

NEW EDITION

WE TEACH

WE LEARN

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

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NEW!!

"Teaching made easy ... so learning comes first."



This book is dedicated to [Andrew Finch](#) who inspires 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, professor, teacher trainer and technology advocate. As the Director of Education for EnglishCentral, he's been supporting and fostering relationships with schools around the world as they begin using a blended model. 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". He espouses the simple philosophy of "*When one teaches, two learn*".

Links

[My Blog](#)

[LinkedIn](#)

[EFL Classroom 2.0](#)

Acknowledgements

Thanks to:

- The members of EFLClassroom 2.0 for 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.

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

Clip art from – <http://clker.com/clipart>

Table of Contents

- 07 **INTRODUCTION**
Why this book, Teach / Learn? What is SCC? How to use Teach / Learn?
- 13 **WE TEACH – WE LEARN | ACTIVITIES**
- 14 **Me, Myself and I**
Describe yourself, grammar, formative assessment, personality, likes, dislikes, adjectives, verbs.
- 16 **2 Truths and 1 Lie**
Speaking about yourself, writing, guessing, ...ing, game, writing, "I think..."
- 18 **Tell us About Your Family**
Talking about your family, stating relationships, family tree, question making, possessives.
- 20 **This is Where I Live**
Describing where you live, rooms, prepositions of place, furniture.
- 22 **Guess the Celebrity**
Talking about celebrities, history, popular culture, jobs, adjectives, multimedia.
- 24 **A Radio Talk Show Interview**
Introducing a friend, questioning, restating, ...s, present tense.
- 26 **Your Last Vacation**
Telling about a past vacation, past tense, travel vocabulary, writing, countries, nationalities.
- 28 **When Did You Last ...?**
Talking about the past, time expressions, making 5W questions, game.
- 30 **It Tastes Great**
Comparing, talking about food, adjectives to express feeling, menus, ordering food.
- 32 **Animal Matching – Noah's Ark**
animals, drawing, prepositions of place, critical thinking, discussion, planning, presenting.
- 34 **My Amazing Day**
Describing daily routines, stating time, habitual tense, adverbs of frequency, comics, book making.
- 36 **Tell Us About...**
Talking about yourself, questioning, making statements, board game, small talk.
- 38 **Alphabet Organizing**
General vocabulary, spelling, words, game, presentation, technology, book making.
- 40 **Bingo Lingo**
Making and presenting a commercial, superlatives, comparatives, acting, role play.
- 42 **Harder, Better, Faster**
Comparatives, bragging, commercials, description, listening, vocabulary, role play.
- 44 **Just Do It!**
imperatives, board game, total physical response.
- 46 **Amazing Inventions**
Critical thinking, brainstorming, describing a plan, drawing, poster making, presenting.

- 48 **First Word War**
Vocabulary building, drawing, spelling.
- 50 **Find Someone Who**
Closed questions, asking, replying, question making, adverbs of frequency, presenting.
- 52 **A Crazy Yesterday**
Past tense, routines, transitions, habitual time, stories, writing, cartoons, retelling.
- 54 **Connect 'em and Guess 'em**
Vocabulary skills, listening, recording information, drawing, guessing.
- 56 **Let's Play Ball!**
Trivia, question making, general knowledge, game, competition, rules.
- 58 **School is...**
complaining, adverbs of frequency, school vocabulary, subjects, needs analysis.
- 60 **Guess Who / What / Where**
Making statements, clauses and conjunctions, guessing.
- 62 **Draw My Thing**
Drawing, prepositions of place, definite pronouns.
- 64 **Say Thank You!**
Complimenting, responding to a compliment, writing a thank you note.
- 66 **Every Question has an Answer**
Answering questions, making questions, listening, personal questions, replying with a statement.
- 68 **One of these things is NOT like the others**
Critical thinking, stating differences, "because", song, game, guessing, making statements.
- 70 **It's a Place Where**
Countries, culture, traditions, geography project, group work.
- 72 **Movie Mania!**
Movie preferences, genre, guessing, charades, poster making, presentating, writing.
- 74 **You Broke My Guitar!**
Complaining, writing, song, music, listening, discussion, past possibility, collaboration.
- 76 **Words**
Vocabulary building, chunks, collocations, word association, listening.
- 78 **Making a Sandwich is Easy**
Telling others how to do something, transitions, steps, total physical response, presenting.
- 80 **Present It!**
Presenting information, writing, speaking, assessment, rubric making.
- 82 **What a Wonderful World!**
Song, writing, environment, expressing gratitude.
- 84 **If I were George...**
Future possibility, wishing, story retelling, what if.

Table of Contents

87	WE TEACH – WE LEARN TEACHER LESSON NOTES
97	WE TEACH – WE LEARN TEACHER HELPERS
98	Describe and Draw
100	SCC Game board template
101	SCC Story frame template
102	Survey Cards
103	Name 2 Cards
104	Compliment cards
105	Who Was The Last Person Who...?
106	Famous Interviews
107	Write it out!
108	Job Cards
109	Response Cards
110	Thank you game
111	Mr. X cartoon
113	What's important in life?
114	Do you believe in?
115	Tell Us About Cards
119	Bright side of life
120	SCC Bingo card
121	I Feel Like a Number
122	Partner Pictionary
123	My book report
124	Battleship
126	Find Someone Who...
127	Only Connect
130	Alphabet Organizer
131	When did you last cards
133	Mind Map
134	Lesson Plan template
135	SCC Rubric template and descriptors
137	Solom speaking rubric
138	Question Schematic
139	Commercial Analysis sheet
141	CONGRATULATIONS
143	Certificate

Welcome!

We Teach | We Learn contains 36 lessons for teaching beginner to intermediate level students.

Each lesson has short teacher notes to aid in delivering the lesson using the [SCC \(Student Created Content\)](#) approach.

After the in-class lesson, students can study the video lesson on [EnglishCentral](#) and teachers can even add a school, invite students and track their achievement.



The Teacher Notes also contain links to additional resources for most lessons.

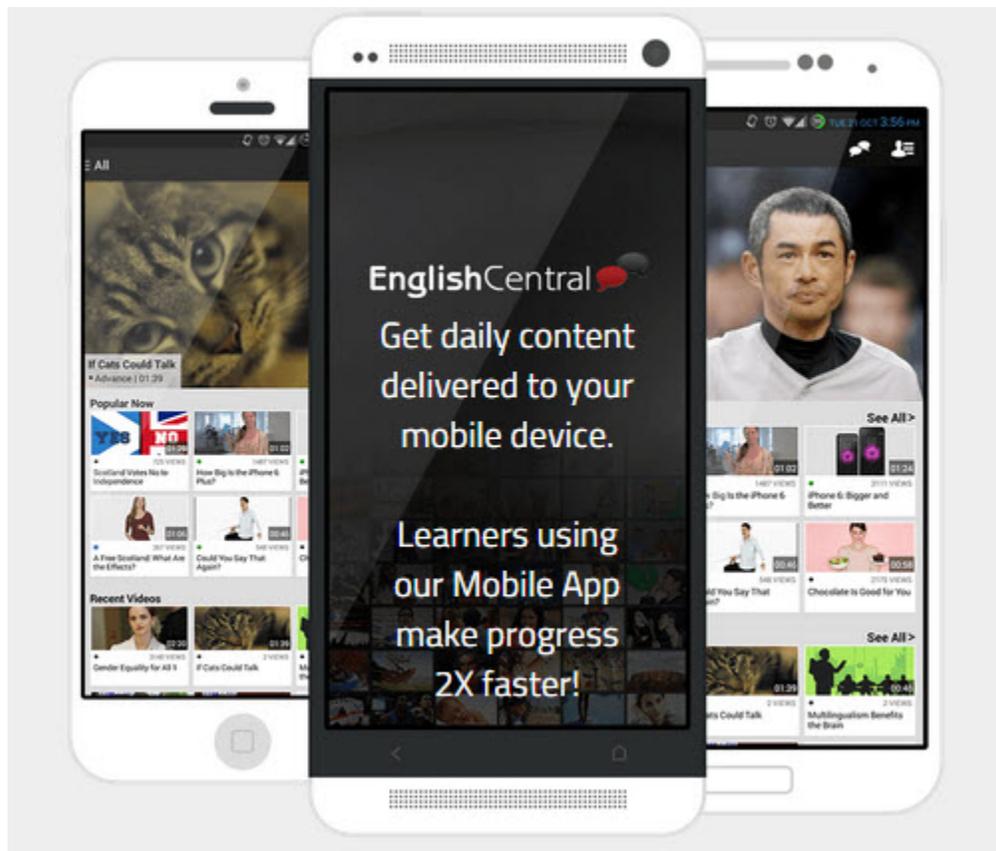
The final section of the book contains many "teacher helpers", quick printables that can be adapted to help teach students English.

