

Mary's Problem – Role-play

Mary has a problem. She can't decide which graduate school to attend. She has applied to two schools and got accepted to both of them. One university is in America and the other is in China.

The first school she applied to is Harvard University. Harvard is famous throughout the world and a Harvard degree opens many doors of opportunity. After she graduates there will be no problem for her to find a high paying job. She wants to study law and Harvard's program would be a real challenge for her. Harvard will cost \$30,000 a year and they have offered to give her a scholarship for \$20,000. She doesn't know how she will pay the remaining tuition. Her father has worked hard to save for her education, but this would mean that he would have no money left and he is now getting old. She feels it would be a financial burden for her to go and she doesn't want to leave her father and mother alone while she goes overseas for four years.

She also has another consideration—her boyfriend. He attends Beijing Normal University and wants her to stay with him because he wants to marry her. He's afraid that if she leaves for America she will never come back. Mary loves her boyfriend very much. She has also been accepted at Beijing Normal University. It is one of the best universities in China and they have offered to pay her full tuition in scholarship, but the chance to go to Harvard is once in a lifetime. If she stays in China, however, she will be near her boyfriend and her parents.

Mary must make up her mind. Where will she go?

Roles:

1. Mary
2. Mary's father
3. Mary's mother
4. Mary's boyfriend
5. Harvard's admissions officer
6. Beijing Normal University's admissions officer

Instructions: Each of you tells Mary what you think she should do (remember to give the opinion of your role, not your own personal opinion). Mary will listen to each person's opinion and may agree or disagree. Mary will leave the room and the group will try to predict/guess her answer. She will come back into the room and tell her decision and why she decided that way.

DESIGN A PRODUCT & AN ADVERTISING CAMPAIGN

Read –

You belong to an advertising agency that specializes in marketing new products. You have just received a “rush” project. Revlon has decided to create a new perfume. It is your responsibility to design the product and plan a **marketing campaign**.

Consider –

1. Traditionally, women have been the primary buyers of perfume; but men have recently begun buying more perfume. Therefore, try to design your product to **appeal** to the greatest number of people.
2. As always, the chief goal of any large business is making money. Therefore, try to get the most for the corporation’s money.

Decide and Write –

New Product Design –

1. Name of new perfume: _____
2. Color of new perfume (clear is a possibility): _____
3. Smell of new perfume (circle one): very sweet, sweet, slightly sweet, neutral
4. Type of container (circle one): plastic, glass
5. Shape of container (draw): _____

6. Quantity of perfume in container (only one size, in ounces): _____
7. Color of container (clear is a possibility): _____
8. Type of dispenser (circle one): pump spray, no pump
9. Design the label to appear on the front of the box that holds the perfume container.
 - A. Size _____
 - B. Fill in the label as you want it to appear.

10. Projected cost of perfume per ounce: _____

Marketing Campaign –

1. Create a catchy slogan for your perfume: _____
2. Type of markets campaign is aimed toward (circle three):

teenage girls	men ages 36-50
teenage boys	women ages 36-50
men ages 20-35	men ages 50+
women 20-35	women ages 50+

3. What percentage of the advertising budget will you spend on each of the following?

newspapers _____	television _____
magazines _____	free mailing samples _____
radio _____	other _____

4. In what types of magazines will you advertise?

5. On what types of radio and TV programs will you buy advertising time?

6. How many free samples will you mail? _____

7. Create and perform a 30 second TV commercial for the perfume:

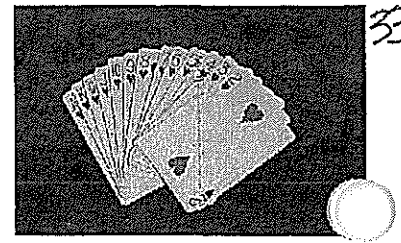
Discuss –

Verbally compare your decisions with those of the classmates in your discussion group. Explain and defend your opinions. Listen carefully to your classmates' opinions, but do not be afraid to disagree with those opinions. Try to reach a group consensus on the best solution to the problem. One person in the group should write down the group's decision.

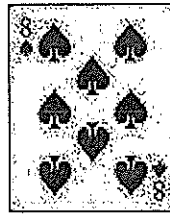
Extend –

1. Are you influenced by advertising? For example, when you go to the grocery store do you buy products that you've seen or read about? Give examples.
2. What kind of deodorant do you use? Why?
3. How does TV advertising differ from newspaper or magazine advertising? Which do you think is most effective?
4. Look through several newspapers and magazines. Cut out and bring to class the three best advertisements you find. Explain why they appeal to you.

TALKING CARDS

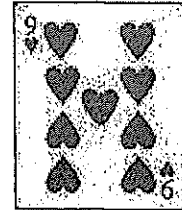


SPADES (Describing Things)



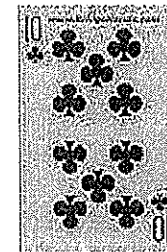
- Ace Describe your face.
- King Describe your clothes.
- Queen Describe your mother.
- Jack Describe your father.
- Ten Describe an apple.
- Nine Describe your bedroom.
- Eight Describe your best friend.
- Seven Describe what you had for breakfast today.
- Six Describe your English teacher.
- Five Describe the difference between a dog and a cat.
- Four Describe a pencil.
- Three Describe your favorite hobby.
- Two Describe this game.

