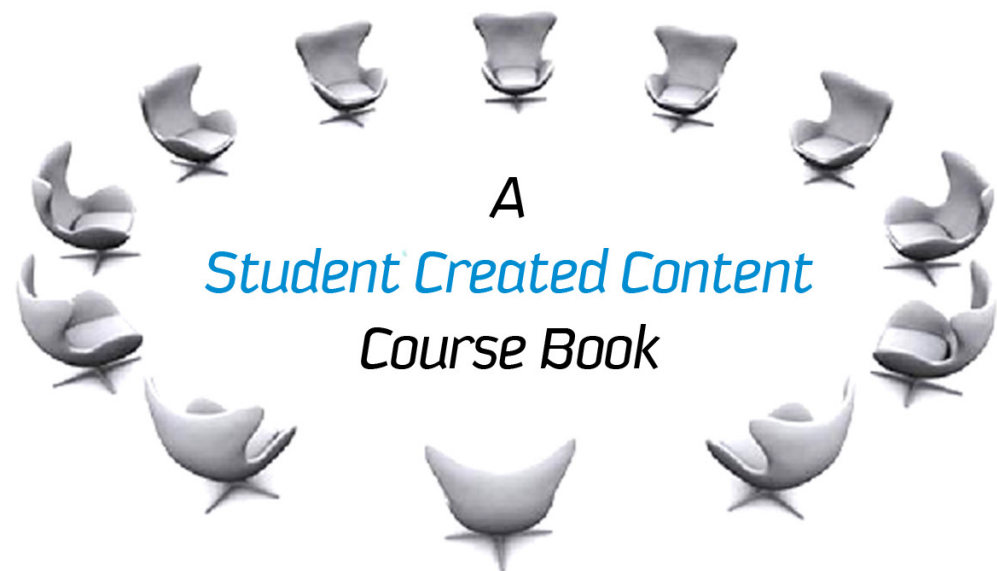


# WE TEACH

# WE LEARN

ENGLISH | INGLÉS | ANGLAIS | INGLESE | INGLÊS | ENGLISCH | ΑΓΓΛΙΚΑ | АНГЛИЙСКИЙ | 英文



“Teaching made easy ... so learning comes first.”



This book is dedicated to [Andrew Finch](#) who inspired me through his own ideals and materials.

---

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

ALBERT EINSTEIN

*“When learners have interest, education just happens”*

SUGATA MITRA – Hole in the wall project

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

GALILEO GALILEI

*“The objective of education is learning not teaching”*

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

*“Language cannot be divorced from the person.*

*Language is learned through our identification with ‘self’.”*



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### ABOUT THE AUTHOR

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

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### Links

[My Blog](#)

[My Personal Page](#)

[The School of TEFL](#)

[EFL Classroom 2.0](#)

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### Acknowledgements

*Thanks to:*

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

*Grateful acknowledgement is made to:*

[Wordle](#) and [Tagxedo](#) for many of the images.

Unless expressedly noted – all images are from [Pics4learning.org](#)

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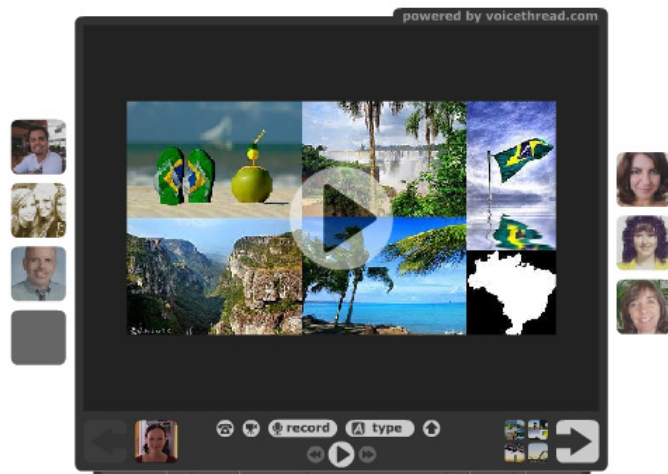
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## Welcome!

### Introduction

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



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

All lessons in this book can be edited. Go to the [Teach | Learn](#) wiki for more information.



## Why this book, Teach / Learn?

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

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

### Teach / Learn allows several things:

1. Teachers to shirk the engrained, teacher directed style that is so easy to fall into after thousands of hours having experiencing this as “what teaching is”, as a student. It can be achieved through a simple set delivery that frees teachers from excessive planning and worksheet mania – allowing them to focus on delivery and student assessment and feedback.
2. Students to be motivated through the use and creation of their own content. We all know how much “pride in a product” can motivate. Students create a book that documents their own learning. Students are also motivated because the content is not imposed – it is what they want to talk about, write about, listen to, play, use, process and learn. It is from the inside, not the outside.

## What is scc?

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

It is an approach that tries to simplify the teaching/learning process and equalize the power relationship that exists between teacher/learner (much like CLL - community language learning does with its focus on the teacher as a language “knower”). It also is a way of instruction that completely focuses on the student’s world/context. It ushers from the belief that all language learning must start from that focal point, no where else. The teacher models and then the students create the content and re-practice based on the teacher’s modeling as an “expert”.

It is an approach. There is no “one way” but rather some basic tenets to be followed (see the notes for each lesson offering many delivery variations/ options). The basic principles are:

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

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

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

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

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

## How to use Teach / Learn?

There are 3 basic stages:

### 1. Getting Started

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

This is done as a whole class activity. Student prior knowledge is primed as they try to communicate with the teacher. The students talk about “the teacher’s world/life” or I even suggest at this stage using a higher level student as the focus.

In this stage, the basic language structures and vocabulary is practiced but in a natural form of communication and elicitation. There is no need to say, “Today, we are learning about ‘x.’”

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

## 2. It’s Your Turn

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

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

## 3. Extension

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

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

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

In addition, almost every lesson has a [Voicethread](#) where students can go and respond/speak. Especially in many EFL contexts, students need this extra practice given how hard it is to do this during class time or outside school. You can copy the voicethread and put up as your own private Voicethread – I’ve set these permissions.

This book is a testament to the fact that we need to train teachers in new ways. Deemphasize the expert and the control and create real student centered curriculum and delivery. We have to focus on the students, on the learning and not on the teaching, the pedagogy. Concentrate on the thing itself, not the shadow.

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

**Secondary Sources:**

<http://eflclassroom.com>

<http://teachers.schooloftefl.com>

<http://teachingrecipes.com>

<http://real-english.com>

<http://tarheelreader.org>

<http://www.ello.org>

<http://quizlet.com/user/eflclassroom/>

<http://kizclub.com>

<http://eltandtech.pbworks.com>

<http://youtube.com>

<http://readwritethink.org>





## We Teach – We Learn!

This is \_\_\_\_\_ 's book.

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

.....

Date: \_\_\_\_\_ of \_\_\_\_\_, 20\_\_\_\_\_

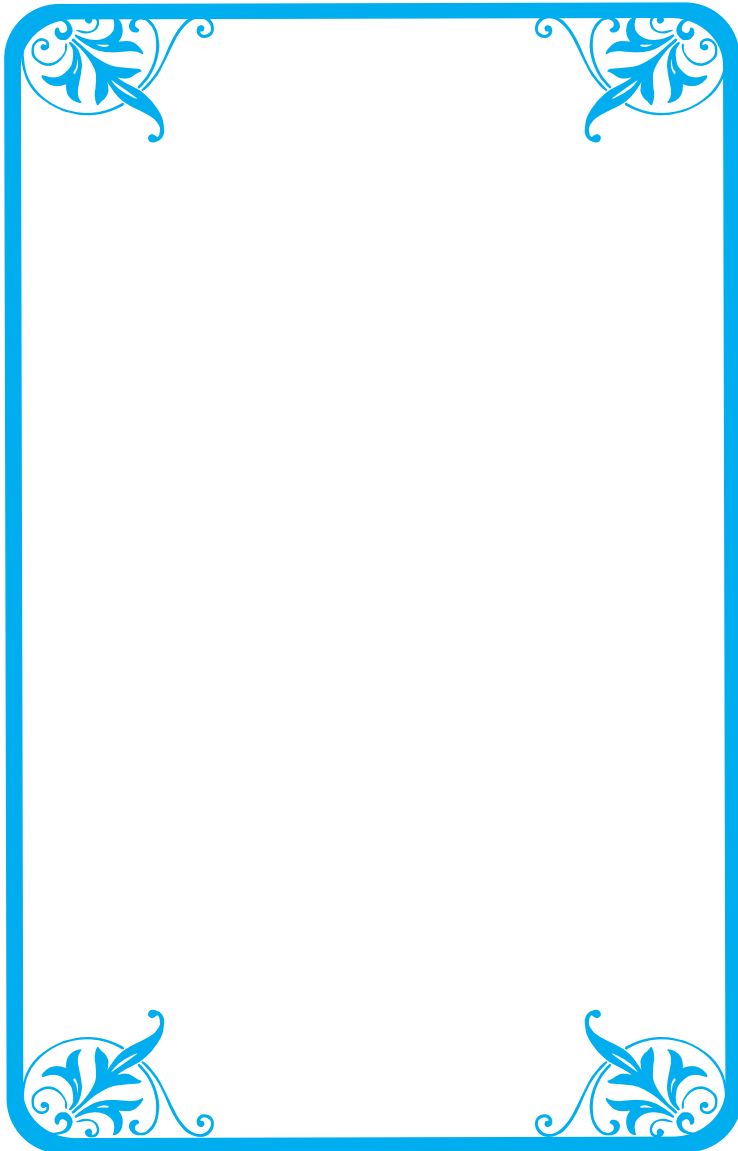
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Teacher's Signature: \_\_\_\_\_

## ME, MYSELF AND I

### Getting Started!

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



What is your favorite \_\_\_\_\_ ?

Do you like \_\_\_\_\_ ing?

How many \_\_\_\_\_ ?

Do you have \_\_\_\_\_ ?

Can you \_\_\_\_\_ ?

Have you ever \_\_\_\_\_ ?

\_\_\_\_\_

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

\_\_\_\_\_

### Your turn!

Write your own words in the mirror and let others ask you about your own life!

## ME, MYSELF AND I

## It's Your Turn!

Think about yourself and your life. Fill in the grammar poem and share with your classmates. Help others and color it too!

## ME, MYSELF AND I

\_\_\_\_\_ ing      \_\_\_\_\_ ing      \_\_\_\_\_ ing

Never \_\_\_\_\_ Always \_\_\_\_\_

Can \_\_\_\_\_ Can't \_\_\_\_\_

The Most \_\_\_\_\_ The \_\_\_\_\_ est

Not \_\_\_\_\_ Very \_\_\_\_\_

I Like \_\_\_\_\_ ! I don't like \_\_\_\_\_

I am beautiful because \_\_\_\_\_.

*Fill in these basic facts about yourself:*

I am \_\_\_\_\_ years old. I am \_\_\_\_\_ cm tall. I am \_\_\_\_\_.

I live \_\_\_\_\_. I have \_\_\_\_\_ brother and \_\_\_\_\_ sister.

I like to \_\_\_\_\_. I hate \_\_\_\_\_ ing!

My favorite \_\_\_\_\_ is \_\_\_\_\_.

On weekends I usually \_\_\_\_\_.

Yesterday, \_\_\_\_\_.

## 2 TRUTHS AND A LIE

### Getting Started!

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

#### WHICH IS A LIE?

- A) I have \_\_\_\_\_ .
- B) I like \_\_\_\_\_ .
- C) I can't \_\_\_\_\_ .

#### 3 WISHES GAME

*Which wish is a lie?*


- A) I wish I had \_\_\_\_\_ .
- B) I wish I were \_\_\_\_\_ .
- C) I wish I could \_\_\_\_\_ .

#### Your turn!

Try the truth or lie game on the next page. Who is the best liar?

