



# English Language Dynamics

## **Intermediate Lessons, Charts, Teacher Resources & Extra Activities**

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# English Language Dynamics

## Intermediate 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 was designed for easier and faster prep times and includes computer-generated charts for a more professional presentation.

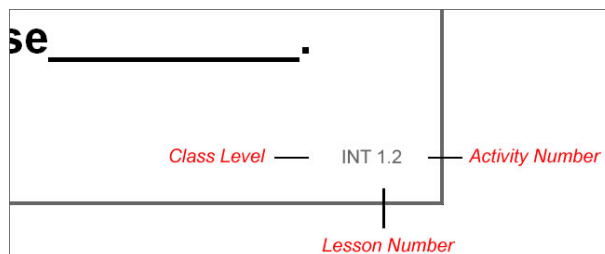
Our staff of over 100 volunteers, who have been on multiple ministries, will lead the way in preparing these new lessons.

### Lesson Preparation

All team members who are assigned to Intermediate classes will prepare **lessons 1 through 7 to be taught in order from days 1 through 7**. Teachers may then choose 1 more from lessons 8 – 14. You should prepare 8 lessons for the 8 class days. Day 9 is graduation day, and we do not teach a lesson.

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. 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.**
3. 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 chart that will match Intermediate Lesson 1, Activity 2.



Wall Chart Code Sample

4. Read and think through the lesson and plan extra props to enhance presentation.
5. Place the lesson, all charts, and props together in a 1 or 2 gallon ziplock bag for easy access at the ministry site.
6. 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, and 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 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, even at the intermediate level, requires repetition and practice. Students must repeat new words and phrases many times to internalize for future use.
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. Intermediates have a good English vocabulary, but students have asked for idioms, further vocabulary expansion, and lots of communication in class
6. To maximize student practice time:
  - a. Teachers should not talk more than 10% of the time.
  - b. Put the students in pairs or small groups for conversation practice whenever possible.
  - c. Have students repeat new phrases and sentence structures together when needed to clarify pronunciation.
  - d. Model an activity when appropriate.
7. When using conversation starters write them on your cling sheet before students arrive. Read the question before you take roll and let them think about their answer before while you take roll. In small classes you may have time to have each student answer the question before you start the lesson activities. You may need to pair up students with students they have not partnered with to give their answers. Remember this is not a core activity of the class and to watch your time.

## 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

## Intermediate Lesson 1 : Let's Get Acquainted

### Objectives

- Greet Students and put them at ease.
- Students introduce themselves using wall chart as a guide.
- Students learn and discuss character qualities.
- Expand the student's word power.

### Classroom Learning Activities

Activity	Resources
1. Attendance / Student's Names	Students Registration Sheets
2. Introduce Yourself	Get Acquainted Wall Chart
3. "Good Friend"	Positive / Negative Character Qualities
4. Communication Practice	Character Quality Sentence Starters

**Important Note:** Listen to the speaking level of English of your students.

Activity 1	Resources Needed
Attendance / Student's Names	Students Registration Sheets

### Procedure

1. Greet students as they enter room provided for your class. Ask them to be seated.  
**Remember to smile and be friendly.**
2. Gather student registration forms one student at a time. Look over the form and say each student's first name on badge back to them. Take the time to pronounce their names correctly. This may take several attempts. Check their name badge number with the number on the form. Be sure that the name on their badge matches their form. If not, write it down.

This procedure may take some time with a large class, but it is very important in building relationships. As you are working, they are listening to your voice and listening to understand. They are as nervous as you are. Don't rush!!

## Suggestion

When students first arrive in class, start the following activity so they will have something to do while you greet each student individually.

Word Creation – Expanding their vocabulary

Display a long word in a spot where all students can easily see it. Examples: **Friendship, Extraordinary, Recreation, Forecasting, Restaurant, Refrigerator, Disappointed**)

Show/explain how to create new words using selected letters from the larger word.

Example – words from **Friendship** – end; ship; dip; rise; fried; rip; etc. Make as many new words as you can from the large word. This can be conducted as a game with students working individually, in pairs, or in small groups.

Challenge students to make the longest word with 6 or 7 letters.

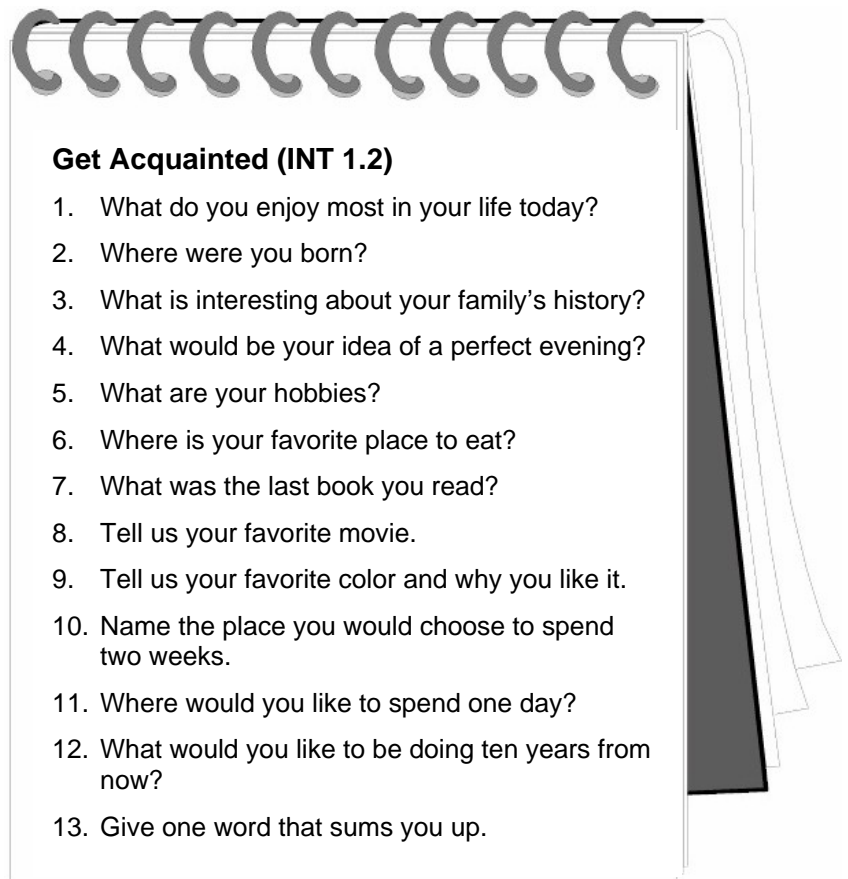
Activity 2	Resources Needed
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Introduce Yourself

Get Acquainted Wall Chart

## Procedure

1. Prepare and model an introduction of yourself to the class covering the following topics:
  - job/occupation
  - immediate family
  - hobbies
  - goals
  - reasons for attending English class
2. In preparing your introduction, use the following questions as a launching point. Use short, uncomplicated sentences:
  - a. What is your full name?
  - b. Are you married or single?
  - c. Where do you work / go to school?
  - d. Tell them about your family.



**Get Acquainted (INT 1.2)**

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. Where is 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.

- e. What is one thing you like to do in your free time?
  - f. Where is your favorite place to eat?
  - g. What would you like to be doing 10 years from now?
3. Display the Get Acquainted Wall Chart.
  4. Divide students into pairs or small groups to interview each other using the questions in the Get Acquainted Wall Chart as a starting point.
  5. Give the class time to complete the "Get Acquainted" activity.
  6. Have each person introduce another student to the class, telling the person's name and one thing about that person.

Whichever option you choose, you (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
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"Good Friend"

Positive / Negative Character Qualities

**Procedure**

Prepare definitions and sample sentences for all words listed.

1. Display character qualities chart. Have students suggest additional character qualities for each chart.
2. Tell students you want to talk about what makes a "good friend".
3. Ask students if there are any words on the charts that they do not understand.

**Positive Character Qualities (INT 1.3.A)**

sincere	friendly	dependable
helpful	caring	trustworthy
honest	sensitive	enthusiastic
forgiving	humorous	good listener
artistic	considerate	intelligent
modest	organized	sympathetic

**Negative Character Qualities (INT 1.3.B)**

dishonest	rude	obnoxious
unforgiving	unreliable	insincere
grouchy	critical	selfish
insensitive	spiteful	timid
arrogant	gossipy	pessimistic



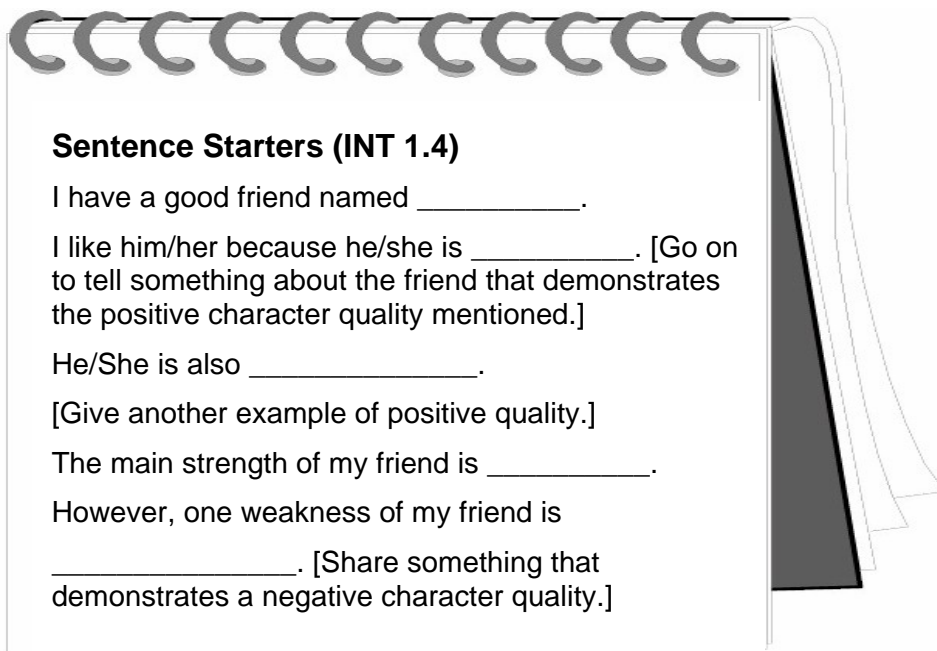
**Activity 4****Resources Needed**

Communication Practice

Character Quality Sentence Starters

**Procedure**

1. Model what you want the student to do by telling about a good friend of yours.
2. Tell students you want them to do the same thing. They can expand on and move beyond the sentence starters in any way they are able to.
3. Put the students into pairs. Partners then take turns telling each other about their good friend.

**Note:** Watch your time.**Optional**

When pairs are finished, lead class in a brief discussion of the following questions:

- Which of the character qualities is YOUR strongest?
- Could a family member be a good friend also?
- What do YOU need to do to be a better friend to others?

- 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.**

sincere

friendly

dependable

helpful

caring

trustworthy

honest

sensitive

enthusiastic

forgiving

humorous

good listener

artistic

considerate

intelligent

modest

organized

sympathetic

dishonest

rude

obnoxious

unforgiving

unreliable

insincere

grouchy

critical

selfish

insensitive

spiteful

timid

arrogant

gossipy

pessimistic

**I have a good friend named \_\_\_\_\_.**

**I like him/her because he/she is \_\_\_\_\_.**  
**(positive character quality)**

**He/She is also \_\_\_\_\_.**  
**(positive character quality)**

**The main strength of my friend is \_\_\_\_\_.**  
**(positive character quality)**

**However, one negative quality of my friend is**  
**\_\_\_\_\_.**  
**(negative character quality)**



# English Language Dynamics

## Intermediate Lesson 2 : Non-Stop Talking / Doctor Visit

### Objectives

- Never stop talking!
- Vocabulary building.
- Discuss words and phrases used in a visit to the doctor.
- Discuss and use idioms.

### Classroom Learning Activities

Activity	Resources
1. Non-Stop Talking	Non-Stop Talking Questions Watch/Clock
2. Vocabulary Builder	Ailment Wall Chart
3. Role Play	Ailment Wall Chart Sentence Structure Wall Chart
4. Idioms	Idioms Wall Chart

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

### Procedure

1. 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.

2. Read the first question and let them begin their non-stop talking. Be sure they speak English only.
3. 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.

**Note:** Do not spend more than 20 minutes on Non-Stop talking.

## Non-Stop Talking Questions

1. Tell me the best memory of your grandparents.
2. If you could be king or queen of any country for a day, which country would it be?
3. Describe what you would call a perfect two-week vacation.
4. If you could spend five hours in a helicopter over any city in the world, which city would you like to look down on?
5. Tell me of the most terrible, uncomfortable train ride you ever had.
6. 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?
7. Make a wish – if you could have any wish come true, what would it be?
8. Tell about the best birthday celebration you have ever had.
9. If you could eat in any restaurant, which one would you choose and what would you choose off the menu?
10. 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?

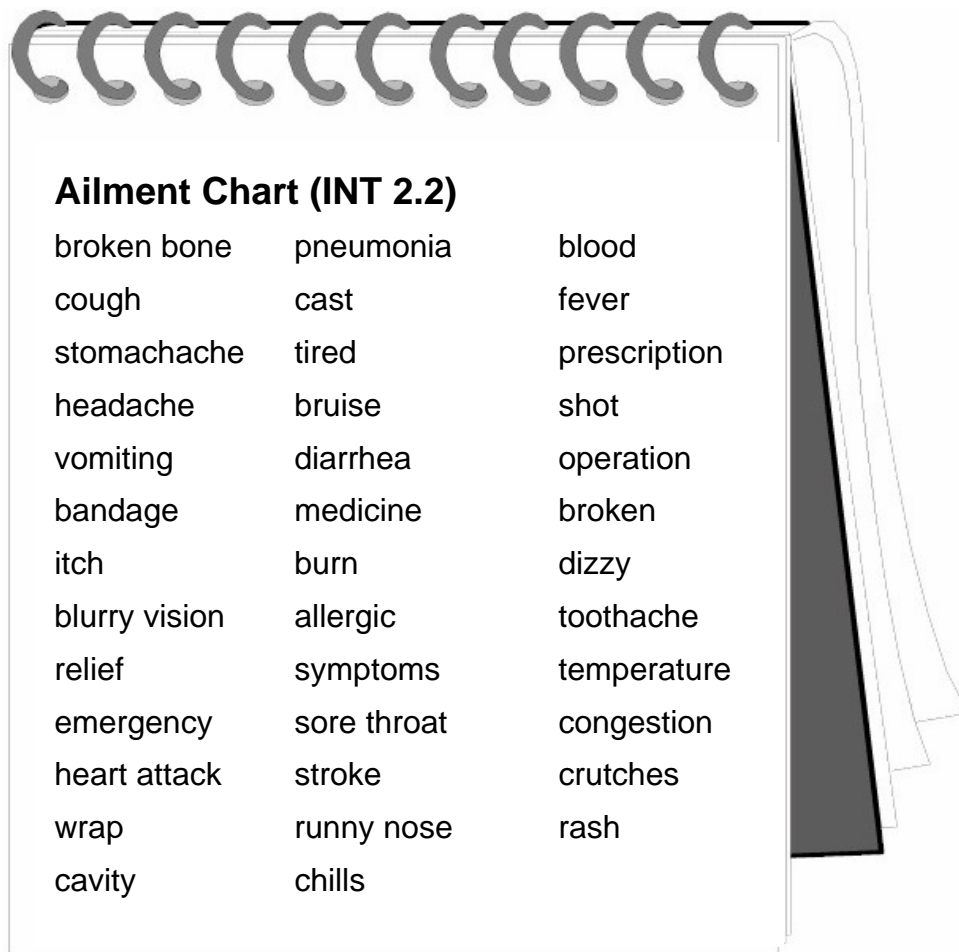
**Activity 2****Resources Needed**

Vocabulary Builder

Ailment Wall Chart

**Procedure**

1. Tell the students that today they will be discussing a visit to the doctor.
2. Display ailment chart.
3. Discuss as needed and clarify for understanding and pronunciation.

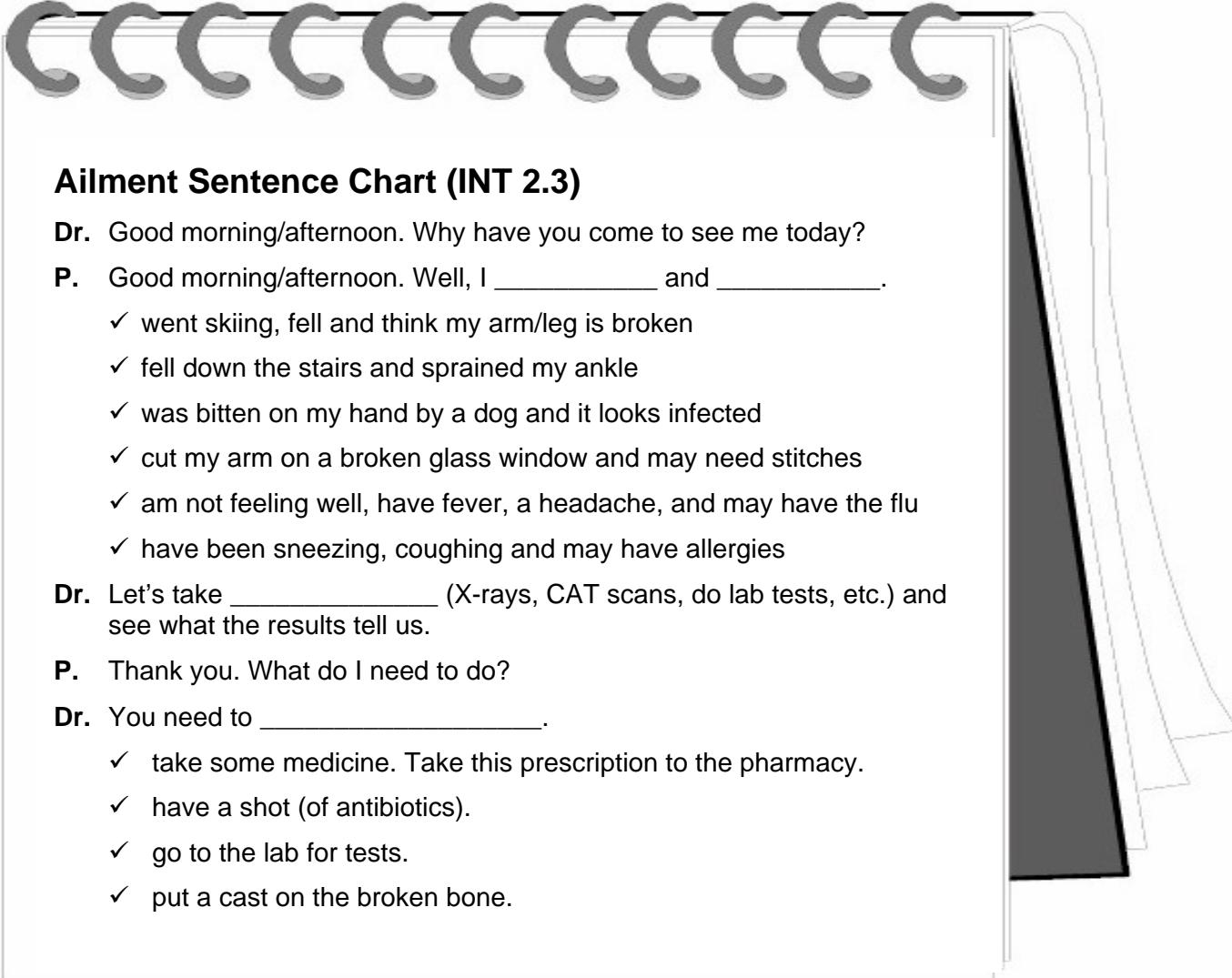




Activity 3	Resources Needed
Role Play	Ailment Wall Chart Sentence Wall Chart

### Procedure

1. Divide the class into groups of two. One student is the patient and one is the doctor.
2. Discuss the sentences that could be used during a visit to the doctor. Display sentences wall chart.



**Ailment Sentence Chart (INT 2.3)**

**Dr.** Good morning/afternoon. Why have you come to see me today?

**P.** Good morning/afternoon. Well, I \_\_\_\_\_ and \_\_\_\_\_.

- ✓ went skiing, fell and think my arm/leg is broken
- ✓ fell down the stairs and sprained my ankle
- ✓ was bitten on my hand by a dog and it looks infected
- ✓ cut my arm on a broken glass window and may need stitches
- ✓ am not feeling well, have fever, a headache, and may have the flu
- ✓ have been sneezing, coughing and may have allergies

**Dr.** Let's take \_\_\_\_\_ (X-rays, CAT scans, do lab tests, etc.) and see what the results tell us.

**P.** Thank you. What do I need to do?

**Dr.** You need to \_\_\_\_\_.

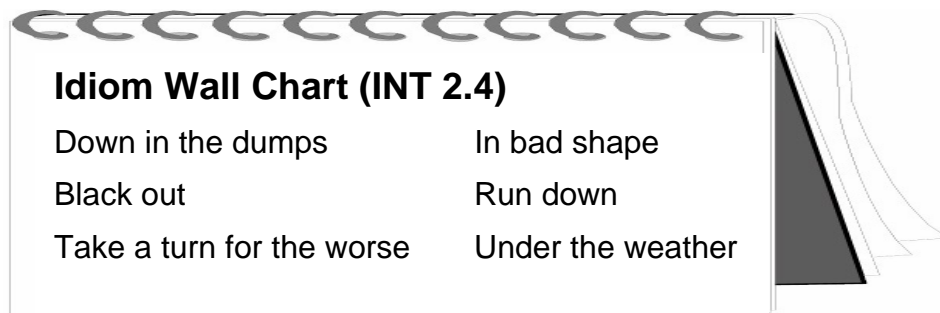
- ✓ take some medicine. Take this prescription to the pharmacy.
- ✓ have a shot (of antibiotics).
- ✓ go to the lab for tests.
- ✓ put a cast on the broken bone.

