tune-up my car," he said \_\_\_\_\_.

Fold

Fold

Fold

Fold

Fold

Fold

(Answers to your Partner's worksheet)

- |                   |                    |
|-------------------|--------------------|
| (2) dramatically  | (12) automatically |
| (4) pointedly     | (14) sourly        |
| (6) undecidedly   | (16) sweetly       |
| (8) bitterly      | (18) blankly       |
| (10) accidentally | (20) brightly      |

Q1: Is the answer \_\_\_\_\_?

Q2: What's the 1st (2nd, 3rd) letter?

A2: It's an a, e, f, h, i, l, m, n, o, r, s, x

A2: It's a b, c, d, g, j, k, p, q, t, u, v, w, y



2. "I just got the starring role in the new play," Tom said \_\_\_\_\_.

4. "Don't stick me with that needle," he said \_\_\_\_\_.

6. "I just don't know what to order," he said \_\_\_\_\_.

8. "Why is this coffee? It's terrible," he said \_\_\_\_\_.

10. "Just get into your car," he said \_\_\_\_\_.

12. "The door opened on itself," he said \_\_\_\_\_.

14. "I can't eat this," he said \_\_\_\_\_.

16. "Here's a box of chocolates for you," he said \_\_\_\_\_.

18. "There's nothing on the floor," he said \_\_\_\_\_.

20. "I replaced the dead light with a new one," he said \_\_\_\_\_.

Fold

Fold

Fold

Fold

Fold

Fold



(Answers to your Partner's words)

- |                |                   |
|----------------|-------------------|
| (1) sharply    | (11) completely   |
| (3) gravely    | (13) peacefully   |
| (5) dryly      | (15) frankly      |
| (7) repeatedly | (17) flatly       |
| (9) deeply     | (19) mechanically |

Q1: Is the answer \_\_\_\_\_?

Q2: What's the 1st (2nd, 3rd) letter?

A2: It's an a, e, f, h, i, l, m, n, o, r, s, x

A2: It's a b, c, d, g, j, k, p, q, t, u, v, w, y

## Tom Swifties



Student's name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Approximate level: \_\_\_\_\_  
 Number of students: \_\_\_\_\_  
 Preferred age/maturity level: \_\_\_\_\_  
 Type of lesson: \_\_\_\_\_

**Language Target:** A fun way to work with adverbs and build vocabulary.

**Setting Up:** This lesson deals with adverbs, the words that modify or qualify verbs or adjectives. They answer the questions when / how / how often / where / to what extent, an action was occurred? They often end in -ly.

Adverbs add feeling to the action and/or mood of a sentence. Compare these two sentences:

**Marty got married.**

**Marty reluctantly got married.**

Before handing out the worksheets, explain the purpose of adverbs. Introduce the adjective form of each of the adverbs by writing them one at a time on the board (**dramatic - dramatically**, etc.).

Show how the adjectives can easily be changed into adverbs by adding “-ly.” Give examples of how to use the adverbs.

When ready, explain that there is a humorous way to use adverbs in a style known as **Tom Swifties**\*. Write one of the Swifties from the worksheet (or an original) on the board.

For example: **“I got the starring role in the new play,” he said dramatically.**

The adverb **dramatically** adds emphasis to the manner in which the person spoke. Tom Swifties have a humorous connection; the words **star**, **play** and **drama** work off each other to create the humor of the word **dramatically**.

Other examples: **“I shouldn’t have picked up that bomb,” he said offhandedly.**

**“Someone’s stolen my wheels,” he said tirelessly.**

**“This coffee tastes terrible,” he said bitterly.**

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

**Student A** looks at the upper section (the sentences) and **Student B** looks at the lower section (the adverbs). **Student A** reads the first sentence.

**“I got the starring role in the new play,” Tom said**

**Student A** answers (**sharply**) but can not say it. **Student B** tries to guess the answer. If he has no idea, he asks his partner for some help.

Student A: **What’s the first letter?**

Student B: **It’s an H.**

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

Student B: **It’s an H.**

**Student A** continues asking for letters until she arrives at the correct answer: **sharply**.

Then students reverse roles and **Student B** reads the first line from the worksheet.

**“I got the starring role in the new play,” he said**

**Variation 1 Whole Class Method A:** The class is divided into two (or more groups). Half of the students in each group receives **Worksheet A** and the other half receives **Worksheet B**.

Students fold their papers along the dotted line and write the answers.

Groups compete against each other to be the first to complete as many of the **Tom Swifties** as they can.

**Class Method B:** The teacher doesn't hand out either worksheet. Instead, the teacher simply reads the **Tom Swifties** and students complete the worksheets.

Students compete to be the first to answer them quickly and accurately.

**Variation 2:** When half of the students are finished, the teacher reads the worksheet out loud. The teacher asks the double meaning of the adverb and students write the answer on their worksheets.

Contributed by Kurt Scheibner

The teacher may ask, for example: *Why is the word dramatically a fitting adverb for the first sentence?*

One student may say: *I think dramatically is the best choice because of the words star, role and play. They are all about acting and drama. So dramatically is the best choice.*

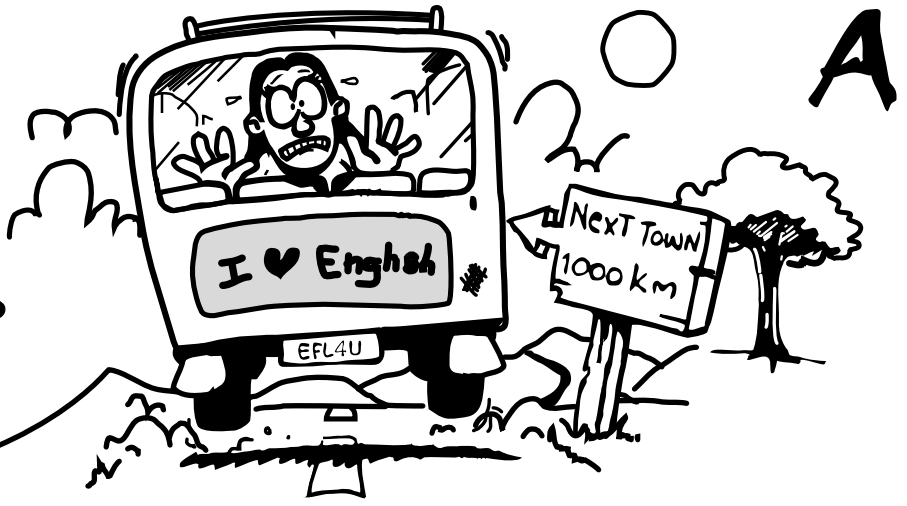
**Variation 3:** Higher ability students could complete the worksheet individually at first, then in pairs or small groups, compare answers and discuss differences.