# 2 TRUTHS AND A LIE

## It's Your Turn!

<b>START</b>				
I have _____.	My best friend is _____.	I love _____!	I'm good at _____.	
I can _____.	I have a pet _____.		I don't have _____.	
Yesterday, I _____.	<b>You Win!</b> #1 <b>Liar!</b>		My favorite _____ is _____.	
<b>Go Back 2 Spaces</b>	<b>THE END</b>		<b>Go Ahead 3 Spaces</b>	
I like _____.			I hate _____.	
My mother is _____.		<b>How to play:</b>	My father is _____.	
<b>Tell A Truth</b>	I hate _____.	I have visited _____.	I can't _____.	<b>Start Over</b>

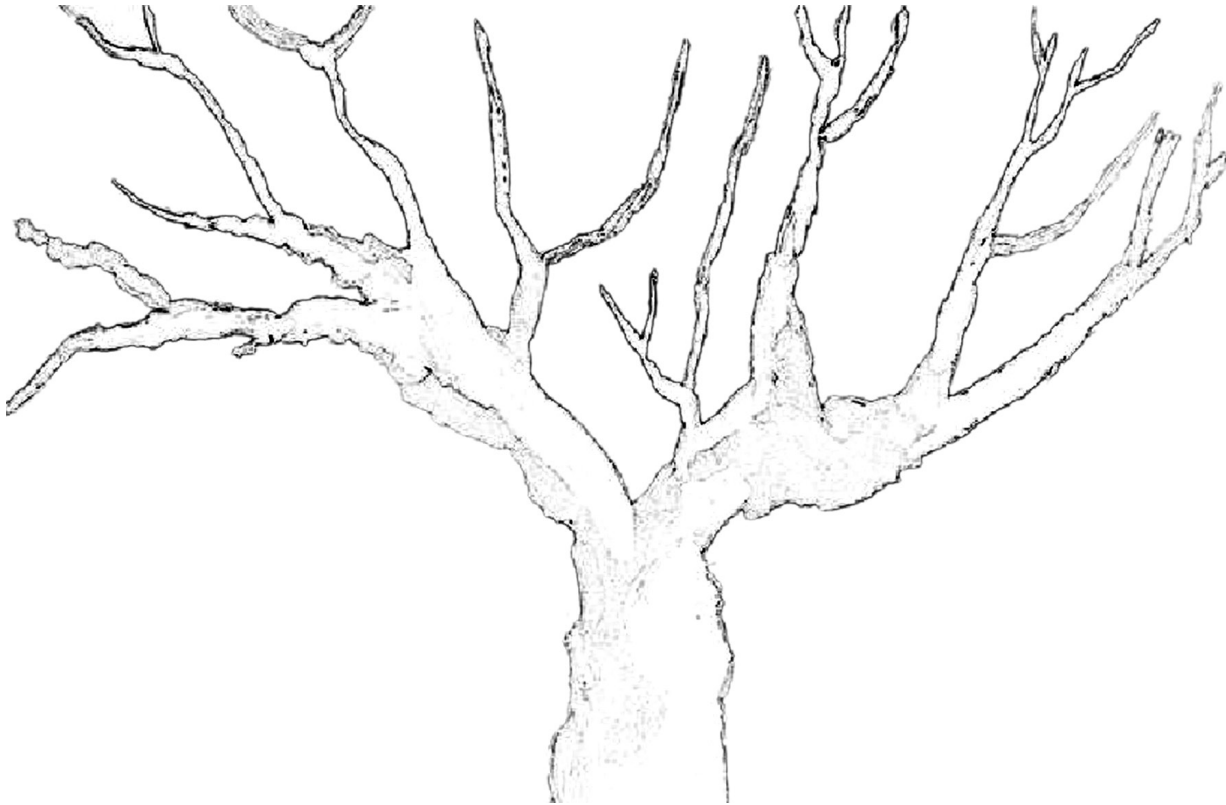
**How to play:**

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

## TELL US ABOUT YOUR FAMILY!

### Getting Started!

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



Who is \_\_\_\_\_ ?

What does \_\_\_\_\_ do?

Where does \_\_\_\_\_ live?

How old is \_\_\_\_\_ ?

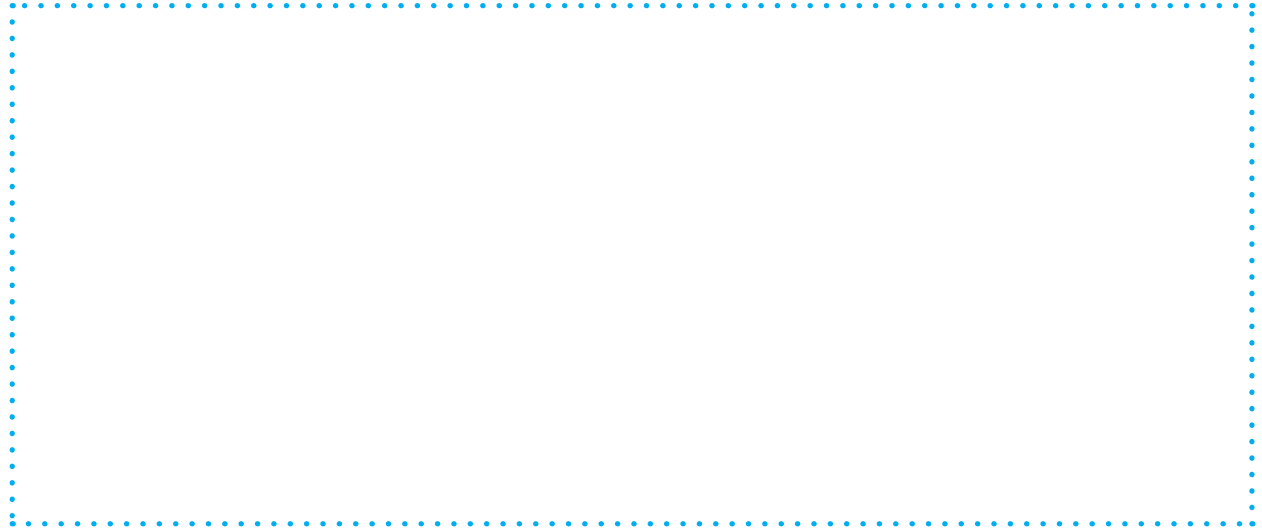
What does \_\_\_\_\_ like to \_\_\_\_\_ ?

Can \_\_\_\_\_ ?

# TELL US ABOUT YOUR FAMILY!

**It's Your Turn!**

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



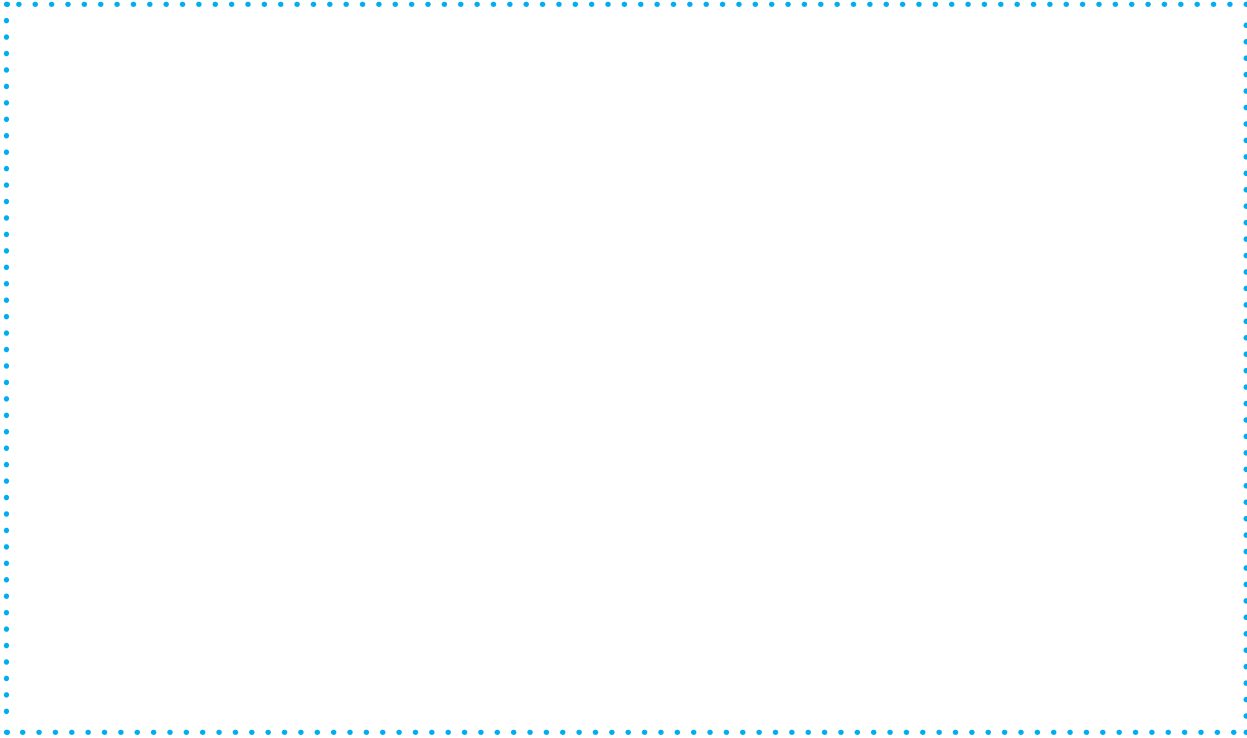
**Next.** Show your classmates the names. Answer their questions as they ask you about each person.  
Ask 2 questions about each family member.

- Who is \_\_\_\_\_ ?
- Where does \_\_\_\_\_ live?
- How old is \_\_\_\_\_ ?
- How \_\_\_\_\_ is \_\_\_\_\_ ?
- What does \_\_\_\_\_ do?
- What's \_\_\_\_\_ like?
- What does \_\_\_\_\_ look like?

# THIS IS WHERE I LIVE

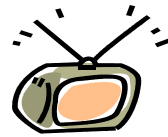
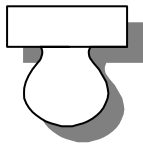
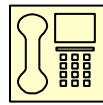
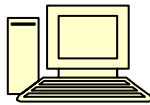
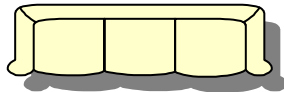
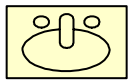
## Getting Started!

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



Do you have a \_\_\_\_\_ ?

Where is the / your \_\_\_\_\_ ?

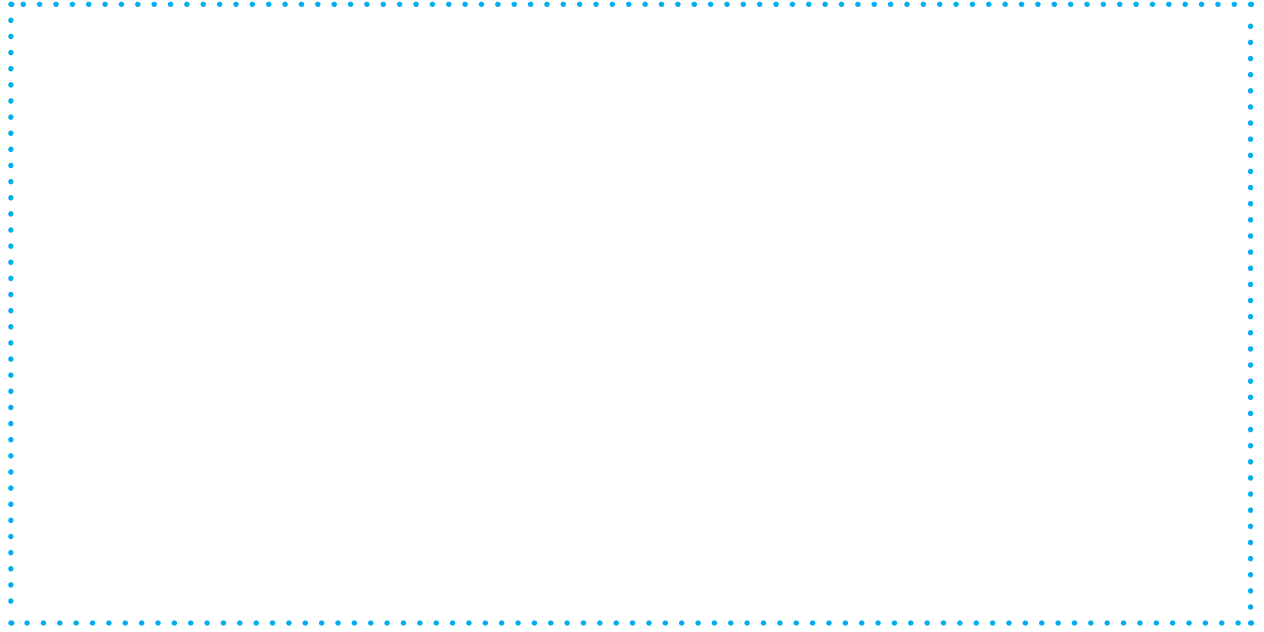




## THIS IS WHERE I LIVE

**It's Your Turn!**

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



**Now**, ask your partner about their apartment and answer your partner's questions.  
Use the "helpers" below. Ask additional questions.

Where is the \_\_\_\_\_ ?

Where is your \_\_\_\_\_ ?

Do you have a / an \_\_\_\_\_ ?

Where does your \_\_\_\_\_ ?

How many \_\_\_\_\_ do you have?

What color is the \_\_\_\_\_ ?

Where is your favorite \_\_\_\_\_ ?

[Locations and giving directions](#)

[Make a "doll" house](#)

[Help Roger / Spin N Spell](#)

[Video: Flat Life](#)

## GUESS THE CELEBRITY

### Getting Started!

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

Santa Claus

Michael Jackson

*He / She / They*

---

Hitler

Celine Dion

**Helpers:**

dead / alive    male / female    young / old  
tall / short    rich / poor    fat / thin

---

---

---

---

## GUESS THE CELEBRITY

**It's Your Turn!**

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

*He / She / They*

---

**Keep Score!**

**A**

**B**

## RADIO TALK SHOW INTERVIEW

### Getting Started!

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

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



### My Questions

\_\_\_\_\_ ?

\_\_\_\_\_ ?

### It's Your Turn.

Interview a partner using the same questions.

For added practice, try asking the question using, "Could you please tell me...?"

## RADIO TALK SHOW INTERVIEW

### It's Your Turn!

Pretend you are a famous celebrity!

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

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



Write the names of some celebrities here!

## YOUR LAST HOLIDAY

### Getting Started!

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



WHO? WHAT? WHERE? WHEN? HOW? WHY? WHICH?

