

1979

A File of Student-Invested Activities for the Foreign Language Classroom

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A File of Student-Invested Activities for the Foreign Language Classroom

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

October, 1979

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This project by Sue Rogers and Marion Macdonald is accepted in its present form.

Date Oct. 2, 1979

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Preface

Why do so many ESL and foreign language learners fall by the wayside before they can ask their way to the post office, follow directions, or carry on a simple social conversation with a native speaker? Both teachers and students would agree that all too often language learning is a boring, frustrating and threatening experience. Boring because the lesson may have no relation to the students and their world. Frustrating since the students often find it difficult to live up to their own expectations of themselves and those of the teacher. Threatening since they are measuring their progress against that of their classmates. Furthermore, many schools and colleges have re-instituted the foreign language requirement and with this pre-requisite there is the inevitable fear of failure.

Many language teachers have come to believe that it is not only the particular teaching approach which turns students off language learning, but the failure of the teacher to be aware of and apply certain underlying principles which make language learning more relevant and rewarding.

Basically, these principles suggest that students perform best and retain a foreign language more successfully when they involve themselves in the lesson by choosing what to say, write and read in a secure, supportive environment. Whether one calls this student-centered, "humanistic", or "student-invested" learning, the main idea is that the learners themselves have a stake in the lesson. They are using language naturally as they would in real situations and are encouraged to work together cooperatively. They are not just parroting the teacher's sentences or doing controlled dialogues from a textbook, but are working in pairs or small groups on their own without constant supervision from the teacher.

10. Cassette tapes - Blank tapes for group chain stories and dialogues; classical music tapes for student relaxation and listening exercises; popular music, e.g., Rock, Country and Western with clear lyrics which students can understand for listening comprehension.

11. Cassette tape recorder with microphone - For use by the students in creating and recording chain stories, dialogues, interviews, and transcripts.

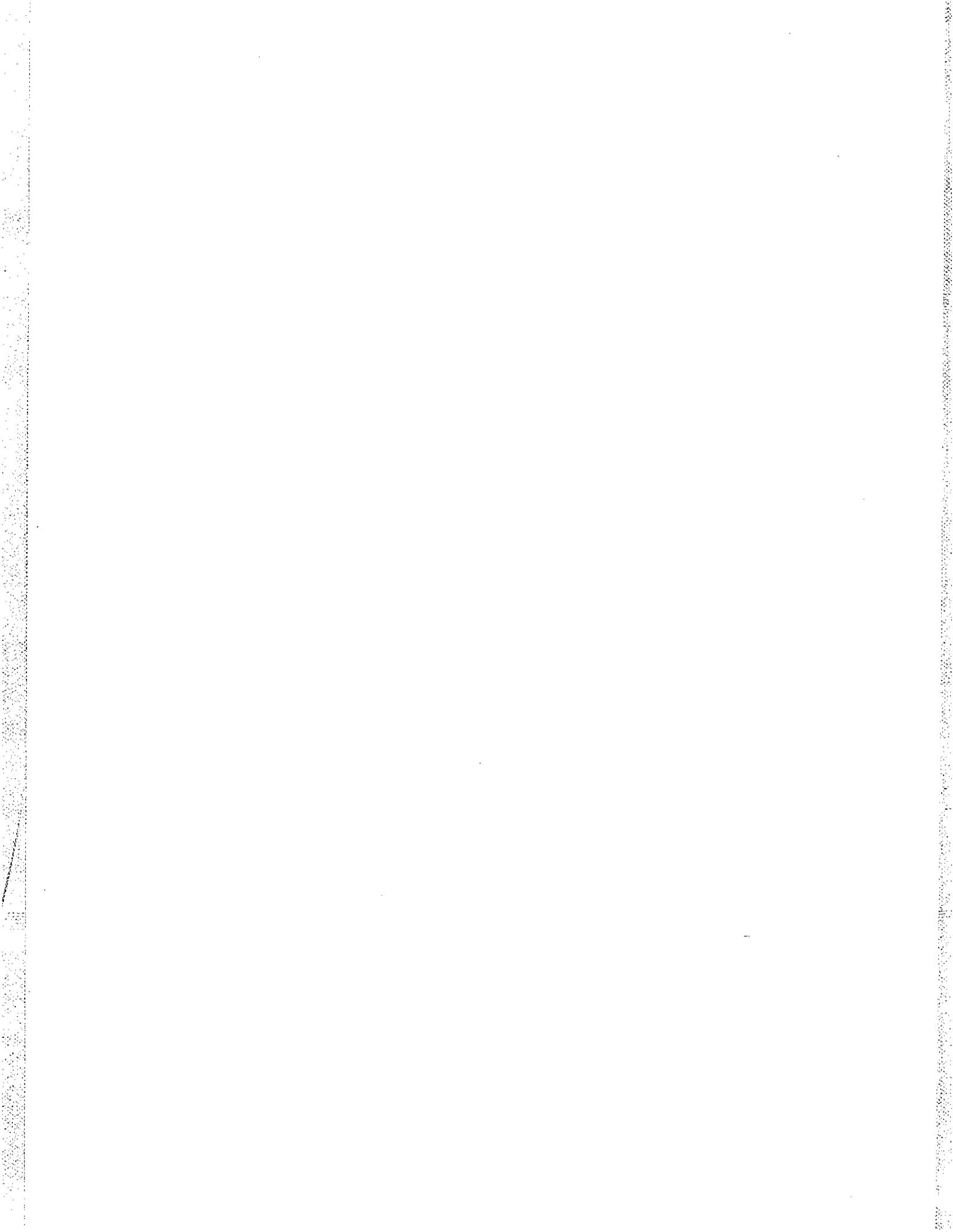
Acknowledgements

In compiling this card file, we have drawn extensively from the ideas and techniques contributed by our fellow students and instructors of the Master of Arts in Teaching Program (MAT X) at the School for International Training of the Experiment in International Living, Brattleboro, Vermont. Additional help has also been provided by members of the English and Foreign Language Departments of the School. Whenever possible, we have attributed the activities which were contributed by specific persons, the school itself, or outside sources.

Although the entire staff and student body of the School for International Training have provided the inspiration for this venture in collecting and assembling ideas in student-centered learning, we would particularly like to single out for special thanks, Ruthanne Brown and Patrick Moran, our chief advisors and readers on this project.

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Earl W. Stevick has gone into eloquent detail about these principles, as well as the pitfalls which beset the foreign language learner, in an address made at the 1976 TESOL Convention. His remarks, reprinted in the TESOL Quarterly,¹ as well as his other writings, have influenced our attitude towards language teaching, as have the teaching philosophies of the late Charles A. Curran and Dr. Caleb Gattegno.

We realize that there are many exciting and innovative kinds of activities on the market today inspired by these teachers as well as other proponents of student-centered learning. However, this richness of choice presents a real problem to the language teacher, who often lacks the time to look through the many books and articles to find an appropriate activity for a specific lesson. This is essentially why we have devised a card file of student-generated activities.

Our file is intended for those teachers who have come to see the value of "student-invested" language learning. It offers them activities in a framework which will allow the students to generate their own language with minimal teacher interference. The file is divided into eight general categories, which promote student initiative in the four basic skills of listening, speaking, reading and writing. The categories are split between the types of materials used, e.g., cuisenaire rods, tape recorder/transcript, pictures and drawings, and group exercises that actively involve the student in games, group narratives and writing, theater techniques, and out-of-class activities.

The activities are presented on 5x8 index cards which permits the teacher to quickly select and pull out an activity for presentation, practice,

¹Earl W. Stevick, "Teaching English as an Alien Language", in On TESOL '76, ed. John Fanselow and Ruth H. Crymes (Washington D.C.: TESOL, 1976), pp 225-238

or reinforcement of a particular lesson, depending on the students' needs.

The teacher will find the selection of an activity relatively simple because of the card format. The beginning of each card briefly describes the activity and the students' contribution to implementing it, the level for which it is intended, and possible grammar, vocabulary, theme or cross-cultural options. The steps of the procedure follow in clear outline, as well as possible variations and special considerations. Our card layout is as follows:

GAMES	LEVEL: BIA
Activity:	
Investment:	
Options:	Grammar:
	Vocabulary:
	Theme:
	Culture:
Materials:	
Procedure:	

4.
5.
<u>Variations</u>
<u>Special Considerations:</u>
Contributed by:

The file is expandable, and we hope that the teacher will add other student-invested activities to supplement ours. The teacher may also want to make notes on the cards or add his/her own variations to them.

On the pages that follow there is a short section on terminology and abbreviations and a guide to recommended materials, which the teacher needs to consult in order to use the file efficiently.

Although we have attributed the ideas in our file to the person making the contribution, we have included a separate page of acknowledgements to those teachers and friends without whose help this file would not

have been possible. A short bibliography refers to some of the books and articles which have influenced our commitment to student-centered learning.

Guide to Terminology and Abbreviations

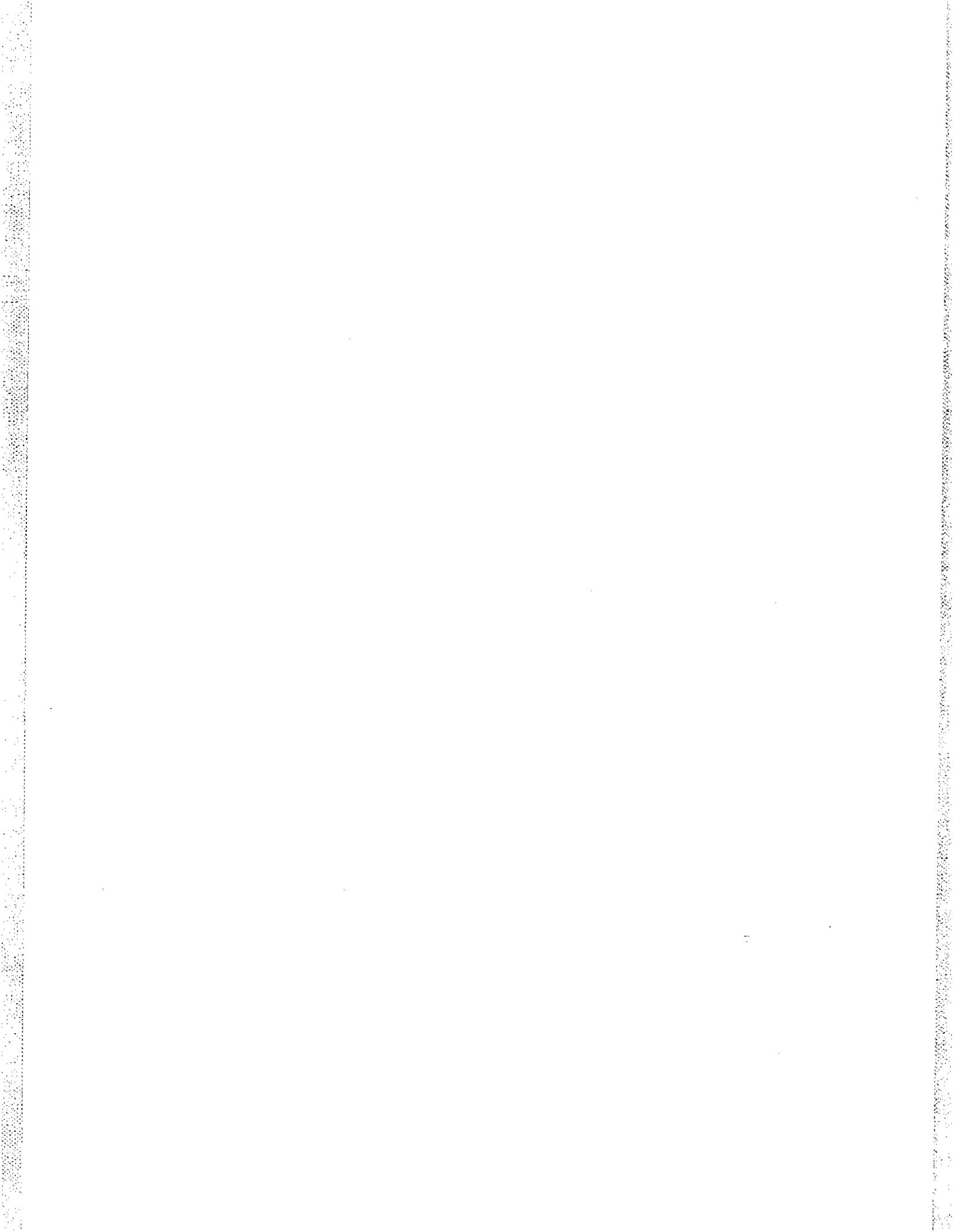
1. "Brainstorm" - A group activity in which the students spontaneously verbalise all the ideas they can think of related to a particular subject. Students should be allowed some brief time for reflection before brainstorming in a foreign language.
2. "Feedback" - At the teacher's request, students articulate their reaction to the lesson, both emotional and intellectual. This helps the teacher determine whether to progress, review, or modify his/her approach to the class, or the lesson itself.
3. "Operation" - This is a teaching technique which consists of a series of events or actions which are usually universally known and logically sequenced. It is often accompanied by the manipulation of objects or gadgets. An "Operation" relates to vocabulary and grammatical skills development and may involve body movement.
4. "Transcript" - A written account of sentences recorded by the students. This can be written either on the blackboard or butcher paper taped to the wall, so that students can easily read it. Using a transcript, the students can analyze, reflect on and hopefully correct their errors themselves. The teacher can also use it as the basis for future exercises by extracting grammar, vocabulary, or pronunciation items.

Abbreviations and Signs

T - Teacher	B - Beginning students	BIA - All student levels
S - Student	I - Intermediate Students	
Ss - Students	A - Advanced students	

Guide to Recommended Materials

1. Butcher paper - Large rolls of brown or white paper which can be used for transcripts of student-recorded sentences, class-produced maps, town plans and murals. (Alternative: newsprint)
2. Colored felt markers - For labeling and transcript-writing.
3. Colored construction paper - For backing pictures or creating index card games like Scrambled Sentences.
4. Cuisenaire rods - Small wooden blocks of ten different lengths but identical widths, each length having its own color. Valuable in getting the student to focus on using the language in such activities as constructing models of houses or towns, making geometric representations, etc.
5. Horoscope books and magazines - For themes dealing with birthdays and personality traits.
6. Three-by-five index cards - For a variety of index card games, e.g., Concentration, Scrambled Sentences.
7. Picture magazines - For assembling a picture file that can be used in class as stimulus for creating stories, poems and making conversation.
8. Play money - For lessons on shopping, counting, and number practice.
9. Department store catalogues - For vocabulary building, shopping themes, culture exercises.



Activity: Actions in Sequence

Investment: Ss brainstorm actions to be carried out in the classroom which can be made part of a game-like activity.

Skills: Grammar: Imperatives

Materials: 3x5 index cards

- Procedure:
1. T asks Ss to brainstorm actions that they can make into requests, e.g., "Go to the door", "Clean the blackboard", "Sit on the teacher's desk." T writes them on butcher paper to keep for a later activity.
 2. T takes the transcript to arrange the list of actions into a sequence and then writes them onto separate index cards. Each card should have the previous action and the action to be performed which is underlined, e.g.,
Card #1 Start. Go to the window.
Card #2 After he/she goes to the window, close the door.
Card #3 After he closes the door, stand on the teacher's chair.

In class T passes out one card to each S to read silently.

T tells the Ss that they are to perform the activities underlined on their cards silently and in sequence. All Ss must watch closely for their turn. The S with the Start card begins. He is followed by the S whose card has SI's activity plus his own underlined.

The Ss continue performing their activities silently in sequence, and as quickly as possible until everyone has had a chance.

Special Considerations

This activity will take more than one class period in order to give the T time to write up the Ss list of actions onto index cards.