HEARTS (What Questions)



- Ace What did you have for dinner last night?
- King What did you have for lunch today?
- Queen What is your favorite sport? Why?
- Jack What did you do last night?
- Ten What type of music do you like? Why?
- Nine What is your favorite game? Why?
- Eight What does your mother do?
- Seven What does your father do?
- Six What is your favorite lesson at school? Why?
- Five What did you do last Sunday?
- Four What is your favorite television program? Why?
- Three What would you do if you could do anything in the world?
- Two What is the one thing you would change about yourself?

CLUBS (Mixed Questions)



- Ace What is your address in English?
- King What time do you usually get up?
- Queen Where did you go for your last holiday?
- Jack Where were you born?
- Ten Why are you studying English?
- Nine Which do you prefer, summer or winter? Why?
- Eight Which magazines do you like to read?
- Seven How many hours do you usually sleep at night?
- Six Do you like shopping? Why or why not?
- Five How often do you go to the cinema (movies)?
- Four What was the last movie you saw? Did you like it? Why or why not?
- Three Would you like to travel to other countries? Where? Why?
- Two How many close friends do you have and who are they?

DIAMONDS (If Clause)



- Ace If you could have a pet, what would it be? Why?
- King If you had a million dollars, what would you spend it on?
- Queen If you could meet any person in the world, who would it be? Why?
- Jack If you could change something about your school, what would it be? Why?
- Ten If you had to live in another country, which one would you choose? Why?
- Nine If you could do anything in the world, what would you do? Why?
- Eight If you could speak three languages well, what would they be? Why?
- Seven If you were rich, what would you do?
- Six If you got to spend a day at home alone, what would you do?
- Five If everyone in the world suddenly disappeared, what would you do?
- Four If you could choose how old you were, how old would you be? Why?
- Three If you could choose any meal you wanted right now, what would it be?
- Two If you found \$100,000, what would you do?

DIRECTIONS FOR THE “TALKING CARDS”

Another extremely fun game is one we call “Talking Cards. You will need a deck of cards, which is very cheap here in China, for each group of two or more students. We bought the cheapest cards we could find at Carrefour. I divide the students into groups of two or more, and I go through the vocabulary for a deck of playing cards (see list below). Then I give each group a deck of cards from which we have pulled out the joker card, and we also give them a Talking Cards classroom sheet that has all the questions for the game. Each group then chooses a dealer and has him/her shuffle the deck of cards and another student will cut the cards. Each student then takes a card in turn and answers the question according to the card drawn and the question that corresponds with that card. The answers must be complete and informative. The classroom is virtually abuzz with the sounds of chatter!

Not only is this a great game to get the students to talk, talk, talk in English, it also helps the students get to know each other better, to learn information about each other that they may otherwise never learn. Oh, these sneaky American English teachers, there are so many “methods to their madness,” eh!

NOTE: The vocabulary might include the following terms:

ace	deck of cards
king	shuffle the deck
queen	cut the cards
jack	dealer
spades	deal the cards
diamonds	draw a card
hearts	turn
clubs	suit
joker	

Which Man Should She Marry?

35

Vocabulary

counseling: advice; **brusque:** unfriendly; **Flirt:** a person who tries to attract attention

Read and consider

Approximately 2.5 million couples get married in the U.S. every year. Some couples get married quickly; other couples take a long time to decide. Pretend that you work for a marriage counseling service. Every day people come to you for marriage counseling. You try to help them choose a husband or wife.

Today, Susan Carson has come to you for advice. Read Susan's biography carefully. Help her decide whom to marry.

Susan Carson

Age: 29 years old, Job: policewoman (\$24,000/yr.); Height: 5 ft. 10 inches, Weight: 150 lbs.

Hobbies: hunting, weightlifting, playing the piano; Personality: quiet and shy

Decide and Write

Susan believes that it is time for her to get married. She knows five men. All of the men would like to marry her. Before talking with your group, decide and write down your individual preferences and reasons. Which man do you think is most suitable for Susan to marry? Put the men in order of preference and give reasons for the order that you chose.

1. Mike Smith--Age: 25, Job: Athletic Club Director (\$22,000/yr.); Height: 6 ft. 3 in., Weight: 220 lbs.

Hobbies: Weightlifting; Personality: loud and social

Susan says, "I met Mike at the athletic club. We have a good time weightlifting together. He's tall and very handsome, but he's younger than me and his salary is not good. I like his personality. I think he loves me a lot, but sometimes he still looks at other women. What do you think?"

2. Harry Walters--Age: 32, Job: Bank Manager (\$47,000/yr.); Height: 6 ft., Weight: 170 lbs. Hobbies:

Opera, Coin collecting; Personality: Kind and gentle

Susan says, "I have known Harry since we were children. We grew up next door to each other. Harry is not very good looking, but he would do anything for me. He's been asking me to marry him for ten years. He has a good job, but he wants me to quit my job because he thinks it is too dangerous. I like my job and want to keep working. What do you think?"

3. Parviz Ghorbani--Age: 29, Graduate Student (\$?/yr.); Height: 5 ft. 11 in., Weight: 165 lbs. Hobbies: chess, cars; Personality: romantic and talkative

Susan says, "I met Parviz when I gave him a speeding ticket three months ago. It was love at first sight--his eyes are so beautiful--and when I asked him why he was driving so fast, he began speaking Persian poetry. I really don't know much about him. He says he is going to be a doctor in his country after he finishes studying here. He says his family is rich. What do you think?"

4. Paul Nelson--Age: 47, Job: Policeman (\$42,000/yr.); Height: 6 ft. 4 in., Weight: 195 lbs. Hobbies: Mountain climbing, boating; Personality: Strong and quiet

Susan says, "Paul is my boss in the police department. I know he's a lot older than me, but he's so exiting to be with. He was married before and divorced. I like him a lot; married life with him would never be boring! He also has a very nice family, and we have a lot of the same friends. What do you think?"