Go?	Get there?	Airline?	Stay?
How long?	Weather?	See?	Do?
Eat?	Souvenirs?	Get around?	Come back?
Language?	Spend?	Lost?	Best?

?

Let's talk travel

Flags of the world

Where the hell is Matt?

Summer Vacation / Listening

# YOUR LAST HOLIDAY

## It's Your Turn!

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

\_\_\_\_\_ did you \_\_\_\_\_ ?

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

**Send a postcard to a classmate!**

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

\_\_\_\_\_, 20\_\_


Hi \_\_\_\_\_!

Greetings from \_\_\_\_\_! I'm in \_\_\_\_\_, \_\_\_\_\_ ing an amazing \_\_\_\_\_.

The weather is \_\_\_\_\_. Tomorrow, I'm going to visit \_\_\_\_\_ and see \_\_\_\_\_.

Maybe, \_\_\_\_\_ some \_\_\_\_\_.

Be back \_\_\_\_\_! See you \_\_\_\_\_!



\_\_\_\_\_

\_\_\_\_\_

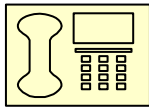
\_\_\_\_\_

\_\_\_\_\_

## WHEN DID YOU LAST...?

### Getting Started!

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



A moment ago

This \_\_\_\_\_

A few \_\_\_\_\_s ago

Yesterday

The day before yesterday

Last week / month / year

A long time ago

I've never ...

WHO?

WHAT?

WHERE?

WHEN?

HOW?

WHY?

WHICH?

Did you \_\_\_\_\_ ?

I think you are lying!


I think you are telling the truth!



# WHEN DID YOU LAST...?

**It's Your Turn!**

Finish the sentences on your turn and answer questions.

<b>START</b>				
eat _____?	<b>Other players ASK!</b>	take the _____?	eat at _____?	
play _____?	wash _____?		buy _____?	
study _____?	<b>You Win!</b>		make _____?	
<b>Go Back 2 Spaces</b>	<b>THE END</b>		<b>Go Ahead 3 Spaces</b>	
drive _____?			do _____?	
<b>Other players ASK!</b>			get _____?	
<b>Go to the washroom?</b>	drink _____?	speak to _____?	Kiss _____?	<b>Start Over</b>

**How to play:**

1. Roll. Finish the sentence.
2. Other players ask 2 additional questions.
3. Roll by holding out 1, 2 or 3 fingers. Add up to total with another person and move that many spaces. (max.6)

## IT TASTES GREAT!

### Getting Started!

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



Which do you like better \_\_\_\_\_ or \_\_\_\_\_? How come?

Which do you prefer \_\_\_\_\_ or \_\_\_\_\_? Why?

## IT TASTES GREAT!

### It's Your Turn!

Write down your own restaurant menu.  
Be creative! Then, practice ordering food at a restaurant.

*Menu*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I'll have \_\_\_\_\_ and \_\_\_\_\_.

For desert, I'd like \_\_\_\_\_. What about you?

## ANIMAL MATCHING: NOAH'S ARK!

### Getting Started!

Watch the video – [“The Elephant Song”](#).  
Write down the animal names in the box.



#### Next

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

frog

donkey

rooster

A: What animal are you?

B: I'm a \_\_\_\_\_! What animal are you?











A: I'm a \_\_\_\_\_! We (don't) match!










# ANIMAL MATCHING: NOAH'S ARK!

It's Your Turn!


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

Zoo

Entrance



— Let's put the \_\_\_\_\_ here!

— Beside the \_\_\_\_\_

near the \_\_\_\_\_.

*What about over here?*

- That's crazy!
- That's perfect

# MY AMAZING DAY

## Getting Started!

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



Get Up



Go to Bed

**Ask:** What do you usually do around \_\_\_\_\_ ?

**Answer:** I usually \_\_\_\_\_ at \_\_\_\_\_ .

## MY AMAZING DAY

## It's Your Turn!

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



First, \_\_\_\_\_

Then, \_\_\_\_\_

After that, \_\_\_\_\_

Next, \_\_\_\_\_

In the \_\_\_\_\_

Then, \_\_\_\_\_

At \_\_\_\_\_ o'clock \_\_\_\_\_

After that, \_\_\_\_\_

## TELL US ABOUT .....

### Getting Started!

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

Please tell us about a \_\_\_\_\_

you \_\_\_\_\_



Write some information about this special person!

(Name)

\_\_\_\_\_ likes \_\_\_\_\_.

\_\_\_\_\_ doesn't like \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_



## TELL US ABOUT .....

## It's Your Turn!

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

Your favorite _____	The last time you _____	A food you _____
What you will do _____	Your _____	What you did _____
Your mother's _____	A _____ you _____	What you are _____

**Next.**

Write 5 things that you found out about others.

I found out that \_\_\_\_\_

( Name )

1. \_\_\_\_\_ .
2. \_\_\_\_\_ .
3. \_\_\_\_\_ .
4. \_\_\_\_\_ .
5. \_\_\_\_\_ .

## ALPHABET ORGANIZING

## Getting Started!

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

The Topic: \_\_\_\_\_

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

**Scattergories**

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

**Wordchain**

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

appleasantencerriblendlessentialwaysometimesquare

turnervouseditorontomatornadonutimeanimallovenicent-

erunderneathursdaylighthouselemondayesterdayellowet

## ALPHABET ORGANIZING

**It's Your Turn!**

Draw something that starts with each letter. You have \_\_\_\_ minutes.



B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W/X

Y/Z

**Next**

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

**First Word War**

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

Player 1: "Name something that starts / ends with the letter "T".

Player 3: "Tiger!" "Tigers are dangerous."

Player 1: "Right! Point!"

	Game 1	Game 2	Game 3	Game 4	Game 5
<b>My Points</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

# BINGO LINGO

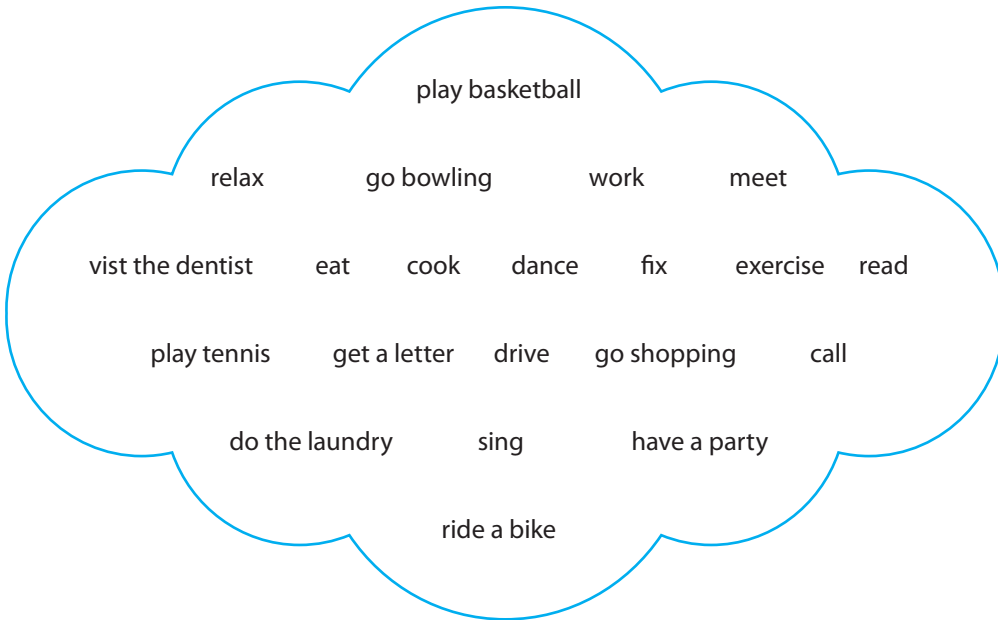
## Getting Started!

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



Did you \_\_\_\_\_  
\_\_\_\_\_?

- Yes, I did.
- No, I didn't.



# BINGO LINGO

**It's Your Turn!**

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

EAT

---



---




---



---



---

## HARDER, BETTER, FASTER

### Getting Started!

Look at the words in the box. *Have a bragging contest!*  
Use the language below to help you.



**So What!**  
**Big deal!**  
**Who cares!**



My father is \_\_\_\_\_ er than your \_\_\_\_\_ !

My \_\_\_\_\_ is more \_\_\_\_\_ than yours!

**It's Your turn:** Write out some of the words. How many are “more \_\_\_\_\_”?

\_\_\_\_\_ er      more \_\_\_\_\_

\_\_\_\_\_ er      more \_\_\_\_\_

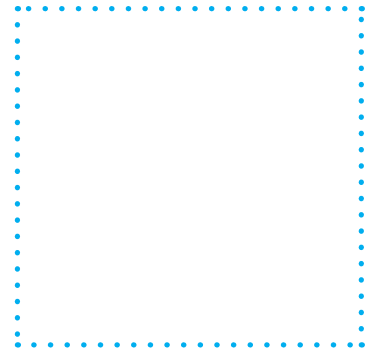
\_\_\_\_\_ er      more \_\_\_\_\_

## HARDER, BETTER, FASTER

## It's Your Turn!

*Read, practice and make a tv commercial.*  
*Perform it too!*  
 Lights! Camera! Action!

- I've been worried about my \_\_\_\_\_ recently.
- Really? What's the matter with your \_\_\_\_\_?
- Well, it isn't \_\_\_\_\_ enough and I don't know what to do. Do you have any idea?
- Yes, I do. Have you tried \_\_\_\_\_?
- No, I haven't. Does it make \_\_\_\_\_ er?
- It sure does! I remember when I was worried about my \_\_\_\_\_. One day someone told me about \_\_\_\_\_ . I started using it and now everybody tells me I have the \_\_\_\_\_ est / most \_\_\_\_\_ in town!
- Thanks for the advice. I'll go out and get some right away!
- You won't regret it!



## JUST DO IT!

### Getting Started!

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

Jump 5 times!

Write your name!

Touch the window!

Act like a dog!

Turn around!

Be a cowboy!

Eat a banana!

Go to sleep!

Watch TV!

**Your Turn:** [Play the Pass the Paper Game.](#)



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

**SPEAK UP AND SPEAK CLEARLY!**



## JUST DO IT!

## It's Your Turn!

Fill in the squares with your own Pass the Paper commands and then play the game. Use a coin, spin and where it falls – **Just Do It!** See the examples below. Don't land there!

Draw an elephant	Write 3 kinds of vegetables	Name 5 sports
Act like you are a monkey	Be a teacher	Drive a big truck
Count fast to 30	Write the alphabet	Name 5 cold countries
Draw a house with 3 windows	Shake hands with everyone in the room	Sing a song

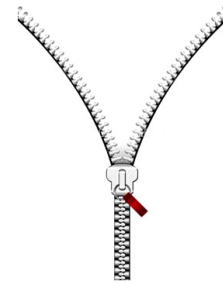
# AMAZING INVENTIONS

## Getting Started!

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

- Zipper
- Compass
- Credit card
- Paper
- Alphabet
- Xbox
- Wheelbarrow
- The gun
- The Internet
- Post it notes
- Automobile
- The pen
- Plastic
- Aspirin
- Computer
- Bubble Gum
- Instant coffee
- Microwave
- Hammer
- The Television



Next

Watch [the video](#) and fill in the chart

Invention Name	What it does	Rating

## AMAZING INVENTIONS

## It's Your Turn!

**PROJECT:**

A. *What do you call it?*

---

B. *What is it used for?*

---

C. *What is it made of?*

---

D. *How to use it?*

---

E. *How much will it cost?*

---

F. *How will you sell it?*

---

G. *Who will buy it?*

---

H. *Why is it so important?*

---

**Our "Sketch"**

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

# FIRST WORD WAR

## Getting Started!

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

P	U	R	P	L	E			
					L			
					E			
					P			
					H			
					A			
					N			
					T			

- |          |            |
|----------|------------|
| book     | coffee     |
| father   | computer   |
| airplane | google     |
| red      | Japan      |
| summer   | war        |
| weekend  | tree       |
| ball     | church     |
| money    | lake       |
| friend   | New York   |
| kitchen  | seven      |
| dog      | apple      |
| foot     | cell phone |
| house    | newspaper  |
| rain     | dracula    |
| waiter   | shoes      |
| car      | flowers    |
| mother   | love       |
| fire     | finish     |

### Train your brain!

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

My Own Words...

# FIRST WORD WAR

It's Your Turn!

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

**PICTURES**


**MY TOPIC**



## FIND SOMEONE WHO

### Getting Started!

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

\_\_\_\_\_ ?

**YES**                      **NO**

- All
- Most
- Many
- Some of us \_\_\_\_\_ !
- Not many
- A few
- None

#### Now

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

A) \_\_\_\_\_ of us \_\_\_\_\_ .

B) \_\_\_\_\_ of us \_\_\_\_\_ .

C) \_\_\_\_\_ of us \_\_\_\_\_ .

## FIND SOMEONE WHO

## It's Your Turn!

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

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

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

**IF YES** – Student A asks 2 more questions.

WHO	WHAT	WHERE	WHEN	HOW	HOW LONG	WHY
-----	------	-------	------	-----	----------	-----

\_\_\_\_\_ did you \_\_\_\_\_?