Index cards should not be numbered to make the game more challenging.

If the Ss have trouble understanding the exercise, they should first read the cards aloud in sequence.

Contributed by
Sue Rogers, MAT X

GAMES (cross reference)

LEVEL: BIA

Activity: Back-to-Back Directions (see card 60 ROD ACTIVITIES)

Investment: Ss give and follow directions for building or drawing a construction.
This can be made into a game-like activity.

Options: Grammar: Prepositions, imperatives, comparatives
Vocabulary: Building & reinforcement, special focus, e.g., colors
sizes, shapes
Theme: Giving and understanding directions

Activity: Bingo Tic-Tac-Toe

Investment: Ss in teams compete in making up sentences incorporating different words from the grid.

Conditions: Grammar: Any focus

Materials: A large grid divided into 32 squares, 8 across and 4 down.
Each square contains a word or a brief phrase.
Strips of paper for Ss to write sentences on.

- Procedure:
1. T puts up previously prepared grid with words that need review or which trigger a certain kind of sentence, e.g., usually, could, pick up, while, where, interesting.
 2. T then divides the class into several teams and assigns a number to each. The teams are given a supply of paper strips for writing sentences.
 3. T explains that the teams are to write one sentence at a time using one word from anywhere on the grid. They must write their sentences on a paper strip as quickly as possible and give them to the T.

The T writes the number of the team with the first correct sentence in the appropriate square on the grid. Other teams may not use the word in that square.

The team whose number appears most often on the grid is the winner.

Variations:

Ss can make up the word composition of the grid.

More advanced Ss can be asked to try to use several grid words in a sentence, thereby winning more points.

Special considerations:

Ss must have their sentences grammatically correct before going on to another one.

Contributed by:
Ursula Raeth & Harlan Harris, ELO

GAMES

LEVEL: BIA

Activity: Category Password

Investment: Ss think of items to fit into categories as well as adjectives to describe them for a competitive game.

Options: Vocabulary: Reinforcement of words Ss have already studied.

Materials: 3x5 index cards

- Procedure:
1. T gives examples of categories, e.g., kinds of public buildings, pieces of furniture. Ss then brainstorm additional categories.
 2. T breaks the class into 2 teams (A & B) and assigns 5 categories to each.
 3. T instructs the groups to write their category headings at the top of separate index cards. Under the headings they are to list 4 items that belong to that category, e.g. Category fruit, Items: apple, mango, orange, tomato
 4. Then an S on team A draws a card from team B and describes the 1st item listed in the category to his own team as best he can without

using the word itself or a synonym. E.g., to describe an apple he may say "red, juicy, eat". His team must guess the item by name.

5. The same S progresses as quickly as possible to the next 3 items on the card for his team to guess.
6. T keeps score by timing the minutes it takes each team to guess all 4 items in a category.
7. Team B follows the same procedure as team A. Teams keep alternating turns.

Contributed by:
School for International Training

GAMES

LEVEL: BIA

Activity: Comparatives through Geography

Investment: Ss ask and answer geographical questions using comparatives and maps in a competitive activity.

Options: Grammar: Comparatives, WH & yes/no questions
Vocabulary: Geographical terms
Theme: Geography

Materials: World map

- Procedure:
1. T asks for 2 S volunteers who have a good knowledge of geography to ask the class questions about the world map.
 2. Ss divide into 2 teams.
 3. The S volunteers take turns asking the teams questions about the map, e.g., "What is the longest river in the world....the highest mountain?"
 4. The team which answers correctly first gets the point.

Special Considerations:

Ss should have already studied comparatives.

For beginners, it may be necessary for the S volunteers to plan and write out the questions first.

Ss need to have a good knowledge of world geography; if not, this lesson could be based on a map of their own country.

Contributed by:
Shari Berman & Ursula Raeth, MAT X

Activity: Concentration

Investment: Index cards contain words Ss need to reinforce. The game-like nature of the activity prompts investment.

Options: Vocabulary: May have a special focus, e.g., the home, food, landscape.

Materials: Set of at least twenty 3x5 cards. Each card has a large clearly written number on one side and a printed word or phrase on the opposite side.

Procedure: 1. Ss gather in a circle seated around a table or on the floor.

2. T places the cards in the center of the circle numbered side up, randomly arranged.

3. An S chooses a number and another S or the T turns that over.

4. The first S picks another number, hoping to match the first word.

5. If the words don't match, both cards are turned to their original face-down positions.

6. The next S follows the same procedure, trying to remember the previous Ss' choices. If he makes a match, he removes the two cards from the game and continues to choose pairs until he fails to make a match. Another S then has a turn.

7. The game continues in this manner with Ss taking turns until all the words have been matched.

Variations:

-After the S makes a match, he/she will have to put the word into a sentence at that time.

Contributed by:
School for International Training

AMES

LEVEL: IA

Activity: Evasion

Investment: Ss try to trick one another into answering yes or no in a cocktail party atmosphere.

Options: Grammar: Questions, any grammar point
Vocabulary: Building & reinforcement of alternative expressions for yes and no, and words and expressions to avoid commitment, e.g. maybe, perhaps, possibly
Theme: Boy meets girl, political convention
Culture: Advanced Ss could discuss manner in which different cultures avoid giving direct answers.

Materials: Straight pins with colored heads

Procedure: 1. T distributes 6 straight pins to each S to be pinned to their collars, etc.

2. T tells Ss to mingle and converse with each other for about 20 minutes, as if they were at a party. They should try to trap one another into answering yes or no when asked questions during their conversations.
3. If any S answers yes or no to a question, he/she must award a pin to the person who tricked him.
4. When the time is up, the S with the most pins wins the game.

Variations:

-T can create a real party atmosphere by bringing in refreshments.

Special Considerations:

-The T tells the Ss to intersperse their questions during the conversations with other types of comments and statements, instead of solely firing questions.

Gertrude Nye Darry:
Games for Second Language Learning
McGraw-Hill Book Company
New York, 1966

GAMES (cross reference)

LEVEL: 81

Activity: Hide-and-Seek with Prepositions (see card 48 PICTURE & DRAWINGS)

Investment: Ss imagine where to hide objects they have chosen in a picture. Other Ss try to locate them by asking questions.

Options: Grammar: Prepositions, adjectives

NAMES

LEVEL: 8IA

Activity: Obstacle Course

Investment: Ss direct one another blindfolded through an obstacle course which they have set up.

Conditions: Grammar: Imperatives
Vocabulary: Direction words
Theme: Direction giving

Materials: A blindfold, class furniture

- Procedure:
1. While an S volunteer is sent out of the classroom, the rest of the class creates an obstacle course, which the volunteer must negotiate blindfolded when he returns.
 2. Another S gives the volunteer precise directions for maneuvering through the obstacle course so he won't bump into anything.
 3. The same procedure continues with the other Ss. Each time the obstacle course should be altered.

Special Considerations:

The necessary vocabulary for this exercise should already have been taught. These words include such direction-giving words as: left, right, forward, sideways, step, turn around, etc..

Contributed by:
Reed Goldsmith, MAT X

GAMES

LEVEL: IA

Activity: Picture Memory Game (see card 53 PICTURES & DRAWINGS)

Investment: Ss in teams select pictures which they question and try to trick one another about.

Options: Grammar: Count/noncount nouns, adjectives, present progressive, indefinite pronouns, restrictive relative clauses
Vocabulary: Building & reinforcement, special focus, e.g., furniture, landscape

AMES (cross reference)

LEVEL: 9

Activity: Scavenger Hunt (see card 40 OUT-OF-CLASS ACTIVITIES)

Investment: Ss plan where and how to find the items on a Scavenger Hunt list.

Options: Grammar: WH & yes/no questions; quantifiers

GAMES

LEVEL: BIA

Activity: Scrambled Sentences

Investment: Ss in teams unscramble sentences which they or the T may have written. The game-like nature of this activity prompts investment.

Options: Grammar: Word order, any grammar focus, making questions

Materials: 3x5 index cards cut in half, assorted color felt markers

- Procedure:
1. T writes out sentences that concentrate on grammatical points or constructions which Ss have recently studied. (May use Ss transcripts for reference.)
 2. T writes the sentences onto the cards, one word per card. All the words from one sentence should be written in the same color marker to distinguish it from the other sentences. T then scrambles the word order of each sentence.
 3. T has Ss divide into groups and gives one scrambled sentence to each.

4. Ss unscramble the sentences as quickly as possible. T may award points to the fastest group, if desired.

5. Groups then re-scramble the sentences, and exchange with each other.

Variations:

-Ss write the sentences into their notebooks after they have unscrambled them.

-Ss make questions out of the scrambled sentences.

-Ss can do all the work from writing the sentences to putting them onto the cards.

Contributed by:
School for International Training

Activity: Verbal Volleyball

Investment: Ss make up questions and answers while throwing a ball.

Conditions: Grammar: Any verb tense, subject/verb agreement, WH & yes/no questions, tag questions
Theme: Questions and answers pertaining to a specific theme, e.g. Ss weekend activities.

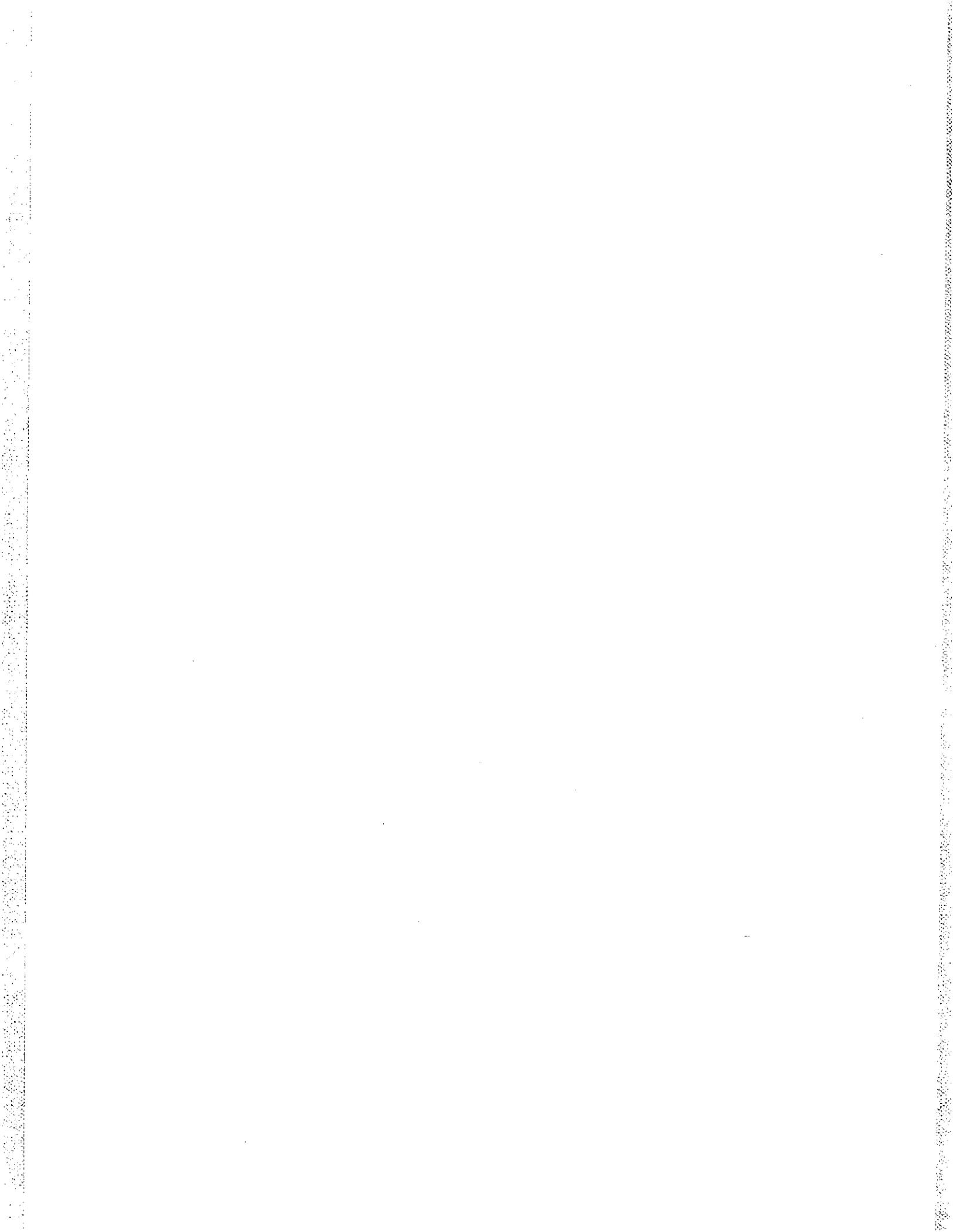
Materials: A large rubber ball, sponge ball, or beanbag

- Procedure:
1. T throws the ball to a particular S, and asks a question as he/she throws the ball.
 2. As the S catches the ball, he/she must give the answer.
 3. The catcher then throws the ball with a new question to another S, who catches while giving an answer.
 4. Ss continue throwing and catching the ball with questions and answers.

Variations:

-T can focus on subject/verb agreement. Ss choose a verb. When an S throws the ball, he says a proper noun or a pronoun. As the other S catches the ball, he must give the correct subject/verb agreement. E.g. S1 says "he", and then S2 would say "runs".

Contributed by:
Robert Quinn, MAT X



GROUP NARRATIVES & WRITING

LEVEL: BIA

Activity: Add-a-Word or Two

Investment: Each S creates a 3-word sentence to which other Ss write additions until the additions no longer make a complete thought.

Options: Grammar: Logical connectors, compounding, relative pronouns

Materials: Ss own writing materials

- Procedure:
1. Ss divide into groups of 8-10 Ss, or remain in one group if the class is small.
 2. Each S in the group writes a 3-word sentence and passes it to his/her neighbor who adds 1 or 2 words, providing the additions make a complete thought. Ss continue passing on the same sentence until they have exhausted its possibilities.
 3. When Ss have finished writing sentences, T asks Ss to read their original 3-word sentence and the final product.

Variation: "Chain Story"

An S can write a sentence to begin a story. Other Ss continue adding to the story a sentence at a time.

Edna Gilbert
A Way With Words
Educational Explorers, Ltd.
Berkshire, 1968

GROUP NARRATIVES & WRITING (cross reference)

LEVEL: BI

Activity: Chain Story (see card 71 TAPE RECORDER/TRANSCRIPT)

Investment: Ss contribute sentences to a group chain story which may be recorded.

Options: Grammar: Any grammar focus, e.g., logical connectors
Theme: Ss can decide on a theme, e.g., school, home, a mystery.

Activity: A Day in the Park (see card 64 ROD ACTIVITIES)

Investment: Using their imagination, Ss describe and write about the layout of a public park and the people visiting it.

Options:

<u>Grammar:</u>	Prepositions, any verb tense, adjectives and adverbs
<u>Vocabulary:</u>	Building & reinforcement of words pertaining to a park layout
<u>Culture:</u>	Ss compare a typical park in the target language and their own countries.

GROUP NARRATIVES & WRITING

LEVEL: IA

Activity: "Dear Abby"

Investment: Ss in groups or individually compose letters of advice to "Dear Abby" writers.

Options: Grammar: Conditionals, modals, WH & yes/no questions
Theme: Asking for advice
Culture: Ss compare social problems in U.S. and foreign cultures.

Materials: Assortment of "Dear Abby" or "Ann Landers" letters clipped from newspapers.

Procedure:

1. Class divides into pairs or small groups. T gives each group a "Dear Abby" letter to read and discuss among themselves.
2. T circulates among the groups to help with unfamiliar vocabulary.
3. Each group decides on the advice it wants to give the letter writer and makes up a reply. T helps if needed.

