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ABSTRACT

A collection of classroom activities for teaching listening and speaking skills in English as a Second Language (ESL) is presented. They are designed to be accompanied by a tape (not included here). All were developed by teachers and have been used successfully in ESL classrooms. Topics and skill areas addressed in the games and exercises include: getting to know classmates; asking questions; using count and non-count nouns; dealing with telephone answering machines; prepositions of location; minimal pair sounds; description of objects; understanding United States culture; traditional folk songs and stories; categorizing; vocabulary development; use of different verbal strategies; integrating language skills; developing a sequence of photographs; individual and cultural differences in use of time; and networking skills. In some cases, student worksheets are also provided. (MSE)

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ED 371 629

COMMUNICATIVE ACTIVITIES FOR TEACHING LISTENING AND SPEAKING

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As English language teachers, we are constantly looking for language learning activities and materials which will help our students communicate with other speakers of English. Although there are many excellent texts available, it is often necessary to create supplemental materials to fit the specific needs of our students. Ideally, these activities will require the students to complete a communicative task.

What is a communicative task? David Nunan offers a very good definition.[1] According to Nunan, a communicative task is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right."

The activities in this booklet illustrate this definition. These are teacher-written activities which have been used successfully in the classroom. Some of the ideas represented in these exercises are unique to the teacher who developed them. However, most of the ideas are not new; teachers have adapted ideas which have been around for years. We hope that these exercises will prompt you to create your own communicative activities for your students.

Because all the materials are in the public domain, you may copy the exercises and the accompanying tape freely for classroom use.[2]

Lois Kleinhenn Lanier
October 1992

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[1]David Nunan, Designing Tasks for the Communicative Classroom. Cambridge: Cambridge University Press, 1989. (ERIC Document: ED343413).

[2]The order of materials on the cassette tape is as follows: (1) Telephone Answering Machines, page 5; (2) Room Environment, page 11; (3) Song: The Banks of the Ohio, page 21; (4) Side by Side Stories, page 29.

A FIRST DAY ACTIVITY

Purpose: To use English in all four skill areas to meet, introduce, and write about one classmate

Level: All

Materials: One index card or small slip of paper for each student

Procedure:

1. Give one index card to each student. Tell them NOT to write their names on the cards.
2. Have the students write the answers to three questions on their card.
   Sample questions: How long have you been in the United States?
   What do you like to do in your free time?
   Do you like snow?
   What is your favorite English word?
3. Collect the answers, and shuffle the cards. Then redistribute them. Make sure that no one has their own card.
4. Ask the students to find the "author" of their card. They have to ask questions in order to do so. They are not to show the card and ask, "Is this yours?" (You may have to review question forms with lower levels before they start their search.)
5. After all the students have found the "authors" of their cards, tell them to interview their classmates. (It is often helpful to elicit from them the kind of information they would like to know about each other before starting the interviews.)
6. After the students have finished their interviewing, ask each student to introduce his or her partner to the class. Depending on the level and size of the class, you will have to decide what forms you want the students to use for their introductions as well as how much information you want them to present. If the class is large, you may want to do only half the students one day and the others on the next day.
7. When the oral introductions have been completed, or when you have done as many as you want to do that day), ask the students to write a paragraph describing the classmate they have just introduced. In other words, they're now introducing that same student on paper.

SUMMARY REMARKS: Students enjoy this activity because it gets them up and moving around as they search for the "author" of their card. It also gives each student the chance to meet and talk to two other students. Finally, it gives the instructor an opportunity to circulate among the students while assessing their language skills.

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ASKING PRICES/DISTINGUISHING COUNT AND NON-COUNT NOUNS

Purpose: To practice asking questions
To review the distinction between count and non-count nouns

Level: Beginning to intermediate

Materials: American supermarket advertisements[3]

Procedures:

Locate American supermarket advertisements or use your own, changing the prices to U.S. American currency. You can copy them and cut them into cards to give students in order to practice asking prices. The items featured should include both count and non-count nouns, so students can get practice distinguishing between the verb and questions forms (How much. . . .? and How many. . .?).

You will need two complete sets of advertisements. Set A should have the prices. Set B should have the prices of five items deleted. Copy as many of these as you need for your students. The task is to have students ask each other (standing up and circulating among all their classmates) the prices of their missing items (using the correct question form). The student who finishes first (with all the correct prices on his/her flyer) "wins".

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[3]Due to U.S. copyright restrictions, we are unable to provide you with authentic U.S. American ads.

TELEPHONE ANSWERING MACHINES

Purpose: To listen to and understand short segments of recorded speech
To respond appropriately to answering machine messages

Level: Beginning to intermediate

Materials: Student worksheet on page 6
Cassette tape which accompanies these materials

Procedures:

1. Cue up tape to the answering machine recordings.
2. Have students listen as many times as necessary without writing anything.
3. Ask students to think of an appropriate response to the recorded message.
4. Have students write the responses on their worksheet.
5. Play the message again and ask students to respond appropriately out loud, either individually or as a group.
6. Play the message again and ask students to respond appropriately without looking at the worksheet.
7. Ask students to write and record their own answering machine messages. (Talk about what basic information is expected and what is culturally appropriate.)

**With more advanced students, some of these steps may be eliminated.

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TELEPHONE ANSWERING MACHINES
Student Worksheet

In the United States many individuals and businesses have a telephone answering machine. When you telephone these people or businesses, you will hear a tape-recorded message, and you may be asked to leave a message on the machine. The following exercises give you practice in listening to recorded telephone messages.

Listen to the telephone answering machine messages on the tape. Think of an appropriate response to each message.

Message One/Response:

Message Two/Response:

Message Three/Response:

Message Four/Response:

Message Five/Response:

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MYSTERY PICTURES
Teacher Information Sheet

Purpose: To develop listening skills, listening to prepositions of location to introduce shapes and minimal pair sounds

Level: Beginning to intermediate

Materials: Mystery picture samples on page 8
A blank sheet of paper for each student

Procedures:

Students should be familiar with the following and/or similar terms before doing this exercises.

left/right
upper right/upper left hand corner
to the left of
to the right of
middle/center
bottom
between
below
under
horizontal/vertical/diagonal
next to
middle/center
on
over
beneath
square
circle
lower left/right hand corner
triangle
top of
beside

1. Familiarize students with the above vocabulary.
2. Describe the pictures on page 8 to the students. As students listen to the descriptions, they should draw the pictures on their paper. Then, compare students' pictures with the original.

Alternatives:

1. Ask students to describe pictures to each other. OR: ask students to create their own mystery picture and describe it to the class.
2. In language lab or in class, give each student a picture and ask him/her to describe the picture onto a tape. Then have students exchange tapes and listen and draw according to their classmate's instructions. OR: play individual student tapes to the entire class.
3. Compare student drawings to the original picture.

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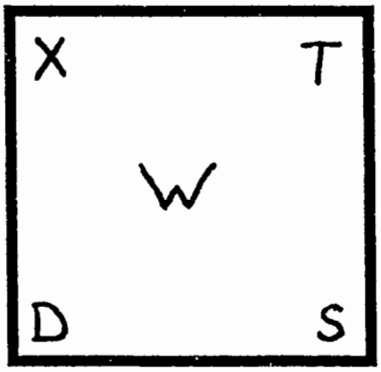
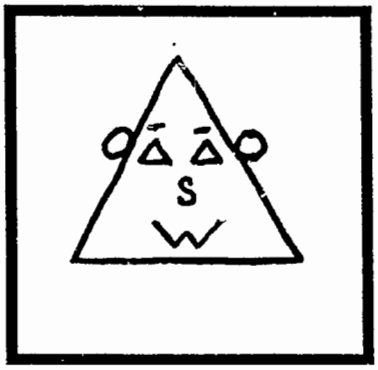
MYSTERY PICTURES: SAMPLES

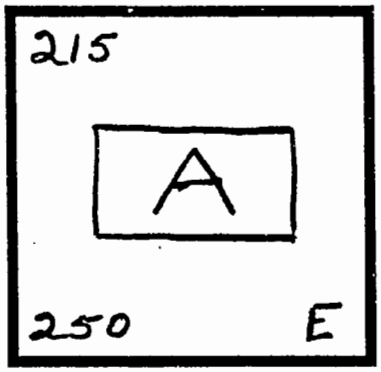
Picture One



Picture 2

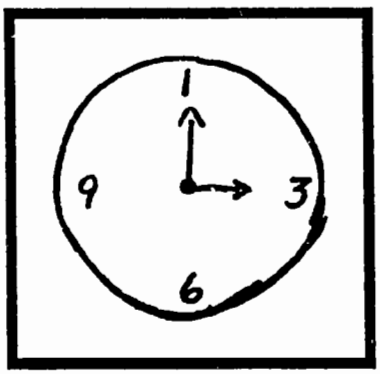


Picture 3

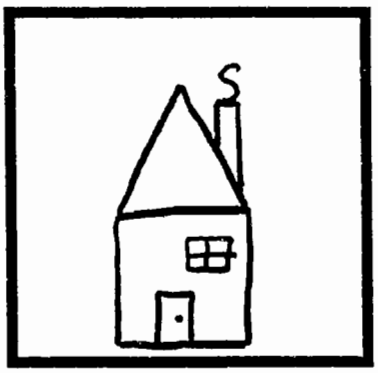


Picture 4

Picture 5



Picture 6



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ROOM ENVIRONMENT: PREPOSITIONS OF LOCATION

Purpose: To review prepositions of location

Level: Beginning to intermediate

Materials: For each student, a copy of the room on page 12.
Enough copies of pictures of the furniture on pages 13 and 14 for each student.
Cassette tape which accompanies these materials.

