WE TEACH
WE LEARN

ENGLISH | INGLÉS | ANGLAIS | INGLESE | INGLÉS | ENGLISCH | АГГΛΙΚΑ | АНГЛИЙСКИЙ | 英文

A
Student Created Content
Course Book

“Teaching made easy ... so learning comes first.”
This book is dedicated to Andrew Finch who inspired me through his own ideals and materials.

“I never teach my pupils; I only attempt to provide the conditions in which they can learn.”
Albert Einstein

“When learners have interest, education just happens”
Sugata Mitra – Hole in the wall project

“You cannot teach a man anything. You can only help him discover it within himself.”
Galileo Galilei

“The objective of education is learning not teaching”

“The things we know best are the things we’ve taught ourselves”

“Language cannot be divorced from the person.
Language is learned through our identification with ‘self’.”

© 2010 by I’m Press
ISBN: 0-9767736-6-x
LCCN: 98-060926
Printed in the www - Whole wide world
Design by Dario Bergero
.dgb | design - www.dgb-design.com.ar
ABOUT THE AUTHOR

David Deubelbeiss is a writer, TESOL professor, teacher trainer and technology advocate, presently living in North Bay, Canada. He has traveled around the world, living and teaching in many countries. An avid creator of educational and especially multi media materials, you can find him on the professional development community he created, "EFL Classroom 2.0". Also, at The School of TEFL where he also teaches online certificate courses. He espouses the simple philosophy of "When one teaches, two learn".

Links

- My Blog
- My Personal Page
- The School of TEFL
- EFL Classroom 2.0

Acknowledgements

Thanks to:

- The members of Efl Classroom 2.0 and their constant inspiration as teachers and sharers.
- My own PLN and colleagues on twitter, facebook and around the world.
- More pointedly, to my recent colleagues / teachers at Ewha Graduate School and at the Seoul Metropolitan Office of Education who supported my passion and gave me a great place to test and try all these ideas.
- Finally, to all my students who taught me more than they can ever imagine.
  
I take pride that so many are speaking and teaching English through my own small part and actions.

Grateful acknowledgement is made to:

- Wordle and Tagxedo for many of the images.
- Unless expressly noted – all images are from Pics4Learning.org
- Clip art from – http://clker.com/clipart
A Student Created Content Course Book

INTRODUCTION
Why this book, Teach / Learn? What is SCC? How to use Teach / Learn?

WE TEACH – WE LEARN | ACTIVITIES

14 Me, Myself and I
Describe yourself, grammar, formative assessment, personality, likes, dislikes, adjectives, verbs.

16 2 Truths and 1 Lie
Speaking about yourself, writing, guessing, …ing, game, writing, ”I think…”

18 Tell us About Your Family
Talking about your family, stating relationships, family tree, question making, possessives.

20 This is Where I Live
Describing where you live, rooms, prepositions of place, furniture.

22 Guess the Celebrity
Talking about celebrities, history, popular culture, jobs, adjectives, multimedia.

24 A Radio Talk Show Interview
Introducing a friend, questioning, restating, …s , present tense.

26 Your Last Vacation
Talking about a past vacation, past tense, travel vocabulary, writing, countries, nationalities.

28 When Did You Last …?
Talking about the past, time expressions, making 5W questions, game.

30 It Tastes Great
Comparing, talking about food, adjectives to express feeling, menus, ordering food.

32 Animal Matching – Noah’s Ark
animals, drawing, prepositions of place, critical thinking, discussion, planning, presenting.

34 My Amazing Day
Describing daily routines, stating time, habitual tense, adverbs of frequency, comics, book making.

36 Tell Us About…
Talking about yourself, questioning, making statements, board game, small talk.

38 Alphabet Organizing
General vocabulary, spelling, words, game, presentation, technology, book making.

40 Bingo Lingo
Making and presenting a commercial, superlatives, comparatives, acting, role play.

42 Harder, Better, Faster
Comparatives, bragging, commercials, description, listening, vocabulary, role play.

44 Just Do It!
imperatives, board game, total physical response.

46 Amazing Inventions
Critical thinking, brainstorming, describing a plan, drawing, poster making, presenting.
First Word War
Vocabulary building, drawing, spelling.

Find Someone Who
Closed questions, asking, replying, question making, adverbs of frequency, presenting.

A Crazy Yesterday
Past tense, routines, transitions, habitual time, stories, writing, cartoons, retelling.

Connect ‘em and Guess ‘em
Vocabulary skills, listening, recording information, drawing, guessing.

Let’s Play Ball!
Trivia, question making, general knowledge, game, competition, rules.

School is…
complaining, adverbs of frequency, school vocabulary, subjects, needs analysis.

Guess Who / What / Where
Making statements, clauses and conjunctions, guessing.

Draw My Thing
Drawing, prepositions of place, definite pronouns.

Say Thank You!
Complimenting, responding to a compliment, writing a thank you note.

Every Question has an Answer
Answering questions, making questions, listening, personal questions, replying with a statement.

One of these things is NOT like the others
Critical thinking, stating differences, “because”, song, game, guessing, making statements.

It’s a Place Where
Countries, culture, traditions, geography project, group work.

Movie Mania!
Movie preferences, genre, guessing, charades, poster making, presentating, writing.

You Broke My Guitar!
Complaining, writing, song, music, listening, discussion, past possibility, collaboration.

Words
Vocabulary building, chunks, collocations, word association, listening.

Making a Sandwich is Easy
Telling others how to do something, transitions, steps, total physical response, presenting.

Present It!
Presenting information, writing, speaking, assessment, rubric making.

What a Wonderful World!
Song, writing, environment, expressing gratitude.

If I were George…
Future possibility, wishing, story retelling, what if.
Table of Contents

87  WE TEACH – WE LEARN | TEACHER LESSON NOTES
97  WE TEACH – WE LEARN | TEACHER HELPERS
98  Describe and Draw
100 SCC Game board template
101 SCC Story frame template
102 Survey Cards
103 Name 2 Cards
104 Compliment cards
105 Who Was The Last Person Who…?
106 Famous Interviews
107 Write it out!
108 Job Cards
109 Response Cards
110 Thank you game
111 Mr. X cartoon
113 What’s important in life?
114 Do you believe in ….??
115 Tell Us About Cards
119 Bright side of life
120 SCC Bingo card
121 I Feel Like a Number
122 Partner Pictionary
123 My book report
124 Battleship
126 Find Someone Who…
127 Only Connect
130 Alphabet Organizer
131 When did you last cards
133 Mind Map
134 Lesson Plan template
135 SCC Rubric template and descriptors
137 Solom speaking rubric
138 Question Schematic
139 Commercial Analysis sheet
141 CONGRATULATIONS
143 Certificate
Welcome!

Introduction

We Teach | We Learn comes with a Teach | Learn Voicethread so students can practice speaking after each lesson. All students need is a headset or microphone for their computer. Teachers can also make their own Voicethread with these pictures. Just choose copy or find them on EFL Classroom 2.0. Perfect for practice or teacher assessment. For info on using Voicethread see ELT and Tech.

We Teach | We Learn comes with a community! Just go to the Teach | Learn Q and A community and ask your questions, get support. Also, visit EFL Classroom 2.0 for more resources related to Teach | Learn.

All lessons in this book can be edited. Go to the Teach | Learn wiki for more information.
Why this book, Teach / Learn?

This book grew out of my experiences over 20 years, designing materials and teaching English. Through observing many classrooms as a teacher trainer and evaluator and from my own success teaching and giving workshops on “teaching with only a piece of paper”.

I concluded that traditional methods and textbooks were ineffective because they did not start from the premise that students can and must participate actively in creating the curriculum (the language) from which they will learn. Students intuitively, know best their needs. They know best the language from which other language may root and grow. I concluded that there must be a way to guide both teachers and students towards a more participatory, organic, emergent and creative classroom environment.

Teach / Learn allows several things:

1. Teachers to shirk the engrained, teacher directed style that is so easy to fall into after thousands of hours having experiencing this as “what teaching is”, as a student. It can be achieved through a simple set delivery that frees teachers from excessive planning and worksheet mania – allowing them to focus on delivery and student assessment and feedback.

2. Students to be motivated through the use and creation of their own content. We all know how much “pride in a product” can motivate. Students create a book that documents their own learning. Students are also motivated because the content is not imposed – it is what they want to talk about, write about, listen to, play, use, process and learn. It is from the inside, not the outside.

What is SCC?

SCC stands for “Student Created Content”. I borrow the term from ugc or ucc “user generated/created content”, that is the motor of Web 2.0 and the internet. The users generate the content – think wikipedia, think youtube.

It is an approach that tries to simplify the teaching/learning process and equalize the power relationship that exists between teacher/learner (much like cll - community language learning does with its focus on the teacher as a language “knower”). It also is a way of instruction that completely focuses on the student’s world/context. It ushers from the belief that all language learning must start from that focal point, no where else. The teacher models and then the students create the content and re-practice based on the teacher’s modeling as an “expert”.
It is an approach. There is no “one way” but rather some basic tenets to be followed (see the notes for each lesson offering many delivery variations/ options). The basic principles are:

1. **The students create the content** (worksheets, words, sentences, topics, dialogues that will be used for instructional purposes). It is a complete “personal/ego” approach to language instruction. This also means that the book can be used with multi-level classes (because the content comes from the students themselves and is already, “leveled”).

2. **It is REAL.** Not about anything artificial or from a 3rd party/publisher. It is about the life and times of the student and teacher. The classroom situation is no longer treated as an artificial “studio” but rather as a meeting place for real events, for real talk about real things that interest the students.

3. **The teacher is also a learner and does what the students do.** In this fashion, the teacher is not all knowing but a participant. In this “low level” way, the power barrier that exists is diminished and better learning occurs and better modeling of the language.

4. **It is an inductive approach. It is a wholistic approach.** The students are first engaged and prior knowledge elicited on the topic. Only then, are the students asked to create the content and practice the language first modeled and encountered holistically and in context.

5. **It is self organizing in design.** It grows naturally from the process of creating a product. There is no outside intervention into the system (like an imposed textbook curriculum). There is not a lot of planning for the teacher. The focus is on instruction, the art of “how” and not “what”. Teachers using an SCC approach don’t have to spend time planning, making materials, preparing. Their energy and reflection goes into developing their teaching skills as they happen, during instruction. The students create the text and textbook.

---

**How to use Teach / Learn?**

There are 3 basic stages:

1. **Getting Started**

   The teacher uses a photo/picture or brainstorming activity to engage and elicit student response.

   This is done as a whole class activity. Student prior knowledge is primed as they try to communicate with the teacher. The students talk about “the teacher’s world/life” or I even suggest at this stage using a higher level student as the focus.
In this stage, the basic language structures and vocabulary is practiced but in a natural form of communication and elicitation. There is no need to say, “Today, we are learning about ‘x’.”

At the beginning of this stage, the students don’t have their books opened. Their full attention is on communication. The teacher should prepare the board of materials on a screen as outlined in the “Teacher’s Notes” section for each lesson. Student’s will practice this page / content again in small groups or pairs when they open the book. Of course, if you have no board/projector – you’ll have to use the book and have it open.

