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Communication Practice Exercises: Values Clarification Techniques at Work in the ESL Classroom

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COMMUNICATION PRACTICE EXERCISES:

Values Clarification Techniques at Work in the ESL Classroom

Frederick H. O'Connor
Edwin E. Lombard

June 15, 1978

"Submitted in partial fulfillment of the requirements
for the Master of Arts in Teaching degree at the
School for International Training, Brattleboro, Vermont."

This project by Frederick H. O'Connor and Edwin E. Lombard
is accepted in its present form.

Date June 15, 1978

Principal Advisor:

Raymond C. Clark

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Gene Pieman

PREFACE

One of the biggest problems facing ESL teachers today is how to help students use newly introduced grammatical structures and vocabulary in a context that is personally meaningful to them; that is, directly relevant to their needs and interests. The exercises presented here have been designed to meet this need to some extent as well as to encourage a use of language that is as natural as possible.

While studying Values Clarification, we became aware that some of the strategies of this approach, particularly those developed by Sidney Simon and Robert and Isabel Hawley, could be adapted for use as exercises in the ESL classroom. We first made use of a number of these techniques in a project in which we adapted eight strategies from Values Clarification by Simon¹ and Human Values in the Classroom by the Hawleys² for use as ESL exercises to practice specific linguistic and grammar points.

Since this initial project, we have had the opportunity during teaching practicums to test the operation of several of these adapted strategies in the classroom. Work has also been done to further adapt these strategies by expanding the number of structures covered and by making use of additional Values Clarification techniques developed by Leland and Mary Howe in their book Personalizing Education.³ When an exercise has been adapted from an existing strategy, its source is indicated. In addition, new exercises based on the principles of Values Clarification techniques have been devised. Many useful suggestions on the uses of Values Clarification in ESL have been provided by staff members at the English Language Office of the School for International Training. Ms. Gwen Dyson and Ms. Jane Wieman were particularly helpful in this regard. We would also

like to thank Mr. Raymond Clark, our principal advisor, for his help and advice. A number of Values Clarification based exercises which we developed have been used by teachers in the English Language Office.

Student response to the use of our materials has been gratifying. Motivation was found to be very high since much or all of the subject matter discussed in class was provided by the students themselves and discussion centered on student interests and needs. For this reason we have provided several suggestions with each exercise which should help the teacher to gear the exercise to student interests, needs and abilities. We would like to note that those exercises which we have tested did engender the natural conversational speech which we believe to be an essential part of developing linguistic competence.

The major goal of this paper is to provide the teacher with a detailed description of practice exercises for use in the ESL classroom. As indicated above, the exercises presented in this paper are designed to give the student the opportunity to make use of new material in personally meaningful contexts. They are intended for use only after students have become familiar with the formation and usage of the pattern being studied through the use of drills or other kinds of practice activities. It must be stressed that this paper is not a text, that is, not a series of sequenced lessons. These exercises are intended as a means to practice different elements of the language as they arise within the framework of an already sequenced course. It should also be emphasized that the exercises presented here are not Values Clarification strategies per se but rather English practice exercises which use Values Clarification techniques to achieve their ends.

NOTES

¹Sidney B. Simon, Leland W. Howe and Howard Kirschenbaum, Values Clarification (New York: Hart, 1972).

²Robert C. Hawley and Isabel L. Hawley, Human Values in the Classroom (New York: Hart, 1975).

³Leland W. Howe and Mary Martha Howe, Personalizing Education (New York: Hart, 1975).

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REMARKS TO THE TEACHER

Organization of the Exercises

Almost all the exercises in this paper can be used with more than one grammatical structure or in different contexts requiring different vocabulary items. Due to this fact, sequencing the exercises by grammatical features is not practical. The table of contents lists the names of the exercises and the initial material each practices. All the grammatical structures, sentence patterns and aural/oral skill areas practiced in the exercises are listed in the index.

Format

The following are the section headings we have used in this paper.

PURPOSE: The skills or grammatical structure(s) which can be practiced with the exercise.

MATERIALS: The materials (i.e., blackboard, mimeographed sheets, etc.) that are needed to do the exercise.

PROCEDURE: Step by step instructions for the operation of the exercise. Specific techniques which can be used are listed in the following section.

EXPANSION: Different contexts in which a specific grammar point can be practiced, for example, in a local, national or international context.