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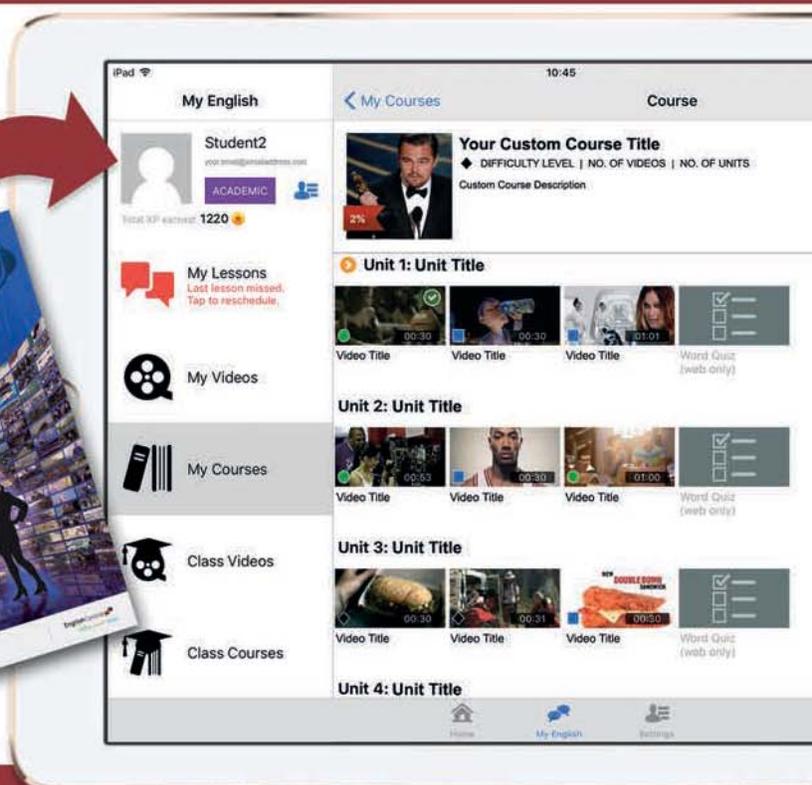
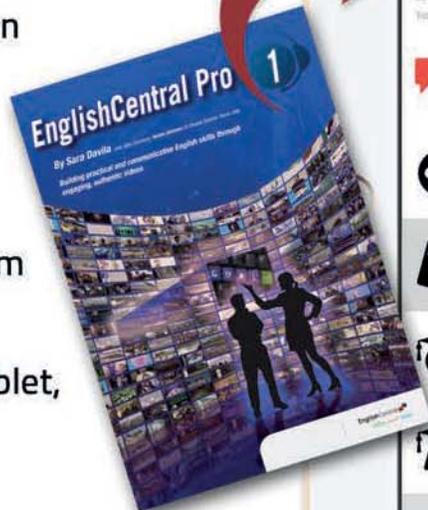
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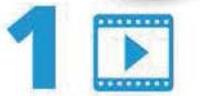
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LEARN

vocabulary in context

Students mark words they don't know in the video and EnglishCentral tracks their progress.



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- Track students' progress and "listen in" to their speaking practice sessions

TEACHER TOOLS

PARTNERS



It's the best site, period, for English language learners.

- Larry Ferlazzo, teacher, *New York Times* Blogger

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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 _____

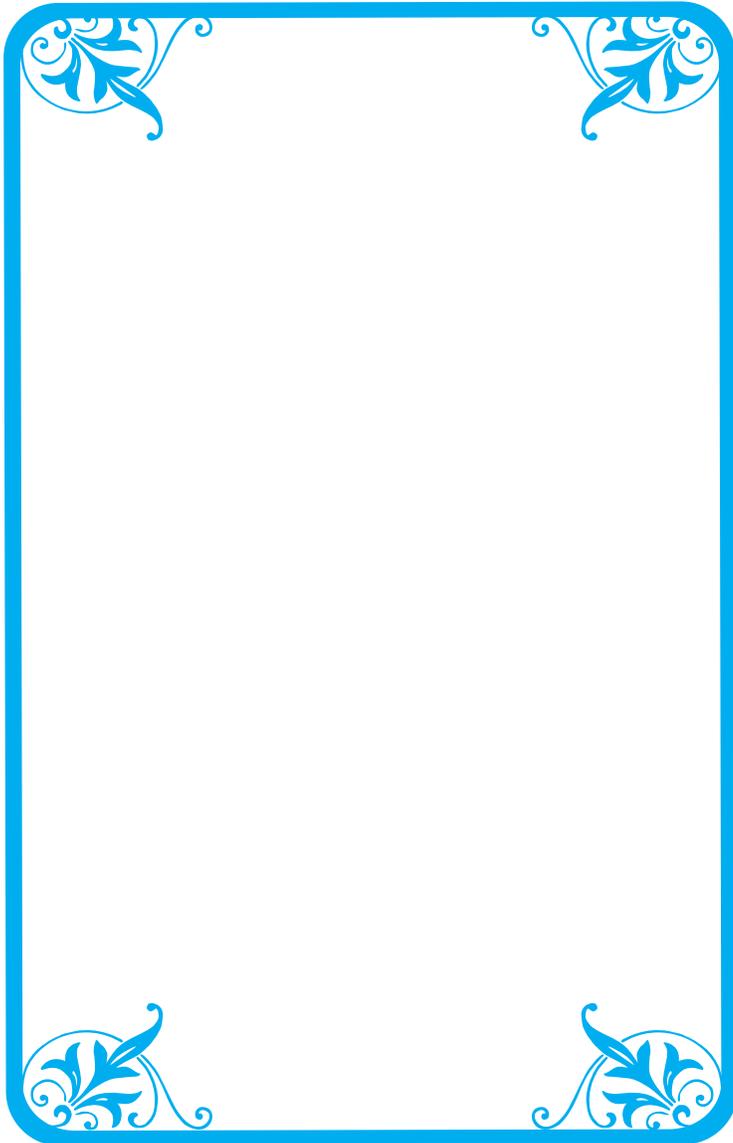
Signature: _____

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, _____.

Study this lesson on EnglishCentral



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?

Study this lesson on EnglishCentral



2 TRUTHS AND A LIE

It's Your Turn!

START

I have
_____.

I can
_____.

Yesterday, I
_____.

**Go Back
2 Spaces**

I like
_____.

My mother is
_____.

Tell A Truth

My best friend is
_____.

I have a pet
_____.

**You Win!
#1
Liar!**

THE END

I love
_____!

I don't have
_____.

My favorite
_____ is _____.

**Go Ahead
3 Spaces**

I hate
_____.

My father is
_____.

**Start
Over**



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 _____ ?