Activity 4	Resources Needed
Idioms	Idioms Wall Chart

**Note:** This is an optional activity.

**Procedure**

1. Display Idiom wall chart.
2. Have students get into groups of 2 or 3. Each group chooses one or two idioms to give the definition and use in a sentence.



<b>broken bone</b>	<b>pneumonia</b>	<b>blood</b>
<b>cough</b>	<b>cast</b>	<b>fever</b>
<b>stomachache</b>	<b>tired</b>	<b>prescription</b>
<b>headache</b>	<b>bruise</b>	<b>shot</b>
<b>vomiting</b>	<b>diarrhea</b>	<b>operation</b>
<b>bandage</b>	<b>medicine</b>	<b>broken</b>
<b>itch</b>	<b>burn</b>	<b>dizzy</b>
<b>blurry vision</b>	<b>allergic</b>	<b>toothache</b>
<b>relief</b>	<b>symptoms</b>	<b>temperature</b>
<b>emergency</b>	<b>sore throat</b>	<b>congestion</b>
<b>heart attack</b>	<b>stroke</b>	<b>crutches</b>
<b>wrap</b>	<b>runny nose</b>	<b>rash</b>
<b>cavity</b>	<b>chills</b>	

**Dr. Good morning/afternoon. Why have you come to see me today?**

**P. Good morning/afternoon. Well, I \_\_\_\_\_ and \_\_\_\_\_.**

- ✓ **went skiing, fell and think my arm/leg is broken**
- ✓ **fell down the stairs and sprained my ankle**
- ✓ **was bitten on my hand by a dog and it looks infected**
- ✓ **cut my arm on a broken glass window and may need stitches**
- ✓ **am not feeling well, have fever, a headache, and may have the flu**
- ✓ **have been sneezing, coughing and may have allergies**

**Dr. Let's take \_\_\_\_\_ (X-rays, CAT scans, do lab tests, etc.) and see what the results tell us.**

**P. Thank you. What do I need to do?**

**Dr. You need to \_\_\_\_\_.**

- ✓ **take some medicine. Take this prescription to the pharmacy.**
- ✓ **have a shot (of antibiotics).**
- ✓ **go to the lab for tests.**
- ✓ **put a cast on the broken bone.**

**down in the dumps**

**in bad shape**

**black out**

**under the weather**

**take a turn for the worse**

**run down**



# English Language Dynamics

## Intermediate Lesson **3 : Time Expressions**

### Objectives

- Learn time frequency vocabulary and meanings.
- Learn time related idioms.
- Expand vocabulary/correct pronunciation

### Classroom Learning Activities

Activity	Resources
1. Time Frequency Word Power/% Of Time	Time Frequency Word Power Wall Chart Time Frequency Scale Chart
2. Practicing Time Frequency Words Using Questions	Phrases printed on individual index cards (from word bank); Time Frequency Question And Answer Chart
3. Communication Practice	True/False Statements Wall Chart
4. Idioms To Create Word Pictures/ Meanings	Time Idioms And Definitions Wall Chart Sample Sentence Wall Chart

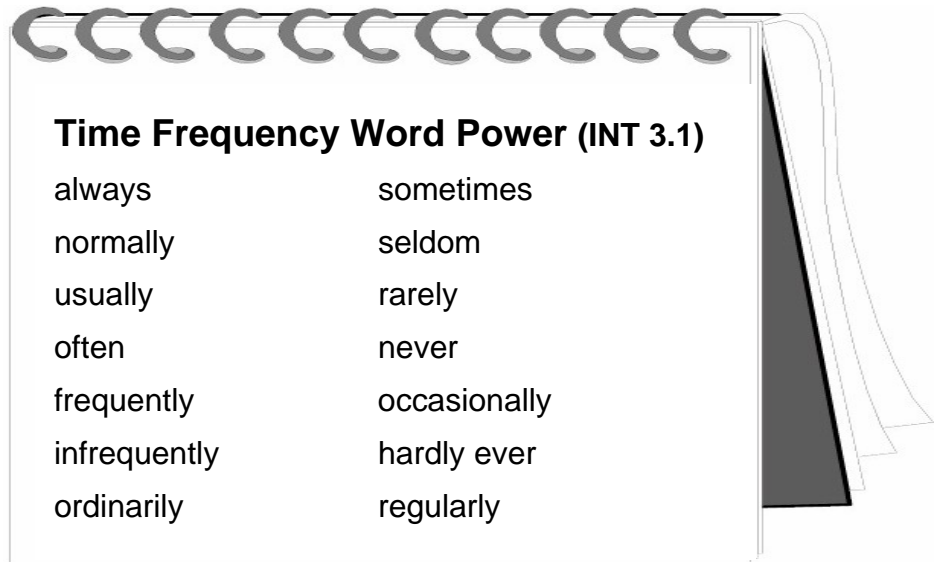
### Conversation Starter:

“Tell us something that happened or something you saw on the way to English class today.”

Activity 1	Resources Needed
Time Frequency Word Power/% Of Time	Time Frequency Word Power Wall Chart Time Frequency Scale Chart

### Procedure

1. Introduce the time frequency word power by having the students repeat the words for pronunciation.
2. Display the time frequency word power wall chart and answer any questions.
3. Display the time frequency scale wall chart and review it to help the students understand the meaning of the words.



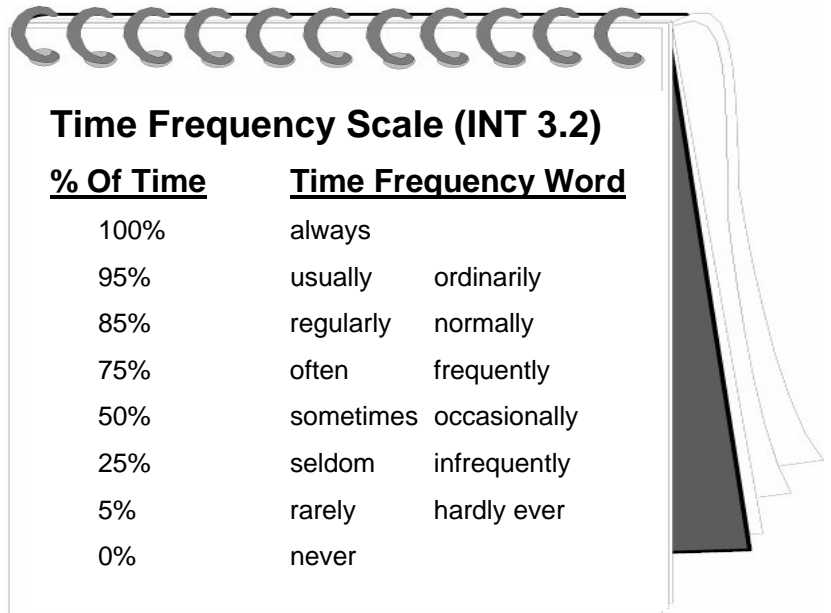
Activity 2	Resources Needed
Practicing Time Frequency Words Using Questions	Phrases printed on individual index cards (from word bank); Time Frequency Question And Answer Chart

### Preparation:

Write each of the following phrases on a separate index card. Prepare three sets of cards to use simultaneously. Large classes will be divided into two or three groups.

go to a restaurant	see the sunrise	watch TV	wear make-up
see the sunset	eat with your family	walk your dog	ride the bus
cook a meal	clean your house	go to church	exercise
get the hiccups	read the newspaper	get together with friends	
go on vacation	read the Bible	listen to music	
go to the cinema	visit a relative	go to the doctor	

1. Divide class into two or three groups. Pass out sets of card or lay them face down in a stack on a table.
2. Demonstrate how to use chain-drill to answer the questions.
  - a. Student 1 picks up a card and asks the student to the left or right, "How often do you \_\_\_\_\_?" using the activity written on the card just picked up.
  - b. The student next to Student 1 answers the question using one of the time frequency words.
  - c. The student who just answered now turns over the next card in the stack and repeats the procedure with the next student in line.
  - d. Continue in this chain-drill fashion until all cards have been turned over. Encourage the students to be creative with their answers.



**Time Frequency Scale (INT 3.2)**

<u>% Of Time</u>	<u>Time Frequency Word</u>	
100%	always	
95%	usually	ordinarily
85%	regularly	normally
75%	often	frequently
50%	sometimes	occasionally
25%	seldom	infrequently
5%	rarely	hardly ever
0%	never	

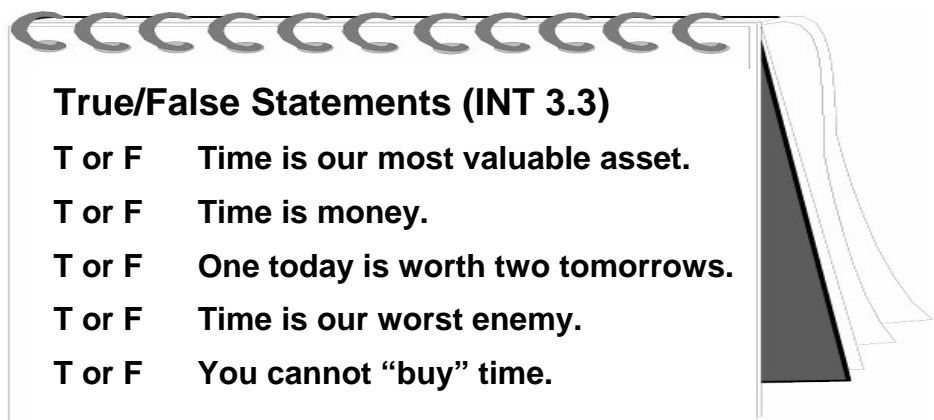
Activity 3	Resources Needed
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Communication Practice

True/False Statements Wall Chart

**Procedure**

1. Define True/False.
2. Divide the students into groups of 3-4. Assign a True/False statement to each group.
3. Give students a few minutes to discuss their statement, decide if they think it is true or false, and prepare to explain their choice to the class.
4. Call time and have each group present their statements. They are to give an explanation of why they believe that the statement is true or false. Allow 1-3 minutes per group.
5. Allow students in other groups to challenge that group's opinion or bring up other observations about it. Watch the time. **Don't let it get out of hand or go on too long.**



**True/False Statements (INT 3.3)**

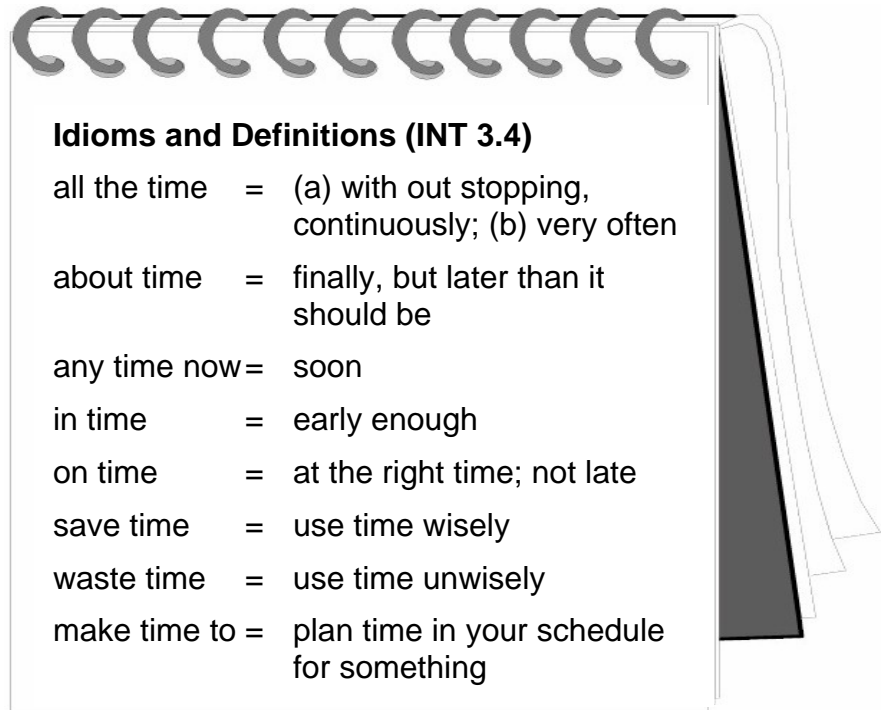
<b>T or F</b>	<b>Time is our most valuable asset.</b>
<b>T or F</b>	<b>Time is money.</b>
<b>T or F</b>	<b>One today is worth two tomorrows.</b>
<b>T or F</b>	<b>Time is our worst enemy.</b>
<b>T or F</b>	<b>You cannot "buy" time.</b>



Activity 4	Resources Needed
Idioms To Create Word Pictures/ Meanings	Time Idioms And Definitions Wall Chart Sample Sentence Wall Chart

### Procedure

1. Display idiom chart keeping the definitions covered at this time.
2. Have students repeat idioms for pronunciation.
3. Define what an idiom is.  
Idiom: a group of words when stated together have a different meaning than individual words. Most idioms generate a word picture.
4. Ask students to guess what each idiom means.
5. Display idiom definitions. Ask students for a sample sentence or give them a sample sentence.



**Idioms and Definitions (INT 3.4)**

all the time = (a) with out stopping, continuously; (b) very often

about time = finally, but later than it should be

any time now = soon

in time = early enough

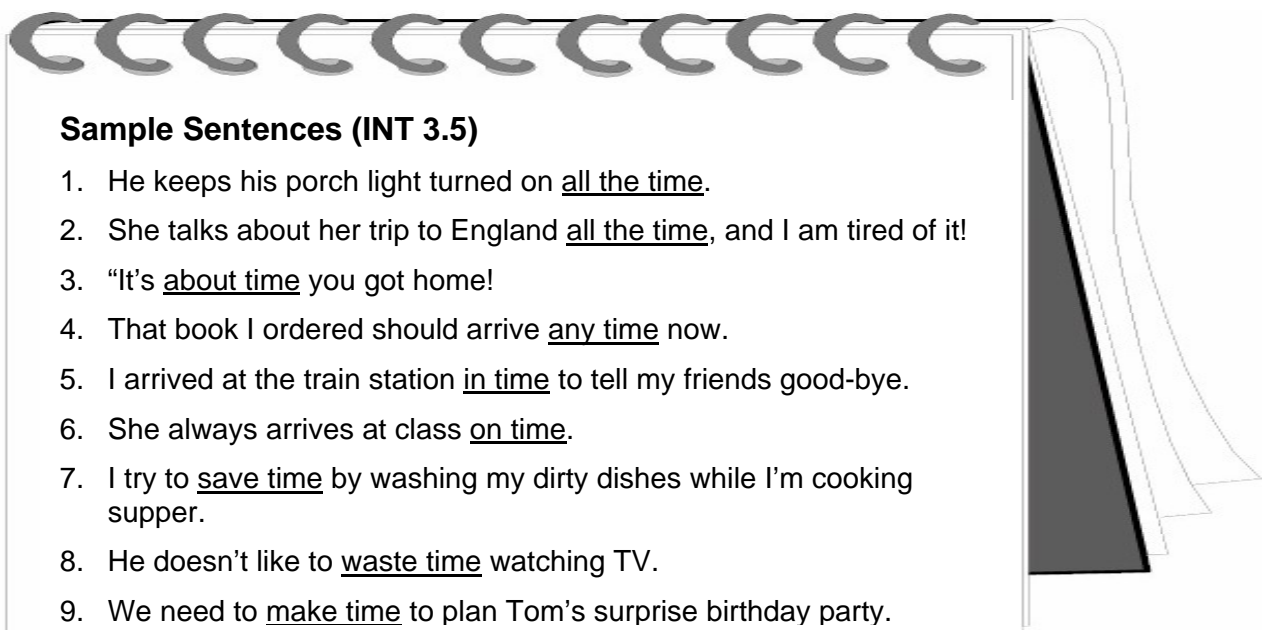
on time = at the right time; not late

save time = use time wisely

waste time = use time unwisely

make time to = plan time in your schedule for something

6. Display sample sentence wall chart. Fill in the blank of each sentence **as a class**.



**Sample Sentences (INT 3.5)**

1. He keeps his porch light turned on all the time.
2. She talks about her trip to England all the time, and I am tired of it!
3. "It's about time you got home!
4. That book I ordered should arrive any time now.
5. I arrived at the train station in time to tell my friends good-bye.
6. She always arrives at class on time.
7. I try to save time by washing my dirty dishes while I'm cooking supper.
8. He doesn't like to waste time watching TV.
9. We need to make time to plan Tom's surprise birthday party.

**always**

**normally**

**usually**

**often**

**frequently**

**infrequently**

**ordinarily**

**sometimes**

**seldom**

**rarely**

**never**

**occasionally**

**hardly ever**

**regularly**

<b>% Of Time</b>	<b>Time Frequency Word</b>	
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<b>100%</b>	<b>always</b>	
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<b>95%</b>	<b>usually</b>	<b>ordinarily</b>
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<b>85%</b>	<b>regularly</b>	<b>normally</b>
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<b>75%</b>	<b>often</b>	<b>frequently</b>
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<b>50%</b>	<b>sometimes</b>	<b>occasionally</b>
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<b>25%</b>	<b>seldom</b>	<b>infrequently</b>
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<b>5%</b>	<b>rarely</b>	<b>hardly ever</b>
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<b>0%</b>	<b>never</b>	
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**T or F Time is our most valuable asset.**

**T or F Time is money.**

**T or F One today is worth two tomorrows.**

**T or F Time is our worst enemy.**

**T or F You cannot “buy” time.**

**all the time**      **(a) without stopping, continuously; (b) very often**

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**about time**      **finally, but later than it should be**

---

**any time now**      **soon**

---

**in time**      **early enough**

---

**on time**      **at the right time; not late**

---

**save time**      **use time wisely**

---

**waste time**      **use time unwisely**

---

**make time to**      **plan time in your schedule for something**

1. He keeps his porch light turned on \_\_\_\_\_.
2. She talks about her trip to England \_\_\_\_\_, and I am tired of it!
3. "It's \_\_\_\_\_ you got home!"
4. That book I ordered should arrive \_\_\_\_\_ now.
5. I arrived at the train station \_\_\_\_\_ to tell my friends good-bye.
6. She always arrives at class \_\_\_\_\_.
7. I try to \_\_\_\_\_ by washing my dirty dishes while I'm cooking supper.
8. He doesn't like to \_\_\_\_\_ watching TV.
9. We need to \_\_\_\_\_ to plan Tom's surprise birthday party.



# English Language Dynamics

## Intermediate Lesson 4 : Tour Guides / Giving Directions

### 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.
- Idioms

### Resource suggestion:

Teacher may try to pick up postcard set or map of “this” city.

### Classroom Learning Activities

Activity	Resources
1. Vocabulary to Plan Tour	Tour Guide Wall Chart Student’s Homework Assignment
2. Group Work to Plan Tour	Assignment Instructions
3. Group Reports	
4. Idioms	
5. Directions (optional)	Street map(s) of the city you are in.

### Conversation Starter:

If you could have an hour’s free shopping in one store, which store would you pick and why?  
What would you buy?

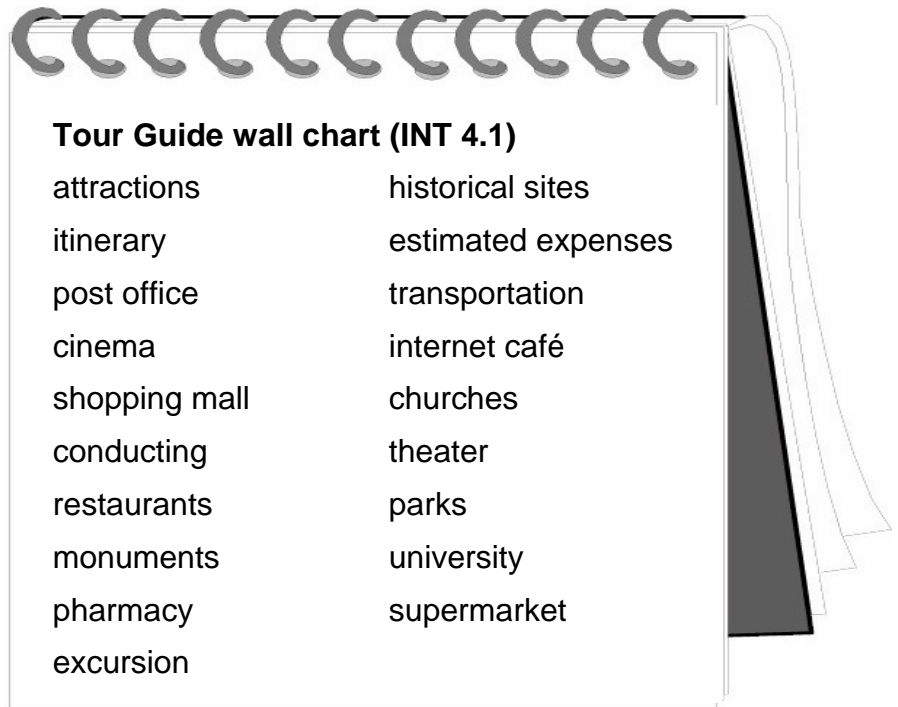
**Activity 1****Resources Needed**

Vocabulary For Planning Tours

Tour Guide Wall Chart

**Procedure**

1. Review Tour Guide Wall Chart.
2. Ask students to make a list of vocabulary words associated with planning a tour of their city. Teacher might start with a few suggested words from the wall chart and clarify any meanings.





Activity 2	Resources Needed
Group Work to Plan Tour	Assignment Instructions

### Procedure

1. Read the assignment to the students: They should listen and take notes so they can remember what to do. This listening activity is part of the learning process.
2. Ask students if they have any questions.
3. 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.

4. 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.
5. Give groups time to plan their tours.
6. Each group reports its tour plan (5 minute maximum).