Procedures:

1. Cut out enough copies of the pictures of the furniture on pages ___for each student or pair of students. Put each set in a separate envelope, which will be given to the student.
2. If the class has very low level English skills, or if the teacher feels it is necessary, the furniture cards can be identified first and practiced as vocabulary before the activity is started. (NOTE: There may be two different kinds of tables, vases, and rugs among the pictures. This should be mentioned, if necessary, to avoid confusion. As long as the student chooses, for example a table, the kind of table is not important for this activity.)

3. The tape starts with instructions telling the students which pictures of furniture to take from the the envelope. It then tells them to return the extra pictures to the envelope.

4. Next follows a short dialog about the furniture arrangement of a room. One voice asks questions and the other answers. The first voice then repeats a shorter form of the question, and asks another question. This continues until all the items have been mentioned.

5. As they listen, the students should take the item mentioned and place it in the room where the dialog located it.

6. After the tape is finished, the teacher should move around the room, checking the results, and the students should compare results with each other.

7. At first, it may be necessary to stop the tape after each item. Eventually though, if enough of these activities are done, the students should be able to do the task with only one listening.

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ROOM ENVIRONMENT: PREPOSITIONS OF LOCATION
TRANSCRIPT: Exercise One

For this exercise you should have a picture of a room and an envelope with many pictures of furniture. Take your envelope and put all the pictures on your desk in front of you. Find the TV set, the armchair, the table, the flower vase, the rug, the sofa, and the telephone.

Did you find them? You now have seven pictures.

Put the other pictures back in the envelope. Are you ready?

Now listen to the dialog. The woman will ask questions about the room and the man will answer. Listen carefully and put the furniture in the room according to what you hear.

A: Where's the table?
B: The table is in the middle of the room.
A: The middle of the room, huh? OK. Where's the TV set?
B: The TV set is in the right corner.
A: Right corner? OK. Where's the telephone?
B: The telephone is on the TV set.
A: On the TV. OK. Where's the desk?
B: There is no desk in the room.
A: All right. Where's the bookshelf?
B: The bookshelf is on the wall between the two windows.
A: On the wall between the two windows. Got it. Where's the armchair?
B: The armchair is on the left hand side of the table.
A: Left of the table. OK. Where's the rug?
B: The rug is on the floor to the right of the table.
A: On the floor to the right of the table. OK. Where's the flower vase?
B: There is no flower vase in the room. In fact, there's nothing else in the room at all.

TRANSCRIPT: Exercise Two

For this exercise you should have a picture of a room and an envelope with many pictures of furniture. Take your envelope and put all the pictures on your desk in front of you. Now find the pictures of these items. Find the TV set, the armchair, the table, the flower vase, the rug, the sofa, and the telephone. Did you find them? You now have seven pictures.

Put the other pictures back in the envelope. Are you ready?

Now listen to the dialog. The man will ask questions about the room and the woman will answer. Listen carefully and put the furniture in the room according to what you hear.

A: Where's the TV set?
B: The TV set is under the left window.
A: Under the left window. OK. Where's the armchair?
B: The armchair is on the left side of the room.
A: On the left side of the room. OK. Where's the table?
B: The table is to the right side of the door.
A: Right of the door. Got it. Where's the flower vase?
B: The vase is on the table.
A: On the table. Right. Where's the rug?
B: There is no rug in the room.
A: All right. Where's the sofa?
B: The sofa is between the armchair and the table.
A: Between the armchair and the table. OK. Where's the telephone?
B: This room doesn't have a telephone. There is nothing else in the room.

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ROOM ENVIRONMENT: PREPOSITIONS OF LOCATION
TRANSCRIPT: Exercise Three

For this exercise you should have a picture of a room and an envelope with many pictures of furniture. Take your envelope and put all the pictures on your desk in front of you. Now find the pictures of these items. Find the desk, the armchair, the vase, the rug, the bookshelf and the telephone.

Did you find them? You now have six pictures.

Put the other pictures back in the envelope. Are you ready?

Now listen to the dialog. The woman will ask questions about the room, and the man will answer. Listen carefully and put the furniture in the room according to what you hear.

A: Where's the desk?
B: It's in the left corner of the room.
A: Left corner. OK. Where's the armchair?
B: The armchair is in the middle of the room.
A: Middle of the room. OK. Where's the vase?
B: The vase is on the desk.
A: On the desk. Got it. Is there a rug in the room?
B: Yes. The rug's on the floor in front of the armchair.
A: In front of the chair. Right. Now where's the bookshelf?
B: The bookshelf is against the wall near the door.
A: Near the door. OK. Is there a telephone?
B: No, there isn't. There isn't anything else.

TRANSCRIPT: Exercise Four

For this exercise you should have a picture of a room and an envelope with many pictures of furniture Take your envelope and put all the pictures on your desk in front of you. Now find the pictures of these items. Find the table, the desk, the telephone, the rug, the armchair, and the bookshelf.

Did you find them? You now have six pictures.

Put the other pictures back in the envelope. Are you ready?

Now listen to the dialog. The man will ask questions about the room, and the woman will answer. Listen carefully and put the furniture in the room according to what you hear.

A: Is the table in the middle of the room?
B: That's right. The table's in the middle of the room.
A: The desk is in the left hand corner, isn't it?
B: Yes, it is.
A: And the telephone is on the desk, isn't it?
B: No, it isn't. It's on the table.
A: OK. Is the rug next to the desk?
B: No, it's under the table.
A: Under the table. OK. Where's the armchair?
B: There isn't an armchair in the room.
A: OK. Where's the bookshelf?
B: It's between the two windows.
A: Between the windows. is there anything else?
B: No. That's all there is in the room.