**Writing Practice:** Teams or pairs of students write their own **Tom Swifties** and quiz other students.

Giving students some adverb suggestions can make this assignment easier – for example: **heatedly, sickly, slowly, deliciously, quickly, loftily, impatiently, recklessly, grimly, carelessly**, etc.

\*Tom Swift was a character created by Edward L. Stratemeyer. The publisher of the Tom Swift series was Victor Appleton. In the Tom Swift Adventure series, Tom was an ingenious inventor who investigated things and discovered remarkable places – the pages are dotted with his characteristic use of adverbs which have become known as Tom Swifties. Stratemeyer was also the creator of the Hardy Boys, Nancy Drew and the Three Investigators series.

Toooooo many times!!



Partner 1		ASK YOUR PARTNERS THESE QUESTIONS	Partner 2	
How many times has he/she...?	Has he / she ever...?		Y/N	NOTES
Y/N	QUESTIONS	QUESTIONS	Y/N	NOTES
		... a wrong bus?		
		... gotten your wallet?		
		... had a cold?		
		... said, "I'm sorry"?		
		... seen a movie?		
		... slept in a car?		
		... hit anyone?		
		... done anything stupid?		
		... ?		

**No**  
 Q: Have you ever taken the wrong bus?  
 A: No, I haven't.

**Yes**  
 Q: Have you ever taken the wrong bus?  
 A: Yes, I have.  
 Q: How many times have you taken the wrong bus?  
 A: I've taken the wrong bus... .

a few times  
 a couple times  
 a handful times  
 a bunch of times  
 dozens of times  
 hundreds of times  
 thousands of times  
 millions of times  
 zillions of times

Too many times!!

B



Partner 1		ASK YOUR PARTNERS THESE QUESTIONS	Partner 2	
How many times has he/she...?	Has he / she ever...?		Y/N	NOTES
Y/N	How many times has he/she...?	lost your keys?	Y/N	
		found any money?		
		ate anything?		
		fallen in love?		
		fallen asleep?		
		gotten drunk?		
		made a big mistake?		
		won anything?		
		fought with anyone?		
		?		

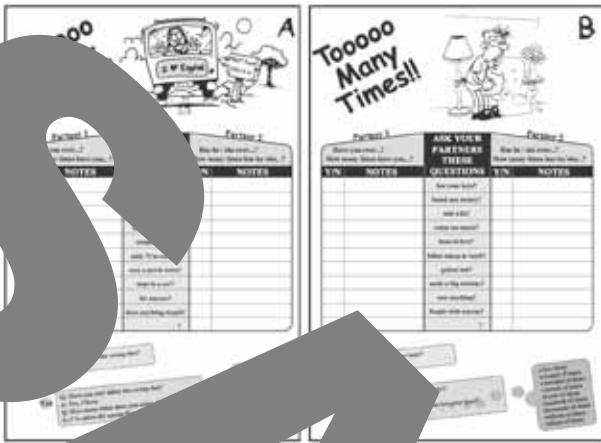
**No**  
 Q: Have you ever lost your keys?  
 A: No, I haven't.

**Yes**  
 Q: Have you ever lost your keys?  
 A: Yes, I have.  
 Q: How many times have you lost your keys?  
 A: I've lost your keys... .

a few times  
 a couple of times  
 a handful of times  
 a bunch of times  
 dozens of times  
 hundreds of times  
 thousands of times  
 millions of times  
 zillions of times



## Too Many Times



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

**Language Target:** Asking and answering questions using **present perfect tense** while using **irregular verbs** and less common **modal phrases of frequency**.

**Note:** When we are bored of doing something over and over, or when we do something silly or stupid, we tend to exaggerate the number of times that we have done that thing.

Students learn how to use such common phrases as **millions of times** or **zillions of times** to emphasize their frustration.

**Setting Up:** Make a list on the board of the phrases printed in the lower right corner of the worksheet:

- a few times
- a couple of times
- a handful of times
- a bunch of times
- dozens of times
- hundreds of times
- thousands of times
- millions of times
- zillions of times

Ask a few students some sample questions. For example: *Have you ever forgotten to do your homework?*

Student: *Yes, I have.* (Sure. Yeah.)

Teacher: *How many times have you forgotten to do your homework?*

Student: *I've forgotten to do my homework a handful of times.*

Try a few more examples to help the students acquire the pattern.

Teacher: *Oh no, I've lost my keys!*

Student: *Have you ever lost your keys before?*

Teacher: *Yep.*

Student: *How many times have you lost your keys?*

Teacher: *I've lost my keys too many times to count. Zillions of times.*

**Getting Started (Partner #1):** In pairs, one student receives a copy of **Worksheet A** and the other receives a copy of **Worksheet B**.

Students take turns asking each other the **Have you ever...?** questions as printed on their worksheets. If the answer is **No**, that's the end of the question.

If the answer is **Yes**, the student continues with the second question: *How many times have you...?*

The answers should be written in the **NO** column.

A blank space is at the bottom for students to ask their own **Have you ever...?** questions.

**Getting Started (Partner #2):** When pairs have finished, two **Worksheet A** students and two **Worksheet B** students pair up.

This time they continue asking and answering questions but the information is from their first partner (thus **third person**).

For example:

-OR-

Student A: *Has Vic* (referring to the previous partner) *ever taken a wrong bus?*

*Jerry, what have you done a handful of times?*

Student B: *Yes, he has.*

*I've been in love a handful of times.*

Student A: *How many times has he taken the wrong bus?*

**Variation 2:** Encourage the students to ask their own *Have you ever...?* questions.

Student B:

**Variation 3:** It's fun to introduce other adverbial phrases of frequency not included on the worksheet: **Billions of times**, **Trillions of times**, **Oodles of times**, **Gazillions of times**, etc.

Student B: *He has taken the wrong bus a bunch*

They continue to ask questions for Partner #2 have

**Building Fluency:** Higher-ability students ask a few **follow-up questions** after each *How many times have you...?* question.

#2 have

**Variation 1:** When finished, assemble the whole class and ask questions such as

Teacher: *Who has been in love times?*

These could include questions such as:

*Have you..., recently?*

*Why do you... so often?* (Changing into simple present tense.)

*How often do you...?*

*When was the first time you...?* (Changing into simple past tense.)

*When was the last time you...?*

Student: *Jerry has.*

Contributed by Robert Jenkins  
Illustrated by Chris Kennett

# A

## What Do You Think I'd Do?

1. Imagine that I am sitting at a counter in a coffee shop. All of the other stools are empty. A person comes in and sits on the stool next to mine.