## Name

1. \_\_\_\_\_ has eaten \_\_\_\_\_.
2. \_\_\_\_\_ has driven a \_\_\_\_\_.
3. \_\_\_\_\_ has traveled to \_\_\_\_\_.
4. \_\_\_\_\_ has climbed \_\_\_\_\_.
5. \_\_\_\_\_ has drank \_\_\_\_\_.
6. \_\_\_\_\_ has seen a \_\_\_\_\_.
7. \_\_\_\_\_ has flown \_\_\_\_\_.
8. \_\_\_\_\_ has a \_\_\_\_\_.
9. \_\_\_\_\_ has sung \_\_\_\_\_.
10. \_\_\_\_\_ has been to \_\_\_\_\_.
11. \_\_\_\_\_ has \_\_\_\_\_ before.
12. \_\_\_\_\_ has never \_\_\_\_\_.

## A CRAZY YESTERDAY

### Getting Started!

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

eat

sleep

**Next.**

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

Yesterday, my friends and I \_\_\_\_\_

First, we \_\_\_\_\_

Then, we \_\_\_\_\_

After that we \_\_\_\_\_

Next we \_\_\_\_\_

Finally we \_\_\_\_\_

**WHAT A CRAZY YESTERDAY!**



## A CRAZY YESTERDAY

## It's Your Turn!

Write one thing in each box.

1. A country

2. A person

3. A food

4. A mode of transportation

5. A color

6. A place

7. ....ing

8. A song

9. A thing

10. An animal

**Now.**

Listen to your teacher read an example story.

Now create your own "Crazy story". Share it with your classmates!

Yesterday, in (1) \_\_\_\_\_, (2) \_\_\_\_\_ walked  
 into a (6) \_\_\_\_\_. (2) \_\_\_\_\_ asked that  
 everyone start (7) \_\_\_\_\_ ing. Suddenly, a (5) \_\_\_\_\_  
 (10) \_\_\_\_\_ walked in and asked (2) \_\_\_\_\_ for  
 something to eat. (2) \_\_\_\_\_ smiled and gave the (10) \_\_\_\_\_  
 a (3) \_\_\_\_\_. (2) \_\_\_\_\_ jumped into a  
 (4) \_\_\_\_\_ laughing and singing (8) \_\_\_\_\_.

**YES, IT WAS A CRAZY YESTERDAY.**

## CONNECT 'EM AND GUESS 'EM

### Getting Started!

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

#### Now.

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

They can \_\_\_\_\_ . They live in \_\_\_\_\_ . They are \_\_\_\_\_ .

They have \_\_\_\_\_ . They eat \_\_\_\_\_ . They go “ \_\_\_\_\_ !”

They don't \_\_\_\_\_ . They can't \_\_\_\_\_ . They aren't \_\_\_\_\_ .

#### It's Your Turn.

Can you draw a wingdingdongdilly? An animal made of different parts?

## CONNECT ‘EM AND GUESS ‘EM

It's Your Turn!

Watch The Video – “ \_\_\_\_\_ ”  
As you watch, write the names of all the \_\_\_\_\_ s mentioned.

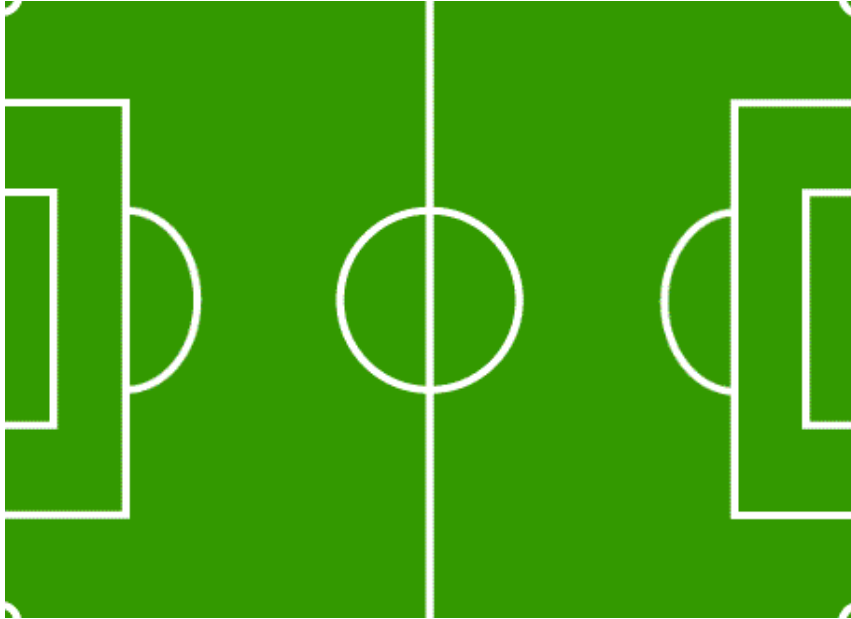
**Now.**

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

# LET'S PLAY BALL!

## Getting Started!

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



1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

Pick a Number! Don't get BAAMed!

The End

**BAAM:** Make teams. One person is a scorekeeper. On your turn, pick a number. Answer the question to get the points and continue.

**Don't get BAAMed!**  
3 correct answers and you are safe!

### KEEP SCORE!

Team 1

Team 2

Team 3

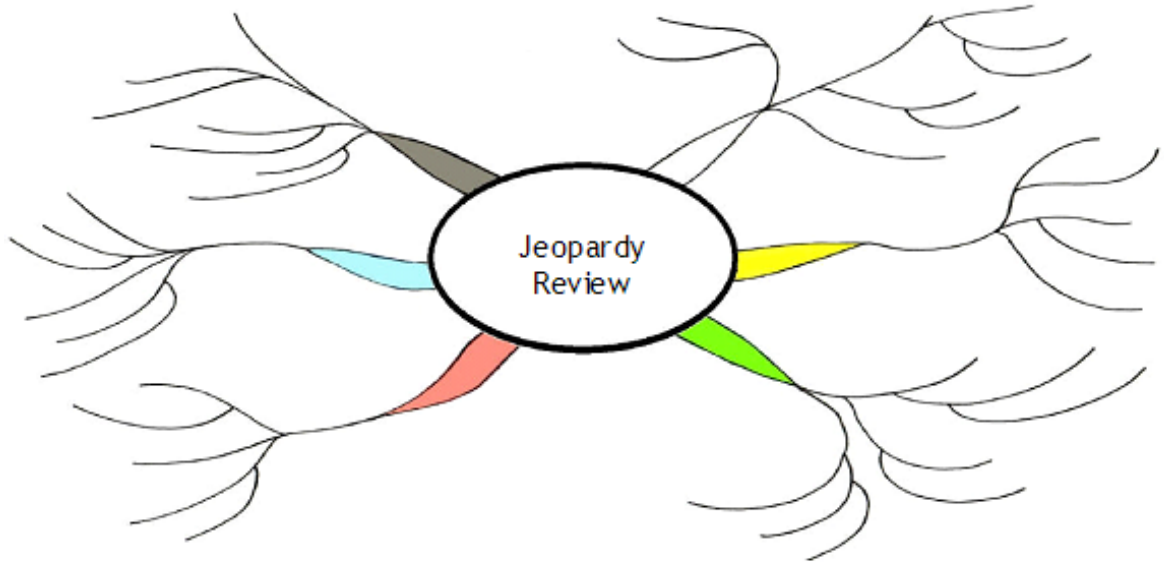
Team 4

Team 5

LET'S PLAY BALL!

**It's Your Turn!**

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



**ANSWERS**




\$100 _____ ?	_____
\$200 _____ ?	_____
\$300 _____ ?	_____
\$400 _____ ?	_____
\$500 _____ ?	_____

# SCHOOL IS...

## Getting Started!

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



ME	Math	Geog.	English	Music	Art	Science	Gym	Comp.
Mon.								
Tues.								
Wed.								
Thurs.								
Fri.								
Sat.								
Sun.								

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

**Do you have \_\_\_\_\_ on \_\_\_\_\_ day?** Yes, I do. / No, I don't

### It's Your Turn

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

ME	Math	Geog.	English	Music	Art	Science	Gym	Comp.	
Mon.									
Tues.									
Wed.									
Thurs.									
Fri.									
Sat.									a miss
Sun.									
									a hit

## SCHOOL IS...

## It's Your Turn!

School can be fun and school can be boring! Tell your partner how you feel about school. Use the language below to help you! Start complaining!



Watch.Love.Share.

I think \_\_\_\_\_ is / are sometimes \_\_\_\_\_ because \_\_\_\_\_ !

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

😊 fun , wonderful, easy  
😞 frustrating, confusing  
😲 amazing, shocking  
😏 interesting  
😓 stressful, demanding  
😌 relaxing, peaceful  
😄 motivating, inspiring  
😬 difficult, dangerous  
😒 boring, tedious  
😫 tiring, exhausting

## GUESS WHO / WHAT / WHERE

### Getting Started!

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



It's a person who \_\_\_\_\_

It's a place where \_\_\_\_\_

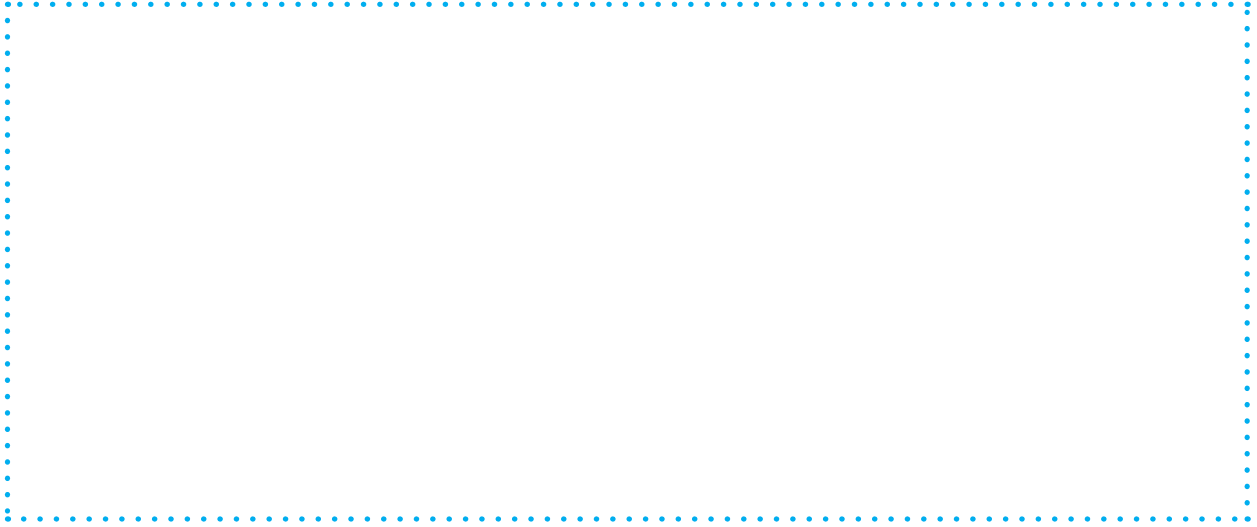
It's a thing which \_\_\_\_\_



## GUESS WHO / WHAT / WHERE

### It's Your Turn!

In the box below, draw and list as many jobs / places and things as possible.  
Take turns describing and guessing with your partner.

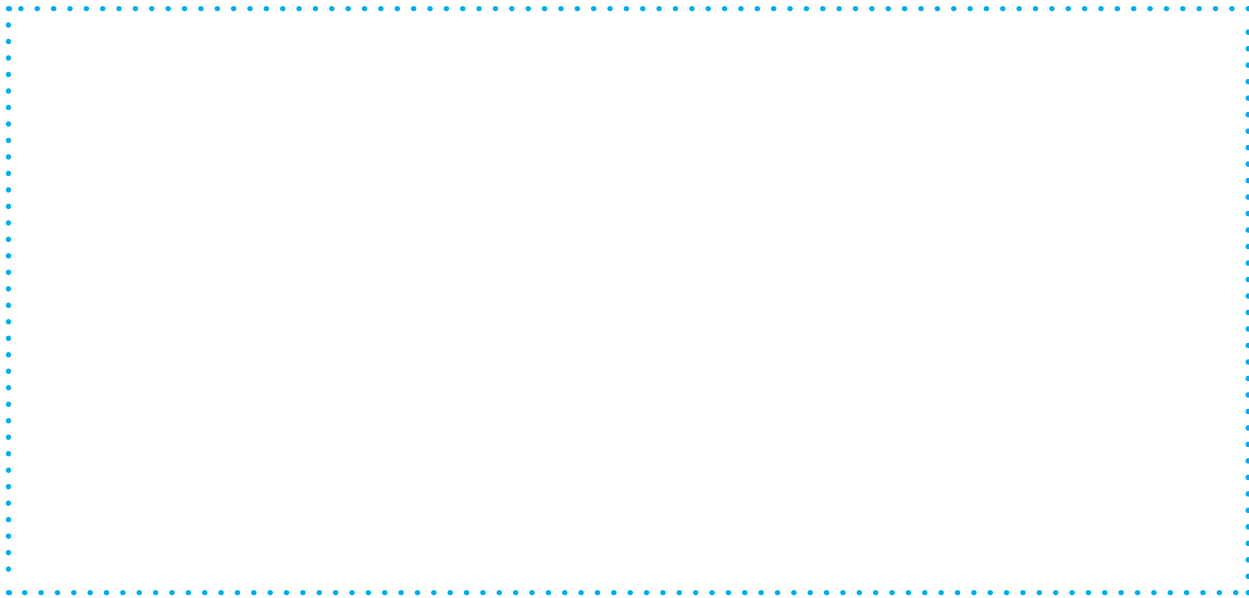


- A) It's a person who \_\_\_\_\_
- B) It's a place where \_\_\_\_\_
- C) It's a thing that \_\_\_\_\_
- D) It's a person who \_\_\_\_\_
- E) It's a place where \_\_\_\_\_
- G) It's a thing that \_\_\_\_\_

## DRAW MY THING...

### Getting Started!

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

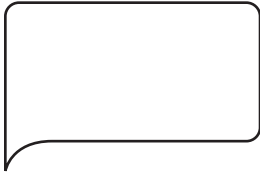

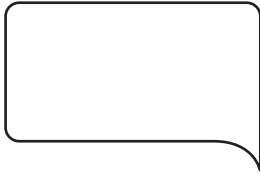


_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## DRAW MY THING...

