

1149



English

1

Multi-level
activities

edited
Kurt
Scheibner

Heinemann

PHOTOCOPIABLE

World Population Cards

- Aim** To practice the use of large numbers as approximate or precise figures.
- Language** Yes/No questions using *Are there ...?*
Numbers over one million
more than/less than/just
- Preparation** Prior to class, copy and cut the cards from Worksheet 1. These cards give approximate populations of ten cities and ten countries. Begin by reviewing (or teaching) how to say large numbers in English. Write a single digit on the board, for example 8. Have the students say the number. To the left of the 8 write another number, for example 3. Have students say *thirty-eight*. Write another number to the left, for example 6 and have students say *six hundred and thirty-eight*. Add another number to the left. This time, draw a vertical line and write the word *thousand* to the left of the line and below the new number. Have the students read *two thousand, six hundred and thirty-eight*. Continue writing one more digit to the left drawing a vertical line to separate the millions and the billions. Each time, have the students say the number.
- Procedure**
1. Give one card to a student and have him/her come to the front of the room.
 2. Divide the other students into teams and have each team, in turn, ask questions to determine the exact population of the city or country as written on the card. Teams should ask questions using the words *more than*, *less than*, or *just*. For example, *Are there more than 5 million people living in Paris?* The student with the card either says *Yes* or *No*.
 3. If the answer is *Yes*, the same team continues asking questions. If the answer is *No*, the question is passed to the next team.
 4. Teams continue asking questions until the population - as printed on the card - has been arrived at. Award a point to the team that correctly asks: *Are there just 8,687,227 people living in Paris?*
- Variations**
1. Have one student stand at the board and a second student say the name of his/her hometown, parent's or grandparent's hometown. The student at the board writes down the name. The second student estimates the population of his/her home town, writes it down and the other students guess.
 2. Make two copies of Worksheet 1 and on one blank out the first, third, fifth, etc. population figures and on the other the second, fourth, sixth, etc. population figures. Title one page A and the other B. Make enough copies for every student. In class, pair the students, hand out copies of A and B respectively and have them ask each other for the missing information.
- Further Practice** Hand each student a card and have him or her assume the role of someone living in that city or country. As part of the roleplay have students agree to be pen pals with other students in class and actually have them write a few letters back and forth. Encourage students to research their cities or countries so they can relay realistic news about the culture, conditions, schools, jobs, families, etc.

World Population Cards

1



Moscow 9,540,063 — City	Tokyo 19,279,488 — City	India 853,372,000 — Country	United States 249,235,000 — Country
Mexico City 20,258,230 — City	Shanghai 12,351,940 — City	France 56,173,000 — Country	United Kingdom 56,926,000 — Country
London 10,406,040 — City	Rome 3,756,414 — City	China 1,135,495,000 — Country	Mexico 88,597,000 — Country
Calcutta 12,545,650 — City	Paris 8,687,227 — City	Canada 26,525,000 — Country	Japan 127,456,000 — Country
Bangkok 7,380,509 — City	New York 15,691,039 — City	Australia 16,745,000 — Country	Italy 57,321,000 — Country

World Populations

- Aim** To work with large numbers, asking and answering questions about populations.
- Language** *What ... do you have?*
How many people live in ...?
There are ...
Numbers over one million
- Preparation** It is important to teach the concept of large numbers before launching into this activity. Review thousands, millions and billions before beginning this lesson. (See Worksheet 1.) Review the questions and answers written at the top of Worksheet 2. Also, review the questions written at the bottom: *How do you spell ...?* and *Would you repeat that, please?*
Prior to class, copy and cut the cards from Worksheet 1. With classes of more than 20 students, make more than one set of cards.
- Procedure**
1. Hand out one copy of Worksheet 2 to each student.
 2. Hand out one, two or three World Population cards to each student (depending on the size of the class) and explain that this activity is a race. The object is to write down all of the names of the cities and countries and their corresponding populations.
 3. First, ask students to write down on the worksheet the information about their own city or country (i.e., the card(s) they are holding).
- Variations**
1. This could be done as a pairwork by giving each student in the pair half of the cards. Together they exchange all of the information in order to complete their worksheet.
 2. Have groups of students work in pairs but seated apart from each other so that they have to raise their voices to be heard by their partners. This is a great way to build a lot of energy in the classroom.
 3. This lesson can easily be changed to practice past or future tenses as well. Find an atlas of populations cited 50 or 100 years ago or with predictions of populations in the future. Make new cards with these numbers so that students can practice past or future tenses.

World Populations

Q: What city or country do you have?

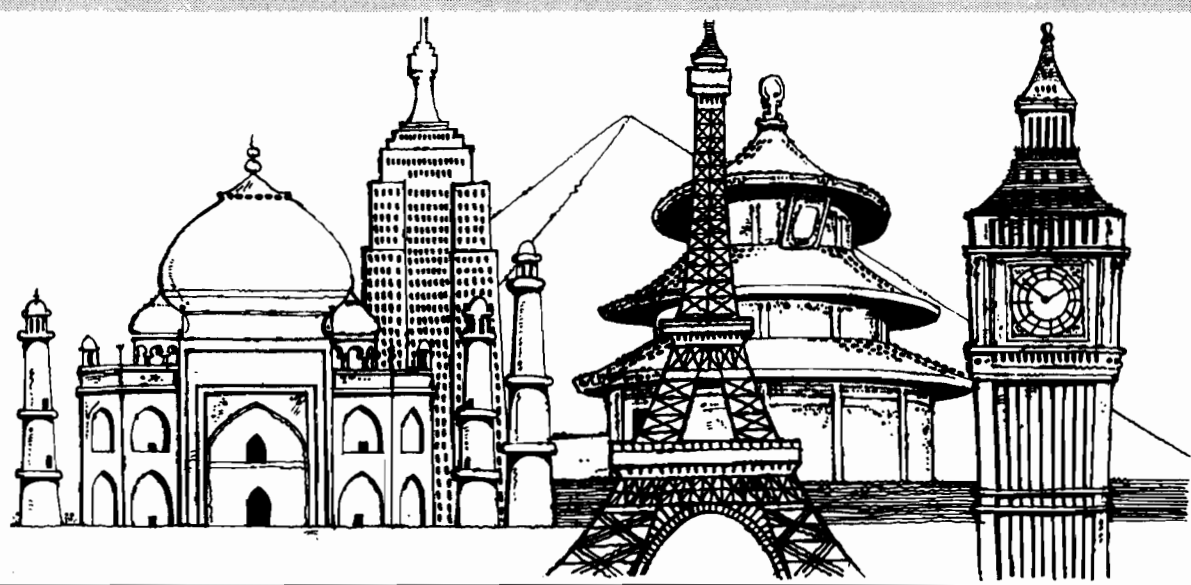
A: I have _____.

Q: How many people live in _____?

A: There are _____ people living in _____.

City	Population	Country	Population
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____	5. _____	_____
6. _____	_____	6. _____	_____
7. _____	_____	7. _____	_____
8. _____	_____	8. _____	_____
9. _____	_____	9. _____	_____
10. _____	_____	10. _____	_____

How do you spell _____? Would you repeat that, please?



Sentence Links

Aim

To build the confidence of lower ability students by enabling them to make a long, complete and correct sentence in English.

Language

Past tense of *go*

Prepositions: *to* (direction), *by*, *at* (with time), *on* (with days), *to* (for purpose), *with*

Vocabulary of places, means of transport, activities

Preparation

This exercise builds the confidence of lower-level English speakers. In just a few minutes, students will be able to construct a correct English sentence by stringing together a sentence of six phrases by drawing on vocabulary they already know. If students know the words *went to*, *by*, *at*, *on*, *to* and *with*, they can do this lesson quite comfortably.

Draw a diagram on the board similar to that shown on Worksheet 3.

Procedure

1. Explain the meaning of each of the *sentence parts* (Student's name, Place, Transportation, etc.). Have students offer appropriate words to fill in the boxes.
2. Read the first two *sentence parts* as provided by the students. For example: *Harvey, Toronto*. Explain that *Harvey Toronto* is not a sentence. There is no verb, but if these two words are linked with *went to*, then *Harvey went to Toronto* becomes a complete sentence.
3. Continue to the third sentence part. For example, *Harvey went to Toronto canoe*, is an incomplete sentence. Ask students to supply the missing link *by* to make the sentence complete, i.e. *Harvey went to Toronto by canoe*.
4. Continue item by item with the students supplying the missing words. Students will see the development of the sentence as it grows.
5. When finished, have the whole class read out the complete sentence. (Notice that only Pattern 1 has been used up to this point. Patterns 2 and 3 will come later.)
6. At this point, break the class into pairs and hand out Worksheet 3. Go through the model sentence at the top. Then refer to Patterns 1, 2 and 3. Point out that each box has a letter, from A to U. Have one student turn over his/her paper. The other, starting with A, asks *Give me a student's name*. The response is written in the appropriate box. Then continue on to B, C and D until all are filled in.
7. When both partners have written appropriate responses in each of the boxes, have one student read his/her Pattern 1 sentence, including the links. Then the other student reads Pattern 1. Students alternate reading through all three patterns.

Variations

1. Have the students create a completely new sentence by rotating their answers, e.g. one student reads from the first box, another student reads from the second box, etc.
2. Turn this lesson into a pairwork, question/response activity. When all of the boxes have been filled in, hand out another sheet to all students. Student A asks *Who...?* and Student B reads the student's name from the first box. Student A records the name on the new sheet. Then Student A asks in order *Where did he/she go? How did he/she go? How did he/she get there? At what time? On what day? To do what?* and finally *With whom?*
3. Hand out one *Who am I* card (Worksheets 6a and 6b) to each student to use for the Famous person sentence part.

SENTENCE LINKS

Model Sentence

Student's name Harvey	went to	Place Toronto	by	Transportation canoe	at	Time of day 3:56 p.m.	on	Date/Day May 17th	to	Activity water-ski	with	Famous person Cleopatra.
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Harvey went to Toronto by canoe at 3:56 p.m. on May 17th to water-ski with Cleopatra.

Pattern 1

Student's name A	Place B	Transportation K	Time of day R	Date/Day M	Activity D	Famous person T
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Pattern 2

Student's name P	Famous person F	Place C	Transportation I	Activity O	Time of day G	Date/Day H
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Pattern 3

Date/Day J	Famous person U	Place E	Transportation Q	Time of day L	Activity S	Student's name N
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Irregular Verb

Word Search 1



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
A	B	E	A	T	B	I	K	B	L	E	W	O	F	B	S	L	G	J
B	F	L	E	W	F	E	C	U	T	G	Y	F	R	O	Z	E	R	A
C	Y	A	D	B	I	T	C	E	Z	R	O	D	H	U	J	G	E	W
D	F	F	E	D	K	N	D	A	X	S	D	T	D	G	W	A	W	E
E	J	O	Y	B	N	T	S	E	M	F	O	U	G	H	T	V	S	N
F	H	U	R	T	E	U	C	A	M	E	D	L	V	T	K	E	R	T
G	E	W	C	G	W	G	F	I	I	V	B	U	I	L	T	D	Z	C
H	L	E	F	T	O	C	A	U	G	H	T	S	B	U	R	N	T	E
I	D	R	O	V	E	T	W	N	C	F	K	R	U	R	A	T	E	D
J	L	L	G	C	H	O	S	E	P	E	L	E	D	O	O	B	R	
K	E	F	O	U	N	D	X	J	Q	W	P	L	H	A	D	K	Y	E
L	H	E	A	R	D	X	J	F	E	L	T	T	L	E	B	T	E	W
M	L	E	A	R	N	T	O	D	I	D	U	B	D	R	A	N	K	H
N	R	T	B	R	O	U	G	H	T	E	H	I	T	S	E	L	N	E

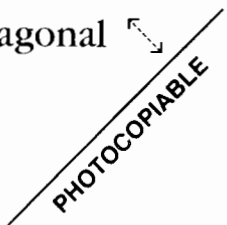
horizontal ←→ vertical ↓ diagonal ↘



Hints & Answers

	Present Tense	Past Tense		Present Tense	Past Tense		Present Tense	Past Tense
A1-h	beat	<i>beat</i>	M8-h	do	_____	C16-v	give	_____
A5-d	become	<i>became</i>	I18-v	draw	_____	C18-v	go	_____
E4-d	begin	_____	M13-h	drink	_____	A17-v	grow	_____
C4-h	bite	_____	I1-h	drive	_____	K13-h	have	_____
A8-h	blow	_____	I15-h	eat	_____	L1-h	hear	_____
N3-h	bring	_____	I10-d	fall	_____	N11-h	hit	_____
H13-d	break	_____	D2-h	feed	_____	F1-v	hold	_____
G11-h	build	_____	L8-h	feel	_____	F1-h	hurt	_____
H13-h	burn	_____	E10-h	fight	_____	I11-v	keep	_____
A14-v	buy	_____	K2-h	find	_____	D5-v	know	_____
H6-h	catch	_____	B1-h	fly	_____	J12-h	lead	_____
J5-h	choose	_____	B12-h	freeze	_____	M1-h	learn	_____
F7-h	come	_____	D1-d	forget	_____	H1-h	leave	_____
B7-h	cut	_____	B10-d	get	_____			

h=horizontal ←→ v=vertical ↓ d=diagonal ↘



Irregular Verb

Word Search 2



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
A	S	T	O	O	D	S	Q	W	N	G	P	L	P	U	T	O	V	H
B	M	E	A	N	T	W	R	O	T	E	S	A	I	D	O	O	S	U
C	D	M	A	D	E	F	F	K	H	D	X	E	U	S	C	P	L	N
D	L	F	H	B	R	A	N	E	O	S	H	O	O	K	H	T	D	D
E	S	E	S	H	O	N	E	U	X	L	E	J	T	L	O	T	E	
F	N	A	T	W	S	S	J	V	G	V	Y	S	P	O	K	E	T	R
G	Y	D	T	N	A	H	S	R	H	S	W	E	P	T	L	B	H	S
H	S	A	N	K	B	M	D	E	T	F	N	K	J	E	E	Y	R	T
I	D	T	S	T	O	L	E	F	T	I	S	A	N	G	N	W	E	O
J	G	O	Y	S	W	O	R	E	K	C	P	A	I	D	T	S	W	O
K	I	O	R	O	D	E	Z	W	O	N	E	F	S	E	N	T	I	D
L	T	K	B	L	N	Q	S	P	E	N	T	D	U	L	O	S	T	U
M	K	Z	R	D	A	T	A	U	G	H	T	V	M	E	T	S	A	W
N	C	R	E	A	D	Y	R	O	S	E	S	L	E	P	T	A	X	N

horizontal ←→ vertical ↑↓ diagonal ↘↙

Hints & Answers

	Present Tense	Past Tense		Present Tense	Past Tense		Present Tense	Past Tense
G15-v	lend	<i>lent</i>	M16-h	see	_____	A1-h	stand	_____
D1-d	let	<i>let</i>	J4-v	sell	_____	G10-h	sweep	_____
L4-d	lie	_____	K13-h	send	_____	E3-d	swim	_____
L14-h	lose	_____	G7-d	set	_____	I2-v	take	_____
C2-h	make	_____	I11-h	sing	_____	M6-h	teach	_____
B1-h	mean	_____	H1-h	sink	_____	A15-d	tell	_____
M13-h	meet	_____	E1-d	sit	_____	B9-v	think	_____
J11-h	pay	_____	D10-h	shake	_____	F17-v	throw	_____
A13-h	put	_____	E4-h	shine	_____	B18-v	understand	_____
N2-h	read	_____	C14-d	shoot	_____	A8-v	wake	_____
K3-h	ride	_____	N11-h	sleep	_____	J5-h	wear	_____
N7-h	rise	_____	F12-h	speak	_____	K8-h	win	_____
D5-h	run	_____	I3-h	steal	_____	B6-h	write	_____
B11-h	say	_____	L7-h	spend	_____			

h=horizontal ←→ v=vertical ↑↓ d=diagonal ↘↙

PHOTOCOPIABLE

Likes and Dislikes

Aim To enquire about personal likes and dislikes and to reply by expressing varying degrees of feeling.