2. It’s Your Turn

The students are asked to create the content. This can be in the form of words, questions, brainstorming, drawing, gap fills etc… the content is always what they want and from their own experiences.

Using this content the students in small groups or pairs, practice with it. The teacher sets up the target language but from the nature and simplicity of the materials, this is usually self evident. The instructions are embedded because the students are just repeating what was done previously as a whole class.

3. Extension

Language needs strong context, recycling and comprehensibility to be acquired. In this stage, there are optional and proven online materials to support the lesson’s teaching / learning. The teacher or the student on their own, after class, can choose from 4 selections. Some will be highly appropriate, others not – each class is different. They consist of both resources and learning materials (videos, games, quizzes etc…)

Here is an example for the lesson – “This is where I live”.

There are “Teach / Learn Notes” for each lesson. A basic 1,2,3 on how to deliver the lesson. Tips and pointers to help. Of course, feel free to use your own approach.

In addition, almost every lesson has a Voicethread where students can go and respond/speak. Especially in many EFL contexts, students need this extra practice given how hard it is to do this during class time or outside school. You can copy the voicethread and put up as your own private Voicethread – I’ve set these permissions.
This book is a testament to the fact that we need to train teachers in new ways. Deemphasize the expert and the control and create real student centered curriculum and delivery. We have to focus on the students, on the learning and not on the teaching, the pedagogy. Concentrate on the thing itself, not the shadow.

Teach | Learn is meant to be shareable. After download, you can "Share-alike", copy as much as you want/need and share with who you want. I will also make available on my blog – an editable file for all who purchase the book. So you can personalize the text and change to suit your students. Sounds radical? Not really, it should be the standard and it is as simple as that. You know your students best and should have a textbook that is “maleable” and can meet your student's precious, unique needs.

Secondary Sources:
http://eflclassroom.com
http://teachers.schooloftefl.com
http://teachingrecipes.com
http://real-english.com
http://tarheelreader.org
http://www.elllo.org
http://quizlet.com/user/eflclassroom/
http://kizclub.com
http://eltandtech.pbworks.com
http://youtube.com
http://readwritethink.org
We Teach – We Learn!

This is ____________________________ ’s book.

☐ I agree to help my classmates learn.
☐ I agree to learn from my classmates.
☐ I agree to do my best.

Date: _____ of ______________________, 20________

Signature: ________________________________

Teacher’s Signature: ________________________
ME, MYSELF AND I

Getting Started!

One person writes important notes about their life in the mirror.
Look in the mirror and ask about their life.
Use the language below to help you.

What is your favorite _______________?

Do you like ___________________ing?

How many ____________________?

Do you have ____________________?

Can you ________________________?

Have you ever ____________________?

WHO / WHAT / WHERE / WHEN /
WHY / DID / WILL / IS

Your turn!
Write your own words in the mirror and let others ask you about your own life!
Think about yourself and your life. Fill in the grammar poem and share with your classmates. Help others and color it too!

**ME, MYSELF AND I**

Fill in these basic facts about yourself:

I am _______ years old. I am _______ cm tall. I am _______.

I live __________________________. I have ____ brother and ____ sister.

I like to __________________________. I hate _________________________

My favorite ______________________ is ____________________________.

On weekends I usually ________________________________.

Yesterday, ________________________________.
2 TRUTHS AND A LIE

Getting Started!

Complete a Truth or Lie card.
One person reads their sentences and others guess which is the lie.
How many lies can you guess?

WHICH IS A LIE?

A) I have ________________________________.
B) I like ________________________________.
C) I can't ________________________________.

3 WISHES GAME

Which wish is a lie?

A) I wish I had ________________________________.
B) I wish I were ________________________________.
C) I wish I could ________________________________.

Your turn!
Try the truth or lie game on the next page. Who is the best liar?
## 2 Truths and a Lie

### How to Play:

1. Roll. Finish the sentence. The person on your left guesses if it is / isn’t a lie.
2. If their guess isn’t correct, continue.
3. Roll by holding out 1, 2 or 3 fingers. Add up to total with another person and move that many spaces. (max. 6)

### Start

<table>
<thead>
<tr>
<th>I have</th>
<th>My best friend is</th>
<th>I love</th>
<th>I’m good at</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>_________________</td>
<td>___________</td>
<td>_________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can</th>
<th>I have a pet</th>
<th>I don’t have</th>
<th>Your favorite</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>_________________</td>
<td>___________</td>
<td>_________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yesterday, I</th>
<th></th>
<th>Your favorite is</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td></td>
<td>_________________</td>
<td>_________________</td>
</tr>
</tbody>
</table>

### Go Back

2 Spaces

<table>
<thead>
<tr>
<th>I like</th>
<th>My mother is</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________</td>
<td>_________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Go Ahead

3 Spaces

<table>
<thead>
<tr>
<th>I hate</th>
<th>My father is</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________</td>
<td>_________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Tell a Truth

<table>
<thead>
<tr>
<th>I hate</th>
<th>I have visited</th>
<th>I can’t</th>
<th>Start Over</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________</td>
<td>_________________</td>
<td>_________________</td>
<td></td>
</tr>
</tbody>
</table>
TELL US ABOUT YOUR FAMILY!

Getting Started!

One person writes family members names around the tree. Ask questions to find out about their family. Be nosy!

Who is ________________?  
What does ________________ do?  
Where does ________________ live?  
How old is ________________?  
What does ________________ like to ________________?  
Can ________________ ________________?
TELL US ABOUT YOUR FAMILY!

It’s Your Turn!

Write down the names of family members or friends.
Write in your own language.
You only have 2 minutes!

Who is ___________________________?
Where does ___________________________ live?
How old is ___________________________?
How ___________________________ is ___________________________?
What does ___________________________ do?
What’s ___________________________ like?
What does ___________________________ look like?

Next. Show your classmates the names. Answer their questions as they ask you about each person.
Ask 2 questions about each family member.
THIS IS WHERE I LIVE

Getting Started!

Ask about someone's home. Use the things below and your own ideas. They will draw them in and tell you where they are! Ask other questions too! Be a nosy neighbor!

Do you have a ____________________________?

Where is the / your ____________________________?
THIS IS WHERE I LIVE

It’s Your Turn!

Draw your apartment or house in the box. Only the walls and doors!

Now, ask your partner about their apartment and answer your partner’s questions. Use the “helpers” below. Ask additional questions.

- Where is the ____________________________?  
- Where is your ____________________________?  
- Do you have a / an ____________________________?  
- Where does your ____________________________?  
- How many ____________________________ do you have?  
- What color is the ____________________________?  
- Where is your favorite ____________________________?
GUESS THE CELEBRITY

Getting Started!

One person writes the names of celebrities and famous people in
the box below. Make 3 statements about one person/group.
Can they guess who it is?

Santa Claus        Michael Jackson

Hitler             Celine Dion

Helpers:
dead / alive       male / female       young / old
short / tall       rich / poor          fat / thin
It’s Your Turn!

Brainstorm with a partner and write down many names of famous people. Next, play! Take turns guessing.

He / She / They

Keep Score!

A

B

Guess the celebrity games
Famous People
Name the Artist
RADIO TALK SHOW INTERVIEW

Getting Started!

One person is being interviewed. The audience asks the questions
At the end, ask your own questions!

1. What is your ____________________________?
2. Where are you ____________________________?
3. What is your ____________________________?
4. What languages ____________________________?
5. How old ____________________________?
6. How tall ____________________________?
7. Where do you ____________________________?
8. What do you ____________________________?
9. Are you ____________________________?
10. How big is your ____________________________?
11. What do you usually do on ____________________________ days?
12. What is your favorite ____________________________?
13. How often do you ____________________________?

My Questions

__________________________?
__________________________?

It’s Your Turn.
Interview a partner using the same questions.
For added practice, try asking the question using, “Could you please tell me...?”
RADIO TALK SHOW INTERVIEW

It’s Your Turn!

Pretend you are a famous celebrity!
Write the answers below first using the questions above as a guide.
Then answer your partner’s questions. Can they guess who you are?

1. Sorry, I can’t tell you my name (My secret name is ____________________).
2. I am from ________________________________________________.
3. I am ________________________________________________.
4. I speak ________________________________________________.
5. I am ________________________________________________.
6. I am ____________________________ tall.
7. I live ________________________________________________.
8. I am a ________________________________________________.
9. __________________________ I am ____________________________.
10. I have ________________________________________________.
11. I usually __________________________ on __________________________ days.
12. My favorite __________________________ is __________________________.
13. I __________________________ __________________________.

Write the names of some celebrities here!

Interview a classmate | Interview and speak to Alice | My rotten red headed older brother | Interview Cards
YOUR LAST HOLIDAY

Getting Started!

Ask about a person's last "BIG" trip or vacation. Be curious!

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Go?</td>
<td>Get there?</td>
<td>Airline?</td>
<td>Stay?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How long?</td>
<td>Weather?</td>
<td>See?</td>
<td>Do?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat?</td>
<td>Souvenirs?</td>
<td>Get around?</td>
<td>Come back?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language?</td>
<td>Spend?</td>
<td>Lost?</td>
<td>Best?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

?
YOUR LAST HOLIDAY

It’s Your Turn!

Imagine you went on the perfect holiday. Ask your partner about their trip and answer your partner’s questions using the 5 Ws!

1. When?
2. Where?
3. Who / with?
4. How / get there?
5. How / like ....
6. Where / stay?
7. What / see?
8. What / buy?
9. What / eat?
10. How long / stay?
11. Which .... / like best?
12. How / come back?

Send a postcard to a classmate!

Write a postcard to a classmate. Decorate it and give it to the teacher who will deliver it!

Be creative!

Hi _____________!

Greetings from _____________! I’m in _____________, _____________ ing an amazing _____________. The weather is _____________. Tomorrow, _____________.

I’m going to visit ____________ and see _____________.

Maybe, __________ some ___________.

Be back _____________! See you ____________!
GETTING STARTED!

When did you last...?

One person is being questioned. Ask them about the last time they did the following things. Ask 2 more questions about it. Decide if they are telling the truth. If you guess right, they stay on the hot seat!

A moment ago
This ____
A few ____s ago
Yesterday
The day before yesterday
Last week / month / year
A long time ago
I've never ...


Did you ____________________________?  [ ] I think you are lying!
[ ] I think you are telling the truth!
### WHEN DID YOU LAST...?

**It's Your Turn!**

Finish the sentences on your turn and answer questions.