Do you think I would...

a b c d  
(Circle your answer)

- a) say: "Please move to another seat?"
- b) finish my coffee quickly and leave?
- c) do nothing?
- d) start up a conversation?

(Check your partner's answers with X or ✓)

Points

2. I'm driving home late at night. I stop at a red light. A car is in the next lane. The driver sees there is no traffic and suddenly drives through the red light.

Do you think I would...

a b c d  
(Circle your answer)

- a) honk my horn and flash my lights?
- b) check for traffic and go through, too?
- c) read the license plate and call the police?
- d) just wait for the light to turn green?

(Check your partner's answers with X or ✓)

Points

3. I'm in a public restroom and realize, too late, that there is no toilet paper. Someone is in the stall next to me. I see a newspaper on the floor.

Do you think I would...

a b c d  
(Circle your answer)

- a) move to another stall?
- b) use the newspaper I found on the floor?
- c) shout: "Help! There's no toilet paper!"?
- d) ask the person next to me for some toilet paper?

(Check your partner's answers with X or ✓)

Points

4. In heavy rain, I get caught in the rain. Another passenger gets on. Wind blows from her umbrella into my face.

Do you think I would...

a b c d  
(Circle your answer)

- a) say something to the woman?
- b) just stand there and get a wet foot?
- c) aim my wet umbrella at her shoe?
- d) move her umbrella away from my shoe?

(Check your partner's answers with X or ✓)

Points

5. A waiter brings me the wrong order in a crowded and expensive restaurant. Before I can speak, he's gone to another table across the room.

Do you think I would...

a b c d  
(Circle your answer)

- a) call the manager?
- b) yell at the waiter?
- c) go to the kitchen?
- d) ask the waiter to come to my table?

(Check your partner's answers with X or ✓)

Points

6. I am riding in an elevator when it stops and a young, attractive woman gets in. I notice that a couple of buttons in the middle of her blouse are undone.

Do you think I would...

a b c d  
(Circle your answer)

- a) say something?
- b) gesture to the woman about my shirt?
- c) do nothing?
- d) say something when I get off the elevator?

(Check your partner's answers with X or ✓)

Points

7. On a very hot summer day, I park my car in the shopping mall's parking lot. Nearby, I notice a car with a dog inside. All the windows are shut.

Do you think I would...

a b c d  
(Circle your answer)

- a) try to open a door?
- b) break a window?
- c) do nothing?
- d) tell someone at the mall information center?

(Check your partner's answers with X or ✓)

Points

8. My newspaper delivery person puts my newspaper in my house mail slot, but always leaves the front gate open. (My dog can escape!)

Do you think I would...

a b c d  
(Circle your answer)

- a) do nothing?
- b) call the newspaper delivery office?
- c) wake up early to tell him directly?
- d) post a note asking him to close the gate?

(Check your partner's answers with X or ✓)

Points

# B

## What Do You Think I'd Do?

1. Imagine that it's a pleasant summer morning and I am at home, alone. Suddenly, I see an ant walking on my kitchen counter.

Do you think I would... a b c d  
(Circle your answer)

- a) vacuum it away?
- b) smash it with a tissue?
- c) take it outside?
- d) leave it alone?

(Check your partner's answers with X or ✓)

Points

2. I am walking along a busy city street and an old man with a bag and a friendly face asks me for some money.

Do you think I would... a b c d  
(Circle your answer)

- a) give him a paper bill?
- b) give him some coins?
- c) ignore him?
- d) ask what he plans to do with the money?

(Check your partner's answers with X or ✓)

Points

3. I am babysitting a group of kids who are asleep. I notice a lot of dirty dishes in the kitchen.

Do you think I would... a b c d  
(Circle your answer)

- a) wash the dishes and say nothing?
- b) leave the dishes unwashed?
- c) wash the dishes but ask for more money?
- d) wake up the kids and make them wash the dishes?

(Check your partner's answers with X or ✓)

Points

4. I am home when I receive a 'wrong number' telephone call. I explain that it's a wrong number. He calls two more times when the phone rings again.

Do you think I would... a b c d  
(Circle your answer)

- a) say: "Hello?"
- b) say: "Stop calling this number!"
- c) ignore the ringing until it stops?
- d) disconnect the phone?

(Check your partner's answers with X or ✓)

Points

5. When I check my mailbox, I discover that there is some junk mail for my neighbor who lives down the road. This often happens.

Do you think I would... a b c d  
(Circle your answer)

- a) take the mail to my neighbor's house?
- b) throw it away. (It's only junk mail.)
- c) call my neighbor and ask for the mail?
- d) call the mail companies with a note?

(Check your partner's answers with X or ✓)

Points

6. An older woman on a crowded train keeps looking at me. Every time I glance at her, she's still staring at me.

Do you think I would... a b c d  
(Circle your answer)

- a) stare back at her?
- b) ignore her?
- c) ask her: "Why are you looking at?"
- d) give up my seat and stand somewhere else?

(Check your partner's answers with X or ✓)

Points

7. At night, I find a wallet on the street when I am walking to the store. There's no traffic and no other people.

Do you think I would... a b c d  
(Circle your answer)

- a) take the wallet to the police?
- b) leave it untouched on the street?
- c) remove the cash and put it back in the wallet?
- d) try to find some ID and tell the owner?

(Check your partner's answers with X or ✓)

Points

8. I'm riding in a taxi, alone, in a foreign country. The driver seems to be going the 'long way' but I can't communicate with him.

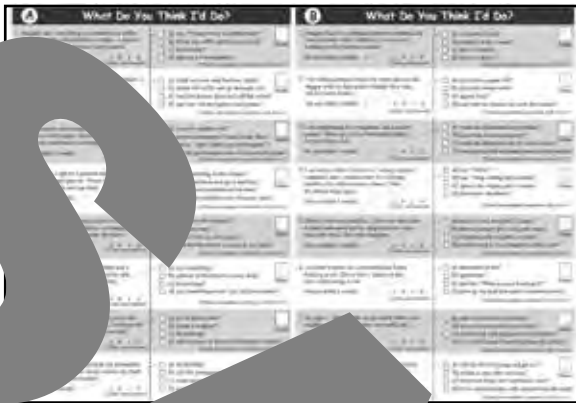
Do you think I would... a b c d  
(Circle your answer)

- a) tell the driver to stop and get out?
- b) refuse to pay after arriving?
- c) relax and enjoy the 'expensive' tour?
- d) try to communicate with gestures and the map?