5. Adrian Tinsley--Age: 34, Job: professor (\$52,000/yr.); Height: 5 ft. 7 in, Weight: 145 lbs. Hobbies: Reading and writing; Personality: quiet and brusque

Susan says, "Of all the men I know, Adrian is the smartest. I met him when I took a criminology class at the university. He's very difficult to get to know so he doesn't have any friends. I think he likes me because I understand him. He's handsome and dresses very well. What do you think?"

> I believe my world flag lessons comprised the most teaching
 > techniques in one lesson. I made about 15 flags with colored pencils on
 > 8x11 paper. I chose the flags from nations around the world that had
 > especially interesting colors, designs and shapes on the country's flag.
 > When it was time for the lesson, I would give history, symbolism, and some
 > interesting facts about flags. Then showing a China flag and a U.S. flag,
 > I would talk about each one with help from the class. I would especially
 > tell how much respect and love we had for each of our flags that
 > represented our country. I would write on the board a flag vocabulary
 > which consisted of straight line, diagonal, square, triangle, rectangle,
 > circle, crescent, star, and colors. A student would come to the board and
 > with colored chalk would draw a flag that I held for the class to see, but
 > not the student at the board. The students would give out spontaneous
 > directions using the flag vocabulary on the board. When the flag was
 > finished being drawn, the student would then go to the world map and locate
 > the country of the flag. This was a most effective lesson as many things
 > were learned at once like history, geography, giving and taking directions,
 > vocabulary, speaking and listening. I would do this about five times a
 > class. At the end of the class we would have a blackboard filled with
 > beautiful colored flags. This lesson was very informative and fun! This
 > lesson was geared for our freshmen and sophomore students in spoken, oral
 > English in a class size of about 25. I would say these were intermediate
 > in their speaking English ability. I believe there was 100%
 > comprehension. I hope you get this letter this time. I have
 > written this four times! I even tried a fax, and Judy Hess even tried
 > scanning it. Please let me know if you receive it! Oh, Yes, and
 > sometimes, we would stand and sing our national anthems. We are doing
 > great! Love, Patsy Bagley

i

#5

> Regarding ideas about teaching in China, I think
 > the best ideas are simple. For example when I was
 > asked to give a talk here on "how to give a talk," I
 > gave them three ideas: Tell a personal story, show an
 > object that relates to it, and share how you feel
 > about it. That's it--simple "show and tell."
 > Also, I have had great success here with the "bag
 > lesson." I put various items in six bags then divide
 > the class into six groups and let each group pick a
 > bag. Then they are to make up some story or drama--
 > using the items in their bag and present it to the
 > class. Jerry Bagley

Things on a Farm

1. Barn
2. Cow
3. Corn
4. Tractor
5. Farmer
6. Grass
7. Chickens
8. Fence

Things in a House

1. Kitchen
2. Closet
3. Window
4. Rug
5. Door
6. Bedroom
7. Chair
8. Furniture

Things to Wear

1. Dress
2. Shoes
3. Pants
4. Shirt
5. Blouse
6. Necktie
7. Ring
8. Pajamas

Baseball Words

1. Catcher
2. Bat
3. Coach
4. team
5. Umpire
6. Mitt
7. pitcher
8. Home Run

Things to Put on Food

1. Salt
2. Sugar
3. Milk
4. Butter
5. Ketchup
6. Mustard
7. Pickles
8. Mayonnaise

Things you can do with your Feet

1. Run
2. Kick
3. Dance
4. Walk
5. Jump
6. Ski
7. Skate
8. Skip

Things that go Fast

1. Airplane
2. Horse
3. Train
4. Rocket
5. Bullet
6. Motorcycle
7. Cheetah
8. UFO

Things to Eat

1. Potatoes
2. Cookie
3. Chicken
4. Apple
5. Bread
6. Egg
7. Tomato
8. Strawberry

Words with X

1. Six
2. Fox
3. Box
4. AX
5. X-ray
6. Extra
7. Mix
8. Tax

Games

1. Baseball
2. Tennis
3. Checkers
4. Hide and Seek
5. Golf
6. Bowling
7. Basketball
8. Hockey

Workers

1. Artist
2. Dentist
3. Truck driver
4. Railroad Engineer
5. Clown
6. Mechanic
7. Carpenter
8. Mother

Words with OO

1. Look
2. School
3. Pool
4. Book
5. Zoo
6. Boo
7. Good
8. Moon

Things that are Cold

1. Ice
2. snow
3. Refrigerator
4. Cave
5. Icicle
6. Ice cube
7. Snow man
8. Igloo

Things in a School

1. Chalk
2. Desk
3. Blackboard
4. Eraser
5. Paper
6. Pencil
7. Books
8. Teacher

Things that Carry

- People
1. Cars
 2. Airplanes
 3. Horse
 4. Truck
 5. Bus
 6. Camel
 7. Train
 8. Taxi

