

Volume
4

Class Masters

25 Interactive Activities for
English Language Learners

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ARE YOU TELLING ME...? BOULEVARD

#1. "They are *on cloud nine*."

I think the answer is: _____

"He *gave me the thumbs*."

I think the answer is: _____

"She *has a lead foot*."

I think the answer is: _____

#7. "He *blacked out* at the picnic."

I think the answer is: _____

#9. "He *kicked the bucket*."

I think the answer is: _____

#11. "She *went for bro*"

I think the answer is: _____

You mean...?	Yes, I'm possible...? / No, I don't think so.
Do you mean...?	Possibly. / No, I don't think so.
Are you telling me...?	Possibly. / No, I don't think so.
You don't mean..., do you?	Yes, I might be that. / No, I'm not.
Are you trying to say (that)...?	Yes, I am. / No, I'm not.

POINTS

4 2
3 1

4 2
3 1

4 2
3 1

4 2
3 1

4 2
3 1

4 2
3 1

TOTAL

Sample Phrases

Read the choices to your partner.

Use one of the questions above at the beginning of each choice.

#2. She put *a bug in his ear*.

- a. She talked too loudly.
- b. She told him to go away.
- c. She irritated him.
- d. She made a suggestion.**

#8. "That rings a bell," she said.

- a. She won a prize.
- b. She answered correctly.
- c. She remembered something.**
- d. Something bad happened.

#4. They *painted the town red*.

- a. They partied a lot.**
- b. They had a big fight in public.
- c. They ran in a marathon.
- d. They had an election.

#10. I'm *under the weather*.

- a. I'm not feeling well.**
- b. I'm excited.
- c. I'm an outdoor sports lover.
- d. I'm in love.

#6. He's an *egg head*.

- a. He's bald.
- b. He's very smart.**
- c. He's weak and delicate.
- d. He's a boring person.

#12. She *flashed her pearly whites*.

- a. She played the piano.
- b. She did the laundry.
- c. She smiled.**
- d. She took a picture of clouds.

Student

A

WORD NOTIC

Open Hours

Mon-Sat: 9am-9pm
Closed on Sundays

ARE YOU TELLING ME...? BOULEVARD

#2. "She put a bug in his ear."

I think the answer is: _____

"The painter tinted the town red."

I think the answer is: _____

"She's an egg head."

I think the answer is: _____

#9. "The bell said."

I think the answer is: _____

#10. "I'm under the weather."

I think the answer is: _____

#12. "She flashed her white teeth."

I think the answer is: _____

You mean...?	Yes, possibly. / No, I don't think so.
Do you mean...?	Possibly. / No, I don't think so.
Are you telling me...?	Possibly. / No, I don't think so.
You don't mean..., do you?	Yes, I might have said that. / No, I didn't.
Are you trying to say (that)...?	Yes, I am. / No, I'm not.

POINTS

4 2
3 1

4 2
3 1

4 2
3 1

4 2
3 1

4 2
3 1

4 2
3 1

TOTAL

Sample Phrases

Read the choices to your partner.

Use one of the questions above at the beginning of each choice.

#1. They are **on cloud nine**.

- a. They are sleeping.
- b. They are very happy.**
- c. They are confused.
- d. They are very cold.

#7. They **pigged out** at the picnic.

- a. They ate a lot.**
- b. They became muddy.
- c. They took a nap.
- d. They chatted the whole time.

#3. He is **all thumbs**.

- a. He is very optimistic.
- b. He is lucky.
- c. He isn't good with money.
- d. He is clumsy.**

#9. He **kicked the bucket**.

- a. He became angry.
- b. He was a farmer.
- c. He died.**
- d. He caused a problem.

#5. She has a **lead foot**.

- a. She is a bad dancer.
- b. She is very tired.
- c. She is a fast driver.**
- d. She is a very slow person.

#11. She **went for broke**.

- a. She lost all her money.
- b. She gambled everything.**
- c. She lost her boyfriend.
- d. She became angry.

Student

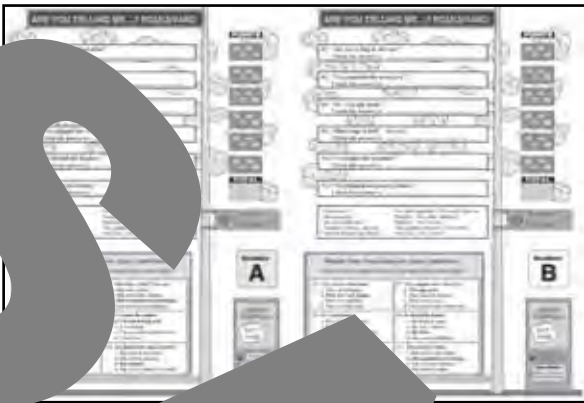
B

WORD
NOTICE

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Are You Telling Me...?



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

Language Target: Asking for clarification, confirmation, responses of **possibility** working with and learning common idiomatic phrases.

Setting Up: Before handing out the worksheets, write the following on the board and explain that using these is the primary focus of the lesson:

- You mean...?**
- Do you mean...?**
- Are you telling me...?**
- You don't mean..., do you?**
- Are you trying to say...?**
- Are you saying...?**

Illustrate the use of the questions for clarification and answers by demonstrating a dialogue similar to the following:

Student: *The test was a piece of cake.*
Teacher: *Are you telling me the test was delicious?*
Student: *No, I don't think so.*
Teacher: *Are you trying to say that it was funny?*
Student: *Possibly, but I don't think so.*

Teacher: *You mean the test was sticky?*

Student: *No, I don't.*

Teacher: *Well, what do you mean?*

Student: *I think the answer is: the test was easy.*

Getting Started: In pairs, one student receives a copy of **Worksheet A** and the other receives a copy of **Worksheet B**. Both worksheets have a list of six phrases in the upper half of the worksheet.

Partners have the corresponding list along with multiple-choice matching phrases in the lower half of the worksheet.

For each phrase, students have **four possible answers**. The correct answer is **printed in bold** on the worksheet.

Student A begins by reading the phrase: *They are on cloud nine.*

Student B reads all of the possible answers from the list, facing each possibility with the phrase for clarification such as:

Student B: *Can a: they are sleeping?*

Student A could say something like: *Possibly. Maybe. I'm not sure. Yes, I do, etc.)*

Student B reads the second choice: *Are you telling me b: I'm very happy?*

Again, **Student A** could answer with something like: *Yes, that's possible. Maybe. I'm not. No, I'm not, Yes, I am,*

Student B reads the third choice: *Are you telling me c: They are confused, do you think?*

After listening to all four choices, **Student A** selects the one he thinks is the correct match.

If guessed correctly on the first try, he gets four points, three points for the second try, two for the third and one point for the final try.

The appropriate number of points earned should be circled on the right side of each metaphor.

Then, the whole process begins again with **Student B** reading the first phrase from the top of the worksheet: *She put a bug in his ear.*

Student A looks at the bottom of his worksheet and reads all four possible answers. These answers should be placed with one of the questions of the metaphor such as: *Are you telling me ...?* etc.

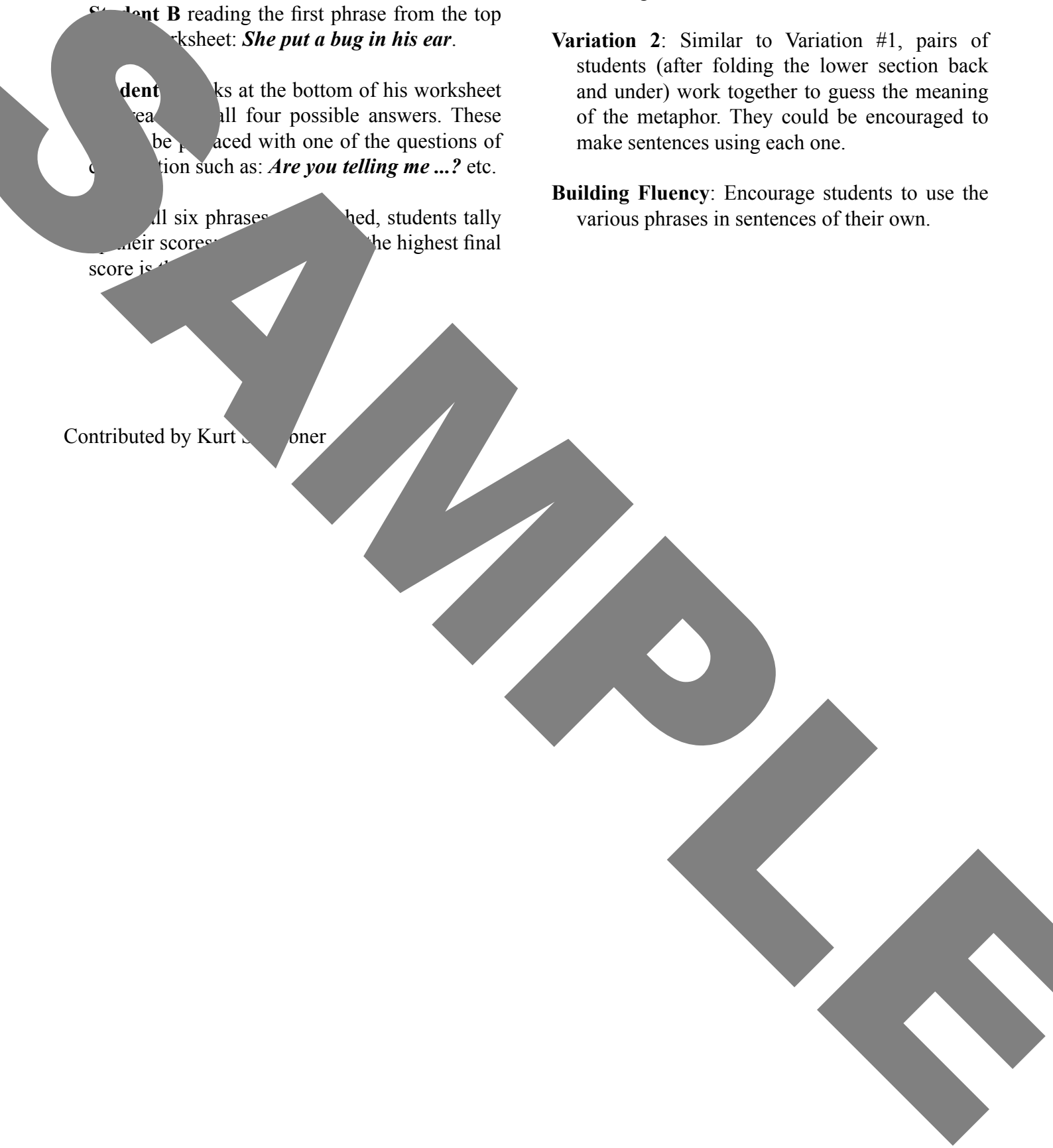
After all six phrases are finished, students tally their scores. The student with the highest final score is the winner.

Variation 1: For higher-ability students, they fold the lower section of the worksheet back and under. Students guess what they think the correct meaning is without the four hints.

Variation 2: Similar to Variation #1, pairs of students (after folding the lower section back and under) work together to guess the meaning of the metaphor. They could be encouraged to make sentences using each one.

Building Fluency: Encourage students to use the various phrases in sentences of their own.

Contributed by Kurt S. Johnson



The Boy Who Cried Wolf

Once upon a time, there was a small village in a valley of a mountain.

Many of the people in the village were farmers.

Some of them tended the vegetable garden while others watched the animals.

One day, one of the older boys was told to watch over the sheep.

He started to play with the sheep, but soon he was bored. In a loud voice, the boy shouted: "Wolf!"

All of the villagers stopped what they were doing and ran to the mountain.

When the farmers arrived at the mountain, the boy laughing at them. saw

The angry villagers said: "Don't cry. There are no wolves in sight. Why are you crying?"

Later, the boy was bored again and shouted out "Wolf!" a second time.

Once again, all of the villagers to the mountain. The boy laughed harder and farmers were angrier.

The third time he cried "Wolf," no one came. But this time he was already was a wolf, and it

attracted many sheep.

The Boy Who Cried Wolf



Student level: **beginner/intermediate**
 Approximate time: **15-20 minutes**
 Number of students: **1-4**
 Preferred age/maturity: **Adult**
 Type of lesson: **Pair work / small group**

Language Target: Word order, sentence construction, articles, subject / verb agreement, use of punctuation such as commas and quotation marks.

Setting Up: This lesson requires a little prep time – but this only needs to be done once. **Enlarge** the worksheet as possible on a printer or copy machine.

Prepare 14 small envelopes or zip-lock bags. Cut the worksheets into individual sentences – there are 14 in total.

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

Note: Each sentence uses its own individual icon (printed in the upper right corner of the word boxes) so that the words, if misplaced, can be distinguished from the other sentences and put back into its original envelope.

Write the following on the board: **in park. a dog Two took walk the boys walk and**

Students put the words into the correct order so that it reads: **Two boys and a dog took a walk in the park.**

Explain that they are about to do the same thing with 14 sentences, and that the sentences also need to be put into the correct order.

When they are finished, they will have a famous story.

Getting Started Part 1: With the class divided into pairs or small groups (no more than four), explain that there are 14 sentences and each sentence has from 9 to 15 words.

Each pair or group of students is given one of the envelopes containing the words to one sentence.

Note: Give the sentences to the students in random order otherwise it will be too easy.

The students dump the words onto the table top and arrange the words into the correct order.

Students will need to discuss a bit to do this. They also be tempted to converse in their own language which is, of course, not allowed.

When the sentence is complete, students write it on a piece of blank paper.

The envelopes are returned into the envelope and passed along to the next pair or group.

Then pairs or groups get the next envelope.

Continue the activity until all pairs or groups have finished their sentences.

Getting Started Part 2: Now students assemble their sentences into the correct order. If done correctly they will have a simple story about a boy who cried wolf.

Variation 1: Prepare one complete set of 14 envelopes for each pair or group. Give one set to each. The first pair/group to correctly finish the complete story is the winner.

Variation 2: For listening practice, the 14 envelopes are randomly divided among three groups (each group gets four or five envelopes).

After all of the words have been correctly arranged into sentences, groups read them to each other.

Through reading, writing and thinking, the three students assemble the 14 sentences into the correct order.

Writing Practice: After all is finished and each student has the complete story written on paper, the teacher leads a discussion of this famous folktale.

Questions such as

What can this story teach us about making false claims?

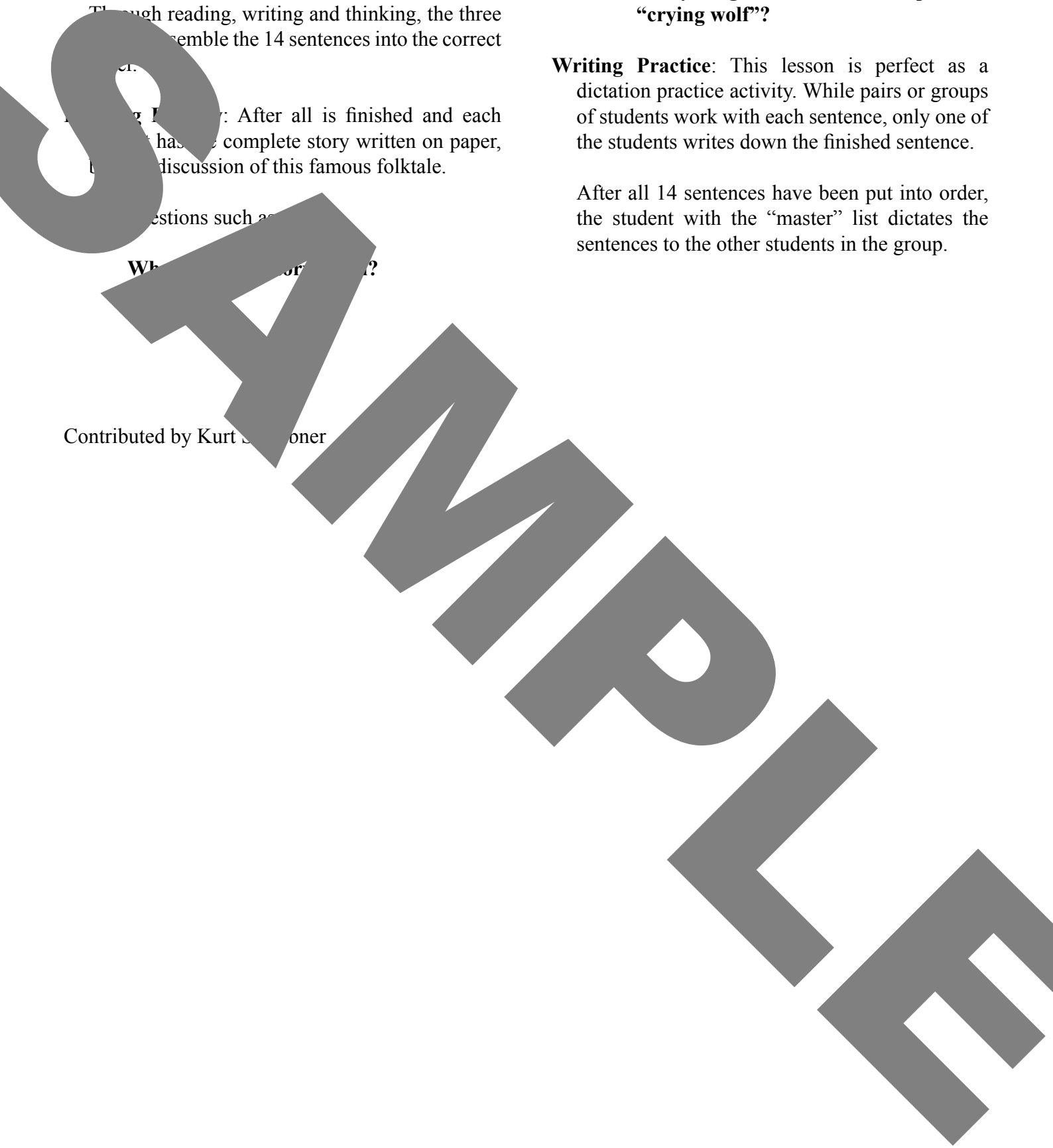
What can this story teach us about making false claims?

Can anyone give additional examples of “crying wolf”?

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

After all 14 sentences have been put into order, the student with the “master” list dictates the sentences to the other students in the group.

Contributed by Kurt S. Johnson



You didn't bring the tent?!



~~Yes~~ No, I didn't.

S1 Things _____ promised to bring:

- | | |
|---|---|
| <input type="checkbox"/> the _____ | <input type="checkbox"/> the napkins |
| <input type="checkbox"/> _____ | <input type="checkbox"/> a can opener |
| <input type="checkbox"/> the knife | <input type="checkbox"/> the hot dogs |
| <input type="checkbox"/> _____ | <input type="checkbox"/> the toilet paper |
| <input type="checkbox"/> a sleeping bag | <input type="checkbox"/> the coffee |

S2 Things _____ promised to bring:

- | | |
|---|---|
| <input type="checkbox"/> the toothpaste | <input type="checkbox"/> the matches |
| <input type="checkbox"/> a map | <input type="checkbox"/> the forks |
| <input type="checkbox"/> the shampoo | <input type="checkbox"/> _____ |
| <input type="checkbox"/> the pans | <input type="checkbox"/> _____ |
| <input type="checkbox"/> a guitar | <input type="checkbox"/> a sleeping bag |

S3 Things _____ promised to bring:

- | | |
|--|--|
| <input type="checkbox"/> the spoons | <input type="checkbox"/> the folding _____ |
| <input type="checkbox"/> the paper plates | <input type="checkbox"/> a lantern |
| <input type="checkbox"/> the hot chocolate | <input type="checkbox"/> a sleeping bag |
| <input type="checkbox"/> a ground cover | <input type="checkbox"/> the _____ |
| <input type="checkbox"/> the salt | <input type="checkbox"/> a shovel |

Yes, I did.

A: *Did you bring ... ?*

B: *Yes, I did.*

A: *Oh, good.*

That's fine!

All right!

OK!

Great!

REASONER

No, I didn't.

A: *Did you bring ... ?*

B: *No, I didn't.*

A: **YOU DIDN'T BRING ...?!**

B: *No, I didn't. (I forgot / I'm sorry.)*

A: **WHAT ARE WE GOING TO DO WITHOUT...?!**

B: *We could use ... instead.*

A: *Oh, that's a good idea. (That's not a very good idea.)*

You Didn't Bring the Tent!?



In English, however, that's not only odd, it's also a contradiction. It should sound like this:

Teacher: *You didn't bring your passport!?*

Student: *No, I didn't.*

Getting Started: Students, in groups of three, assume the role of campers. One worksheet goes to each student. **S1** is **Student #1**, **S2** is **Student #2** and **S3** is **Student #3**.

Students write the names in the same order on the worksheet on the line that says: **Things _____ promised to bring.**

If necessary, go through the vocabulary. Then students randomly **check half of the items on their list** (any five items - these are the things that the "campers" remembered to bring).

Students explain that the group has just now arrived at the camp site. Prior to the camping trip, **each camper had promised to bring the items on his/her list.**

Using their list, students can see which items they have **remembered** to bring and which they have **forgotten**.

Note: Students should not look at their group mate's lists – discovering what has been forgotten is where the fun begins.

At the campsite, students need to take inventory of things each brought. The problem is that **each student had to bring half of what she was supposed to bring.**

Since all three students had the opportunity to check their list, two students begin questioning the third.

S2 + S3: *Did you bring the tent?*

S1: *No, I didn't.* (I forgot. I'm sorry.)

S2 + S3: **YOU DIDN'T BRING THE TENT!?**

S1: *No, I didn't.*

Language Target: Working with positive and negative responses, offering alternative excuses.