<table>
<thead>
<tr>
<th><strong>START</strong></th>
<th><strong>Other players ASK!</strong></th>
<th><strong>Other players ASK!</strong></th>
<th><strong>Other players ASK!</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>take the</td>
<td>eat at</td>
<td></td>
</tr>
<tr>
<td>___________?</td>
<td>___________?</td>
<td>___________?</td>
<td></td>
</tr>
<tr>
<td>play</td>
<td>wash</td>
<td>buy</td>
<td></td>
</tr>
<tr>
<td>___________?</td>
<td>___________?</td>
<td>___________?</td>
<td></td>
</tr>
<tr>
<td>study</td>
<td>make</td>
<td>go ahead</td>
<td></td>
</tr>
<tr>
<td>___________?</td>
<td>___________?</td>
<td>___________?</td>
<td></td>
</tr>
<tr>
<td>Go Back 2 Spaces</td>
<td>drive</td>
<td>do</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___________?</td>
<td>___________?</td>
<td></td>
</tr>
<tr>
<td>Other players ASK!</td>
<td></td>
<td>get</td>
<td></td>
</tr>
<tr>
<td>Go to the washroom?</td>
<td>drink</td>
<td>___________?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>speak to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>___________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kiss</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>___________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Start Over</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Getting Started!

Connect the food topics (apples – oranges).
Then, interview someone about their food preferences.

Which do you like better __________________________ or ____________________________ ? How come?

Which do you prefer ____________________________ or ____________________________ ? Why?
Write down your own restaurant menu.
Be creative! Then, practice ordering food at a restaurant.

I’ll have ___________________________ and ___________________________.

For desert, I’d like ___________________________. What about you?
ANIMAL MATCHING: NOAH’S ARK!

Getting Started!

Watch the video – “The Elephant Song”.
Write down the animal names in the box.

frog

Next
Choose one animal! Write it down on a slip of paper (or your hand).
Keep it a secret. Walk around the classroom and find your match.
When someone has the same animal, link arms and continue finding more of the same animal!

donkey

rooster

A: What animal are you?

B: I’m a ____________________________! What animal are you?

A: I’m a ____________________________! We (don’t) match!
ANIMAL MATCHING: NOAH’S ARK!

It’s Your Turn!

Look at the pictures. Decide in your group where you will put them to organize the zoo! Be careful.
Discuss and debate.

— Let’s put the ______________________ here!

— Beside the ______________________

near the ______________________.

What about over here?

☐ That’s crazy!

☐ That’s perfect
MY AMAZING DAY

Getting Started!

Draw some times you do things during the day. When others ask, tell them about your "usual day".

Get Up

Go to Bed

Ask: What do you usually do around __________________________?

Answer: I usually __________________________ at __________________________.
It’s Your Turn!

Look at the pictures and with a partner. Tell each other and write about an amazing day. Use the pictures to help you.

First,  

Then,  

After that,  

Next,  

In the  

Then,  

At  o’clock  

After that,
GETTING STARTED!

Choose one person and ask them about their life.
Use these Tagxedo words.
Ask 2 more questions for each word.

Please tell us about a ____________________________

you ____________________________

Write some information about this special person!

(Name)

_________________________ likes ____________________________.

_________________________ doesn’t like ____________________________.

_________________________.

_________________________.
Tell us about …..

It’s Your Turn!

Finish each box. Take turns spinning a coin. Where it stops, ask that person. Also ask 2 more questions. Be curious! First to finish their boxes wins!

Your favorite

The last time you

A food you

What you will do

Your

What you did

Your mother’s

A ______you

What you are

Next.

Write 5 things that you found out about others.

I found out that ____________________________________________

( Name )

1. ____________ _____________________________.

2. ____________ _____________________________.

3. ____________ _____________________________.

4. ____________ _____________________________.

5. ____________ _____________________________.

Pass the Paper game | Favorites | What do you like to do? | Let’s Talk
ALPHABET ORGANIZING

Getting Started!

Choose a topic. Think of words starting with each letter.
Race to complete as many boxes as you can in ___ minutes.
The team with the most boxes filled correctly wins!

The Topic: ____________________________

A   B   C   D   E   F
G   H   I   J   K   L
M   N   O   P   Q   R
S   T   U   V   W/X   Y/Z

Scattergories
Take turns telling the class your answers. Get one point for each correct word. Listen carefully!
You lose 2 points if you repeat a word already stated.

Wordchain
Underline or circle all the words or phrases in the word chain! Each word continues from the next.
How many can you find?

appleasentencenterribleblendlessentialwaysometimesquaresquare

turnervouseditorontomatornadowonutimeanimallovenicent-
erunderneathursdaylighthousellemomdayesterdayyellowet
ALPHABET ORGANIZING

It’s Your Turn!

Draw something that starts with each letter. You have ____ minutes.

B C D E F
G H I J K L
M N O P Q R
S T U V W/X Y/Z

Next
Give your chart to a partner and challenge them to write the names in each box!

First Word War
Take turns in your group saying a letter. The first person to say the word and then a sentence wins. Count your points. First to get ____ wins!

Player 1: “Name something that starts / ends with the letter “T”.
Player 3: “Tiger!” “Tigers are dangerous.”
Player 1: “Right! Point!”

My Points

Game 1 | Game 2 | Game 3 | Game 4 | Game 5

Zip – Zap Game / Writing
Alphabet Ideas / Human Alphabet
Tarheel Reader Alphabet Shows
Alphabet Organizing / Drag Letters
BINGO LINGO

Getting Started!

Choose one person and ask them about last week. The first team to get an O (Yes) or X (No) bingo wins.

Did you ____________________________?

☐ Yes, I did.
☐ No, I didn’t.

- play basketball
- relax
- go bowling
- work
- meet
- visit the dentist
- eat
- cook
- dance
- fix
- exercise
- read
- play tennis
- get a letter
- drive
- go shopping
- call
- do the laundry
- sing
- have a party
- ride a bike
BINGO LINGO

It’s Your Turn!

Play bingo with a partner, taking turns asking each other.
The first one to get a Yes or No bingo wins! Next, write your own words.
Then play with your own card!

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EAT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Getting Started!

Look at the words in the box. *Have a bragging contest!*

Use the language below to help you.

My father is ________________er than your ____________________________!

My ______________________ is more ____________________________ than yours!

It’s Your turn: Write out some of the words. How many are “more __________”?

__________________________ er  more __________________________

__________________________ er  more __________________________

__________________________ er  more __________________________
HARDER, BETTER, FASTER

It’s Your Turn!

---

— I’ve been worried about my __________________________ recently.

— Really? What’s the matter with your ________________________?

— Well, it isn’t _____________________________ enough and I don’t know what to do. Do you have any idea?

— Yes, I do. Have you tried ____________________________?

— No, I haven’t. Does it make ____________________________er?

— It sure does! I remember when I was worried about my ___________________. One day someone told me about _____________________. I started using it and now everybody tells me I have the ____________est / most ____________________________ in town!

— Thanks for the advice. I’ll go out and get some right away!

— You won’t regret it!

Brands / Old Spice  Top Commercials for teaching  Commercial / Daft Punk  Resources
JUST DO IT!

Getting Started!

One person is “the robot” or “Mr. Bean”. Everyone in the class takes turns telling them to do something. Use these expressions or make your own. Be creative and keep them moving!

- Jump 5 times!
- Act like a dog!
- Eat a banana!
- Write your name!
- Turn around!
- Go to sleep!
- Touch the window!
- Be a cowboy!
- Watch TV!

Your Turn: Play the Pass the Paper Game.

Pass the paper. When the music stops – whoever has the paper must JUST DO IT!

SPEAK UP AND SPEAK CLEARLY!
### It’s Your Turn!

Fill in the squares with your own Pass the Paper commands and then play the game. Use a coin, spin and where it falls – **Just Do It**!

See the examples below. Don’t land there!

<table>
<thead>
<tr>
<th>Draw an elephant</th>
<th>Write 3 kinds of vegetables</th>
<th>Name 5 sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act like you are a monkey</td>
<td>Be a teacher</td>
<td>Drive a big truck</td>
</tr>
<tr>
<td>Count fast to 30</td>
<td>Write the alphabet</td>
<td>Name 5 cold countries</td>
</tr>
<tr>
<td>Draw a house with 3 windows</td>
<td>Shake hands with everyone in the room</td>
<td>Sing a song</td>
</tr>
</tbody>
</table>
AMAZING INVENTIONS

Getting Started!

Look at these famous inventions and rank them from 1 – 10. Be prepared to tell the class WHY!

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
<th>9.</th>
<th>10.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zipper</td>
<td>Compass</td>
<td>Credit card</td>
<td>Paper</td>
<td>Alphabet</td>
<td>Xbox</td>
<td>Wheelbarrow</td>
<td>The gun</td>
<td>The Internet</td>
<td>Post it notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next
Watch the video and fill in the chart

<table>
<thead>
<tr>
<th>Invention Name</th>
<th>What it does</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Amazing Inventions

**Teach | Learn**

A Student Created Content Course Book – 47

### It’s Your Turn!

#### PROJECT:

**Our “Sketch”**

Make a larger poster and be prepared to present your invention to the class.

<table>
<thead>
<tr>
<th>A. What do you call it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. What is it used for?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. What is it made of?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. How to use it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. How much will it cost?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. How will you sell it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. Who will buy it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H. Why is it so important?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
FIRST WORD WAR

Getting Started!

Take turns filling in the chart.
Get points for each word.
It must continue from another word.

Train your brain!
Read the words in the box. Your partner will state the first word they think of when they hear it. (ex. snow – snowman.)
Don’t translate, be as quick as possible. Take turns. Then try it with your own words!

My Own Words…
Choose a topic. Write 12 words below and draw pictures in any of the boxes. Fill in the word search. Trade with a partner and match the words – pictures. Find the words. Who can finish first?

<table>
<thead>
<tr>
<th>PICTURES</th>
<th>MY TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FIND SOMEONE WHO

Getting Started!

Write a Yes / No question in the card. Survey the class by asking others. Report back to the class using the sentences below.

_________________________?

YES

NO

All
Most
Many
Some of us ____________________________!
Not many
A few
None

Now
Listen to your classmates report their findings and write them down.

A) ___________ of us ____________________________ .

B) ___________ of us ____________________________ .

C) ___________ of us ____________________________ .
FIND SOMEONE WHO

It’s Your Turn!

Fill in the sentences with your own ideas. Then, survey the class finding others who have done those things. Look at this example.

Student A: Excuse me but, have you ever ____________________________?

Student B: Actually, no I haven’t. / Why, yes I have!

IF YES – Student A asks 2 more questions.

WHO  WHAT  WHERE  WHEN  HOW  HOW LONG  WHY

______________________ did you ____________________________?

Name

1. ______________ has eaten ____________________________.

2. ______________ has driven a ____________________________.

3. ______________ has traveled to ____________________________.

4. ______________ has climbed ____________________________.

5. ______________ has drank ____________________________.

6. ______________ has seen a ____________________________.

7. ______________ has flown ____________________________.

8. ______________ has a ____________________________.

9. ______________ has sung ____________________________.

10. ______________ has been to ____________________________.

11. ______________ has ____________________________ before.

12. ______________ has never ____________________________. 
A CRAZY YESTERDAY

Brainstorm as many verbs as you can. (sleep, eat etc…) Write or draw them in the box below.

eat

sleep

Next.
Tell a “crazy” story using the words in the box.

Yesterday, my friends and I __________________________

First, we __________________________

Then, we __________________________

After that we __________________________

Next we __________________________

Finally we __________________________

WHAT A CRAZY YESTERDAY!
A CRAZY YESTERDAY

It’s Your Turn!