(Check your partner's answers with X or ✓)

Points

## What Do You Think I Would Do?



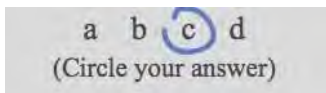
Student begins advanced  
Approximate  
Number of students  
Preferred age/maturity  
Type of lesson: Pair

**Language Target:** Reading a list with focus on the **conditional: What Do I Would Do?**

**Setting Up:** In pairs, one student receives **Worksheet A** and the other **Worksheet B**.

**Getting Started:** Both students silently read the situations printed on their worksheets. They also read the four choices printed on the right.

They take a moment to decide which one of the four choices they would probably do. Once selected, they circle either **a**, **b**, **c**, or **d** (so they don't forget or change their answer later on).



After both students have chosen their answers, it's time for partners to work together to imagine what each thinks the other would do.

For example, **Student A** begins by reading the first situation on his worksheet:

*Imagine that I am sitting at a counter in a coffee shop. All of the other stools are empty. A person comes in and sits on the stool next to mine.*

*Do you think I would...*

- a) say: "Please move to another seat?"
- b) finish my coffee quickly and leave?
- c) do nothing?
- d) start up a conversation?

**Student A** has already answered this question on his own worksheet, now it's time for his partner to imagine what she thinks he would do.

Before **Student B** answers, she may ask **Student A** to repeat some or all of the statement and choices. When ready, **Student B** begins by saying, for example:

*I think you would do nothing.*

If the partner's answer is correct (according to **Student A's** original choice) he says: *That's right.*

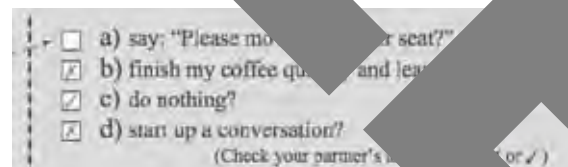
**Student B** gets four points and **Student A** places a checkmark in the appropriate box.

If, however, **Student B** says an incorrect answer, **Student A** says: *Sorry. I wouldn't do that.*

**Student B** then chooses a different box and invites his partner to guess. **Student A** might say, for example: *You would finish your coffee and quickly leave.*

To which **Student A** says: *No, that's what I would do.* Or *Sorry, I wouldn't do that either.*

If the second guess is correct, **Student B** gets three points (two points for the third guess and one point for the second guess).



Once the correct answer has been guessed, students write the points earned in the box. Then reverse roles. The entire process begins again.

When finished with all the statements and guesses, the student with the most points is given kudos for being the most insightful.

**Variation 1:** To bring a whole lot more conversation into this lesson, encourage students to discuss why they would or would not do things. Since the situations printed on the worksheets are different, students might also ask their partners what they would do.

**Variation 2:** Students could ask each other if they have ever experienced a similar situation then talk about when, what and where it happened.

**Variation 3:** As a whole class activity, no worksheets are handed out. Instead, the teacher reads a volunteer's situation.

All students secretly vote their choice on a piece of paper. Then everyone tries to guess what everyone would do.

The teacher asks, for example: *Who thinks Jeremy would say: "Please move to another seat?"*

Students who agree raise their hands.

*Who thinks he would finish his coffee quickly and leave?* Another vote.

*Who thinks he would do nothing?* More hands.

*Who thinks he would start up a conversation?*

Then Jeremy tells the class what he would do. Students may want to ask him, for example: *Why would you start up a conversation?*

He may answer: *Well, if the person sitting next to me were a gorgeous brunette about my age, who wouldn't start talking to her?*

Contributed by Kurt Scheibner

And  
the  
question  
is . . .

**A:** Yes, I do. It's in Rome.

**Q:** Do you know where the Coliseum is?

**A:** Yes, I can. There are 360 degrees.

**Q:** Can you tell me how many degrees there are in a circle?

**A:** Yes, I do. It's the Big

**Q:** Do you know when New Year's Day is?

**A:** Yes, I can. He was born in Salzburg, Austria.

**Q:** Can you tell me where Mozart was born?

**A:** Yes, I do. It's on March 17th.

**Q:** Do you know when Saint Patrick's Day is?

**A:** Yes, I can. It's October 31st.

**Q:** Can you tell me when Halloween is?

**A:** Yes, I do. It happened into a pumpkin carriage at midnight.

**A:** Yes, I can. It was painted by Leonardo da Vinci.

**Q:** Can you tell me who painted the Mona Lisa?

**A:** Yes, I do. It hit an iceberg.

**Q:** Do you know why the Titanic sank?

**A:** Yes, I can. It has four strings.

**Q:** Can you tell me how many strings a violin (ukelele) has?

**A:** Yes, I can. They were held in Athens, Greece.

**Q:** Do you know where the 2004 summer Olympics were held?

**A:** Yes, I can. It was Norma Jean.

**Q:** Can you tell me what Marilyn Monroe's real name was?

**A:** Yes, I do. It was invented by Thomas Edison.

**Q:** Do you know who invented the electric light bulb?

**A:** Yes, I can. It was Snoopy.

**Q:** Can you tell me what Charlie Brown's name is?

**A: Yes, I can. His name was Neil Armstrong.**

**Q: Can you tell me who the first man on the moon**

**A: Yes, I do. Its southpaw.**

**Q: Do you know what a left-handed person's nickname is?**

**A: Yes, I can. They are in Egypt.**

**Q: Can you tell me where the (great) pyramids are?**

**A: Yes, I can. It was Sir Alexander Fleming and Hillary.**

**Q: Do you know what the first man to climb Mount Everest was?**

**A: Yes, I can. It has 100 centimeters.**

**Q: Can you tell me how many centimeters a meter has?**

**A: Yes, I do. It means Self Contained Underwater Breathing Apparatus.**

**Q: Do you know what SCUBA stands for?**

**A: Yes, I can. It was printed by Gutenberg.**

**Q: Can you tell me who the first book was printed by?**

**A: Yes, I do. It's the Louvre.**

**Q: Do you know the name of the (famous) art museum in Paris?**

**A: Yes, I can. He was the sixteenth president of the United States.**

**Q: Can you tell me what number president (Abraham) Lincoln was?**

**A: Yes, I do. It's Lois Lane.**

**Q: Do you know what Super Man's girlfriend's name is?**

**A: Yes, I can. It's named Katrina.**

**Q: Can you tell me what the name of the (big) hurricane that hit New Orleans was?**

**A: Yes, I can. It was Doctor Watson.**

**Q: Do you know what Sherlock Holmes' assistant's name was?**

**A: Yes, I can. It is Tinkerbell.**

**Q: Can you tell me what the name of the fairy in *Peter Pan* is?**

**A: Yes, I do. It's name is Mercury.**

**Q: Do you know what the name of the nearest planet to the sun is?**

**A: Yes, I can. It's Brutus.**

**Q: Can you tell me what Julius Caesar said to Brutus when he was assassinated?**



## What's The Question?



Student level: **beginner/intermediate**  
 Approximate time: **15-20 minutes**  
 Number of students: **10-20**  
 Preferred age/maturity: **Adult**  
 Type of lesson: **Small group activity**

**Language Target:** Basic present tense questions, subject verb agreement, and listening.

**Setting Up:** Prior to class, cut the worksheets into cards and prepare one set of cards for each team. Groups can be any size from four students to ten.

