EFL Classroom 2.0

When 1 teaches, 2 learn

A 4 Skills Teacher Resource Booklet

- Ready to go multimedia resources
- Activities / Teaching recipes
- Best websites directory

A Buffet of Teaching Recipes!

by David Deubelbeiss
About the Author

David Deubelbeiss is an educator presently living in North Bay, Ontario. He has traveled and taught around the world. A “working man’s teacher”, he espouses the philosophy of “When one teaches, two learn.” Find out more about him through his google profile.

About this book

This book represents much of the practical knowledge of teaching that I developed over 20 years. Teaching EFL and ESL in different environments as well as teacher training.

More than just written ideas, you’ll find hundreds of multimedia links ready to be used by you and your students in class – tools, resources, applications, games, worksheets etc…. I’ve tried to keep it practical and let this book be a quick way that a teacher can get to the “gold” that is out there.

The purchase of this book helps support a new model of textbook delivery – teachers helping teachers. It is supported by a large professional development community and an author that will respond to your needs. Your purchase supports all the activities to support practicing teachers through EFL Classroom 2.0.

Thanks in advance, enjoy the teaching and learning,

David Deubelbeiss

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The art of questioning students is the foundation of all good teaching practice. It provides for both assessment and student growth (learning) and is the core of the scientific method and how we learn.

Yet, teachers spend comparably little time learning how to ask questions or make questions which lead to good teaching. Moreover, many teachers spend little time developing this fundamental skill in their students. You can’t have “real” communication without questions yet so many students gain English competence in this – too far along their learning curve to benefit.

This book addresses both aspects of questioning.

**Part 1** – How to deliver questions as a teacher?
   Assessing students through questions.

**Part 2** - Activities to promote speaking and question making skills in our students.

**Warm Up**

Developing the art of questioning can be as simple as practicing. It is with practice that we gain competence and “pattern” the process.

**Look at the question types below. For each one, give an additional example.**
<table>
<thead>
<tr>
<th>Question types and examples</th>
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<tr>
<td><strong>Recalling</strong> - <strong>Identifying Errors</strong> - <strong>Comparing</strong> -</td>
</tr>
<tr>
<td>Who, what, when, where, how _____?</td>
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</tr>
<tr>
<td>What is wrong with _____?</td>
</tr>
<tr>
<td>What conclusions might be drawn from _____?</td>
</tr>
</tbody>
</table>
Techniques of Effective Questioning

1. **Establish an appropriate environment.** Only certain questions should be posed in front of students; “bedside” (beginning) questions should focus principally on knowledge and recall and to a lesser extent on comprehension.

2. **Create a climate conducive to learning.** A happy facial expression, nod, or verbal acknowledgement of a correct response encourages other students to participate in the discussion. Pose questions in a non-threatening way and receive answers in a supportive fashion. A harsh tone, especially when used to interrupt a response from the student, can be devastating for both the student and his or her peers.

3. **Prepare the students for the questioning session and discussion.** Explain to students the format, expectations, and how this knowledge will help them.

4. **Use both pre-planned and emerging questions.** Pre-planned questions are those incorporated into the teaching plan that are asked during the teaching session to introduce new concepts, focus the discussion on certain items, steer the discussion in specific directions, or identify student knowledge / level on the topic. Emerging questions derive from the discussion itself and the specific answers given to previous questions. Think quickly and act decisively to phrase these questions accurately and pose them at appropriate times in the discussion.

5. **Use an appropriate variety and mix of questions.** One good strategy is to start with convergent questions and then continue with divergent questions, perhaps asking questions in hierarchical sequence and building from the recall of facts to higher levels of thinking and problem-solving. If a question requiring a higher level thinking skill blocks the student, go down to a question requiring lower-level thinking skills and then work up the hierarchy.

6. **Avoid trick questions and those that require only a YES or NO response.** Trick questions should be avoided, as they frustrate students and tend to encourage frivolous responses. YES or NO questions encourage students to respond without fully understanding or thinking through the issue. When used, such questions should be followed by other questions to determine the thinking process of the student.

7. **Phrase the questions carefully, concisely, and clearly.** Improper phrasing and the use of multiple questions related to the same topic may result in unintentional cueing (guessing) and inability to accurately assess
8. **Address questions to the group, versus the individual.** Pose the question to the entire group and wait before identifying a student to respond. The wait time encourages all students to think about the response, as they do not know who is going to be called upon to answer the question. Select students at random to answer questions, as it tends to keep everyone attentive and involved.

9. **Select both volunteers and non-volunteers to answer questions.**

10. **Adapt questions to the needs of the learners.** Assess the students’ needs and tailor questions to maximize the number of correct answers while moving toward more and more difficult questions. Remember, no two groups of students will be alike or at the same level.

11. **Use sufficient wait time.** The teacher can significantly enhance the analytic and problem-solving skills of students by allowing sufficient wait times before responding, both after posing a question and after the answer is given. This allows everyone to think about not only the question but also the response provided by the student. Three to five seconds in most cases; longer in some, maybe up to 10 seconds for higher-order questions.

12. **Respond to answers given by students.** Listen carefully to the answers given by students; do not interrupt students while they are responding to questions unless they are straying far off course, are totally unfocused, or are being disruptive. Acknowledge correct answers and provide positive reinforcement. Do not use sarcasm, reprimands, accusations, and personal attacks. Repeat answers only when the other students have not heard the answers; other repeats waste time. Keep questioning until the learning objectives for the session have been achieved; this may be the best opportunity to teach a particular concept. Handle incomplete answers by reinforcing what is correct and then asking probing questions.

13. **Use questions to identify learning objectives for follow-up self-study.** Pose questions towards the end of the teaching session to identify specific areas for additional learning opportunities that students can pursue on their own time.

Adapted from: The office of curriculum development, University of Alberta [http://www.ualberta.ca/uasomume/edm/](http://www.ualberta.ca/uasomume/edm/)
Let’s watch this video from Teacher.tv  What do the experts say about questioning? Complete the statements below.

1. The main purpose of asking questions is to find out _____________________________________________.

2. The teacher has to help the students ____________________

3. “What do you think?” is a kind of ____________________ question.

4. What are the Teaching Strategies discussed.
   A) ___________________________
   B) ___________________________
   C) ___________________________
   D) ___________________________
   E) ___________________________
   F) ___________________________
Questions give students confidence and let them express their learning and communicate. Questions should be taught either explicitly or through practice at an early stage of student English acquisition. Classroom’s which are “quiet” and where there is little student interaction in English are often due to the students not being able to engage in “dialogue”. Why? Because they don’t know how to phrase the questions quickly and correctly.

**Activity 1:**

**INTERVIEWS!**

Interviews are a fundamental way of getting students to ask / make questions. The simplest way is get them to write down the questions they’d like to ask a partner/friend. Role playing is even better. Give students a role play card and using the card, they ask each other questions about their “friend” to find out information. Start with a whole class interview and then have the students interview in pairs.

If you really want to get “digital”, have your students interview Alice the “bot” and then copy and paste/print the interview and bring to class. They can then practice the interview in class for others!

**Activity 2:**

**WHAT DID YOU SAY?**

In 3s, one student reads out a sentence, leaving out a word. The other students then ask the follow up question.

Example:  
A) I went to )*(&)** *( this weekend.  
B) Excuse me but, where did he go this weekend?  
C) He went to Alaska this weekend.
Activity 3:

PHOTO AND WORD PROMPTS?

In 3s, students are shown photos (either on a big screen or with flash cards). They make a question each about the photo. The Question Making Schematic can be used to help students. Find many slideshows here.

![Photo of soccer players]

A) What are they playing?
B) They are playing soccer.
   Who is playing?
C) I think France is playing Brazil.
   Why are they playing?
A) Maybe it’s the World Cup?

Activity 4:

CLASS WALKAROUNDS – POST IT!

This activity is meant to get students on their feet and speaking. Give students some post it notes. On one Post it note, they write something about themselves. Example, “I love potato chips!” Students then “post it” on themselves and walk around the class. They ask each other questions about the post it. After one question, they change to another person.

Example:  
A) What kind of potato chips do you like?  
   B) I really like sour crème and onion!  
   (I hate mornings).
   A) What time did you get up today?  
   B) I got up at 6:30 am! [change partners]

This activity can even be “larger” by having students write questions on their post it notes. Students walk around the class asking other students and “posting” the note on them. After the walkaround, students return to their seat and with a partner, use the post its to interview a partner.
Activity 5:

CLASS WALKAROUNDS – SURVEYS / FIND SOMEONE WHO!

Surveys and “find someone who” activities are excellent at getting students asking questions. Give each student an index card. Ask them to choose one question to ask the class on your given topic. Use “prompt” words on the board to help students. (see Appendix 2).

Students walk around the class asking students and compiling the results on their index card under YES Maybe No. Students after the activity, report back.

Activity 6:

LISTENING – THE 5 WS!

Play any short clip or news report. Even a short story. Ask the students to list the “reporters” 5ws on a piece of paper.

Who  ____________________________________________
What  ____________________________________________
Where ____________________________________________
When  ____________________________________________
Why  ____________________________________________

This activity can also be done for any reading/text in the textbook. It is invaluable to get the students themselves forming the comprehension questions for your class readings. This should be your goal – get them to TEACH THEMSELVES!
Activity 7:

20 QUESTIONS / WHAT IS IT?!

These games are popular and any guessing game with objects is great. See [www.20q.net](http://www.20q.net) for a computer version. Your students will be amazed!

Also for celebrities and famous people – see [http://en.akinator.com/](http://en.akinator.com/)

Activity 8:

BAAM – ASK THE TEACHER!

Baam is a great game with lots of interaction. Students choose a number and try to avoid BAAM. The “Ask the Teacher” game gets the students asking the teacher (or another student) and helps them practice basic personal questions.

Activity 9:

SPIN THE QUESTION!