Things that rhyme with

- Take
1. Rake
 2. Snake
 3. Fake
 4. Cake
 5. Lake
 6. Wake
 7. Bake
 8. Make

Things in the Sky

1. Clouds
2. Airplanes
3. Birds
4. Kites
5. Balloons
6. Rain
7. Smoke
8. Trees

Things that Fly

1. Birds
2. Kites
3. Dragons
4. Airplanes
5. Clouds
6. Balloons
7. Helicopters
8. Bats

People in a Family

1. Mother
2. Brother
3. Grandfather
4. Uncle
5. Daughter
6. Nephew
7. Child
8. Brother-in-law

Words that Rhyme

- With You
1. Blue
 2. Two
 3. Zoo
 4. True
 5. New
 6. Glue
 7. Shoe
 8. Drew

Words that Begin with

- T
1. Toy
 2. Train
 3. Tree
 4. Ten
 5. Telephone
 6. Test
 7. Time
 8. Timid

Words that Rhymewith Spring

1. King
2. Sing
3. Thing
4. Bring
5. String
6. Ring
7. Wing
8. Swing

Workers

1. Teacher
2. Mailman
3. Doctor
4. Bus driver
5. Typist
6. Barber
7. Policeman
8. Pilot

Words that Begin withF

1. Fish
2. Friend
3. Farm
4. February
5. Food
6. Finger
7. Face
8. Funny

Things to Eat

1. Spaghetti
2. Rice
3. Peach
4. Carrot
5. Cake
6. Cheese
7. Hamburger
8. Noodles

Workers

1. Taxi driver
2. Secretary
3. Professor
4. Businessman
5. Beautician
6. Lawyer
7. Coach
8. Politician

Places

1. School
2. Supermarket
3. Library
4. Airport
5. Police Station
6. Park
7. Museum
8. Fire Station

Weather Words

1. Hot
2. Fall
3. Breeze
4. Rain
5. Ice
6. Umbrella
7. Summer
8. Snow

Weather words

1. Wind
2. Cold
3. Raincoat
4. Autumn
5. Cloud
6. Forecast
7. Cool
8. Spring

37

Things in a Handbag
(purse)