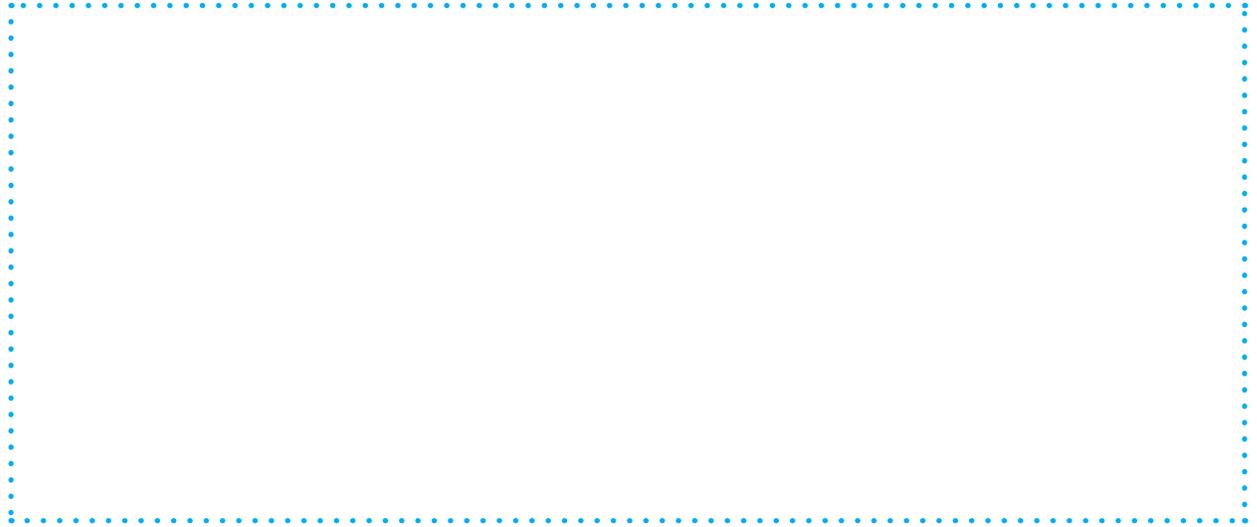
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TELL US ABOUT YOUR FAMILY!

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?

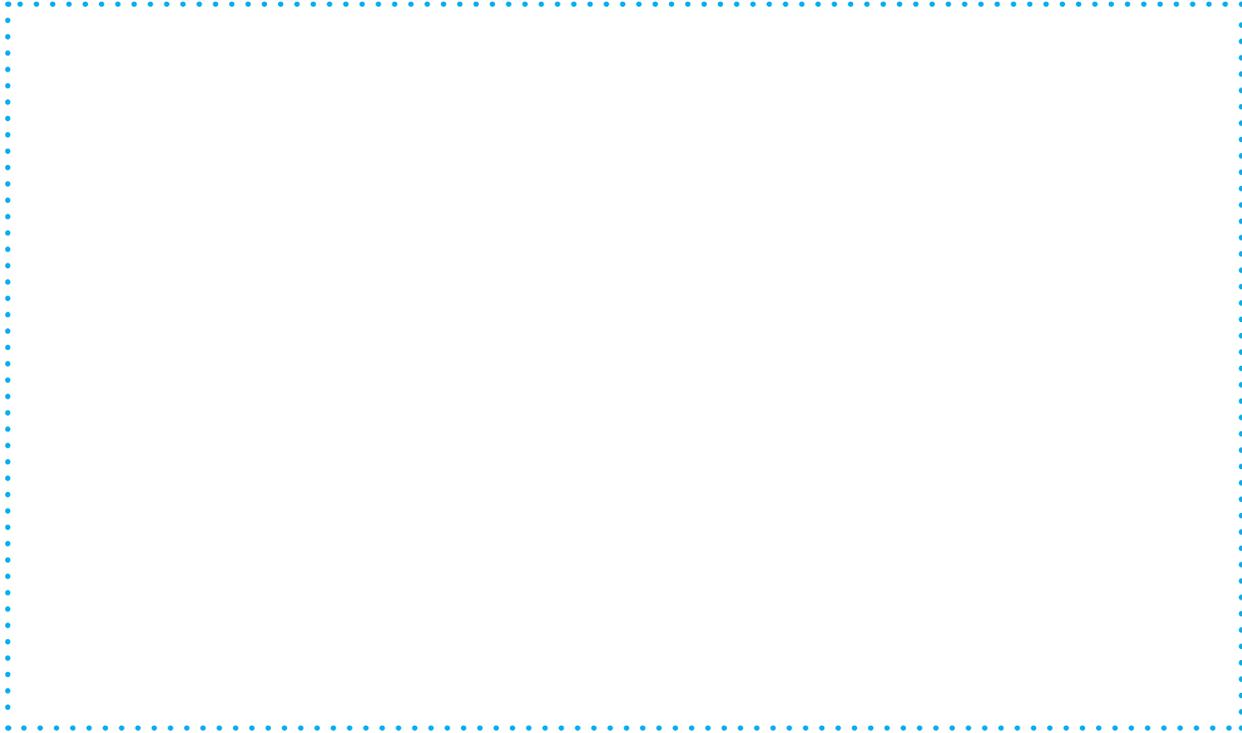
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THIS IS WHERE I LIVE

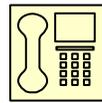
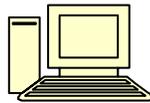
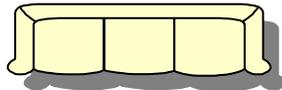
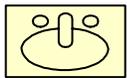
Getting Started!

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 _____ ?

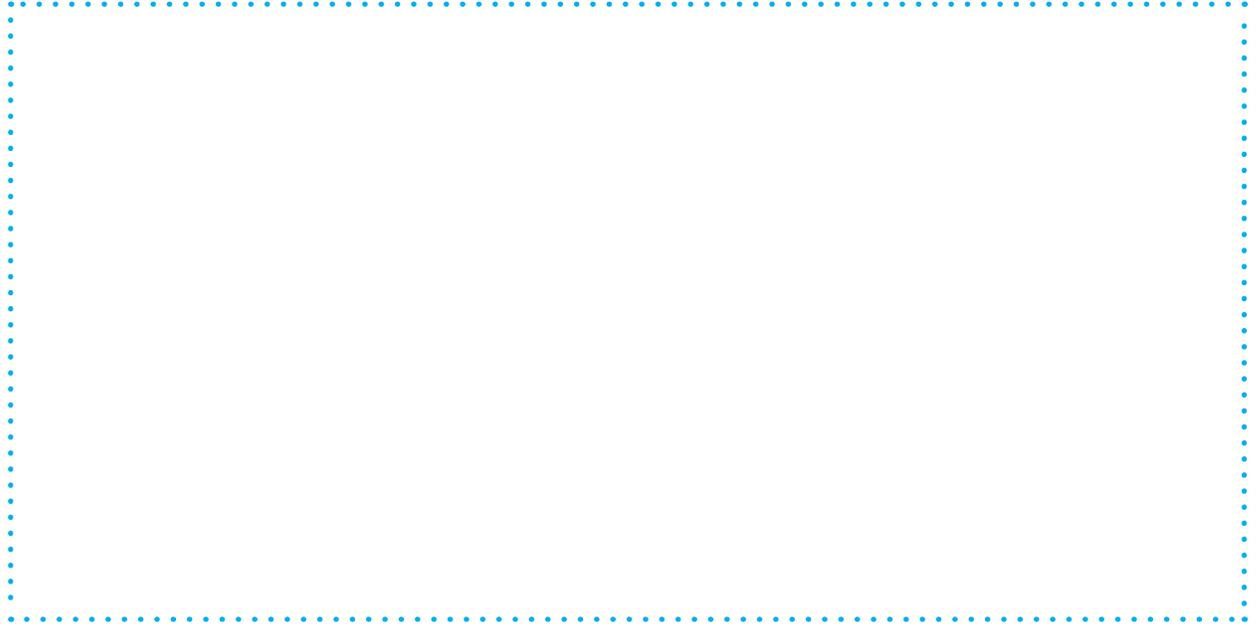
Where is the / your _____ ?