Language *Do you/Does he/she like ...?*

I love/like/hate ... -ing + ways of expressing intermediate stages

Preparation Begin by reviewing the eight responses listed at the top of Worksheets 5a and 5b. Ask a few *Do you like...?* questions to the class and have students answer in complete sentences. For example: *Do you like fishing?* Students should answer with one of the eight responses, for example: *Yes, I love fishing, Yes, I kind of like fishing, No, I don't like fishing very much*, etc. Explain the differences in subtlety between the meaning of each of the eight responses.

Procedure

1. Pair the students and hand out one copy (either Worksheet 5a or 5b respectively) to each student. (If the students are sitting in a circle, hand out the papers in the order of A, B, B, A, A, B).

2. Students write one *Do you like ...?* question of their own on line 14.

3. Without looking at each other's papers, the students should begin asking the questions and marking the answers by writing an X or some other mark in the appropriate column.

4. When all of the pairs have finished, have them switch partners so that all of the new pairs will have the same copy, i.e. A+A or B+B. Have students ask their new partners (using a new mark): *Does he/she like walking in the rain?* (This is good practice using the third person pronoun.)

Variations

1. If time, have the A+A and B+B pairs practice Part 1 together, i.e. *Do you like ...?* and use a third mark to indicate the new response.

2. Introduce how to change from the gerund to the infinitive form. Help students practice saying *Do you like to walk in the rain?*

3. Use this lesson to review phrases such as *me too, so do I, I don't either, neither do I*, etc.

Further Practice Have students write short sentences using the word *because*. For example, *I really like staying up late because ...* or *I don't like cleaning my room because ...*

Likes & Dislikes

Do you like ...

Yes, I love ...

Yes, I really like ...

Yes, I like ...

Yes, I kind of like ...

No, I don't really like ...

No, I don't like ... very much.

No, I don't like ...

No, I hate ...

1. walking in the rain?



X

2. swimming?

3. cooking?

4. staying up late at night?

5. shopping?

6. listening to jazz?

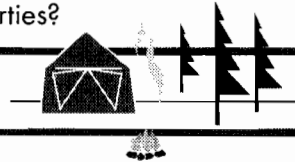
7. going to the zoo?

8. studying English?

9. writing letters?

10. going to parties?

11. camping?



12. visiting relatives?

13. sleeping?

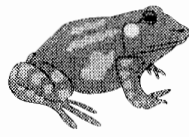
14. _____ ?

Strip Quiz 1

- Aim** To encourage students to tell a story by ordering sentences.
- Language** Simple narrative in the past tense
- Preparation** Prior to class, copy Worksheet 8 and cut into strips.
Markers are words that are used to signal sequential order and transition within a story. Students usually have little trouble organizing the parts of this story, but sometimes they need help in understanding which words controlled their choice.
- Procedure**
1. Divide the class into groups of seven and hand out the strips of paper. (If a small class, give some of the students two strips each.)
 2. Without looking at each other's papers, the students should read their own strip(s) out at random and then discuss the order together until all the strips of paper are organized into the correct order.
 3. When they have finished, explain that the story is actually a quiz. Encourage the students to ask questions such as *Is the size of the frogs important? Are the number of hops important?* If a student claims to have found the solution and says *I think the big frog is the adult*, ask him/her to explain.
- Answer** See how long it takes to get the right answer, which is tricky. Both are adult frogs since a baby frog is a tadpole.
- Variations**
1. Have students stand in the correct order.
 2. Have students memorize their strips.
- Further Practice** See *Strip Quiz 2* (Worksheet 15).

Strip Quiz 1

8



The Frogs



Two frogs were sitting in front of a large pond.

One was very big with brown and black skin.

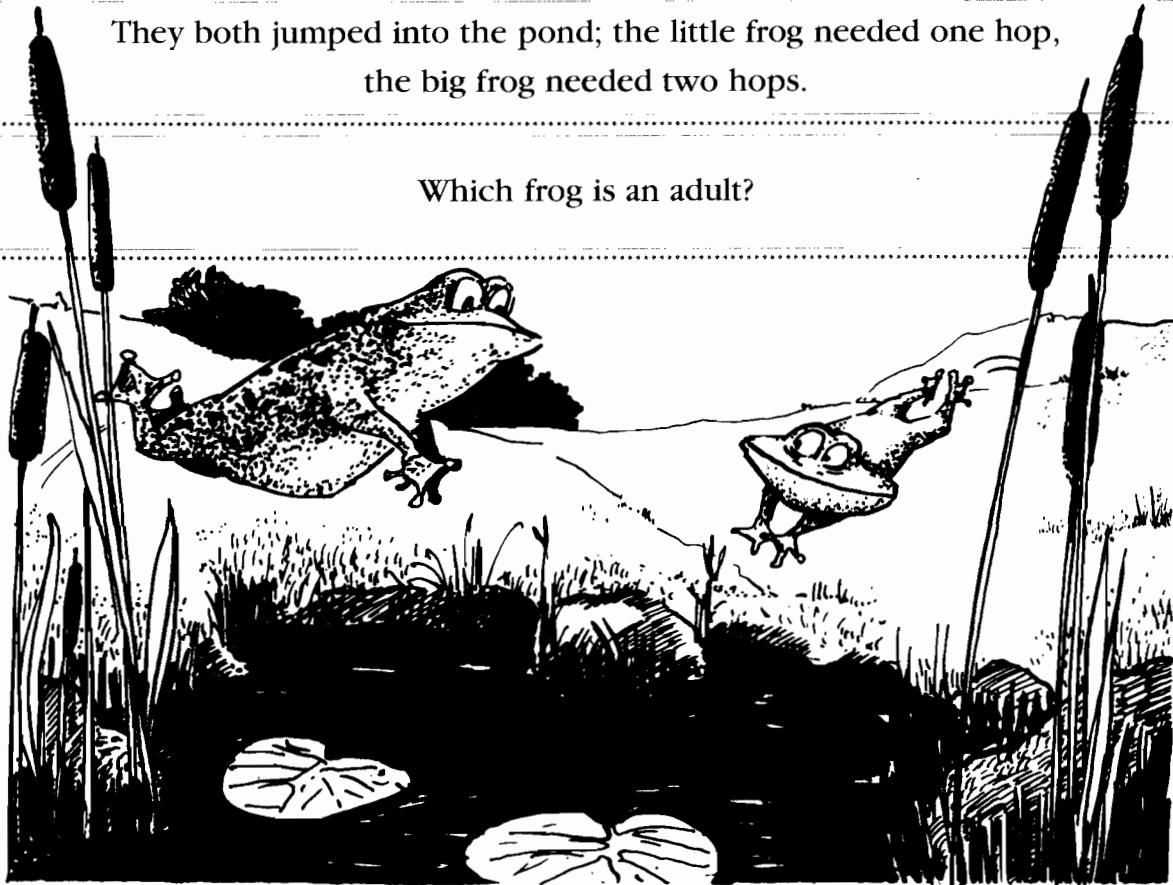
The other frog was very small with all green skin.

The little frog said he could jump into the pond with only one hop.

Then the big frog said he could jump into the pond with only two hops.

They both jumped into the pond; the little frog needed one hop,
the big frog needed two hops.

Which frog is an adult?



Strip Quiz 2

- Aim** To encourage students to tell a story by ordering sentences.
- Language** Simple narrative in the past tense
- Preparation** Prior to class, copy Worksheet 15 and cut into strips.
Markers are words that are used to signal sequential order and transition within a story. Students usually have little trouble organizing the parts of this story, but sometimes they need help in understanding which words controlled their choice. In class, before beginning this activity, identify some markers for them and demonstrate their use.
- Procedure**
1. Divide the class into groups of seven and hand out the strips of paper. (If a small class, give some of the students two strips each.)
 2. Without looking at each other's papers, the students should read their own strip(s) out at random and then discuss the order together until all the strips of paper are organized into the correct order.
 3. When they have finished, explain that the story is actually a quiz.
- Answer** **The doctor is the boy's mother.**
- Variations**
1. Have students stand in the correct order.
 2. Have students memorize their strips.
- Further Practice**
1. See *Strip Quiz 1* (Worksheet 8).
 2. Discuss the cultural reasons behind the assumption that doctors have traditionally been thought of as being male. Are these assumptions changing? Challenge students to think of other occupations that are traditionally associated with one sex or the other.

STRIP QUIZ 2

THE DOCTOR



A father and his son were driving on the highway. They had a terrible accident.

The father was killed instantly and the son was injured.

The son was taken to a hospital by ambulance.



At the hospital a doctor walked into the operating room.

The doctor looked at the boy and said:

“Oh no! This boy is my son!”



How was this possible?

Find someone who ...

Aim

To introduce members of a new class to each other and to practice asking closed questions in the simple present.

Language

Do you ...?

Yes, I do/No, I don't

Vocabulary of everyday activities

Preparation

This works well with a new class because students not only practice a simple English pattern, they also find out the names of their classmates. Since the only question being asked is *Do you ...?*, even beginning students can feel quite confident doing this activity. Explain the *Do you ...?* question and the appropriate answers, i.e. *Yes, I do* or *No, I don't*. Some students may try responding with *Sometimes*; this should be accepted as an affirmative answer.

Procedure

1. Copy and hand out Worksheet 9 and have students create their own *Do you ...?* question on line 15.
2. Then have students go around the class and try to find someone who can give a positive answer to one of the 15 questions.
3. When students find someone who answers *Yes, I do*, the respondent should sign his/her own full name on the sheet. [The object is to fill up the sheet as quickly, and with as many different signatures, as possible. This is an active lesson and the students will be running around the room asking everyone all of the *Do you ...?* questions.]

Variations

1. When they have finished, pair the students and have them ask each other questions like *Does Sharon play tennis once a month?* The responses can be *Yes, she does*, *No, she doesn't*, or *I don't know*.
2. The teacher asks, after everyone has finished, *Who plays tennis once a month?* Students answer by saying *Robert does*, or *Everyone does*, or *No one does*.
3. Encourage students to ask one follow-up question before moving on to another classmate. This will help them to circulate among themselves better.

Further Practice

1. For practice of *Do you ...?* type questions, see *Likes and Dislikes* (Worksheets 5a and 5b).
2. This lesson works well as an introduction to *When was the first time you ...?* (Worksheets 28a and 28b) and *When was the last time you ...?* (Worksheets 22a and 22b).
3. Pair students and have each pair compose a list of three additional *Do you ...?* questions. Then have all the students ask the rest of the class their new questions.
4. Have students title a piece of paper *The reasons why I ...*. Have them make a list of three reasons why they do one of the items on the list. When they have finished, pair the students and have them make this into a guessing-style conversation where partners try to arrive at the three reasons.

Find someone who ...

Questions	Answers
Do you ...?	Yes, I do. <i>or</i> No, I don't.

Do you ...?



Name

1. ... play tennis once a month?

2. ... like to wake up early?

3. ... study English every day?

4. ... collect stamps?

5. ... live alone?

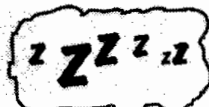
6. ... like to cook?



7. ... have a motorcycle?

8. ... wear contact lenses?

9. ... often clean your room?



10. ... read a newspaper every day?

11. ... snore?



12. ... like your name?

13. ... watch TV every day?

14. ... speak two languages?

15. ... _____ ?

Tic Tac Toe 1

Aim

To practice asking *Wh-* questions.

Language

Who, What, When, Where, Why, How + all tenses

Preparation

This lesson reinforces students' knowledge and use of *Who, What, When, Where, Why* and *How* questions in a fun and competitive way.

Play a few games of regular nine-square Tic Tac Toe. Number the squares so that the students can identify the square of their choice by stating the number. Once students are familiar with the game, expand the number of squares to a grid containing 20 squares (see the worksheet). Pair or group the students and set up a mark for each, e.g. square, circle, triangle, star, etc. Draw these marks somewhere on the board.

The object of the game is to place three of the same marks in a continuous line either horizontally, vertically or diagonally. Copy and hand out Worksheet 10 and explain the rules.

Procedure

1. The starting team must ask a question to another team in the class. To be able to have its mark placed in one of the squares, the team must use correct English or no mark will be given. A minimum five-word question is suggested.
2. If the asking team's question uses correct English, the designated defending team must answer. An answer that is given in the wrong tense or uses incorrect English results in the loss of a turn. (The defending team does not get a mark regardless of the answer; only the questioning team has a chance for a mark.)
3. Rotate among the teams so each team, in turn, asks a question to another.
4. It may be best to determine a time limit (about 30 or 45 seconds) for composing questions and answers to keep the lesson active.

Variations

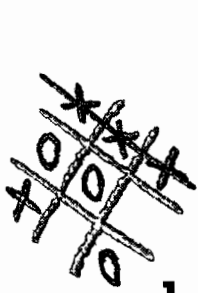
After a dozen rounds or so, the grid becomes pretty full of marks which makes winning very difficult. Explain that one team can challenge the mark of another team by asking a question. The rules are as follows:

1. If the challenging team's question uses correct English and the defending team's answer is also correct English, there is no change. For example, Team Y wants its mark on Square 13 where Team X already has its mark. In this case, Team Y challenges Team X by asking a *What kind of ...* question, e.g., *What kind of teeth did George Washington have?* If Team X replies *He had wooden teeth*, the challenge fails and there are no changes.
2. If the challenging team's question uses correct English but the answer is grammatically or factually incorrect, the defending team will lose one of its marks as decided by the challenging team. For example, Team Y asks *What kind of teeth did George Washington have?* If Team X responds with *He has wooden teeth* or *He had stainless steel teeth*, the mark is removed. (Note: Team Y cannot put its mark in the square; the space has only been cleared.)
3. If the challenging team's question uses incorrect English, the defending team need not answer. For example, *What kind of tooth did George Washington have?* In this case, Team X need not respond.

