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	Worksheet	Activity	Level	Time	Aim	Language
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32	"Double Letter" Crossword Puzzle	Pairwork	High beginner	30	To listen for information	40 words containing double letters
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Contributors/  
Questionnaire

# Police Report

## Aim

To ask and answer questions using the simple past tense.

## Language

Simple past tense forms of common verbs.

## Preparation

Select two students to be "the suspects." Tell them the following information:

Last Saturday night, this company's (school's) security guard made his rounds as usual. He checked every office and room to make sure that every door and window was locked and no one was in the building except himself. At 9:00 p.m., the guard checked the front office. He noticed that there was a lot of money on the desk. The guard continued his rounds and returned to the front office at 11:00 p.m. The door was open and the money was gone. He immediately called us, "the police." We questioned everyone in this company (school). Everyone except you has a solid alibi. Now, we have to check your alibi.

## Procedure

1. Give the two "suspects" about ten minutes to prepare a two-hour alibi from 9:00 p.m. to 11:00 p.m. last Saturday. The alibi must occur in a public place where witnesses can be found, e.g. at a restaurant, disco, bowling alley, etc. The one rule is that they must not make notes - all the planning must be memorized.
2. Have the "suspects" prepare elsewhere in the room so they cannot be heard by the others. While they are preparing their two-hour alibi, hand out copies of the Worksheet to the remaining students and review the questions on it.
3. When the "suspects" have finished creating their alibi, one of them leaves the room. The other is questioned by "the police," who are free to ask any questions they like; the purpose of the Worksheet is to help them formulate their initial questions. They can, of course, use the Worksheet to jot down their notes.
4. When the interrogation is over (about ten to fifteen minutes), the other "suspect" comes back into the room.
5. The "police" ask identical questions of the second "suspect" and try to find inconsistencies concerning the alibi. The first "suspect" is allowed to remain in the room, but he/she cannot offer any assistance to his/her partner.
6. At the bottom of the Worksheet, each "police officer" checks one of the four boxes according to his/her opinion as to the innocence or guilt of the "suspects." They should be encouraged to explain their reasons, e.g., *Suspect A said they sat at a round table but suspect B said they sat at a square table.*

## Variations

1. Locate a local crime story from a newspaper with which the students are familiar. Pair all of the students and have them serve as accomplices and create an alibi which, if it were true, could free the accused of all charges. Teams compete against other teams for the best alibi.
2. Higher-level ability students may enjoy extending this activity into a court trial. Divide the class into teams of prosecuting attorneys, defense attorneys, witnesses for both sides, a jury, and a judge. The aim of the trial is to have a jury accuse or acquit the two "suspects."



# Police Report

## Suspects' Names

### First Suspect's Account

### Second Suspect's Account

Where did you go? Who decided to go there? Who invited whom? When was the invitation made?

At what time did you meet? Where? Who arrived first? How long did you wait? What did you both wear?

How did you get there? (by taxi, by car, on foot, etc.) • If taxi, who sat where? What color was the taxi? How much was the fare? Who paid? Was the driver young or old? Male or female? Did the driver have a uniform? • If by car, whose car? What was the make and model of the car? What color was the interior? What did you talk about during the drive? • If on foot, what was the route? Were the streets crowded?

At what time did you arrive at your destination? On what floor of the building is this place? Did you take the stairs or elevator? (Left or right side?) Who entered first? Were reservations required? (Did you have one? Who made it? When was the reservation made?) Was the place crowded? Did you have to wait before sitting? (How many minutes? While waiting, what did you do?)

Where did you sit? (Draw an interior map of the place on the board. Point out where you sat.) Was your table round or square – or did you sit at the counter? What kind of table covering was there, if any? What else was on the table?

Did you have a waiter or waitress? Describe him/her. What kind of customers sat at the tables next to you? (Were they families, business people, couples, etc.?) Describe them in detail.

What did you eat? Who ordered first? How many of each item did each of your order? What did you drink? Did it come in a can, a bottle, a glass, or a mug? What was the brand? How many did each of you drink?

What did you talk about while there? How many times did each of you visit the restroom? What time did you leave? Who paid the bill? Cash or credit card? How much was it? Where was the cash register? When you left, was the door automatic or was it a push/pull type?

What did you do after leaving the place? Did you agree to come back on another day?

How did each of you go home? Who left for home first?

What was the weather like last Saturday night? (Did either of you have an umbrella? What color was it?)

- The suspects are telling the truth
- The suspects may be telling the truth

- The suspects are probably not telling the truth
- The suspects are lying

# Trust Me!

## Aim

To promote conversation involving personal information.

## Language

Questions and answers using the simple present and simple past tenses.

## Preparation

To help students practice asking follow-up questions, first have one of the students ask *What is your favorite food?* Respond with a false, but believable answer such as *My favorite food is pizza.* Tell them that your answer may or may not be true and ask them for a show of hands according to those who believe the answer and those who don't.

Then encourage students to ask questions such as *Why is pizza your favorite food? When was the last time you ate it? How often do you eat it?* etc. After a few follow-up questions, take another vote. See if more students were able to detect the falsehood.

## Procedure

1. Arrange students into groups of four and hand out copies of the Worksheet, one per student. Have them write the names of the rest of the group in the first three columns. The fourth column is for the owner of the Worksheet.
2. Draw students' attention to the *Example* section. Read the first question: *Where were you born?* Explain that the first student responded with *Dusseldorf* and the owner of the Worksheet believed the answer to be true. The second student responded with *Oslo*, which the owner believed to be false. The third student said *Geneva* and this answer was believed to be true. The owner of the Worksheet responded with *Naples* which the owner knew to be false.
3. Have each student look at the fourth column and check any *three* questions to which he/she is going to give a false answer. This section is kept covered during the activity. Have one of the students ask the first question. Each student responds in turn while the others mark the appropriate column either True or False. There is space provided for students to note the answers.
4. Encourage students to ask follow-up questions when they think an answer is false.
5. When all the questions have been answered, students compare their papers. They get one point for each correctly detected false answer with a maximum of nine points per group.

## Variations

1. When they have finished, have students discuss which answers they thought were false, but were surprised to find were true and vice versa.
2. Have students work together to write more questions which can be used in a second round of the game. Questions could focus on different areas of personal information, e.g. travel experiences, school, work, etc.

# Trust Me!

## SCORECARD

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

**Example**

<b>1</b>	<input checked="" type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input checked="" type="checkbox"/> False	<input checked="" type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input checked="" type="checkbox"/> False
	Dusseldorf	Oslo	Geneva	Naples

### QUESTIONS

- Where were you born?  
*I was born in ...*
- When is your birthday?  
*My birthday is ...*
- What is/was your father's job?  
*My father is/was a ...*
- When you were young, what did you want to be?  
*I wanted to be a(n) ...*
- What was your favorite subject in high school?  
*My favorite subject was ...*
- What is your mother's first name?  
*My mother's first name is ...*
- What is your hobby?  
*My hobby is ...*
- What is your favorite kind of movie?  
*My favorite kind of movie is ...*
- What Chinese animal year were you born in?  
*I was born in the year of the ...*
- What is/was your nickname?  
*My nickname is/was ...*



# Similes

## Aim

To familiarize students with common English similes.

## Language

*as* adjective *as (a)* noun.

## Preparation

This is a simple matching exercise with a follow-up activity to reinforce students' understanding of the actual meanings of common English similes. Prior to class, copy Worksheet 3, one per student.

## Procedure

1. First, review all of the adjectives and nouns on the Worksheet.
2. Explain that all of these similes use the construction "Something is as [adjective] as something."
3. When all of the vocabulary has been reviewed, have the class work in pairs or as a small group. Have students fold their papers vertically down the middle. One student reads "As slow as ...". The other student (reading from the answer list) responds with "a snail." Match each item from the left column to the appropriate answer in the right column.
4. When finished, have the students place each simile into the positive group (happy face), the neutral group (plain face), or the negative group (sad face). Some of the similes may be placed in more than one group depending on their nuances.

## Answers

1c, 2k, 3v, 4r, 5q, 6m, 7l, 8o, 9n, 10t, 11a, 12d, 13u, 14p, 15s, 16j, 17w, 18b, 19g, 20i, 21f, 22h, 23e.

## Variations

1. Do this as a competitive activity between teams of 3, 4, or 5. All students only look at the left side of the Worksheet. The teacher reads off the phrases from the right side and teams compete to be the first with the correct answers.
2. When finished, have students turn their papers face down and quiz them.
3. Have groups of students put four or five of the similes into sentences; this is a good way to check for understanding.

# Similes

1. ...as **slow** as *a snail* \_\_\_\_\_
2. ...as **sly** as \_\_\_\_\_
3. ...as **proud** as \_\_\_\_\_
4. ...as **quiet** as \_\_\_\_\_
5. ...as **hungry** as \_\_\_\_\_
6. ...as **playful** as \_\_\_\_\_
7. ...as **big** as \_\_\_\_\_
8. ...as **hairy** as \_\_\_\_\_
9. ...as **gentle** as \_\_\_\_\_
10. ...as **stubborn** as \_\_\_\_\_
11. ...as **eager** as \_\_\_\_\_
12. ...as **fat** as \_\_\_\_\_
13. ...as **silly** as \_\_\_\_\_
14. ...as **slippery** as \_\_\_\_\_
15. ...as **busy** as \_\_\_\_\_
16. ...as **blind** as \_\_\_\_\_
17. ...as **wise** as \_\_\_\_\_
18. ...as **free** as \_\_\_\_\_
19. ...as **brave** as \_\_\_\_\_
20. ...as **sick** as \_\_\_\_\_
21. ...as **strong** as \_\_\_\_\_
22. ...as **happy** as \_\_\_\_\_
23. ...as **drunk** as \_\_\_\_\_

- a. a beaver
- b. a bird
- c. a snail
- d. a pig
- e. a skunk
- f. an ox
- g. a lion
- h. a lark
- i. a dog
- j. a bat
- k. a fox
- l. a whale
- m. a kitten
- n. a lamb
- o. an ape
- p. an eel
- q. a wolf
- r. a mouse
- s. a bee
- t. a mule
- u. a goose
- v. a peacock
- w. an owl

- ☺ Positive image \_\_\_\_\_
- ☹ Neutral image \_\_\_\_\_
- ☹ Negative image \_\_\_\_\_

# City Tour Itinerary

Aim	To discuss and plan an itinerary.
Language	Language of description and disagreement.
Preparation	This conversational activity is a great opportunity for students to plan a tour of their city (or town), to disagree with other students, to defend their decisions, and to elaborate on their own choices, all in the spirit of competition.
Procedure	<p>1. Hand out copies of Worksheet 4, one per student. Divide the class into groups of three and explain that each group represents a travel agency that operates within the city. The teacher plays the role of mayor and explains:</p> <p>“A group of 30 business people, and their spouses (60 people representing 5 different countries in total) are going to visit our city after visiting two or three similar-sized cities. These people will be gathering information about establishing factories, industries and/or offices here in our city.</p> <p>“Each of your travel agencies is being considered for the task of providing the best possible tour of our city (and/or nearby environs) to persuade these business people to choose it over the others. Since this opportunity is so important for our town, your travel agency will have an almost limitless budget.</p> <p>“You must decide on an itinerary with all of the details, such as accommodation, meals, local tours, meetings, etc., for the duration of their visit. Our guests will arrive at 4:00 p.m. on Saturday and will depart on Monday at 2:00 p.m.</p> <p>“You are to plan an exciting visit of our city for that entire time. Keep in mind that these people may be tired by the time they arrive here, they may have seen many industrial sites, and heard many speeches. Since spouses are coming as well, be sure to balance professional concerns with culture, entertainment, and tourism. We want to do all we can to show our guests our city's best face.”</p> <p>2. Allow about 15 minutes for each “travel agency” to plan its itinerary, then bring the class together for a group discussion. Point out that each “agency” wants to be awarded the contract, so must listen carefully and openly point out weaknesses. For example, Agency A reports that all of the guests will stay in X Hotel. Agencies B and C might question this choice by asking: <i>Isn't that hotel too out of the way? Too small?</i> Travel Agency A must defend its choice.</p> <p>3. During each presentation, groups should be encouraged to challenge the time schedule (too tight, too loose, too busy), the choice of restaurants, tour sites, free time, means of transportation, etc. While listening to their competitors' reports, they should write notes (disagreements, complaints, etc.) on the appropriate lines in the last box.</p>
Variations	<p>1. With a higher-level ability class, have each travel agency represent a different, therefore competing, city.</p> <p>2. When finished, pool the ideas and resources of two groups. Have them negotiate together to come up with a compromise plan.</p> <p>3. For higher-level ability students, add the element of limited city funds to see which travel agency can provide the most for the least.</p>
Further Practice	Have students write letters of introduction to the imaginary business people or letters of thanks from them after their visit.

# City Tour Itinerary

Travel Agency's Name

### Saturday's Schedule

4:00 p.m. Arrive.....

5:00 .....

6:00 .....

7:00 .....

8:00 .....

9:00 .....

### Sunday's Schedule

7:00 a.m. ....

8:00 .....

9:00 .....

10:00 .....

11:00 .....

12:00 p.m. ....

1:00 .....

2:00 .....

3:00 .....

4:00 .....

5:00 .....

6:00 .....

7:00 .....

8:00 .....

9:00 .....

### Monday's Schedule

7:00 a.m. ....

8:00 .....

9:00 .....

10:00 .....

11:00 .....

12:00 p.m. ....

1:00 .....

2:00 Depart.....

### Notes about rival travel agencies

Hotel(s) \_\_\_\_\_

Gifts/Souvenirs \_\_\_\_\_

Food \_\_\_\_\_

Transportation \_\_\_\_\_

Sights \_\_\_\_\_

Entertainment \_\_\_\_\_

# Strip Quiz 1

- Aim** To order sentences.
- Language** Ordinal numbers.
- Preparation** Prior to beginning this activity, review the use and form of ordinal numbers. See Worksheet 34. Copy Worksheet 5 and cut into strips prior to class.
- Procedure**
1. If there are enough students, divide the class into groups of seven. (If the groups are smaller, give some of the students two strips each.) Hand out the strips of paper. Without looking at each others' papers, have the students randomly read their strips of paper and discuss the correct order.
  2. When they have finished, explain that the story is actually a quiz. Tell them to find the answer. See how long it takes each group to solve it.
- Answer** The story begins: *You are a bus driver* and the correct answer is the age of the student who is speaking.
- Variations**
1. Have students memorize their strips.
  2. Have students stand in the correct order.
  3. Reserve the last strip ("How old is the bus driver?") until all of the other strips have been put into their correct order.
- Further Practice** See *Ready-made English 1*, Worksheets 8 and 15 and *Ready-made English 2*, Worksheet 34.

# Strip Quiz 1

## The Bus Driver



*You are a bus driver. The bus is empty. At the first bus stop, 13 people get on.*

*At the second bus stop,  
4 people get off and  
9 people get on.*



*At the third bus stop,  
7 people get off and  
3 people get on.*

*At the fourth bus stop, no one gets off and 16 people get on.*

*At the next bus stop,  
26 people get off and  
21 people get on.*



*At the last bus stop,  
17 people get off and  
14 people get on.*

*How old is the bus driver?*



# Place Your Bets

## Aim

To distinguish words with the same spelling.

## Language

Some common pairs of easily confused words.

## Preparation

These pairs of words are often and easily confused. Here, students have the task of identifying pairs of words with the same spelling that have different pronunciations and different meanings. Not all of the examples represent pairs of different words. Demonstrate on the board by writing the two words *tear* and *tear*. Ask students if they have the same pronunciation, same spelling, and same meaning.

Demonstrate with another pair *feare* and *feare*. Point out that in this case, there is only one pronunciation and one meaning of the spelling, and therefore there is only one word.

## Procedure

1. Divide the class into pairs or small groups and hand one copy of the Worksheet to each student.
2. Review the example at the top of the Worksheet. Point out that a winning combination requires a pair of words with the same spelling to have different pronunciations and different meanings.
3. Students study the first pair *lead* and *lead*. They individually decide if there are two words (with different pronunciations and different meanings) or if there is only one word.
4. If students think that there are, in fact, two words with different pronunciations, they should write an "O" in the box ("O" means yes). If students think the two words have different meanings, they should write an "O." "X" means no.
5. Students then gamble. (Each student begins with \$175.00 as shown on the Worksheet.) They write an amount in the Betting Tally box next to each number and tell their groupmates how much they have gambled. They may bet as much or as little as they have, depending on their confidence.
6. The teacher confirms the correct answers and students who correctly identified the pairs win an amount equal to the amount they bet. Losers deduct that amount.
7. When all is finished, the student with the most money is the winner.

## Answers

They all have different pronunciations and different meanings except 4 *pear*, 9 *meat*, 12 *diner*, and 14 *fasten*.

## Variations

1. Have students demonstrate how each word should be used by putting the word(s) into sentence(s).
2. With high-level classes, don't hand out the Worksheet at first, simply spell out a word (but don't say it) and see if students can pronounce and define two meanings.

# PLACE YOUR BETS <sup>6</sup>



Which of these pairs of words have Different Pronunciations (DP), the Same Spellings (SS), and Different Meanings (DM)?

Example: TEAR  
TEAR

DP SS DM  
 0  0  0

- 1 LEAD  
LEAD
- 2 CLOSE  
CLOSE
- 3 USE  
USE
- 4 PEAR  
PEAR
- 5 WIND  
WIND
- 6 BOW  
BOW
- 7 WOUND  
WOUND
- 8 RECORD  
RECORD

DP SS DM  
 0  0  0

- 9 MEAT  
MEAT
- 10 LIVE  
LIVE
- 11 MINUTE  
MINUTE
- 12 DINER  
DINER
- 13 PROJECT  
PROJECT
- 14 FASTEN  
FASTEN
- 15 ADDRESS  
ADDRESS
- 16 PRESENT  
PRESENT

DP SS DM  
 0  0

## BETTING TALLY

\$ Bet	\$ Won	\$ Lost
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
TOTAL		

PHOTOCOPIABLE

# Best Advice

- Aim** To offer and compare suggestions.
- Language** The language of advice.
- Preparation** This problem-solving activity presents dilemmas which have arisen from recent events and must be dealt with. The situations involve varying degrees of seriousness. Copy and cut Worksheets 7a and 7b into cards making a set (of at least 8 cards) for each group.
- Procedure**
1. Divide the class into groups of eight. Four students are the “experts,” the others each choose a card which they read, in turn, to the panel of experts.
  2. All Best Advice cards must be read in the first person.
  3. The panel of “experts” compete against each other by offering solutions to the dilemmas. The other four vote for the best solution to their problems. When the vote isn’t unanimous, have students discuss the merits and flaws of the advice.
  4. Points could be awarded to the expert who offers the Best Advice. After advice has been given for all the cards, the expert in each group with the most points is declared the winner.
- Variations**
1. “Experts” could be required to ask one question concerning the background information on each problem.
  2. *Best Advice* may be handled as a simple pairwork activity: students take turns drawing a card, reading the message in the first person, and asking their partners for advice.
  3. Do this activity as a talk show where the guest (anyone in class) reads off one of the problems (in the first person) and receives advice from a panel of experts.
  4. For higher-level ability students, the Best Advice cards can be used to practice the language of agreeing and disagreeing, in a discussion about the advice of the “experts.”