This lesson is based on the popular TV game show **Jeopardy**. The cards have the answer to the question at the top, and the question itself is printed below.

The task for students is to **listen to the answer** and then, as accurately as possible, **ask the question in the same wording and grammar pattern as printed on the card**.

If students are unfamiliar with this process, the teacher might demonstrate a simple answer (to the whole class) such as:

Teacher: *Its chemical symbol is H<sup>2</sup>O.*

Students ask: *What's the symbol of water?*

Teacher: *Close, but one word is missing. Listen to the answer again. Its chemical symbol is H<sup>2</sup>O.*

Students: *What's the chemical symbol of water?*

Teacher: *Yes, that's correct.*

**Note:** If students have trouble inserting the word **chemical** into the question, the teacher offers hints such as: *You need one more word. It begins with "ch." It has eight letters. It ends with "cal." It's an adjective,* etc.

Once the competition begins, students will need to offer hints to the rival team as well.

**Getting Started:** In groups, half of the students become **Team A** (and receive half of the cards). The other students are **Team B** and they receive the other half of the cards.

One student from **Team A** begins by reading only the answer from the top of one of the cards. For example: *Yes, I do. It was invented by Thomas Edison.*

One student from **Team B** tries to ask the exact question printed on the card. The target word is *Do you know who invented the light bulb?*

The question might be: *Who invented the light bulb?*

But that does **not** exactly match the answer: *Yes, I do, it was ...* So that question needs to be asked, for example: *Do you know who invented the light bulb?*

Almost perfectly that question is missing the word **electric**. At this point, **Team A** offers hints in order for **Team B** to supply the missing word.

Once **Team B** has exactly matched the question as printed on **Team A's** card, the whole process begins again with a student from **Team B** reading the answer from one of the cards while a student from **Team A** supplies the correct answer.

To make this activity more competitive (and fun!), simply assign two students, one from each team, to be timekeepers.

They start the clock the moment the first answer is given and stop the clock when the rival team eventually asks the exact question.

All times are added together and the team with the least time at the end of the cards is declared the winner.

For lower-ability and/or younger students, this is safety in numbers. Assign half the cards as **Team A** and the other as **Team B**.

Teams compete against each other for both the answers and the exact question. The teacher acts as the referee.

**Variation 2:** Later, students write their own cards with both answers and questions. They could challenge other teams or, to make things real lively, challenge the teacher.

**Building Fluency:** At the end of the lesson, the teacher distributes all of the cards, one or two per student.

Their homework, using the internet, is to find a few facts about the information printed on the card and report their findings to the rest of the class.

Contributed by Kurt Johnson

# Who would say...? (2)

- |   |                          |           |
|---|--------------------------|-----------|
| 1. ... the oil?   | a. a barber              | _____     |
| 2. ... ten more laps!                                       | b. a plumber             | _____     |
| 3. ... Neat or on the rocks?                                | c. a butcher             | _____     |
| 4. Our ...  | d. a DJ                  | _____     |
| 5. ... on, you ... or!                                      | e. a pizza delivery boy  | <u>18</u> |
| 6. She's ... the litter.                                    | f. a weather forecaster  | _____     |
| 7. She's a ... Listen to ...                                | g. a hotel clerk         | _____     |
| 8. Let's land ... his big ... he ...                        | h. a tailor              | _____     |
| 9. Show me your prescription ...                            | i. TV anchor person      | _____     |
| 10. Two pounds of sliced ... ing up ...                     | j. a bartender           | _____     |
| 11. I'll give you fifty big ones for the ...                | k. a ... ver             | _____     |
| 12. How long would you like your sideburns ...              | l. a pl ... eist         | _____     |
| 13. We are expecting a record crop this year ...            | m. a ... onductor        | _____     |
| 14. I'll let out the waist and lengthen the hem.            | n. a gas station ... ant | _____     |
| 15. The low front will bring some precipitation.            | o. a h ... ot            | _____     |
| 16. A new washer in the spigot will stop that drip.         | p. ... referee           | _____     |
| 17. Good morning, this is your 6:30 wake up call.           | q. a use ... esperson    | _____     |
| 18. Double pepperoni and cheese. Eighteen bucks.            | r. a farmer              | _____     |
| 19. This one was at the top of the charts in the 70s.       | s. a swim coach          | _____     |
| 20. And in this corner, weighing 210 kilograms ...          | t. a pawnshop clerk      | _____     |
| 21. On your left is the last steam locomotive in the state. | u. pet shop owner        | _____     |

## Who Would Say...? (2)



Student A begins by asking her partner: **Who would say...? Quotes** and **Student B** looks only at the right side which has the list of occupations.

**Getting Started:** In pairs, both students receive a copy of the worksheet. First, the teacher reviews all of the occupations written on the right side of the worksheet.

If any of the occupations are unknown by any of the students, they need to be explained.

Once understood, students fold their papers vertically, separating the left side from the right.

**Student A** looks only at the left side **Who Would Say...? Quotes** and **Student B** looks only at the right side which has the list of occupations.

**Student A** begins by asking her partner: **Who would say: "Check the oil?"**

**Student B** searches through the list, finds the correct match and says: **A gas station attendant would say: "Check the oil?"**

Students do the same for all of the items in the list.

Now **Student B** knows the actual answers. **Student A** reads the correct answers of their mutual answers, and **Student B** compares their answers.

If **Student A** disagrees with **Student B** that the speaker is a gas station attendant, she moves on to the next question.

**Student A:** **Who would say: "Sixteen more laps?"**

**Student B** may say: **A shop owner would say: "Sixteen more laps."**

If **Student A** disagrees, she gives **Student B** a clue and tells **Student B** to try again until they agree with his answer.

**Variation 1:** When all pairs have finished, the pair joins another and they compare their answers. If there is a discrepancy with any of the choices, they discuss and persuade the others that their answer is correct. If they still can't agree, they'll need to ask the teacher.

**Language Target:** Listening and matching phrases to respective speakers and occupations.

**Setting Up:** Write the following on the board: **Who Would Say...?**

Teacher: **Who do you think would say: "Are you ready to order?"**

Students try to guess who would say that sentence.