Setting Up: Here's a rather simple, yet flexible way to work on the particularly troublesome phenomenon of language usage when answering a negative question: *Yes, I didn't.*

Begin the activity with a thorough explanation of why **Yes, I didn't** is incorrect and how it should be either **Yes, I did** or **No, I didn't**.

The teacher asks a student, for example:

Teacher: *Did you bring your passport?*

Student: *No, I didn't.*

The problem comes with the following second example:

Teacher: *You didn't bring your passport!?*

Student: *Yes, I didn't.*

In some languages, when a negative question is asked, people will say: *Yes, I didn't bring my passport.*

S2 + S3: **WHAT ARE WE GOING TO DO WITHOUT A TENT?**

S1: *Well, we could build a hut with tree branches instead.*

That's a good idea. / That's not a very good idea.

Students become increasingly adept at using tag questions to express **surprise**, **anger**, and **disappointment**, the classroom will erupt in conversation.

Also, students have fun coming up with suggestions for things that could be used to replace the tent if they were not available.

Variation 1: With mixed-level classes, use the following follow-up questions such as: *How did you **forget**...? -or- How did you **not**...?* Their excuses will be entertaining.

Variation 2: After groups have finished, students work together, as do three S2 students together and three S3 students.

They ask their new group mates questions this time in third person. *Did (name) bring the tent...? ...?*

Variation 3: Try different sequences, for example: *Can you... (You can't build a campfire!?) Are*

you... (You aren't hungry!?), Do you... (You don't like my cooking!?), Have you... (You haven't slept outside before!?).

Variation 4: To confirm that students fully understand and can use the positive and negative responses correctly, try a rapid fire quiz with the class. Using tag questions is a good way to feign shock.

[Positive questions]

- You're single, aren't you?
- Hank's in class today, isn't he?
- You jogged 10 kilometers this morning, didn't you?
- She's flown before, hasn't she?

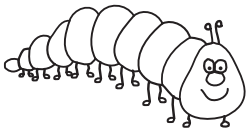
[Negative questions]

- You aren't married, are you?
- Hank isn't in class today, is he?
- You didn't jog 10 kilometers this morning, did you?
- She hasn't flown before?

Writing Fluency: In groups of three, students plan a party or similar event. They make a list of the items they need and divide the list equally among the three.

Each student plays a role in the actual party (or event) and the other two check for items forgotten to bring half promised.

Contributed by Kurt Scheibner



Conrad the Caterpillar

1

Conrad is a very happy caterpillar. He is hanging in the sunlight and eating soft green leaves. His friend told him he should prepare for his change. Conrad asks, "I didn't want to change."

2

"All caterpillars change," his friend replies with a smile. "Thinking a moment, 'What kind of change?' he asks. 'A wonderful change to become a beautiful butterfly. You'll can fly like a butterfly. You'll be as free as the wind.'"

3

"I don't want to," Conrad says. "I'm afraid of a heights." His friend laughed. "Don't worry. Try." "Will I still be able to eat these delicious leaves?" Conrad asked. "No. Butterflies don't eat leaves. They don't eat at all."

4

"How can a butterflies live if they don't eat?" Conrad asks. "After you changed," his friend says. "You'll have to fly. You will fly from flower to flower. You'll drink the nectar juices. It's a great life. But you must prepare right away."

5

This is terrible, Conrad thinks. He didn't want a long nose. He didn't want to fly. He didn't want to change. He wanted to enjoy the sunlight and to eat a soft leaf every day. "What does you mean prepare?" Conrad asks his friend.

6

"First, find a branch or leaf you likes. Then hang upside down until your body became a cocoon. Inside, your body becomes liquid and the change begins. In one weeks, you'll coming out. You will be a butterflies."

7

I don't want to hung upside down, Conrad thought. I don't want live in a cocoons. I don't want to become a liquids. I don't want to becomes a long-nosed butterflies. I don't want to fly. Why do I have to change?

8

"Maybe next year," Conrad said. "I need to think." "You doesn't have a year," his friend says with smile. "You don't have a week or the day. You must began at once." "Now?" Conrad cried. "I'm not ready. I'm eating this leaves."

Number of Mistakes

0	1	2	3
1a↔10h	1b↔5g	1b↔10d	1a↔6c
1d↔7b	1c↔4b	1d↔3h	1c↔7b
1e↔10d	1f↔11c	1e↔5★	1f↔10d
1h↔5c	1g↔10d	1g↔11b	1h↔9★

0	1	2	3
2a↔9h	2a↔9c	2b↔4e	2b↔8g
2c↔11e	2d↔7b	2c↔6d	2d↔12f
2e↔10a	2f↔7c	2e↔5d	2f↔10e
2h↔11b	2g↔3a	2g↔10b	2h↔11a

0	1	2	3
3b↔12g	3a↔7f	3a↔11c	3b↔10★
3c↔12c	3d↔11g	3d↔9b	3c↔6f
3e↔4h	3e↔11★	3f↔6f	3f↔1a
3h↔12f	3g↔1d	3g↔12★	3h↔8a

0	1	2	3
4b↔9e	4c↔9h	4a↔7b	4b↔11h
4d↔12d	4c↔11g	4c↔2a	4d↔1c
4e↔3c	4f↔10c	4f↔5e	4e↔3f
4g↔6b	4h↔7f	4g↔1g	4h↔7f

0	1	2	3
5a↔1★	5a↔1★	5b↔12d	5a↔5g
5d↔10b	5d↔10b	5c↔2b	5d↔6a
5e↔10c	5e↔10c	5e↔10c	5f↔2e
5g↔4h	5g↔4h	5h↔3e	5h↔1f

0	1	2	3
6a↔9d	6a↔9d	6b↔5h	6b↔1g
6d↔1a	6d↔1a	6d↔3f	6d↔8b
6f↔8g	6f↔8g	6e↔2g	6e↔2g
6h↔4e	6h↔4e	6g↔1h	6g↔1h

0	1	2	3
7a↔4d	7a↔3h	7a↔3h	7a↔12e
7c↔3f	7d↔1a	7d↔1a	7d↔1a
7f↔4h	7e↔1★	7e↔1★	7f↔4h
7g↔13★	7h↔12b	7h↔12b	7h↔8e

0	1	2	3
8a↔8★	8b↔3c	8a↔1d	8b↔12g
8c↔3k	8d↔3a	8c↔10e	8d↔11e
8e↔3b	8e↔12g	8f↔12h	8f↔6c
8g↔4d	8h↔3★	8g↔10c	8h↔2f

Conrad the Caterpillar

9

“See that branch up there?” his friend asked. “A perfect place.”
 Conrad looked the branch. It looked safe and strong.
 “Do I really have to do this?” he asks with a frown.
 “Of course,” a friend replies. “Let’s begin.”

Conrad finds himself attached to the branch.
 He feels happy inside the comfortable cocoon.
 Not long after he felt like a few seconds. Conrad awoke.
 He crawled out of his cocoons and flew away.

The sweet nectar caught his attention.
 He landed on a flower and drinks some nectar.
 Delicious! It’s much more delicious than leaves.
 He flew to another flower. Then another. And another.

12

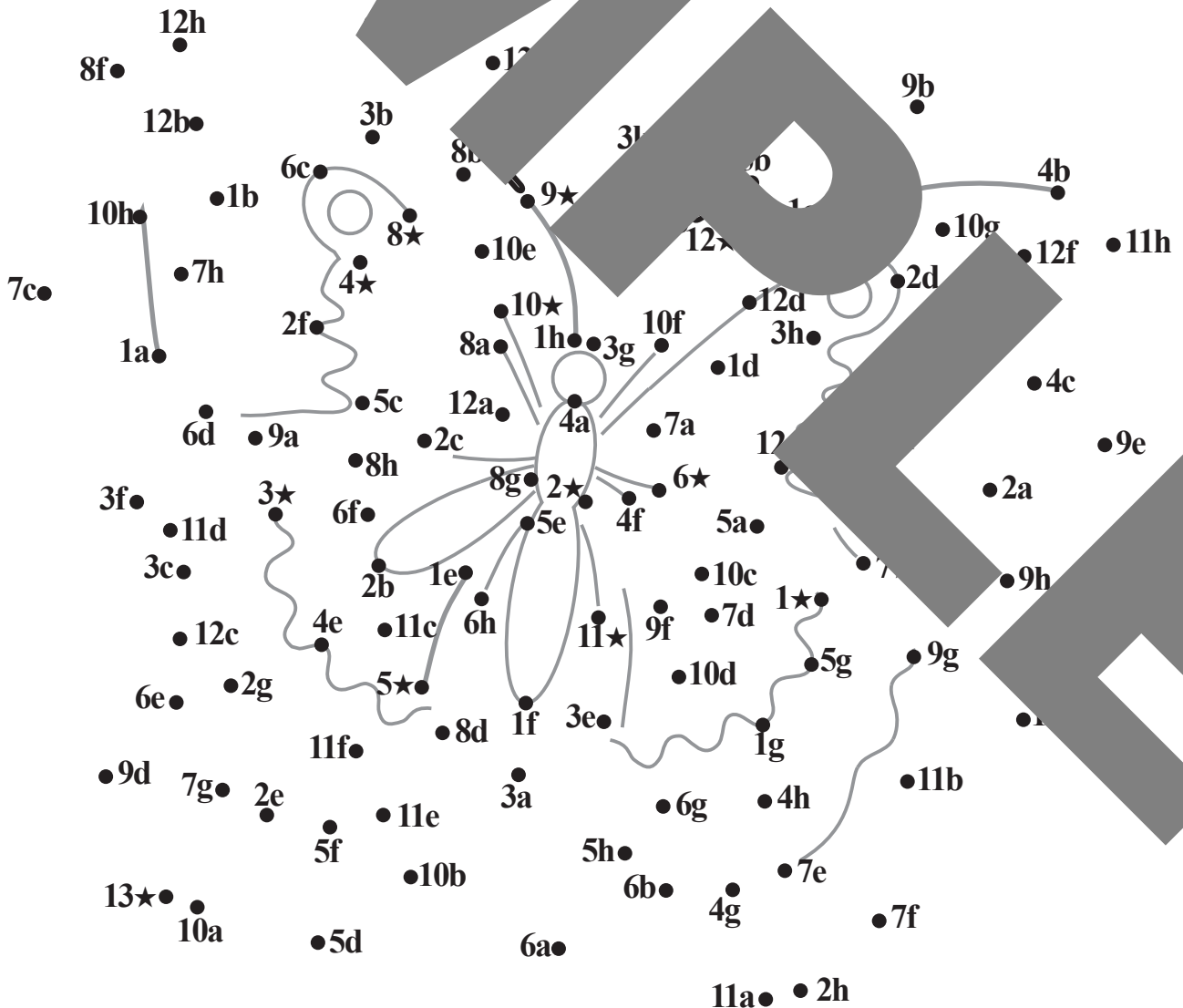
My friend was right. Conrad the caterpillar is beautiful.
 I am free. I have no fear of flying. I can fly on a wing.
 Just then, other butterfly friends nearby told him.
 “Congratulations,” Conrad’s friend says with a smile.

Number of Mistakes			
0	1	2	3
9a↔11d	9b↔3d	9a↔2f	9b↔4c
9d↔2g	9c↔6★	9d↔11f	9c↔5g
9e↔7b	9f↔1g	9e↔4d	9f↔2★
9g↔4h	9h↔5g	9g↔7★	9h↔2a

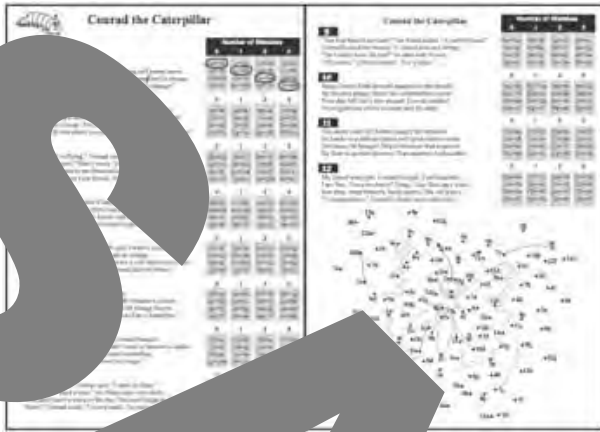
0	1	2	3
10a↔9d	10a↔13★	10b↔6b	10b↔3a
10c↔7d	10d↔5a	10c↔3h	10d↔6f
10f↔6★	10e↔12g	10e↔8c	10f↔1c
10h↔2f	10g↔1c	10h↔8f	10g↔9b

0	1	2	3
11a↔4g	11b↔2h	11a↔6a	11b↔7f
11d↔2b	11c↔3★	11c↔8h	11d↔3c
11e↔3a	11f↔4e	11e↔5f	11f↔12c
11g↔4b	11h↔4c	11g↔7b	11h↔2d

0	1	2	3
12a↔4★	12b↔7c	12a↔3d	12b↔12g
12d↔5b	12c↔6e	12c↔9c	12d↔4d
12e↔1★	12f↔9b	12e↔7a	12f↔4b
12h↔2f	12g↔10h	12g↔9b	12h↔3b



Conrad the Caterpillar



Student level: **Low Advanced**
 Approximate level: **CEFR B1**
 Number of students: **10-15**
 Preferred age/maturity: **Adult**
 Type of lesson: **Pair work / Group activity**

move on to the second sentence.

He loved sitting in the sunlights and eating soft green leaves.

Again, students examine the sentence for mistakes. The only error in this sentence is the word **sunlights**.

Students say: **Sunlights should be sunlight.**

The teacher confirms their conclusion and students focus on the third sentence. **One day her friend told him he should prepared for his change.**

Because the second sentence lets readers know that Conrad is male (he), students should be able to point out that **the pronoun her is inaccurate**.

Students say: **One day her friend should be One day his friend.**

The second error is the word **prepared**. Should be an **adverb** and needs to be followed by a **preposition**.

Students say: **He should prepared should be he should be prepared.**

Because the first sentence contained no mistakes, the second had one, the third had two, **students know that the fourth sentence must contain three mistakes.**

“What change?” Conrad asks. “I didn’t wants to change.”

Hopefully, students say: **Conrad asked should be Conrad asked. I didn’t should should be I don’t. I don’t wants should be I don’t want. to change is a mistake!**

Getting Started: In pairs, students use both Worksheets. **Section #1 has already been completed, all the mistakes have been marked out.**

There are four columns on the right side of the worksheet indicating the number of mistakes found in each line. **Line #1 has no mistakes,**

Language Target: Finding errors in English grammar and syntax. There are no errors in grammar and syntax. There are errors in grammar and syntax, but there are inaccurate tenses, missing articles, wrong prepositions and incorrect usages of count and non-count nouns. Students need to find and correct all of the errors.

Setting Up: Before handing out the worksheets, write the following four sentences on the board:

Conrad was a very happy caterpillar.

He loved sitting in the sunlights and eating soft green leaves.

One day her friend told him he should prepared for his change.

“What change?” Conrad asks. “I didn’t wants to change.”

Explain that one sentence has no mistakes. Another has exactly one. Another has two and another has three.

Students look at the first sentence on the board: **Conrad was a very happy caterpillar.**

They offer opinions as to its accuracy. When the class agrees that there are no mistakes, they

Line #2 has one, Line #3 has two and Line #4 has three errors.

The number of mistakes per line has been circled.

Conrad the Caterpillar

Number of Mistakes			
0	1	2	3
100	100	100	100
100	100	100	100
100	100	100	100



Now, students connect the dots they identified in Sections 2 ~ 12. When finished, they should see the following:



to understand what to do with the circled mistakes. See *Connecting the Dots below.

Sections #2 ~ #12 need to find the mistakes. See the Q&A along with the phrase: **I think (mistake) should be (correction).**

For example, in Section #1, are **his friend replies** a simple present tense as simple present, the error should follow suit. Students should say **his friend replies should be replies**.

Once students agree on the number of mistakes per line, they circle the appropriate numbers in the right columns.

After of the mistakes in the entire story have been found all, students are ready to compare their results.

***Connecting the Dots:** On the second page are a lot of numbered dots. Some are real, some are not. The correct dots from Section #1 have already been connected (in blue) on the worksheet:

If some of the lines of the butterfly are askew, students will need to return to the appropriate section and figure out what went wrong.

Question 1: One pair of students joins and reviews their findings with another pair by asking questions as: **How many mistakes did you find in Line 1? What mistakes did you find in Line 4?** etc.

This works well with lower-level students as a whole class activity. All students in both pairs and the class – section by section, line by line – make all the necessary corrections. Students should use the phrase: **I think (mistake) should be (correction).**

Contributed by Kurt Scheibner

CRAZY QUIZ #2

1. Did you sleep on the roof last night?
2. Was it your birthday yesterday?
3. Could you swim when you were 8 years old?
4. Were you shopping with your friend on Sunday?
5. Was it cloudy or sunny yesterday?
6. Did you lend me some money last month?
7. Did you write your name when you were 11?
8. Were you with your friends at the zoo on Friday?
9. Did it snow last January?
10. Was a horse kicked last night?
11. Did you finish your work yesterday?
12. Were you born in 1952?
13. Did you get up before 8:00 this morning?
14. Wasn't you an engineer?
15. Could you tie your shoes when you were 7 years old?
16. Were you drinking coffee or juice for breakfast?
17. Did you catch a cold last month?
18. Was there a picture of you in yesterday's newspaper?
19. Didn't you say your name in Berlin?
20. Were there dinosaurs living when you were born?
21. Could you ride a bicycle when you were 10?
22. Wasn't there a storm last weekend?
23. Did Columbus or Einstein discover America?
24. Weren't you on the tennis team last year?
25. Couldn't you speak English when you were 5?
26. Did you have breakfast today?
27. Was Edison an inventor or a doctor?
28. Were you living in Seattle in 1998?
29. Was I wearing a pink tuxedo yesterday?
30. Didn't the phone ring 10 minutes ago?

CRAZY QUIZ #2

Yes No

1.

2.

3.

4.

5.

10.

11.

12.

13.

15.

16.

18.

19.

20.

21.

22.

23.

24.

25.

26.

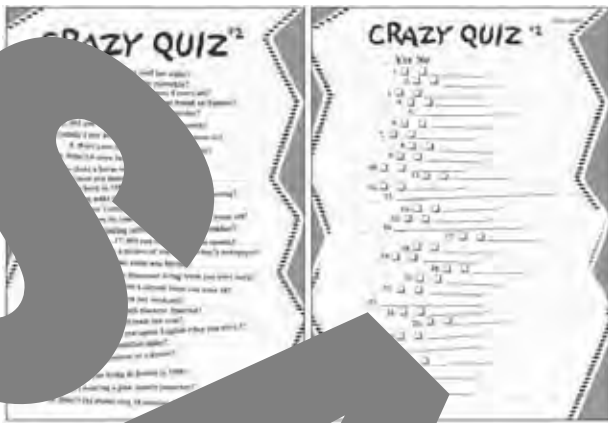
27.

28.

29.

30.

Crazy Quiz (2)



Student name: _____	Teacher: _____
Approximate age: _____	Level: _____
Number of students: _____	Class: _____
Preferred age/maturity level: _____	Adult
Type of lesson: _____	Activity

Student: *Yes, I could. / No, I couldn't.*

Teacher: *Were you born before or after 1984?*

Student: *I was born before 1984.*

Note: This exercise can be done orally or with paper and pencil.

Getting Started: Have a timer ready. Read all 30 questions as quickly as the class allows, giving them enough, but not too much time, to write their answers.

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

Run through all of the questions a second and third time, each time going faster and faster. Eventually, students should be able to answer the questions (without using their answer sheets) within three minutes.

Variation 1: Before a point can be awarded, the student who answers first (and correctly) must read the question exactly as read.

Variation 2: This is probably more difficult but is also a good way to make sure that students are listening.

Variation 2: Whisper the question: *Did you sleep on the roof?* to one student. That student whispers the question to another student and so on.

Allow time for the first student to write the answer, then that student whispers the same question to another student.

When finished, whisper the question to the first student while the second student asks the third student the first question.

Continue in this manner until all of the students are busy either asking or answering questions.

When finished, whisper the 2nd question to the first student while the 2nd student asks a 3rd student the first question.

Language Target: Listening to simple present tense verbs and answering quickly. Answering with pronouns. An inherent part of language acquisition is the ability to listen.

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

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

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

Teacher: *Did you get a haircut?*

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

Teacher: *Was there a horror movie on TV last night?*

Student: *Yes, there was. / No, there wasn't.*

Teacher: *Couldn't you finish your homework?*

Continue in this manner until all of the students are busy asking or answering questions.

Variation 3: Once students have answered a question correctly, they must also repeat the question exactly as read by the teacher to earn points. This will require an even higher level of listening.

Variation 4: Students will begin to memorize the content of the questions. So on occasion, either change the order or substitute different words in the questions themselves.

Variation 5: Students are able to complete all questions in a 5-minute drill, go through the drill again. This time add follow-up questions.

Teacher: *Did you get a hair cut?*

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

Teacher: *Why did you get a hair cut?
Where did you get it cut?
How much did you pay? Etc.*
Teacher: *Why didn't you get your hair cut?*

Teacher: *Was there a horror movie on TV last night?*

Student: *Yes, there was. / No, there wasn't.*

Teacher: *What was the name of the movie?
Who starred in the movie?
What kind of movie was it?
Where did you watch it? Etc.*

Teacher: *Couldn't you finish your homework?*

Student: *Yes, I could. / No, I couldn't.*

Teacher: *Why not?
What were you doing?
How much time did you spend doing your homework? Etc.*

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

Writing Practice 2: Students create their own list of silly questions (in past tense). Then in pairs, students ask each other.

Contributed by Kurt Scheibner



Experiences (2)



A

Have you ever been bitten by a dog?

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

--- Notes ---

Have you ever had your fortune told?

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

--- Notes ---

Have you ever been given a prize?