Use the “Spin the Question” power point when you need a little “chance” in your activity. Students spin and then must make a question with the chosen question word. Lots of fun!
### Let’s get Personal

<table>
<thead>
<tr>
<th>Do you believe in ____________?</th>
<th>Are you very __________?</th>
<th>Have you ever __________?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you __________?</td>
<td>Who do you __________?</td>
<td>Where did you __________?</td>
</tr>
<tr>
<td>What is your best ____________?</td>
<td>Do you think __________?</td>
<td>Who is your favorite __________?</td>
</tr>
<tr>
<td>Why are you __________?</td>
<td>What are your __________?</td>
<td>What if you __________?</td>
</tr>
<tr>
<td>Do you have __________?</td>
<td>What did you last __________?</td>
<td>Are you going to __________?</td>
</tr>
<tr>
<td>Did you ever __________?</td>
<td>Why can’t __________?</td>
<td>What about your __________?</td>
</tr>
<tr>
<td>Do you like to ____________?</td>
<td>How did you __________?</td>
<td>What is your favorite __________?</td>
</tr>
</tbody>
</table>
Speaking / Listening “Quick” Evaluation

Student Name: __________________________       Date: _________________________

Basic Preliminary Questions:
[ Ask the student’s name, birth date, spelling, time, likes ]      Level _____
_______________________________________________________________________

Listen carefully to the questions the teacher will ask.

Respond in full sentences. Ask “Could you repeat the question, please?”, if you
don’t understand.

1. How many bicycles do you see? ______
2. Is the weather nice? ______
3. Where are the people? ______
4. When did they go to the park? ______
5. Were you at the park yesterday? ______
6. What do you think the mother will do when she gets home? ______
7. What does the sign say? ______
8. Are the people obeying the law? ______
9. If you had the time, would you go to the park today? Why (not)? ______
10. If you had been there, what would you have done? ______
11. Name 9 things that you see. ______

_________________________________  ___________________________  ________________
_________________________________  ___________________________  ________________
_________________________________  ___________________________  ________________

< 5 Beginner                     >5 and < 7 Intermediate          >7 Advanced

Use your preliminary assessment to lower/increase the student’s level.
We make 2 kinds of basic questions in English. General Questions or Yes/No questions.

Use the diagram below to make questions for each word your partner says.

<table>
<thead>
<tr>
<th>Who</th>
<th>am/are/is</th>
<th>(Name)</th>
<th>to go/go/going/went/gone</th>
</tr>
</thead>
<tbody>
<tr>
<td>What (__)</td>
<td>was/were</td>
<td>I/you/he/she/it</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td>did</td>
<td>we/you/they</td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td>have/has</td>
<td>my/your/his/her/its/our/your/their</td>
<td></td>
</tr>
<tr>
<td>How (__)</td>
<td>will/won’t</td>
<td>this/that/these/those/the</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whose (__)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Example: CAR! ---→ Whose car is it? -→ It is mine.
Listening is a skill that many teachers overlook when teaching students. It is as important as speaking (communication is a two way street – there is both a sender, “speaker” and a receiver, “listener”). It should be explicitly taught and developed.

The following activities require very little preparation and extra material but are very beneficial and interesting to students. In Part 1, we will cover 6 main areas:

1. Warm Up Activities  2. Listen - Draw
3. Listen - React  4. Listen - Correct
5. Listen - Answer  6. Listen - Retell

We will do several activities modeling each type of listening exercise.

In Part II, you will be given a sample lesson and with a partner, present / share the lesson.

1. **Listening Warm-Ups**

A) *Last One Standing*. *Listening for specific words.*

Chose your favorite word from this box and write it on in big letters on a large piece of paper.

<table>
<thead>
<tr>
<th>Love</th>
<th>million dollars</th>
<th>had</th>
<th>buy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monkey</td>
<td>pet</td>
<td>store</td>
<td>car</td>
</tr>
</tbody>
</table>

Now, listen to the song. When you hear your word, stand up. If you hear it again, sit down. Last one standing wins!
B) **Categories**

The teacher will give your group a category. Continue saying one thing from the category. Listen carefully! If you repeat someone’s word, you are out of the game. You have 5 seconds to reply. Each time you say a word in the category, collect a piece of paper (or use toothpicks). The most pieces of paper at the end wins!

C) **Blablabla**

Listen to the teacher and ask “Excuse me, what did you say?” The teacher will reply with the right answer. Now it’s your turn!

Make sentences using the examples below (or your own). Find out what they said by replying with ….. Who/What/Where/How/When/Which_____ did you _______?

<table>
<thead>
<tr>
<th>I love _____! I didn’t _____ today. I prefer _____ to apples. ____ hit me!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have been to _____! I ate lunch at _____! I often ________! I can’t ____!</td>
</tr>
</tbody>
</table>

D) **Telephone Game**

Put students into lines or rows. Whisper a sentence into the first student’s ear (make sure you write it down on paper!). That student then whispers what they heard to the next student and so on. The final student in line runs to the board and writes the sentence on the board. The closest to the original sentence wins. [to make this even crazier, start a sentence at both ends of the line]

2. **Listen and Draw**

A) **Draw the Picture.**

The teacher has a picture in her/his hand. The student’s draw the picture as described. They compare with other students afterwards and check their drawing against the teacher’s. (see Appendix 2A) Next, the students do the same as the teacher, in a small group or in pairs.

Listen and Draw.
B) **Draw the teacher’s apartment!**

Listen carefully as the teacher describes their apartment. Draw in as much detail as possible. Check by drawing the teacher’s apartment on the board.

![Diagram of a room with a crossmark in the center]

C) **Describe the location and draw**

Students are given 2 grids with pictures in different places. They have to describe their grid and explain where each item is located. (see Appendix 2C).

3. **Listen and React / Do**

A) **Describe and Do**

The teacher describes a process “how to _____” and the students act this out. Afterwards, students can listen to an actual video (like how to play “rock, paper, scissors”) that demonstrates what the teacher told them. Then, give students a task card. They must tell their partner what to do!

Make a fried egg, bake a cake, play _____, do a magic trick, Tie a tie, dial a telephone number, get to ...., make ________.
Address a letter, open a computer program, draw a ________.
B) **Listen and re-enact the dialogue**

Play students a simple dialogue several times. Ask them to try and role play the dialogue. Review for the correct answers and students write the dialogue down. The students practice the real dialogue to finish.

C) **Do as I command**

This is a simple variation of “Simon Says”. A student or a teacher, commands the students to do or perform an action saying, “Act like ……!” The students must react. Repeat in pairs or small groups.

**4. Listen and Correct**

A) **Read and react.**

The teacher reads out a prepared script (student text). The students react by knocking or coughing when they hear a mistake! (See appendix 4A).

B) **Note the differences.**

Each student has a handout which is slightly different. One is correct, the other incorrect. The student with the incorrect version reads out their script. As they read the passage, the other student must stop and say – “No, no, no, that’s wrong! It should say _______. Correct together as a class. (see appendix 4B)

**5. Listen and Answer**

A) **The 5 Ws**

Play a short audio story or news report. As the students afterwards to note the 5Ws (Who / What / Where / When / Why ). Let them be the reporter!

B) **Quizzes**

Play a short audio passage and then have the student respond and answer several comprehension questions. Another great idea is to have them write the questions also, to quiz their classmates!

C) **Prediction**

Find a good audio story. Students listen to the audio story and when the teacher pauses it, they guess – “What will happen next?” This really keeps them listening and engaged in the learning!
D) **Cloze / Language Gap**

The student have a passage with some words missing. They listen (repeat as often as necessary) and then check their answers when the audio is played again. Can be used very well with karaoke.

E) **Dictation**

The teacher puts on the board some information (and covers it so the students can’t see it). The students listen to the teacher dictate and they record the information. The teacher then reveals the correct answers and the students check. (see appendix 5E – I feel like a Number).

### 6. **Listen and Re-tell / Finish**

A) **Finish it Off!**

The teacher tells the students a story, with gestures. The students must listen to the story carefully and either A) answer a question at the end or B) finish the story off. Correct answers get a prize. Works well with jokes / funny stories / riddles. (See appendix 6A)

B) **Story retelling**

Students in different rooms listen to a different story. They return and tell each other the story they heard.
2.A

2.C Where is it?

Student A

<table>
<thead>
<tr>
<th>elephant</th>
<th>kangaroo</th>
<th>fan</th>
<th>bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hippo</td>
<td>chicken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>penguin</td>
<td>cook / chef</td>
<td>kimchee</td>
<td></td>
</tr>
<tr>
<td>milk</td>
<td>stereo</td>
<td>sofa / couch</td>
<td></td>
</tr>
<tr>
<td>pizza</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Listen to this story and knock when you hear a mistake.

The Four Pigs

Once up a time, long ago, there were four pigs. One day the father pig told them they had to leave the house and go build their own house. So out they went. The first pig came to a man selling chocolate. He bought the chocolate and built his house. That afternoon, a big bad wolf came and knocked on his door. The wolf said, “Open up or I’ll huff and I’ll puff and I’ll blow your apartment down!” The little pig didn’t open the door but ran away. The wolf huffed and puffed and blew the little pig’s apartment down.

The second pig was walking and saw a man selling sticks. He bought the sticks and built a car. That afternoon, the big bad wolf came and knocked on the door saying, “Open up or I’ll huff and I’ll puff and I’ll blow your car down!” The little pig didn’t open the door but walked away. The wolf huffed and puffed and blew the little pig’s car down.

The third pig saw a man selling bricks. He bought the bricks and built his house. The next morning, the big bad wolf came and didn’t knock. He said, “Open up or I’ll huff and I’ll puff and I’ll eat your house down!” The little pig didn’t open the door. The wolf huffed and puffed but couldn’t blow the pig’s house down! So he climbed on the roof and went up the chimney. However, the pig was cooking and he fell into a huge pot and was cooked for dinner. The start.
4. B

Read and Listen for Differences

Partner A

Partner A Reads Aloud

Tigers are large carnivores of the dog family. They live in the forests of Asia. Their yellow-orange fur has many purple stripes. Males may reach 3 meters in length and weigh 290 kilograms. Tigers usually live alone. They can swim well, but cannot climb well. Tigers usually hunt at noon. Many species of tigers are endangered because people kill them to make medicines from their body parts and jackets from their fur. Habitat destruction has also endangered them. Baby tigers are called cubs. The average tiger lives sixty years.

Partner A Reads Silently

Lions are large carnivores of the cat family. They mostly live in the grassy plains of Africa. The Roman lion used to live in many parts of Asia, but it is now endangered because of hunting and over fishing. The male lion usually has a long, thick mane and may reach 2.7 meters in length and weigh 180 kilograms. Lions sometimes live in large groups of up to 30 lions. Adult lions are called cubs. The average lion lives fifteen years.