Student 1: **I think a tailor would say that.**

Student 2: **Maybe, but I think a waiter or waitress at a restaurant would say that.**

Try a few more. **Ladies and gentlemen, please fasten your seat belts. We are experiencing some bumpy weather.**

Student 3: **I think bus driver would say that.**

Student 4: **Most buses don't have seat belts for passengers. I think a pilot or flight attendant would say that.**

Occasionally, the teacher may have to step in to resolve differing opinions.

**Variation 2:** For lower-ability students, pairs may prefer to work together with both sides of the worksheet exposed. It's much easier that way.

**Variation 3:** Rather than pairs, do this as a whole class activity. Someone (the teacher or another student) asks the **Who would say...?** questions of the students, only looking at the right side of the worksheet (or with no worksheet to look at) and trying to guess the correct answer.

**Variation 4:** For higher-ability students, they can work in pairs. Each student looks at the occurrence on the right of the worksheet. Individually, they say (or write) the most likely responses that would come from that person.

When finished, they compare and form new pairs. **New Partner A** asks questions previously asked by **Partner B** and **Partner B** tries to answer the respective occurrence.

**Building Fluency:** Encourage students to continue the conversation with a little more dialogue. For example:

Student A: *How long would you like your sideburns?*

Student B: *To the bottom of my ears.*

Student A: *How much do you want cut from the back?*

Student B: *About half an inch (a couple of centimeters) all around.*

Student A: *Will you be needing a shave?*

Student B: *Not today. Maybe next time.* Etc.

**Writing Practice:** Students could write a brief scene from a movie or play using any one of the matched pairs. These scenes could be read to the class at a latter date.

**Answers:**

1. Check the oil? (a) a gas station attendant
2. Sixteen more laps! (j) a coach
3. Neat or on the rocks? (g) a bartender
4. Our top story tonight (i) a TV news anchor
5. Objection, your honor! (k) a lawyer
6. She's the runt of the litter. (m) a dog breeder
7. She's a beauty. Listen to her purr. (q) a pet shop worker
8. Let's land this bird on the hospital. (r) a veterinarian
9. Show me your prescription, please. (o) a helicopter pilot
10. Two pounds of sliced veal coming up. (l) a pharmacist
11. I'll give you fifty big ones for this watch. (c) a butcher
12. How long would you like your sideburns? (t) a barber
13. We are expecting a record crop this year. (a) a farmer
14. I'll let out the waist and lengthen the hem. (h) a tailor
15. The low front will bring some precipitation. (f) a weather forecaster
16. A new washer in the spigot will stop that drip. (b) a plumber
17. Good morning, this is your 6:30 wake up call. (g) a hotel clerk
18. Double pepperoni and cheese. Eighteen bucks. (e) a pizza delivery person
19. And in this corner, weighing in at 210 kilograms... (p) a boxing referee
20. On your left is the last steam locomotive in the state... (m) a tour conductor

Contributed by Kurt Scheibner

# WHY WERE YOU...?

No. 1 ...digging a big hole in your neighbor's garden?

Believability: 1 2 3 4 5 6 7 8 9 10

...standing on a table in a restaurant wearing pajamas?

No. 2

Believability: 1 2 3 4 5 6 7 8 9 10

...lying under a bus in the parking lot yesterday?

Believability: 1 2 3 4 5 6 7 8 9

...measuring people in the elevator yesterday?

No. 4

Believability: 1 2 3 4 5 6 7 8 9 10

No. 5 ...looking in someone's bag on the street?

Believability: 1 2 3 4 5 6 7 8 9 10

...handing out eggs in the library?

No. 6

Believability: 1 2 3 4 5 6 7 8 9 10

No. 7 ...wearing only one shoe at work yesterday?

Believability: 1 2 3 4 5 6 7 8 9 10

...carrying a hammer in the trunk last Friday?

No. 8

Believability: 1 2 3 4 5 6 7 8 9 10

No. 9 ...holding a fish over your head in the post office?

Believability: 1 2 3 4 5 6 7 8 9 10

...arguing with a policeman in the street last night?

No. 10

Believability: 1 2 3 4 5 6 7 8 9 10

No. 11 ...wearing a ballerina tutu in the station last week?

Believability: 1 2 3 4 5 6 7 8 9 10

...looking through the window behind the pub at 2:30 a.m.?

No. 12

Believability: 1 2 3 4 5 6 7 8 9 10

# WHY WERE YOU...?

No. **1** ...taking clothes off of your neighbor's clothes line?

Believability: 1 2 3 4 5 6 7 8 9 10

...putting shaving cream on a mannequin in a store?

No. **2**

Believability: 1 2 3 4 5 6 7 8 9 10

...throwing magazines on the floor in a shop?

Believability: 1 2 3 4 5 6 7 8 9

...stopping cars on the street yesterday afternoon?

No. **4**

Believability: 1 2 3 4 5 6 7 8 9 10

No. **5** ...eating lunch with gangsters last month?

Believability: 1 2 3 4 5 6 7 8 9

...climbing a tall tree on your birthday?

No. **6**

Believability: 1 2 3 4 5 6 7 8 9 10

No. **7** ...shouting, "It wasn't me!" last Tuesday?

Believability: 1 2 3 4 5 6 7 8 9 10

...putting parsley in your pocket at the store?

No. **8**

Believability: 1 2 3 4 5 6 7 8 9 10

No. **9** ...swimming in the pool with your clothes on?

Believability: 1 2 3 4 5 6 7 8 9 10

...collecting pigeon feathers in your room yesterday?

No. **10**

Believability: 1 2 3 4 5 6 7 8 9 10

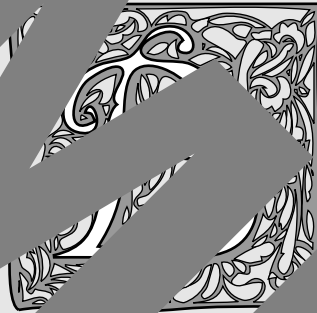
No. **11** ...hopping across a busy pedestrian crossing?

Believability: 1 2 3 4 5 6 7 8 9 10

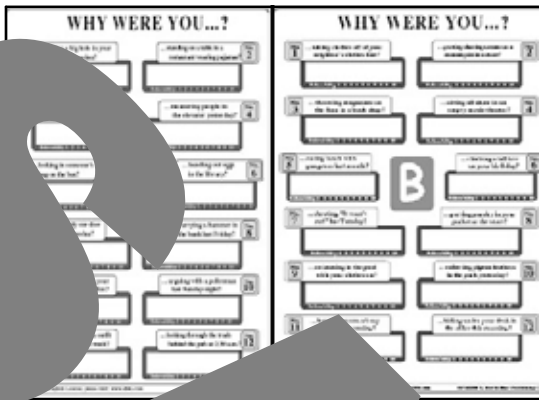
...hiding under your desk in the office this morning?