# Best Advice Cards

7a

S E T # 1

1 You come from a family of doctors. Everyone expects you to become a doctor too. You don't want to become a doctor, you want to be a musician.

2 The person who shares your office has severe allergies and constantly uses up all of your tissues. You must buy a new box at least once a week.

3 You've been invited to a very high-class restaurant for a job interview. You want the job but you don't have any nice clothes. Also, it's three weeks till payday and you're broke.

4 You saw your fiancée's picture in your best friend's wallet. You thought they had never met.

5 Your pet rabbit ate all of the plants in your neighbor's garden. Your neighbor is very upset.

6 The clerk at a convenience store gave you too much money in change last night. You discovered it this morning.

7 You ran over your little sister's cat with your car. You never liked that noisy cat anyway. No one saw what happened.

8 You are seen by some colleagues having lunch with someone from your office who is married. Now everyone thinks you are having an affair. It's not true, but nobody believes you.

9 Someone you know, but don't like very much, has invited you to a concert you really want to go to. The concert is sold out.

10 You let your friend use your apartment while you were on vacation. When you returned, the apartment was a total mess.

11 You notice that someone has been standing outside your apartment for the last three nights.

12 You found a wallet in a phone booth. It contains a lot of money and credit cards. There is no identification of the owner.

13 You saw your neighbor's 5-year old child hit your car with his bicycle while your car was parked. Now there is a big scratch. You talked to his parents, but they denied it.

14 Your roommate never does anything around the apartment. You have to do everything. You've discussed this problem several times, but it always starts an argument.

15 You've been planning for a vacation with your best friend for two years. You begin next week and all of the reservations have been made and all of the money has been paid. Suddenly, your best friend has to have an operation and can't go on the trip.

# Best Advice Cards

## S E T # 2



1 Many years ago, your mother-in-law gave you eight cups and saucers as a present. They were very ugly and you hated them. You gave them to someone (you can't remember who) and now your mother-in-law wants to borrow them.

2 Your parents have always wanted you to have a big wedding. You prefer a small, quiet wedding and would rather spend the money on your honeymoon.

3 You have a chance for a better job in another city. You don't like the other city, but you hate the job you have now. Your spouse doesn't want to move.

4 Your teenage daughter won't stop playing TV video games. Her grades are getting worse and her teachers are very concerned. Both you and your spouse work evenings.

5 You went to the hairdresser's and fell asleep in the chair. When you woke up, almost all of your hair was gone. You asked for only a little to be cut off.

6 The person who sits next to you in the office is a very heavy smoker. You've asked him/her to smoke in another place but he/she refuses.

7 You've been receiving phone calls very late at night for the last week or so. When you answer the phone, no one speaks. You think you know who it is, but you're not sure.

8 Your next-door neighbor is a lonely old lady who visits you every evening. You want her to stop visiting so often but you don't want to hurt her feelings.

9 Your newspaper has been delivered all wet for the last three days. You called the news dealer, but nothing has been done.

10 Someone in your apartment building keeps taking your mail. You think you know who it is. There is no way to put a lock on your mailbox.

11 Your older brother has been expecting news about a very important job today on the phone answering machine. When you came home, you accidentally erased all the messages.

12 You've won a one-week free trip to Hawaii, but your boss will not give you time off from your job to go.

13 You have a chance to buy a beautiful house very cheaply. The people who own the house moved out because of ghosts. Nobody else will buy the house.

14 Your roommate recently bought a canary for the room. Pets aren't allowed in the dormitory, but more importantly, you are very allergic to birds. You really like your roommate.

15 You're the boss of a small company. For the past week or so, you have found little presents on your desk every time you come back from lunch. You're not sure who is giving you the presents, but everyone else in the company seems to know.

# Gestures A

I don't know. I don't have a clue.

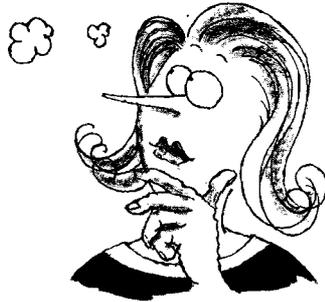


Shrug shoulders, bend arms with palms up, tilt head.

What does this gesture mean?

I'm thinking.  
I need to think.

Rub tip of chin between thumb and index finger.



1 2

That was difficult.  
Whew! I made it!

Wipe forehead with hand and shake hand away from head.



I don't understand.  
It's over my head.

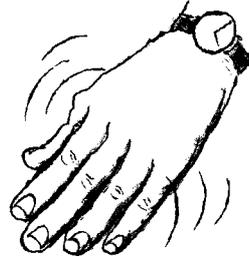
Pass hand quickly above top of head - from front to back.



3 4

So, so. Just OK.  
Not good, not bad.

Hand out-stretched, palm flat pointing down, toggling from side to side.



Your secret is safe  
with me.

Lock lips with an imaginary key and throw it away.



5 6

I have to go to the  
bathroom.

Cross legs tightly with fists on hips.



It's delicious.  
It looks great.

Rub stomach in a circular motion while smiling and saying "Mmmmm."



7 8

Money. Give me a tip.  
Do you have any  
money?

Rub thumb back and forth over the second joint of the index finger.



I think that gesture means ...

"This is really hot." or "It's spicy!"  
"Call me." or "I'll call you."  
"Good! Great!" or "I did it!"  
"It's very important to me." or "I love you."

"This is terrible." or "It's really ugly."  
"He's/She's crazy!" or "That's strange."  
"Be quiet, shut up." or "Stop talking!"  
"Time out." or "Let's take a break."

# Gestures

- Aim** To describe the way someone is feeling.
- Language** Describing simple gestures.
- Preparation** Many gestures are internationally understandable. Demonstrate a few common gestures to the class such as cupping one hand behind an ear. Students respond with *I can't hear you!* Try another, both hands on stomach and frown. Students respond with *My stomach hurts* or *I have a stomachache*.
- Procedure**
1. Pair students and hand out copies of Worksheets 8a and 8b respectively.
  2. Student A demonstrates the first gesture as shown on the Worksheet and asks the question: *What does this gesture mean?* Student B reads through the possible explanations at the bottom of the Worksheet, selects one and says: *I think that gesture means ...* Student A checks the answer. Students switch roles and continue through all of the gestures on their pages.
- Variations**
1. Have students cover the choices at the bottom of the page. Have them try to guess the meaning of the gestures without the choices given.
  2. When finished, have students think of additional gestures that may be more specific to their own culture(s). If your class is mixed culturally, have students quiz other students as to the meaning of the gestures.
  3. Rather than having students simply show the gestures, have them orally direct their partners to demonstrate each of the gestures by telling them how to stand, where to put their arms, fingers, etc. For example: *Shrug your shoulders, bend your arms with your palms up and tilt your head.* This is a good way to review body vocabulary and imperative speech.
- Further Practice** See *Ready-made English 1*, Worksheets 35 and 36.

# Gestures B

I don't know. I don't have a clue.



Shrug shoulders, bend arms with palms up, tilt head.

## What does this gesture mean?

Call me.  
I'll call you.



Hold hand to ear with thumb and little finger sticking out.



He's/She's crazy!  
That's strange.

Point index finger at temple and move in a circular motion.

Time out.  
Let's take a break.



Hold one hand flat out with the other hand straight up making a T.



Be quiet, shut up.  
Stop talking!

Make zipper motion across tightly closed lips.

This is terrible.  
It's really ugly.



Put index finger in and out of open mouth.



It's very important to me.  
I love you.

Cross hands tightly over heart.

This is really hot.  
It's spicy!



Wave hand up and down quickly in front of open mouth.



Good! Great!  
I did it!

Stick thumb straight up and fold fingers in.

## I think that gesture means ...

- "It's delicious." or "It looks great."
- "I have to go to the bathroom."
- "Your secret is safe with me."
- "Money. Give me a tip." or "Do you have any money?"

- "So, so. Just OK." or "Not good, not bad."
- "I don't understand." or "It's over my head."
- "I'm thinking." or "I need to think."
- "That was difficult." or "Whew! I made it!"

# Opposites 1

- Aim** To teach verbs.
- Language** Some common verbs and their opposites.
- Preparation** Pick up something off a desk or table. Ask students to describe what just happened. They should say something like: *You picked up a pencil.* Then put it down in the same place and have students describe the action: *You put down the pencil.* Try a few other opposite verbs, for example, open/close the door, go out of/come into the room, throw/catch, etc.
- Procedure**
1. Give each student in class a copy of Worksheet 9. Start by going down the list to check for understanding by saying the word and asking for synonyms or examples of its meaning. Students will need to know the meaning of all the words before they can proceed with this lesson.
  2. Next, divide the class into two or three groups. Read the first word on the list. Whichever group supplies an appropriate opposite gets a point. The group with the most points at the end is the winner. For higher level classes, students should put the opposite word in a sentence to get a point.
- Variations**
1. For listening practice, do the lesson without handing out the paper first.
  2. Do this as a pairwork activity by having one student cover up the right list and the other the left.
  3. Encourage students to make opposites sentences, e.g. *I always remember to lock my car but I usually forget to turn off the lights.*
- Further Practice**
1. Pair students and have them compose sentences using two (or three) of the listed words into a single sentence. For example, *Push open the door, enter the room and sit down.* Have pairs swap their sentences and write opposite sentences: *Stand up, exit the room, and pull the door closed.*
  2. As a writing exercise, have pairs of students compose a short story using either the left, middle, or right column of words.
  3. Time the class to see how quickly they can go through the entire opposites list - without their papers. Make a note of the time and review the list occasionally, each time trying to reduce the time. With enough practice, students should be able to complete the list in under a minute.
  4. See *Ready-made English 1*, Worksheets 7 and 19.
- Answers**
- |                     |                         |                    |
|---------------------|-------------------------|--------------------|
| remember - forget   | break - repair          | wash - dry         |
| push - pull         | eat - drink             | buy - sell         |
| walk - run          | work - play             | lend - borrow      |
| enter - exit        | go - come               | bring - take       |
| open - close        | succeed - fail          | import - export    |
| win - lose          | laugh - cry             | sit - stand        |
| find - lose         | speak - listen          | send - receive     |
| put on - take off   | wake up - (go to) sleep | throw - catch      |
| spend - save        | read - write            | pick up - put down |
| increase - decrease | arrive - depart         | ask - answer       |

# Opposites 1



remember *forget*

break

wash

push

eat

buy

walk

work

lend

enter

go

bring

open

succeed

import

win

laugh

sit

find

speak

send

put on

wake up

throw

spend

read

pick up

increase

arrive

ask

# Story Problems

## Aim

To encourage intensive listening.

## Language

Some mathematical expressions.

## Preparation

These story problems target listening more than mathematical skills; students gain valuable listening practice in filtering out information and unnecessary numbers that don't really apply to the problem.

Some of these problems use phrases such as "two \$3,000" computers. Students hear (two three-thousand) and can become confused. Other phrases are: "for \$75.00" (four seventy-five) and "ate 21" (eight twenty-one).

Before reading the story problems to the class, teach or review some simple mathematical expressions including: "half," "one-half," "one-third," "one-fourth," "double," "triple," "divided by," "plus (add ... to)," "minus (subtract ... from)," "times (multiply by)," "twice," "equals," "total," etc.

## Procedure

1. Arrange the students into groups of four. Copy the Worksheet and assign, two story problems to each student.
2. Three students turn their papers face down. One student begins reading one of his/her story problems. The others listen (and take notes if necessary). The three listeners may ask questions for clarification such as *How many, How much, How far, etc.*
3. The three listeners compete against each other to be the first correctly to answer the story problem. Note: The answers are not printed on the worksheet. If two (or all three) listeners come up with different answers, the problem will have to be read again until all of the listeners agree on the correct answer. This discussion is a very valuable part of this lesson and the teacher should mill around the class and assist the students in the formulation of proper questions.
4. The job of reading a story problem then rotates to the next student. This process continues until all of the story problems have been solved.
5. When the groups are finished, assemble the class together as a whole and confirm their answers with the answers below.

## Answers

1. \$42.00 2. 33 fish 3. 150 people 4. \$240,000.00 5. 20 students 6. 85 seats  
7. 2,702 miles 8. \$4,325 EXTRA. 4 bushels of apples, 13 watermelons, and 6 pecks of strawberries

## Variations

1. As a whole class listening activity, don't hand out the Worksheet at first. Pair the students and read one of the story problems. Each pair competes against the others to be the first to arrive at the correct answer.
2. Challenge students to reduce the story problem to a simple mathematical formula. For example, for Story Problem 1, students should say something like: 60 dollars plus 27 dollars minus 17 dollars minus 12 dollars minus half of 32 dollars equals 42 dollars. Have pairs compare their formulas with other pairs.
3. As a joke, read Worksheet 5 as if it were a story problem - this won't make you popular, but you'll certainly get a laugh.

## Further Practice

Encourage pairs of students to create their own story problems and test them out on fellow classmates.

# Story Problems

10

**Problem 1** Mary was given \$60.00 for her birthday. She added this to the \$27.00 in her piggy bank and felt very rich. The day after her birthday, she went shopping and spent \$17.00 on new shoes, \$12.00 on a new sweater and bought a \$32.00 pair of jeans at half price. How much money did she have left?

**Problem 2** A school of 60 fish was swimming in the ocean. They doubled in size when another school joined them. After a little while a big shark came by and ate 21 fish. Then the big school split into three equal smaller schools. How many fish were in each school?

**Problem 3** Suzie McFallen invited 120 people to her wedding. Brian O'Riley, Suzie's fiancée, invited only half as many. In total, 30 people weren't able to come to the wedding. How many people should Suzie and Brian expect to come to their wedding?

**Problem 4** A man bought a house for £60,000.00 and its value doubled twice in four years. How much was the house worth?

**Problem 5** There are 40 students in Professor Van Newton's history class but today only a fourth of them showed up on time. Later on, 15 students came but  $\frac{1}{3}$  of them left to do research in the library. How many students remained?

**Problem 6** A Travel-the-World airplane had 350 available seats on its flight to Switzerland. Various travel companies made 127 reservations on the first day. A group of 64 skiers reserved seats on the second day and two sports teams, 37 people each, made reservations on the third day. How many empty seats remained on the plane?

**Problem 7** Herman Tinker drove from New York to Los Angeles. First he drove 1,754 miles on Highway 80 to Cheyenne, Wyoming. Then he drove 96 miles on Highway 25 to Denver, Colorado. From Denver, he drove 416 miles on Highway 70. There, he changed to Highway 15 and drove 436 miles to Los Angeles. How many miles did Herman drive?

**Problem 8** The Jackson Office Supply Company had a budget of \$13,000.00 for one year. The boss bought two \$3,500.00 computers, \$200.00 worth of paper, and four new desks for a total of \$875.00. He paid three carpenters \$150.00 each to build new bookcases and bought two executive chairs for \$75.00 each. How much of the budget remained?

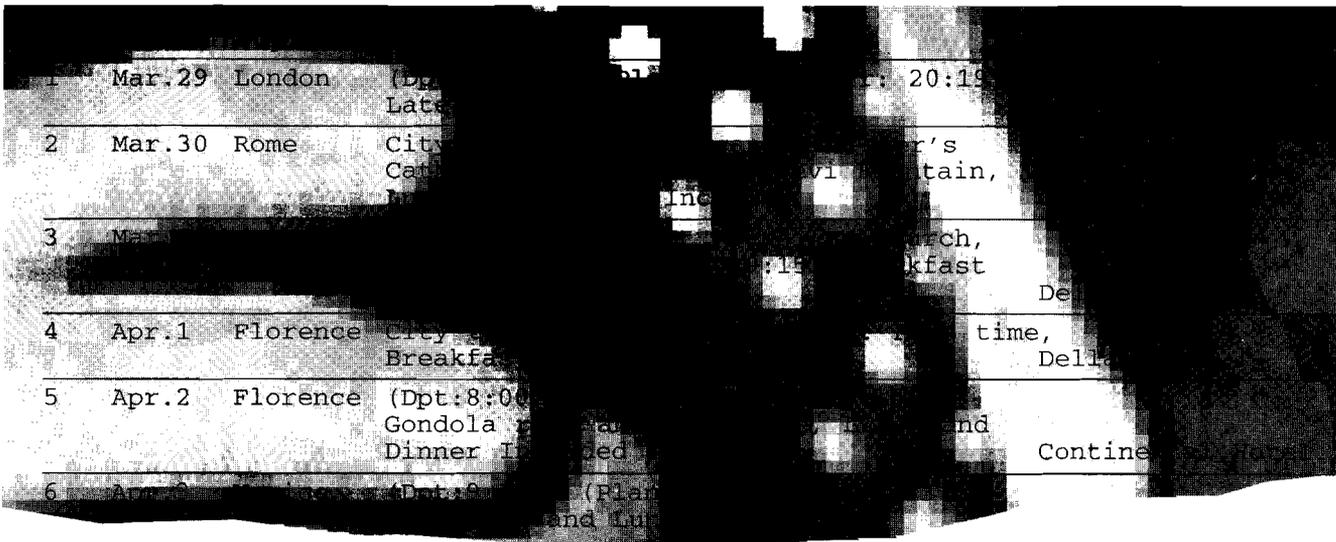
**EXTRA** Carol had a small fruit stand along a country road. She started one morning with three bushels of apples, 12 watermelons, and six pecks of strawberries. Her brother, Mike, came by and doubled her apples, added 14 watermelons, and tripled her strawberries. By 10:00 a.m., she had sold  $\frac{1}{3}$  of her apples, half of her watermelons, and  $\frac{2}{3}$  of her strawberries. How many bushels of apples, watermelons, and pecks of strawberries did Carol have left?

# Getting the Fax Right

- Aim** To decipher barely legible print.
- Language** *It looks like ..., It could be ...*
- Preparation** In nearly illegible handwriting, scribble the sentence: *It looks like rain* on the board. Ask students to read it. For any words or letters they can't quite make out, ask them what they think they are. Have students practice phrases such as: *The second word looks like "look," the second letter in the first word could be a "T." I think the fourth letter in the fourth word is an "n."*  
Prior to class, copy Worksheet 11, one per student.
- Procedure**
1. Explain that a travel agency, Small World Travel, has sent an up-coming vacation itinerary over the old and quirky office fax machine. The first fax was garbled and mostly unreadable. They sent a second fax five minutes later but this one was also illegible. Finally they sent a third fax - this one was clean.
  2. Pair the students. Student A looks only at Fax 1 and Fax 3. Student B looks at only Fax 2 and Fax 3. (Worksheets can be either cut or folded to do this.)
  3. Draw students' attention to the first line in Fax 3 where the information is printed clearly. By picking out the words and letters that are clear from the two faxes, students will be able to piece together the correct information. They can use the boxes at the bottom of the Worksheet to see which letters are used with "a" and which with "an," e.g. "a 'c', an 'e'," etc.
- Variations**
1. Put students into groups of three, hand out one section of the Worksheet to each student in the group. The student with Fax 3 must ask the other two students for the information in order to re-create the information.
  2. To make things more realistic (and difficult), cut Faxes 1 and 2 from the Worksheet and wad them into balls as if they had been thrown away. This adds a whole new set of wrinkles to the lesson.
- Further Practice** Encourage students to write a letter/fax to the Small World Travel Company in which they explain that the fax was illegible, and have them request a re-send.