ALTERNATIVE USES: Different situations in which the exercise may be used, for example, as a warming up or ice breaking exercise or as a practice of newly introduced material.

Techniques Used in the Exercises

BRAINSTORMING: This technique is used to elicit from the students specific items for discussion. The teacher provides the general context and then asks for items fitting into that context, listing them on the blackboard. The only restriction is that items must fit into the general context. For example, if a teacher wishes to conduct an exercise in which various international confrontation situations are used, he will tell the class that he is looking for names of countries where dangerous conditions exist. He should also write the context at the top of the blackboard. The teacher may wish to give examples of items that are appropriate to a given context.

NON-CRITICAL LISTENING: This technique is one in which students are asked to listen to a speaker without interrupting him. One student gives his views on a topic or information about himself without interference from the rest of the class. The teacher must point out that this is not a discussion but rather a sharing exercise and that only questions asking for clarification of a point, and not those which editorialize, are permitted.

PAIR, TRIO AND SMALL GROUP WORK: Students are asked to work in small groups in order to have a greater opportunity to practice the material under discussion. If the physical makeup of the class or other factors prevent the entire class from breaking up into groups, one small group at the front of the room can be used to perform the exercise while the rest of the students observe.

CHARTS AND GRIDS: These techniques are employed when the results of group or individual work are placed on the blackboard so that students can make comparisons between what they and/or their group

produced and what other members of the class did. These techniques are not generally the basis for discussion, but are used to give students a chance to draw parallels between and make observations about the variety of "answers" they have come up with in response to the topic under discussion. Specific examples of charts and grids and instructions for their use are given under the heading PROCEDURE in relevant exercises.

VALUES LINES: This technique is used to place the items under discussion on a continuum. Students place items, usually the results of brainstorming, on a line marked from one to five (five being the most and one the least important, desirable, dangerous, etc.). Specific instructions and examples are given in relevant exercises.

DISCUSSION: Discussion is a technique used in several of these exercises and may take many forms depending on the abilities and attitudes of the students involved. We have given a model for discussion (see Future Question, p. 13) but encourage each teacher to develop a format for discussion appropriate to his own class.

The Teacher and the Use of the Exercises

We feel that the teacher must take several considerations into account when using these exercises. The first is the student's familiarity with the techniques being used. Whenever students are not familiar with them, we strongly suggest that the teacher provide clear illustrations. If the exercise involves list making, columns, charts, grids or values lines, these can be placed on the board. If the exercise involves discussion, a small group can be asked to demonstrate the technique in front of the class. The second is the clarity of the instructions given by the teacher.

Since many of these exercises involve a number of complicated steps, it is important to make the instructions as clear as possible and to check on student comprehension before each activity begins.

We are very interested in the views of anyone who will have the opportunity to use these exercises and would appreciate any suggestions as to modifications of the exercises and any additional exercises which may grow out of them.

BIOGRAPHY¹Purpose:

Combined practice of the present and past tenses.

Materials:

None.

Procedure:

1. Divide students into groups of three (preferably students who do not know each other well).
2. Instruct students that they will each take a turn as speaker and that when they are not speakers, the other two members of each trio will be listeners.
3. Further explain that each speaker will be given one minute to tell about himself and that the listeners will have two minutes to summarize what they heard. (The speaker may correct them or supply information they have forgotten.)
4. Have the trios begin with one student as speaker.
5. Announce the one and three minute marks.
6. Tell the students to change roles and make another member of the trio the speaker.
7. This is again repeated so that each person in the trio gets a chance to speak.

Note: Model the exercise beforehand, particularly if the students have had little exposure to group work. Give your own biography to two students and have them summarize what they heard. It may also be advisable to give or elicit from the students, beforehand, basic vocabulary which will be useful in this exercise, such as:

- | | | |
|-----------------|----------------|---------------------|
| a. to be born | d. to graduate | g. to work |
| b. to be raised | e. to move | h. to enter school |
| c. to study | f. to live | i. to attend school |

1. See page 35 for this and all other notes.

CIRCLES OF PRIVACY²Purpose:

Practice of the expressions 'anyone', 'almost anyone', 'most people', 'some people', 'hardly anyone' and 'no one'.

Materials:

Blackboard.

