



# English Language Dynamics

## **Advanced Lessons, Charts, & Extra Activities**

### **Contents**

Getting Started  
1 : Get Acquainted  
2 : Non-Stop Talking  
3 : Work Attitude  
4 : Job Interview  
5 : Determination and Success  
6 : Sales Principles  
7 : Sales Presentation  
8 : You Be the Judge  
9 : Tour Guide  
Extra Activities



# English Language Dynamics

## Advanced Getting Started

These lessons have been prepared as a tool for volunteers who want to invest in lives in a practical way:

**Giving them what they want – English language.**

**That we may give them what they need – Jesus.**

Excellence in preparation is required in order to be a quality teacher in the classroom.

In 16 years Michael Gott teams have taught over 200 English Language Evangelism Events in 8 countries from Africa to Cuba. This 2007 revision of lesson plans includes new cue cards and computer-generated charts for a more professional presentation.

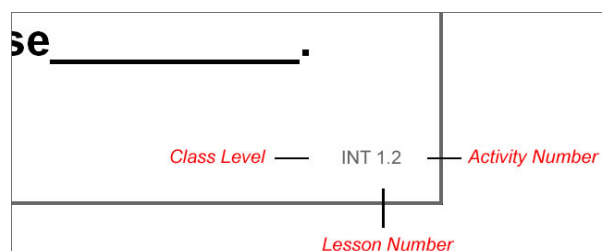
Our staff of over 100 volunteers, who have been on multiple ministries, will lead the way in preparing these new lessons.

### Lesson Preparation

All team members who are assigned to Advanced classes will prepare **lessons 1 through 8 to be taught in order from days 1 through 8**. Lesson 9 is a short lesson which can be used to supplement another lesson day if needed.

You should also prepare 3 or 4 extra activities from the Extras Activities section at the end of this lesson section. Choose the extra activities which interest you or which are age-appropriate for your class.

1. Print out lessons, charts, teacher resources, and extra activities in black and white from the CD.
2. Print **cue cards in color** from the CD.
3. Cut cue card sheets to separate and laminate. **Cue cards do not have to be enlarged.**
4. Match cue cards to your lessons. At the bottom of each cue card is a code that matches the class level, lesson, and activity. For example, ADV 1.2 is a cue card that will match Advanced Lesson 1, Activity 2.



*Cue Card and Wall Chart Code Sample*

5. Take wall charts to your church or to a photocopy center like Kinko's or Office Max to be enlarged. **Charts should be enlarged to 11X17 inches.**
6. Match wall charts to your lessons. At the bottom of each chart is a code that matches the class level, lesson, and activity. For example, INT 1.2 is a cue card that will match Intermediate Lesson 1, Activity 2.
7. Read and think through the lesson and plan extra props to enhance presentation.
8. Place the lesson, all charts, cue cards and props together in a 1 or 2 gallon ziplock bag for easy access at the ministry site.
9. Pack the following supplies for personal use in class: blue painter's tape, scissors, 2 or 3 dry-erase markers, 10 large paperclips, 4 pocket folders (one for each session), and 1 small stapler.

### **Classroom Preparation**

Class locations will be assigned after student registration is complete. Classes may be in hallways, in rooms, or in the church auditorium. Please inform the course director if you have any physical limitations (sight, hearing, mobility) before registration day.

1. Take desks and tables out of the class area or stack at the back. It is crucial in building relationships between teachers and students to clear away any obstruction.
2. Set-up your class with chairs in **one circle with no second row.**
3. A classroom space needs:
  - a. A wall to hang charts and a dry-erase cling sheet.
  - b. A chair or table on which to put supplies, cue cards and student registration cards.
4. To prepare for get-acquainted day with your students:
  - a. Reread lesson 1.
  - b. Hang lesson charts and then hide the content by folding up from the bottom. (If students can see the charts, they will copy it instead of listening and learning.)
  - c. Hang a dry-erase static cling sheet and tape around all sides with painter's tape to protect the wall while erasing.
  - d. Bring pens to your classroom for each student. (provided on site by MGI)

## Teaching Tips

The following principles are basic to effective teaching;

1. Speaking a second language follows the same pattern people use to learn the first:
  - a. Listening and understanding (comprehending)
  - b. Speaking
  - c. Reading
  - d. Writing
2. Second language learning requires repetition and practice. Students must repeat new words and phrases from 40 to 60 times to internalize the words.
3. Proper grammar is not taught by rules – it is taught by correct modeling. Avoid correcting students and interrupting students during conversation practice making them feel embarrassed and discouraged. **The best way to correct mistakes** is to restate the word or sentence correctly and have students repeat it after the conversation practice is completed.
4. Students learn best in a **non-threatening atmosphere** of acceptance and encouragement. It is important to tell the students several times during a lesson that they are doing a good job.
5. Students should do most of the speaking in class. They are the ones who need practice and not the teachers!
6. To maximize student practice time:
  - a. Teachers should not talk more than 10% of the time.
  - b. Put the students in pairs for conversation practice whenever possible.
  - c. Have students repeat new phrases and sentence structures 1 – 3 times as needed.
  - d. Always model how to do an activity and communication practice.

## Frequent Mistakes of English Teachers

- Teaching too much too fast.
- Talking too much in class. The **students** need practice!
- Not allowing students to adequately repeat new material.
- Not adequately modeling each activity. (“Set-up” is critical.)
- Falling back on reading/writing activities instead of focusing on conversation.
- Not adequately using pair and group work to maximize individual student practice.
- **Explaining** rather than **doing**.



# English Language Dynamics

## Advanced Lesson 1 : Get Acquainted

### Objectives

- Greet students and put them at ease.

### Classroom Learning Activities:

Activity	Resources
1. Introduce Yourself/Gather Students' Registrations	Students' Registration Sheets
2. Get Acquainted	Either Interview Questions On Index Cards Or Get Acquainted Wall Chart
3. Extra Activity	Brainstorm Session About Family Members

Activity 1	Resources Needed
Introduce Yourself/Gather Students' Registrations	Students' Registration Sheets

### Procedure

1. Teacher introduces self – name, where you are from, etc.
2. Have the students repeat your name, and then introduce yourself to each student, collecting their registration paper and greeting each one. Ask them to say their name, and you repeat it to make sure you are attempting to say it correctly. (This may take more than one time for some students.)
3. When you have finished with the entire class, go to Activity 2.

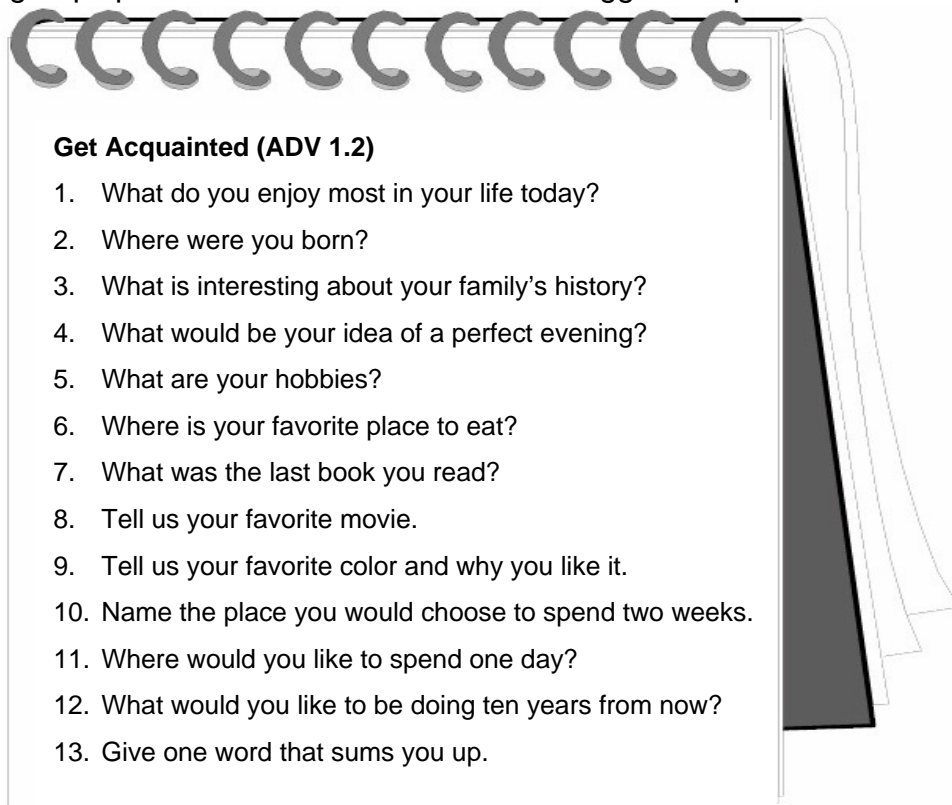
Activity 2	Resources Needed
Get Acquainted	Either Interview Questions On Index Cards Or Get Acquainted Wall Chart

### Procedure

1. Teacher decides which “getting acquainted” questions would be good for his/her class. Students can be in small groups/pairs and interview each other. Suggested questions:

- What is your full name?
- Are you married or single?
- Where do you work? Or  
Where do you go to school?
- Tell me about your family.
- What is one thing you like to do in your free time?

2. Give the class time to complete the “Get Acquainted” activity. Have each person introduce another student to the class, telling the person’s name and one thing about that person.



### OR

Display the “Get Acquainted” chart and let each student tell some things about themselves.

**Whichever option you choose, you (the teacher) needs to be first in the introductions. Keep details about yourself to a minimum, but give your students some information.**

Activity 3	Resources Needed
Extra Activity	Brainstorm Session About Family Members Character Description Word List

### Procedure

If you need an additional activity before going back to general session, it is suggested that you brainstorm about character qualities of a good friend or family member. Ask the students to think of words that describe positive and negative traits. Be prepared to suggest some if needed. A Character Description word list is provided in the Advanced Lessons Resource document.

#### Sample Traits – Positive

sincere, caring, sensitive, friendly, trustworthy, forgiving, dependable, honest, humorous, helpful, fun, good listener

#### Sample Traits – Negative

dishonest, undependable, selfish, rude, insincere, insensitive, obnoxious, grouchy, unforgiving, critical

A second idea: Have students make an acrostic with their name that describes things about them.

<b>S</b> ensitive	<b>O</b> utgoing	<b>L</b> ively
<b>A</b> rgumentative	<b>L</b> aughter	<b>E</b> nergetic
<b>S</b> tudent	<b>G</b> racious	<b>O</b> ptimistic
<b>H</b> umorous	<b>A</b> rtist	<b>N</b> oble
<b>A</b> thletic		<b>A</b> miable
		<b>R</b> elaxed
		<b>D</b> ignified

- 1. What do you enjoy most in your life today?**
- 2. Where were you born?**
- 3. What is interesting about your family's history?**
- 4. What would be your idea of a perfect evening?**
- 5. What are your hobbies?**
- 6. Reveal your favorite place to eat.**
- 7. What was the last book you read?**
- 8. Tell us your favorite movie.**
- 9. Tell us your favorite color and why you like it.**
- 10. Name the place you would choose to spend two weeks.**
- 11. Where would you like to spend one day?**
- 12. What would you like to be doing ten years from now?**
- 13. Give one word that sums you up.**



## Character Description

Abrasive	Cheerful	Energetic	Intuitive	Passionate	Soft-spoken
Accommodating	Classy	Entertaining	Inventive	Passive	Spiteful
Accomplished	Cold	Enthusiastic	Jaded	Patient	Spontaneous
Active	Compassionate	Fearful	Jittery	Perceptive	Stingy
Adaptable	Compliant	Fearless	Kind	Persistent	Stoic
Affectionate	Confident	Flexible	Knowledgeable	Persuasive	Stubborn
Aggressive	Conscientious	Focused	Lazy	Pessimistic	Studious
Agreeable	Conservative	Foolish	Lethargic	Philanthropic	Subtle
Aloof	Considerate	Forceful	Lively	Polite	Supportive
Ambitious	Consistent	Forgiving	Logical	Positive	Suspicious
Amiable	Content	Friendly	Loquacious	Practical	Sympathetic
Angry	Contrary	Generous	Loving	Prompt	Tactful
Antagonistic	Conventional	Gentle	Loyal	Rational	Talented
Appreciative	Cooperative	Gifted	Mature	Refreshing	Talkative
Approachable	Courageous	Good-natured	Meek	Relaxed	Thoughtful
Argumentative	Cranky	Gossipy	Melancholic	Reliable	Tight-lipped
Arrogant	Creative	Graceful	Merciful	Reserved	Timid
Articulate	Critical	Gracious	Meticulous	Resourceful	Tolerant
Artistic	Curious	Harsh	Modest	Respectful	Trusting
Assertive	Cynical	Hateful	Naïve	Restless	Trustworthy
Athletic	Daring	Helpful	Natural	Ridiculous	Unassuming
Attractive	Demonstrative	Honest	Neat	Sagacious	Unique
Bitter	Dependable	Honorable	Negative	Sanguine	Unreliable
Bored	Determined	Hospitable	Nervous	Sarcastic	Virtuous
Boring	Dignified	Humble	Noble	Sassy	Warm
Brash	Disciplined	Humorous	Nosy	Scatter-brained	Wise
Brave	Dishonest	Imaginative	Obedient	Selfish	Withdrawn
Calm	Disinterested	Informed	Observant	Sensitive	Worldly
Cantankerous	Disorganized	Innocent	Open-minded	Sentimental	Zany
Careful	Easy-going	Insightful	Optimistic	Serene	
Careless	Educated	Intellectual	Organized	Shy	
Charismatic	Empathetic	Intelligent	Outgoing	Silly	



# English Language Dynamics

## Advanced Lesson 2 : Non-Stop Talking

### Objectives

- Never stop talking!

### Classroom Learning Activities:

Activity	Resources
1. Non-stop Talking	Non-Stop Talking Questions Watch/Clock
2. Idioms	Idiom Wall Chart

### Conversation Starter

Do you prefer activities that require you to think, to talk, or to act? Explain.

### Important

It's important to make this lesson one that really "hooks in" your students.

Start your idiom list. Make every effort to make the dialogue exercise fun and beneficial.

Today **TELL** your students:

In these 9 days you plan to give them...

1. conversation practice using real life situations.
2. idioms, phrasal verbs and advanced word power.
3. stress, intonation and pronunciation practice.
4. confidence in communication

Activity 1	Resources Needed
Non-stop Talking	Non-Stop Talking Questions Watch/Clock

### Procedure

- To prepare your students for this activity, have them arrange their chairs facing each other in two straight lines and then tell them:
 

The purpose of this lesson is to never stop talking!

Both of you will answer – you will have about 1½ minutes each.

I want you to talk quickly. Select and say only the most important things in the answer you give.

You will not always be able to finish – don't worry; the point is to talk non-stop and see how much you can say.
- Read the first question and let them begin their non-stop talking. Be sure they speak English only.
- After a maximum of three minutes, call time and have one row move to the left and the end student come to the empty seat at the beginning of the row. Do this after every question so that students always have a new person opposite them for the discussion. If there are an odd number of students, the teacher should participate.

### Non-Stop Talking Questions

- Describe the most selfless and beautiful thing you ever saw a person do.
- Tell about the greatest movie you ever saw. Why is it the greatest movie?
- Tell me the greatest meal you ever ate.
- Tell about the most unforgettable wedding you ever attended.
- Tell me the best memory of your grandparents.
- Tell me about the most intelligent person you ever met.
- Tell me of the most terrible, uncomfortable train ride you ever had.
- Tell me something that you cannot do well that you would like to do well.
- Tell me details of the most beautiful sunset you have ever seen.
- Tell me about the most frightening ride you ever had in a car.
- If you had \$1,000 and couldn't keep any of it yourself, what four causes would you give the money to?
- What you would like to do on the last day of your life?
- If you had the choice of any great painting to own, what painting would you select?

14. If you could choose to have a picture made with any famous person, who would that person be? Where would you have the picture made?
15. If we could safely clone a human being, whom, besides yourself, would you clone? Why?
16. If you could dance with any person in the world – not related to you – whom would you choose and to what kind of music?
17. If you could be king or queen of any country for a day, which country would it be?
18. If you could totally cure any one disease in the world, what disease would it be? Why?
19. If you could receive any honor or award in the world, what would it be?
20. If you could be the composer of any piece of music in the world, which would it be?
21. Describe what you would call a perfect two-week vacation.
22. If you could spend five hours in a helicopter over any city in the world, which city would you like to look down on?
23. If you were going to cross the Atlantic or the Pacific Oceans, would you choose to go on a luxurious ocean liner or on the world's fastest plane? Why?
24. Describe one food and one drink you have never tasted but you know you would like to sample.
25. Give details of the greatest day in your life and tell why it was the greatest.
26. Which would you choose to do? Why?
  - a. Explore a cave
  - b. Climb a mountain peak
  - c. Go to the bottom of the ocean
  - d. Stay in a comfortable bed reading a very good book all day with food brought to you upon demand
27. Describe your idea of a perfect evening with your husband/boyfriend or wife/girlfriend.
28. If you had \$1,000 to spend (and you had to spend it on yourself), where would you want to spend it and on what?
29. Describe the new car you would buy if you could own any car in the world.
30. Make a wish – if you could have any wish come true, what would it be?