# GETTING THE FAX RIGHT

FAX 1



FAX 2

Day	Date	City	Schedule	Hotel
1	Mar. 29	London	(Dpt: 15:55) (Plane) Rome (Arr: 20:19) Late night snack	Grand Hotel Ritz
			City tour - The Vatican (St Peter's Basilica, St. Peter's Basilica, Colosseum, Trevi Fountain), lunch and Dinner included.	Grand Hotel Ritz
	Mar. 31	Rome	(Dpt: 8:30) (Bus) St. Francisco church (Bus) Florence (Arr: 19:00) Breakfast and Dinner Included	Della villa
			City tour by bus. All evening. Free breakfast and Dinner included.	La Villa
			(Bus) Venice (Arr: 15:45) Free Time Lunch and Dinner included.	ntal Hotel.
	Mar. 3	Venice	(Dpt: 9:36) (Plane) London (Arr: 13:27) Breakfast and lunch (on plane)	

FAX 3

Day	Date	City	Schedule	Hotel
1	Mar. 29	London	(Dpt: 15:55) (Plane) Rome (Arr: 20:19) Late night snack	Grand Hotel Ritz

Q: What do you think the first letter is? A: It looks like a "t."  
 Q: Could it be an "f"? A: Possibly.  
 Q: If it's an "f," the word could be "free." A: That's it, "free"!

A  
 b, c, d, g, j, k, p,  
 q, t, u, v, w, y, z

AN  
 a, e, f, h, i, l, m, n,  
 o, r, s, x

PHOTOCOPIABLE

# Artists

## Aim

To practice prepositions of place.

## Language

Review of prepositions of location and direction.

## Preparation

1. Introduce the exercise on the board by first drawing a frame. Then break the frame into quadrants to illustrate and explain the use of "top-right," "bottom-left," "in," "at the top/bottom," "on the left/right side," etc.
2. Ask students, in turn, to draw objects in the frame. For example: *Marc, draw a four-leaf clover in the top-right corner. Pam, draw a snowman under the clover. Reginald, draw a giraffe in the middle of the frame, etc.*
3. After six or seven objects have been drawn in the frame, ask random students to describe where objects are located within the example frame on the board. This could be extended to any other pictures, posters, maps, etc., that are on the classroom walls.
4. Review all of the prepositions at the bottom of the Worksheet before beginning.

## Procedure

1. Hand out one copy of Worksheet 12a to half of the students, and a copy of Worksheet 12b to the other half. Students draw pictures in the upper frame according to the instructions printed on their own Worksheet.
2. Pair students with Worksheet a and Worksheet b, respectively. Student A reads the instructions to his/her partner. Student B draws all of the objects in the lower frame. Then repeat with Student B reading and Student A drawing. In this way, all students will draw two pictures.
3. Students should compare pictures and discuss the differences, if any.

## Variations

1. For higher-level students, have them add 5 or 10 new items to their drawings and dictate these new instructions to their partners.
2. When both pictures are finished, have partners ask questions such as *Where's the airplane?* The partner, by looking at the drawing should be able to say: *It's in the middle of the box.*

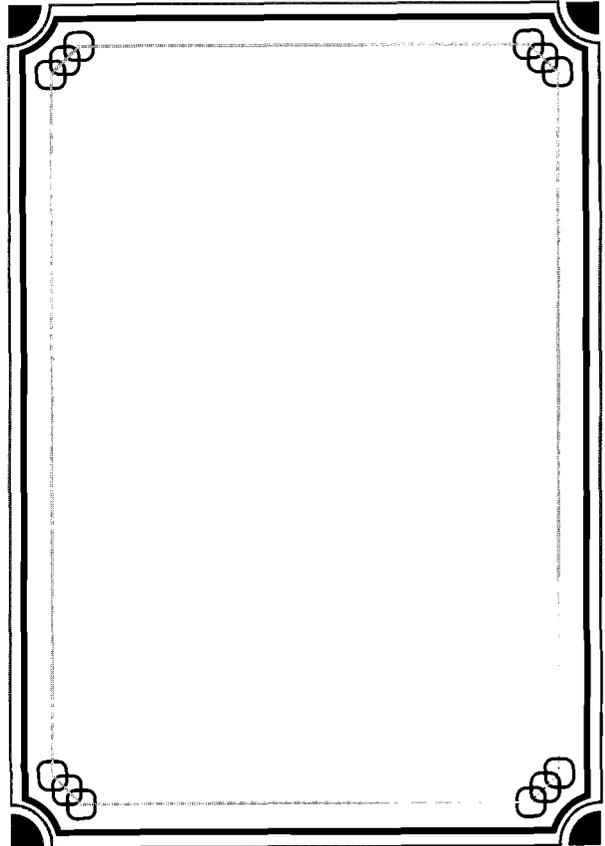
# Artists



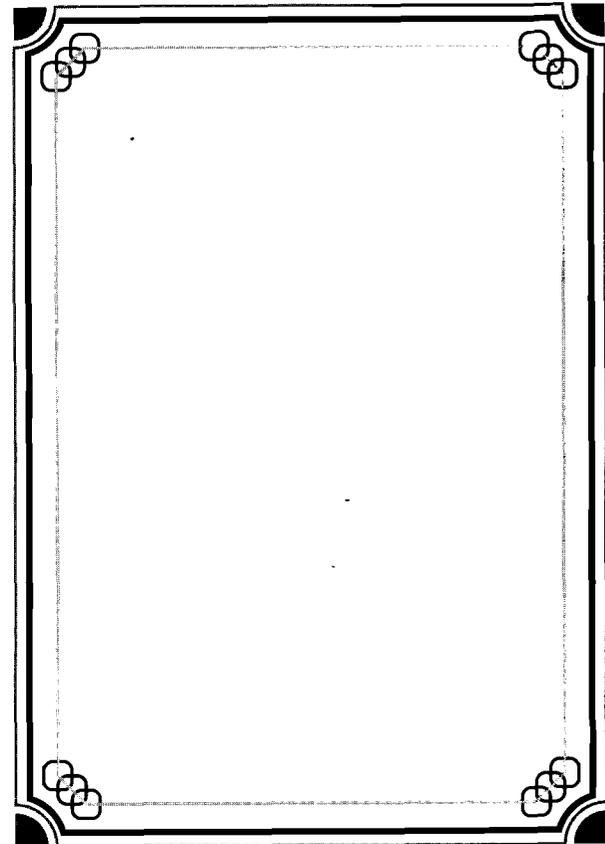
*Draw in this box.*

1. Draw an airplane in the middle of the box.
2. Draw a cloud just above the airplane.
3. Draw a koala bear in the cloud.
4. Draw a house at the bottom/in the center of the box.
5. Draw three flowers to the left of the house.
6. Draw an apple in the lower-right corner of the box.
7. Draw a worm in the upper-left of the apple.
8. Draw a butterfly on the middle flower.
9. Draw a woman between the house and the apple.
10. Draw a bird to the left of the cloud.

*Now read this list to your partner.*



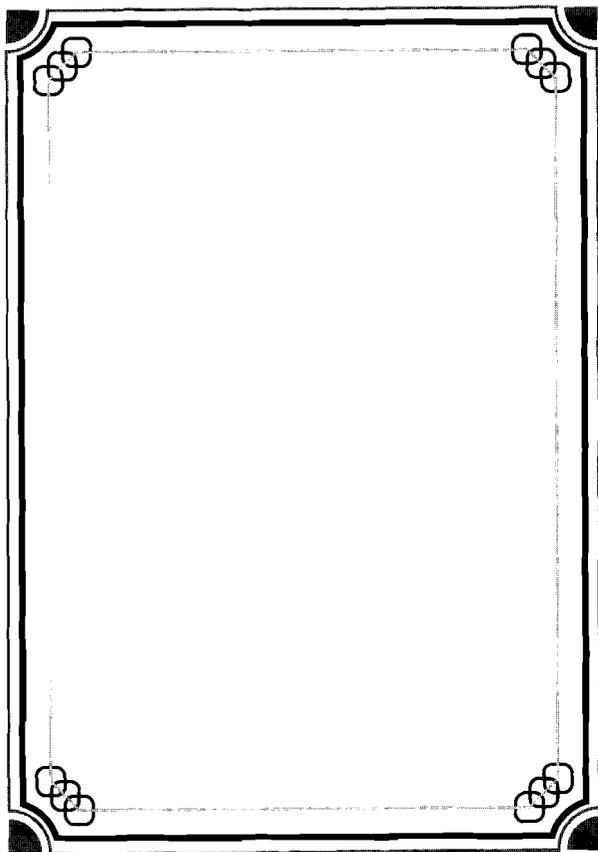
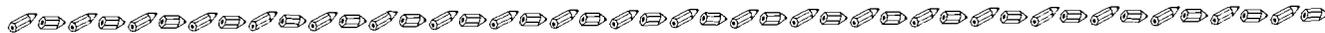
*Listen and draw in this box.*



## Target Prepositions

- above in on top of  
 below next to in the center/middle of  
 between on at the bottom/top (of)  
 on the right/left in the upper-left corner  
 to the right/left of in the lower-right corner  
 to the upper-right of in the upper-left of

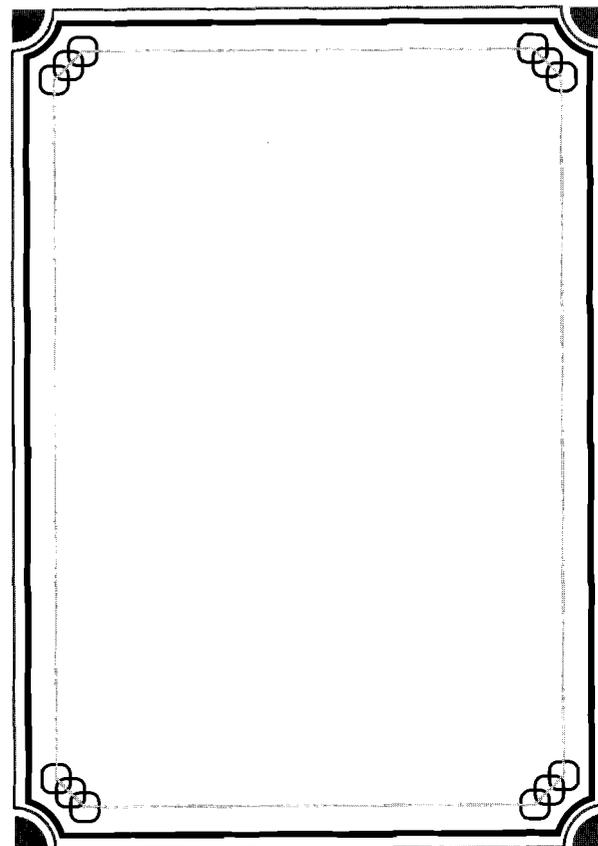
# Artists



*Draw in this box.*

1. Draw a clock at the bottom, on the left.
2. Draw a mouse to the right of the clock.
3. Draw a panda in the middle of the box.
4. Draw two fish to the upper-right of the panda.
5. Draw a spider in the upper-left corner.
6. Draw a half moon above the panda, to the left.
7. Draw a hat on top of the moon.
8. Draw a big tree below the fish, next to the panda.
9. Draw a bird in the upper-left of the tree.
10. Draw an umbrella between the moon and the clock.

*Now read this list to your partner.*



*Listen and draw in this box.*



## Target Prepositions

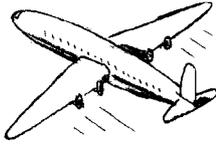
above    in    on top of  
 below    next to    in the center/middle of  
 between    on    at the bottom/top (of)  
 on the right/left    in the upper-left corner  
 to the right/left of    in the lower-right corner  
 to the upper-right of    in the upper-left of

PHOTOCOPIABLE

# Gracie Goes Overseas

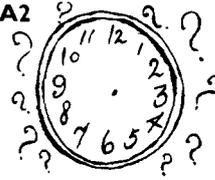
## Start

**A1**



How long does the flight take?

**A2**



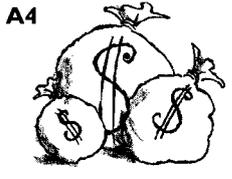
What time does the plane arrive?

**A3**



Is that 1:00 a.m. or p.m.?

**A4**



How much does the ticket cost?

**A9**



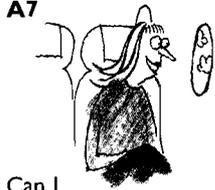
Can I reserve a hotel room from this office?

**A8**



When and where should I pick up my ticket?

**A7**



Can I have a window seat?

**A6**



Is this a non-stop flight?

**A5**



Is there a cheaper flight?

**B1**



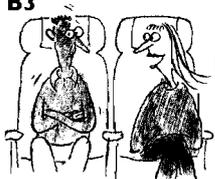
Hi, I'm Gracie. What's your name?

**B2**



Where are you from?

**B3**



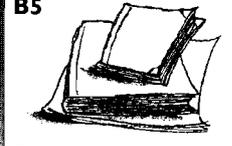
Is this your first flight?

**B4**



Excuse me, Miss. May I have a blanket?

**B5**



Excuse me. Where can I find something to read?

**B10**



Excuse me, will we be landing soon?

**B9**



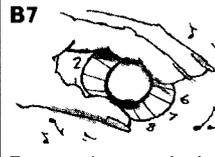
Is someone in there?

**B8**



May I have another cup of coffee, please?

**B7**



Do you know which channel the classical music is on?

**B6**



Could you tell me when the movie begins?

**C1**



Would you like some help with your luggage?

**C2**



May I see your passport?

**C3**



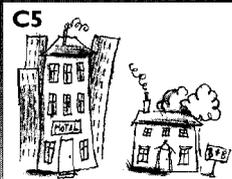
Do you have anything to declare?

**C4**



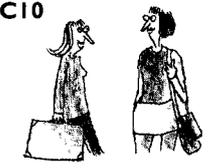
How long will you be staying?

**C5**



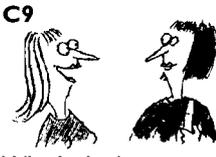
Where will you be staying?

**C10**



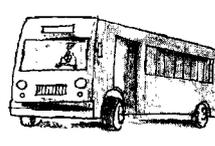
Hello, can you help me?

**C9**



What's the best way to get to the Jacobson Hotel?

**C8**



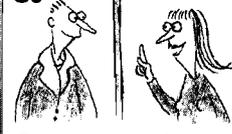
Where can I catch it?

**C7**



Do you mean over there?

**C6**



Excuse me, is this the right bus stop for the subway station?

# Gracie and Gus Go Overseas

## Aim

To practice words and phrases commonly used when traveling.

## Language

Questions and answers about air travel, hotels, and tourism.

## Preparation

Students can do this activity in pairs or in fours, sixes, or eights. Copy the route-cards (Worksheets 13a and 13b), one for each pair or group, and copy the response sheets (Worksheets 13c and 13d) for half the number of students taking part.

The response sheets are clearly divided into sections A-F which correspond directly to the sections on the route-cards. Each student will either read the questions on the route-cards (i.e., as the traveler) or the responses (i.e., as one of the people working in the travel business). Note that in C1 to C5 on the route-cards, the roles are reversed.

Each group will need a die and each pair of students will need some kind of marker such as a coin, eraser, or token; these should be prepared prior to the beginning of class.

## Procedure

1. Hand out either one or both of the route-cards depending on the amount of time available. (Each worksheet will require about 25 minutes.)
2. Pair the students into teams, then put two, three, or four pairs together. Pairs will compete against each other to be the first to reach the end of the route-cards.
3. The first pair begins by having one player roll a die, move the marker the appropriate number of spaces and read the question. His/Her partner searches through the sentences on the response sheet and offers a reply. (There is only one appropriate response for each question.) After a response has been given (and the others in the group consent that the response was appropriate), the next pair takes its turn. If another pair's marker is on the square they should move to, they must roll again.

## Variations

1. For more advanced students, after landing on a square and correctly matching the question with the response, have the player roll the die again. Have two students role-play a conversation about the square's topic which extends to the number of sentences equal to the number rolled, for example, three sentences.
2. To make this activity more challenging, add time limits, penalties for mismatched answers (for example: loss of turn, go back three squares), incorrect pronunciation, etc.
3. Don't hand out the response sheets. Instead, have students create their own responses.

# Gus Goes Overseas

D1



Hello, I have a reservation for a single room.

D2



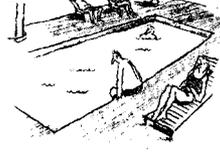
Can I exchange travelers checks in this hotel?

D3



Do you have any city guides or brochures?

D4



What time does the hotel pool close?

D5



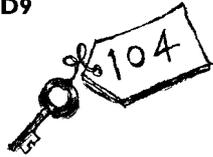
How can I make a long-distance call from my room?

D10



Can I leave some personal items in the hotel safe?

D9



Should I put my room key in that box?

D8



Hello, this is Gus.

D7



Hello, room service? I'd like a ham sandwich and some tea, please.

D6



Can I have a wake-up call in the morning?

D

E1



I'd like to take a city tour. What would you suggest?

E2



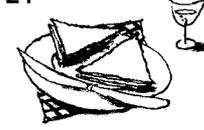
I'm a little hungry. Is the restaurant open?

E3



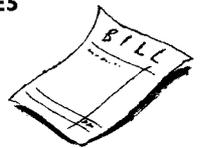
Excuse me. Could I have a menu, please?

E4



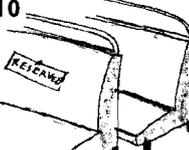
I'd like some toast and a glass of orange juice, please.

E5



Can I charge this to my room?

E10



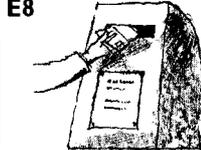
Are the seats reserved?

E9



Is this the city tour bus?

E8



Can I mail these postcards from here?

E7



I'd like to buy these postcards and I'll need seven stamps.

E6



Is there somewhere I can buy postcards and stamps?

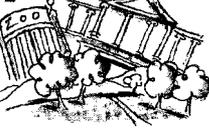
E

F1



Hello Charlette. This is Gus.

F2



Would you like to come sightseeing with me today?

F3



I'll be ready at about 11. Is that OK?

F4



Can you meet me at my hotel? It's in the center.

F5



Hi Charlette. I'm Gus.

**Finish**

F9



So what is it like living in this city?

F8



And then we could have lunch maybe, at a restaurant.

F7



I believe there's a beautiful garden downtown. Would you like to see it?

F6



What do you suggest we go and see?

# Gracie and Gus Go Overseas



## A

"\$795.00"

"You can pick it up here next Friday."

"It takes twelve hours."

"Sure, is a single room OK?"