4. When groups have finished their answers, they can read their "Dear Abby" letters as well as their replies to the class.

5. T posts letters on the bulletin board so all the Ss can read them.

Variations:

-Ss write the original "Dear Abby" letters themselves and exchange with classmates to answer.

-Lesson can be used as a basis for a cultural discussion about social problems and how they are handled in various societies.

Contributed by:
Jean O'Loughlin, MAT X

Activity: "Fiddigogo"*

Investment: Ss use words from their own language in combination with the target language to write a paragraph, poem, or a very short story.

Options: Grammar: Any focus

Culture: Ss share words from their own languages.

Materials: Ss own writing materials

- Procedure:
1. S1 thinks of a particularly expressive word in his/her own language and tells it to the class.
 2. Other Ss try to guess the meaning based on its sound.
 3. Then S1 puts the word in context in an English sentence, e.g., "There was much 'fiddigogo' at the baggage claim in the airport." S1 can give additional sentences if the Ss are still having trouble guessing the meaning of the word.

4. When Ss have guessed or have been told the meaning of the word, S1 writes it on the blackboard with the translation.
5. The other Ss in turn propose their words following the same procedure as S1.
6. After all the Ss have presented their words, they write short stories, poems, or paragraphs in the target language, incorporating all the words on the blackboard in their original tongue.
7. Ss share what they have written.

Variations:

-Ss can divide into groups to write composite stories.

Special Considerations:

-This activity is only appropriate for a multi-lingual class.

Contributed by:
Mark Shullenberger & Paul LeVasseur, MAT X

* "Fiddigogo" means confusion in Trukese.

GROUP NARRATIVES & WRITING

Activity: Got a Word?

Investment: Ss write group stories including words they have pre-selected.

Options: Grammar: Any grammar focus
Theme: Ss or T could decide on a theme, e.g. adventure or mystery story.

Materials: Ss' own writing materials

- Procedure:
1. T asks the Ss for a proper noun, e.g. a person's name, another noun, a verb, modal, etc. (about 10 to 15 words). T writes these words on the blackboard.
 2. T then has the Ss break into small groups to write group stories, including all of the words which have been written on the blackboard.
 3. A representative from each group reads its story to the rest of the class.

Variations:

-Ss exchange stories and correct them.

-T can type up corrected copies and put them into book form for all the Ss to read.

Contributed by:
Phil Stantial, ELO

ILP NARRATIVES & WRITING

LEVEL: IA

Activity: Horoscope-watching

Investment: Ss in groups research, write about, and compare their own horoscopes with actual personality traits.

Signs: Grammar: Modals, adjectives, WH & yes/no questions, verbs
Theme: Personality traits

Materials: Horoscope magazines, daily newspaper horoscope column (optional)

- Procedure:
1. Prior to class, T lists the 12 horoscope signs and their dates on the blackboard.
 2. In class the T asks each S the month and date of his/her birth, and enters their names under the correct horoscope sign listed on the blackboard.
 3. The T then asks the Ss to break up into groups according to their sign, and gives each group a horoscope guide.

- Each group researches, discusses and then writes a list of its characteristics on a poster, which the Ss may also decorate.
- Each group presents itself to the class. The class then guesses what characteristics they think the group members have in common.
- The presenting group then shows its poster and describes the characteristics of its sign to the class.
- The class asks questions and discusses with the presenting group whether they agree with the horoscope.
- After other groups present their horoscopes, a class discussion can follow regarding astrology, its accuracy and relevance to Ss lives, etc.

Variations

Ss compare negative and positive aspects of their sign.

Ss pick out ideal mate according to the horoscope.

Ss check previous day's horoscope in the newspaper and compare it with what actually happened. (Good exercise for the past tense)

Contributed by:

Marion Macdonald & Sue Rogers, MAT X

GROUP NARRATIVES & WRITING

LEVEL: 3I

Activity: IF....?

Investment: Ss make up sentences about one another using "if" clauses.

Options: Grammar: Real or unreal conditionals
Theme: Professions, weekend plans, etc.

Materials: Strips of paper for writing sentences

Procedure: 1. Ss divide into two groups.

2. T directs group A to compose only the first half of "if" clause sentences, using the names of the Ss in the class, e.g., "If Isabel would get up on time...."

3. T then instructs group B to write only the second half of "if" clause sentences, also using the Ss' names, e.g. "....Tom would be sick." Each group should work independently.

4. T puts group A's and group B's sentence halves in separate piles. Ss taking turns, select a sentence half from each pile and read the resulting sentence aloud. The sentences may not make much sense, but should prove amusing.

Variations:

-Ss write complete sentences on paper strips, which are cut in half and reassembled by other Ss.

-This exercise can also be done with the unreal conditional. In such a case the Ss writing the first sentence half would use proper names, and those writing the 2nd halves would use he/she pronouns.

Special Considerations:

-This should be used as a brief follow-up exercise after the T has already introduced the real and unreal conditionals.

Activity: Labeling Articles in the Classroom

Investment: Ss choose the articles in the classroom they want to label.

Options: Grammar: WH & yes/no questions

Materials: 3/5 index cards, felt markers, tape, dictionaries

- Procedure:
1. T asks Ss in turn to point out items in the classroom which they want to identify.
 2. Other Ss state the name of the item if they know it. The T supplies any words the Ss cannot come up with themselves or the Ss can look it up in a bilingual dictionary. The T writes the words on the blackboard.
 3. Ss make labels for all the items on the blackboard, and attach them to the appropriate objects.
-

4. Ss copy all the words into their notebooks.

Variations:

-Ss ask and answer each others' questions about items in the classroom, e.g., "What is that?", "That's a blackboard."

-T can remove labels and Ss can ask the same questions of each other.

GROUP NARRATIVES & WRITING

LEVEL: BIA

Activity: Magic Ball of String

Investment: Each S contributes to a chain story using a ball of string.

Options: Grammar: Any grammar focus, e.g. logical connectors, modals
Theme: Ss may decide on theme before beginning the activity.

Materials: A large ball of string with knots tied at various intervals (2-5 ft. apart) or a ball of yarn of different lengths and colors knotted together.

Procedure: 1. Ss form a circle and T puts a large ball of string in the middle. The ball should have as many knots as there are Ss.
2. The first S takes the loose end of the string and begins a story. As he/she rewinds the string into a ball, he continues the story until he comes to a knot, at which point he must stop, even if he is in the middle of a sentence.

3. The next S takes the rewound ball and continues the story until he/she also comes to a knot.

4. The same procedure continues until all the Ss have contributed and the last of the string is unwound.

Variations:

-For Intermediate or Advanced Ss, the T may use a ball of different colors of yarn knotted together, each signifying different moods in the story, e.g., green is adventurous, blue is sad, yellow expresses gaiety. Ss should change their story to fit these moods.

Edna Gilbert
A Way With Words
Educational Explorers, Ltd.
Berkshire, 1968

GROUP NARRATIVES & WRITING

LEVEL: 8I

Activity: Omit a Verb or Two

Investment: Ss in groups write original paragraphs as basis for a verb-omitting exercise.

Options: Grammar: Parts of speech recognition, any verb tense
Theme: Ss may decide on a theme before beginning the activity.

Materials: Ss own writing materials, dittos for T

- Procedure:
1. T has the class divide into small groups to write composite paragraphs on a topic of their choice. Each S must contribute a sentence to his group's paragraph.
 2. After the paragraphs are completed, Ss look them over and revise if necessary. T may help if needed.
 3. T collects the paragraphs and types them onto dittos, leaving out the verbs. (If the T wishes, other parts of speech may be omitted instead.)

4. The following day, the T distributes the dittoed paragraphs to the Ss, making sure that each S gets a paragraph other than his/her own group's. Ss individually work on filling in the blanks with verbs, trying to get tense and meaning in their proper context.
5. Ss can read their completed paragraphs aloud to the class, or T can post the paragraphs on the bulletin board, so the Ss can see the variety of possibilities in verb substitution.

Variations:

- Ss may write individual paragraphs.
- This exercise may be used for a quiz or test the Ss write themselves.
- The T may use the paragraphs for a "Cloze Exercise", where every 5th word is omitted.

Special Considerations:

- This activity will take more than one class period to complete.

GROUP NARRATIVES & WRITING (cross reference)

LEVEL: B1

Activity: Picture Narrative (see card 54 PICTURE & DRAWINGS)

Investment: Ss select a picture and write a story about it in small groups.

Options: Grammar: WH & yes/no questions, any grammar focus
Theme: Any theme Ss choose, e.g., family, home, shops, travel.
Culture: Ss compare family relationships in target language and their own cultures.

Activity: Picture Story (see card 55 PICTURES & DRAWINGS)

Investment: Ss choose a picture to write a composite story about.

Options:

<u>Grammar</u>	Any verb tense, modal perfects, logical connectors
<u>Vocabulary</u>	Use of logical connectors
<u>Theme</u>	Ss can choose a focus, e.g., mystery or love story
<u>Culture</u>	Pictures may reveal cultural insights that Ss can write about.

GROUP NARRATIVES & WRITING

LEVEL: A

Activity: Poems to Music

Investment: Ss contribute to writing one another's poems - inspired by music.

Options: Grammar: Any grammar focus, e.g., adjectives, adverbs
Theme: Ss may decide on a theme before beginning the activity.
Culture: Music may trigger different images to Ss from various cultures which could lead to interesting discussions.

Materials: Classical music, e.g., "Jesu Joy of Man's Desiring", Beethoven's Pastoral Symphony, tape recorder or record player

Procedure: 1. Ss break up into groups of about five and arrange themselves in a circle around a table or on the floor. T plays classical music.
2. Ss are given 10 minutes to listen to the music and reflect on its mood before beginning to write their poems.

3. Still listening to the music, each S begins a poem on a piece of paper, writing only one line. All Ss then place their papers in the middle of their circle, and randomly choose another S's paper, and write a second line that follows the first line and the mood of the music.
4. Ss continue adding a line at a time to each other's poems. At the end of the exercise, there should be 5 poems done by each group. (This whole procedure of poem-writing should take about 20 minutes.)
5. Ss discuss and share poems with their own group and with the other groups.

Variations:

- Ss can write individual poems that the music suggests to them.
- Poems can be written up and posted on the bulletin board for other Ss to read.

Contributed by:
Paul LeVasseur & Mark Shullenberger, MAT X

GROUP NARRATIVES & WRITING (cross reference)

LEVEL: IA

Activity: Slide-Tape Shows (see card 41 OUT-OF-CLASS ACTIVITIES)

Investment: Ss create a slide-tape show coordinated with a narrative and/or dialogue they have written.

Options: Grammar: Any grammar point, e.g., modal perfects, subordinators, and logical connectors
Theme: Ss can choose a focus.
Culture: Could focus on an activity typical of the target language culture or their own.

GROUP NARRATIVES & WRITING

LEVEL: IA

Activity: Song-writing

Investment: Ss in groups rewrite some of the lyrics to a song in the target language.

Options: Grammar: Syllabication; stress-intonation
Theme: Could have special focus, e.g., love songs

Materials: A tape or record of a song with easily understood lyrics, tape recorder or phonograph, dittos

- Procedure:
1. T selects a tape or record of a song in the target language and dittos the lyrics for the class.
 2. T passes out the dittosed lyrics to the Ss, and asks them to listen to the song on the tape recorder as they follow along reading the lyrics.
 3. T plays the song through again, this time asking the Ss to sing along.

4. Ss break up into small groups and "rewrite" the lyrics by changing some of the words making sure that the syllables of the new words match or fit into the rhythm of the song. This may have a particular focus, e.g., verbs can be replaced with synonyms or antonyms, adjectives or adverbs may be changed.

5. Groups practice their "rewritten" songs among themselves.

6. Groups read or sing their new versions to the class.

Variations:

-T puts the new version of the songs on the bulletin board for all the Ss to read.

-Ss can sing each other's songs.

-To make this lesson more amusing, Ss can replace key words with absurd or ridiculous substitutions, e.g., "I'm in the Mood for Love" becomes "Im in the Mood for Lasagna."

GROUP NARRATIVES & WRITING (cross reference)

LEVEL: BIA

Activity: Story Sequence from Unrelated Pictures (see card 56 PICTURE & DRAWINGS)

Investment: Ss select unrelated pictures to make up an improvised story.

Options: Grammar: Any grammar point, e.g., logical connectors, compounding, subordinates, any verb tense

Theme: T can pre-select pictures to relate to a particular theme such as the family.

GROUP NARRATIVES & WRITING

LEVEL: IA

Activity: Tales of a Traveler

Investment: Ss create their own chain story about an imaginary trip the class has taken.

Options: Grammar: Adverbs of time & frequency, present perfect tense, past tense
Vocabulary: Building & reinforcement of adverbs of time & frequency which trigger the present perfect tense.
Theme: Taking a trip

Materials: World map, tape recorder with microphone (optional)

- Procedure:
1. T has Ss brainstorm all the adverbs of time and frequency they can think of, e.g., still, just, already, yet. T writes these on the blackboard.
 2. T then tells the class to look at the world map and select a country where they would like to take an imaginary trip.

3. T tells the Ss to make up a chain story about this trip concentrating on using the present perfect tense. Each S must contribute a sentence which must include one of the adverbs of time and frequency listed on the blackboard.
4. This procedure continues until all the Ss have spoken a sentence. An example might be: "We are traveling between Mexico City and Acapulco and up to now have only gone 15 miles. We have already had two flat tires."

Variations:

- This exercise can be done with the Ss saying their sentences into the tape recorder. The transcript can then be written up by the T so that the Ss may look it over and revise it, if necessary. (See card No. 75)
- T can have the Ss practice the sentences using one of the exercises mentioned on the Transcript Follow-up Exercises". (See card No. 77)
- T can propose a similar exercise using other verb tenses.

Contributed by:
David Miller-Siegel, MAT X

GROUP NARRATIVES & WRITING

LEVEL: IA

Activity: Tongue Twisters

Investment: Ss create tongue twisters based on difficult sounds in the target language that they decide to work on.