Partner B

Partner B Reads Silently

Tigers are large carnivores of the cat family. They live in the forests of Europe. Their yellow-orange fur has many black stripes. Males may reach 4 meters in length and weigh 290 kilograms. Tigers usually live alone. They can swim well, but cannot climb well. Tigers usually hunt at night. Many species of tigers are endangered because people kill them to make medicines from their body parts and jackets from their bones. Habitat destruction has also endangered them. Baby tigers are called cubs. The average tiger lives sixteen years.

Partner A Reads Aloud

Lions are large herbivores of the cat family. They mostly live in the grassy plains of South America. The Asiatic lion used to live in many parts of Asia, but it is now endangered because of hunting and habitat destruction. The male lion usually has a long, thick mane and may reach 2.7 meters in length and weigh 1,800 kilograms. Lions sometimes live in large groups of up to 30 lions. Baby lions are called cubs. The average lion lives fifty years.
5. E

**I FEEL LIKE A NUMBER: A**

1. My telephone number is 010 2296 3235
2. The temperature is 21 C
3. The question and answer is that 4+6=10
4. The USA became independent on July 14th, 1777
5. The shirt cost $12.99
6. Japan has a population of 160,000,000 people.
7. He drove 90 km/hour for 6 hours. So he drove 540 km.
8. 1/2 of 1% of people are blind.
9. The room measured 6m X 3m or 18m
10. The serial number is X349AP21007
11. I am 99.999% sure.

**I FEEL LIKE A NUMBER: B**

1. Call me at +1 (705) 563-2933 at 7:05 pm
2. The sale price is 3 for $9,99!!!!!
3. Our teacher was born Sept. 8th, 1962
4. The lowest temperature ever recorded is -72F
5. 10% of 1,000,000,000 is 100,000,000
6. The invoice number is AB/4309/STY3
7. The speed limit is 50kph on city residential streets.
8. 1/10th of all people are left handed.
9. The odds of rolling 6, 6 are 1:36
10. The answer to pi is 3.145689
11. He got 85% on the exam and was in the 100th percentile.
Tell your students the following story, more or less as is. They must answer the question at the end to get a prize (let’s say, class is finished early :)

“Listen carefully class. I’m going to tell you a story. You must listen carefully and answer one question at the end. You can take notes if that will help you. If you answer correctly, you will get a prize. Ready?”

“Okay, you are driving a bus. The bus is empty. The bus driver stops at a bus stop and onto the bus gets a big man. He says, “Hi Bus Driver, My name is Bill. Nice to meet you.” “Nice to meet you too”, replies the bus driver. The big man goes to the back of the bus and sits down. The bus driver continues driving.

The bus driver stops at the next stop. Two young boys jump onto the bus. The one young boy says, “Hi there! This is my brother Bobby and I’m Danny.” The two boys sit in the middle of the bus on the left. The bus driver continues driving.

At the next stop, a pregnant woman slowly climbs onto the bus. She stops and the bus driver asks her, “Hi, can I ask what you are going to name the baby?” The pregnant woman says, “Her name’s going to be Britney, ‘cause I love Britney Spears!” The pregnant lady sits right behind the bus driver.

The bus driver stops at the final bus stop. Slowly, a very old woman gets on the bus. She says to the bus driver, “Hi there sonny, thanks for coming!” The old lady sits right behind the pregnant woman. The bus driver continues driving. The end.”

Now please answer my question. What was the name of the bus driver? Raise your hand if you know.

**Answer:** YOU. YOUR NAME. I said, “you are driving the bus”!
WEBSITES FOR LISTENING PRACTICE / MATERIAL

The Internet offers a “big helping hand” to all teachers. Here’s a list of sites I find that are free and excellent resources for the classroom teacher or the student for self-study.


2. Listening Practice! > Click and Play! - EFL CLASSROOM 2.0 – EFL Classroom 2.0
An international community of teachers sharing resources. Go to Study – Listening. Also use the Audio + page (see the site map).

For higher level learners and teachers. News stories with listening and complete lessons.

4. http://www.elllo.org/ - Ello English Language Listening Laboratory
Lots of games, articles and instant feedback while students listen.

Plenty of stories, videos with quizzes for listening practice.

Using a picture, students can record their own response and listen to what others said.
Revolutionary!

A teacher can post up a question or start a discussion and students can record and listen to other’s responses.

The complete sounds of English shown with articulation. For students with listening and phonemic awareness difficulties.
Archive of speakers of other languages from around the world, speaking in English.

**Authentic Listening Sites (besides Youtube):**

   Look on a map and locate people who have made audio recordings. Students can then make their own recordings for the location where they are.


   David Lynch traveled across America and this is what he came up with.

   On 10/10/10 people around the world recorded video. This is the result. All on a handy map.

5. [http://www.6milliardsdautres.org/index.php](http://www.6milliardsdautres.org/index.php) - 6 billion others
   Also on [youtube](http://www.youtube.com), these videos have translations and represent people around the world speaking about “human” topics. Yann Arthus Bertrand special.
WRITING ACTIVITIES

“Writing is a way of talking without being interrupted.”
-- Jules Renard

“ideas to get your student’s pencils moving”

Writing is and isn’t an easy thing to do in the classroom. Especially nowadays when students don’t have long attention spans and are more and more “digital” and visual learners.

However, it is a vital skill that opens up a world of possibilities for any student. Written communication in whatever language, even with the advent of the internet, is still a necessity. Writing allows communication, controlled and deliberate – POWERFUL, communication. So we have to get our students writing more and better. How?

Below, find a rundown of what I consider the “standard” writing activities for any age group. Just change the topic/theme. Most are for any classroom, EFL / ESL or the regular classroom. My belief is that writing in English is writing in English. Whether it be a second language or first makes no difference because the “eating” is all the same.

I’ve divided the activities into different categories. These are just for the sake of having some kind of organization. I’ve also labeled them
**WUP** – for a warm up writing activity and something to do quickly.

**CP** – Controlled practice. Writing activities that help the beginning writer and offer support, repetition and guidance.

**F** – Free writing activities which activate student learning and allow them to practice what they already know and “test the waters” so to speak.

Where appropriate, I’ve linked to some resources that compliment the writing activity as described.

---

**Listen - Write**

1. **Dictation**

There are many ways to “spice” up the standard dictation. The simplest is to have the students fold a blank piece of paper “hamburger” style (Up/down) 4 times. Unfold and they have a nice 8 line piece of paper. Speak 8 sentences, repeating each several times as the students write. Get the students to record their answers on the board and correct. Collect and keep in a portfolio!

There are many online sites where students can do the same but in a computer lab or at home. Or the teacher can even try in the classroom.

http://www.listen-and-write.com/audio - for older students
http://www.learner.org/interactives/spelling/ - for young learners
- CP

2. **Story Rewriting**

The teacher reads a story or the class listens to an audio story. After, students make a story board (just fold a blank page so you have 8 squares) and draw pictures. Then, they write the
story based on those pictures. Very simple and powerful! - F

3. Visualization

The students close their eyes and the teacher describes a scene. Play some nice background music. The students then write and describe the scene they imagined, sharing their scene afterwards with the class or a classmate.
- F

4. Pop Song Rewrite

Play a familiar pop song. One with a “catchy” chorus. Afterwards, write out the chorus on the board with some of the words missing. Students can then rewrite the chorus and sing their own version. Higher level students can simply write their own version without help. Here’s a very simple example –

He’s got the whole world in his hands

He’s got __________ and __________
    In his hands. (3x)
He’s got the whole world in his hands

- CP

Watch ———> Write

1. Commercials.

Students watch a TV Commercial. Then, they write their own script based on that commercial but focused on a different product. Afterwards, they can perform. F

2. Short videos.

Just like a story but this time students watch. Then, they can rewrite / respond / reflect. Students can choose to reflect on one standard Reading Response question or as part of a
daily journal. Ex. The best part was ….. / If I had made the video, I would have ……

Short videos are powerful and if well chosen can really get students writing in a reflective manner.  

**How to Videos**

Students can watch a short “How to” video that describes a process. There are some excellent sites with User Generated Content. Expert Village and eHow are recommended. After the students watch the video several times, they can write out the steps using transitions which the teacher lists on the board. [First, first off, To begin, then, after that, next, most importantly, finally, last but not least, to finish ] 

**3. Newscasts / Weather reports**

Watch the daily news or weather report. Students write in groups or individually, their own version of the news for that week/day. Then perform for the class like a real news report! 

**4. Travel Videos**

Watch a few travel videos (there are many nice, short travel “postcard” videos online). Groups of students select a place and write up a report or a poster outlining why others should visit their city/country. Alternately, give students a postcard and have them write to another student in the classroom as if they were in that city/country. For lower leveled students, provide them with a template and they just fill in the details. Ex.
Hi…….

I’m sitting in a …………. drinking a ……………. I’ve been in ………. for ………. days now.
The weather has been …………….

Yesterday I visited the ……………. and I saw …………….. Today, I’m going to 
……………………. I highly recommend ………………..
See you when I get home ………………..
Best,
………………………….       - CP / F

Look - Write

1. Pictures / Slideshows

Visuals are a powerful way to provide context and background for any writing. Make sure
to use attractive, stimulating and if possible “real” photos to prompt student writing.
Students can describe a scene or they can describe a series of pictures from a slideshow.

An excellent activity is to show a nice photo and get students to “guess” and write their
guess in the form of the 5Ws. They answer all the 5w questions and then share their
thoughts with the class.