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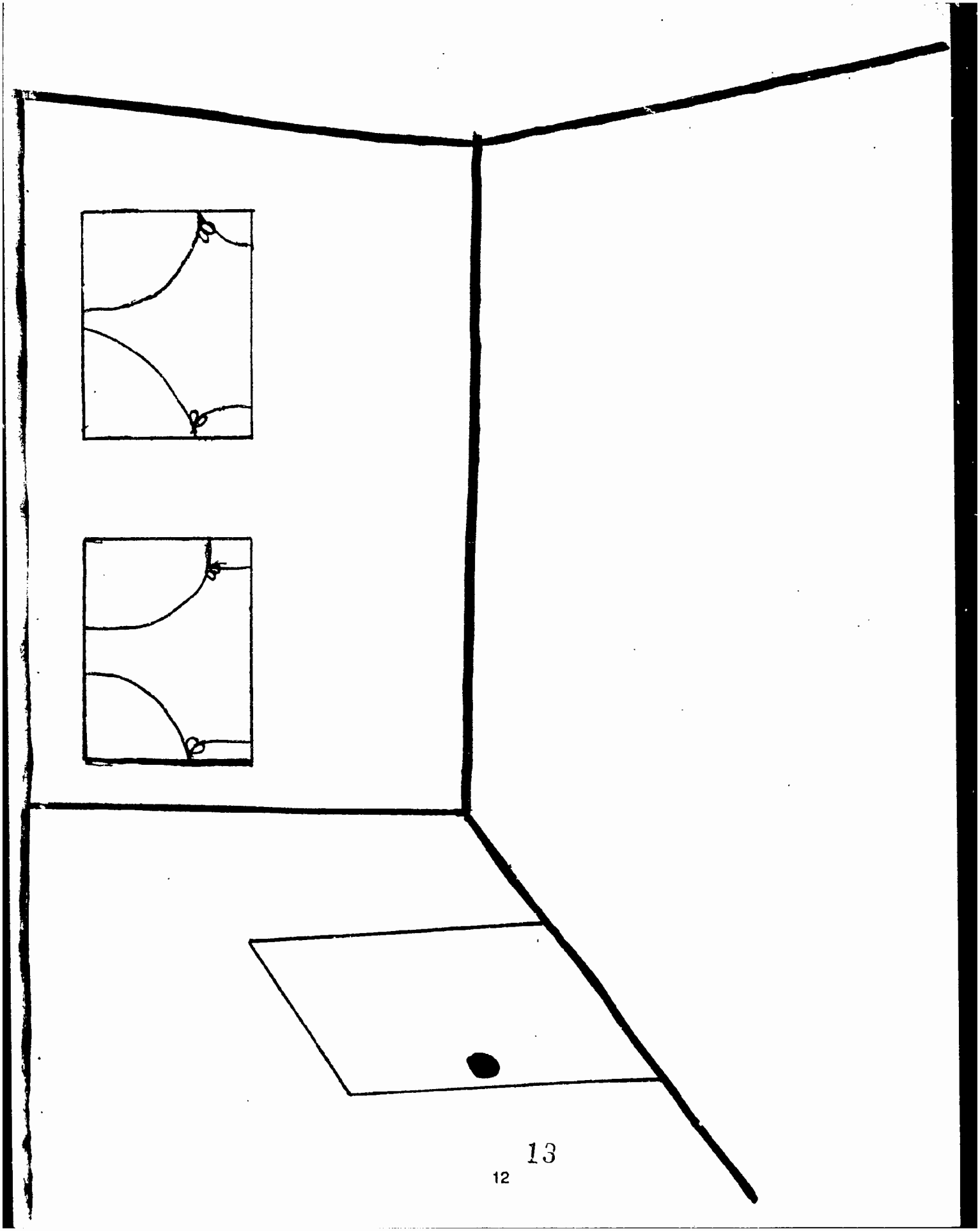

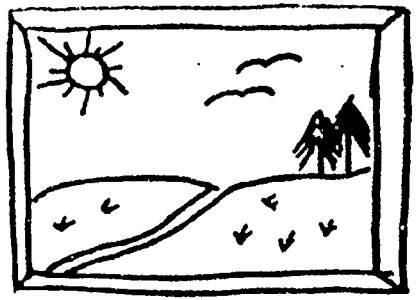

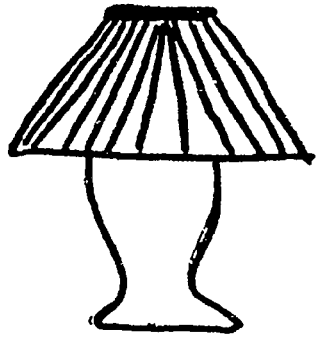

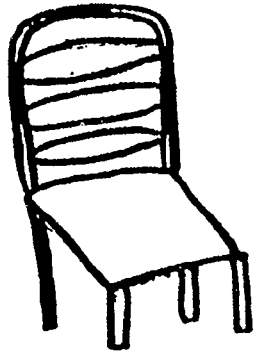

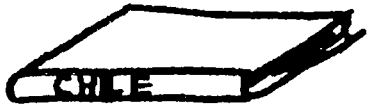
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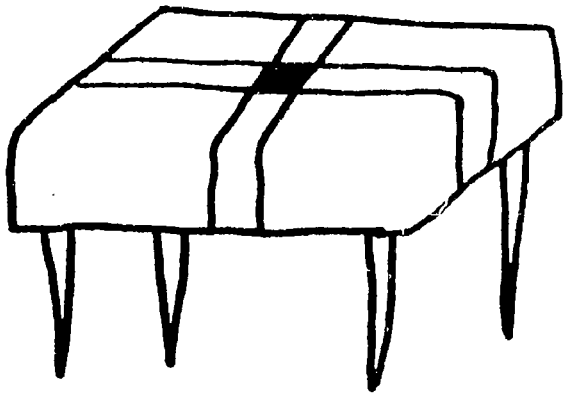