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

--- Notes ---

Have you ever had your heart broken?

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

--- Notes ---

Have you ever had anything stolen?

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

--- Notes ---

Have you ever been given a traffic ticket?

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

--- Notes ---



Experiences (2)



B

Have you ever had your hair cut badly?

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

--- Notes ---

Have you ever been in a dangerous situation?

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

--- Notes ---

Have you ever been mistaken for someone else?

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

--- Notes ---

Have you ever had your picture in a newspaper?

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

--- Notes ---

Have you ever had food spilled on you?

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

--- Notes ---

Have you ever been caught cheating?

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

--- Notes ---

Experiences (2)



Student	Intermediate	Advanced
Approximate		
Number of students		
Preferred age/maturity	Adult	
Type of lesson: Pair	Activity	

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

Have you ever had your heart broken?

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

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

How many times have you had your heart broken?

How old were you the first time?

What was his/her name?

How long were you a couple?

How did you feel?

How long did it take you to recover? etc.

Language Target: Working in the Pair Voice in **present perfect tense** questions: **ever had / been ... by someone** and follow up simple **past tense answers**, talking about experiences, note taking and reporting.

Setting Up: Begin the class with students asking the teacher a **Have you ever...?** question. If they need some sample questions to get started. Write one of the following questions (or one of your own) on the board:

- Have you ever had your suitcase searched?**
- Have you ever been given a lot of money?**
- Have you ever had your bicycle stolen?**
- Have you ever had a wrong number phone call?**
- Have you ever been scolded by a teacher?**
- Have you ever had your name spelled wrong?**
- Have you ever been the victim of a stalker?**

When necessary, help students formulate follow up questions.

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

Getting Started: In pairs, **Worksheet A** goes to one student and **Worksheet B** to the other.

Note: Students shouldn't rush through these questions. Encourage them to get as many details as possible about each experience.

It's okay if one question takes ten minutes or more. The point is that students are practicing talking to each other in English.

Students write (complete sentences?) in the box on the separate sheet of paper.

If **Student B** replied *no* when **Student A** asks another question from the worksheet OR asks an original **Have you ever...?** question.

Remind students that the more interesting the question, the more interesting the answer.

Alternating between answer and question, students work their way through the questions on the worksheets.

Variation 1: With lower-ability students, don't hand out the worksheets at first. Ask the class as a whole one of the **Have you ever...** questions and focus on those who said *Yes* by asking a lot of **follow up questions**.

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

Variation 2: With higher-ability students, they target one (or more) of the questions and interview their partner at length.

The interview could then be converted into a story and relayed in third person to a different teacher.

When finished, invite students to report their experience to the rest of the class. This will naturally lead to a whole bunch of follow-up questions because students will want to know all the details.

*A partial list of questions

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

Variation 4: This is a great way for students to see the more ‘human’ side of their teacher.

The class is divided into two groups. One group receives **Worksheet A** and the other **Worksheet B**. Students interview the teacher (and keep notes).

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

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

Contributed by Kurt Scheibner

Favorite = like the most / Least favorite = dislike the most

<i>What / who is your favorite / least favorite</i>	Favorite	Least favorite
<i>domestic animal?</i>		
<i>what animal?</i>		
<i>dessert?</i>		
<i>beverage?</i>		
<i>sport to play?</i>		
<i>sport to watch?</i>		
<i>TV program?</i>		
<i>TV talent?</i>		
<i>movie actor or actress?</i>		
<i>kind of music?</i>		
<i>musician or band?</i>		
<i>kind of book to read?</i>		
<i>season?</i>		
<i>time of day?</i>		
<i>holiday?</i>		

Question 1: What / Who is your favorite....: ? Why?

Answer: My favorite ... is ____ because

Question 2: What / Who is your least favorite....: ? Why?

Answer: My least favorite ... is ____ because

Variation 1: After students have asked their partners all of the questions on the worksheet, they pair up with another student in class.

This time, they don't ask: ***What is your favorite / write ____?***

Instead, they practice third person grammar by asking each other about their former partner's favorites.

Example questions could sound something like this:

What is Jean's favorite food?

Who is Jean's least favorite musician or actor?

Students refer to their notes to answer the questions. Again, the **follow-up** questions are important.

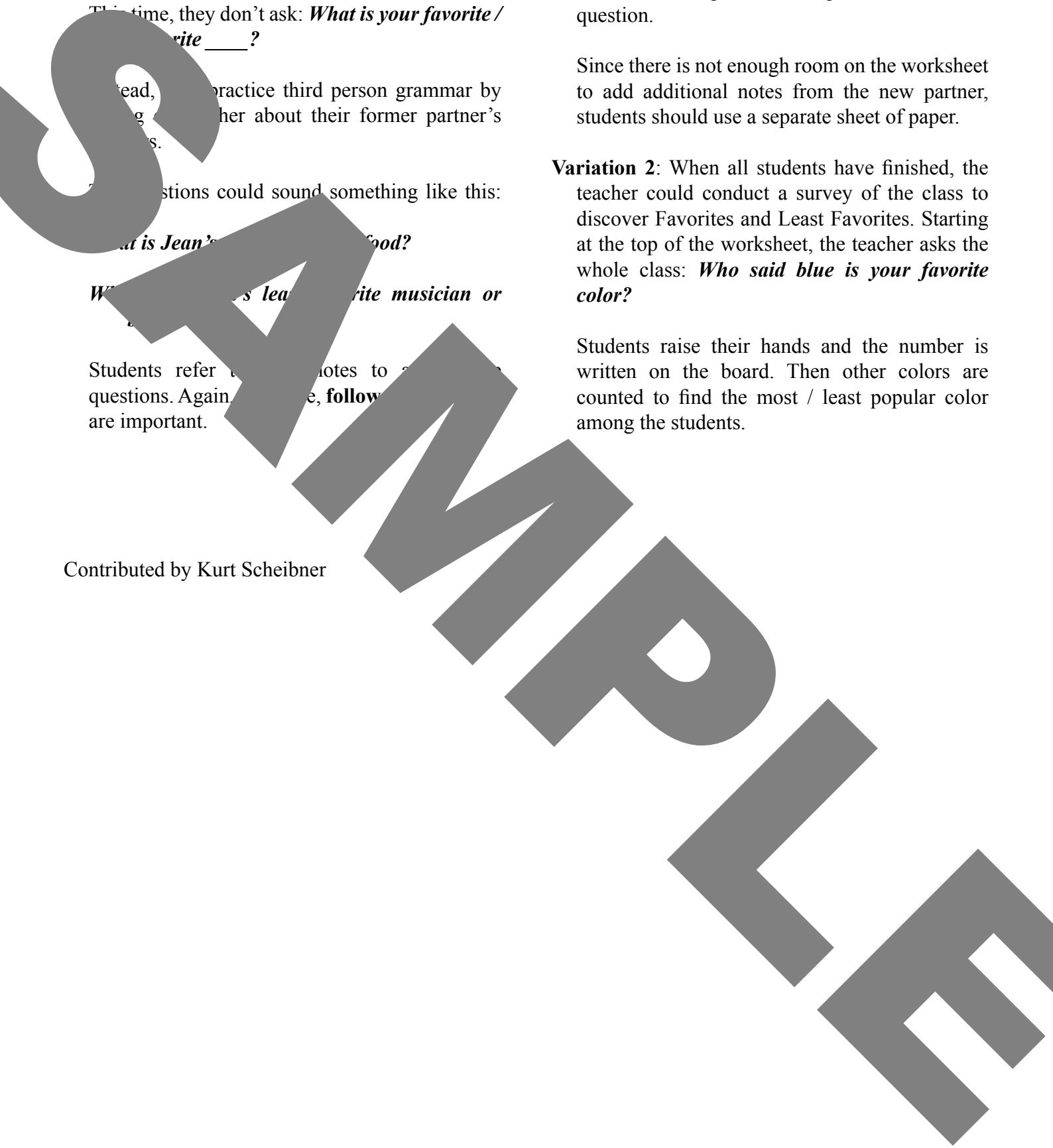
Occasionally, a new partner may ask a follow-up question that wasn't asked. He can say that he hadn't asked his former partner that question or he could interrupt his former partner and ask the question.

Since there is not enough room on the worksheet to add additional notes from the new partner, students should use a separate sheet of paper.

Variation 2: When all students have finished, the teacher could conduct a survey of the class to discover Favorites and Least Favorites. Starting at the top of the worksheet, the teacher asks the whole class: ***Who said blue is your favorite color?***

Students raise their hands and the number is written on the board. Then other colors are counted to find the most / least popular color among the students.

Contributed by Kurt Scheibner



A

How Was It Designed?

Example conversation [Answers: professionally & webmaster]

A: His homepage was designed.

How was it designed? ←-----→

B: What's the first letter?

B: Was his homepage poorly designed?

B: What's the second letter?

B: Was it professionally designed?

B: What's the first letter?

B: What's the second letter?

B: Was it designed by the webmaster?

A: It's a P.

A: No, it wasn't.

A: It's an R.

A: Yes it was. Who was it designed by?

A: It's a W.

A: It's an F.

A: Yes.

1. The pie was (recently) sliced (by the baker).
(When was it sliced?) (Who was it sliced by?)
3. The sonata was (beautifully) (by the pianist).
(How was it played?) (Who was it played by?)
5. Her hair was (stylishly) (by the beautician).
(How was it cut?) (Who was it cut by?)
7. Their house was (recently) (by the carpenter).
(When was it remodeled?) (Who was it remodeled by?)
9. The document was (quickly) signed (by the lawyer).
(How was it signed?) (Who was it signed by?)
11. His essay was (fairly) graded (by the teacher).
(How was it graded?) (Who was it graded by?)
13. The diamond was (carefully) shaped (by the jeweler).
(How was it shaped?) (Who was it shaped by?)
15. My engine oil is (annually) changed (by the mechanic).
(How often is it changed?) (Who is it changed by?)
17. The poodle was (lovingly) trimmed (by the groomer).
(How was it trimmed?) (Who was it trimmed by?)
19. The party was (secretly) planned (by the host).
(How was it planned?) (Who was it planned by?)

Give me a synonym. Give me a hint. What's the first (second, third...) letter?

It's a: b, c, d, g, j, k, p, q, t, u, v, w, y, z

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

B How Was It Designed?

... conversation [Answers: professionally & webmaster]

... homepage was designed.

... was it designed? ←-----→

A: ... a P.

A: No, it wasn't.

A: It's an R.

A: Yes it was. ... was it designed by?

A: It's a ...

A: ... as.

B: What's the first letter?

B: Was his homepage poorly designed?

B: What's the second letter?

B: Was it professionally designed?

B: What's the first letter?

B: What's the second letter?

B: Was it designed by the webmaster?

2. Her wisdom teeth were (painlessly) removed (by the dentist).
(How were they removed?) (Who was they removed by?)

4. His blood pressure was (regularly) checked (by the nurse).
(How often was it checked?) (Who was it checked by?)

6. The steaks were (completely) cooked (by the chef).
(How were they cooked?) (Who was they cooked by?)

8. The sun was (completely) eclipsed (by the moon).
(How was it eclipsed?) (What was it eclipsed by?)

10. His alibi was (seriously) questioned (by the police).
(How was it questioned?) (Who was it questioned by?)

12. Their house loan was (smoothly) arranged (by the banker).
(How was it arranged?) (Who was it arranged by?)

14. My ideas were (coldly) rejected (by the committee).
(How were they rejected) (Who were they rejected by?)

16. Our city was (violently) attacked (by the hurricane).
(How was it attacked?) (What was it attacked by?)

18. The election result was (publicly) announced (by the media).
(How was it announced?) (Who was it announced by?)

20. Her manners were (gently) corrected (by the teacher).
(How were they corrected?) (Who were they corrected by?)

Give me a synonym. Give me a hint. What's the first (second, third...) letter?

It's a: b, c, d, g, j, k, p, q, t, u, v, w, y, z

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

How Was It Designed?



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

Language Target: To improve fluency in Q&A process while working with adverb vocabulary and identifying jobs.

Additionally, students will be working in **passive voice** as well as with subject agreement.

Setting Up: Before handing out the worksheets, it may be a good idea to give examples of adverbs. An easy way to do this is through a demonstration. The teacher **slowly** places a book on the desk and asks: *How was this book placed on the desk?*

Students may answer with a single word, but the teacher should encourage a complete sentence such as: *The book was slowly placed on the desk.* The key word is **slowly**; this could be written on the board.

After a few more demonstrations of doing things with adverbs, (**quickly, nosily, accidentally,** etc.) the class should be ready to begin.

In pairs, each student receives either **Worksheet A** or **B**. An example conversation is printed on the top the worksheets. This should be reviewed with one half of the class reading the Speaker A and the other half reading the Speaker B, then vice versa.

Also, the questions at the bottom of the worksheet should be observed because they will come in handy when students try to find the answers.

Getting Started: Explain that all of the words in parentheses are answers and should not be spoken. It is the partner's job to identify these words. The first one is an **adverb**, the other (on the far right) is **usually a job title**.

Student A begins the lesson by reading the first statement as printed on the worksheet: *The bread was (thinly) sliced.* Thinly is the answer so it can not be read.

Now **Student A** asks two questions (also printed on the worksheet: *How was it sliced?* and *Who was it sliced by?*

To answer the first question: *How was it sliced?* **Student B** must guess to find the answer. He may say for example: *Was the bread quickly sliced?*

Student A replies: *No, it wasn't.*

Student B says: *Was it silently sliced?*

Student A replies: *No, it wasn't.*

To speed things up, **Student A** asks: *What's the first letter?*

Student A says: *It starts with...*

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

Student A: *It's a...*

Eventually, the word **thinly** will be found and **Student A** moves on to the second question: *Who was it sliced by?*

Student B may ask: *Was it sliced by the baker?*

Student A: *Yes, that's right. The bread was sliced by the baker.*

Now students reverse roles and **Student B** reads the statement printed on the worksheet and asks the two questions.

Note: At times, students will deviate from the sample conversation as given at the top of the worksheets.

The teacher should mill around and make sure students are asking and answering questions using complete sentences.

When working with lower-ability students, this is best done as a group exercise. Only one student in each group is given a worksheet (A or B).

One student then reads the statement, for example: *The bread was sliced.* Then reads the following question: *How was the bread sliced?*

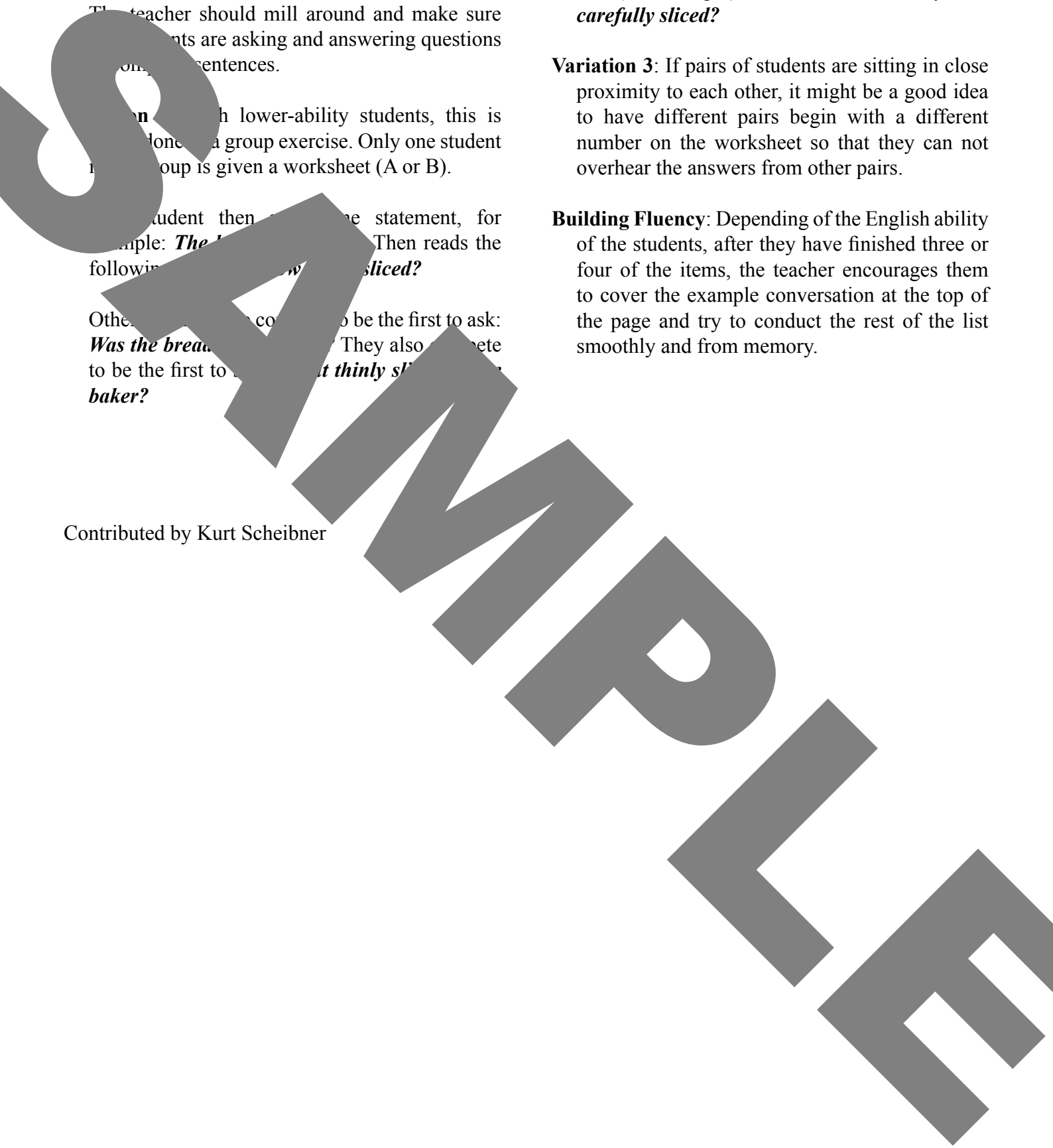
Other students compete to be the first to ask: *Was the bread sliced?* They also compete to be the first to answer: *It was sliced thinly sliced by the baker?*

Variation 2: Higher ability students could be encouraged to add a second (appropriate) adverb to each item so that questions would sound like this (for example): *Was the bread thinly and carefully sliced?*

Variation 3: If pairs of students are sitting in close proximity to each other, it might be a good idea to have different pairs begin with a different number on the worksheet so that they can not overhear the answers from other pairs.

Building Fluency: Depending of the English ability of the students, after they have finished three or four of the items, the teacher encourages them to cover the example conversation at the top of the page and try to conduct the rest of the list smoothly and from memory.

Contributed by Kurt Scheibner



2

List it!

2

1. Boy's names

4. Five-letter words

7. Automobile items

2. Every things

5. Purse or wallet items

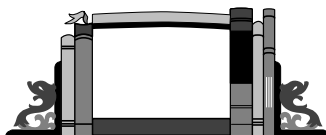
8. Hobbies or interests

3. Clothing items

6. Animals with four legs

9. Soft things

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



Enter one letter from above.

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

1. _____ _____ _____	6. _____ _____ _____
----------------------------	----------------------------

2. _____ _____ _____	7. _____ _____ _____
----------------------------	----------------------------

3. _____ _____ _____	8. _____ _____ _____
----------------------------	----------------------------

4. _____ _____ _____	9. _____ _____ _____
----------------------------	----------------------------

5. _____ _____ _____	
----------------------------	--

Total Score

List It! (2)



of and write down as many words beginning with the letter **P** for each of the nine categories.

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

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

Note: Often students will try to use an **adjective** as part of their answer. For example, in the category kinds of **Automobile items** (and the targeted letter is **S**), students may write **Steering wheel**.

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

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

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

Variation 2: A stopwatch timer can be useful to motivate a class or group with the most answers after a set time is declared the winner. (Time can be adjusted according to the ability of students.)

Variation 3: Spelling is part of the fun. An answer that is spelled correctly is a point but a misspelled answer is not.

Variation 4: For a really fun ice breaker with a large class, all of the students stand in a circle. No one has a worksheet. The teacher explains the categories (as above) and begins with one student in the circle.

Say: **You will all need to think of a word that begins with the letter B** (for example). **If you can not think of a word in that category, you**

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

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

Allow students to point out five or six things (**Teacher, Table, Tile, Textbook, Tie, Tina**, etc.)

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

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

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

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

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

On the teacher's signal, students compete to think

must sit down. If you can not think of a word within thirty seconds, you must sit down. If you repeat an answer already said, you must sit down. Ready?

[The following are only examples.]

Teacher: **Something that flies.**

Student A: **Boomerang.**

Teacher: **Something soft.**

Student B: **Butter.**

Teacher: **A name.**

Student C: **Ben.**

Teacher: **A city.**

Student D: **Boston.**

Teacher: **Something in a garage.**

Student E: **Broom.**

Teacher: **Something that flies.**

Student F: **Boomerang.**

Teacher: **Sorry. Boomerang has already been said. Take a seat.** And on it goes until no one is left standing.

Building Fluency: When groups have finished, use this simple model to increased fluency:

Student A: **A scary thing that begins with the letter 'S' is Skeleton.**

Student B: **A five-letter word that begins with 'S' is Sleep.**

Student C: **A clothing item that begins with the letter 'S' is Sweater.**

Student D: **An animal with four legs that begins with the letter 'S' is Skunk.**

Student E: **A purse or wallet items that begins with the letter 'S' is Snapshots.** Etc.

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

Contributed by Kurt Scheibner

Magic Auction (Cards)

Lot Number 8294

You will become famous for something.

Lot Number 4273

You will be able to buy something that you never thought possible.

Lot Number 5555

You will be able to do something that is very important.

Lot Number 3274

You will be able to do something very well.