Further Practice

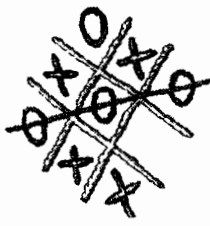
1. Have students write four or five complete questions by assigning them the horizontal or vertical rows, respectively. Later, pair the students and have them exchange papers and discuss or write out the answers to the questions.
2. Pick any four or five question starters from the grid and write them on the board. Have all of the students complete the questions.
3. See *Tic Tac Toe 2* (Worksheet 20).

Tic Tac Toe 1



1.

Who is ...?



2.

Why will ...?



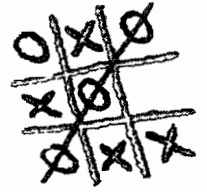
3.

Where were ...?



4.

What was ...?



5.

When did ...?

6.

How many ...?

7.

Why were ...?

8.

Who was ...?

9.

Where is ...?

10.

What will ...?

11.

When was ...?

12.

How many ...?

13.

What kind of ...?

14.

Why is ...?

15.

Who will ...?

16.

Why did ...?

17.

How will ...?

18.

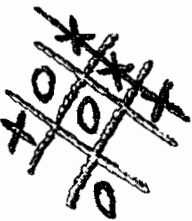
Who were ...?

19.

Where will ...?

20.

What did ...?



Tic Tac Toe 2

Aim

To practice asking tag questions.

Language

All forms of tags, e.g. *isn't he*, *aren't you*, *haven't they*, *won't we*, *didn't I*, etc.

Preparation

This lesson reinforces students' knowledge and use of tag questions in a fun and competitive way.

Play a few games of regular nine-square Tic Tac Toe. Number the squares so that the students can identify the square of their choice by stating the number. Once students are familiar with the game, expand the number of squares to a grid containing 20 squares (see the worksheet). Pair or group the students and set up a mark for each, e.g. square, circle, triangle, star, etc. Draw these marks somewhere on the board.

The object of the game is to place three of the same marks in a continuous line either horizontally, vertically or diagonally. Copy Worksheet 20, hand out and explain the rules.

Procedure

1. The starting team must ask a question to another team in the class. To be able to have its mark placed in one of the squares, the team must use correct English or no mark will be given. A minimum five-word question is suggested.
2. If the asking team's question uses correct English, the designated defending team must answer. An answer that is given in the wrong tense or uses incorrect English results in the loss of a turn. (The defending team does not get a mark regardless of the answer; only the questioning team has a chance for a mark.)
3. Rotate among the teams so each team, in turn, asks a question to another.
4. It may be best to determine a time limit (about 30 or 45 seconds) for composing questions and answers to keep the lesson active.

Variations

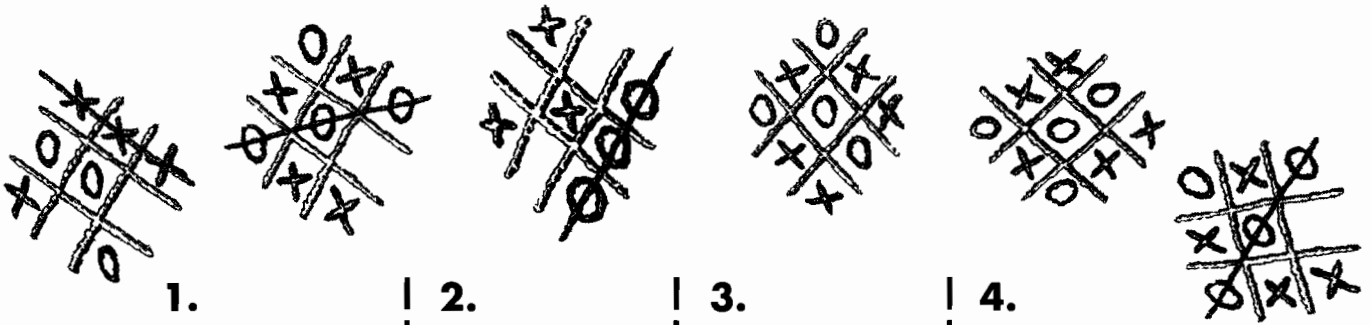
After a dozen rounds or so, the grid becomes pretty full of marks which makes winning very difficult. Explain that one team can challenge the mark of another team by asking a question. The rules are as follows:

1. If the challenging team's question uses correct English and the defending team's answer is also correct English, there is no change. For example, Team Y wants its mark on Square 13 where Team X already has its mark. In this case, Team Y challenges Team X by asking a tag question, e.g., *George Washington had wooden teeth, didn't he?* If Team X replies *Yes, he did*, the challenge fails and there are no changes.
2. If the challenging team's question uses correct English but the answer is grammatically or factually incorrect, the defending team will lose one of its marks as decided by the challenging team. For example, Team Y asks *George Washington had wooden teeth, didn't he?* If Team X responds with *Yes, he is* or *No, he had stainless steel teeth*, the mark is removed. (Note: Team Y cannot put its mark in the square; the space has only been cleared.)
3. If the challenging team's question uses incorrect English, the defending team need not answer. For example, *George Washington had wooden teeth, isn't he?* In this case, Team X need not respond.

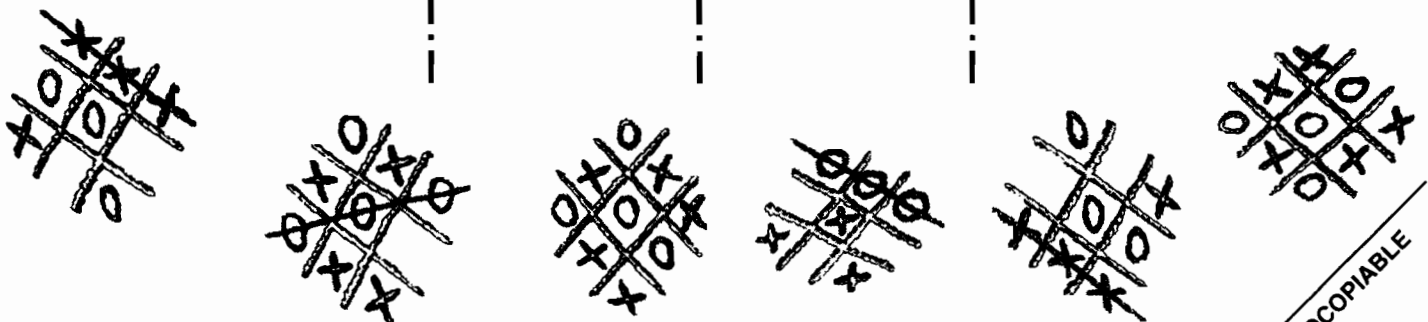
Further Practice

1. Have students write four or five complete questions by assigning them the horizontal or vertical rows, respectively. Later, pair the students and have them exchange papers and discuss or write out the answers to the questions.
2. Pick any four or five question starters from the grid and write them on the board. Have all of the students complete the questions.
3. See *Tic Tac Toe 1* (Worksheet 10).

Tic Tac Toe 2



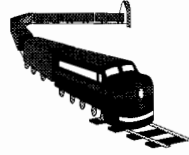
1. ..., didn't he?	2. ..., aren't they?	3. ..., won't we?	4. ..., couldn't you?
5. ..., shouldn't we?	6. ..., can't you?	7. ..., doesn't she?	8. ..., won't it?
9. ..., didn't they?	10. ..., hasn't she?	11. ..., weren't you?	12. ..., wasn't I?
13. ..., don't they?	14. ..., isn't she?	15. ..., haven't we?	16. ..., didn't it?
17. ..., aren't you?	18. ..., doesn't he?	19. ..., can't she?	20. ..., couldn't they?



Sentence Tracks

- Aim** To order words and sentences.
- Language** Simple present narrative
- Preparation** Copy Worksheet 11 onto an extra large piece of paper and cut each sentence into individual words (railroad cars). Keep these words together in a small envelope.
- Make a note of any vocabulary that may be unknown to the students and before beginning this lesson, write these words on the board and go over their meanings.
- Procedure**
1. Divide the class into groups of four or five and give each group one of the sentences to put into order.
 2. When the students have put the sentence into the correct order, have them write it down. Then give them a second sentence, then a third, etc., until they have put all of the sentences in their correct order.
 3. Since the sentences themselves will be out of order, the final task will be to put the sentences into order. This is actually quite easy since all of the words within each sentence are numbered, but students do not always notice this.
 4. Have the groups read the story in unison - a group or groups with a different sentence order will readily stand out.
- Variations**
1. If a large class, pin or tape one of the words from a sentence on each student and have them stand in the correct order with the other students after compiling the sentence.
 2. With a large class, i.e., enough for eight groups, hand out the entire story, one set of sentences per group. Have groups race to put the entire story into order.
 3. Prior to copying the worksheet, white out all the numbers. Copy and cut the words into sets as explained above. Keep the words in their original sets, but without numbers; students will have to put the sentences into order as well.
 4. Selectively remove some of the words from each sentence, for example the verbs or the pronouns. Have students identify where a word is missing then suggest an appropriate replacement.
- Further Practice** Have the whole class read the story in unison - but in the past, the past perfect or the past continuous tense.

Sentence Tracks



A¹ man¹ lives¹ in¹ the¹ desert¹ and¹ wants¹ some¹ water¹ for¹ his¹ bean¹ plants¹.



It² doesn't² rain² for² three² years² and² he² gets² very² hungry².

He³ prays³ to³ the³ gods³ for³ rain³ but³ nothing³ happens³.

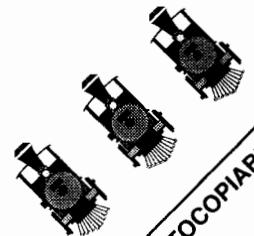
He⁴ walks⁴ to⁴ a⁴ desert⁴ temple⁴ and⁴ talks⁴ to⁴ a⁴ wise⁴ old⁴ man⁴.

The⁵ old⁵ man⁵ says⁵, "Be⁵ patient⁵ and⁵ don't⁵ worry⁵."

On⁶ the⁶ way⁶ home⁶ he⁶ starts⁶ to⁶ cry⁶.

He⁷ cries⁷ so⁷ much⁷ that⁷ he⁷ makes⁷ a⁷ river⁷ of⁷ tears⁷.

Now⁸ he⁸ has⁸ enough⁸ water⁸ to⁸ feed⁸ his⁸ bean⁸ plants⁸.



PHOTOCOPIABLE

Personal Information Sheet

Aim

To help students get to know each other.

Language

What's your name?

Where's your hometown?

Tell me about your family.

What are your hobbies? etc.

Preparation

This is useful with a new class. Also it's a good reference to keep on hand as everyone gets to know each other better.

Copy Worksheet 12.

Procedure

1. In class, hand out the worksheet to every student and put them into pairs.
2. Have them interview each other and write their partner's information on the new sheet. Students may need some coaching on how to phrase the questions, so go through each item and demonstrate the appropriate questions. For example, *What's your name? Where's your hometown? Tell me about your family. What are your hobbies/interests? What travel experience do you have? Why do you study English? What do you want to do in the future?*
3. In addition, encourage students to ask one more question of their own design.
4. Put two pairs of students together and have students introduce their partners to the other pair. Encourage students to ask at least one follow-up question for every item on the paper.

Variations

1. Rather than having pairs introduce themselves, have one student introduce his/her partner to the whole class.
2. Have students introduce each other to the rest of the class by swapping papers.
3. When students have finished, collect all of the original papers. Randomly pick one paper out of the stack and begin reading pieces of information. Other students try to guess whose paper it is. (Of course, students and their partners should feign ignorance when their papers are read.)
4. Make a teacher's copy of everyone's worksheet and at a point later in the year, quiz the class to see how much they remember about each other.
5. Have students fill in the worksheet prior to the next class.

Further Practice

As a review or practice of the language elements in this lesson, at a later date, give each student another copy of the worksheet and also give each student one of the *Who am I?* cards (Worksheets 6a and 6b). Follow the teacher's notes for *Who am I?*, but this time students will need to write down the information.

Personal Information Sheet

12

Name:

Hometown:

Family members:

Hobbies/Interests:

1.

2.

3.

4.

Travel experience:

Reason(s) for studying English:

In the future:

Other information:

Password

- Aim** To reinforce knowledge of simple items of vocabulary.
- Language** Vocabulary of common objects and descriptive terms
- Preparation** Copy Worksheets 13a-d and cut into cards before class. Demonstrate how to do this activity by picking one of the cards from the stack and offering one-word hints until someone has guessed the right password. Show the card to the class.
- Procedure**
1. Divide the class into two teams.
 2. Explain the two rules. First, gestures, body language and other hints such as squeals or grunts are not permitted. Second, students may not use part of the answer in the hint, for example, *book* for *notebook* results in a lost turn.
 3. One person from each team comes to the front of the class. Show the first password card to both students.
 4. Students take turns giving a one-word hint to their respective teams until the correct password has been identified.
 5. When the correct answer has been given, two new students come forward. Continue to the end of the stack.
- Scoring: Correct answer given after first hint = 4 points, second = 3 points, third = 2 points and the final hint = 1 point.
- Variations**
1. Lower-level students may use a sentence, phrase or clause as a hint rather than a single word.
 2. Start the scoring higher to allow more chances, especially with lower-level students.
 3. Try making all of the hints gestures only, "Charade-style." The answers must be, of course, verbal.
- Further Practice** When finished, put students into groups of two or three. Give each group four or five cards to see if they can put them into a sentence or story. These should be read to the class.

Password

13a



airplane



ant

apple

bag

banana

bank

baseball

beach

belt

bicycle



bird

boat

book



boss

bowl

box

bracelet

bread

bus



button

calendar

camera



car

cat

chair

chicken

cloud

coffee



coin

comb


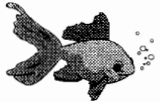





computer

cookie

Password

13b



<i>cow</i>	<i>cup</i>	<i>dictionary</i>	<i>dog</i>
<i>door</i>	<i>earring</i>	 <i>egg</i>	<i>elephant</i>
<i>elevator</i>	<i>eraser</i>	<i>fan</i>	<i>fish</i> 
<i>flower</i> 	<i>garage</i>	<i>garden</i>	<i>glasses</i>
 <i>guitar</i>	<i>bat</i>	<i>heart</i>	<i>bill</i>
<i>hospital</i>	<i>hotel</i>	<i>house</i> 	<i>ice</i>
<i>key</i> 	<i>knife</i>	<i>lamp</i>	<i>letter</i>
<i>library</i>	<i>magazine</i>	<i>mailbox</i>	<i>match</i> 

PHOTOCOPIABLE

Password



milk 

money

 *moon*

mountain

mouse

necklace

newspaper

nose

ocean

orange

pencil 

pepper

piano 


picture

pillow

plate

plum

pocket

 *rabbit*

radio

rain

refrigerator

ring

river

rock

ruler

salt

sandwich

school

scissors 

shirt







shoe



Password

13d



<i>shower</i>	<i>snake</i>	 <i>snow</i>	<i>soap</i>
<i>socks</i>	<i>sofa</i>	<i>spoon</i>	<i>stamp</i> 
 <i>star</i>	<i>street</i>	 <i>sun</i>	<i>table</i>
<i>taxi</i>	<i>teacher</i>	<i>telephone</i>	<i>television</i>
<i>toaster</i>	<i>tomato</i>	<i>toothbrush</i> 	<i>towel</i>
<i>train</i>	 <i>tree</i>	<i>truck</i>	<i>umbrella</i>
<i>violin</i>	<i>wallet</i>	<i>wastebasket</i>	<i>watch</i>
<i>water</i>	<i>wind</i>	<i>window</i>	

PHOTOCOPIABLE



The Proposal

Aim

To expand vocabulary.

