



English Language Dynamics

Crossover Lessons, Charts, & Extra Activities

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English Language Dynamics

Crossover Getting Started

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

Giving them what they want – English language

That we may give them what they need – Jesus.

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

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

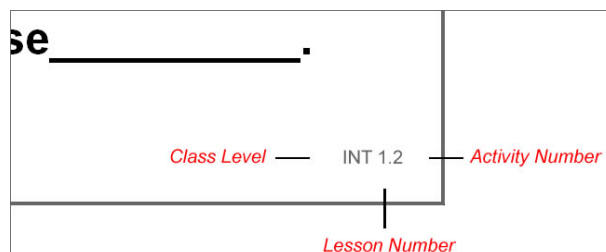
Our staff of over 100 volunteers, who have been on multiple ministries, will lead the way in preparing these new lessons.

Lesson Preparation

All team members who are assigned to Crossover classes will prepare **lessons 1 to 7 which must be taught in order**. You may then choose one more lessons from lessons 8 - 11. 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. Note that some extra activities are appropriate for use with specific lessons and some are for general use. Choose the extra activities which interest you most.

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



Cue Card and Wall Chart Code Sample

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

Classroom Preparation

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

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

Teaching Tips

The following principles are basic to effective teaching;

1. Speaking a second language follows the same pattern people use to learn the first:
 - a. Listening and understanding (comprehending)
 - b. Speaking
 - c. Reading
 - d. Writing
2. Second language learning requires repetition and practice. Students must repeat new words and phrases from 40 to 60 times to internalize the words.
3. Proper grammar is not taught by rules – it is taught by correct modeling. Avoid correcting students and interrupting students during conversation practice making them feel embarrassed and discouraged. **The best way to correct mistakes** is to restate the word or sentence correctly and have students repeat it after the conversation practice is completed.
4. Students learn best in a **non-threatening atmosphere** of acceptance and encouragement. It is important to tell the students several times during a lesson that they are doing a good job.
5. Students should do most of the speaking in class. They are the ones who need practice and not the teachers!
6. To maximize student practice time:
 - a. Teachers should not talk more than 10% of the time.
 - b. Put the students in pairs for conversation practice whenever possible.
 - c. Have students repeat new phrases and sentence structures 1 – 3 times as needed.
 - d. Always model how to do an activity and communication practice.
7. Students shouldn't copy wall charts and cue cards until the activity is almost over. Keeping the class moving through the activity ensures that all of your students are paying attention to your instructions and participating. Near the end of the activity allow students to copy the wall charts if they want to. Be careful to manage your students time so that you don't find yourself at the end of class trying to get everyone to general session, while they are busily making notes.
8. 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.

Drill Descriptions

Repetition is the key to language learning for all fluency levels.

It is necessary to understand the following terms in these lessons:

Repetition Drill

1. Teacher repeats the new word, phrase or sentence slowly, consistent intonation 3 to 5 times while pointing to one cue card or object.
2. Students repeat with teacher all together as directed by the teacher in unison until majority of class speaks understandably.
3. Pronunciation can be practiced in small groups of 2 – 3 students or individuals repeating after teacher.

Substitution Drill

After learning a sentence pattern, students substitute different words from the word power list to fill in the blank in the sentence pattern.

Example:

‘I am wearing a shirt.’ ‘I am wearing a jacket.’

Chain Drill

After teaching question and answer, students ‘chain’ the sentence patterns around the circle. A question mark (?) card is passed around the circle to indicate that the student should ask the question.

Example:

Teacher (holding ‘?’ cue card): ‘My name is Sharon. What is your name?’

Student A (holding ‘?’ cue card); ‘My name is Alex. What is your name?’

Student B (holding ‘?’ cue card): ‘My name is Tanya. What is your name?’

Each student asks the next student until each has practiced.

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

Crossover Lesson 1 : Let's Get Acquainted

Objectives

- Greet Students by taking attendance.
- Teachers and Students introduce themselves to each other.

Classroom Learning Activities:

Activity	Resources
1. Attendance	Students Registration Sheets
2. Introduce Yourself	Topic Words Chart Sentence Starter Chart
3. Allow Students Time for Writing	Topic Words Chart Sentence Starter Chart Blank Paper

Activity 1	Resources Needed
Attendance	Students Registration Sheets

Procedure

1. Greet students as they enter room or space provided for your class. Ask them to be seated. **Smile and be friendly.**
2. Gather student registration forms one student at a time. Look over the form and say each student's name back to them. 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.

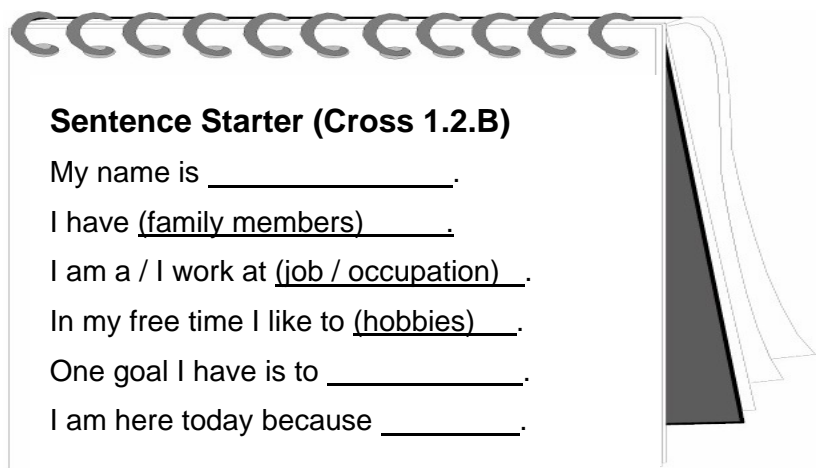
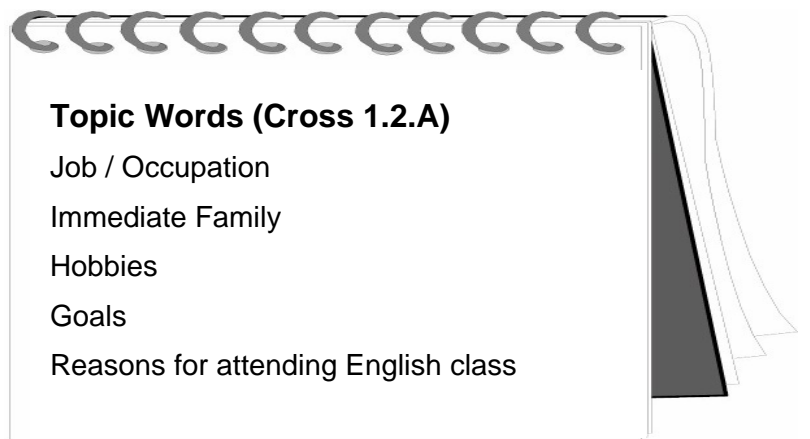
This procedure may take some time with a large class, but it is very important in building relationships. As you are working, they are listening to your voice and listening to understand. They are as nervous as you are. Don't rush!!

Activity 2	Resources Needed
Introduce Yourself	Topic Words Chart Sentence Starter Chart

Procedure

1. Tell the students that today's focus will be on getting acquainted. Each student will introduce themselves to the class using sentence starters.
2. Model an introduction of yourself using the sentence starter wall chart. **Do not show wall chart at this time.** You will display the chart in the following step.
3. Introduce the topic words from the Topic Words Wall Chart. Have the students repeat the words for pronunciation. Ask if anyone needs the words defined. Display the wall chart for word clarification. **Do not let students write the topic words at this time.** Time will be given later.
4. Display the wall chart for their use as a guide. Repeat your own introduction and explain that each student will introduce himself or herself in the same manner.
5. Have each student introduce themselves using the sentence starters.

Watch your time. If you see that you will not have time for each student to introduce themselves, have them split into groups of 2-3 for introductions.



Activity 3	Resources Needed
Allow Students Time for Writing	Topic Words Chart Sentence Starter Chart Blank Paper

Procedure

1. Allow students to use the last five minutes of class to write topic words and sentence starters from displayed charts.
2. Ask students to bring 2 or 3 photos of their immediate family for use in tomorrow's lesson. If they do not have a recent photo, ask them to draw a picture representing their family. Provide paper if needed.

Job / Occupation

Immediate Family

Hobbies

Goals

Reasons for attending English class

My name is _____.

I have _____ . (family members)

I am a / I work at _____ . (job / occupation)

In my free time I like to _____ . (hobbies)

One goal I have is to _____ .

I am here today because _____ .



English Language Dynamics

Crossover Lesson

2 : Character & Physical Descriptions

Objectives

- Learn vocabulary for positive and negative character qualities.
- Practice describing a good friend's character qualities.
- Learn vocabulary for giving a person's physical description.
- Practice giving a physical description of oneself and another person.

Reminder: Take attendance and welcome new students to your class. Introduce yourself.

Classroom Learning Activities:

Activity	Resources
1. Character Quality Word Power	Negative Character Qualities Word Power Wall Chart Positive Character Qualities Word Power Wall Chart
2. Communication Practice	Pronoun Chart Sentence Starter Wall Chart
3. Physical Description Word Power	Word Power Wall Chart; Pictures of many persons having different physical descriptions
4. Physical Descriptions In Statements	Statement Pattern Wall Chart
5. Homework	Name Acrostic Wall Chart Photo of Your Immediate Family

Conversation Starter: (for use during attendance check)

Ask each student, " _____, tell me one thing that happened on the way to English class today."

Encourage them to tell you how they traveled, if traffic was slow, how many minutes it took, etc. Your goal is **to get them talking!**

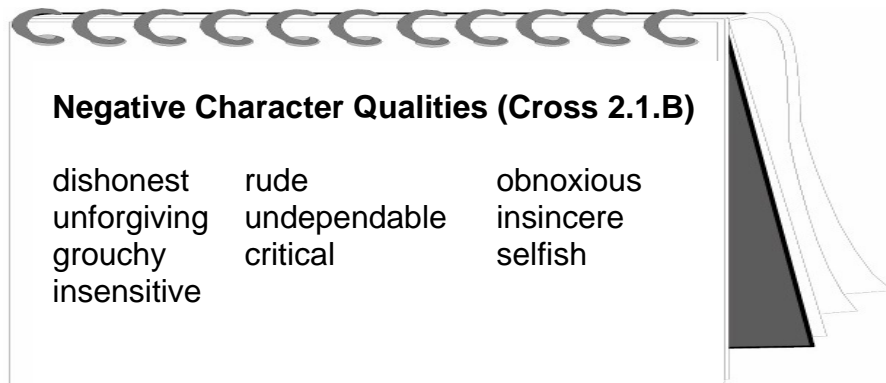
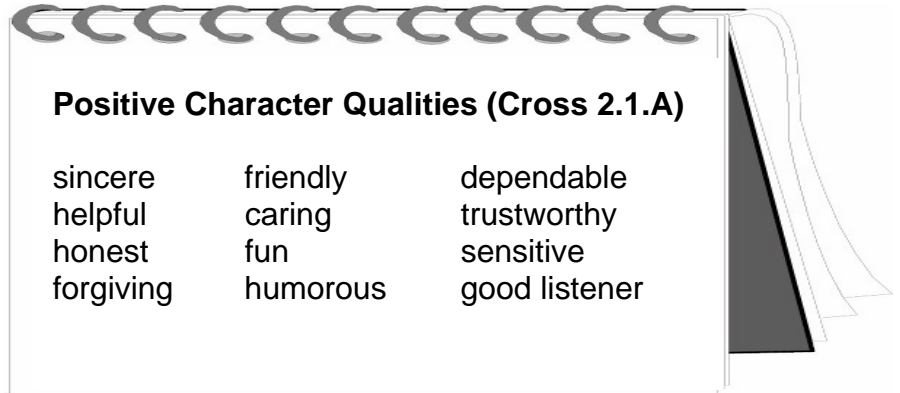
Activity 1	Resources Needed
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Character Quality Word Power

Negative Character Qualities Word Power Wall Chart
 Positive Character Qualities Word Power Wall Chart

Procedure

1. Practice pronunciation of character quality words.
2. Define all words using them in sentences if necessary.
3. Display wall charts and repeat each word for review.