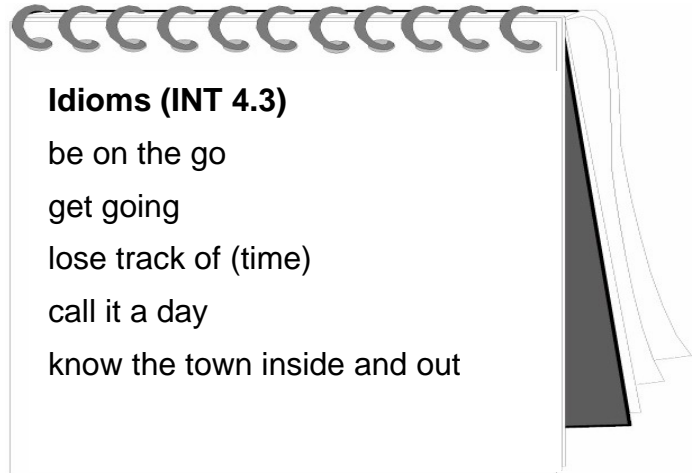
Activity 3	Resources Needed
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Idioms

Idioms Wall Chart

**Procedure**

1. Display chart and go over the meanings of idioms and use in a sentence if necessary to clarify meaning.
2. Divide students into pairs or small groups and create a short story using at least three of the idioms.



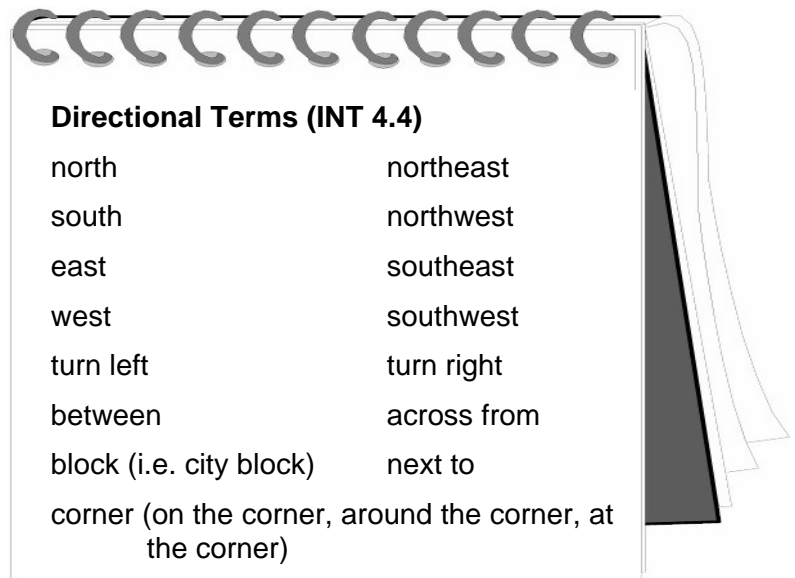
Activity 4	Resources Needed
------------	------------------

Directions (optional)

Street map(s) of the city you are in.

**Procedure**

1. Ahead of time, choose a place (café, park, post office) close to the school (only a few blocks away), and plan how to give directions for walking there from the English school.
2. 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 as needed.



**attractions**

**itinerary**

**post office**

**cinema**

**shopping mall**

**conducting**

**restaurants**

**monuments**

**pharmacy**

**excursion**

**historical sites**

**estimated expenses**

**transportation**

**internet café**

**churches**

**theater**

**parks**

**university**

**supermarket**

**be on the go**

**get going**

**lose track of (time)**

**call it a day**

**know the town inside and out**

**north**

**south**

**east**

**west**

**turn left**

**between**

**next to**

**corner (on the corner, around the corner, at the corner)**

**northeast**

**northwest**

**southeast**

**southwest**

**turn right**

**across from**

**block (city block)**



# English Language Dynamics

## Intermediate Lesson 5 : Restaurants and Menus

### Objectives

- Learn/review restaurant word power.
- Plan a menu for a new restaurant
- Learn and use food idioms
- Expand vocabulary

### Classroom Learning Activities

Activity	Resources
1. Restaurant Word Power	Restaurant Word Power Wall Chart Place mat
2. Restaurant Conversation Starter	Restaurant Conversation Wall Chart
3. Ordering From Menu	Props for Restaurant Role Play Copies of Carl's Café Menu
4. Food Idioms	Idiom Match Wall Chart
5. Restaurant Menus	Restaurant Menus Brought From The US

### Conversation Starter

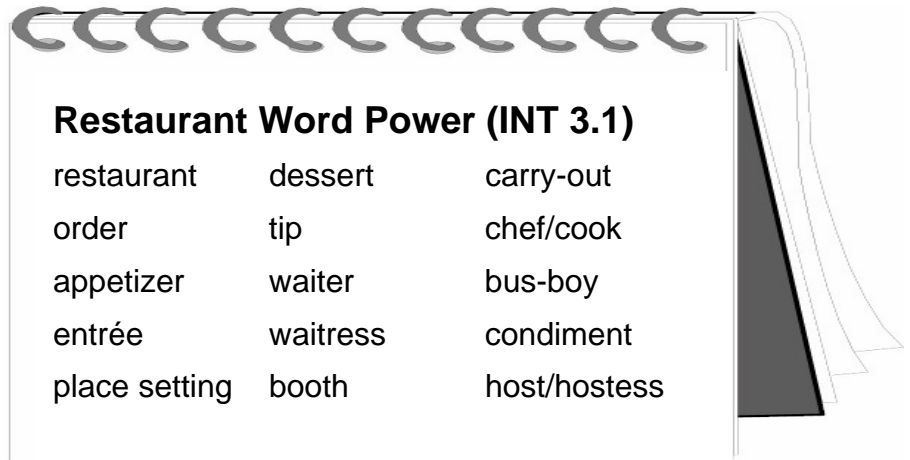
What is your favorite meal?

What is your favorite restaurant?

Activity 1	Resources Needed
Restaurant Word Power	Restaurant Word Power Wall Chart Place mat

### Procedure

1. Display the Restaurant Word Power wall chart and place mat. Drill each word three times for pronunciation practice.
2. Ask students to define each word on the wall chart.



**Activity 2****Resources Needed**

Restaurant Conversation Starter

Common Restaurant Statements Wall Chart

**Procedure**

Display the Common Restaurant Statements wall chart. Review the phrases and be sure students understand their use and meaning.

**Common Restaurant Statements (NT 5.2)**

**Host/Hostess**

- “Welcome to Carl’s Café. How many, please?”
- “Would you like a booth or a table?”
- “I will have it ready in just a minute.”
- “Here is your table. Victor will be your waiter tonight. Enjoy your meal”.

**Waitress/Waiter**

- “What would you like to drink?”
- “Are you ready to order?”
- “May I take your order?”
- “Would you like appetizer, salad, entrée, dessert?”
- “Would you like a refill?”
- “Can I get you anything else?”
- “Please come back another time.”

**Customer**

- “Please”
- “Thank you”
- “I’d like \_\_\_\_\_”.
- “May I have some more \_\_\_\_\_? Please.”
- “I’d like the check, please”.
- “Where are the toilets/restrooms?”



**Activity 3****Resources Needed**

Ordering From A Menu

Props for Restaurant Role Play

Copies of Carl's Café Menu

**Preparation:**

Note pads and pencils are good props for the waiter/waitresses.

Prepare four copies of Carl's Café Menu (please print this in color). If possible, set up the room with a table and four chairs.

Students not role playing can be seated and observing.

**Procedure**

Assign students to role play the following:

- Host / Hostess
- Waiter / Waitress
- 3 – 4 Customers

Remember, the goal is to have students practice using common restaurant phrases.

The Role Play begins:

1. Customers are greeted at the door by the Host / Hostess who will seat them, provide them menus, and introduce their waiter / waitress.
2. The Waiter / Waitress greets the customers and sets a placement for each of them. They will also take the drink order and then allow customers an appropriate amount of time to review the menu and decide on their orders.
3. The Waiter / Waitress asks the customers for their food order, writes down the food order, and repeats it to verify the order.
4. Waiter / Waitress prepares the check and takes it the customers.

Encourage ad-lib and having fun using the common phrases from the wall chart. Help the students create an experience as close as possible to being at the restaurant.

Be sensitive to time so that all students have an opportunity to role play.



Activity 4	Resources Needed
Restaurant Menus	Restaurant Menus Brought From The US

### Preparation

Bring 4 or 5 menus from different restaurants in the United States.

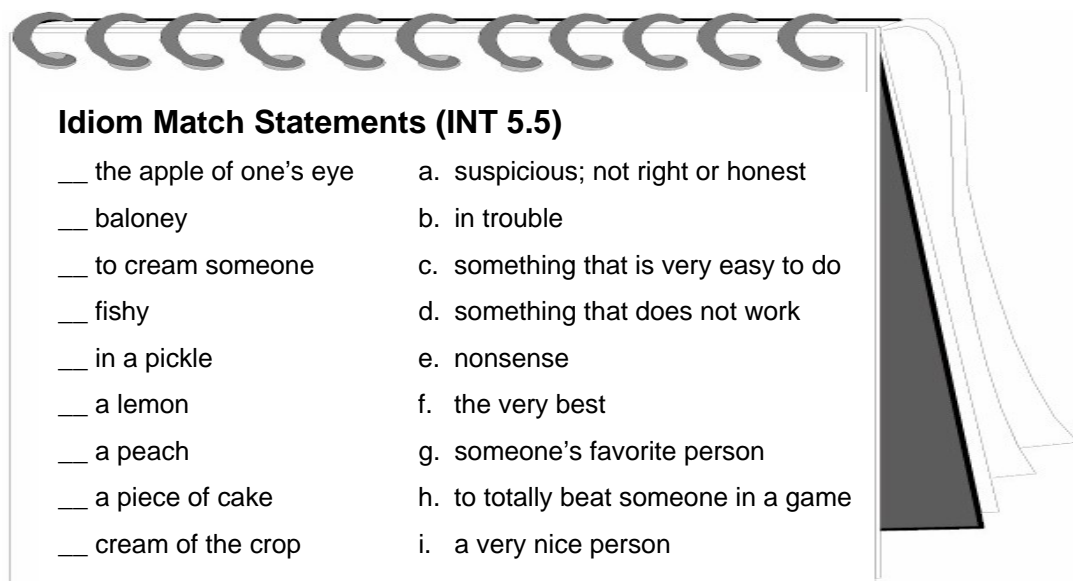
### Procedure

Pass out your menus to several people in the class and allow students time to look over the menus and ask questions about what they see. Ask them to look for their favorite restaurant meal on these menus, or to pick out something they did not expect to see.

Activity 5	Resources Needed
Food Idioms	Idiom Match Statements Wall Chart

### Procedure

1. Display the Idioms Match definitions wall chart. Show only the idioms and not the definitions. Depending on the class fluency level, you may only want to teach 5 idioms.
2. Have students repeat the idioms for pronunciation practice.
3. Display the Idioms Match statements wall chart. Read the sentences to the students or have volunteers read the statements. The students should begin to understand the meaning of the idiom.
4. Reveal the definitions to the idioms on the idiom definition chart. Ask students to match the idiom to its definition.
5. Clarify any idiom the students could not guess.



**Idiom Match Statements (INT 5.5)**

___ the apple of one's eye	a. suspicious; not right or honest
___ baloney	b. in trouble
___ to cream someone	c. something that is very easy to do
___ fishy	d. something that does not work
___ in a pickle	e. nonsense
___ a lemon	f. the very best
___ a peach	g. someone's favorite person
___ a piece of cake	h. to totally beat someone in a game
___ cream of the crop	i. a very nice person

**restaurant**

**dessert**

**carry-out**

**order**

**tip**

**chef/cook**

**appetizer**

**waiter**

**bus-boy**

**entrée**

**waitress**

**condiment**

**place setting**

**booth**

**host/hostess**

## Host/Hostess

**“Welcome to Carl’s Café. How many, Please?”**

**“I will have your table ready in just a minute.”**

**“Here is your table. Victor will be your waiter tonight. Enjoy your meal”.**

## Waitress/Waiter

**“What would you like to drink?”**

**“Are you ready to order?”**

**“May I take your order?”**

**“Would you like dessert?”**

**“Would you like a refill?”**

**“Can I get you anything else?”**

## Customer

**“Please”**

**“Thank you”**

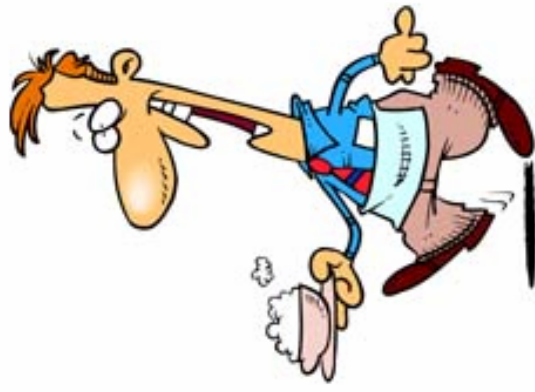
**“I’d like \_\_\_\_\_”.**

**“May I have some more \_\_\_\_\_? Please.”**

**“I’d like the check, please”.**

**“Where are the restrooms?”**

# Earl's Cafe



## Entrees

- Beef Steak \$2.00
- Pizza with meat and cheese \$2.00
- Hamburger with ketchup or mustard \$1.50
- Chicken Sandwich with mayonnaise \$1.50

## Vegetables & Pastas

- Fries
- Potatoes
- Pasta

\$0.75  
each

## Salads & Soup

- Lettuce, Tomatoes and Onions
- Cabbage
- Cucumbers
- Carrots
- Soup

\$0.75  
each

## Drinks

- Coffee
- Tea
- Juice
- Coke
- Milk
- Bottled Water

\$0.50  
each

## Desserts

- Apple Pie
- Chocolate Cake
- Vanilla Ice Cream
- Chocolate Ice Cream
- Strawberry Ice Cream

\$0.50  
each

- \_\_\_ the apple of one's eye
- \_\_\_ baloney
- \_\_\_ to cream someone
- \_\_\_ fishy
- \_\_\_ in a pickle
- \_\_\_ a lemon
- \_\_\_ a peach
- \_\_\_ a piece of cake
- \_\_\_ cream of the crop
- a. suspicious; not right or honest
- b. in trouble
- c. something that is very easy to do
- d. something that does not work
- e. nonsense
- f. the very best
- g. someone's favorite person
- h. to totally beat someone in a game
- i. a very nice person



# English Language Dynamics

## Intermediate Lesson 6 : Success & Opinions

### Objectives

- Discuss the definition of success and what makes a person successful
- Students share opinions on various topics
- Vocabulary building

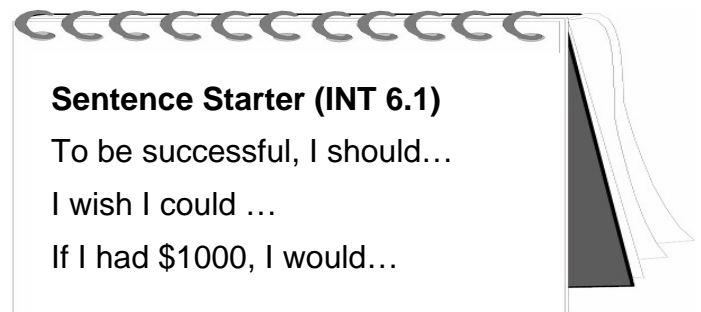
### Classroom Learning Activities

Activity	Resources
1. Sentence Starters	Sentence Starters Wall Chart
2. Defining Success	Blank Cling Sheet Success Definition Wall Chart
3. What Makes a Person Successful	To Be A Success Wall Chart
4. Communication Practice: Opinions	5 Small Signs Question/Statement Strips (if needed)
5. Idioms	Idiom Wall Chart
6. Homework	<b>If doing sales presentation next class time, Teacher must reserve final 5 minutes of class to demonstrate.</b>

Activity 1	Resources Needed
Sentence Starters	Sentence Starter Wall Chart

### Procedure

1. Show sentence starter wall chart.
2. Have students discuss in pairs or small groups the three sentences from the chart.
3. Have each group report their answers to class.



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

Defining Success

Blank Cling Sheet

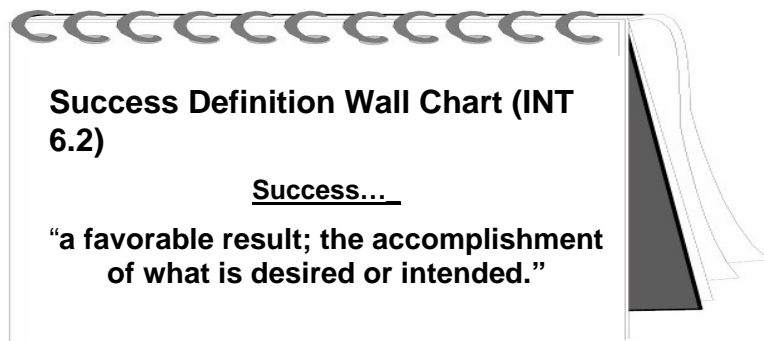
Success Definition Wall Chart

### Procedure

1. Write "success" on the board. Ask students to write a definition of "success" in their own words.
2. Ask each student to read his definition.
3. Display the definition of success.
4. Ask the students to name things they think are necessary for successful living. List these on the chalkboard. Clarify the meanings of words as needed.

Some possibilities are:

money	power	a good job	honesty
good health	good family	influence	love
education	popularity	faith in God	service to others
happiness	high morals	good sense of humor	





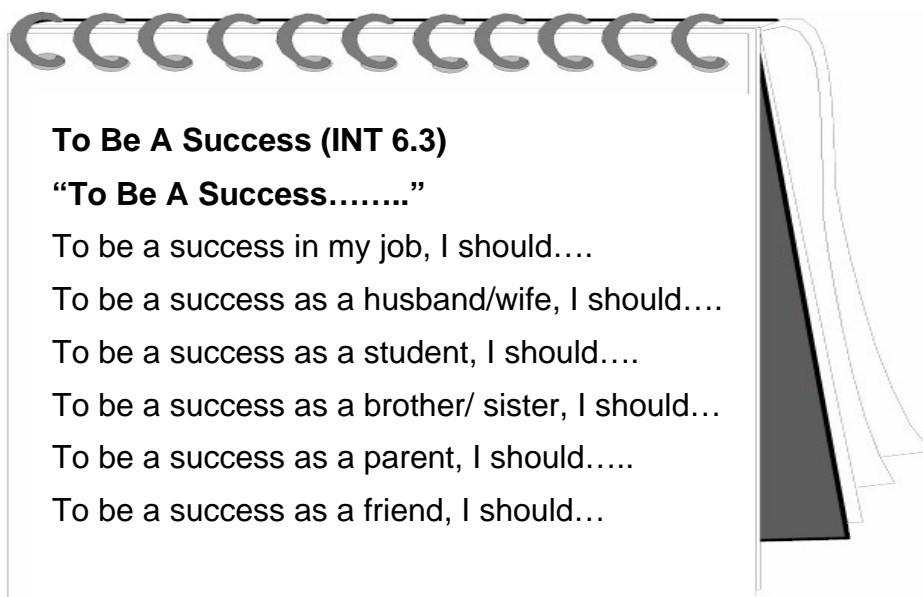
Activity 3	Resources Needed
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What Makes a Person Successful?

To Be a Success Wall Chart

### Procedure

1. Divide class into small groups of 3 or 4 students.
2. Display "To Be A Success" wall chart.
3. Have students discuss the statements.
4. Ask for volunteers from each group to share with the class.



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

Communication practice: Opinions

Opinion Signs

Question/Statement Strips (if needed)

### 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.

**Note:** Be sure each student gets to share his opinion several times during the course of this activity.

**Note:** Do not allow other students to comment, make fun of, or argue with the opinions of others.

### Statements

1. Young people today are lazy.
2. It is O.K. to tell a small lie if you have a good reason.
3. Everyone's life is difficult.
4. Children should wear school uniforms.
5. Men and women should share equally the chores of running a household.
6. Boys and girls should attend separate schools.
7. Childhood is the happiest time of life.
8. Most people are dishonest when given the chance.
9. Women with small children should not work outside their home.
10. A girl should be at least 21 before she marries.
11. It is foolish to give money to beggars.
12. It's OK to fail.
13. It's never too late to start over.
14. A wealthy person is a happy person.

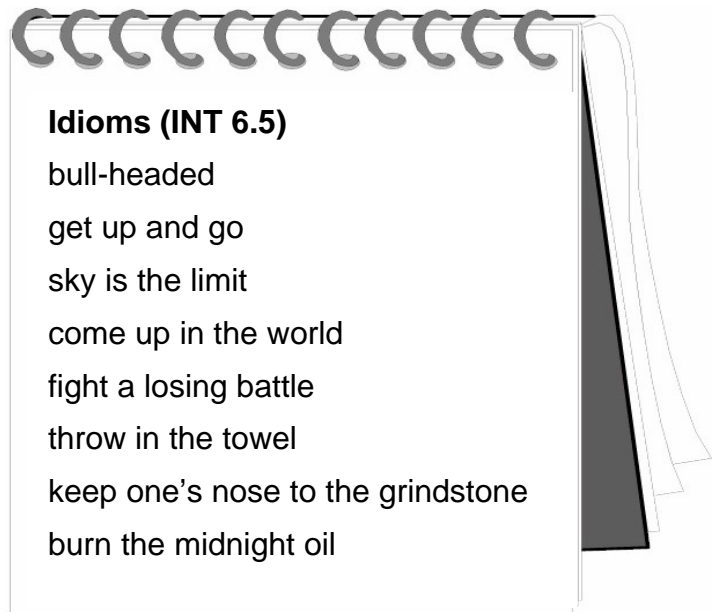
Activity 5	Resources Needed
------------	------------------

Idioms

Idiom wall chart

**Procedure**

1. Display the Idioms chart. Teacher may need to choose only 5-8 idioms.
2. Go over the meanings of the idioms, use them in a sentence to clarify meaning.



Activity 6	Resources Needed
Homework	<b>If doing sales presentation next class time, Teacher must reserve final 5 minutes of class to demonstrate.</b>

### Procedure

1. Teacher models sales presentation.

Example presentation:

Hello, my name is \_\_\_\_\_ and I represent the “Sharpie Permanent 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. 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 three days only you can purchase a package of 4 of these great pens for \$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 saving? Don’t let this opportunity pass you by!