**It's Your Turn!**

Cartoons are cool! Use your drawing skills to create your own story!

## SAY THANK YOU!

### Getting Started!

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



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

Thank you – Dido

Thank you song

Thank U - Alanis Morissette

I love you song

## SAY THANK YOU!

## It's Your Turn!

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

Thank you for ...ing ... ..	Name
<input type="radio"/> always speaking English _____ .	_____
<input type="radio"/> being friendly _____ .	_____
<input type="radio"/> being so cheerful _____ .	_____
<input type="radio"/> helping _____ .	_____
<input type="radio"/> always _____ .	_____
<input type="radio"/> being _____ .	_____
<input type="radio"/> never _____ ing _____ .	_____
<input type="radio"/> _____ .	_____
<input type="radio"/> _____ .	_____
<input type="radio"/> _____ .	_____
<input type="radio"/> _____ .	_____

**More choices:**

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

## EVERY QUESTION HAS AN ANSWER

### Getting Started!

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

**MAYBE**  
I WAS WE HAVE I HAVE SHE  
WHO WE ARE I DON'T  
CARES! GOING TO DIDN'T I DID  
**I DIDN'T** I CAN I DON'T SHE  
OF YES KNOW DOESN'T  
THEY I DON'T COURSE! YOU ARE NO  
WERE HAVE SOMETIMES I WILL NEVER  
HE DID SHE DOES 100%

#### Next

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

1. Do you like to \_\_\_\_\_ with \_\_\_\_\_ on the weekends?
2. Have you ever \_\_\_\_\_ and \_\_\_\_\_ ?
3. Did you \_\_\_\_\_ this morning before \_\_\_\_\_ ?
4. Do you think \_\_\_\_\_ could beat \_\_\_\_\_ at \_\_\_\_\_ ?

## EVERY QUESTION HAS AN ANSWER

## It's Your Turn!

In 3s. Play Rock, Paper, Scissor. The winner can sit out.  
Second asks a question. Last must answer!

Do you believe in

\_\_\_\_\_?

Are you very

\_\_\_\_\_?

Have you ever

\_\_\_\_\_?

Can you

\_\_\_\_\_?

Who do you

\_\_\_\_\_?

Where did you

\_\_\_\_\_?

What is your best

\_\_\_\_\_?

Do you think

\_\_\_\_\_?

Who is your favorite

\_\_\_\_\_?

Why are you

\_\_\_\_\_?

What are your

\_\_\_\_\_?

What if you

\_\_\_\_\_?

Do you have

\_\_\_\_\_?

What did you last

\_\_\_\_\_?

Are you going to

\_\_\_\_\_?

Did you ever

\_\_\_\_\_?

Why can't

\_\_\_\_\_?

What about your

\_\_\_\_\_?

Do you like to

\_\_\_\_\_?

How did you

\_\_\_\_\_?

What is your favorite

\_\_\_\_\_?

Have you got any

\_\_\_\_\_?

Where were you

\_\_\_\_\_?

Have you had

\_\_\_\_\_?

## ONE OF THESE THINGS IS NOT LIKE THE OTHERS

### Getting Started!

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

The \_\_\_\_\_ is not like the others because \_\_\_\_\_ !





## ONE OF THESE THINGS IS NOT LIKE THE OTHERS

**It's Your Turn!**

Draw / write 16 things into the boxes. Chose 4 in a row.  
Tell everyone why one of your things is not like the others!  
[Try singing the song!](#)


One of these things is not like the others.

One of these things doesn't belong.

Can you tell me which, is not like the others before I finish this song?

## IT'S A PLACE WHERE...

### Getting Started!

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



It's a place where \_\_\_\_\_ !

It is **hot** / cold / big / small / dry / wet / flat / mountainous

It is near \_\_\_\_\_ !

It is known for \_\_\_\_\_ !

It's a country where they speak \_\_\_\_\_ !

The capital city is \_\_\_\_\_

## IT'S A PLACE WHERE...

## It's Your Turn!

Country Project.

Choose a country and working in groups design a poster.  
Include all the following.

a map	major features	population	industries	food products
famous people	holidays religion	important dates	languages	

---

## MOVIE MANIA!

### Getting Started!

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



Hint #1	It's a _____	Genre
Hint #2	It takes place _____	Setting
Hint #3	_____ is / are in it.	Starring
Hint #4	It's about _____ _____	Plot
Hint #5	At the end _____ _____	Climax

## MOVIE MANIA!

### It's Your Turn!

Project time! Make a movie poster for a movie that is coming out!  
First complete the chart and then add this to your poster.

<i>Title:</i>	<i>Show Times:</i>  <i>Place:</i>	<i>Starring:</i>
<i>Genre:</i>  <i>Cost:</i>	<i>Words to describe!</i>	<i>What Reviews Say</i>

## YOU BROKE MY GUITAR!

### Getting Started!

Watch the video song – [“United Breaks Guitars”](#).  
Retell the story using the pictures below.



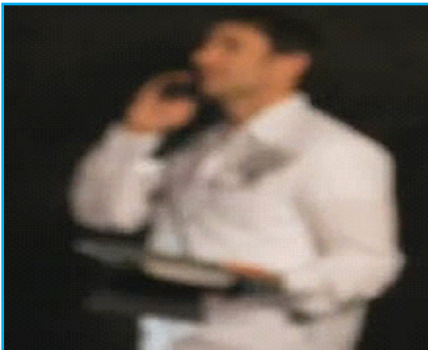
Flew



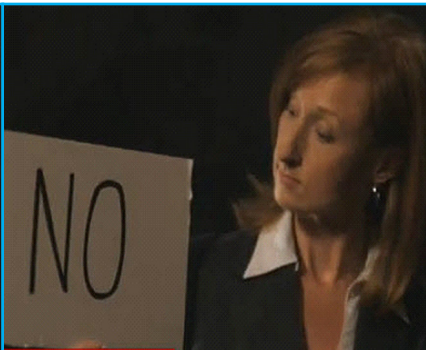
Throwing



Indifferent



Complain



Final word



Should Have

If it had been me, I would have \_\_\_\_\_ !

## YOU BROKE MY GUITAR!

### It's Your Turn!

Have you ever complained? What happened?  
Write a simple letter of complaint.  
Be prepared to share it with the class.

\_\_\_\_\_ , 20\_\_

Dear \_\_\_\_\_ ,

I'm am writing because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I would like \_\_\_\_\_

\_\_\_\_\_

If you don't \_\_\_\_\_ I will \_\_\_\_\_

\_\_\_\_\_

Sincerely,

\_\_\_\_\_

## WORDS

## Getting Started!

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

[A video by RadioLab](#)

**Play**

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

**blow**

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

**BREAK**

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

**split**

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

**run**

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

**FLY**

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

**fall**

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

**light**

head / a cigarette / the way / feather / cola / 's out  
northern / flash / lightning / the trumpet / up / a fire



## WORDS

## It's Your Turn!

Write as many verbs (action) words as possible in the box.

You have \_\_\_\_\_ minutes!

eating

cutting

running

drawing

going

**Now.**

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

**It's Your Turn.**

Write as many nouns (things) as possible in the box. You have \_\_\_\_\_ minutes!

pen

money

ball

plane

games

**Now.**

take turns connecting an action to the thing! Example. *pen - writing*. The more you get the better you are!

## MAKING A SANDWICH IS EASY!

### Getting Started!

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



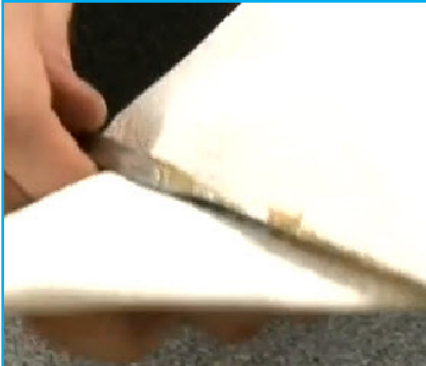
put together



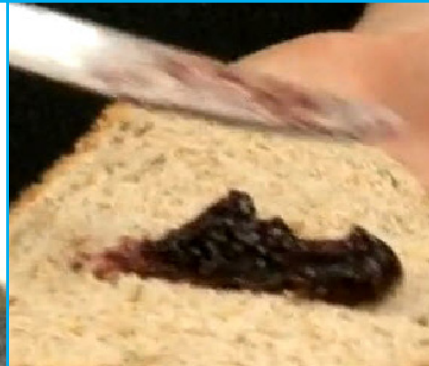
need



cut



wipe



spread



spread

Now, [check your answers!](#)

## MAKING A SANDWICH IS EASY!

### It's Your Turn!

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



*From the kitchen of:* \_\_\_\_\_

*Recipe for:* \_\_\_\_\_

*Ingredients:* \_\_\_\_\_

First, \_\_\_\_\_

Next, \_\_\_\_\_

Then, \_\_\_\_\_

Finally, \_\_\_\_\_

Watch Mr. [Bean makes a sandwich](#). After, tell your partner how to make a sandwich.



## PRESENT IT!

### Getting Started!

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

taking the bus  
exercise  
government  
the government  
your life  
studying English  
babies  
boy/girlfriends  
television  
Pets  
the internet  
cell phones  
the teacher

1. First of all / In the first place / Most importantly / First and foremost,
2. Secondly / What's more / Furthermore / In addition
3. Lastly / Last but not least / Finally / Let's not forget

## PRESENT IT!

## It's Your Turn!

First, complete the speech below using your own ideas.  
After, practice with a friend. Finally, present it!

Good \_\_\_\_\_ . My name is \_\_\_\_\_

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

\_\_\_\_\_ .

There are many reasons (not) to \_\_\_\_\_ .

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

\_\_\_\_\_ .

\_\_\_\_\_ .

2. *Secondly* / *What's more* / *Furthermore*

\_\_\_\_\_ .

\_\_\_\_\_ .

3. *Thirdly* / *Lastly* / *Last but not least*

\_\_\_\_\_ .

\_\_\_\_\_ .

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

\_\_\_\_\_ .

Any questions?

## WHAT A WONDERFUL WORLD!

### Getting Started!

Listen to this [famous song](#) by Louis Armstrong.  
Finish the lyrics. Then, you be the song writer!

#### The Real Lyrics

I see trees of \_\_\_\_\_ ,

red roses too

I see them bloom for me and you

And I think to my \_\_\_\_\_ :

“What a wonderful world!”

I see skies of \_\_\_\_\_

and clouds of white

The bright blessed day,

the dark sacred \_\_\_\_\_

And I think to myself:

“What a wonderful world!”

Yes, I think to myself:

“What a wonderful world!”

#### Your Version

I see \_\_\_\_\_ ,

\_\_\_\_\_ too

I see them \_\_\_\_\_ for me and you

And I think \_\_\_\_\_ :

“What a \_\_\_\_\_ world!”

I see \_\_\_\_\_ of \_\_\_\_\_

and \_\_\_\_\_ of \_\_\_\_\_

The \_\_\_\_\_ day,

the dark \_\_\_\_\_

And I think to myself:

“What a \_\_\_\_\_ world!”

Yes, I think to myself:

“What a \_\_\_\_\_ world!”

WHAT A WONDERFUL WORLD!

**It's Your Turn!**

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

**FAMILY**  
**FOOD**  
**POWER**  
**MONEY**  
**KINDNESS**  
**LOVE SECURITY**  
**PERSONALITY**  
**PURPOSE**  
**SHELTER**  
**HEALTH**  
**LOOKS**  
**JOB**

VERY IMPORTANT

NOT SO IMPORTANT

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

**Watch / Discuss:**

[Listen to Dr. Frankl](#) speak about what is most important to him.  
 Do you agree? What is your purpose in life? Can you imagine it?



# IF I WERE GEORGE.....

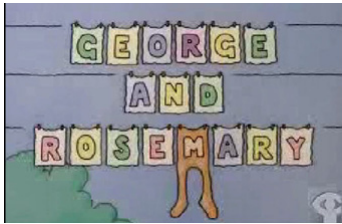
## Getting Started!

Watch the video [Rosemary and George](#).

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

What if \_\_\_\_\_ ?

Put the photos in order.