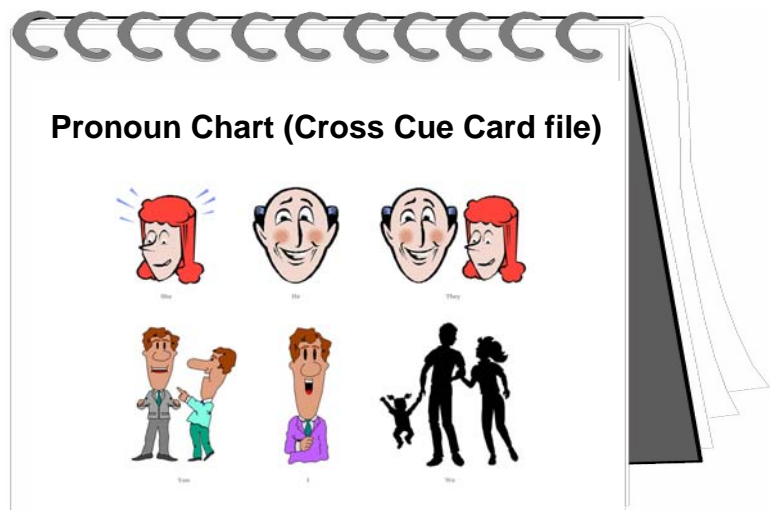
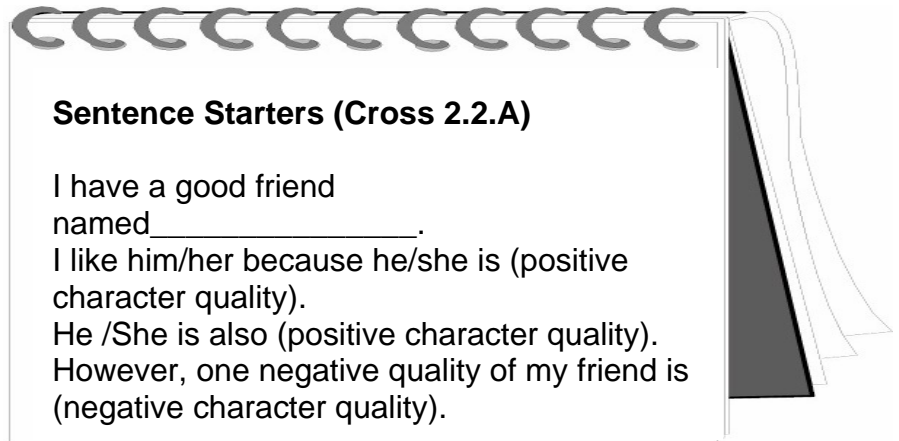
Activity 2	Resources Needed
Communication Practice	Pronoun Chart Sentence Starter Wall Chart

Procedure

Review the use of pronouns with the Pronoun Chart (I, he/him, she/her, we, they and you).

1. Tell about a good friend of yours using the sentence starters.
2. Display sentence starter wall chart. Divide students into groups of 2-4. Explain that each student will use the sentence starters to tell about one of their friends.
3. Students practice using sentence starters. This should take 5-10 minutes.
4. Lead class in a brief discussion of the question, "Which of the character qualities is your strongest?"

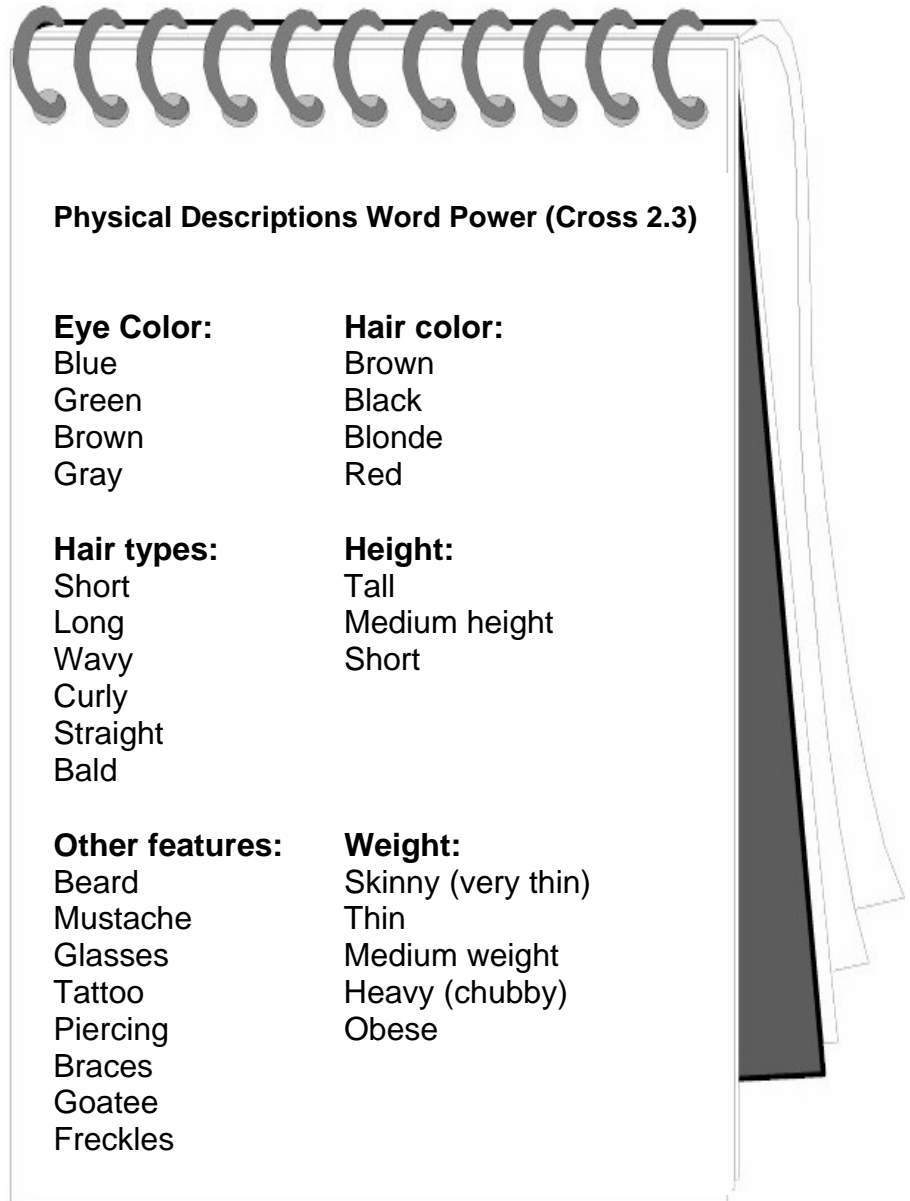
Note: The Pronoun Chart is the last page of the Cue Cards file – so that it can be printed in color.



Activity 3	Resources Needed
Physical Description Word Power	Physical Descriptions Word Power Wall Chart; Pictures of many persons having different physical descriptions

Procedure

1. Practice pronunciation for physical description words.
2. Display 3-4 pictures of various persons for the class to observe as you describe each person using the statement patterns.



Activity 4	Resources Needed
Physical Description In Statements	Statement Pattern Wall Chart

Procedure

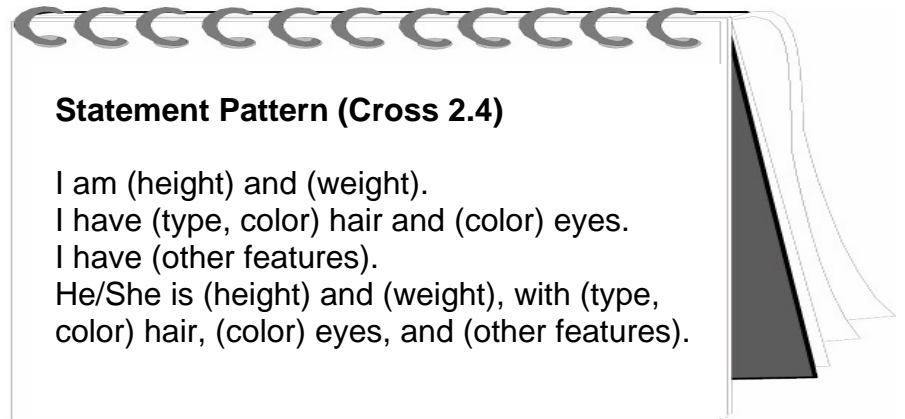
1. Display physical descriptions topic statements wall chart.

2. Using repetition and or substitution drills have students practice giving physical descriptions using statement patterns. First describe themselves and then describing the person sitting next to them.

If you find that this is too personal for them to do have the students use the displayed pictures in their statements.

3. Allow students time to copy all of the vocabulary and sentence starters and topic statements.

Note: *Height* and *weight* should be the words learned in Activity 3 (*Cross 2.3*) not student's actual measurements.



Activity 5	Resources Needed
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Homework

Name Acrostic Wall Chart

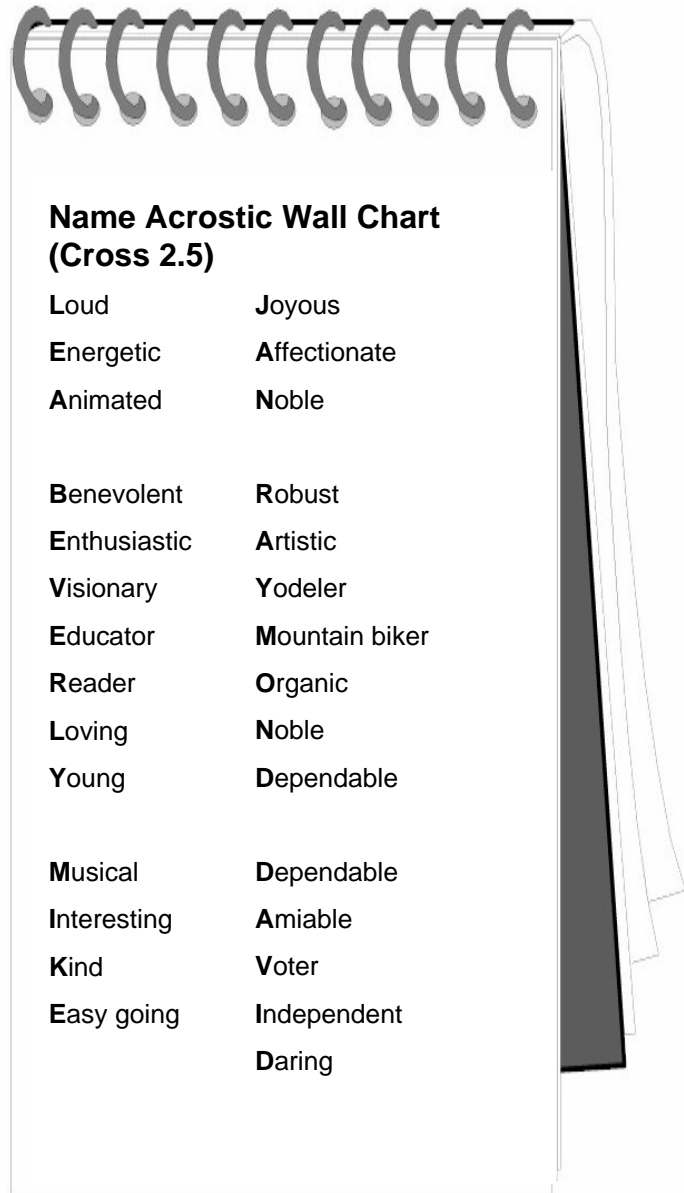
Photo of Your Immediate Family

Procedure

On the wall chart prepare an Acrostic with your name, using each letter as the first letter of a word that describes you in some way (a characteristic, a descriptive term, hobbies, things you like). Be ready to tell why each word was chosen.

1. Display acrostic wall chart with your name, and explain what each word tells about you.
2. Show class the photo of your immediately family and remind them to bring one of their family tomorrow.

* If possible enlarge your photo so that it is easily seen by all of the students.*
3. Dismiss class and return with your students to closing session.



sincere

friendly

dependable

helpful

caring

trustworthy

honest

fun

sensitive

forgiving

humorous

good listener

dishonest

rude

obnoxious

unforgiving

undependable

insincere

grouchy

critical

selfish

insensitive

I have a good friend named _____.

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

He /She is also (positive character
quality).

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

Eye Color:

Blue
Green
Brown
Gray

Hair color:

Brown
Black
Blonde
Red

Hair types:

Short
Long
Wavy
Curly
Straight
Bald

Height:

Tall
Medium height
Short

Other features:

Beard
Mustache
Goatee
Glasses
Tattoo
Piercing
Braces
Freckles

Weight:

Very Thin
Thin
Medium Weight
Heavy (chubby)
Obese

I am (height) and (weight).

I have (type, color) hair and (color) eyes.

I have (other features).

He/She is (height) and (weight), with (type, color) hair, (color) eyes, and (other features).

Loud
Energetic
Animated

Joyous
Affectionate
Noble

Benevolent
Enthusiastic
Visionary
Educator
Reader
Loving
Young

Robust
Artistic
Yodeler
Mountain biker
Organic
Noble
Dependable

Musical
Interesting
Kind
Easy going

Dependable
Amiable
Voter
Independent
Daring



English Language Dynamics

Crossover Lesson 3 : Leisure Activities

Objectives

- Learn vocabulary for leisure activities.
- Express personal preferences focusing on simple past, present, and future verb tenses.
- Practice inviting someone to participate in leisure activities.
- Plan an activity.