2. Have students bring an item to sell to the class tomorrow. Ask them to limit their presentation to 3 minutes.

**Note:** Prepare a bag of 4 or 5 items for any students who forget their items tomorrow. These can be personal or teaching items you have with you.

**To be successful, I should.....**

**I wish I could....**

**If I had \$1000, I would...**

# **Success...**

**“a favorable result; the accomplishment of what is desired or intended.”**

# **“To Be A Success.....”**

**To be a success in my job, I should....**

**To be a success as a husband/wife, I should....**

**To be a success as a student, I should....**

**To be a success as a brother/ sister, I should...**

**To be a success as a parent, I should.....**

**To be a success as a friend, I should...**

**Strongly  
Agree**



**Agree**  
**Somewhat**

**Disagree**  
**Somewhat**

**Strongly  
Disagree**

bull-headed

get up and go

sky is the limit

come up in the world

fight a losing battle

throw in the towel

keep one's nose to the grindstone

burn the midnight oil



# English Language Dynamics

## Intermediate Lesson 7 : Sales Presentation

### Objectives

- Learn sales vocabulary.
- Learn sales idioms.
- Students practice sales sentence structures.
- Students practice sales presentations using vocabulary and structures.

### Classroom Learning Activities

Activity	Resources
1. Sales Word Power	Sales Word Power Wall Chart
2. Sales Sentence Structure Practice	Structure Chart
3. Sales Presentations in Pairs	Sales Strategy Principles
4. Idioms	Idiom Wall Chart

Activity 1	Resources Needed
Sales Word Power	Sales Word Power Wall Chart

### Procedure

1. Repeat each word with students.
2. Define any new words and use them in a sentence if necessary to clarify meaning.

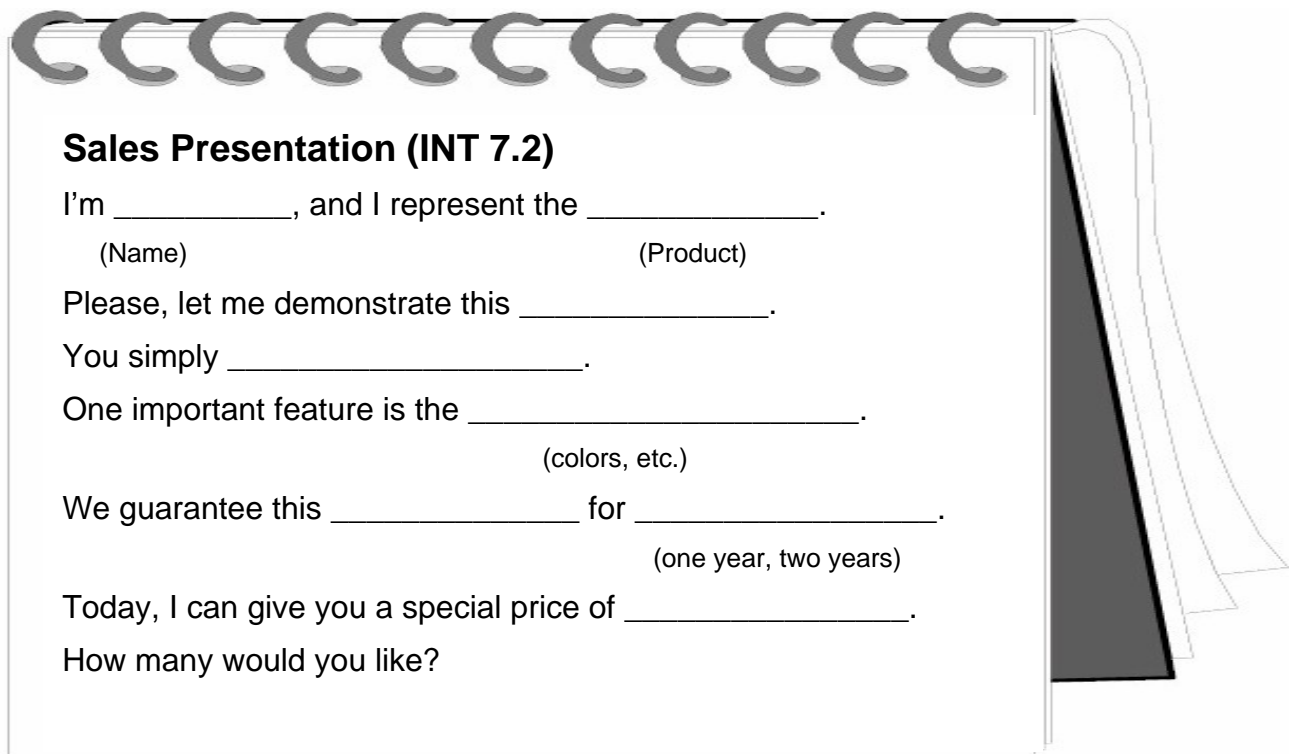
**Sales Word Power (INT 7.1)**

sales pitch	demonstration
catalog	decision
look sharp	brief
get to the point	guarantee
negotiate	bargain
purchase/buy	seal the deal
change your mind	

Activity 2	Resources Needed
Sales Sentence Structure Practice	Sales Sentence Wall Chart

### Procedure

1. Read through the wall chart with students. Be sure they understand how they can use these statements in their presentations if needed.
2. Ask each student to use one sentence structure about the item they brought to sell the class.



**Sales Presentation (INT 7.2)**

I'm \_\_\_\_\_, and I represent the \_\_\_\_\_.

(Name) (Product)

Please, let me demonstrate this \_\_\_\_\_.

You simply \_\_\_\_\_.

One important feature is the \_\_\_\_\_.

(colors, etc.)

We guarantee this \_\_\_\_\_ for \_\_\_\_\_.

(one year, two years)

Today, I can give you a special price of \_\_\_\_\_.

How many would you like?

Activity 3	Resources Needed
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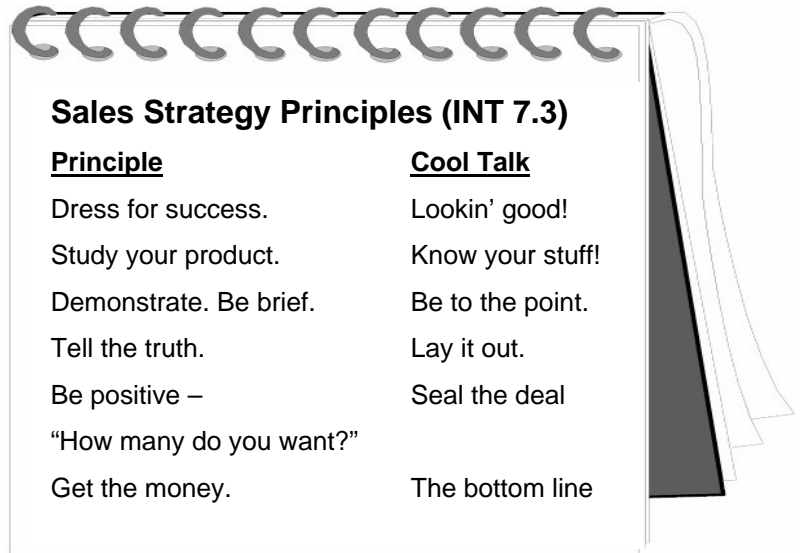
Sales Presentation In Small Groups

Sales Principles Wall Chart

**Procedure**

1. Talk through the wall chart with class. Encourage students to use these principles in their sales presentations of 2-3 minutes.
2. Divide the class into small groups and have each student sell their item to their group.
3. Ask two or three students to make their sales presentation to the class.

**Optional:** Ask each student, “Did you buy/purchase your partner’s item? Why? or Why not?”



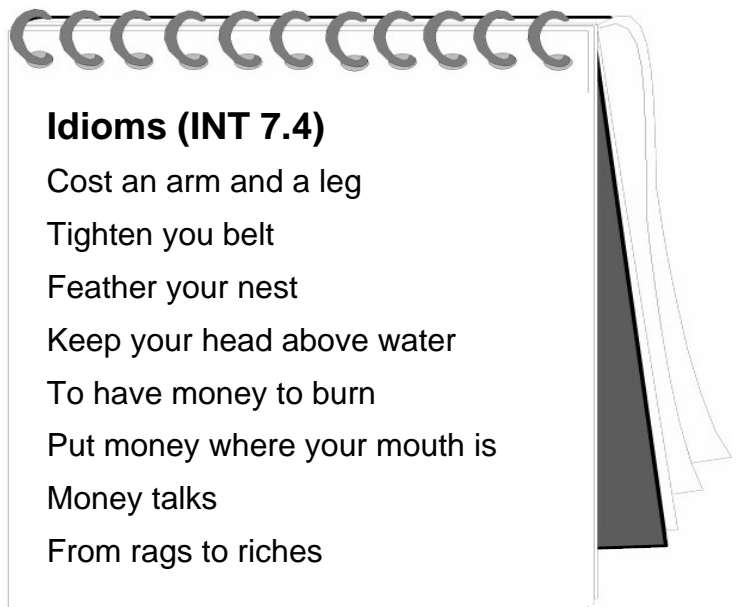
Activity 4	Resources Needed
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Idioms

Idiom Wall Chart

**Procedure**

Display the Idioms chart. Ask students if they know the meaning of the idiom. Clarify the meaning by using the idiom in a sentence. Then have the students choose an idiom and use correctly in a sentence.







**sales pitch**

**catalog**

**look sharp**

**get to the point**

**negotiate**

**purchase/buy**

**change your mind**

**demonstration**

**decision**

**brief**

**guarantee**

**bargain**

**seal the deal**

I'm \_\_\_\_\_, and I represent the \_\_\_\_\_.  
(Name) (Product)

Please, let me demonstrate this \_\_\_\_\_.

You simply \_\_\_\_\_.

One important feature is the \_\_\_\_\_.  
(colors, etc.)

We guarantee this \_\_\_\_\_ for  
\_\_\_\_\_.  
(one year, two years)

Today, I can give you a special price of \_\_\_\_\_.

How many would you like?

<b>Principle</b>	<b>Cool Talk</b>
<b>Dress for success.</b>	<b>Lookin' good!</b>
<b>Study your product.</b>	<b>Know your stuff!</b>
<b>Demonstrate. Be brief.</b>	<b>Be to the point.</b>
<b>Tell the truth.</b>	<b>Lay it out.</b>
<b>Be positive</b>	<b>Seal the deal</b>
<b>Get the money.</b>	<b>The bottom line.</b>

**“How many do you want?”**

**Cost an arm and a leg**

**Tighten you belt**

**Feather your nest**

**Keep your head above water**

**To have money to burn**

**Put money where your mouth is**

**Money talks**

**From rags to riches**



# English Language Dynamics

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

### Objectives

- Vocabulary expansion
- Group decision through discussion and debate
- Oral presentation

**Note:** With a small class this lesson may not take the entire class time. Prepare Lesson 9 Activities 1 & 2 **OR** Lesson 10, Activity 2 to complete your class.

### Classroom Learning Activities

Activity	Resources
1. Word Power	Word Power Wall Chart
2. Decision Making	Situation Setting Notes Patient Wall Chart
3. Oral Presentation/ Discussion	Blank Cling Sheet

Activity 1	Resources Needed
------------	------------------

Word Power

Word Power Wall Chart

### Procedure

1. Prepare and display word power wall chart. Students may suggest other words to add to the chart.
2. Define and discuss each word asking students to define first, then add teacher comments to clarify meanings.

**Word Power (INT 8.1)**  
**You Be the Judge**  
**Hospital Board of Directors**

fatal injury	high risk
terminal illness	emotional decision
candidate	logical decision
difficult judgment	ethics
majority rule	prejudice
bribes	

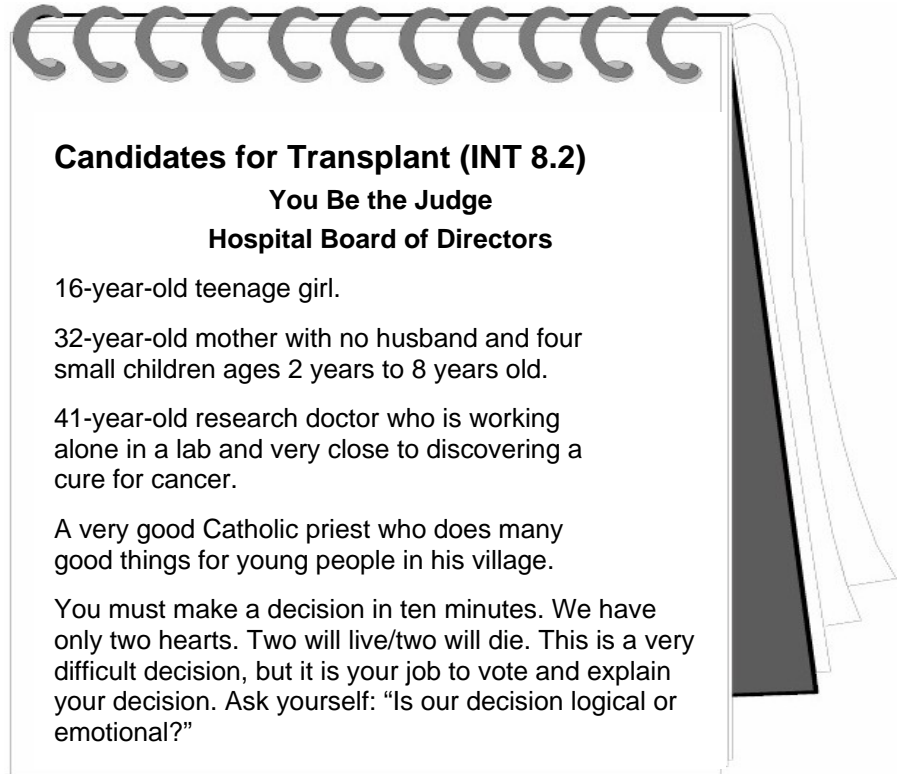
Activity 2	Resources Needed
------------	------------------

Decision Making

Situation Setting Notes  
Patient 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.
3. Divide the class into two or three hospital boards of 3 to 5 people. Give about 10 minutes to reach a decision.



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

Oral Presentation/Discussion

Blank Cling Sheet

### 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.

# You Be the Judge

## Hospital Board of Directors

fatal injury

high risk

terminal illness

emotional decision

candidate

logical decision

difficult judgment

ethics

majority rule

prejudice

bribes

## **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?”

You be the Judge!





# English Language Dynamics

## Intermediate Lesson **9 : What's in the Future?**

### Objectives

- Conversation practice.
- Discuss opinions using “future” word and phrases.

### Classroom Learning Activities

Activity	Resources
1. Introduce activity	Sentence Wall Chart
2. Guess what it is	Word Cards
3. Communication practice	What's In the Future Wall Chart
4. Future predictions	2030 Wall Chart
5. Idioms	Idiom Wall Chart

### Conversation Starter

On a cling sheet write the conversation starter for today. Have the students discuss their answers and then ask for a few volunteers to share their answer.

“How old will you be in the year 2030?”

“What do you think you will be doing in the year 2030?”

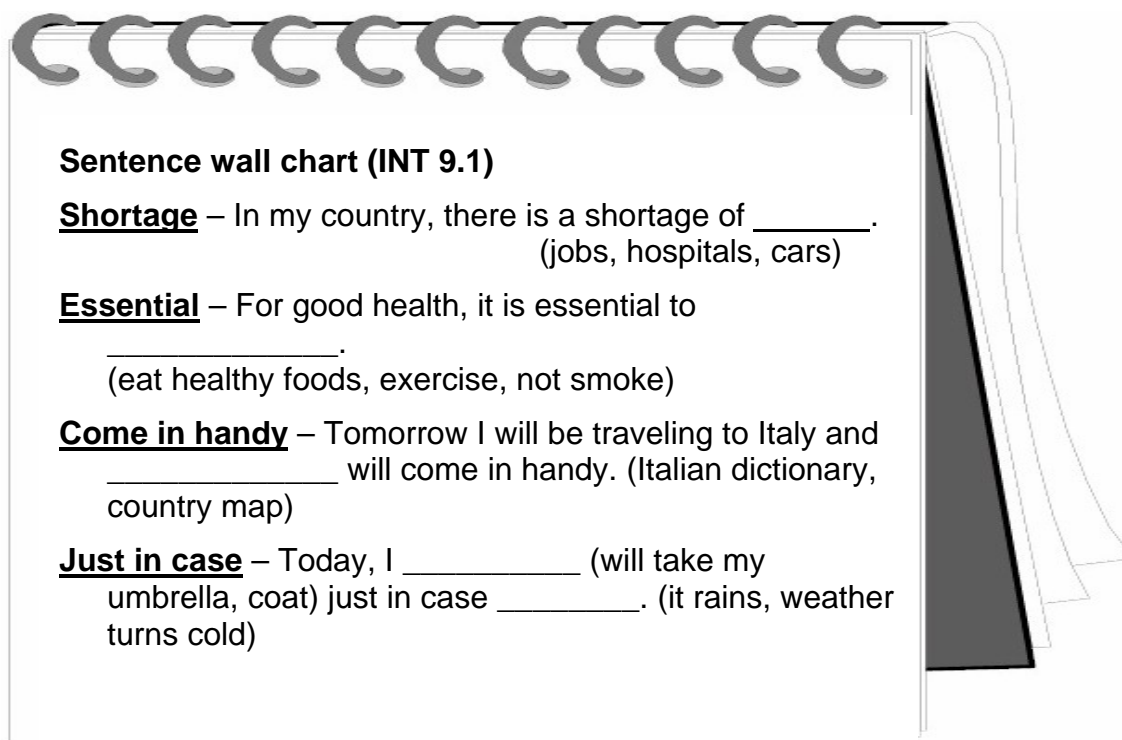
Activity 1	Resources Needed
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Introduce Activity

Sentence Wall Chart

### Procedure

1. Introduce the following words/phrases and clarify meanings:
  - shortage
  - essential
  - come in handy
  - just in case
2. Display the Sentence Wall Chart INT 9.1. Teacher can ask students to complete the sentences or if class is large, divide into pairs and let students practice together.



Activity 2	Resources Needed
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Guess What It Is

Word Cards

### Procedure

1. Pass out word cards. Some students will get more than one.
2. Tell students: "Keep your words a secret. Don't let anyone see what you have."
3. Have students look at their words/phrases to see if they know the meanings. If a student doesn't know what a word means, tell him privately.
4. Students will take turns describing the item written on their paper – without using the actual word. Try to get the class to guess what it is. Students may NOT use gestures; they must give oral clues only.

Model an example before they start:

"This is a little pill. You take it if you have a headache or other pain. It will make the pain go away." [Answer – "aspirin"]

5. Divide class into 2 groups for this activity.
6. The group that guesses all of their cards first wins.

Words on Word Cards:

pain reliever	bicycle	sun screen	camcorder
car	cash	blanket	cell phone
boots	English dictionary	tent	antibiotic
umbrella	food	radio	credit card
watch	Palm Pilot	insect repellent	bottled water

## Activity 3

## Resources Needed

## Communication Practice

## What's In The Future Wall Chart

## Procedure

1. Divide class into groups of 3 or 4.
2. Explain that they will pretend they can travel 200 years into the future. You can take a few items you might need, but not many. What will things be like on earth in 200 years? What will you need to have in order to survive?

Look at the items on the wall chart. Work with your group to put them in the categories shown on the wall chart, depending on the group's opinion of how useful they will be.

**What's In The Future? (INT 9.3)**  
**Pretend** you can travel 200 years into the future. You can take a few items you think you might need, but not many. What will things be like on earth in 200 years? What will you need to have in order to survive?  
**Look at the items listed below.** Work with your group to put them into the categories shown below, depending on your opinion of how useful they will be.  
**Be ready to explain** why you put each item in a particular category. **Try to use phrases learned today** in your explanations. **For example:**  
 I don't think we'll need \_\_\_\_\_ because \_\_\_\_\_.  
 There might be a shortage of \_\_\_\_\_, so we should take \_\_\_\_\_.  
 We probably should take \_\_\_\_\_ just in case.  
 \_\_\_\_\_ might come in handy.  
 \_\_\_\_\_ would be absolutely essential because \_\_\_\_\_.

**Also,** decide if there are any items not on the list which your group thinks would be essential. If so, list these and be ready to give your reasons for considering them essential.

**Items**

pain reliever	bicycle	sunscreen	digital camera
car	cash	blanket	cell phone
umbrella	tent	antibiotic	English
dictionary			
food	radio	credit card	watch
book	bottled water	Bible	insect
repellent			

**Categories**

<b>Essential</b>	<b>Handy but not essential</b>	<b>Not needed</b>
------------------	--------------------------------	-------------------

3. Be ready to explain why you put each item in a particular category. Try to use phrases learned today in your explanations. For example:
 

"I don't think we'll need \_\_\_\_\_ because \_\_\_\_\_."

"There might be a shortage of \_\_\_\_\_, so we should take \_\_\_\_\_."

"We probably should take \_\_\_\_\_ just in case \_\_\_\_\_."

"\_\_\_\_\_ might come in handy."

"\_\_\_\_\_ would be absolutely essential because \_\_\_\_\_."
4. Allow time for groups to discuss 5-7 minutes.
5. Ask each group to submit their category ideas.
6. Encourage all students to enter into a polite discussion of whether they agree or disagree and why.

Activity 4	Resources Needed
Future Predictions	2030 Wall Chart

**Note:** This is a great discussion activity. It can be used as homework the night before, discussion as you walk back to closing session, or discussion as you are waiting for closing session to begin.

### Procedure

1. Depending on class size, divide into small groups.
2. Display wall chart.
3. Have groups discuss each statement and why they believe their answer is correct.