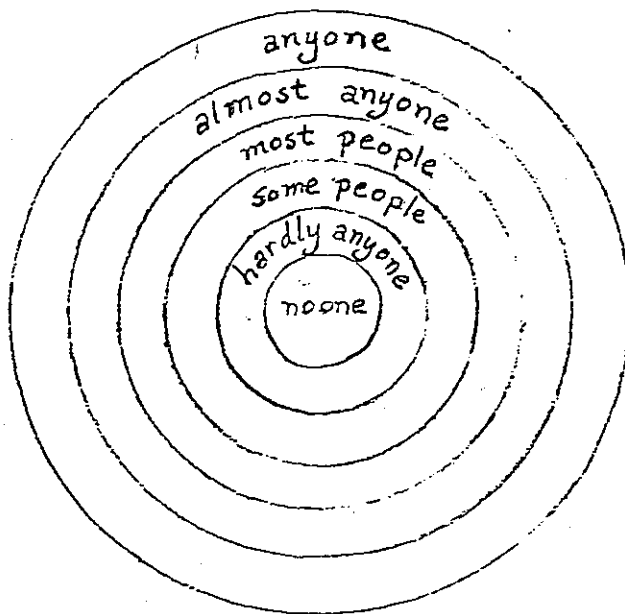
Procedure:

1. Provide or have students brainstorm events in a person's life which that person might or might not like others to know about. Write them on the blackboard and number them.

Example: Such items might include:

- a. deliberate cheating on income tax
- b. winning a scholarship
- c. end of an intimate relationship with a girl or boy friend
- d. death of a parent
- e. homosexual feelings
- f. stealing a small item from a store
- g. buying a new car
- h. birth of one's own child
- i. belief that abortion should(n't) be permitted

2. Draw on the blackboard a target shaped chart (illustrated below) with divisions ranging from 'anyone' (outermost circle) to 'no one' (innermost circle).



3. Have the students write the six categories in their notebooks, one on each line.
4. Have the students place the number of each brainstormed item next to the word which represents what people he would talk to about the item. Explain that even if a particular condition doesn't exist in a student's life it should be categorized as if it did.
5. Have each student tell how many items fell into each category without revealing what they are.
6. If the students are personally close, discussion may follow, perhaps in pairs. Only items of the individual student's choice should be discussed.

CURRENT EVENTS³

Purpose:

Practice of the comparative and superlative forms of adjectives.

Materials:

Blackboard, chalk, paper and pen.

Procedure:

1. Using brainstorming have the students provide a list of five local or international situations of importance.
2. Choose three adjectives which can describe these situations (i.e., important, volatile, inflationary, repressive, serious). These adjectives should either be known to the students or readily explainable.
3. Write these in a list down the left side of the blackboard.
4. Next to each word draw a line and number it from one to five.

Example:

Situations: a) Rhodesia, b) Palestine, c) SALT talks, d) Panama canal and e) energy crisis in the West

volatile	<hr/>				
(most) 5	4	3	2	1 (least)	
important	<hr/>				
5	4	3	2	1	
repressive	<hr/>				
5	4	3	2	1	

5. Have the students duplicate this construct in their notebooks.
6. Explain that 5 represents 'most' and 1 represents 'least' and that 2, 3 and 4 are the stages between them.
7. Have the students place the events on the lines according to their relative importance, volatility, etc.

Note: An example, especially the first time this exercise is used, may be very helpful. Another adjective, besides the three already listed, should be chosen and used to illustrate how this exercise works. This should be done on the blackboard.

	SALT	Palestine	energy	Panama	Rhodesia
ex. interesting	5	4	3	2	1

8. Have the students get together in pairs and explain their choices to their partners (what they were and why they were made).
9. Have the students get together in groups of about ten and have each student tell the group what his partner's choices were and the reasons he made them.

Expansion: This exercise may be used to practice the comparative with material of different contexts and levels of difficulty.

Some suggestions are:

context	adjectives
a. 5 events in a person's life	vital, pivotal, passing, important, lasting
b. 5 Freshman college courses	useless, important, redundant, interesting, useful
c. 5 occupations and their value	primary, secondary, irrelevant, crucial
d. 5 historical events	significant, earth shaking, unimportant, revolutionary
e. 5 film stars	beautiful, rich, famous, intelligent
f. 5 public figures	important, famous, powerful, rich, happy

FOCUSED LISTENING

Purpose:

To help the students develop their listening skills.

Materials:

None.