Classroom Learning Activities:

Activity	Resources
1. Leisure Activities Word Power	Leisure Activities Word Power Wall Chart Leisure Activities Dialogue Wall Chart Leisure Activities Cue Cards
2. Invite a Friend To Participate In a Leisure Activity	Invitation Dialogue Wall Chart
3. Plan a Class Activity	Blank cling sheet Blank paper for groups

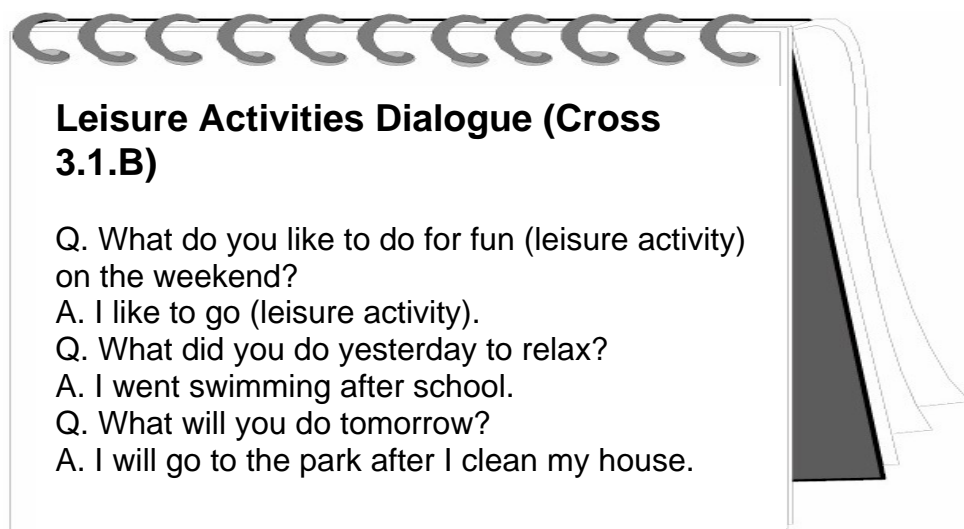
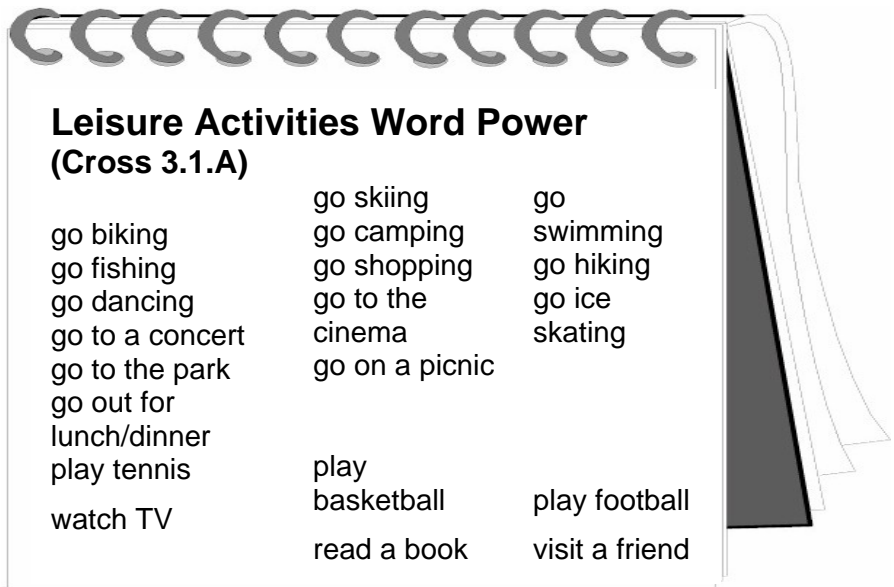
Conversation Starter

“_____, what did you do last summer?” “Last summer, I _____.” (Answer in complete sentences only.)

Activity 1	Resources Needed
Leisure Activities Word Power	Leisure Activities Word Power Wall Chart Leisure Activities Dialogue Wall Chart; Leisure Activities Cue Cards

Procedure:

1. Introduce the vocabulary by having students repeat the words for pronunciation using the cue cards. Display the Leisure Activities Wall Chart and ask if there are any questions about any of the words.
2. Display the Question and Answer Dialogue Wall Chart. With the help of a student, demonstrate how the class will practice the vocabulary in chain drill fashion.
3. Divide the students into groups of 4-6 and have them practice in chain drill fashion. Allow them to each practice twice.



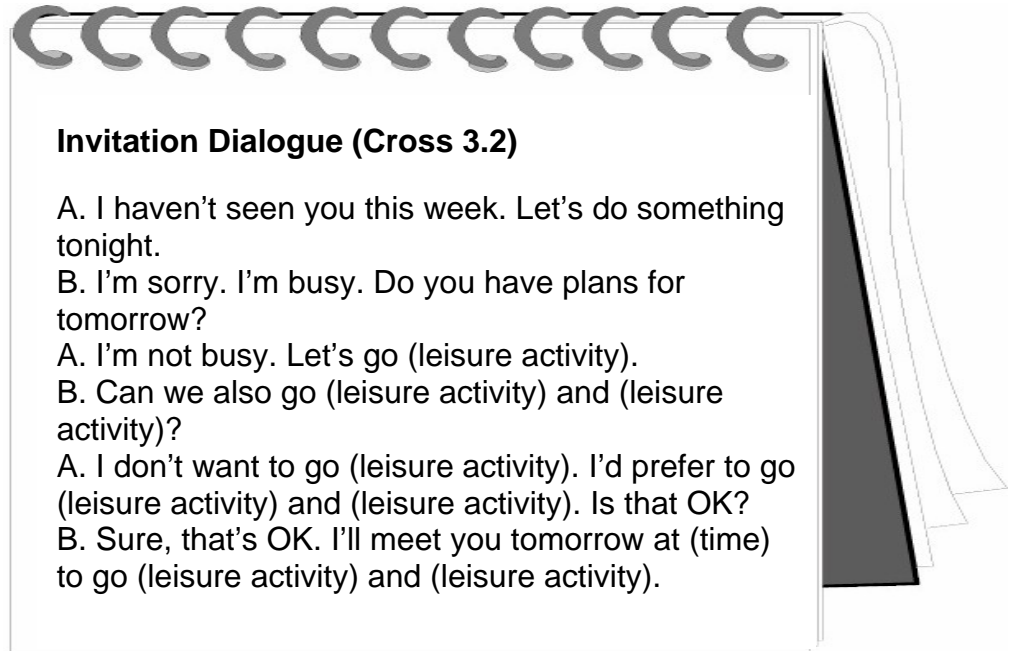
Activity 2	Resources Needed
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Invite a Friend To Participate In a Leisure Activity

Invitation Dialogue Wall Chart

Procedure

1. Display Invitation Dialogue Wall Chart. Model the dialogue to be used by having a student to help you.
2. Divide students into pairs. Have them practice the dialogue twice, once as person A and once as person B.



Invitation Dialogue (Cross 3.2)

A. I haven't seen you this week. Let's do something tonight.

B. I'm sorry. I'm busy. Do you have plans for tomorrow?

A. I'm not busy. Let's go (leisure activity).

B. Can we also go (leisure activity) and (leisure activity)?

A. I don't want to go (leisure activity). I'd prefer to go (leisure activity) and (leisure activity). Is that OK?

B. Sure, that's OK. I'll meet you tomorrow at (time) to go (leisure activity) and (leisure activity).

Activity 3	Resources Needed
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Plan a Class Activity

Blank cling sheet

Blank paper for groups

Procedure

1. Group students into groups of 3-4. Give each student a half sheet of paper.
2. Ask students to list the most popular leisure activities in their country.
3. Ask students to compare their lists within their group and choose the 3 most popular.
4. Have each group report their 3 most popular activities. List all of them on the cling sheet. Vote or choose the 3 most popular to use to plan a class outing.
5. Divide class into 3 groups and ask each group to plan a class outing focused on one of the activities. Plans should include date, time, place and who is responsible for specific preparations needed.
6. Have a spokesman for each group present the outing.

go biking

go skiing

go swimming

go fishing

go camping

go hiking

go dancing

go shopping

go ice skating

go to a concert

go to the cinema

play soccer

go to the park

go on a picnic

go out for lunch/dinner

play tennis

play basketball

play football

watch TV

read a book

visit a friend

Q. What do you like to do for fun (leisure activity) on the weekend?

A. I like to go (leisure activity).

Q. What did you do yesterday to relax?

A. I went swimming after school.

Q. What will you do tomorrow?

A. I will go to the park after I clean my house.

A. I haven't seen you this week. Let's do something tonight.

B. I'm sorry. I'm busy. Do you have plans for tomorrow?

A. I'm not busy. Let's go (leisure activity).

B. Can we also go (leisure activity) and (leisure activity)?

A. I don't want to go (leisure activity). I'd prefer to go (leisure activity) and (leisure activity). Is that OK?

B. Sure, that's OK. I'll meet you tomorrow at (time) to go (leisure activity) and (leisure activity).



English Language Dynamics

Crossover Lesson 4 : Tour Guides

Objectives

- Learn vocabulary for planning a tour.
- Students use English-speaking skills to plan a tour for visitors to their city.

Classroom Learning Activities:

Activity	Resources
1. Word Power For Planning Tours	Word Power Wall Chart
2. Sentence Structures	Tour Sentences Wall Chart
3. Plan A Tour Of The City	Guidelines for a Tour Wall Chart; Blank paper
4. Tour Presentations	

Cautions

Students should only speak English while doing this exercise. Encourage them during their planning time to speak only in English. Watch your time. Each group should be allowed 5 minutes to present their tours.

Conversation Starter

“If you could live in any country in the world, where would you like to live?” “I would live in.....”

Suggestions

Teacher may want to print a small map of this city before the trip; you may want to purchase a city map or post cards if available

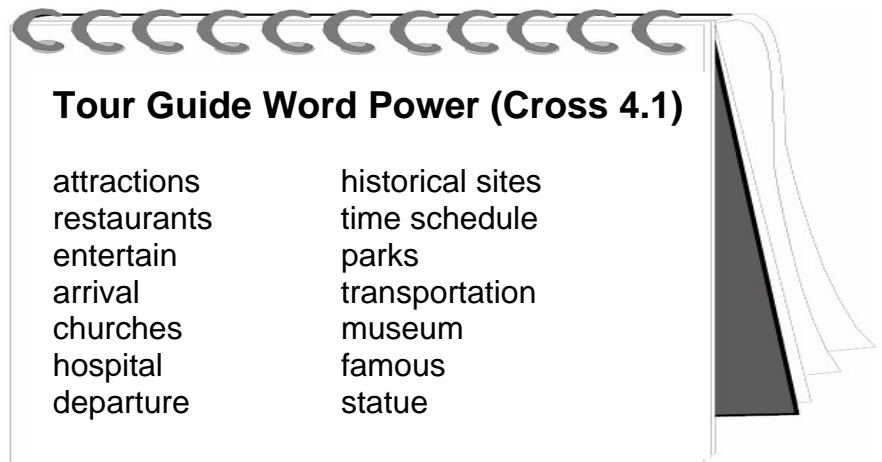
Activity 1	Resources Needed
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Word Power For Planning Tours

Word Power Wall Chart

Procedure

1. Have students repeat the words for pronunciation
2. Define any words students do not understand.
3. Use words in sample sentences for clarification.
4. Display the word power wall chart. Repeat each word one more time.



Note: Ask students for other words about their city that could go on this chart.