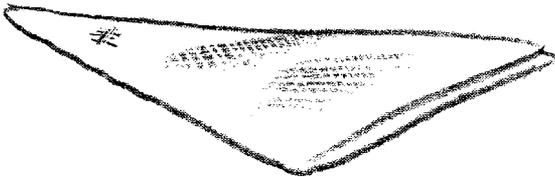
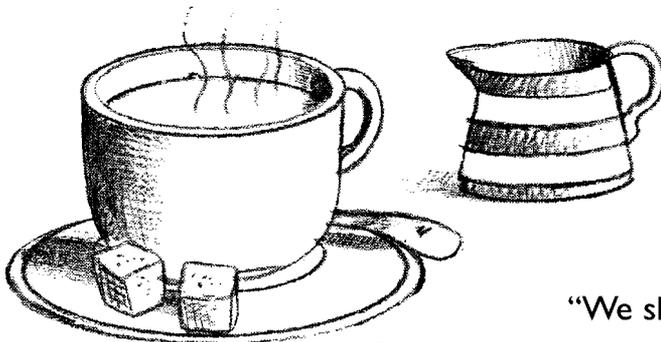
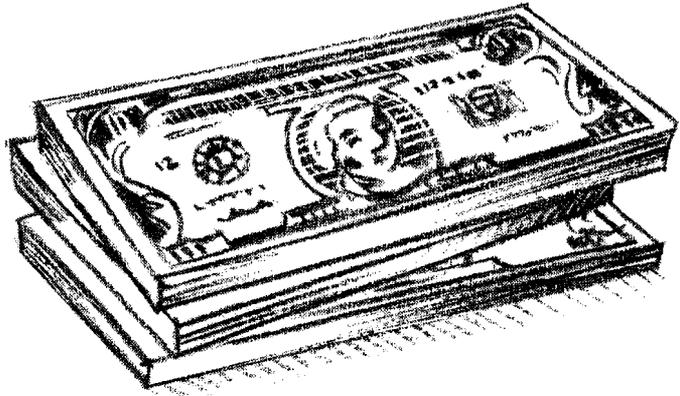
"No, there is one stop on the way."

"1:00 p.m."

"No, this is the cheapest one."

"It arrives at 1:00 local time."

"I'm sorry, all the window seats are taken."



## B

"I'm from \_\_\_\_\_."

"It begins in thirty minutes."

"Yes, it's occupied."

"I'm \_\_\_\_\_."

"We should be landing in about fifteen minutes."

"There are newspapers and magazines up the aisle on the left."

"Of course. With cream and sugar?"

"Of course. Would you also like a pillow?"

"I think it's on Channel 4."

"No, this is my second flight."

## C

"Bus stop 42. It's in front of the newsstand."

"No, just my personal belongings."

"Yes, where the people are waiting."

"Sure, here it is."

"I'm sorry I don't know. I usually work upstairs."

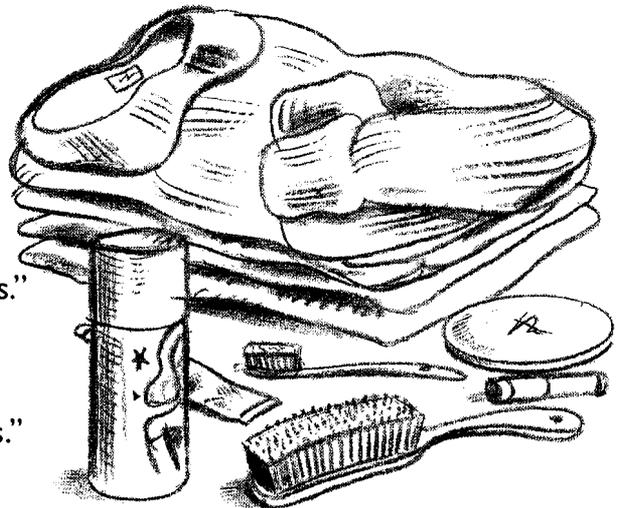
"Seven days."

"No, thanks. I only have this one small bag."

"A shuttle bus goes there every thirty minutes."

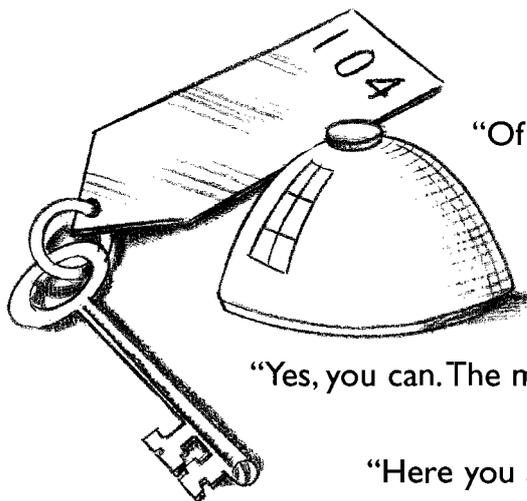
"At the Jacobson Hotel."

"Yes, of course."



# Gracie and Gus Go Overseas

13d



**D**

“Sure, just put your things in this envelope.”

“Of course. What time would you like to be woken up?”

“It closes at 10:00.”

“Good morning, sir. It’s 7:00.”

“Yes, that’s correct. You’re staying four nights, right?”

“Just dial 1 to reach the hotel operator.”

“Yes, you can. The money exchange is open from 9:00 a.m. to 9:00 p.m.”

“That’s OK, just leave your key on the counter.”

“Here you are. This brochure has maps of all the tourist spots.”

“What kind of bread would you like?”

**E**

“Yes, in the gift shop – it’s across from the elevators.”

“Yes, sir. We’ll be leaving in about fifteen minutes.”

“A city tour bus stops in front of the hotel at 11:00, 1:00, 3:00, and 5:00.”

“Would you like some eggs with that?”

“Help yourself, sit anywhere you like. The best seats are on the left.”

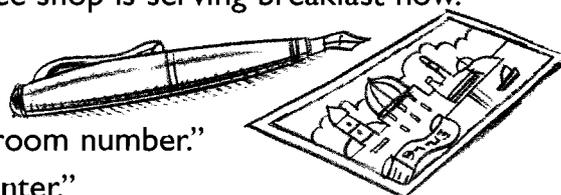
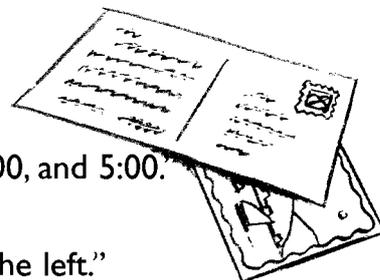
“The main restaurant isn’t open yet, but the coffee shop is serving breakfast now.”

“Sure, I’ll bring you one in just a minute.”

“OK, that’s \$4.37 including tax.”

“Of course. Just sign your name and write your room number.”

“Yes, there’s a mailbox on the far end of this counter.”



**F**



“Sure. The garden’s extremely attractive at this time of year.”

“Oh, I love it. There are so many interesting things to see.”

“Oh hello. I believe Andy gave you my number.”

“Good. I’m starving.”

“Yes, I’d love to.”

“No problem. Looking forward to meeting you.”

“Hi, Gus, nice to meet you.”

“Sure. 11:00 is fine.”

“Well, would you prefer looking at an exhibition or walking through the town?”

# Word Links

- Aim** To order words and sentences.
- Language** Simple past narrative.
- Preparation** Copy Worksheet 14 onto an extra-large piece of paper and cut each sentence into individual word circles (links). Keep these words together in a small envelope. Make a note of any vocabulary that may be unknown to the students and write these words on the board.
- Before beginning this lesson go over the 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 all down. Then give them a second sentence, then a third, etc., until they have finished the sentences in the story.
  3. Since the sentences themselves will be out of order, the final task will be to put the sentences into order. 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 yours is 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.
- See *Ready-made English 1*, Worksheet 11.

# Word Links



A<sup>1</sup> poor,<sup>1</sup> hungry<sup>1</sup> man<sup>1</sup> went<sup>1</sup> looking<sup>1</sup> for<sup>1</sup> food<sup>1</sup> and<sup>1</sup> a<sup>1</sup> job.<sup>1</sup>

He<sup>2</sup> climbed<sup>2</sup> a<sup>2</sup> mountain<sup>2</sup> and<sup>2</sup> met<sup>2</sup> a<sup>2</sup> wise<sup>2</sup> man.<sup>2</sup>

He<sup>3</sup> said,<sup>3</sup> "Please<sup>3</sup> sir,<sup>3</sup> I'm<sup>3</sup> poor<sup>3</sup> and<sup>3</sup> hungry,<sup>3</sup> could<sup>3</sup> you<sup>3</sup> give<sup>3</sup> me<sup>3</sup> something<sup>3</sup> to<sup>3</sup> eat?"<sup>3</sup>

The<sup>4</sup> wise<sup>4</sup> man<sup>4</sup> said,<sup>4</sup> "Go<sup>4</sup> to<sup>4</sup> the<sup>4</sup> forest<sup>4</sup> and<sup>4</sup> bring<sup>4</sup> me<sup>4</sup> some<sup>4</sup> thin<sup>4</sup> vines."<sup>4</sup>

When<sup>5</sup> he<sup>5</sup> returned<sup>5</sup> the<sup>5</sup> wise<sup>5</sup> man<sup>5</sup> taught<sup>5</sup> him<sup>5</sup> how<sup>5</sup> to<sup>5</sup> make<sup>5</sup> rope<sup>5</sup> from<sup>5</sup> the<sup>5</sup> vines.<sup>5</sup>

He<sup>6</sup> worked<sup>6</sup> for<sup>6</sup> many<sup>6</sup> days<sup>6</sup> and<sup>6</sup> made<sup>6</sup> a<sup>6</sup> large,<sup>6</sup> strong<sup>6</sup> net.<sup>6</sup>

He<sup>7</sup> hanked<sup>7</sup> the<sup>7</sup> wise<sup>7</sup> man<sup>7</sup> and<sup>7</sup> walked<sup>7</sup> to<sup>7</sup> the<sup>7</sup> ocean.<sup>7</sup>

He<sup>8</sup> threw<sup>8</sup> his<sup>8</sup> net<sup>8</sup> into<sup>8</sup> the<sup>8</sup> water,<sup>8</sup> he<sup>8</sup> was<sup>8</sup> never<sup>8</sup> hungry<sup>8</sup> again.<sup>8</sup>

# Griddles

- Aim** To use irregular verbs correctly in different tenses.
- Language** Irregular verbs, forming tag questions.
- Preparation** Write the following on the board: *He + take, They + bring, She + make* and *I + get*. With a focal grammar structure in mind, e.g. simple past with tag questions, have students form questions using the pairs of words on the board. *He took the bus downtown yesterday, didn't he? They brought their umbrellas, didn't they?* etc.
- Other students answer with *Yes, ...did* or *No, ...didn't*. Write the letter "W" on the board. Encourage students to use this letter in their responses.
- For example: *She made an appointment, didn't she?*  
*No, William made an appointment.*  
*I got an A on the test, didn't I?*  
*Yes, you got an A on the World History test.*
- Copy Worksheet 15 prior to class. Cut into two halves.
- Procedure**
1. Pair the students and hand out parts A and B respectively.
  2. Student A uses the two words *She* and *Send*, which line up with square number 21 in the grid. From the words *She* and *Send*, Student B identifies the square on his/her grid, sees the letter W and must use it somewhere in the answer. For example, *Yes, she sent the letter on Wednesday*, or *No, she is still writing the letter*. Student A then asks, *Is the letter a "W"?* Student B replies, *Yes, it is*. Student B then looks at Riddle 2 and continues in the same way.
  3. When all of the blanks have been filled in, students will each have two riddles and two answers. The answers are, however, for their partners' riddles.
- Variations**
1. To simplify the above Procedure, Student A asks *what, when, where* questions, such as: *What did she send?* Student B responds with something like: *She sent a white carnation*, using the letter "W" in the response.
  2. To practice other sentence patterns which students have learnt, suggest other examples.
    - Why didn't she send ...?
    - How did she send ...?
    - When was the first time she sent ...?
    - Has she ever sent ... before?
    - She has been sending ..., hasn't she?
    - If she sends ..., she will..., won't she?
    - If she had sent ..., what would have happened?
  3. To practice with other subjects or verbs, simply write out all or some of the words given and write in new ones.
  4. When using the pronoun "it," students may wish to identify it first before asking the question. For example: *There is a store in the center. It has a sale of CDs, doesn't it?* or *We had a storm last night. It brought a lot of rain, didn't it?*

# GRIDDLERS

A	TAKE	BRING	MAKE	GET	HAVE	GIVE	SEND
He	1	2	3	4	5	6	7
They	8	9	10	11	12	13	14
She	15	16	17	18	19	20	21
I	22	23	24	25	26	27	28
It	29	30	31	32	33	34	35
You	36	37	38	39	40	41	42
We	43	44	45	46	47	48	49

A: She sent the letter, didn't she?  
 B: Yes, she sent the letter on Wednesday.  
 A: Is it a "w"?  
 B: Yes, it is.

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

### Riddle 1

□□□□ □□ □□□□□□ □□□□  
 21 19 16 13 39 7 25 27 48 36 47 48 5 45  
 □□□□□ □□□ □□□□□ □□□□  
 24 19 39 13 11 48 5 45 1 15 16 45 48 27 27  
 □□□□ ?  
 9 44 11 1

### Riddle 3

□□□□ □□□□ □□□□□□ □□□□  
 21 19 48 13 35 15 13 41 25 39 3 35 11 1 13 19 15  
 □□□□ □□□□ □□□□ □□□□ ?  
 40 9 1 11 30 9 33 13 16 47 15 16 24 48 30

### Answer 2

□□ □□□□ □□ □□□□  
 39 5 36 16 41 11 19 15 3 9 13 16  
 □□□□ □□ □□□  
 19 9 27 15 39 5 9 5 11

### Answer 4

□ □□□□□□□ □□□□□□  
 48 35 16 1 25 48 3 15 13 1 33 36 47

B	TAKE	BRING	MAKE	GET	HAVE	GIVE	SEND
He	1	2	3	4	5	6	7
They	8	9	10	11	12	13	14
She	15	16	17	18	19	20	21
I	22	23	24	25	26	27	28
It	29	30	31	32	33	34	35
You	36	37	38	39	40	41	42
We	43	44	45	46	47	48	49

B: They made some lemonade, didn't they?  
 A: No, they made some wine.  
 A: Is it a "w"?  
 B: Yes, it is.

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

### Riddle 2

□□□ □□□ □□□ □□□□□□  
 10 12 42 2 4 2 43 6 32 18 28 9 34 49 31  
 □□□□ □□□ □□□□□ □□  
 29 14 22 31 37 29 28 20 38 4 26 46 28 34  
 □□□□ ?  
 20 38 17 43 46

### Riddle 4

□□□□ □□□ □□□□ □□□□□□  
 29 12 22 37 6 38 46 34 28 23 31 10 12 49 14 8 46  
 □□□ □□□□□ ?  
 22 17 2 34 8 4 32 46

### Answer 1

□ □□□□□□□□□  
 38 17 32 10 46 20 22 20 49 31

### Answer 3

□ □□□□  
 22 12 28 8 32

# Tic Tac Toe

## Aim

To practice asking questions in the simple past tense.

## Language

Some common irregular verbs.

## Preparation

This lesson reinforces students' knowledge and use of simple past tense 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 16 and explain the rules.

## Procedure

1. The starting team must ask a question of another team in the class. The answer must contain the verb from the targeted square. 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 that each team, in turn, asks another a question.
4. To keep the lesson active, it may be best to determine a time limit (about 30 or 45 seconds) for composing questions and answers.

## 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, but Team X already has its mark there. In this case, Team Y challenges Team X by asking a question which uses "lose", e.g., *Did you lose your umbrella?* If Team X replies, *No, I didn't* or *Yes, I 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: *Did you lose your umbrella?* If Team X responds with *Yes, I didn't*, or *No, she didn't*, 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, *Did you lost your umbrella?* In this case, Team X need not respond.
4. Rather than practicing simple "Did..." questions, have students ask questions beginning with *Who, What, When, Where, How*, etc. For example, *Where did you lose your umbrella?*

# TIC TAC TOE

DID YOU BRING YOUR NOTEBOOK?

<b>1</b> ...bring... (notebook)	<b>2</b> ...build... (bird house)	<b>3</b> ...buy... (watch)	<b>4</b> ...catch... (butterfly)
<b>5</b> ...cut... (hair)	<b>6</b> ...draw... (picture)	<b>7</b> ...drink... (milk)	<b>8</b> ...drive... (bus)
<b>9</b> ...eat... (cold)	<b>10</b> ...find... (wallet)	<b>11</b> ...grow... (tomatoes)	<b>12</b> ...lend... (\$25.00)
<b>13</b> ...lose... (umbrella)	<b>14</b> ...make... (cake)	<b>15</b> ...ride... (horse)	<b>16</b> ...send... (package)
<b>17</b> ...steal... (eraser)	<b>18</b> ...swim... (pool)	<b>19</b> ...wear... (sweater)	<b>20</b> ...write... (letter)

PHOTOCOPIABLE

# Pet Peeves

## Aim

To practice common expressions of irritation.

## Language

*I hate it when ..., I can't stand it when ..., It gets on my nerves ..., etc.*

## Preparation

Prior to beginning this lesson, write on the board the responses listed at the top of the Worksheet. Fully explain the meanings of each response and demonstrate the emotional fervor with which these phrases are usually said.

Do something annoying like scratching the blackboard and ask a few students: *Does it bother you when I drag my fingernails across the board?*

Point out that there are stronger and weaker responses. Explain that the additional modifiers "really" and "a little" can add strength or weakness to each response.

There are no right or wrong answers; the purpose is to have students practice alternative phrases instead of: *I don't like it when people ...*

## Procedure

1. Pair the students and hand out copies of Worksheets 17a and 17b respectively.
2. Student A asks his/her partner the first *Does it bother you when people ...?* question. Student B offers an appropriate response according to his/her degree of irritation. Student A checks the appropriate box on his/her Worksheet.
3. Students take turns going through all of the Pet Peeves. There is a blank at the bottom for students to come up with their own Pet Peeves.

## Variations

1. Rather than pairs, divide the class into halves and do this as a whole-class activity.
2. For higher-level ability students, have them extend each question with the follow-up question: *What do you usually do when someone ...?*
3. For reinforcement, after the class has finished all of the questions on the Worksheet, ask general questions such as: *Who hates it when people talk too loudly?* Students respond according to the boxes checked on the Worksheet.
4. To practice the expressions in the third person, form new pairs after the original pairs have finished.

## Further Practice

Ask students for real pet peeves of their own and have them make statements such as *It bugs me when ...*

# Pet Peeves A



- I hate it when people ...
- I can't stand it when people ...
- It burns me up when people ...
- I could scream when people ...
- It bugs me when people ...
- It drives me up the wall when people ...
- It gets on my nerves when people ...
- It makes me crazy when people ...
- It doesn't bother me when people ...

**WEAKER**

1. always make excuses ?										
2. break their promises ?										
3. fold maps/newspapers incorrectly ?										
4. talk during movies ?										
5. don't turn off the lights ?										
6. drive too slowly ?										
7. touch you ?										
8. interrupt you when you're speaking ?										
9. crack their knuckles ?										
10. don't return your things ?										
11. make a noise when you're sleeping ?										
12. ask your age ?										
13. ?										



# Pet Peeves B



- I hate it when people ...
- I can't stand it when people ...
- It burns me up when people ...
- I could scream when people ...
- It bugs me when people ...
- It drives me up the wall when people ...
- It gets on my nerves when people ...
- It makes me crazy when people ...
- It doesn't bother me when people ...

**NGER WEAKER**

1. are late ?																			
2. shuffle their feet ?																			
3. look at the time when you're talking ?																			
4. call you up early in the morning ?																			
5. dog-ear your books ?																			
6. kiss in public ?																			
7. sniffle ?																			
8. forget your name ?																			
9. bite their fingernails ?																			
10. use your things without asking ?																			
11. smack their lips when eating ?																			
12. talk too loudly ?																			
13. ?																			