Procedure:

1. Provide a topic of interest to the students or have them brainstorm several topics and select one by vote.
2. Ask for a volunteer.
3. Have the students sit in a circle. If the class is too big have ten students sit in a circle and the rest of the class observe. The groups may be switched so that all students get to participate over a period of time.
4. Have the volunteer give his views on the selected topic to the people in the circle, explaining to him beforehand that there is a time limit. This time limit should be set by the teacher according to class size, temperament, interest and speaking and listening ability.
5. Permit other students in the class to ask questions for clarification or expansion but not to inject their own views or seriously interrupt the flow of the speaker. The teacher should act as referee in these matters.
6. After the speaker is finished, select two students from within the circle and have them, as a team, reiterate what the speaker said. The other students in the circle may act as judges to verify the accuracy of the pair. They may also correct any inaccuracies.

FOCUSED QUESTIONING⁴Purpose:

Practice of question formation.

Materials:

Blackboard or handout.

Procedure:

1. Provide a list of controversial statements, problems or values questions to the class.
2. Divide the class into groups of three and have one student from each group state if he agrees or disagrees with a given item from the list.
3. Tell the other two students that they have five minutes to question the first student about his statement.

Note: It should be emphasized that all attention is to be focused on the student who is being questioned. The other students should not inject their own feelings or opinions but attempt to clarify what the ideas of the speaker are.

4. Give each of the three students in each group an opportunity to make a statement and be questioned by the others in his group. Each student should make a statement about a different item from the list.
5. Include on the list statements and problems which are relevant to the participants and the class setting.

Example: In an ESL program for adults in the United States items might include:

- a. Women should not have sex until they are married.
- b. Smoking should not be permitted in any public building on campus.
- c. Men and women should be allowed to live in the same dormitories.

- d. I think the most valuable part of my stay in the U.S.
has been
- e. The way English is taught at this school is too formal
(or informal).

Expansion: For more elementary classes, provide a list of simple situations and activities. They might consider such statements as:

- a. I often watch television.
- b. I sometimes go to the movies.
- c. I often play pingpong.
- d. I often go out.
- e. I live in a dormitory.

FUTURE QUESTION⁵Purpose:

- Practice of I. the simple future
 II. the present conditional

Materials:

Blackboard, chalk, paper and pen.

I. Simple future

Procedure:

1. Draw two columns on the blackboard, heading one 'will change' and one 'won't change'.
2. Have the students brainstorm five conditions that they believe will exist in a certain country in twenty years time. If the students are from several different countries, the country in which they are studying may be considered. If problems which face the entire world such as hunger, overpopulation or war are being considered, a world-wide focus may be taken.
3. List these conditions in the appropriate columns.

Example: country: Iran

will change

1. form of government
2. technology
3. education
4. life expectancy
5. land distribution

won't change

1. pollution
2. position of women
3. language
4. family life
5. cultural life

4. Have the students copy what is on the board in their notebooks.
5. Have the students make a list of the five most desirable conditions (drawing from both lists).

6. Have the students break into groups of four or five for discussion.
7. Give the students a specific task to perform in their discussion groups and instructions as to how to conduct the discussion.

Example: Each group, drawing from their individual lists, must come to an agreement on which conditions are the most desirable.

- a. Each person in the group in turn names his choices and reasons for making them.
- b. One student in each group keeps a record of everyone's choices.
- c. At this point the students must decide how to choose the five most desirable choices (such as by voting, by each group member being given one choice, by electing a chooser).
- d. The students make their choices as groups.
- e. The class gets back together and a spokesman from each group describes: 1) how the choices were made, 2) what they were, 3) why they were made.

Note: This is only a suggested model for a discussion. Goals and procedures may be varied according to the needs and abilities of the students.

Expansion: Different contexts for use with this exercise include what will or won't change in different settings and over different periods of time. Some suggestions are:

- | | |
|--|--|
| 1. In your lives (the students') | 1. What can I do to change this foreseen outcome |
| 2. In the school or institution of study | 2. What 5 recommendations can the group make to the administration |
| 3. In the government | 3. What bills will you pass when you are a legislator |

II. The conditional

Procedure:

1. Ask the students to imagine that they are the rulers of an imaginary country (supply a name) and have them name the policies which they would carry out in this country.

2. At the top of the blackboard write: 'If I ruled this country, I' and make two columns heading one 'would' and one 'wouldn't'.
3. Have the students brainstorm these conditions and write them in the appropriate column.