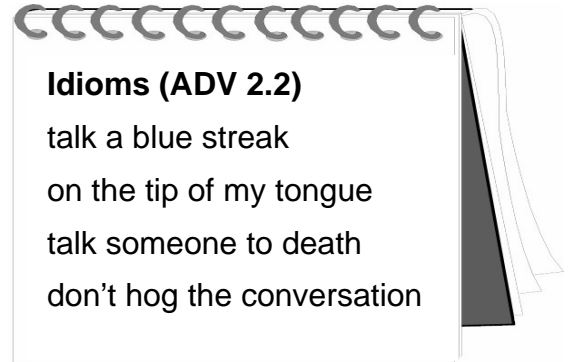
Activity 2	Resources Needed
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Idioms

Idioms Wall Chart

**Procedure**

1. Display chart and have them use the idioms in a sentence.
2. Go over the meanings of the idioms. Divide into groups and create story using at least two of the idioms.



talk a blue streak

on the tip of my tongue

talk someone to death

don't hog the conversation



# English Language Dynamics

## Advanced Lesson 3 3 : Work Attitude

### Objectives

- Learn and practice using word power related to work.
- Discuss work and attitudes related to it.
- Give students instructions for preparing a personal resume.
- Help students prepare for a job interview.

### Classroom Learning Activities:

Activity	Resources
1. Work word power	Work Word Power Chart
2. Communication practice	Group Assignment Strips Cling Sheets Dry Erase Markers
3. Work Definitions Matching	Work Definitions Matching Wall Chart
4. Student interviews	Student Interview Wall Chart

### Conversation Starter

If you could work anywhere in the world, where would it be and what would you like to do?

Activity 1	Resources Needed
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Work Word Power

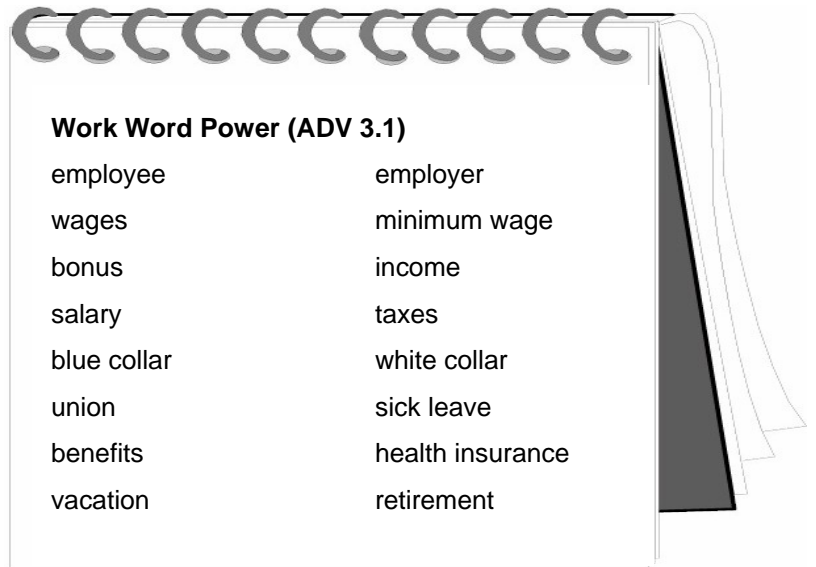
Work Word Power Chart

**Preparation**

Know the definitions for all the words/phrases presented in this section. Be prepared to use each one in a couple of sample sentences.

**Procedure**

1. Display the Work Word Power Chart.
2. Call on students to pronounce each word and give a brief definition. Allow other students to help if needed.
3. The teacher should clarify any misconceptions. Also find out which items are not applicable in the work culture of their country (possibly health insurance, bonuses, unions, etc.)



**Note:** Wages are paid hourly; salary is a set amount paid regardless of hours worked; income is total amount of money that comes into a household; white collar workers work in an office; blue collars workers are manual laborers.

Activity 2	Resources Needed
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Communication Practice

Group Assignment Strips  
Cling Sheets/Newsprint  
Dry Erase Markers

**Procedure**

1. Divide class into three groups.
2. Give each group a written assignment strip.
3. Give each group a cling sheet and dry erase markers. Give them these directions for doing their assignments:
  - a. Discuss the questions on your assignment sheet.
  - b. Prepare a 3-minute presentation to answer your questions.
  - c. Use the cling sheet/newsprint and markers to prepare your presentation. You can use words, pictures, symbols, etc., on the cling sheet/newsprint.

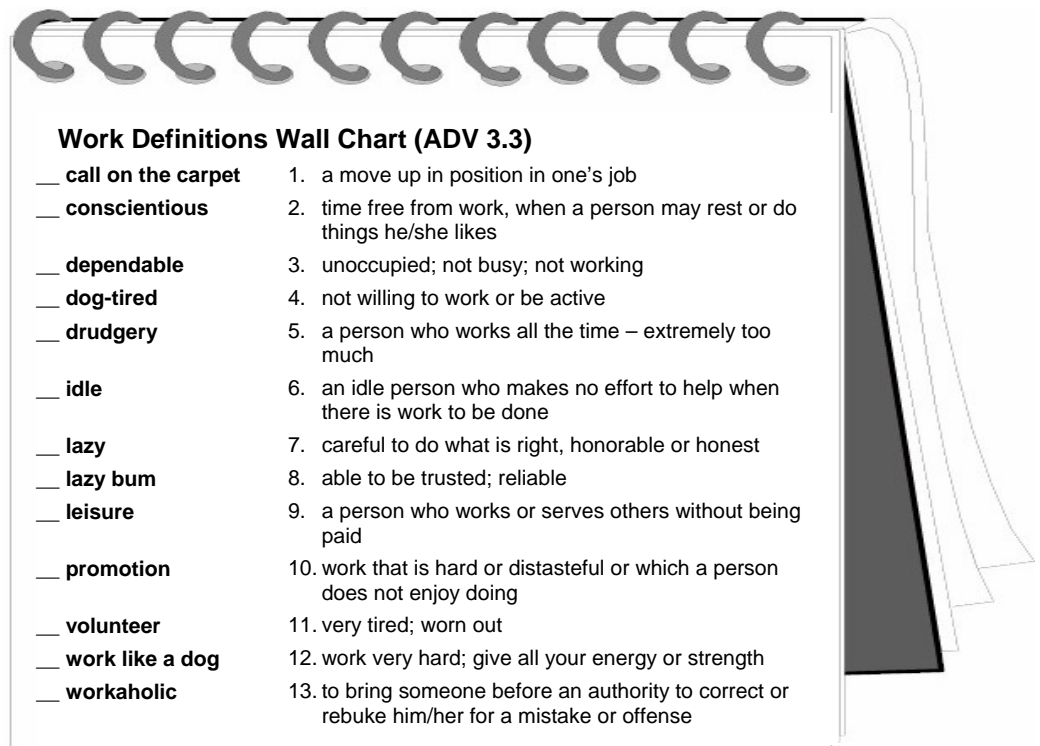


- d. Plan a way for each group member to participate in the presentation in some way.
  - e. Speak only in English – both while preparing and while giving the presentation.
4. Allow groups to work about 10 minutes to prepare their presentations. (Give a little more time if it is obvious they need it.)
  5. Give each group 3 minutes to give their presentations. After each presentation, others in the class can add to, agree with, disagree, challenge, or question the presentation. (Just be careful this doesn't get out of hand and watch your time.)

Activity 3	Resources Needed
Work Definitions Matching	Work Definition Matching Wall Chart

**Procedure**

1. Divide the class into two teams.
2. Display the Work Definitions Wall Chart.
3. Tell the teams they will have a limited amount of time to try to match the words with their definitions.
4. Tell teams to “start” and give them 3-5 minutes to work on matching.
5. Call “time”. Go over the words and definitions. For each word/definition a team matched correctly, they get one point. The team with the most points wins the game.



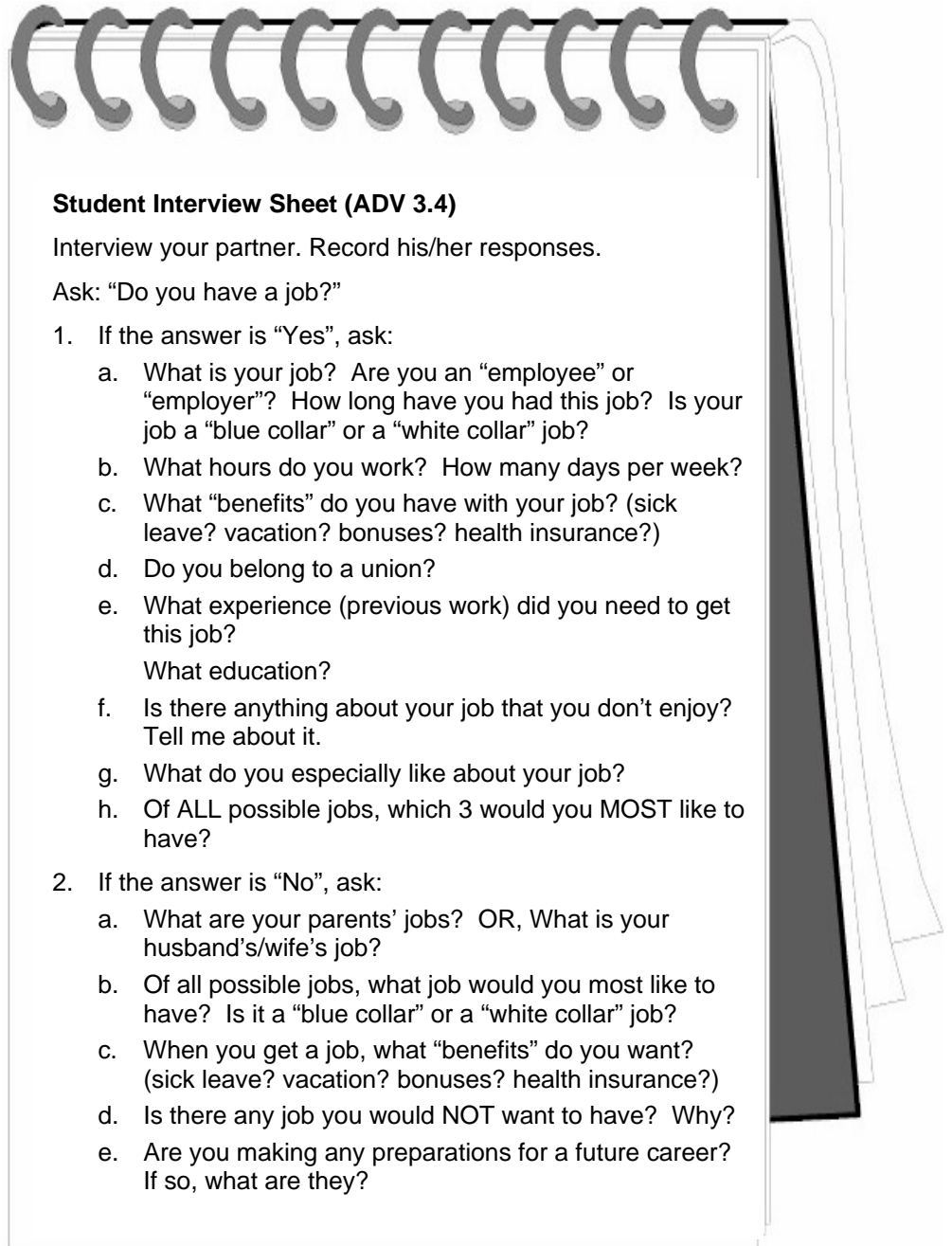
**OR**

Make two sets of index cards with words and definitions for a matching game. Divide the class into two groups give each group a set of index card with words and definitions to match. Then follow steps 3 through 5 above.

Activity 4	Resources Needed
Student Interview	Student Interview Wall Chart Blank Paper

### Procedure

1. Group students in pairs (with someone they do not know).
2. Tell the students:
  - (a) Follow the instructions on the Student Interview Wall Chart to interview your partner.
  - (b) Record your partner's answers.
3. Allow 5-10 minutes for the interview.
4. Call "Time".
5. Have each student in a pair report something interesting they learned about their partner.



**Student Interview Sheet (ADV 3.4)**

Interview your partner. Record his/her responses.

Ask: "Do you have a job?"

1. If the answer is "Yes", ask:
  - a. What is your job? Are you an "employee" or "employer"? How long have you had this job? Is your job a "blue collar" or a "white collar" job?
  - b. What hours do you work? How many days per week?
  - c. What "benefits" do you have with your job? (sick leave? vacation? bonuses? health insurance?)
  - d. Do you belong to a union?
  - e. What experience (previous work) did you need to get this job?  
What education?
  - f. Is there anything about your job that you don't enjoy? Tell me about it.
  - g. What do you especially like about your job?
  - h. Of ALL possible jobs, which 3 would you MOST like to have?
2. If the answer is "No", ask:
  - a. What are your parents' jobs? OR, What is your husband's/wife's job?
  - b. Of all possible jobs, what job would you most like to have? Is it a "blue collar" or a "white collar" job?
  - c. When you get a job, what "benefits" do you want? (sick leave? vacation? bonuses? health insurance?)
  - d. Is there any job you would NOT want to have? Why?
  - e. Are you making any preparations for a future career? If so, what are they?

employee

---

employer

---

wages

---

minimum wage

---

bonus

---

income

---

salary

---

taxes

---

blue collar

---

white collar

---

union

---

sick leave

---

benefits

---

health insurance

---

vacation

retirement

**Group Assignment Strips.** Print and cut on dotted line for class preparation.

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**Group 1**

What is the employment situation in your country?

What percentage of people is out of work (unemployed)?

What help is available for those who do not have a job? (financial help, food/clothing, medical help, etc.)

How do people try to find jobs?

Are there agencies that offer help with this?

---

**Group 2**

Which jobs in your country do YOU think:

are very exciting?

pay the lowest wages?

are the most dangerous?

are the most attractive or glamorous?

are very boring?

pay the highest wages?

are the most respected?

Be ready to explain your answers.

---

**Group 3**

Which jobs in your country do you believe are “overpaid” (paid too much)? Why?

Which jobs do you believe are “underpaid” (paid too little)? Why?

Do you think there should be “salary caps” (highest possible wages) for certain jobs? If so, which jobs and why?

What is the age for someone to become a pensioner?

Are there discounts for senior citizens at shops, restaurants, etc.?

- \_\_\_ **call on the carpet** 1. a move up in position in one's job
- \_\_\_ **conscientious** 2. time free from work, when a person may rest or do things he/she likes
- \_\_\_ **dependable** 3. unoccupied; not busy; not working
- \_\_\_ **dog-tired** 4. not willing to work or be active
- \_\_\_ **drudgery** 5. a person who works all the time – extremely too much
- \_\_\_ **idle** 6. an idle person who makes no effort to help when there is work to be done
- \_\_\_ **lazy** 7. careful to do what is right, honorable or honest
- \_\_\_ **lazy bum** 8. able to be trusted; reliable
- \_\_\_ **leisure** 9. a person who works or serves others without being paid
- \_\_\_ **promotion** 10. work that is hard or distasteful or which a person does not enjoy doing
- \_\_\_ **volunteer** 11. very tired; worn out
- \_\_\_ **work like a dog** 12. work very hard; give all your energy or strength
- \_\_\_ **workaholic** 13. to bring someone before an authority to correct or rebuke him/her for a mistake or offense

Interview your partner. Record their responses.

## **Ask: “Do you have a job?”**

### **1. If the answer is “Yes”, ask:**

- a. What is your job? Are you an “employee” or “employer”? How long have you had this job? Is your job a “blue collar” or a “white collar” job?
- b. What hours do you work? How many days per week?
- c. What “benefits” do you have with your job? (sick leave? vacation? bonuses? health insurance?)
- d. Do you belong to a union?
- e. What experience (previous work) did you need to get this job? What education?
- f. Is there anything about your job that you don’t enjoy? Tell me about it.
- g. What do you especially like about your job?
- h. Of ALL possible jobs, which 3 would you MOST like to have?

### **2. If the answer is “No”, ask:**

- a. What are your parents’ jobs? OR, What is your husband’s/wife’s job?
- b. Of all possible jobs, what job would you most like to have? Is it a “blue collar” or a “white collar” job?
- c. When you get a job, what “benefits” do you want? (sick leave? vacation? bonuses? health insurance?)
- d. Is there any job you would NOT want to have? Why?
- e. Are you making any preparations for a future career? If so, what are they?