Lot Number 4506

You will be able to travel into space and return safely.

Lot Number 6077

You will be able to live in your dream house.

Lot Number 5330

You will be able to have the perfect job.

Lot Number 5329

You will have and/or have a satisfying relationship with other people.

Lot Number 6471

You will never have to worry about something.

Lot Number 5329

You will be able to change something about your personality.

	<i>Magic Items for Sale</i>	<i>Examples</i>
<p>6905</p> <p>Bid <input type="radio"/></p> <p>Pass <input type="radio"/></p>	<p><i>You will become famous for something.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I will become a famous:</i> <i>comedian.</i> <i>musician.</i> <i>writer of science fiction, etc.</i></p>
<p>3274</p> <p>Bid <input type="radio"/></p> <p>Pass <input type="radio"/></p>	<p><i>You will be able to buy something that you need as soon as possible.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I will buy:</i> <i>a castle in Scotland.</i> <i>Ferrari sports car.</i> <i>champion racing horse, etc.</i></p>
<p>4506</p> <p>Bid <input type="radio"/></p> <p>Pass <input type="radio"/></p>	<p><i>You will be able to do something very well.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I will win:</i> <i>the Nobel Peace Prize.</i> <i>an Academy Award.</i> <i>the Jumbo Lottery, etc.</i></p>
<p>6077</p> <p>Bid <input type="radio"/></p> <p>Pass <input type="radio"/></p>	<p><i>You will be able to go into space and return safely.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I will:</i> <i>live on the space station for a year.</i> <i>go to the moon.</i> <i>live on Mars for six months, etc.</i></p>
<p>5330</p> <p>Bid <input type="radio"/></p> <p>Pass <input type="radio"/></p>	<p><i>You will be able to live in your dream house.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I will live in a house with:</i> <i>ten bedrooms, a stable and a pool.</i> <i>an indoor swimming pool and a gym.</i> <i>an overgrown garden, etc.</i></p>
<p>2829</p> <p>Bid <input type="radio"/></p> <p>Pass <input type="radio"/></p>	<p><i>You will be able to have the perfect job.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I will be:</i> <i>a specialist for a magazine.</i> <i>the owner.</i> <i>the CEO of a major company, etc.</i></p>
<p>6471</p> <p>Bid <input type="radio"/></p> <p>Pass <input type="radio"/></p>	<p><i>You will develop and/or have a satisfying relationship with others.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I will have a satisfying relationship:</i> <i>with my friends.</i> <i>with my teachers.</i> <i>with new friends, etc.</i></p>
<p>3395</p> <p>Bid <input type="radio"/></p> <p>Pass <input type="radio"/></p>	<p><i>You will never have to worry about something.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I will never have to worry about:</i> <i>money.</i> <i>my health / job / school.</i> <i>my marriage / family, etc.</i></p>
<p>3395</p> <p>Bid <input type="radio"/></p> <p>Pass <input type="radio"/></p>	<p><i>You will be able to change one thing about your personality.</i></p> <p>Amount <input type="text"/> Notes <input type="text"/></p>	<p><i>I would become:</i> <i>more energetic.</i> <i>more organized in my daily life.</i> <i>less critical of others, etc.</i></p>

Magic Auction (Future tense)

Magic Auction		Magic Auction Menu	
Lot #	Magic Items for Sale	Examples	
1001	You will become famous for something.	Examples	
1002	You will be able to live in your dream house.	Examples	
1003	You will be able to travel to any country in the world.	Examples	
1004	You will be able to speak any language.	Examples	
1005	You will be able to fly to any city in the world.	Examples	
1006	You will be able to live in a luxurious house.	Examples	
1007	You will be able to travel to any country in the world.	Examples	
1008	You will be able to speak any language.	Examples	
1009	You will be able to fly to any city in the world.	Examples	
1010	You will be able to live in a luxurious house.	Examples	

Beginning with **Lot #8249**, read the first Magic Item for sale: **You will become famous for something.**

Students look at the Examples on the right. These are merely examples of things students can “actually” accomplish in their future if they purchase this item.

Note: For higher ability students, when offering an example, encourage them to use Type 2 conditionals, e.g.: *If I become famous for something, I would like to become a famous fiction novelist.*

Read through all of the **Magic Items for Sale** on the worksheet assisting students with vocabulary and meanings while eliciting additional examples.

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

If interested they should check the circle next to **Bid** (the amount that they are willing to pay for the item can be changed later).

Students should make notes as to what they would purchase (this can also be changed).

Getting Started Part 2: The Magic Auction Cards and deal them to the students in the group. Explain that items are theirs to keep or to sell.

There are **two goals** for this lesson: #1 **students will purchase items that they really want** and #2 **they try to earn money from their Magic Items.**

Beginning the Auction: Students go through their Magic Auction Cards. One student decides to sell a item. He holds up his Magic Auction Card and reads it to the group. For example:

Seller: *You will be able to live in your dream house. Who wants to buy this Magic Item?*

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

Student level: **beginner/intermediate**
Approximate time: **45 minutes**
Number of students: **20+**
Preferred age/maturity: **Adult**
Type of lesson: **Small group activity**

Language Target: Work with future perfect tenses, (plus type 2 conditionals with if – for advanced students), numbers - especially money, auction phraseology and vocabulary. Persuading classmates to buy Magic Auction Items.

Setting Up: Explain the concept of a **Magic Auction:** items can be purchased which will allow the buyer to do things in the future. The inherent value of these items is priceless since, in reality, we will probably not be able to realize any of these things.

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

Getting Started Part 1: In groups of 4 or 5, each student receives a copy of the **Magic Auction Menu Worksheet.**

Every student has \$1,000 to spend on the auction (or \$1,000,000 or more?) in cash in which to purchase Magic Auction Items.

Explain that in auctions, the items for sale are identified by Lot Numbers, these are clearly printed on the Menu Worksheet.

Bidder 2: \$75.00.

Seller: *This is worth much more than that. If you could live in your dream house, you could have 10 bedrooms, a swimming pool and a sauna!*

Bidder 3: \$90.00.

Bidder 1: \$100.00.

Seller: *Just imagine, you could have a deck overlooking the ocean!*

Bidder 2: \$100.00.

In the future (with all the items on sales) the **Seller tries to get as much money as possible** for the item – this is done by the Seller's suggestion, offering examples to see what one could do with this item.

When all bidding has ceased, the Seller should say: Lot Number 6077 going once. Going twice. Sold to (buyer's name) for (amount of money)!

The Magic Auction Card is then given to the buyer.

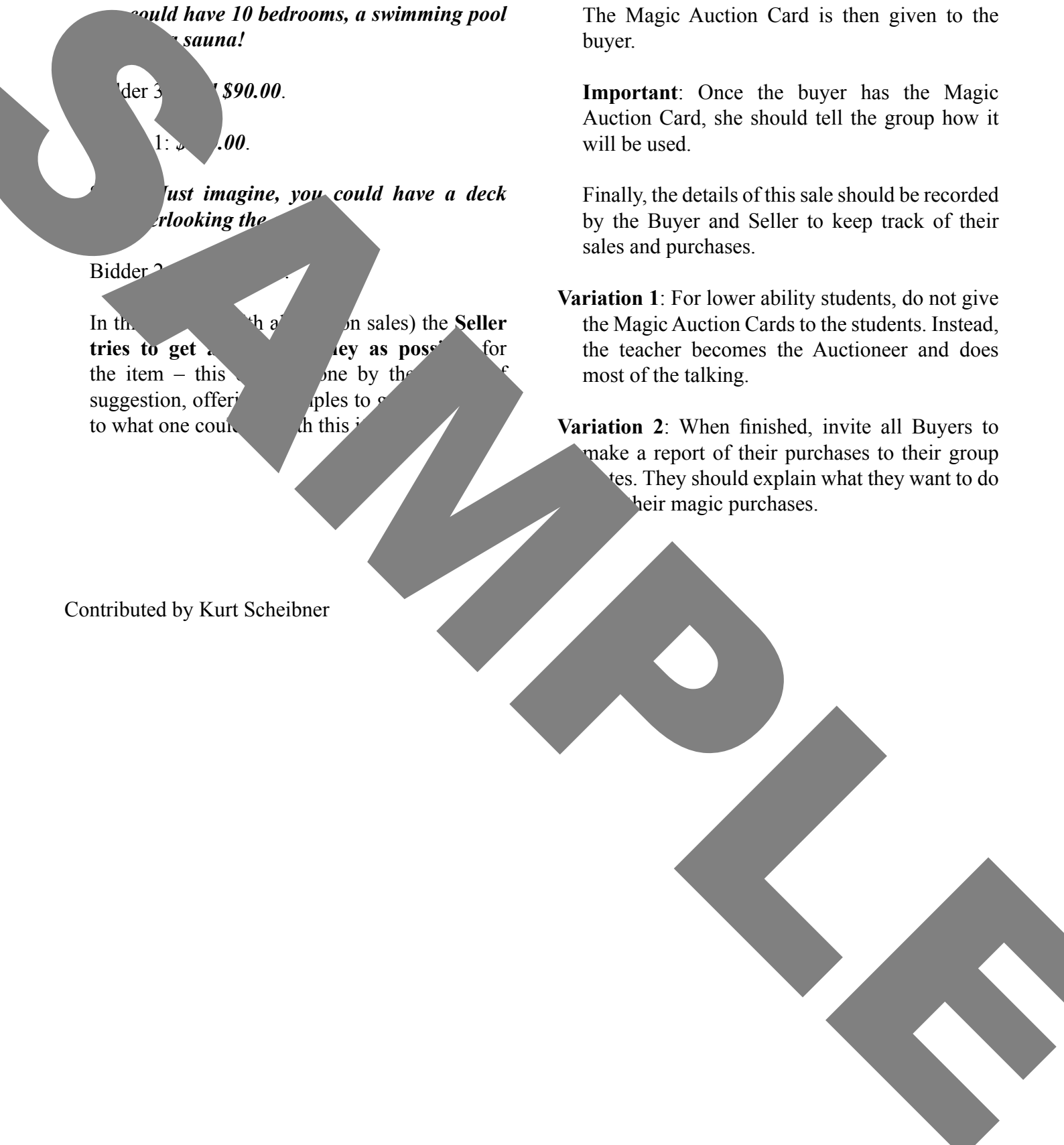
Important: Once the buyer has the Magic Auction Card, she should tell the group how it will be used.

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

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

Variation 2: When finished, invite all Buyers to make a report of their purchases to their group mates. They should explain what they want to do with their magic purchases.

Contributed by Kurt Scheibner



The Maitre d'

Not Your Usual Kind of Restaurant

Student A: Waiter/Waitress

1. Welcome to _____'s Restaurant. May I take your order?
(Tell me a classmate's name)
3. I _____ you like some _____ to go with that?
(Tell me a kind of food)
5. We have _____ of _____ and _____ chowder.
(Tell me a vegetable) (Tell me an animal)
7. _____ . Would you order the main course now?
9. OK. _____ and _____ to go with that?
(Tell me a vegetable) (Tell me a kind of food)
11. Yes, that's our special. _____ you _____ an _____ salad?
(Tell me a plant)
13. No problem. What would you like to drink?
15. Should I put some _____ in a _____?
(Tell me a thing in a restaurant)
17. We have _____ pie, _____ cookies and _____ ice cream.
(Tell me an insect) (Tell me a spice) (Tell me a seafood)
19. Of course. How many pieces would you like?
21. _____ ! Well, please have a(n) _____ dinner.
(Tell me an expression of surprise) (Tell me a kind of food)



The Maitre d'

Not Your Usual Kind of Restaurant

Student B: Customer

2. Yes, thanks. I'd like to begin with a basket of fried _____ s.
(Tell me an insect)

4. Sure. What kind of soup do you have?

6. Do you have any _____ soup?
(Tell me an animal) (Tell me a body part)

8. Yes, I'd like to have _____ steak.
(Tell me an adjective) (Tell me an animal)

10. No, thanks. Do you have _____ bread?
(Tell me a vegetable) (Tell me a vegetable)

12. Yes, please! May I have _____ dressing on it?
(Tell me a vegetable)

14. I'd like a / an _____ of _____
(Tell me an adjective) (Tell me a vegetable)

16. Yes, please. Also I'd like some dessert.

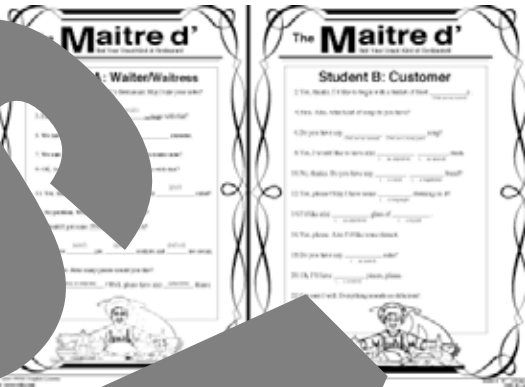
18. Do you have any _____ cake?
(Tell me an insect)

20. Oh, I'll have _____ pieces, please.
(Tell me a number)

22. I'm sure I will. Everything sounds so delicious!



The Maitre d'



Student A begins by asking her partner: *Tell me an intermediate*
Approximate age: _____
Number of students: _____
Preferred age/maturity: _____ **Adult**
Type of lesson: **Pair** _____ **Activity**

Language Target: Simple present tense, using articles, count vs. non-count nouns, singular vs. plural nouns.

Setting Up: The teacher says to a student: *Tell me a vegetable.*

The student says, for example: *Carrot.*

Write **carrot** on the board then say: *Tell me an insect.*

Student B: *Cockroach.*

Write **cockroach** on the board then say: *Tell me a number.*

Student C: *Fifty-nine.*

Write **59** on the board.

Invite students to make the request. They might say, for example: *Tell me an animal. Tell me a boy's name. Tell me a country. Tell me a word that begins with the letter R. Tell me a body part,* etc.

Continue until the students understand the kind of questions and answers that will be used in this lesson.

Getting Started: In pairs, one student receives a copy of **Worksheet A** (the waiter or waitress) and the other receives a copy of **Worksheet B** (the customer).

Part 1 (gathering information): Students **do not read** the dialogue yet. That will happen in Part 2 (see below).

At first, they only concentrate on the blank lines on the worksheets under which is written: **Tell me a ...**

Student A begins by asking her partner: *Tell me classmate's name.*

Student B says, for example: *Denise.*

Student A writes **Denise** on the appropriate line on her worksheet.

Student B says: *Tell me an insect.*

Student A says, for example: *Butterfly.*

Student B says: *Tell me a butterfly on his worksheet*

Student A then says: *Tell me a kind of food.*

Student B says, for example: *Steak.*

They continue asking each other for information until all of the blank lines have been filled out on both worksheets.

Part 2 (reading): When all of the information has been written, **Student A** begins by reading #1 on her worksheet for example. **Student B** reads #1 from his worksheet.

Students will be amused by the items that are offered here.

Expect a few giggles as the very first dialogue occurs between the **waiter and the customer**.

Variation 1: Encourage pairs of students read their scripts to another pair or to the rest of the class (this is really fun!).

Variation 2: All **Worksheet A** students remain in their seats while **Worksheet B** students rotate one to the right. This way, new pairs are formed.

Students read through **the Maitre d'** again – this time the content of the conversation will be brand new.

Review Use this lesson to reinforce the rules for pluralizing count and non-count nouns, singular and plural nouns and the use of articles “a” and “an”.

Building Fluency 1: Use the worksheet as a model, student groups create a more realistic scene in a restaurant.

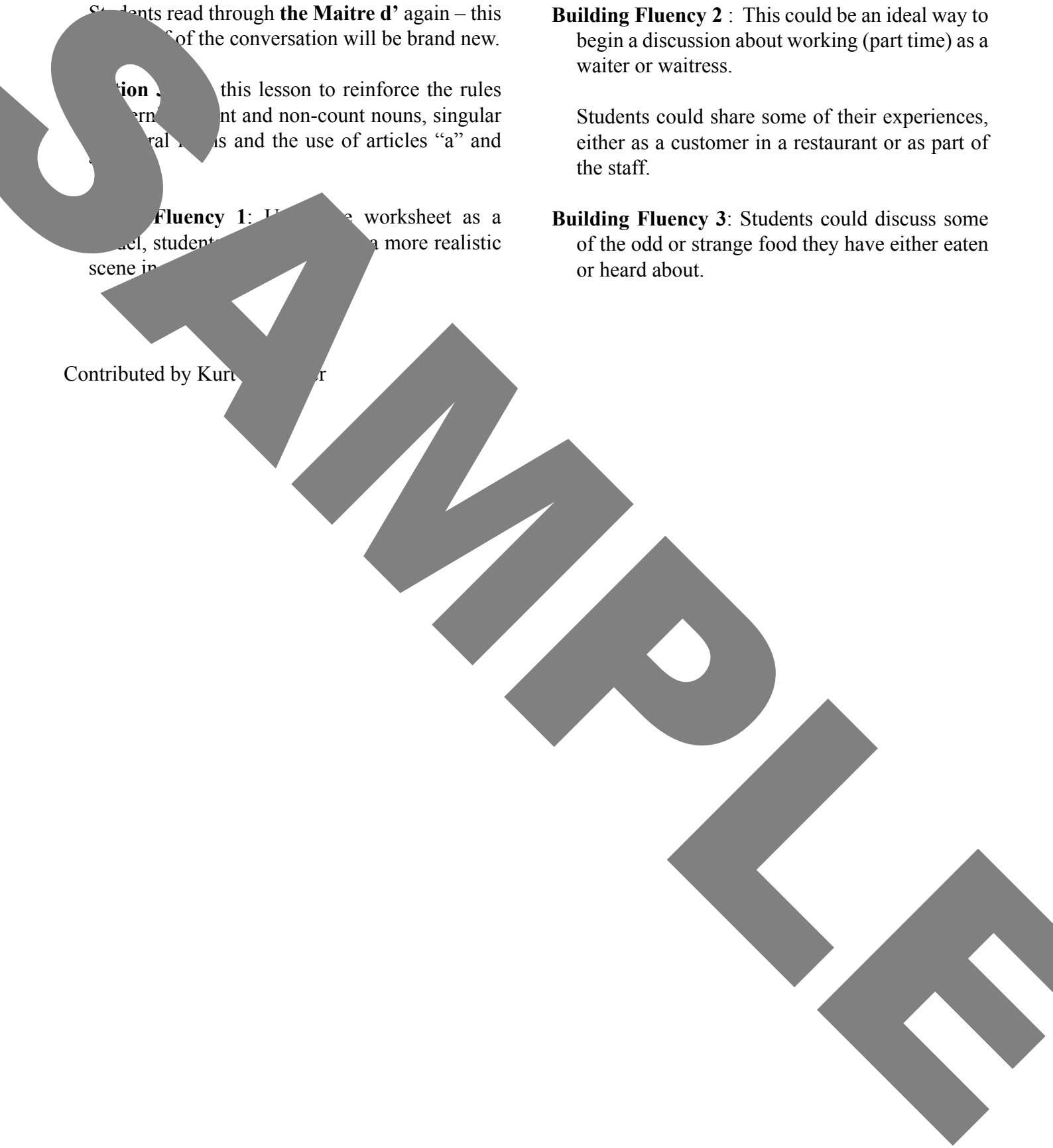
Contributed by Kurt...

It's a good idea to point out the difference in meaning between: **Do you like...** vs. **Would you like...**

Building Fluency 2: This could be an ideal way to begin a discussion about working (part time) as a waiter or waitress.

Students could share some of their experiences, either as a customer in a restaurant or as part of the staff.

Building Fluency 3: Students could discuss some of the odd or strange food they have either eaten or heard about.



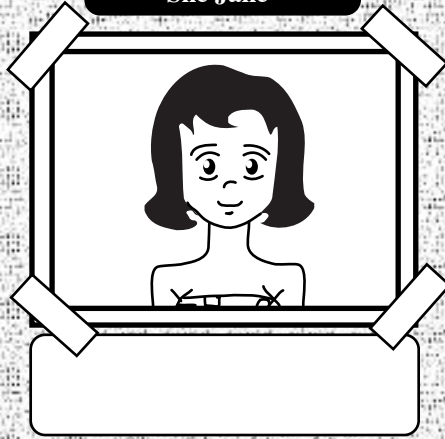
ME TARZAN

1

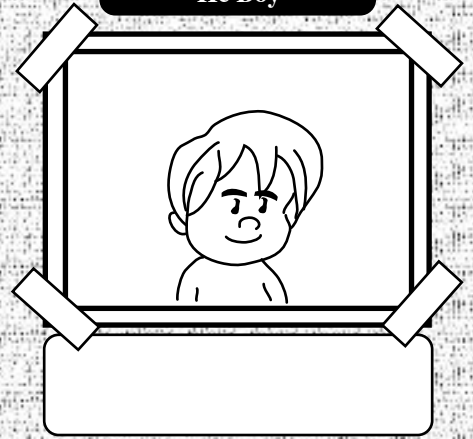
"Me Tarzan"



"She Jane"



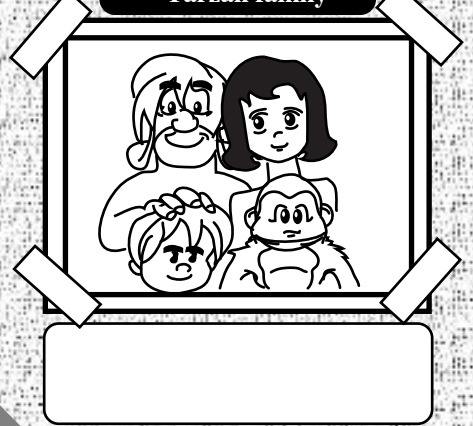
"He Boy"



"Chetta baby"



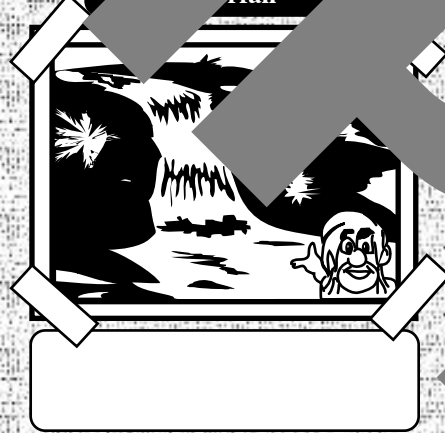
"Tarzan family"



"Tarzan family house"



"fall"



"many mountain"



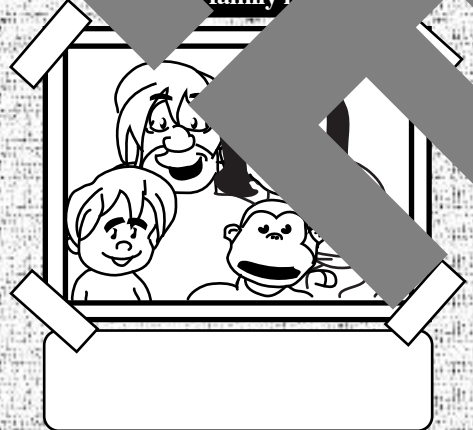
"Tarzan friend"



"hunter - no friend"



"family h..."