Show a picture and get students to write a story or use it as background for a writing
prompt. For example, Show a picture of a happy lottery winner. Ask students to write in
their journal – If I won a million dollars I would …….
This is a much better way to “prompt” writing than simple script! - CP

2. Description

Show students a selection of fairly similar pictures. The students describe in writing one of
the pictures (faces work really well). They read and the other students listen and “guess”
which picture is being described. Similar to this listening activity. CP
http://eflclassroom.com/rave/Listening%20Quiz/Animals.swf
3. **Bookmaking**

Provide students with a series of pictures which describe a story. I often use Action Pictures. Students write about each picture, numbering each piece of writing for each picture. The teacher can guide lower level students like this Mr. X’s Amazing Day example. After editing, the students cut up the pictures and make a storybook. Gluing in the pictures, coloring, decorating and adding their own story text. Afterwards read to the whole class or share among the class. **CP / F**

4. **Sequencing**

Provide students with a sequence of pictures which are scrambled. The students must order the pictures and then write out the process. Ex. Making scrambled eggs. **F**

**Read - Write**

1. **Reading Journal / Reading Response**

The students read a story and then respond by making a reflective journal entry. Alternatively, the students can respond to a reading response question like, “Which character did you like best? Why?” **F**

2. **Rewrite**

Read a short story and then give students a copy of the story with some text missing. The students can fill it in with the correct version OR fill it in and make the story their own.

**Rebus Stories**

These are stories where words are replaced with icons/pictures. Students can read the story and then write out the whole story, replacing the pictures with the correct text. Here are some nice examples. – **CP** [http://abcteach.com/directory/basics/rebus/](http://abcteach.com/directory/basics/rebus/)
3. **Opinion / Essay**

Select an article or OP Ed piece that students would find interesting or controversial. After reading and discussing, students can respond with a formal essay or piece of writing reflecting their opinion. Read them anonymously afterwards and get the class to guess who wrote it!

4. **Advice**

Students read a problem provided by the teacher (even better, get students to provide the problem by having them write down what they need advice on). This can often be an Ann Landers style request for advice from a newspaper. Students write their own response, giving advice.

5. **Running dictation**

This is a lot of fun but quite noisy. Put students into groups of 3 or 4. For each group, post on the wall around the classroom, a piece of writing (maybe a selection of text you will be reading in your lesson). One student is appointed as the secretary. The other students must “run” to where their piece of writing is on the wall and read it. Then run back and dictate it to the secretary who records it. Continue until one group is finished (but check that they got it right!).

**Think - Write**

1. **Graphic Organizers**

These you can make on your own by having students draw and fold blank sheets of paper or by giving them a pre-designed one. Students write out their thoughts on a topic using the organizer. An alphabet organizer is also an excellent activity in writing for lower level students. Graphic organizers and mind maps are an excellent way “first step” to a longer writing piece and are an important pre-writing activity.
2. **Prompts / Sentence Starters**

Students are prompted to finish sentences that are half started. They can write X number of sentences using the sentence starter. Many starters can be found online. Prompts are also an excellent way to get students thinking and writing. Every day, students can “free write” a passage using the daily prompt (ex. What I did this morning etc…) Creative writing of this sort really motivates students to write. There are many lists online you can use.

- WUP

3. **Thinking Games**

Using a worksheet, students play the game while writing down their responses in grammatical sentences. What the Wordle / Not Like the Other and Top 5 are some games I’ve made and which help students begin to write. Each has a worksheet which students fill out.

- CP

4. **Decoding / Translating**

Translating a passage into English can be a good writing activity for higher level students.

Students love their cell phones and Transl8it.com is a handy way to get students interested in writing. Simply put in English text and Transl8it.com will output “text messaging”. Give this to students to decode into standard English and then check against the original. Lots of fun! See the games I’ve designed (Pop Song / Dialogues ) using this principle of decoding text messaging.

- CP

5. **Forms / Applications**

Students need to practice writing that will be of use to them directly in the wider world. Forms and filling in applications are a valuable way to do this. Fill in one together as a class and then get students to do this same for themselves individually.

- CP

6. **Journals / Reflection / Diaries**

This type of free writing activity should be done on a regular basis if used in class. Use a timer and for X minutes, students can write upon a topic that is important to them, that day.
Alternatively, students can write at the end of the day and record their thoughts about the lesson or their own learning. These are all excellent ways for the teacher to get to know their students. One caution – don’t correct student writing here! Comment positively on the student’s writing – the goal is to get them feeling good about writing and “into” it. - F

**7. Tag Stories / Writing**

Students love this creative exercise. Fold a blank piece of paper vertically (Hamburger style) 4 times. You’ll have 8 lines. On the first line, students all write the same sentence starter. Ex. A man walked into a bank and ……..

Next, students finish the sentence and then pass their paper to the student on their left/right. That student reads the sentence and continues the story on the next line. Continue until all 8 lines are completed. Read the stories as a class – many will be hilarious! I often do this with a “gossip” variation. I write some gossip “chunks” on the board like; “I heard that…” , “I was told…” “The word on the street is…” “Don’t pass it around but…”. Students choose one and write some juicy gossip about the student to their right. They then pass their paper to the left with everyone adding onto the gossip. Students really get into this! CP / F

**8. Describe and guess**

Students think of a person / a place or a thing. They write a description of them / it and they are read out and others students guess.

Jokes and riddles are also effective for this. Students write out a joke or riddle they know and then they are read and other students try to guess the punchline. - F

**TEXT - Write**

**1. Sentence Chains**

The teacher writes a word on the board and then students shout out words that follow using the last letter(s). The more last letters they use, the more points they get. The teacher keeps writing as quick as possible as the students offer up more correct words. Ex. Smilengthosentencementality…..

Give students a blank piece of paper and in pairs with one student being the secretary, they play! This is a great game for simple spelling practice and also to get students noticing
language and how words end/begin. They can also play for points. Compound words and phrases are acceptable! - **WUP**

**2. Guided Writing**

This is a mainstay of the writing teacher’s toolkit. Students are either given a “bank” of words or can write/guess on their own. They fill in the missing words of a text to complete the text. Take up together and let students read their variations. A nice adaptation to guided writing for lower level students is for them to personalize the writing by getting them to draw a picture for the writing passage to illustrate and fortify the meaning. **CP**

**3. Timelines**

Use a time line to describe any event. Brainstorm as a class. Then students use the key words written on the board, to write out the time line as a narrative. Really effective and you can teach history like this too! Biographies of individuals or even the students themselves are a powerful writing activity and timelines are a great way to get them started. - **F**

**4. Notes**

Students are given notes (the classic example is a shopping list but it might be a list of zoo animals / household items etc…) and then asked to write something using all the noted words. This usually focuses on sequence (transitions) or location (prepositions). **F**

**5. Grammar Poems**

Grammar poems are short poems about a topic that students complete using various grammar prompts. This form of guided writing is very effective and helps students notice various syntactical elements of the language.

Put the grammar poem on the board with blanks. [Here are some examples](#) but it could be on any topic (country, famous person, my home, this school, etc..). Fill out as a class with one student filling it in. Then, students copy the poem and complete with their own ideas. Change as needed to stress different grammatical elements. And of course, afterwards SHARE. Present some to the class and display on a bulletin board. Your students will be proud of them!
SPEAK - Write

1. Surveys / Reports

Students have a survey question or a questionnaire. They walk around the class recording information. After, instead of reporting to the class orally, they can write up the report about their findings.

This can also be used with FSW (Find Someone Who) games. Students use a picture bingo card to walk around the classroom and ask students yes/no questions. They write the answers with a check or X and the student’s name in the box with the picture. After, they write up a report about which student ……/didn’t …… certain things. CP

2. Reported Speech

Do any speaking activity or set of conversation questions. Afterwards, students report back by writing using reported speech, “Susan told me that she ……….” and “Brad said that …………….” etc….. CP

3. Introducing each other

Students can interview another classmate using a series of questions / key words given by the teacher. After the interview of each other is over, students can write out a biography of their partner and others can read them in a class booklet. - F

5. In class letter writing

Writing for a purpose is so important and nothing makes this happen better than in class letter writing. Appoint a postman and have each student make a post office box (it could just be a small bag hanging from their desk). The students can write each other (best to assign certain students first) and then respond to their letter. Once it gets started, it just keeps going and going… - F

6. Email / messaging / chat / social networking
This is an excellent way to get students speaking by writing. Set up a social networking system or a messaging / emailing system for the students. They can communicate and chat there using an “English only” policy. Use videos / pictures like in class – to promote student discussion and communication. Projects online foster this kind of written communication and using an CMS (Content Management System) like moodle or atutor or ning can really help students write more. - F

7. Class / School English newspaper or magazine

Students can gain valuable skills by meeting and designing a school English newsletter. Give each student a role (photographer, gossip / news / sports / editor in chief / copy editor etc…) and see what they can do. You’ll be surprised! - F

WRITE - Do

1. Dialogues

Students can write dialogues for many every day situations and then act them out for the class. The teacher can model the language on the board and then erase words so students can complete by themselves and in their own words. Here’s a neat example using a commercial as a dialogue. - CP

2. Drawing

Students draw a picture and then write a description of the picture. They hand their description to another student who must read it and then draw the picture as they see it. Finally, both students compare pictures! - F

3. Tableaus / Drama

Students write texts of any sort. Then the texts are read and other students must make a tableau of the description or act out the text in some manner. For example – students can
write about their weekend. After writing, the student reads their text and other students act it out or perform a tableau. F

4. Don’t speak / Write!

I once experimented with a class that wouldn’t speak much by putting a gag on myself and only writing out my instructions. It worked and this technique could be used in a writing class. Students can’t speak and are “gagged”. Give them post it notes by which to communicate with others. There are many creative ways to use this technique! – F
RECOMMENDED BOOKS 4 TEACHERS

I highly recommend the following two books for ideas and some general theory on how to teach writing. Purchase them for reference.

See my own presentation as well – Teaching Reading and Writing

1. HOW TO TEACH WRITING
   - Jeremy Harmer

Very insightful and cleanly, simply written. The author explores through example and description, all the facets and theory behind that “looking glass” which we call teaching. I use this as a course text for my methodology class for in-service teachers.

2. Oxford Basics: Simple Writing Activites
   - Jill and Charles Hadfield

This book (and series) is a gem! Jill Hadfield knows what working EFL / ESL teachers need and in this book there are 30 simple writing activities which teachers can use with a wide variety of levels and with only a chalkboard and a piece of chalk / paper.
INTENSIVE READING

USING TEXT TO FOSTER LANGUAGE DEVELOPMENT

“Give a man a fish; you have fed him for today.

Teach a man to fish; and you have fed him for a lifetime”

Reading is a skill that is best developed by a teacher that follows these 3 main tenets.

1. **Enjoyment**: Allow students to choose or choose reading material that your students will enjoy and therefore more actively try to decode.