**PHOTOCOPIABLE**

# Role plays



## Scene 1 The Spider

1. You were washing dishes in your kitchen.
3. You put a plate in the cupboard.
5. You looked up, saw a big spider, and screamed.
8. You ran out of your apartment.
9. You told your neighbor about the spider.
12. You returned to your apartment with your neighbor.
14. You pointed to the spider.
15. You gave him a chair and asked him to kill the spider.
17. You thanked him and asked him to stay for coffee.



2. You got out of your car.
4. You took the elevator to the 5th floor.
6. You unlocked your front door.
7. You heard a scream.
10. You went into your apartment and picked up a newspaper.
11. You rolled it up and went outside.
13. You went into her kitchen.
16. You stood on a chair and killed the spider.
18. You said, "Sure."

## Scene 2 The Birthday Present



1. You were watching TV.
4. You turned off the TV and said, "Where?"
6. You put on your slippers.
8. You picked up a flashlight.
10. You went down to the basement.
12. You looked all around.
14. You said, "I don't know."
16. You looked at her in surprise.
18. You opened the box and found a puppy.



2. You were reading a book.
3. You said, "I heard a noise."
5. You pointed to the basement.
7. You said, "Hurry!"
9. You turned on the basement lights.
11. You followed him to the basement.
13. You asked, "What is it?"
15. You kissed him and pointed to a big box.
17. You said, "Happy Birthday!"

# Role Plays

**Aim** To practice asking questions in the simple past.

**Language** What happened before/after.

**Preparation** Write the following on the board:

<u>Real Order Action</u>	<u>Question Order</u>
1 He woke up	E
2 He washed his face	C
3 He made breakfast	A
4 He brushed his teeth	B
5 He read the newspaper	D

Ask the students to read Line A: *He made breakfast*. Then ask them: *What did he do after he made breakfast?* Students should read Line B: *He brushed his teeth*. Then ask students: *What did he do before he made breakfast?* They should read Line C: *He washed his face*. Ask them: *What did he do after he brushed his teeth?* They should read Line D: *He read the newspaper*. Finally, ask students: *What happened before he washed his face?* They should read Line E: *He woke up*.

Make two copies of Worksheet 18a and cut in half prior to beginning the class. Make one copy of Worksheet 18b for every student.

## Procedure

1. Choose two students to act the parts of a young man and a young woman. Hand out a copy of Role Play Scene 1 to both.
2. The actors read the story to themselves and prepare to answer questions. Remind them that the questions will not be asked in chronological order. They are permitted to mouth the words or spell words in the air with their fingers, but they cannot speak. Instead they act out a part of the scene according to the questions asked.
3. Hand out one copy of Worksheet 18b to the other students and have them, the "reporters," look at the question order on the right. Tell them one entry for Line 9 (Question A): *She told him about the spider*. Students write this on their Worksheets. Then have them look at the line for Question B (Line 3). Tell them the entry is: *She put a plate in the cupboard*. Finally, students look at Line 15 (Question C). Tell them to write: *She gave him a chair and asked him to kill the spider*.
4. Explain that the story will eventually appear in the correct order from top to bottom but the students must ask questions in the order shown by the letters on the right, starting with Question D.
5. Students, in turn, should ask the actors *What happened before/after ...?* or *What did you do before/after that?* The response is acted out. All the students write, in third person, the action on the correct line.
6. At the end, have the "reporters" title their Worksheets and read their stories in unison. Any inconsistencies or inaccuracies will stand out.

## Variation

With higher-level ability students, give only one line of the story at the beginning (Line 9). Students ask alternately *What happened before ...?* and *What happened after ...?* questions until the whole story is completed.

## Further Practice

1. With two more students as actors, repeat the activity with Role Play Scene 2.
2. When all is finished discuss the relationship of the characters in the scenes.

\_\_\_\_\_ *Title* \_\_\_\_\_

*Real Order* *Question Order*

1.		<i>M</i>
2.		<i>G</i>
3.		<i>B</i>
4.		<i>P</i>
5.		<i>Q</i>
6.		<i>I</i>
7.		<i>H</i>
8.		<i>F</i>
9.		<i>A</i>
10.		<i>K</i>
11.		<i>L</i>
12.		<i>O</i>
13.		<i>N</i>
14.		<i>J</i>
15.		<i>C</i>
16.		<i>D</i>
17.		<i>E</i>
18.		<i>R</i>

*The end*

*What did you do before/after that?  
 What happened before/after that?  
 What did you ...?*

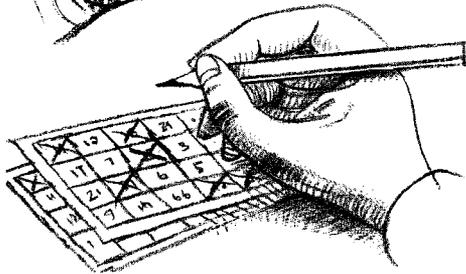
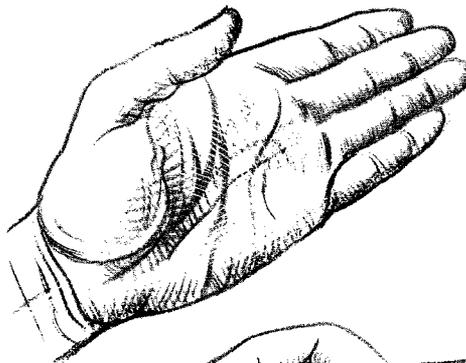
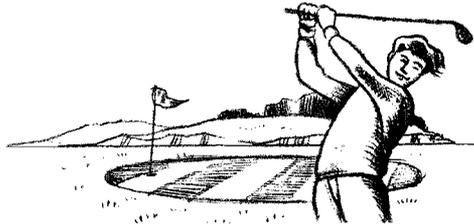
*Did you ... before/after you ...?  
 Why did you do that?  
 Where did you go?*

# 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. Often, when students travel abroad, they return feeling perplexed because the English they heard was different from what they studied. This lesson introduces ordinary colloquial English that may come in handy some day.
- Procedure**
1. Hand out one copy of Worksheet 19 to each student. Read down the list to check for understanding.
  2. Pair students. Student A covers the places column and looks only at the phrases. Student B covers the phrases column and looks only at the places. Student A reads the first phrase: *You have a cavity*. His/her partner tries to identify the correct place. Students continue until all 20 phrases have been identified.
  3. Neither Student A nor Student B has the answers. They will need to listen to each other carefully. On occasion, Student A may disagree with Student B. In cases such as this, Student A should encourage Student B to read off a second or third alternative.
- Variations**
1. Don't hand out the copies at first; instead use this as a listening exercise.
  2. Nominate a narrator, then divide the class into teams. All students except the narrator cover up the phrases column. The narrator reads each phrase and teams compete against each other to be the first to identify the correct place.
  3. To develop communication skills, have students offer appropriate responses to the phrases, for example: *Is that collect or person to person? Collect please*. The conversation could continue as a telephone role play involving the name of the contact person, the country code, the area code, and the phone number.
- Further Practice**
1. Have groups of students create mini-dramas which include one of the phrases. They could 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.
  2. See *Ready-made English 1*, Worksheet 16.
- Answers** 1n, 2m, 3j, 4g, 5a, 6f, 7i, 8q, 9h, 10e, 11b, 12k, 13o, 14c, 15p, 16t, 17l, 18d, 19r, 20s

# Phrases and Places

1. You have a cavity.
2. Lifeguard on duty.
3. B-7, N-44, O-70, ...
4. *Your lifeline is very long.*
5. Light on the starch, please.
6. Is that collect or person to person?
7. Looks like you need a new fan belt.
8. The maternity ward is on the 7th floor.
9. *It's losing time. You need a new battery.*
10. *That's \$35.00 a day with unlimited mileage.*
11. That's an 18 inch, deep dish with extra cheese?
12. Would you like me to take those to your room?
13. A little off the back and a trim around the ears.
14. *It's a par five with a dog leg on the final stretch.*
15. *Would the defendant please approach the bench.*
16. *And now, the nominees for the best screen play.*
17. Let's begin with the 4th measure after the refrain.
18. The express for Boston leaves from platform 2 at 8:45.
19. I have to give you a ticket for making an illegal right turn.
20. We have a new roller coaster, Ferris wheel, and



a. dry cleaner's

b. pizza shop

c. golf course

d. train station

e. rent-a-car office

f. phone booth

g. fortune teller's

h. watch shop

i. mechanic shop

j. bingo hall

k. hotel lobby

l. music class

m. swimming pool

n. dental office

o. barber shop

p. courthouse

q. hospital

r. city street

s. amusement park

t. academy awards

# Lifeline

- Aim** To practice talking about the future.
- Language** *(I think) I will ..., I am going to ...*
- Preparation** This exercise focuses mainly on the simple future tense. However its loose construction allows for a number of variations.  
Copy Worksheet 20, one for every student.
- Procedure**
1. Pair the students and hand out the Worksheet. Have each student write his/her name on the left side and his/her partner's name on the right on the line provided.
  2. Then have students fold the paper lengthwise along the center line and rotate their papers so that the side titled *Your name \_\_\_\_\_*, is in the upper right corner.
  3. Depending on the language skills that need to be taught, tell the students to fill in the three empty blocks with time sequences such as: *tomorrow, next month, next year, or Thursday, Friday, Saturday, or 2010, 2020, 2030, etc.*
  4. Tell the students to imagine their partner's future and to write at least three notable events for each time period using the pattern *You will ...* or *You are ...*. When finished, have students turn their papers over.
  5. Students ask their partners "Will I ..." questions to identify what had been written. After a few guesses, students may ask "What will I ..." or "What am I going to ..." questions. By predicting, students need to fill in the time line for their partner's future.
  6. When pairs have finished writing, have Student A tell Student B his/her own predictions, then have Student B reveal his/her own self-prediction.
- Variations**
1. Have students assume a role such as a super star, famous politician, or historical figure - in this way they can have a lot of fun imagining.
  2. Begin with NOW and go back in history, last week, last month, last year, five years ago, etc. This variation is good for a review of past tense verbs.
  3. Another variation for converting to the past tense: have the class time-travel to the last entry. Make this entry the present. Then have pairs interview each other on what they had done from the beginning to the end of the period.
- Further Practice** Students can use this as a discussion-generating activity in which they make predictions and offer responses. For example: Student A: *I think you will get a new job next year.* Student B: *Really, why do you think that? - or - That's great, but I think I probably won't get a new job. I will buy a new house, however.*

# LifelineLifelineLifelineLifelineLifelineLifeline

Your partner's name: \_\_\_\_\_

Now

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Now

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



# How often do you ...?

## Aim

To describe the frequency of common actions.

## Language

Simple present tense, expressions of frequency.

## Preparation

It is useful and convenient to illustrate the expressions on Worksheets 21a and 21b with a calendar drawn on the board.

There is not enough room for students to write complete sentences on their Worksheets. Demonstrate the art of note taking on the board by writing *look in the mirror* and *every morning* and then reading the example on Worksheet 21a.

## Procedure

1. Pair the students and hand out copies of Worksheets 21a and 21b, respectively.
2. Student A begins by asking *How often do you drink coffee?* Student B responds truthfully using one of the expressions of frequency at the bottom of the Worksheet. Student A makes a note of his/her response.
3. Then Student B asks the first question on his/her Worksheet: *How often do you look in a mirror?* This pattern continues through all of the questions.
4. There is one blank line at the bottom of the page for students to write in their own question.

## Variations

1. Encourage higher-level students to ask follow-up questions to get specific information. For example, *Where do you buy your shoes? How much do you usually pay? How long have you had those shoes?*
2. Do the exercise as a class activity where one group surveys another group to find out which students do which things the most often.

# HOW OFTEN DO YOU ... ?

## Example:

A: How often do you look in the mirror?

B: I look in the mirror every morning.

## How often do you ...

## Notes:

drink coffee?

---

wash your clothes?

---

watch a video?

---

go to a fast-food restaurant?

---

clean your room?

---

go to a dentist?

---

buy new shoes?

---

make your own breakfast?

---

cut your fingernails?

---

catch a cold?

---

\_\_\_\_\_ ?

---

**Every** day, morning, afternoon, night, week, weekend, month, year

**Once** a day, a week, a month, a year

**Twice** a day, a week, a month, a year

**Three times** a day, a week, a month, a year (**Four times, Five times, etc.**)

**Every other** day, Monday, week, month, year

**Three times every** day, two weeks, three months, five years

[**At least ..., At most ..., About ..., No more than ...**]

# HOW OFTEN DO YOU ... ?

**Example:**

A: How often do you drink coffee?

B: I drink coffee about three times a day.

**How often do you ...**

**Notes:**

look in the mirror?

\_\_\_\_\_

change your sheets?

\_\_\_\_\_

talk on the phone?

\_\_\_\_\_

dream in color?

\_\_\_\_\_

write a letter?

\_\_\_\_\_

look at your pocket calendar?

\_\_\_\_\_

drink wine?

\_\_\_\_\_

clean your shoes?

\_\_\_\_\_

eat French food?

\_\_\_\_\_

get your hair cut?

\_\_\_\_\_

\_\_\_\_\_ ?

\_\_\_\_\_

**Every** day, morning, afternoon, night, week, weekend, month, year

**Once** a day, a week, a month, a year

**Twice** a day, a week, a month, a year

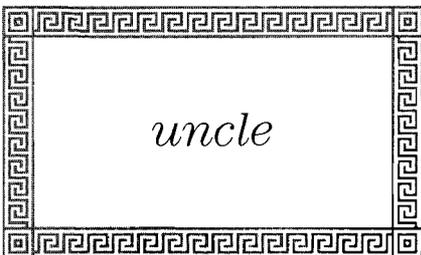
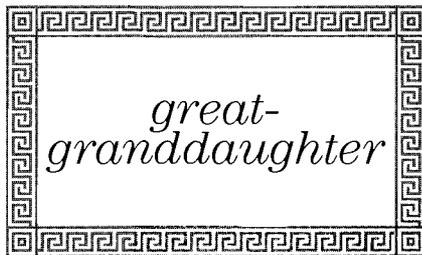
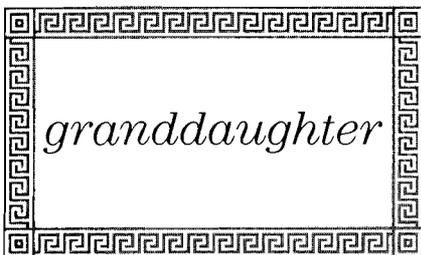
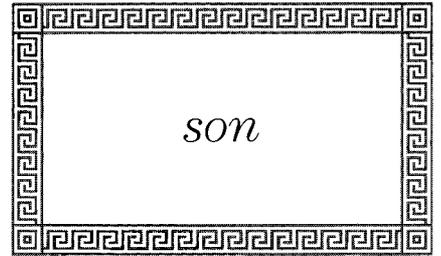
**Three times** a day, a week, a month, a year (**Four times, Five times, etc.**)

**Every other** day, Monday, week, month, year

**Three times every** day, two weeks, three months, five years

[**At least ..., At most ..., About ..., No more than ...**]

# PASSWORD



# Password

- Aim** To reinforce knowledge of names of relations.
- Language** Vocabulary of members of a family.
- Preparation** Copy Worksheets 22a and 22b and cut into cards before class. Demonstrate how to do this activity by picking one of the cards from the stack and offering a hint such as: *My mother's brother is my ...*. Keep offering hints such as *My cousin's father is my ...*, until someone guesses the right password: *uncle*. Show the card to the class.
- Procedure**
1. Divide the class into two teams. Explain that gestures, body language, and other hints such as squeals or grunts are not permitted.
  2. One person from each team comes to the front of the class. Show the first password card to both students. Students take turns giving one-sentence hints to their respective teams. Each responding team is allowed only one answer per turn. Continue until the correct password has been identified.
  3. When the correct answer has been given, two new students come forward. Continue to the end of the stack.
- Scoring: First hint, if correctly answered = 4 points, second = 3 points, third = 2 points, and the final hint = 1 point.
- Variations**
1. Start the scoring higher to allow more chances, especially with lower-level students.
  2. Do this activity as a relay. Two teams stand in front of the board in two columns. Show one word to the two students at the back of the column. These students write the words with their fingers on the back of the person in front of them. Then, this word is written on the backs of the next students, etc., until it reaches the students standing at the board. These students write the word that they felt spelled on their backs. Check the word on the board to be sure it's the correct word (and correctly spelled!). The students at the back of the line go to the front. Then start another password relay.
- Further Practice** When finished, put students into groups. Give each group four or five cards to put into sentences or a story. These should be read to the class.

# PASSWORD



*cousin*

*father-in-law*

*mother-in-law*

*son-in-law*

*daughter  
-in-law*

*brother-in-law*

*sister-in-law*

*stepfather*

*stepmother*

*stepson*

*stepdaughter*

*stepbrother*

*stepsister*

*grandparent*

*grandchild*

*wife*

*husband*

*sibling*

# Homophones

## Aim

To learn to distinguish words with the same sound.

## Language

Simple pairs of homophones with one syllable.

## Preparation

Ask students: *How do you spell "bear"?* Then ask: *Is there another spelling?* Write "bear" and "bare" on the board. Have students explain the meanings or suggest sentences including both words.

## Procedure

1. Hand out a copy of Worksheet 23 to all students. Have them fold it in half vertically.
2. Pair students. Student A looks at the left side of the Worksheet. Student B looks at the right side.
3. Student A reads the first definition. Student B looks at his/her definition for the same number and writes down two words with the same sound.
4. Student B reads the second definition. They continue until they have reached the end of the Worksheet. Then they compare words and spellings.

## Variations

All students look at A-definitions or B-definitions. In pairs, they write down answers in the first column. Then they think of another way of writing a word with that sound and, if possible, think of a definition. Then have them compare their answers with the other side of the Worksheet.

## Answers

- |           |       |           |       |
|-----------|-------|-----------|-------|
| 1. see    | sea   | 11. son   | sun   |
| 2. maid   | made  | 12. ate   | eight |
| 3. read   | red   | 13. hear  | here  |
| 4. root   | route | 14. seen  | scene |
| 5. pair   | pear  | 15. bored | board |
| 6. right  | write | 16. meat  | meet  |
| 7. knew   | new   | 17. fare  | fair  |
| 8. weak   | week  | 18. male  | mail  |
| 9. break  | brake | 19. blue  | blew  |
| 10. plain | plane | 20. piece | peace |

## Further Practice

See Worksheet 6.