Write one thing in each box.

1. A country
2. A person
3. A food
4. A mode of transportation
5. A color
6. A place
7. ..........ing
8. A song
9. A thing
10. An animal

Now.
Listen to your teacher read an example story.
Now create your own “Crazy story”. Share it with your classmates!

Yesterday, in (1)__________________________, (2)____________________________ walked

into a (6)________________________. (2)____________________________ asked that
everyone start (7)________________________ ing. Suddenly, a (5)__________________________

(10)________________________ walked in and asked (2)____________________________ for
something to eat. (2)________________________ smiled and gave the (10)__________________________
a (3)__________________________. (2)____________________________ jumped into a

(4)__________________________ laughing and singing (8)__________________________.

YES, IT WAS A CRAZY YESTERDAY.
CONNECT ‘EM AND GUESS ‘EM

Getting Started!

Watch the Youtube Video – “The Elephant Song”.
As you watch, draw or write down, all the animals mentioned.

Now.
Listen as someone describes the animal. The first to guess gets a point.

They can _________________. They live in _______________. They are _______________.
They have _________________. They eat _________________. They go “ _______________!”
They don’t _________________. They can’t _________________. They aren’t _______________.

It’s Your Turn.
Can you draw a wingdingdongdilly? An animal made of different parts?
CONNECT ‘EM AND GUESS ‘EM

It’s Your Turn!

Watch The Video – “__________________”
As you watch, write the names of all the ____________s mentioned.

Now.
Draw the things you have in the box below. When finished give your sheet to a partner who will connect them! After, play guess ‘em. Describe and your partner will guess!
LET'S PLAY BALL!

Getting Started!

Make 2 teams. Flip a coin to see who starts. Ask and answer questions. Correct answer moves the ball forward. Incorrect answer, move back and lose the ball. “Pass”, you lose the ball.

BAAM: Make teams. One person is a scorekeeper. On your turn, pick a number. Answer the question to get the points and continue. Don’t get BAAMed! 3 correct answers and you are safe!
It’s Your Turn!

Choose a topic. Brainstorm one arm of the Mind Map. Write 5 questions (easiest to hardest) for your category. Make sure you know the answer!

Jeopardy Review

ANSWERS

$100 ___________________________ ?

$200 ___________________________ ?

$300 ___________________________ ?

$400 ___________________________ ?

$500 ___________________________ ?
SCHOOL IS...

Getting Started!

Look at the grid. There are 6 ships sailing on it! In teams, take turns asking and sinking ships. Get a hit, you can keep asking until you sink a ship. hit= 1 point / Sunken ships = 3, 4 or 5 points

<table>
<thead>
<tr>
<th>ME</th>
<th>Math</th>
<th>Geog.</th>
<th>English</th>
<th>Music</th>
<th>Art</th>
<th>Science</th>
<th>Gym</th>
<th>Comp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Draw in 2 of each boat in your ocean.
2. Attack by asking questions using the example.
3. Sink all the enemy ships to win.

Do you have ____________ on ______________ day? Yes, I do. / No, I don’t

It’s Your Turn

Play the game with a partner. Ask and answer until you have sunk all the ships!

<table>
<thead>
<tr>
<th>ME</th>
<th>Math</th>
<th>Geog.</th>
<th>English</th>
<th>Music</th>
<th>Art</th>
<th>Science</th>
<th>Gym</th>
<th>Comp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2x ■ ■ ■ ■ ■
2x ■ ■ ■ ■ ■
2x ■ ■ ■ ■ ■

ME
Math Geog. English Music Art Science Gym Comp.
School can be fun and school can be boring! Tell your partner how you feel about school. Use the language below to help you!
Start complaining!

I think ___________ is / are sometimes ___________ because ___________!

- homework
- lunch time
- math
- gym / P.E.
- our ________ teacher
- taking tests
- saturdays
- the library
- summer holiday
- projects
- English class

- 😊 fun, wonderful, easy
- 😞 frustrating, confusing
- 😮 amazing, shocking
- 😊 interesting
- 😮 stressful, demanding
- 😊 relaxing, peaceful
- 😊 motivating, inspiring
- 😞 difficult, dangerous
- 😞 boring, tedious
- 😞 tiring, exhausting
GUESS WHO / WHAT / WHERE

Getting Started!

Listen as one person describes the things below. Can you guess which one it is? Take turns. Cross out (-----) the words that have been guessed.

- It’s a person who
- It’s a place where
- It’s a thing which
In the box below, draw and list as many jobs / places and things as possible. Take turns describing and guessing with your partner.

A) It’s a person who

B) It’s a place where

C) It’s a thing that

D) It’s a person who

E) It’s a place where

G) It’s a thing that
DRAW MY THING...

Getting Started!

Listen to someone talking. Draw what you hear.
Now, tell everyone what you see and create a better picture!
After, write the words below or label the picture.

What do you see ...? 

Make a doodle video  |  Draw My Thing  |  Cartoon Makers / Resources
Cartoons are cool! Use your drawing skills to create your own story!
SAY THANK YOU!

One person comes to the front. Give them at least 2 compliments. They can pick the next person for the group to compliment!

No problem! Don’t mention it! Not at all!  |  My pleasure! Same back to you! Thanks!
Say Thank you!

Write the names of people in the class that you want to thank. Then, walk around the class and thank them! Use the phrases below.

**It’s Your Turn!**

**Thank you for ...ing ... ...**

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>always speaking English</td>
<td></td>
</tr>
<tr>
<td>being friendly</td>
<td></td>
</tr>
<tr>
<td>being so cheerful</td>
<td></td>
</tr>
<tr>
<td>helping</td>
<td></td>
</tr>
<tr>
<td>always</td>
<td></td>
</tr>
<tr>
<td>being</td>
<td></td>
</tr>
<tr>
<td>never</td>
<td></td>
</tr>
<tr>
<td>making me laugh</td>
<td></td>
</tr>
<tr>
<td>wearing colourful clothes</td>
<td></td>
</tr>
<tr>
<td>telling great stories</td>
<td></td>
</tr>
<tr>
<td>being so cheerful</td>
<td></td>
</tr>
<tr>
<td>being friendly</td>
<td></td>
</tr>
<tr>
<td>lending me things</td>
<td></td>
</tr>
<tr>
<td>helping so much</td>
<td></td>
</tr>
<tr>
<td>sharing</td>
<td></td>
</tr>
<tr>
<td>having a nice smile</td>
<td></td>
</tr>
<tr>
<td>being so prepared</td>
<td></td>
</tr>
<tr>
<td>telling us the answers</td>
<td></td>
</tr>
<tr>
<td>teaching me something</td>
<td></td>
</tr>
<tr>
<td>being later than me to class</td>
<td></td>
</tr>
</tbody>
</table>

**More choices:**

- being enthusiastic
- making me laugh
- wearing colourful clothes
- telling great stories
- being so cheerful
- being friendly
- lending me things
- helping so much
- sharing
- having a nice smile
- being so prepared
- telling us the answers
- teaching me something
- being later than me to class
EVERY QUESTION HAS AN ANSWER

Getting Started!

Look at the answers. As you are asked, reply with one! “X” them out until you have all the answers!

Next
Ask a crazy question! Then ask the questions to those in your group!

1. Do you like to ________________ with ___________________ on the weekends?

2. Have you ever ________________ and ____________________?

3. Did you __________________ this morning before ____________________?

4. Do you think __________________ could beat __________________ at __________________?
In 3s. Play Rock, Paper, Scissor. The winner can sit out. Second asks a question. Last must answer!

<table>
<thead>
<tr>
<th>Do you believe in</th>
<th>Are you very</th>
<th>Have you ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________?</td>
<td>_________________?</td>
<td>_________________?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can you</th>
<th>Who do you</th>
<th>Where did you</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________?</td>
<td>_______________?</td>
<td>_______________?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your best</th>
<th>Do you think</th>
<th>Who is your favorite</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________?</td>
<td>_________________?</td>
<td>_________________?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why are you</th>
<th>What are your</th>
<th>What if you</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________?</td>
<td>______________?</td>
<td>______________?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you have</th>
<th>What did you last</th>
<th>Are you going to</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________?</td>
<td>______________?</td>
<td>______________?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did you ever</th>
<th>Why can’t</th>
<th>What about your</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________?</td>
<td>______________?</td>
<td>______________?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you like to</th>
<th>How did you</th>
<th>What is your favorite</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________?</td>
<td>______________?</td>
<td>______________?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you got any</th>
<th>Where were you</th>
<th>Have you had</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________?</td>
<td>_______________?</td>
<td>_______________?</td>
</tr>
</tbody>
</table>
ONE OF THESE THINGS IS NOT LIKE THE OTHERS

Getting Started!

Look at the pictures. Tell the teacher why one of the things is not like the other things.
Be creative!

The ___________ is not like the others because ___________ !
ONE OF THESE THINGS IS NOT LIKE THE OTHERS

Draw / write 16 things into the boxes. Chose 4 in a row.
Tell everyone why one of your things is not like the others!

Try singing the song!

It’s Your Turn!

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One of these things is not like the others.
One of these things doesn't belong.
Can you tell me which, is not like the others before I finish this song?
IT’S A PLACE WHERE...

Getting Started!

Look at the map and make a statement.
Someone will point to it on the map

It’s a place where ____________________________!

It is ________________
(band / cold / hot / small / dry / wet / flat / mountainous)

It is near ____________________________!

It is known for ____________________________!

It’s a country where they speak ________________!

The capital city is ____________________________
Country Project.
Choose a country and working in groups design a poster.
Include all the following.

<table>
<thead>
<tr>
<th>a map</th>
<th>major features</th>
<th>population</th>
<th>industries</th>
<th>food products</th>
</tr>
</thead>
<tbody>
<tr>
<td>famous people</td>
<td>holidays religion</td>
<td>important dates</td>
<td>languages</td>
<td></td>
</tr>
</tbody>
</table>
MOVIE MANIA!

Look at the movie titles. Choose one (or your own) and fill out the “Guess” form. Read slowly and see if others can guess the title of your film!

### Getting Started!

<table>
<thead>
<tr>
<th>Hint #1</th>
<th>It’s a ___________________________</th>
<th>Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hint #2</td>
<td>It takes place ____________________</td>
<td>Setting</td>
</tr>
<tr>
<td>Hint #3</td>
<td>________________________________ is / are in it.</td>
<td>Starring</td>
</tr>
<tr>
<td>Hint #4</td>
<td>It’s about ________________________</td>
<td>Plot</td>
</tr>
<tr>
<td>Hint #5</td>
<td>At the end ________________________</td>
<td>Climax</td>
</tr>
</tbody>
</table>
Project time! Make a movie poster for a movie that is coming out! First complete the chart and then add this to your poster.

**MOVIE MANIA!**

It’s Your Turn!

<table>
<thead>
<tr>
<th>Title:</th>
<th>Show Times:</th>
<th>Starring:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Place:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Genre:</th>
<th>Words to describe!</th>
<th>What Reviews Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Title:

Genre:

Cost:

Words to describe!