1. Keys
2. Money
3. wallet
4. lipstick
5. Tissue
6. Comb
7. Pen
8. Credit cards

Words than Rhyme
with Jane

1. Cane
2. Brain
3. Chain
4. Pain
5. Ram
6. Spain
7. Plane
8. Tram

Words that Rhyme
with Me

1. She
2. We
3. Free
4. Knee
5. See
6. Key
7. Ski
8. Tea

Words that End with
NG

1. Ring
2. Wrong
3. Sing
4. Hang
5. Long
6. Thing
7. Bang
8. Lung

Things to Wear

1. Coat
2. Shirt
3. Socks
4. Jeans
5. Belt
6. Watch
7. Boots
8. Hat

Animals

1. Horse
2. Dog
3. Kitten
4. Tiger
5. Water buffalo
6. Chicken
7. Monkey
8. Cow

Liquids

1. Water
2. Milk
3. Soda
4. Gasoline
5. Soup
6. Coffee
7. Oil
8. Juice

Words that Begin with Sh

1. Shop
2. Ship
3. Shout
4. Show
5. Shower
6. Shirt
7. Shine
8. Shoot

Animals

1. Goat
2. Rooster
3. Fox
4. elephant
5. Gorilla
6. Cow
7. fish
8. Grasshopper

Circus Words

1. Clown
2. Elephant
3. Popcorn
4. Ticket
5. Tiger
6. Cotton candy
7. Music
8. Monkeys

Words that Rhyme with Light

1. Night
2. Fight
3. Right
4. Sight
5. Tight
6. Bright
7. Kite
8. Polite

Things in the Water

1. Boat
2. Fish
3. Duck
4. Sand
5. Frog
6. Shark
7. Crabs
8. Whale

Words that Begin with S

1. Sad
2. Sink
3. Soda
4. Sleep
5. Stove
6. Stairs
7. Sun
8. Sandwich

Round Things

1. Ball
2. Coin
3. Wheel
4. Ring
5. Dish
6. Earth
7. Bracelet
8. Circle

Things at the Beach

1. Sand
2. Pail
3. Bathingsuit
4. Water
5. Lunch
6. Shells
7. Lifeguard
8. Towel

Red Things

1. Stop sign
2. China's Flag
3. Lipstick
4. Apple
5. Cherry
6. Fire Engine
7. Crayon
8. Santa's suit

Words that Begin with B

1. Big
2. Ball
3. Boy
4. Brown
5. Banana
6. Book
7. Blue
8. Broom

City Words

1. Street
2. Avenue
3. Subway
4. Taxi
5. Park
6. Sidewalk
7. Bus
8. Noise

Music Words

1. Drum
2. Saxophone
3. Song book
4. Band
5. Piano
6. Orchestra
7. Drumsticks
8. Organ

Call the Doctor

1. Broken bone
2. Black eye
3. Measles
4. Cold
5. Influenza
6. SARS
7. Fainting
8. Nose bleed

Starts with R

1. Robot
2. Road
3. Railroad
4. Reverse
5. Radio
6. Rat
7. Repair
8. Reward

Countries

1. Japan
2. England
3. Canada
4. France
5. Russia
6. China
7. Korea
8. Mexico

Weather Words

1. Freezing
2. Hot
3. Sunny
4. Storm
5. Cloudy
6. Windy
7. Hurricane
8. Typhoon

Starts with W

1. Water
2. Witch
3. Whistle
4. Wedding
5. Well
6. Watch
7. Wiggle
8. Weak

Places to Live

1. Teepee
2. Igloo
3. Houseboat
4. Castle
5. Log cabin
6. House
7. Apartment
8. Pent house

China Words

1. Dragon
2. Panda
3. Red
4. Great Wall
5. Beijing
6. Rice
7. Bamboo
8. Chopsticks

Scary Things

1. Ghosts
2. Monsters
3. Snake
4. Fire
5. Witch
6. Tiger
7. Flood
8. Hurricane

Words that Begin with Ch

1. Chicken
2. Cheese
3. Chocolate
4. Child
5. Champion
6. Chest
7. Chair
8. Cheap

Words that Begin with R

1. Run
2. Road
3. Ring
4. Ride
5. Rope
6. Rain
7. Roller Blades
8. Restaurant

Things on a Wall

1. Map
2. Paint
3. Picture
4. Calendar
5. Nail
6. Clock
7. Mirror
8. Thermometer

Body Words

1. Nose
2. Teeth
3. Eyebrow
4. knuckle
5. Ribs
6. Throat
7. Abdomen
8. Back

Words that Rhyme with Hot

1. Pot
2. Got
3. Not
4. Spot
5. Forgot
6. Dog
7. A lot
8. Shot

Small Things

1. Coin
2. Dot
3. Baby
4. Eye
5. Ant
6. Whisker
7. Pea
8. Kitten

People in a Family

1. Father
2. Sister
3. Grandmother
4. Niece
5. Aunt
6. Son
7. Cousin
8. Baby

active—energetic; able and willing to do things
aggressive—ready or likely to fight or argue
ambitious—having a strong desire for success, power, riches, etc.
arrogant—proud and self-important in a rude way which shows no respect for other people
boring—not interesting, dull
careless—not careful, inattentive
cheap—stingy, not wanting to spend one's own money
conscientious—very serious and careful; always works with great purpose
cowardly—not brave
crude—lacking grace or talking or acting in a way that offends many other people
curious—eager to learn or know as much as possible
cynical—believing that nothing is good, all men are selfish
deceitful—dishonest; intending to make someone believe something that is not true
depressed—very sad all the time
disorganized—lack of order, confusion; someone who cannot arrange their life very well
easy-going—not easily upset or worried about life
eccentric—having peculiar, odd, or unusual behavior
energetic—active and full of energy
frank—saying exactly what one believes; plain, honest and truthful
frivolous—not serious, silly
fun-loving—likes to have fun and is generally relaxed and happy
generous—always ready to give money, help, kindness, etc.
greedy—wanting to obtain more than what is fair, e.g. lots of food, lots of money; lots of power
hardworking—diligent in their work
humble—not proud; not thinking that you are better or more important than other people
hypocritical—pretending to have feelings or opinions which one does not have
inconsiderate—not thinking of other people's feelings; selfish
indecisive—not able to make decisions
independent—not needing the help of other people
irresponsible—showing a lack of ability to behave carefully
kind—helpful, interested in the feelings of other people
lazy—not wanting to work
mean—unkind, nasty, liking to hurt other people
moody—characterized by gloomy or changing moods
nervous—worried or afraid
obstinate—stubborn, not willing to change one's mind after having decided something
outspoken—given to expressing one's strong opinions
pessimistic—thinking that whatever happens will be bad
polite—having good manners and correct social behavior
punctual—always on time; never comes late
reserved—shy, not sociable
restless—unable to relax or be still because of boredom, nervousness or impatience
selfish—concerned with one's own needs with little care for others
shy—nervous and uncomfortable with other people; not bold
snobbish—dislikes those who he/she feels are inferior; admires those of a higher social class
sociable—likes to make lots of friends; likes to be with others
stupid—not clever or intelligent; foolish
talkative—likes to talk all the time
temperamental—often changes moods, becoming sad or angry very easily
uptight—very tense and nervous about everything
vain—full of self-admiration; thinks highly of oneself

BODY LANGUAGE

Cross your legs
 Fold your arms
 Lean back
 Tip your chair back
 Rest your elbows on your knees
 Rest your chin on your hands
 Look to the left
 Look up
 Look down
 Hang your head
 Tap your foot
 Put your feet together
 Stroke your chin
 Wipe your forehead
 Scratch your head
 Lick your lips
 Clench your fists
 Click your fingers (snap)
 Blow on your fingers
 Clap your hands
 Wave
 Put your thumb up
 Put your hand up
 Sit up straight
 Close your eyes
 Wink
 Blink
 Smile
 Frown
 Nod your head
 Shake your head
 Shake hands with someone
 Yawn
 Stretch
 Cough
 Sneeze
 Sigh
 Laugh
 Rub your stomach
 Clear your throat
 Sniff
 Salute

Stand up
 Turn around
 Bend over
 Shiver
 Duck
 Stand on tiptoe
 Hum
 Whistle
 Look out the window
 Stare
 Point
 Cross your eyes
 Pat someone on the back
 Shake your fist at someone
 Purse your lips
 Fold your hands
 Bow your head
 Slump down in your chair

Ways of walking

\ Walk
 \ Hobble
 \ Limp
 \ Hop
 \ Jump
 \ Skip
 \ Run
 \ March
 \ Stroll

Ways of talking

\ Shout
 \ Mumble
 \ Whisper
 \ Stammer
 \ Stutter
 \ Yell
 \ Growl

8 locomotor steps
 3 complex

5 simple
 walk
 run
 hop
 jump
 leap

skip
 gallop
 slide

How Do You Feel Today?

Aggressive	Agonized	Anxious	Apologetic	Arrogant	Bashful	Blissful
Bored	Cautious	Cold	Concentrating	Confident	Curious	Demure
Determined	Disappointed	Disapproving	Disbelieving	Disgusted	Distasteful	Eavesdropping
Ecstatic	Enraged	Envious	Exasperated	Exhausted	Frightened	Frustrated
Grieving	Guilty	Happy	Horrificed	Hot	Hungover	Hurt
Hysterical	Indifferent	Idiotic	Innocent	Interested	Jealous	Joyful
Loaded	Lonely	Lovestruck	Meditative	Mischievous	Miserable	Negative
Obstinate	Optimistic	Pained	Paranoid	Perplexed	Prudish	Puzzled
Regretful	Relieved	Sad	Satisfied	Shocked	Sheepish	Smug
Surly	Surprised	Suspicious	Sympathetic	Thoughtful	Undecided	Withdrawn

HAVE A NICE DAY!
From the folks at the

Ko Allaka'i

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News tips & information: 293-3694.
Advertising: 293-3695.