# English Language Dynamics

## Advanced Lesson **4 : Job Interview**

### Objectives

- Students participate in a “mock” (practice) job interview.
- Students practice expressing personal opinions and preferences.

**Note:** This lesson should be taught after the work attitudes lesson.

### Classroom Learning Activities:

Activity	Resources
1. Interview Preparations	Interview Wall Charts 1 & 2 Hints and Tips for Successful Job Interview
2. Model Interview	Interview Wall Chart 1
3. Student Job Interviews	Interview Wall Charts List Of Occupations.
4. Student Interviews	Student Interview Wall Chart

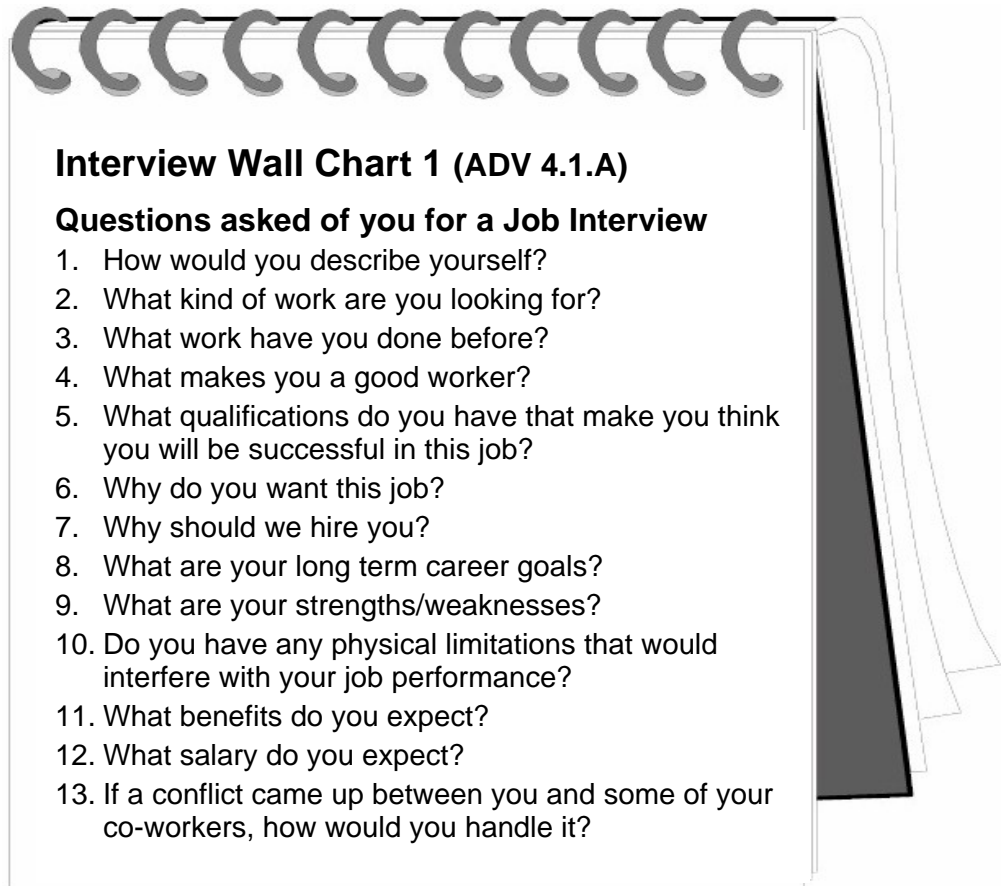
### Conversation Starter

If you were offered a low-paying job that you love and a high-paying job that you hate, which would you choose and why?

Activity 1	Resources Needed
Interview preparations	Interview Wall Charts 1 & 2 Hints and Tips for a Successful Job Interview

**Procedure:**

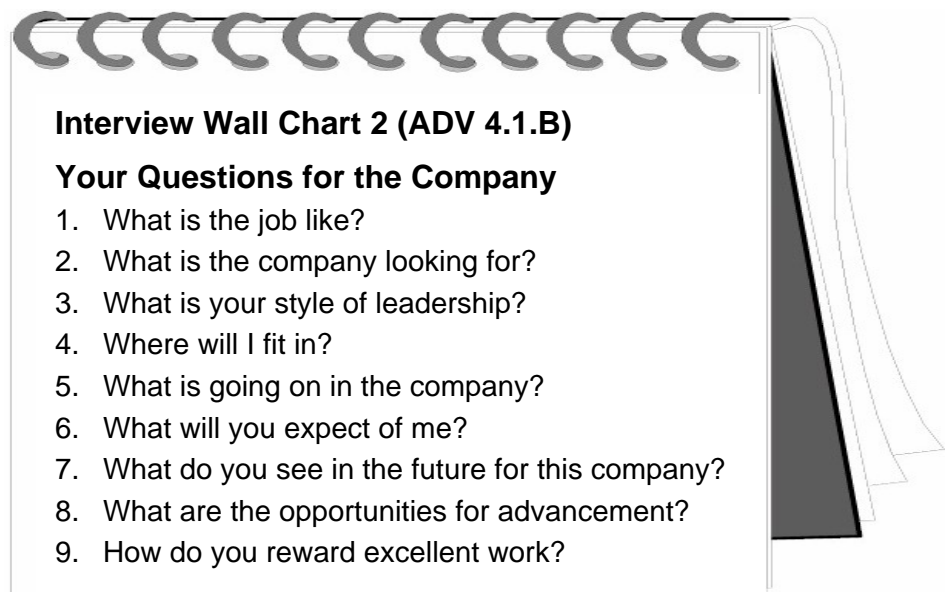
1. Ask students what questions from the interview list (4.1.A) they think are important to answer before the interview.
2. Add a few from the 'Hints & Tips for a Successful Job Interview' resource sheet (4.1.C), but allow the student to do most of the talking.
3. Give students a few pointers that you think are important from "At the Interview" section (4.1.C). Try not to spend more than 10-12 minutes on this part of the lesson.
4. Have students discuss what questions from ADV 4.1.B. are the most important for them to ask and explain why. What do they expect or want from this job?



**Interview Wall Chart 1 (ADV 4.1.A)**

**Questions asked of you for a Job Interview**

1. How would you describe yourself?
2. What kind of work are you looking for?
3. What work have you done before?
4. What makes you a good worker?
5. What qualifications do you have that make you think you will be successful in this job?
6. Why do you want this job?
7. Why should we hire you?
8. What are your long term career goals?
9. What are your strengths/weaknesses?
10. Do you have any physical limitations that would interfere with your job performance?
11. What benefits do you expect?
12. What salary do you expect?
13. If a conflict came up between you and some of your co-workers, how would you handle it?



**Interview Wall Chart 2 (ADV 4.1.B)**

**Your Questions for the Company**

1. What is the job like?
2. What is the company looking for?
3. What is your style of leadership?
4. Where will I fit in?
5. What is going on in the company?
6. What will you expect of me?
7. What do you see in the future for this company?
8. What are the opportunities for advancement?
9. How do you reward excellent work?



Activity 2	Resources Needed
Model Interview	Interview Wall Chart 1

### Procedure

1. Choose a student to interview before the class.
2. Inform him that he will come to your office to interview for an administration position at the newspaper (or any position teacher is familiar with).
  - Shake his hand and invite him to sit down.
  - Introduce yourself and ask his name.
  - Begin asking questions from Interview Wall Chart I. Ask only 6-8 questions. Give time for student to answer.
  - Bring interview to a close. Note whether the student thanks you and asks when he will hear from you.
  - Ask class for comments. Let them vote – “Should he get the job?” Take only 6-7 minutes for the interview.

Activity 3	Resources Needed
Student Job Interviews	Interview Wall Charts 1 & 2 Occupations Wall Chart

### Procedure

1. Pair students.
2. Display the Occupations Wall Chart and let the students choose a job to apply for. Let them decide who will interview and who will apply first. They can apply for different occupations.
3. Allow 15-20 minutes for this activity. Be sure that each student plays the role of the interviewer and the applicant.
4. If there is any time left, ask the following:
  - Were you hired?
  - What is your position?
  - Do you get benefits?
  - What is your compensation? Salary package or hourly wages?



**Occupations (ADV 4.3)**

Accountant	Doctor	Librarian	Psychologist
Advertising Agent	Editor	Mailman	Publisher
Artist	Electrician	Manager	Receptionist
Assembly Line Worker	Elevator Repairman	Mason	Real Estate Agent
Baby Sitter	Entertainer	Mechanic (Auto)	Repairmen
Baker	Factory Worker	Mover	Sales Clerk
Banker	Farmer	Musician	School Administrator
Bank Teller	File Clerk	Music Teacher	Secretary
Barber	Fireman	News Reporter	Soldier
Beautician	Garbage Man	Nurse	Steward / Stewardess
Bookkeeper	Gardener	Optician	Surgeon
Building Contractor	Guard	Painter	Tailor
Bus Driver	Hotel Clerk	Pest Exterminator	Taxi Driver
Butcher	Housekeeper	Pharmacist	Teacher / Professor
Carpenter	Housewife	Photographer	Translator
Cashier	Insurance Agent	Piano Tuner	Travel Agent
Chef	Interpreter	Pilot	Truck Driver
Engineer	Interior Decorator	Plumber	Typist
Cleaning Woman	Janitor	Police Officer	Undertaker
Computer Programmer	Jeweler	Politician	Upholsterer
Construction Worker	Judge	Post Officer Worker	Veterinarian
Delivery Person	Lab Technician	Priest, Minister	Waiter / Waitress
Dentist	Laundry Worker	Printer	Writer
Diplomat	Lawyer	Psychiatrist	Zoo Keeper

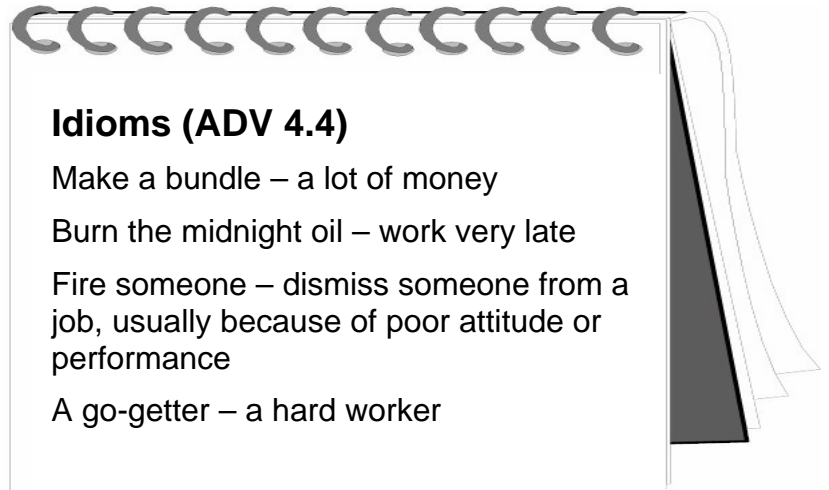
Activity 4	Resources Needed
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Idioms

Job Idioms Wall Chart

### Procedure

1. Display chart and have them use the idioms in a sentence.
2. Go over the meanings of the idioms. Divide into groups and create story using at least two of the idioms.



## **Questions Asked Of You For A Job Interview**

- 1. How would you describe yourself?**
- 2. What kind of work are you looking for?**
- 3. What work have you done before?**
- 4. What makes you a good worker?**
- 5. What qualifications do you have that make you think you will be successful in this job?**
- 6. Why do you want this job?**
- 7. Why should we hire you?**
- 8. What are your long term career goals?**
- 9. What are your strengths/weaknesses?**
- 10. Do you have any physical limitations that would interfere with your job performance?**
- 11. What benefits do you expect?**
- 12. What salary do you expect?**
- 13. If a conflict came up between you and some of your co-workers, how would you handle it?**

## **Your Questions for the *Company***

- 1. What is the job like?**
- 2. What is the company looking for?**
- 3. What is your style of leadership?**
- 4. Where will I fit in?**
- 5. What is going on in the company?**
- 6. What will you expect of me?**
- 7. What do you see in the future for this company?**
- 8. What are the opportunities for advancement?**
- 9. How do you reward excellent work?**

# Hints & Tips for Successful Job Interviews (1)

## Before the Interview

Think about the answers to these questions

- What do you know about this company? If nothing, do some research and find out.
- Why do you want to work for this company?
- What can you do for this company?
- What do you think this company can do for you?
- Which is more important to you – amount of money you make or type of job?
- What motivates you to put forth your best efforts?
- What salary and benefits do you expect for this job?
- What are your strengths and weaknesses?

## Hints & Tips for Successful Job Interviews (2)

### At the Interview

- Dress appropriately for the job interview.
- Make sure your clothes are clean and neat.
- Be on time (not too early and certainly not late).
- Take along a small notebook to make notes.
- Don't smoke, or chew gum.
- Go alone – don't take friends along (unless they also are applying for a job and being interviewed)
- Fill out the employment application as neatly, legibly and accurately as possible.
- Have a short resume to attach to the job application.

## Hints & Tips for Successful Job Interviews (3)

### At the Interview (continued)

- When greeting the interviewer, use a firm handshake. A limp handshake is an immediate turn-off.
- Wait for an invitation to be seated before sitting down.
- Ask the interviewer's name – and remember it.
- When speaking to the interviewer, be sure to make – and keep – eye contact.
- Don't slouch when standing or sitting. Don't fidget – sit as still as you can.
- Don't cross your legs.
- Leave troubles at home. Do not mention domestic or financial problems.
- Speak clearly in a pleasant voice.



## Hints & Tips for Successful Job Interviews (4)

### At the Interview (continued)

- Don't be argumentative.
- Answer questions that are asked as completely and as truthfully as possible. Think before answering.
- If you don't understand something, Ask!
- Ask about the pay scale and what your specific duties would be.
- Know when to leave. The interviewer will indicate in some way when he is ready to end the conversation.

## Hints & Tips for Successful Job Interviews (5)

### After the Interview

- After the interview is over, thank the interviewer for his or her time, and ask when you can expect to hear about the outcome of the interview.
- Send a short letter of appreciation or a hand-written thank you note to the person who interviewed you.
- If you are not contacted after 2-3 days (unless the company indicates they have interviews scheduled for a longer time-frame), call to find out if the job was filled. If you were not chosen, ask why (in a nice way, of course). Make a good impression – you may be called back in the future.

# Occupations

Accountant	Doctor	Librarian	Psychologist
Advertising Agent	Editor	Mailman	Publisher
Artist	Electrician	Manager	Receptionist
Assembly Line Worker	Elevator Repairman	Mason	Real Estate Agent
Baby Sitter	Entertainer	Mechanic (Auto)	Repairmen
Baker	Factory Worker	Mover	Sales Clerk
Banker	Farmer	Musician	School Administrator
Bank Teller	File Clerk	Music Teacher	Secretary
Barber	Fireman	News Reporter	Soldier
Beautician	Garbage Man	Nurse	Steward / Stewardess
Bookkeeper	Gardener	Optician	Surgeon
Building Contractor	Guard	Painter	Tailor
Bus Driver	Hotel Clerk	Pest Exterminator	Taxi Driver
Butcher	Housekeeper	Pharmacist	Teacher / Professor
Carpenter	Housewife	Photographer	Translator
Cashier	Insurance Agent	Piano Tuner	Travel Agent
Chef	Interpreter	Pilot	Truck Driver
Engineer	Interior Decorator	Plumber	Typist
Cleaning Woman	Janitor	Police Officer	Undertaker
Computer Programmer	Jeweler	Politician	Upholsterer
Construction Worker	Judge	Post Officer Worker	Veterinarian
Delivery Person	Lab Technician	Priest, Minister	Waiter / Waitress
Dentist	Laundry Worker	Printer	Writer
Diplomat	Lawyer	Psychiatrist	Zoo Keeper

<b>Idiom</b>	<b>Definition</b>
<b>Make a bundle</b>	<b>a lot of money</b>
<b>Burn the midnight oil</b>	<b>work very late</b>
<b>Fire someone</b>	<b>dismiss someone from a job, usually because of poor attitude or performance</b>
<b>A go-getter</b>	<b>a hard worker</b>



# English Language Dynamics

## Advanced Lesson 5 : **Determination and Success**

### Objectives

- Students learn and practice using vocabulary related to perseverance and determination.
- Encourage students to discuss the need and ways to persevere in spite of difficulties and failures.
- Students learn and practice using some idioms related to this topic.