**By the year 2030... (INT 9.4)**

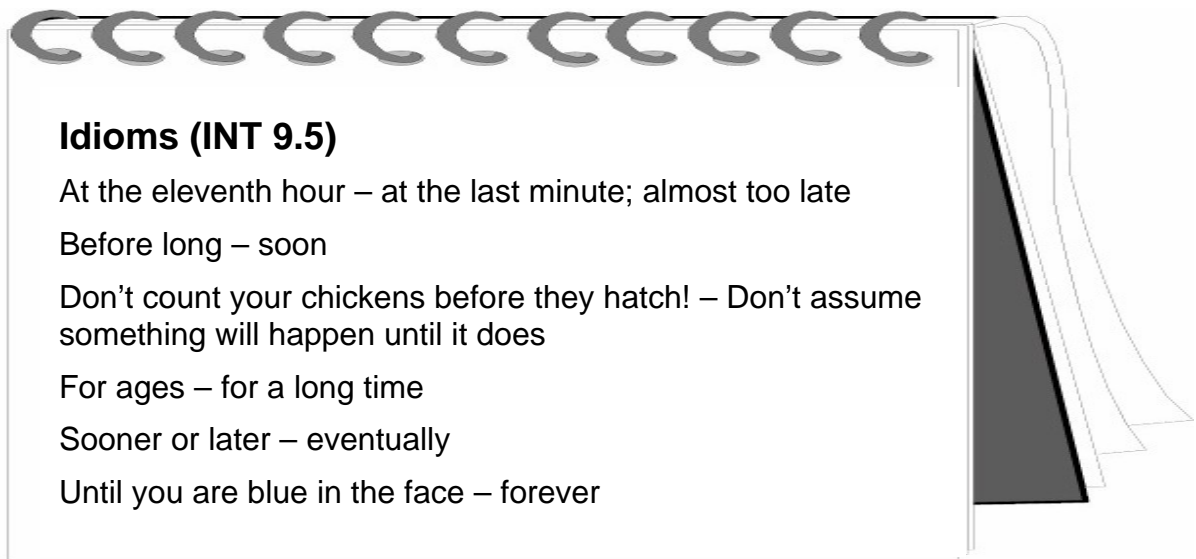
1=impossible 2=unlikely 3=possible 4=very likely 5=certain to happen

1. there will have been a catastrophic nuclear accident or war.	1 2 3 4 5
2. people will be living in cities on the moon.	1 2 3 4 5
3. English will still be the international language.	1 2 3 4 5
4. a cure for AIDS will have been found.	1 2 3 4 5
5. most families will have a robot to help with the housework.	1 2 3 4 5
6. technology will make it possible to grow food in desert regions.	1 2 3 4 5
7. a cure for cancer will have been found.	1 2 3 4 5
8. there will be ONE world government.	1 2 3 4 5
9. women will be completely equal with men.	1 2 3 4 5
10. life expectancy will be 100 years.	1 2 3 4 5
11. there will be ONE world religion.	1 2 3 4 5
12. cash will have disappeared. Everything will be paid by credit or cash card.	1 2 3 4 5

Activity 5	Resources Needed
Idioms	Idiom 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.



In my country, there is a shortage of

\_\_\_\_\_.

(jobs, hospitals, cars)

For good health, it is essential to

\_\_\_\_\_.

(eat healthy foods, exercise, not smoke)

Tomorrow I will be traveling to Italy and a(n)

\_\_\_\_\_ will come in handy.

(Italian

dictionary, country map)

Today, I \_\_\_\_\_ (will take my umbrella, coat) **just in**

**case** \_\_\_\_\_.

(it rains, weather turns cold)

**Pain Reliever**

**Bicycle**

**Sun screen**

**Camcorder**

**Car**

**Cash**

**boots**

**Blanket**

**Cell phone**

**English  
Dictionary**

**Tent**

**Antibiotic**

**Umbrella**

**Food**

**Radio**

**Credit Card**

**Watch**

**Palm Pilot**

**Insect Repellent**

**Bottled Water**



# What's in the Future?

**Pretend** you can travel 200 years into the future. You can take a few items you think you might need, but not many. What will things be like on earth in 200 years? What will you need to have in order to survive?

**Look at the items listed below.** Work with your group to put them into the categories shown below, depending on your opinion of how useful they will be.

**Be ready to explain** why you put each item in a particular category. **Try to use phrases learned today** in your explanations.

**For example:**

I don't think we'll need \_\_\_\_\_ because \_\_\_\_\_.

There might be a shortage of \_\_\_\_\_, so we should take \_\_\_\_\_.

We probably should take \_\_\_\_\_ just in case.

\_\_\_\_\_ might come in handy.

\_\_\_\_\_ would be absolutely essential because \_\_\_\_\_.

**Also,** decide if there are any items not on the list which your group thinks would be essential. If so, list these and be ready to give your reasons for considering them essential.

## Items

pain reliever	bicycle	sunscreen	digital camera
car	cash	blanket	cell phone
umbrella	tent	antibiotic	laptop
food	radio	credit card	watch
book	bottled water	Bible	insect repellent
boots	English Dictionary		

## Categories

**Essential**

**Handy but not essential**

**Not needed**

## By the year 2030...

1=impossible	2=unlikely	3=possible	4=very likely	5=certain to happen
1.	There will have been a catastrophic nuclear accident or war			1 2 3 4 5
2.	People will be living in cities on the moon.			1 2 3 4 5
3.	English will still be the international language.			1 2 3 4 5
4.	A cure for AIDS will have been found.			1 2 3 4 5
5.	Most families will have a robot to help with the housework.			1 2 3 4 5
6.	Technology will make it possible to grow food in desert regions.			1 2 3 4 5
7.	A cure for cancer will have been found.			1 2 3 4 5
8.	There will be ONE world government.			1 2 3 4 5
9.	Women will be completely equal with men.			1 2 3 4 5
10.	Life expectancy will be 100 years.			1 2 3 4 5
11.	There will be ONE world religion.			1 2 3 4 5
12.	Cash will have disappeared. Everything will be paid by credit or cash card.			1 2 3 4 5

Idiom	Definition
At the eleventh hour	at the last minute; almost too late
Before long	soon
Don't count your chickens before they hatch!	Don't assume something will happen until it does
For ages	for a long time
Sooner or later	eventually
Until you are blue in the face	forever



# English Language Dynamics

## Intermediate Lesson **10 : Introduce Your Family**

### Objectives

- Learn and review family relationship words.
- Students “introduce” their family.
- Practice the possessive form.
- Expand vocabulary/pronunciation practice.

### Classroom Learning Activities

Activity	Resources
1. Practice Family Words	Family Relationship Wall Chart Family Relationship Word Wall Chart
2. Students “Introduce” Their Family	
3. Practice Possessive Forms	Sample Statements Word Matching Game Wall Chart
4. Sharing Childhood Memories	
5. Idioms	Idioms Wall Chart

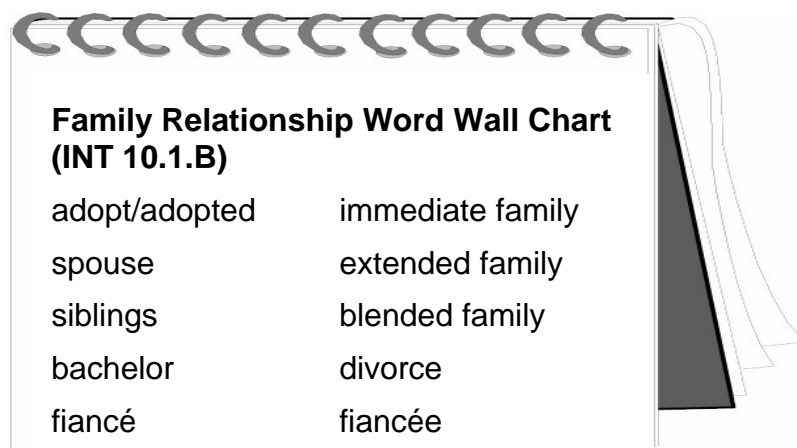
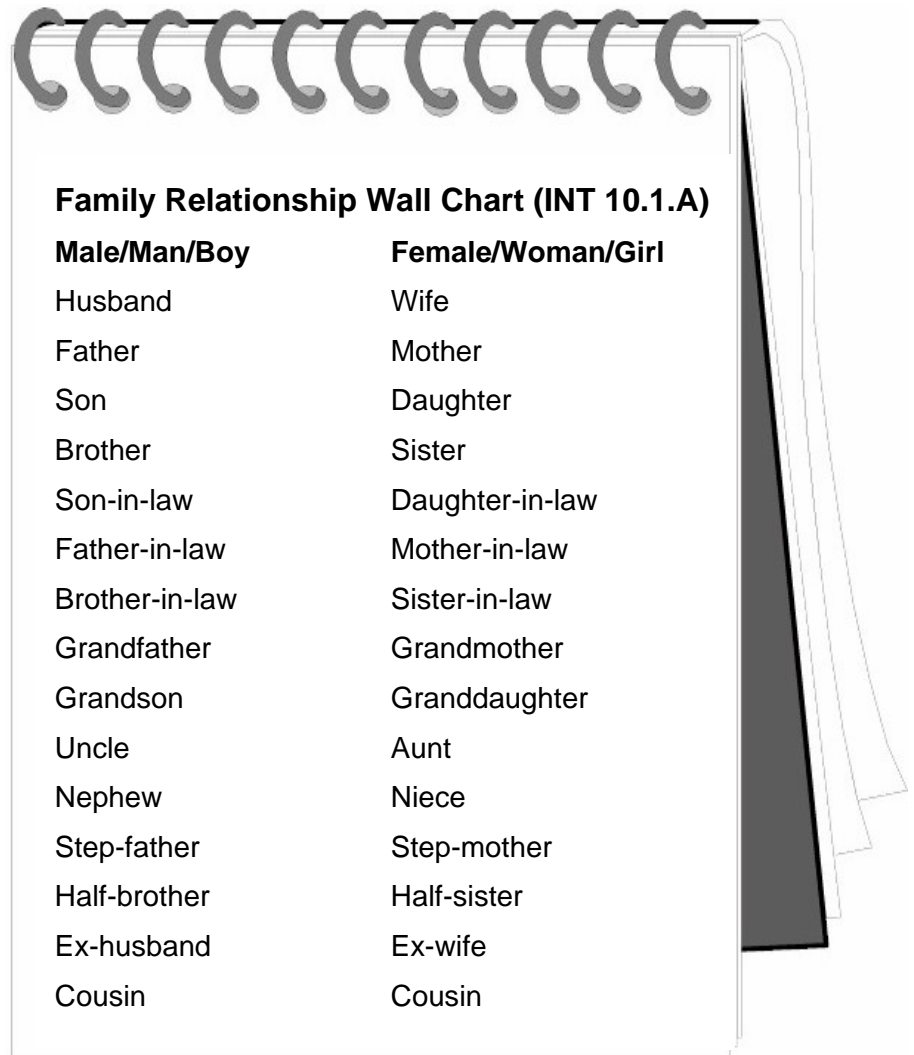
**Activity 1****Resources Needed**

Practice Family Words

Family Relationship Wall Chart

**Procedure**

1. Display Family Relationship Words Wall Chart.
2. Have students repeat all family relationship words (from INT 10.1.A and 10.1.B) for pronunciation practice.
3. Ask if anyone has a question about any word.



Activity 2	Resources Needed
Students "Introduce" Their Family	

**Procedure**

1. Teacher models introducing their family. Introduce each person briefly and tell something interesting about each one. Take no more than 2 minutes.

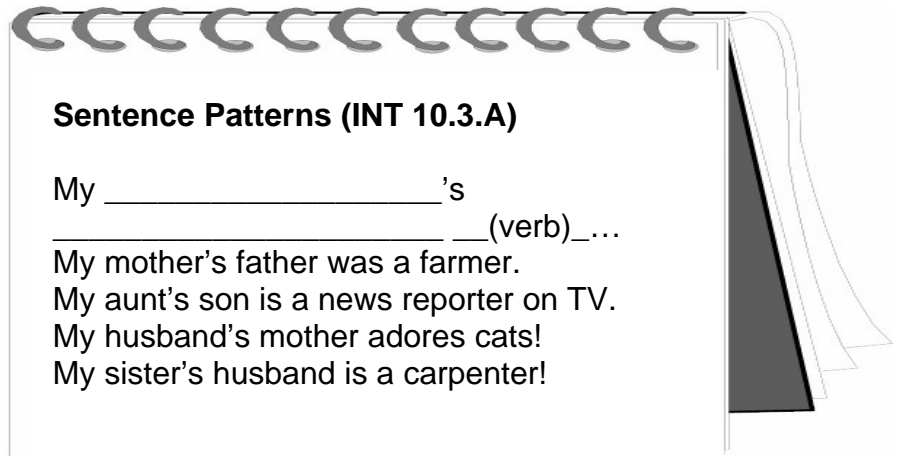
Relationship name	Affectionate name (Papa/Nana)
Age	Hobbies/Interests
Job	Character qualities
Where they live	

2. Students introduce their families in groups of 2 or 3. Tell students you want them to do the same thing you just did. Have them take turns introducing their families.

Activity 3	Resources Needed
Practice Possessive Forms	Sentence Patterns Wall Chart Family Relationship Word Game Charts

**Procedure**

1. Display the Sentence Patterns Wall Chart. Use the examples of how the possessive sentence pattern can be used. Don't rush! Be sure the students understand what you are asking them to do!



\*\*\*In this exercise, if the class is too large, divide into 2 groups or into groups of 3-4\*\*\*

2. Display the Family Relationship Word Game Wall Chart. Explain to the students that they are going to have fun playing a game to test their use of the words they have learned in this lesson.

*Be sure both the word chart and the game chart can be seen.*

3. Each student takes a turn reading a statement from the wall chart. Then they call on another student of their choice to fill in the blank. This keeps the whole class's attention in case they are called on to answer.

### Family Relationship Word Game Chart (INT 10.3.B)

My niece is my sister's daughter.  
A short name for mother is mom.  
My father's father is my grandfather.  
My niece's brother is my nephew.  
My brother's son is a boy.  
My wife's father is my father-in-law.  
My sister is a girl.  
My parent's daughter is my sister.  
My uncle's children are my cousins.  
My brother's wife is my sister-in-law.  
My father's brother is my uncle.  
My mother's mother is my grandmother.  
My mother's sister is my aunt.

### Family Relationship Word Game Chart (INT 10.3.C)

My nephew's sister is my niece.  
My husband's mother is my mother-in-law.  
My father's son is my brother.  
A short name for father is dad.  
The man my sister married is her husband.  
My mother is my father's wife.  
My sister's husband is my parent's son-in-law.  
My brother's wife is my parent's daughter-in-law.  
My brother is my parent's son.  
My sister's husband is my brother-in-law.  
My brother's son is my parent's grandson.  
My sister's daughter is my parent's granddaughter.  
My brother is a boy.



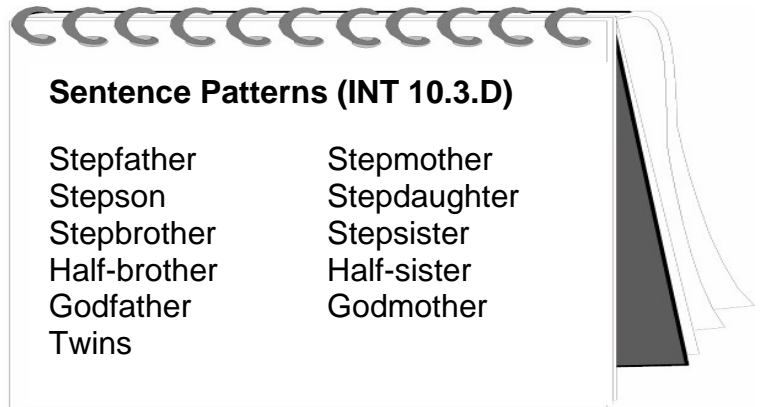
Extra Words:

The following chart (INT 10.3.D) is for students who may want to know additional family words.

The following sentences may be needed:

My grandfather is dead.

My parents are divorced.



Activity 4	Resources Needed
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Sharing Childhood Memories

**Procedure**

1. Teachers share a brief account of your childhood memory. You might begin like this: “Let me tell you about a funny thing that happened to me when I was about 8 years old...”
2. Tell students you want them to share a childhood memory. Write topics on the board to stimulate their thinking:
 

funny event	sad event
special family vacation	embarrassing moment
special gift received	

**Note:** You can add any other topics you might think to add, but take care to watch your time.
3. Give students a few minutes (five or less) to think of an event to share. Encourage them to write down a few words to help them as they share their memory.
4. Call on students one at a time to share their memories.

Activity 5	Resources Needed
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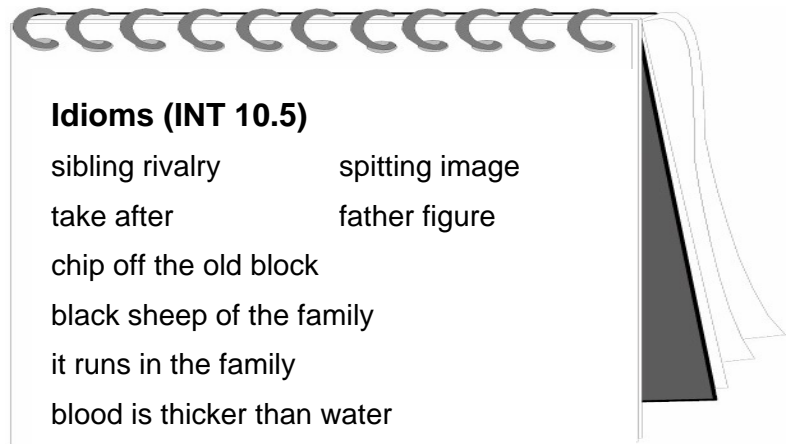
Idioms

Idioms Wall Chart

**Procedure**

An idiom is a group of words that when used together have a different meaning than when the separate words are defined individually. Many expressions create a word picture (i.e. short handed; pulling my leg). Follow the steps to teach an idiom to become useful conversationally to the student.

1. Show the idiom.
2. Ask students to guess the definition.
3. Teacher uses idiom correctly in a sentence that indicates the meaning.
4. Ask the students to define the idiom and use it in a sentence.
5. Let students volunteer to make original sentences using the idioms.



Example mini-dialogue:

Robert: "Your brother surely is a fast runner!"

Andrew: "Yes, he is. He takes after my father."

**Male/Man/Boy****Husband****Father****Son****Brother****Son-in-law****Father-in-law****Brother-in-law****Grandfather****Grandson****Uncle****Nephew****Step-father****Half-brother****Ex-husband****Cousin****Female/Woman/Girl****Wife****Mother****Daughter****Sister****Daughter-in-law****Mother-in-law****Sister-in-law****Grandmother****Granddaughter****Aunt****Niece****Step-mother****Half-sister****Ex-wife****Cousin**

**adopt/adopted**

**immediate family**

**spouse**

**extended family**

**siblings**

**blended family**

**bachelor**

**divorce**

**fiancé**

**fiancée**

My \_\_\_\_\_'s

---

\_\_(verb)\_\_\_...

My mother's father was a farmer.

My aunt's son is a news reporter on TV.

My husband's mother adores cats!

My sister's husband is a carpenter!

My niece is my sister's \_\_\_\_\_.

A short name for mother is \_\_\_\_\_.

My father's father is my \_\_\_\_\_.

My niece's brother is my \_\_\_\_\_.

My brother's son is a \_\_\_\_\_.

My wife's father is my \_\_\_\_\_.

My sister is a \_\_\_\_\_.

My parent's daughter is my \_\_\_\_\_.

My uncle's children are my \_\_\_\_\_.

My brother's wife is my \_\_\_\_\_.

My father's brother is my \_\_\_\_\_.

My mother's mother is my \_\_\_\_\_.

My mother's sister is my \_\_\_\_\_.

My nephew's sister is my \_\_\_\_\_.

My husband's mother is my \_\_\_\_\_.

My father's son is my \_\_\_\_\_.

A short name for father is \_\_\_\_\_.

The man my sister married is her \_\_\_\_\_.

My mother is my father's \_\_\_\_\_.

My sister's husband is my parent's  
\_\_\_\_\_.

My brother's wife is my parent's \_\_\_\_\_.

My brother is my parent's \_\_\_\_\_.

My sister's husband is my \_\_\_\_\_.

My brother's son is my parent's \_\_\_\_\_.

My sister's daughter is my parent's  
\_\_\_\_\_.

My brother is a \_\_\_\_\_.

Stepfather

Stepmother

Stepson

Stepdaughter

Stepbrother

Stepsister

Half-brother

Half-sister

Godfather

Godmother

Twins



sibling rivalry

take after

spitting image

father figure

chip off the old block

black sheep of the family

it runs in the family

blood is thicker than water



# English Language Dynamics

## Intermediate Lesson **11 : Fears**

### Objectives

- Learn vocabulary related to fears and practice using in sentences.
- Learn and discuss idioms.

### Classroom Learning Activities

Activity	Resources
1. Conversation Starter	Blank Cling Sheet
2. Fears	Fear Wall Chart Fear Sentence Chart Blank Cling Sheet Blank Paper
3. Idioms	Idiom Wall Chart

Activity 1	Resources Needed
Conversation Starter	Blank Cling Sheet

### Procedure

Write the conversation starter on cling sheet and have students discuss with another person.