No. **12**

Believability: 1 2 3 4 5 6 7 8 9 10



## Why Were You...?



Student Level: Beginner/Intermediate
Approximate Age: 12-15
Number of students: 2-4
Preferred age/maturity: Adult
Type of lesson: Pair/Group Activity

**Language Target:** Simple present tense was used to describe actions that were, offering believable reasons or excuses for behaving oddly.

**Setting Up:** Demonstrate the target by saying something like: *I was running up a hill this morning wearing a blue and green apron.*

Students ask: *Why were you running up a hill at 3:30 this morning wearing a blue and green apron?*

Teacher: *I was running up a hill at 3:30 this morning wearing a blue and green apron because I was trying to catch the newspaper delivery boy.*

Students continue with additional **follow-up questions** such as: *Why were you trying to catch the newspaper delivery boy?* or *Why were you wearing a blue and green apron at 3:30 this morning?*

Try a few other examples until the students are familiar with this grammar structure.

**Getting Started:** In pairs, one student receives **Worksheet A** and **Worksheet B** goes to the other. Because the two worksheets are different, listening is important.

**Student A** reads one of the **Why Were You ...? questions** as printed on her worksheet.

The first question is: *Why were you digging a big hole in your neighbor's garden?*

**Student B** needs to think of a **believable** reason. He may say, for example: *I was digging a big hole in my neighbor's garden because she asked me to.*

**Student A:** *Why did she ask you to dig a big hole in her garden?*

**Student B:** *My neighbor is about eighty years old and she thinks there is a leaking pipe somewhere under her driveway.*

**Student A:** *Did you find the leaking pipe?*

**Student B:** *Yes, after I dug three big holes.*

**Student A:** *Did your neighbor pay you?*

**Student B:** *She gave me a glass of lemonade.*

Students write the answer on the worksheet space provided. (They can be in the form of complete sentences depending on the level of the student.)

In addition, **Student A** rates the believability of the answer by circling a number from one to ten on the worksheet. (Higher the number, the greater the believability.)

Students proceed alternately asking each other the questions from the worksheets.

**Important rule:** Students may not answer the question. For example:

Q: *We all know you are a cat 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.



At times, the teacher may assist the pairs in determining the believability of someone's reasons or the teacher may coax students into explanations that may be more credible.

Try this as a whole-class activity. Divide the class into teams and read one of the "Why Were You...?" questions.

Each team has a set amount of time to think of their reasons. Once done, students offer ten points to the class with the most believable reason.

Each team earns points (from 1 to 10) given to teams depending on the believability of their reasons.

**Variation:** For larger classes, do this as a double pair. Students work from **Worksheet A** and others work from **Worksheet B**.

**Variation 3:** When students have finished, **two Worksheet A students** and **two Worksheet B students work together**.

To practice third person voice, they ask each other questions about their former partner. For example:

*Why was Bill digging a hole in his neighbor's garden?*

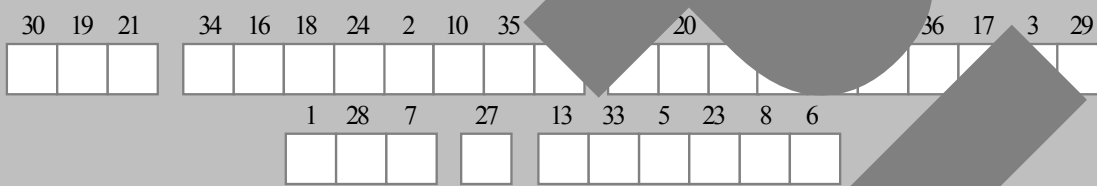
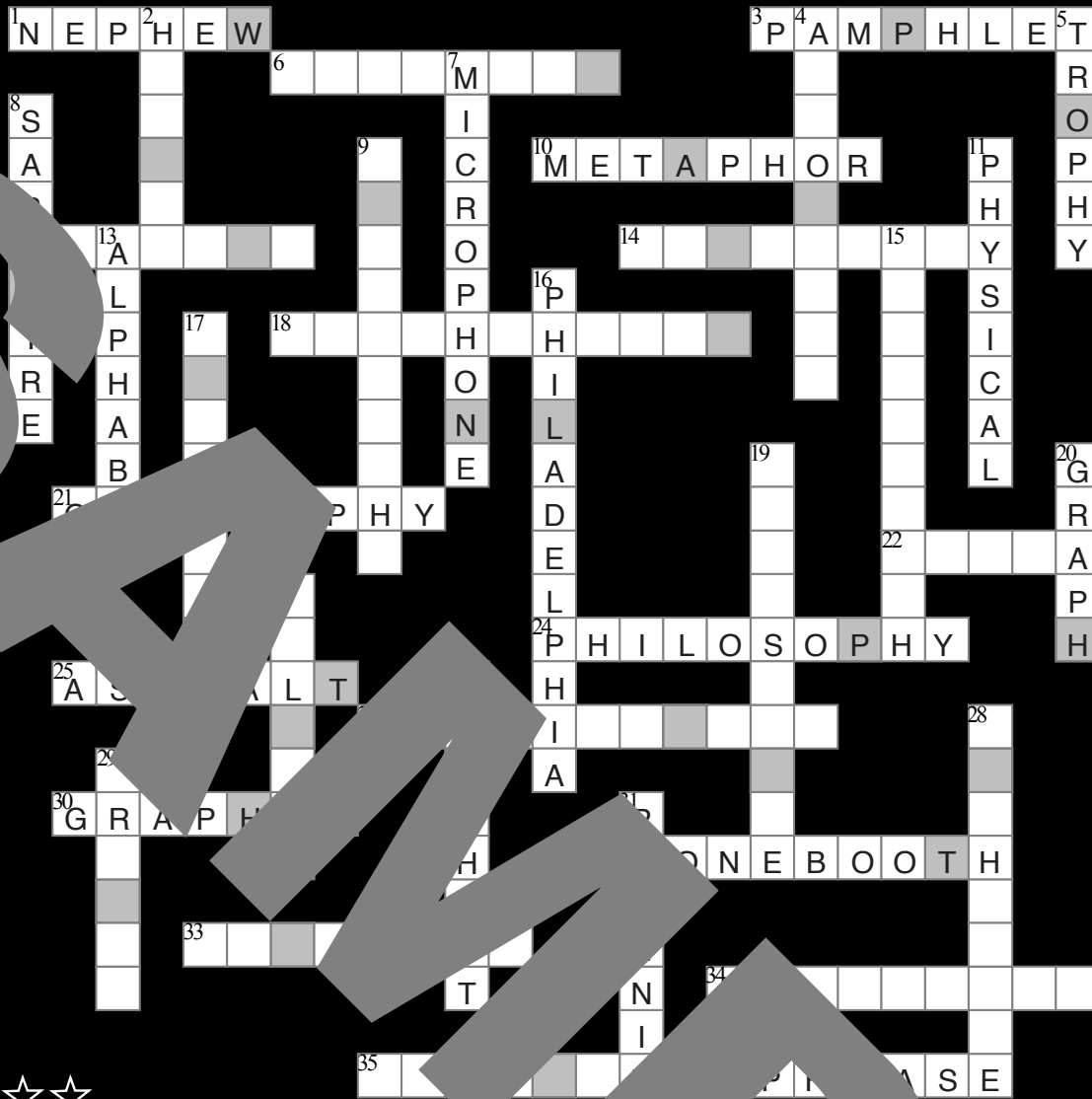
*Why was Terry putting parsley in her pocket at the store?*