### Classroom Learning Activities:

Activity	Resources
1. Teach/Review Word Power	Blank Cling Sheet Word Power Wall Chart
2. Components Of Success	Blank Cling Sheet
3. Lincoln's Road To Success	Lincoln's Road To Success Wall Charts
4. Communication Practice, Agree Or Disagree	Word Cards
5. Idioms	Idiom Wall Chart
6. Brain Drain	

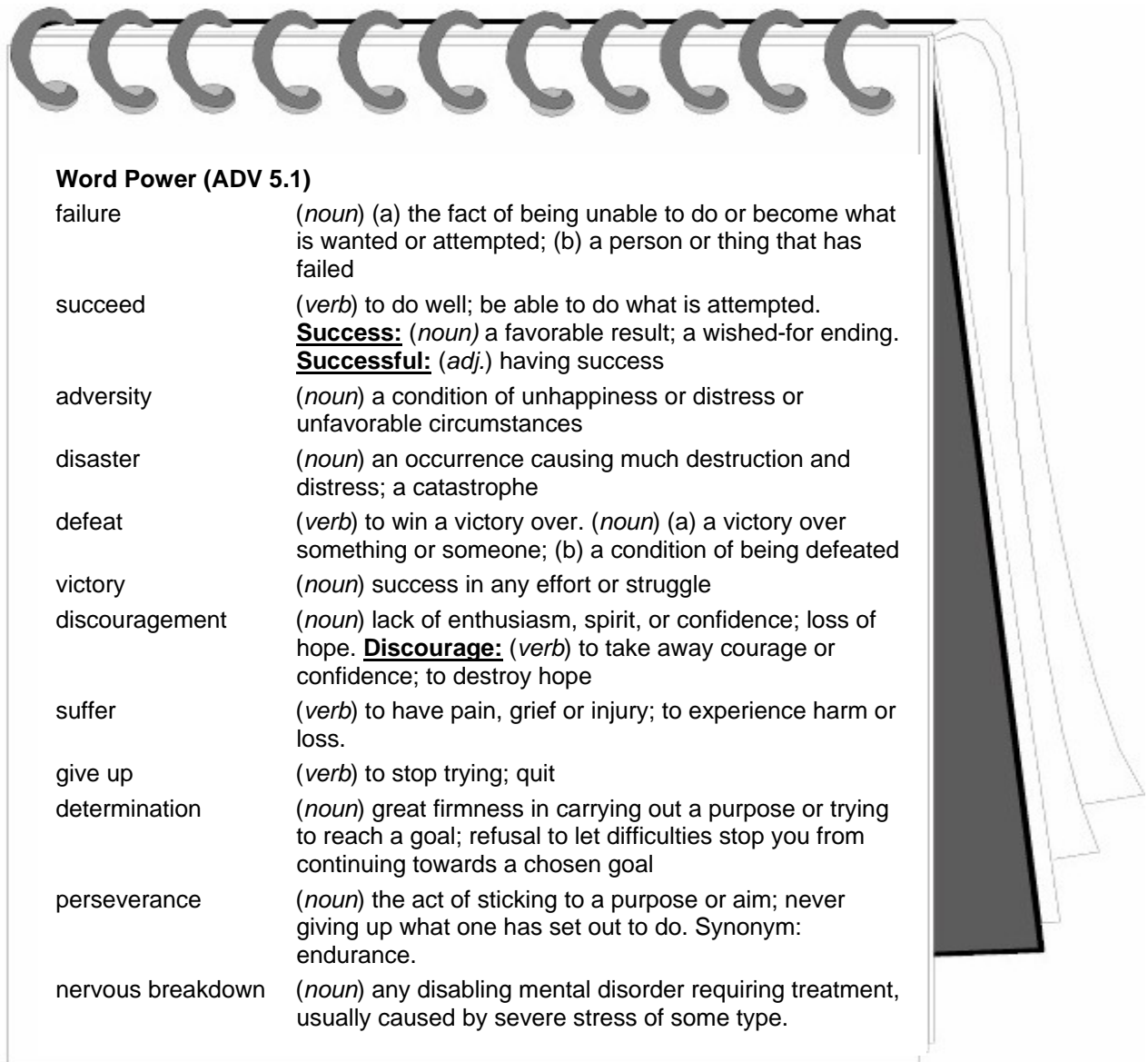
### Conversation Starter

What historical leader do you most admire? Why?

Activity 1	Resources Needed
Teach/Review Word Power	Blank Cling Sheet; Word Power Wall Chart

**Procedure**

1. Depending on class size, divide the class into small groups.
2. Show the words from the word side of the wall chart. Ask if a student can give a definition of the word.
3. If a student cannot give a definition, then the teacher uses the word in a sentence and asks again. If a student cannot give a definition, then the teacher gives a definition and moves on to the next word.
4. Once all the words and definitions are given, ask for synonyms, antonyms, and other word forms.
5. Students practice pronouncing the words and using them in their own original sentences within their groups.
6. Ask group number 1 to give the first sentence using one of the new words/phrases. Group 2 will then add their sentence using another word/phrase, group 3 gives another sentence using a different word/phrase and so on.



Activity 2	Resources Needed
Components of Success	Blank Cling Sheet

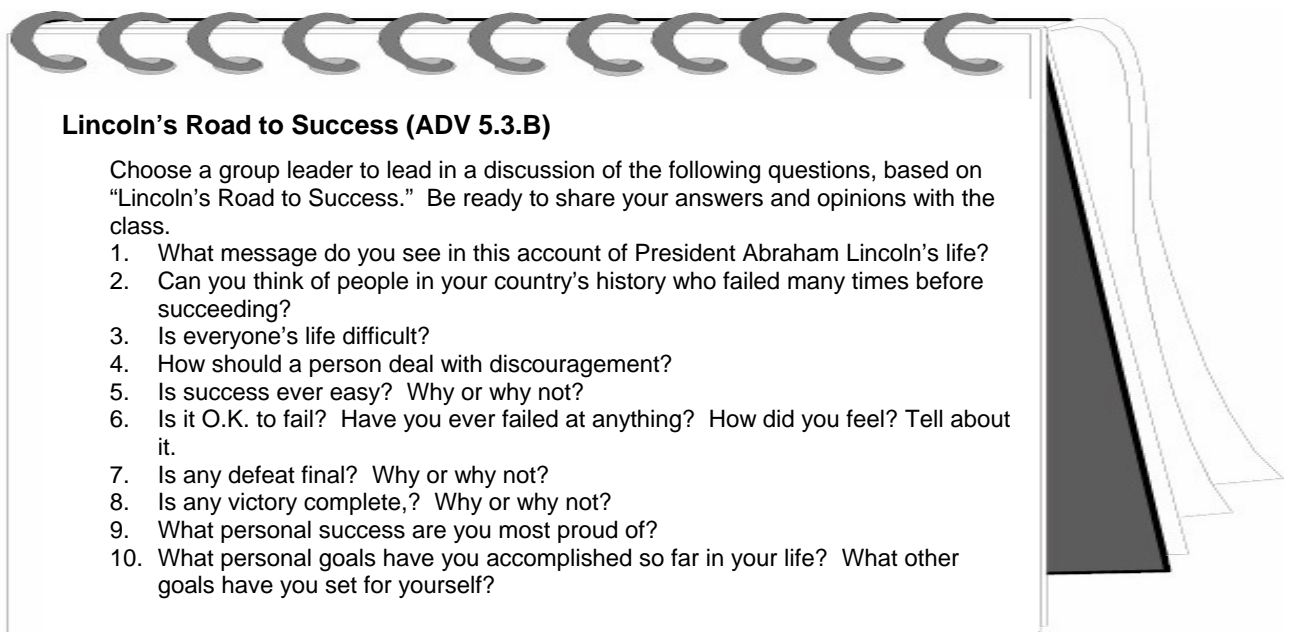
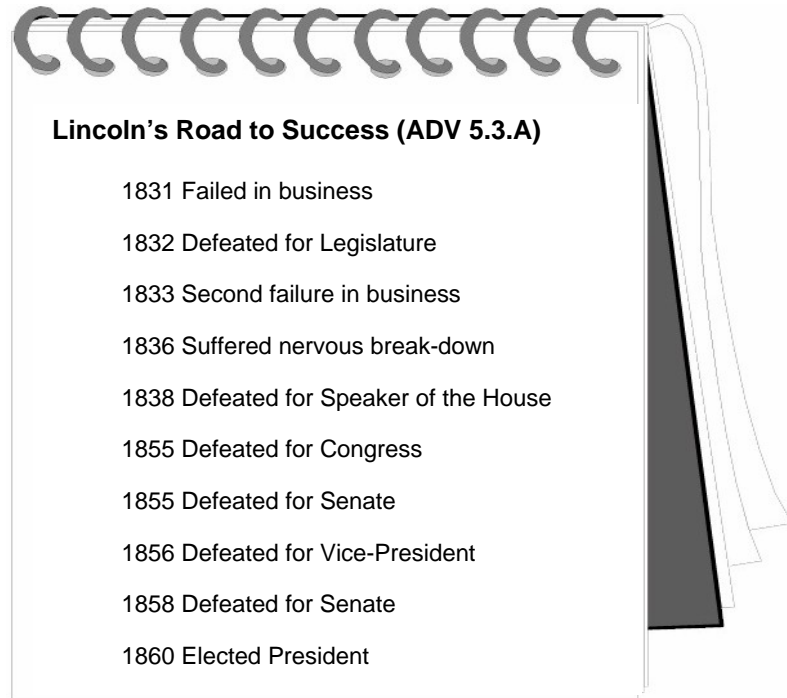
**Procedure**

Ask students to tell you what that they believe makes a person truly successful. Add 3 to 5 extra words if the list needs enhancement. Limit this activity to 4 to 5 minutes.

Activity 3	Resources Needed
Lincoln's Road To Success	Road To Success Wall Charts

### Procedure

1. Set up class for non-stop talking.
2. Display Lincoln's Road to Success wall chart.
3. Share Lincoln's personal tragedies with the students (these are not on the chart):
  - a. His first fiancée died
  - b. His only sister died when he was 19 years old
  - c. 3 of his 4 sons died before age of 17 years
  - d. Lincoln was assassinated at age 56 just as the Civil War ended.
4. Use the questions on Road to Success in non-stop talking exercise. Limit each student to 1 1/2 minutes.
5. After 10 minutes, have groups discuss their opinions and discussion.





Activity 4	Resources Needed
Communication Practice: Agree Or Disagree	Word Cards Colored Word Strips

### Preparation

You will need to prepare two techniques to make this activity happen. When you are assigned your class room at the church, you will be able to identify which technique to use (you may not be able to use the Word Cards if you get a small class room).

Print each Word Card on a unique paper color and mount them on classroom walls:

Strongly Agree      Disagree Somewhat  
Agree Somewhat      Strongly Disagree

Copy each Word Strip sheet on colored paper that matches the colors you used for the word cards. Cut each Word sheet into strips so that there is only one word per paper strip.

### Procedure

1. Explain that in this activity, you will read statements and the students will decide which:
  - card to stand under

**OR**

  - paper strip to hold up
2. After each statement, ask some students, not the same ones each time, to explain why they made their selection.
3. Be very careful not to comment on opinion and **do not** give your own opinion.

Statements to read to class:

- All is well that ends well.
- The only real failure is to quit.
- We should always look the world in the face.
- Adversity comes with instruction in his hand.
- Life is more like a fight than a dance.
- Men fail because they do not believe strongly.
- Most things we worry about never happen.
- Problems make us stronger.

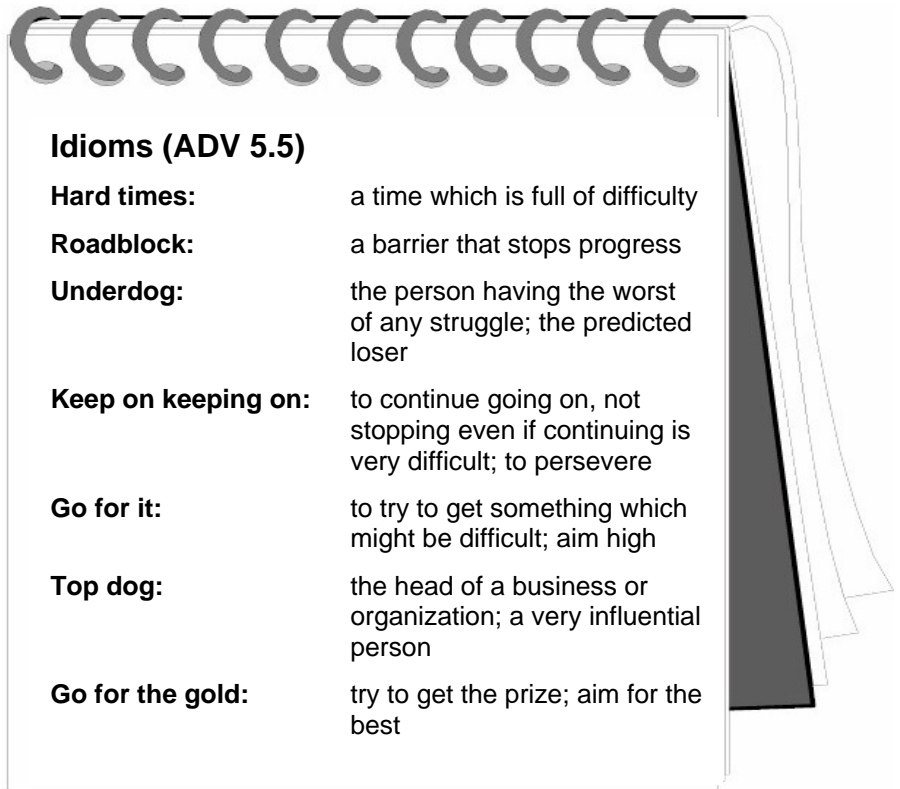
Activity 5	Resources Needed
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Idioms

Idioms Wall Chart

**Procedure**

1. Display chart and have them use the idioms in a sentence.
2. Go over the meanings of the idioms. Divide into groups and create story using at least four of the idioms.



Activity 6	Resources Needed
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Brain Drain

nothing

**Procedure**

Going around the room in a circle, have the students share three of his/her best qualities or one goal he/she is determined to reach next year.

<b>failure</b>	( <i>noun</i> ) (a) the fact of being unable to do or become what is wanted or attempted; (b) a person or thing that has failed
<b>succeed</b>	( <i>verb</i> ) to do well; be able to do what is attempted. <b>Success:</b> ( <i>noun</i> ) a favorable result; a wished-for ending. <b>Successful:</b> ( <i>adj.</i> ) having success
<b>adversity</b>	( <i>noun</i> ) a condition of unhappiness or distress or unfavorable circumstances
<b>disaster</b>	( <i>noun</i> ) an occurrence causing much destruction and distress; a catastrophe
<b>defeat</b>	( <i>verb</i> ) to win a victory over. ( <i>noun</i> ) (a) a victory over something or someone; (b) a condition of being defeated
<b>victory</b>	( <i>noun</i> ) success in any effort or struggle
<b>discouragement</b>	( <i>noun</i> ) lack of enthusiasm, spirit, or confidence; loss of hope.
<b>discourage</b>	( <i>verb</i> ) to take away courage or confidence; to destroy hope.
<b>suffer</b>	( <i>verb</i> ) to have pain, grief or injury; to experience harm or loss.
<b>give up</b>	( <i>verb</i> ) to stop trying; quit
<b>determination</b>	( <i>noun</i> ) great firmness in carrying out a purpose or trying to reach a goal; refusal to let difficulties stop you from continuing towards a chosen goal
<b>perseverance</b>	( <i>noun</i> ) the act of sticking to a purpose or aim; never giving up what one has set out to do. Synonym: endurance.
<b>nervous breakdown</b>	( <i>noun</i> ) any disabling mental disorder requiring treatment, usually caused by severe stress of some type.

## Lincoln's Road to Success

1831 Failed in business

1832 Defeated for Legislature

1833 Second failure in business

1836 Suffered nervous break-down

1838 Defeated for Speaker of the House

1855 Defeated for Congress

1855 Defeated for Senate

1856 Defeated for Vice-President

1858 Defeated for Senate

1860 Elected President

Instructions: Choose a group leader to lead in a discussion of the following questions, based on “Lincoln’s Road to Success.” Be ready to share you answers and opinions with the class.