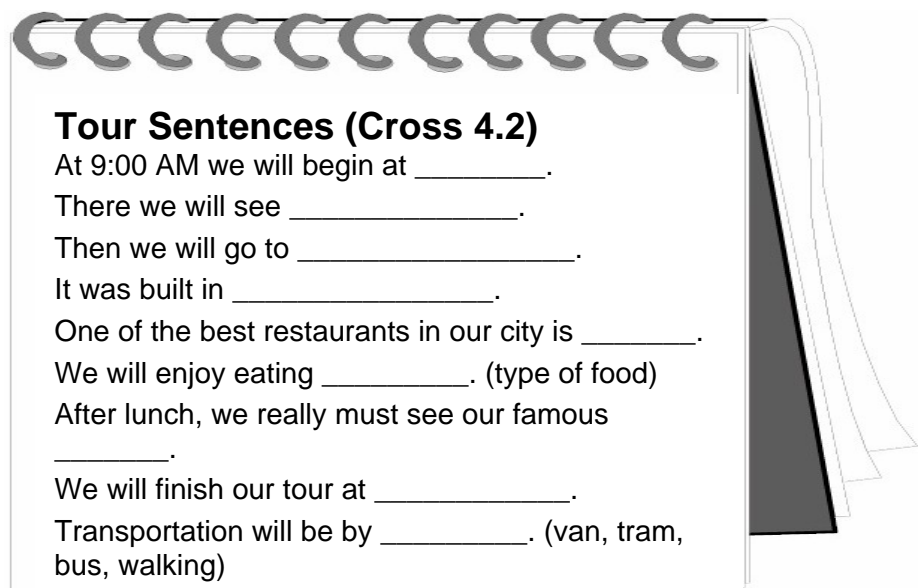
Activity 2	Resources Needed
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Sentence Structures

Tour Sentences Wall Chart

Procedure

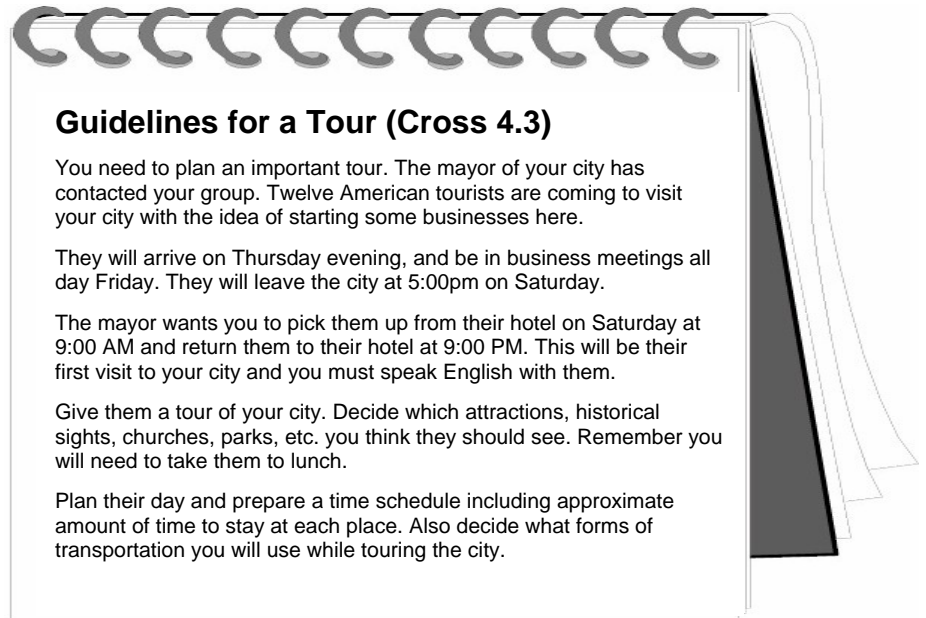
1. Teacher models each sentence and students repeat several times filling the blanks with words from tour guide vocabulary. Encourage students to also fill the blanks with specific places in their city.
2. Display sentence wall chart and read through the starters one more time.



Activity 3	Resources Needed
Plan A Tour Of The City	Guidelines for a Tour Wall Chart Blank paper

Procedure

1. Tell the students that they will be planning a tour of their city for American tourists.
2. Display the Guidelines for a Tour Wall Chart and read the assignment. Ask for questions.
3. Divide students into groups of 3. Give each group blank paper to work on. Explain that they will have about 15 minutes to complete their plans.
4. Help in any way you can with the groups.
Encourage students to speak only English.
5. Give the students a five minute warning. Call for the groups to return to their seats to listen to the reports.



Activity 4	Resources Needed
Tour Presentations	

Procedure

1. Ask each group to present their tour to the class. Each member of the group must be part of the presentation!
2. Have each group present their tour to the class.
3. Encourage the class to congratulate each group on a "job well done." Watch your time!

attractions

restaurants

entertain

arrival

churches

hospital

departure

historical sites

time schedule

parks

transportation

museum

famous

statue

At 9:00 AM we will begin at _____.

There we will see _____.

Then we will go to _____.

It was built in _____.

One of the best restaurants in our city is _____.

We will enjoy eating _____. (type of food)

After lunch, we really must see our famous _____.

We will finish our tour at _____.

Transportation will be by _____. (van, tram, bus, walking)

Cost will be _____ per person.

You need to plan an important tour. The mayor of your city has contacted your group. Twelve American tourists are coming to visit your city with the idea of starting some businesses here.

They will arrive on Thursday evening, and be in business meetings all day Friday. They will leave the city at 9:00 PM on Saturday.

The mayor wants you to entertain them on Saturday from 9:00 AM until their departure at 9:00 PM. This will be their first visit to your city and you must speak English with them.

Give them a tour of 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. Also decide what forms of transportation you will use while touring the city.



English Language Dynamics

Crossover Lesson 5 : Restaurants and Menus

Objectives

- Review restaurant word power
- Learn and practice using appropriate phrases for ordering from a restaurant.

Classroom Learning Activities:

Activity	Resources
1. Review/Learn Restaurant Word Power	Restaurant Word Power Wall Chart Restaurant Menu Wall Chart Common Phrases Wall Chart Place Setting Chart
2. Practice Ordering From A Menu	Props and Cue Cards for Restaurant Role Play Copies of Carl's Café Menu
3. Restaurant Menus	Restaurant Menus Brought From The US

Conversation Starter

“What is your favorite food, _____?” “My favorite food is _____.”

Activity 1	Resources Needed
Review/Learn Restaurant Word Power	Restaurant Word Power Wall Chart Carl's Cafe Menu Wall Chart Place Setting Chart Common Phrases Wall Chart

Procedure

1. Have students repeat the words for pronunciation.
2. Display the Restaurant Word Power Wall Chart. Review the words and clarify any unknown words. Check to be sure that students can read and understand money amounts. Clarify that the decimal means "and" in English.
3. Display Carl's Café Wall Chart. Allow time for students to read over the menu and ask you to clarify any words or phrases they don't know. Give answers.
4. Display the Common Phrases Wall Chart. Review the phrases and be sure students understand their use and meaning.

Restaurant Word Power (Cross 5.1.A)

Host	Hostess	Waiter
Waitress	Plate	Fork
Spoon	Knife	Glass
Napkin	Cup	Toilet

\$1.50 = One dollar and fifty cents/"a dollar fifty"

Place Setting Chart (Cross 5.1.B)

Note: Toilet and WC (Water Closet) are frequently used throughout Europe. It would be good to tell your students that in the US they may only see the words 'Restrooms', 'Men', and 'Ladies' on the restroom doors.

Common Phrases (Cross 5.1.C)

Host/Hostess	"Welcome to Carl's Café. How many, please?" "I will have your table ready in just a minute."
Waitress/Waiter	"Here is your table. Victor will be your server tonight. Enjoy your meal". "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?"
Customer	"Can I get you anything else?" "Please" "Thank you" "I'd like _____". "May I have some more _____? Please." "I'd like the check, please". "Where is the toilet?"

Activity 2**Resources Needed**

Practice Ordering From A Menu

Props and Cue Cards 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 and four sets of cue cards (available in the Crossover Cue Cards File). If possible, set up the room with a table and four chairs put the cue cards on another table.

Students not role playing can be seated and observing.

Procedure

Assign students to role play the following:

- Host / Hostess
- Waiter / Waitress
- 3 – 4 Customers
- 1 Food Preparer (optional)

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 returns with a matching cue card for the order and sets it on the appropriate placemats.
3. The Waiter / Waitress asks the customers for their food order, writes down the food order, and repeats it to verify the order. They take the food order to the Food Preparer who will give the Waiter / Waitress the appropriate cue cards to take back to the customers.

Note: Optionally, if your student levels, room, or class size does not allow the Food Preparer's role to go smoothly, the Waiter / Waitress can retrieve the cue card themselves and return to the table.

4. Waiter / Waitress prepares the check and takes it to 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 3	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.

Host

Hostess

Waiter

Waitress

Plate

Fork

Spoon

Knife

Glass

Napkin

Cup

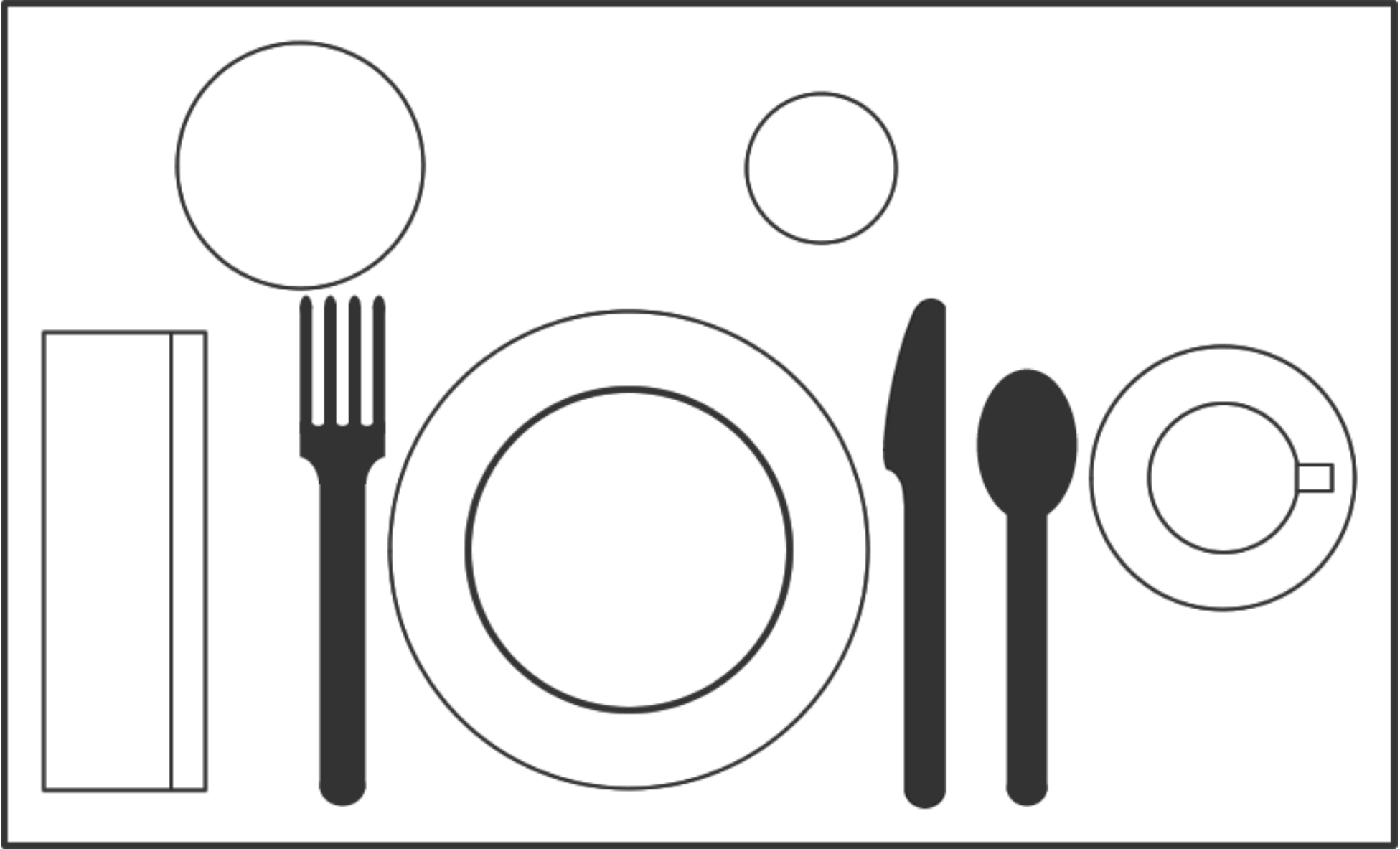
Toilet

\$1.50 = One dollar and fifty cents/“a dollar fifty”

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?”





English Language Dynamics

Crossover Lesson **6 : Success and Opinions**

Objectives

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

Classroom Learning Activities:

Activity	Resources
1. Defining Success	Success Definition Wall Chart; Sentence Starter Wall Chart Blank cling sheet
2. Discuss What Makes A Person Successful	“To Be A Success...” Wall Chart
3. Opinions	3 Opinion Signs Opinion Statements Wall Chart

Conversation Starter

“Tell me one thing you are good at or one thing you’d like to improve.”

“ I am good at _____.” OR “Something I would like to improve _____.”

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

Defining Success

Success Definition Wall Chart
Sentence Starter Wall Chart
Blank cling sheet

Procedure

1. Display Success definition wall chart. Keep the definition covered. Have students repeat the word success for pronunciation.

Success (Cross 6.1.A)

Success:

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

2. Place the students in pairs. Ask each pair to discuss their own definition of success with the class.
3. Ask each pair to share their definition.

4. Uncover the definition of success.
5. Ask students to name things that they believe are necessary for success. Write these on the cling sheet.

Sentence Starters (Cross 6.1.B)

- To be successful, I should.....
- I wish I could....
- If I had \$1,000, I would...