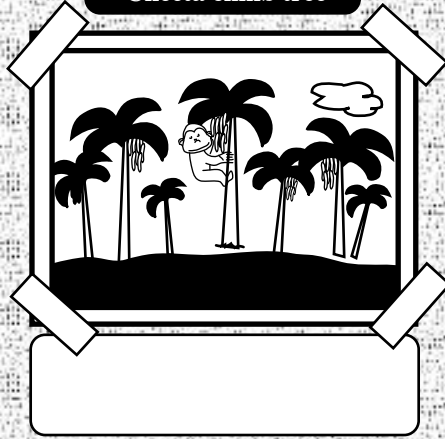
ME TARZAN

2

"Tarzan family hungry"



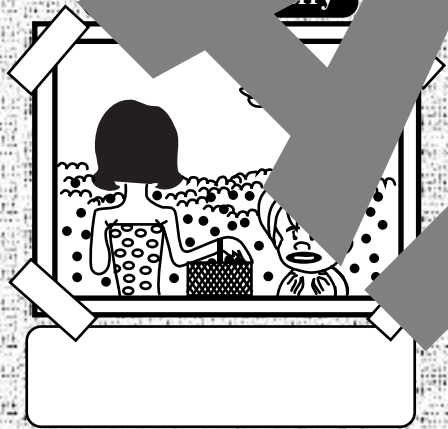
"Cheeta climb tree"



"Tarzan make table"



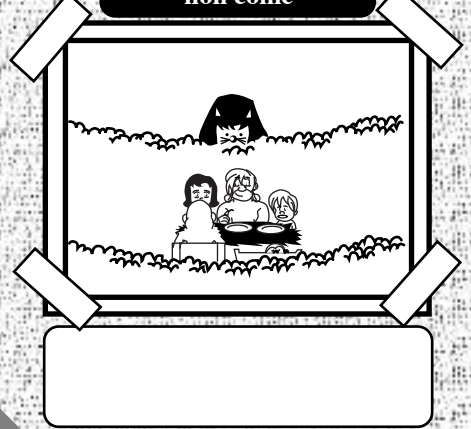
"Cheeta cry"



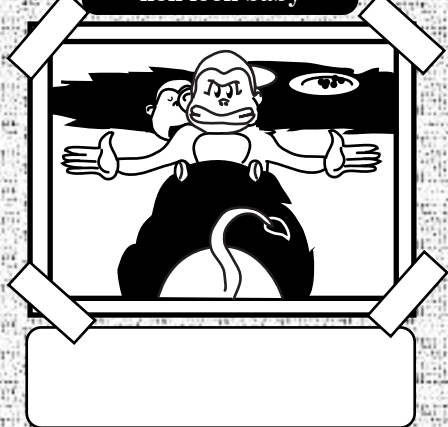
"Tarzan family eat"



"lion come"



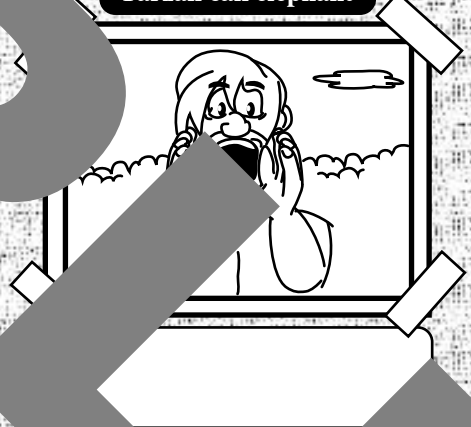
"lion look baby"



"Cheeta cry"



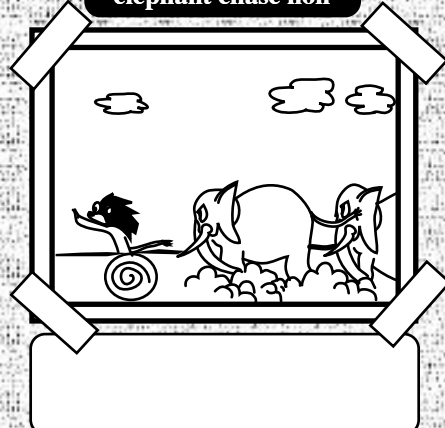
"Tarzan call elephant"



"elephant come"



"elephant chase lion"



"baby safe"



Me, Tarzan



Student level: Beginner Intermediate
 Approximate number of students: _____
 Number of students per group: _____
 Preferred age/maturity level: Adult
 Type of lesson: Pair Group activity

Explain that (for the purpose of this lesson) Tarzan has made a photo album. He has given each picture a heading (in his own version of English).

Students help Tarzan’s English by correcting his headings in the box below the photographs.

For example, the first photo’s heading reads: **Me, Tarzan**. Students help Tarzan by writing either of the following:

I am Tarzan. –or–

My name is Tarzan.

This could also be done in third person: **His name is Tarzan.**

Higher ability students could try a sentence such as **This is Tarzan, the man whose missionary parents were killed when he was a baby and who was raised by the apes in Africa.** (Students will need a separate sheet of paper to write their captions):

This is Tarzan, the man whose missionary parents were killed when he was a baby and who was raised by the apes in Africa.

Then look at the second photo which has the heading **My wife Jane**. Students write:

She is Jane.

Her name is Jane.

This is my wife Jane.

This is Tarzan and Jane.

When students have finished all twelve photos, hand out **Worksheet 2** and let them continue with the second page (or do this second page on another day).

Variation 1: In groups of three, one student offers an accurate caption i.e.: **I am Tarzan**, a second student offers a second caption: **My name is Tarzan**, and the third student offers a third alternative: **Tarzan is my name**.

Language Target: This is a flexible worksheet that can be used with many kinds of tasks, including verb tense practice, first and second person introductions (or story telling) working with articles, singular vs. plural nouns, noun-verb agreement, possessives, pronouns, etc.

Higher ability students can use these worksheets to practice relative clauses or creating a detailed narrative.

Setting Up: Familiarize the students with the original story of Tarzan. After his British parents were killed in Africa, Tarzan was raised by an ape named Cheeta. As a young man, Tarzan learned how to communicate with jungle animals but he never learned to speak English.

One day (on one of his adventures) he met the lovely daughter of an English hunter named **Jane**. Somehow, they fell in love.

What little English Tarzan learns, he learns from **Jane**. Eventually they marry and have a son named, appropriately, **Boy**.

Getting Started: In pairs or in small groups, each student receives a copy of **Worksheet 1**.

Variation 2: Try the lesson in past tense or third person.

Variation 3: In pairs, one student looks at a photo and asks the question, the other answers:

Q: *What's your name?*

A: *My name is Tarzan.*

-or-

A: *What's his name?*

Student B: *His name is Tarzan.*

Variation 4: Give groups motivated with this lesson, ten minutes to create a sentence that will receive one point for every word in the sentence they create.

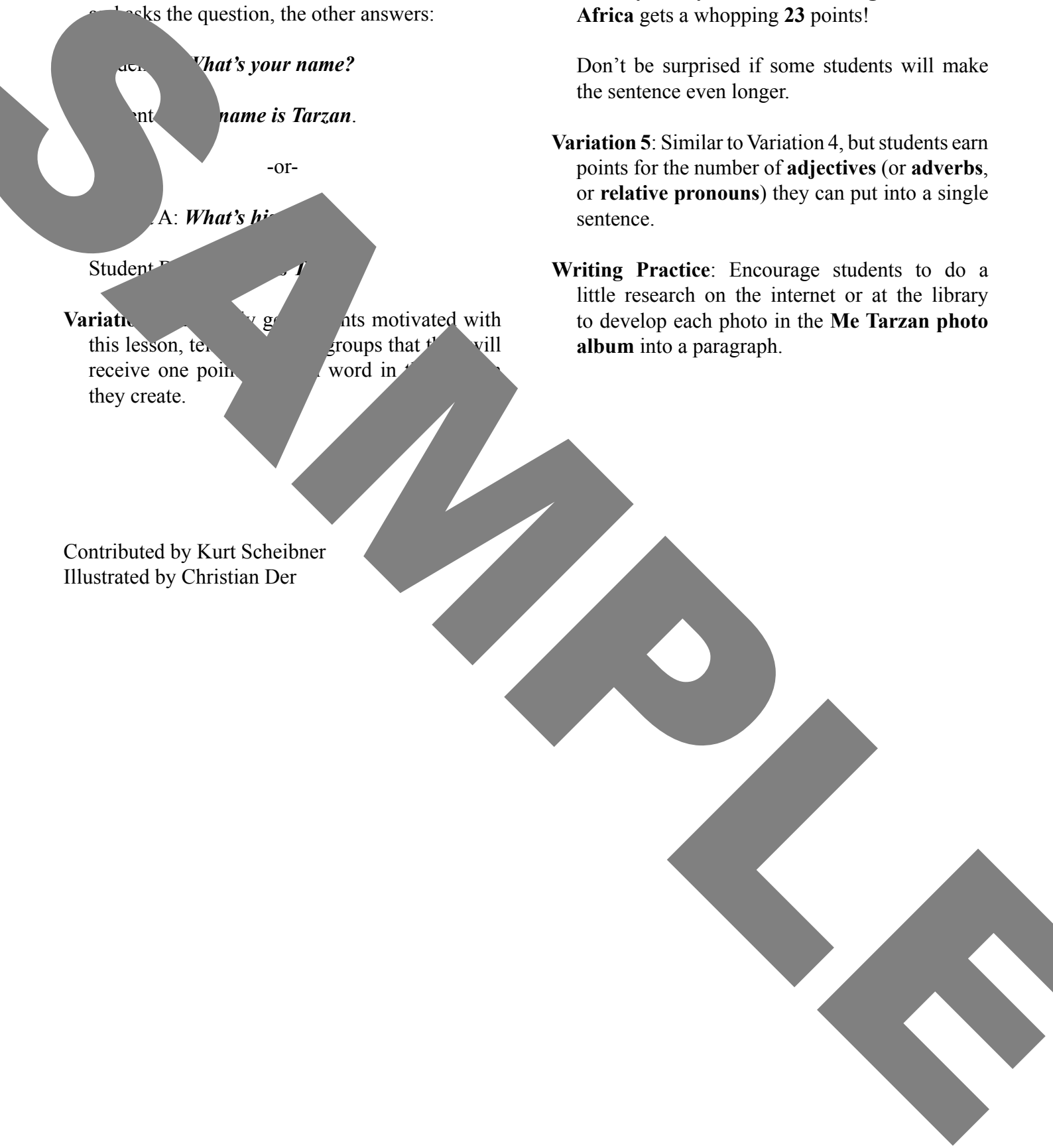
Thus: **I'm Tarzan** receives two points, **I am Tarzan** gets three points and: **This is an old photograph of me taken about the time I first met my lovely wife here in the grasslands of Africa** gets a whopping **23** points!

Don't be surprised if some students will make the sentence even longer.

Variation 5: Similar to Variation 4, but students earn points for the number of **adjectives** (or **adverbs**, or **relative pronouns**) they can put into a single sentence.

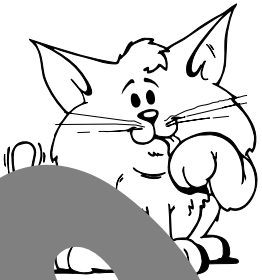
Writing Practice: Encourage students to do a little research on the internet or at the library to develop each photo in the **Me Tarzan photo album** into a paragraph.

Contributed by Kurt Scheibner
Illustrated by Christian Der

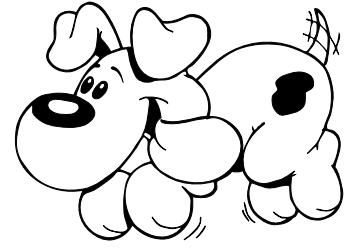


Opposites

Medium-Difficulty Noun Pairs



kitten



puppy



[*What's the opposite of _____ ?]

attic _____ basement

wa _____

*profit _____

fingers _____

*niece _____

import _____

*question _____ ans _____

birth _____

*heaven _____ hell

arrival _____

*employer _____ employee

amateur _____

*guest _____ host

weekday _____

*junior _____ senior

circle _____

*sunrise _____ sunset

entrance _____

_____ grow _____ happiness

moon _____

* _____ silence

*fantasy _____ reality

land _____

*passen _____ driver / pilot

success _____

*buyer _____

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

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

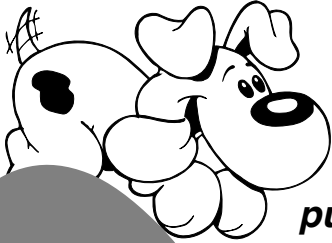
Q: How many letters are there?

A: There are _____ letters.

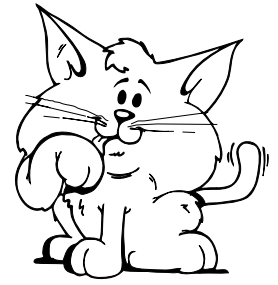
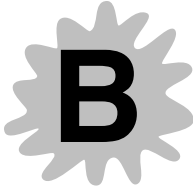
Q: How do you spell _____ ?

Opposites

Medium-Difficulty Noun Pairs



puppy



kitten

[*What's the opposite of _____ ?]

_____ puppy

*weekday _____ weekend

attic _____

junior _____

*war _____ peace

*circle _____ square

profit _____

sunrise _____

*fingers _____

*entrance _____ exit

niece _____

_____ snow

*import _____

noon _____ midnight

question _____

*birth _____ death

_____ enemy

heaven _____

fantasy _____

*arrival _____ departure

*land _____ sea

employer _____

passenger _____

*amateur _____ professional

*success _____ failure

guest _____

buyer _____

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

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

Q: How many letters are there?

A: There are _____ letters.

Q: How do you spell _____ ?

Medium Difficulty Noun Opposites (and pairs)



Student A begins with an intermediate
Approximate level: _____
Number of students: _____
Preferred age/maturity: _____ Adult
Type of lesson: Pair work / Activity

Language Target: Pairs of opposites (beginning with the word pairs) for vocabulary building. Students will be working with (an & the) as well as ordinal numbers (1st, 2nd, 3rd, etc.) Answers are at the bottom of the instructions.

Setting Up: With the whole class, demonstrate a few opposites, for example, say: *kitten*. Students respond with *puppy*. Say: *hero*, students say: *heroine*, (or villain). Say: *friend*, students say: *enemy*.

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

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

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

If **Student A** knows the answer, he says: *puppy*.

If **Student A** doesn't know the opposite of *kitten*, 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 five.*

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

Student B says: *It's a P.*

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

Student B: *It's a U.*

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

Variation: At giving out the worksheet, use the game of **Password**. To do this, the class is divided into three groups.

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

The first student gives one word hint to her group, but all students in the other groups try to hear. For example, she might say: *dog*.

Her group is allowed one answer. If they say **puppy**, they get **four points**. If they say *dog*, they don't get a point.

Then the second representative gives a hint. He may say: *baby*. His group tries to answer by putting the two words **dog** and **baby** together to come up with their answer.

The group is allowed one answer. If they say **puppy**, they get **three points**. If they say *cute*, for example, they don't get a point. And **cute** is an **adjective**, not a **noun**.

Then the third student offers a hint such as **yuppie** (because it rhymes with puppy).

The third group gives an answer. If they say: **money**, they get one point.

When the representatives return to their seats, a new word comes forward and another word from the opposites list is whispered.

Variation 2: With higher level classes, don't hand out a worksheet. Divide the class into teams and read the words from the list. The first team to answer correctly wins a point.

Variation 3: Students compose "opposite" sentences. Example: *I love kittens, but I think puppies are cuter.*

Variation 4: Students make simple sentences, using a word from the list and a word from the opposites list, for example: *I often see the hero in the movie, but I don't like him.*

never see the sunrise. -or- **I have a lot of friends and, fortunately, I do not have many enemies.**

Building Fluency: When the class is finished, make a sentence using one of the opposite words, for example: **The artist has her studio in the attic.**

Students reply with something like: **She does not have a studio in the basement.**

-or-

Teacher: **Harrison Ford usually plays the hero in a movie.**

Students: **He doesn't usually play a villain.**

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: Medium Difficulty Noun Opposites

kitten	puppy	weekday	weekend
hero	heroine / villain	junior	senior
war	peace	circle	square
credit	debit	sunrise	sunset
fingers	toes	morning	evening
niece	nephew	noon	midnight
import	export	noise	silence
question	answer	friend	enemy
birth	death	fantasy	reality
heaven	hell	land	sea / ocean
arrival	departure	passenger	driver
employer	employee	success	failure
amateur	professional	buyer	seller
guest	host		

Contributed by Kurt Scheibner
Illustrated by Christian Der

Please give us a hint.

How many words are there?

Could you give us another hint?

Do you think I am also this?

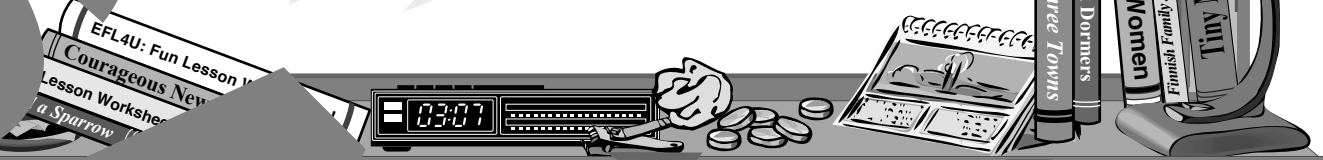
Do you need any tools to be this?

How long have you been this?

Is there a special time or place where you are this?

What is the 1st (2nd, 3rd) letter of the 1st (2nd, 3rd) word?

SAMPLE QUESTIONS



SECRET I AM

I am. _____
My Secret: _____
Number of words: Total points:

Q: Are you ...?
A1: No, I'm not.
A2: Yes, I am, but I'm not ...
A3: Yes, I am, and I'm ... my ...

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

S1
Name: _____ is: _____
Hint: _____
Number of words: Total points:

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

S3
Name: _____ is: _____
Hint: _____
Number of words: Total points:

S4
Name: _____
Hint: _____
Number of words:

Example
Miko is : *planning to*
Name: _____
be a dentist.
Hint: *career*
Number of words: **5** Total points: **11**

Example
Christian is : *afraid of*
Name: _____
spiders, snakes and lightning.
Hint: *fears*
Number of words: **6** Total points: **18**

My Secret (I am)



Student begins at intermediate
Approximate age: _____
Number of students: _____
Preferred age/maturity level: _____ Adult
Type of lesson: Small group activity

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

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

Setting Up: Students think of something they are – something that no one in class knows about. Offer a few examples to help them start thinking. For example:

- I am a licensed life guard.**
- I am depressed about my love life.**
- I am going to begin a new part-time job.** Etc.

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

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

Next, students look at the **I AM SECRET** area. This is where students will write their secret and

accompanying hint.

Point out the two examples at the bottom of the worksheet.

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

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

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

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

When all students have written in their secrets, make sure that all the papers are folded correctly to begin.

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

Paula begins by asking Paula questions. Paula keeps a score in the bottom left of the worksheet) and ticks each point for each question asked.

The goal is for Paula to guess her secret for at least 20 points (one point equals one point).

If Paula can guess her secret for 20 points, then she can tell the class what her secret is.

After a few questions have been asked, Paula may begin to ask the next student questions.

For example, if the hint was "I am a life guard", group mates may start asking questions such as:

Q: Are you feeling good about something?

A: No, I'm not.

Q: Are you sad?

A: Yes, I am, but that's not my secret.

Once the secret has been guessed OR 20 points have been accumulated, students proceed to the second student's secret and continue the same as above.

For higher ability students, only permit questions which **Yes** or **No** answers can be given.

Variation 2: Use the same worksheet but change am to was to practice past tense.

Variation 3: Again, for higher ability students, allow **I am...** as well as **I'm not...** secrets.

Contributed by

SAMPLE

RAMBLINGS 2

Jamie, Jackie and Janet were triplets who lived in a lighthouse near a jetty in Jamaica. When together, Janet and Jamie always talked about jazz. When Jackie and Janet were together, they always talked about jewels and when Jamie and Jackie were together, they always talked about jungles. But when all three sisters were together, they always talked about 5th Century Bulgarian Horticulture because it didn't have anything to do with jazz, jewels or jungles.