- 1. What message do you see in this account of President Abraham Lincoln’s life?**
- 2. Can you think of people in your country’s history who failed many times before succeeding?**
- 3. Is everyone’s life difficult?**
- 4. How should a person deal with discouragement?**
- 5. Is success ever easy? Why or why not?**
- 6. Is it O.K. to fail? Have you ever failed at anything? How did you feel? Tell about it.**
- 7. Is any defeat final? Why or why not?**
- 8. Is any victory complete? Why or why not?**
- 9. What personal success are you most proud of?**
- 10. What personal goals have you accomplished so far in your life? What other goals have you set for yourself?**

**Strongly  
Agree**

Disagree  
Somewhat

Agree  
Somewhat



**Strongly  
Disagree**

Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree

Disagree Somewhat	Disagree Somewhat	Disagree Somewhat	Disagree Somewhat	Disagree Somewhat
Disagree Somewhat	Disagree Somewhat	Disagree Somewhat	Disagree Somewhat	Disagree Somewhat
Disagree Somewhat	Disagree Somewhat	Disagree Somewhat	Disagree Somewhat	Disagree Somewhat
Disagree Somewhat	Disagree Somewhat	Disagree Somewhat	Disagree Somewhat	Disagree Somewhat

Agree Somewhat	Agree Somewhat	Agree Somewhat	Agree Somewhat	Agree Somewhat
Agree Somewhat	Agree Somewhat	Agree Somewhat	Agree Somewhat	Agree Somewhat
Agree Somewhat	Agree Somewhat	Agree Somewhat	Agree Somewhat	Agree Somewhat
Agree Somewhat	Agree Somewhat	Agree Somewhat	Agree Somewhat	Agree Somewhat

Strongly  
Agree

Strongly  
Agree

Strongly  
Agree

Strongly  
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Strongly  
Agree

<b>Hard times</b>	a time which is full of difficulty
<b>Roadblock</b>	a barrier that stops progress
<b>Underdog:</b>	the person having the worst of any struggle; the predicted loser
<b>Keep on keeping on</b>	to continue going on, not stopping even if continuing is very difficult; to persevere
<b>Go for it</b>	to try to get something which might be difficult; aim high
<b>Top dog</b>	the head of a business or organization; a very influential person
<b>Go for the gold:</b>	try to get the prize; aim for the best



# English Language Dynamics

## Advanced Lesson **6 : Sales Principles**

### Objectives

- To increase sales and marketing vocabulary
- Sales presentation practice with class members

### Classroom Learning Activities:

Activity	Resources
1. Homework assignment	Sales Presentation For Lesson 7
2. Word Power for Sales	Sales Word Power Wall Chart
3. Plan Sales presentations	Sales Strategy Principles Blank Cling Sheet
4. Phrasal Verbs	Phrasal Verb Wall Chart
5. Idioms	Idiom Wall Chart

### Conversation Starter

Have you ever been talked into buying something and then gone home and suffered buyer's remorse?

Activity 1	Resources Needed
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Homework Assignment	This needs to be done prior to Lesson 7 – Sales presentation.
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**Procedure**

1. Teacher models the sales presentation.

Hello, my name is \_\_\_\_\_ and I represent the “Permanent Sharpie Pen”. In a few minutes of your time, I can show you a pen that everyone should have. Let me demonstrate. There are pens on the market that will write on paper or wood or plastic. But now I show you a pen that writes on every surface. And it comes in a variety of colors – black, blue, red and green. Now you’re probably thinking, “How much would a pen like that cost?” That’s the best part – usually priced at 75 cents each, but for 3 days only you can purchase a package of 4 of these great pens at \$2.00. What a savings for you! Now let me ask you – how many pens would you like to buy right now and take advantage of the unbelievable savings? Don’t let this opportunity pass you by!

2. Have students bring an item to sell to the class tomorrow.
3. Explain to students that their presentation is like a commercial or infomercial. It should last 1 to 3 minutes.

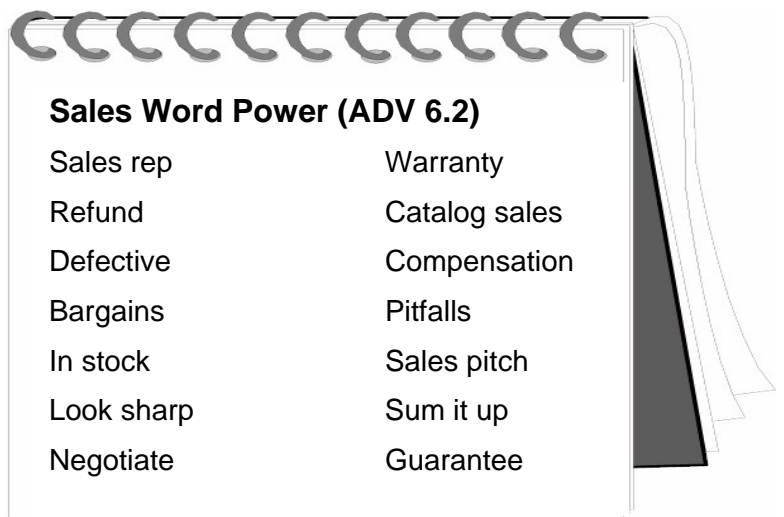
**Note:** Prepare a bag of 4 to 5 items for any students who forget to bring items. (Personal or teaching items you have with you already.)

Activity 2	Resources Needed
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Word Power for Sales	Sales Word Power Wall Chart
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**Procedure**

1. Pronounce and define new words, giving special attention to idioms.
2. Assign each student a word or idiom to make a sentence or short explanation.





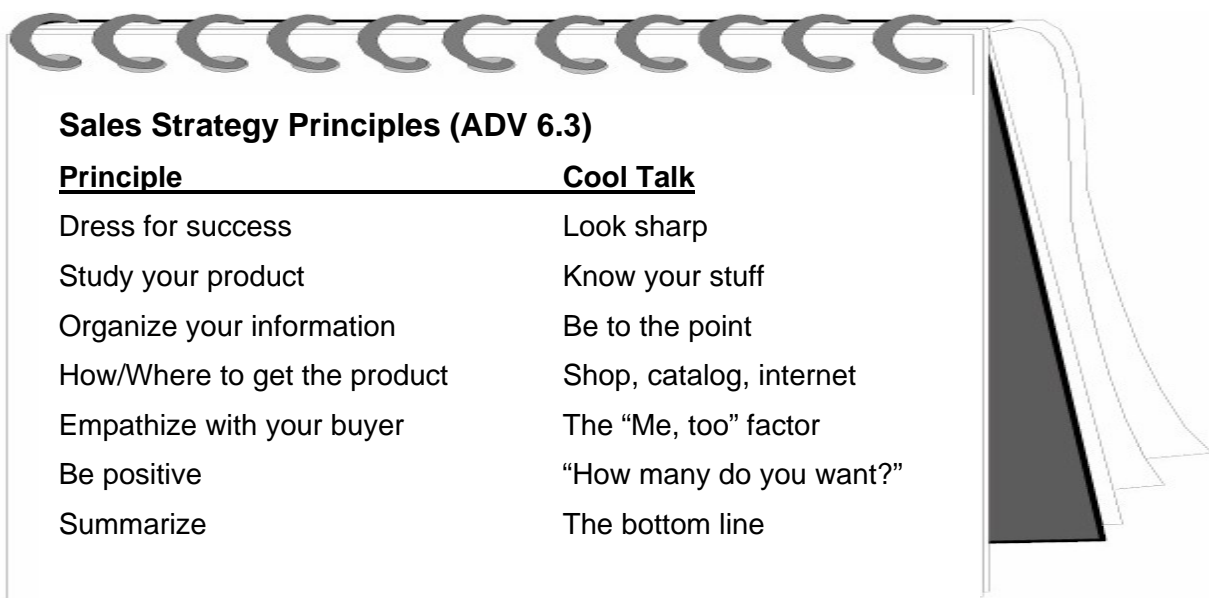
Activity 3	Resources Needed
Sales Presentations	Sales Strategy Principles Wall Chart Blank Cling Sheet

**Procedure**

1. Teachers: have a blank cling sheet ready to list student responses. Ask what techniques, appearances, personal presentation habits appeal to them when someone is speaking about a subject or attempting to sell an item to them. List these on the sheet. If needed, add a few of the suggestions below: (You may need to give an example to get the discussion started).

- Know your subject, topic or object.
- Exemplify a positive attitude.
- Be enthusiastic.
- Have direct eye contact with every listener.
- Include some detail that most listeners will not know.
- Be yourself.
- Use gestures.
- Have your thoughts in proper sequence.
- Use simplicity.
- Be convincing.
- Have a good appearance.
- Speak loud enough so all can hear.
- Speak distinctly.
- Stay within the time limit; not too short or too long.
- Maintain a friendly rapport.
- Be poised and confident.
- Always speak the truth.

2. Quickly go over the wall chart explaining the principles.



Activity 4	Resources Needed
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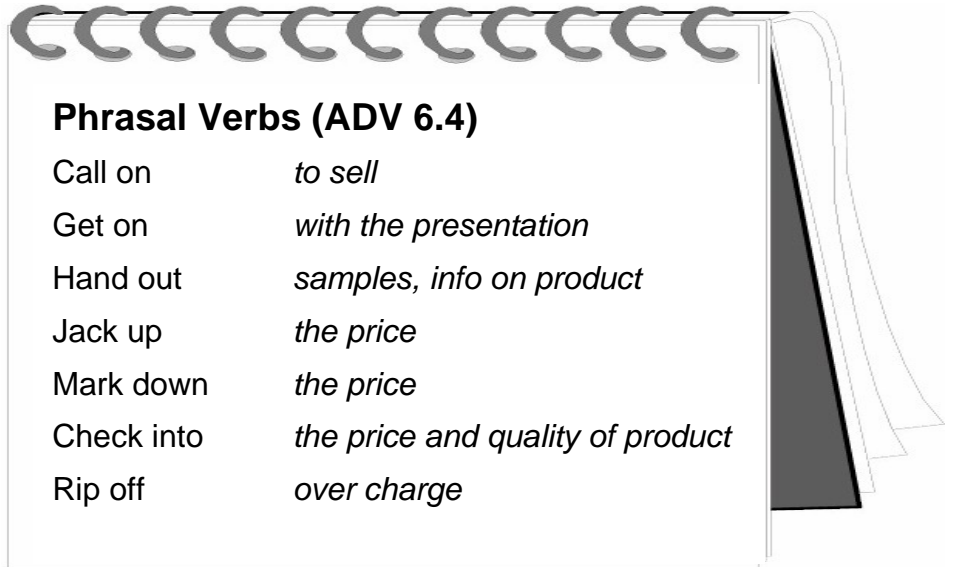
Phrasal Verbs

Phrasal Verbs Wall Chart

**Procedure**

1. Display chart and ask students to define them as they relate to sales.
2. Ask volunteers to use phrasal verbs in a sentence.

Note: The class's wall chart does not have the italicized words as seen in the chart on this page. This chart is for your reference and the chart within the next few pages is for class use.



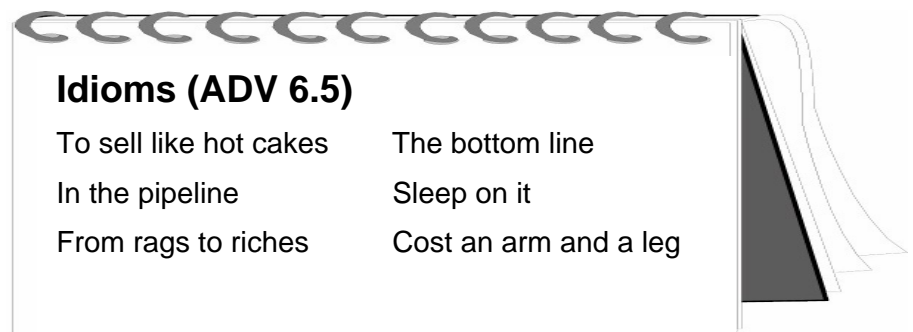
Activity 5	Resources Needed
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Idioms

Idioms Wall Chart

**Procedure**

1. Display chart and have them use the idioms in a sentence.
2. Go over the meanings of the idioms. Divide into groups and create story using at least four of the idioms.



# Top 10 Principles of Great Sales Messaging

by Michael Cannon of KickStart Alliance

Sales Messaging—the stated reasons you give prospects to buy and to buy from your firm—is the foundation on which all your sales and marketing efforts rest. Sadly, most companies do not have a definition for their sales messaging, let alone a methodology for how to develop and deploy it. The results are millions of dollars in lost revenue, higher sales costs and missed bonuses.

**Sales messaging is the foundation for all your sales and marketing efforts**

Here is your chance to break from the pack and enhance your competitive advantage. Use these top 10 principles to create a definition for great sales messaging that will enable your company win more orders, increase market share and improve margins.

**1. Have One Specific Offering.** Sales messaging is about selling one offering—a complete product or service. If you sell a number of products and services bundled together then you can think of this as one offering. If the products or services are sold on a stand alone basis then you must have sales messaging for each offering.

**2. Target Each Buyer.** There are a number of buyer types to consider including Prospect, Customer, Channel Partner, Industry Analyst and Investor. There are also buyer sub-types like User, Technical and Financial. Identify buyers by offering, by title and by role so that the sales messaging resonates with each buyer's interests and perspective.

**3. Answer Buyer's Primary Buying Questions.** Each buyer has different buying questions. For example:

Prospects are asking, "Why should I buy your solution rather than a competitive option?" Customers are asking, "Why should I keep buying from you?" Channel Partners are asking, "Why should I distribute your product or service?"

Each buyer's questions are different and thus require

tailored answers.

**4. Support the Product and Sales Cycle.** In the early stages of a product life cycle the most important buyer question to answer is “Why should I change what I currently do and buy a product or service like this?” The question has nothing to do with your company. It’s about educating the buyer on why they should make a change. The primary goal is to create a buying event.

In the later stages of the product life cycle, when market demand is established, the primary buying question shifts to “Why should I buy your solution rather than a competitive option?” It’s about competitive differentiation and educating the buyer on why they should buy your offering. The primary goal is to create an order for your company.

## **Great sales messaging supports each phase of the sales cycle**

Like the product life cycle, the sales cycle has distinct phases. For example, let’s say your selling an early stage product. At the beginning of the sales cycle the primary

buying question to answer is “Why should I meet with you?” Once you have a meeting, the next phase in the sales cycle is answering, “Why should I change what I currently do and buy a product or service like this?” The final phase of the sales cycle is then answering, “Why should I buy your solution rather than a competitive option?” Great sales messaging supports each phase in both the product life cycle and sales cycle.

**5. Incorporate the Black and White Factor.** Numerous studies conclude that the brain comprehends best when presented with clear contrast between opposites.

Statements like “We are one of the leading...” is not as compelling as “We are the leader in...” Use lots of sharply contrasting adjectives like Only, Fastest, Easiest to Use, Best Value, etc. to create powerful sales messaging.

**6. Employ the Differentiation Factors.** There are 5 important differentiation points including Time, Money, Risk, Strategic, and Personal. The more of these differentiation points you appeal to, the more likely you are to attract and

create buyers.

**7. Provide Proof Points.** Most buyers consider your sales messaging to be claims. To add more credibility to your key points you must provide lots of evidence that your claims are true. The more evidence you have the more believable your claims. The best way to validate that your claims and evidence are true is to use proof points. The best proof points are customer testimonials, case studies, etc. The second best proof points are independent 3rd party organizations like ISO, Better Business Bureau, etc. The next best proof points are a demonstration or proof of concept implementation.

**8. Apply the Me Too Factor.** In order to have truly effective sales messaging, especially for competitive differentiation, no other company should be able to make the same claims. The buyer must perceive that your company is different from all the other competitive options and vendors.

**9. Organize into 3 Points.** People remember things best when they are presented in groups of 3. The brain works this

way, so optimize your sales messaging for maximum effectiveness by incorporating this important principle. For an example of these principles go to:

[www.silverbulletgroup.com/whybuycompsumm.shtml](http://www.silverbulletgroup.com/whybuycompsumm.shtml).

**10. Summarize on One Page.** The answer to each buying question must be simplified to one-page format for a couple of reasons. Your sales reps cannot remember and articulate more than this and your buyers surely will not. Sales messaging must be delivered to the buyer in a digestible amount in order to be effective.

Great sales messaging gives your company the foundation on which to create more meetings, buying events and orders for each of the products and services that you offer. Since most companies do not know what sales messaging is, you have a tremendous opportunity right now to gain a competitive advantage. This advantage has been proven to increase sales, reduce costs and improve margins. If you would like to receive a free eBrief on how to develop and deploy great sales messaging visit





Sales rep

---

Warranty

---

Refund

---

Catalog sales

---

Defective

---

Compensation

---

Bargains

---

Pitfalls

---

In stock

---

Cost an arm and a leg

---

Sleep on it

---

Sales pitch

---

Look sharp

---

Sum it up

---

Negotiate

Guarantee

## Principle

## Cool Talk

Dress for success

Look sharp

Study your product

Know your stuff

Organize your information

Be to the point

How/Where to get the product

Shop, catalog, internet

Empathize with your buyer

The “Me, too” factor

Summarize

The bottom line

Be positive.

“How many do you want?”