Example:

would

wouldn't

- | | |
|--------------------------------|--|
| a. give everyone enough food | a. build up the army |
| b. lower taxes | b. raise taxes |
| c. allow freedom of speech | c. increase welfare |
| d. implement land reform | d. change government to a parliamentary system |
| e. decentralize the government | e. begin irrigation projects |
4. Have the students write what is on the blackboard in their notebooks.
 5. Explain that each student would be able to implement only 5 of these changes and ask each student to choose the five he considers most important.
 6. Have students pair up and work out a union of their two countries, choosing only five items from both of their lists.

Note: It is a good idea for the teacher to give the countries of the individual students names and draw a map on the board. When uniting the pairs of countries, erase the lines between the pairs and give them new names which should be a combination of the two previous names.

7. Have the class get back together as a single group and ask each pair of students to list the five conditions which exist in their country.
8. List these in columns on the board and ask for observations as to similarities, trends and discrepancies between the choices of the various pairs. (See Example on next page.)

Example:

name of country

	1	2	3	4
a.	food	speech	land	food
b.	army	food	government	land
c.	government	irrigation	army	speech
d.	speech	taxes	food	army
e.	parliament	army	welfare	parliament

HOW MUCH/HOW MANY⁶Purpose:

Practice of the phrases 'all of', 'most of', 'many of', 'much of', 'some of', 'few of', and 'none of' in response to questions beginning with 'how much' and 'how many'.

Materials:

Blackboard and mimeographed sheets.

Procedure:

1. Hand out mimeographed sheets such as the one below.

- | | | | |
|----|-----------|---------------------------------------|-------|
| a. | How _____ | of your friends drink beer? | _____ |
| b. | How _____ | of your time is spent on school work? | _____ |
| c. | How _____ | of your salary is spent on rent? | _____ |
| d. | How _____ | of your neighbors do you know? | _____ |
| e. | How _____ | people in your family work? | _____ |
| f. | How _____ | times a week do you eat pizza? | _____ |
| g. | How _____ | of your time do you spend commuting? | _____ |
| h. | How _____ | of your friends finished college? | _____ |
| i. | How _____ | of your money is in cash? | _____ |
| j. | How _____ | of your salary should you pay in tax? | _____ |

Note: The number and difficulty of sentences included will depend on the level of the students.

2. Have the students complete a few of the questions orally so that they know what is expected of them and then ask them to complete all the questions on the sheet.
3. When they have finished ask them to check their answers with a neighbor.
4. Using the first two or three questions elicit all the phrases to be practiced (i.e., 'all of', 'most of', 'many of', 'much of', 'some of', 'few of', 'little of' and 'none of'.)

5. Have the students answer each question with the appropriate phrase.

Example:

a. How _____ of your friends drink beer: _____

6. Have the students gather in groups of four or five to compare their answers.

IN MY LIFE

Purpose:

Practice of existential 'there' with 'enough', 'not enough' and 'too much'.

Materials:

Blackboard, chalk and mimeo sheets.

Procedure:

1. Brainstorm 10 nouns and write them down the left hand side of the board.
2. Make three columns, heading them 'enough', 'not enough' and 'too much'.
3. Ask the class, by consensus, to place the nouns in the appropriate columns.
4. Give the students a list of about 35 nouns. At the top of the sheet is written 'At school' and next to each noun are three choices (enough, not enough and too much).
5. Have the students circle their choices and write out a complete sentence to convey the meaning of that choice (for this reason it is suggested that the mimeographed list be double spaced).

Example: AT SCHOOL

- | | |
|--|-------|
| a. desks (enough, too many, not enough) | _____ |
| b. teachers (enough, too many, not enough) | _____ |
| c. books | _____ |
| d. footballs | _____ |
| e. girls | _____ |
| f. movies | _____ |

6. Have students break into pairs and tell each other their choices and their reasons for making them and explain to the students that they must remember their partner's choices.
7. Re-group the class into groups of ten and have each student explain to the group what his partner's choices were and why he made them.

Expansion: Different categories may be substituted on the mimeographed sheets. Some suggestions are:

- a. In my home
- b. In my town
- c. In my country
- d. In this country

INTERVIEW⁷Purpose:

Contrast of the present perfect and simple past tenses with the time adverbials 'already', 'ever', 'yet' and 'never'.

Materials:

Blackboard and mimeographed worksheets.

Procedure:

1. Hand out a worksheet containing verb phrases with time indicators.

These phrases should contain the infinitive form of the verb.