2. **Ease**: Texts should be appropriate for the student’s level. Apply the 3 finger rule. If a student holds up 3 or more fingers for words they don’t know on a page – toss the text!

3. **Connection**: Students will learn more if they are given specific strategies and “context” or background (pictures / music / stories) that help them “connect” with the text. The text will have personal meaning if they make a connection (text to text / text to self / text to the world).

These can both be accomplished through either “extensive” or “intensive” reading of texts.

**Let’s look specifically at:**

a) how an intensive reading lesson can be interactive and student centered

b) how exercises can be made to deconstruct and deepen the text.

c) several basic extensive reading exercises that can be used with any text.
The Differences Between Extensive and Intensive Reading

<table>
<thead>
<tr>
<th>INTENSIVE READING</th>
<th>EXTENSIVE READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading in textbooks</strong></td>
<td><strong>Using graded readers</strong></td>
</tr>
<tr>
<td>Learning new grammar, vocabulary, reading skills</td>
<td>What are the objectives of reading?</td>
</tr>
<tr>
<td>Usually a little more difficult than learner’s level</td>
<td>How difficult should they be?</td>
</tr>
<tr>
<td>Passages are usually short</td>
<td>How much do learners read?</td>
</tr>
<tr>
<td>The teacher</td>
<td>Who chooses the reading material?</td>
</tr>
<tr>
<td>The same reading passage or text book, magazine article, newspaper clipping decided by the teacher</td>
<td>What do learners read?</td>
</tr>
<tr>
<td>In class or at home as homework</td>
<td>Where do learners read?</td>
</tr>
<tr>
<td>Comprehension questions, exercises, etc.</td>
<td>How is the learner’s understanding checked?</td>
</tr>
<tr>
<td>Usually</td>
<td>Does the teacher give tests?</td>
</tr>
<tr>
<td>Often within the reading passage only</td>
<td>Is key language recycled?</td>
</tr>
</tbody>
</table>

Using a Student Reading Interest Survey

Surveying your students about their reading interests will allow you to better choose and adapt reading materials to the student’s interests. It will also tell you which students have a great love and interest in reading and which need to develop this vital skill more….

Let’s fill out our own Reading Interest Survey (Appendix A). After, you can get a score out of 100 to see how much of a “bibliophile” or book lover you are. Answer honestly! Do the same with your students!
1. Let’s Do Some Intensive Reading!

A) Pre-reading

<table>
<thead>
<tr>
<th>What are the men doing?</th>
<th>What is so unusual about them?</th>
</tr>
</thead>
</table>

What do you think this story is about?
B) Reading

Fifty Good Friends

Manuel Garcia had stomach cancer. The doctors told him, “You need chemotherapy to stop the cancer.”

Manuel went to the hospital for chemotherapy. Chemotherapy is strong medicine. After a few weeks of chemotherapy, Manuel’s hair began to fall out. Soon he had no hair.

Manuel was depressed. He felt strange without hair. He didn’t want people to see him.

One day Manuel’s brother and three other relatives visited Manuel in the hospital. Manuel was surprised when he saw them. They had no hair! “You shaved your heads!” Manuel said. Manuel began to laugh. The other men laughed, too. “Please be quiet,” the nurse said. But the nurse was smiling.

When Manuel came home from the hospital, friends and relatives came to visit him. “We want to shave our heads,” they said. “We want to look like you.” Manuel shaved their heads. He also shaved his sons’ heads. In one day he shaved fifty heads. Manuel’s wife wanted to shave her head, too. “No!” said Manuel.

At the hospital Manuel was depressed because he had no hair. Now he is not depressed. “I’m ready for anything,” he says.

3. Post Reading

1. VOCABULARY

Look at the picture and complete the sentences. Find the right words. Circle the letter of your answer.

1. The men in the picture are Manuel Garcia’s friends and ____.
   a. sisters
   b. doctors
   c. relatives

2. They have no hair because Manuel ____ their heads.
   a. shaved
   b. painted
   c. studied

3. Now they all ____ like Manuel.
   a. walk
   b. talk
   c. look

4. Manuel’s friends shaved their heads. Manuel laughed. Now he is not ____.
   Now he is ready for anything.
   a. happy
   b. depressed
   c. sick
2 UNDERSTANDING CAUSE AND EFFECT

Find the best way to complete each sentence. Write the letter of your answer on the line.

1. Manuel Garcia went to the hospital __c__
   a. because they wanted to look like Manuel.
   b. because he has fifty good friends.
   c. because he needed chemotherapy.
   d. because he had no hair.
   e. because chemotherapy is strong medicine.

2. Manuel’s hair fell out ___
3. Manuel was depressed ___
4. Manuel’s friends and relatives wanted to shave their heads ___
5. Manuel is not depressed now ___

3 UNDERSTANDING QUOTATIONS

Who said it? Match the sentences and the people. Write the letter of your answer on the line.

1. d “You need chemotherapy.”
   a. the nurse
   b. Manuel
   c. Manuel’s friends and relatives
   d. Manuel’s doctors
2. ___ “Please be quiet.”
3. ___ “We want to look like you.”
4. ___ “I’m ready for anything.”
REVIEWING THE STORY

Complete each sentence. Then read the story again and check your answers.

Manuel Garcia went to the hospital for chemotherapy. Chemotherapy is strong _______ medicine. Manuel’s hair began to fall out. Soon Manuel had no _______.

Manuel was _______ because he had no hair. Manuel’s brother and three other relatives visited him in the hospital. They had no hair.

Now write about your friend. Complete the sentences.

My friend’s name is _________________________.
I met my friend in _________________________.
My friend lives in _________________________.
He/she is _________________________.
He/she likes _________________________.
Together we _________________________.
I like my friend because _________________________.

Writing
Part 2

Now, it’s your turn to teach!

A) You and a partner will be given a handout with a story. (see Appendix C)

1. Read and understand the story. Ask the instructor for any help needed.

2. Look at the picture and write at least 2 Pre-reading questions.

3. Design 3 standard extensive reading exercises for the story, using the above examples as a guide. Include at least 5 items in each exercise! (you’ll get a handout)
   Write the answers down on a separate piece of paper titled “Answer Key”.

B) Now that you have finished, trade your exercises with another pair and complete!
   You be the teacher and take up the answers with the other pair!

Part 3  More activities for Extensive Reading……

Let’s look at some more examples and do them quickly to get a better understanding on how we can do this in our own classrooms.

1. Reading Response: Students read the text and then respond to it either in writing or orally.

   Let’s read the story “I’ll Love you Forever” , a classic kid’s story by Robert Munsch. After we are finished, choose one of the reading response questions (see Appendix B) and write an answer to it. Next, in a group share your question and answer and ask others how they would have answered the same question!

2. Pre-Reading Prediction: Students are asked to predict certain elements of the text.

3. Decoding Words: Students are given a list of words from the text and they find the root and guess a definition.

4. Using Context Clues: Students use clues in the text to answer specific questions.

5. Looking it Up: Students look up words (in dictionaries/glossaries/thesauruses) to decide on meaning.

6. Word Association: Students associate words with an antonym / synonym or homophone.

7. Reading for Details: Students read for basic comprehension and main details, the 5 Ws - (Who / What / Where / When / Why).
APPENDIX A.

Reading Attitude Survey:

Circle your answers quickly and honestly.

SD- Strongly Disagree
D - Disagree
U - Undecided
A - Agree
SA- Strongly Agree

1. When I have free time I more often read something rather than watch TV
   - SD ------------ D ------------ U ------------ A ------------ SA+

2. I like to go to the bookstore or library and walk around.
   - SD ------------ D ------------ U ------------ A ------------ SA+

3. I like to read but literature is often too difficult and not interesting.
   - SD ------------ D ------------ U ------------ A ------------ SA+

4. I only read when I have to.
   - SD ------------ D ------------ U ------------ A ------------ SA+

5. I’d rather have my teacher tell me what I need to know than read it.
   - SD ------------ D ------------ U ------------ A ------------ SA+

6. I have a special spot(s) I go to read.
   - SD ------------ D ------------ U ------------ A ------------ SA+

7. We have a lot of reading material at home.
   - SD ------------ D ------------ U ------------ A ------------ SA+

8. I only read magazines and comic books.
   - SD ------------ D ------------ U ------------ A ------------ SA+
9. I can’t concentrate long enough to read a book.

   - SD ------------ D -------------- U -------------- A -------------- SA +

10. My family never read things to me when I was growing up.

   - SD ------------ D -------------- U -------------- A -------------- SA +

Assessment:  /100

Questions: 1 / 2 / 6 / 7 / - mark ascending 2, 4, 6, 8, 10

Questions: 3 / 4 / 5 / 8 / 9 / 10 - mark descending 10, 8, 6, 4, 2
Appendix B.

**READING RESPONSE QUESTIONS**

“A Book Takes You Places You Could Never Travel by Bus”

a) Which character do you like best? Describe that character. Why do you like him/her?

b) What was “the problem” of the story? What was done about it?

c) Re-tell the story in your own words. How would another character re-tell the story?

d) Tell the story from the point of view of another character.

e) Predict. What is going to happen next?

f) What else could of happened but didn’t?

g) What things about the future would you like answered? Pretend you can tell the future, what is going to happen in answer to your questions?

h) If you had been _____________ what would you have done when _____________?
i) What if ___________________ hadn’t ___________________?

j) What did the story remind you of, in your own life?

k) Be an object in the story. Tell the story as if you were the object and silently watched what had happened.

l) What was the main idea in the story?

m) What did you learn from the reading?

n) What parts didn’t you like? What would you change about the story, if you were the author?

o) Would you recommend the story? Why would you (not) recommend it?

p) What was the best / most __________ part of the story?

q) What was the worst / most __________ part of the story?
A New Man

The man in the first picture lives in Northern Ireland. His name is Roley McIntyre. Roley McIntyre was big—he was very big. He weighed 600 pounds.¹

For lunch Roley ate ten pieces of bacon, four eggs, ten potatoes, and fried vegetables. For dinner he ate meat and more potatoes, and after dinner he always ate dessert. Before he went to bed, he ate a few sandwiches and some cake.

Roley couldn’t drive a regular car because he was too big. He couldn’t fit in the front seat. Roley had a special car. It had no front seat. Roley drove his car from the back seat.