What Reviews Say
YOU BROKE MY GUITAR!

Getting Started!

Watch the video song – "United Breaks Guitars".
Retell the story using the pictures below.

If it had been me, I would have ___________________________!
Dear ____________________,

I'm writing because _____________________________

I would like _____________________________

If you don't _____________________________ I will _____________________________

Sincerely,

___________________________
Watch the 8 sections. Match the verb to the associated “words”

A video by RadioLab

common verbs

football / ball / dead / ground / around / chess
music / fight / hockey / the trumpet / the piano

your nose / lake / trees / ground / out / up
wind / gun / bill / fish / dryer / to the head

a board / the rules / the tv / a smile / hard
a bone / down / a plate / up

make a / wood / up / the seam / the bill / do the
your pants / the scene / banana / the dessert

paint / ball / way / down / away / a light
water / the office / down the road / the piano

gonna / low / plane / around / away
fly / boy / a kite / zipper / bird

rain / piano / leaves / tree / i am / colors / out
down stairs / free / diver / flowers / water / in love

head / a cigarette / the way / feather / cola / ‘s out
northern / flash / lightning / the trumpet / up / a fire
It's Your Turn!

Write as many verbs (action) words as possible in the box.
You have ______ minutes!

Now.
Take turns connecting a noun/thing to the action! Example. *Eating – Food.* The more you get the better you are!

It's Your Turn.
Write as many nouns (things) as possible in the box. You have ______ minutes!

Now.
take turns connecting an action to the thing! Example. *pen - writing.* The more you get the better you are!
MAKING A SANDWICH IS EASY!

How do you make a peanut butter and jelly sandwich? Order the pictures below and tell your partner.

Now, check your answers!
MAKING A SANDWICH IS EASY!

It’s Your Turn!

What food can you make? Brainstorm some things you make to eat. Tell how you make them. Fill out the recipe card.

From the kitchen of: ________________________________

Recipe for: ______________________________________

Ingredients: ______________________________________

First, ____________________________________________

Next, _____________________________________________

Then, _____________________________________________

Finally, ___________________________________________

Watch Mr. Bean makes a sandwich. After, tell your partner how to make a sandwich.
PRESENT IT!

Getting Started!

Chose an topic below. One person is *the devil*, the class *the angel*. The devil states three bad things about the topic, the angel, three good things. Use the expressions below.

1. **First of all** / **In the first place** / **Most importantly** / **First and foremost,**
2. **Secondly** / **What’s more** / **Furthermore** / **In addition**
3. **Lastly** / **Last but not least** / **Finally** / **Let’s not forget**
First, complete the speech below using your own ideas.
After, practice with a friend. Finally, present it!

Good __________________________________________. My name is __________________________________________

and I am going to speak to you about the reasons you should (n't)

___________________________________________________________.

There are many reasons (not) to __________________________________________.

1. In the first place / First and foremost / Most importantly

___________________________________________________________.

2. Secondly / What's more / Furthermore

___________________________________________________________.

3. Thirdly / Lastly / Last but not least

___________________________________________________________.

In conclusion we can see there are many good reasons you should (n't)

___________________________________________________________.

Any questions?
## WHAT A WONDERFUL WORLD!

### Getting Started!

Listen to this *famous song* by Louis Armstrong. Finish the lyrics. Then, you be the song writer!

<table>
<thead>
<tr>
<th>The Real Lyrics</th>
<th>Your Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>I see trees of ____________________________ ,</td>
<td>I see __________ ________________ .</td>
</tr>
<tr>
<td>red roses too</td>
<td>_________________________________too</td>
</tr>
<tr>
<td>I see them bloom for me and you</td>
<td>I see them __________ for me and you</td>
</tr>
<tr>
<td>And I think to my ________________ :</td>
<td>And I think ______________________ :</td>
</tr>
<tr>
<td>“What a wonderful world!”</td>
<td>“What a ______________________ world!”</td>
</tr>
<tr>
<td>I see skies of ____________________________</td>
<td>I see __________ of ________________</td>
</tr>
<tr>
<td>and clouds of white</td>
<td>and __________ of ____________________________</td>
</tr>
<tr>
<td>The bright blessed day,</td>
<td>The __________ ________________ day,</td>
</tr>
<tr>
<td>the dark sacred ____________________________</td>
<td>the dark __________ ________________</td>
</tr>
<tr>
<td>And I think to myself:</td>
<td>And I think to myself:</td>
</tr>
<tr>
<td>“What a wonderful world!”</td>
<td>“What a ______________________ world!”</td>
</tr>
<tr>
<td>Yes, I think to myself:</td>
<td>Yes, I think to myself:</td>
</tr>
<tr>
<td>“What a wonderful world!”</td>
<td>“What a ______________________ world!”</td>
</tr>
</tbody>
</table>
WHAT A WONDERFUL WORLD!

It’s Your Turn!

What is the KEY to a “wonderful world”? Look at the picture and rank the ideas. Which is most important? Put your ideas on the board and compare with other groups.

FAMILY

- Food
- Power
- Money
- Kindness
- Love
- Security
- Personality
- Purpose

SHELTER

- Health
- Looks
- Job

VERY IMPORTANT

1. 
2. 
3. 
4. 
5. 
6. 

NOT SO IMPORTANT

1. 
2. 
3. 
4. 
5. 
6. 

Watch / Discuss:

Listen to Dr. Frank speak about what is most important to him. Do you agree? What is your purpose in life? Can you imagine it?
IF I WERE GEORGE......

Getting Started!

Watch the video Rosemary and George.
As you watch, stop the video and ask a question about the possible future.

What if ___________________________?

Put the photos in order.

The title

visit

spy

dream

kill time

imagine

Next.
Write 3 things George wishes:

George wishes he were ____________________________________.

George wishes he had ____________________________________.

George wishes he could ____________________________________.

What does Rosemary wish?
Rosemary wishes ____________________________________.
IF I WERE GEORGE……

It’s Your Turn!

Look at the boxes below. Make a statement for connecting two ideas. “X” that box and then continue the chain.

Example. If I went to bed, I’d stop thinking. If I stopped thinking, I’d __________________________.

get married
lose weight

get married

lose weight

go to ____________

talk to ____________
lose my job
become famous

talk to ____________

lose my job

become famous

relax

stop ____________ing

buy a ____________

relax

stop ____________ing

buy a ____________

get sick

change

get ____________

get sick

change

get ____________

travel to ____________

buy a ____________
do nothing

travel to ____________

buy a ____________
do nothing

eat ____________

build a ____________

have an accident

eat ____________

build a ____________

have an accident

visit my ____________

have a party

win the lottery

visit my ____________

have a party

win the lottery
Teach / Learn Notes
**1. Me, Myself and I**

Prep: Put on the board a list of Yes/No closed questions. Sketch a mirror and in the mirror put many words that reflect yourself (pizza, 1994, etc...) Write in some on the mirror. Even better make a Wordle of key words for students to ask you questions about.

1. Ask students the questions to warm up. Then, get them to ask you – using the teacher provided prompts on the mirror. Cross out each word that is used. continue until done.
2. Put the grammar poem on the board. Select a famous person students know. Ask one student to be the writer and do a grammar poem for that person on the board. Students make their own grammar poem.

**2. Two Truths and a Lie**

Prep: The teacher fills out one of the cards (or both) either on the board or by projecting the page on a whiteboard.
1. Students guess which is the lie.
2. Students fill in their own card and play in groups or as a whole class.
3. Finish by playing the board game. Either use one die or as suggested, the finger method. Students can keep replaying the game as time permits. Use the template at the back and students can create their own game.

**3. Tell Us About Your Family**

Prep: A teacher or student puts family names on the board – maybe even sketch the tree. Note the target language on the board.
1. Students ask about the person’s family using the prompts. Cross out / circle the names as done.
2. Students write their own family names. Allow them to use their own language to write. Set a time limit.
3. Students in small groups/pairs, ask and answer about each others family – crossing out the names as they go.

**4. My Home**

Prep: The teacher or student draws the basic walls of their home on the board.
1. Students use the target language to ask questions about the apartment / house. The items are “sketched” in and labeled. Describe where things are located.
2. Students repeat this and ask/answer about their own home in small groups.
3. Ask students to state one interesting thing about a classmate’s home!

**5. Guess The Celebrity**

Prep: write the names of many local / international celebrities on the board.
1. Make statements about the celebrities. Students guess who it is. Cross out as done and continue.
2. Students brainstorm their own list of famous people. Repeat like above in small groups. Students can keep score of who gets the most answers.
3. Ask students to describe a celebrity for the whole class. Who can guess first?
6. Radio Talk Show Interview

Prep: Put the question blanks on the board/screen or use the book (no pens!).
1. Students interview a student or teacher. They can be themselves or a famous person/character. High level students can make indirect questions > “Could you please tell us …?”
2. Students in small groups/pairs repeat the activity with a classmate.
3. Repeat this activity daily if able. A great warm up for any English class. Keep the questions on chart paper in the classroom.

7. Your Last Vacation

Prep: Show some photos of your last holiday. Ask students and discuss about their last holiday.
1. Students ask about the teacher’s or another student’s last holiday using the prompts.
2. Repeat in pairs or small groups.
3. Students next repeat this but by thinking of their “perfect” holiday and using their imagination.
4. Finally, students write a postcard. Divide the class into 2 and have each student write to an individual student. After, cut out and a postman delivers!

8. When did you last…

Prep: Put up the picture or words on the board / screen.
1. Choose a student. Ask when they last …..? Ask a few follow up questions. The class decides if they are telling the truth or not.
2. Repeat in small groups as a game. Cross out each item when done and continue ‘til finished.
3. Play the board game. Students must ask follow up questions for each square.

9. It Tastes Great

Prep: Put the picture or words on the board / screen.
1. Ask the teacher or a student about their preferences. Join the two correct items with a line. Explain why and the meaning of “just because”.
2. Repeat in small groups with the book.
3. Make a menu. Put the menu on the board and brainstorm one as a class with prices. Students repeat in the book working in small groups / pairs.
4. Students role play a dialogue at a restaurant – ordering food, asking questions.

10. Animal Matching – Noah’s Ark

Prep: Play the song and let students enjoy it.
1. Ask the students to write down all the animals they remember from the song. Replay and students fill in the animals they missed. The teacher should also record animal names on the board.
2. Describe an animal and students guess which animal it is. Cross out and continue until completed. Students repeat and guess/play in small groups.
3. Design a zoo. Put the sketch on the board. Start organizing the zoo and drawing in the animals. Students continue in small groups. Make sure to tell students to be careful where they put the animals!
4. Ask Ss to present their zoo or tell where the animals are.
11. My Usual Day

Prep: Put the clocks on the board with specific times.
1. Students ask about someone’s day. Fill in under the clock. Repeat in small groups/pairs.
2. Students write about Mr. X’s day. Monitor, correct. Show the power point story before the activity. Even use the pictures and make a storybook.

12. Tell Us About

Prep: Put the vocabulary on the board or display the picture.
1. A student or the teacher answers the questions. Repeat in small groups/pairs using the book. Students record the information.
2. Students play the game. Students record the information. Ask the students to present one thing they found out about a classmate.