**Call on**

**Mark down**

**Get on**

**Check into**

**Hand out**

**Jack up**

**Rip Off**

**To sell like hot cakes**

**The bottom line**

**In the pipeline**

**Sleep on it**

**From rags to riches**

**Cost an arm and a leg**



# English Language Dynamics

## Advanced Lesson 7 : Sales Presentation

### Objectives

- Oral presentations
- To increase vocabulary

### Classroom Learning Activities:

Activity	Resources
1. Sales Presentations	Items to Sell
2. Phrasal Verbs	Phrasal Verb Chart
3. Describe Your Pain	Levels of Pain Chart Describe Your Pain Word Power

Activity 1	Resources Needed
Sales Presentations	Items to sell

### Procedure

1. Divide class into small groups or, if time permits, have presentations before the whole class.
2. Explain that they must “with much drama” sell their items to the class. Each student should take 1 to 3 minutes for their presentation.
3. Ask them to vote on the best presentations.

### Optional

Between each presentation ask the class questions that reveal positive characteristics about the presentation they just saw. Try to tie your questions back to Lesson 6 so that you reinforce vocabulary and concepts between the two lessons.

Examples:

What was being sold?

Do you know how much it costs? (remember, not all ads show price, nor should they)

Were they excited about their product?

<b>Activity 2</b>	<b>Resources Needed</b>
-------------------	-------------------------

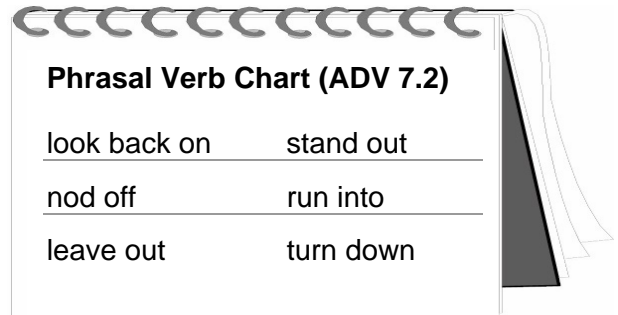
Phrasal Verbs

Phrasal Verb Chart

**Procedure**

1. Display the phrasal verb chart.
2. Discuss the meanings of the phrasal verbs in relationship to the sales presentation. Try to use them in sentences that encourage students to reflect on the lessons your teaching.

For example:



<b>Phrasal verb</b>	<b>teacher example (if needed)</b>
Look back on (your presentation)	What would you do differently?
Stand out	What presentations stand out in your mind?
Nod off	Did you go to sleep during the sales pitch?
Run into	Did you encounter problems?
Leave out	Did you omit important parts of your presentation?
Turn down	Did people say 'no' to buying your product?

<b>Activity 3</b>	<b>Resources Needed</b>
-------------------	-------------------------

Describe Your Pain

Levels of Pain Wall Chart  
Pain Word Power Chart

**Note:** This is an optional activity. If time permits, it can be used to help set the stage for tomorrow’s lesson.

**Procedure**

1. Go over the Levels of Pain Wall Chart and Pain Word Power Chart. Have students discuss definitions of any unfamiliar words.
2. Make sure students understand the progression of the chart.
3. Discuss how these types of charts could be useful in medical situations.
  - Why would they be beneficial?
  - How would they help in bilingual situations?

**Levels of Pain (ADV 7.3.A)**

excruciating	<b>Pain</b>		
	worst possible	10	☹️
	very severe	9	☹️
strong	severe	8	☹️
		7	☹️
slightly moderate	<b>Hurt</b>		
	moderate	6	☹️
		5	☹️
just noticeable		4	☹️
	mild	3	😊
		2	😊
		1	😊
	<b>Ache</b>		
no pain	0	😊	

**Pain Word Power (ADV 7.3.B)**

Pain Type	When it Occurs
sharp	constant
stab	at rest
dull	intermittent
burn	with activity
sore	wakes me from sleep
radiating	
ache	
tender	
constant	



look back on

stand out

nod off

run into

leave out

turn down

**excruciating**

**Pain**

**worst possible**

**10**



**very severe**

**9**

**strong**

**severe**

**8**



**slightly moderate**

**Hurt**

**7**

**moderate**

**6**



**5**

**just noticeable**

**4**



**3**

**mild**

**2**



**1**

**Ache**

**no pain**

**0**



<b>Pain Type</b>	<b>When it Occurs</b>
sharp	constant
stab	at rest
dull	intermittent
burn	with activity
sore	wakes me from sleep
radiating	
ache	
tender	
constant	



# English Language Dynamics

## Advanced Lesson **8 : You Be the Judge**

### Objectives

- To increase vocabulary
- Group decision through discussion and debate
- Oral presentations

### Classroom Learning Activities:

Activity	Resources
1. You Be The Judge Word Power	You Be The Judge Word Power Wall Chart
2. Decision Making	Candidates for Transplant Wall Chart
3. Oral Presentation/ Discussion	Blank Cling Sheet
4. Appeal	Situation Setting #2
5. Who Do You Pickup?	Who Do You Pick Up? Wall Chart
6. Phrasal Verbs	Phrasal Verb Chart

Activity 1	Resources Needed
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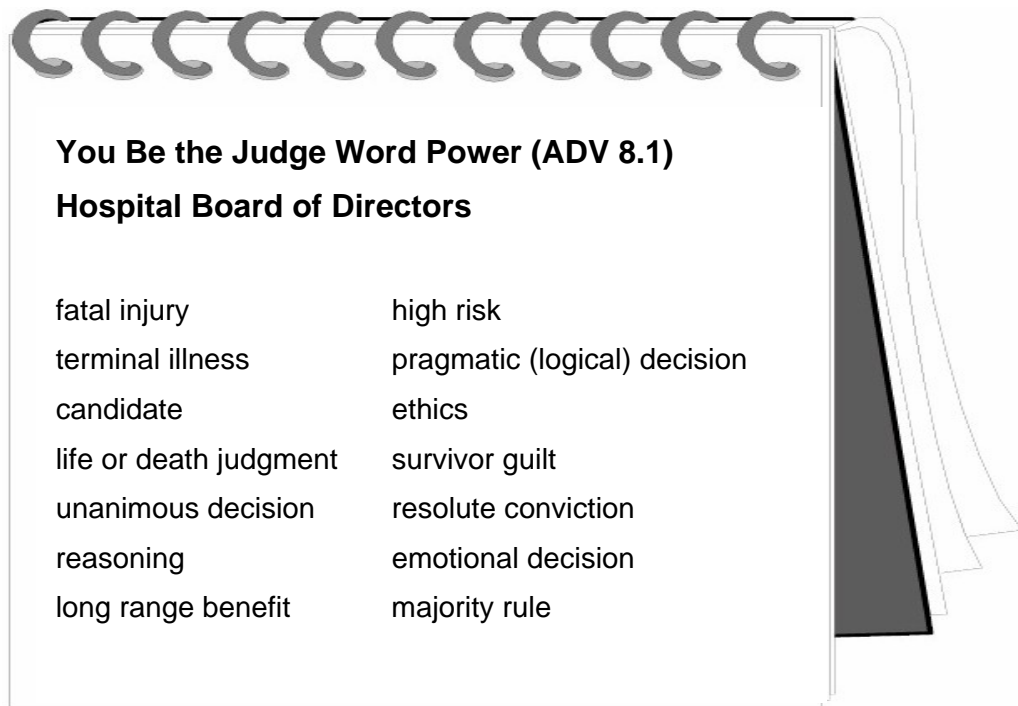
You Be the Judge Word Power

You Be the Judge Word Power Wall Chart

**Procedure**

1. Prepare and display You Be the Judge Word Power chart.
2. Define and discuss each word asking the students to define first, then add teacher comments to clarify meanings.

Note: A resolute conviction is an unwavering decision; you won't change your mind. An emotional or pragmatic decision can be debated.



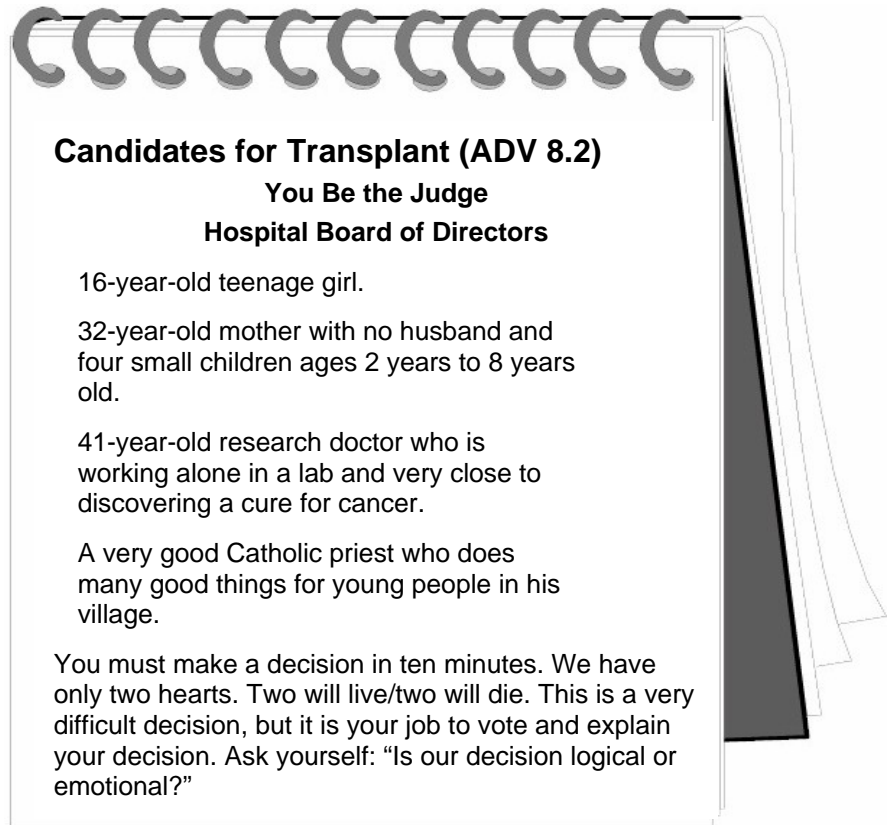
Activity 2	Resources Needed
------------	------------------

Decision Making

Candidates for Transplant Wall Chart

**Procedure**

1. Teacher explains:  
You are on the board of a hospital. In the hospital are four candidates/patients who will die if they do not get a heart quickly.
2. Display wall chart and explain it to your class. Remind students to speak only English.
3. Divide the class into two or three hospital boards of 3 to 5 people. Give about 10 minutes to reach a decision.
4. **Optional** Have each group designate a spokesperson to inform the two patients who have not been chosen to receive a heart.



*Majority Wins?* Does not have to be unanimous? In discussing “majority rule” in the ‘You Be the Judge’ word power, have the class decide whether the decision will be made based on “majority rule” or a “unanimous decision.”

Activity 3	Resources Needed
------------	------------------

Oral Presentation/Discussion

Blank Cling Sheet

**Note:** Activity 4 is optional if class is large enough – in conjunction with Activity 3.

**Procedure**

1. Ask each hospital board to present their decision. Tally their decision on the blank cling sheet next to patient 1, 2, 3, or 4.
2. Ask several members of each group to explain their decision. Bring out discussion about their reasoning or their contentions.
3. Ask if these kinds of decisions exist in their country and if decisions are made without prejudice and/or bribes.

Activity 4	Resources Needed
------------	------------------

Appeal

**Procedure**

While the majority of the students are preparing their decision as a “Hospital Board” and if the class is large enough, have four students role play an “appeal” group asking to be heard before the final decision is made. These 4 represent each candidate:

- The parent of the teenage girl.
- The social worker responsible for placing 4 orphaned children.
- A colleague of the research doctor.
- A parishioner of the priest.

Activity 5	Resources Needed
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Who Do You Pick Up?

Who Do You pick Up? Wall Chart

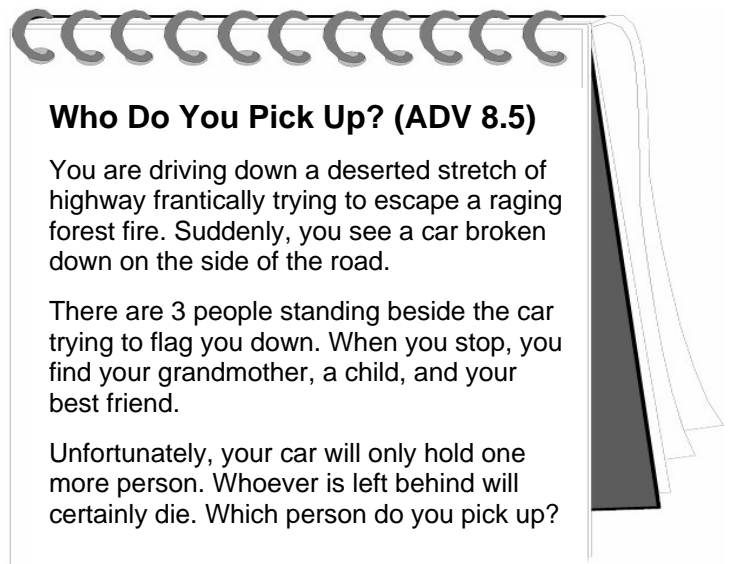
**Procedure**

1. Teacher explains:

You are driving down a deserted stretch of highway frantically trying to escape a raging forest fire. Suddenly, you see a car broken down on the side of the road. There are 3 people standing beside the car trying to flag you down. When you stop, you find your grandmother, a child, and your best friend.

Unfortunately, your car will only hold one more person. Whoever is left behind will certainly die. Which person do you pick up?

2. Display wall chart and explain it to your class. Remind students to speak only English.
3. Divide the class into two or three decision teams of 3 to 5 people. Give about 10 minutes to reach a decision.



Activity 6	Resources Needed
Phrasal Verbs	Who Do You Pick Up? Wall Chart

**Procedure**

Have students identify the following phrasal verbs in the Who Do You Pick Up? Wall Chart:

Broken down

Flag down

Pick up

Left behind



fatal injury

high risk

---

terminal illness

pragmatic (logical) decision

---

candidate

ethics

---

survivor guilt

majority rule

---

unanimous decision

resolute conviction

---

reasoning

emotional decision

---

life or death judgment

long range benefit

# You Be the Judge

## Hospital Board of Directors

16-year-old teenage girl.

32-year-old mother with no husband and four small children ages 2 years to 8 years old.

41-year-old research doctor who is working alone in a lab and very close to discovering a cure for cancer.

A very good Catholic priest who does many good things for young people in his village.

You must make a decision in ten minutes. We have only two hearts. Two will live/two will die. This is a very difficult decision, but it is your job to vote and explain your decision.

Ask yourself: “Is our decision logical or emotional?”

## Who Do You Pick Up?

You are driving down a deserted stretch of highway frantically trying to escape a raging forest fire. Suddenly, you see a car broken down on the side of the road.

There are 3 people standing beside the car trying to flag you down. When you stop, you find your grandmother, a child, and your best friend.

Unfortunately, your car will only hold one more person. Whoever is left behind will certainly die. Which person do you pick up?



# English Language Dynamics

## Advanced Lesson 9 : Tour Guide

### Objectives

- Students use English speaking skills to plan a tour for teacher to see.
- Learn/review vocabulary for planning a tour and giving directions.
- Practice giving directions in English.

### Classroom Learning Activities

Activity	Resources
1. Word Power to Plan Tour	Blank Cling Sheet
2. Group Planning Session	Structure Springboards
3. Group Tour Reports	Tour Schedules Created By Class Groups
4. Giving Directions (Optional Only)	Street Map Of City You Are In (Use Google Search)

### Conversation Starter

What is the coolest (most impressive) thing you have ever seen in your city or anywhere else in the world?

Activity 1	Resources Needed
Word Power to Plan Tour	Blank Cling Sheet

### Procedure

Ask students to “Brain Storm” all terms needed for tour planning. To get them started, use a few suggestions from the vocabulary list below.

arrival	historical sites	sight-seeing	supermarket
departure	estimated expenses	symphony	route
attractions	transportation	statues	
time schedule	internet café	restaurants	
post office	churches	parks	
cinema	theater	monuments	
shopping mall/center	destination	university	
itinerary	excursion	pharmacy	

## Activity 2

## Resources Needed

Group Planning Session

Structure Springboards

### Procedure

1. Tell the students that they have been contacted by the mayor to plan a twelve hour tour for 15 American English teachers from 10:00 am to 10:00 pm on Saturday.

#### Instructions:

Your job is to show them around your city. Decide which attractions, historical sights, churches, parks, etc., you think they should see. Remember, you will need to take them to lunch and dinner. Plan their day and prepare a time schedule, including approximate amount of time to stay at each place. Plan to pick the teachers up at their hotel at 10:00 am and return them at 10:00 pm on Saturday.

Optional: If students ask for permission to plan a late night activity, let them go with it.