# HOMOPHONES

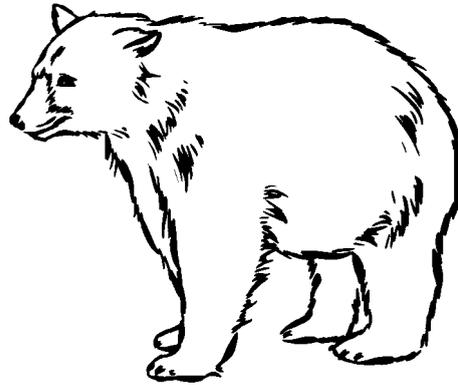
## A

**Bare**  
(Naked)



## B

**Bear**  
(Large animal)



Same sound,  
different spelling  
and meaning

HINT	A	B
<b>EXAMPLE:</b> Large animal	<i>bare</i>	<i>bear</i>
1. Notice	_____	_____
2. House helper	_____	_____
3. Looked at a book	_____	_____
4. Tree leg	_____	_____
5. A couple	_____	_____
6. Correct	_____	_____
7. Understood	_____	_____
8. Without strength	_____	_____
9. Destroy	_____	_____
10. Wide open field	_____	_____
11. Daughter's brother	_____	_____
12. Had dinner	_____	_____
13. Listen	_____	_____
14. Had witnessed	_____	_____
15. Not interested	_____	_____
16. Steak	_____	_____
17. Taxi price	_____	_____
18. Man	_____	_____
19. Color of sky	_____	_____
20. A small bit	_____	_____

HINT	B	A
<b>EXAMPLE:</b> Naked	<i>bear</i>	<i>bare</i>
1. Ocean	_____	_____
2. Created	_____	_____
3. A color	_____	_____
4. Course to follow	_____	_____
5. A fruit	_____	_____
6. Put pen to paper	_____	_____
7. Fresh	_____	_____
8. Seven days	_____	_____
9. Stop a car	_____	_____
10. Flying machine	_____	_____
11. Bright star	_____	_____
12. Square root of 64	_____	_____
13. This place	_____	_____
14. Part of a movie	_____	_____
15. Long piece of wood	_____	_____
16. Get together	_____	_____
17. County festival	_____	_____
18. Post	_____	_____
19. Pushed air from mouth	_____	_____
20. Not war	_____	_____

# New Year's Resolutions

- Aim** To talk about predictions and resolutions.
- Language** *I/You will start/stop ...ing.*
- Preparation** Write the following sentence on the board: *I will start \_\_\_\_\_ tomorrow.* Ask students to guess what the blank is. After they have practiced asking questions such as *Are you going to start dieting tomorrow? Are you going to start giving less homework?* give them an answer. Repeat the process with *I will stop \_\_\_\_\_ next week.*
- Procedure**
1. Arrange students into groups of four and hand each student a copy of Worksheet 24.
  2. Students write four New Year's Resolutions, (real or imaginary), two concerning things they will start doing, and two concerning things which they will stop doing.
  3. When the upper section (My New Year's Resolutions) is finished, have students predict what they think their groupmates have written. Students will need to write two predictions for each side for each groupmate, a total of 12 predictions.
  4. Target one student per group; the others read both Start predictions for what that student will start. For example, Sonia is targeted. One groupmate reads: *Sonia, I think you will start jogging every morning. Also, I think you will start spending more time on your homework.* The other students read their two predictions as well. Afterwards, Sonia confirms or denies their predictions.
  5. Repeat the same Procedure but have them predict what one student will stop doing.
  6. For each accurate prediction, students receive one point. When all is finished, students add up their points. The one with the most points is the winner.
- Variations**
1. As a whole class activity, after students have written down their resolutions and predictions, collect the Worksheets and, without revealing names, read the first resolution from each list and see if the students can guess who the author is. Shuffle the papers and continue.
  2. Collect all of the Worksheets and read one of the predictions. The students try to guess who wrote the prediction and about whom it is intended.
  3. These resolutions can be useful as "Best Advice" prompts. Students ask their groupmates about the best way to start or stop doing their intended resolutions.
  4. Write down last year's resolutions and "confess," e.g., *I promised I would give up eating chocolate, but ....*
- Further Practice** This activity can be done after Worksheet 20. Soon after students have finished *Lifeline*, pick one of the future dates and hand out Worksheet 24. Tell students that it is now the year 2012, for example, and have them think of future resolutions and predictions.

# New Year's Resolutions

## MY NEW YEAR'S RESOLUTIONS

I will start (...ing \_\_\_\_\_)

1. \_\_\_\_\_
2. \_\_\_\_\_

### Examples:

I will start...

- ... studying harder, ... exercising more,
- ... being more friendly, ... taking guitar lessons,
- ... eating healthier food

I will start (...ing \_\_\_\_\_)

1. \_\_\_\_\_
2. \_\_\_\_\_

### Examples:

I will stop...

- ... coming late to class, ... watching so much TV,
- ... lying to my parents, ... wasting so much time

## MY PREDICTIONS (about my groupmates' resolutions)

I think \_\_\_\_\_ name will start (...ing \_\_\_\_\_)

1. \_\_\_\_\_
2. \_\_\_\_\_

Points

I think \_\_\_\_\_ name will start (...ing \_\_\_\_\_)

1. \_\_\_\_\_
2. \_\_\_\_\_

I think \_\_\_\_\_ name will start (...ing \_\_\_\_\_)

1. \_\_\_\_\_
2. \_\_\_\_\_

I think \_\_\_\_\_ name will start (...ing \_\_\_\_\_)

1. \_\_\_\_\_
2. \_\_\_\_\_

I think \_\_\_\_\_ name will start (...ing \_\_\_\_\_)

1. \_\_\_\_\_
2. \_\_\_\_\_

I think \_\_\_\_\_ name will start (...ing \_\_\_\_\_)

1. \_\_\_\_\_
2. \_\_\_\_\_

# Roommates

## Aim

To practice the use of articles, adjectives, and nouns.

## Language

Vocabulary of household items.

## Preparation

Pair the students and explain that they are going to be foreign exchange students who will be living in an English-speaking country for one year. All they are allowed to take with them is one suitcase each and a total amount of money equivalent to US \$3,000.

Explain that a two-bedroom apartment has already been arranged for them in their new country. The apartment has a refrigerator, curtains, washer and drier, central heating and air conditioning, and so on, but no furniture, food, utensils, sheets, etc.

Soon after arriving at their new apartment, the pair of students need to make a shopping list of the things necessary to furnish their apartment.

## Procedure

1. Hand out one Worksheet per pair of students.
2. Point out the example at the top of the page, especially the three bold words: ***two green armchairs***. Every item the roommates decide to add to their shopping list must contain 1) a number, 2) an adjective, and 3) a count noun. For example: ***A wooden bookcase, four folding chairs, an L-shaped sofa***, etc.
3. Adjectives should only be used once, but with size (large, small, compact, mini), color, brand name, shape (triangular, flat, round), condition (new, old, antique), etc., the choices are nearly limitless.
4. Allow about fifteen minutes for the "roommates" to discuss their shopping needs and to fill in their lists.
5. On the far right is a column for prices. Roommates will need to discuss and assign realistic prices for the items on their shopping lists according to their host country. Afterwards, have them calculate the total amount.
6. When finished, the class assembles again and pairs read off their lists. Students should say something like *We plan to buy **three yellow lamps** for the living room.*
7. Each pair reads off its first shopping item in turn. If all three words are unique, i.e., no other pair used any of the words, the pair receives three points. If two words are unique, then two points. If only one is unique, then one point. Each line on the worksheet begins a new round of points.

## Variations

1. Role-play a sale in a store where some of the items can be bought, for example a furniture store. Each pair could create its own mini-drama with one person playing the role of the store clerk and the other the customer.
2. When all is finished, impose a budget of approximately 75 percent of the total and have roommates re-negotiate their lists to fit within the budget.
3. Remove all monetary restrictions. Let students spend as much as they like - the idea of blindly spending hideous amounts of money is a lot of fun.
4. When all is finished, explain that at the end of the year, the roommates have to be split apart. Students must divide their lists into halves. Illustrate patterns such as: *Do you want the \_\_\_\_\_ ? If not, I'd like to have it. - or - Do you mind if I take three of the dining-room chairs?*
5. Group two pairs and explain that they have decided to change roommates. The four people then re-negotiate all of the belongings equitably.

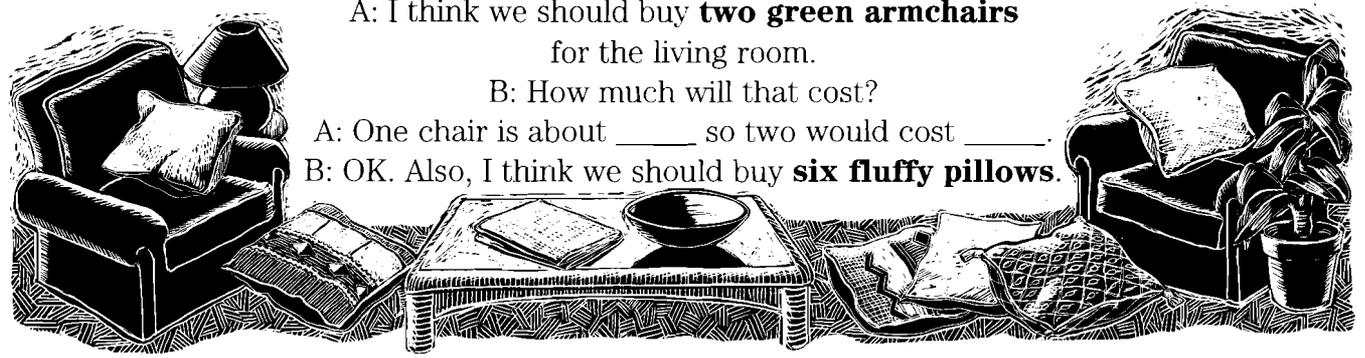
# Roommates

A: I think we should buy **two green armchairs** for the living room.

B: How much will that cost?

A: One chair is about \_\_\_\_\_ so two would cost \_\_\_\_\_.

B: OK. Also, I think we should buy **six fluffy pillows**.



FOR THE LIVING ROOM		POINTS	PRICE
1.	_____	<input type="radio"/>	_____
2.	_____	<input type="radio"/>	_____
3.	_____	<input type="radio"/>	_____

FOR THE DINING ROOM		POINTS	PRICE
1.	_____	<input type="radio"/>	_____
2.	_____	<input type="radio"/>	_____
3.	_____	<input type="radio"/>	_____

FOR THE KITCHEN		POINTS	PRICE
1.	_____	<input type="radio"/>	_____
2.	_____	<input type="radio"/>	_____
3.	_____	<input type="radio"/>	_____

FOR THE BEDROOM 1		POINTS	PRICE
1.	_____	<input type="radio"/>	_____
2.	_____	<input type="radio"/>	_____
3.	_____	<input type="radio"/>	_____

FOR THE BEDROOM 2		POINTS	PRICE
1.	_____	<input type="radio"/>	_____
2.	_____	<input type="radio"/>	_____
3.	_____	<input type="radio"/>	_____

TOTAL POINTS		GRAND TOTAL
	<input type="radio"/>	_____

PHOTOCOPIABLE

# "Triple Play" Word Search

- Aim** To identify items within a category.
- Language** Directional vocabulary; *horizontal, vertical, diagonal*.
- Preparation** To illustrate the idea of categories say *June, September, and January*. Students should identify the category as *Months*. Another example could be something like: *Thousand Island, French, and Blue Cheese*. The category is *Salad Dressings*.  
Before handing out the Worksheets, teach the following three words: *horizontal(ly), vertical(ly), and diagonal(ly)*.
- Procedure**
1. Put the students into groups of three. Hand out the Worksheets 26a, 26b, and 26c respectively.
  2. Student A begins by reading off the clues on the left of his/her Worksheet, one at a time, while the other two partners try to identify the category and finally to locate it in the puzzle. For example, Student A reads *celery* and pauses. Students B and C silently guess the category - *Vegetables* - and try to find it in their puzzles. Student A then reads the second clue *beans* and then the third *carrots*. By this time, both partners should be confident that the category is *Vegetables*.
  3. Students B and C try to find the location of *Vegetables* within the puzzle. If either partner finds the location on his/her own, without any hints from Student A, he/she receives 5 points. If neither of them can find the word, Student A must supply the first hint. He/she should say *It is vertical*. If one of them finds it, he/she receives 4 points. If neither can find it, Student A supplies a second hint: *It is going down*. If the word is found the finder receives 3 points. If neither can find the word, Student A reads a third hint: *It begins on line C* for 2 points. Finally, for 1 point, the reader adds the final hint: *It begins on line 7*. Student A keeps the score for Students B and C.
  4. After the first word has been located, Student B takes his/her turn and follows the Procedure as given above. Students continue to take turns and keep score until all of the words have been identified and located in the puzzle.
- Variations**
1. Encourage students to offer their own clues rather than using the ones on the Worksheet.
  2. Rather than having Student A offer the hints initially, encourage his/her partners to ask for the hints. For example, they could ask: *On which line does the word begin? Does it go vertically, horizontally, or diagonally? Does it go left or right?, etc.*
- Further Practice** See *Ready-made English 1, Worksheet 30*.

# "Triple Play" Word Search

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
A	s	t	n	e	m	u	r	t	s	n	i	m	a	g	c	a	b	e
B	e	e	s	v	n	c	s	r	e	t	u	p	m	o	c	i	a	t
C	y	t	m	e	k	o	v	e	l	d	e	m	l	e	r	t	i	n
D	s	a	x	a	x	n	e	l	n	e	x	o	b	d	m	u	j	o
E	k	g	h	o	g	t	g	l	y	s	r	n	s	t	r	o	p	s
F	g	o	n	h	s	i	e	t	i	s	j	e	y	k	b	u	k	c
G	w	s	c	o	u	n	t	r	i	e	s	y	a	s	n	n	d	y
H	s	f	o	t	s	e	a	m	e	r	r	e	d	w	h	i	s	e
I	i	s	i	b	a	n	b	e	c	t	o	s	i	d	e	v	r	w
J	o	t	e	s	e	t	l	a	z	s	e	e	l	n	a	e	p	d
K	l	e	c	t	h	s	e	b	t	n	r	t	o	a	s	r	u	c
L	q	n	i	c	h	e	s	t	i	u	r	f	h	e	m	s	c	h
M	b	a	d	e	w	s	e	h	t	o	l	c	m	u	m	i	e	s
N	u	l	u	s	s	d	c	i	b	f	u	a	e	s	t	t	n	e
O	n	p	r	n	y	a	n	o	u	n	n	x	p	i	e	i	x	a
P	d	a	i	i	m	r	e	r	f	l	o	w	e	r	s	e	w	e
Q	c	u	m	o	u	n	t	a	i	n	s	s	o	p	e	s	r	o
R	f	r	o	f	g	a	r	d	e	w	h	j	a	f	t	o	r	t

**POINTS**

No hints - 5 points  
 One hint - 4 points  
 Two hints - 3 points  
 Three hints - 2 points  
 Four hints - 1 point

**MY SCORE**



CATEGORY CLUES		ANSWERS, HINTS, AND LOCATIONS	
celery, beans, carrots, etc. ....	Vegetables	Vertical, going down, starting on line C, 7	
tea, orange juice, milk, etc. ....	Drinks	Diagonal, going up and left, starting on line J, 18	
apples, oranges, grapes, etc. ....	Fruits	Horizontal, going left, starting on line L, 12	
bears, cows, elephants, etc. ....	Animals	Diagonal, going up and left, starting on line O, 18	
dollars, pounds, marks, etc. ....	Money	Vertical, going down, starting on line C, 12	
beetles, flies, mosquitoes, etc. ....	Insects	Vertical, going up, starting on line P, 4	
Madrid, Sydney, Dallas, etc. ....	Cities	Diagonal, going down and left, starting on line L, 17	
violins, pianos, guitars, etc. ....	Instruments	Horizontal, going left, starting on lines A, 11	
chairs, tables, sofas, etc. ....	Furniture	Diagonal, going up and right, starting on line R, 4	
roses, orchids, pansies, etc. ....	Flowers	Horizontal, going right, starting on line P, 9	

Is the category \_\_\_\_\_ ?  
 Would you repeat the 1st (2nd, 3rd) hint again, please?  
 Give us another hint, please.  
 How do you spell \_\_\_\_\_ ?

PHOTOCOPIABLE

# “Triple Play” Word Search

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
A	s	t	n	e	m	u	r	t	s	n	i	m	a	g	c	a	b	e
B	e	e	s	v	n	c	s	r	e	t	u	p	m	o	c	i	a	t
C	y	t	m	e	k	o	v	e	l	d	e	m	l	e	r	t	i	n
D	s	a	x	a	x	n	e	l	n	e	x	o	b	d	m	u	j	o
E	k	g	h	o	g	t	g	l	y	s	r	n	s	t	r	o	p	s
F	g	o	n	h	s	i	e	t	i	s	j	e	y	k	b	u	k	c
G	w	s	c	o	u	n	t	r	i	e	s	y	a	s	n	n	d	y
H	s	f	o	t	s	e	a	m	e	r	r	e	d	w	h	i	s	e
I	i	s	i	b	a	n	b	e	c	t	o	s	i	d	e	v	r	w
J	o	t	e	s	e	t	l	a	z	s	e	e	l	n	a	e	p	d
K	l	e	c	t	h	s	e	b	t	n	r	t	o	a	s	r	u	c
L	q	n	i	c	h	e	s	t	i	u	r	f	h	e	m	s	c	h
M	b	a	d	e	w	s	e	h	t	o	l	c	m	u	m	i	e	s
N	u	l	u	s	s	d	c	i	b	f	u	a	e	s	t	t	n	e
O	n	p	r	n	y	a	n	o	u	n	n	x	p	i	e	i	x	a
P	d	a	l	i	m	r	e	r	f	l	o	w	e	r	s	e	w	e
Q	c	u	m	o	u	n	t	a	i	n	s	s	o	p	e	s	r	o
R	f	r	o	f	g	a	r	d	e	w	h	j	a	f	t	o	r	t

POINTS	
No hints	- 5 points
One hint	- 4 points
Two hints	- 3 points
Three hints	- 2 points
Four hints	- 1 point

MY SCORE



### CATEGORY CLUES

- Chris, Francis, Jean, etc. ....
- Sweden, Uganda, Thailand, etc. ....
- maple, walnut, pine, etc. ....
- Yale, Oxford, Harvard, etc. ....
- teacher, pilot, dentist, etc. ....
- washer, coffee maker, copier, etc. ....
- Mars, Jupiter, Neptune, etc. ....
- chess, poker, jacks, etc. ....
- IBM-PC, Macintosh, Compaq, etc. ....
- robins, sparrows, crows, etc. ....

### ANSWERS, HINTS, AND LOCATIONS

- Names      Diagonal, going up and right, starting on line O, 11
- Countries      Horizontal, going right, starting on line G, 3
- Trees      Diagonal, going up and left, starting on line R, 18
- Universities      Vertical, going down, starting on line F, 16
- Jobs      Diagonal, going down and left, starting on line D, 17
- Machines      Diagonal, going up and right, starting on line P, 5
- Planets      Vertical, going up, starting on line O, 2
- Games      Diagonal, going up and left, starting on line E, 5
- Computers      Horizontal, going left, starting on line B, 15
- Birds      Diagonal, going down and left, starting on line A, 17

Is the category \_\_\_\_\_ ?  
 Would you repeat the 1st (2nd, 3rd) hint again, please?  
 Give us another hint, please.  
 How do you spell \_\_\_\_\_ ?