13. Alphabet Organizing

Prep: Put the alphabet boxes on the board. Choose a category and fill in as a class.
1. Choose a new category. Students in small groups race to fill in the alphabet organizer. Take up as in “Scattegories” where students must listen to others.
2. Start a word chain on the board. Elicit student responses to continue. Students play with a partner and one student as a “secretary”.
3. Alphabet drawing. Repeat as in #1 but this time, students draw the vocabulary.

14. Bingo Lingo

Prep: Display the bingo card on the board / screen.
1. Interview one student, their back to the pictures (no pens – focus on the board). If they say No – X / Yes – O. Students continue asking in groups. First group to get 5 in a row wins. Full instructions here.
2. Students repeat and play in pairs, trying to be the first to get “Bingo”
3. Students make their own card with their own vocabulary items and play as above.

15. Harder, Better, Faster

Prep: Put the declaratives (So what! / Who cares! / That’s nothing) on the board. Brag with selected students and try to get them to brag back.
1. Using the adjectives, students practice bragging. Encourage them to use their own words!
2. Students write out the comparative forms.
3. In small groups, students write and act out a commercial. Model with one high level student before. Select groups to perform the commercial for the class! Lights, camera, action!

16. Just Do It

Prep: Write some commands on the board. Select a student or the teacher as a “robot”. The class commands them to do things. Encourage them to give orders quickly.
1. Play the “Pass the Paper” game. The student who has the paper when the music stops must do the action/command. Also play this game where students make the commands.
2. Students write in commands on the game board. They play the game as instructed – one student doing the command.

17. Amazing Inventions

Prep: Write down 3 or 4 important inventions on the board (or draw / display them). Ask students which they think is most important and why.
1. Students rank the inventions and discuss / debate in small groups. Get students to report back to the class.
2. Watch the video of young inventors. Students listen and note the inventions.
3. In small groups students design their own invention. They present in front of the class. Display and discuss.

18. First Word War

Prep: Put a grid on the board (with large squares). Add one word across and one horizontal. Like the book example.
1. Elicit student answers to fill in the boxes with words, either horizontally or vertically.
2. Students in pairs complete the book crossword.
3. First word. Ask students to respond to your first words. Try to get them to be as quick as possible. Students play with a partner using the prompts (or their own).
4. Students create a word search. Monitor and have students draw the vocabulary also (in the boxes). Switch with another student and race to see who finishes first!

19. Find Someone Who

Prep: Put the survey card on the board, nice and large. Fill in a survey question and ask students. Note the answers below. Make a conclusion.
1. Students survey the class by creating their own survey question and going around the class, recording the information. Students report back to the class what they found out.
2. Find someone who. Ask students some “Have you ever….?” questions. Put the target language – question and answer , on the board.
3. Students complete the questions. Students then go around the class and “find someone who”, trying to fill in as many different names as possible. Report back to the class.

20. A Crazy Yesterday

Prep: Put the numbers 1 – 10 on the board. Brainstorm verbs for each number. Next, tell a story using these transitions.
1. Students in small groups brainstorm verbs. They complete the story in writing and share with the class.
2. EFL Mad Lib. Students fill out the categories and then put them in the correct blank space.
3. Students share and read their story for friends and the class.
21. Connect ‘em And Guess ‘em

Prep: Show the video and students record animal names.
1. Guessing game. Students fill in the statements. In small groups, they ask each other and other students guess which animal it is.
2. Choose a short 3-5 min. video. (Wallace and Gromit is great). Students record a category of things in the video.
3. Students play the guessing game, like in #1.

22. Let’s Play Ball

Prep: Prepare some questions for the class (review questions are great or get some here). Draw a soccer pitch on the board and put a magnet/marker in the middle (the ball).
1. Play ball. Divide the class into two teams. Ask questions. If a team answers correctly, move the ball. 3 answers to score a goal. If incorrect, the ball changes possession.
2. BAAM. Select from a number of Baam games here.
3. Jeopardy. Divide students into teams. Draw a jeopardy frame on the board. Teams prepare questions and then the whole class plays using their questions. One team asks all their questions, then the next team etc. . . .

23. School is ....

Prep: Draw a battleship grid on the board with X / Y vocabulary. Prepare a sheet of paper with your ship’s location.
1. In groups, students guess where your ships are. Fill in and play until all the ships are located. Alternately, play the power point provided.
2. Students play in pairs with their sheet in the book. Trying to sink all their partner’s ships.

24. Guess Who / What / Where

Prep: NONE!
1. Students guess which one it is as you make a statement using who / that / where. Cross out when guessed and continue until finished.
2. Students write out statements and then play with the group.
3. Students brainstorm and then play the guessing game, keeping score. Who gets the most points?

25. Draw My Thing

1. As students say what they see (imagine based on the title), draw it in and label. Continue as students add information. Fill up the rectangle.
2. Students in pairs/groups, complete a picture together in their book. They state what they see, draw and label under the picture. Switch books and connect the word and picture.
3. Students draw their own cartoon. Model on the board with the whole class as necessary. Display any great student work!
26. Say Thank You

Prep: Display the words on the board in writing or by projector.
1. Take turns saying thank you to selected students. Students respond in kind.
2. Game. Students write down the names of students who they will thank. After they have all the names written, students mingle and say thank you to each other.
3. Report back to the class. Students say who thanked them and for what.

27. Every Question Has An Answer

Prep: Prepare some questions for students.
1. Students answer your questions using the short answers.
2. Students write “crazy questions” and ask their partner/group. They respond with short answers. (you might even ask students to make a question for each short answer).
3. Game. Students play the question game using Rock, Paper, Scissors to choose who will ask and answer.

28. One of these Things

1. Choose 4 in a row and students must make a statement why one thing is not like the others.
2. Students continue to play using the pictures in the book. Monitor as necessary.
3. Students draw and fill in their own card and play. Review with the power point game provided.

29. It’s A Place Where

Prep: Put a big map on the board or on a screen.
1. Students / teacher make statements and others guess which country it is. You may even keep track of points and play as a game. Also, play the Lily video – ask one student to see if they can do as Lily does.
2. Students continue to play in a small group.
3. Country Project. In small groups students complete a country info. wiki poster and present to the class. (see the rubric in Extras for evaluation)

30. Movie Mania

Prep: Write the names of some well known movies on the board.
1. Make statements about a movie. Students guess which movie is being described.
2. Students fill out the “Movie Card” and then read to the class / group. Others guess the movie.
3. Movie Poster. In small groups, students design a movie poster using the information provided. You might provide larger poster sized paper for this. Present to the class afterwards and rate the movie!
31. You Broke My Guitar

Prep: Ask the students if they have any complaints. Record on the board.
1. Show the music video, “You broke my guitar”.
Students order and retell the story in small groups. Take up as a class.
2. Letter of Complaint. Students write a letter of complaint (you might suggest they write to the school principle about something). Brainstorm possible structures before writing. Monitor, correct and share the letters. [Maybe even send to the principle!]

32. Words

Prep: No preparation!
1. Watch the short video – “Words”. Ask students after, if they images were related to something.
2. Watch again. Pause between each segment so students can select the answers (could be done in pairs/groups). Show the video again and take up the answers.
3. Students first brainstorm verbs, then nouns. In both cases, with a partner, they think of a connected noun / verb. Cross out as completed until finished.

33. Making A Sandwich is Easy

Prep: No preparation!
1. Students look at the pictures and order them. They practice telling a partner how to make a P and J sandwich. Play the video or provided power point and check the answers.
2. Students fill out a recipe card and write down the instructions. They tell a partner the steps and the partner acts out like they are really preparing the food (get a student to read to you and you do the actions).
3. Watch Mr. Bean makes a sandwich. See the provided materials.

34. Present It

Prep: Write down 2 or three debating points. ie. country vs city / man vs woman etc… Write down a list of transitions (Firstly, Furthermore, Finally etc…)
1. Ask students to be the angel. The teacher is the devil. The teacher lists 3 bad points about the topic, modeling the use of transitions. The students state 3 good points. Make sure to ask the students to use a transition.
2. Students repeat #1 using the categories in the book. Ask some pairs of students to repeat their answers for the class.
3. Presentation. Students prepare a presentation on the topic of their choice (or the teacher provides some). They write, practice in small groups. The best can perform for the whole class and be judged. See the included resources for rubrics and topics.

35. What A Wonderful World

Prep: Ask the students to list things that make their world / the world, “wonderful”.
1. Listen to the song. Students fill in the blanks. (fold the sheet hot dog style).
2. Rank the items. In groups, students discuss how they’d rank these things. Get groups to put their lists on the board and compare. Discuss and make one big list.
36. If I Were George

Prep: No preparation! (but you might first show the ppt story).
1. View the video. Pause at times and ask students prediction questions. Also ask, what if… questions.
2. Students reorder and retell the story.
3. Play the “If” game, connecting possibilities. Review and play as a whole class after.
Teach, Learn | “Teacher Helpers”
Extra Templates - Handouts
Describe And Draw

Look at your picture and describe it to your partner. Your partner will draw and ask you questions too! Speak clearly and use the words on the board to help you!
Describe And Draw

Look at your picture and describe it to your partner.
Your partner will draw and ask you questions too!
Speak clearly and use the words on the board to help you!
Look at your picture and describe it to your partner.
Your partner will draw and ask you questions too!
Speak clearly and use the words on the board to help you!
SCC Story Frame Template
Survey Cards!

All
Most
Many
Some of us__________________________!
Not many
A few
None
## Name 2 Cards

<table>
<thead>
<tr>
<th>Great Movies</th>
<th>Things that make you angry</th>
<th>Books you’d recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things you do in your free time</td>
<td>Things you’d never do</td>
<td>Books you’d recommend</td>
</tr>
<tr>
<td>Countries you’ve visited</td>
<td>Foods you don’t like</td>
<td>People you admire</td>
</tr>
<tr>
<td>Sports you are quite good at</td>
<td>Jobs you’d never do</td>
<td>People you admire</td>
</tr>
<tr>
<td>Celebrities you can’t stand.</td>
<td>Cool songs.</td>
<td>Ways to stay healthy</td>
</tr>
<tr>
<td>Countries in Asia</td>
<td>Things you bought this week</td>
<td>Good qualities about yourself</td>
</tr>
<tr>
<td>Olympic cities</td>
<td>Kinds of Pizza toppings</td>
<td>Extinct animals</td>
</tr>
<tr>
<td>Reasons to be your friend</td>
<td>Things you are going to do tonight</td>
<td>Brands of watches</td>
</tr>
<tr>
<td>Of your favorite restaurants</td>
<td>Women you admire</td>
<td>Tourist attractions in your country</td>
</tr>
<tr>
<td>Olympic medalists</td>
<td>Spicy foods</td>
<td>World currencies</td>
</tr>
<tr>
<td>Things you can cut with</td>
<td>Synonyms of “bad”</td>
<td>Kinds of insects</td>
</tr>
<tr>
<td>Computer games</td>
<td>Spices</td>
<td>Basketball actions</td>
</tr>
</tbody>
</table>
Compliment Cards

You look great!