To identify parts of speech and to distinguish non-count from singular and plural count nouns.

Language

Everyday nouns and adjectives

Preparation

This is a very simple and enjoyable activity for vocabulary growth in addition to practicing singular and plural noun forms, spelling and fundamental parts of speech. Pre-teach the required language by writing phrases such as the following on the board: *Give me the name of a vegetable*, *Name an insect*, *Tell me an emotion adjective*, etc. Have students call out three or four items for each phrase and write these on the board as well. Review non-count and count nouns as well as singular and plural forms.

Also, make sure that students know the meaning of the words *adjective*, *emotion*, *natural disaster*, and *expression of anger*.

Copy Worksheets 14a and 14b prior to class.

Procedure

1. Pair the students and hand out the worksheets, one to Student A and the other to Student B.
2. Have students ask their partners for the appropriate information to fill in the blanks.
3. When both have asked for and received this information, have them read their script by alternating lines, i.e., Student A begins by reading Line 1 on his/her page. Student B responds by reading Line 2 from his/her page. Students will be amused by this (not so?) romantic proposal.

Variations

1. Have pairs of students read their scripts to the rest of the class.
2. Encourage students to perform their scenes in front of the rest of the class.
3. Have all of the A students remain in their seats and rotate the B students one to the right. This way, new pairs are formed. Have them read through *The Proposal* again.
4. Have pairs of students write down only the words that were used to fill in the blanks. Using this list, have them compose a completely different story, using the words in order from their answer sheets.

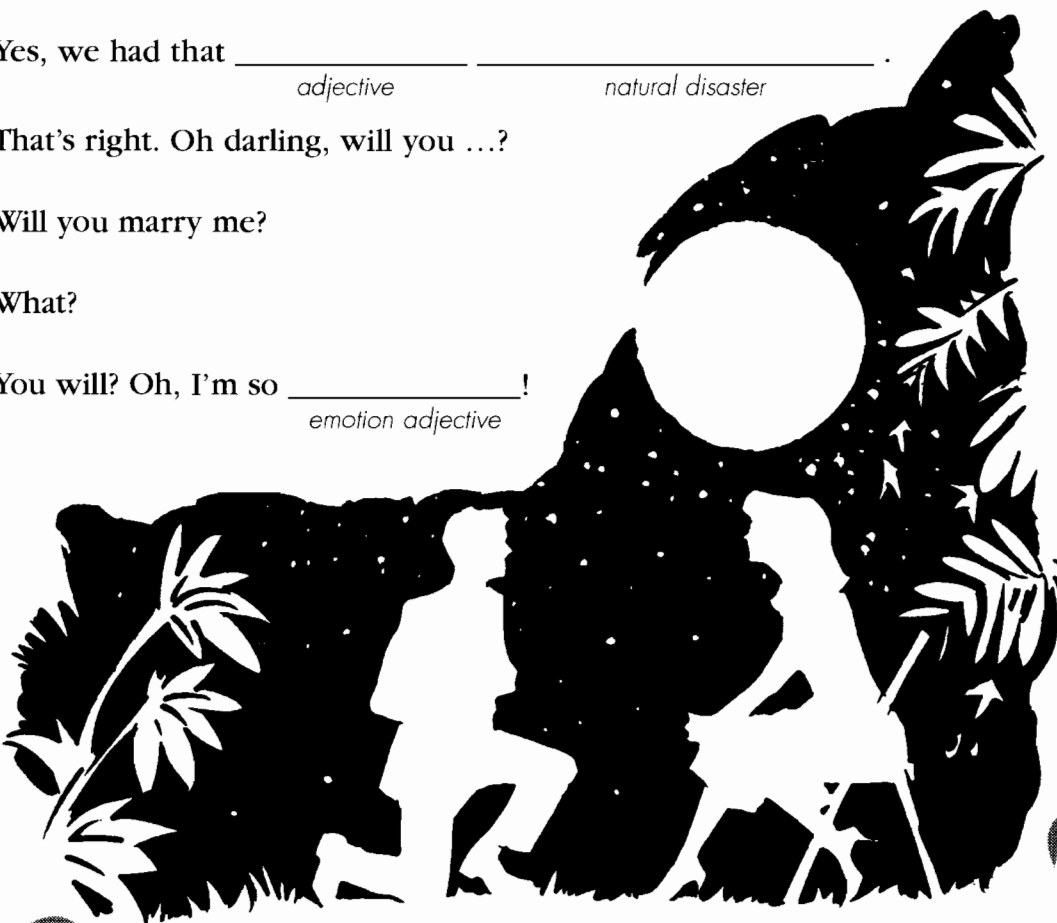
Further Practice

Even though this activity is pretty silly, it is a good lead-in to a discussion about proposing - a custom that often varies from culture to culture. If the class is composed of mostly single students, have them discuss what they think a culturally-appropriate proposal would be. Perhaps students could roleplay in front of the class. If the class is primarily made up of married students, discuss their own proposal experiences.

The Proposal

Young Man

1. My little _____, have I ever told you how much I love you?
dessert
3. I have a very _____ question to ask you.
adjective
5. Will you...? Will you...?
7. _____ heart, you know, we've been dating for _____ years now.
Taste adjective *number*
9. Do you remember our first date?
11. Didn't we _____ all evening?
sports verb
13. Yes. That's when I fell in love with you.
15. Yes, we had that _____.
adjective *natural disaster*
17. That's right. Oh darling, will you ...?
19. Will you marry me?
21. What?
23. You will? Oh, I'm so _____!
emotion adjective



The Proposal

Young Woman

2. Yes, my little _____ . And I love you too.
animal
4. Oh? What is it?
6. Come on. What is it my little _____ ?
fruit
8. Really, I thought it was _____ years.
number
10. I'll never forget. We went to the _____ .
public place
12. Yes, and after that didn't we _____ till morning?
party verb
14. And do you remember when we went to _____ ?
faraway place
16. I remember. That was the first time you touched my _____ .
part of the body
18. I don't have all day! What is it?
20. _____ !?
Expression of anger
22. Just kidding. Of course, you silly little _____ . I'll marry you.
vegetable
24. Me too.



Phrases and Places

Aim

To familiarize students with commonly heard phrases which they might not otherwise have studied.

Language

A variety of polite statements, requests, instructions, enquiries, etc., used to carry out transactions in public places

Preparation

These common phrases are frequently used in easily identifiable places. See if students can match the phrases with the correct places. Often, when students travel abroad, they return feeling quite perplexed because the English they heard on their trip is different from what they studied. This lesson introduces ordinary colloquial English that may come in handy someday.

Procedure

1. Copy and hand out Worksheet 16 to all the students and have them cover the phrases and look only at the places.
2. Read down the list to check for understanding.
3. Then have students cover the places column and look only at the phrases. Again check for understanding.
4. Starting with the first phrase: *Turn to page 109*, see how many students can identify the correct place where this phrase would be heard.

Variations

1. Don't hand out the copies at first; instead, use this as a listening exercise.
2. Divide the class into teams and have them compete against each other to be the first to identify the correct place.
3. Do this as a pairwork activity by having the students fold their copies vertically thus dividing the phrases from the places.
4. To develop communication skills, have students offer appropriate responses to the phrases, for example *Is that for one night or two? Two, please*. The conversation could continue as a roleplay at a hotel to discuss the kind of room (single, twin, double, suite), the price, the method of payment (cash, credit card, etc.).
5. During or after the exercise, make a list of unfamiliar words on the board.

Further Practice

Have groups of students create mini-dramas which include one of the phrases. They should write a dialogue to go before and after the assigned phrase. Have students then act out their mini-dramas before the rest of the class.

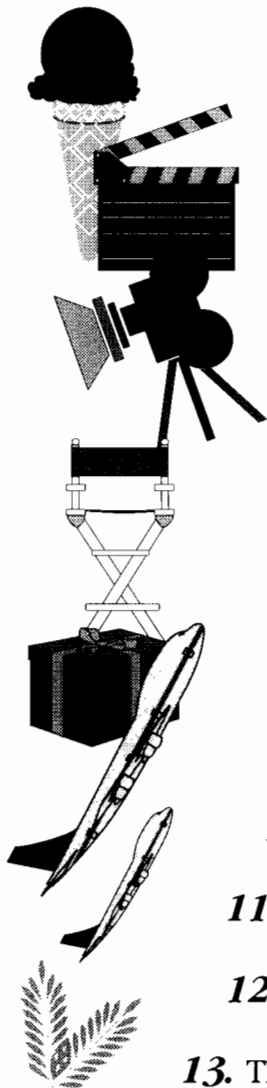
Answers

1C, 2M, 3L, 4B, 5I, 6S, 7G, 8A, 9P, 10F, 11N, 12H, 13R, 14T, 15Q, 16D, 17O, 18J, 19K, 20E

Note Some phrases could be associated with more than one place.



Phrases and Places



1. Turn to page 109.
2. Don't feed the bears.
3. Single or double dip?
4. A double, on the rocks.
5. Want me to fill her up?
6. Lights! Camera! Action!
7. Is that for one night or two?
8. Our Sunday Brunch is \$9.95.
9. Take four of these, twice a day.
10. What size prints do you want?
11. Quiet, please. People are reading.
12. Would you like this gift-wrapped?
13. This should take about a week by air.
14. May I see your boarding pass, please?
15. Occasional showers throughout the day.
16. Let's see, you want a dozen cream-filled?
17. Would you like to open a savings account?
18. The wheat will be ready for harvest this week.
19. On your left you can see the Statue of Liberty.
20. Wow! I don't believe it. Two strikes and a spare.

- a. restaurant
- b. bar
- c. classroom
- d. donut shop
- e. bowling alley
- f. photo shop
- g. hotel
- h. department store
- i. gas station
- j. farm
- k. New York tour bus
- l. ice-cream shop
- m. zoo
- n. library
- o. bank
- p. doctor's office
- q. weather report
- r. post office
- s. movie studio
- t. airport

Can you ... ?

Aim

To talk to other students about skills and varying levels of ability.

Language

Can you ... ?

How well can you ... ?

I'm (not) a good ...

I'm an average/excellent ...

I ... (pretty) badly/well.

Preparation

This very versatile exercise is for the purpose of talking about people's abilities. Before handing out the worksheet, on the board write all of the response patterns to be used, e.g., *I'm an excellent _____, I _____ well, I _____ pretty well*, etc. Explain the usage of both the noun form (*I'm not a good dancer*) and the verb form (*I dance pretty well*). Select students at random to participate in a demonstration conversation, answering some model questions in complete sentences.

This pairwork activity actually has two parts. The first is the simple *Can you ... ?* question which requires only a *Yes* or *No* answer. Explain that *Yes* means that the speaker has the ability to do the task, even if he or she is not good at it. *No* means that the task is completely beyond his/her ability. If a *Yes* answer is given, continue on to the second part of the question, i.e., *How well can you ... ?* If a *No* answer is given, do not continue to the second part of the question.

Prior to class copy Worksheets 18a and 18b.

Procedure

1. Pair the students and hand out Worksheets a and b to each of the two students respectively.
2. Students should write their partner's name on the line titled Student 1. (The column for Student 2 comes later.)
3. One student begins asking a *Can you ... ?* question to his/her partner. The response is written in the appropriate box on the left of Student 1 column.
4. If the response is *Yes*, the same student asks *How well can you ... ?* The response is appropriately marked under the Student 1 column.
5. Have pairs go through the thirteen questions and add one final *Can you ... ?* question of their own design.
6. When pairs have finished, separate them and form new pairs. Have students write the name of their new partner's former partner on the line titled Student 2. This time they will be asking about their new partner's first partner using the third person. Questions should be changed from *Can you ... ?* to *Can he/she ... ?*

Variations

1. Use the *Student 1* column for guessing the partners' answers before the questions are asked. Then pair the students and have them use the *Student 2* column for actual answers.
2. Use as a *Crossfire* exercise with paired partners sitting in groups of four as if at a card table. Partners sit diagonal to each other. Dictation takes place simultaneously with the two teams competing to be heard over their competitors and racing to the finish.
3. Introduce the *How often do you ... ?* pattern for follow-up questioning.

Further Practice

See *Find Someone Who ...* (Worksheet 9), *Likes and Dislikes* (Worksheets 5a and 5b), *When was the first time you ... ?* (Worksheets 28a and 28b), *When was the last time you ... ?* (Worksheets 22a and 22b).

Can you ...?

How well can you ...?

	Student 1					Student 2						
	YES/NO (Y or N)	I'm an excellent	I _____ well.	I _____ pretty well.	I'm an average	YES/NO (Y or N)	I'm an excellent	I _____ well.	I _____ pretty well.	I'm an average	I'm not a good	I _____ poorly.
1. Can you surf? (surfer)												
2. Can you sing? (singer)												
3. Can you play tennis? (tennis-player)												
4. Can you play the violin? (violinist)												
5. Can you write a story? (writer)												
6. Can you fish? (fisherman)												
7. Can you juggle? (juggler)												
8. Can you act? (actor/actress)												
9. Can you fix a flat tire? (mechanic)												
10. Can you grow vegetables? (gardener)												
11. Can you climb a mountain? (climber)												
12. Can you drive a car? (driver)												
13. Can you play golf? (golfer)												
14. Can you _____? (_____)												

The Alien

- Aim** To practice asking simple questions.
- Language** *Is he/she/it ...?*
What ...?
How old ...?
Does he/she/it ...?
- Preparation** This activity is good for helping beginning students learn how to formulate basic questions and responses. Demonstrate on the board by drawing an alien. Encourage students to ask questions such as *Is it male or female? What is his/her name? What color is his/her hair?* etc. Write a few of these on the board and help students write complete sentence answers next to each. Encourage students to ask additional questions such as *Is he/she noisy or quiet? How old is he/she? What color are his/her eyes?* etc.
- During the questioning, demonstrate how to use negative responses such as *He doesn't have any hair, She doesn't have any fingers and It doesn't have a spaceship.*
- Procedure**
1. Begin the activity with a story like this: *You have recently returned from a one-year trip through the galaxy. On the way you were introduced to many different aliens and cultures. You became friends with some of them and one in particular became a close friend.*
 2. At this point, hand out Worksheet 21 to the students and have them draw a picture of their alien friend in the box on the left side. Remind students to include their friend's name and sex above their picture. Then have them fill in the information under the *My Friend* column. Students should think of two additional questions and write these on the appropriate lines at the bottom of the question list. Allow two or three minutes.
 3. Then pair the students and have them ask each other the questions as printed on the page. The responses to the questions should be written in the *Partner's Answers* column.
- Variations**
1. Write additional questions on the board to stimulate further discussion, for example *What is his/her favorite food? What did you talk about with him/her? What is his/her job,* etc.
 2. Put students into groups of three. Have them draw their alien friend, then, interview-style, Student A asks Student B about Student C's alien. For example, Student A asks *Is it male or female?* Student B says *I don't know* or *I'm not sure*. Then Student B asks Student C *Is it male or female?* Student C replies *She's female*. Student B relates this information back to Student A who writes the information in the *Partner's Answers* column.
 3. Have students assume the role of the alien and do this lesson about their human friend. In pairs, students draw their partner's picture and answer the questions according to their partner's information.
- Further Practice** Have students write a one-week diary of their visit to the alien's planet as a writing assignment.
- In pairs or small groups, have students plan for a home-stay visit to Earth by their alien friend.