PHOTOCOPIABLE

# “Triple Play” Word Search

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
A	s	t	n	e	m	u	r	t	s	n	i	m	a	g	c	a	b	e
B	e	e	s	v	n	c	s	r	e	t	u	p	m	o	c	i	a	t
C	y	t	m	e	k	o	v	e	l	d	e	m	l	e	r	t	i	n
D	s	a	x	a	x	n	e	l	n	e	x	o	b	d	m	u	j	o
E	k	g	h	o	g	t	g	l	y	s	r	n	s	t	r	o	p	s
F	g	o	n	h	s	i	e	t	i	s	j	e	y	k	b	u	k	c
G	w	s	c	o	u	n	t	r	i	e	s	y	a	s	n	n	d	y
H	s	f	o	t	s	e	a	m	e	r	r	e	d	w	h	i	s	e
I	i	s	i	b	a	n	b	e	c	t	o	s	i	d	e	v	r	w
J	o	t	e	s	e	t	l	a	z	s	e	e	l	n	a	e	p	d
K	l	e	c	t	h	s	e	b	t	n	r	t	o	a	s	r	u	c
L	q	n	i	c	h	e	s	t	i	u	r	f	h	e	m	s	c	h
M	b	a	d	e	w	s	e	h	t	o	l	c	m	u	m	i	e	s
N	u	l	u	s	s	d	c	i	b	f	u	a	e	s	t	t	n	e
O	n	p	r	n	y	a	n	o	u	n	n	x	p	i	e	i	x	a
P	d	a	l	i	m	r	e	r	f	l	o	w	e	r	s	e	w	e
Q	c	u	m	o	u	n	t	a	i	n	s	s	o	p	e	s	r	o
R	f	r	o	f	g	a	r	d	e	w	h	j	a	f	t	o	r	t

POINTS	
No hints	- 5 points
One hint	- 4 points
Two hints	- 3 points
Three hints	- 2 points
Four hints	- 1 point

**MY SCORE**

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**CATEGORY CLUES**

- sweaters, shirts, socks, etc. ....
- cakes, pies, cookies, etc. ....
- Volvo, Ford, BMW, etc. ....
- Everest, McKinley, Fuji, etc. ....
- My Way, Yesterday, 500 Miles, etc. ....
- Valentines, Christmas, Thanksgiving, etc....
- salmon, bass, trout, etc. ....
- soccer, boxing, swimming, etc. ....
- purple, brown, yellow, etc. ....
- Europe, Africa, Asia, etc. ....

**ANSWERS, HINTS, AND LOCATIONS**

- Clothes      Horizontal, going left, starting on line M, 12
- Desserts      Vertical, going down, starting on line C, 10
- Cars      Diagonal, going up and right, starting on line Q, 1
- Mountains      Horizontal, going right, starting on line Q, 3
- Songs      Diagonal, going up and left, starting on line H, 5
- Holidays      Vertical, going up, starting on line L, 13
- Fish      Diagonal, going down and right, starting on line H, 2
- Sports      Horizontal, going left, starting on line E, 18
- Colors      Diagonal, going down and left, starting on line A, 15
- Continents      Vertical, going down, starting on line B, 6

Is the category \_\_\_\_\_ ?  
 Would you repeat the 1st (2nd, 3rd) hint again, please?  
 Give us another hint, please.  
 How do you spell \_\_\_\_\_ ?

PHOTOCOPIABLE

# Idiom Jumble

- Aim** To learn two idioms.
- Language** *You're pulling my leg! Speak of the devil!*
- Preparation** Begin by writing a few scrambled words on the board as a warm-up activity. Adjust the length of the words to the students' abilities. For example, the word *flower* could be scrambled and written *WERLOF*.
- Procedure**
1. Pair the students and hand out one Worksheet to each.
  2. In pairs, students help each other unscramble the letters grouped on the left to create words on the right. Tell them to think of the topic at the top for ideas.
  3. The underlined letters in the words on the right are used to create the words which make up the idiom in the box below. A meaning of the idiom is given in each box.
- Answers**
- Body parts: finger, ankle, lungs, mouth, eyelid.  
 Colors: green, silver, pink, gold, violet.  
 Idioms:  
 (Top) "You're pulling my leg."  
 (Bottom) "Speak of the devil."
- Variations**
1. Divide the class into groups and have them race to be the first to arrive at the idiom.
  2. When finished, discuss the meanings and use of the two idioms. See if students can think of a few other idioms.
  3. Have pairs or groups of students recreate the Idiom Jumble with one or two other idioms.

# Idiom Jumble



## BODY PARTS

~~f~~er~~i~~ng    (f) o o (g) o o  
~~k~~a~~x~~en    o o (k) l o  
g~~n~~uls    o o (n) o o  
m~~o~~~~h~~ut    o o o o (h)  
~~d~~ie~~e~~l~~e~~x    o (y) o o o (d)

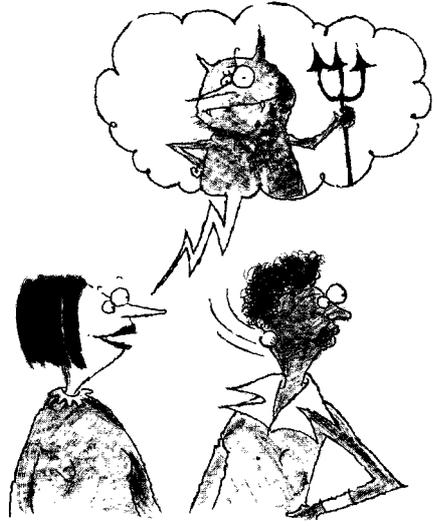


Trying to fool someone

(y) o o ' o o (p) o o (l) o (n) o o (y) o o (g)

## COLORS

en~~e~~rg    o o o (e) o  
~~x~~ivers    o o (l) o o o  
k~~n~~ip    o o (n) o  
gl~~o~~    o o o (d)  
to~~i~~~~x~~e    (v) o o (l) o o

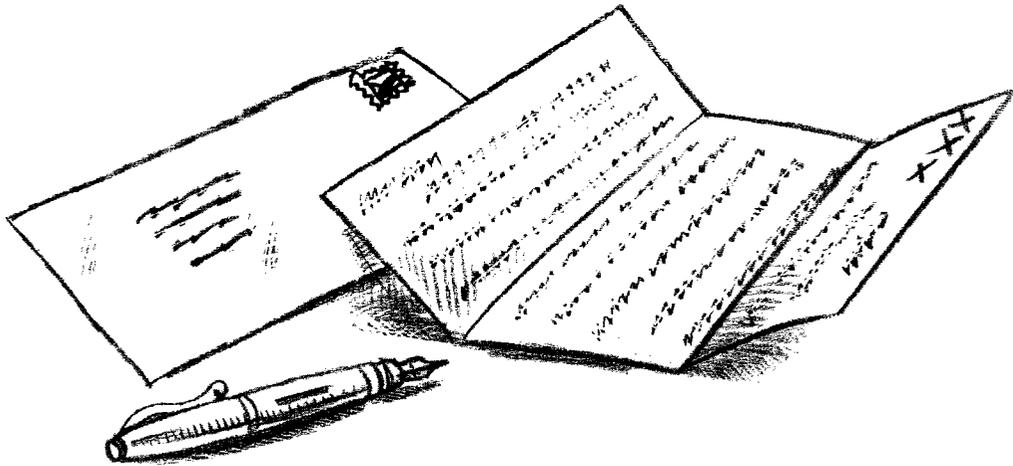


Talking about someone who suddenly appears

o o (e) (a) o o (f) o (h) o (d) o o o (l)

# Have you ever ....?

- Aim** To practice the present perfect tense.
- Language** Verbs in the present perfect tense.
- Preparation** Introduce this lesson by asking the class a few general *Have you ever ...?* questions such as *Have you ever been sick on your birthday?* *Have you ever been to the top of the Eiffel Tower?* etc. Demonstrate the appropriate responses *Yes, I have* or *No, I haven't*.
- Procedure**
1. Pair the students and hand out Worksheets 28a and 28b respectively.
  2. Student A asks his/her partner the first *Have you ever ...?* question, i.e., *Have you ever written a love letter?* Student B responds simply with a *Yes, I have* or *No, I haven't*. Student A writes either a Y or N in the box. If the response is *Yes, I have*, Student A asks the follow-up question *When was the last time you wrote a love letter?* Student B responds with *The last time I wrote a love letter was (when I was)...*
  3. Encourage students to ask several follow-up questions such as *Who did you write to?* *Did s/he love you too?* *When was the last time you saw each other?*
  4. There is not enough room on the Worksheet for students to write complete sentences. They only need to jot down notes.
- Variations**
1. Rearrange all of the pairs so that two As and two Bs are together. Then have students relay the information concerning their previous partners' information using third person. For example, one student asks: *Has Kevin ever written a love letter?* His/her new partner replies: *Yes, he has. He wrote his last love letter only three weeks ago. He wrote it to Jennifer, but, he said, she doesn't really love him.*
  2. Do this lesson as a whole class activity. The teacher reads the *Have you ever ...?* questions. Students who can reply with *Yes, I have* raise their hands and tell their stories. Obviously, all of the questions can't be done in a single period, but in this way, students will have an enjoyable time talking about themselves and finding out about other classmates.
  3. For more advanced classes have students ask at least three follow-up questions and take notes. When finished, have students report their findings to the class.
- Further Practice** See *Ready-made English 1*, Worksheets 22 and 28



## Have you ever ...?      Y/N When was the last time you ...?

1. written a love letter ?		(wrote)
2. cried at a movie theater ?		
3. used a disposable camera ?		
4. made an international phone call ?		
5. roller skated ?		
6. bought something by mail ?		
7. gone fishing ?		(went)
8. changed a tire ?		
9. broken a window ?		(broke)
10. collected something ?		
11. missed a train ?		
12. washed the dishes after midnight ?		
13. been sick on your birthday ?		(were)
14. had a tooth pulled out ?		
15.                                    ?		

### Example

**A: Have you ever written a love letter?**

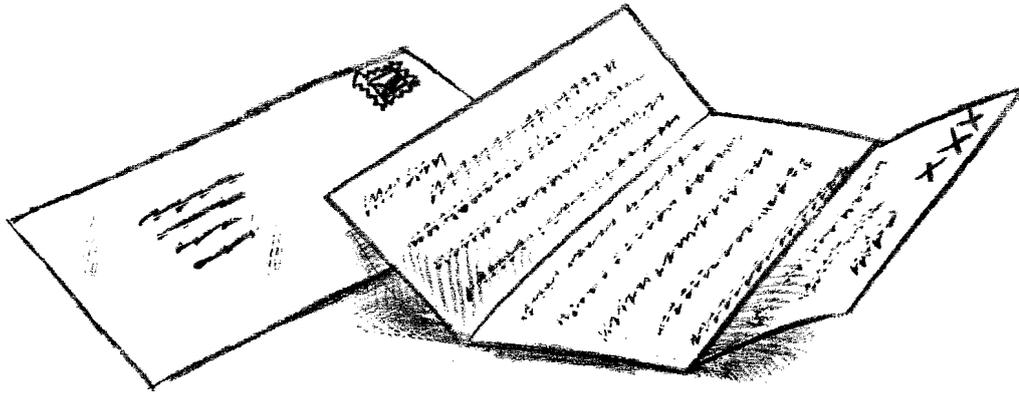
**B: Yes, I have.**

**A: When was the last time you wrote a love letter?**

**B: The last time I wrote a love letter was about three years ago.**

**A: Who did you write to?**

**B: I wrote to ...**



Have you ever ...?	Y/N	When was the last time you ...?
1. received a love letter ?		
2. cut someone's hair ?		
3. gone to a drive-in movie ?		(went)
4. rented a car ?		
5. ordered a delivery pizza ?		
6. lent someone money ?		
7. had a dream that came true ?		
8. complained at a restaurant ?		
9. repaired a bicycle ?		
10. owned a pet ?		
11. been on TV ?		(were)
12. lost your keys ?		
13. used a hammer ?		
14. lied to your parents ?		
15.                                    ?		

**Example**

**A: Have you ever received a love letter?**

**B: Yes, I have.**

**A: When was the last time you received a love letter?**

**B: The last time I received a love letter was about three years ago.**

**A: Who did you receive it from?**

**B: It was from ...?**

# THE TORTOISE AND THE HARE



3. Once upon<sup>a</sup> time<sup>a</sup> tortoise lived on the side of<sup>a</sup> small river.
- Nearby, very fast hare lived in large, green field.
- One day, Mr. Tortoise saw Mr. Hare sitting by rock and laughing at him.
- Mr. Tortoise asked, "Why are you laughing at me, Mr. Hare?"

**A**

- "Because you're so strange-looking," said Mr. Hare.
- "You don't have any leg!"
- Mr. Tortoise was little angry and wanted to show that he had good, strong leg.
- He thought few moment and challenged Mr. Hare to run race.

**B**

- Mr. Hare laughed for few minute and rubbed both of his ear.
- "You are very funny tortoise," said Mr. Hare.
- "How far would you like to race?" asked Mr. Hare still laughing.
- "Long race is better than short one," said Mr. Tortoise.

**C**

- "Let's ask Mr. Fox who is sitting by those rock to decide on race course," said Mr. Tortoise.
- Mr. Hare thought that was good idea, so Mr. Fox was invited to talk with them.
- In few minute, Mr. Fox sat down, his eye bright and shining.
- "Mr. Fox," said the tortoise, "Mr. Hare and I are going to race."

**D**

- "We want you to choose the course," said Mr. Tortoise.
- Mr. Fox looked around minute, and pointed to several building that were many mile away.
- "Your goal is the two city gate over there," Mr. Fox said.
- "You must race two mile along the river, then over that hill," he said pointing finger, "then through the forest and up the valley!"

**E**

# The Tortoise and the Hare

Aim	To practice using singular and plural count nouns.
Language	A variety of count nouns in a simple past tense narrative.
Preparation	<p>This activity targets the use of the article "e.g. <i>a</i>," for example, <i>a tree</i> for singular nouns, and "<i>s</i>" for plural nouns, for example <i>trees</i>.</p> <p>On the Worksheet, each block (A - I) has four sentences. In each block of sentences, one sentence has <i>no</i> mistakes, one has <i>one</i> mistake, one has <i>two</i> mistakes, and one has <i>three</i> mistakes. <i>All</i> mistakes are an omission of an "<i>a</i>" or "<i>s</i>."</p>
Procedure	<ol style="list-style-type: none"> <li>1. Copy and hand out Worksheets 29a and 29b. Explain the specific error types, "<i>a</i>" or "<i>s</i>."</li> <li>2. Pair the students and have them search through each sentence and write in the missing "<i>a</i>" or "<i>s</i>" where appropriate.</li> <li>3. When students within each pair agree on the number of mistakes per sentence, they write the number of errors in the box to the left of each sentence. Students continue through all of the sentences from Block A through Block I.</li> <li>4. When finished, the students connect the dots of the picture at the bottom of Worksheet 29b according to the order of the boxes to the left of the sentences. To do this, they should begin by drawing a line from START A3 (this means the first sentence from Block A contained three mistakes) to the dot at A2 (the second sentence in the A Block had two mistakes). Continuing in this fashion, students connect the dots in the order of the boxes.</li> <li>5. If students have correctly identified the number of errors per sentence, and the dots have been appropriately connected, a picture of a tortoise will result.</li> </ol> <p>Note: In Blocks E, F, G, and H there are <i>two</i> gates.</p>
Variations	<ol style="list-style-type: none"> <li>1. Do this as a listening exercise - copy only the connect-the-dots picture from the Worksheet. Read each sentence until the students agree on the correct number of omissions.</li> <li>2. Pair the students and have them alternately assume the role of reader and listener through each Block A - I. The listener supplies the missing article or "<i>s</i>" and the reader writes the correction on his/her paper.</li> </ol>

- On the signal, Mr. Hare and Mr. Tortoise started for the city gate.
- Mr. Hare ran very fast for mile and then decided to take nap in the shade of tree.
- "In little while, I will start again for the city gate," thought Mr. Hare.
- "Mr. Tortoise is so slow, I can catch him very quickly!"

**F**

- In little while, Mr. Hare fell into deep sleep under the tree.
- Mr. Tortoise walked slowly, but was not even little tired.
- Step by step, he went down to the river and swam across it very easily.
- He walked for many mile and, after long time, he came to the gate of the city.

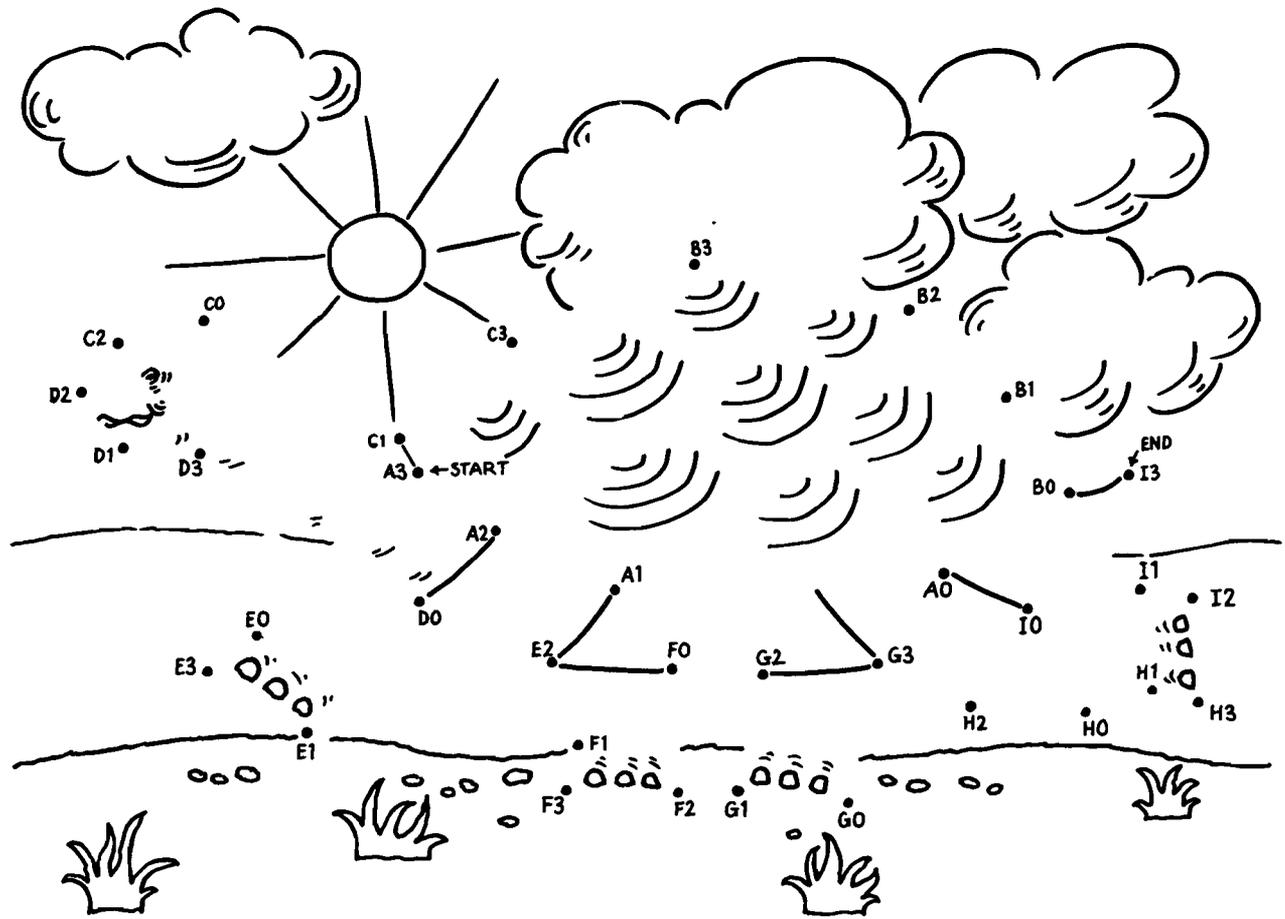
**G**

- Mr. Hare suddenly woke up, rubbed both of his eye with his two front paw and saw that it was dark.
- "Oh no," said Mr. Hare, "I've overslept!"
- He jumped up and started running as fast as his leg would go.
- He ran very fast and, after few minute, he came to the city gate.