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 _____ ?

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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

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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!

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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?

?

Study this lesson on EnglishCentral



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 _____!

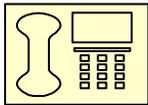


POST CARD

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!

Study this lesson on EnglishCentral



WHEN DID YOU LAST...?

It's Your Turn!

Finish the sentences on your turn and answer questions.

START			
eat _____?	Other players ASK!	take the _____?	eat at _____?
play _____?	wash _____?		buy _____?
study _____?	You Win!		make _____?
Go Back 2 Spaces	THE END		Go Ahead 3 Spaces
drive _____?	How to play:		do _____?
Other players ASK!	<ol style="list-style-type: none"> 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) 		get _____?
Go to the washroom?	drink _____?	speak to _____?	Kiss _____?
			Start Over

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?

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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!

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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

The diagram shows a zoo layout with an 'Entrance' on the left. In the center, there is a pond with a tree and some lily pads. The layout is divided into several rectangular sections. Above the layout, there are two rows of icons: the top row contains a lion, elephant, monkey, shark, giraffe, bear, dog, rhinoceros, donkey, and camel; the bottom row contains a tiger, snake, fish, kangaroo, a family of four people, a family of two people, a picnic fork and knife, a tree, and a person with an umbrella.

— 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. _____ .

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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

turnervouseditorontomatornardonutimeanimallovenicent-

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
My Points	<input type="text"/>				

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BINGO LINGO

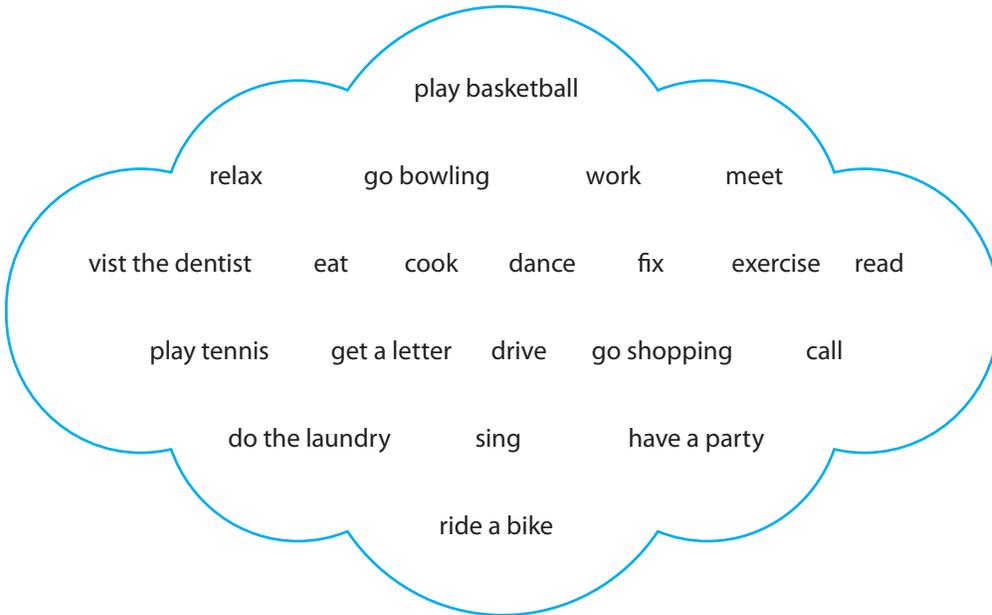
Getting Started!

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.



Study this lesson on EnglishCentral



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

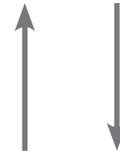
HARDER, BETTER, FASTER

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 _____

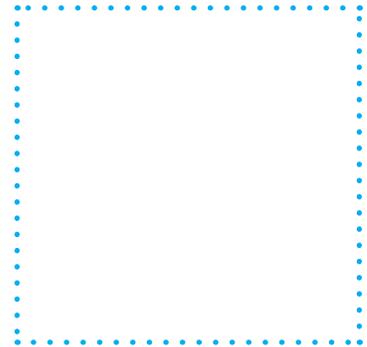
_____ er more _____

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!



Study this lesson on EnglishCentral



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

Study this lesson on EnglishCentral



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
<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>

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?

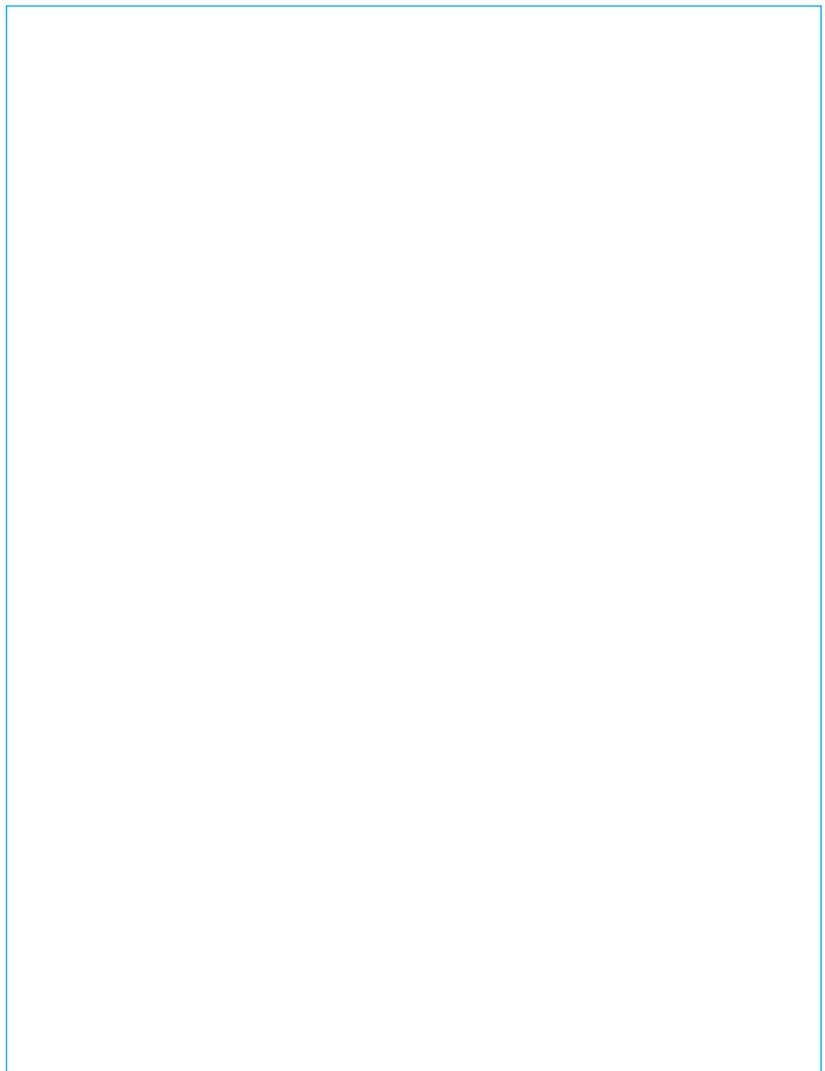
F. How will you sell it?

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.



Study this lesson on EnglishCentral



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...

Study this lesson on EnglishCentral



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 _____.

Study this lesson on EnglishCentral



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.

Study this lesson on EnglishCentral



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!