The ALIEN

Friend's name: _____
 Sex: _____



My friend

Questions:

- Is it male or female?
- What's his/her name?
- Where is he/she from?
- How old is he/she?
- What does he/she do?
- Is he/she married?
- Does he/she have kids?
- What does he/she eat?
- What does he/she drink?
- When does he/she sleep?
- What color is his/her hair?
- What color is his/her _____?
- What color are his/her eyes?
- What color are his/her _____?
- What languages does he/she speak?
- What is his/her hobby?
- _____?
- _____?

Answers:

- He/She is _____
- His/Her name is _____
- He/She is from _____
- He/She is _____ years old.
- He/She is a(n) _____
- _____, he/she is/isn't.
- _____, he/she does/doesn't.
- He/She eats _____.
- He/She drinks _____.
- He/She sleeps at/in _____.
- His/Her hair is _____.
- His/Her _____ is _____.
- His/Her eyes are _____.
- His/Her _____ are _____.
- He/She speaks _____
- and _____.
- His/Her hobby is _____.
- _____.
- _____.

Partner's answers:

- He/She is _____
- His/Her name is _____
- He/She is from _____
- He/She is _____ years old.
- He/She is a(n) _____
- _____, he/she is/isn't.
- _____, he/she does/doesn't.
- He/She eats _____.
- He/She drinks _____.
- He/She sleeps at/in _____.
- His/Her hair is _____.
- His/Her _____ is _____.
- His/Her eyes are _____.
- His/Her _____ are _____.
- He/She speaks _____
- and _____.
- His/Her hobby is _____.
- _____.
- _____.

He/She doesn't sleep.

He/She doesn't have a/an/
any _____.



PHOTOCOPIABLE

“A kind of” Crossword Puzzle

Aim

To practice listening and spelling and ask for hints.

Language

30 words beginning with *C*

Preparation

This activity focuses on listening as well as spelling skills. All of the answers represent *a kind of* something and they all begin with the letter *C* to limit the number of choices. Many of the answers included in the puzzle have tricky spellings so students will need to help each other by asking for hints, first for the answers themselves, and then also for the spelling. Review the helpful language at the bottom of the worksheet, especially *What's the second, third, last, etc. letter?*

It may be helpful to write the questions *Would you read number 1 again, please?* and *How do you spell x?* on the board.

Copy Worksheets 23a and 23b prior to class.

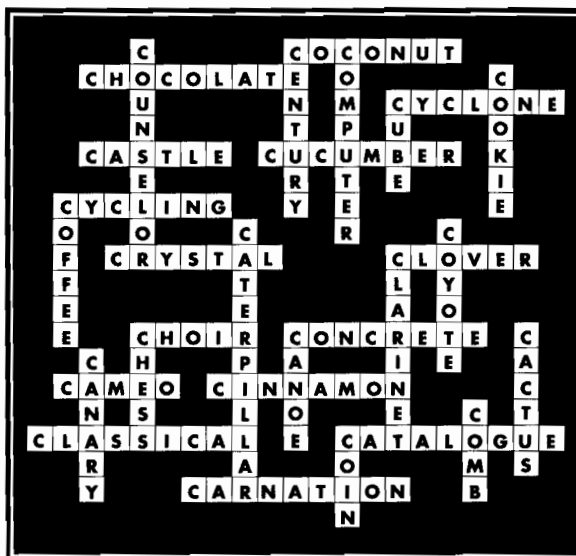
Procedure

1. Pair the students and hand out parts A and B. Explain that the two hints given on each page are to be given one at a time to their partner. If further hints are required, they will need to be supplied from their partner.
2. Have the students ask each other in turn for a hint for each word. The first pair to complete their puzzle wins.

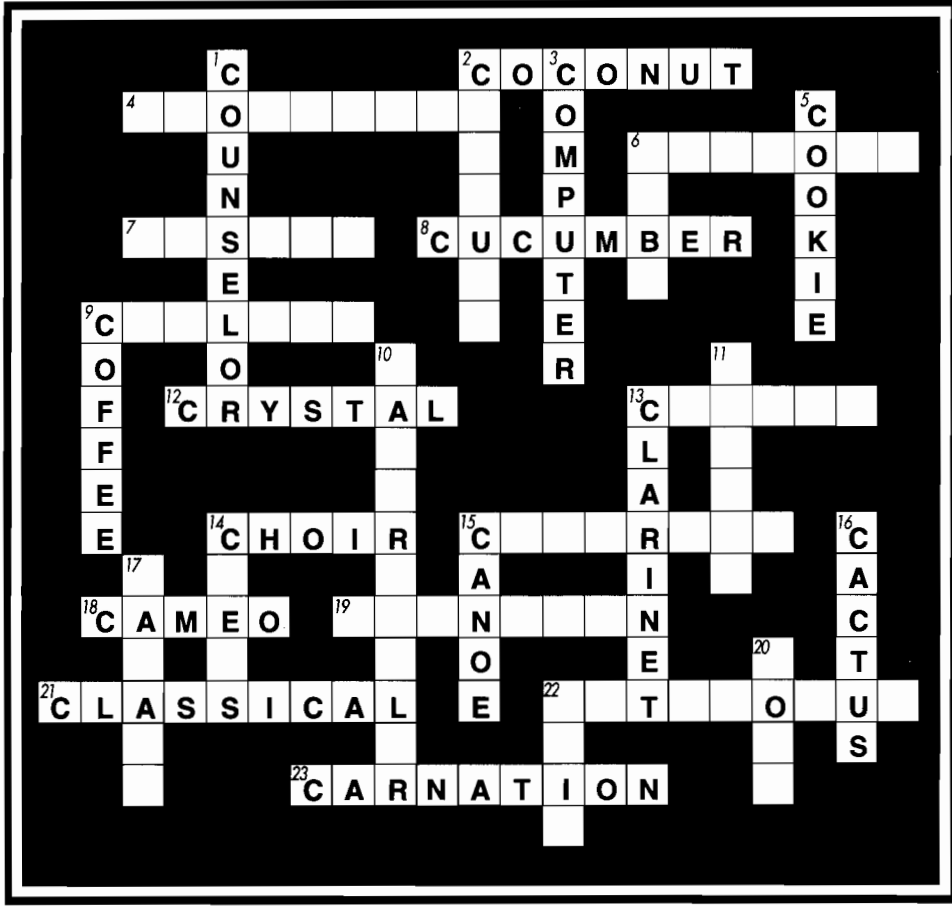
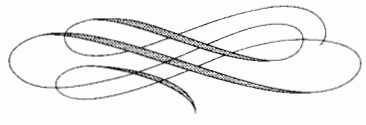
Variations

1. Encourage students to create their own hints rather than read the ones provided.
2. Prior to making copies, white out all of the answers and copy the hints for both A and B. In this way, the blank puzzle can be done individually in class or as a take-home assignment.

Answer



"A kind of" Crossword Puzzle



Across

- 2. A kind of fruit; it's hard
- 8. A kind of vegetable; it's long
- 12. A kind of glass; it's clear
- 14. A kind of group; it's harmonious
- 18. A kind of jewelry; it's carved
- 21. A kind of music; it's beautiful
- 23. A kind of flower; it's red, pink or white

Down

- 1. A kind of job; it's important
- 3. A kind of machine; it's smart
- 5. A kind of snack; it's round
- 9. A kind of drink; it's black
- 13. A kind of musical instrument; it's black
- 15. A kind of boat; it's long
- 16. A kind of plant; it's thorny

Helpful Language

- What's number ___ across / down?
- Give me another hint, (please).
- What's the 2nd (3rd, 4th, 5th, 6th, 7th, 8th, 9th) letter?
- How do you spell _____ ?

PHOTOCOPIABLE

It's Debatable

Aim

To give fluency practice and encourage students to take part in a structured debate on some common social topics.

Language

Statements of opinion + language of disagreement

Preparation

This discussion-based activity needs to be explained carefully. A debate is a contest of words; an objective judge (the teacher) must be convinced of the merit of a team's arguments.

Copy Worksheet 24 onto larger paper and hand one to every student. Look at the topic line. A topic needs to be clearly two-sided and to propose a change, e.g., *The minimum drinking age should be raised*. Have students suggest possible topics. Write them on the board.

A debate requires two teams of two: the Pros and the Cons. The Pros support the change and point to the problems in the status quo. The Cons prefer the status quo and produce arguments against the Pros' reasons.

Divide the class in half. Pick one of the topics on the board and ask one half, the Pro team, for two or three reasons for change. Write these on the board. Then have the other half, the Con team, argue against these reasons. For example, the Pro team might say *Too many health problems are caused by teenagers drinking, Teenagers who drink often drive, thus causing deaths*. The Con team must take each point in turn and disprove or deny it. For example, *There are no health problems caused by teenagers who drink. Teenagers are physically active and have no money for alcohol ...*

On the worksheet, this process of denial is indicated by arrows. After the denial, the Con team offers new reasons NOT to change, for example *Raising the minimum drinking age will not stop teenagers drinking*. The Pro team must then disagree directly with this point and so on.

The second stage shown on the worksheet is *The Plan*, the way to implement the change. The Pro team must put forward points stating clearly how and when the change will take place, who will be affected and how to pay for it. The Con team then attacks each point of the plan, arguing that it won't or can't work. The Con speaker then offers any final comments that he/she may feel are important.

Procedure

1. Pair the students and then put two pairs together. Let them decide on the topic and who the Pros and Cons are.
2. Allow about ten minutes for teams to prepare their arguments. They should write their ideas on the worksheet.
3. Start the debate. The first Pro speaker reads the topic and gives reasons for change.
4. The first Con speaker denies the reasons and offers reasons for no change.
5. The second Pro speaker disagrees with these reasons and introduces the plan.
6. The second Con speaker attacks each point in the plan and concludes.

Variations

1. Set a time limit for each speaker, for example five minutes each.
2. Allow the teams to speak as a team, not one at a time, in order. This will help lower ability students and less fluent groups.

Further Practice

Between one class and the next, encourage students to find some support for their reasons from newspapers and/or magazines. At a later date, repeat the same debate but this time using some evidence rather than just opinions.

It's Debatable

Topic: _____

PRO 1 Reasons for change

1) _____

2) _____

3) _____

4) _____

5) _____

CON 1 Disagreement:

1) _____

2) _____

3) _____

4) _____

5) _____

Reasons against change:

1) _____

2) _____

3) _____

4) _____

5) _____

PRO 2 Disagreement:

1) _____

2) _____

3) _____

4) _____

5) _____

THE PLAN

How to change:

1) _____

2) _____

3) _____

4) _____

5) _____

Why the PLAN won't work:

1) _____

2) _____

3) _____

4) _____

5) _____

CON 2 Final Comments

1) _____

2) _____

3) _____

4) _____

5) _____

PHOTOCOPIABLE

What's the Question?

- Aim** To practice forming *Wh-* questions accurately.
- Language** *Who, What, Where, When, How, How many, What kind of, etc.*
- Preparation** Prior to class, copy Worksheets 25a and 25b and cut them into individual cards for use as a flash-card quiz. Unlike regular quizzes, however, this activity has students formulate the correct questions. This is good practice for drilling students on the use of *Who, What, When, Where, How, How many, What kind of, etc.* questions.
- Demonstrate how this works by reading one or two of the answers on the cards and helping students phrase an appropriate question. Offer other styles of questions that would also be appropriate. For example, using the answer *365 (days)*, appropriate questions might include *How many days are there in a year?* or *How long is a year?* Carefully point out that the response must be phrased as a question; if a student simply says *A year*, the response doesn't qualify since it is not a question.
- Procedure**
1. Divide the class into teams.
 2. Explain that the first team to offer an appropriate question for a card will be awarded a point. The team with the most points after all the cards have been used is the winner.
 3. Display each card in turn so that each team can see it. If the class is large, write the answer from the card on the board or, for listening practice, read it.
- Variations**
1. When finished, give the students blank cards and have them create their own questions on one side and with answers on the other. Have groups quiz each other.
 2. Reverse the wording of the answers and the questions. For example, the card that has the answer is *The Nile* and then the question *What is the longest river in the world?* is reversed to form an answer like *It is the longest river in the world.* The question therefore becomes *What is the Nile?*
 3. Offer exceedingly common answers such as *It has four legs, It's round, It's cold, etc.*, and have groups of students compete against each other to call out or write down as many appropriate questions to the answer as possible.
- Further Practice** To give students practice forming questions, see *Tic Tac Toe 1* (Worksheet 10).

What's the Question?



A: Yes: "To be, or not to be – that is the question."

Q: What is a famous line from Hamlet?

A: 3.14

Q: What is the value of pi (π)?

A: The Nile.

Q: What is the longest river in the world?

A: *Oliver Twist, David Copperfield, A Tale of Two Cities.*

Q: What are three books by Charles Dickens?

A: She had to be home by midnight.

Q: What time did Cinderella have to get home?

A: It's the capital city of France.

Q: What is Paris?

A: Portuguese.

Q: What language is spoken in Portugal (or Brazil)?

A: 0°C. and 100°C.

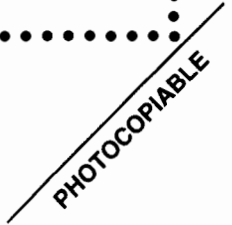
Q: What are the freezing and boiling points of water?

A: Mt. Everest.

Q: What is the highest mountain in the world?

A: 26 (letters).

Q: How many letters are there in the English alphabet?



What's the Question?



A: 365 (days) – or– 366 (days).

Q: How many days are there in a year? –Or– (...in a leap year?)

A: Yes. Marigold, pansy, geranium.

Q: Can you name three flowers?

A: It has six strings.

Q: How many strings does a guitar have?



A: H₂O.