The title



visit



spy



dream



kill time



imagine

**Next.**

Write 3 things George wishes:

George wishes he were \_\_\_\_\_ .

George wishes he had \_\_\_\_\_ .

George wishes he could \_\_\_\_\_ .

*What does Rosemary wish?*

Rosemary wishes \_\_\_\_\_ .



## IF I WERE GEORGE.....

## It's Your Turn!

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

**Example.** If I went to bed, I'd stop thinking. If I stopped thinking, I'd \_\_\_\_\_.

get married

lose weight

go to \_\_\_\_\_

talk to \_\_\_\_\_

lose my job

become famous

relax

stop \_\_\_\_\_ ing

buy a \_\_\_\_\_

get sick

change

get \_\_\_\_\_

travel to \_\_\_\_\_

buy a \_\_\_\_\_

do nothing

eat \_\_\_\_\_

build a \_\_\_\_\_

have an accident

visit my \_\_\_\_\_

have a party

win the lottery



## Teach / Learn Notes

### 1. Me, Myself and I

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

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

### 2. Two Truths and a Lie

Prep: The teacher fills out one of the cards (or both) either on the board or by projecting the page on a whiteboard.

1. Students guess which is the lie.
2. Students fill in their own card and play in groups or as a whole class.
3. Finish by playing the board game. Either use [one die](#) or as suggested, the finger method. Students can keep replaying the game as time permits. Use the template at the back and students can create their own game.

### 3. Tell Us About Your Family

Prep: A teacher or student puts family names on the board – maybe even sketch the tree. Note the target language on the board.

1. Students ask about the person's family using the prompts. Cross out / circle the names as done.
2. Students write their own family names. Allow them to use their own language to write. Set a time limit.
3. Students in small groups/pairs, ask and answer about each others family – crossing out the names as they go.

### 4. My Home

Prep: The teacher or student draws the basic walls of their home on the board.

1. Students use the target language to ask questions about the apartment / house. The items are “sketched” in and labeled. Describe where things are located.
2. Students repeat this and ask/answer about their own home in small groups.
3. Ask students to state one interesting thing about a classmate's home!

### 5. Guess The Celebrity

Prep: write the names of many local / international celebrities on the board.

1. Make statements about the celebrities. Students guess who it is. Cross out as done and continue.
2. Students brainstorm their own list of famous people. Repeat like above in small groups. Students can keep score of who gets the most answers.
3. Ask students to describe a celebrity for the whole class. Who can guess first?

## 6. Radio Talk Show Interview

Prep: Put the question blanks on the board/screen or use the book (no pens!).

1. Students interview a student or teacher. They can be themselves or a famous person/character. High level students can make indirect questions > “Could you please tell us ...?”
2. Students in small groups/pairs repeat the activity with a classmate.
3. Repeat this activity daily if able. A great warm up for any English class. Keep the questions on chart paper in the classroom.

## 7. Your Last Vacation

Prep: Show some photos of your last holiday. Ask students and discuss about their last holiday.

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

## 8. When did you last...

Prep: Put up the picture or words on the board / screen.

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

## 9. It Tastes Great

Prep: Put the picture or words on the board / screen.

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

## 10. Animal Matching – Noah’s Ark

Prep: Play the song and let students enjoy it.

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

### 11. My Usual Day

Prep: Put the clocks on the board with specific times.

1. Students ask about someone's day. Fill in under the clock. Repeat in small groups/pairs.
2. Students write about Mr. X's day. Monitor, correct. Show the power point story before the activity. Even use the pictures and make a [storybook](#).

### 12. Tell Us About

Prep: Put the vocabulary on the board or display the picture.

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

### 13. Alphabet Organizing

Prep: Put the alphabet boxes on the board. Choose a category and fill in as a class.

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

### 14. Bingo Lingo

Prep: Display the bingo card on the board / screen.

1. Interview one student, their back to the pictures (no pens – focus on the board). If they say No – X / Yes – O. Students continue asking in groups. First group to get 5 in a row wins.

Full instructions [here](#).

2. Students repeat and play in pairs, trying to be the first to get "Bingo"
3. Students make their own card with their own vocabulary items and play as above.

### 15. Harder, Better, Faster

Prep: Put the declaratives (So what! / Who cares! / That's nothing) on the board. Brag with selected students and try to get them to brag back.

1. Using the adjectives, students practice bragging. Encourage them to use their own words!
2. Students write out the comparative forms.
3. In small groups, students write and act out a commercial. Model with one high level student before. Select groups to perform the commercial for the class! Lights, camera, action!

### 16. Just Do It

Prep: Write some commands on the board. Select a student or the teacher as a "robot". The class commands them to do things. Encourage them to give orders quickly.

1. Play the “[Pass the Paper](#)” game. The student who has the paper when the music stops must do the action/command. Also play [this game](#) where students make the commands.
2. Students write in commands on the game board. They play the game as instructed – one student doing the command.

### 17. Amazing Inventions

Prep: Write down 3 or 4 important inventions on the board (or draw / display them). Ask students which they think is most important and why.

1. Students rank the inventions and discuss / debate in small groups. Get students to report back to the class.
2. Watch the video of young inventors. Students listen and note the inventions.
3. In small groups students design their own invention. They present in front of the class. Display and discuss.

### 18. First Word War

Prep: Put a grid on the board (with large squares). Add one word across and one horizontal. Like the book example.

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

### 19. Find Someone Who

Prep: Put the survey card on the board, nice and large. Fill in a survey question and ask students. Note the answers below. Make a conclusion.

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

### 20. A Crazy Yesterday

Prep: Put the numbers 1 – 10 on the board. Brainstorm verbs for each number. Next, tell a story using these transitions.

1. Students in small groups brainstorm verbs. They complete the story in writing and share with the class.
2. EFL Mad Lib. Students fill out the categories and then put them in the correct blank space.
3. Students share and read their story for friends and the class.

## 21. Connect 'em And Guess 'em

Prep: Show the video and students record animal names.

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

## 22. Let's Play Ball

Prep: Prepare some questions for the class (review questions are great or get some [here](#)). Draw a soccer pitch on the board and put a magnet/marker in the middle (the ball).

1. Play ball. Divide the class into two teams. Ask questions. If a team answers correctly, move the ball. 3 answers to score a goal. If incorrect, the ball changes possession.
2. BAAM. Select from a number of Baam games [here](#).
3. Jeopardy. Divide students into teams. Draw a jeopardy frame on the board. Teams prepare questions and then the whole class plays using their questions. One team asks all their questions, then the next team etc....

## 23. School is ....

Prep: Draw a battleship grid on the board with X / Y vocabulary. Prepare a sheet of paper with your ship's location.

1. In groups, students guess where your ships are. Fill in and play until all the ships are located. Alternately, play the power point provided.
2. Students play in pairs with their sheet in the book. Trying to sink all their partner's ships.

## 24. Guess Who / What / Where

Prep: NONE!

1. Students guess which one it is as you make a statement using who / that / where. Cross out when guessed and continue until finished.
2. Students write out statements and then play with the group.
3. Students brainstorm and then play the guessing game, keeping score. Who gets the most points?

## 25. Draw My Thing

Prep: Draw a big rectangle on the board. Put a title above it. Ask students what they see.

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



## 26. Say Thank You

Prep: Display the words on the board in writing or by projector.

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

## 27. Every Question Has An Answer

Prep: Prepare some questions for students.

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

## 28. One of these Things

Prep: Draw a large grid 4 square X 4 squares and fill in with drawn/written things.

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

## 29. It's A Place Where

Prep: Put a big map on the board or on a screen.

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

## 30. Movie Mania

Prep: Write the names of some well known movies on the board.

1. Make statements about a movie. Students guess which movie is being described.
2. Students fill out the “Movie Card” and then read to the class / group. Others guess the movie.
3. Movie Poster. In small groups, students design a movie poster using the information provided. You might provide larger poster sized paper for this. Present to the class afterwards and rate the movie!

### 31. You Broke My Guitar

Prep: Ask the students if they have any complaints. Record on the board.

1. Show the music video, “You broke my guitar”.

Students order and retell the story in small groups. Take up as a class.

2. Letter of Complaint. Students write a letter of complaint (you might suggest they write to the school principle about something). Brainstorm possible structures before writing. Monitor, correct and share the letters. [Maybe even send to the principle!]

### 32. Words

Prep: No preparation!

1. Watch the short video – “Words”. Ask students after, if they images were related to something.
2. Watch again. Pause between each segment so students can select the answers (could be done in pairs/groups). Show the video again and take up the answers.
3. Students first brainstorm verbs, then nouns. In both cases, with a partner, they think of a connected noun / verb. Cross out as completed until finished.

### 33. Making A Sandwich is Easy

Prep: No preparation!

1. Students look at the pictures and order them. They practice telling a partner how to make a P and J sandwich. Play the video or provided power point and check the answers.
2. Students fill out a recipe card and write down the instructions. They tell a partner the steps and the partner acts out like they are really preparing the food (get a student to read to you and you do the actions).
3. Watch Mr. Bean makes a sandwich. See the provided materials.

### 34. Present It

Prep: Write down 2 or three debating points. ie. country vs city / man vs woman etc... Write down a list of transitions (Firstly, Furthermore, Finally etc...)

1. Ask students to be the angel. The teacher is the devil. The teacher lists 3 bad points about the topic, modeling the use of transitions. The students state 3 good points. Make sure to ask the students to use a transition.
2. Students repeat #1 using the categories in the book. Ask some pairs of students to repeat their answers for the class.
3. Presentation. Students prepare a presentation on the topic of their choice (or the teacher provides some). They write, practice in small groups. The best can perform for the whole class and be judged. See the included resources for rubrics and topics.

### 35. What A Wonderful World

Prep: Ask the students to list things that make their world / the world, “wonderful”.

1. Listen to the song. Students fill in the blanks. (fold the sheet hot dog style).
2. Rank the items. In groups, students discuss how they'd rank these things. Get groups to put their lists on the board and compare. Discuss and make one big list.

### 36. If I Were George

Prep: No preparation! (but you might first show the ppt story).

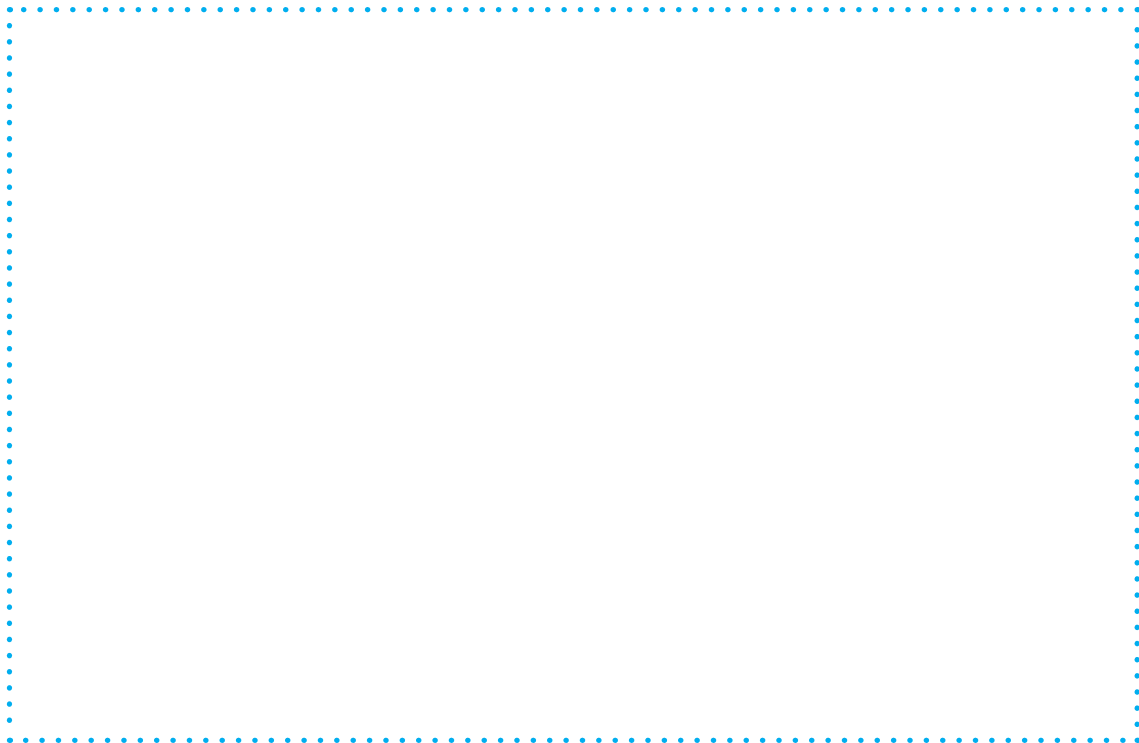
1. View the video. Pause at times and ask students prediction questions. Also ask, what if... questions.
2. Students reorder and retell the story.
3. Play the “If” game, connecting possibilities. Review and play as a whole class after.