6. Display the sentence starters wall chart. Ask two or three students to finish each statement for the class.

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

Discuss What Makes A Person Successful

“To Be A Success...” Wall Chart

Procedure

1. Display the “To Be A Success...” wall chart. Ask students to choose one of the statements to finish and be ready to give a reason why.
2. Divide the class into groups of 3-4. Have each student finish their statement to the group giving their reason why.

To Be a Success (Cross 6.2)

“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...

Activity 3	Resources Needed
Opinions	3 Opinion Signs Opinion Statements Wall Chart

Preparation:

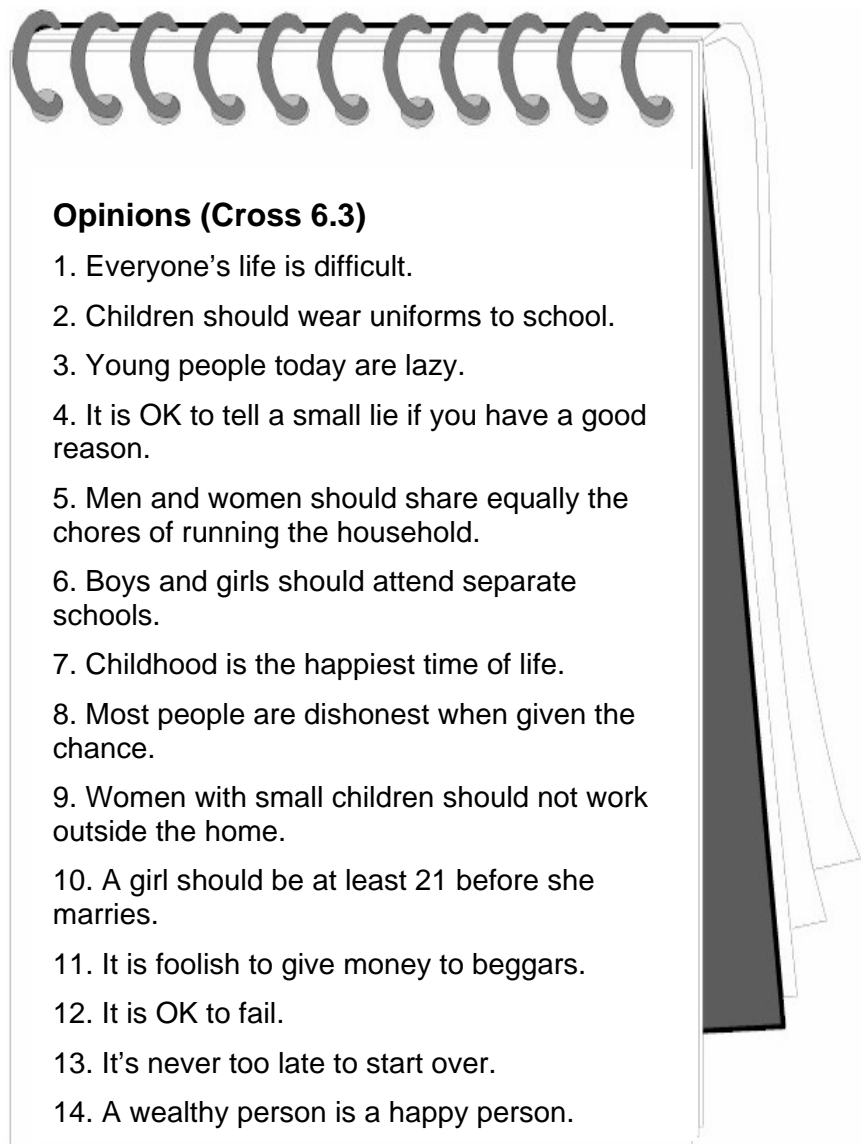
Print the 3 signs included in this file to display around the room. The words are Yes, Maybe, and No. Tape these signs at different areas around the room.

Procedure

1. Call attention to the 3 signs you have taped around the room.
2. Display the Opinions wall chart. Tell students that you are going to read each statement and ask them to express their opinion by walking and standing under the sign that expresses their view of that statement.
3. Encourage discussion of the statements.

Suggestion:

If class space is small or mobility in class is limited, ask students to indicate their response by raising their hand.



Opinions (Cross 6.3)

1. Everyone's life is difficult.
2. Children should wear uniforms to school.
3. Young people today are lazy.
4. It is OK to tell a small lie if you have a good reason.
5. Men and women should share equally the chores of running the 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 the home.
10. A girl should be at least 21 before she marries.
11. It is foolish to give money to beggars.
12. It is OK to fail.
13. It's never too late to start over.
14. A wealthy person is a happy person.

Success:

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

To be successful, I should.....

I wish I could....

If I had \$1,000, I would...

“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...

Yes

Maybe

No

1. Everyone's life is difficult.
2. Children should wear uniforms to school.
3. Young people today are lazy.
4. It is OK to tell a small lie if you have a good reason.
5. Men and women should share equally the chores of running the household.
6. Boys and girls should attend separate schools.
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8. Most people are dishonest when given the chance.
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10. A girl should be at least 21 before she marries.
11. It is foolish to give money to beggars.
12. It is OK to fail.
13. It's never too late to start over.
14. A wealthy person is a happy person.



English Language Dynamics

Crossover Lesson 7 : Time Expressions

Objectives

- Learn time frequency vocabulary and meanings.
- Learn time related idioms.

Classroom Learning Activities:

Activity	Resources
1. Time Frequency Word Power	Time Frequency Word Power Wall Chart
2. Practicing Time Frequency Words Using Questions	Time Frequency Scale Chart Phrase Strips
3. Communication Practice	True/False Statements Wall Chart
4. Idioms	Time Idioms And Definitions Wall Chart Sample Sentence Wall Chart

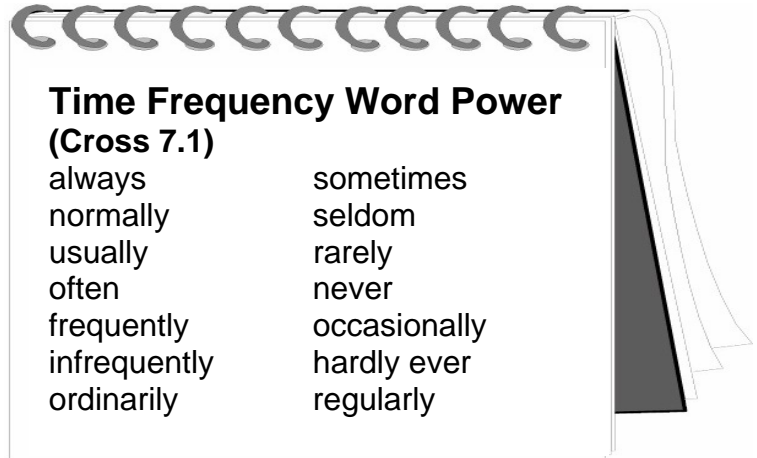
Conversation Starter

“What do you like to do on a rainy day, _____?” “On a rainy day, I like to _____.”

Activity 1	Resources Needed
Time Frequency Word Power	Time Frequency Word Power Wall 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	Phrase Strip Time Frequency Scale Chart

Preparation:

Prepare three sets of the phrases 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 | |

The above words are included in this file and can be cut into strips of paper for use with this lesson.

Procedure

1. Divide class into two or three groups. Pass out sets of phrases 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 phrase strip 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 phrase strip in the stack and repeats the procedure with the next student in line.
 - d. Continue in this chain-drill fashion until all phrase strips have been turned over.

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

Encourage the students to be creative with their answers.

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

Communication Practice

True/False Statements Wall Chart

Procedure

1. Divide the students into groups of 3-4. Assign a True/False statement to each group.
2. 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.
3. 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.
4. Allow students in other groups to challenge that group's opinion or bring up other observations about it. Watch the time.

True/False Statements (Cross 7.3)
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.

Activity 4	Resources Needed
Idioms	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 and ask students for a sample sentence or give them a sample sentence.
6. Display sample sentence wall chart. Fill in the blank of each sentence as a class.

Idioms and Definitions (Cross 7.4.A)

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

about time = finally, but later than it should be

anytime 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

Sample Sentences (Cross 7.4.B)

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 _____.
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 _____ plan Tom's surprise birthday party.

always

normally

usually

often

frequently

infrequently

ordinarily

sometimes

seldom

rarely

never

occasionally

hardly ever

regularly

go to a restaurant

see the sunrise

see the sunset

eat with your family

cook a meal

clean your house

get the hiccups

read the newspaper

go on vacation

read the bible

go to the cinema

visit a relative

watch TV

wear make-up

walk your dog

ride the bus

go to church

exercise

get together with friends

listen to music

go to the doctor

go to a restaurant

see the sunrise

see the sunset

eat with your family

cook a meal

clean your house

get the hiccups

read the newspaper

go on vacation

read the bible

go to the cinema

visit a relative

watch TV

wear make-up

walk your dog

ride the bus

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ride the bus

go to church

exercise

get together with friends

listen to music

go to the doctor

<u>% Of Time</u>	<u>Time Frequency Word</u>	
------------------	----------------------------	--

100%	always	
------	--------	--

75%	usually	ordinarily
-----	---------	------------

regularly	normally
-----------	----------

often	frequently
-------	------------

50%	sometimes	occasionally
-----	-----------	--------------

25%	seldom	infrequently
-----	--------	--------------

rarely	hardly ever
--------	-------------

0%	never	
----	-------	--

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) with out stopping, continuously; (b) very often
about time	= finally, but later than it should be
anytime 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 _____.
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 _____ plan Tom's surprise birthday party.



English Language Dynamics

Crossover Lesson 8 : What's in the Future?

Objectives

- Learn and Practice using new words and phrases.
- Use new words/phrases to discuss opinions about the future

Classroom Learning Activities:

Activity	Resources
1. Introduce Words	Word/Phrase Wall Chart
2. What's Essential? Communication Practice	What's In The Future? Wall Chart Categories Cling Sheet
3. Future Predictions	Where Will We Be In 2025? Wall Chart

Conversation Starter

“What do you want to do 10 years from now?”

Activity 1	Resources Needed
Introduce Words	Word/Phrase Wall Chart

Procedure

1. Display Word / Phrase Wall Chart and have students repeat the words for pronunciation.
2. Say the word and have the students read the sample sentences.
3. Make the following requests of the students to help them clarify the meaning of the vocabulary:

Requests:

Briefly tell about something there is (was/will be) a **shortage** of in your family (your city/country/school, etc.).

Tell something you think is **essential** for a good marriage (good health/ success in school/ a good friendship).

Name something you have taken (are taking/ will take) somewhere **just in case...**

Name something that **came in handy** or **will come in handy** when going camping (going on a picnic/traveling to another country).

Tell something you plan to do **one of these days**.

Word/Phrase (Cross 8.1)

Shortage: not enough

There was a **shortage** of clean water in our city after the storm.

We had a **shortage** of rain last year.

The unusually cold weather caused a **shortage** of fruit.

Essential: necessary, needed

Sunshine is **essential** for the healthy growth of these flowers.

We don't have public transportation in my town, so it's **essential**; to have a car.

Communication is **essential** for a good marriage.

Just in case: in the event that something happens, causing a problem or a need for something

We'll take an umbrella just in case.

I have an extra pen **just in case** this one runs out of ink.

He put extra clothes in his backpack **just in case** they lose his luggage.

Come in handy: be useful

A flashlight might **come in handy** on the camping trip.

They took a rope on the hike because they thought it might **come in handy**.

Let's take this screwdriver with us; it might **come in handy**.

One of these days: indicates intention of doing something – at an indefinite time in the future – which you've been wanting to do, but haven't had the time or courage; or refers to some future expected event

One of these days he's going to paint the house!

There will probably be a cure for cancer **one of these days**.

One of these days I want to go back to England for a visit.

Activity 2	Resources Needed
What's Essential? Communication Practice	What's In The Future? Wall Chart Categories Cling Sheet

Procedure

1. Display "What's in the Future?" Wall Chart. Ask if there are any words listed under items that the students do not understand. Define any words that they do not know.
2. Put students in to groups of 3-4. Read over the instructions for the activity. Clarify any questions. Allow students time to complete the assignment.
3. Display categories cling sheet. Conduct a lively discussion with the class. Ask each group to report one item under each category. Have each group explain why. Record these on the cling sheet. Encourage friendly debate on the words listed. Ask students to think of other items not included in the lists.

What's In The Future? (Cross 8.2)
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
------------------	--------------------------------	-------------------

Activity 3	Resources Needed
Future Predictions	Where Will We Be In 2025? Wall Chart

Procedure

1. Display “Where will we be in 2025?” wall chart. Put students into groups of 3-4. Review the instructions for the activity. Answer any questions students have.
2. Allow time for students to complete the activity. Conduct a class discussion. Record opinions of the groups on the cling sheet. Ask the groups for other predictions. Encourage free discussion with the class.