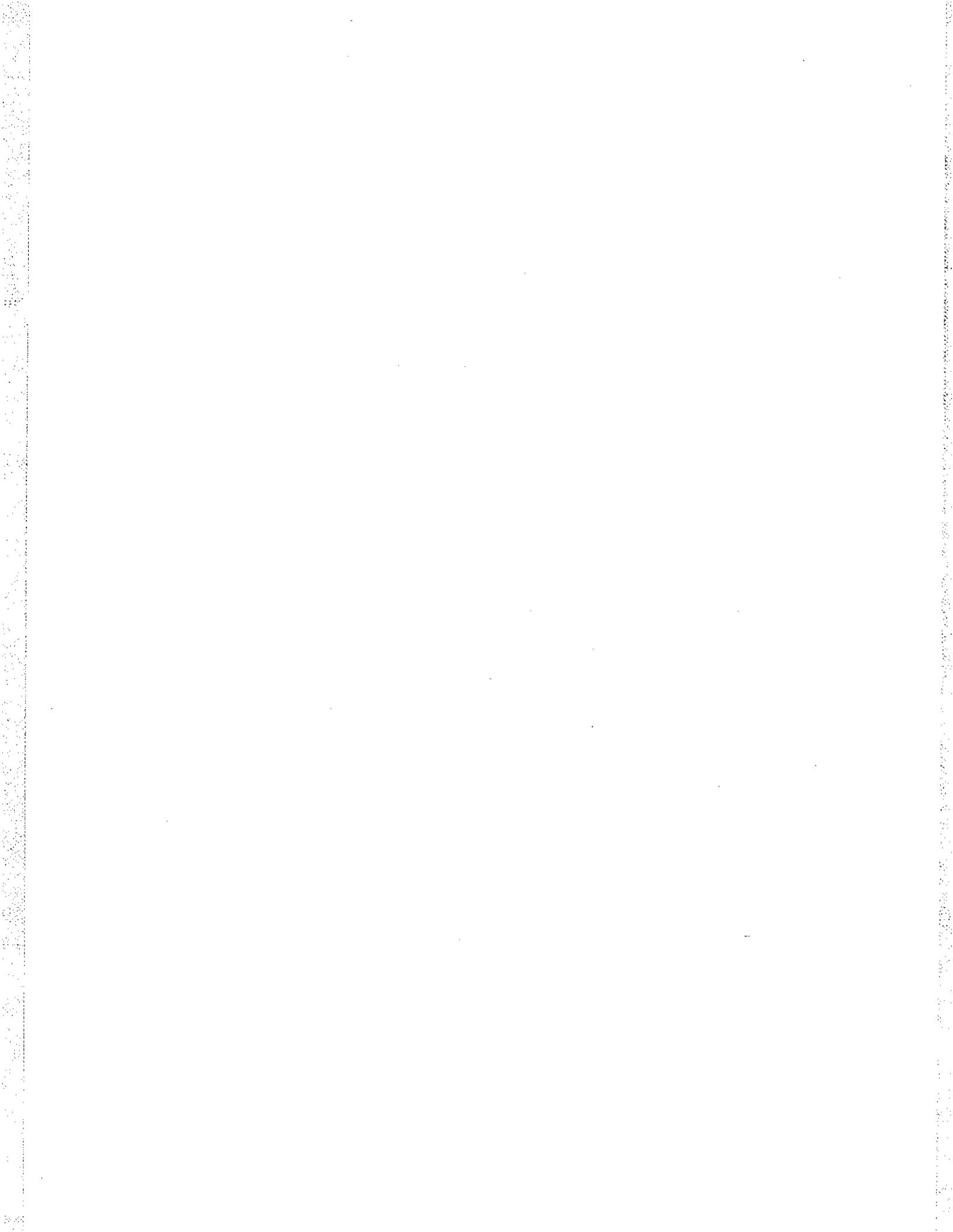
Conditions: Pronunciation: Sounds Ss need to work on

Materials: Dictionaries for Ss

- Procedure:
1. T has Ss break up into groups.
 2. Each group selects a sound they have trouble with and makes up a tongue twister for it with the help of a dictionary: e.g., "Your youthful yellow yak yawns in Yugoslavia." T moves among groups to help if needed.
 3. Groups then present their tongue twisters to the class.

4. Ss can exchange and try to say each others' tongue twisters as quickly and accurately as possible.

Contributed by:
Sheri Berman, MAT X



T-OF-CLASS ACTIVITIES

LEVEL: IA
(Adult)

Activity: Comparison Shopping

Investment: Ss select items they will comparison shop for in the community.

Conditions: Grammar: Comparatives, quantifiers, count & non-count nouns, WH & yes/no questions
Vocabulary: Building & reinforcement of words used for shopping
Theme: How to get the best buy for the money
Culture: Ways of getting "good buys" in different societies

Materials: Newspaper advertisements, advertising flyers.

- Procedure:
1. Ss discuss with the T the types of shops and stores they have seen in the host country. T lists these on the blackboard.
 2. T also lists and describes other types of consumer outlets that SS may not know, e.g. factory outlets, thrift shops, used car dealers.
 3. T asks Ss to break up into pairs to decide on an item they would like to shop for, e.g., blue jeans, tape recorder.

- Ss look over the newspapers that T has provided to see if there are any shops or stores offering bargains for the items they have chosen.
- The S pairs go out into the community and try to find the best value for the money for their item. They take notes on prices and quality for reporting back to the class. Their findings could focus on why certain stores are better than others, which brands appear superior and why, whether sale savings were substantial, etc.
- Ss report their findings to the class.

Variations:

Lesson can focus on supermarket shopping, using coupons, comparing brands.

Adult Ss can use the same procedure to "comparison shop" for an apartment to rent.

This exercise can be a reinforcement of quantifiers and comparatives. Ss should use these forms in their reports, either written or verbal.

Contributed by:
Marion Macdonald & Sue Rogers, MAT X

OUT-OF-CLASS ACTIVITIES

Activity: Discovering the Town

Investment: Ss make a map of the town they're living in, showing the location of public buildings, stores, parks, etc.

Options: Vocabulary: Building & reinforcement of vocabulary pertaining to different types of shops, public buildings, etc.
Theme: The town or neighborhood

Materials: Dittoed copies of a map of the town, large sheet of butcher paper, felt markers.

Procedure: 1. Before class the T draws on ditto paper a map showing the streets of the town. Only a few of the major streets are labeled. In the corner of the map is a numbered key of the buildings the Ss are to try to locate, e.g., 1. Post Office, 2. Marion's Gourmet Kitchen, 3. Gaylord's Body Shop.

2. In class the T tells the Ss they are to go into the community and locate and fill in on their maps, in the correct location, the numbers of the buildings listed in the key. The Ss are also to write in the names of the unlabeled streets.
3. Ss break up into small groups or pairs and go out into the community to locate the buildings and fill in the map.
4. Back in class the Ss then make up their own large scale town map, filling in all the missing street names as well as the names of the buildings they located. They use their own maps for reference.

Variations:

-The large map can be used as a basis for a direction-giving exercise. See card No. 59.

Contributed by:
Steve Robinson, MAT X

OUT-OF-CLASS ACTIVITIES

Activity: Eavesdropping

Investment: Ss eavesdrop on target language speakers in places of their choice and report back to the class on what they heard.

Notes:
Grammar: Reported speech, past tense, compounding, adverbs
Theme: Gossip
Culture: A post-activity discussion could lead to interesting cultural insights.

Materials: Ss own writing materials, tape recorder (optional)

- Procedure:**
1. T asks Ss to think of public places where they can easily overhear target language speakers. T lists suggestions on the blackboard.
 2. Ss break into pairs to decide on when and where to eavesdrop and whether or not they will take notes or use a tape recorder.

3. After Ss have eavesdropped, they report back to the class on what they heard and observations they have made.

Variations:

Ss agree to visit the same type of place: laundromats, ticket lines, fast food restaurants, etc. Afterwards they compare results.

Contributed by:
Marion Macdonald & Sue Rogers, MAT X

OUT-OF-CLASS ACTIVITIES

LEVEL: IA

Activity: Finding Out About the Community

Investment: Ss choose and visit appropriate places to find out information about the community.

Options: Theme: Finding information
Culture: As a result of this activity, Ss may discover the community's sociological make-up, its traditions and customs.

Materials: Blackboard

Procedure: 1. Ss brainstorm types of information they want to find out about the host community; e.g., movie theater schedules, social activities, types of restaurants, concert series, educational opportunities. T writes these on the blackboard.

2. T asks Ss where they can go to find these things out. If they don't know T gives suggestions, e.g. chamber of commerce, book-stores, and lists these on the blackboard.

3. Ss in pairs or small groups pick separate areas of interest to investigate.
4. Ss go out into the community to get their information. They should bring back pamphlets, schedules, etc., and take notes so that they will be prepared to discuss their findings with the class.
5. Each group reports to the class. The information can then be posted for Ss to look at.

Variations:

-Ss in pairs can be dropped off in different surrounding communities to try to find out as much as possible about the town by talking to local citizens in public offices, restaurants, or shops.

Contributed by:
School for International Training

T-OF-CLASS ACTIVITIES

LEVEL: BIA

Activity: Interviewing in the Target Language Community

Investment: Ss decide on people to interview, interview topics, and the procedure to follow.

Conditions: Grammar: WH & yes/no questions, any verb tense, modals, reported speech.
Theme: Interview subject may be a topic of Ss choice, e.g. nuclear energy.
Culture: Post-interview class discussions could focus on whether the opinions of those interviewed are culturally influenced.

- Procedure:
1. Ss in pairs decide which target language speakers to interview.
 2. Each pair composes possible questions for interviews on a topic they have selected as a class.
 3. Ss practice their questions for the interview with each other or the T.

4. Ss then set up and conduct interviews with persons they have selected. Ss should plan whether to take notes on their interview or use a tape recorder.
5. Back in class, Ss give brief reports on their interviews. If the class focused on a special topic or theme, Ss can compare differing points of views of the people interviewed.

Variations

Beginning Ss in pairs conduct a series of interviews with the same individual over a period of time. The first interview can be limited to very simple information-gathering; subsequent ones becoming progressively more difficult in content.

Ss can write up the interviews as newspaper articles with emphasis on editing, tightening up, and clarifying.

Contributed by
Marion Macdonald & Sue Rogers, MAT X

OUT-OF-CLASS ACTIVITIES

LEVEL: 8IA

Activity Neighborhoods:

Investment: Ss compose questions to ask inhabitants of different ethnic and/or socio-economic neighborhoods.

Options: Grammar: Wh & yes/no questions, prepositions, modals, and verb tenses
Vocabulary: Building & reinforcement of words pertaining to direction giving
Theme: Any focus, e.g., community and the family
Culture: In a large city the Ss could explore different ethnic neighborhoods and compare impressions.

Materials: Two large scale maps of the town or city where the Ss are studying, Ss own writing materials.

Procedure: 1. Before class the T outlines with a felt marker the various ethnic and/or socio-economic neighborhoods of the city on two identical maps. One map is hung in front of the class. The other is cut up according to the neighborhood boundaries, with a description of each written on the back, e.g., Chinese, working-class neighborhood.

2. T tells the Ss that they are going to conduct interviews with people who live in the neighborhoods indicated on the map in front of the room.
3. The class then discusses the types of questions they want to ask in their interviews. T writes their suggestions on the board.
4. The class divides into pairs or small groups. The T gives each group a map section of the neighborhood they would like to investigate.
5. The S groups then look over the suggestions on the board, and plan the questions they will ask in their neighborhood.
6. T tells Ss they must find their way to their neighborhoods by referring to their maps and asking people directions.
7. The groups then go out and conduct the interviews in their assigned neighborhoods. They must interview at least 3 people.
8. Each group reports back to the class on the questions they asked and their findings.
9. The Ss then discuss and compare their neighborhoods.

OUT-OF-CLASS ACTIVITIES

Activity: Neighborhoods (card two)

Variations:

- The Ss' interview questions may have a specific focus, e.g., What are the problems in each neighborhood?
- If Ss are familiar with the city, they may divide the map up into neighborhoods and choose which ones they want to visit.
- To extend the activity, the T can arrange to meet the Ss for lunch at a restaurant after their interviews. The Ss will have to ask people on the street directions on how to get there.

**Contributed by:
Steve Robinson, MAT X**

OUT-OF-CLASS ACTIVITIES

LEVEL: BIA

Activity: Preparing and Cooking Food for a Class Party

Investment: Ss plan their own class party and prepare the dishes.

Options:

- Grammar: Count & non-count nouns, imperatives, WH & yes/no questions.
- Vocabulary: Building & reinforcement of vocabulary pertaining to food and recipes, ingredients, measurements
- Theme: Cooking, foods, and recipes
- Culture: Ss compare food and menus of the target language culture and their own.

Materials: Ingredients for recipes, cooking utensils, cookbooks

Procedure:

1. Ss discuss a possible menu for their class party. T writes their suggestions on the blackboard.
2. Ss decide on a menu.
3. Small groups or pairs of Ss choose a dish they want to prepare, and then find a recipe for it in the cookbooks the T has provided.

4. Ss copy their recipes and decide on the amount of ingredients needed to prepare the dish for the whole class.
5. The Ss list all the ingredients they need for a general shopping list.
6. Volunteer Ss shop for the food.
7. At the party, Ss divide into their groups to prepare the dish they have chosen. One S in a group reads out the directions, while the others prepare. Then on with the party!

Variations:

- After the party Ss can exchange recipes and explain how they made them.
- An S can teach the others how to make one of his/her national dishes.

Special Considerations:

- T needs a place for Ss to prepare and cook the food and have the party.
- Before this activity, T should have taught measurements.

OUT-OF-CLASS ACTIVITIES

LEVEL: 8

Activity: Scavenger Hunt

Investment: Ss plan where and how to find the items on a Scavenger Hunt list.

Options: Grammar: WH & yes/no questions, quantifiers

Materials: Lists of objects to be found in the community, e.g., a map of the town from the Chamber of Commerce, a blank bill from a restaurant, a store catalogue.

- Procedures:**
1. T asks Ss to break up into pairs for the Scavenger Hunt.
 2. T gives each pair a different list of about 5-10 items to find and bring back to class. T should set a time limit of not more than two hours. First pair of Ss returning with all the items on their list wins a prize.
 3. Ss "show and tell" about items they have brought back.

Variations:

-More advanced Ss could make up the lists for each other.

Special Considerations:

-In making up the list, T should only pick items which are free, and which Ss need to ask for to obtain.

Contributed by:
Sue Rogers - MAT X

OUT-OF-CLASS ACTIVITIES

Activity: Slide-Tape Shows

Investment: Ss create a slide-show coordinated with a narrative and/or dialogue they have written.

Options: Grammar: Any grammar point, e.g., modal perfects, subordinators and logical connectors, conditionals, two-word verbs
Theme: Any focus
Culture: Could focus on an activity typical of the target language culture or the Ss own.

Materials: Camera, film, tape recorders, slide projector

- Procedure:
1. T asks Ss to break up into groups of 4-5 to discuss and plan a slide-sound show based on a short story or an "operation"* they create.
 2. Groups first sketch their plot outline and plan the pictures they want to take to coordinate with it.

3. Each group plans where and when to take its pictures.
4. The groups then go out to the community to take the pictures. Ss then have their pictures developed.
5. After the pictures have been developed, the groups sequence them. They can write a narrative and/or dialogue to coordinate with their pictures. T can help if necessary.
6. When the Ss are satisfied with the quality of their narratives, they tape them.
7. One or two groups a week are given the opportunity to practice the coordination of their tapes with the slide projector. These groups practice while other groups are working on another project.
8. After the groups have each had the chance to practice and perfect their slide-tape shows, they then present them to the class.

Special Considerations:

-This project may be done over a period of a few weeks or a semester.

Contributed by:
Shari Berman, MAT X

* See card No. 89

PICTURES & DRAWINGS

LEVEL: BIA

Activity: Catalogue Shopping on a Limited Budget

Investment: Ss talk about and decide what they can buy with restricted funds from a catalogue.

Options: Grammar: Count & non-count nouns, comparatives, WH questions
Vocabulary: Building and reinforcement of words used for shopping
Theme: Shopping, gifts
Culture: Ss can talk about appropriate gifts in their own culture for family, special occasions.

Materials: Department store catalogues; two sets of index cards, one listing buying situations, e.g. a birthday present for your father, a lamp for the bedroom; the other set of cards showing different amounts of money.

Procedure: 1. T puts the two sets of index cards on a table.
2. Each S draws both a money card and a situation card.

3. Ss working in small groups consult the catalogues to try to find the item they need for their situation, which will be limited by the amount of money they have, e.g., a present for Grandma for \$8.00, furniture for the living room for \$15.00.
4. T should be available to explain new words to Ss when needed, and to serve as a financial advisor.
5. After the Ss have selected the items they plan to buy, they "show and tell" the rest of the class.

Variations:

-Ss can write the new words found in the catalogue on the blackboard to be copied into their notebooks for later use in writing sentences.

Contributed by:
Marion Macdonald & Sue Rogers, MAT X

PICTURES & DRAWINGS

LEVEL: IA

Activity: Creating a Small Town

Investment: Ss discuss and draw an imaginary target language community which includes the homes and businesses of people they think would live there.