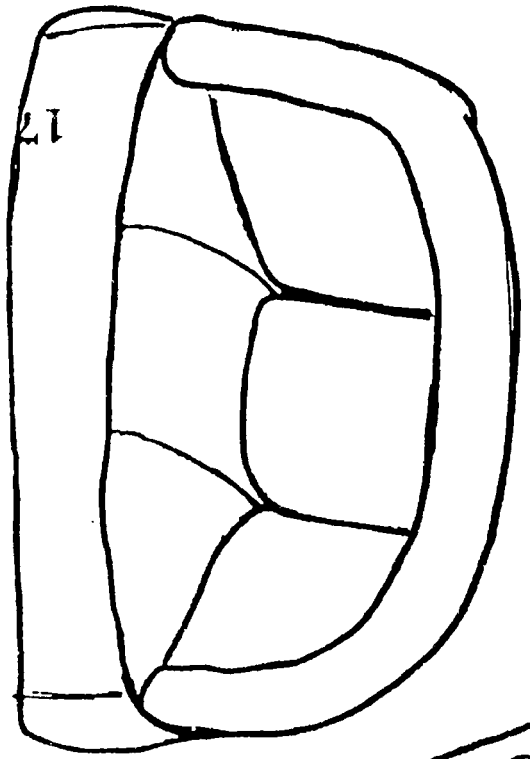

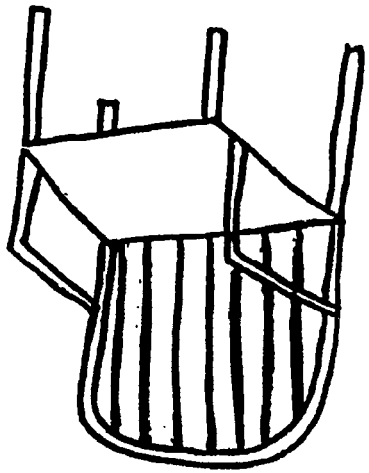

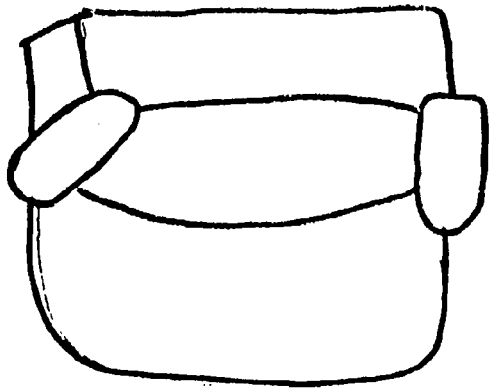

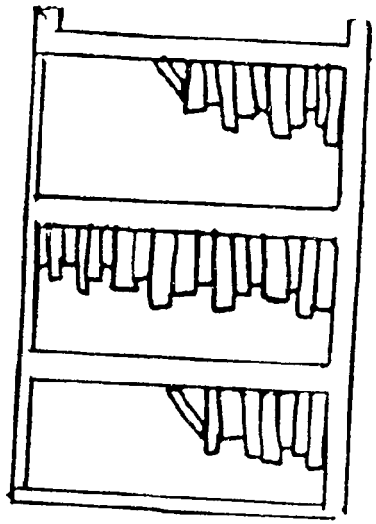

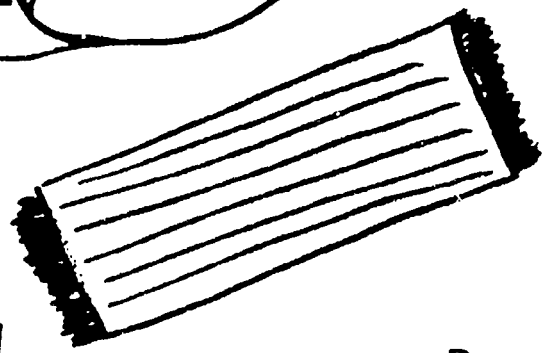

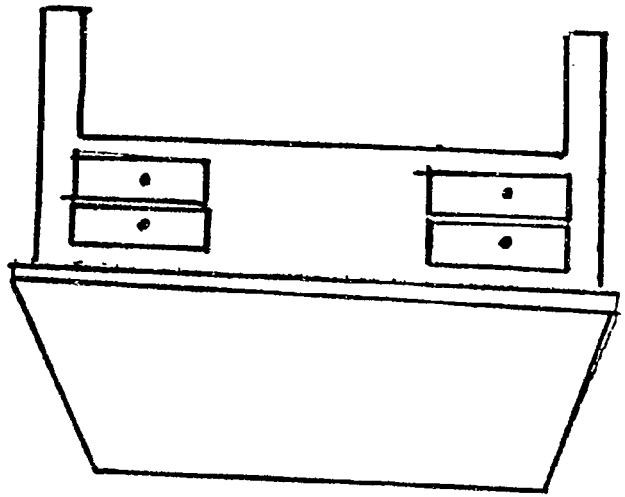

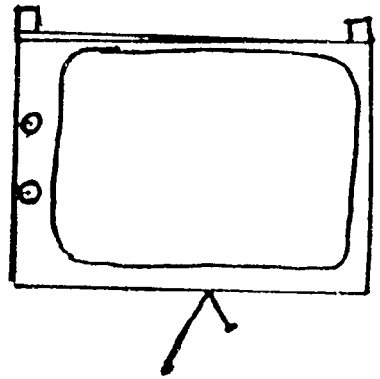

SAME/DIFFERENT

Purpose: To understand and use location words.
To describe objects

Level: All

Materials: Pairs of similar, but different photographs or pictures

Procedures:

1. Take photographs of different items, arranged similarly but with differences. (See the examples on page 16.)

2. Attach each picture inside a blank folder. Label the pairs of pictures "A" and "B".

3. Divide the students into pairs. Give one student picture "A" and the other student picture "B".

4. Give the following instructions to the students:

   a. Each picture is similar, but there are several differences. You must describe your pictures to each other in order to find the differences. Find as many differences (or similarities) as you can.

   b. This is a listening and speaking exercise. You may not use any paper or pencils.

   c. You may not look at your partners' picture.

   d. When you finish, compare your pictures and discuss the differences (or similarities) which you didn't find.

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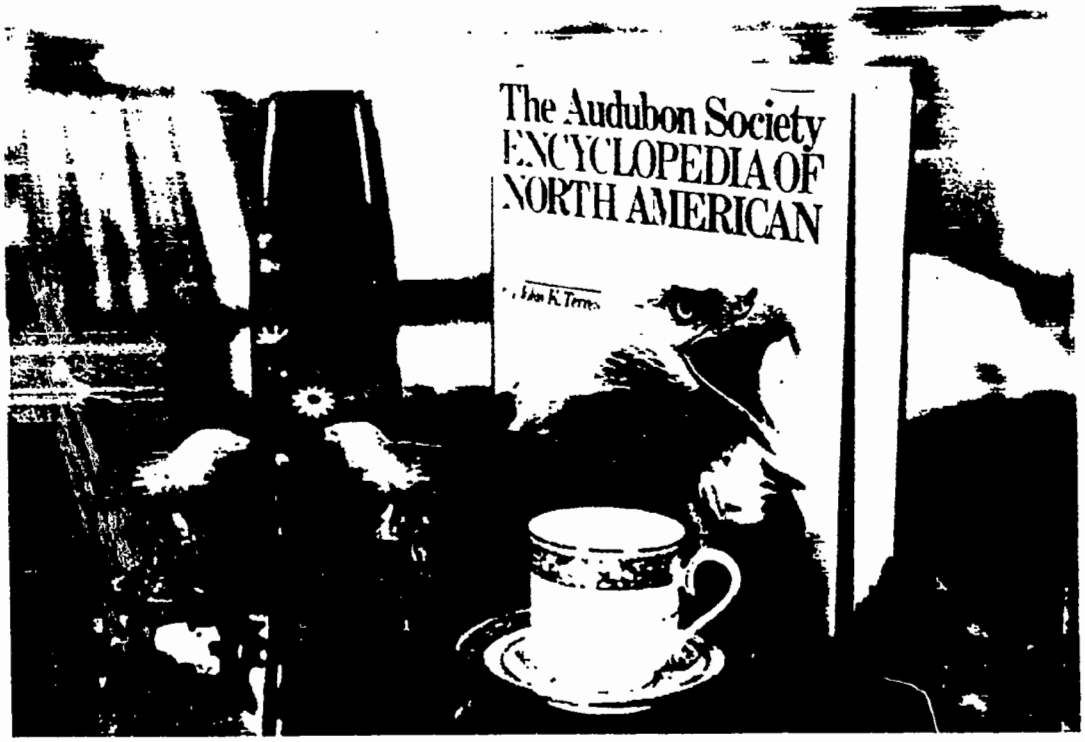
SAME/DIFFERENT: SAMPLES



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U.S. AMERICAN CULTURAL TRIVIA

Purpose: To learn more about U.S. American culture
To practice question and answer form

Level: All (depending on the choice of questions)

Materials: Copies of cards on pages 18 - 20.

Procedures:

On the next few pages are photocopies of cards with various questions and answers about U.S. American culture. These can be cut up into individual cards to use in a game with students. In order to involve a larger group of students, these cards can be used for a two team game, with the teacher or a student serving as scorekeeper.

Students and teachers can add their own items to provide more involvement and enable you to use the game more frequently. As you add items, it's possible to categorize them into groups, such as American holidays, geography, sports, etc. In fact, a possible class project would be to create such a game. Each of several small groups of students could work to develop items for a specific category. You may even have your students create a similar game of your/their own culture (in English, of course!). If you decide to do that, we'd love to have a list of items. This would be a great way to share our cultures and to educate Americans about other cultures. If you come up with any other ideas on how to use such games, please let us know.

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U.S. AMERICAN CULTURE TRIVIA PLAYING CARDS

Q: What does it mean to "be in the doghouse"? A: to be in trouble	Q: What is the largest river in the U.S.? A: The Mississippi
Q:What do Americans do before they blow out the candles on their birthday cakes? A: They make a wish	Q: From what country did the U.S. buy Alaska? A: Russia
Q: What phone number should you call in an emergency? A: 911 (in the Washington, D.C. area)	Q: Who is the author of Huckleberry Finn and Tom Sawyer? A: Mark Twain (Samuel Clemins)
Q: What building did King Kong climb? A: The Empire State Building in New York City	Q: Who is Dumbo? A: a fictional elephant in a children's story
Q: Where does Big Bird live? A: On Sesame Street	Q: What is a blind date? A: A date which arranged with someone whom you have never met
Q: Who lives at 1600 Pennsylvania Avenue? A: The U.S. President	Q: Who was the first signer of the Declaration of Independence? A: John Hancock
Q: Complete this expression: As American as Mom and _____. A: Apple pie	Q: In baseball how many strikes make an out? A: 3
Q: Who was the king of rock and roll? A: Elvis Presley	Q: How many people are on a baseball team? A: 9

Q: What is the name of the mountain that has five presidents' heads carved into it? A: Mt. Rushmore	Q: How many inches equal a meter? A: Approximately 39
Q: What is flossing? A: A method of cleaning teeth	Q: What is a sundae? A: ice cream with sauce, nuts and whipped cream
Q: What's in a PB & J sandwich? A: peanut butter and jelly	Q: What are the three major TV networks in the U.S.? A: ABC, CBS, NBC
Q: Name two things commonly put on hot dogs. A: mustard and catsup	Q: What's a WASP? A: White Anglo-Saxon Protestant
Q: What are the main political parties in the U.S.? A: Democrats and Republicans	Q: What is a Dixie cup? A: A small plastic drinking cup
Q: What are aerobics? A: A kind of physical exercise designed to increase the heartbeat	Q: Describe Ronald McDonald. A: He's a clown with red hair.
Q: What are the Amish? A: A conservative Christian sect	Q: What is a Navajo? A: a member of an American Indian tribe
Q: What's a popsicle? A: frozen juice on a stick, which children love to eat in the summer.	Q: Who's Magic Johnson? A: A famous American basketball player

Q: Who's the Tooth Fairy? A: When children lose a baby tooth, they put it under their pillow. The Tooth Fairy takes the tooth during the night and leaves money for the child.	Q: Where can you find a card catalogue? A: In a library
Q: Who is Colonel Sanders? A: The founder of Kentucky Fried Chicken restaurants.	Q: What does A.S.A.P. mean? A: As soon as possible
Q: What is hopscotch? A: A sidewalk game that children play	Q: What is a soap opera? A: A TV drama which continues every day.
Q: What is a typical food which is eaten on U.S. Thanksgiving Day? A: turkey, pumpkin pie, cranberry sauce	Q: What's Homecoming? A: a fall high school or university football game which is attended by alumni (former students of the school.
Q: How much tip should you leave a waiter or waitress in a restaurant? A: at least 15% of the bill before the tax is added	Q: What does the Easter Bunny bring? A: Candy and colored eggs
Q: What's a 10 gallon hat? A: A large western-style "cowboy" hat	Q: Describe Trick 'o Treating. A: On Halloween (October 31) children go from house to house asking for candy. They say "Trick or Treat!".