Look at the list below and give compliments to your teacher and classmates.

Try to say a different compliment, to each member of the class.

You are so _______________ / You look so _______________ / I love your _______________

Your hair is _______________ / What a nice _______________! / I admire your _______________

Where did you get that _______________? / I’ve never met a person so _______________

You __________________ very well, you should _______________ / I’ve never met anyone so _______________

Your __________________ is amazing! Keep up with the _______________ / Simply _______________

This _______________ wouldn’t be the same with you. / You __________________ so well!
## Who Was The Last Person Who…?

1. Slept over at your place: My ________________________________
2. You went shopping with: My ________________________________
3. You went to dinner with: My ________________________________
4. You talked to on the phone: My ________________________________
5. Made you laugh: My ________________________________
6. Hugged you: My ________________________________
7. Said they loved you: My ________________________________
8. Held your hand: My ________________________________
9. You spoke with: My ________________________________
10. You cried over: My ________________________________
11. Gave you a gift: My ________________________________
12. Said they were sorry: My ________________________________
13. Cooked you dinner: My ________________________________
14. You wrote a letter to: My ________________________________
15. You would call in an emergency: My ________________________________

My God! I can’t remember!
Famous Interviews

Good ______________________ Mr./Mrs. ______________________. Thank you for
____________________________. I'm very excited about

interviewing you. Let's begin.

My first question is ________________________________?

Well, ________________________________.

How interesting! You are so ________________________________!

Let's move on. Next, W______________________________?

To be frank, ________________________________.

Thank you for such an honest answer.

I'd like to ask you ________________________________?

Oh, ________________________________.

That's what I thought you'd say!

Lastly, could you please tell us ________________________________?

Certainly. ________________________________.

Well, ________________________________. Time is up. Thank you for
______________________________ and I hope I can interview you again sometime.

You are ________________________________.
Instructions
Finish writing the sentences below. After you have finished, crumple your paper up into a ball and put it in front of you, on your desk.
Don’t write your name on this piece of paper and PLEASE write clearly.

1. When I was born ________________________________.

2. When I was growing up ________________________________.

3. During high school I ________________________________.

4. I am studying English because ________________________________.

5. When I have some free time I ________________________________.

6. I would describe myself as ________________________________.

7. I hope to ________________________________ during this course.

8. My motto is ________________________________.

9. If I were an animal I’d be ________________________________. 
## JOB Cards

<table>
<thead>
<tr>
<th>FACTORY WORKER</th>
<th>POSTMAN</th>
<th>FARMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESSMAN WOMAN</td>
<td>TEACHER</td>
<td>SECRETARY</td>
</tr>
<tr>
<td>DOCTOR</td>
<td>BUS DRIVER</td>
<td>FARMER</td>
</tr>
<tr>
<td>HAIRDRESSER</td>
<td>LAWYER</td>
<td>GARBAGE MAN</td>
</tr>
<tr>
<td>ZOO KEEPER</td>
<td>DETECTIVE</td>
<td>CASHIER</td>
</tr>
</tbody>
</table>
## Response Cards

<table>
<thead>
<tr>
<th>You too!</th>
<th>Thank you</th>
<th>Not (so) bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm okay.</td>
<td>Not Much</td>
<td>Very well, thank you</td>
</tr>
<tr>
<td>Same old, Same old</td>
<td>See you later</td>
<td>Not too good</td>
</tr>
<tr>
<td>You can say that again!</td>
<td>The usual</td>
<td>See you __________________________</td>
</tr>
<tr>
<td>Talk to you later</td>
<td>No problem</td>
<td>(repeat)</td>
</tr>
<tr>
<td>Good __________ !</td>
<td>I can’t complain.</td>
<td>I will. I won’t.</td>
</tr>
<tr>
<td>(positive) !</td>
<td>(negative)!</td>
<td></td>
</tr>
<tr>
<td>[wonderful]</td>
<td>[terrible]</td>
<td></td>
</tr>
</tbody>
</table>
Thank You Game

Look at the list below and go around the class saying THANK YOU to your classmates. Try to say a different THANK YOU, to each member of the class.

THANK YOU FOR...

being enthusiastic / making me laugh / wearing colourful clothes / telling great stories

being so cheerful / being friendly / lending me things / helping so much

having a nice smile / sharing / being so prepared / telling us the answers all the time

always speaking English / teaching me something / being later than me to class / being respectful

! 

Look at the list below and go around the class saying THANK YOU to your classmates. Try to say a different THANK YOU, to each member of the class.

THANK YOU FOR...

being enthusiastic / making me laugh / wearing colourful clothes / telling great stories

being so cheerful / being friendly / lending me things / helping so much

having a nice smile / sharing / being so prepared / telling us the answers all the time

always speaking English / teaching me something / being later than me to class / being respectful

! 

Look at the list below and go around the class saying THANK YOU to your classmates. Try to say a different THANK YOU, to each member of the class.

THANK YOU FOR...

being enthusiastic / making me laugh / wearing colourful clothes / telling great stories

being so cheerful / being friendly / lending me things / helping so much

having a nice smile / sharing / being so prepared / telling us the answers all the time

always speaking English / teaching me something / being later than me to class / being respectful

!
Mr. X likes ____________________________

Mr. X gets up at _______________________

He showers for ______________ minute.

He gets dressed _____________ ly.

He eats ________________________ .

He reads the ________________________.
Mr. X Cartoon

He arrives at work at ___________ a.m.

He leaves work at ________________ o’clock.

Mr. X plays _________________ after work.

He usually eats dinner at ____________.

He goes to bed at _____________ o’clock.

SWEET DREAMS!
GOOD NIGHT!
Instructions
What is the key to a great life? Look at the picture and rank the ideas. Put your answers on the board so others can compare.

Watch / Discuss:
Listen to Dr. Frankl speak about what is most important to him. Do you agree? What is your purpose in life? Can you imagine it?
Do You Believe In...

**DO YOU BELIEVE IN...**

GHOSTS  
TAKING VITAMINS  
ALWAYS DOING A GOOD JOB  
LIFE ON OTHER PLANETS  
MIRACLES  
HOROSCOPES  
LOVE AT FIRST SIGHT  
GETTING MARRIED YOUNG  
HELPING OTHERS  
SAYING PRAYERS  
LIFE AFTER DEATH  
GETTING LOTS OF EXERCISE  
LUCKY NUMBERS  
SANTA CLAUS  
MILITARY CONSCRIPTION  
DREAMS COMING TRUE

**DO YOU BELIEVE IN...**

DRACULA  
GINSENG  
YOURSELF  
SAVING FOR A RAINY DAY  
ESP / KNOWING THE FUTURE  
ACUPUNCTURE  
ABORTION  
PRIVATE SCHOOLS  
THE LOCKNESS MONSTER  
GOD  
LEGALIZED DRUG USE  
DIVORCE  
RESPECTING YOUR ELDERS  
OBEYING THE SPEED LIMIT  
EUTHANASIA  
YOUR CHILDREN'S FUTURE
### Tell Us About Cards

<table>
<thead>
<tr>
<th>Where you went to university</th>
<th>What you’ll do tomorrow</th>
<th>Your brother or sister</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Hobby</td>
<td>Your mother</td>
<td>How __________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is made</td>
</tr>
<tr>
<td>Your children</td>
<td>What’s in your pockets</td>
<td>An important moment in your life</td>
</tr>
<tr>
<td>What you are going to do this ____________</td>
<td>Your first Love</td>
<td>Where you bank</td>
</tr>
<tr>
<td>Your best friend</td>
<td>Your opinion on _________</td>
<td>Your proudest moment</td>
</tr>
<tr>
<td>The first time you ____________</td>
<td>What you dream of one day doing</td>
<td>Your doctor or dentist</td>
</tr>
<tr>
<td>A Country you’ve traveled to</td>
<td>Your last meal</td>
<td>Your motto</td>
</tr>
<tr>
<td>An animal you like</td>
<td>Your favourite ________ team</td>
<td>Your boss</td>
</tr>
<tr>
<td>An injury you suffered</td>
<td>Where you get your hair cut / styled</td>
<td>Your office desk</td>
</tr>
</tbody>
</table>
## Tell Us About Cards

<table>
<thead>
<tr>
<th>What you last bought</th>
<th>A musical talent</th>
<th>A favourite restaurant</th>
</tr>
</thead>
<tbody>
<tr>
<td>The last DVD you watched</td>
<td>Your wedding or future wedding</td>
<td>When you first started</td>
</tr>
<tr>
<td>When you last</td>
<td>How you like your Pizza / coffee</td>
<td>What you would do if</td>
</tr>
<tr>
<td>Where you have traveled</td>
<td>What really bugs you / annoys you</td>
<td>The most difficult thing for you</td>
</tr>
<tr>
<td>Your morning routine</td>
<td>A film you recently saw</td>
<td>How you met</td>
</tr>
<tr>
<td>Why you are so</td>
<td>A special talent</td>
<td>What scares you the most</td>
</tr>
<tr>
<td>Your personality</td>
<td>Your weekend plans</td>
<td>Why you came here today</td>
</tr>
<tr>
<td>Your best friend</td>
<td>Your childhood</td>
<td>A favourite childhood story</td>
</tr>
<tr>
<td>When you usually</td>
<td>A pet</td>
<td>The first time you</td>
</tr>
<tr>
<td>Yesterday</td>
<td>Your worst teacher</td>
<td>How you got your job</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>A time you got lost</td>
<td>A time you cried</td>
<td>A colleague you think is super!</td>
</tr>
<tr>
<td>A wish you have</td>
<td>Where you bought those</td>
<td>A book you recently read</td>
</tr>
<tr>
<td>What magazines you usually buy</td>
<td>Your long term plans</td>
<td>Who you’d like to meet if you had the chance</td>
</tr>
<tr>
<td>Your favourite</td>
<td>One of us</td>
<td>Your family car</td>
</tr>
<tr>
<td>What you think about</td>
<td>Vitamins or healthy things you take / do</td>
<td>Your apartment / house</td>
</tr>
</tbody>
</table>
## Tell Us About Cards

<table>
<thead>
<tr>
<th>A celebrity you admire</th>
<th>A vice (bad thing) you have</th>
<th>Where you go to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your favourite subject</th>
<th>Why English is so</th>
<th>Your favourite place to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A regret, something you wish you had done</th>
<th>The first thing you are going to do after</th>
<th>How a person should live their life.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A favourite Joke</th>
<th>The best place to ________ in Korea.</th>
<th>An English speaker you know.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A meal you like to cook at home</th>
<th>Why you never ________</th>
<th>What you watch often on TV.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The last time you went to the norabang</th>
<th>The internet sites you visit/use</th>
<th>A vacation you took</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions
In groups of 3. One classmate read the phrases below to 2 others. Respond with a “Positive” reply using the phrases in the box.

On the other hand…   Ok, but…   Very true, but…
Look at it this way…   Even so…   But then again…
Anyway,…            But in the long run…   To make up for it…

COMPLAIN!