**H**

- At the city gate, he saw Mr. Tortoise and Mr. Fox sitting on log.
- It took Mr. Hare little while to catch his breath.
- "So!" said Mr. Fox, "you run very fast, Mr. Hare."
- "But if you want to win race against slow runner, you can't take nap on the way!"

**I**



# Opposites 2

- Aim** To teach adjectives.
- Language** Some common adjectives and their opposites.
- Preparation** This list of opposites includes common adjectives. It is especially intended for students who have worked with *Ready-made English 1*, Worksheets 7 and 19.
- Procedure**
1. This is a great confidence-builder. Give each student a copy of Worksheet 30. Start by going down the list to check for understanding by saying the word and asking for synonyms or examples of its meaning. Students will need to know the meaning of all the words before they can proceed with this lesson.
  2. Next, divide the class into two or three groups. Read the first word off the list. Whichever group supplies an appropriate opposite gets a point. The group with the most points at the end is the winner. For higher level-classes, students must put the opposite word in a sentence to get a point.
- Variations**
1. For listening practice, do the lesson without handing out the paper first.
  2. Do this as a pairwork activity by having one student cover up the right list and the other the left.
  3. Encourage students to make opposite sentences, for example: *In some places the ocean is deep but in other places it's quite shallow.*
- Further Practice**
1. Pair students and have them compose sentences using two (or three) of the listed words in a single sentence. For example: *The ancient city has smooth roads and a peaceful environment.* Have pairs swap their sentences and write opposite sentences: *The modern city has rough roads and a noisy/chaotic environment.*
  2. As a writing exercise, have pairs of students compose a short story using either the left or right column of words.
  3. Time the class to see how quickly they can go through the entire opposites list - without their papers. Make a note of the time and review the list occasionally, each time trying to reduce the time. With enough practice, students should be able to complete the list in under a minute.
- Answers**
- |                              |                          |                          |
|------------------------------|--------------------------|--------------------------|
| deep - shallow               | common - unusual/rare    | amateur - professional   |
| singular - plural            | smooth - rough           | awake - asleep           |
| clockwise - counterclockwise | peaceful - noisy/chaotic | cruel - kind             |
| lazy - energetic             | public - private         | honest - dishonest       |
| pleasant - disagreeable      | ancient - modern         | crazy - sane/rational    |
| polite - rude                | domestic - foreign       | careful - careless       |
| humble - proud               | graceful - clumsy        | imitation - real/genuine |
| wise - foolish               | alive - dead             | future - past            |
| internal - external          | absent - present         | curly - straight         |
| casual - formal              | minimum - maximum        | stingy - generous        |

# Opposites 2



deep

*shallow*

common

amateur

singular

smooth

awake

clockwise

peaceful

cruel

lazy

public

honest

pleasant

ancient

crazy

polite

domestic

careful

humble

graceful

imitation

wise

alive

future

internal

absent

curly

casual

minimum

stingy

# Love Letter - Not!

## Aim

To use negative sentences.

## Language

Terms of endearment.

## Preparation

Begin by pointing to one of the students and saying something like: *You are my neighbor.* The student replies: *I am not your neighbor.* With another student, say something like: *I will ride your bicycle home tonight.* The student replies: *You will not ride my bicycle home tonight.* With a third student, say something like: *You want to wash my car on Saturday.* The student replies: *I do not want to wash your car on Saturday.* Finally, with a fourth student, say something like: *I can't give you your test results tomorrow.* The student replies: *You can give us our test results tomorrow.*

## Procedure

1. Pair the students and hand out a copy of Worksheet 31 to each student.
2. Students create a love letter by checking one box in each section.
3. When finished, Student A reads the love letter to his/her partner (B) according to the boxes checked.
4. Student B listens to the love letter and checks the boxes used by his/her partner (A).
5. Student B then responds to the love letter in a not too loving way. He/She must reverse everything; *You* becomes *I* or *me*, *I* becomes *you*, *my* becomes *your*, etc. The response begins with: *Name, I am not your \_\_\_\_\_ , I am not \_\_\_\_\_ , you will not love me \_\_\_\_\_ ...*

## Variations

1. Have pairs of students act out their scenes in front of the other students.
2. Higher-level ability students turn the statements into questions. For example, *Brigitte, am I your dearest? Am I the most important thing in your life?* etc. His/her partner responds with: *Name, you are not my dearest! You are not the most important thing in my life!* etc.

# Love Letter-not!

\_\_\_\_\_ name

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> <i>my love.</i>       | <input type="checkbox"/> <i>my one and only.</i> | <input type="checkbox"/> <i>my angel.</i>         |
| <input type="checkbox"/> <i>my dearest.</i>    | <input type="checkbox"/> <i>my honey.</i>        | <input type="checkbox"/> <i>my inspiration.</i>   |
| <input type="checkbox"/> <i>my sweetheart.</i> | <input type="checkbox"/> <i>my pumpkin.</i>      | <input type="checkbox"/> <i>my _____</i><br>other |

## You are...

- |  |  |
|--|--|
| <input type="checkbox"/> <i>the most important thing in my life.</i> | <input type="checkbox"/> <i>the best thing that ever happened to me.</i> |
| <input type="checkbox"/> <i>my reason for living.</i>                | <input type="checkbox"/> <i>my dream come true.</i>                      |
| <input type="checkbox"/> <i>the only thing I can think about.</i>    | <input type="checkbox"/> <i>the only one for me.</i>                     |
| <input type="checkbox"/> <i>my destiny.</i>                          | <input type="checkbox"/> _____<br>other                                  |

## I will love you...

- |   |   |
|---|---|
| <input type="checkbox"/> <i>forever.</i>                      | <input type="checkbox"/> <i>till the sun stops shining.</i> |
| <input type="checkbox"/> <i>for eternity.</i>                 | <input type="checkbox"/> <i>forever and a day.</i>          |
| <input type="checkbox"/> <i>till the end of the world.</i>    | <input type="checkbox"/> <i>until the end of time.</i>      |
| <input type="checkbox"/> <i>for a million, billion years.</i> | <input type="checkbox"/> _____<br>other                     |

## I want to...

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> <i>grow old with you.</i>                     | <input type="checkbox"/> <i>be your husband/wife.</i> | <input type="checkbox"/> <i>be your friend.</i> |
| <input type="checkbox"/> <i>be your boy/girlfriend.</i>                | <input type="checkbox"/> <i>be your lover.</i>        | <input type="checkbox"/> <i>marry you.</i>      |
| <input type="checkbox"/> <i>be the father/mother of your children.</i> | <input type="checkbox"/> _____<br>other               |   |

## I can't...

- |  |  |
|--|--|
| <input type="checkbox"/> <i>live without your love.</i>  | <input type="checkbox"/> <i>go on without you.</i>       |
| <input type="checkbox"/> <i>stop loving you.</i>         | <input type="checkbox"/> <i>stand to be without you.</i> |
| <input type="checkbox"/> <i>stop dreaming about you.</i> | <input type="checkbox"/> _____<br>other                  |

# “Double Letter” Crossword Puzzle

Aim	To listen for information.																																																
Language	40 words containing double letters.																																																
Preparation	This activity focuses on listening as well as spelling skills. All of the answers contain double letters. Students will need to help each other by asking for hints concerning not only the answers themselves, but the spelling of the answers as well. Review the helpful language at the bottom of the Worksheet, especially <i>What's the second, third, last, etc. letter?</i>																																																
Procedure	<ol style="list-style-type: none"> <li>1. Copy Worksheets 32a and 32b, pair the students and hand out parts A and B.</li> <li>2. Explain that at least one hint is given for each answer. If further hints are required, students will need to supply their own.</li> <li>3. Review the Helpful Language at the bottom of the Worksheet.</li> <li>4. Students A and B alternately ask questions and offer hints, one at a time, until the puzzle is finished. Occasionally, students will have to come up with hints of their own. The first pair to complete the puzzle wins.</li> </ol>																																																
Variations	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. With higher-level ability students, have them fold their Worksheets accordion style to hide the hint boxes. Have them create all of their own hints.</li> </ol> <p>Note: A few double letter words are printed on both worksheets just to tie everything together. They are: TALL, SEE, BEE, ADD, BEEP, and ALL.</p>																																																
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# "Double Letter" CROSSWORD PUZZLE



## Across

- 4. A looking glass, a rear view \_\_\_\_\_
- 6. Not the basement, the top room of a house
- 14. Paper cutters
- 15. The lever on a gun; the first letter is "T"
- 22. Hugs and \_\_\_\_\_; OOOO XXXX
- 24. A big place for animals
- 26. A stamp, an envelope, and a \_\_\_\_\_
- 36. A cold, the flu, a sickness

## Down

- 2. Not spring; the season before winter
- 8. Suitcases
- 10. Like a repeated burp
- 11. A big, white bird. Mother \_\_\_\_\_
- 12. Pinch or press firmly in one's hand
- 16. An adult bunny, Peter \_\_\_\_\_
- 18. A very small pool of water
- 30. A baby dog
- 32. A large shopping area

### Helpful language

What's number _____ across/down?	It's _____
Give me another hint (please).	OK. _____
What's the 2nd (3rd, 4th, 5th, last) letter?	It's _____
Is the answer _____ ?	Yes it is./No it isn't.
How do you spell _____ ?	It's spelled _____
Please read number _____ across/down again.	Sure.

# “Double Letter” CROSSWORD PUZZLE



## Across

1. A drink made from beans, it's black
9. Where kids study
11. A rough estimate, a hunch
13. Misty, difficult to see
17. A spice that goes with salt
29. A leafy vegetable, it's needed for salads
31. The hot season every year
35. What this lesson is, a word game

## Down

3. A pointed stick with feathers, a bow and \_\_\_
5. A kind of pressure; the first letter is "S"
7. Not yesterday
20. Sheep hair; not cotton, not silk
21. A place with no air pressure, a \_\_\_\_\_ cleaner
22. A pot for boiling water
23. Very messy writing or drawing
27. Where you live, it's written on an envelope
28. What tires and erasers are made of

### Helpful language

What's number \_\_\_\_\_ across/down?

Give me another hint (please).

What's the 2nd (3rd, 4th, 5th, last) letter?

Is the answer \_\_\_\_\_?

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

Please read number \_\_\_\_\_ across/down again.

It's \_\_\_\_\_

OK. \_\_\_\_\_

It's \_\_\_\_\_

Yes it is./No it isn't.

It's spelled \_\_\_\_\_

Sure.

PHOTOCOPIABLE

# Truth or Dare



TRUTH

*What did you do on your first date?*

TRUTH

*Describe a time when you had goose bumps.*

TRUTH

*How do you like to spend your free time?*

TRUTH

*What do you like to do on Saturday nights?*

TRUTH

*Tell a lie you recently told.*

TRUTH

*Describe a perfect partner.*

TRUTH

*Tell three things that you liked when you were a child.*

TRUTH

*When you were a child, what did you want to become?*

TRUTH

*What kind of animal would you like to be and why?*

TRUTH

*Tell about a time when you made your parents very angry.*

# Truth or Dare

## Aim

To encourage students to talk about themselves.

## Language

Open questions, *I dare you to ...*

## Preparation

Copy Worksheets 33a, 33b, 33c, 33d, cut into cards and shuffle them together. Prepare one complete stack of cards for every group of 6 - 8 students.

Explain the meaning of the words *Truth* and *Dare* to the class. The Truth cards require someone to tell something personal about him/herself. The Dare cards require someone to do something slightly unusual.

## Procedure

1. Divide the class into groups of six, seven, or eight and hand out one stack of cards to each group. The cards are placed face-down on the table. One student per group picks up the top card and does whatever it says.
2. As each student does whatever the card requires him or her to do, the job passes to the next student in the group. This continues until all of the cards have been used.
3. Encourage students, especially with the Truth cards, to ask follow-up questions. This is a great way to practice their English.
4. All students may "pass" on their Truth or Dare card if they choose, i.e., they may refuse to tell a "truth" or do a "dare." But, as a penalty, each group should decide on an appropriate replacement such as singing a song or promising to do the next *two* Truth or Dare cards instead.

## Variations

1. Have students pick a Truth or Dare card in turn then appoint someone in their group to do whatever the card says.
2. After playing a few rounds, have students offer their own Truth or Dare challenges to their groupmates.

## Further Practice

Begin a discussion of the word "*dare*" and the consequences of refusing. This can be enlightening in revealing cultural differences regarding concepts of bravery and/or cowardice. Often in English, the word "*chicken*" is used derogatorily. See what other words or phrases are used to describe heroes and cowards, and what, within a culture, constitutes bravery and cowardice.

# Truth or Dare

**TRUTH**

*What was the stupidest thing you ever did?*

**TRUTH**

*What's the best thing you ever gave to someone?*

**TRUTH**

*What is something you dislike about someone you live with?*

**TRUTH**

*Who is the most important person in your life?*

**TRUTH**

*What is your biggest secret?*

**TRUTH**

*What do you want most in the world?*

**TRUTH**

*Tell three things that you disliked when you were a child.*

**TRUTH**

*What would you like to change about yourself if you could?*

**TRUTH**

*What do you like to do on rainy days?*

**TRUTH**

?

# Truth or Dare



DARE

*I dare you to sing a song  
(in English).*

DARE

*I dare you to tell a joke  
(in English).*

DARE

*I dare you to make five  
animal sounds.*

DARE

*I dare you to imitate your  
teacher.*

DARE

*I dare you to tell us where  
you bought  
everything you're  
wearing.*

DARE

*I dare you to ask  
everyone here a personal  
question.*

DARE

*I dare you to act out a  
romantic proposal.*

DARE

*I dare you to change your  
hair style now.*

DARE

*I dare you to stand on  
one leg and count  
backwards from 20.*

DARE

*I dare you to borrow  
everyone's watches and  
wear them on your arm.*

PHOTOCOPIABLE

# Truth or Dare

**DARE**

*I dare you to show us everything in your purse or wallet.*

**DARE**

*I dare you to pretend that you are a model in a fashion show.*

**DARE**

*I dare you to put your thumbs in your ears and stick out your tongue.*

**DARE**

*I dare you to stand on a chair and howl like a wolf.*

**DARE**

*I dare you to untie and re-tie someone's necktie.*

**DARE**

*I dare you to whistle "Happy Birthday."*

**DARE**

*I dare you to pretend that you are a gorilla.*

**DARE**

*I dare you to look at everyone cross-eyed.*

**DARE**

*I dare you to show us how to disco dance.*

**DARE**

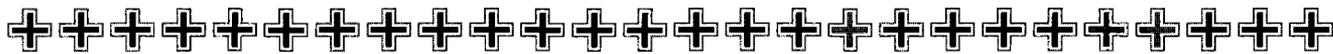
?

# Strip Quiz 2

- Aim** To order sentences.
- Language** Simple past tense narrative and sequential markers.
- Preparation** Prior to beginning this activity, demonstrate the use of and how to identify “markers,” words that are used to signal sequential order and transition within a story. Write the following on the board in random order: *two birds; one was; the other was; then the blue bird; after that, the red bird; finally*. Have students number the parts according to sequence. Students usually have little trouble organizing the parts, but sometimes they need help understanding which words controlled their choice.
- Copy Worksheet 34 and cut into strips prior to class.
- Procedure**
1. If there are enough students, divide the class into groups of six. (If you have a small class, give some of the students two strips each.) Hand out the strips of paper. Without reading each others' papers, have the students randomly read their strips of paper and discuss the order until all the strips of paper are arranged into the correct order.
  2. When they have finished, explain that the story is actually a quiz. See how long it takes each group to solve it!
- Answer** There are three (or more) babies including at least one female; they are triplets.
- Variations**
1. Have students memorize their strips.
  2. Have students stand in the correct order.
- Further Practice** See *Ready-made English 1*, Worksheets 8 and 15 and *Ready-made English 2*, Worksheet 5.

# Strip Quiz 2

The Hospital



*Mr. and Mrs. Rogers, a young husband and wife, went to a hospital to have their first baby.*



*They checked in at the registration desk and were taken to a private room.*



*Five hours later, the doctor took Mrs. Rogers to the delivery room to have the baby.*

*Just after the delivery, the doctor said to Mr. Rogers:*

*“Congratulations, you are now the father of two sons, but they aren’t twins!”*



*How is this possible?*



# Hairdresser

- Aim** To increase vocabulary and identify parts of speech.
- Language** Adverbs of frequency.
- Preparation** This is a very simple and enjoyable activity for vocabulary growth. Pre-teach the required language by writing phrases such as the following on the board: *Give me the name of a liquid, Name a bird, Tell me an expression of shock*, etc. Have students call out three or four items for each phrase and write these on the board as well. Review count and non-count nouns as well as singular and plural forms.
- On the board, write the list of Adverbs of Frequency as printed on the Worksheets. Review each word and its percentage.
- Copy Worksheets 35a and 35b prior to class.
- Procedure**
1. Pair the students and hand out the Worksheets, one to Student A and the other to Student B.
  2. Ask the students not to read the sentences at first. Have them only ask their partners for the appropriate information to fill in the blanks.
  3. When both have asked for and received the 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.
- 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 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 Hairdresser* 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** For a similar activity, see *Ready-made English 1*, Worksheet 14.



# HAIRDRESSER (THE CUSTOMER)

2. Good afternoon, \_\_\_\_\_.  
(partner's name)
4. I know. It's \_\_\_\_\_ been this bad before.  
frequency adverb (-)
6. Well, you know, I \_\_\_\_\_ put \_\_\_\_\_ in my hair.  
frequency adverb (+)                      liquid
8. No, this morning I washed my hair with \_\_\_\_\_ juice.  
fruit (singular)
10. I know. I \_\_\_\_\_ do that too, but I was in a hurry.  
frequency adverb
12. \_\_\_\_\_. Recently I've been using a/an \_\_\_\_\_.  
frequency adverb (-)                      kitchen machine (singular)
14. It \_\_\_\_\_ takes more than \_\_\_\_\_ minutes. So, what should I do?  
frequency adverb (-)                      number
16. But I \_\_\_\_\_ do that.  
frequency adverb (+)
18. That sounds \_\_\_\_\_. Is that safe?  
adjective
20. OK, I'll try that. Should I \_\_\_\_\_ my hair before going to bed?  
cooking verb
22. Oh, that's a good idea. I have \_\_\_\_\_ done that.  
frequency adverb (-)
24. OK. Thanks a lot.

(+)	(Frequency Adverbs)	(-)
<b>Always</b> .....	<b>100%</b>	<b>Occasionally</b> .....
<b>Almost always</b> .....	<b>95-99%</b>	<b>Seldom</b> .....
<b>Usually</b> .....	<b>75-95%</b>	<b>Hardly ever</b> .....
<b>Often</b> .....	<b>50-75%</b>	<b>Almost never</b> .....
<b>Frequently</b> .....	<b>50-75%</b>	<b>Never</b> .....
		<b>0%</b>