One day Roley went to the doctor. The doctor said, “Mr. McIntyre, you have a special car. Now you need to buy a special coffin—a coffin for a very big man. You have to lose weight, or you’re going to die soon.”

Roley went on a diet. For breakfast he ate cereal with nonfat milk. For lunch he ate baked beans on toast. For dinner he ate fish and vegetables.

After Roley began to lose weight, he met a pretty woman. Her name was Josephine. Josephine told Roley, “Don’t stop your diet.”

Roley didn’t stop his diet. He continued to lose weight. In 18 months he lost 400 pounds.²

Two years after Roley started his diet, he and Josephine got married. You can see them together in the second picture. Roley and Josephine are wearing a pair of Roley’s old pants.

¹ 272 kilograms
² 181 kilograms
Joe came home from work and opened his mailbox. In his mailbox he found a yellow bottle of soap—soap for washing dishes. The dish soap was a free sample from a soap company. The company mailed small bottles of soap to millions of people. It was a new soap with a little lemon juice in it. The company wanted people to try it.

Joe looked at his free bottle of soap. There was a picture of two lemons on the label. Over the lemons were the words “with Real Lemon Juice.”

“Good!” Joe thought. “A free sample of lemon juice! I’m going to have a salad for dinner. This lemon juice will taste good on my salad.” Joe put the soap on his salad and ate it. After Joe ate the salad, he felt sick.

Joe wasn’t the only person who got sick. A lot of people thought the soap was lemon juice. They put the soap on fish, on salads, and in tea. Later they felt sick, too. Some people had stomachaches but felt better in a few hours. Some people felt really sick and went to the hospital. Luckily, no one died from eating the soap.

What can we learn from Joe’s story? Read labels carefully. And don’t eat dish soap for dinner!
I Ran for Everybody

Jeff Keith has only one leg. When he was 12 years old, Jeff had cancer. Doctors had to cut off most of his right leg. Every day Jeff puts on an artificial leg. The leg is plastic. With the plastic leg Jeff can ski, ride a bicycle, swim, and play soccer. He can also run.

In the photograph Jeff is running with some young men. They have plastic legs, too. They are wearing special T-shirts. The T-shirts say, “Run, Jeff. Run. Jeff Keith’s Run Across America.”

When he was 22 years old, Jeff Keith ran across the United States, from the East Coast to the West Coast. He started running in Boston. Seven months later, he stopped running in Los Angeles. He ran 3,200 miles\(^1\); that’s about 16 miles\(^2\) each day. Jeff wore out 36 pairs of running shoes and five plastic legs.

Jeff stopped in cities on the way to Los Angeles. In every city people gave Jeff money. The money was not for Jeff. It was for the American Cancer Society. The American Cancer Society used the money to learn about cancer.

On the way to Los Angeles Jeff talked to people about cancer. He also talked about being disabled. Jeff is disabled, but he can do many things: he skis, swims, plays soccer, and runs. He finished college and is studying to be a lawyer. Jeff says, “People can do anything they want to do. I want people to know that. I ran not only for disabled people. I ran for everybody.”

\(^1\) 5,150 kilometers
\(^2\) 26 kilometers
The Love Letters

Ming-fu and Lee met at a party. For Ming-fu, it was love at first sight. "Hello," he said to Lee. "I'm Ming-fu." Lee looked at him and smiled. "Hi," she said. "I'm Lee." Ming-fu and Lee laughed and talked all evening. When they left the party, it was 2 a.m.

For the next year, Ming-fu and Lee were together every weekend. They went everywhere together—to movies, to parks, to museums, and to restaurants.

One night, at a romantic restaurant, Ming-fu asked Lee, "Will you marry me?" "No," Lee answered. "I'm not ready to get married."

"I can't believe it!" Ming-fu thought. "Lee doesn't want to marry me! But I love her! What can I do?"

Ming-fu began writing love letters to Lee. Every day he wrote a letter and mailed it to her. "I love you," he said in his letters. "Marry me."

Every day the same mailman delivered Ming-fu's letter to Lee. The mailman always smiled when he gave Lee a letter. "Another letter from your boyfriend," he said.

Ming-fu sent Lee a love letter every day for two years—700 letters all together. Finally Lee said, "I'm ready to get married now."

Did Lee marry Ming-fu? No, she didn't. She married the mailman who delivered Ming-fu's letters.
Lost and Found

Bob Shafran was happy. He was at a new school, and the other students were friendly. “Hi, Bob!” they said. But some students said, “Hi, Eddy!” Bob didn’t understand. He asked another student, “Why do some students call me Eddy?”

“Oh, that’s easy to explain,” the student said. “Eddy Galland was a student here last year. Now he goes to a different school. You look like Eddy. Some students think that you’re Eddy.”

Bob wanted to meet Eddy Galland. He got Eddy’s address from a student and went to Eddy’s house. Eddy opened the door. Bob couldn’t believe his eyes. He looked exactly like Eddy! Bob and Eddy had the same color eyes and the same smile. They had the same dark, curly hair. They also had the same birthday. And they both were adopted.

Bob and Eddy found out that they were twin brothers. Soon after the boys were born, one family adopted Bob, and another family adopted Eddy. Bob’s family never knew about Eddy, and Eddy’s family never knew about Bob. Bob and Eddy’s story was in the newspaper. There was a photo of Bob and Eddy next to the story. A young man named David Kellman saw the photo in the newspaper. David couldn’t believe his eyes. He looked exactly like Bob and Eddy! He had the same color eyes and the same smile. He had the same dark, curly hair. He had the same birthday. And he, too, was adopted.

Later David met Bob and Eddy. When Bob and Eddy saw David, they couldn’t believe their eyes. David looked exactly like them! Why did David look exactly like Bob and Eddy? You can probably guess. Bob and Eddy are not twins. Bob, Eddy, and David are triplets.
The Winning Ticket

Therese Costabile is a cashier at a big drugstore in Cupertino, California. People can buy medicine at the drugstore. They can buy makeup, shampoo, watches, candy, and many other things, too. They pay Ms. Costabile for the things they buy.

At the drugstore people can also buy tickets for the California State Lottery. They pay one dollar for a lottery ticket. There are pictures on the ticket. Some pictures are winning pictures, and some pictures are losing pictures. Most people win nothing. Some people win two dollars. A few lucky people win thousands of dollars.

One day Ms. Costabile was working at the drugstore. She sold three lottery tickets to a woman. The woman looked at the pictures on the tickets. Then she threw the tickets on the counter and walked away. “These are losing tickets,” she thought.

Ms. Costabile picked up the tickets and looked at them. She was surprised. Then she was excited. One ticket was a winning ticket!

“Excuse me!” Ms. Costabile called to the woman. “You won $50,000!”

The woman walked back to the counter. She took the winning ticket and looked at it. “You’re right,” she said. “I won $50,000.” The woman walked away slowly, in shock. Then she turned around. “Thanks,” she said to Ms. Costabile.

Why did Ms. Costabile give the woman the ticket? Why didn’t she keep the ticket? Didn’t she want the $50,000?

“Of course I wanted the money,” Ms. Costabile said. “But it was her ticket. It wasn’t my ticket.”

Ms. Costabile telephoned her mother and told her about the ticket.

“Well, I’m sorry that you aren’t rich,” her mother said. “But I’m happy that you’re honest.”
Recommended Websites:

What is Extensive Reading? - [http://www.extensivereading.net](http://www.extensivereading.net)
- a lot of articles and suggestions for teachers of all types.

Extensive Reading. - [http://www.robwaring.org/er/](http://www.robwaring.org/er/)
- Robert Waring’s amazing site of resources and more for the reading teacher.

Stories Online – Hundreds of online audio stories.
[http://eflclassroom.ning.com/page/page/show?id=826870%3APage%3A14773](http://eflclassroom.ning.com/page/page/show?id=826870%3APage%3A14773)

Reading Websites - All the best reading websites in one spot!

Tarheel Reader – [http://tarheelreader.org](http://tarheelreader.org)
- originally for special education students, this site offers online books for any topic!

Reading Rockets - [http://www.readingrockets.org/article/c440](http://www.readingrockets.org/article/c440)
- great articles and instruction for teachers from Colorin’ Colorado. Amazing!

Starfall - [http://starfall.com](http://starfall.com)
- for beginning readers with phonics instruction

Read Write Think - [http://www.readwritethink.org/student_mat/index.asp](http://www.readwritethink.org/student_mat/index.asp)
- student resources area, full of things teachers could use.

100 ESL stories - [http://www.rong-chang.com/qa2/](http://www.rong-chang.com/qa2/)
- Lots of lower level stories with audio

Storybird – [http://storybird.com](http://storybird.com)
- Amazing student created stories and make your own too.

References

*More True Stories*, Sandra Heyder, Longman Publishing Group

Beginning Reading Blackline Masters, Discovery Education
USING FLASHCARDS TO TEACH LANGUAGES

**WHY?** Games are fun and motivational. They increase student talk time (production). Visuals add context to the language learning. They are quick and easy to use. They allow for repetition and proper scaffolding of the learning.

**WHERE?** Flashcards are now freely available all over the internet. Just download and print. (see the sites I’ve listed below or visit EFL Classroom’s sharing area). Vocabulary power points can easily be printed [File – Print Preview – “x” slides/page – Print] and cut up by students for use. If you have the time, print an empty BINGO card and have the students draw/label their own cards! You can also just photocopy from books then cut these pictures up.

**WHICH?** Use flashcards in the L2! Either without a label or with a label on the back. If you print and they don’t have labels – get your students to label them!

**WHEN?** Anytime! They can be used to assess student ability/knowledge. As a review or formative tool. As an “study” part of the lesson to practice language in a controlled fashion. Or just as a fun, “activating” part of a lesson.
TIPS?   ** Laminate your “good” card sets.
** Keep in labeled envelops or zip lock bags.
** Set up your classroom so it is easy for students to be grouped or spread out.
** Have a strict set of signs and signals to manage students.
** Model the game in front of the whole class with a few students. Go slow!
** Get students to invent their own games!

HOW?    There are literally a zillion ways to use flashcards to teach. Here are a few of them lumped into some main categories.