GIRLS WESTERN NAMES LIST

Fountain

Abby - father of joy
 Abigail - father of joy
 Adeline - noble, kind
 Adelle - noble, kind
 Aileen - light-bearer
 Alexis - helper/defender of mankind
 Alli - little, truthful
 Alice - truth; noble
 Alisha - truth; noble
 Alissa - little; truthful
 Alyson - little, truthful
 Amanda - worth of love
 Amber - amber
 Amelia - hard-working.
 Amy - beloved
 Andrea - womanly
 Angela - angel, messenger
 Ann - graceful
 Anna - graceful
 Annette - graceful
 Annie - graceful
 April - opening
 Arlene - pledge
 Ashley - from the ash tree meadow
 Ava - birdlike

Barbara - stranger
 Barbi - stranger
 Bea - bringer of joy
 Becca - bound
 Becky - bound
 Belinda - beautiful
 Belle - beautiful
 Bernice - bringer of victory
 Beth - oath of God
 Betsy - oath of God
 Betty - oath of God
 Beverly - from the beaver-meadow
 Blythe - joyous
 Bonnie - beautiful, pretty
 Brenda - firebrand
 Bridget - resolute strength
 Brittany - from England
 Brooke - from the brook

Caitlin - pure
 Camille - young ceremonial attendant
 Candi - glittering, flowing white
 Cara - friend; dear
 Caresse - beloved
 Carissa - loving
 Carla - little and womanly
 Carly - little and womanly
 Carole - strong, womanly; song of joy

Carolyn - little and womanly
 Carrie - strong, womanly
 Cassandra - helper of men
 Cassie - helper of men
 Catherine - pure
 Celeste - heavenly
 Charity - brotherly love
 Chelsea - a port of ships
 Cheryl - little and womanly
 Christine - Christian, anointed
 Christina - Christian; anointed
 Cindy - moon
 Claire - dear, bright
 Clara - dear, bright
 Colette - victorious in battle
 Colleen - girl
 Connie - constancy, firmness
 Cora - maiden
 Courtney - from the court
 Crystal - clear as crystal
 Cynthia - moon

Dana - from Denmark
 Danielle - judged by God
 Dara - compassion
 Darcy - dark
 Daria - queenly
 Darlene - little darling
 Dawn - dawn
 Deanna - divine
 Debbie - bee
 Deborah - bee
 Dee - black, dark
 Didi - black, dark
 Diana - divine
 Diane - divine
 Dina - vindicated
 Donna - lady
 Dora - gift
 Dorothy - gift of God

Edie - rich gift
 Edith - rich gift
 Eileen - light
 Elaine - light
 Elise - truth; noble
 Eliza - oath of God
 Elizabeth - oath of God
 Ella - elf, beautiful fairy woman

Ellen - light
 Ellie - light
 Emily - industrious
 Emma - universal, nurse
 Erica - ever
 Erin - peace

Estelle - star
 Esther - star
 Eva - life
 Eve - life
 Evelyn - hazel nut
 Faith - fidelity
 Farrah - beautiful; pleasant
 Fawn - young deer
 Faye - fairy elf
 Felicia - happy
 Fifi - he shall increase
 Fran - free
 Frances - free
 Freda - peaceful

Gabrielle - God is my strength
 Geneva - Juniper tree
 Gina - queen
 Ginger - ginger flower
 Ginny - maidenly
 Glenda - from the valley or glen
 Gloria - glory
 Grace - graceful
 Gretchen - pearl
 Gwen - white

Haley - hero
 Hannah - graceful
 Happy - happy
 Hattie - ruler of the home
 Heather - flowering heather
 Heidi - noble, kind
 Helen - light
 Hillary - cheerful, merry
 Holly - holly tree
 Honey - sweet
 Hope - hope

Irene - peace
 Iris - rainbow
 Isabel - consecrated to God
 Ivy - ivy tree

Jackie - supplanter
 Jacqueline - supplanter
 Jamie - I love
 Jana - harvest of fruit
 Jane - God is gracious
 Janet - God is gracious
 Janis - God is gracious
 Jasmine - jasmine flower
 Jean - God is gracious
 Jennifer - white, fair
 Jenny - white, fair
 Jessica - wealthy
 Jewel - precious gem

Jill - young, downy-haired child
 Joan - God is gracious
 JoAnn - God is gracious
 Jocelyn - merry; just
 Jodie - God is gracious
 Jolene - he will increase
 Jolie - pretty
 Joy - joy
 Joyce - joyous
 Judy - of Judah
 Julia - youthful
 Julianne - youthful
 Julie - youthful
 June - June
 Justine - just

Karen - pure
 Kate - pure
 Katherine - pure
 Kathleen - pure
 Kathy - pure
 Katie - pure
 Kay - pure
 Kayla - pure
 Kelly - warrior
 Kendra - knowledgeable
 Kim - chief, ruler
 Kimberly - from the royal fortress meadow
 Kirsten - Christian; anointed
 Kitty - pure
 Kris - Christian; anointed
 Krista - Christian; anointed
 Kristi - Christian; anointed
 Kristen - Christian; anointed