② "I don't like my room," said the guest to the host. "That's the best room we have," said the host to the guest. "I don't like my bed," said the guest to the host. "That's the best bed we have," said the host to the guest. "I don't like my bath," said the guest to the host. "That's the best bath we have," said the host to the guest. "I don't like my meals," said the guest to the host. "That's the best meals we have," said the host to the guest. "I don't like my visit here," said the guest to the host. "Why not?" said the host to the guest. "I don't like my visit here," said the guest to the host. "Why not?" said the host to the guest.

③ Reggie, a centipede, fell off a fence and broke one of his legs. "Mom," he cried when he got home, "I have broken a leg!" "Which one?" asked his mother. "Oh dear, which one?" Reggie stretched all 100 legs and said, "I think it's the 27th leg." His mother put a small splint on his 27th leg and told him to be more careful. Outside, Reggie met his friend, Derrick McFerrick III. "Skiing accident?" Derrick McFerrick III asked when he saw the splint. "Right," Reggie smiled. Everyone knows centipedes can't ski.

④ Duncan loved to read. He read books on any topic, both fiction and non-fiction. But he only read books that had a green (or mostly green) cover. This severely limited his selections at the library. One day the librarian asked him about his odd preferences. "What color are my eyes?" Duncan asked. "They are light brown," the librarian replied. "They are?" Duncan exclaimed. "I thought they were green!" After that, Duncan only read books with a brown (or mostly brown) cover.

Ramblings (2)

STUDENT SEATING POSITIONS



#1 #2
#4 #3

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

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

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

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

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

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

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

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

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

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

Story #1 begins at intermediate level.
Approximate length: 100 words.
Number of students: 4
Preferred age/maturity: 10-12 years old
Type of lesson: Small group activity

Language Target: Paraphrasing, listening, speaking for repetition and writing.

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

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

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

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

Note: There are two **Rambling Stories** for each group of four students who sit in a square.

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

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

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

The **Story Writer** writes down the sentence. Then the **Messenger** returns to the **Story Teller** to relay the next sentence.

This continues until the whole story has been transferred (via the **Messenger**) from the **Story Teller** to the **Story Writer**.

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

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

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

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

Contributed by Kurt S. Stoner

RAMBLING

A

Same first and last letter words

1 W I N D O W

3 H

4 S

5

6 C

7

8 I

9 M A D A M

10 S

11

12

13 G H

14 S

15

16 R E S C U E R

17 D E S T R O Y E D

18

19 E

20

21 G

22

23 N A

24 L E G A L

26 E

28

29

30 E

31 T H R I N G

32 B O M B

34 A Z A L E



18 33 11 4 22 35 23 7 19 3 2 30 29 34 9 24 12 31

27 17 1 21 6 16 10 25 13 32 14 7 5 28 19 6

Across

- 1. This lets light in and rain out
- 9. A polite title for an adult woman
- 16. A person who saves others from a disaster
- 17. Ruined, demolished, totally broken
- 23. A country
- 24. Protected by law
- 31. Getting together, collecting
- 32. A large explosive used in war
- 34. A pink flowering bush that blooms in the spring

Down

- 3. Love, happiness, money and _____
- 4. Like churches, temples or mosques
- 6. Something hard (often printed in italics)
- 10. You can't send a postcard without these
- 13. Good morning or Hello for exams
- 14. Where to buy food, drinks, magazines
- 21. Finishing high school or university
- 27. Large South American snake
- 30. What prisoners want to do

Q: What's number ____ across / down?

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

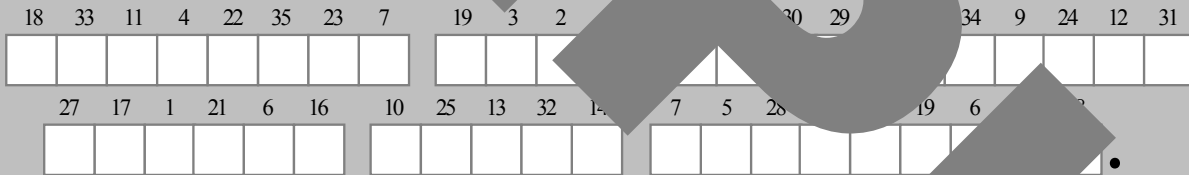
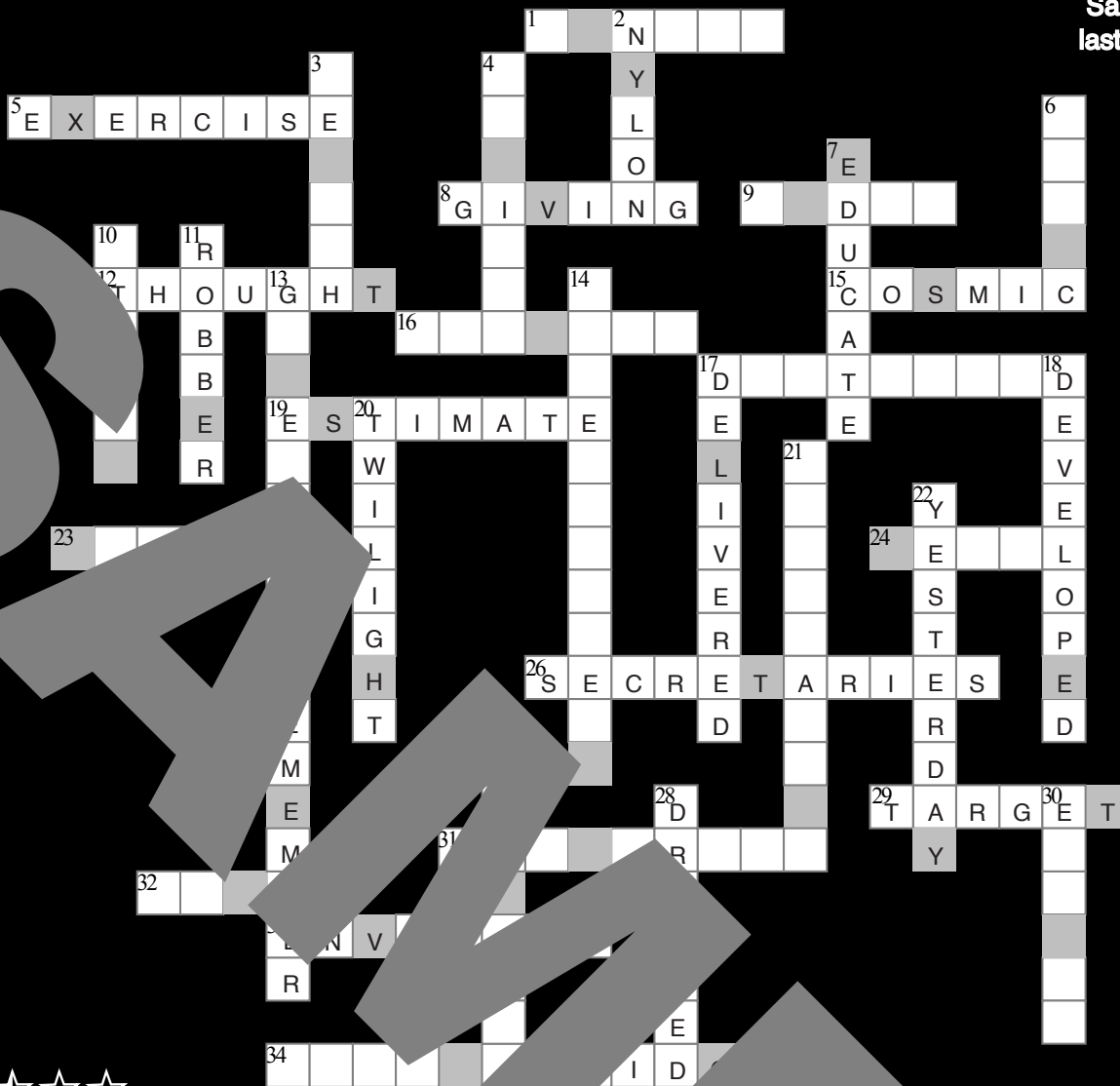
Q: Give me another hint.

A: (Read the printed hint for that number.)

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

B

Same first and last letter words



Across

5. Do this to stay in shape or lose weight
8. Donating, not taking
12. A single idea from one's brain
15. Related to the universe and space
19. Make a knowledgeable guess
26. They assist office managers
29. What archers try to hit
33. What we put a letter in before sending it
35. A woman whose husband has died

Down

2. What most books are made of
7. What teachers do
11. A thief, sometimes steals
17. The postman _____ package this
18. Before digital came _____ and _____
20. The dark purple time just before _____
22. Between two days ago and _____
25. Opposite of forget
28. The book fell off the table and _____ the floor

Q: What's number ____ across / down?

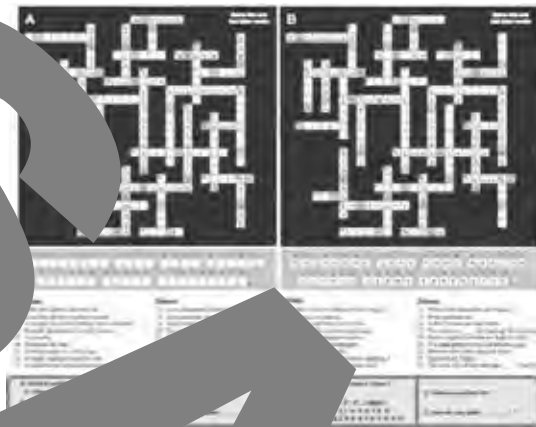
Q: What's the (1st, 2nd, 3rd, 4th...) letter?

Q: Give me another hint.

A: (Read the printed hint for that number.)

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

Same First & Last Letters (Crossword Puzzle)



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

Language Target: Students need to ask and answer questions, give hints, and use regular numbers (1, 2, 3) and ordinal numbers (1st, 2nd, 3rd), articles (a, an) and prepositions (with, between) to assist each other with spelling.

Setting Up: In pairs (**Puzzle A** and **Puzzle B**), one student asks the other for hints relating to any blank answer on the printout. For example, **Student A** may ask: *What's number five across?*

Student B looks at the answer as printed on **Puzzle B**: **EXERCISE**, and reads the hint printed for **Number 5 Across** under the puzzle: *Do this to stay in shape or lose weight.*

Student A knows the last letter is an **E** because of the word **Health** printed in **Number 3 Down**. Since all the words in this puzzle begin and end with the same letter, she knows the first letter is also an **E**.



She may ask: *Is it EXERCISE?*
Student B confirms the answer: *Yes, that's right!*

If **Student A** can't guess the answer, she asks her partner: *Give me another hint.* The second hint is an original one not printed on the worksheet.

Examples: *A physical activity to stay healthy. Jogging, swimming, riding a bicycle, doing jumping jacks.*

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 an X.*

Student A continues asking for letters one by one, all of them until the word is filled in until the word **EXERCISE** is complete.

Now **Student A** finds a blank answer and asks, for example: *What's number 30 down?*

Student A says the word **ESCAPE** and reads the hint printed under the puzzle: *What do you want to do.*

As before, **Student B** correctly guesses the answer. **Student A** confirms it with: *That's right.* Now **Student B** has an idea, he asks his partner for another hint.

Student A may say, for example: *I want to become free. This word can be used as a verb. To run away from a problem.*

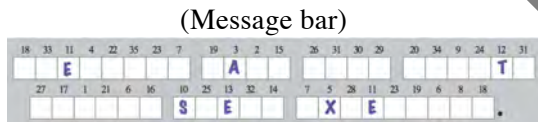
If the second hint doesn't help, **Student B** asks for the second letter, third letter, etc., until **ESCAPE** appears.

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



Number 3 = A, **Number 5** = S, **Number 10** = S, **Number 11** = E, **Number 13** = E.

To do so, they match the number of each white box in the message bar with the letter in the gray box of the same number in the puzzle. Answers only have one gray box so they're easy to find.



When finished, the message should read: **EVERYONE SAYS THAT HEALTH CLINIC SEEMS**

Contributed by Kurt Scheibner

EXPENSIVE.

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

Variation 2: Once an answer has been completed, students could be encouraged to put the word into a sentence and/or ask each other questions using the word. For example:

Do you like to exercise?

Did you ever see the movie The Great Escape?

What's your favorite comic?

What did you have for dinner yesterday?
etc.

Variation 3: Students will often 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 starts halfway down the puzzle, yet another pair starts near the bottom.

Similar Puzzles:

First and Last Letters

(Lesson Collection Set #5 - Lesson 24a)

Words with "pl"

(Lesson Collection Set #5 - Lesson 24b)

Complete

(Lesson Collection Set #5 - Lesson 24c)

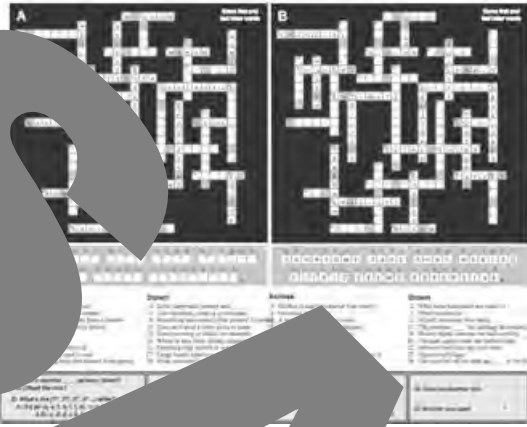
Words with Silent Letters

(Lesson Collection Set #5 - Lesson 24d)

Anagrams

(Lesson Collection Set #5 - Lesson 24f)

Same First and Last Letters (Crossword Puzzle)



Student _____ begins _____ advanced
Approximate _____
Number of students _____
Preferred age/maturity level _____ Adult
Type of lesson: Pair _____ activity

She may ask: *Is it EXERCISE?* Student B confirms the answer: *Yes, that's right!*

If Student A can't guess the answer, she asks her partner: *Give me another hint.* The second hint is an original one not printed on the worksheet.

Examples: *A physical activity to stay healthy. Jogging, swimming, riding a bicycle, doing jumping jacks.*

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 an X.*

Student A continues asking for letters. Sooner or later, one by one, all of the missing letters will be filled in until the word EXERCISE is complete.

Now Student B finds a blank answer and asks, for example: *What's number 30 down?*

Student A sees the answer ESCAPE and reads the hint printed under the puzzle: *What prisoners would do.*

Student B correctly guesses the answer. Student B confirms it with: *That's right.* Student A, in a similar idea, he asks his partner for another hint.

Student A may say for example: *To become free. This word can be a noun or a verb. To run away from a person.*

If the second hint doesn't help, Student A asks for the second or third letter, etc. until ESCAPE appears.

Finally, after students have completed the puzzle they need to fill in the missing words. The puzzle by writing the letters in the gray boxes.

Language Target: Students can ask questions, offer hints, work with regular numbers (1, 2, 3) and ordinals (1st, 2nd, 3rd), use articles (a, an & the) and assist each other with spelling.

Setting Up: Students work in pairs – one student works on **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 five across?*

Student B looks at the answer as printed on Puzzle B: EXERCISE, and reads the hint printed for Number 5 Across under the puzzle: *Do this to stay in shape or lose weight.*

Student A knows the last letter is an E because of the word HEALTH printed in Number 3 Down. Since all the words in this puzzle begin and end with the same letter, she knows the first letter is also an E.



Number 3 = A Number 5 = X, Number 10 = S,
Number 11 = E, Number 12 = T and Number
13 = E.

To do so, they match the number of each white
message bar with the letter in the gray
box. The same number in the puzzle. Answers
are in the gray box so they're easy to find.

(Message bar)



When finished, students should read:
EASTMAN HEALTH CLINIC
SEEKING

Variation 1: For high ability students, provide
copies of the puzzle with no hints. Students
must provide all their own hints.

Contributed by Kurt Scheibner

Variation 2: Once an answer has been completed,
students could be encouraged to put the word
into a sentence and/or ask each other questions
using the word. For example:

Do you like to exercise?

Did you ever see the movie The Great Escape?

What's your favorite comic?

What did you have for dinner yesterday? etc.

Variation 3: Students will often 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.

SALE



SIMILES²

(with countable objects)

My grandmother's health is as delicate as a flower!



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

- _____ as **straight** as _____
- _____ as **quick** as _____
- _____ as **cool** as _____
- _____ as **pretty** as _____
9. _____ as **dry** as _____
11. _____ as **fresh** as _____
13. _____ as **sharp** as _____
15. _____ as **thick** as _____

*Sample Question: How large is it? What's the color of it? How long do I find one? Is it a kind of food?
 Questions: What color is it? Are there any other objects that are like that? What shape is it? Etc. [Give me a hint.]

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

2. (a toothpick - *pl.* toothpicks)

- a) It's made of wood.
- b) It's for hygiene.
- c) _____

4. (a pancake - *pl.* pancakes)

- a) It's a (breakfast) food.
- b) The first letter is a "P."
- c) _____

6. (a ghost - *pl.* ghosts)

- a) It's scary.
- b) It lives in a haunted house.
- c) _____

8. (a board - *pl.* boards)

- a) It's made of wood.
- b) It's long and straight.
- c) _____

10. (a pencil - *pl.* pencils)

- a) It's made of wood.
- b) It has 3 letters.
- c) _____

12. (a feather - *pl.* feathers)

- a) It comes from birds.
- b) It was used for writing.
- c) _____

14. (a fruitcake - *pl.* fruitcakes)

- a) It's a dessert.
- b) The second letter is "C."
- c) _____

16. (a bell - *pl.* bells)

- a) It's made of glass or metal.
- b) A cow often wears one.
- c) _____



SIMILES²

(with countable objects)

My grandmother's health is as delicate as a flower!



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

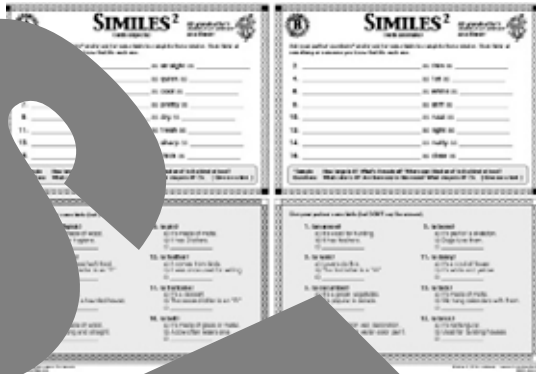
- _____ as **thin** as _____
- _____ as **flat** as _____
- _____ as **white** as _____
- _____ as **stiff** as _____
- 10. _____ as **neat** as _____
- 12. _____ as **light** as _____
- 14. _____ as **nutty** as _____
- 16. _____ as **clear** as _____

*Sample Question: How large is it? What's the color of it? How long do I find one? Is it a kind of food?
 Questions: What color is it? Are there any other objects like that? What shape is it? Etc. [Give me a hint.]

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

- 1. (an arrow - *pl. arrows*)
 - a) It's used for hunting.
 - b) It has feathers.
 - c) _____
- 3. (a wink - *pl. winks*)
 - a) Lovers do this.
 - b) The first letter is a "W."
 - c) _____
- 5. (a cucumber - *pl. cucumbers*)
 - a) It's a green vegetable.
 - b) It's popular in salads.
 - c) _____
- 7. (a picture - *pl. pictures*)
 - a) It's a common wall decoration.
 - b) It can be oil or water-color paint.
 - c) _____
- 9. (a dog's bone - *pl. bones*)
 - a) It's part of a dog's diet.
 - b) Dogs love it.
 - c) _____
- 11. (a daisy - *pl. daisies*)
 - a) It's a type of flower.
 - b) It's white with a yellow center.
 - c) _____
- 13. (a tack - *pl. tacks*)
 - a) It's made of metal.
 - b) We hang calendars with them.
 - c) _____
- 15. (a brick - *pl. bricks*)
 - a) It's rectangular.
 - b) Used for building houses.
 - c) _____

Similes (2) (countable objects)



After **Student A** identifies the correct noun (in this case – as straight as an **arrow**), then she thinks of a **subject** for the sentence. For example:

My best friend is as straight as an arrow.

My boss is as straight as an arrow.

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

Why do you think your best friend is as straight as an arrow?

Straight as an arrow often means honest and serious. Does your best friend have a sense of humor?

Afterward, students change roles with **Student B** trying to identify the first **simile** at the top of his worksheet:

_____ as thin as _____.

Spelling power ability students may need to use not only using the correct word, but also the articles “a” or “an.”

Higher-ability students should be encouraged to use other words such as look, feels, seems, etc.

Variation 1: To increase the quality of this lesson for higher-ability students scores can be given as in golf. The lower the points, the better the score.

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

Variation 2: When the worksheets have been completed, partners exchange worksheets and add a different subject to the simile.

This doubles the amount of exposure students have to work with similes.

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

My uncle is as proud as a peacock.

Language Target: Using comparison to compare things, working with adjectives, plurals, countable nouns and some verbs.

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

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

Student A looks at the first simile:

_____ as straight as _____.

She asks her partner (**Student B**) some questions to find the correct countable noun to complete this simile.

Note: Sample questions are included on the worksheet.]

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

Now, in round two after having swapped their worksheets, **Student B** writes in a new subject. For example: **Weekends seem to go by as quick as a wink.**

Both students ask their partner follow-up questions to explain why they have chosen the simile and to write a sentence using the simile.

Example: *Why do you think your cousin is as stubborn as a brick? Why is your neighbor as kind as a fruitcake?*

When each simile is completed, partners could ask each other to write a sentence using that simile.