Where Will We Be In 2025? (Cross 8.3)
Complete this questionnaire with your group.
 1=impossible 2=unlikely 3=possible 4=very likely 5=certain to happen

By The Year 2025...

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

(your own prediction)

What Does The Future Hold For You?
 How old will you be in 2025? _____
 What do you think you will be doing in 2025? _____

Shortage: not enough

There was a **shortage** of clean water in our city after the storm.

We had a **shortage** of rain last year.

The unusually cold weather caused a **shortage** of fruit.

Essential: necessary, needed

Sunshine is **essential** for the healthy growth of these flowers.

We don't have public transportation in my town, so it's **essential** to have a car.

Communication is **essential** for a good marriage.

Just in case: in the event that something happens, causing a problem or a need for something

We'll take an umbrella **just in case**.

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Come in handy: be useful

A flashlight might **come in handy** on the camping trip.

They took a rope on the hike because they thought it might **come in handy**.

Let's take this screwdriver with us. It might **come in handy**.

One of these days: indicates intention of doing something – at an indefinite time in the future – which you've been wanting to do, but haven't had the time or courage; or refers to some future expected event

One of these days he's going to paint the house!

There will probably be a cure for cancer **one of these days**.

One of these days I want to go back to England for a visit.

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

Complete this questionnaire with your group.

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

By The Year 2025...

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

(your own prediction)

What Does The Future Hold For You?

How old will you be in 2025? _____

What do you think you will be doing in 2025? _____



English Language Dynamics

Crossover Lesson **9 : American Proverbs**

Objectives

- Learn and practice using new words found in proverbs list.
- Determine and discuss meanings of proverbs list.
- Apply proverbs to everyday situations.

Classroom Learning Activities:

Activity	Resources
1. Introduce Words From Proverbs	Proverbs Word Power Wall Chart
2. Introduce Proverbs	Proverbs Divided And Printed On Cards Proverbs Wall Chart
3. Discuss Meanings Of Proverbs	Paraphrasing Proverbs Wall Chart Proverbs Wall Chart

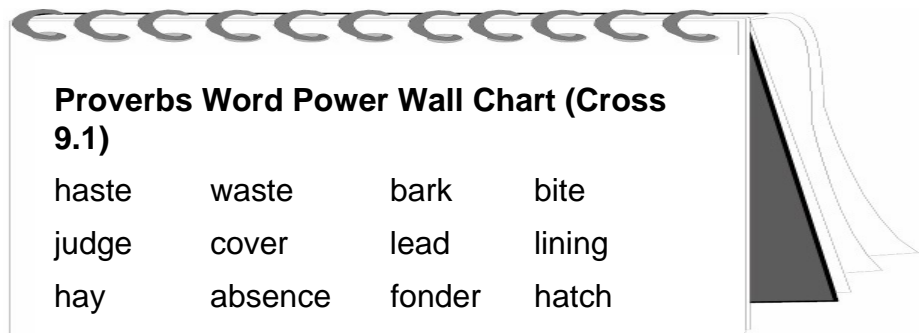
Conversation Starter

“What is your favorite song on the English song sheet?”

Activity 1	Resources Needed
Introduce Words From Proverbs	Proverbs Word Power Wall Chart

Procedure

1. Display the Proverbs Word Power Wall Chart and have students repeat the words for pronunciation practice.
2. Define a proverb for the class as: "Wise sayings for life or advice".



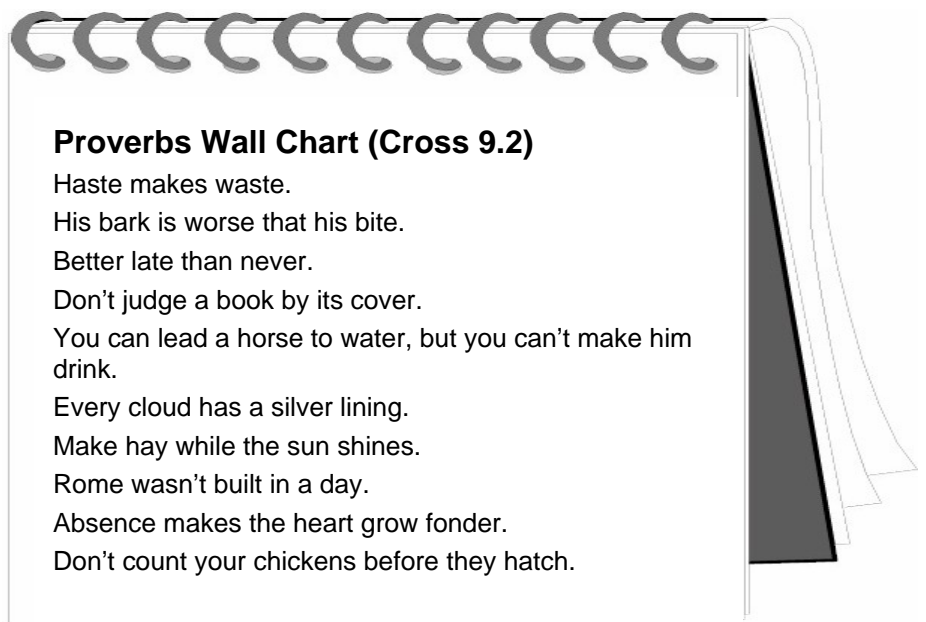
Activity 2	Resources Needed
Introduce Proverbs	Proverbs Divided And Printed On Cards
	Proverbs Wall Chart

Preparation

Prepare 2 sets of proverbs by printing them and cutting them into strips of paper.

Procedure

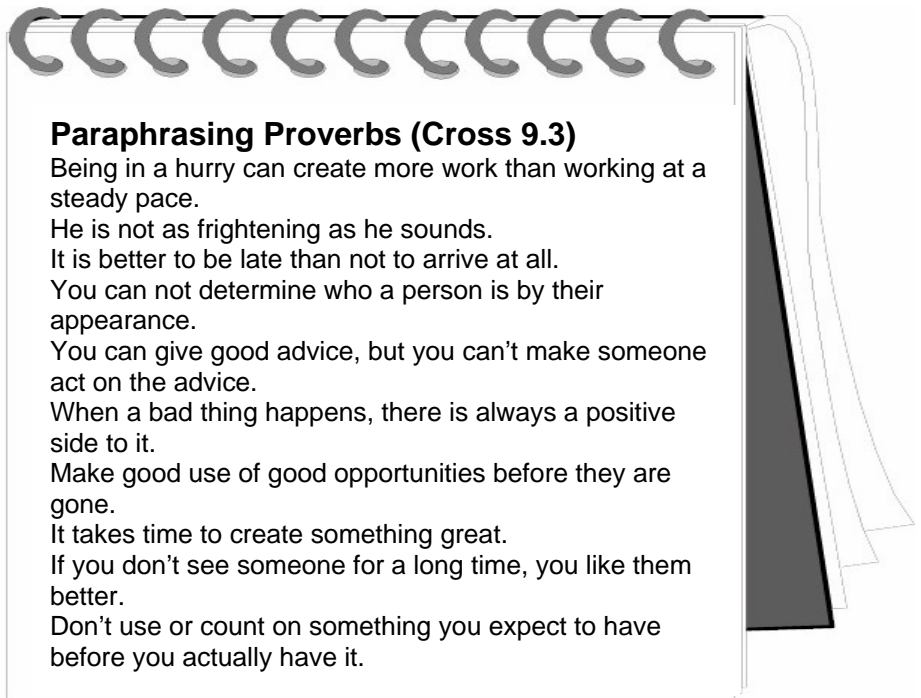
1. Divide the students into 2 groups. Give each group a set of proverbs divided and printed on cards. Stack the first half of the proverbs face down on a table. Place the second half of the proverbs on the table face up.
2. Have students match the first half of each proverb to its second half. Do not discuss the meaning of the proverb at this point. Help students match halves to form complete proverbs.
3. Display the proverbs wall chart and read and repeat the proverbs.



Activity 3	Resources Needed
Discuss Meanings Of Proverbs	Paraphrasing Proverbs Wall Chart Proverbs Wall Chart

Procedure

1. Display the Paraphrasing Proverbs Wall Chart. Read over the paraphrases with the students.
2. Read each proverb. Have the students read the paraphrase that goes to the proverb.
3. Ask the students if they have questions or are confused by any of the proverbs. Have a short discussion of the proverbs.
4. Ask the students if they have any famous proverbs in their country. Ask them to share these.



Paraphrasing Proverbs (Cross 9.3)

Being in a hurry can create more work than working at a steady pace.

He is not as frightening as he sounds.

It is better to be late than not to arrive at all.

You can not determine who a person is by their appearance.

You can give good advice, but you can't make someone act on the advice.

When a bad thing happens, there is always a positive side to it.

Make good use of good opportunities before they are gone.

It takes time to create something great.

If you don't see someone for a long time, you like them better.

Don't use or count on something you expect to have before you actually have it.

haste

waste

bark

bite

judge

cover

lead

lining

hay

absence

fonder

hatch

Haste makes waste.

His bark is worse than his bite.

Better late than never.

Don't judge a book by its cover.

You can lead a horse to water, but you can't make him drink.

Every cloud has a silver lining.

Make hay while the sun shines.

Rome wasn't built in a day.

Absence makes the heart grow fonder.

Don't count your chickens before they hatch.

Haste

makes waste.

His bark is worse

than his bite.

Better late

than never.

Don't judge a book

by its cover.

You can lead a horse
to water,

but you can't make him
drink.

Every cloud has

a silver lining.

Make hay while

the sun shines.

Rome wasn't

built in a day.

Absence makes the
heart

grow fonder.

Don't count your
chickens

before they hatch.

Being in a hurry can create more work than working at a steady pace.

He is not as frightening as he sounds.

It is better to be late than not to arrive at all.

You can not determine who a person is by their appearance.

You can give good advice, but you can't make someone act on the advice.

When a bad thing happens, there is always a positive side to it.

Make good use of good opportunities before they are gone.

It takes time to create something great.

If you don't see someone for a long time, you like them better.

Don't use or count on something you expect to have before you actually have it.



English Language Dynamics

Crossover Lesson **10 : Basic Human Emotions**

Objectives

- Learn vocabulary for expressing basic human emotions.
- Practice expressing emotions and discussing reasons for emotions.

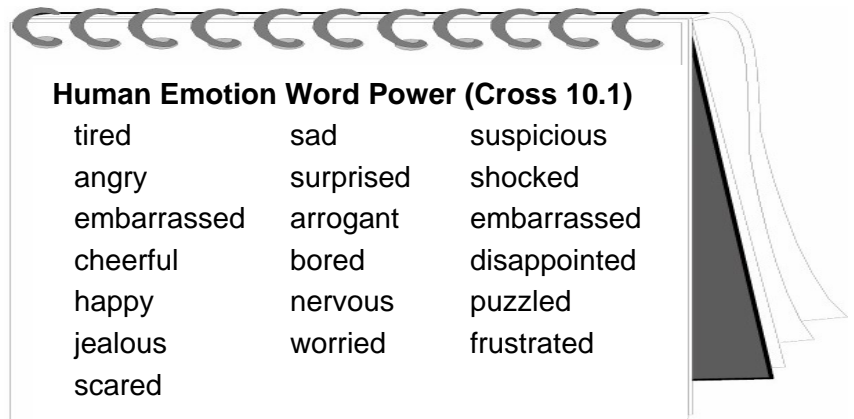
Classroom Learning Activities:

Activity	Resources
1. Human Emotions Word Power	Emotion Cue Cards Human Emotions Word Power Wall Chart
2. Emotions And Their Causes	Emotion cue cards (used in Activity 1)
3. Match Emotions to Situations	Emotion cue cards (used in Activity 1) Human Emotions Word Power Wall Chart (used in Activity 1) Sentence Strips Wall Chart

Activity 1	Resources Needed
Human Emotions Word Power	Emotion cue cards Human Emotions Word Power Wall Chart

Procedure

1. Display Human Emotions Word Power Wall Chart. Using cue cards, teach emotion words. May be helpful for teacher to use simple situation sentences. Example: 1) He is Angry because he was fired from his job. 2) Today is her birthday and she is very happy.



2. Use the cue cards and repetition and/or substitution drills to teach the human emotion words. Some acting out and simple definitions may also be needed to convey full meaning of these words.