1. MEMORY

This is probably the most simple and repetitive type of game. There are many variations but they are of two sorts.

a) Recall. One student shows the student(s) a flashcard and the others try to make a sentence or simply state the name of the card. The student “teacher” checks on the back label and if correct puts in a “correct” pile. If incorrect, it is set aside for review later.

b) Memory Story. One student picks up a card and makes a statement using some target language. For example. “Yesterday I went shopping and bought …….” The next student turns up a card and continues. “Yesterday I went shopping and bought a … and a ……”

c) Concentration. There are two sets of flashcards. Either picture/picture or picture/word. Students attempt to turn over and match from both sets. If they do so, they may continue. The student with the most pairs at the end, wins. Here’s an online example. http://tiny.cc/MZwhY

d) Snap. The cards are face up on the table. The teacher says a sentence and the first student to “snap” or slap the right card gets to keep it. The most cards at the end, wins. You can play this full class by putting large flashcards on the board and having students run up to the blackboard and slap the correct flashcard.
2. **GRAMMAR**

These games use some target language which the teacher models and puts in the board. Students play the game using the flashcards and the designated language structure. Many times, the language can be a closed question / answer (ex. Did you ..... last night? – Yes, I did / No, I didn’t)

*Some example grammar structures:*

Do you like …… / Do you usually ……. / Do you have ……. 

Did you .......... yesterday? Have you ever .......... ? Will you .......... tomorrow?

**a) Go Fish.** Use two sets. Students in groups of 3 or 4 ask each other questions using the target language. If the student asked has that card, they must give it and that student collects a pair. They may continue until they don’t collect. If a student runs out of cards, they pick up some more cards to continue. Most pairs at the end wins.

**b) Survey.** Give each student a card. They survey others around the class using their vocabulary flashcard. Ex. Have you ever…..? Report back to the group or the class using the structure –

- All
- Most
- Some of us ........
- Few
- None

**c) Conversation prompt.** There is one pile of cards in the middle. One student turns over a card and using the flashcard as a prompt – asks another student a question. That student responds with one sentence. The other students in the group must ask one follow up question each.

Some example prompts:

When did you last …….? / Have you ever …….? / Do you prefer ……. Or …….? 

If someone ........, what would you do? / What do you think about …….?

**d) Find your match!** Copy some flashcards in different numbers. 6 of one, 5 of one, 4 of one 3 of one etc… Give one card to each student. Using the target language on the board, the students must go around the classroom and find other students with a similar card. If they find a match, they link arms and continue trying to find others with a similar card. (Ex. “ I love ....... What about you? “ “Oh, I love ....... . Bye.” ) Alternatively –
students can choose their own response from the items brainstormed on the blackboard. Have them use a post it to create their own flashcard!

e) **The “You Can” Game.** A person in a group turns over a flashcard. They must make a statement/sentence using “can”. Ex. You can …….. or An / A …….. can….. Continue around the group awarding a point for each statement.

f) **Guessing Game.** Create some sets of flashcards with common people / places / things. One learner picks up a flashcard and describes it using:

It is a thing that …. 
It is a place where …. 
It is a person who …. 

The first student to correctly guess it, wins the card. Most cards when time is up, wins.

---

3. **CLASSROOM ACTION GAMES**

These games use flashcards to get students moving around the classroom and competing.

a) **Charades.** Bring a student to the front of the class. Show them a flashcard. They must act out the object / action. The other students guess or a team guesses as many as possible in one minute. The next team tries to beat them. Make sure they use full sentences! (ex. He is an elephant!) . After a whole class demonstration, get students doing this in small groups.

b) **Pictionary.** Same as charades only this time instead of acting out the flashcard, they must draw it. You can also have multiple teams drawing on the board – first team to guess the correct word wins.

c) **Telephone Whisper.** Put your students in rows. Show the last person in the row a flashcard. They must make a sentence with an adjective (ex. It is a huge elephant) and whisper it to the next person. Continue until it gets to the front of the class. That student writes the phrase on the board. If it is a the same as the flashcard – a point is awarded.

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4. **OPEN ENDED GAMES**

These games are for higher level students and give them an opportunity to use language in a meaningful and fuller manner.

a) **Story Dominoes.** One stack of cards in the middle. A student picks up a card and starts a story, stating one sentence. The next student picks up a card and continues the
story. And so on until the last card when the story concludes. Start again and see if the group can recall and repeat the story!

b) Liar, Liar pants on Fire! Each student in the group gets 3 flashcards. They must make a statement about each flashcard and their life. One must be a lie. The other students guess which one is the lie. Ex. (for animals): I like crocodiles. / I have seen a giraffe in real life. / I have kissed a dog. Which is the lie?

c) Making Connections. Use two sets of assorted flashcards. Spread them out into two groups. Students must make a sentence using a flashcard from both sides. Ex. An elephant (a) doesn’t like to swim (b). Continue until all cards are matched.

d) Not like the others. Use a set of assorted flashcards. Students turn over 4 cards and put them face up in the middle. Students must make statements why one is different from the others using the phrase, A/An ……. is not like the others because …….. A point awarded for all logical answers. When students run out of statements, start with a new set of four flashcards.

e) Discussions Students turn over a card and state their opinion about the topic of the card. Go around the group with each student stating their opinion. Discuss.

WEB BASED FLASHCARD RESOURCES

EFLClassroom 2.0 Diigo http://quizlet.com/user/eflclassroom/

EFL Classroom 2.0: http://eflclassroom.ning.com/resources

ESLJunction http://www.esljunction.com/esl-efl-flashcards/

ESL Flashcards http://www.eslflashcards.com/

Recommended Websites for Teaching English

Please see the full presentation of the Top 60 sites for Teaching English!

Use the ELT and TECH wiki to get all kinds of tutorials to help you use these sites and more…

1) http://eflclassroom.ning.com  EFL Classroom 2.0
- Lots of resources, games, discussion and tips to using technology in the classroom. For both students or teachers.
2) [http://englishcentral.com/teachers](http://englishcentral.com/teachers) – English Central
   Sign up as a teacher, invite students to record their voice to real videos. Keep track of their progress!

3) [http://breakingnewenglish.com](http://breakingnewenglish.com) – BreakingNewsEnglish
   - for higher level students or teaching teachers. Articles with exercises and listening

4) [http://bogglesworldesl.com](http://bogglesworldesl.com) – Bogglesworld
   - lesson plans, activities, for young learners and M.S. / H.S.

5) [http://teachingrecipes.com](http://teachingrecipes.com) – Teaching Recipes
   - short and simple techniques, ideas and resources to help teachers

   - Make great online word pictures to aid your teaching. Students can make/share them easily too.

7) [http://acacia.pntic.mec.es/agip0002/auro/inicio.html](http://acacia.pntic.mec.es/agip0002/auro/inicio.html) – Click N Learn
   - online learning suite for older students. Free. Great practice.

8) [http://www.diigo.com/list/eflclassroom](http://www.diigo.com/list/eflclassroom) – A list of MANY sites, all categorized and saved by fellow English teachers. A treasure chest!

9) [http://www.voicethread.com](http://www.voicethread.com) – Voicethread
   Create an account, put up a picture and send your students there to practice speaking and to record messages. Really great for oral speaking practice.

10) [http://voxopop.com](http://voxopop.com) – Voxopop
    Much like Voicethread but no picture. Only a series of recordings. Ask a question and your students can go there to reply and speak in English. Make your own class group.

11) [https://plans.pbworks.com/academic](https://plans.pbworks.com/academic) – Wikis
    Create a free wiki for your class and students to edit and share ideas

12) [http://ietherpad.com](http://ietherpad.com) – Collaborative writing
    A class writeboard allows all students to work on a class document, add and edit and see the changes. Teacher friendly!
13) [http://weebly.com](http://weebly.com) – Weebly
   Quickly make a webpage for you or your students (a group of webpages). Students really can get creative and make a page so easily!

14) [http://quizlet.com](http://quizlet.com) - Quizlet
   Quizlet allows you to make wordlists which your students can use for practice too.

15) [http://tarheelreader.org](http://tarheelreader.org) – Tar Heel Reader
   Make books with pictures. The site has a voice which will read them! Also download them as powerpoint and use in class directly!

   Students or teachers can makepost it notes in a cool way. Share and use for collaboration, projects, presentations or just plain fun. So easy!

17) [http://real-english.com](http://real-english.com) – Real English
   Watch videos with subtitles, for all levels. Unique!

18) [http://mes-english.com](http://mes-english.com) - MES English
   - flashcards, worksheets for young learners

19. [http://edu20.org](http://edu20.org) - Edu 2.0
   Create a classroom community using this amazingly simple LMS (Learning Management System). Sign up your class and they can chat, blog, share videos and music. All free!

20. [http://penzu.com](http://penzu.com) – Penzu
   A very attractive and simple place for students to keep an online journal or diary. They can share with the teacher or classmates. Really easy to set up.
Recommended Websites for Teaching English (Young Learners)

1) http://eflclassroom.ning.com  - EFL Classroom 2.0
   - Lots of resources, games, discussion and tips to using technology in the classroom. For both students or teachers.

2) http://kindersay.com  - Kindersay
   - Full vocabulary suite with slideshows and audio for teacher/student use

3) http://mes-english.com  - MES English
   - flashcards, worksheets for young learners

4) http://bogglesworldesl.com  - Bogglesworld
   - lesson plans, activities, for young learners and M.S. / H.S.

5) http://www.de.mingoville.com/content/view/13/29/lang,en/  - Mingoville
   - online learning suite for young learners. Free, great for practice

6) http://barryfunenglish.com  - Click N Learn
   - online learning suite with flash games. Free.

7) http://www.voicethread.com  - Voicethread
   Create an account, put up a picture and send your students there to practice speaking and to record messages. Really great for oral speaking practice.

8) http://tarheelreader.org – Tar Heel Reader
   Make books with pictures. The site has a voice which will read them! Also download them as powerpoint and use in class directly!

9) http://supersimplesongs.com – Children’s songs
   Great songs and tips for teaching them with young learners!

10) http://real-english.com – Real English
   Watch videos with subtitles, for all levels. Unique!
   Many songs, chants, stories, games for young learners (Korean based)

12) http://www.kizclub.com/ -Kiz Club
   Get amazing printables and worksheets. Really easy to print and practical (Korean based)
Lessons In A Can

We have 100s of lessons here! All with materials to download and use in the classroom. Click and go. The "level" is only what is recommended. Most can be modified for many levels. Enjoy, happy eating!