Example:

- | | |
|--|-------|
| 1. ever (go) to Niagara Falls | _____ |
| 2. (play) volleyball yesterday afternoon | _____ |
| 3. (mail) his TOEFL application already | _____ |
| 4. (see) a movie recently | _____ |
| 5. (watch) TV last night | _____ |
| 6. ever (drive) to Boston | _____ |
| 7. (hand) in the composition | _____ |
| 8. ever (eat) at McDonalds | _____ |
| 9. (attend) the discussion last week | _____ |
| 10. (do) the writing assignment already | _____ |

2. Tell the students that they must find one person who has done each of the things listed.
3. Illustrate the two different types of questions by doing the first two or three items on the worksheet. As indicated in the examples both short and long answers may be used.

Example:

- a. ever (go) to Niagara Falls
 Question: Have you ever gone to Niagara Falls?
 Answers: Yes, I have. I went there last year.
 No, I haven't. I've never gone there.

Example:

- b. (play) volleyball yesterday afternoon
 Question: Did you play volleyball yesterday afternoon?
 Answers: Yes, I did. I played for two hours.
 No, I didn't. I didn't play then.

4. Tell the students that they will have 15 minutes and have them begin.

Note: The time limit indicated would reflect the number of items to be covered. Obviously, the items listed should be drawn from situations familiar to a particular class. The sample worksheet above was designed for a class at the School for International Training in Brattleboro, Vermont.

5. After the time limit is up, appoint a class member to ask the class about each item on the worksheet. Those who found a classmate in a particular category should respond.

Example:

A student asks, "Who has gone to Niagara Falls?".
 One student replies, "Juan has gone there three times."
 Another student says, "Habib has gone there too."

Expansion: This exercise can be used to practice or contrast other verb tenses.

- a. Present tense - ask students to find others who:
 - (get) up before seven every morning
 - (go) to the Holiday Inn every weekend
 - (enjoy) classical music
 - (live) off campus
 - (eat) Indian food
- b. Past tense - ask students to find others who:
 - (eat) at McDonalds yesterday
 - (go) abroad last summer
 - (play) soccer last night
 - (deliver) papers this morning
- c. Contrast of Simple Present and Present Continuous tenses - ask students to find others who:
 - (get) up before seven every morning
 - (study) algebra now
 - (go) to town every Wednesday
 - (enjoy) school in general
 - (live) off campus now
 - (read) poetry in their spare time

NAME TAGS

Purpose:

- I. Get-acquainted exercise for new classes.
- II. Practice of like/dislike/hate/enjoy + gerund (I like playing football).
- III. Practice of present, present perfect and present perfect continuous tenses.

Materials:

Index cards and pins.

I. Get-acquainted exercise

Procedure:

1. Have students write their names and other personal information on the cards. Possible items include:

-where/when born	-hobbies
-what kind of work they are doing or hope to do	-favorite sports/movies/books
-favorite Saturday night activities	TV shows/music
	-favorite vacation spots
	-countries visited

2. Tell them to find three or four classmates who they don't know well and then begin talking about the information on the cards.

Note: Informal conversations can be allowed to start or each student can be asked to give information about himself. He can then be asked questions by others in the group in order to elicit further information, clear up misunderstandings, etc.

3. After five or ten minutes, have students form new groups and repeat the process.

II. Practice of like/dislike/hate/enjoy + gerund

Procedure:

1. Follow the steps outlined in Part I above having students make statements about their likes and dislikes on their cards.

Possible items:

- I enjoy playing football.
- I dislike cleaning my room.
- I hate eating in the cafeteria.
- I like hiking in the mountains.

III. Present, present perfect and present perfect continuous tenses

Procedure:

1. Follow the steps outlined in Part I above having students make statements on their cards about topics such as the following:

- | | |
|--|--------------------------------------|
| -where they live | -where they work |
| -musical instruments they play | -where they go to school |
| -sports they enjoy | -hobbies |
| -clubs and organizations they are members of | -foreign languages they are studying |

2. Give them a model like the one below to follow for their questions and answers:

Item on card: I live at 1335 College Ave.

Question: How long have you been living there?

Answer: I've been living there for about six years.

REACTION CONTINUUM

Purpose:

Practice of statements expressing positive and negative feelings.

Materials:

Blackboard and worksheets.