Written by Marsha Sprague, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

SONG: THE BANKS OF THE OHIO
(a traditional folk song)

Purpose: To provide cultural information
To highlight specific language functions or grammar

Level: All

Materials: Transcript of the song "The Banks of the Ohio" on page 22.
Cassette tape which accompanies these materials

Procedure:

1. Delete specific words from the transcript of the song on page 22, thus creating a cloze exercise. For example, you may want to delete every 5th word, all the verbs, only the past tense verbs, or reduced forms.

2. Ask students to listen to the song once or twice.

3. As a group, discuss what the song is about. (Is it happy? Romantic? Does it tell a story?" At this point, students shouldn't be expected to understand the entire song. However, they may be pleasantly surprised at how much they understand as a class.

4. Listen to the song again to let the students verify what they have already understood.

5. Distribute the transcripts to the students.

6. Ask students to listen and fill in the blanks in the transcript of the song.

7. Provide students with the correct words.

8. Have students listen to the song again, encouraging them to listen without looking at the words on the transcript.

Written by Lois Kleinhenn Lanier, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

THE BANKS OF THE OHIO
(a traditional folk song)

I asked my love to take a walk
To take a walk, just a little walk
Down beside where the waters flow
Down by the banks of the Ohio.

CHORUS:

And only say that you'll be mine
And in no other arms entwine
Down beside where the waters flow
Down by the banks of the Ohio.

I held a knife against her breast
As into my arms she pressed.
She cried, "Oh, please, don't murder me.
I'm not prepared for eternity."

CHORUS

I started home 'tween twelve and one.
I cried, "My God, what have I done?
I killed the only woman I love
Because she would not be my bride."

CHORUS

Guitar and vocal by C. Danny Lanier, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

FIVE FACTS

Purpose: This is a filler game, which allows students to use all language skills.

Level: Intermediate to advanced

Materials: Chalkboard and chalk

Procedures:

This is a word game. The game deals with categories. The choices of words are limited to words beginning with specific letters which the class chooses. A grid of 30 squares is roughly drawn on the board. (Refer to the sample which follows.) One word from a category is written in each of the five squares across the top. These categories can be anything the class decides on: world leaders, prepositions, two word verbs, vegetables, fields of study, inventors, etc.

Along the left side of the grid 6 letters are written. These letters can be arbitrarily assigned, i.e. the name of a student, teacher or abbreviation. The students can choose these letters.

Next, the students must fill in each square with an item in the category which begins with the letter to the left. They may compete individually, by rows, or by teams. A point is awarded for each square that is filled in correctly, and of course, whoever gets the most points wins.

Sample Grid

	colors	family names	cities	fields of study	countries
B	brown	Brown	Brussels	botany	Belize
O	orange	O'Brien	Ontario	ornithology	Oman
V	violet	Veracruz	Vilnius	virology	Venezuela
P	purple	Patterson	Palo Alto	philosophy	Poland
I	indigo	Ingalls	Indianapolis	International Relations	Italy
L	lilac	Lanier	Louisville	languages	Liberia

Written by Mary Butler, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

INCOMPLETE STORY
Rip Van Winkle

Purpose: To listen to extended discourse and continue a story line.
To become familiar with a famous American story.

Level: Intermediate to advanced

Materials: student tape, tape recorders or language lab
outline of the story to be told

Procedure:

(This exercise was designed for the Tanberg language laboratory, but it may be done in any language laboratory, with tape recorders, or in a regular classroom situation. Modify the procedures as necessary to fit your particular situation.)

1. Ask the students to put a blank tape into their machines to rewind to the beginning. The tapes must be blank, since the students will be recording in the Free Study mode.

2. Tell a story which you know well--such as Rip Van Winkle--from an outline. As you tell the story, the lab machine should be in Manual/Record/Mic. Try to make the story sound like you are really telling, rather than reading it. Don't read from a transcript. You may want to explain a limited number of vocabulary items before you begin.

3. At strategic points in the story, stop and ask "Continue the Story" questions. For examples, refer to the sample outline.

4. Instruct the students to put their counter buttons at 000. Maintain manual control of the students' machines.

5. After you ask the students the question (and explain it), put into the free study mode and allow time to record their answers. If they make an error, they can rewind to 000 and record again. They must push the orange "Speak" button to record their voices.

6. After the students record each answer, instruct them to rewind their tapes to the end of their recorded answer.
7. Continue telling the story as in number 3 above. At the end of the story, ask the students to provide their own ending--on their tapes. Follow the same procedure as 3 through 6 above.

8. At the end of the story, ask students to exchange tapes, or play one student's tape to the whole group using "Student to Group" mode or broadcast one student's voice through the console speaker by using "Intercom."

9. Hand out a copy of the original story when the activity has finished.

Written by Lois Kleinhenn Lanier, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

INCOMPLETE STORY: Rip Van Winkle
Sample Outline

I. Introduction
well-known story
prior to and after Revolutionary War
Dutch community in NY
II. Location: Kaatskill mountains, gorgeous area
west side of Hudson River
in Appalachian mountains; small, old village--one of first settlements in U.S.; at the foot of mountains
III. Rip Van Winkle
lived in village when America belonged to England
lived in old, time-worn house
not only good natured and obedient, but hen-pecked husband
simple, kind neighbor
liked by everyone (except by wife, who was a nag)
one fault: never liked to work, could sit for hours, never refused to help others, but could never take care of his family and farm: fences in disrepair, cows would wander off, weeds in the fields
loved by children--told them stories, flew kites with them
his own children wore ragged clothes, especially his son (who was just like him)

CONTINUE THE STORY: WHAT DID RIP VAN WINKLE LOOK LIKE?

IV. Wife
opposite of RVW, always nagging, tongue always moved, always angry about something
She talked; Rip looked up to heaven and said nothing; she became angrier; she got worse with age

To escape wife, RVW walked with dog (Wolf) to village inn.
Friends: Derrick Van Bummel (teacher), Nicolas Vedder (oldest man in village--silent), and Brom Dutcher
V. High mountain walk--autumn crispness
sat down to rest in a valley; ready to leave and heard his name; thought it a bird, so started to climb down. Heard name again. Saw a person carrying a heavy load, so helped (typical)
Person had very strange appearance, very odd looking, short, square build, bushy hair, grizzled beard
RVW felt apprehensive

Followed man to little valley: strange people; pig-shaped eyes, people bowling, only heard noises of of balls (sounded like thunder)
He drank with them and fell asleep.
VI. Woke up; rubbed eyes; sunny morning
Thought he overslept. Worried about what wife would say
Old gun; dog gone; stiff legs. Thought he had been robbed.
VII. Went through overgrowth to village; didn't recognize anyone.
People shouted at him; dogs barked.
People wore strange clothes
Home in disrepair; hotel in disrepair; couldn't find old friends; strange names on doors
crowd gathered around him; told him Nicolas dead for 18 yrs. Brom Dutcher killed in war. Van Bummel now in Congress.
He asked: Do you know RVW? Over there--his counterpart leaning against tree. Woman with a baby also looked familiar; baby's name was Rip.

CONTINUE THE STORY: WHO WAS THE COUNTERPART? WHO WAS THE WOMAN? WHAT IS THE END OF THE STORY?

Written by Lois Kleinhenn Lanier, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

PRACTICING FUNCTIONS: GET UP AND GET SPEAKING

Purpose: To give students an opportunity to practice using and responding to different verbal strategies

Level: Intermediate to advanced

Materials: small pieces of paper and pins in order to give each student a number
half to one page handout (based on pages 27-28) for each student

Procedures:

1. Number small pieces of paper from 1 to the total number of students in your class. For example, if you have 15 students in your class, you will have 15 pieces of paper, numbered ...2...3....through 15. Have each student tape or pin one number to his/her shirt or sweater. Everyone should have a different number.