Q: What is water? – or – What is the chemical symbol for water?

A: Ruble, peso and rupee.

Q: What are the names of three kinds of money?



A: Yes. *Yesterday*, *Yellow Submarine*, *Let it Be*.

Q: Can you name three songs by the Beatles?

A: It has 88 keys.

Q: How many keys are there on a piano?



A: Yes. Poodle, terrier, collie.

Q: Can you name three kinds of dogs?



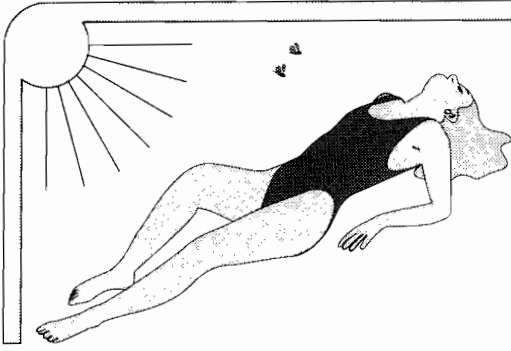
A: It has eight legs.

Q: How many legs does an octopus have?



Caption it!

- Aim** To help students recognize and produce captions as distinct from complete sentences.
- Language** Nouns to identify people and verbs used in the *-ing* form to describe their activities
- Preparation** Copy Worksheets 26a and 26b and cut into cards prior to class. Introduce this exercise by explaining that titles and captions are often not complete sentences. The titles on the worksheets are good examples. *A fat man taking a bubble bath* is not a complete sentence because the verb is removed. It may be helpful to discuss and practice the use or the construction of complete sentences. To demonstrate this, show students some newspaper headlines or picture captions where the sentence is not complete.
- Procedure**
1. When ready, give students one card each and a blank sheet of paper.
 2. On the blank sheet, have them draw the situation as described on the card. Explain that no words are to be written in their illustrations. Allow two or three minutes.
 3. Collect the cards and pictures. Select one of the pictures (identify the artist) and show it to the class.
 4. Have the students try to determine the situation and, ultimately the caption, by asking the artist questions. For example, if the situation is *Three children playing computer games*, students might ask questions such as: *Is that a TV? Is it a computer? Are the people old? Are they children?* The questioning continues until someone can offer a caption similar to that written on the card.
- Variations**
1. Establish a rule that the artist can only reply with *Yes* or *No*.
 2. Try first person questions and answers like *Are you wearing glasses? Is this you? Is this your girlfriend next to you?*
 3. Once pictures are drawn, pair students and have them question each other, discover the title and write it down. When finished, have students rotate to a new partner. Note: One blank card is provided on Worksheet 26b.
 4. Have students create their own description cards - collect them and randomly hand them out.
 5. Don't identify the artist and have students guess.
- Further Practice** Before class, prepare a handful of pictures cut out of newspapers or magazines. In class, hand slips of paper to groups of students then hand each group one of the pictures. Have them write an appropriate caption for their picture. Have groups keep their captions but rotate the picture to another group. Repeat the process three or four times. When finished, hold up one of the pictures and see how the captions compare. This is a good discussion topic because different groups will see different things in the picture.



Caption it!



A fat man taking a bubble bath.

Three children playing computer games.

A honeymoon couple taking pictures on the beach.

Three old men playing golf in the rain.

King Kong wearing polka-dot pajamas in New York.

A student coming late to English class.

An old woman riding her bicycle on a snowy day.

An office worker reading the sports page on a train.

Two mosquitoes planning to attack a sunbather.

A shy boy giving a Valentine's Day present to a girl.



Caption it!



An old man feeding pigeons in the park.

An elementary school student day-dreaming about the summer vacation.

Dracula looking for a drink in a bar.

A young man buying a head of lettuce at the supermarket.

Santa stuck in a chimney.

Three young boys camping in the woods.

Four tired tourists looking at Big Ben.

A young couple buying engagement rings in a department store.

A couch potato eating junk food.

Intern Psychologist

Aim	To practice describing things.
Language	Adjectives to describe size, condition, feelings, etc.
Preparation	This lesson encourages students to describe in detail what they see as they are led through a mental journey. In so doing, elements of their inner personality may be revealed in a non-threatening and very enjoyable way.

Procedure

1. Hand out copies of both worksheets to every student. Explain that this is a mental journey. As each situation is approached, the students will close their eyes and take a detailed mental snapshot of it before opening their eyes. Then they will write the details (using adjectives) in the appropriate places.
2. Begin by saying, *You are walking down a long, long road.* At this point, pause long enough for students to picture the road in their imagination. Have them fill in the information on the sheet according to the first box.
3. When finished, have the students close their eyes again and continue with the journey: *You walk for a long time and suddenly you see a key on the road.* Again, pause and have the students take a mental picture of the key and write a detailed description of the key. Continue leading the students from situation to situation. Use the following as a guide:
You continue walking down the road for a long time. Suddenly the road stops. You walk past the end of the road and suddenly you see an animal. You walk past the animal and keep on walking. Then you see some water. You continue walking. As you walk, you see a structure/building of some sort. You continue walking and you go up a small hill. Standing on the top, you see a person.
4. Approach the first situation (the road) by asking students to describe what they saw. Reading from their notes, encourage students to form complete sentences. Encourage other students to ask further questions about the details. When all students have finished, offer an interpretation.

Key to the meanings

(Note: these are NOT to be believed with 100 percent accuracy)

road	how you think of your life right now	water	your experiences and/or dreams of love/romance
key	how you think of your intelligence	structure	how you value material things and the importance you place on them
barrier	how you think of death (the end of the road)	person	a) someone deeply respected; b) someone deeply loved; c) someone the student would like to become
animal	how you deal with problems in life		

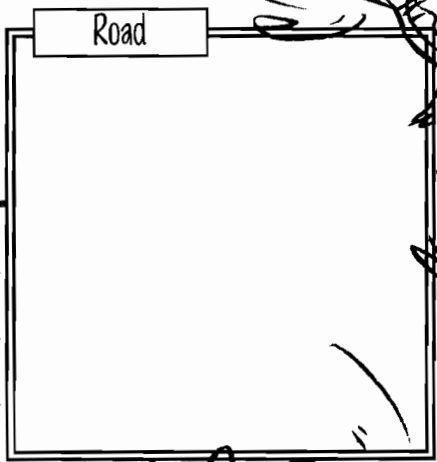
Variations

1. Before telling the students the meaning of each situation, see if they can guess the psychoanalytical symbolism themselves.
2. Try having the students interpret their own or each other's situations after a few models have been given by the teacher.

Further Practice

Have students take their notes home and convert them into a diary, from the first situation to the last. Students could also be asked to write an interpretation of their own journey. (In writing the interpretation, students should use synonyms which is a good way to improve their vocabulary.)

Intern Psychologist



Condition:

Made of:

Width:

Surroundings:

Time of day:

General feeling:

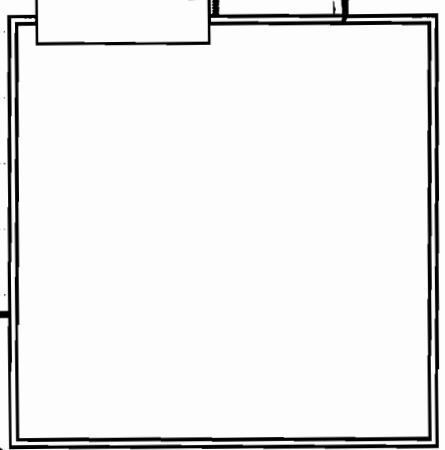
Size:

Made of:

Age:

Condition:

Action:



What:

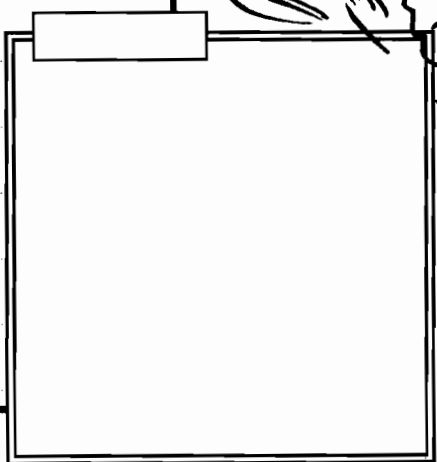
Size:

Made of:

Beyond:

Action:

General feeling:



Education

Aim

To introduce students to related word forms.

Language

Verbs with related noun forms ending in *-ation*, *-tion*, or *-ion*

Preparation

For intermediate and advanced students, this lesson is useful in demonstrating how they can make their English more sophisticated by using noun forms of verbs. Write the word *educate* on the board. Explain that the noun form of *educate* is *education*. Point out that many verbs can be changed into nouns by simply adding *-ation*, *-tion*, or *-ion* as a suffix. Write a few of the verb forms on the board and have students offer some noun counterparts. Then have students compose two sentences, one with the verb form and the other with the noun form, for example *How do you abbreviate the word Avenue?* Students write answers such as *The abbreviation of the word Avenue is Ave.* Write these on the board as well.

Procedure

1. Copy and hand out Worksheet 29 to all of the students. Go through the verbs beginning with *A* first with the whole class supplying the noun forms of *abbreviate*, *associate*, and *act*.
2. Ask students to suggest another *A* verb that can be made into a noun with *-ation*, *-tion*, or *-ion*, for example *accumulation*, *application*, *automation*.
3. Pair students and have them arrive at the noun form for the rest of the verbs.
4. On the right is a blank space for students to think up their own verbs and accompanying noun forms. The list is roughly alphabetical so new words should begin with the same letter of the alphabet as the other three in the list.

Variations

1. Before handing out the worksheet, read the list, one word at a time, and have the students convert the verbs to nouns.
2. Make this a competitive pairwork activity by having each pair race to find all of the noun forms or race to fill in all of the blanks in the right-hand column.

Answers

Noun Forms

abbreviation	association	action	congratulation	creation
collection	direction	domination	determination	examination
exhibition	elimination	foundation	formulation	frustration
generation	graduation	generalization	humanization	harmonization
hospitalization	imagination	isolation	internationalization	limitation
location	liberalization	modernization	maximization	motivation
nationalization	nomination	narration	operation	observation
organization	production	protection	pronunciation	restoration
realization	reduction	standardization	separation	situation
translation	transportation	termination		

Further Practice

1. As a review, read off five or so verbs each lesson and have students convert them to their noun forms.
2. Have pairs of students practice using an assigned number of the new noun forms in sentences or even as a newspaper article.

Education



Change these verbs into nouns:

Another word

abbreviate	associate	act	.....
congratulate	create	collect	.....
direct	dominate	determine	.....
examine	exhibit	eliminate	.....
found	formulate	frustrate	.....
generate	graduate	generalize	.....
humanize	harmonize	hospitalize	.....
imagine	isolate	internationalize	.....
limit	locate	liberalize	.....
modernize	maximize	motivate	.....
nationalize	nominate	narrate	.....
operate	observe	organize	.....
produce	protect	pronounce	.....
restore	realize	reduce	.....
standardize	separate	situate	.....
translate	transport	terminate	.....



PHOTOCOPIABLE

Postcards

- Aim** To write postcards describing typical vacation experiences.
- Language** Vocabulary of vacations and hotels
Adjectives that express positive and negative opinions
- Preparation** Writing sample postcards in English is good practice for the time when students actually do take a trip somewhere and want to write to classmates or the teacher. There are two postcards in this lesson; in the top one students complain about things concerning their vacation and in the bottom one, students describe favorable things.
- Begin with a discussion about vacations. Ask students where they've gone, what was bad, what was good. On the board, write the words *food*, *hotel*, *people* and *transportation*. Ask students to provide one more category such as *weather*, *sightseeing* or *shopping*; add this word to those on the board. Have students offer adjectives for each describing something bad and something good. For example, the food could be *expensive*, *salty and cold* or *cheap*, *delicious and hot*. The hotel could be *dirty*, *small and noisy* or *clean*, *large and quiet*, etc.
- Procedure**
1. Copy worksheet 30 onto large paper and hand one copy to each student.
 2. Pair students and have them dictate their addresses to each other; these are written on the appropriate lines on the right side of both postcards.
 3. Next, draw students' attention to the information boxes in the middle of the worksheet. In the left box, students should write one or two negative adjectives, in the right one, opposite, positive ones.
 4. When finished, have students exchange papers. Explain that students cannot use the category words *food*, *hotel*, *people* or *transportation* in the postcard. They need to write words that fall in the category (*food*: *spaghetti*, *croissants*, etc., *hotel*: *lobby*, *room*, *swimming pool*, etc.).
 5. Have them write the upper postcard using the information in the left box:

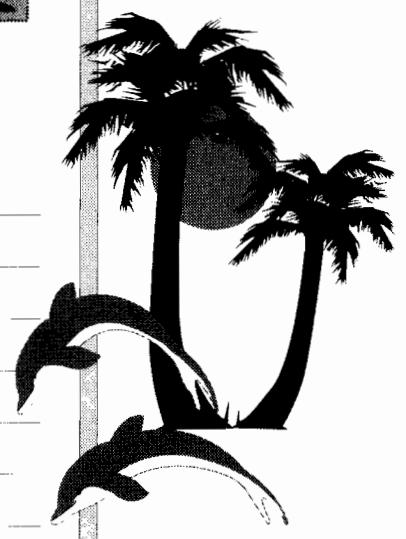
Dear _____,

I arrived here yesterday and I'm tired. The spaghetti was expensive, the lobby was dirty, the receptionist was unfriendly, the taxi was too slow and the temperature was cold.
 6. Encourage students to write something else in closing such as *I'm feeling a little homesick*, *I wish I were somewhere else*, *I wish you were here*. Then have students sign their name at the bottom.
 7. Repeat the process for Postcard 2. All the adjectives, however, are positive.
- Variations**
1. When all students have finished, have partners exchange papers, split apart and pair up with someone new. Using the postcards, have them discuss in the third person their first partner's vacations. For example, *Where did he/she go? What did he/she say about the food/the hotel/the people/the transportation?*
 2. Use the completed postcards as a pairwork dictation exercise by giving all students a second, blank copy of the lesson and having partners dictate the contents of the postcards to each other.
- Further Practice**
1. See *Opposites 1* (Worksheet 7) and *Opposites 2* (Worksheet 19).
 2. Give students real postcards and have them pretend to be on vacation somewhere. Have students actually send the postcards through the mail.

POSTCARD 1

Dear _____, / /

I arrived here yesterday and I'm tired. The



Sincerely,

Name _____

Address _____

POSTCARD 1 (Information)
Food: _____
Hotel: _____
People: _____
Transportation: _____
Other: _____

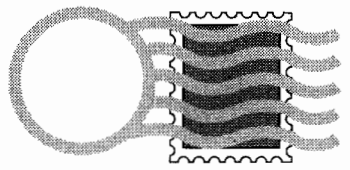
POSTCARD 2 (Information)
Food: _____
Hotel: _____
People: _____
Transportation: _____
Other: _____

POSTCARD 2



Dear _____, / /

I'm feeling much better today



Sincerely,

Name _____

Address _____

Dial-a-Word

Aim

To practice spelling simple messages, saying lists of single digits as in telephone numbers and decoding short messages.