2. Go over these guidelines for planning the tour:
  - Groups will have about 15 minutes to plan the tour. (You can adjust this time up or down according to the level and needs of your students.)
  - Groups must decide on a way to present their tour plans. Each person in the group must participate in the report in some way. The tour schedule could be written on newsprint provided, if desired. Markers, newsprint, and blank paper are available in the work room.
3. Give groups time to plan their tours.
4. Each group reports its tour plan (5 minute maximum).

Activity 3	Resources Needed
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Giving Directions (optional)

Street Map of the City You Are In (Use Google Search)

**Preparation**

- Ahead of time, choose a place (café, park, post office) close to the English Language school (only a few blocks away), and plan how to give directions for walking there from the English school.
- Be prepared to teach or review the meanings of the following words needed for giving directions, plus names of specific places. Plan to use the city map to clarify meanings needed.

**Procedure**

1. Tell students they are going to practice giving directions to places in their city. Review the words needed for giving directions and names of places around town.
2. Model a conversational exchange between two persons asking for and giving directions.

Example:

A: Is there a post office nearby?  
 B: Yes, there is a post office on \_\_\_\_\_ street.

A: How do I get there? (or Can you give me directions to get there?)

B: Go out the front door and turn left.  
 At the corner, turn right and walk two blocks to \_\_\_\_\_ St.  
 Turn right and look for the post office on the left. It's next to the bank.

A: Thanks!

**Note:** Be sure to use actual directions to a real place for this model.

3. When you are sure students understand what to do, put them in pairs. Tell them to do the following:

- Each partner chooses two specific places in town they want to ask directions to.

**Direction/Places Terms (ADV 9.3.A)**

north	northeast
south	northwest
east	southeast
west	southwest
turn left	turn right
between	across from
block (city block)	next to
corner	on the corner
around the corner	at the corner

**Direction/Places Terms (ADV 9.3.B)**

post office	bank
drugstore	café
laundromat	park
school	hospital
restaurant	movie theater
department store	

- Partners take turns asking each other for directions to the places they have chosen. The starting place is always the location of the English school. Students may/should refer to the city map as needed.
  - While pairs are practicing, teacher circulates among students, listening and offering help as needed. Remember, students' conversations do not have to be exactly like your model, but their directions must be comprehensible and able to be followed.
4. After pairs have practiced, give each student a chance to respond to your request for directions to a specific location.
- Choose a different location for each student.
  - Instead of asking about a specific place, you could think of some specific things you need (toothpaste, tissues, band aids, a souvenir, candy, bottled water, medicine, etc.) Ask a student where you could find one of these items and how to get there.

north

---

northeast

---

south

---

northwest

---

east

---

southeast

---

west

---

southwest

---

turn left

---

turn right

---

between

---

across from

---

block (city block)

---

next to

---

corner

---

on the corner

---

around the corner

at the corner



post office

---

bank

drugstore

---

café

laundromat

---

park

school

---

hospital

restaurant

---

movie theater

department store



# English Language Dynamics

## Advanced Lessons Extra Activities

### Class Starter Statements

Use the class starter statements to help get your class talking or while teacher checks attendance:

1. If you could rid the earth of one thing, what would it be and why?
2. If you could describe the most memorable day of your life, what would you say and why?
3. If you had to name the one thing that most frightens you about growing old, what would it be and why?
4. If you were to spend the rest of your life in the company of single type of animal, which would you choose and why?
5. If you had to name the one most important ingredient of human beauty, what would you say it is?
6. If you had to name the one thing that repeatedly makes you angriest, what would it be and why?
7. If you were to prescribe a cure for grief, what would it entail and why?
8. If you could have any view in the world visible from your bed, what would it be and why?
9. If you could read only four books while growing up, which would you read and why?
10. If you had to choose the single most charming person you have ever met, who would it be and why?
11. If you had to eliminate one emotion from your life, which would it be and why?
12. If you were to name the most clear proof that evil exists in the world, what would you say and why?
13. If you were to pick the one thing that always makes you smile, what would it be and why?
14. If you were to have two new baby sons, what would you name them and why?
15. If you had to name the smartest person you have ever met, who would it be and why?
16. If you had to name the one personality trait that you have tried the hardest to change in yourself, what would you say and why?
17. If you could guarantee one thing about your next trip, what would it be and why?
18. If you were given academic tenure to teach any course you wished at any university in the world, where would you want it to be and in what subject? Why?

19. If you had to name the most beautiful spot on earth that you've ever seen, what would you choose and why?
20. If you had to name the single most important thing in your life, what would it be and why?
21. If you were to identify the most important quality in a friend, what would you say it is and why?
22. If you could select a role model for each of your kids, whom would you pick and why?
23. If you had to name the one time when you were closest to death, when was it?
24. If you could change the mind of one person from all history on one issue, who would it be and what issue would you choose?
25. If you could change one thing about your country's history, what would it be?
26. If you could make one thing come true for a friend, what would it be?
27. If you could have God do one miracle for you today, what would it be?
28. What are the most important family values?
29. If you could change one thing in the world, what would it be?
30. If you could be guaranteed one thing in life besides money, what would you ask for?
31. If you could live in one period of past history, when would you live?
32. What is the most important quality for the leader of your country?
33. What was the best movie you ever saw? Why? The worst? Why?
34. If you could get onto a magic carpet and fly to a city and spend the day, what city would you choose? Why?
35. If you were married and found out you were going to have twins, would you want boys or girls? One of each? What would you name them?
36. Who has inspired you the most?
37. If you could choose a company to hire you, which company would you choose? What would you like to do? What would be a fair salary for you?
38. Discuss the thing that always makes you smile or laugh.
39. If you were going to write a book, what quiet and scenic place would you choose to live in a year? What would be the name of your book?
40. If you could drive any vehicle in the world, what would you select and why? What extras would you want on it?
41. If you could relive any day in your life and change what happened, what day would it be? What would you change? Why?
42. If you could name the greatest day of your nation's history, what day would you choose? Why?
43. If you could go to any place in the world and live, where would you go? Why?

44. If you could choose one person that you wished were never born, who would it be? Why?
45. If you could nominate one person as a saint, who would it be? Why?
46. If you could eliminate one month of the year, which month would it be? Why?
47. If you became an animal, which would you choose to be? Why?
48. ...you became a bird, which would you choose to be? Why?
49. If you could visit any planet with a promise of total safety and return to earth, which one? Why? When would you be ready to go?
50. If you could spend a month in any city in the world, which? Why?
51. If you could live inside of someone else's skin for one week, whose would it be? Why?
52. If you could sing like anyone in the world, whose voice would you want to have? Which song would you want to sing?
53. If you could speak on national TV and say anything without penalty, what would you tell your nation?
54. In thinking of major historical events such as the ending of WW II, the landing on the moon, the arrival of Columbus in America, and others – if you could have participated in one of them, which would it be?
55. If you could be the star player of any great sporting event in history, what sport? What game?
56. If you could safely go to the peak of the highest mountain or the lowest point in the ocean, which would you choose? How long would you stay, and what would you leave there to prove you were there?
57. If you could bring anyone in history back to life again, who would it be? Why?
58. If you could choose to become the most famous rock star in the world or the most famous doctor in the world, which would it be? Why?
59. If you could have anything material in the world as your possession, what thing would you want?
60. If you were given a ship and a crew and six months, name me three ports that you would want to visit. Why did you select them?
61. If you could go back in history, choose any city you would like to live in for one month.
62. If you could choose to be a president of any country in the world, which country would it be? What would be the first new law you would propose?
63. If you could be dead for 24 hours and come back to life again – what would you like to do in your spirit for those 24 hours?
64. If you could eat anything you wanted, tell me what you would eat for that meal.
65. If you found out for certain there is a Heaven and a Hell, how would you change your life and why?

## Newspaper Phrases

### Preparation

Teacher should bring several current newspapers or magazines such as Time, Newsweek, USA Today, Reader's Digest, etc.

### Procedure

Each day, one or two class members are given a current newspaper or magazine to read at home. The student selects 3-5 words, phrases, or expressions with which he/she is not familiar. The student does NOT look up the meaning in a dictionary.

In class, write the word, phrase or expression on the board and ask the class for a possible meanings. The teacher creates a conversation/discussion. The context of the article is used as a means of discovery. The answer is given and antonyms and/or synonyms are suggested. Students are asked to use the phrase in a sentence.

## What's the Difference Between?

English is full of terms that have closely related meanings. All of us are sometimes uncertain about the right word for a given situation. Our uneasiness may spring from a desire not to offend or we may fear to seem ignorant if we overlook a distinction others are familiar with.

### **village / town**

village - generally considered to be a group of houses in the country without public services.

town - more or less concentrated group of houses and private and public buildings, larger than a village but smaller than a city with some limited public services.

### **garbage / trash**

garbage – mainly spoiled or wasted food, as from market or kitchen, that is wrapped (usually in plastic bags) for collectors to cart away

trash – usually can be burned like leaves, paper, and any thing that clutter.

*Also, rubbish, junk, litter. How do they differ?*

rubbish – English for all trash and garbage.

junk – rusting metal like old car bodies.

litter – candy wrappers, cigarette butts, little bits of paper

### **rug / carpet**

carpet – covers the entire floor; made to be cut to exact size

rug – never made for a wall to wall floor covering; with fringe

**dish / plate**

dish – a shallow, concave container used for holding or serving food

plate – a shallow, circular dish used for eating food

**bag / sack**

bag – is a non-rigid container made of paper, plastic, fabric, leather, or some other material with a handle

sack – is a bag, especially a large one of coarse cloth for holding grain with a handle

**shirt / blouse**

shirt – is a sleeved garment that is worn on the upper part of the body and typically has a collar and a buttoned opening down the front

blouse – is looser, generally worn only by women

**boat / ship**

boat – small, open vessel propelled by oars, sails, or an engine

ship – is a larger vessel, always powered by an engine, and navigating deep water generally with a trained captain

**opinion / belief**

opinion – is a conclusion or a judgment which, though it remains open to dispute, seems true or probable to one's own mind but changeable

belief – is the mental acceptance of an idea or conclusion, often a doctrine or a dogma  
(compare opinion to wet cement and belief to hardened concrete)

**error / mistake**

error – the broadest term for something incorrectly done through ignorance or carelessness

mistake – is suggesting an error that is the result of carelessness, inattention, or misunderstanding

**advertisement / commercial**

an advertisement – is a public notice or announcement of things for sale or rent, service, needs, and the like

a commercial – is an advertisement, usually for a product or a political candidate or issue, which is aired on the radio or television and is paid for by its sponsor

**wage / salary**

wage – applies to money paid to an employee at relatively short intervals, often daily, especially for manual or physical labor; uneducated work, blue collar

salary – applies to fixed compensation usually paid at longer intervals, often once or twice a month, especially to clerical or professional workers; educated work, white collar

**part / portion**

part – is in general any of the components of a whole (part of one's life)

portion – is specifically a part allotted to someone (your portion of the inheritance)

**insect / bug**

insect – is any of an extremely large group of small invertebrate that includes butterflies, grasshoppers, ants, bees, flies; the main means of travel by wing

bug – is any of a special group of insects; the main means of travel by leg

**wood / forest**

wood – is any thick growth of trees

forest – is a large wood, a thick growth of trees and underbrush covering an extensive tract of land

**shore / coast**

shore – is the general word for an edge of land directly bordering on the sea or ocean, a lake, a river, or other body of water

coast – is limited to land along a sea or ocean

**jail / prison**

jail – is typically a building, though it may be a lockup inside of a police station, for the confinement of those who are awaiting trial or who have been convicted of minor offense

prison – a place for those convicted of major crimes

**answer / reply**

answer – is something said, written or done in return

reply – an answer that satisfies in detail a question asked, a charge made

**rip / tear**

rip – pulling off without tearing fabric; a ripped off pocket is easy to repair

tear – the fabric is actually pulled apart; more difficult to repair

## Cool Talk

Your students hear these words in movies and television programs. They are more interesting for the younger classes.

1. Read the word without writing it. Let students guess the meaning. (They often will give the actual dictionary meaning.)
2. Write the word on a cling sheet and use it in a sentence.
3. Ask students, "Now, can you guess the slang meaning?"

(If time permits, put the students in groups of two or three and have them write a short dialogue using more than one of the "Cool Talk" words.)

- **buzz** – mild intoxication; also gossip
- **chill/chill out** – to relax, to hang out, spend time doing nothing
- **big dog** – be best at something, very important person
- **blast** – extremely fun and exciting
- **crash** – get some rest, a night's sleep
- **the boonies** – a rural location, small town, village
- **flip out** – go "crazy" temporarily
- **check out** – to see, to look at
- **hacked off** – very annoyed at someone
- **laid back** – very relaxed, even indifferent
- **good to go** – we're ready, on schedule
- **keep it real** – stay true to one's self, don't be a fake
- **split** – leave quickly; not the same as "split up"
- **turn off** – lose interest in, usually someone
- **turn on** – arouse interest in, sometimes sexual
- **sweet** – great, wonderful, appealing, fabulous
- **wheels** – car
- **wired** – nervous or tense
- **outta sight** – super-fantastic, beyond belief
- **far out** – very good
- **wannabee** – someone who want to be like another
- **rap** – talk, usually informal (so "rap music" is talking, not singing)
- **done deal** – a matter settled and finalized
- **hop over** – come over quickly and usually stay briefly
- **back off** – do not crowd me, settle down emotionally



## More Idioms

- give something a lick and a promise = to clean quickly
- promise the moon = promise something impossible
- promises, promises = something you say when someone says they'll do something and you don't believe them
- hold promise = likely to succeed
- proof is in the pudding = cannot judge the value of something until you try it
- promised land = place that offers good opportunities
- I have butterflies in my stomach.
- We are short handed.
- He is bending over backwards for you.
- This is where I draw the line.
- Don't jump the gun.
- It's on the tip of my tongue.
- He's reading between the lines.
- He has a heart of gold.
- Don't stretch the truth.
- She put her foot in her mouth.
- I'm all ears.
- It goes in one ear and out the other.
- She's all thumbs.
- You're pulling my leg.
- It's a jungle out there.
- I smell a rat.
- I heard it straight from the horse's mouth.
- Peter is a chip off the old block.
- He is the spitting image of his father.
- That will happen when pigs fly.

## How to Make \$100 in Five Minutes!

The teacher admits the exercise is so hard even American teachers could not do it perfectly without preparation.

The teacher promotes the exercise for two days in advance as a “Don’t Miss” lesson (Monday or Tuesday of the 2<sup>nd</sup> week.)

Using the title “*How to Make \$100 in Five Minutes*,” challenge them to find me the best teacher of English saying, “If you can read 20 simple sentences without a mistake, I will pay you \$100. But if you make a mistake, you pay me \$100.”

The teacher points out, “You can’t lose! No one in this country can do it! But when we finish this lesson, you will be able to! So don’t miss this lesson.”

A good photo copy of the full 20 sentences should be handed out to each class member and left with the students at the end. Ask them to read the sentences in random order so that it comes as a surprise. When mistakes are made, make it a light matter. Ask others to help. Correct and read it together with clear emphasis at the trouble spots.

1. The bandage was wound around the wound.
2. The farm was used to produce produce.
3. The landfill was so full that it had to refuse more refuse.
4. Please polish the Polish furniture.
5. He could be in the lead if he would get the lead out.
6. The soldier chose to desert his dessert in the desert.
7. There is no time like the present. It is time to present the present.
8. A bass was painted on the head of the bass drum.
9. The dove dove into the bushes when it was shot.
10. I did not object to the object.
11. The insurance was invalid for the invalid.
12. There was a row among the oarsmen about how to row.
13. They were too close to the door to close it.
14. The buck does strange antics when does are around.
15. A seamstress and a sewer fell down into a sewer line.
16. The farmer taught his sow to sow.
17. The wind was too strong for us to wind the sail.
18. I shed a tear upon seeing the tear in the painting.
19. I had to subject the subject to a series of tests.
20. I need to intimate this to my most intimate friend.

## Homonyms

Homonyms are as you know, words that sound alike but have totally different spellings and different meanings.

This area is often a “blind spot” in English language skills for many Eastern Europeans. This weakness produces an endless number of misspelled words and misused words. It is a neglected area of great need and of practical value to the students.

The homonyms chosen are those that are the most useful, but the list is not exhaustive. However, they are the most practical choices of homonyms.

The exercise will prove itself wonderfully practical and enjoyable if the following guidelines are followed:

1. Each student will be given a copy of the homonym list.
2. Starting with ‘A’, progress through the list in alphabetical order. Let the students read the homonyms. Let them suggest their definition. Ask for involvement of each student in the class in random order.
3. Briefly explain each word when it is evident discussion has died and allowed notes to be taken by the students.
4. Encourage students to make a sentence using the homonym to prove they understand the word. Then challenge them to make a sentence using both words in one sentence. Offer to help if they have problems, but give them time to think it out.
5. In some cases, there will be triple homonyms and putting them all in one sentence becomes even more of a challenge.
6. Do not linger, keep the discussion light and lively and keep moving on. The list is so extensive that it can be used for 30 minutes each day for several days. Then switch to another exercise.
7. Do not be surprised if the students demand that the entire list be covered. It will be that interesting and popular to them.
8. Be creative and play with the exercise as it progresses. Review and in time even add a more difficult dimension. For example, the teacher might say on the third day, “Choose any two sets of homonyms and use all of them in one sentence if possible, but not more than two sentences.” Make them make funny sentences and laugh together. Play with it creatively. Keep it light and lively.