2. You will now number the prompts on your handout, but each handout will be numbered slightly differently. Number the prompts (refer to prompts on pages) on your first handout from 1 to the total number of students you have in your class. Start the next handout with number 2 and continue numbering as before, with your last prompt becoming number 1. The next one begins with number 3 and ends with 1,2; the one after that starts with number 4 and ends with 1,2,3. For example, the first page is numbered 1-2-3-4-5-6-7-8-9-10-11-12-13-14-15. The second page is numbered 2-3-4-5-6-7-8-9-10-11-12-13-14-15-1. The third page is numbered 3-4-5-6-7-8-9-10-11-12-13-14-15-1. The third page is numbered 2-4-5-6-7-8-9-10-11-12-13-14-15-1-2. You continue until you have numbered one handout for each student. In this way each prompt has a different number on each page.

   NOTE: You need the same number of prompts as you have students in the class.

3. Distribute the handouts to the students. Tell them they will have to get up and circulate among their classmates to practice using English. When they come to classmate number 1, they will do what prompt number one on their page tells them to do. When they find classmate number two, they will use prompt two on their paper. Because of the staggered numbering system on their papers, each student will use and respond to a variety of different prompts. (The total number depends on the number of students in the class.)

4. Each paper will have a list of numbered topics (which can be adjusted to fit the class and the situation) about which students are to solicit their classmates' opinions. Students get practice in asking for and giving opinions.

Written by M. Lynn Poirier, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

PRACTICING FUNCTIONS: GET UP AND GET SPEAKING
Student Worksheet

I. Giving opinions

DIRECTIONS: Solicit your classmates' opinions on these topics.

- big dogs
- arranged marriages
- vacations
- women drivers
- daycare for infants
- learning a foreign language
- the president, prime minister, mayor, etc.
- food in the school cafeteria
- homework
- cigarette smoking
- the weather
- local restaurants
- public transportation
- American food
- the dormitory
- divorce

Written by M. Lynn Poirier, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

PRACTICING FUNCTIONS: GET UP AND GET SPEAKING
Student Worksheet

II. Agreeing and Disagreeing

DIRECTIONS: People often have difficulty agreeing and disagreeing, especially disagreeing politely. This exercise is designed to give you practice with this language function. Again, the prompts can be changed to fit the needs of the class.

Express these opinions to your classmates. They will agree or disagree with you.

→ Learning English is pointless.
→ Soccer is boring.
→ The United States is not an interesting country to visit.
→ Marriage is out of date.
→ Space travel is a waste of money.
→ The government should pay all education costs for all students.
→ Smoking should be banned in all public places.
→ English is an easy language to learn.
→ Couples should live together for a year before they get married.
→ Certain drugs such as marijuana and cocaine should be legalized.
→ The government should put a heavy tax on all manufacturers that pollute the air or water.
→ The speed limit on the highway should be much higher.
→ The speed limit on the highway should be much lower.
→ There is no such thing as a just war.
→ University students should earn a salary based on the grades they receive.
→ English is a hard language to learn.
→ It is better to be fat than to be thin.

Written by M. Lynn Poirier, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

SIDE BY SIDE STORIES

Purpose: To integrate all language skills

Level: Intermediate to advanced

Materials: 2 tape recorders or a language lab with two programs
cassette tape which accompanies these materials
student handouts on pages 31 and 32.

Procedures:

1. Divide the class into two groups.
2. Give each group one of the stories on the tape and the accompanying worksheet.
3. Discuss any unknown vocabulary by putting the words in sentences and asking students to guess the meaning by the context.
4. Hand out the worksheets and tell the student groups to follow the directions on the worksheets.
4. When the groups have finished the worksheets, give them the answers and go over any problems.

Answers to The Donkey, The Rooster, and the Lion:

1. a 2. a and c 3. b 4. c 5. a 6. c 7. a 8. Pretending to be brave might cause bad luck.

Answers to The Donkey of Guizhou:

1. b 2. a lion and a donkey 3. c 4. a 5. 7 1 8 2 6 5 3 4 6. If you want people to think you are powerful, don't show them everything that you can do.

5. Divide into two different groups, so in each group there are half of the students who listened to The Donkey of Guizhou and half of the students who listened to The Donkey, the Rooster, and the Lion. Ask the students to tell each other both stories. Then ask them to find the similarities and differences between the stories.

Written by Lois Kleinhenn Lanier, provided courtesy of the Maryland English Institute, University of Maryland, College Park, Maryland 20742 USA

TRANSCRIPTS

The Donkey, the Rooster, and the Lion

You are going to hear a short story. This story is a fable, that is a story which teaches a lesson. This fable was written by a Greek whose name was Aesop. Aesop lived in about the 6th century, B.C. Listen to the story and then do the exercises on your worksheet.

A donkey and a rooster lived peacefully together on a farm. They got along very well together. One day a lion walked past the farm. He was extremely happy to find the two healthy and fat animals, because it had been a long time since he had eaten.

The donkey saw the lion first and started to shake because he was afraid. Then the rooster saw the lion. He was afraid, too, and he began to crow as loudly as he could. He wanted someone to come and rescue them. Well, that lion had never heard such a sound and it was a great surprise to him. So he quickly ran away. When the donkey saw the lion running away after hearing the rooster's crow, he wasn't afraid anymore. Then, the donkey started chasing the lion, laughing at him and calling him all kinds of names.

However, once they were away out of sight of the farmhouse and no one could see them, the lion turned quickly and stopped the "brave" donkey's laughter.

The lesson in this story is: Pretending to be brave might cause bad luck.

The Donkey of Guizhou

You are going to hear a short story. This story is a fable, that is a story which teaches a lesson. This is a Chinese fable and it first appeared in the Collected Works of Liu Zongyuan. Listen to the story and then do the exercises on your worksheet.

There were no donkeys in Guizhou, China until a strange man took one there by boat. However, the man soon realized that the donkey wasn't useful. So he set the donkey free in the hills. A tiger saw this terrible-looking beast; the tiger thought the donkey was divine, like a god. The tiger first hid and looked carefully at the donkey, but he still stayed at a safe distance.

One day the donkey brayed. The tiger was afraid and ran away. He didn't want the donkey to bite him. The tiger was completely terrified, but he came back again and looked at this terrible creature. Then he decided that the donkey wasn't really so terrible.

Soon the tiger got used to the braying and he walked nearer to the donkey. However, the tiger was still afraid to attack the donkey. Finally, the tiger began to shove, to push, and to charge roughly at the donkey. This made the donkey angry and at last he lost his temper and kicked out at the tiger. "So this is all the donkey can do!" thought the tiger. He was greatly pleased.

The tiger then jumped on the donkey and sank his teeth into him. He cut the donkey's throat and ate him completely.

The poor donkey! He was big and, therefore, he looked powerful. His voice sounded strong and dangerous. If the donkey had not shown all that he could do, even the big, strong tiger might not have attacked him. But the donkey showed all that he could do.

The lesson in this story is: If you want people to think you are powerful, don't show them <u>everything</u> that you can do.

Adapted by Lois Kleinhenn Lanier, provided courtesy of the Maryland English Institute, University of Maryland, College Park, Maryland 20742 USA

THE DONKEY, THE ROOSTER, AND THE LION
STUDENT WORKSHEET

You are going to hear a short fable (a story which teaches a lesson). This worksheet will give you directions.

LISTEN to the story one time without looking at this paper. Then try to answer the following questions. Listen again to the story, if you need to.

1. Where does this story take place?

   a. on a farm
   b. in a house
   c. in the forest

2. Which animals lived together peacefully?

   a. a donkey
   b. a lion
   c. a rooster

3. Why was the lion happy to see the donkey and the rooster?

   a. They were good friends.
   b. He was very hungry.
   c. They were very peaceful and prosperous.

4. When the donkey saw the lion, what did he do?

   a. He began to crow at the top of his lungs.
   b. He ran away.
   c. He began to shake with fear.

5. When the rooster saw the lion, what did he do?

   a. He began to crow as loudly as he could.
   b. He ran away.
   c. He began to shake with fear.

6. What did the lion do to the donkey in the end?

   a. He killed him.
   b. He chased him.
   c. He laughed at him and called him names.

CHECK YOUR ANSWERS WITH THE TEACHER.

Written by Lois Kleinhenn Lanier, provided courtesy of the Maryland English Institute, University of Maryland, College Park, Maryland 20742 USA

THE DONKEY OF GUIZHOU
STUDENT WORKSHEET

You are going to hear a short fable (a story which teaches a lesson). This worksheet will give you directions.