Options: Grammar: Modals, existential there, WH & Yes/No questions
Vocabulary: Building & reinforcement of words referring to houses and town layouts
Culture: Ss discuss and reflect on special features of the target language community

Materials: Butcher paper, felt markers, cuisenaire rods (optional)

- Procedure:
1. T puts a large piece of butcher paper on the floor or on a table, and tells the Ss they are going to create a typical target language community.
 2. Ss brainstorm all the important landmarks and buildings they think may be found in the community. T lists these on the blackboard, and makes further suggestions if necessary.

3. Ss then discuss and draw up a town plan, using the buildings, landmarks, etc. listed on the blackboard.
4. Ss talk about what kind of individuals are likely to live in the typical community, e.g., mayor, banker, drunkard, rich widow. T lists these on the blackboard.
5. Ss choose which characters they would each like to role-play and adopt names for these persons. T notes these down as a basis for a future exercise.
6. Ss then discuss among themselves the types of houses and places of business where these people would most likely live and work, and draw them on the map.

Variations:

-Lesson can focus on prepositions of place, direction giving, etc.

-For continuation the following day, T writes up a problem for each person role-playing, which necessitates their inter-acting in a "cocktail party"* situation.

PICTURES & DRAWINGS

Activity: Creating a Small Town (card two)

Variations: (continued)

-Ss can make up brief skits based on the characters they have chosen.

-T has Ss construct a community from their own culture first, if they are unfamiliar with the make-up of a target language community. Ss could then go out in pairs to interview people from the target language culture, to gather information about the layout of their communities, so they can then draw one in class.

-Ss construct what they think would be an ideal community, high school, college, etc.

Contributed by:
Sergio Duarte, FLO

* See card No. 79

PICTURES & DRAWINGS (cross reference)

LEVEL: BIA

Activity: Discovering the Town (see card 34 OUT-OF-CLASS ACTIVITIES)

Investment: Ss make a map of the town that they're living in, showing the location of public buildings, stores, parks, etc.

Options: Vocabulary: Building and reinforcement of words pertaining to different types of stores, public buildings, etc.
Theme: The town or neighborhood

PICTURES & DRAWINGS

LEVEL: BIA

Activity: Drawing the S's Homes

Investment: Each S draws a picture of his/her home for a class guessing game activity.

Options: Grammar: Possessive pronouns, modals, WH questions
• Vocabulary: Building & reinforcement of vocabulary pertaining to the home.
Theme: The-home
Culture: In a multi-national class Ss could discuss and compare the differences of the houses in their countries.

Materials: Ss' own drawing materials

Procedure: 1. T directs the Ss to draw pictures of their homes as detailed as they want for homework. They are not to show their pictures to other members of the class.

PICTURES & DRAWINGS

LEVEL: IA

Activity: "Guess-it-Right"

Investment: S volunteers describe pictures to their classmates in an exercise to test memory and powers of discrimination.

Options: Grammar: Existential there, adjectives & adverbs, prepositions, WH & yes/no questions
Theme: Any theme, e.g., towns, people
Culture: Pictures may illustrate a typical activity in target language or Ss' own culture, e.g., holiday festivities.

Materials: Four large-size pictures from magazines. For each of these pictures there should be one or two other pictures closely resembling them in subject matter and composition.

Procedure: 1. T puts 4-5 pictures face down on a center table and asks an equal number of Ss to select one each. Ss do not show their pictures to the class or one another.

2. The following day the T collects the pictures and then passes each one out to another S. The T directs the Ss to write one descriptive sentence, on the strips of paper provided, about the pictures they have using the sentence: e.g., "It must be _____'s house, because....."
3. After the Ss have completed writing their sentences, the T posts each picture with the sentence under it in the front of the room.
4. The Ss in turn pointing to the picture they wrote about explain why they think that house belongs to a particular person in the class. Other Ss may contribute their observations.

Variations:

-Same exercise can be done with the Ss drawing their "dream house".

Contributed by:
Steve Robinson, MAT X

PICTURES & DRAWINGS

LEVEL: 8
(children)

Activity: Field Trip Follow-up

Investment: Ss use previous day's field trip as basis for a written exercise

Options: Grammar: Past tense, Wh & yes/no questions, adjectives, adverbs
Vocabulary: Building & reinforcement of words pertaining to the countryside.
Theme: A picnic, sightseeing trip, a visit to the countryside

Materials: Butcher paper, different colored felt markers or crayons

- Procedures:
1. Following a field trip, T tells Ss they are going to draw a group mural on butcher paper, illustrating what they remember of the expedition.
 2. T gives Ss time to reflect and discuss what they wish to include in the mural before they begin, and decide who will draw what. This discussion may be in the Ss own language if necessary.

2. T tells the Ss to study their own pictures carefully for a few minutes.
3. One by one, each S describes his/her picture to the class.
4. After each S has described his picture, the class asks questions to get a more precise idea of it.
5. T collects the pictures and then mixes them up with the set of closely similar pictures which he/she has held in reserve.
6. T tapes all the pictures to the blackboard in random order.
7. Ss look over the pictures and decide which were the exact ones described.
8. T asks the Ss the reasons for their choices.
9. Ss then show the pictures they had described to the class.

Variations:

-T can do this activity with small groups of Ss using postcards or photographs instead of large pictures.

Contributed by:
Gene Parulis, MAT X

PICTURES & DRAWINGS

LEVEL: BI

Activity: "Hide and Seek with Prepositions"

Investment: Ss imagine where to hide objects they have chosen in a picture. Other Ss try to locate them by asking questions.

Options: Grammar: Prepositions, adjectives
Vocabulary: Building & reinforcement of words pertaining to houses and furnishings

Materials: Large-size pictures of houses, schools, furnished rooms, etc.

- Procedure:
1. T asks Ss to brainstorm names of all the items in the picture taped to the blackboard.
 2. T draws lines out from the objects in the picture and writes identifying words on the blackboard.
 3. T asks for an S to come forward, decide on an object, and mentally hide it somewhere in the picture.

3. Ss draw the mural and label all the items in it in the target language. The Ss may ask each other or the T for the vocabulary they don't know.
4. Ss then write short individual or group stories using the mural for reference. T may help if necessary.

Variations:

-For additional vocabulary-building, Ss can mimic individuals they may have depicted on the mural. T writes the new words on the blackboard for Ss to include in the mural, e.g. "A man fishing."

Special Considerations:

- If the class is too large, Ss can divide into smaller groups to draw several murals.

Contributed by:
Nina McCoy, MAT X

PICTURES & DRAWINGS

Activity Life-Size Pictures

Investment: Ss draw and describe life-size pictures portraying themselves in future professions

Options: Grammar: Imperatives, verb+to, WH & yes/no questions
Vocabulary: Building & reinforcement of words pertaining to professions
Theme: Professions

Materials: Butcher paper, felt markers or crayons

- Procedure:
1. T gives each S a sheet of butcher paper long enough to trace their body outlines.
 2. Ss break into pairs. While S1 in each pair lies on the piece of paper, S2 traces his/her body outline. Ss reverse.

4. The S tells his/her classmates what the object is. Then the other Ss try to guess where it is hidden in the picture.
5. The S who guesses correctly gets to hide the next object.

Variations:

-With more advanced Ss, T can omit the first two steps.

Special Considerations:

-Prepositions of place should be taught before this exercise.

Contributed by:
Marion Macdonald, MAT X

PICTURES & DRAWINGS

LEVEL: BIA

Activity: Personality Capsule

Investment: Ss write a short capsule about a person in a picture

Options: Grammar: Modals, adjectives, adverbs
Vocabulary: Building & reinforcement of adjectives and adverbs.
Culture: What Ss observe in pictures is often based on culture-bound opinions, e.g., a picture of two men embracing might be interpreted differently by Ss from different cultures.

Materials: Thought-provoking pictures of people that Ss or T brings to class.

- Procedure:
1. T shows pictures of a person to the class, e.g., a picture of a man holding his head.
 2. T asks each Ss to write a few sentences (or a short story) about the person in the picture, describing what he's thinking, feeling, or what may have happened to him. T helps if needed.

3. Ss then color and fill in their own outlines, according to what they think they would like to be as adults, e.g., fireman, doctor, rock star.
4. Ss then tell the class about their pictures, and answer questions about them.

Contributed by:
Steve Robinson, MAT X

PICTURES & DRAWINGS

Activity: Personality Poster

Investment: Ss bring in pictures to make a "personality" poster representing themselves.

Options: Grammar: Verb + to + be, gerunds, any verb tense
Vocabulary: Building & reinforcement of adjectives pertaining to personality traits.

Materials: Pictures Ss have cut out from magazines showing their favorite activities and/or personality traits. Construction paper or poster board.

Procedure: 1. Ss bring pictures to class, or select from other ones the T has provided.
2. With these pictures, Ss make up posters which best represent their own characteristics and interests.

3. T asks for volunteers to read their stories to the class.

Alternative Procedure (for advanced Ss)

1. T asks Ss to brainstorm observations they make about a picture the T has furnished.
2. As Ss brainstorm, T or another S writes their observations on the blackboard.
3. T asks the class whether these are truly observations or opinions. Ss can discuss the differences between these two concepts.
4. Ss look at the list again and underline what they feel are true observations.
5. Ss and the T can discuss how observations and opinions can be culturally biased, e.g., picture of an American college student of the late '60's in ragged blue jeans might suggest that the student is poor. However, this is an opinion, since ragged jeans were the uniform of the late '60's college generation.

Variation:

-T asks someone who is unfamiliar to the Ss to make an impromptu visit to the class wearing unconventional clothes and performing unexplained actions. Class discusses observations and opinions after the person leaves.

Contributed by:
School for International Training

PICTURES & DRAWINGS

LEVEL: BIA

Activity: Picture Interview

Investment: Ss assume the personalities of people in pictures and answer questions from the class in a simulated interview

Options: Grammar: WH & yes/no questions, verb+to+verb, adverbs
Theme: Professions, family relationships

Materials: T or Ss provide pictures of interesting or famous people from the Ss own or the target language culture

- Procedure:
1. T places the pictures face down on a table and asks an S to select one of them.
 2. The S shows the picture to the class and then silently decides on the identity he/she will assume. The other Ss think of questions they would like to ask the character in the picture.

3. Ss mount the pictures on colored construction paper or poster board. They then may label or put captions under the pictures, e.g. "I love to dance." T may help if needed.
4. Each S presents his/her poster to the class and explains it.

Variations

- Ss can describe each others' posters
- Posters can be mixed up and the class can guess whose poster is whose and why.
- Posters can be made at home.

Contributed by:
Sue Doyle
Prince George Community College

PICTURES & DRAWINGS

LEVEL: IA

Activity: Picture Memory Game

Investment: Ss select pictures which they question one another about.

Options: Grammar: Count/non-count nouns, adjectives, present progressive, indefinite pronouns, restrictive clauses.
Vocabulary: Building & reinforcement of words pertaining to physical surroundings, e.g. landscape, furniture

Materials: Pictures with many different items or actions

- Procedure:
1. T divides class into two groups.
 2. T tells each group to select a picture and carefully study all the details in it for 3 minutes. Groups then exchange their pictures.
 3. Group A, looking at Group B's picture, questions them very specifically about it, e.g., "How many apple trees are there in this picture?", "Is there a little girl in the garden?"

3. The S then takes on the identity he thinks represents the person in that picture, and answers the other Ss' questions appropriately.
4. The same procedure continues with the other Ss taking on assumed identities.

Variations:

- Ss can write a short paragraph or story about the character they assumed in the pictures.
- This can be in an interview format with Ss acting as newspaper or TV reporters.
- Ss in pairs can reconstruct the interview using reported speech.

Contributed by:
School for International Training

PICTURES & DRAWINGS

LEVEL: BI

Activity: Picture Narrative

Investment: Ss in small groups select a picture and write a story about it.

Options: Grammar: WH & Yes/No questions, any grammar focus
Theme: Any theme, e.g., family, home, shops, travel
Culture: Ss can compare family relationships in target language and their own cultures.

Materials: Pictures from magazines

- Procedures:
1. Ss divide into small groups. Each group selects one picture and writes a narrative about it. T helps with vocabulary and grammar if necessary, or Ss may use dictionaries.
 2. A spokesman from each group reads the completed story to the class.

4. T keeps score on the blackboard. Any wrong answers count against the group.

5. Groups reverse. Group B then questions Group A.

Variations:

-The groups can compose true-false type questions about the pictures.

-Each group writes sentences about their picture, after it has been removed.

-If the picture has people in it, it can be used for practicing restrictive relative clauses.

Contributed by:
School for International Training

PICTURES & DRAWINGS

Activity: Picture Story

Investment: Ss choose a picture to write a composite story about.

Options: Grammar: Any verb tense, modal perfects, logical connectors
Vocabulary: Building & reinforcement of logical connectors
Culture: Pictures may reveal cultural insights that Ss can write about.
Theme: Any focus, e.g., mystery or love story

Materials: Pictures (provided by Ss or T) taken from magazines and mounted on construction paper. Butcher paper, felt markers.

Procedure: 1. T puts out 4-5 pictures. Class selects one of them to write 3-4 sentences about.
2. The class breaks up into small groups. Each group writes its sentences as correctly as possible about the picture.

3. After the S has read the story, he/she or other group members ask the rest of the class comprehension questions.
4. Then the class questions one another about the narrative.
5. Other members of the class retell the story in their own words.

Variations:

-Ss can act out each others' narratives.

Contributed by:
School for International Training

PICTURES & DRAWINGS

LEVEL: BIA

Activity: Story Sequence from Unrelated Pictures

Investment: Ss select pictures to create an improvised story.

Options: Grammar: Any grammar point, e.g., logical connectors, compounding, subordinates, any verb tense
Theme: T can pre-select pictures to relate to a particular theme such as the family.

Materials: Pictures from magazines

- Procedure:
1. T places pile of unrelated pictures face down on the table.
 2. Ss divide into small groups. Each group takes 3 to 5 pictures.
 3. Ss in each group sequence their pictures and write a story about them.
 4. Each group reads its story to the rest of the class.

3. One representative at a time from each group writes its sentences on butcher paper or the blackboard.
4. When all the sentences are written up, T asks the Ss to reflect silently on the general transcript for about 5 minutes, to see whether there are any corrections or changes they would like to make.
5. Ss point out and correct any errors they note.
6. If any errors go unnoticed, T underlines them and asks Ss to look over those sentences again and try to correct them.
7. T asks Ss to return to their original groups and write composite stories about the picture using sentences from the transcript.
8. Ss read their stories aloud to the class or post them on the blackboard.

Variations:

-Advanced Ss can work on logical connectors, editing and condensing the story, or can write longer, more complicated stories.

-Ss can act out their stories.

PICTURES & DRAWINGS

LEVEL: BIA

Activity: Travelogue

Investment: Ss create travel posters and describe them to the class.

Options: Grammar: Verbs: Future present, simple future, and present perfect
Vocabulary: Building & reinforcement concerning times, places and dates
Theme: Vacation plans and travel

Materials: Travel magazines provided by T or Ss, construction paper, scissors, scotch tape, paste

- Procedure:
1. T explains that the Ss should put together a sequence of pictures showing travel plans, e.g., buying a ticket, taking a plane or boat, visiting national monuments.
 2. T then tells the Ss to divide into pairs and select one or two travel magazines to cut out the pictures for their travel posters.

Variations:

-To enhance investment, Ss may be asked to bring in their own pictures.

Special Considerations:

-It is important that the pictures be unrelated. This provides a more amusing challenge.

Contributed by:
Gordon Mathews, MAT X

PICTURES & DRAWINGS

LEVEL: BIA

Activity: Using Pictures as a Diagnostic Tool

Investment: To diagnose the Ss knowledge of the target language, T has the Ss describe the pictures he/she has provided.