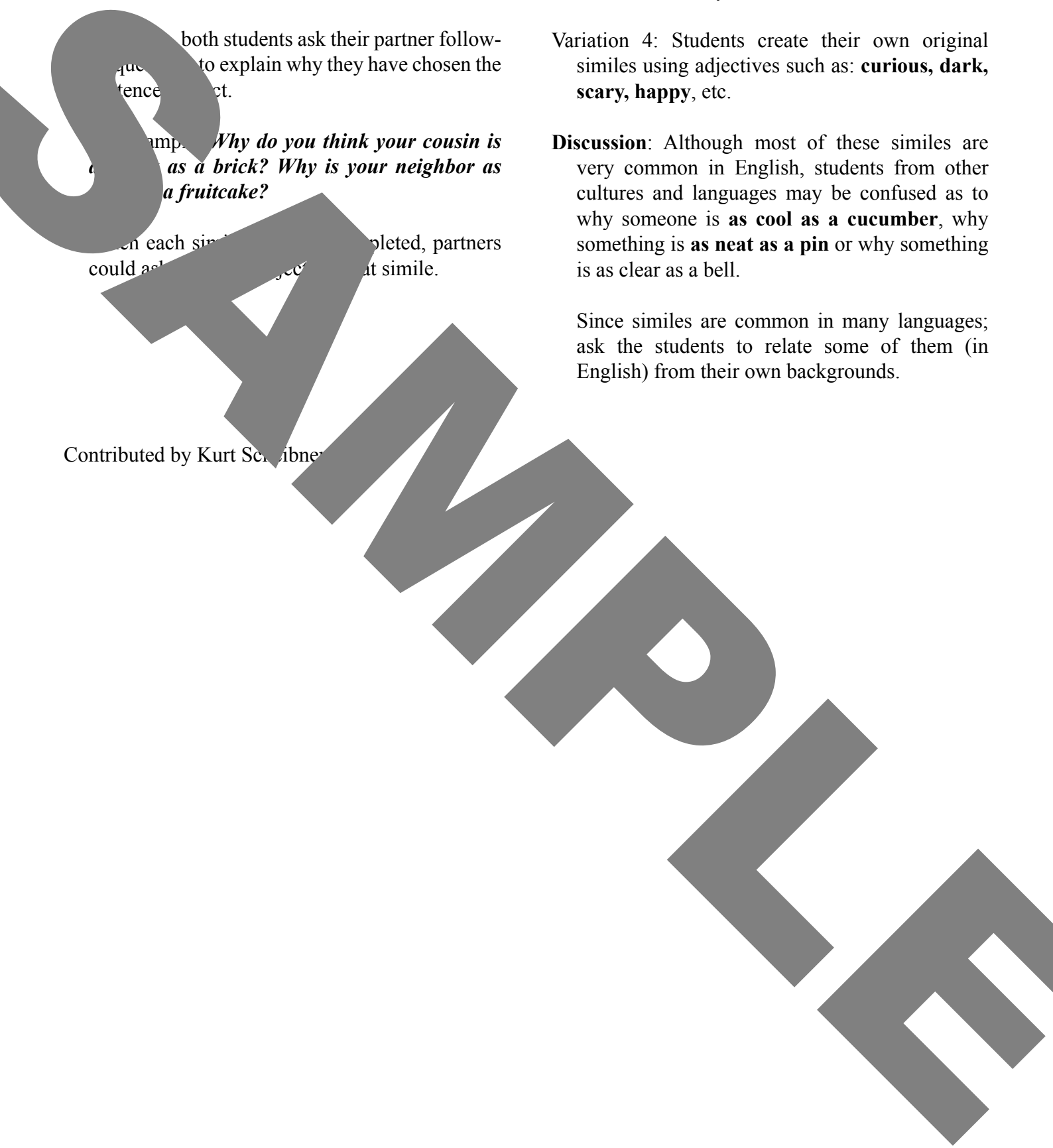
Variation 3: Students offer plural subjects and objects for these similes. For example: *My teammates are as straight as arrows. My history classes are as dry as bones,* etc.

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

Discussion: Although most of these similes are very common in English, students from other cultures and languages may be confused as to why someone is **as cool as a cucumber**, why something is **as neat as a pin** or why something is as clear as a bell.

Since similes are common in many languages; ask the students to relate some of them (in English) from their own backgrounds.

Contributed by Kurt Scribner



A Snack Between Meals

	a	b	c	d
1	SNACK meal	E V A T O R	BLOUSE	Love
2	TRAINING SET	LE B...	wake	fall
3	RAIL ROAD	turn job		generation
4	ORDER	morTENHALFning	NECK K S E W	whiskey rock rock
5	AROUND TRAVEL WORLD	AC LAT RO	EMOC	Sexy

A Snack Between Meals



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

Language Target: Using common English expressions; preposition placement.

Setting Up: Students will have fun with these puzzles as they try to figure out the correct English phrases.

The solution to most of these relies on the placement or the position of the letters and words in the boxes.

For example: The first puzzle on the worksheet (Puzzle 1A) is: **A Snack Between Meals**. The word **snack** is **between** the words **meal** and **meal**, thus there is **a snack between meals**.

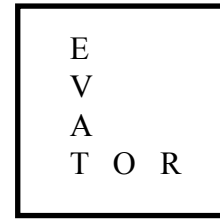


To help students become accustomed to this kind of activity, draw the above puzzles the board.

Explain that the position, size and/or shape of the words / letters are important for solving the puzzles.

Puzzle 1A relies on the preposition **between**.

Give students a second example (Puzzle 1B from the worksheet). Draw the following on the board:



The letters **EVATOR** are in the shape of the alphabet letter **capital L**. The answer to this puzzle is: **L-EVATOR** or, in other words, **ELEVATOR**.

Getting Started: Everyone in class receives a copy of the worksheet. Then pairs (or groups) of students see how many they can figure out.

A reward could be offered to the pair / group that finishes first or with the most correct answers.

Preparation 1: Make two copies of the worksheet. Write the contents of every other box on each copy so that each paper has half of the puzzles.

Hand out the A or B worksheet to the students.

One student asks for a copy of a blank puzzle. The partner provides the contents including the size and placement of letters within the box.

A dialogue could look like this:

Student B: **What's**

Student A: *In the middle of the word **SNACK** in capital*

Student B: **OK.**

Student A: *Now write the word **meal** above the word **snack**. Now write the word **meal** again directly below the word **snack**.*

Student B shows the results: *Like this?*

Student A: *Yes. Now, what's the answer to the puzzle?*

Student B: *Let's see. The word snack is between the two words meal. I think the answer is: A Snack Between Meals.*

Student C: *That's right!*

Answers:

1a) A snack between meals

1b) Elevator (ator)

1c) House

2c) Fiction

2d) Entertainment (N-ertainment)

3a) London Bridge (L-on D-on Bridge)

3b) Party

3c) Party

3d) Party

3e) Party

Variation 2: To save paper, do this as a whole class exercise. Draw each puzzle on the board, one at a time. Award a point to each student who solves each puzzle first.

Variation 3: See if the students can think of a few other similar puzzles for other common expressions in English.

3c) Mini skirt

3d) Generation gap

4a) Side order

4b) Half past ten in the morning

4c) A V-neck sweater

4d) Whiskey on the rocks

5a) Travel around the world

5b) Escalator (S-calator)

5c) Come back

5d) Sexy underwear

Contributed by Kurt Scheibner



0 OK
X Not OK

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



CODE

- 1. = S
- 2. = A
- 3. = U
- 4. = T
- 5. = S
- 6. = R
- 7. = I
- 8. = L
- 9. = B
- 10. = M

1. Once upon a time, a hungry fox went hunting for food.
2. After running a long time, he came to vineyard of a rich man.
3. The fox saw many large grapes hanging high above the ground. They looked sweet and delicious. The fox licked his lip.
4. He jumped as high he could, but he couldn't get any of the grapes.
5. He jumped and jumped. Soon he was very tired and hungrier than before.
6. After resting short time, he tried once more to reach the grapes.
7. Gathering all of his strength, a fox jumped one last time. He still couldn't reach the grapes, ever the lowest ones.
8. Finally the fox said, "I don't want eat the grapes. I'm sure they are sour!"

(I think) X should be 0 .



0 OK
X Not OK

1	3	6	7	8	9	10
---	---	---	---	---	---	----



CODE

- 1. = N
- 2. = O
- 3. = E
- 4. = F
- 5. = G
- 6. = P
- 7. = O
- 8. = P
- 9. = U
- 10. = S

1. Once upon a time, a hungry fox went hunting for food.
2. After running a long time, he came to a vineyard of a rich man.
3. The fox saw many large grapes hanging high above the ground.
4. They look sweet and delicious. The fox licked his lips.
5. He jumped as high as he could, but he couldn't get any of the grapes.
6. He jumped and jumped. Soon he was very tired and hungrier than before.
7. After resting a short time, he tried once more to reach the grapes.
8. Gathering all of his strength, he jumped one last time.
9. He still couldn't reach the grape, even the lowest ones.
10. Finally the fox said, "I don't want to eat the grapes. They are sour!"

(I think) X should be 0 .



0 OK
X Not OK

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



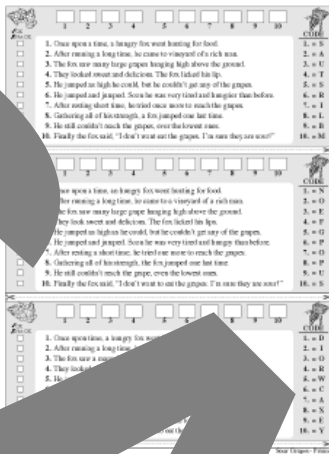
CODE

- 1. = O
- 2. = C
- 3. = A
- 4. = X
- 5. = E
- 6. = Y

1. Once upon time, a hungry fox went hunting for food.
2. After running a long time, he came to a vineyard of a richer man.
3. The fox saw a many large grapes hanging high above the ground.
4. They looked sweet and delicious. The fox licked his lips.
5. He jumped as high as he could, but he couldn't get any of the grape.
6. He jumped and jumped. Soon he was very tired and hungrier then before.
7. After resting a short time, he tried once more to reach the grapes.
8. Gathering all of he strength, the fox jumped one last time.
9. He still couldn't reach the grapes, even the lowest ones.
10. Finally the fox said, "I don't want to eat the grape. I'm sure they are sour!"

(I think) X should be 0 .

Sour Grapes



Student begins at intermediate
Approximate level: Intermediate
Number of students: 3
Preferred age/maturity: Adult
Type of lesson: Trivia (3 students)

and **Section C** goes to the third. Explain that the story is the same but the sections are different, listening is important.

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

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

Student A: *I think my sentence is correct.*

Student B: *I think an hungry fox should be a hungry fox.*

Student C: *I think Once upon time should be Once upon a time.*

Language Target: Listening for and identifying English errors including: dropping subject/verb agreement, singular/plural nouns.

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

A: **I flew at Miami to visit my sister.**

B: **I flew to Miami to visit my sister.**

C: **I flew to Miami to visit sister.**

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 at Miami should be to Miami.**

On example C above, students should say: **I think to visit sister should be to visit my sister.**

Getting Started: In groups of three, one student receives **Section A**, another receives **Section B**

For example, if a student identifies, they should be identified on the board. When a student identifies a grammatically correct sentence, they should look to the right side of their Section. For each correct sentence within a section, there is a corresponding **Code Letter**.

For example, in **Section A**, **Sentence #1** has the corresponding **code letter S**, **Section B**, **Sentence #1** has corresponding letter **C**, **Section C**, **Sentence #1** has corresponding **Code letter D**.

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



After writing the corresponding 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: **SOUR GRAPES**.

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

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

While silently reading Sentence #1 from their code books, students bet on the sentence, they can bet that it is correct or incorrect. They can bet as much money as they like, up to the amount they were given.

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

Finally, after all bets have been taken, the sentences are read aloud and the grammatically correct sentence is identified.

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

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

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

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

Writing Practice: Students write the story of the **Sour Grapes** in their own words.

Answers: The correct answers are:

- Sentence # 1 Section A Code Letter S
- Sentence # 2 Section B Code Letter O
- Sentence # 3 Section A Code Letter
- Sentence # 4 Section C Code Letter
- Sentence # 5 Section B Code Letter
- Sentence # 6 Section A Code Letter
- Sentence # 7 Section C Code Letter A
- Sentence # 8 Section B Code Letter P
- Sentence # 9 Section C Code Letter E
- Sentence # 10 Section B Code Letter S

Contributed by Kurt Scheibner

Story Problems

2A

There are 40 students in Professor Van Newton's history class but today only a fourth of them showed up. Later on, 14 students came but $\frac{1}{3}$ of them left to do research in the library. Finally, half of these students left the class to prepare for next week's test. How many students remained in the classroom? [9 - including the Professor!]






Herman, the bus driver, started off his morning with 40 passengers. At the first bus stop, 18 people got on. At the second bus stop, 6 people got off and 10 people got on. At the third bus stop, 9 people got off and 30 got on. At the fourth bus stop, 16 people got on and 12 people got off. How many passengers were still on the bus? [52]




Story Problems

2B

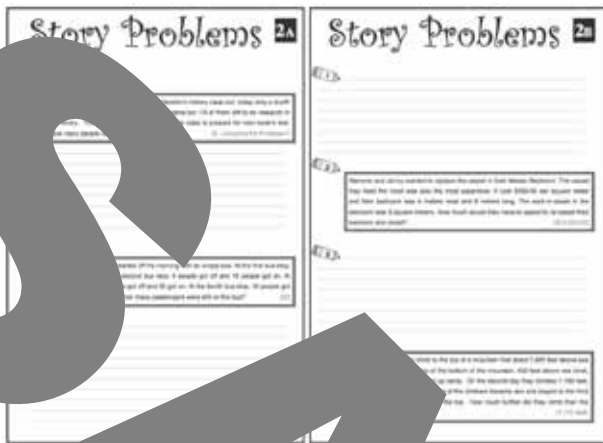


Ramon and Jenny want to replace the carpet in their Master Bedroom. The carpet they liked the most was also the most expensive. It cost \$250.00 per square meter and their bedroom was 6 meters wide and 10 meters long. The walk-in-closet in the bedroom was 5 square meters. How much money did they have to spend to re-carpet their bedroom and closet? [\$13,250.00]



Three people wanted to climb to the top of a mountain that stood 7,820 feet above sea level. From their base camp at the bottom of the mountain, 450 feet above sea level, they climbed 1,590 feet and set up camp. On the second day they climbed 1,120 feet, and 975 feet on the third day. One of the climbers became sick and stayed at the second camp. The other two climbed to the top. How much further did they climb than the sick one? [4,175 feet]

Story Problems (2)



Student begins at intermediate
Approximate age: _____
Number of students: _____
Preferred age/maturity level: _____ Adult
Type of lesson: Pair work / Activity

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

How do you spell _____?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributed by Scheil

SAFETY PLAN

Part 1

Survey 3 (A)

Part 2

Your name

Partner's name

New partner's ex-partner's name

1. What day of the week is your least favorite? Why?

1. What time of day is his / her favorite? Why?

2. If you could change one thing about your past, what would it be? Why?

2. If he / she could change one thing about his / her past, what would it be? Why?

3. If you had a secret, who would you tell it to? If no one, why not?

3.

4. What's the best present you ever received? Tell me more.

4.

5. What do you like to do to kill time?

5.

6. Do you like to talk about politics? Why or why not?

6.

7. Tell me about a pet (or pets) that you've had. If no pet, why not?

7.

8. Which national holiday do you like the most? Why?

9. If you could meet anyone in history, who would it be? Why?

9.

10. Have you ever made a speech? If so, tell me about it.

10.

Part 1

Survey 3 (B)

Part 2

Your name

Partner's name

New partner's ex-partner's name

1. Do you have any superstitions? What is it? What are they?

1. Does he / she have any superstitions? What is it? What are they?

2. Which season is your favorite? Your least favorite? Why?

2. Which season is his / her favorite? Why?

3. When was the last time you had an argument? What was it about? What did you do?

3.

4. Have you ever given money to a charity (large or small)? Why? If not, why not?

4.

5. Would you rather get a big salary for a job you hate or a small salary for a job you loved?

5.

6. Which famous person would you like to meet? Why?

6.

7. Have you ever spoken to a police officer? If yes, tell me about it.

7.

8. Is there any kind of music you can't stand? Explain.

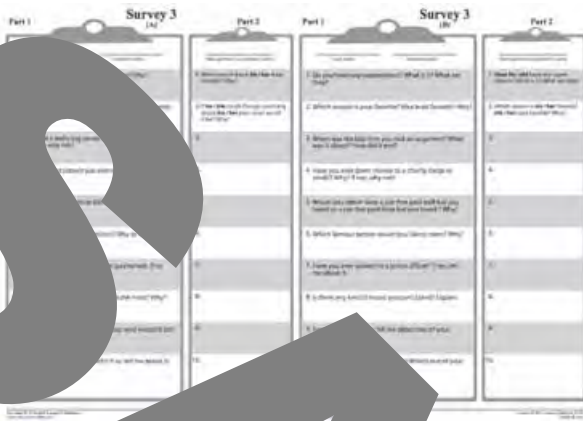
9. Everyone has regrets. Tell me about one of yours (large or small).

9.

10. What kind of movies do you like? What's one of your favorites? Why?

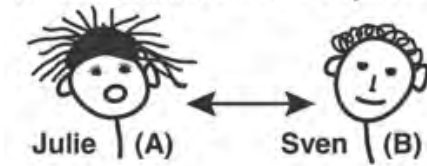
10.

Survey (3)



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.

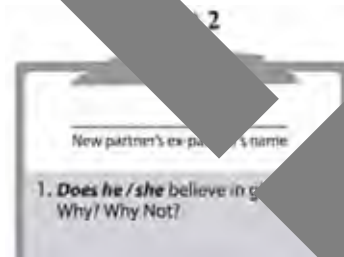
The goal of this lesson is **NOT** to finish every question on the worksheets. It is for students to engage in natural conversation by asking a lot of follow-up questions. In this way, they will learn a great deal about their partners.

While students are busy conducting the survey, the teacher mills around the classroom to make sure that all pairs of students are not rushing through the questions.

Third-person questions. When all of the questions have been asked (which may or may not be the case by the end of the lesson), students pair up with a new partner.

Students then pair up with **Worksheet A** team members and two students with **Worksheet B** do the same.

The first step is for students to write their new partner's ex-press 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.

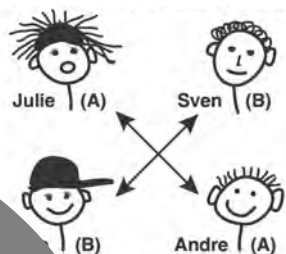
For example, Julie (A) pairs up with Andre (A) and Sven (B) chooses Kate (B).

Language Target: Simple questions and answers, activity for students to survey each other. This lesson also involves asking follow-up questions, note taking and gives students practice to practice third-person voice* and tag 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.*



During this activity, students ask each other about their original responses. Andre asks Julie about Sven's answers and Kate asks Sven about Julie's answers.

For example, the question found on **Worksheet A** is: *What time of day is your least favorite?*

Andre needs to ask the question so that it reads: *What time of day is Sven's least favorite? Why?*

Julie uses the information from her original survey with Sven and provides answers to Andre. For example: *Sven's least favorite time of day was early morning.*

Andre asks *Why?*

Julie answers according to her notes of original responses.

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

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

Now Julie runs through the questions according to what she learned from Andre about Kate. She says to Kate, for example: *Your least favorite time of day is early morning, isn't it?*

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

Julie continues: *You don't like early mornings because you don't want to wake up, do you?*

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

Julie replies: *That's correct.*

Kate continues: *You had a fight with your little sister, didn't you?*

Julie replies: *Right.*

Kate continues: *Your little sister, Pat, borrowed your lipstick without asking, didn't she?*

Julie provides the information. Both Julie and Kate follow the procedure as above for all questions on their worksheets.

Variation 1: If you don't have enough time, simply skip the Tag Question activity.

Variation 2: Students choose one of the more interesting answers from the worksheet and, with the whole class, convert them into a descriptive sentence.

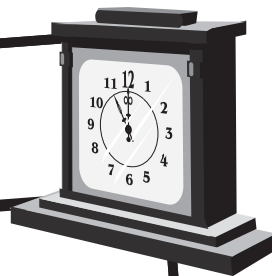
Contributed by Kurt Scheibner



4 A

A 3-Minute Interview

(Tag Questions Present Tense)



- 1 You _____ a sports fan, _____?
- 2 _____ your birthday today, _____?
- 3 Your father _____ like to watch ballet, _____?
- 4 You _____ work at a fast food restaurant, _____?
- 5 _____ hit me over your head, _____?
- 6 _____ six people in your family, _____?
- 7 Your best friend _____ live on a farm, _____?
- 8 Your hair _____?
- 9 You _____ the alphabet backwards, _____?
- 10 You _____ cut _____ every morning, _____?
- 11 You _____ the _____ today, _____?
- 12 Your birthday _____ February _____?
- 13 Opera _____ interest you _____?
- 14 You _____ eat a dozen _____ _____?
- 15 You enjoy summer more than winter _____?
- 16 You _____ a morning person, _____?
- 17 Tennis _____ your favorite sport, _____?
- 18 Your mother _____ have a sister, _____?
- 19 You _____ finish this interview in 3 minutes _____?
- 20 You _____ have a tattoo, _____?
- 21 Sundays _____ your favorite days, _____?
- 22 Your hobby _____ collecting stamps, _____?