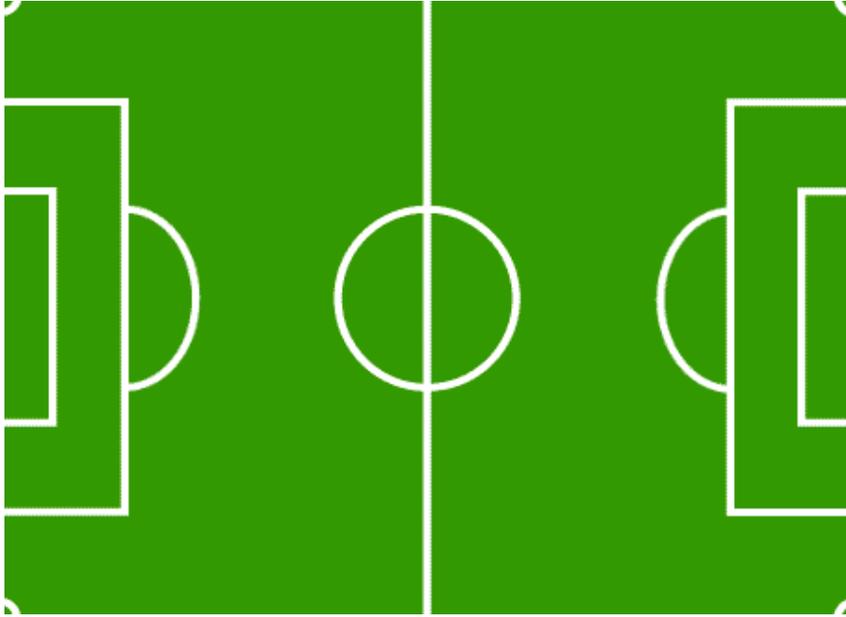
Study this lesson on EnglishCentral



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.



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

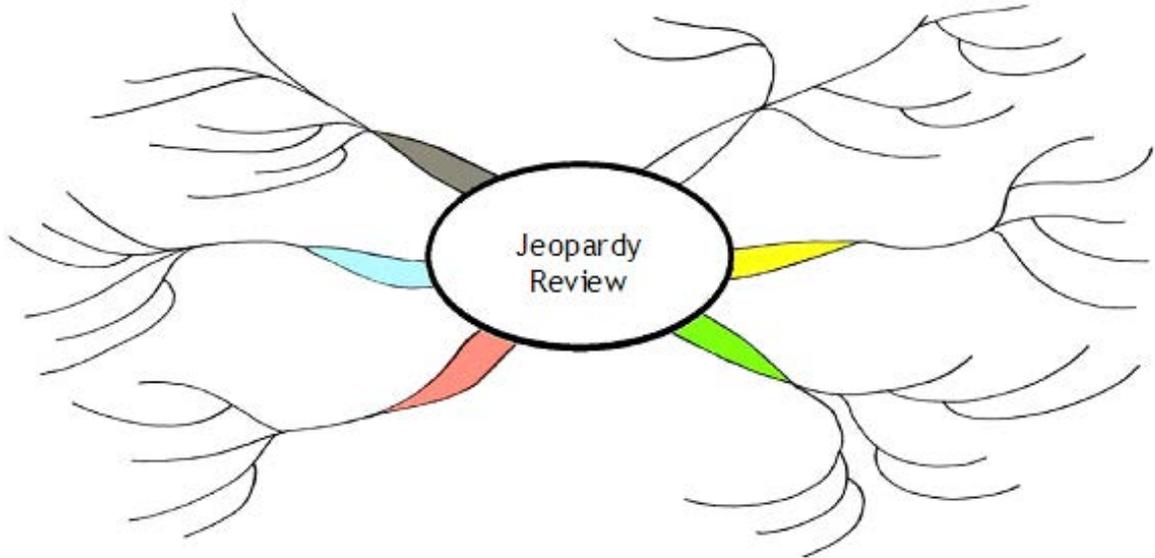
Team 4

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 _____ ?	_____

Study this lesson on EnglishCentral



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.									 a miss
Sat.									 a hit
Sun.									

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.

office
vase thief fridge
doctor chair baker scientist
mother toothbrush
computer cupboard
playground kitchen garage
vampire librarian cinema
restaurant farmer
ring door
mall

It's a person who _____

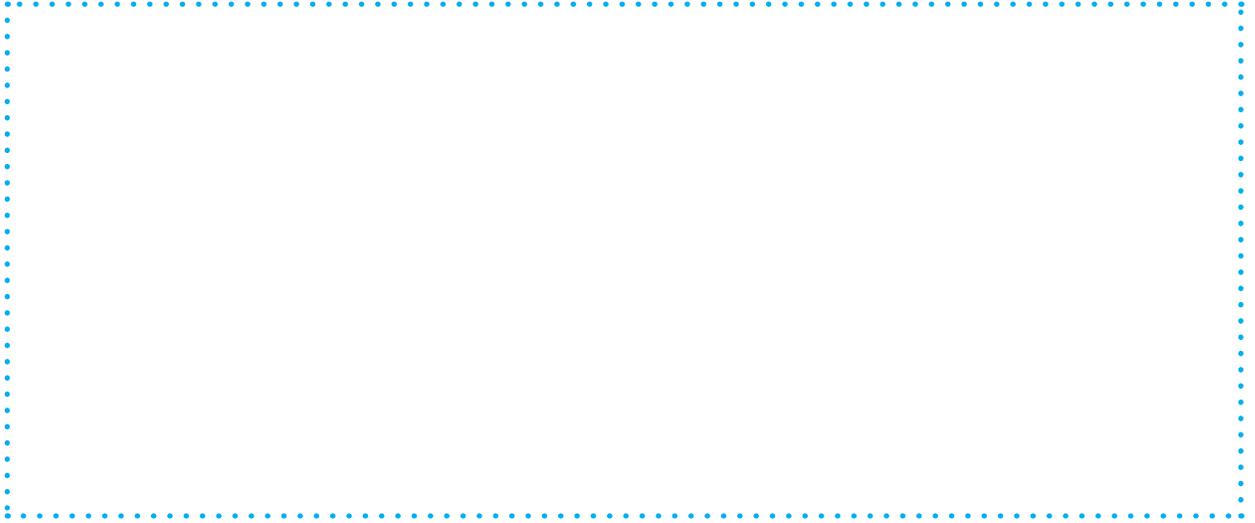
It's a place where _____

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 _____

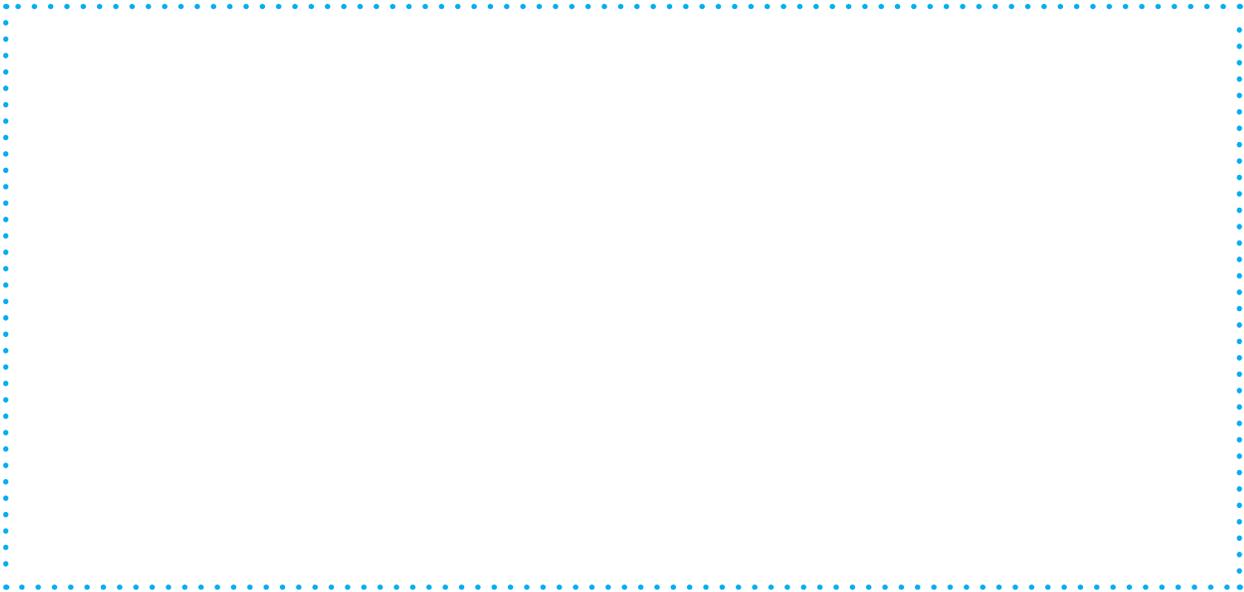
Study this lesson on [EnglishCentral](#)



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.