## Homonyms

### A

acts            ax or axe

ad              add

ail             ale

air             err            heir

aisle          isle           l'll

aloud          allowed

altar          alter

ant            aunt

ante          anti

ate            eight

attendance   attendants

aye            eye            I

### B

bacon         baken

bail            bale

bald           bawled

bare           bear

baron         barren

base           bass

be             bee

beach         beech

berth         birth

billed         build

blew          blue

boar           bore

board         bored

boarder      border

boy            buoy

brake         break

bread         bred

brewed       brood

brews         bruise

### B (continued)

but            butt

buy            by

### C

cannon       canon

canvas        canvass

capital        capitol

carat          caret          carrot

cede           seed

ceiling        sealing

cell            sell

cent           sent           scent

chance        chants

cheap         cheep

chews         choose

cite            sight          site

coarse        course

colonel       kernel

council        counsel

Creak         creek

Cue            queue

cymbal        symbol

### D

drama         damn

days         daze

dear           deer

dependents   dependence

desert         dessert

dew            do             due

die             dye

doe            dough

**E**

earn	urn	
eight	ate	
err	air	heir
ewe	you	yew
ewes	use	yews
eye	aye	I

**F**

fair	fare	
feat	feet	
feted	fated	
fir	fur	
flea	flee	
flew	flu	flue
flour	flower	
for	fore	four
forth	fourth	
foul	fowl	

**G**

gait	gate
gilt	guilt
gourd	gored
grate	great
grisly	grizzly
groan	grown
guessed	guest
guise	guys

**H**

hail	hale
hair	hare
hall	haul
hart	heart
hay	hey
heal	heel

**H (continued)**

hear	here	
heard	herd	
heir	air	err
higher	hire	
him	hymn	
hoarse	horse	
hoes	hose	
hole	whole	
holy	wholly	
hour	our	

**I**

I	aye	eye
I'll	aisle	isle
idle	idol	
in	inn	
instance	instants	

intense	intents
---------	---------

**K**

kernel	colonel
key	quay
knead	need
knew	new
knight	night
knot	not
knows	nose

**L**

lacks	lax
lade	laid
lane	lain
lead	led
leased	least
lightening	lightning
loan	lone

**M**

made	maid
mail	male
main	maine      mane
maize	maze
manner	manor
meat	meet
medal	meddle
moan	mown
morning	mourning

**N**

naval	navel
nay	neigh
need	knead
new	knew
night	knight
none	nun
nose	knows
not	knot

**O**

oar	o'er      ore
one	won
our	hour

**P**

pa	paw
paced	paste
packed	pact
pail	pale
pause	paws
peace	piece
peak	peek
plain	plane
pleas	please

**P (continued)**

pole	poll
pore	pour
praise	prays      preys
prince	prints
principal	principle
profit	prophet

**Q**

quarts	quartz
quay	key
queue	cue

**R**

rain	reign      rein
raise	rays      raze
rap	wrap
raise	rays      raze
raiser	razor
read	red
read	reed
real	reel
receipt	reseat

reek	wreak
rest	wrest

right	rite      wright      write
-------	-----------------------------

ring	wring
road	rode      rowed
rouse	rows

**S**

sail	sale
scene	seen
scent	cent      sent
sea	see
sealing	ceiling

<b>S (continued)</b>			<b>V</b>			
seam	seem		vain	vane	vein	
serf	surf		vail	vale	veil	
sew	so	sow	vial	vile	viol	
sewer	sower		vice	vise		
shone	shown		<b>W</b>			
side	sighed		wade	weighed		
sight	cite	site	wail	whale		
soar	sore		waist	waste		
sole	soul		way	weigh		
some	sum		weak	week		
son	sun		whole	hole		
stationary	stationery		wholly	holy		
steal	steel		won	one		
straight	strait		wood	would		
symbol	cymbal		wrap	rap		
<b>T</b>			wreak	reek		
tail	tale		wrest	rest		
taught	taut		wring	ring		
team	teem		write	right	rite	wright
tense	tents		<b>Y</b>			
their	there	they're	yew	ewe	you	
to	too	two	yews	use	ewes	
tracked	tract		yoke	yolk		
<b>U</b>			your	you're		
urn	earn					
use	yews	ewes				

## Can you explain these great thoughts?

Do so in your own words.

1. "The aim of education is the knowledge not of facts, but of values." *W. R. Ingle*
2. "Life can only be understood backwards; but it must be lived forwards." *Soren Kierkegaard*
3. "Light tomorrow with today!" *Elizabeth Barrett Browning*
4. "Man wishes to be happy even while he lives in such a way to make happiness impossible." *Augustine*
5. "Truth which is merely told is quick to be forgotten; truth which is discovered lasts a lifetime." *William Barclay*
6. "Right is right, even if everyone is against it; and wrong is wrong even if everyone is for it." *William Penn*
7. "Hope is the feeling you have that the feeling you have is not permanent." *Jean Kerr*
8. "What oxygen is to the lungs, such is hope for the meaning of life." *Emil Bruner*
9. "I will go anywhere provided it is forward." *David Livingstone*
10. "Those who hope for no other life are dead even for this one." *Johann Wolfgang von Goethe*
11. "Character is what you are in the dark." *D.L. Moody*
12. "Forgiveness is not an occasional act, it is a permanent attitude." *Martin Luther King, Jr.*
13. "Do not talk about what you would do if you were an angel, but consider what you can do as a person." *William Law*
14. "We make a living by what we get, but we make a life by what we give." *Winston Churchill*
15. "When a person cannot laugh at himself, it is time for others to laugh at him." *Thomas Szasz*
16. "Keep in mind that the true meaning of an individual is how he treats a person who can do him absolutely no good." *Ann Landers*
17. "Sometimes one must cut off a finger to save a hand." *Master Po (Chinese Proverb)*
18. "As we acquire knowledge, things do not become more comprehensible, but more mysterious." *Will Durant*
19. "There must be more to life than having everything." *Maurice Sendall*



20. "The only way to get positive feelings about yourself is to take positive actions. Man does not live as he thinks, he thinks as he lives." *Vaughan Quinn*
21. "You can't help getting older, but you don't have to get old." *George Burns*
22. "The angry people are those people who are most afraid." *Robert Anthony*
23. "Self deception, the root of all evil." *Robert Heinlein*
24. "If you are lonely while you are alone, you are in bad company." *Jean-Paul Sartre*
25. "Pornography tells lies about women. But pornography tells the truth about men." *John Stoltenberg*
26. "Television has proven that people will look at anything rather than each other." *Ann Landers*

## Class Enders

If teacher has a few minutes at end of class, write a few words pairs on cling sheet and ask students to practice pronunciation.

loud	load	found	phoned	cows	cause
down	dawn	loud	laud	town	ton
found	fun	down	done	shout	shut
now	no	time	team	mine	mean
by	be	pie	pea	tie	toy
aisle	oil	buy	boy	tile	toil
loan	lawn	boat	bought	coat	caught
low	law	note	nut	home	hum
phone	fun	known	none	pull	pool
full	fool	stood	stewed	look	Luke
brook	broke	pull	pole	bull	bowl
could	code	shoe	show	crew	crow
soup	soap	noon	known	soon	sun
shoot	shut	dune	done	school	skull
her	hair	were	wear	fur	fair
cure	care	bird	Boyd	verse	voice
earl	oil	curl	coil	cot	cat
mop	map	hot	hat	cop	cap
not	nut	shot	shut	cop	cup
fond	fund	hat	hot	map	mop
bad	bed	sad	said	lad	led
land	lend	main	men	gate	get
date	debt	bake	back	stake	stack
lake	lack	mate	mat	fate	fat
take	tack	late	let	well	will
dead	did	ten	tin	eminent	imminent
said	Sid	pen	pan	end	and
beg	bag	guess	gas	set	sit
leak	lick	sleep	slip	leap	lip

peal	pill	beat	bit	eat	it
seat	sit	feet	fit	he'd	hid
feel	fill	ghoul	cool	game	came
lug	luck	gauze	cause	pig	pick
go	Joe	bag	badge	bigger	bicker
dog	dodge	good	could	fought	thought
fan	than	fat	that	mouth	mouse
have	half	save	safe	prove	proof
leave	leaf	free	three	shin	chin
share	chair	shop	chop	mash	match
mush	much	short	sort	sheet	seat
shock	sock	shell	sell	sheep	cheap
run	won	rest	west	ring	wing
par	paw	cart	caught	ride	wide
read	weed	red	wed	rent	went
rate	wait	clothe	close	that	sat
these	seize	those	sews	they've	save
they	day	their	dare	though	dough
than	Dan	breathe	breed	gnaw	now
saw	sow	hall	hole	boss	bus
long	lung	walk	woke	law	low
bought	boat	call	coal	ball	bowl

## Common Abbreviations

The following abbreviations are commonly found in all parts of American culture in many mediums. These are not to be confused with Instant Messaging abbreviations.

- |               |              |
|---------------|--------------|
| 1. I.O.U.     | 14. Hazmat   |
| 2. MADD       | 15. fl. oz.  |
| 3. N.Y.P.D    | 16. rpm      |
| 4. AWOL       | 17. RSVP     |
| 5. E.M.T      | 18. S.W.A.T. |
| 6. 911        | 19. R.I.P.   |
| 7. C.O.D.     | 20. SWAK     |
| 8. ASAP       | 21. SUV      |
| 9. GMT        | 22. WTO      |
| 10. H.R.H.    | 23. AARP     |
| 11. i.e./etc. | 24. Sci-Fi   |
| 12. NAACP     | 25. sitcom   |
| 13. ibid.     | 26. W.A.S.P. |

## The Suffix ‘-ish’

‘-ish’ is a great slang term that can be appended to many English words to help hide what you may not know. It is usually used in conversations with people who are peers, younger, or very familiar. In professional places, it is rarely used with superiors.

- (appended to many kinds of words) of or pertaining to  
Her face had a *girlish* charm.
- (appended to adjectives) Somewhat.  
Her face had a *greenish* tinge.
- (appended to numbers, especially times and ages) About, approximately.  
We arrived at *tennish* **or** We arrived *tennish*.  
I couldn't tell his precise age, but he was *fiftyish*.

## Americanisms

Many foreign visitors have a good knowledge of English. However, our language is full of “Americanisms” that are part of our conversation that are not always English idioms.

1. **Just give me the bottom line:** Don't bother with a lot of details, just give me the essential information.
2. **That's it in a nutshell:** That's all there is to tell about something.
3. **It's water over the dam:** It's in the past and no longer matters; it's forgotten.
4. **Six of one, half dozen of the other:** It really doesn't matter how you look at it, it is the same.
5. **I'm between a rock and a hard place:** I'm in a tough situation with no easy solution in sight.
6. **I can't win for losing:** No matter what I do, it's not right.
7. **Here's one for the circular file:** Circular file refers to the trash can, so it's something not worth keeping.
8. **I must have gotten up on the wrong side of the bed:** I'm not feeling quite like myself today; I'm grouchy.
9. **Is that the pot calling the kettle black? :** Refers to someone, for example a thief, accusing another thief of being a thief when he is one himself.
10. **You can't get there from here:** Your plan doesn't make sense and won't succeed.

## Chat / IM (Instant Messaging) Abbreviations

Chat abbreviations are commonly used in e-mail, online chatting, online discussion forum postings, instant messaging, and in text messaging, especially between cell phone users. They came about as an answer to speeding up these communication mediums in an attempt to convey what would normally be said in a conversation at the speed of speech.

<3 = heart (look at it sideways)	CUL8ER - see you later
404 = I haven't a clue	DQMOT = don't quote me on this
ADN = any day now	EMFBI = excuse me for butting in
AFAIK = As far as I know	F2F = face to face
AFK = away from keyboard	FAQ = frequently asked questions
ASAP = as soon as possible	FC = fingers crossed
B4N - bye for now	FOMCL = falling off my chair laughing
BAK = back at keyboard	FTBOMH = from the bottom of my heart
BBIAB = be back in a bit	FUD = fear, uncertainty, doubt
BBL = be back later	FWIW = for what it's worth
BBN = bye bye now	FYI = for your information
BBS = be back soon	GA = go ahead
BG = big grin	GAL = get a life
BL = Belly Laugh	GIWIST - gee, I wish I'd said that
BMGWL = busting my gut with laughter	GOL = giggling out loud
BRB = be right back	HAGN = have a good night
BTW = by the way	HAND = have a nice day
C&G = chuckle and grin	HIG = how's it going?
CRB = come right back	HTH = hope this helps
CU = see you	IC = I see
CUL = see you later	IIRC - if I recall / remember / recollect

correctly

IMHO - in my humble opinion

JIC = just in case

JK = just joking

JMO = just my opinion

KIT = keep in touch

KWIM = know what I mean

LD = later dude

LOL = laughing out loud

MTF = more to follow

MP or N/P = no problem

PU = that stinks

ROTFL = rolling on the floor laughing

RPG = role playing games

RSN - real soon now

S^ = s'up (what's up)

### Other IM Occurrences ...

411 = information

addy = address

cluebie = newbie with a clue

l33t = elite

Mod = modify / modification

n00b = 'noob' short for 'newbie'

pic / pik = picture

POOF = goodbye

SOTMG = short on time must go

SYS = see you soon

TA = thanks again

TAFN = that's all for now

THX = thanks

TMI = too much information

TPTB = the powers that be

UW = your welcome

VBG = very big grin

WAYD = what are you doing?

WBS = write back soon

WIBNI = wouldn't it be nice if

WYSIWYG = what you see is what you get

YBS = you'll be sorry

YW = you're welcome

ppl = people

prolly = Probably

teh = intentional misspelling of 'the'

WOOT = exclamation of joy

## Phrasal Verbs

Students sometimes ask for help with phrasal verbs. Teachers may teach five every day – adding them daily to a tally chart. Ask students to make a sentence with each phrasal verb. Help them with added meanings. Example: breakdown mechanically or breakdown emotionally.

<b>A</b>	care for	<b>E</b>	grow up
act up	catch on	eat out	<b>H</b>
act like	catch up (with)	egg on	hand in
add up (2)	check in(to)	end up (2)	hand out
add up to	check off	<b>F</b>	hang up
ask out	check out (of)	face up to	have to do with
<b>B</b>	check out	fall through	hold up (3)
back down	cheer up	feel up to	<b>I</b>
back off	chew out	figure out	iron out
back up (4)	chicken out	fill in (2)	<b>J</b>
beg off	chip in	fill in for	jack up (2)
blow up (3)	clam up	fill out (2)	jump all over
bone up on	come across	find out (about)	<b>K</b>
break down (2)	come down with	<b>G</b>	keep on (2)
break in(to) (3)	come to (2)	get across	kick out
break up (2)	count on	get along (with)	knock out
bring (take) back	crack down (on)	get around (2)	knock oneself out
bring off	cross out	get around to	<b>L</b>
bring up (2)	cut back (on)	get by	lay off
brush up on	<b>D</b>	get in (2)	leave out
build up	do in	get on	let down
burn down	do over	get off (3)	let up
burn up (2)	drag on	get out of (2)	look back on
butt in	draw up	get over (2)	look down on
butter up	drop off	get rid of	look forward to
<b>C</b>	drop in (on)	get up	look in on
call off	drop by	give up (2)	look into
call on	drop out (of)	go out with	look like
calm down	draw out	go with (2)	look over
(not) care for		goof off	look up (2)



**L (continued)**

look up to

luck out

**M**

make fun of

make up (2)

make up (with)

make out

make for (2)

mark up

mark down

mix up

**N**

nod off

**P**

pan out

pass away

pass out (2)

pick out

pick up (4)

pick on

pitch in

pull off

pull over

put away

put off

put on (2)

put out

put up (2)

put up with

put back

**R**

rip off

round off

run into

run out of

**S**

set up

set back (2)

slip up

stand out

stand up (2)

show up (2)

stand for (2)

**T**

take after

take / bring back

take care of (2)

take off (3)

take up

tell someone off

tick off (2)

throw away

throw out (2)

throw up

try on

try out

try out (for)

turn around (3)

turn in (3)

turn down (2)

turn off (2)

turn on (2)

turn up (2)

**W**

wait on (2)

wake up (2)

watch out for

wear out

work out (2)

wrap up (3)

write up

write down

**Z**

zank out