Language

Letters and numbers

Preparation

Copy and hand out Worksheet 32 to each student so that they can see the lettering system on an American telephone. Explain that the alphabet as printed is often an effective method to remember certain telephone numbers.

Advertisers, for example, often work out a word or words which are easy to remember. A telephone number is usually more difficult to remember than a word. For example, a TV commercial for a carpet company could advertise by saying *Please dial 227-7387*. However, *Please dial C-A-R-P-E-T-S* is so much easier to remember. Another business might say *Please dial P-E-T • S-H-O-P (738-7467)*.

On the board, write a few coded messages such as 2255-666 (*C-A-L-L • M-O-M*), 74663-63 (*P-H-O-N-E • M-E*), and/or 4-5683-968 (*I • L-O-V-E • Y-O-U*). Help the students work through these codes by demonstrating that in English certain consonants seldom or never go together at the beginning of words. For example, 2255 (*CALL*); the initial 22 could be *AA*, *BB* or *CC* but not likely (except for *aardvark*). *BC*, *CB* are not possible leaving only *AB*, *AC*, *BA* or *CA*.

Procedure

1. Put the students into groups of four and have each one write one short message (numbers only) on the line titled *Messages*. The message could be one, two or three words (or more), but each word should not have too many letters because that increases the difficulty of decoding it.
2. When finished, each student reads his/her coded message and the others write it on one of the lines provided on the left.
3. Then have students work at decoding the messages.

Variations

1. See if students can write a coded message using their own telephone numbers.
2. Have pairs of students compose sentence messages to give to other pairs.
3. Prior to class, prepare five or six simple coded messages. In class, divide the students into teams, write the codes, one at a time on the board and have them compete against each other to be the first to decode the message.

Further Practice

1. Write a sentence or paragraph on the board but code all of the nouns, verbs or adjectives, etc.
2. Have groups of students plan a 20-30 second TV commercial or an advertisement in the Yellow Pages where they advertise their products using a word or words for the phone number.

DIAL-a-WORD 32

(3425-2-9673)



Mini-summit

Aim

To review some standardized conversational exchanges.

Language

Greetings, introductions, ways of saying goodbye, etc.

Preparation

This lesson is a quick review of greetings, responses, introductions and good-byes. Ask students to suggest places where strangers might meet for the first time. Using one of the suggestions, roleplay a greeting with a few of the students. Greet them with a simple *Hi*, *Hello*, or *Good afternoon*. Students should respond in kind. Then extend the greeting with a question such as *How are you?* or *How's it going?* Students should respond with *Great!* *Fine*, *Pretty good*, etc. Go through introductions and responses. then continue with closings and finally saying goodbye.

Point out that when someone begins to say goodbye, for example, *Well, I've got to be going now*, it's not uncommon for someone to ask why. At this point, the speaker needs to come up with a reason for leaving. Have students offer a few reasons and write these on the board. Copy Worksheet 34.

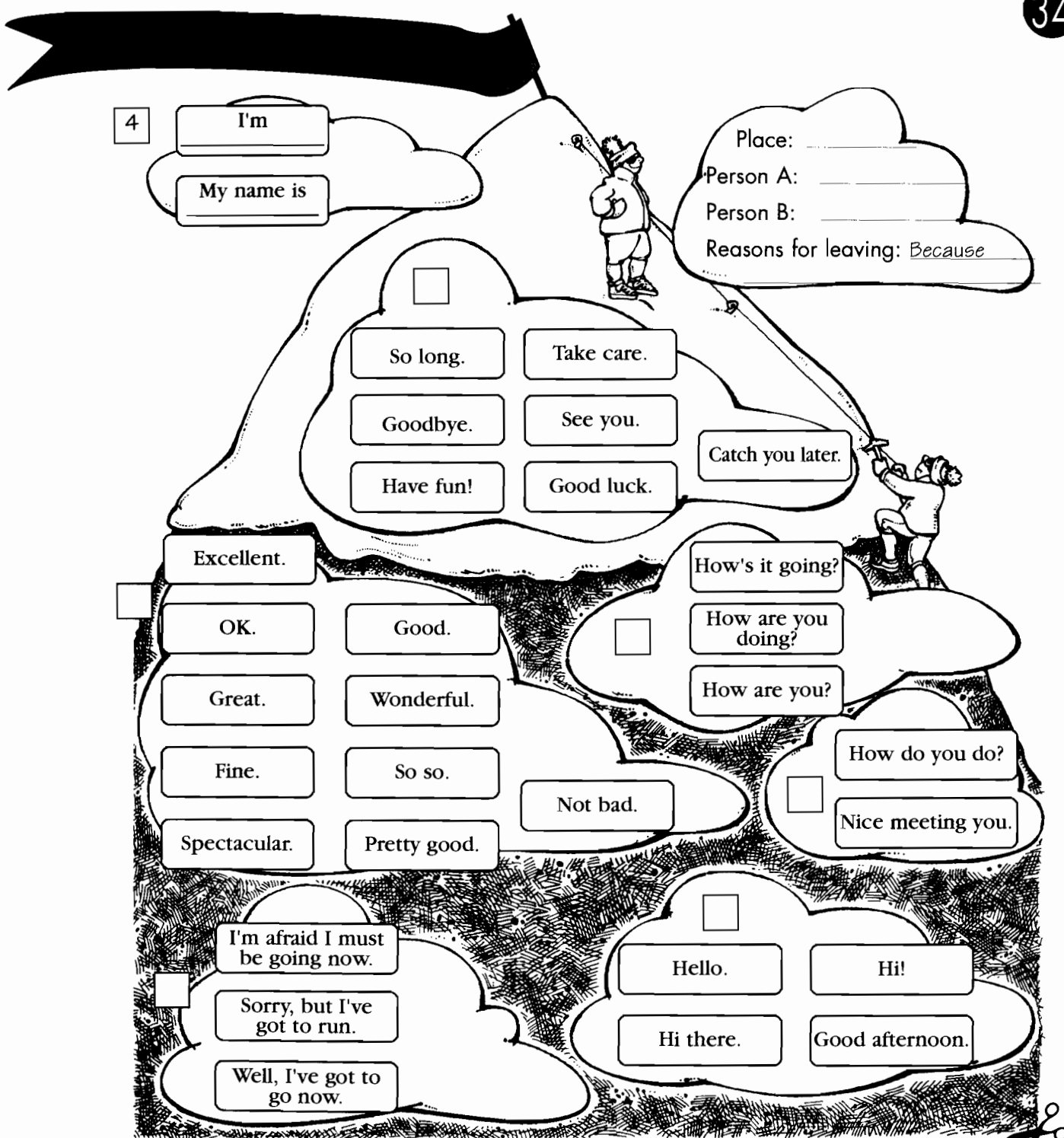
Procedure

1. Pair students and hand out the worksheet. Together, students read through the contents of each of the clouds and then assign a sequential number to each cloud according to a natural process of greeting, introduction, closing a conversation and saying good-bye. (The fourth cloud is numbered on the worksheet.) Point out that within each cloud, there are a number of interchangeable phrases.
2. When pairs have finished assigning numbers 1-3 and 5-7, direct their attention to the upper right cloud as printed. These are the elements of the conversation, the *Where*, *Who*, and *Why*. Students write in an interesting place where strangers might meet for the first time, for example, on the top floor of a burning building or on a ski-lift. Then have them fill in the names of two people or characters and finally write a reason for leaving. When finished, tell the students to tear their papers along the vertical line (see *cut here*).
3. Beginning with the first block *Place*, on the torn-off page, students write the same thing they wrote next to *Place* in the cloud. Then have them fold the *Place* block back and rotate their papers one to the right, and write one (only one) of the elements found in Cloud 1, for example *Hi!* *Hello*, etc. Then, students fold the A-block back and rotate the papers again. Students continue by writing one of the elements from Cloud 1 in the B-block. The process continues, using a phrase from the cloud specified, until all of the blocks have been filled in.

Next, have students unfold the entire sheet. Beginning with one student (Student A) have him/her read the place and then alternately read through the conversation from his/her sheet with another student (Student B).

Variations

1. In the original pairs, have students alternately read parts A + B from their own sheets.
2. Encourage pairs of students to memorize their papers and act out the scene.
3. Have students turn over the Mini-summit worksheet and hand out blank copies of the tear-off conversation section. Encourage students to write a conversation with these five parts: 1) Greeting + Response, 2) Greeting Question + Response, 3) Self Introduction + Response, 4) Closing + Response (Why?) and 5) Saying Goodbye.



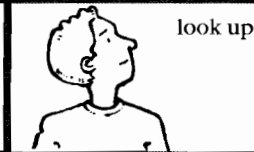
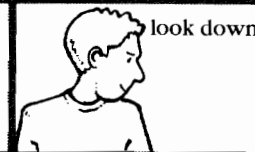
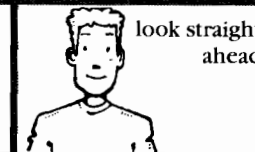
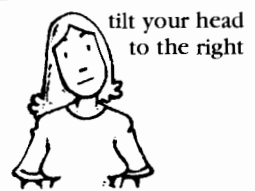
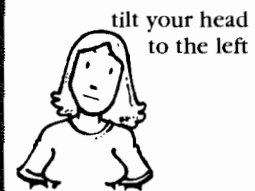
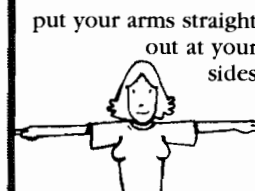
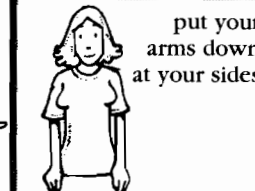
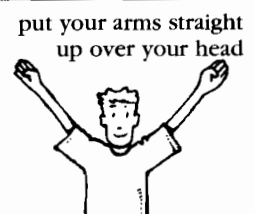
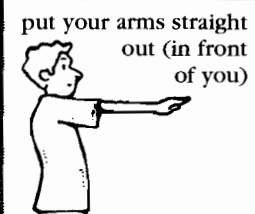
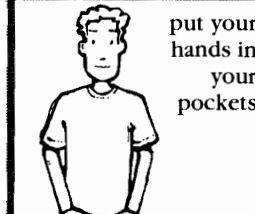
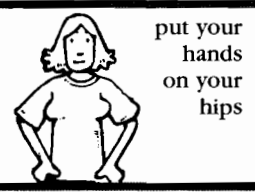
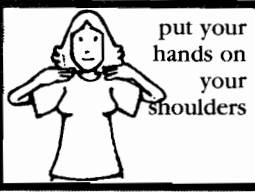
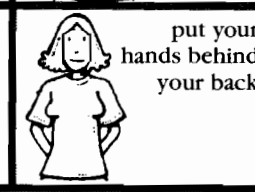
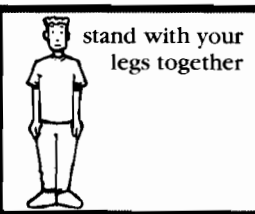
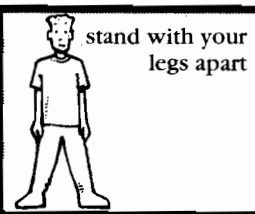
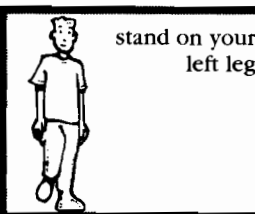
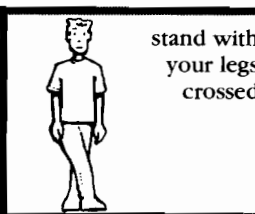



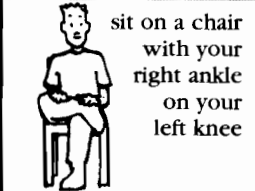
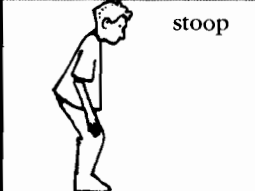

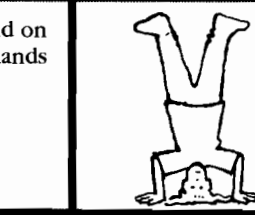
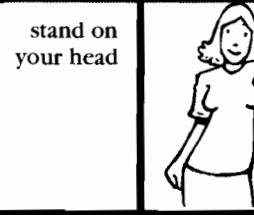
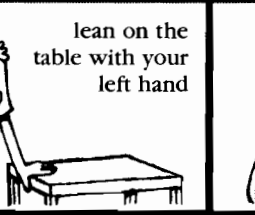
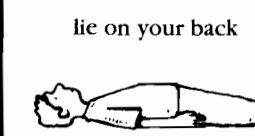
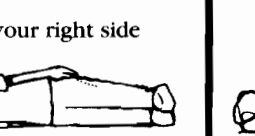
Place:

- Cloud 1
- A:**
- B:**
- Cloud 1
- A:**
- Cloud 2
- B:**
- Cloud 3
- A:**
- Cloud 3
- B:** How about you?
- Cloud 3
- A:**
- Cloud 4
- B:** By the way,
- Cloud 5
- A:**
- Cloud 4
- A:**
- Cloud 5
- B:**
- Cloud 6
- A:**
- B:** Why?
- A:** Because,
- Reason
- Cloud 7
- B:** OK,
- Cloud 7
- A:**

Synchronized English

- Aim** To demonstrate comprehension of other students' instructions by movement or by pictures.
- Language** Parts of the body
Simple instructions
- Preparation** This activity introduces 44 physical positions and the language used to describe them. Begin by performing some of the sample positions from Worksheet 35a and have the students describe them.
- Procedure**
1. Hand out a copy of Worksheet 35a to every student. Invite two or three students to stand at the front of the room (without their worksheets). The other students read off the positions, one at a time, and the students at the front of the room, in synchronization, follow the instructions.
 2. Then pair the students and hand out copies of Worksheet 35b. Together, students practice the language by drawing the positions described in boxes numbered 1, 3 and 5. Students write a description for boxes numbered 2, 4 and 6.
 3. When students have become familiar with the language, have pairs design Position A and Position B, one drawing the position and the other writing it in words. Pairs of students then describe their Positions 1 and 2 while their classmates follow the instructions in synchronization.
- Variations**
1. Have students describe the positions either with their backs turned to the rest of the class or from somewhere in the room where the rest of the class can't be seen. During the description, the other students in class follow the instructions in synchronization. When finished, have the pairs confirm their accuracy by looking at their classmates.
 2. Students think of a common pose such as the beginning of a golf swing, fishing, reading a newspaper, and describe this position to the others in the class who act out the instructions. The first student to identify the pose is awarded a point.
 3. Before making multiple copies, white out half of the words (and/or pictures) on one copy of Worksheet 35a and the other half on another copy. Then pair the students, hand out two different sheets and have them exchange the missing information and write it down.
- Further practice**
1. For a review of body parts, see *I Bet you Can't*, Worksheet 36.
 2. For reinforcement and extension of this lesson, see *Class Models*, Worksheet 33.