Want the pdf ebook of all the lessons? Find it [HERE!](#)

<table>
<thead>
<tr>
<th>No.</th>
<th>LESSON DESCRIPTION</th>
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<td>1</td>
<td>BATTLESHIP - [speaking, guessing, games, verbs]</td>
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</tr>
<tr>
<td>2</td>
<td>WHO IS IT? / CELEBRITIES [ speaking, people, description, questions ]</td>
<td>LOW</td>
</tr>
<tr>
<td>3</td>
<td>READ ALOUD GUESS THE DIFFERENCES [ reading, listening ]</td>
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</tr>
<tr>
<td>4</td>
<td>3 WISHES GAME [ past possibility, game ] Intermediate</td>
<td>INTERMEDIATE</td>
</tr>
<tr>
<td>5</td>
<td>MR. X'S AMAZING DAY [ writing, daily routine, habits, verbs, video ]</td>
<td>LOW</td>
</tr>
<tr>
<td>6</td>
<td>WHERE THE HELL IS MATT - [ music, geography, nationality ]</td>
<td>INTERMEDIATE</td>
</tr>
<tr>
<td>7</td>
<td>BEST FUNNY STORIES [ humor, retelling, past tense ]</td>
<td>HIGH INTERMEDIATE</td>
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<td>8</td>
<td>DO YOU BELIEVE IN? [ speaking, questioning, beliefs, pairs ]</td>
<td>ADVANCED</td>
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<td>9</td>
<td>BIRTHDAY HOROSCOPE [ months, personal adjectives, tasks ]</td>
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<td>10</td>
<td>MINI-BOOK MAKING [ writing, comics, storytelling, past tense ]</td>
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<td>11</td>
<td>CLASSROOM INTERVIEWS [ speaking, role playing, questions ]</td>
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<td>12</td>
<td>POP UP CARS [ crafts, colors, camps ]</td>
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<tr>
<td>13</td>
<td>SIGN THE ALPHABET [ alphabet, reading, vocabulary, TPR ]</td>
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<tr>
<td>14</td>
<td>TV COMMERCIALS [ listening, critical thinking, media awareness ]</td>
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<tr>
<td>15</td>
<td>TRANSL8IT TEXTMESSAGES [ writing, decoding, game ]</td>
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<td>16</td>
<td>TEACHING NUMBERS [ listening, vocabulary, pairs ]</td>
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<td>17</td>
<td>BRANDS &amp; PREFERENCES [ speaking, comparatives, game ]</td>
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<td>18</td>
<td>WHEN WAS THE FIRST/LAST TIMEâ€¦ [ speaking, survey, past ]</td>
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<td>Page</td>
<td>Activity</td>
<td>Level</td>
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<td>19</td>
<td>I HEARD IT THROUGH THE GRAPEVINE</td>
<td>HIGH INTERMEDIATE</td>
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<td>20</td>
<td>FINISH IT OFF!</td>
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<td>21</td>
<td>LOOK ON THE BRIGHT SIDE!</td>
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<td>HORRIBLE, STUPID, FUNNY JOKES.</td>
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<td>23</td>
<td>AT THE MOVIES</td>
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<td>WHAT TIME IS IT?</td>
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<td>25</td>
<td>THANK YOU GAME</td>
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<td>26</td>
<td>THE FAMILY</td>
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<td>CONVERSATION STARTERS</td>
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<td>29</td>
<td>WHO ARE YOU?</td>
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<td>30</td>
<td>SCHOOL IS...</td>
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<td>31</td>
<td>THE TOP 5!</td>
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<td>32</td>
<td>ALPHABET SIGNING</td>
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<td>33</td>
<td>PRESENT GIVING</td>
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<td>34</td>
<td>MR. BEAN</td>
<td>LOW</td>
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<td>35</td>
<td>N.Y. TIMES LESSON OF THE DAY</td>
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<td>36</td>
<td>LAST ONE STANDING</td>
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<td>37</td>
<td>THE 3 SENTENCE ACTIVITY</td>
<td>ALL</td>
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<td>38</td>
<td>ANGEL VS DEVIL</td>
<td>INTERMEDIATE</td>
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<td>39</td>
<td>BAAM GAMES</td>
<td>ALL</td>
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<td>40</td>
<td>ZIP ZAP GAMES</td>
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<td>41</td>
<td>ONE OF THESE THINGS IS LIKE THE OTHER</td>
<td>LOW</td>
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<td>42</td>
<td>INTRODUCING THE TEACHER</td>
<td>ALL</td>
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<td>43</td>
<td>GET TO KNOW YOUR STUDENTS</td>
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<td>44</td>
<td>MAKE A DIFFERENCE</td>
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<td>45</td>
<td>WHERE YOU FROM?</td>
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<td>Lesson Plan</td>
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<td><strong>46</strong> BINGO GAME LESSON PLAN</td>
<td>speaking, vocabulary, game</td>
<td>LOW</td>
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<td><strong>47</strong> LESSON IDEAS PEOPLE</td>
<td>song, adjectives, grammar, have/has got</td>
<td>LOW</td>
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<td><strong>48</strong> BREAKING NEWS ENGLISH</td>
<td>listening, current events, news, exercises</td>
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<td><strong>49</strong> WHAT'S YOUR JOB?</td>
<td>vocabulary, jobs, careers, listening</td>
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<td><strong>50</strong> STORYBOOK MAKING</td>
<td>writing, past tense, comics, reading</td>
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<td><strong>51</strong> DIGITAL STORYTELLING</td>
<td>technology, reading, pictures, writing</td>
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<td><strong>52</strong> SURVEYS AND QUIZZES I</td>
<td>speaking, tasks, grammar</td>
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<td><strong>53</strong> SURVEYS AND QUIZZES II</td>
<td>speaking, reading, personality adj., quizzes</td>
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<td><strong>54</strong> PLAYS THE LITTLE MOLE</td>
<td>plays, listening, reading, animals</td>
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<td><strong>55</strong> WEBQUESTS</td>
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<td>vocabulary, game, trivia, questions, test</td>
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<td><strong>57</strong> JUST A BLANK PIECE OF PAPER I</td>
<td>drawing, vocabulary, creativity</td>
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<td><strong>58</strong> JUST A BLANK PIECE OF PAPER II</td>
<td>introductions, personal information, questions</td>
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<td><strong>59</strong> JUST A BLANK PIECE OF PAPER III</td>
<td>family, speaking, relationships</td>
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<td>. JUST A BLANK PIECE OF PAPER IV</td>
<td>questions, prepositions, homes</td>
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<td><strong>61</strong> $100 LAPTOP</td>
<td>listening, current events, technology, exercises, vocab.</td>
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<td><strong>62</strong> IT'S A WONDERFUL WORLD!</td>
<td>song, music, vocabulary, brainstorming</td>
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<td><strong>63</strong> HOMONYMS AND HOMOGRAPHS</td>
<td>pronunciation, vocabulary, listening</td>
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<td><strong>64</strong> TEACHING TEACHERS</td>
<td>question making, prof. development, skills</td>
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<td><strong>65</strong> MAKING GETTING TO KNOW YOU</td>
<td>questions, surveys, conversation</td>
<td>LOW</td>
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<td><strong>66</strong> MAKING - WALKAROUNDS</td>
<td>speaking, tasks, vocabulary</td>
<td>LOW</td>
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<td>Page</td>
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<td>MAKING - PHOTOS RESPONSE</td>
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<td>MAKING - THE 5WS</td>
<td>current events, speaking, news, video, listening</td>
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<td>MAKING - TIC-TAC-TOE</td>
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<td>MAKING - BATTLESHIP</td>
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<td>GAMES 4 REVIEWING TENSES</td>
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<td>TRAVEL TALK</td>
<td>conversation, retelling, past tense, holidays</td>
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<td>NOSY NEIGHBORS</td>
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<td>LET'S TALK!</td>
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<td>debate, critical thinking, problem solving</td>
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<td>CULTURE SPECIFIC TEACHING</td>
<td>vocabulary, grammar, poetry, expression</td>
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<td>speaking, idioms</td>
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<td>ASK THE TEACHER</td>
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<td>HOW MUCH IS IT?</td>
<td>game, numbers, shopping, prices</td>
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<td>COOPERATIVE LEARNING</td>
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<td>NFB SHORT VIDEOS</td>
<td>[video, description, stories, vocabulary]</td>
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<td>NEW YEAR RESOLUTIONS</td>
<td>[future tense, resolutions, agreement, song]</td>
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<td>SIGNS</td>
<td>[modals, song, vocabulary, commands]</td>
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<td>EXERCISE AND TREADMILLS</td>
<td>[video, music, current events reading, vocabulary]</td>
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<td>Current Events</td>
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<td>[writing, reading, game, korea]</td>
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<td>FIND SOMEONE WHO</td>
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<td>CLOZE ACTIVITIES</td>
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<td>USING FLASHCARDS</td>
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<td>2 Way Tasks - Pair Work</td>
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<td>Listening Activities Galore!</td>
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<td>103</td>
<td>Reading Response</td>
<td>[reading, writing, predicting, creative thinking]</td>
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<td>104</td>
<td>The Class of 2010</td>
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<td>105</td>
<td>World Cup Country Project</td>
<td>[reading, writing, geography, presentation]</td>
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<td>Music Appreciation</td>
<td>[listening, opinion]</td>
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<td>Summer Vacation</td>
<td>[writing, past tense]</td>
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<td>108</td>
<td>Opinion Survey</td>
<td>[conversation, feelings, adverbs]</td>
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<td>Be an Inventor</td>
<td>[vocab, video, project]</td>
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<td>110</td>
<td>Describe and Draw</td>
<td>[there is / there are, prepositions]</td>
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<tr>
<td>111</td>
<td>Zoo Making &amp; Animal Talk</td>
<td>[animals, prepositions, here/there]</td>
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</tbody>
</table>

GET MORE HERE! Also visit "Teaching Recipes"
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It’s not about what happens on the board.

It’s about what happens because of what happens on the board.

Hoping the use of this book does

MAKE A DIFFERENCE