**Building Fluency:** It's not important to finish the entire worksheet, in fact, if students are having a fun discussion, they should continue as long as they like on any situation.

**Writing Practice:** Students pick any one (or several) of the situations and write a fictitious short story about the strange experience.

Contributed by Kurt Scheibner

A



**Across**

- 1. Niece's brother
- 3. Flyer, leaflet
- 10. You're ice cold, for example
- 21. Study of the earth
- 24. Study of life's meaning
- 25. Used to make roads
- 30. CG = Computer G \_\_\_\_\_
- 32. A box where people call people
- 36. A short sentence

**Down**

- 5. A big achievement
- 7. Used for ...
- 8. A blue jewel
- 11. Not mental, of the ...
- 13. From A to Z
- 16. The largest city in Pens...
- 20. A chart
- 26. A big animal with a trunk
- 31. Mythical bird that dies but lives

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

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

**Q:** Give me another hint.

**A:** (Read the printed 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).

B



30	19	21	34	16	18	24	2	10	35	20	36	17	3	29
1	28	7	27	13	33	5	23	8	6					

**Across**

- 6. A place to buy medicine
- 12. Like a ghost, likes the opera
- 14. A book of someone's life history
- 18. A motto, a few popular words
- 22. First Greek letter
- 27. Fancy writing with a brush
- 33. A pain killer
- 34. Alexander Graham Bell invented it
- 35. In Egypt, the giant stone cat

**Down**

- 2. A short word connecting two words
- 4. A signature (very famous)
- 9. It's in it's, a punctuation mark
- 15. A camera takes
- 17. Some sentences all together
- 19. It's the air we breathe
- 23. Like a porpoise
- 28. Freshman, \_\_\_\_\_, Junior, Senior
- 29. A child with no parents

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

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

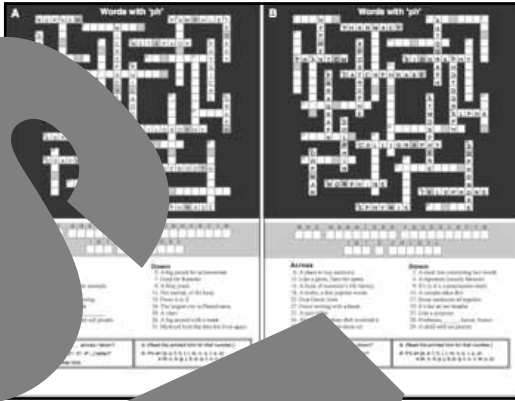
**Q:** Give me another hint.

**A:** (Read the printed 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).

## Words with “ph” (Crossword Puzzle)



Student A begins an advanced  
Approximate  
Number of students  
Preferred age/maturity level: **Adult**  
Type of lesson: **Pair** activity

**Language Target:** Students work in pairs and ask questions to find all of the missing letters with “ph” on their puzzles. To do this, they work with regular numbers (**one, two, three**) and ordinals (**first, second, third**), articles (**a, an, the**) and assist each other with spelling.

**Setting Up:** Students work in pairs – one having **Puzzle A**, the other **Puzzle B**. One student asks the other for a hint relating to any blank answer on the printout. For example, **Student A** may ask: *What’s number 2 Down?*

**Student B** looks at the answer as printed on **Puzzle B: HYPHEN**, (but does not say the answer!). He reads the hint printed for **Number 2 Down: A short line connecting two words.**

**Student A** knows the first letter is **H** because of the word **NEPHEW** printed in **Number 1 Across.**



If she knows the answer, she asks: *Is it hyphen?*

If she can’t guess the answer, she says: *Give me another hint.*

The second hint is an original one not printed on the worksheet. **Student B** says, for example:

*It’s a punctuation mark.*

*It’s like a tiny dash.*

*It separates a word such as mother-in-law, etc.*

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

**Student B** replies: *It’s a Y.*

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

**Student B** says: *It’s a P.*

Now **Student A** knows the next letter is an **H** (because all of the answers in this puzzle contain the letter **H**). She has **HYPH** written on her puzzle. Sooner or later, one by one, all of the missing letters will be filled in until the answer is complete.

Now **Student A** finds a blank answer and asks, for example: *What’s Number 1 Across?*

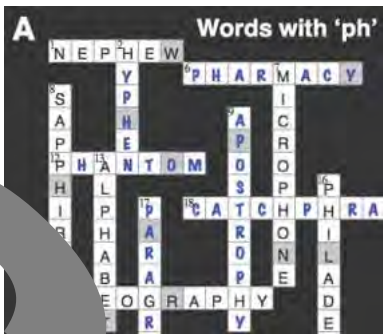
**Student A** sees the word **ASPHALT** and reads the hint printed under the puzzle: *Used to make roads.*

As before, if **Student B** correctly guesses the answer, **Student A** confirms it with: *That’s right.*

If **Student B** has no idea, he asks for another hint.

If the second hint doesn’t help, **Student B** asks for the first letter, second letter, etc. until **ASPHALT** 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.



When finished, the message should read: **HER ELEPHANT PHOTOGRAPH WON A TROPHY.**

**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:** To add more discussion to this activity, once an answer has been completed, students try putting that word into a sentence.

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

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

Number 1 = W, Number 2 = H, Number 6 = Y,  
Number 7 = N, Number 8 = H, Number 9 = P,  
Number 12 = O, Number 13 = T, Number 16 =



To do so, they need to use the number in the gray box in the message along with the number in the gray box of the same number in the puzzle. Answers only have one gray box.

Contributed by Kurt Scheibner

SAVING THE ELEPHANT