Options: Grammar: Indicates the Ss' knowledge of the target language grammar and vocabulary
Theme: Pictures can focus on a theme, e.g., cities, people, food, clothing

Materials: About 7-15 magazine pictures which are rich in content. The number of pictures depends upon the class level. If desired these can be centered around a specific theme.

Procedure: 1. T spreads the pictures face up on the floor, or on a large table and asks the Ss to study them carefully for a few minutes.
2. T collects the pictures and puts 4 of them back face up.

3. After the Ss have selected and arranged their pictures according to their trip schedule, they paste them on to large sized construction paper.
4. Ss write captions for each picture, which include place, time, and date, e.g., "Arrive in Rome, September 5"; "Fly to Paris, September 20". T is available to help Ss if needed.
5. Each pair "shows and tells" the other Ss about its travel plans. The class may ask questions about the trip.

Variations:

- Ss recount travel plans in the past tense, as if the trip had already taken place.
- Ss can write an imaginary journal about the trip.
- Ss discuss things they need to take along on the trip, e.g., passports, cameras, travelers' checks, special wardrobe.
- Ss discuss the steps for carrying out any of the travel plans, e.g., making plane or hotel reservations.

Contributed by:

Sue Rogers and Marion Macdonald, MAT X

PICTURES & DRAWINGS

LEVEL: BIA

Activity: Which Way?

Investment: Ss draw a map of a town and give directions to one another on how to get from place to place.

Options: . Grammar: Imperatives, prepositions
Vocabulary: Words used in direction-giving and pertaining to town layout.
Theme: Giving directions

Materials: Large sheets of butcher paper, felt markers, cuisenaire rods, toy cars (optional)

- Procedure:
1. T divides the class into groups of not more than ten Ss.
 2. Ss gather around a large piece of butcher paper placed either on the floor or on a big table.
 3. T tells Ss that they are to draw a map of a downtown area, which should include city blocks, main streets, etc.

3. T then asks the Ss to describe the pictures that he/she is still holding. They should try to remember as many details as possible. T can give some information or ask very specific questions to help prod their memories.
4. Ss continue describing the pictures as specifically as possible.

Special Considerations:

-Pictures may be simpler in content for beginners.

Contributed by:
Phil Stantial, ELO

ROD ACTIVITIES

LEVEL: BIA

Activity: Back-to-Back Directions

Investment: Ss give and follow directions for building or drawing a construction.

Options: Grammar: Prepositions, imperatives, comparatives
Vocabulary: Building & reinforcement of words pertaining to colors, sizes, shapes
Theme: Giving and understanding directions

Materials: Cuisenaire rods, puzzles, Tinker Toys, paper

- Procedure:
1. Ss seat themselves in pairs back to back.
 2. In each pair, S1 makes a construction which he/she then tells S2 as specifically as he can, how to duplicate, e.g., "Make a square with green rods." "In the middle of the square, put a small white rod."

4. Ss then plan and draw their map on the butcher paper using felt markers.
5. Each S silently plans how to direct another S to a specific destination in the town.
6. S1 then gives S2 the directions for getting from one place to another.
7. S2 uses a cuisenaire rod to represent a person following S1's directions.
Procedure continues until all the Ss have given and followed directions.

Variations:

- More advanced Ss can ask one another how to get from place to place, and respondents must give spontaneous directions.
- Rods may be used to represent cars. Consulting the map, one S at a time assumes the role of a driving instructor telling an S driver where to go.
- Ready-made maps of cities can be used for this exercise if they are scaled large enough.

Contributed by:
Phil Stantial, ELO

RGD ACTIVITIES

LEVEL: IA

Activity: Basic Sentence Patterns with Rods

Investment: Ss create their own sentences according to a pattern represented by rods, paper clips and cardboard dots.

Options: Grammar: Sentence structure, logical connectors, restricted relative clauses, punctuation
Vocabulary: Building & reinforcement of logical connectors and conjunctions

Materials: Cuisenaire rods, paper clips for commas, cardboard dots for periods

- Procedure:
1. Ss sit in a circle around a table or on the floor.
 2. T lays down 1 long blue rod, putting a white dot (period) at the end. T models a simple declarative sentence, e.g. "Charlie has good taste."

3. If T decides to allow questioning, S2 may query S1 if the directions are unclear.
4. When S2 completes his replica, he turns around and compares it to S1's to see if they are identical.
5. Procedure is reversed. S2 makes a structure and gives directions to S1.

Variations:

-For advanced Ss, more complicated constructions can be built with Tinker Toys or rods.

-Ss can give directions on drawing geometric figures.

Contributed by:
School for International Training

ROD ACTIVITIES

Activity: Basic Sentence Patterns with Rods (sample card)

TRUNK (T)

blue

Charlie has good taste

TRUNK

blue

+

w

TRUNK

blue

Charlie has good taste,
but he doesn't taste good.

TRUNK

blue

+

LINKER + TRUNK

red

blue

Charlie has good taste.
However, he doesn't taste good.

3. T asks Ss to come up with their own sentences following the same pattern.
4. T then sets up another pattern consisting of a blue rod, paper clip, a small white rod, and another blue rod. This represents two independent sentences connected by a conjunction.
5. T without modeling waits to see if the Ss can come up with a sentence that fits this second rod pattern. If the Ss can't T gives one example, e.g. "Charlie has good taste, but he doesn't taste good." T then lets the Ss continue giving their own examples.
6. T continues on with more complicated sentence pattern using the rods to illustrate structures the Ss have already studied. (See attached sample card.)
7. Ss can then write an original paragraph using all the sentence patterns represented.

Variations:

- For an advanced class, the Ss can make their own representations of the sentence patterns they know with the rods without the T's help.
- Ss can change these statements into questions using the rods.

Developed by
Language Innovations Inc.
New York City

ROD ACTIVITIES

LEVEL: IA

Activity Building a Class Dream House

Investment: Ss create own dream house - variation of "Islamabad"*

Options: Grammar: Prepositions of place, existential there, present tense, other/another, WH questions
Vocabulary: Building & reinforcement of words referring to the home
Culture: Ss compare an ideal home in their own and target language community.

Materials: Cuisenaire rods, felt markers, butcher paper, toy furniture (optional)

- Procedure:
1. Depending on class size, Ss remain in one group or divide into smaller units for this exercise.
 2. T puts the rods on the floor or a table and explains to the class that they are to discuss, agree upon, and lay out the floor plan of an ideal house. The plan should be on a large enough scale to allow for placement of furniture represented by rods or toy furniture.

* See card no. 67

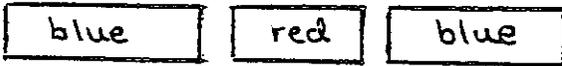
TRUNK AND SHIFTER



(Though)

Charlie doesn't taste good though he has good taste.

TRUNK WITH TWO PARTS



Charlie has good taste but doesn't taste good.

TRUNK WITH INSERT (TI)



Charlie, who has good taste, doesn't taste good.

ROD ACTIVITIES (cross reference)

LEVEL: IA

Activity: Creating a Small Town (see card 43 PICTURES & DRAWINGS)

Investment: Ss create a town in the target language culture using cuisenaire rods.

Options: Grammar: Modals, existential there, WH & yes/no questions
Culture: Ss discuss and reflect on special features of the target language community.

3. After Ss have finished constructing and furnishing the house, S1 selects a room to describe to the T. As S1 describes the room, the T listens carefully and then summarizes what he has said after every 3 or 4 sentences. This summary can be an indirect way of correcting the S's linguistic mistakes. Other Ss observe but do not comment.
4. For purposes of reinforcement, other Ss in the group then describe the same room back to S1. T may summarize their statements in the same manner as with S1.
5. Ss can then question S1 about his room.
6. Procedure continues with other Ss taking turns describing the other rooms to the T. T summarizes while the other Ss observe and then later question.

Special Considerations

-If the class is small enough (seven or eight Ss) T can work with the whole group. In larger classes T can model the exercise with one group and then ask more advanced Ss or teacher aides to help with the other groups.

Contributed by:
Sergio Duarte, FLO

ROD ACTIVITIES

LEVEL: 8I

Activity: A Day in the Park

Investment: Using their imagination, Ss describe the layout of a public park and the people visiting it.

Options: Grammar: Prepositions, any verb tense, adjectives and adverbs
Vocabulary: Building & reinforcement of words pertaining to park layout.
Culture: Ss may compare typical parks in the target language culture and their own.

Materials: Cuisenaire rods

- Procedure:
1. Ss sit in a circle on the floor or around a table.
 2. In the center of the circle, T silently makes a representation of a park that has benches, trees, fountains, etc., using rods of different sizes and colors.

3. Following this, Ss guess what the construction is. When they realize it is a park, they identify what the rods represent.
4. T can put a time focus on the lesson by telling the Ss to talk about yesterday, this morning, everyday or tomorrow in the park.
5. The T takes a rod and gives it a name, e.g., Mr. Green, and silently guides him as he performs various actions in the park, e.g., sitting on a bench, drinking from a water fountain. Ss describe what Mr. Green is doing in the verb tense indicated in Step 4.
6. The T continues, using rod representations for other people while Ss tell what is happening.
7. The T lets the Ss take over the maneuvering of the rods, continuing the narrative with other Ss, and conducting dialogues between people in the park, etc.

Variations

- More advanced Ss can perform all the steps in the procedure, instead of the T.
- Ss write individual or group stories about interesting people in the park.

Developed by:
Language Innovations Inc.
New York City

ROD ACTIVITIES

LEVEL: BIA

Activity: Do as I Say

Investment: Ss instruct one another to make a specific construction with rods.

Options: Grammar: Imperatives, present progressive tense, adjectives

Materials: Cuisenaire rods

- Procedure:
1. For demonstration the T gives instruction to various Ss one at a time on how to make a certain construction with rods, e.g. "Put the green rod on the red one." "Now put a blue rod perpendicular to them."
 2. The roles reverse, individual Ss then take turns giving the T directions on building a construction.
 3. Following this Ss can then practice in pairs or in small groups repeating similar instructions or making up new ones of their own.

Variations:

-Ss draw cards from a box with the directions for making a construction which they can do themselves or tell other Ss how to do.

-For more advanced Ss T silently makes a more complicated design with the rods. One S then instructs the T on how to make the same construction again. T follows S's orders exactly. The S must be very specific, since directions are easily misunderstood.

Contributed by:
School for International Training

ROD ACTIVITIES

LEVEL: 81

Activity: The Five-Story Building

Investment: Ss plan and construct a building with cuisenaire rods.

Options: Grammar: Prepositions, WH questions, Existential there
Vocabulary: Words relating to buildings & professions, ordinal numbers
Theme: Professions, buildings

Materials: Cuisenaire rods

- Procedure:
1. T puts the rods on the table. Lays one rod down horizontally and says: "first floor."
 2. T places another rod horizontally on top of the 1st rod and waits for Ss to respond with "2nd floor."
 3. Ss continue construction, saying which floor each rod represents. T stops them at the 5th floor.

4. T asks Ss which offices and shops are on the 1st floor. Ss state what they think might be there. T writes words on the blackboard.
5. T then rebuilds 1st floor with different colored rods, representing the places the Ss had mentioned.
6. Ss continue building, saying which offices and shops the rods represent on each floor. When Ss have finished, they should have a multi-colored 5-story building.

Variations:

-Beginning Ss can bring in pictures of offices and shops. They can be used as references for the offices in the rod building.

-Ss can talk about occupants of each office, as a focus on occupations.

Special considerations:

-T will need to teach the ordinal numbers before this exercise.

Contributed by:
Robert Wachman, MAT X

ROD ACTIVITIES

LEVEL: BIA

Activity: "Islamabad"

Investment: Ss describe a place of special importance to them, e.g., their home, a village square, a town they have visited.

Options: Grammar: Existential there, simple present
Vocabulary: Building & reinforcement of words concerning houses and town layouts
Theme: Homes, towns
Culture: Ss talk about a place meaningful to them in their own or the host country.

Materials: Cuisenaire rods

Procedure: 1. One S at a time chooses a place to describe to the T, and makes a simple model of it with rods. It must be a place no one else in the class has ever seen, including the T.

2. As S1 describes the place he/she has chosen, the T repeats back what he is describing in summary form after every 3 or 4 sentences. The T indirectly corrects when summarizing.
3. When S1 has completed his description, the observers then summarize any portion they remember to him, to show that they were listening, interested and have understood.
4. While observers are summarizing, the T does not communicate directly with them. When they make mistakes, the T restricts himself to repeating the utterance in correct form to S1. No questions are permitted in this phase, only summarizing.
5. The observers now may ask S1 questions about his description to find out more information. The T's role here is the same as in step 4.
6. The same procedure is repeated with another S describing his/her special place.

Special Considerations:

-It is important for the T to follow the outlined steps in the procedure precisely.

ROD ACTIVITIES

Activity: "Islamabad" (card two)

Special Considerations: (continued)

-The T only communicates directly with the S who is describing his/her place. In this way his corrections of the observers' statements are indirect.

-It is important for the T not to use this exercise for any other purpose, e.g., quiz, grammar structures, as it is very highly invested material.

Developed by:
Earl Stevick
School of Language Studies
Foreign Service Institute
Department of State

ROD ACTIVITIES

LEVEL: BIA

Activity: Rod Figures

Investment: Ss make rod representations of themselves to describe to their classmates and the T.

Options: Grammar: Simple present, adjectives
Vocabulary: Building & reinforcement, colors, parts of the body
Theme: Personal identity

Materials: Cuisenaire rods or Tinker Toys

- Procedure:
1. T puts a large pile of rods on the table or the floor.
 2. T instructs Ss to make representations of themselves with the rods. They may be as simple or elaborate as the Ss wish.
 3. When the Ss have finished, T asks for a volunteer to display his/her rod image. Other Ss then try to guess and explain why it was represented in such a way.

4. When Ss have finished, the volunteer explains his rod design.

5. This procedure continues until all Ss have displayed and explained their rod figures.

Contributed by:
Deborah Wilson, MAT X

ROD ACTIVITIES

LEVEL: BIA

Activity: Which Way? (See card 59 PICTURES & DRAWINGS)

Investment: Manipulating cuiseraire rods to represent cars or people, Ss give directions to each other on how to get from place to place on a map.

Options: Grammar: Imperatives, prepositions
Vocabulary: Words pertaining to direction-giving and town layout, etc.
Theme: Giving directions

ROD ACTIVITIES

LEVEL: IA

Activity: Who Done It?

Investment: Ss alter the physical arrangement of the classroom so that they can describe it using the passive voice.

Options: Grammar: Passive voice
Vocabulary: Building & reinforcement of words pertaining to the classroom

Materials: Classroom objects and furniture, cuisenaire rods

- Procedure:
1. T sends one or two S volunteers out of the classroom at a time while the remaining Ss change the arrangement of the furniture as obviously as possible.
 2. The T then asks the absent Ss to come back into the room, and queries them as to whether anything has changed while they were away.

ROD ACTIVITIES

LEVEL: IA

Activity: Who Done It? (card two)

Variations: (continued)

-Ss can get practice in the use of modal passives in a discussion of such subjects as "City planning in the Ss' own countries", e.g. "New hospitals must be built, a telephone service should be put in."

-Ss talk about pictures that could stimulate the use of the passive, e.g., an automobile accident.

Activity contributed by:
Sue Rogers, MAT X

Variations by:
Slanger
"Creating Contexts for Language Practice"
TESOL Quarterly, Vol. VII, No. I, March '73

TAPE RECORDER/TRANSCRIPT

LEVEL: 8I

Activity: Chain Story

Investment: Ss contribute sentences to a group chain story which is recorded.