Synchronized English

 look right	 look left	 look up	 look down	 look straight ahead
 tilt your head to the right	 tilt your head to the left	 cross your arms	 put your arms straight out at your sides	 put your arms down at your sides
 put your arms straight up over your head	 put your arms straight out (in front of you)	 put your arms straight out with your elbows bent up	 put your hands in your pockets	 put your hands on top of your head
 put your hands on your hips	 put your hands on your shoulders	 put your hands behind your head	 put your hands over your face	 put your hands behind your back
 stand with your legs together	 stand with your legs apart	 stand with your left leg forward and your right leg back	 stand on your left leg	 stand with your legs crossed
 sit on a chair	 sit on a chair with your right leg over your left leg	 sit on the floor with your legs crossed	 sit on the floor with your knees bent	 sit on the floor with your legs straight
 sit on a chair with your right ankle on your left knee	 stoop	 kneel	 get down on your hands and knees	 bend over at your waist
 stand on your hands	 stand on your head	 lean on the table with your left hand	 lean against the wall with your left shoulder	
 lie on your back	 lie on your stomach	 lie on your right side	 lie on your left side	

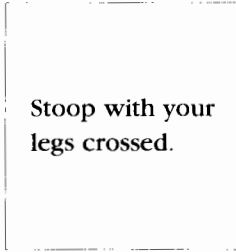
I Bet You Can't!

- Aim** To review the names of parts of the body in a fun and challenging way.
- Language** Terms for external parts of the body
- Preparation** This lesson reinforces the language involved in getting someone to do something. It is an active review of parts of the body and usually becomes competitive and exciting. With lower-level students, the teacher begins by touching or pointing to various parts of his/her body. Students say what these parts are. Higher-level students can skip this part. Next, demonstrate a sentence which combines two of the parts of the body, for example, *Put your hand on your elbow*. Introduce more specific information such as *Put your left hand on your right elbow*. Encourage students to give you a number of these commands using *Put...* Write these on the board.
- Procedure**
1. Copy Worksheet 36 and hand out to all students. Students write down words which are on the board but not on their worksheet in the blank spaces provided. These should be assigned a number or letter.
 2. Then, beginning with the hand and face, have students match the numbers 15–36 to the words. Continue with the letters assigned to the body parts, K–W. Then challenge a few students with *I bet you can't put your eyebrow on your right heel*. Students respond with either, *I bet I can* or *You're right, I can't*. Then convert the parts of the body into their corresponding numbers and letters, for example *I bet you can't put your 23 on your M*. Students decode the sentence and respond appropriately.
 3. Pair the students. Tell them the object is to get the most points by being able to do something that their partner thought they couldn't do. If a student can do what he/she is told, one point is given. If the task is impossible (*Put your right elbow on your left ear*), no point is given. Draw students' attention to the score card. Students should write five coded messages according to things they think their partner can't do. When the lists have been finished, have Student A begin by saying, *I bet you can't put your (number) on your (letter)*. Student B decodes the sentence and says, *You want me to put my right eyebrow on my left ankle?* Student A confirms the sentence by saying *Yes* or *No*. Student B then replies, *I bet I can* or *You're right, I can't*. If Student B says *You're right, I can't*, one point is marked on the score card. After all five challenges have been done, the student with the most points is the winner.
- Variations**
1. Introduce verbs other than *put* such as *touch, place, lay, pat, tap*.
 2. Put students into groups of three. Have two students work together to challenge the other student to do something. (*We bet you can't ...*)
 3. Reverse the challenge by having students think of something they think they can do and their partner earns points by correctly guessing the possibility. For example, Student A says, *I bet I can put my left ear on my right knee*. Student B says either, *I bet you can't*, or *I bet you can, too*. If Student B guesses correctly, he/she gets a point.
- Further Practice**
1. For practice and expansion of this activity, see *Class Models* (Worksheet 32).
 2. Have students put their papers away and play *Simon Says* to review parts of the body.

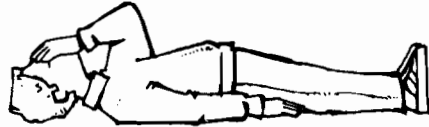
Position Combinations

1

Stoop with your legs crossed.

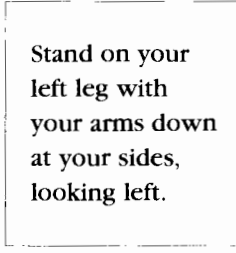


2




3

Stand on your left leg with your arms down at your sides, looking left.

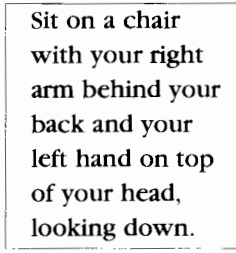


4




5

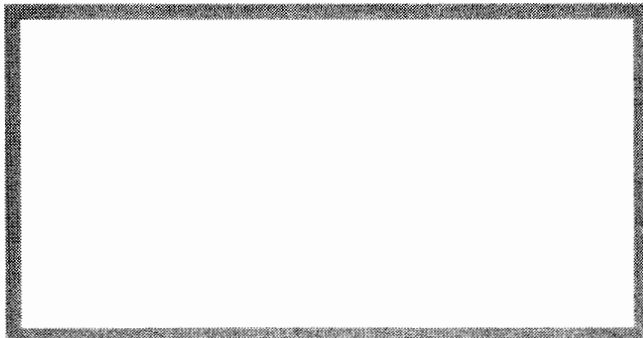
Sit on a chair with your right arm behind your back and your left hand on top of your head, looking down.



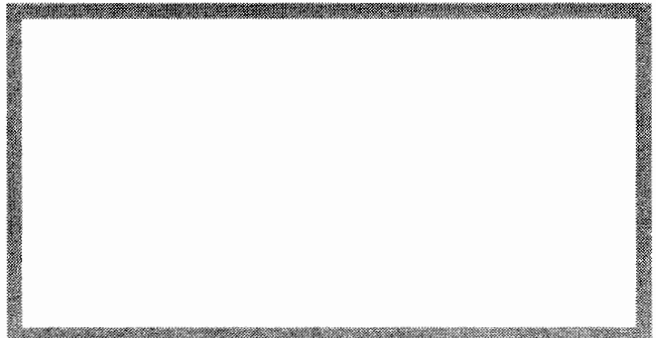
6



Position A



Position B



PHOTOCOPIABLE

I Bet You Can't!

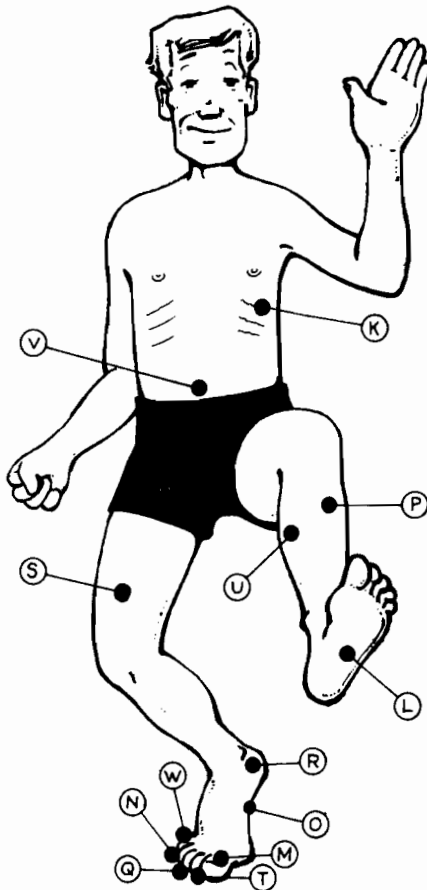
- 1 hand
- 2 arm
- 3 elbow
- 4 wrist
- 5 finger
- 6 shoulder
- 15 thumb
- index finger
- middle finger
- ring finger
- baby finger
- finger nail
- palm
- back of the hand
- armpit
- forearm
- knuckle
- 26



- 7 head
- 8 hair
- 9 ear
- 10 chin
- 11 neck
- 12 eye
- 13 mouth
- 14 nose
- 27 eyebrow
- eyelid
- eyelash
- earlobe
- forehead
- upper lip
- lower lip
- temple
- nostril
- cheek
- 37
- 38

- A chest
- B waist
- C hip
- D foot
- E ankle
- F toe
- I stomach
- G leg
- J knee
- H back

- K rib
- thigh
- shin
- calf
- big toe
- second toe
- middle toe
- fourth toe
- little toe
- arch
- sole
- heel
- navel
- X
- Y



SAMPLE SENTENCES

- A: I bet you can't put your nose on your right foot.
- B: You want me to put my nose on my right foot?
- A: Yes, that's right./No, I want you to put ...
- B: I bet I can./You're right, I can't.

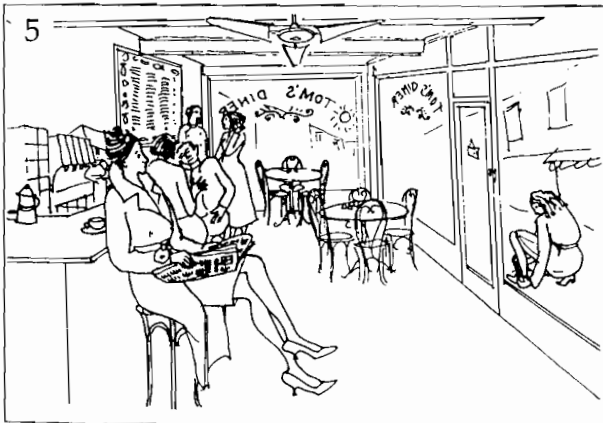
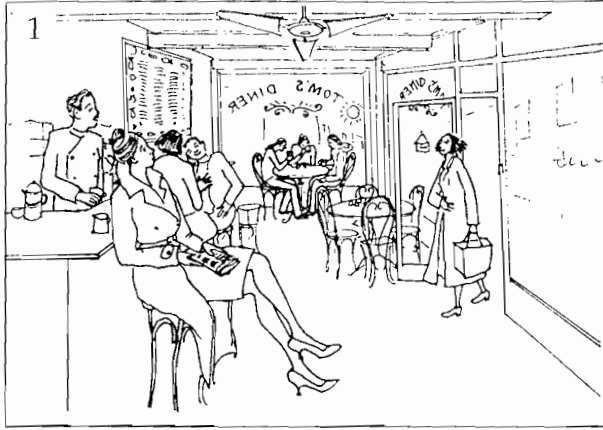
SCORE CARD

Code	Put your ...	Points
(R) (L) 28 - R	... (right) earlobe on your (left) heel.	
() ()		
() ()		
() ()		
() ()		
() ()		
Total Points		

Tom's Diner

(by Suzanne Vega)

1 Circle the differences.



TOM'S DINNER (by Suzanne Vega)

I _____ in the morning at the diner on the corner
 I _____ at the counter for the man to _____ the coffee
 and he _____ it only halfway and before I even _____
 He _____ out the window at somebody _____ in.

"It is always nice to see you," _____ the man behind the counter
 to the woman who _____ in she _____ her umbrella
 and I _____ the other way as they _____ their hellos
 and I _____ not to see them and instead I _____ the milk.

I _____ up the paper there's a story of an actor
 who _____ while he _____ it _____ no one I _____ of
 and I _____ to the horoscope and _____ for the funnies
 when I _____ someone watching me and so I _____ my head.

There's a woman on the outside looking inside _____ she _____ me ?
 No, she _____ really _____ me cause she _____ her own reflection
 and I _____ not to notice that she _____ up her skirt
 and while she _____ her stockings her hair _____ wet.

Oh, this rain it _____ through the morning as I _____
 to the bells of the cathedral I _____ of your voice.

Fill in the gaps using these verbs in the correct form :

*turn - wait - raise - listen - open - argue - kiss - hitch - pretend - pour (2) -
 hear - continue - say - sit - try - think - die - fill - shake - straighten - see (3)
 - come (2) - drink - be - feel - get*

- | | | |
|-------------------|----------------------|-------------------|
| 1) am sitting | 15) open | |
| 2) am waiting | 16) had died | |
| 3) put | 17) was drinking | |
| 4) fills | 18) was | |
| 5) argue | 19) had heard | |
| 6) is looking | 20) 'm turning | |
| 7) coming | 21) looking | |
| | 22) 'm feeling | 33) 'm listening |
| 2) says | 23) raise | |
| 9) has come | 24) don't see | |
| 10) is shaking | 25) doesn't see | |
| 11) look | 26) sees | |
| 12) are kissing | 27) 'm trying | |
| 13) 'm pretending | 28) 's hitching | |
| 14) pour | 29) 's straightening | |
| | 30) was gotten | 31) will continue |
| | | 32) 'm listening |

Tom's Diner

(by Suzanne Vega)

6

2 Fill in the gaps.

rain shake listen pour sit
read look drink carry look

- 1 The young woman is reading the newspaper.
- 2 The woman outside the diner _____ at her reflection.
- 3 The waiter _____ the coffee.
- 4 The young woman _____ to the cathedral bells.
- 5 The young woman _____ at the counter.
- 6 The weather is bad. It _____.
- 7 The woman _____ a shopping bag.
- 8 The woman at the door _____ her umbrella.
- 9 The people at the table _____ coffee.
- 10 The waiter _____ at the woman at the door.

3 Describe the picture.



TEACHER'S NOTES

Tom's Diner

AFTER LISTENING

Activity 2

- Students read the sentences in Activity 2. Explain that they have to try to fit the verbs into the correct sentence in the correct form to describe the pictures in Activity 1.

Key

1 is reading	6 is raining
2 is looking	7 is carrying
3 is pouring	8 is shaking
4 is listening	9 are drinking
5 is sitting	10 is looking

- Check students' answers and then ask them to match each sentence with one or more of the pictures from Activity 1. Do the first one with the students as a whole class.

Key

1 Pictures 3 and 4	6 Pictures 2, 6 and 8
2 Picture 6	7 Picture 1
3 Picture 2	8 Picture 2
4 Picture 8	9 Picture 1
5 Pictures 1, 2, 3, 4, 5, 6, 7 and 8	10 Pictures 1 and 2

Activity 3

- First, pre-teach the following vocabulary to the whole class: *mask, shout, point*. Then, in pairs, students decide who is A and who is B. Explain that Student A in each pair should look at Activity 3. Student B should **not** look at the picture. Student A is a witness to a bank robbery and he or she is going to describe what was happening, to their partner. Student B should listen to their partner's description and draw the scene as accurately as possible.
- Give Students A a time limit of two minutes to look at the picture and to remember as much as they can about the scene. Then tell students to start. If you prefer, you could ask students to describe the scene in the past, using the past continuous tense.
- Student A describes the picture to Student B, who draws what is being described. Student B then compares their picture with the original.