<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
-------------------------------	-------------------------------	-------------------------------

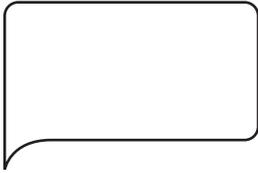
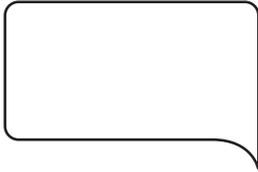
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DRAW MY THING...

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!

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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 _____ ?

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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?

Study this lesson on EnglishCentral



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 _____

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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

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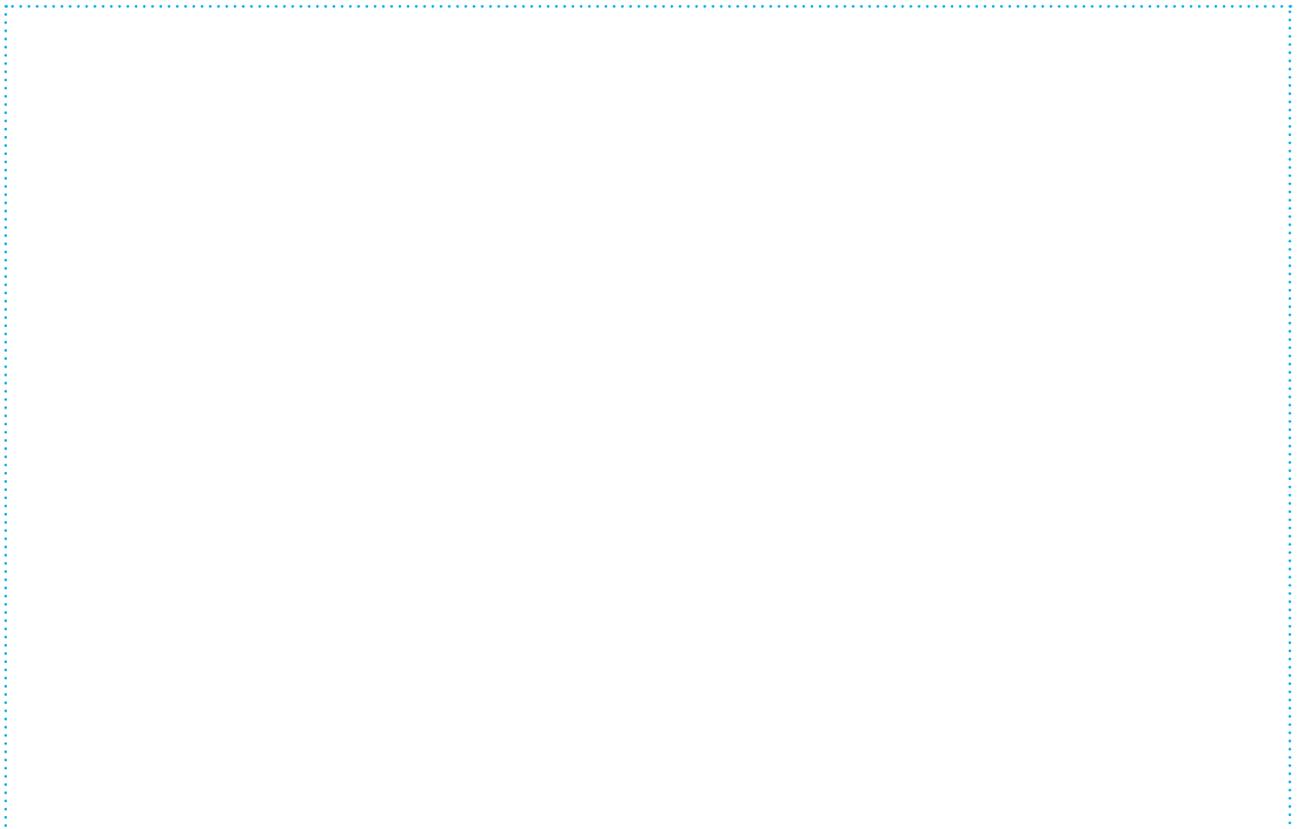


MOVIE MANIA!

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



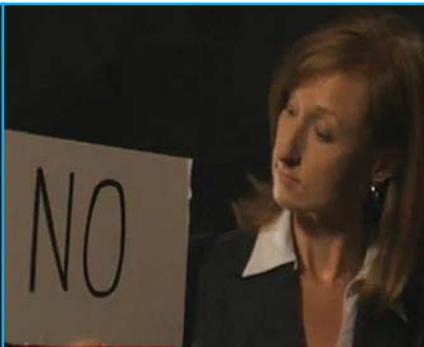
Throwing



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,

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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

Study this lesson on EnglishCentral



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!](#)

Study this lesson on EnglishCentral



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
cell phones
the teacher
studying English
babies
your life
boy/girlfriends
television
Pets
the internet

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?

Study this lesson on EnglishCentral



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!”

Study this lesson on EnglishCentral



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. _____

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?

IF I WERE GEORGE.....

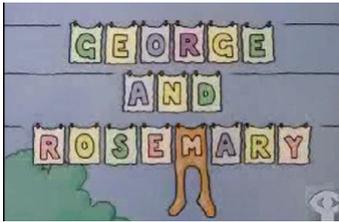
Getting Started!

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

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

What if _____ ?

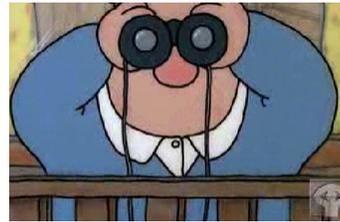
Put the photos in order.



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

Study this lesson on EnglishCentral



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. [Get more grammar poem templates.](#)

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. [See the full lesson plan.](#)

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. [See the full lesson plan and materials.](#)

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! [Get more ideas .](#)

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? [More ideas.](#)

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. [Get more ideas.](#)

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! [See the full lesson and materials.](#)

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. [Get more ideas.](#)

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. [Get more ideas.](#)

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. [Get the full lesson and materials.](#)

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](#). [View more materials for teaching routines](#).

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. [Get more resources](#).

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 "Scattegories" 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. [Get more Alphabet resources](#).

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. [Get more resources](#).

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! [Get more ideas](#).

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. [More pass the paper resources](#).

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. [See the full lesson and materials](#).

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. [Get more handouts](#).

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. [Get the Mr. X resources](#).

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. See [the full lesson and materials](#).

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.... [Get more prepared Jeopardy games](#).

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. [Get more Battleship resources](#).

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! [Get more ideas for drawing lessons](#).