Lacey - cheerful
 Lana - light
 Laura - crown of laurel leaves
 Leigh - from the meadow
 Leslie - from the gray fortress
 Libby - oath of God
 Lila - gentle
 Lillian - lily flower
 Lily - lily flower
 Linda - pretty
 Lindsay - from the linden tree island
 Lisa - oath of God
 Liz - oath of God
 Liza - oath of God
 Lois - famous woman warrior
 Lori - crown of laurel leaves
 Lorraine - from Lorraine

Louise - famous woman warrior

Lucy - light
lu - elf

Lia - from Lydia

Lynne - waterfall, pool below a fall

Lynette - graceful

Maggie - pearl

Mallory - the mailed

Mandy - worthy of love

Margie - warlike

Margaret - pearl

Margo - pearl

Maria - bitter

Marie - bitter

Marilyn - bitter

Marisa - of the sea

Marjorie - pearl

Marlene - Magdalene, woman from Magdala

Marlo - bitter

Marta - lady

Martha - lady

Mary - bitter

May - great

Meg - pearl

Megan - great

Melanie - dark-clothed

Melinda - dark, gentle

Missa - honey bee

Mercedes - mercies

Meredith - guardian from the sea

Merry - merry

Mia - mine, my

Michaela - who is like the Lord

Michelle - who is like the Lord

Millie - industrious

Mindy - dark, gentle

Missy - honey bee

Molly - bitter

Mona - solitary; noble

Monica - advisor

Myra - quiet song

Myrna - polite, gentle

Nadine - hope

Nancy - grace

Nan - grace

Naomi - pleasant

Natalie - Christmas

Nellie - light

Nicole - victory of the people

Nikki - victory of the people

Nina - girl

Noel - Christmas

Nora - light

Norma - rule, pattern

Olivia - olive tree

Paige - child, young; useful assistant

Pam - all-honey

Pamela - all-honey

Patricia - of the nobility

Patsy - of the nobility

Patti - of the nobility

Paula - small

Pauline - small

Pearl - pearl

Peggy - pearl

Penny - weaver

Phyllis - green bough

Polly - bitter; small

Priscilla - from ancient times

Prudence - foresight; intelligence

Rachel - ewe

Rebecca - bound

Renee - reborn

Rhoda - roses

Rhonda - grand

Rita - pearl

Roberta - shining with fame

Robyn - robin

Rochelle - from the little rock

Rona - mighty power

Rosalie - rose

Rosaline - beautiful rose

Rose - rose

Rosemary - rosemary(herb)