Activity 2	Resources Needed
Match Emotions And Their Causes	Emotion cue cards (used in Activity 1)

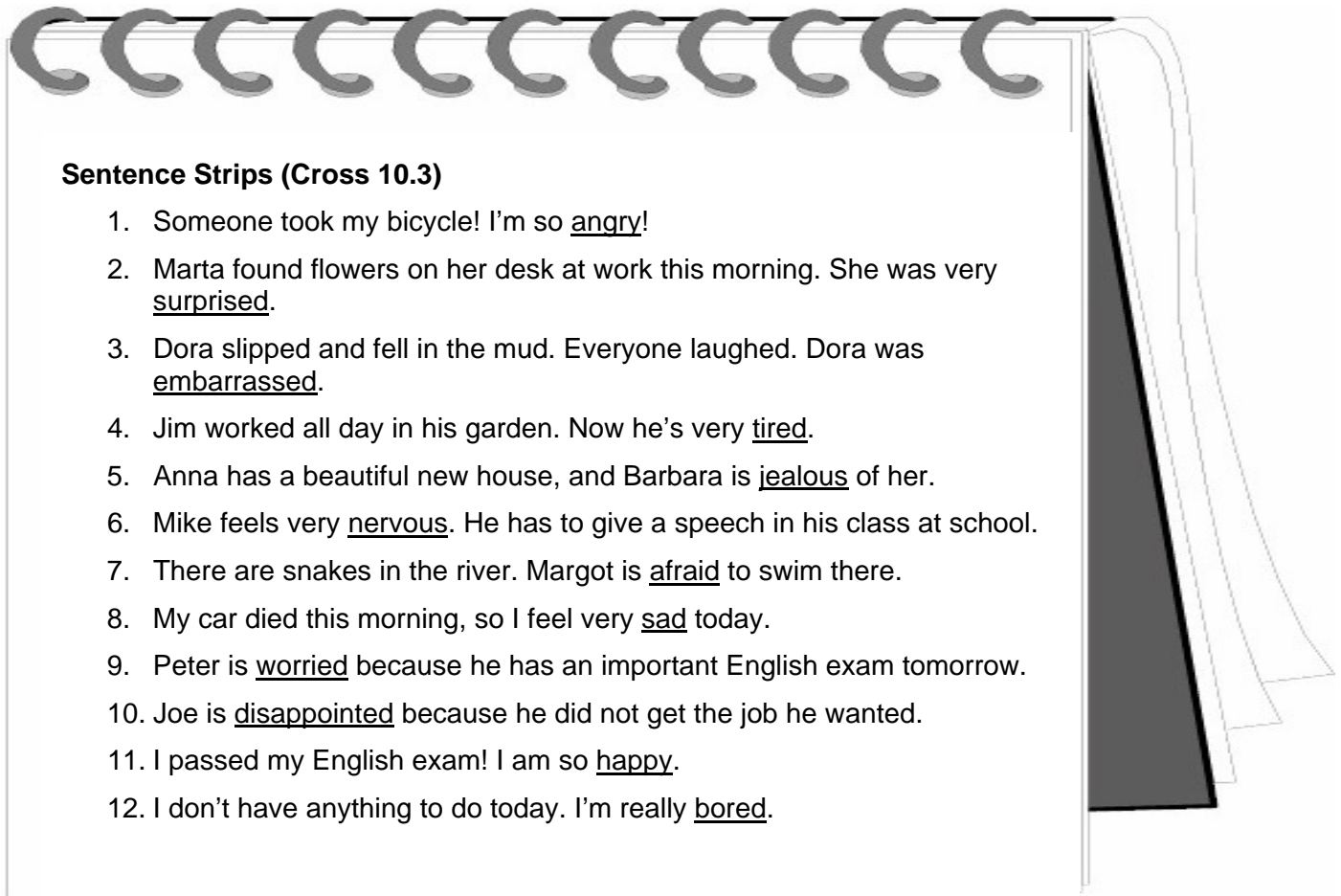
Procedure

1. Display an emotion card.
2. Ask students, "What makes you feel _____?"

Activity 3	Resources Needed
Match Emotions to Situations	Emotion cue cards (used in Activity 1) Human Emotions Word Power Wall Chart (used in Activity 1) Sentence Strips Wall Chart

Procedure

1. Put students into small groups. Explain that the sentences on the Sentence Strips Wall Chart describe an event or situation that causes an emotion.
2. In each group, students are to work together to match the emotions shown on the cue cards to the situations in each sentence.
3. Have groups take turns reading the sentences with the emotions they selected. Clarify / discuss any inappropriate matches. Some of the emotions are interchangeable – such as *excited* and *happy*. Explain this, accepting any matches making sense, while also stating the emotion ‘intended’ for that sentence. Teacher might question the emotion chosen to stimulate more conversation.



Sentence Strips (Cross 10.3)

1. Someone took my bicycle! I'm so angry!
2. Marta found flowers on her desk at work this morning. She was very surprised.
3. Dora slipped and fell in the mud. Everyone laughed. Dora was embarrassed.
4. Jim worked all day in his garden. Now he's very tired.
5. Anna has a beautiful new house, and Barbara is jealous of her.
6. Mike feels very nervous. He has to give a speech in his class at school.
7. There are snakes in the river. Margot is afraid to swim there.
8. My car died this morning, so I feel very sad today.
9. Peter is worried because he has an important English exam tomorrow.
10. Joe is disappointed because he did not get the job he wanted.
11. I passed my English exam! I am so happy.
12. I don't have anything to do today. I'm really bored.

tired

sad

suspicious

angry

surprised

shocked

embarrassed

arrogant

scared

cheerful

bored

disappointed

happy

nervous

puzzled

jealous

worried

frustrated

1. Someone took my bicycle! I'm so _____!
2. Marta found flowers on her desk at work this morning. She was very _____.
3. Dora slipped and fell in the mud. Everyone laughed. Dora was _____.
4. Jim worked all day in his garden. Now he's very _____.
5. Anna has a beautiful new house, and Barbara is _____ of her.
6. Mike feels very _____. He has to give a speech in his class at school.
7. There are snakes in the river. Margot is _____ to swim there.
8. My car died this morning, so I feel very _____ today.
9. Peter is _____ because he has an important English exam tomorrow.
10. Joe is _____ because he did not get the job he wanted.
11. I passed my English exam! I am so _____.
12. I don't have anything to do today. I'm really _____.



English Language Dynamics

Crossover Lesson **Introduce Your Family**

Objectives

- Learn and review family relationship words.
- Students “introduce” their families.
- Practice the possessive form.

Classroom Learning Activities:

Activity	Resources
1. Practice Family Words	Family Relationship Words Wall Chart Word wall charts from Lesson 2
2. Students Introduce Their Families	Photo or drawing of immediate family members Sample Statements Wall Chart
3. Practice Possessive Form	Sample Statements on Cling Sheet Family Relationship Word Game Chart

Important Reminders

Greet all students as they arrive and take roll. When introducing your own family, try to use only one photo and keep it simple! **They** need the practice!!!

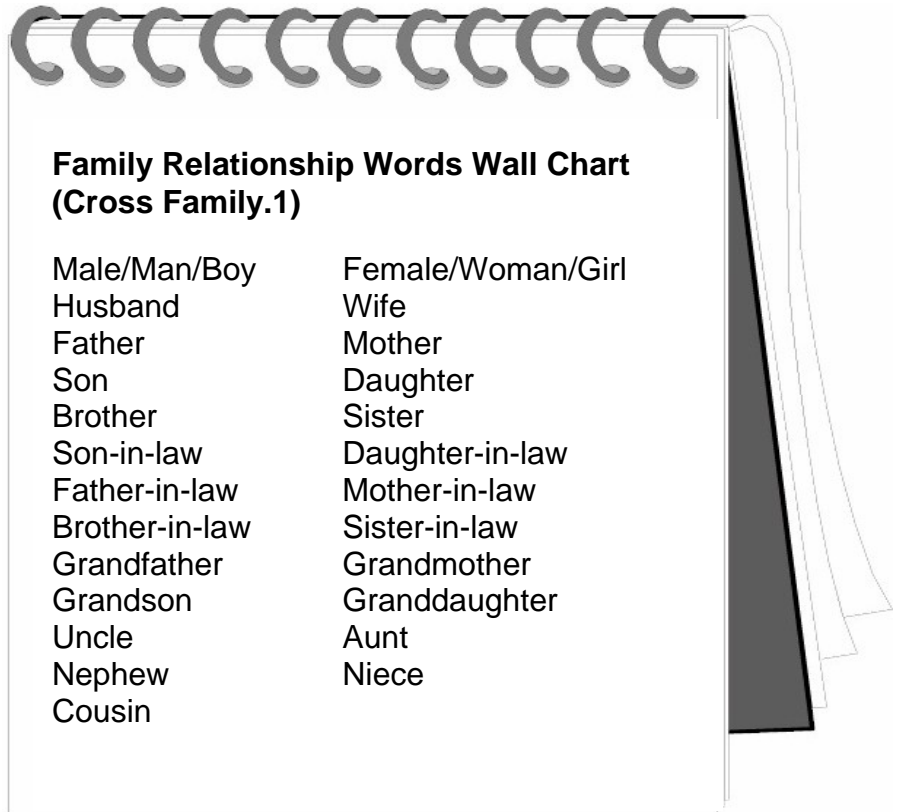
Conversation Starter

“A childhood memory I have is _____. Teacher models one-sentence childhood memory, then calls on each student, “Tell me about a childhood memory you remember, _____” (Students must answer in a sentence.)

Activity 1	Resources Needed
Practice Family Words	Family Relationship Words Wall Chart Word Wall Charts from Lesson 2

Procedure

1. Have students repeat all family relationship words for pronunciation practice.
2. Display Family Relationship Words Wall Chart. Ask if anyone has a question about any word.
3. Display and quickly review Word Charts from Lesson 2.



Activity 2	Resources Needed
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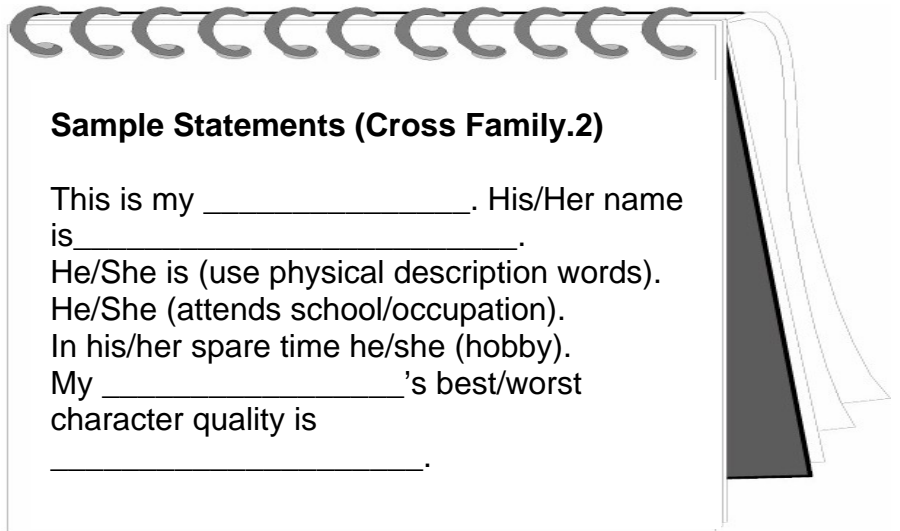
Students Introduce Their Families

Photo or drawing of immediate family members
Sample Statements Wall Chart

Procedure

1. Display sample statements wall chart. Ask students if they have any questions.
2. Ask students to introduce their families using the sample statements.

If your class is too large to allow every student to share and still complete activity 3, divide class into two groups or into groups of 3-4 to share their introductions.



Activity 3	Resources Needed
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Practice Possessive Form

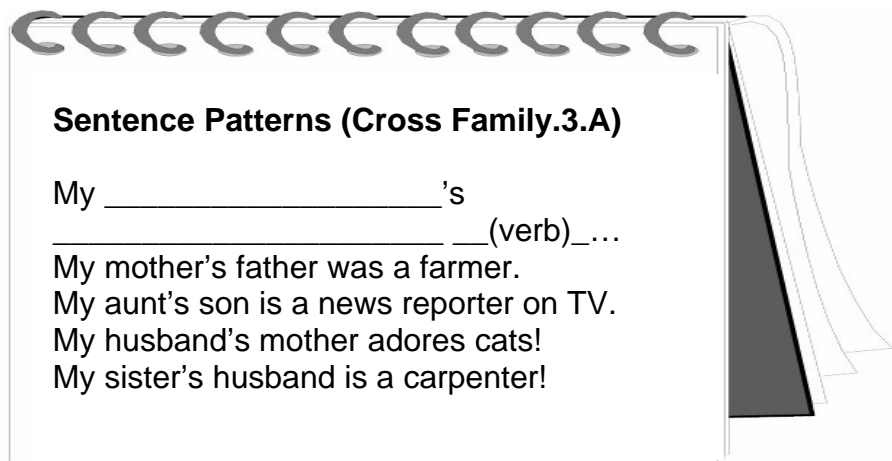
Sentence Patterns Wall Chart
Family Relationship Word Game Chart

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.

- 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 (Cross Family.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 (Cross Family.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.