LISTEN to the story one time without looking at this paper. Then try to answer the following questions. Listen again to the story, if you need to.

1. Where does this story take place?

   a. Chicago, USA
   b. Guizhou, China
   c. Tokyo, Japan

2. What are the animals in this fable?

4. How did the donkey first come to Guizhou?

   a. The donkey was afraid and ran into the hills.
   b. He wasn't useful, so he ran into the hills.
   c. A man took him there and later set him free in the hills.

5. Why was the tiger afraid of the donkey at first?

   a. The donkey brayed loudly.
   b. The tiger had never seen a donkey.
   c. The donkey kicked him.

6. Put these sentences in the correct order, according to the story. You may write the correct order by numbering the sentences on the lines next to the sentences.

   ___The donkey got angry and kicked out at the tiger.

   ___The tiger first hid from the donkey.

   ___The tiger wasn't afraid anymore and he ate the donkey.

   ___The donkey brayed.

   ___The tiger began to shove and charge roughly at the donkey.

   ___The tiger got used to the donkey's braying.

   ___The tiger was afraid and ran away.

   ___The tiger came back and decided that the donkey wasn't so terrible.

CHECK YOUR ANSWERS WITH THE TEACHER.

Written by Lois Kleinhenn Lanier, provided courtesy of the Maryland English Institute, University of Maryland, College Park, Maryland 20742 USA

USING THE PHOTO SEQUENCE IN THE ESL CLASSROOM

Purpose: To integrate language skills to develop a photo sequence

Level: Intermediate to advanced

Materials: camera, film

Procedures:

Explain to the students that they will be creating a story sequence of 5 - 7 pictures. They may use any theme which they choose or one which the teacher designates. Sequences should be active, that is, they should show people in the process of doing something which is obvious when someone looks at the pictures. Possible topics include:

using the library	eating in a restaurant
going to the grocery	going for a job interview
"a day in the life of. . ."	taking the subway
asking for directions	conducting a science experiment

Step	Structure/Skill
1. Using a sequence of pictures which you have created or which you have located in a textbook, tell the students the story which the pictures tell. Or, better yet, elicit from them the story, providing the appropriate vocabulary and guidance as needed. Possible sources of sequences are wordless comic strips or publications such as the Longman Picture Series.	chronology, description, review of vocabulary, integration of vocabulary which has been studied
2. Divide the class into "Work Groups." Explain that each group will work together to develop a picture sequence. The group will choose a topic, take the pictures, choose the best pictures and present the sequence to the entire class at the end of the project. Have the group decide on a sequence topic which they would like to develop.	group dynamics, opinions, suggestions, vocabulary building
3. The Work Groups should decide the sequence for the 5-7 pictures. Ask students to list the sequence of pictures and to submit the list to you. You may make suggestions as needed.	chronology, description, vocabulary building

4. In Work Groups, students should write brief (one sentence) descriptions about each picture which they plan to take.	writing: description, chronology
5. Work Groups should make appointments to take the pictures. This might involve calling the local supermarket and getting permission to take pictures, arranging for "models," etc.	asking and giving directions, making appointments, wh-questions
6. Work Groups take the pictures. They should take at least 2, preferably 3, shots of each picture in the sequence. This gives them a choice of pictures. Also, only one roll of film is necessary. (Black and white pictures are cheaper.)	following directions, making requests or commands
7. Develop the pictures, using a contact sheet, if desired. Work Groups must choose the best picture for each part of the sequence.	agreeing/disagreeing, comparison and contrast
8. Work Groups should write thank you letters to the models in the pictures and to any people who helped them with special arrangements.	letter writing, polite forms
9. Work Groups should orally present their sequences to the class. Other members of the class may ask questions about the pictures.	asking and answering questions, vocabulary development, peer instruction/interaction
10. Each Work Group should write a short paragraph about their sequence.	paragraphing, review of vocabulary and grammar which has been learned
11. Using each group's paragraphs, ask students to combine sentences and rewrite paragraphs. (See sample worksheet on page 35.)	clauses, connectors, etc.
12. Create a cloze procedure for the class to complete based on the photo sequence paragraphs.	vocabulary review, short term memory, meaning and comprehension
13. Have the students participate in role plays or dialogues based on the photo sequences.	combining all skills, review

Note: You can do the same activity, with modifications, using a video camera.

Written by Lois Kleinhenn Lanier, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

PHOTO SEQUENCE: SAMPLE EXERCISES

In the Cafeteria[4]

DIRECTIONS: Read the following story which your classmates created. Then do the exercises below.

(1) Nicolas is going to the cafeteria. (2) He is hungry. (3) He is opening the door and going inside. (4) In the second picture he is taking a tray, a knife, a spoon, and some napkins. (5) Next he is going to the counter and choosing a plate with meat and potatoes. (6) In the third picture he is asking the woman behind the counter for a plate with fruit salad. (7) She is giving him a small plate. (8) Next, Nicolas is standing in front of the cash register. (9) He just gave the cashier $10.00. (10) She is making change. (11) In picture five, Nicolas is eating his lunch. (12) He is eating slowly and leisurely. (13) In the final picture, he is leaving the cafeteria. (14) He is going to M.E.I. (15) He is carrying his briefcase in his left hand. (16) He is now very full.

☻ ☻ ☻ ☻ ☻ ☻ ☻ ☻ ☻ ☻ ☻ ☻

Combine the following pairs of sentences into one sentence.

1. Sentences 1 and 2.
2. Sentences 11 and 12.
3. Sentences 13 and 14.

Now rewrite the story, using the combined sentences. Add any connectors which you think would make the story "read" better.

Additional exercises

1. Discuss new vocabulary before writing the story. Think of synonyms and antonyms.
2. Have a spelling bee with the new vocabulary words.
3. Play Hangman with the new vocabulary words.
4. Use the paragraph for a cloze exercise.
5. Write dialogues about the photo sequence. Record the dialogues and play them to the class as you show them the pictures.

Written by Lois Kleinhenn Lanier, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

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[4] This "story" was written by students, based on their photo sequence which took place in the school cafeteria.

TIME–HOW DO YOU USE IT?

Purpose: To provide a forum for individuals to explore the connections between one's values, life-style priorities, needs and desires

Level: High intermediate to advanced

Materials: student worksheet on page 37

Procedures:

The teacher is the discussion facilitator in this activity. As such, it is crucial that s/he display a non-judgmental attitude. Students need to know that they have the opportunity during this values exercise to express themselves freely. It is suggested that small groups provide an ideal setting for individuals to do this. The teacher may want to assign groups if s/he knows that more reticent students, for example, may work better with those supportive of their efforts to express themselves.

Allow fifty minutes for discussion. Students will have completed the reading and the individual selection portion outside of class.

Discussion suggestions

Following are suggested discussion questions/ideas for students to consider:

1. How difficult (or easy) was it for you to think about your time and how you use it?
2. Did you have any trouble being accurate in your assessment of your time?
3. What activities take the most of your time?
4. What activities take the least of your time?
5. Are you satisfied with how you use your time? If so, is this a temporary situation for you? Do you see your life changing in the near future? If you are not satisfied, why not? Can you be specific?
6. What are your three most important values? Does your use of time reflect your values? If not, why not?
7. How does how you use your time on the weekend compare to how you use your time during the week?

Written by Sylvia Benice, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

TIME--HOW DO YOU USE IT?[5]
Student Worksheet

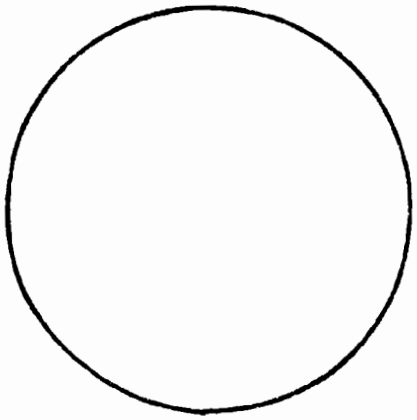
Time and how you use it can be a mirror of your priorities and needs. Have you ever thought about how you use your time? Does how you use your time reflect your values? Take a few minutes to read and complete the following exercises. There are no right or wrong answers. Each person will have something different to say depending on his or her unique life situation. You will discuss this exercise in class.