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. [Get more ideas.](#)

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. [Get more ideas.](#)

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
[See all the games to download.](#)

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) [Get more ideas.](#)

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! [See the full lesson and materials.](#)

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!] [See the full lesson.](#)

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. [See the full lesson.](#)

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. [See the full lesson.](#)

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. [Get more materials and ideas.](#)

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. [View the full lesson.](#)

36. If I Were George

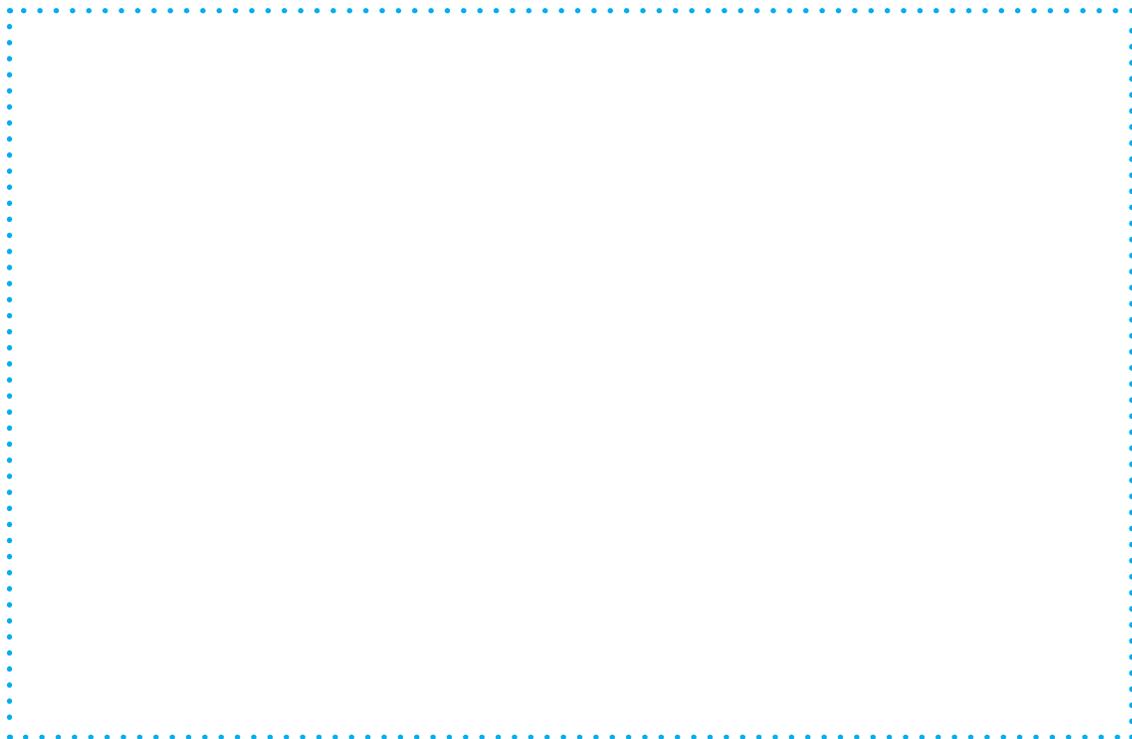
Prep: No preparation! (but you might first show the ppt story).

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. [Get more resources for this video story.](#)

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

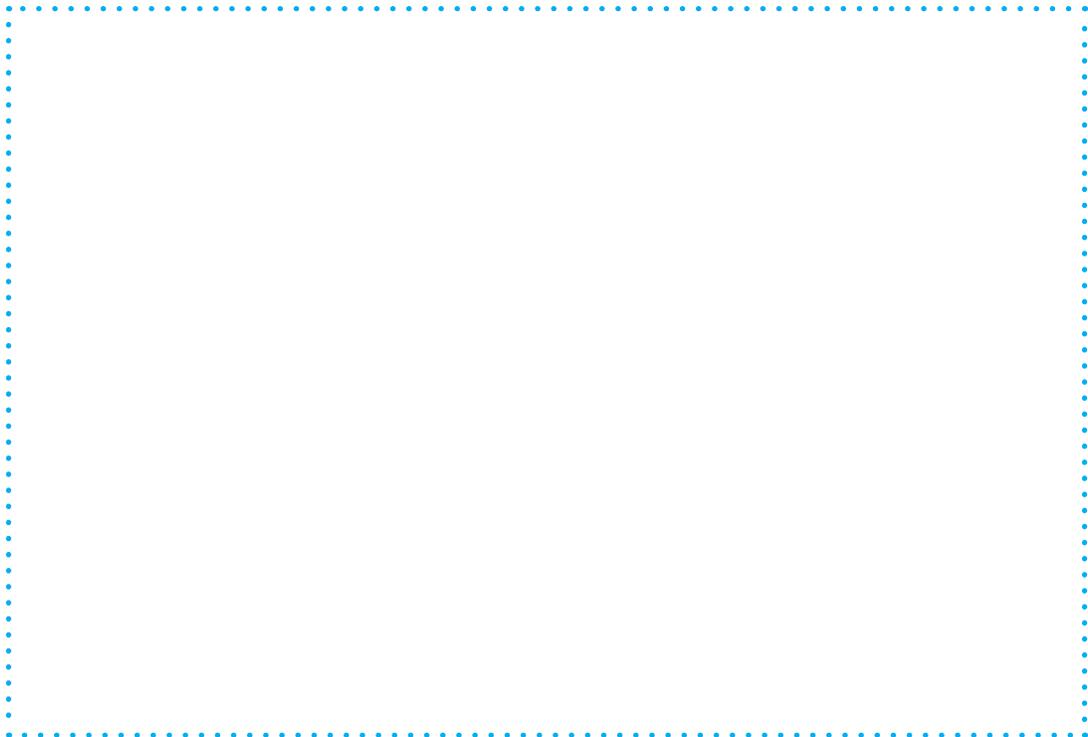
Describe And Draw

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!



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Story Frame Template



Handwriting practice lines consisting of ten horizontal blue lines.

Survey Cards!

_____ ?

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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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

!

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!

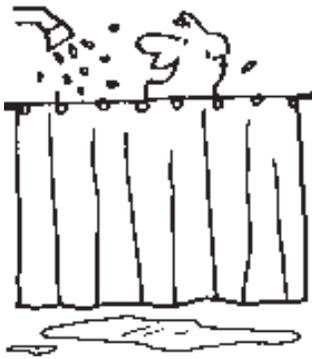
Mr. X Cartoon



Mr. X likes _____



Mr. X gets up at _____



He showers for _____ minute.



He gets dressed _____ ly.

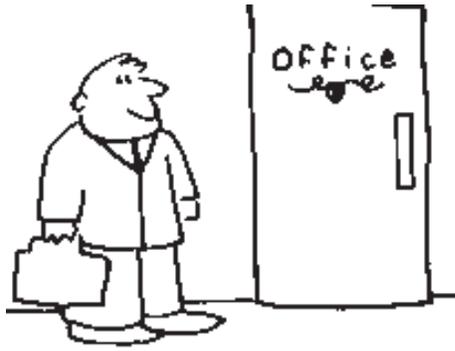


He eats _____ .



He reads the _____ .

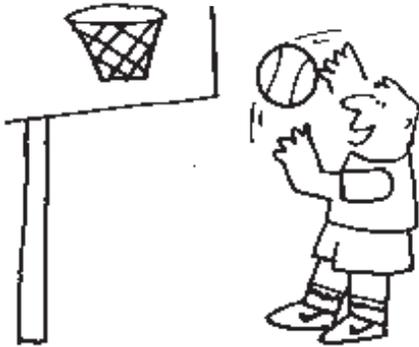
Mr. X Cartoon



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. _____
- 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?

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
GETTING MARRIED YOUNG
HELPING OTHERS
SAYING PRAYERS
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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 afor it...

COMPLAIN!