Is / Isn't • Are / Aren't • Do / Don't
Does / Doesn't • Can / Can't

4 B

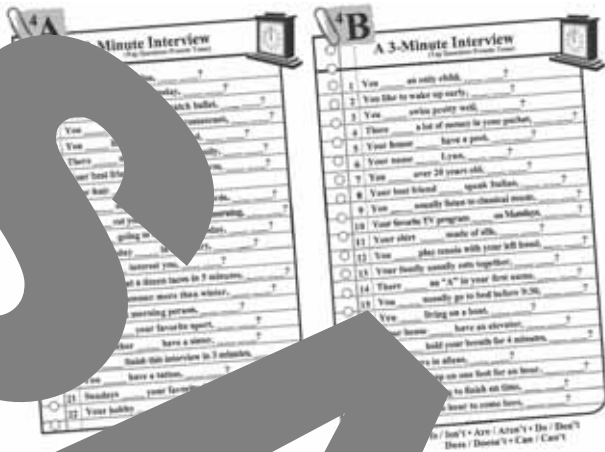
A 3-Minute Interview (Tag Questions Present Tense)



- 1 You _____ an only child, _____?
- 2 Do you like to wake up early, _____?
- 3 You _____ swim pretty well, _____?
- 4 There _____ a lot of money in your pocket, _____?
- 5 _____ have a pool, _____?
- 6 Do you know _____ Lynn, _____?
- 7 You _____ over 20 years old, _____?
- 8 Your best friend _____ speak Italian, _____?
- 9 You _____ listen to classical music, _____?
- 10 Your favorite TV show _____ on Mondays, _____?
- 11 Your shirt _____ made of _____, _____?
- 12 You _____ play tennis with your _____, _____?
- 13 Your family usually eats _____, _____?
- 14 There _____ an "A" in _____, _____?
- 15 You _____ usually go to bed before _____, _____?
- 16 You _____ living on a boat, _____?
- 17 Your house _____ have an elevator, _____?
- 18 You _____ hold your breath for 4 minutes, _____?
- 19 You believe in aliens, _____?
- 20 You _____ hop on one foot for an hour, _____?
- 21 You _____ going to finish on time, _____?
- 22 It takes you an hour to come here, _____?

Is / Isn't • Are / Aren't • Do / Don't
Does / Doesn't • Can / Can't

Three-Minute Interview (4) (Present Tense Tag Questions)



Student's name	beginner	intermediate
Approximate age		
Number of students	+	
Preferred age/maturity level	Adult	
Type of lesson: Pair	Activity	

Explain that if the answer to the question is known, the question should end with a **falling** intonation (confirming).

Conversely, if the answer to the question isn't known, the question should end with a **rising** intonation.

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

Also, there should be **one timer** for each pair of students. If not, make sure that pairs have at least one watch with a second hand.

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:

Am / Isn't, Are / Aren't, Do / Don't, Does / Doesn't and Can / Can't

These verbs are **not printed** on their interview worksheets. Students must decide which one is appropriate for asking each of the 22 questions.

Often students are so busy figuring out the correct question that they forget to listen to the answer.

To work on this **failure** problem, see **Variation #3** below.

In most cases, students need about 15 minutes the first time, but they will increase in speed with each successive time.

Usually, the **third** student in the interview, they will be able to complete in **three minutes**.

When **Student A** is able to complete all of the interview questions in three minutes (and remembers the answers), **Student B** is the same.

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

Variation 2: For lower-ability students, they form

Language Target: Develop fluency in using present tense Tag Questions and

Setting Up: Before handing out the worksheets to the class five or six **present tense Tag Questions** to demonstrate how they work. Also, encourage the students to make **quick responses**. For example:

Teacher: ***You like pizza, don't you?***

Students: ***Yes, I do. / No, I don't.***

Teacher: ***You don't like pizza, do you?***

Students: ***Yes, I do. / No, I don't.***

Point out that the **answer remains the same** whether the question is **positive or negative**. Try another question such as:

Teacher: ***You are a good swimmer, aren't you?***

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

Teacher: ***You aren't a good swimmer, are you?***

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

groups of three or four. All students in the group share the same worksheet either **Worksheet A** or **Worksheet B**.

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

When finished, one **Student A** and one **Student B** form a new pair and proceed through the questions.

Depending on the students' English ability, they complete the verbs on the worksheets.

It's better to do the first two interviews naturally and increase their speed as they do the second and third time.

Variation 3: With high ability students, they can complete a entire interview in three minutes, pairs swap and repeat the process, keeping their own worksheets and pairing with a different student.

This time, students **report** the information to their former partner to their new partner. For example:

Student A: **Leo** (former partner) *isn't a sports fan, it isn't his birthday today, his father doesn't like to watch ballet, he doesn't work in a fast food restaurant, he can't lift me over his head*, etc.

Variation 4: Once students have mastered the interview in three minutes, they ask a second **similar** question for each one on the worksheet.

For example:

Student A: *You are a sports fan, aren't you?*

Student B: *Yes, I am.*

Student A: *You are a movie fan too, aren't you?*

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

Student A: *It isn't your birthday today, is it?*

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

Student A: *It isn't your day off today, is it?*

Student B: *Yes, it is.*

Variation 5: Advanced students can practice indirect questions and reported speech. In groups of three, one student receives a worksheet, either A or B. The dialogue should proceed as follows:

Student A: (Speaking to Paula) *Christine is a sports fan, isn't she?*

Paula: (to Paula) *You are a sports fan, aren't you?*

Student A: *Yes.*

Student A: (to Paula) *What did Christine say?*

Paula: *She said she isn't a sports fan.*

Contributed by Kurt Scheibner

**The week
last**

**The day
before
yesterday**

**The day
after
tomorrow**

**Two months
from now**

Tomorrow

Today

Today

Yesterday

**The other
day**

**A few
days ago**

**A few
weeks ago**

**A year and
half ago**

**One week
from
Tuesday**

**Two years
from now**

**Last
weekend**

In January

**In the
ing**

**On May
14th**

**On
Saturday**

**This
morning**

**This
afternoon**

**This
evening**

**This
weekend**

**This coming
Sunday**

**Next
weekend**

**Next
month**

**Two
weeks
ago**

**Thursday
night**

**Every
other
Thursday**

**About five
years ago**

**A couple of
months ago**

**Every
Saturday**

When I was
_____ or ten
and _____

When I was
a high
school
student

When I
was in
elementary
school

When I was
in junior
high school

When I was _____
was _____
years old

When I was
a senior
high school

For three
days last
October

In my
elementary
school days

In a little
while

A couple of
years
from now

A few
hours
from now

On my last
birthday

Sometime
next week

Sometime
next month

Sometime
last
summer

Two weeks
ago

After school

Around the
middle of
last month

At six o'clock
this evening

Before my
50th
birthday

Before the
end of this
month

During my
last year

During the
weekend

Every
fourth
Friday

Sometime
between
this week
and next

Soon after
I woke up
this morning

At the
day and
midnight

The third
Monday of
every month

This
morning
before class

Three years
from now

Two months
from now

Yesterday
afternoon

Time Cards

The week before last	The day before yesterday	The day after tomorrow	Two months from now	In the evening	On May 14th	On Saturday	This morning
	Tonight	Today	Yesterday	This afternoon	This evening	This weekend	This coming Sunday
The other day	A couple of weeks ago	A year and a half ago	Next weekend	Next month	Three or four days ago	Thursday night	
Two weeks ago	Two years from now	Last weekend	In January	Every other Thursday	About five years ago	A couple of months ago	Every Saturday

Student abilities: Intermediate
 Approxi...
 Necess...
 Security: J...
 Small C...ivity

Language ...
 Working ...
 building fluency ...
 verb tenses).

Setting Up: Cut the ...
 cards, and prepare one ...
 each group of four or five students.
 In class, each group receives one ...
 of Time Cards.

Getting Started: The cards are placed
 in a pile face down on the table.
 One student draws a card and reads
 it to the others.

For example: *The day before
 yesterday...*

The student needs to finish the
 sentence, e.g. *I played tennis.*

The other members of the group then
 ask follow-up questions about that
 sentence, for example:

*Who did you play tennis with?
 Who won?*

*Where did you play?
 How often do you play tennis?
 Are you a good tennis player? Etc.*

When there are no more follow-up
 questions, a second student draws and
 reads from one of the Time Cards,
 completes a sentence and the others
 ask follow-up questions.

The lesson continues in this fashion
 until all of the Time Cards have
 been used.

Variation 1: One student draws a
 Time Card and places it face up
 on the desk so that everyone can
 see. The other students in the
 group ask an appropriate
 question (correct tense).

For example, a student draws the
 Time Card: **A few days ago.**

The student may ask: *What did
 you have for lunch a few days
 ago?*

Another student may ask: *Did you do or
 anything resting a few
 days ago?*

Some of the cards require future
 tense questions. For example: **A
 few hours from now.**

One student may ask: *Where are
 you going a few hours
 from now?*

Another student may ask: *Will
 you be at your party a
 few hours from now?*

Variation 2: Each student draws
 a Time Card and ties them together
 with a conjunction such as but,
 however, and, moreover, etc.

For example, one card may be: **A few days ago** and another **This coming Sunday**.

The student composes a sentence such as: *A few days ago I met my friend at the mall and this coming Sunday we are going to watch a movie.*

Variation 3: On slips of paper, students write five nouns – one per slip. They are shuffled and placed face down on the table. These nouns can serve as subject or object of a sentence.

Students now choose one (or two?) nouns and use the Time card. They follow the instructions as given in the main activity or in Variation 1 above.

Variation 4: Practice using *and*. One student reads the Card and

completes the sentence. Then the next student tries to continue the conversation reading from another Time Card, but this needs to be done so that the two sentences flow together smoothly. For example:

Student 1: *Soon after I woke up. . . I washed my face and check my e-mail.*

Student 2: *I usually do that, too, but when I was 8 years old, I didn't have a smart phone.*

Student 3: *I didn't either when I was young, but not long after I entered high school, I started to send and receive e-mails everyday.*

Student 4: *Usually, I check my e-mails on Facebook but every other Thursday I'm too busy so I can't.*

Contributed by Kurt Scheibner

Time Cards

The day before yesterday	The day after tomorrow	Two months from now	In the evening	On the 14th	On Saturday	This morning
Tomorrow	Today	Yesterday	This afternoon	This evening	This weekend	This coming Sunday
A few days ago	A few days from now	A year and a half ago	Next weekend	Next month	Three or four days ago	Flourishy style
Five years from now	Last weekend	In January	Every day	About five years ago	A couple of months ago	Every Saturday

Student begins with intermediate
Approximate level: ...
Number of students: ...
Preferred age/maturity: ... Adult
Type of lesson: ... activity

Language Target: Working on expressions of time, building fluency (and incorporating tenses).

Setting Up: Prior to class, cut the worksheets into cards, and prepare one set of cards for each group of four or five students.

Getting Started: In class, each group receives one deck of **Time Cards**. The cards are placed in a pile face down on the table.

One student draws a card and reads it to the others. For example:

Student A: *The day before yesterday....*

The student needs to finish the sentence. He may say, for example: *I played tennis.*

The other members of the group then ask **follow-up questions** about that sentence, for example:

- Who did you play tennis with?*
- Who won?*
- Did you play singles or doubles?*
- Where did you play?*
- What did you do after you played tennis*
- How often do you play tennis?*
- Are you a good tennis player?* Etc.

When there are no more follow-up questions, a second student draws and reads one of the **Time Cards**, completes a sentence and the others ask follow-up questions.

The lesson continues in this fashion until all of the **Time Cards** have been used.

Variation 1: One student draws a **Time Card** and places it face up on the desk so that everyone can see.

The other students in the group ask an appropriate question (correct tense).

For example, the card says: **A few days ago.**

One student may ask: *What did you have for lunch a few days ago?*

Another may ask: *Did you do or see anything interesting a few days ago?*

Some of the cards require future tense questions. For example: **A few hours from now....**

One student may ask: *Where are you going to be in a few hours from now?*

Another may ask: *Will you be at your part-time job in a few hours from now?*

Variation 2: Each student draws two **Time Cards** and ties them together with a conjunction such as **but, however, nevertheless**, etc.

For example, one card may be: **A few days ago** and another: **This coming Sunday.**

The student composes a sentence such as: *A few days ago I met my friend at the gym. This coming Sunday we are going to play tennis together.*

Variation 3: On slips of paper, students write five nouns – one noun per slip. (For example: newspaper, mailbox, gym, rose, rhinoceros.)

The slips of paper are shuffled and placed face down on the table. These nouns can serve as the **subject** or **object** of a sentence.

Students now draw one **Noun Card** and one **Time Card**. They follow the instructions as given in the main activity or in **Variation 2** above.

For example, the Noun Card reads: **rhinoceros** and the Time Card reads: **Before the end of this month**.

Students with the two cards can either make a sentence such as: *I'm going to the zoo before the end of this month because I want to see the rhinoceros.*

Students can also ask a question such as: *Do you think another rhinoceros is going to have a baby at the zoo before the end of this month?*

Students may respond with something like: *I read about that in the paper. She's going to be her first baby?*

Variation 4: Practicing transitions. One student reads a **Time Card** and completes the sentence.

The next student tries to continue the conversation reading from a different **Time Card**, but this needs to be done so that the two sentences flow together smoothly. For example:

Student 1: *Soon after I woke up ... I washed my face and check my e-mail.*

Student 2: *I usually do that, too, but when I was 8 years old, I didn't have a smart phone.*

Student 3: *I didn't either when I was young, but not long after I entered high school, I started to send and receive e-mails everyday.*

Student 4: *Usually, I check my e-mails on Facebook but every other Thursday I'm too busy so I can't.*

Contributed by Kurt Scheibner

Trash Bag Notes

What is in this trash bag:

Handwriting practice area with a large watermark reading "SAMPLE". The area contains several sets of horizontal lines for writing, each set consisting of a solid top line, a dashed middle line, and a solid bottom line.

The person (people) who live(s) here

Handwriting practice area with a large watermark reading "SAMPLE". The area contains several sets of horizontal lines for writing, each set consisting of a solid top line and a solid bottom line.

He / She / They...	might be, could be, must be might have, could have, must have	_____ because... .
--------------------	--	--------------------

Who Lives Here? (2)



Student level: **beginner to advanced**
 Approximate number of items: **10-15**
 Number of students: **2-4**
 Preferred age/maturity: **Adult**
 Type of lesson: **Pair or small group**

* * *

Language Target: Vocabulary development
 There are dozens of everyday household items
 illustrated on these worksheets. Students are to
 identify as many items as they can.

This lesson is also useful for working on
 speculative opinions such as: *I think the person
 who lives here is a young male because...*

Before beginning, students should be familiar
 with the following phrases: **might be, could be
 and must be as well as might have, could have
 and must have.**

Note: This is a very flexible lesson. The
 worksheet can be used for just about any kind of
 English practice or review. The following is just
 one lesson idea.

Setting Up Note: The purpose of this lesson is
 for students to get involved in **imagining** or
speculating about who owns the trash bags.
 They need to consider and discuss:

**How many people live in this apartment /
 house.**

How old they are.

What their names are.

What their hobbies are.

What jobs they have.

What kind of things they like or don't like.
What future plans they might have.
What their personalities might be like, etc.

There are no right or wrong answers, merely
 hints to guild students' imagination.

Begin by collecting some things a few students
 such as a pencil, notebook, ring, etc. Lay these
 items out on the table in front of the class.

Hold up one of the items and ask the students
 whose it is. (The owner must keep silent.)

Students may respond with a statement like: *I
 think it's Kevin's.*

Ask the student to explain why she thinks it
 belongs to Kevin. She may say, for example:

*It's Kevin's because he likes baseball and that
 is a baseball bat as Giants written on it.*

Do the same with other items and encourage
 students to identify something about the
 person assumed owner.

Started: Each pair or small group receives
 a worksheet titled 'Who Lives Here?'. Also, each pair or
 group receives one of the **Trash Bag Notes**.

Students try to identify the names of the
 items they can find in the **Trash Bag**. They write
 these items on the **Trash Bag Notes** page.

Then, students guess who the trash could
 belong to. When there is consensus within
 group, the speculation is written (in secret)
 on the **Trash Bag Notes** worksheet.

After groups have finished speculating about
 the people who own the trash bags, they
together and compare their notes.

At this point, the class will usually enter into
 a lively discussion, debate or even argument
 as they defend their original speculations and
 disagree with the other group's ideas.

The goal is to have everyone discuss their opinions
 until there is consensus among everyone.

Variation 1: After all of the two groups have individually agreed on the owners of the trash, groups compare their finding with other groups.

Language such as the following could be used:

Why do you think...?

How do you explain the...?

What do you notice the...? etc.

Variation 2: For lower ability students, discuss the entire contents as a whole class. This is a good way to help students acquire vocabulary. Once everything has been identified, encourage students to volunteer speculations about the owners.

Writing Practice: Students write an extended "Profile" of the owner(s) based on their speculations.

#2 (Single Student) - Mr. Some of the items in the Trash Bags

- Coffee from South University
- Plastic containers
- Small oil can
- Chinese fast-food take-out box
- Calculator
- Tube of acne remover
- Cigarette box and pack
- Guitar string bag
- Spice bottles: Oregano, Parsley
- Matchbook (sleazy bar)
- Broken nose glasses
- Can of soup
- Note: Ken, be back at 9
- Cockroach killer
- Cookie box
- Letter from girl: *Dear Peter, Thanks so much for the...*
- Pay stub from auto repair company
- Banana peels
- Pay stub from part time job - Fred's auto parts
- Coffee filter
- Old ball shoe
- Bottle cap
- Magazine: People Today
- Book: How to get men
- Wanted ad on newspaper- engineer jobs circled
- Phone bill (on)

Contributed by Kurt Scheibner
Illustrated by Paul Nowak

Why Weren't You...?



1 ...using your umbrella this morning when it rained?

Believability: 1 2 3 4 5 6 7 8 9 10

2 ...having lunch this afternoon? Are you OK?

Believability: 1 2 3 4 5 6 7 8 9 10

3 ...answering your phone at 11:00 p.m. I called until 11:00 p.m.

Believability: 1 2 3 4 5 6 7 8 9 10



4 ...playing the guitar in your band at the party last week?

Believability: 1 2 3 4 5 6 7 8 9 10



5 ...laughing during the movie? Everyone was laughing.

Believability: 1 2 3 4 5 6 7 8 9 10

6 ...wearing shoes at the picnic last Sunday?

Believability: 1 2 3 4 5 6 7 8 9 10

Believability

Total Points

Why Weren't You...?



1 ...studying for the test last night? It's tomorrow you know.

Believability: 1 2 3 4 5 6 7 8 9 10

...walking on the sidewalk? Walking on the street is dangerous!

Believability: 1 2 3 4 5 6 7 8 9 10

3 ...working yesterday or the day before?

Believability: 1 2 3 4 5 6 7 8 9 10



4 ...sleeping when I called you after 11 a.m.

Believability: 1 2 3 4 5 6 7 8 9 10



5 ...waiting for me after class? I told you I might be late.

Believability: 1 2 3 4 5 6 7 8 9 10

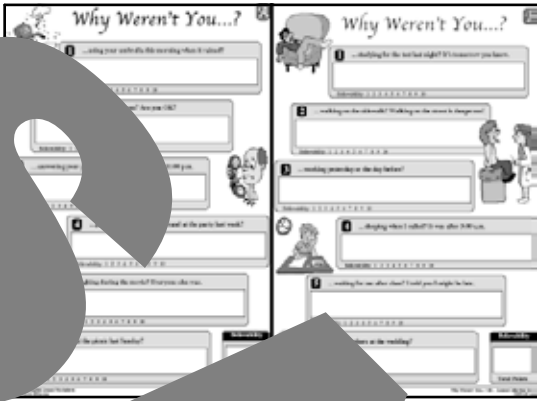
6 ...singing with the others at the wedding?

Believability: 1 2 3 4 5 6 7 8 9 10

Believability

Total Points

Why Weren't You...?



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

Language Target: Creating believable reasons for not having done some pretty odd thing. Students will practice using **past continuous** with **wasn't & weren't**.

Setting Up: Write the phrase: **Why weren't you ...?** on the board and say something like: **I telephoned you last night until eleven p.m.. Why weren't you answering your phone?**

Important rule: Students may not deny the question. For example:

Q: *We all know you are a dog lover. Why did you buy a cat?*

A: *I didn't buy a cat.*

Also, students can not use a **lame answer** such as: **I forget, I don't remember, You are mistaken,** etc.

One student, Carole, offers a believable answer such as: ***I wasn't answering the phone last night because I wasn't home until midnight.***

Now other students (or the teacher) ask **follow-up questions** to elicit further dialogue. For example:

Student X: ***Why weren't you home until midnight?***

Carole: ***I wasn't home until midnight last night because I was helping my sister move into her new apartment.***

Student Y: ***I understand. But you haven't explained why you weren't answering your phone?***

Carole: ***In all the hustle and bustle, my phone ended up in one of the packing boxes. I didn't know it was lost until I finished helping.***

Student Z: ***How did you find your phone?***

Carole: ***When I realized it was missing, I had my sister call my phone. We found it in a box at her new apartment.***

Getting Started: In pairs, students receive sheet A and B, respectively. They begin by asking her partner: ***Why weren't you using your umbrella this morning when it rained?***

Student A: I think I had a good reason, for example: ***The weather was sunny today. Unfortunately a sudden squall came out of nowhere.***

Student A: I will answer(s) on the worksheet in the space provided. (It can be in the form of notes or a complete sentence).

Students proceed by alternatingly asking and answering the questions from the worksheet.

After all of the reasons have been given, students add up the believability points and compare the total number in the box in the lower right corner. The student with the highest score is the winner.

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.

Variation 1: When pairs have finished, students pair up with new partners. Two students with **Worksheet A** form a pair and two students with **Worksheet B**.

Practice asking **third-person questions:** *Why weren't **he / she...**?* by talking about their former partners.

Using their notes, students tell their new partner the reasons their former partner gave.

Variation 2: When pairs have finished, pose the questions for the best answer. This will require the students to explain their answer to their partner. The pair with the best answer is the winner.

Contributed by Kurt S. Johnson

Variation 3: Don't hand out the worksheet at first. Do this as a whole class activity by dividing the class into two (or more) teams.

Read one of the **Why weren't you...?** questions and have the teams compete for the best reason. These could be separated into categories such as **most believable, most creative, most entertaining**, etc.

Writing Practice: Students pick any one of the situations and write a fictitious short story about the strange experience. This can be in either first or third person.