Instructions: Below is a list of words and phrases about activities in which individuals are engaged throughout the day. Make a check mark beside each one that is important to you. Then, look at the "pies." There is one for the weekdays and one for the weekend. Divide each of them into the approximate percentages of time in which you spend your day. For example, if you spend 33% of each day sleeping, then outline a section of each pie representing 33% and write **a. 33%.** If you spend 50% of weekends watching television, then outline a section of the weekend pie representing one-half of your time and write **e. 50%.**

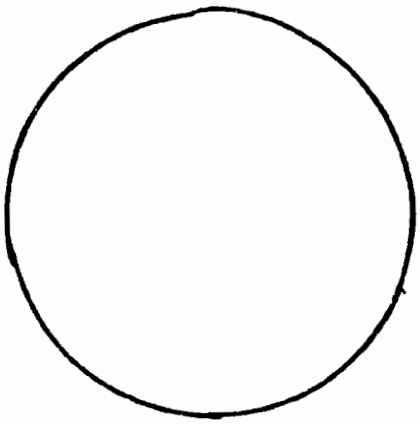
a. eating
b. working at a job
c. sleeping
d. being with my family
e. watching television
f. studying/attending classes
g. shopping
h. doing hobbies or sports
i. socializing with my friends
j. participating in religious activities
k. going to and from school or work (commuting)
l. doing chores around the house
m. doing volunteer activities (helping others)
n. doing any other activities: list them

_____

Weekdays



Weekends



Written by Sylvia Benice, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

[5]An idiomatic expression used in American English is "How do you spend your time?"

NETWORKING

Purpose: To enable international students, academics, and business people to make important business and professional contacts--to network--at conferences and meetings. At a lower level of ability, to enable students to meet English speakers in a social setting.

Level: Intermediate to advanced

Materials: student handout on page 39
refreshments (which students or the teacher may provide)
tape recorder or radio for background music
character cards on pages 40 - 42

Procedures:

SUMMARY: Students practice conversational strategies to initiate, carry on, and end conversations with strangers in a social setting. The task is designed to mimic the conversational and social demands of the coffee breaks and cocktail hours of a conference or large meeting as well as the more ordinary social demands of a party or departmental coffee hour.

1. Students need background information on strategies for beginning, continuing, and ending conversations with strangers in a somewhat formal yet social setting. (See "Strategies for Networking" on page 39.

2. The class is going to pretend that it is attending a Hollywood party given by the famous acting teacher and coach, Ms./Mr._____ (the classes's teacher). Each student is given a character for the party. Tell the class that their job is to mingle so that they meet all of the other guests at the party. As they do this, they will meet people who are of particular interest to them or who can help them in one way or another. The teacher serves as the host/hostess and facilitates in the mingling process.

Written by M. Lynn Poirier, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

STRATEGIES FOR NETWORKING
Student Handout

1. Making contact: Comment on the situation at hand--the food, atmosphere, weather, last conference session, parking, traffic, speakers, etc.

   "I really enjoyed the last speaker."
   "Hi, I'm_____. Do you know many of the people here?"
   "Nice music, isn't it?"

2. Look for common ground (an "angle")--something to talk about.

   "What do you do?"
   "Do you live around here?"
   "I see you're with XYZ University. I've heard a lot about your program."

3. Plan for a future meeting (if you want one).

   "Let's get together again and talk some more about that."
   "Could I give you a call next week, so we could arrange to talk more about this?"
   "Do you have a business card I could have?"

4. End the conversation.

   "I enjoyed talking with you."
   "It was nice meeting you. I'm gong to get another drink. . . ."
   "I enjoyed meeting you, but I see someone over there whom I have to talk to."

Written by M. Lynn Poirier, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA

NETWORKING
Student Worksheet

ROSCOE HELMS: MGM MOVIE DIRECTOR

- ♦ looking for an idea/script for his next movie
- ♦ wants to direct an action-adventure movie like Star Wars
- ♦ has always wanted to meet the actor Tom Gibson and put him in a movie
- ♦ divorced

KEITH GOODMAN: MGM PRODUCER

- ♦ very rich
- ♦ very handsome
- ♦ has been married eight times
- ♦ currently single
- ♦ loves reading science fiction novels
- ♦ looking for a girlfriend

ROSIE EAR: GOSSIP COLUMNIST

- ♦ works for the Hollywood Tattler, a gossip newspaper about the rich and famous of Hollywood
- ♦ asks a lot of questions
- ♦ wants to know about marriages and divorces, boyfriends and girlfriends, money problems, scandals of any sort
- ♦ happily married

ROBIN DARLING: ACTRESS

- ♦ very beautiful
- ♦ currently appearing in a hit movie, Wine and Roses, (a romantic comedy)
- ♦ in tax trouble, needs a lawyer to help her with her tax problems
- ♦ is single

MICHELLE PERRY: LAWYER

- ♦ tax lawyer
- ♦ helps the rich and famous pay fewer taxes
- ♦ charges high fees for her services
- ♦ believes saving the environment is very important

LOLA WONDER: AEROBICS TEACHER/WOULD-BE ACTRESS

- former Miss America
- wants to be an actress
- teaches aerobics, dance, and weight-lifting classes at a health club called "Body Beautiful"
- is single

ANTHONY CABRINI: LAWYER

- divorce lawyer
- famous and expensive
- good at settling "messy" divorces
- works out at a health club called "Body Beautiful" because his doctor told him to lose weight

SYLVIA SWIFT: STUNTWOMAN

- very beautiful
- loves horses; rides horses very well
- likes to act in Westerns (cowboy movies) and action films
- has tax problems
- reads science fiction in her spare time

BURT STRONG: ACTOR AND BODY BUILDER

- former "Mr. America" (contest for body builders)
- acts in science fiction movies; really likes to act in fight scenes
- travels around the country to talk to children about the importance of being physically fit
- believes in protecting the environment
- is single

JOHN LIGHTNING: SPECIAL EFFECTS EXPERT

- produces special effects of science fiction and action movies
- wants to work on an MGM movie (because they have big budgets)
- lifts weights in his spare time
- owns a horse farm

FRANK SILVER: AGING SINGER

- popular with people 40 years old and older
- very charming, but a bit overweight and out of shape
- often performs for charity benefits, especially those in support of the environment
- wants to begin a physical fitness program
- married

ROBERT GREENWOOD: FUND RAISER

- works for 'Save the Earth'
- tries to get famous people to perform for free in support of environmental causes
- loves parties
- is a fan of the actress Lola Wonder
- single

JANIE LAFFSON: CASTING DIRECTOR

- finds actors, actresses, stuntmen, and stuntwomen for roles in new movies
- looking for a stuntwoman for a new Western movie called Into the Sunset; the stuntwoman must be able to ride horses well
- enjoys the music of the singer Frank Silver
- wants to buy a horse

ANGELA PENNSWORTHY: NOVELIST

- writes science fiction novels
- just finished a novel about life in the 22nd century on Mars
- wants to find a movie director and producer to help make her novel into a movie
- is having tax problems

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OLD FAITHFULS

1. Find wordless comics or delete the words from a short comic strip. Separate the frames of the strip and mix them up. Ask students to put them in the correct order and to add appropriate words.

2. Find "action" pictures in magazines. Cut them into a number of pieces similar to a puzzle. Using several sets of pictures, give one or two sections to each student. Ask them to locate someone with a similar picture. The object is to piece together each picture and to caption it appropriately.

3. Invite a native speaker to class and interview her.

4. Place a number of items on a tray. Show them to the class. Then, take them away. Ask the students write down as many of the items as they remember. This is especially good for reviewing vocabulary already studied, e.g. kitchen items, school supplies, etc.

5. Play bingo, using pronunciation minimal pairs, new vocabulary, etc. The teacher may call out the words/sounds or, for speaking practice, students may be the "caller."

6. As an icebreaker activity, provide students with a list of information about people in the class. Students must find someone who "matches" the information. For example, students must find someone who has visited China, who likes volleyball, who speaks three languages, who has a brother and a sister, or who makes excellent sukiyaki. Students can provide information about themselves for this activity.

7. Have a treasure hunt. Give students a series of clues--in English, of course--which will lead them to a prize (a piece of candy, a book, exemption from an exam).

8. If you have access to English radio broadcasts, record a weather report. Ask students to listen for specific information (such as tomorrow's temperature) or make inferences based on what they hear (for example, do they need an umbrella?).

9. Consider board games or TV game shows. How can they be adapted for language teaching (e.g. (Jeopardy, Wheel of Fortune, Scrabble, Chutes and Ladders, Candyland).

Compiled by Lois Kleinhenn Lanier, provided courtesy of the Maryland English Institute, University of Maryland at College Park, College Park, Maryland 20742 USA