Procedure:

1. On the left side of the blackboard, list and number the following five statements expressing positive and negative feelings.
 1. I like it very much.
 2. I enjoy it somewhat.
 3. I don't care about it one way or the other.
 4. I'm not very fond of it.
 5. I hate it.
2. Place on the right side of the board five common activities such as playing football, cleaning the house, eating (name a local dish here), listening to classical music, wearing a tie. Ask a student to indicate which statement best expresses his feelings about each activity and write the number of the statement in the blank in front of the activity.
3. Pass out mimeographed worksheets with activities listed on them and ask the students to indicate their reactions to each by writing the number of the statement in the blank in front of each activity.

Possible items include:

- | | |
|-------------------------------|-----------------------------|
| -studying English | -travelling by bus/car/air- |
| -writing letters to friends | plane/boat |
| -writing letters to relatives | -watching TV |
| -shopping for clothes | -eating at McDonalds |
| -doing exercises like this | -rollerskating |

4. Break the class into small groups to discuss their reactions to a limited number of the activities. One group could discuss items one to five, the second items six to ten and so on.

RELATED INCIDENT⁸Purpose:

Practice of the past continuous tense.

Materials:

Worksheets (and tape recorder if desired).

Procedure:

1. Number six volunteers from one to six and ask them to wait outside the classroom.
2. Pass out worksheets (illustrated below).
3. Explain to the class that the teacher is going to call the first student back into the classroom and read a short passage to him and that student No. 2 will then be called and have the passage repeated to him by student No. 1. Then student No. 2 will repeat the passage to No. 3, No. 3 to No. 4 and so on until all the volunteers have heard the passage.
4. Ask the class to note during each repetition any discrepancies or changes from the original statement in the space provided on the worksheet.
5. Start the tape recorder and call for the first student.
6. After the last report has been made, reread the original passage and/or play back the recording, asking the class to point out any variations from the original.
7. If desired, a discussion can be held on the difficulty of transferring information accurately, on ways to improve one's ability to transfer information and on how the same information can be conveyed in different ways.

Sample Worksheet with Past Continuous Tense:

As I was walking to the drugstore yesterday, I ran into a good friend of mine. He was coming out of the movie theater and looked rather sad.

"What's wrong, Bill?" I asked.

"I was enjoying the movie when I suddenly remembered my dentist appointment," he answered.

Directions: For each report, note any additions, subtractions, or other changes from the previous report.

1.

2., etc.

Expansion: This exercise can be used to practice many tenses.

Some examples are:

- a. Past tense: Passage begins with "Charlemagne was a famous man and an important figure in the history of Europe."
- b. Future tense: Passage begins with "On April 5, 1985, Apollo 72 will be launched from Cape Canaveral."
- c. Past perfect tense: Passage begins with "When I met Charles DeGaulle, he had already been the President of France for 12 years."
- d. Simple present tense: Passage begins with "I get up at 8 o'clock every morning."

STATEMENT OF PREFERENCE

Purpose:

Practice of the following sentence patterns: "I prefer A to B." and "I would rather X than Y."

Materials:

Blackboard or worksheet.

Procedure:

1. Write one pair of nouns (or gerund phrases) and one pair of verb phrases on the blackboard.
2. Use these phrases to make sentences illustrating the following patterns.

Example:

- a. go to McDonalds/go to Burger Chef
I would rather go to McDonalds than Burger Chef
- b. travelling by bus/travelling by car
I prefer travelling by bus to travelling by car.

3. Illustrate on the board (or have written on a worksheet) question and answer patterns such as the following:

- a. play football/go swimming
Question: Which would you rather do, play football or go swimming?
Answer: I'd rather go swimming.
Question: Why?
Answer: It's too hot to play football.
- b. coffee/tea
Question: Which do you prefer, coffee or tea?
Answer: (I suppose) I prefer coffee to tea.
Question: Why?
Answer: (Well) tea doesn't have much flavor.

4. Place on the blackboard (or include in the worksheet) a series of related noun and verb phrases about which the students can express their feelings using the pattern sentences.

Example:

- a. go to the movies/go to school
 - b. eat a sandwich/eat a candy bar
 - c. studying/playing basketball
 - d. English/French
 - e. Mathematics/History
5. Have the students break into small groups and take turns asking and answering questions based on the list of related items.

VALUES NAME GAME⁹Purpose:

- Practice of I. Verb + -ing (I enjoy playing football)
 Verb + infinitive or -ing (I like to play football
 or I like playing football.)
- II. Ought/need/have + infinitive (I ought to write a
 letter to my parents.)
- III. Should and must.