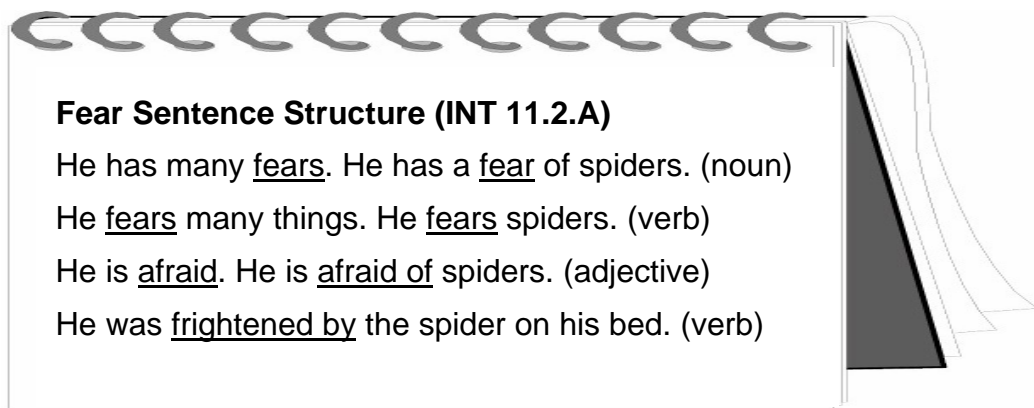
### Conversation Starter

If you had to name the one thing that frightens you about growing old, what would it be?

Activity 2	Resources Needed
Fear	Fear Wall Chart Fear Sentence Wall Chart Blank Cling Sheet Blank Paper

### Procedure

1. Tell students you are going to discuss “fear”.
2. On cling sheet, write:
  - Fear
  - Afraid (of)
  - Frightened (by)
3. Model the use of these words.
4. Using the sentence chart, discuss each sentence.
5. Display the Fear wall chart.
6. Have the students add some of their own fears to the chart and share what they do when they are afraid.



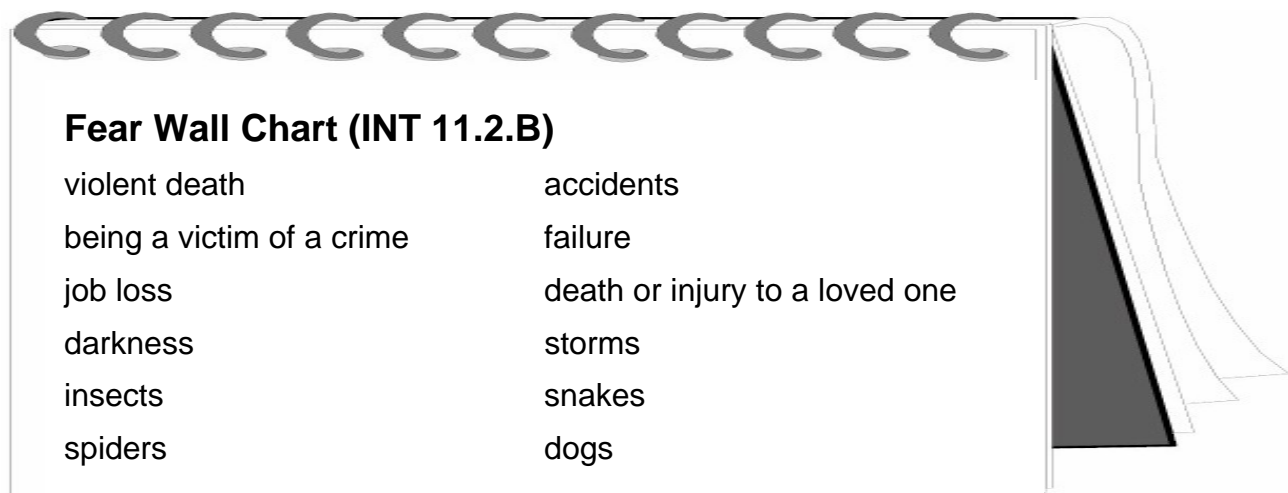
**Fear Sentence Structure (INT 11.2.A)**

He has many fears. He has a fear of spiders. (noun)

He fears many things. He fears spiders. (verb)

He is afraid. He is afraid of spiders. (adjective)

He was frightened by the spider on his bed. (verb)



**Fear Wall Chart (INT 11.2.B)**

violent death	accidents
being a victim of a crime	failure
job loss	death or injury to a loved one
darkness	storms
insects	snakes
spiders	dogs

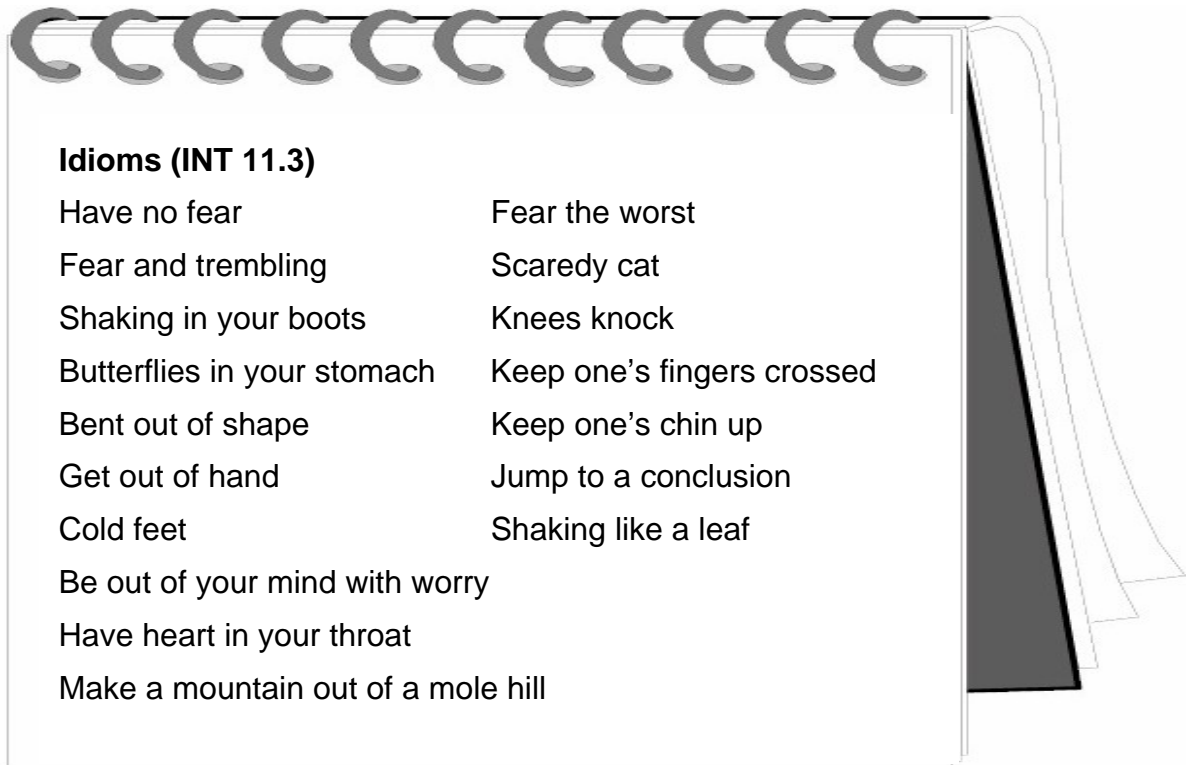
Activity 3	Resources Needed
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Idioms

Idiom 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.



**violent death**

**accidents**

**failure**

**job loss**

**darkness**

**storms**

**insects**

**snakes**

**spiders**

**dogs**

**being a victim of a crime**

**death or injury to a loved one**

He has many fears. He has a fear of spiders. (noun)

He fears many things. He fears spiders. (verb)

He is afraid. He is afraid of spiders. (adjective)

He was frightened by the spider on his bed. (verb)

**Have no fear**

**Fear and trembling**

**Shaking in your boots**

**Bent out of shape**

**Get out of hand**

**Cold feet**

**Keep one's fingers crossed**

**Butterflies in your stomach**

**Be out of your mind with worry**

**Have heart in your throat**

**Make a mountain out of a mole hill**

**Fear the worst**

**Scaredy cat**

**Knees knock**

**Keep one's chin up**

**Jump to a conclusion**

**Shaking like a leaf**



# English Language Dynamics

## Intermediate Lesson **12 : Stress**

### Objectives

- Expand vocabulary for discussing stress and how it affects our lives.
- Students discuss what causes stress in their lives, and ways of coping with stress.

### Classroom Learning Activities

Activity	Resources
1. Introduce Word Power For Discussing Stress	Word/Phrases Wall Chart Sentence Strips
2. What Causes Stress In Your Life	Blank cling sheet Stress Wall Chart
3. Questions About Stress	Question Cards
4. Major Events in Life	Major Events Wall Chart

### Conversation Starter

“If you could have an extra hour each day to do only one thing, what would you do in that hour?”

Activity 1	Resources Needed
Introduce Word Power For Discussing Stress	Word/Phrase Wall Chart Sentence Strips

### Procedure

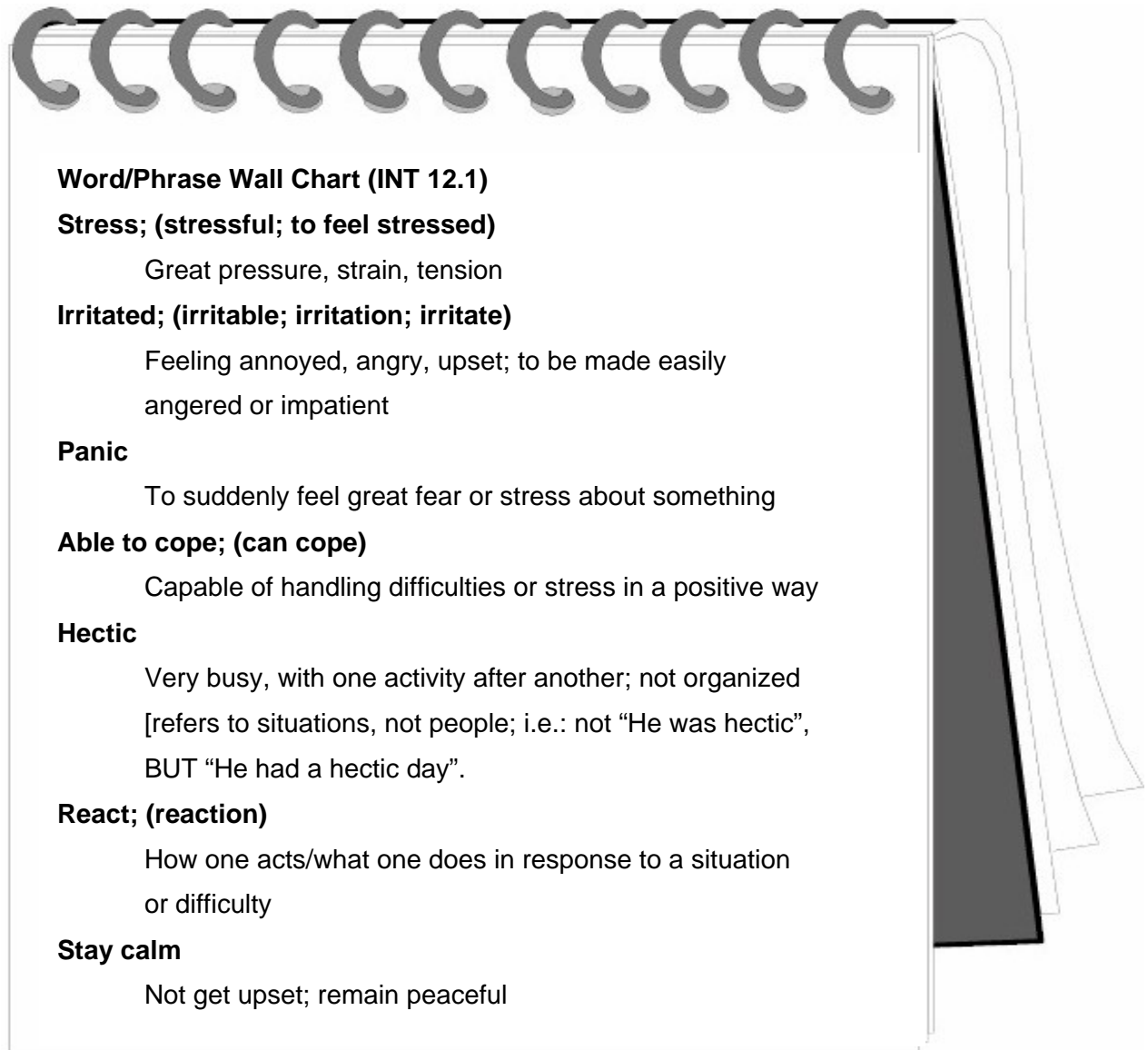
You are just introducing the words and phrases. The students need to understand the meaning and by the end of class be able to use the word and phrases correctly.

1. Display only the word side of the wall chart.
2. Say each word and have the students repeat. Check for correct pronunciation.
3. Show the definition.

**Note:** To further explain, you may need to “act out” the words by creating a scene.

4. Hand out sentence strips to each student and ask them to read their sentence with the appropriate stress word completing the blank. Optionally, form small groups and give each group several sentences to work out together.





### Sentences Strips Answers

#### Stress; Stressful

- I have trouble thinking when I'm under stress.
- This has been a stressful year for us because my husband was very sick.

#### Irritated

- I'm irritated because my daughter left all her dirty clothes on the floor.
- He's irritable today because he got a ticket for speeding.

### **Panic**

- She panicked when she saw the police car's flashing lights behind her.
- Don't panic! I'll help clean up the mess.

### **Able to cope**

- It was difficult, but he was able to cope with the death of his father.
- She's in the hospital because she can't cope with the sudden death of her son.
- Taking a long walk helps me cope with stress.

### **Hectic**

- It's been a hectic year for our family – all three of us started new jobs.

### **React**

- How did you react when your boyfriend "broke up" with you?
- What was her reaction when she lost her job?

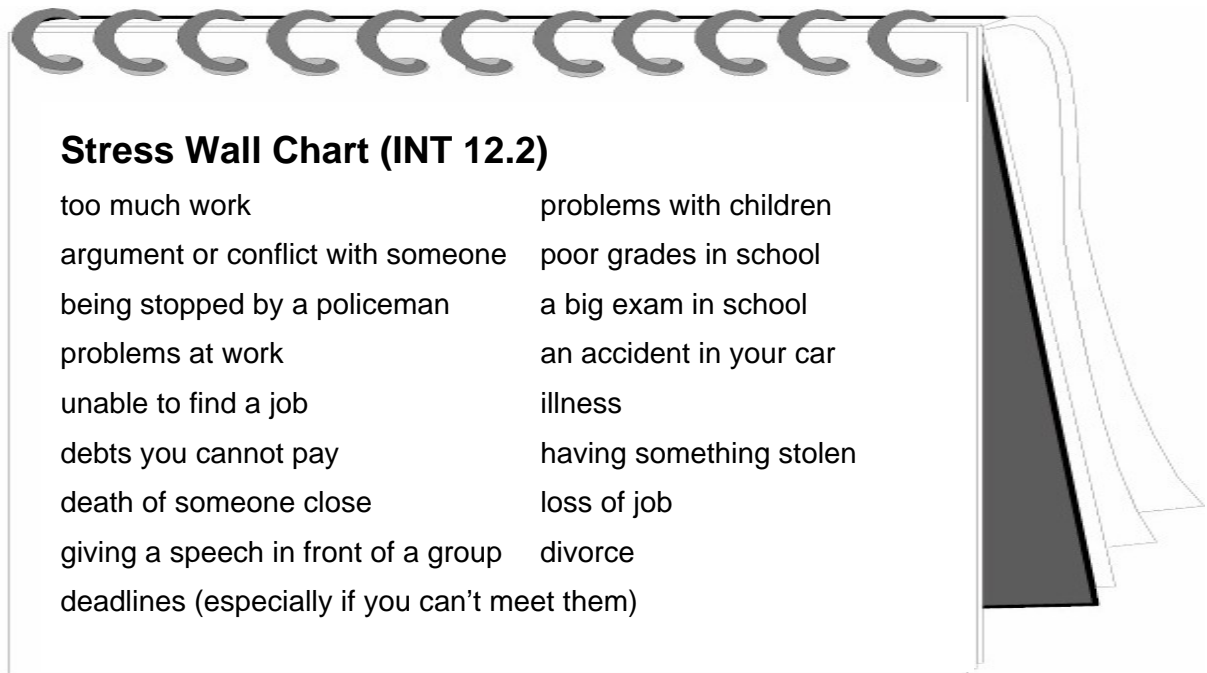
### **Stay calm**

- It's hard to stay calm when you're under stress.
- He always stays calm, even when he has a hectic day.
- She stayed calm through all the problems with her boss.

Activity 2	Resources Needed
What Causes Stress In Your Life	Blank cling sheet Stress Wall Chart

### Procedure

1. Ask students to name things that are stressful or cause stress in their lives.
2. Write their ideas on the cling sheet as they suggest them.
3. Display stress wall chart.
4. Check for understanding and comprehension so that the students may use them correctly.
5. After listing their ideas and discussing the chart, ask the students to respond to the question: **What do you do when you are stressed? How do you cope?**



Activity 3	Resources Needed
Questions About Stress	Question Cards

### Procedure

1. Divide the class into groups of 3 or 4.
2. Have the groups discuss and answer the questions among themselves.
3. Ask for groups to volunteer their discussion.

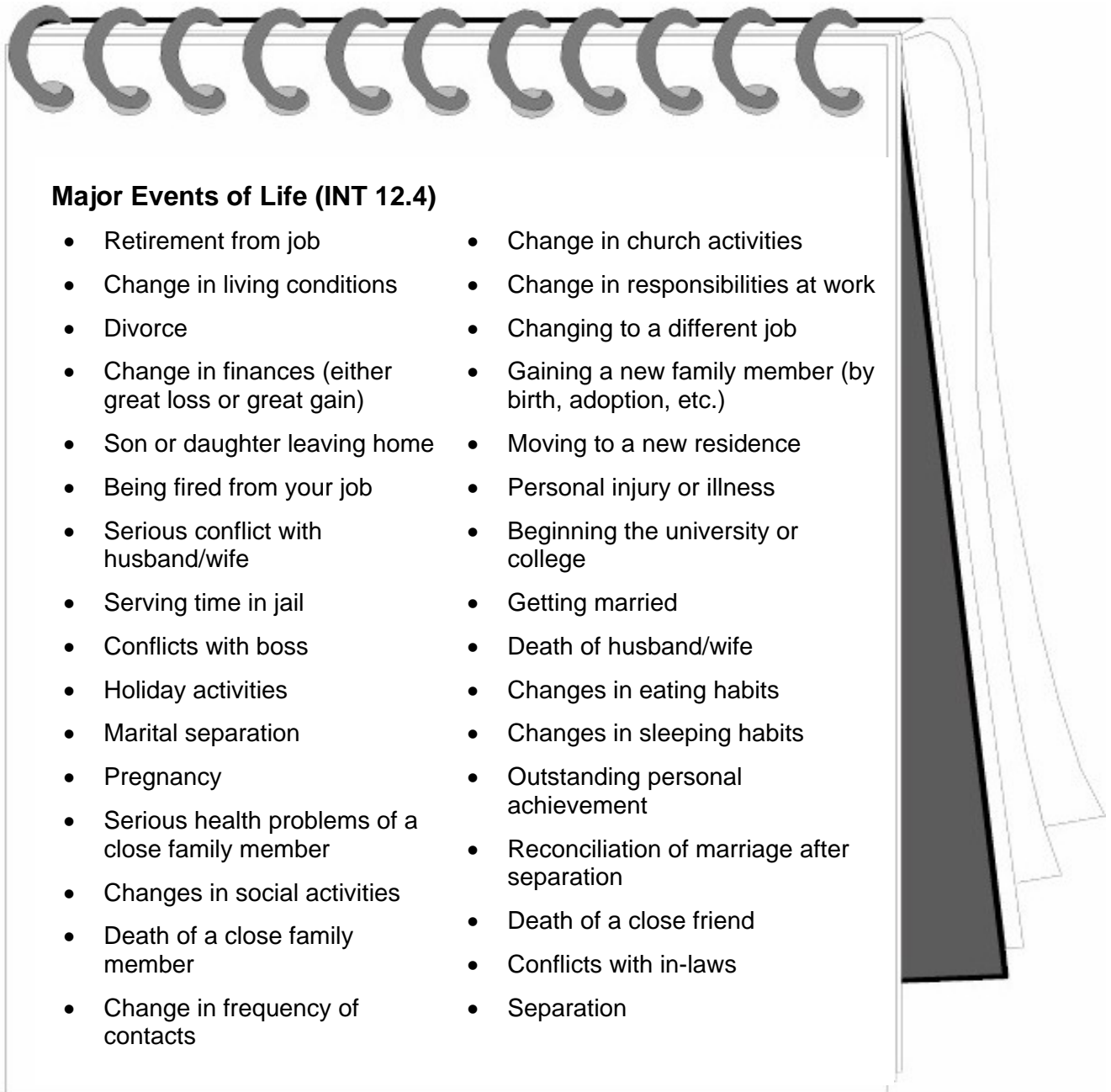
#### Question Cards:

- “What is something that irritates you?”
- “When have you panicked? Will you tell about it?”
- “What was the last thing you got all worked up about?”
- “When did you have a hectic day? What made it hectic?”
- “What is one thing you do to cope with stress?”

Activity 4	Resources Needed
Major Events in Life	Major Events Wall Chart

### Procedure

1. Display the Major Events Wall Chart.
2. Go through the events and be ready to clarify the meanings of any of the events which students don't understand.
3. Have each student choose the 5 events they believe are the most stressful.
4. Put the students in groups of 3-5. Have each group work together to decide on 5 events they can agree on are the most stressful.
5. When groups are finished, have each group report the events they chose as the 5 most stressful. Add up the responses to come up with the class' opinion of the top 3 most stressful life events.