1. The weather lately has been horrible!  2. I hate studying!
3. I have to help my mother tonight!  4. This city is so expensive!
5. The president is so stupid!  6. Global warming is really bad.
7. Nobody loves me!  8. I am broke!
9. Teachers are far too nice to students!  10. English is so difficult.
11. I don’t know how to use my computer!  12. My apartment is too small!
13. I have 3 cavities!  14. I lost my job!
15. I can’t sing at all!  16. Our TV is broke!
17. I haven’t been on a date in years!  18. The price of gas is so high!
19. The doctor says I have to exercise.  20. My mother in law is visiting!
21. The world is too crowded!  22. I don’t have any nice shoes!
23. I didn’t get any presents this year!  24. I can’t speak English very well.
25. This weekend it will rain.  26. I lost my wallet!
Instructions
Read the sentences to your partner twice. As your partner reads, record the numerical information.
After, check your answers.

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 4th, 1776
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.

Instructions
Read the sentences to your partner twice. As your partner reads, record the numerical information.
After, check your answers.

I FEEL LIKE A NUMBER: B

1. Call me at +1 (705) 563-2903 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 -72°F
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.
Partner Pictionary

Instructions
In groups of 4 - 2 pairs. Draw something in a box.
Your partner has 30 seconds to guess what it is and get you a point!
The other partner after 30 seconds can steal. Most points win!
My Book Report

Title: __________________________  My name: ____________________

Author: _________________________  # of pages: __________________

Book Summary (What the book is about)

This book is about ……. 

Recommendation: (What I liked or didn’t like about the book)

I liked the part when…

My passion rating: ❤️  ❤️  ❤️  ❤️  ❤️
### Let’s Play Battleship!

**Instructions**
1. Draw in 2 of each boat in your ocean (me).
2. Attack by asking questions using the example.
3. Sink all the enemy ships to win.

<table>
<thead>
<tr>
<th>ME</th>
<th>THEM</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Boat Placement" /></td>
<td><img src="image" alt="Boat Placement" /></td>
</tr>
</tbody>
</table>

**Example Question:**

```
2x ME  
2x ME  
2x ME  

X?  
```

- O  = a hit
- X  = a miss
Make Your Own Word Search
Find Someone Who…

**Student A:** Excuse me but, have you ever ____________________________?

**Student B:** Actually, no I haven’t. / Why, yes I have!

**IF YES** – Student A asks 3 more questions.

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHAT</th>
<th>WHERE</th>
<th>WHEN</th>
<th>HOW</th>
<th>HOW LONG</th>
<th>WHY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_________________ did you ____________________________?

**Name**

1. _______________ has eaten ____________________________.
2. _______________ has driven ____________________________.
3. _______________ has traveled to ____________________________.
4. _______________ has climbed ____________________________.
5. _______________ has ____________________________ today.
6. _______________ has seen a ____________________________.
7. _______________ has flown ____________________________.
8. _______________ has a ____________________________.
9. _______________ has never ____________________________.
10. _______________ has sung ____________________________.
11. _______________ has ____________________________ before.
12. _______________ has ____________________________.
Instructions
Fill in 16 boxes with words from 4 lists (write or draw).
Challenge your partner to “connect” the words that belong together.

Write here what you liked about their game!
**Only Connect!**

**Instructions**
Write the words below and “connect” them to make 4 lists!
You have 10 minutes!

<table>
<thead>
<tr>
<th>LION</th>
<th>GOAT</th>
<th>PIZZA</th>
<th>BOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOOK</td>
<td>BEAR</td>
<td>LOVE</td>
<td>GRASS</td>
</tr>
<tr>
<td>PUT</td>
<td>BIG</td>
<td>LEMON</td>
<td>GREEN</td>
</tr>
<tr>
<td>GAME</td>
<td>PEACE</td>
<td>BANANA</td>
<td>PENGUIN</td>
</tr>
</tbody>
</table>

Write here what you liked about their game!
### Instructions

Fill in 16 boxes with words from 4 lists (write or draw).
Challenge your partner to “connect” the words that belong together.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
<td><img src="image11.png" alt="Image" /></td>
<td><img src="image12.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image13.png" alt="Image" /></td>
<td><img src="image14.png" alt="Image" /></td>
<td><img src="image15.png" alt="Image" /></td>
<td><img src="image16.png" alt="Image" /></td>
</tr>
</tbody>
</table>

Write here what you liked about their game!
Alphabet Organizing / Scattergories

A  B  C  D  E  F

G  H  I  J  K  L

M  N  O  P  Q  R

S  T  U  V  W/X  Y/Z
<table>
<thead>
<tr>
<th>Read</th>
<th>Eat</th>
<th>Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>Kiss</td>
<td>Go to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look at</td>
<td>Buy</td>
<td>Send</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take</td>
<td>Lose</td>
<td>Visit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get</td>
<td>Think about</td>
<td>Write</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give</td>
<td>Study</td>
<td>Throw</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### When did you last cards

<table>
<thead>
<tr>
<th>Travel to</th>
<th>Take a</th>
<th>Buy a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cook</th>
<th>Make</th>
<th>Speak</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have</th>
<th>See</th>
<th>Find</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rent</th>
<th>Play the</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sing</th>
<th>Fly</th>
<th>Look at</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listen to</th>
<th>Plan</th>
<th>Hear</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mind Map
Lesson Plan Template

Grade / Class: Date:

Objectives:

Materials:

LESSON

Prepare / Engage:

Practice / Study:

Produce / Personalize / Activate:

Follow-up / Next Steps
Scc Rubric Template And Descriptors

Rubric for

Student / Group ___________________________ Date: ___________________________ Class: ___________________________

Evaluated by: Self  ☐  Peers  ☐  Teacher  ☐

Objectives:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level</th>
<th>Level</th>
<th>Level</th>
<th>Level</th>
</tr>
</thead>
</table>

Comments and suggestions for improvement:

## Scc Rubric Template And Descriptors

<table>
<thead>
<tr>
<th>Limited</th>
<th>Adequate</th>
<th>Sound</th>
<th>Extensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few / Little</td>
<td>Some</td>
<td>Most / Several</td>
<td>All</td>
</tr>
<tr>
<td>With assistance</td>
<td>Limited assistance</td>
<td>Mostly accurate</td>
<td>Fully accurate</td>
</tr>
<tr>
<td>Limited Understanding</td>
<td>Some understanding</td>
<td>Good understanding</td>
<td>Thorough understanding</td>
</tr>
<tr>
<td>Major errors</td>
<td>Some errors</td>
<td>Few errors</td>
<td>Error free</td>
</tr>
<tr>
<td>Limited development</td>
<td>Some development</td>
<td>Good development</td>
<td>Well developed</td>
</tr>
<tr>
<td>Imprecise</td>
<td>Somewhat precise</td>
<td>Generally precise</td>
<td>Very precise</td>
</tr>
<tr>
<td>Poor / Minimal</td>
<td>Fair / Satisfactory</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Unclear</td>
<td>Partly clear</td>
<td>Mostly clear</td>
<td>Extremely clear</td>
</tr>
<tr>
<td>Rarely</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Always</td>
</tr>
<tr>
<td>Inconsistent</td>
<td>Somewhat consistent</td>
<td>Mostly consistent</td>
<td>Always consistent</td>
</tr>
<tr>
<td>Little evidence</td>
<td>Some evidence</td>
<td>Good evidence</td>
<td>Strong evidence</td>
</tr>
<tr>
<td>Incomplete</td>
<td>Partly complete</td>
<td>Fairly complete</td>
<td>Totally complete</td>
</tr>
<tr>
<td>Inaccurate</td>
<td>Some accuracy</td>
<td>Mostly accurate</td>
<td>Fully accurate</td>
</tr>
<tr>
<td>None</td>
<td>A little</td>
<td>Quite a lot</td>
<td>Complete</td>
</tr>
</tbody>
</table>
### SOLOM – Student Oral Language Observation Matrix

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Grade:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Observed:</td>
<td>Administered By (signature):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Comprehension</td>
<td>Cannot be said to understand even simple conversation.</td>
<td>Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.</td>
<td>Understands most of what is said at slower-than-normal speed with repetitions.</td>
<td>Understands nearly everything at normal speech. Although occasional repetition may be necessary.</td>
<td>Understands everyday conversation and normal classroom discussions.</td>
</tr>
<tr>
<td>B. Fluency</td>
<td>Speech so halting and fragmentary as to make conversation virtually impossible.</td>
<td>Usually hesitant: often forced into silence by language limitations.</td>
<td>Speech in everyday conversation and classroom discussion frequently disrupted by the student’s search for the correct manner of expression.</td>
<td>Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.</td>
<td>Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.</td>
</tr>
<tr>
<td>C. Vocabulary</td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
<td>Misuse of words and very limited: comprehension quite difficult.</td>
<td>Student frequently uses wrong words: conversation somewhat limited because of inadequate vocabulary.</td>
<td>Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</td>
<td>Use of vocabulary and idioms approximate that of a native speaker.</td>
</tr>
<tr>
<td>D. Pronunciation</td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible.</td>
<td>Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.</td>
<td>Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.</td>
<td>Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.</td>
<td>Pronunciation and intonation approximate that of a native speaker.</td>
</tr>
<tr>
<td>E. Grammar</td>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible.</td>
<td>Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.</td>
<td>Makes frequent errors of grammar and word order that occasionally obscure meaning.</td>
<td>Occasionally makes grammatical and/or word order errors that do not obscure meaning.</td>
<td>Grammar and word order approximate that of a native speaker.</td>
</tr>
</tbody>
</table>
### Question Schematic

**Instructions**
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></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>is</td>
<td>was</td>
<td>were</td>
<td>did</td>
<td>have</td>
<td>will</td>
<td>won’t</td>
</tr>
<tr>
<td>are</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>has</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Yes/No**

<table>
<thead>
<tr>
<th>I / you / he/</th>
<th>she / it</th>
<th>we / you / they</th>
<th>to go</th>
<th>go</th>
<th>going</th>
<th>went</th>
<th>gone</th>
</tr>
</thead>
</table>

**Name**

<table>
<thead>
<tr>
<th>my / your / his</th>
<th>her / its / our / your / their</th>
<th>to do</th>
<th>do</th>
<th>doing</th>
<th>did</th>
<th>done</th>
</tr>
</thead>
</table>

| this / that     | these / those                   |       |    |       |     |      |

<table>
<thead>
<tr>
<th>to go</th>
</tr>
</thead>
</table>

Example: CAR! → Whose car is it? → It is mine.
### Commercial Analysis Sheet

**Name:** [Name]  
**Date:** [Date]

#### Television Commercial Analysis Form

*The top commercials for teaching list*

<table>
<thead>
<tr>
<th></th>
<th>Product Name</th>
<th>Target Audience</th>
<th>Hooks used</th>
<th>What is the message?</th>
<th>Effective? Why?</th>
<th>Why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Congratulations!
WE TEACH / WE LEARN
CERTIFICATE OF EXCELLENCE

is hereby granted to:

________________________________________

for outstanding performance in

Teaching English as a Second Language

Granted _________________, 20___

Teacher Name and Title