Materials:

Blackboard.

I. Verb + -ing

Procedure:

1. Place on blackboard or review orally the patterns under study
 (see list below).
2. Divide the class into groups of from four to ten. Younger
 students should be in smaller groups.
3. Ask a volunteer or designate a student to tell the group some-
 thing that he likes to do, enjoys doing, etc. For example, the
 first student might say, "I enjoy singing in the rain" or "I like
 going to the movies."
4. Have the student sitting next to him then repeat to the group
 what the first student said and then make a statement about him-
 self. For example, "John likes going to the movies. I hate
 doing exercises like this."
5. Instruct the student who began the exercise to repeat all the
 names and statements that have been made.

Note: If a student can't remember a particular name or statement,
 other students can prompt him. A better atmosphere is
 maintained if the exercise is seen as a cooperative one

rather than as a competition. Possible verb phrase patterns that could be used in this exercise include:

<u>Verb + -ing</u>	<u>Verb + Infinitive or -ing</u>
dislike	hate
enjoy	like
don't mind	love
can't stand	

Alternative Uses: This exercise can be used as an effective get-acquainted session for classes meeting for the first time. The procedure would be for the first student to introduce himself, "I'm John Smith and I enjoy watching television." The next student would continue, "This is John Smith....etc. I'm Mary Jones and I....."

Expansion: With more advanced classes, groups of four or five could give several items at one time, perhaps stating one like and one dislike that are related such as "I enjoy cooking, but I hate to wash dishes."

II. Ought/need/have + infinitive

Procedure:

1. Follow steps outlined for Part I above having students make statements about things they ought to, need to, or have to do. For example, "I ought to finish this by tomorrow."

III. Should and must

Procedure:

1. Follow steps outlined for Part I above, having students make statements about things they should or must do.

Note: Students should be clear on the distinction between 'should' (in prescriptive statements) and 'must' (indicating necessity). Because the distinction in this exercise is often a difficult one to grasp, the teacher may allow students to question any statement they feel may be inaccurate. For example, if it is known that a particular student is most anxious to enter a university in the following term and he states that he 'should' pass the TOEFL, another student might point out that 'must' is probably a more appropriate term.

WHEN I HAVE A CHILD

Purpose:

- I. Practice of the indirect object in a sentence with a 'when' clause (When I have a child, I will buy him clothes.)
- II. Practice of the indirect object in a sentence which is in the unreal conditional (If I had a child, I would buy him clothes.)

Materials:

Blackboard, chalk, paper and pen.

I. 'when' clause + the indirect object

Procedure:

1. Write the phrase 'When I have a child, I will' along the top of the blackboard.
2. Using brainstorming, have the students supply one or two examples as to how to end this sentence using a main clause with an indirect object.

Example: 'When I have a child, I will.....'

give him food.

teach him to play football.

3. Have the students write in their notebooks five more 'completions' to this sentence, using the models given.
4. Group the students into groups of five and tell them to compare their lists and come up with a list of the five things they will do as a collective 'parent' and to put them in order of relative importance.
5. Regroup the class and have them write their conclusions in a grid you have written on the blackboard.

6. Ask the students for observations as to the choices and their values, the similarities and discrepancies between them.

Expansion: The following contexts may be used with this exercise:

- a. When I see the president, I will
- b. When I build a house, I will
- c. When I invent a machine, I will
- d. When I cook a meal, I will

II. 'if' clause + the present conditional

Procedure:

1. This exercise is the same as the one above except that the phrase "If I had a child, I would" is substituted for "When I have a child, I will"

Expansion: The following contexts may be used with this exercise:

- a. If I were president, I would
- b. If I built a house, I would
- c. If I had a million dollars, I would
- d. If I invented a machine, I would

NOTES

1. Adapted from a strategy from Howe (1975), p. 43.
2. Based on an idea adapted by Ms. Jane Wieman from Simon (1972), p. 183.
3. Adapted from a strategy from Hawley (1975), p. 166.
4. Based on an idea from Howe (1975), p. 56.
5. Based on an idea from Hawley (1975), p. 165.
6. Based on an idea from Simon (1972), p. 224.
7. Adapted from a strategy from Howe (1975), p. 44.
8. Adapted from a strategy from Hawley (1975), p. 111.
9. Adapted from a strategy from Howe (1975), p. 41.



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