**Major Events of Life (INT 12.4)**

- Retirement from job
- Change in living conditions
- Divorce
- Change in finances (either great loss or great gain)
- Son or daughter leaving home
- Being fired from your job
- Serious conflict with husband/wife
- Serving time in jail
- Conflicts with boss
- Holiday activities
- Marital separation
- Pregnancy
- Serious health problems of a close family member
- Changes in social activities
- Death of a close family member
- Change in frequency of contacts
- Change in church activities
- Change in responsibilities at work
- Changing to a different job
- Gaining a new family member (by birth, adoption, etc.)
- Moving to a new residence
- Personal injury or illness
- Beginning the university or college
- Getting married
- Death of husband/wife
- Changes in eating habits
- Changes in sleeping habits
- Outstanding personal achievement
- Reconciliation of marriage after separation
- Death of a close friend
- Conflicts with in-laws
- Separation

<b>Stress</b> <b>(stressful; to feel stressed)</b>	Great pressure, strain, tension
<b>Irritated</b> <b>(irritable; irritation; irritate)</b>	Feeling annoyed, angry, upset; to be made easily angered or impatient
<b>Panic</b>	To suddenly feel great fear or stress about something
<b>Able to cope</b> <b>(can cope)</b>	Capable of handling difficulties or stress in a positive way
<b>Hectic</b>	Very busy, with one activity after another; not organized [refers to situations, not people; i.e.: not “He was hectic”, BUT “He had a hectic day”].
<b>React</b> <b>(reaction)</b>	How one acts/what one does in response to a situation difficulty
<b>Stay calm</b>	Not get upset; remain peaceful

I have trouble thinking when I'm under \_\_\_\_\_.

This has been a \_\_\_\_\_ year for us because my husband was very sick.

I'm \_\_\_\_\_ because my daughter left all her dirty clothes on the floor.

He's \_\_\_\_\_ today because he got a ticket for speeding.

She \_\_\_\_\_ when she saw the police car's flashing lights behind her.

Don't \_\_\_\_\_! I'll help clean up the mess.

It was difficult, but he was \_\_\_\_\_ with the death of his father.

---

She's in the hospital because she \_\_\_\_\_ with the sudden death of her son.

---

Taking a long walk helps me \_\_\_\_\_ with stress.

---

It's been a \_\_\_\_\_ year for our family – all three of us started new jobs.

---

How did you \_\_\_\_\_ when your boyfriend “broke up” with you?

---

What was her \_\_\_\_\_ when she lost her job?

---

It's hard to \_\_\_\_\_ when you're under stress.

---

He always \_\_\_\_\_, even when he has a hectic day.

---

She \_\_\_\_\_ through all the problems with her boss.

---





too much work

poor grades in school

problems at work

unable to find a job

debts you cannot pay

having something stolen

death of someone close

being stopped by a policeman

argument or conflict with someone

giving a speech in front of a group

deadlines (especially if you can't meet them)

problems with children

a big exam in school

an accident in your car

illness

loss of job

divorce

- Retirement from job
- Change in living conditions
- Divorce
- Change in finances (either great loss or great gain)
- Son or daughter leaving home
- Being fired from your job
- Serious conflict with husband/wife
- Serving time in jail
- Conflicts with boss
- Holiday activities
- Marital separation
- Pregnancy
- Serious health problems of a close family member
- Changes in social activities
- Death of a close family member
- Change in frequency of contacts
- Change in church activities
- Change in responsibilities at work
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- Reconciliation of marriage after separation
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- Conflicts with in-laws
- Separation

**What is something that  
irritates you?**

INT 12.3

---

**When have you  
panicked?  
Will you tell about it?**

INT 12.3

**What was the last thing  
you got all worked up  
about?**

---

INT 12.3

**When did you have a  
hectic day?  
What made it hectic?**

INT 12.3

**What is one thing you do  
to get away from it all?**



# English Language Dynamics

## Intermediate Lesson **13 : If You Had a Choice**

### Objectives

- Practice using the conditional “if/would” pattern to express choices.
- Learn six new idioms; practice using them in the “if/would” pattern.

### Classroom Learning Activities

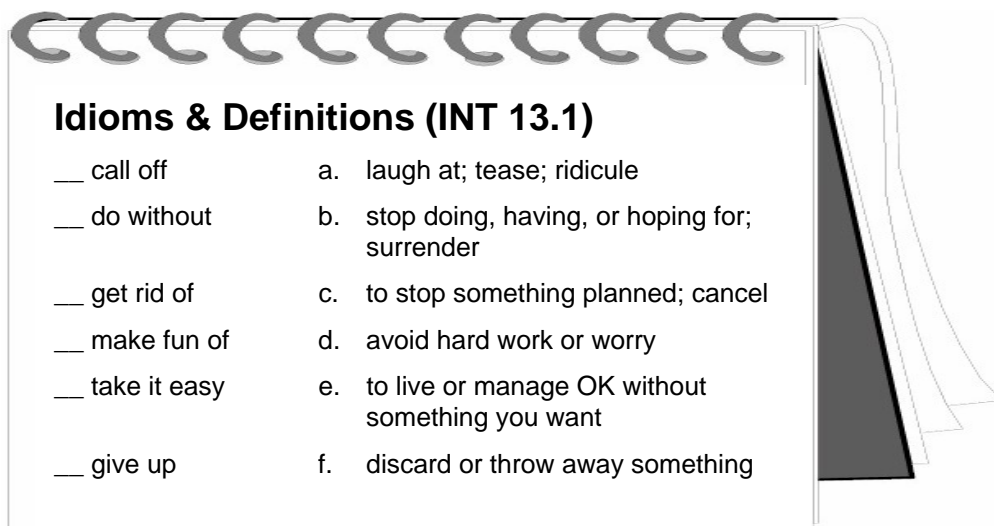
Activity	Resources
1. Introduce Idioms	Idiom and Definition Wall Chart Idiom Sample Sentences Wall Chart
2. Communication Practice	Phrase and Question Wall Chart
3. If You Had a Choice	Choice Wall Chart Blank Cling Sheet
4. Finish the Statement	Blank Cling Sheet

**Activity 1****Resources Needed**

Introduce Idioms

Idiom and Definitions Wall Chart  
Sentence Strips**Procedure**

5. Display the idioms and Definition Wall Chart INT 13.1. and ask the students to match the idioms to their definitions.
6. Hand out sentence strips to each student and ask them to read their sentence with the appropriate idiom completing the blank. Optionally, form small groups and give each group several sentences to work out together.

**Sentence Strips Answers****call off**

1. It was raining, so we called off the picnic.
2. We're going to call off the party for Bill because he is sick.
3. A. Do we have a meeting tonight?  
B. No, it was called off.

**do without**

1. We don't have any milk. I guess we'll have to do without until I can go to the store.
2. There are no buses in my city, so I can't do without a car.
3. Anna will have to do without hot water until she gets her hot water heater repaired.

**get rid of**

1. Let's get rid of this old car and buy a new one.
2. She's getting rid of her old furniture.



**make fun of**

1. They made fun of her big yellow hat.
2. Don't make fun of my big ears!
3. Peter made fun of Robert when he dropped the football.

**take it easy**

1. I'm tired. Let's take it easy tonight.
2. Jan works on Saturdays, so she likes to take it easy on Sundays.
3. We took it easy last night and watched a movie.

**give up**

1. Carl gave up his seat on the bus when the old lady got on.
2. Magda has a terrible cough. She should give up smoking.
3. I have to give up guitar lessons – they are costing too much money.

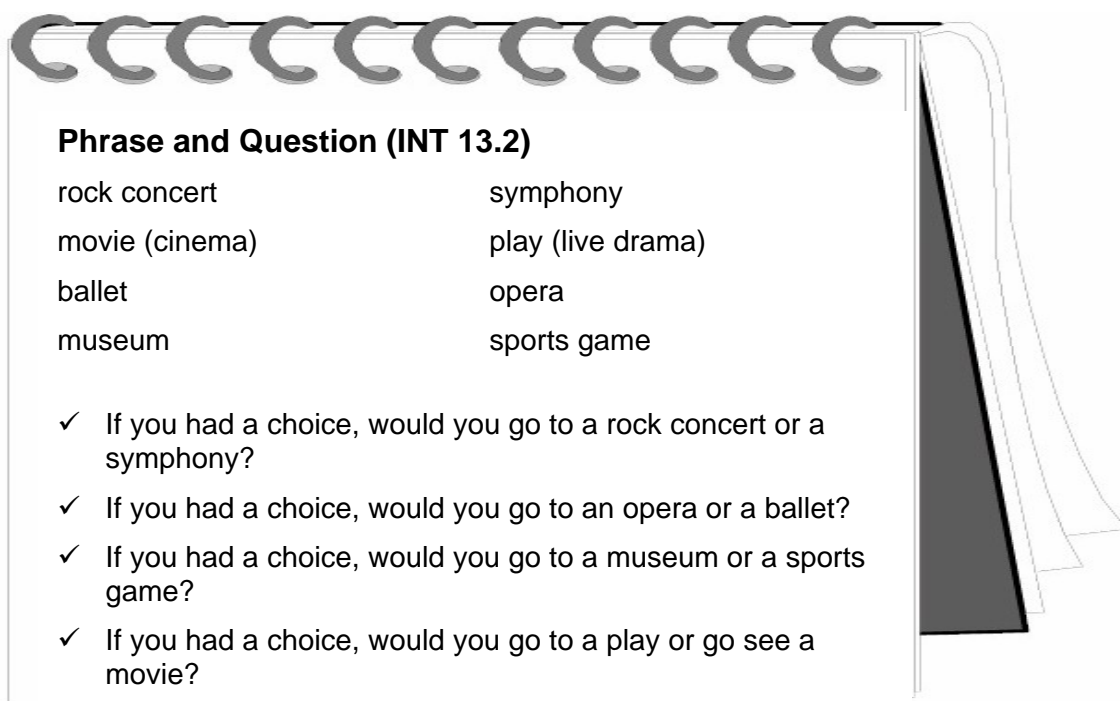
**Activity 2****Resources Needed**

Communication Practice

Phrase and Question Wall Chart

**Procedure**

1. Go over phrases on the chart and check for understanding.
2. Group students into pairs.
3. Have students interview each other using the questions on the chart. Each student asks and answers all the questions.



**Phrase and Question (INT 13.2)**

rock concert	symphony
movie (cinema)	play (live drama)
ballet	opera
museum	sports game

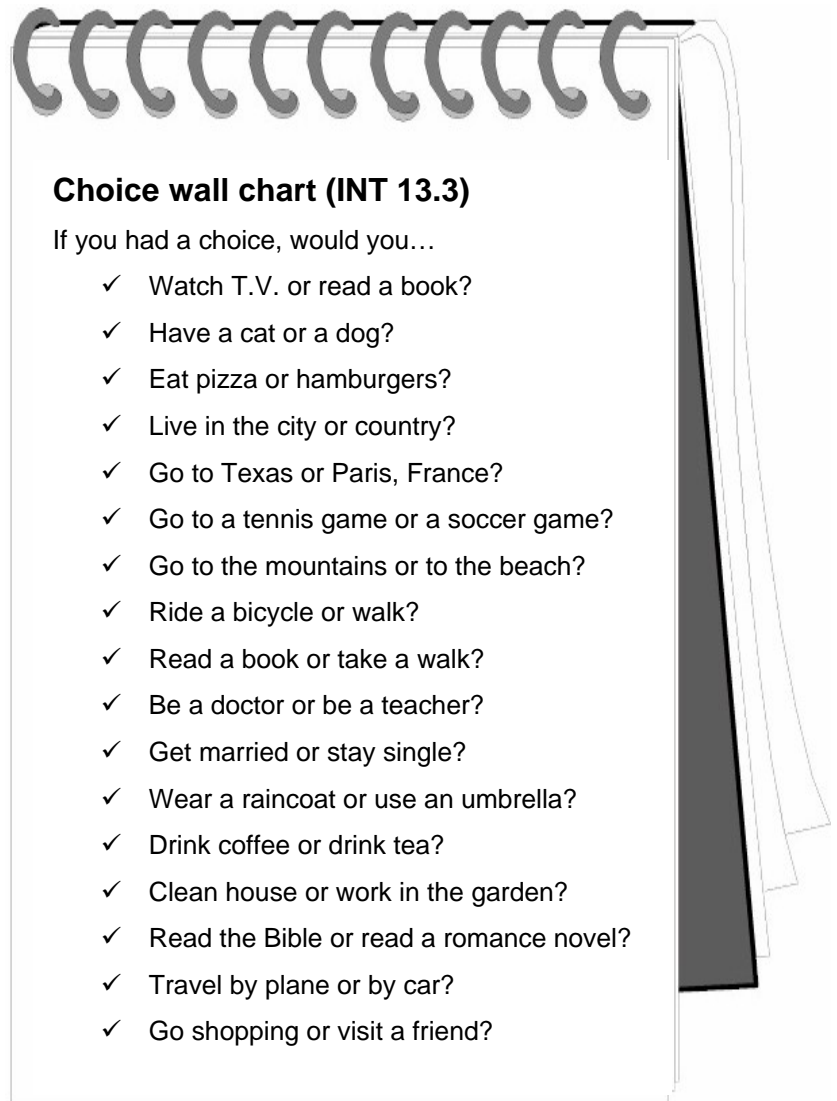
- ✓ If you had a choice, would you go to a rock concert or a symphony?
- ✓ If you had a choice, would you go to an opera or a ballet?
- ✓ If you had a choice, would you go to a museum or a sports game?
- ✓ If you had a choice, would you go to a play or go see a movie?

4. Randomly ask 2 or 3 students questions about their partners.

Activity 3	Resources Needed
If You Had a Choice	Choice Wall Chart Blank Cling Sheet

### Procedure

1. Ask students if they can think of any other choices of activities.
2. List them on the cling sheet.
3. After they have listed all their choices display the choice wall chart.
4. Using these ideas re-divide students into pairs and have them ask each other their choices.
5. Keep activity flexible and light.



Activity 4	Resources Needed
Finish The Statement	Blank Cling Sheet

**Procedure**

1. Allow time to ask students, and for them to respond to, a few questions like the following:
  - If I could take a trip anywhere, I would go to \_\_\_\_\_ because \_\_\_\_\_.
  - If I could change one thing about myself, I would \_\_\_\_\_.
2. This is a great activity to do as you walk to closing session (or if you are a few minutes early to discuss while waiting for closing session to begin).
3. You could even allow the students to ask you a few choice questions.

- \_\_\_ **call off**                      a. **laugh at; tease; ridicule**
- \_\_\_ **do without**                      b. **stop doing, having, or  
hoping for; surrender**
- \_\_\_ **get rid of**                      c. **to stop something planned;  
to cancel**
- \_\_\_ **make fun of**                      d. **avoid hard work or worry**
- \_\_\_ **take it easy**                      e. **to live or manage OK  
without something you want**
- \_\_\_ **give up**                      f. **discard or throw away  
something**

---

It was raining, so we \_\_\_\_\_ the picnic.

---

We're going to \_\_\_\_\_ the party for Bill because he is sick.

---

Do we have a meeting tonight?

No, it was \_\_\_\_\_.

---

We don't have any milk. I guess we'll have to \_\_\_\_\_ until I can go to the store.

---

There are no buses in my city, so I can't \_\_\_\_\_ a car.

---

Anna will have to \_\_\_\_\_ hot water until she gets her hot water heater repaired.

---

Let's \_\_\_\_\_ this old car and buy a new one.

She's \_\_\_\_\_ her old furniture.

They \_\_\_\_\_ her big yellow hat.

Don't \_\_\_\_\_ my big ears!

Peter \_\_\_\_\_ Robert when he dropped the football.

I'm tired. Let's \_\_\_\_\_ tonight.

Jan works on Saturdays, so she likes to \_\_\_\_\_ on Sundays.

We \_\_\_\_\_ last night and watched a movie.

---

Carl \_\_\_\_\_ his seat on the bus when the old lady got on.

---

Magda has a terrible cough. She should \_\_\_\_\_ smoking.

---

I have to \_\_\_\_\_ guitar lessons – they are costing too much money.

---

**rock concert**

**symphony**

**movie (cinema)**

**play (live drama)**

**ballet**

**opera**

**museum**

**sports game**

**If you had a choice, would you go to a rock concert or a symphony?**

**If you had a choice, would you go to an opera or a ballet?**

**If you had a choice, would you go to a museum or a sports game?**



If you had a choice, would you...

- Watch T.V. or read a book?
- Have a cat or a dog?
- Eat pizza or hamburgers?
- Live in the city or country?
- Go to Texas or Paris, France?
- Go to a tennis game or a soccer game?
- Go to the mountains or to the beach?
- Ride a bicycle or walk?
- Read a book or take a walk?
- Be a doctor or be a teacher?
- Get married or stay single?
- Wear a raincoat or use an umbrella?
- Drink coffee or drink tea?
- Clean house or work in the garden?
- Read the Bible or read a romance novel?
- Travel by plane or by car?
- Go shopping or visit a friend?





# English Language Dynamics

## Intermediate Lesson **14 : School Memories**

### Objectives

- Learn or review vocabulary related to school.
- Students share school memories.
- Students compare their schools with schools in the U.S.
- Learn idioms related to school.

**Note:** This lesson recommended for students 35-years-old and under.

### Classroom Learning Activities

Activity	Resources
1. Word Power	School Word Chart Notes For Word Power
2. Education Comparison	Question Strips
3. School Memories	School Word Chart Conversation Cards
4. School Idioms	List On Cling Sheet

**Note:** Teachers encourage your students that this lesson will not only be expanding their word power, practicing conversations, but also allow you to learn more about the educational system in their country and their experiences in school.

### Class Opening Activity

Have these scrambled words written on the board and have class work together to quickly find the correct word. Teacher may need to indicate the beginning letter of each word.

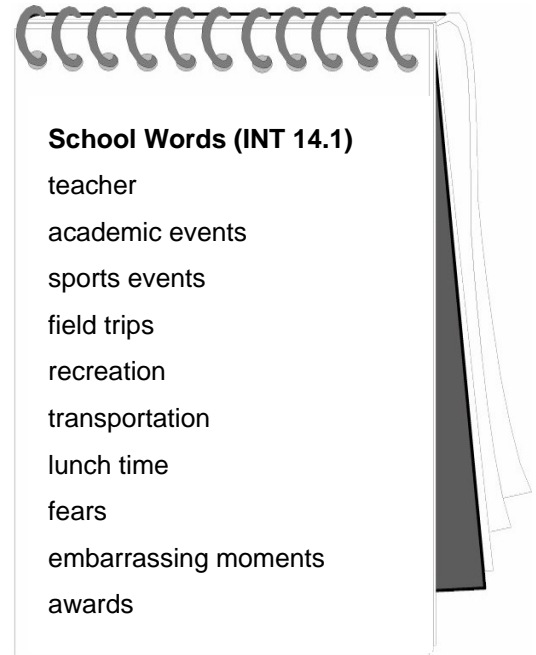
Cadetunio (education)    Bavocluray (vocabulary)    Chosols (schools)  
Runivesity (university)    Catheer (teacher)    Necisec (science)

Activity 1	Resources Needed
Word Power	School Word Chart Notes For Word Power

### Procedure

**Note:** It may be helpful to clarify the cultural terms used in the particular country you are in for school related vocabulary. Example: elementary/primary; middle school & high school/secondary school; pupil/grades 1-12; student/university; college may mean technical school; faculty/major area of study.

1. Display the school words.
2. Explain any of these words that are unfamiliar to students.
3. Promote recall by asking students to list 4-7 words beside the Topic Words as an expansion activity. Have the related words handy to refer to if students have difficulty. (Be sure to leave space to write the new words). Begin by saying, "Now tell me the character traits of a **good teacher/bad teacher**."



### Teacher Notes For Vocabulary Expansion

#### Topic Words

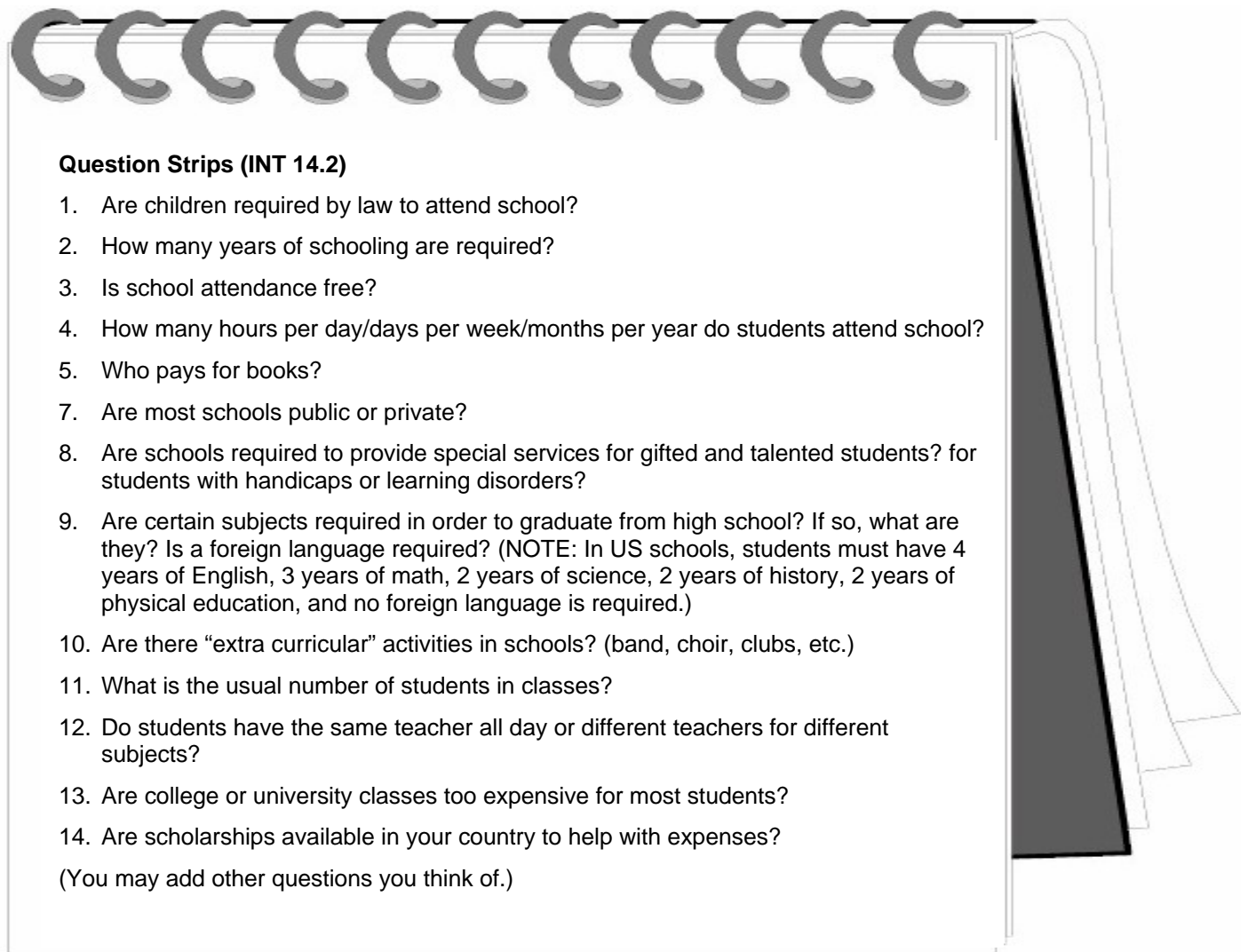
#### Related Words

teacher	patient, loving, easy, hard, mean, nice, strict, smart
academic events	debates, science fairs, essay contests
sports events	soccer/ football, volleyball, basketball, baseball
field trips	historic sites, museums, government buildings
recreation	games; exercise
transportation	walk, bike, bus, car, train
lunches	bring lunch (brown bag), buy food at school
fears	worries, stress
embarrassing moments	accidents, misunderstandings, "make fun of", mistakes
awards	good attendance, high grades, 1 <sup>st</sup> place ribbon, plaque, certificate

Activity 2	Resources Needed
Education Comparison	Question Strips

### Procedure

1. Prepare question strips and place in a bag.
2. Have students draw out a question and answer based on their countries education system.
3. After the student answers, the teacher answers briefly based on American education. (Be careful not to brag. In many ways their schools, though poorer, are better.)
4. Continue this activity for as long as it moves quickly and is interesting. Keep your answers short. They need the practice.