Options: Grammar: Any focus, e.g., logical connectors
Theme: Ss can decide on any theme, e.g., school, home, a mystery

Materials: Tape recorder, butcher paper (optional)

- Procedure:
1. Ss form circle around tape recorder.
 2. S1 makes up sentence to begin the story. If the grammar is incorrect, the T restates it correctly. When the S is satisfied with the sentence, he records it.
 3. S2 repeats S1's sentence and adds his/her own original sentence to the story.

4. T restates S2's original sentence if correction is needed. When S2 is satisfied with his own sentence, he tapes it.
5. The same procedure is followed by all Ss in the circle, each repeating all previous Ss' sentences, but taping only their own.
6. T plays back the complete story.

Variations:

-A transcript of the chain story may be written up on the blackboard or on butcher paper.

-For more advanced groups, repetition of Ss' previous sentences may not be necessary.

Contributed by:
Patrick Moran, MAT

- Activity: General Procedure for Language Taping Session
- Investment: Ss create their own language lesson by saying whatever they want to on the tape recorder.
- Options: . Grammar: Any grammatical structure the Ss come up with
Theme: Ss may pick a special theme to talk about.
- Materials: Tape recorder with microphone, blank tape
- Procedure:
1. T has Ss sit in a small circle around a tape recorder that is placed on a table or chair. All the Ss should be close enough to the recorder so they can reach the microphone without getting up.
 2. T gives the following explanation of the taping session:
 - a. Ss will record in the target language for a total period of 5-10 minutes.

- b. One S at a time may say anything he/she wants to onto the tape.
- c. An S isn't required to speak if he/she doesn't want to.
3. For the first taping session, the T explains how to operate the tape recorder microphone. The Ss can then practice using the microphone by saying their names onto the recorder.
 4. Ss then proceed with the taping. One S at a time takes the microphone, pushes the "on" button, and says whatever he/she wants to. When the S has completed the utterance, he turns off the microphone and places it back on the recorder. The T does not correct the S's utterance.
 5. After the taping session is over, the T gets "feedback"* from the Ss on how they felt about the taping. T listens attentively and then summarizes after each S speaks his/her perception of the S's feelings.
 6. T plays back the Ss' recording uninterrupted.
 7. T follows up with post-taping transcript session. (See card No. 75)

TAPE RECORDER/TRANSCRIPT

Activity: General Procedure for Language Taping Session (card two)

Special Considerations:

-It is important for the S to feel secure. The T can help with this by:

- a. Not requiring an S to speak if he/she doesn't want to.
- b. Not correcting or restating the S's statement.
- c. Asking the Ss to put the microphone back in the center when they are finished speaking, not passing it from one S to another, thereby making an S feel obligated to speak.
- d. Always include a "feedback" session, so that the Ss have an opportunity to express any problems they may be having with the lesson. T should give reassuring and understanding responses that help the Ss feel more secure.

-During the first few taping sessions the Ss might be self-conscious, so they may only say things they are absolutely sure of. After a few sessions though, the Ss usually become more spontaneous and are willing to take the risk of not always being correct.

Developed by:
C-L/CLL Institute
East Dubuque, Illinois

*See Guide to Terminology and Abbreviations

TAPE RECORDER/TRANSCRIPT

LEVEL: BI

Activity: Lessons of the Week in Review

Investment: Ss create their own dialogues from review of the week's lessons.

Options: Grammar: Review
Vocabulary: Review

Materials: Tape recorder with microphone, classical music tape, blank tape

- Procedure:
1. T says sentences from the week's lessons to classical music for 10-15 minutes following the procedure outlined on card No. 74.
 2. T then puts a blank tape into the tape recorder. Ss are invited to tape sentences using the same structures that were used during the listening session. One S at a time records 1 or 2 sentences. After he/she has spoken the sentence, he places the microphone back so other Ss can tape any sentences they come up with.

3. T plays the newly-taped sentences back for Ss to listen to.
4. An S plays back 1 sentence at a time, as the T writes them up on butcher paper with no corrections.
5. T gives the Ss 5-10 minutes to reflect on their transcript and to make any changes they see fit.
6. Ss then break up into pairs to create a short dialogue using sentences and words from the transcript.
7. The S pairs practice and then perform their dialogues for the class.

Contributed by:
Gaylord Barr & Sue Rogers, MAT X

TAPE RECORDER/TRANSCRIPT

LEVEL: BIA

Activity: Music to Remember By

Investment: T uses S-created sentences for this listening exercise.

Options: Grammar: Any grammar focus

Materials: Tape recorder, tapes of classical music, e.g., Beethoven's Fifth Symphony or Chopin are especially recommended

- Procedure:
1. T tells the Ss that they will be listening to music while T is speaking. The Ss should visualize the T's sentences as they enjoy the music in a relaxed state with their eyes closed.
 2. As the T plays the music, he/she says sentences from the day's lesson, which need reinforcement. The T should speak in a soothing voice to the mood and rhythm of the music.
 3. T repeats the series of sentences 2 or 3 times. This listening period might last for 15-20 minutes.

4. Following the music, the T should allow the Ss to reflect silently on the sentences for about 5 minutes.

5. T then asks the Ss to repeat any of the sentences, if they wish.

Variations:

-T can do dialogues or stories to the music, introduce vocabulary with pictures, or present new structures.

-T can use this as review of the week's lessons.

Special Considerations :

-Classical music with an andante beat works best with this exercise. T should practice this activity before trying it in class.

Developed by:
Dr. Georgy Losanov
Adapted by:
Sue Rogers, MAT X

TAPE RECORDER/TRANSCRIPT

LEVEL: BIA

Activity: Post-taping Transcript Session

Investment: An S or the T transcribes the taped lesson so the class can reflect on and correct it.

Options: Grammar: Any grammatical structure the Ss come up with.

Materials: Felt markers, butcher paper

- Procedure:
1. After a completed taping session, T asks for an S volunteer to play back the tape, stopping at the end of each sentence, so that the T or another S can write the sentences on butcher paper posted in the front of the room.
 2. T then gives the Ss about 5 minutes to look silently at the completed transcript and see whether they have any questions about the grammar or vocabulary.

3. At the end of 5 minutes, the T asks the Ss if there are any changes or corrections they want to make. If so, the T makes the corrections and changes suggested.
4. If any mistakes go undetected, the T underlines or circles them. The T asks the class if they feel they need to make any other changes.
5. T then asks the Ss if there are any parts of the transcript which are unclear or they are unsure of. T underlines whatever the Ss mention. This will help the T in planning future lessons based on the Ss' needs.
6. T tells Ss to close their eyes and listen silently as he/she reads the corrected transcript through about 3 times. The T reads it differently each time, e.g., slowly, normally, happily, or reads it to classical music. (See card No. 74)
7. Ss copy the transcript into their notebooks.
8. Ss can then practice the material on the transcript in pairs by doing any of the exercises on card No. 77.
9. T then has another "feedback session"* about the lesson.

Developed by:
C-L/CLL Institute
East Dubuque, Illinois

* See Guide to Terminology and Abbreviations

TAPE RECORDER/TRANSCRIPT (cross reference)

LEVEL: IA

Activity: Tales of a Traveler (See card 31 GROUP NARRATIVES & WRITING)

Investment: Ss create & tape record their own chain story about an imaginary trip the class has taken.

Options: Grammar: Adverbs of frequency, present perfect tense
Vocabulary: Building & reinforcement of adverbs of time and frequency which trigger the present perfect tense
Theme: Taking a trip

Activity: Transcript Follow-up Exercises

- Suggestions: 1. Unfinished sentences: Using 3x5 cards, T writes half of a sentence taken from the transcript on one side of the card and the other half on the reverse side. T gives a set of these cards to Ss in pairs.

As one S holds up a card, the other S reads the first half and then tries to fill in the 2nd half of the sentence as he remembers it from the transcript. The S holding the card can look at the back to see if it's correct.

2. Erasure technique: T writes a sentence from the transcript on the blackboard and asks an S to read it back. T then erases one word from the sentence and has another S read the sentence back filling in the missing word. T continues erasing words each time another S reads.

3. Dictation: T dictates sentences from the transcript.
4. Scrambled sentences: T or Ss may make up scrambled sentences from the transcript. (See card No. 12)
5. Transcript story: Ss can create a story using sentences from the transcript. They can follow this up by doing a Cloze exercise. (See card No. 24)
6. Dialogues: Ss in pairs can create dialogues from the transcript to be performed in class.
7. New sentences: Ss may make up new sentences or questions from the transcript, or rewrite original sentences using other verb tenses.
8. Transcript recall: Ss copy the transcript into their notebooks, They then practice in pairs, alternating reading their sentences to each other in the order in which they occur on the transcript. Then as one S reads a sentence, the other S tries to remember and say the following sentence, etc.

THEATER TECHNIQUES

LEVEL: BI

Activity: Amnesia Game

Investment: Ss discover their own assumed identities by questioning one another.

Options: Grammar: Any verb tense, WH & yes/no questions, adjectives and adverbs
Vocabulary: Building & reinforcement of words concerning professions, plus adjectives and adverbs
Theme: Currently famous people, family members, historical figures, etc.

Materials: Enough 3x5 index cards with names of persons printed on them for every member of the class, straight pins

Procedure: 1. T explains to Ss that they are each suffering from amnesia and don't know who they are. He/she then pins an index card with a name of a famous person on it to each S's back. Ss must not reveal each other's identities.

2. T tells Ss that in order to discover their own identities they must mingle with the other Ss for about 15 minutes and ask questions about themselves, e.g., "Where do I come from?", "What do I do?", "What do I look like?" They must not ask the other Ss directly who they are.
3. When each S figures out his/her identity, he neither reveals it nor confirms it with the other Ss or the T.
4. When the time is up, Ss form a circle and reveal who they think they are.

Variations:

- Ss talk about clues which helped them guess their identities.
- Ss describe other famous characters they met in the course of the game.
- Ss have extemporaneous dialogues with one another taking on their assumed personalities.

Contributed by:
Gene Parulis, MAT X

THEATER TECHNIQUES

LEVEL: BIA

Activity: "Cocktail Party"

Investment: Ss make up their own conversations based on imaginary situations & personalities who are all inter-related in some way.

Options: Grammar: Any grammar focus, WH questions, register
Theme: Family gatherings - relationships discovered;
Neighborhood party - local gossip, entanglements;
Caribbean cruise or Greyhound bus trip - strangers discover how their lives are intertwined.

- Procedure:
1. T passes out cards with brief bio-sketch identities that Ss will assume. (See attached sample card)
 2. Ss proceed to find out how their lives are connected by meeting and talking with as many people as possible in the group.

3. After the "Cocktail Party" is over the Ss can explain to the T how their relationships are connected.

Variations:

-More advanced Ss can make up their own bio-sketches which T can then use to create the entanglements.

-T can bring in wine or soft drinks and food, and make it a more lifelike cocktail party.

Special Considerations:

-In all "Cocktail Party" situations the students must discover what relationships exist between themselves and other characters. Therefore, all situations must be ones in which a variety of people are gathered together for some reason. Their lives must be quite interwoven. Each bio-sketch card should relate the card bearer to someone else in the scenario. (See attached card)

Contributed by:
School for International Training

THEATER TECHNIQUES

LEVEL: BIA

Activity: Conversations of an Eraser and Pencil

Investment: Ss create conversations between inanimate objects .

Options: Grammar: WH questions, negative & affirmative statements, modals, adverbials .

Materials: Any materials T or Ss wish to bring to class or objects in the classroom.

- Procedure:
1. T tells Ss to divide into pairs and decide which objects will conduct a conversation or interview with each other, e.g., pencil and pencil sharpener, eraser with blackboard, etc.
 2. Ss then extemporaneously act and speak to each other like the objects they have chosen.

3. The other Ss in the class try to guess the objects in the dialogues.

Variations:

-Ss write dialogues for the objects.

Contributed by:
Shari Berman, MAT X

THEATER TECHNIQUES (cross reference)

LEVEL: IA

Activity: Creating a Small Town (See card 43 PICTURES & DRAWINGS)

Investment: Ss discuss and draw an imaginary target language community, which includes the homes and businesses of people they think would live there. This serves as the basis for a role-playing exercise.

Options: Grammar: Modals, Existential there, Wh & yes/no questions
Culture: Ss discuss and reflect on special features of the target language community.

THEATER TECHNIQUES

LEVEL: IA

Activity: Cross-Cultural Skits

Investment: Ss plan and act out incidents that happened to them that led to cross-cultural misunderstandings.

Options: Culture: Cross-cultural incidents which the Ss have experienced.

Materials: None, or optional simple props

- Procedure:
1. Ss divide into small groups and each S describes a cross-cultural incident that has happened to him/her.
 2. Each group selects one of the incidents that happened to someone in that group and plans how it will dramatize it. (The S who was really involved in the incident will not play his own part).
 3. Each group performs its skit. The class tries to guess to whom the incident happened.

4. The class then discusses the incident and its cross-cultural implications.

Variations:

-Each S can write up a cross-cultural incident that happened to him/her and put it in a box. A pair or small group of Ss can draw an incident and act it out, with discussion following.

Contributed by:
School for International Training

THEATER TECHNIQUES

LEVEL: BIA

Activity: Evasion (see card 7 GAMES)

Investment: Ss try to trick one another into answering yes or no in a cocktail party atmosphere.

Options: Grammar: Questions, any grammar point
Vocabulary: Building & reinforcement of alternative expressions for yes and no, and words and expressions to avoid commitment, e.g., maybe, perhaps, possibly
Theme: Boy meets girl, political convention
Culture: Advanced Ss could discuss the manner in which different cultures avoid giving direct answers.

THEATER TECHNIQUES

LEVEL: IA

Activities: Extemporaneous Acting

Investment: Ss write and perform their own dialogues.

Options: Pronunciation: Stress & intonation
Grammar: Any focus
Theme: Ss may decide on a theme before beginning the activity

Materials: 3x5 index cards

- Procedure:
1. Ss divide into two groups, A and B.
 2. Each group discusses and plans a short dialogue for Ss in pairs from the other group to perform.
 3. Each group writes its dialogue on two index cards, so each speaker has a copy. At the bottom of the cards the groups write separate instructions on how each speaker should read his/her part, e.g., happily for speaker 1, sadly for speaker 2.

4. All of Group A is asked to leave the room.
5. Group B then invites two Ss from Group A to return to the classroom. Group B gives each of them a copy of their dialogue to perform.
6. The two Group A Ss then act out Group B's dialogue as best they can, according to the directions for the speaker on each card.
7. The same procedure continues with other Ss in pairs from Group A performing the dialogue.
8. Group B then votes on the best performers in Group A.
9. Group B leaves the class and performs Group A's dialogue following the same procedure.

Contributed by:
Shari Berman, MAT X

THEATER TECHNIQUES

LEVEL: 8I

Activity: Fairy Godmother

Investment: Ss take turns role-playing the Fairy Godmother and granting wishes of fellow Ss.

Options: Grammar: Sentences with if and wish clauses
Theme: Dreams and wishes

Materials: Ruler or wand (optional)

- Procedure:
1. T role-plays the Fairy Godmother and asks an S to make a wish. Uses the formula: "I am your Fairy Godmother, what is your wish?"
 2. S replies, making a wish, e.g., "I wish I were...."
 3. T then asks the same S why he has this particular wish. S replies using an if clause, e.g., "If I were....., I would be...."

4. T grants S's wish, and then asks him/her to tell the class what is happening at this moment.
5. S replies using the present progressive tense, e.g., "I'm....."
6. Other Ss take on the role of the Fairy Godmother and ask similar questions of the Ss.

THEATER TECHNIQUES

LEVEL: 8

Activity: In What Manner?