1. The weather lately has been horrible!
2. I hate studying!
3. I have to help my mother tonight!
4. This city is so expensive!
5. The president is so stupid!
6. Global warming is really bad.
7. Nobody loves me!
8. I am broke!
9. Teachers are far too nice to students!
10. English is so difficult.
11. I don't know how to use my computer!
12. My apartment is too small!
13. I have 3 cavities!
14. I lost my job!
15. I can't sing at all!
16. Our TV is broke!
17. I haven't been on a date in years!
18. The price of gas is so high!
19. The doctor says I have to exercise.
20. My mother in law is visiting!
21. The world is too crowded!
22. I don't have any nice shoes!
23. I didn't get any presents this year!
24. I can't speak English very well.
25. This weekend it will rain.
26. 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.

2x 

2x 

2x 

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!

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

--	--	--	--

Write here what you liked about their game!

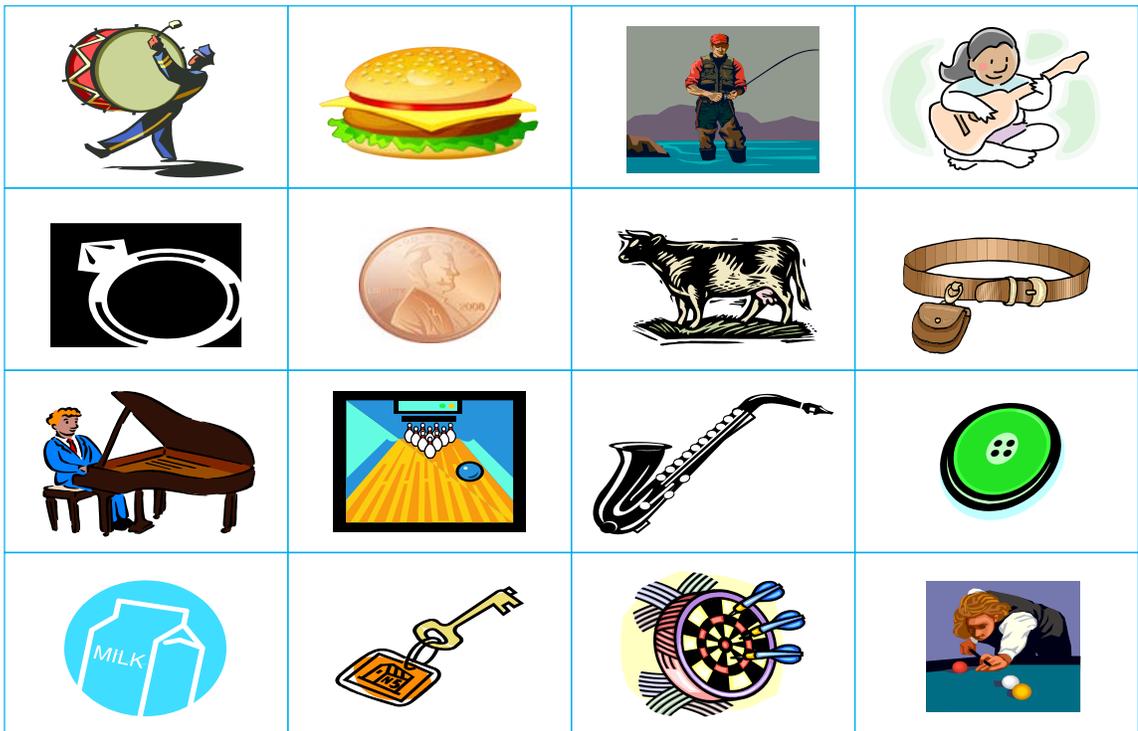
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Only Connect!

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!

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

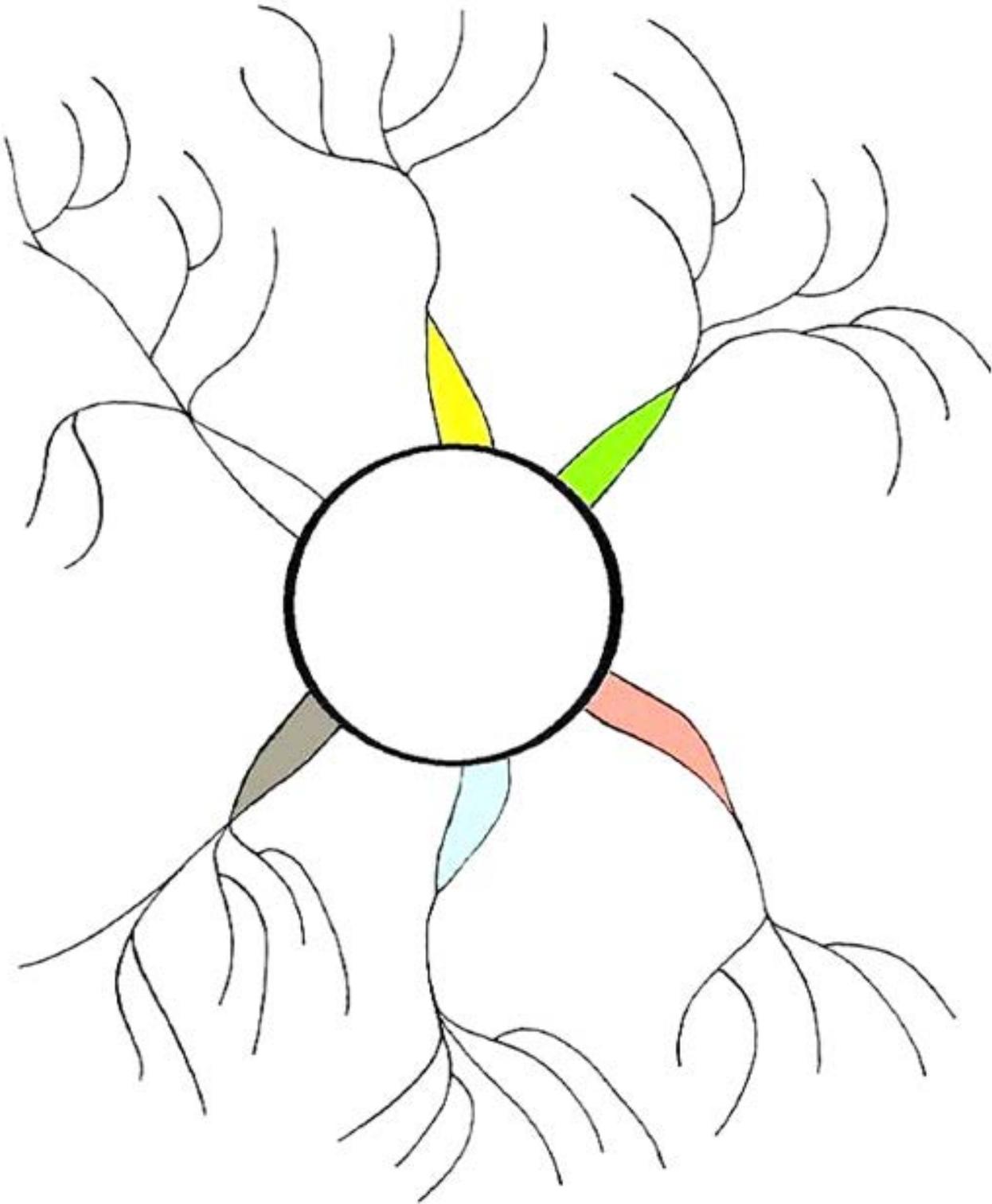
When did you last cards

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.

	Yes/No	(Name)		
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.**

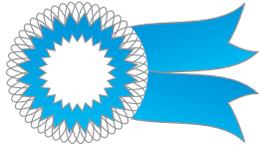
Commercial Analysis sheet

Name: _____ Date: _____

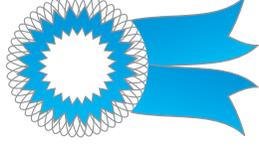
Television Commercial Analysis Form[The top commercials for teaching list](#)

	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

English

Granted _____, 20_____

Teacher Name and Title