**Teach, Learn | “Teacher Helpers”**  
Extra Templates - Handouts

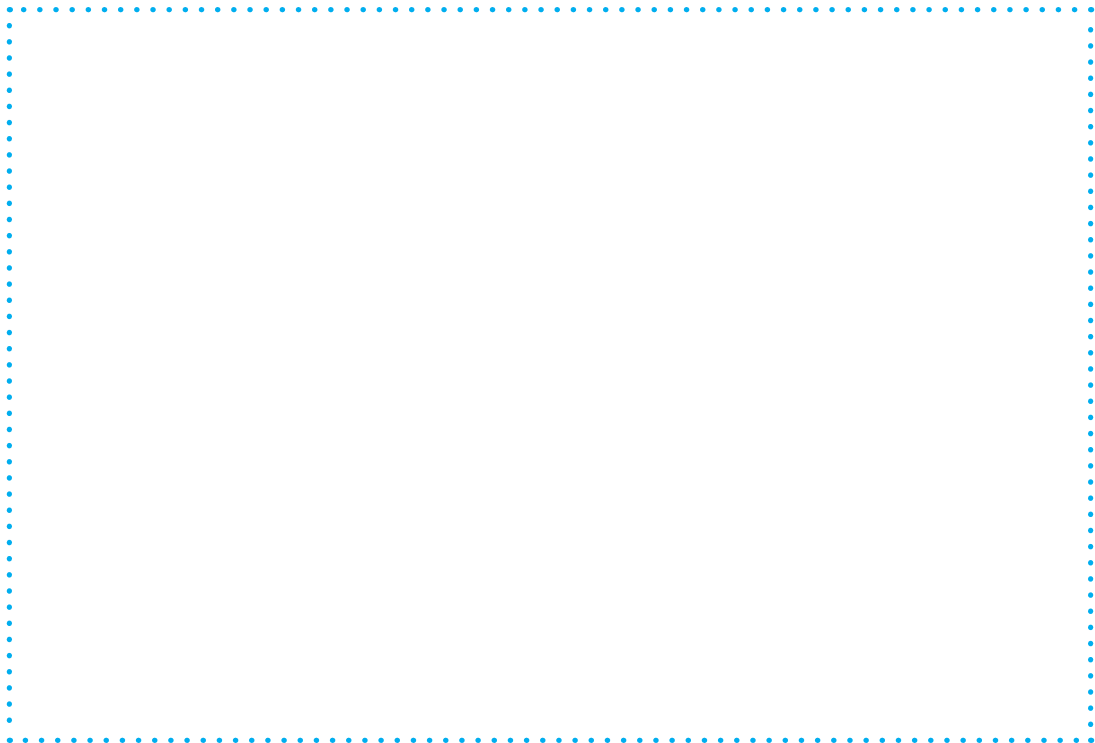
## Describe And Draw

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



## Describe And Draw

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







SCC Story Frame Template



Handwriting practice lines consisting of ten horizontal blue lines.

## Survey Cards!

\_\_\_\_\_ ?

YES       NO

\_\_\_\_\_ ?

YES       NO

\_\_\_\_\_ ?

YES       NO

\_\_\_\_\_ ?

YES       NO

\_\_\_\_\_ ?

YES       NO

\_\_\_\_\_ ?

YES       NO

All

Most

Many

Some of us \_\_\_\_\_ !

Not many

A few

None

## Name 2 Cards

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

## Compliment Cards

# You look great!

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

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

You are so \_\_\_\_\_ / You look so \_\_\_\_\_ / I love your \_\_\_\_\_

Your hair is \_\_\_\_\_ / What a nice \_\_\_\_\_ ! / I admire your \_\_\_\_\_

Where did you get that \_\_\_\_\_ ? / I've never met a person so \_\_\_\_\_

You \_\_\_\_\_ very well, you should \_\_\_\_\_ / I've never met anyone so \_\_\_\_\_

Your \_\_\_\_\_ is amazing! Keep up with the \_\_\_\_\_ / Simply \_\_\_\_\_

This \_\_\_\_\_ wouldn't be the same with you. / You \_\_\_\_\_ so well!

---

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

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

You are so \_\_\_\_\_ / You look so \_\_\_\_\_ / I love your \_\_\_\_\_

Your hair is \_\_\_\_\_ / What a nice \_\_\_\_\_ ! / I admire your \_\_\_\_\_

Where did you get that \_\_\_\_\_ ? / I've never met a person so \_\_\_\_\_

You \_\_\_\_\_ very well, you should \_\_\_\_\_ / I've never met anyone so \_\_\_\_\_

Your \_\_\_\_\_ is amazing! Keep up with the \_\_\_\_\_ / Simply \_\_\_\_\_

This \_\_\_\_\_ wouldn't be the same with you. / You \_\_\_\_\_ so well!

## Who Was The Last Person Who...?

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

**My God! I can't remember!**

## Famous Interviews

Good \_\_\_\_\_ Mr. / Mrs. \_\_\_\_\_. Thank you for  
\_\_\_\_\_. I'm very excited about  
interviewing you. Let's begin.

My first question is \_\_\_\_\_ ?

Well, \_\_\_\_\_ .

How interesting! You are so \_\_\_\_\_ !

Let's move on. Next, W \_\_\_\_\_ ?

To be frank, \_\_\_\_\_ .

Thank you for such an honest answer.

I'd like to ask you \_\_\_\_\_ ?

Oh, \_\_\_\_\_ .

That's what I thought you'd say!

Lastly, could you please tell us \_\_\_\_\_ ?

Certainly. \_\_\_\_\_ .

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

You are \_\_\_\_\_ .

**Write it out!****Instructions**

Finish writing the sentences below. After you have finished, crumple your paper up into a ball and put it in front of you, on your desk.

Don't write your name on this piece of paper and PLEASE write clearly.

1. When I was born \_\_\_\_\_.

2. When I was growing up \_\_\_\_\_.

3. During high school I \_\_\_\_\_.

4. I am studying English because \_\_\_\_\_.

5. When I have some free time I \_\_\_\_\_.

6. I would describe myself as \_\_\_\_\_.

7. I hope to \_\_\_\_\_ during this course.

8. My motto is \_\_\_\_\_.

9. If I were an animal I'd be \_\_\_\_\_.

**JOB Cards**

FACTORY WORKER	POSTMAN	FARMER
BUSINESSMAN WOMAN	TEACHER	SECRETARY
DOCTOR	BUS DRIVER	FARMER
HAIRDRESSER	LAWYER	GARBAGE MAN
ZOO KEEPER	DETECTIVE	CASHIER



## Response Cards

You too!	Thank you	Not (so) bad
I'm okay.	Not Much	Very well, thank you
Same old, Same old	See you later	Not too good
You can say that again!	The usual	See you _____!
Talk to you later	No problem	(repeat)
Good _____!	I can't complain.	I will. I won't.
(positive) ! [wonderful]	(negative)! [ terrible ]	_____

## Thank You Game

**Thank You !**  
**Don't Mention It!**

Look at the list below and go around the class saying *THANK YOU* to your classmates.

Try to say a different *THANK YOU*, to each member of the class.

*THANK YOU FOR...*

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

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

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

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

\_\_\_\_\_!

---

**Thank You !**  
**Don't Mention It!**

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*THANK YOU FOR...*

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

\_\_\_\_\_!

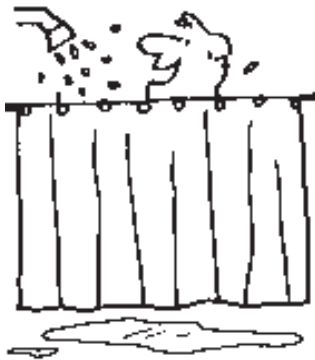
## Mr. X Cartoon



Mr. X likes \_\_\_\_\_



Mr. X gets up at \_\_\_\_\_



He showers for \_\_\_\_\_ minute.



He gets dressed \_\_\_\_\_ ly.

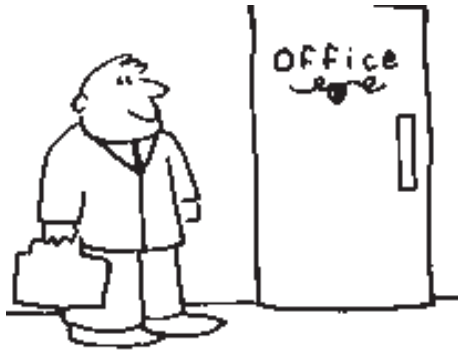


He eats \_\_\_\_\_ .



He reads the \_\_\_\_\_ .

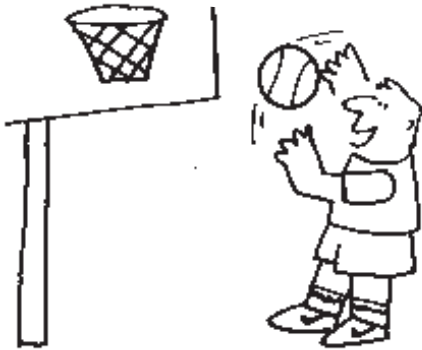
## Mr. X Cartoon



He arrives at work at \_\_\_\_\_ a.m.



He leaves work at \_\_\_\_\_ o'clock.



Mr. X plays \_\_\_\_\_ after work.



He usually eats dinner at \_\_\_\_\_.



He goes to bed at \_\_\_\_\_ o'clock.

**SWEET DREAMS!  
GOOD NIGHT!**

## What's Important In Life?

### Instructions

What is *the key* to a great life? Look at the picture and rank the ideas.  
Put your answers on the board so others can compare.



VERY IMPORTANT

NOT SO IMPORTANT

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

6. \_\_\_\_\_

### Watch / Discuss:

[Listen to Dr. Frankl](#) speak about what is most important to him.  
Do you agree? What is your purpose in life? Can you imagine it?

## Do You Believe In...

### DO YOU BELIEVE IN...

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

### DO YOU BELIEVE IN...

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

---

### DO YOU BELIEVE IN...

GHOSTS  
TAKING VITAMINS  
ALWAYS DOING A GOOD JOB  
LIFE ON OTHER PLANETS  
MIRACLES  
HOROSCOPES  
LOVE AT FIRST SIGHT  
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THE LOCKNESS MONSTER  
GOD  
LEGALIZED DRUG USE  
DIVORCE  
RESPECTING YOUR ELDERS  
OBEYING THE SPEED LIMIT  
EUTHANASIA  
YOUR CHILDREN'S FUTURE

## Tell Us About Cards

Where you went to university	What you'll do tomorrow	Your brother or sister
A Hobby	Your mother	How _____ Is made
Your children	What's in your pockets	An important moment in your life
What you are going to do this _____	Your first Love	Where you bank
Your best friend	Your opinion on _____	Your proudest moment
The first time you _____	What you dream of one day doing	Your doctor or dentist
A Country you've traveled to	Your last meal	Your motto
An animal you like	Your favourite _____ team	Your boss
An injury you suffered	Where you get your hair cut / styled	Your office desk

## Tell Us About Cards

What you last bought	A musical talent	A favourite restaurant
The last DVD you watched	Your wedding or future wedding	When you first started _____
When you last _____	How you like your Pizza / coffee	What you would do if _____
Where you have traveled	What really bugs you / annoys you	The most difficult thing for you
Your morning routine	A film you recently saw	How you met _____
Why you are so _____	A special talent	What scares you the most
Your personality	Your weekend plans	Why you came here today
Your best friend	Your childhood	A favourite childhood story
When you usually _____	A pet	The first time you _____



## Tell Us About Cards

Yesterday	Your worst teacher	How you got your job
A time you got lost	A time you cried	A colleague you think is super!
A wish you have	Where you bought those _____	A book you recently read
What magazines you usually buy	Your long term plans	Who you'd like to meet if you had the chance
Your favourite _____	One of us	Your family car
What you think about _____	Vitamins or healthy things you take / do	Your apartment / house

## Tell Us About Cards

A celebrity you admire	A vice (bad thing) you have _____	Where you go to _____
Your favourite subject	Why English is so _____	Your favourite place to _____
A regret, something you wish you had done	The first thing you are going to do after _____	How a person should live their life.
A favourite Joke	The best place to _____ in Korea.	An English speaker you know.
A meal you like to cook at home	Why you never _____	What you watch often on TV.
The last time you went to the norabang	The internet sites you visit/use	A vacation you took

## Looking On The Bright Side Of Life

### Instructions

In groups of 3. One classmate read the phrases below to 2 others.  
Respond with a “Positive” reply using the phrases in the box.

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

### COMPLAIN!

- The weather lately has been horrible!
- I hate studying!
- I have to help my mother tonight!
- This city is so expensive!
- The president is so stupid!
- Global warming is really bad.
- Nobody loves me!
- I am broke!
- Teachers are far too nice to students!
- English is so difficult.
- I don't know how to use my computer!
- My apartment is too small!
- I have 3 cavities!
- I lost my job!
- I can't sing at all!
- Our TV is broke!
- I haven't been on a date in years!
- The price of gas is so high!
- The doctor says I have to exercise.
- My mother in law is visiting!
- The world is too crowded!
- I don't have any nice shoes!
- I didn't get any presents this year!
- I can't speak English very well.
- This weekend it will rain.
- I lost my wallet!

## SCC Bingo Card

# BINGO

---

		FREE		

## I Feel Like a Number

### Instructions

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

#### I FEEL LIKE A NUMBER: A

1. My telephone number is 010 2296 3235
2. The temperature is 21 C
3. The question and answer is that  $4 + 6 = 10$
4. The USA became independent on July 4th , 1776
5. The shirt cost \$ 12.99
6. Japan has a population of 160,000,000 people.
7. He drove 90 km/hour for 6 hours. So he drove 540 km.
8.  $\frac{1}{2}$  of 1% of people are blind.
9. The room measured 6m X 3m or 18m
10. The serial number is X349AP21007
11. I am 99.999 % sure.