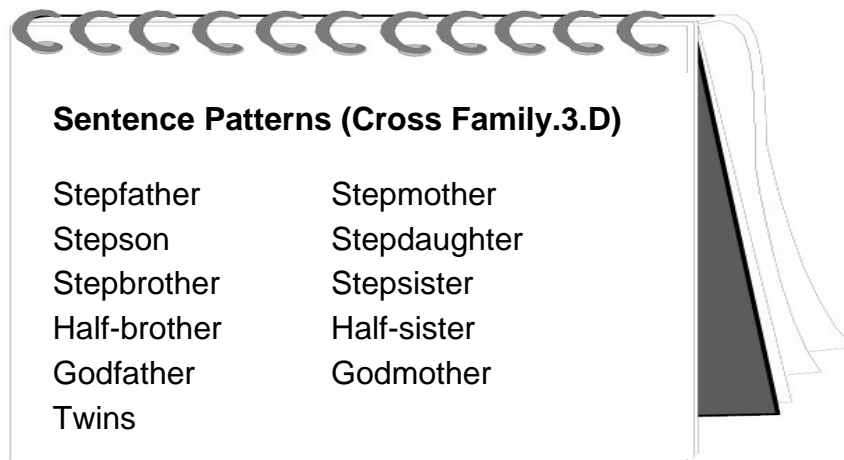
Extra Words:

The following chart (Crossover Family.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.



Male / Man / Boy

Female / Woman / Girl

Husband

Wife

Father

Mother

Son

Daughter

Brother

Sister

Son-in-law

Daughter-in-law

Father-in-law

Mother-in-law

Brother-in-law

Sister-in-law

Grandfather

Grandmother

Grandson

Granddaughter

Uncle

Aunt

Nephew

Niece

Cousin

This is my _____ . His/Her name is _____ .

He/She is (use physical description words).

He/She (attends school/occupation).

In his/her spare time he/she (hobby).

My _____ 's best/worst character quality is _____ .

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

Stepson

Stepbrother

Half-brother

Godfather

Twins

Stepmother

Stepdaughter

Stepsister

Half-sister

Godmother



English Language Dynamics

Crossover Lesson 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.

Grab Bag

Put about 10 small items in a bag. Students take turns reaching into the bag (without looking) and pulling out an item. They can try to name what the item is and tell what the item is used for. (Remember: The students probably know what the item is and can give its name in their own language; this activity helps them learn or practice telling about the item in English.)

Suggested Items: paper clip, rubber band, tape, tweezers, cotton balls, band aid, pen, pencil, nail clippers, nail file, Q-tip, candy kiss, Brush Up, breath mint, breath strips (Listerine).

Colorful Pictures

There are scores of ways to use colorful, interesting pictures in the Conversational English classroom. Here are a few ideas:

- A. Ask a question. Display a picture. Tell each student to think of a question to ask something in the picture. You can even specify which question-word each student should use: Who? What? When? Where? Why? How? Students then take turns asking their question and calling on another student to answer it.
- B. True or False? Display a picture. Make a statement about something in the picture – either true or false. Have students tell whether your statement is true or false, they must re-state it to be true. After the teacher models this several times, students can take turns making statements, and ask if they are true or false. In making the statements, focus on something specific, such as location – “The bucket is under the umbrella.” [False: It’s between the table and the chair.] – or action words – “The girl in red is running.” [False: The girl in red is eating an apple.]

Recommendation: Norman Rockwell pictures. Put T or F statements on the back of the picture.

Word Creation

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.)

Goal: 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. Set a limited amount of time for students to create their words.

Twenty Words

Divide students into small groups. Give them the following assignments:

Your cousin tells you he is going to the U.S. He knows NO English, so he wants you to help him since you have been studying English. He's leaving soon, so you only have time to teach him about 20 words. In your group, decide on a list of 20 words you think are the most important for your cousin to learn. Choose words that not only can be used individually, but also in important phrases.

When ready, each group presents its list of 20 words. These are listed on the chalkboard and compared. After all groups report, the class considers all words presented and compiles a final "best list" of 20 words.

The Happiest Day Of My Life

Ask students to help you make a list of things that can make us especially happy. The list could include things such as: special family event, marriage, retirement, birth of a child, graduation, special recognition or award, job promotion, a place that is important to you, a year that is important to you, a person who was important to you, something you saw that you will always remember, your best decision, your worst mistake, etc.

Then ask each student to think of something that made them especially happy and to share this with the class (or in a small group). As a model, you should share first. Finally, ask if anyone can share what has been the happiest day of his/her life so far. (Sometimes it's hard to select any one event as the happiest.)

Finish the Sentence

Choose one of these “sentence starters” for students to complete with their own thoughts. This is a great activity to use as a class-opener, or when you have an extra 5 or 10 minutes left after completing a lesson.

1. My favorite room in my house is ... because ...
2. My favorite holiday is ... because ...
3. If I could visit any place, I would visit ...
4. If I could ask God one question, I would ask ...
5. Something that gives me great satisfaction is ...
6. Something that distresses me is ...
7. In the summer, I like to ...
8. In the winter, I like to ...
9. It is hard for me to ...
10. It's a waste of time to ...
11. If I won a million dollars, I would ...
12. If I won a thousand dollars, I would ...
13. When I retire, I'm going to ...
14. Women should always ...
15. Men should always ...
16. I get angry when ...
17. I'm embarrassed when ...
18. Children should always ...
19. Secretly I wish ...
20. When I'm alone at home, I ...
21. I'm good at ...

Tongue Twisters

Note: These are to be used as a 10 minute pronunciation practice and should not be used as a lesson because they do NOT have conversational value.

1. Teacher says each word separately and clearly with students repeating 5 to 7 times.
2. Teacher clearly says each phrase with students repeating until they can repeat well.
3. Teacher repeats entire tongue twister slowly, and students repeat many times. Stop and work on anything that is difficult.
4. Make this a fun time!
5. It is not necessary to write the tongue twister unless the students ask to copy it to practice at home.

Ten thousand things I think

The worst winter in the world.

Short skirts and long shirts.

Worthless worrywarts at work.

Six short slow shepherds.

Very vanilla ice cream in the vast village.

Vickie found five very fine vests.

Charlie chose to shop for cheese.

She sells seashells down by the sea shore.

Elizabeth's birthday is on the third Thursday of this month.

I thought a thought.

Which wrist watches are Swiss wrist watches?

Six thick thistle sticks.

Riddle just for fun!

2 Y's U R.

2 Y's U B.

I C U R.

2 Y's 4 me!

Match the People

1. Write a list of about ten jobs on the board.

Examples:

actor	clerk	farmer	secretary
actress	cook	footballer	singer
architect	dancer	grocer	teacher
artist	dentist	policeman	vet
baker	doctor	policewoman	waiter
businessperson	driver	postman	waitress
butcher	factory worker	postwoman	writer
chemist		seaman	

2. Each student writes down a list of ten ideas, feelings, memories, etc. he or she associates with one of the jobs listed. The name of the job referred to must not be included.

For example, here is a list of associations with a job given in the first line of the BOX)

poor, expensive, color, canvas, pain, joy, brush, smell, country, friends

Each idea must be described by a single word.

3. The students then work in pairs, and each student studies his or her neighbor's list and tries to guess which job the list refers to.
4. The student then confirms or rejects the guess and explains why he or she put each word in the list; the connection may not always be obvious.

For example:

Artist. the words without an obvious connection are, perhaps, 'smell' (smell of the oil paint), 'country' (painting in the country), 'friends' (friends who are artists).

Retell the Story

Select a short story with an uplifting message. It should be short enough to be read in 5 minutes or less. A good source of modern short stories is the Chicken Soup for the Soul series, by Jack Canfield and Mark Hansen. Read the story carefully. **Make a list** of any **words** you think the students may not know. Be prepared to teach the meanings of these words. Prepare a brief preview (one minute or less) of the story which gives hints about its contents, and alerts students of something specific to listen for. This prepares them to listen with better understanding.

1. Tell the students the **title of the story**, and **read aloud the preview** you prepared.
2. Go over the **meanings of the words** you think students may not know.
3. **Tell students** what you **are going to do**:
 - a) Send one student from the room
 - b) Read a story to the rest of the class
 - c) The class will re-tell the story to the student who went out while the story was read
4. Follow these steps to present the story:
 - a) Choose one of your **best students**, and send him/her out of the room.
 - b) **Read the story** to the class. Read at a normal (not too fast) pace and **enunciate well**.
 - c) Call the **student who went outside back into the room**.
 - d) Have the **class re-tell the story** in **their own words**, in **chain-drill fashion**: one student tells one sentence the next student adds another sentence, and this continues moving from student to student until the story is completed. **DO NOT** help, correct or add to the story unless students get totally off course.
 - e) Finally, have the **student who was outside** for the first reading now **re-tell the story** based on what the class told him.
 - f) **Read the story to the class again**. Discuss the differences between the re-told story and the original.

Scripture Unscramble

Prepare the Scripture verse unscramble activity.

Note: Check to be sure use of Scripture is allowed in your teaching situation. If not, delete this part of the activity.

1. Students will be grouped in teams of 3-4 for this activity. Based on the number of students in your class, prepare enough of the scrambled verses for each team to have one set.
2. Write each Scripture passage (see below) on a card or strip of paper. Do NOT include the Scripture reference – students will not be told at the beginning of the activity where the scrambled sentences came from.
3. Cut apart each verse at the places indicated by the “/” mark. Place each cut-apart sentence in an envelope, and number the envelope to correspond to the sentence number.
4. Pray, asking the Holy Spirit to guide this activity and speak to the hearts of the student.

Scripture Passages

“We know / that trouble / produces endurance, / endurance brings / God’s approval, / and his approval / creates hope.” [Romans 5:3-4 (TEV)]

“For you know / that when / your faith succeeds / in facing trials, / the result / is the ability / to endure.” [James 1:3 (TEV)]

“Let us rid ourselves / of everything / that gets / in the way, / and of the sin / that holds on to us / so tightly, / and let us run / with determination / the race / that lies before us.” [Hebrews 12:1 (TEV)]

“Let us keep / our eyes / fixed on Jesus, / on whom our faith / depends from beginning / to end. He did not / give up / because of / the cross.” [Hebrews 12:2 (TEV)]

“Think of what / he went through; / how he put up / with so much hatred / from sinners! So do not / let yourselves / become discouraged / and give up.” [Hebrews 12:3 (TEV)]

“With God / on our side / we will / win; he will / defeat / our enemies.” [Psalm 60:12 (TEV)]

“But thanks / be to God / who gives us / the victory through / our Lord / Jesus Christ!” [1 Corinthians 15:57 (TEV)]

Ageless

Each group in the class talks about age, guided by the following questions:

1. What do you like about your present age?
2. What did you like about being younger?
3. What will you like about being 5/10/15 years older?
4. What will you like about being elderly?
5. What is the ideal age? Why?
6. What could you say to someone who is not happy about his age?
7. Do you often think about age/growing old/staying young?
8. Does advertising influence your feelings?

Variations: the questions can be distributed to different students, who ask the other members of the group when it is their turn.

Correcting Mistakes

Have a student read one of the sentences in Column A. Explain that there is an error in the sentence. Let the student give a corrected version. Display corrected version from Column B.

Column A	Column B
She asked me where am I going.	She asked me where I was going.
I am living here since six years.	I have lived / have been living here six years.
I would have came if you asked me.	I would have come if you had asked me.
The mony was stole by a theif.	The money was stolen by a thief.
Where is the boy which you were looking at him?	Where is the boy who(m) / that / (omit) you were looking at him?
He looked me after for much time.	He looked after me for a long time.
She raised slowly the hand.	She raised her hand slowly.
They will come, isn't it?	They will come, won't they?
When I am younger, I was used to go to school.	When I am younger, I used to go to school.
You need the courage to do such thing.	You need courage to do such a thing.

Fire

1. Teacher describes the situation:

A fire has broken out where you live. Your family and pets are out of the home. You have a few minutes to grab three of your possessions. Which 3 things would you take?

Remember – you have to be able to carry them all.

2. Explain why you would take these things

Create an Island

1. Teacher, set 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.

2. Pass out blank copy paper and markers
3. Tell students they must design a flag for their country that represents their island country (example – American flag has stars for each state, red and white stripes for blood and peace, 13 stripes for the first 13 colonies. The Ukrainian flag has blue for sky and yellow for grain/wealth of land).
4. Have students share their flag design with the person sitting next to them.
5. The students must decide who will live on the island (family, friends, anyone that comes there)
6. In groups of 2 or 3, have the students decide on the type of educational system they want in the schools from kindergarten to university.
7. Have the same groups decide on the type of government and its structure, laws and enforcement.
8. After each group time, allow several people to share their ideas and for the other groups to ask questions and make comments.
9. You can display the flags and if you have time in class, they can work on this project a second day.
10. On the last time to use this, 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 man-made
- Name of their capital city
- Main mode of transportation (cars, trains, etc.)
- Types of entertainment, restaurants

The list of additions could be endless with some “creative” students.