**Question Strips (INT 14.2)**

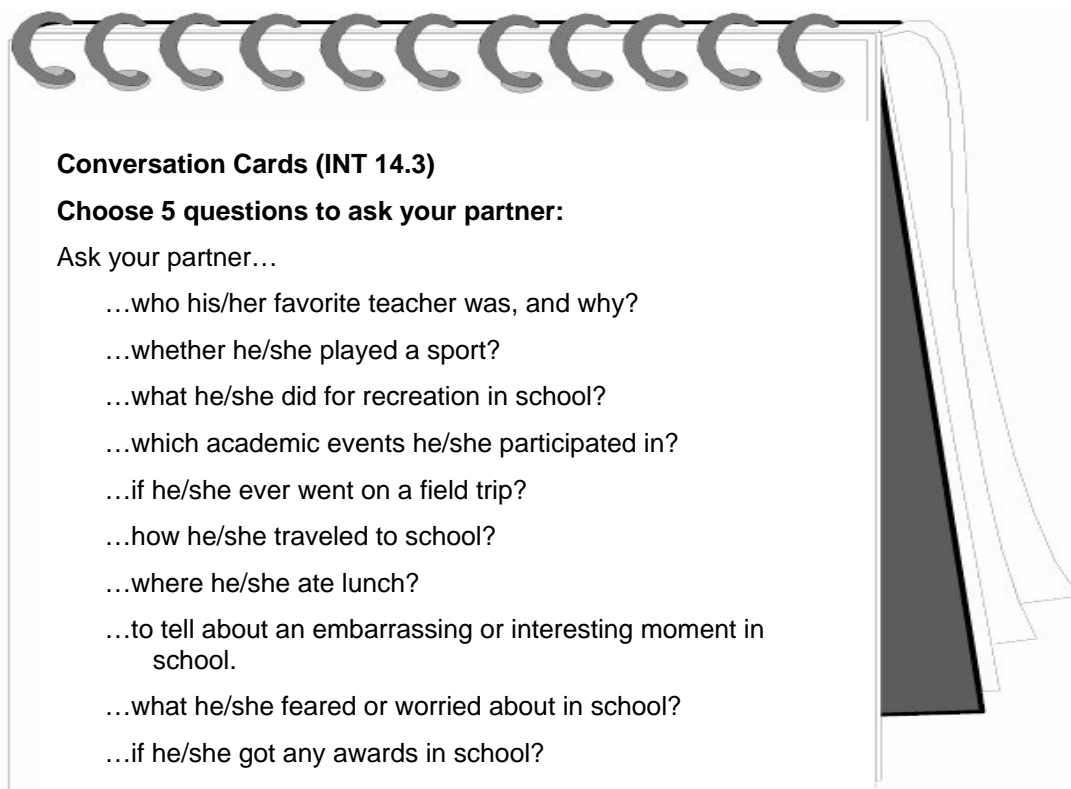
1. Are children required by law to attend school?
2. How many years of schooling are required?
3. Is school attendance free?
4. How many hours per day/days per week/months per year do students attend school?
5. Who pays for books?
7. Are most schools public or private?
8. Are schools required to provide special services for gifted and talented students? for students with handicaps or learning disorders?
9. Are certain subjects required in order to graduate from high school? If so, what are they? Is a foreign language required? (NOTE: In US schools, students must have 4 years of English, 3 years of math, 2 years of science, 2 years of history, 2 years of physical education, and no foreign language is required.)
10. Are there "extra curricular" activities in schools? (band, choir, clubs, etc.)
11. What is the usual number of students in classes?
12. Do students have the same teacher all day or different teachers for different subjects?
13. Are college or university classes too expensive for most students?
14. Are scholarships available in your country to help with expenses?

(You may add other questions you think of.)

Activity 3	Resources Needed
Share School Memories	Conversation Cards

### Procedure

1. Make enough copies of the page of Conversation Cards so that when cut apart, there is one card for each student.
2. Tell students they will be working in pairs to interview each other about school memories.
3. Pass out Conversation Cards and go over these quickly to be sure students understand. Tell students they should choose only 5 questions to ask their partners. When finished with the interviews, students will be asked to share something they learned about their partners.
4. Group students into pairs. (Avoid putting friends together. Try to use a creative method of pairing them up.) Have them work simultaneously interviewing each other. Allow 5-10 minutes for pairs to interview each other.
5. Draw the class back together. Call on students one at a time to share two things learned about their partners during the interview.



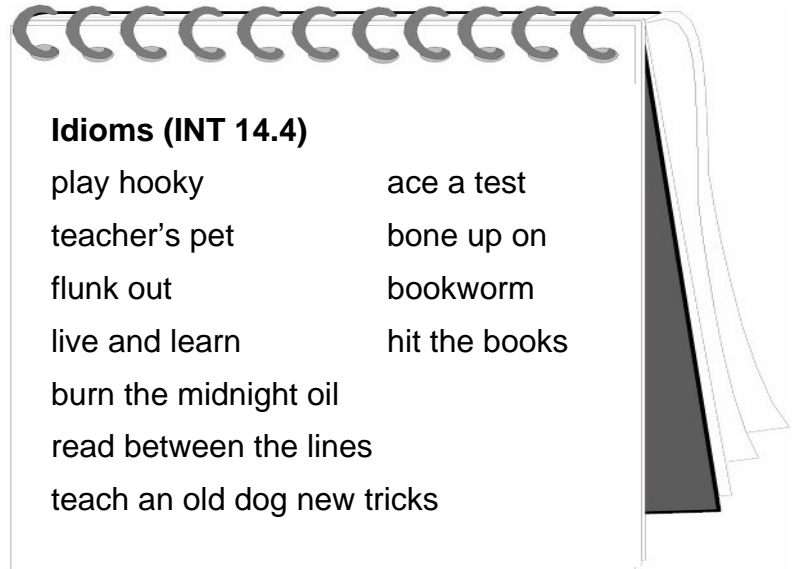
**Activity 4****Resources Needed**

School Idioms

Idiom 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.



**teacher**

**academic events**

**sports events**

**field trips**

**recreation**

**transportation**

**lunch time**

**fears**

**embarrassing moments**

**awards**



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---
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3. Is school attendance free?

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---
12. Are college or university classes too expensive for most students?

---
13. Are scholarships available in your country to help with expenses?

**Choose 5 questions to ask your partner:**

Ask your partner...

- ...who his/her favorite teacher was, and why?
- ...whether he/she played a sport?
- ...what he/she did for recreation in school?
- ...which academic events he/she participated in?
- ...if he/she ever went on a field trip?
- ...how he/she traveled to school?
- ...where he/she ate lunch?
- ...to tell about an embarrassing moment in school.
- ...what he/she feared or worried about in school?
- ...if he/she got any awards in school?

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**play hooky**

**ace a test**

**teacher's pet**

**bone up on**

**flunk out**

**bookworm**

**live and learn**

**hit the books**

**burn the midnight oil**

**read between the lines**

**teach an old dog new tricks**



# English Language Dynamics

## Intermediate Extra Activities

These are **back-up** activities. It is wise to have **2 or 3 of these activities prepared and ready to use at any time**. Use them when you **finish a lesson early**, or when (for whatever reason) a particular lesson is not going over well with students, and they **need something new to spark their enthusiasm**.

### Turn Back the Clock

1. Teacher: List these on a wall chart or on individual slips of paper to distribute to students:
  - a YEAR that was important for you
  - a PLACE that was important to you
  - a PERSON who was important to you
  - something that you SAW that you'll always REMEMBER
  - your best DECISION
  - your worst MISTAKE
2. Tell students that you are going to “turn back the clock” (explain this idiom phrase) and remember from our past, using the phrases on the chart as a guide.
3. Choose one of the phrases and share your own personal info as a model.
4. Put the students in groups of 2 or 3 and have them share from the list one or two
5. When groups are finished, randomly call on students to share the info with the large group.

EXAMPLE: “Olga, what was Sasha’s best decision?”

“Stephan, who is a person that was important to Anna?”

You may need to maintain interest and keep students involved by asking for more info (How? Why? Tell us more about that.) when an answer is given.

EXAMPLE: “Why was \_\_\_\_\_ important to you, Anna?”

“Tell us what influenced you to make that decision, Sasha?”

## Sentence Starters

Write the following sentence starters on the board or chart before class. Be prepared to model for the class how you would complete each sentence.

I wish I could...

My favorite time of the day is...

My biggest fear is...

Happiness is...

In my free time I enjoy...

I would like to travel to...

## Travel Experience

Ask students to discuss in groups of 3 or 4 about the following:

- What three cities would you suggest a visitor to see in your country? Why?
- What would a visitor to your country need to know about the following:
  - traveling by rail
  - crossing borders
  - driving (rules of the road, speed limits, car crimes, etc.)
  - accommodations
  - outdoor activities
  - laws/police (what things are illegal if you are caught with them)
  - public toilets
  - buying items (currency, credit cards, banking, checks)

## Past Tense Stories

1. Read the following short story/chant to your students instructing them to listen for PAST TENSE VERBS.

### Saturday Morning

First, I called my mother.

We talked for an hour.

Then I played tennis, went home and took a shower.

I went to the kitchen, made a cup of tea, took out my English book, and studied carefully.

I finished all my homework without a mistake.

Then, I decided to take a little break.  
I sat down for a minute to watch TV,  
But I fell asleep and woke up at three.

2. Display the chart of REGULAR and IRREGULAR verbs. Quickly clarify meanings of any words students do not know.
3. Go over the past tense forms of the verbs.
4. Tell the students to choose some verbs and make up their own past tense story/chant. (Intermediate 5 to 8) (Advanced 10 to 14) Allow approximately 5 minutes for students to write their story. Encourage some humor.
5. Have each student present their story/chant. Listen for correct usage of past tense verbs. If mistakes are made, DO NOT INTERRUPT while student is presenting his/her story to correct verb forms.
6. Simply make note of errors made, then go over all of these at the end of class, practicing the CORRECT verb forms without indicating who made the errors.

### **If (Questions for the Game Of Life)**

Choose some of these statements and write on the board/cling sheet or write on individual cards to be handed out for discussion.

IF you could rid the earth of one thing, what would it be?

IF you had to name the one thing that repeatedly makes you angriest/happiest, what would it be?

IF you could wake up tomorrow in your own bed but in another place anywhere in the world, where would you like to be?

IF you suddenly found the courage to do one thing you have always been afraid of doing, what would you want it to be?

IF you could change your name to any name, what would you choose?

IF you were to pick one thing that always makes you smile, what would you choose?

IF you could have any job you wanted, what would it be?

IF you could pass any law to help the environment, what would it be?

IF you were to name the one possession that means the most to you, what would it be?

IF you were to name the people or person you have the most compassion for, who would it be?

IF you had to describe yourself as a child in one word, what would it be?

## Great Questions

- When making decisions, do you trust more in facts or feelings?
- How can people tell if you are really angry? Is it easy or difficult to tell?
- What are three things that are most important in your daily schedule?
- What are three questions you would most like to ask God?
- What person (living or dead) is closest to being your hero?
- If you were to completely stop watching TV for a year, what would you do with the extra time?
- What do you look forward to most (least) about growing old?
- What three things do you believe without any doubts?
- If you could have 4 guests for dinner from any time in history, who would you choose and why?

## Poor Jim Game

1. Arranges students in a circle.
2. Then introduce the game of “poor Jim is going on a trip and he is taking a \_\_\_\_\_ (students have to say the complete sentence and insert something i.e. piece of clothing, an animal, a food, etc. that begins with the first letter of the student’s name).
3. The next student repeats the sentence with the item with the first student, adding his own item that begins with the first letter of his name and the chain continues.

**Note:** If the class is really large, divide into two teams rather than have the last student have to remember 20 items!

## How Many Things Can You Think Of That...?

In small groups or pairs, students try to think of as many things as they can that fit into a description in the following list. After a few minutes, have the groups share their lists and see who has come up with the most items.

How many things can you think of that...

- |  |                      |
|--|----------------------|
| • are bigger than you are that is an animal? | • are rectangular?   |
| • are round?                                 | • make a noise?      |
| • work on electricity?                       | • have handles?      |
| • you can use to sit on?                     | • are made of paper? |



## Practice Your Memory

1. Choose a print/picture that is large enough for students to see that shows people, a busy scene, a room in a house with furniture, an outdoor activity, etc.
2. Show the picture to the class for a set amount of time (30 seconds to 1 minute).
3. Then turn over the picture and list all the words describing the picture that the students can remember. Do not confirm or reject any words.
4. Finally show the picture again to see if there are any additional items in the picture that was forgotten by the students.

## Consequences

1. Divide the class into small groups or pairs.
2. Give each group an action card, and have students think of all the possible long-term and short-term consequences this action may have.
3. Set a time limit and then let each group share.
4. Open it up for other groups to add their thoughts to this action and consequence.
  - A 25-hour work week becomes a law. (ex.: less income, people have to work 2 jobs, transportation to jobs, more time at home)
  - A driver empties a tank full of poisonous waste into the river near the town.
  - Animal merchants catch the last animals of a dying species and sell them to zoos.
  - Men can get off work for 6 weeks each time a new baby is born in their family.
  - Robots that can do housework are built.
  - Scientists discover that cancer is caused by pollution.
  - A group of boys always use the tram without paying.

## Jigsaw Guessing

1. Students will work in small groups or pairs.
2. Using the questions or statements, they supply a word that is the answer.
3. Using the first letter of the four words for each number, the students will spell a word.

4. After completing all 7 words, list the first letter of each of the seven words, and the class must make one word from those letters.

- a. YEAR (Yawn, Eat, Accident, Ride)
  - when you are sleepy, you \_\_\_\_\_
  - at a mall, we \_\_\_\_\_ food
  - when two cars collide, it is an \_\_\_\_\_
  - the tram \_\_\_\_\_ costs 20 cents
- b. APPLE (Afternoon, Panda, Postman, Like, Elephant)
  - time of day after lunch is \_\_\_\_\_
  - a type of bear that is black and white is a \_\_\_\_\_
  - the \_\_\_\_\_ delivers the mail
  - I dislike beets, but I really \_\_\_\_\_ to eat carrots
  - a large animal with a trunk is a(n) \_\_\_\_\_
- c. DESK (Dear, Eleven, Song, Knife)
  - a letter always began with \_\_\_\_\_ Sasha,
  - the number after ten is \_\_\_\_\_
  - on the radio I like to listen to my favorite \_\_\_\_\_
  - I need a \_\_\_\_\_ to cut my meat
- d. INTO (India, Name, Tea, Old)
  - Gandhi was from \_\_\_\_\_
  - my family \_\_\_\_\_ is Gott
  - I don't like coffee, but I do drink hot \_\_\_\_\_
  - opposite of young is \_\_\_\_\_
- e. LAMP (Love, Answer, Moon, Pen)
  - I will always \_\_\_\_\_ my children
  - a question must have an \_\_\_\_\_
  - at night, I like to watch the stars and the \_\_\_\_\_
  - I like to write with a \_\_\_\_\_, not a pencil
- f. OVER (Orange, Valley, End, Rich)
  - if you mix red and yellow, you get the color \_\_\_\_\_
  - between the two mountains is a lush, green \_\_\_\_\_
  - opposite of beginning is the \_\_\_\_\_
  - opposite of poor is \_\_\_\_\_
- g. HAND (Happy, Australia, New, Difficult)
  - opposite of sad is \_\_\_\_\_
  - the city of Melbourne is in \_\_\_\_\_
  - opposite of old is \_\_\_\_\_
  - the exam was not easy, but very \_\_\_\_\_

The first letters of the group words form HOLIDAY (read backwards from (g) to (a))

This is how it should look:

Y	E	A	R	
A	P	P	L	E
D	E	S	K	
I	N	T	O	
L	A	M	P	
O	V	E	R	
H	A	N	D	

### Creating an Island

- The teacher sets up this activity with the following information:  
You are a very wealthy person, and you have just purchased an island. No one has ever lived there, and nothing has ever been built or disturbed from its natural setting.
- Pass out blank copy paper and markers.
- Tell students that they must design a flag for their country that represents their island country (Ex. – American flag has stars for each state, red & white stripes for blood & peace, 13 stripes for the first 13 colonies. The Ukrainian flag has blue for sky and yellow for grain/wealth of land).
- Have students share their flag design with the person sitting next to them.
- The students must decide who will live on the island (family, friends, anyone that comes there).
- In groups of 2 or 3, have the students decide on the type of educational system they want in the schools from kindergarten through university.
- Have the same groups decide on the type of government and its structure, laws & enforcement.
- After each group time, allow several groups to share their ideas and for other groups to ask questions and make comments.
- You can display the flags, and if you have time in class, they can work on this project a second day.
- On the last day you use this activity, ask students to create their money. Give them back their flags and markers and have them draw their currency.

Additions:

- Sights they would have, natural or manmade
- Name of their capital city

- Main mode of transportation (cars, trains, etc.)
- Types of entertainment, restaurants

**Note:** This list of additions could be endless with some 'creative' students.

## Tongue Twisters

These are for use in Intermediate levels only. They are to be used ONLY to work on improving the "v", "th", and hard and soft "ch" sounds. Do not spend more than 2-3 minutes on each one.

V: Victor found five very fine vests on sale in the village.

TH: Timothy's birthday is on Thursday, the thirtieth of this month.

CH/SH: Charlie sells cheese in the shop by the seashore.

## Homonyms

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

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

The homonyms chosen are those that are the most useful, but the list is not exhaustive. However, it is 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 allowing 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    axe  
 add    ad  
 aisle    isle  
 ate    eight  
 aloud    allowed

**B**

bail    bale  
 bald    bawled  
 bare    bear  
 beat    beet  
 bee    be  
 birth    berth  
 border    boarder  
 boy    buoy  
 build    billed  
 by    buy

**C**

capital    capitol  
 carrot    carat  
 ceiling    sealing  
 cellar    seller  
 cent    sent  
 cheap    cheep  
 coarse    course  
 council    counsel  
 crews    cruise

**F**

fair    fare  
 feat    feet  
 find    fined  
 fir    fur  
 flea    flee  
 flour    flower  
 fourth    forth  
 foul    fowl

**G**

gait    gate  
 gourd    gored  
 grate    great  
 guessed    guest

**H**

hair    hare  
 hour    our  
 hall    haul  
 heal    heel  
 herd    heard  
 hew    hue  
 him    hymn  
 hole    whole  
 horse    hoarse

**I**

idol    idle  
 in    inn

**M**

made    maid  
 mail    male  
 manner    manor  
 meat    meet  
 mourning    morning

**N**

naval    navel  
 night    knight  
 none    nun

**O**

oar    ore  
 one    won

**P**

paced    paste  
 packed    pact  
 pain    pane  
 pale    pail  
 paw    pa  
 peace    piece  
 pear    pair  
 pier    peer  
 plain    plane  
 praise    prays

profit    prophet

**Q**

quartz    quarts  
 queue    cue

**S**

sail    sale  
 scent    sent  
 sea    see  
 seen    scene  
 sew    sow  
 shone    shown  
 sight    cite  
 soar    sore  
 son    sun  
 stare    stair  
 suite    sweet  
 sum    some  
 symbol    cymbal

**T**

tale    tail  
 taught    taut  
 team    teem  
 teas    tease  
 tense    tents  
 their    there  
 throne    thrown  
 toe    tow  
 toad    towed  
 too    two to

**U**

urn    earn  
 use    ewes

**Homonyms (continued)****D**

dam damn

dear deer

dents dense

dew do

doe dough

dual duel

dye die

**E**

earn urn

eight ate

eye I

**K**

kernel colonel

knead need

knew new

knot not

know no

knows nose

**L**

lane lain

lax lacks

lead led

leased least

lesson lessen

lien lean

loan lone

**R**

rain reign

raised razed

rap wrap

rays raise

read reed

receipt reseat

reel real

ring wring

road rowed

rows rose

**V**

vain vein

vice vise

**W**

wade weighed

wail whale

waist waste

want wont

weigh way

wood would

write right

**Y**

you ewe

yolk yoke

your you're