### Instructions

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

#### I FEEL LIKE A NUMBER: B

1. Call me at +1 (705) 563- 2903 at 7:05 pm
2. The sale price is 3 for \$9,99!!!!
3. Our teacher was born Sept. 8th, 1962
4. The lowest temperature ever recorded is  $-72$  F
5. 10% of 1,000,000,000 is 100,000,000
6. The invoice number is AB/4309/STY3
7. The speed limit is 50kph on city residential streets.
8.  $\frac{1}{10}$ th of all people are left handed.
9. The odds of rolling 6, 6 are 1:36
10. The answer to pi is 3.145689
11. He got 85% on the exam and was in the 100th percentile.



## My Book Report

Title: \_\_\_\_\_ My name: \_\_\_\_\_

Author: \_\_\_\_\_ # of pages: \_\_\_\_\_

### Book Summary (What the book is about)

This book is about .....

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

I liked the part when...

My passion rating:



## Let's Play Battleship!

### Instructions

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



ME								

\_\_\_\_\_ ?

THEM								

	
a hit	a miss





## Find Someone Who...

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

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

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

**WHO**

**WHAT**

**WHERE**

**WHEN**

**HOW**

**HOW LONG**

**WHY**

\_\_\_\_\_ did you \_\_\_\_\_?

**Name**

1. \_\_\_\_\_ has eaten \_\_\_\_\_.
2. \_\_\_\_\_ has driven \_\_\_\_\_.
3. \_\_\_\_\_ has traveled to \_\_\_\_\_.
4. \_\_\_\_\_ has climbed \_\_\_\_\_.
5. \_\_\_\_\_ has \_\_\_\_\_ today.
6. \_\_\_\_\_ has seen a \_\_\_\_\_.
7. \_\_\_\_\_ has flown \_\_\_\_\_.
8. \_\_\_\_\_ has a \_\_\_\_\_.
9. \_\_\_\_\_ has never \_\_\_\_\_.
10. \_\_\_\_\_ has sung \_\_\_\_\_.
11. \_\_\_\_\_ has \_\_\_\_\_ before.
12. \_\_\_\_\_ has \_\_\_\_\_.

**Only Connect!**

**Instructions**

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



Write here what you liked about their game!

--

## Only Connect!

### Instructions

Write the words below and “connect” them to make 4 lists!

You have 10 minutes!

<b>LION</b>	<b>GOAT</b>	<b>PIZZA</b>	<b>BOOK</b>
<b>LOOK</b>	<b>BEAR</b>	<b>LOVE</b>	<b>GRASS</b>
<b>PUT</b>	<b>BIG</b>	<b>LEMON</b>	<b>GREEN</b>
<b>GAME</b>	<b>PEACE</b>	<b>BANANA</b>	<b>PENGUIN</b>

--	--	--	--


Write here what you liked about their game!

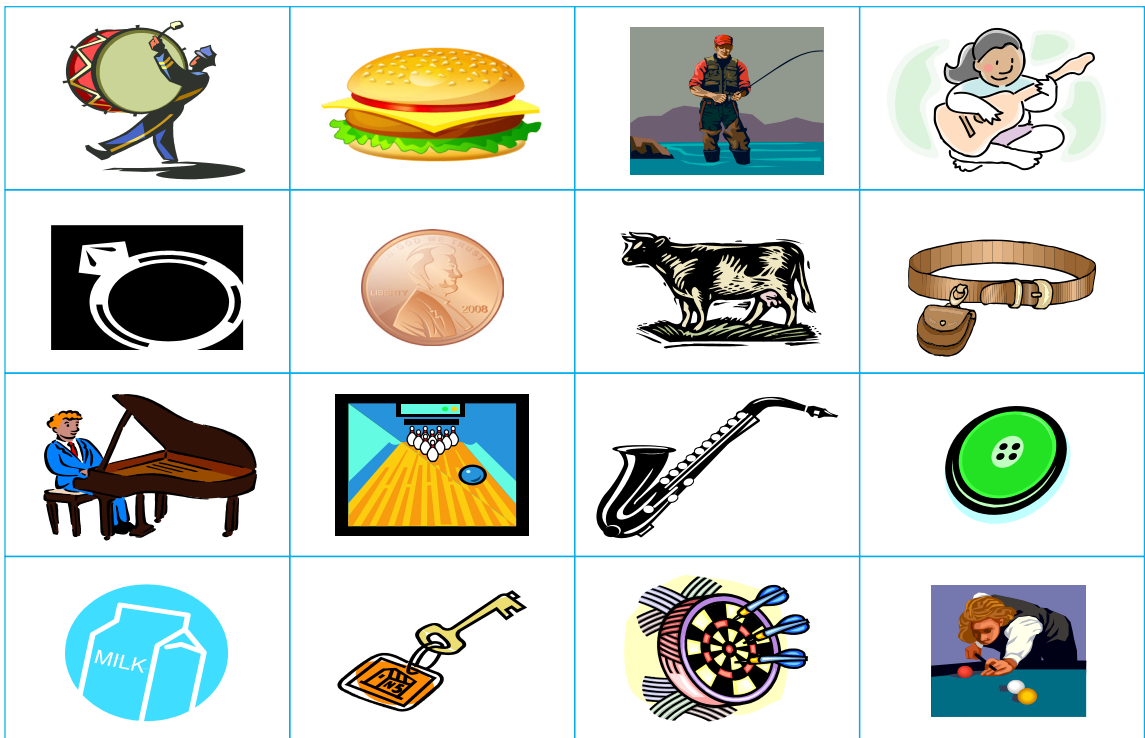
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# Only Connect!

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Fill in 16 boxes with words from 4 lists (write or draw).

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## Alphabet Organizing / Scattergories

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W/X

Y/Z

## When did you last cards

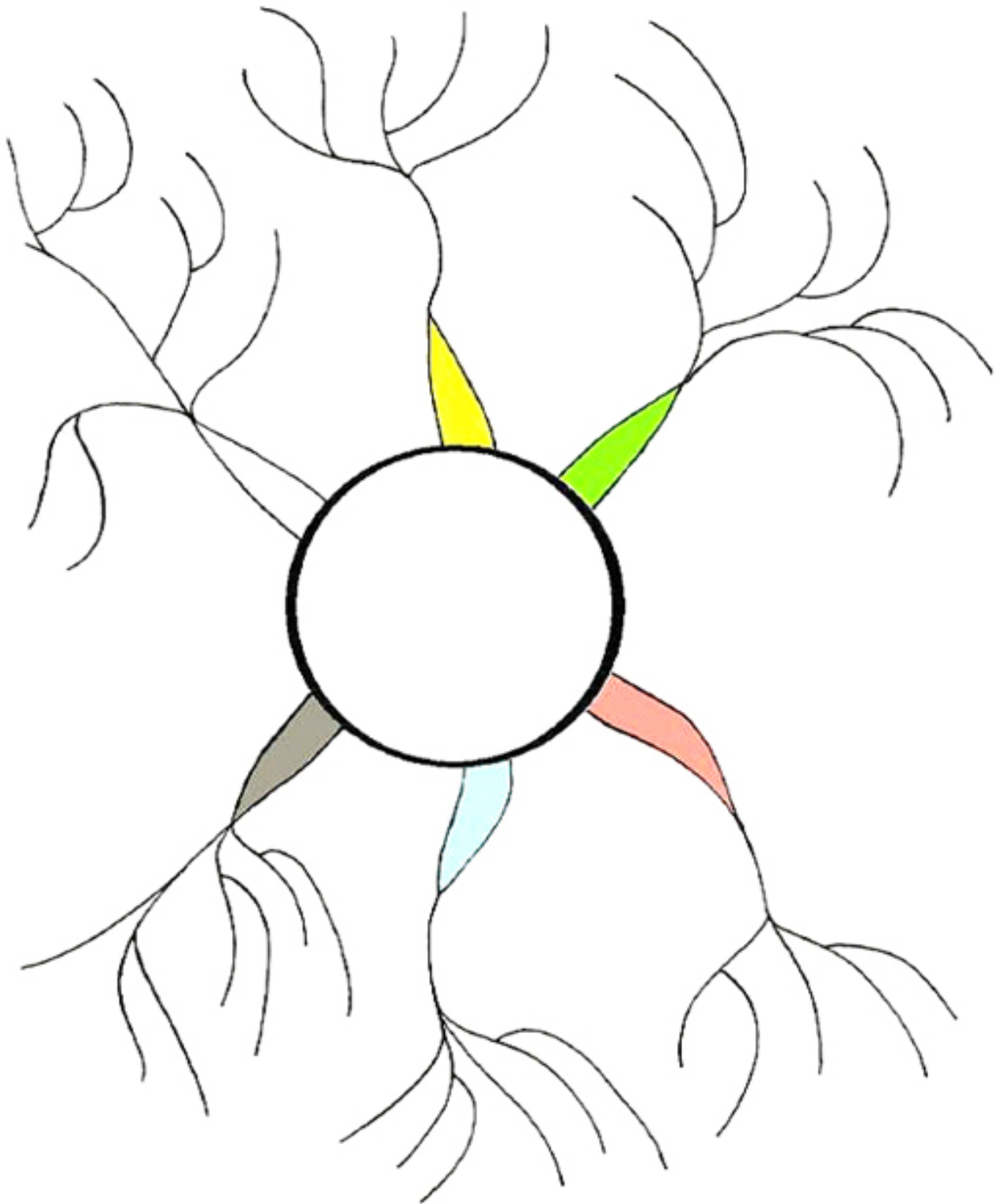
Read _____	Eat _____	Drink _____
Play _____	Kiss _____	Go to _____
Look at _____	Buy _____	Send _____
Take _____	Lose _____	Visit _____
Get _____	Think about _____	Write _____
Give _____	Study _____	Throw _____

## When did you last cards

Travel to _____	Take a _____	Buy a _____
Cook _____	Make _____	Speak _____
Have _____	See _____	Find _____
Rent _____	Play the _____	Order _____
Sing _____	Fly _____	Look at _____
Listen to _____	Plan _____	Hear _____



Mind Map



## Lesson Plan Template

**Grade / Class:**

**Date:**

Objectives:

Materials:

### LESSON

Prepare / Engage:

Practice / Study:

Produce / Personalize / Activate:

**Follow-up / Next Steps**

## Scc Rubric Template And Descriptors

**Rubric for** \_\_\_\_\_

Student / Group \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Evaluated by:      Self       Peers       Teacher

Objectives: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Criteria	Level	Level	Level	Level

*Comments and suggestions for improvement:*

## Scc Rubric Template And Descriptors

Limited	Adequate	Sound	Extensive
Few / Little	Some	Most / Several	All
With assistance	Limited assistance	Mostly accurate	Fully accurate
Limited Understanding	Some understanding	Good understanding	Thorough understanding
Major errors	Some errors	Few errors	Error free
Limited development	Some development	Good development	Well developed
Imprecise	Somewhat precise	Generally precise	Very precise
Poor / Minimal	Fair / Satisfactory	Good	Excellent
Unclear	Partly clear	Mostly clear	Extremely clear
Rarely	Sometimes	Usually	Always
Inconsistent	Somewhat consistent	Mostly consistent	Always consistent
Little evidence	Some evidence	Good evidence	Strong evidence
Incomplete	Partly complete	Fairly complete	Totally complete
Inaccurate	Some accuracy	Mostly accurate	Fully accurate
None	A little	Quite a lot	Complete

## SOLOM – Student Oral Language Observation Matrix

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Language Observed: \_\_\_\_\_ Administered By (signature): \_\_\_\_\_

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

## Question Schematic

### Instructions

We make 2 kinds of basic questions in English. General Questions or Yes/No questions.

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

	<b>Yes/No</b>	<b>(Name)</b>		
Who	am are	I / you / he/ she/it	to go go	
What ( _____ )	is	we / you / they	going went gone	
When				
Where	was were	(Thing)	(Verb)	?
How ( _____ )				
Why	did	my / your / his her/ its / our / your / their	to do do doing did done	
Whose ( _____ )	have has	this / that these / those		
Which	will won't			

**Example:**                      **CAR!**                      →                      **Whose car is it?**                      →                      **It is mine.**

## Commercial Analysis sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Television Commercial Analysis Form

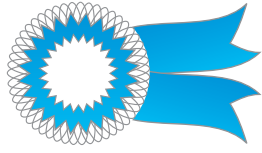
[The top commercials for teaching list](#)

	Product Name	Target Audience	Hooks used	What is the message?	Effective? Why? Why not?
1.					
2.					
3.					
4.					
5.					

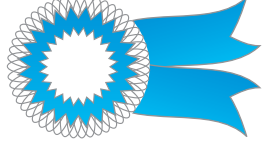




**Congratulations!**



**WE TEACH / WE LEARN**  
**CERTIFICATE OF EXCELLENCE**



*is hereby granted to:*

\_\_\_\_\_

*for outstanding performance in*

***Teaching English as a Second Language***

Granted \_\_\_\_\_, 20\_\_\_\_\_

Teacher Name and Title