Investment: Ss decide on actions and how to perform them

Options: Grammar: Imperatives and Adverbs of Manner
Vocabulary: Building & reinforcement of adverbs

Materials: None

- Procedure:
1. T asks S to leave the room briefly.
 2. While the S is outside, the remaining Ss choose an action that they will do after he returns, e.g., walk across the room.
 3. The S comes back into the room and without knowing the action the other Ss have chosen, gives them an adverb of manner, e.g., stupidly, sweetly, happily.
 4. The class must perform the action according to the adverb of manner indicated.

5. The same procedure follows with other Ss going out of the room.

Special Considerations:

-With a beginning class it may be necessary for the T to brainstorm all possible adverbs of manner before proceeding with the activity.

-The fact that the activity may not match up well with the adverb can make this an amusing exercise.

Contributed by:
Phil Stantial, ELO

THEATER TECHNIQUES (cross reference)

LEVEL: SI

Activity: Lessons of the Week in Review (see card 73 TAPE RECORDER/TRANSCRIPT)

Investment: Ss create and act out their own dialogues from review of the week's lessons.

Options: Grammar: Review
Vocabulary: Review

THEATER TECHNIQUES

LEVEL: BIA

Activity: "Once More with Feeling"

Investment: Ss write sentences and indicate how they should be read by their classmates.

Options: Stress and Intonation

Materials: 3x5 index cards, two boxes to hold index cards

- Procedure:
1. Ss brainstorm* possible emotions, e.g., anger, happiness, sadness. T writes them on blackboard.
 2. T asks each S to write a sentence on an index card. Sentences may have a special focus, e.g., commands, questions.
 3. While the Ss are writing their sentences, the T copies the emotions from the blackboard onto separate index cards.

4. T puts the sentence cards in one box, and the emotion cards in another.
5. S1 draws a sentence card and an emotion card and reads the sentence as the emotion card dictates.
6. Other Ss try to guess which emotion S1 is trying to portray.
7. Procedure continues until all Ss have had a chance to read.

Contributed by:
Janice Rogers, MAT X

*See Guide to Terminology and Abbreviations

THEATER TECHNIQUES

LEVEL: BI

Activity: An "Operation"

Investment: Ss decide on and perform a logically-sequenced activity common in the target language culture or their own.

Options: Grammar: Imperatives, two-word verbs, modals
Vocabulary: Building & reinforcement with focus on vocabulary needed for a particular "Operation."
Theme: Following directions, e.g., writing and posting a letter, using a pay telephone, etc.
Culture: Culturally-related activity may be demonstrated, e.g., the Japanese tea ceremony.

Materials: Dependent on the type of "Operation"

Procedure: 1. T first demonstrates and then has Ss perform all the steps of a simple "Operation". (See attached card)
2. T has Ss brainstorm other types of activities that can be made into an "operation".

3. Ss pick one of these activities to make into an "Operation" and brainstorm all the steps to carry it out. T writes these on the blackboard.
4. Ss then look over their suggested steps to see if they need to rephrase them in better English. T can supply missing vocabulary if necessary.
5. Ss put the steps of the activity in a proper sequence and then limit it to about 8 steps. Ss can then copy the steps into their notebooks.
6. T and Ss then perform the steps of their "Operation" as explained on the attached sample card.

"Operation" exercise originated by:
Ray Clark
Former Director MAT Program
School for International Training
Adapted by:
Marion Macdonald & Sue Rogers, MAT X

*See Guide to Terminology and Abbreviations

THEATER TECHNIQUES

Activity: Eating in a Restaurant ("Operation" sample card)

Materials: Table, chairs, menu, check, money

- Procedure:
1. T models the entire chain of statements and accompanying actions.
 - a.) find a table, b.) sit down, c.) look at the menu, d.) call the waiter/waitress, e.) order the meal, f.) eat the meal, g.) ask for the check, h.) pay waiter/waitress, cashier.
 2. The T goes through the chain again to check Ss' comprehension.
 3. The Ss perform the actions in response to directions of the T.
 4. Ss give directions to the teacher, who carries them out.
 5. The Ss give directions to each other.

Variations:

1. The teacher may do the "Operation" again (or at a later date) within a different tense context.
2. In advanced classes, as the students perform the actions the T can interrupt with questions in a different tense.
Jean, pick up the _____.
What did you do?
What are you going to do next?
Have you _____ed?
3. The T may introduce various request forms.
Could you _____?
Would you mind _____?
_____, would you please?
4. The T can introduce various modals and infinitive forms.
In order to _____, you must _____.
To _____, you have to _____.
5. The teacher can have Ss write the operation as a set of instructions or a paragraph describing a sequence of events.

THEATER TECHNIQUES

LEVEL: 81

Activity: Pantomime to Words

Investment: Ss in groups make up pantomimes to present to the class, which will be subsequently written into a story.

Options: Grammar: Any focus, e.g. past tense
Theme: Ss may decide on a theme before beginning the activity.
Culture: Ss can pantomime a typical activity in the target language culture or their own.

Materials: Dittos and paper

Procedure: 1. T tells the Ss to divide into groups to create short pantomimes, and allows time for Ss to practice them.
2. Ss then present their pantomimes. While they are performing, T takes notes which he/she will use in making up stories for a reading lesson.

3. After each group has completed its pantomime, members ask observers questions about their skit.
4. Following the class, the T writes up stories about the pantomimes and mimeographs them so each group has copies of its story.
5. The next day T reads the stories to the Ss, and then follows each one up with very general comprehension questions.
6. T passes out to each group copies of its own story which they will then read silently and discuss. T helps with vocabulary if needed.
7. Each group then writes comprehension questions about its story for another group to answer.
8. Groups exchange and read each others' stories and answer the questions. Stories and questions are then returned to the original groups for correction.

Variations:

-The groups act out each others' pantomimes.

Contributed by:
Sue Rogers, MAT X

THEATER TECHNIQUES (cross reference)

LEVEL: 9IA

Activity: Picture Interview (see card 52 PICTURES & DRAWINGS)

Investment: Ss assume the personalities of people in pictures and answer questions from the class in a simulated interview.

Options: Grammar: Wh & Yes/No questions, verb+to+verb, adverbs
Theme: Professions, family relationships

THEATER TECHNIQUES

LEVEL: BI

Activity: A Plane Trip

Investment: Ss converse freely during stopovers on a guided fantasy plane trip.

Options: Grammar: Review of verb tenses
Theme: Plane trip, introductions, etiquette

Materials: Chairs for airplane seats, tape recorder, music, index cards with fictional identities.

- Procedure:
1. T gives each S an index card with his/her new identity and profession written on it. (These identities can be of well-known personalities with exciting careers in the target language culture). T then introduces each S to the class, e.g. "I would like you to meet John Travolta, the famous actor."
 2. T directs the Ss to arrange the chairs as they would be on an airplane.

3. T tells the Ss to board the plane. After boarding, the T assumes the role of the pilot and describes to the passengers the sights below. Music can be played to help create the mood of the place they are going to visit.
4. The pilot then briefs the passengers on the first stopover and the people they are going to meet. e.g., "We are going to land in Hollywood, the home of many famous movie stars." "When you meet people here, enunciate very clearly, because clear diction is important in the entertainment world."
5. Ss then get off the plane for the brief stop-over where they introduce themselves to each other and converse using clear diction.
6. The pilot announces that the passengers should reboard. After they have boarded, the pilot asks them how they enjoyed Hollywood, whether they met any interesting people, etc. The plane then flies on to another destination.
7. The plane makes 3 more stopovers with the pilot giving separate briefings for each place, e.g., New York City the Ss must talk loudly because of the noise; on The Isle of Sark they must whisper because it's a very quiet place; in London they will be dancing and meeting people in a discoteque. During these stopovers, they continue meeting and talking with one another.

THEATER TECHNIQUES

Activity: A Plane Trip (Card two)

Procedure: (continued)

8. After the trip is over, the Ss in pairs or groups discuss highlights of their travels.
9. The Ss then write short passages about the place they enjoyed the most and some of the interesting people they met. These can then be posted on the bulletin board for the others to read.

Variations:

-Beginning Ss can focus on introductions and occupations only.

-For verb tense review the Ss can speak in a different tense for each stopover, e.g., the pilot could say, "The people in Hollywood are only interested in talking about tomorrow, or the future."

Special Considerations:

- T should have music that fits the mood of each stopover.
- Stopovers shouldn't be much longer than 5 minutes.

Contributed by:
Sue Rogers, MAT X

THEATER TECHNIQUES

LEVEL: IA

Activity: Request-a-Service

Investment: Ss make up requests in dealing with professionals.

Options: Grammar: Modals, reported speech, WH questions
Vocabulary: Polite forms, titles, functions, professions
Theme: Introductions, manners
Culture: How to request services in different cultures.

Materials: 3x5 index cards, each with the name of a profession or job written on it, e.g., doctor, dentist, mechanic, florist

- Procedure:
1. T distributes one card to each S, or the Ss may draw from a pile face down on the desk.
 2. T explains to the Ss that the professions written on their cards represent new identities and that they should not reveal them to each other. T then collects the cards.

3. T redistributes the same cards to the Ss, making sure that they receive a different one. This second time the Ss are told that the professional on the card is someone that they must contact for a particular service.
4. The Ss assuming the identity on their first cards circulate among the "professionals", ask questions, and try to find the professional on their second cards to request a service, e.g., "I'm looking for a mechanic to fix my car." "Do you know where I can find one?"
5. After Ss have found the professional they need and have made their requests, they sit in a circle, state their assumed identity and report on the services they were asked to perform.

Variations:

- Advanced Ss can discuss and compare how to make polite requests in their own countries and in the target language culture.
- The lesson could emphasize modals for making requests more polite.

Contributed by:
Teryl Lundquist, MAT X

THEATER TECHNIQUES

LEVEL: BIA

Activity: Telephoning for Information

Investment: Ss create own scenario for getting information by phone.

Options: Grammar: WH & yes/no questions, modals, present & future tenses, reported speech, verb+to+verb.
Vocabulary: Building & reinforcement of words needed to make travel arrangements or appointments.
Theme: Travel schedules, making appointments, etc.

Materials: Toy or dummy phones, butcher paper and felt markers (optional)

Procedure: (B level only)

1. Ss think of possible situations involving getting information or making appointments by phone. T lists these on the blackboard.
2. Ss decide on one situation from the list to investigate, and brainstorm possible questions they would need to ask. T writes these questions on the blackboard or butcher paper as said, including the errors.

3. T asks Ss to look at their questions, decide whether they are worded correctly, and revise if necessary.
4. T then underlines any undetected errors in the transcript, and asks the Ss to re-examine and correct them if they can. T can help if needed.
5. Ss give possible responses to their questions which the T writes on the blackboard.
6. Ss follow the same procedure for correction of the responses as explained in steps 3 & 4.
7. Ss break up into pairs to write dialogues using the questions and answers written on the blackboard.
8. Each pair performs its dialogue for the class, using the phone.

Variations:

- Ss are assigned to call the T at home to find out the homework assignment.
- T assumes the role of the person telephoned, e.g., ticket agent, doctor, telephone operator.

THEATER TECHNIQUES

Activity: Telephoning for Information (Card two)

Variations: (continued)

- Advanced Ss can write specific information they want to know on index cards. Each S randomly draws a card and carries out the request for homework, e.g., an S may want to find out the bus schedule from New York City to Washington, D. C.
- Intermediate or advanced Ss write situations on index cards for each other to draw and act out extemporaneously in pairs using the telephone.

Special Considerations:

- Ss will need to know how to tell time to be able to do this activity.

Contributed by:
Marion Macdonald & Sue Rogers, MAT X

THEATER TECHNIQUES

LEVEL: BIA

Activity: "What's It For?"

Investment: Ss bring in objects and ascribe imaginative uses to them.

Options: Grammar: WH questions, modals, indefinite subjects

Materials: Various items brought to class, e.g., things found at home or in the classroom.

- Procedure:
1. Ss and T bring to class simple objects which could have several imaginative uses other than what they were intended for.
 2. T puts these objects into a large basket or box, raised or covered so that the Ss cannot see them.
 3. Ss sit in a large circle. Each S goes to the basket and removes an object without seeing it in advance.

4. Ss reflect silently on possible uses for their objects. (Practical or normal functions are not allowed). e.g. a record album cover could be used as a hat, tray, or a giant envelope.
5. One S at a time "shows and tells" the class what possible fantasy use his/her item has. When that S has exhausted all his ideas, other Ss may make their suggestions. This process continues until everybody in the circle has had a turn.

Variations:

-Ss break up into groups of 4 or 5 using their items in an imaginative way in skits they will perform for the rest of the class.

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MISCELLANEOUS

LEVEL: BIA

Activity: Idioms to Music

Investment: Ss think of idioms that they will sing to the tune of a familiar song.

Options: Vocabulary: Building & reinforcement of idioms

Materials: 3x5 index cards, tape of a song familiar to all of the Ss (optional)

- Procedure:
1. Ss brainstorm idioms they have encountered in and out of class. T can limit the number if necessary.
 2. As the T writes the idioms on the blackboard, an S copies each one onto separate index cards.
 3. When Ss have finished brainstorming, they take one idiom at a time and put it in a sentence in its proper context.

4. T then takes the index cards with the idioms and tapes them to the blackboard from left to right.
5. T asks Ss to come up with the names of songs familiar to them either in their own or the target language. After they pick their favorite of these songs, they then sing it through.
6. T then tells the Ss they will sing the idioms in the order they are on the blackboard to the tune of this song.
7. T asks for an S volunteer to direct and hum the song, in order to keep the other Ss on the beat and in tune.
8. Ss practice singing the idioms.

Special Considerations:

-Ss should have already been taught and exposed to a number of idioms.

Contributed by:
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MISCELLANEOUS

LEVEL: BIA

Activity: Paired Interviews on the First Day of Class

Investment: Ss interview and introduce one another to their classmates.

Options: T uses this opportunity to see what grammar and vocabulary the Ss already know.

Theme: Introductions

Culture: This exercise could lead to a discussion about what are appropriate interview questions in varying cultures.

Materials: Butcher paper, felt markers

Procedure: 1. T tells Ss to break into pairs to interview each other, -e.g. find out names, nationalities, interests, where they are from.

2. Each pair then introduces one another to the class.

Variations:

- After 5 pairs have interviewed each other, they then select another pair of Ss and introduce each other reciprocally.
- Each pair writes the information about each other on separate pieces of butcher paper, large enough for all class members to see. They may decorate if they wish. Ss then post interview sheets on the wall.

Contributed by:
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MISCELLANEOUS

LEVEL: BIA

Activity: Spin-a-question

Investment: Each S spins a question and answers it. T may use this as a language diagnostic tool, or as review.

Options:

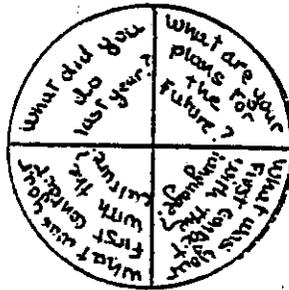
Grammar: Any verb tense

Vocabulary: Shows T Ss' vocabulary knowledge

Theme: Any theme, e.g., vacations, jobs

Culture: This activity can be used to tell the T what contact Ss have had with target language & culture.

Materials: A large round cardboard circle, divided into quadrants with a dial in the middle that spins. Each quadrant contains a question that focuses on the lesson.



The questions in this circle focus on the Ss contact with the target language and culture.

Procedure:

1. T has each S in turn spin the dial and answer the question in the quadrant where it stops.
2. While each S is speaking, T discreetly takes notes of areas of S's language weaknesses.
3. After each S has spoken, the T summarizes to the S what he/she has said, which can be an indirect form of correction.
4. After all the Ss have spoken once, they can spin again for another question.

Variations:

-Each question may focus on a different verb tense or specific grammar point.

-Ss can make up the questions to be spun.

Contributed by:
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