Rosie - rose

Roxanne - dawn

Ruth - friend of beauty

Sabrina - from the boundary line

Sadie - princess

Sally - princess

Samatha - listener

Sandra - helper of mankind

Sandy - helper of mankind

Sarah - princess

Scarlett - scarlet

Serena - calm, serene

Shannon - small, wise

Shari - princess

Sharon - a plain

Sheila - blind

Shelley - from the meadow on the ledge

Shirley - from the bright meadow

Simone - one who hears

Sonya - wisdom

Sophie - wisdom

Stacy - of springtime

Stella - star

Stephanie - crowned

Sue - lily

Sunny - bright, cheerful

Susan - lily

Suzanne - lily

Susie - lily

Sybil - prophetess

Sylvia - from the forest

Tabitha - gazelle

Talia - blooming

Tamara - palm tree

Tammy - perfection

Tanya - a queen

Tara - rocky pinnacle

Teresa - reaper

Tess - fourth child

Tessa - fourth child

Tiffany - appearance of God

Tina - Christian; anointed

Tracey - courageous

Tricia - of the nobility

Trudy - beloved

Val - strong

Valerie - strong

Vanessa - butterfly

Vanna - butterfly

Vera - true; faith

Verna - springlike

Veronica - true image

Vicki - victory

Victoria - victory

Virginia - maidenly

Vivian - full of life

Wanda - wanderer

Wendy - white; wanderer

Whitney - from the fair water

Willa - determined guardian

Wilma - determined guardian

Winona - first-born daughter

Yvonne - archer

BOYS WESTERN NAMES LIST

45

- Aaron - light bringer
 Abe - father of the multitude
Abel - breath
 Abraham - father of the multitude
 Adam - man of earth
 Addison - worthy of trust
 Adlai - my witness
 Adrian - brave
 Alan - handsome, cheerful
 Albert - brilliant, noble
 Alden - wise protector
 Alex - helper of mankind
 Alfred - benevolent ruler
 Alvin - friend of all
 Amos - courageous
 Andrew - strong, manly
 Andy - strong, manly
 Ansel - noble
 Anthony - priceless
 Anton - wise ruler
 Antonio - priceless one
 Archer - defender
 Archie - genuinely bold
 Arlin - truthful one
 Arnie - eagle
 Arnold - strong as an eagle
 Art - noble
 Arthur - noble, bold, brave
Avie - noble, bold, brave
Austin - majestic dignity
 Avery - wise ruler
 Bailey - stewardship
 Baldwin - courageous one
 Barclay - make new again
 Barnabas - son of prophecy
 Barnaby - son of prophecy
 Barney - son of prophecy
 Barry - bold, strong
 Bart - son of a farmer
 Baxter - provider, supplier
 Beau - handsome
 Ben - mighty in spirit
 Benjamin - mighty in spirit
 Bennett - blessed one
 Benny - blessed one
 Benson - honorable, faithful
 Bentley - restful spirit
 Bernard - noble, brave
 Bert - bright
 Bill - determined guardian
 Birch - birch tree
 Blair - worker in the field
 Blake - harmonizer
 Bob - bright fame
Bobby - bright fame
Boae - good
 Boyd - fair one
 Brad - broad
 Bradford - from the broad river crossing
 Bradley - from the broad meadow
 Brady - spirited one
 Brandon - from the beacon hill
 Brendan - little raven
 Brent - proud one
 Brenton - proud one
 Brett - Briton; gifted
 Brian - strength, virtue
 Bröck - badger
 Bronson - son of the dark-skinned one
 Bruce - from the brushwood thicket
 Bryce - son of the ardent one
 Buck - buck deer
 Bud - herald, messenger
 Burgess - steadfast
 Burke - dweller in the fortress
 Burl - one who serves
 Burt - from the fortress
 Butch - from the fortress
 Byron - from the cottage
 Cain - a spear
 Caleb - bold one; dog
 Calhoun - warrior, strong
 Calvin - bald; favored one
 Cameron - individuality
 Carl - farmer
 Carlin - champion
 Carlisle - brave, strong
 Carlton - farmer's town
 Carmine - song
 Carrick - dweller surrounded by the sea
 Carson - diligent one
 Carter - humble servant
 Cary - from near the castle
 Casey - brave
 Chad - warlike
 Charles - manly, strong
 Charlie - manly, strong
 Chase - hunter
 Chester - From the fortified camp
 Chet - from the fortified camp
 Chip - follower of Christ
 Chris - follower of Christ
 Christian - follower of Christ
 Christopher - Christ-bearer
 Chuck - manly, strong
 Clarence - bright, famous
 Clark - scholar
 Clay - from the earth
 Clayborne - from the earth
 Clayton - from the clay estate
 Cliff - steep rock, cliff
 Clifford - from the cliff at the river crossing
 Clifton - from the town near the cliffs
 Clint - from the headland farm
 Clinton - from the headland farm
 Cody - a cushion
 Colby - man of honor
 Cole - victorious one
 Colin - child; victorious one
 Colter - lover of animals
 Connor - wise aid
 Conrad - honest counselor
 Cory - dweller by the water
 Cort - bold; short
 Craig - dweller in the crag
 Curt - courteous one
 Curtis - courteous one
 Dale - from the valley
 Dallas - wise; gentle
 Damon - constant one
 Dan - God is my judge
 Daniel - God is my judge
 Danny - God is my judge
 Darrell - beloved
 Darren - great
 David, Dave - beloved
 Dean - abundant supplier
 Dennis - happy man
 Denny - happy man
 Denver - green valley
 Derek - ruler of the people
 Devin - poet
 Dick - powerful ruler
 Dirk - ruler of people
 Don - world ruler
 Donald - world ruler
 Doug - from the dark water
 Douglas - from the dark water
 Doyle - dark stranger
 Drew - sturdy; wise one
 Duane - little and dark; blessed one
 Duke - leader
 Duncan - dark-skinned warrior
 Dustin - valiant fighter
 Dusty - valiant fighter
 Dylan - from the sea
 Earl - nobleman
 Edmund - prosperous protector
 Edward - happy protector
 Egan - fire one; ardent
 Eli - the highest
 Elijah - Jehovah is God
 Ellis - God is the Lord
 Elton - from the old town
 Emmanuel - God is with us
 Eric - brave, powerful
 Ernie - earnest
 Ethan - firm; strength
 Evan - young warrior
 Ezekiel - strength of God
 Flint - stream
 Forrest - forest, woodsman
 Foster - keeper of the woods
 Frank - Frenchman
 Franklin - free landowner
 Fred - peaceful ruler
 Frederick - peaceful ruler
 Gabriel - devoted to God
 Gareth - gentle
 Garrett - with a mighty spear
 Garrick - oak spear; ruler
 Garth - grounds keeper
 Gary - spear-carrier
 Gene - well-born
 George - farmer
 Gerard - strong, powerful
 Gil - trusted
 Gilbert - trusted
 Glenn - valley
 Gordon - hill of the plains
 Grady - noble, illustrious
 Graham - the gray land
 Grant - great
 Greg - watchman
 Gregory - watchman
 Hal - army-ruler
 Hank - ruler of an estate
 Harold - army-ruler
 Harrison - son of soldier
 Harry - soldier
 Harvey - army-warrior
 Henry - ruler of an estate
 Hogan - youthful one
 Howard - watchman
 Hugh - intelligence
 Hunter - hunter
 Ian - God is gracious
 Isaac - he laughs
 Isaiah - God is my helper
 Israel - ruling with the Lord
 Ivan - God is gracious
 Jack - God is gracious
 Jackson - son of Jack
 Jacob - supplanter

Jake - supplanter
 James - supplanter
 Jamie - supplanter
 Jared - one who rules
 Jason - healer
 Jay - blue jay
 Jed - beloved of the Lord
 Jeff - heavenly peace
 Jeffrey - heavenly peace
 Jeremiah - appointed by Jehovah
 Jeremy - appointed by Jehovah
 Jerome - holy name
 Jerry - spear-ruler
 Jess - God exists
 Jesse - God exists
 Jim - supplanter
 Joe - he shall add
 Joel - Jehovah is the Lord
 John - God is gracious
 Jonah - dove
 Johnathan - Jehovah gave
 Jordan - descending
 Joseph - he shall add
 Josh - Jehovah saves
 Joshua - Jehovah saves
 Josiah - fire of the Lord
 Judd - praised
 Justin - upright

Kane - tribute, honor
 Keith - from the forest
 Keith - handsome; royal oath
 Kenneth - handsome; royal oath
 Kent - white, bright
 Kevin - gentle, lovable
 Kipp - from the pointed hill
 Kirk - from the church
 Kyle - handsome

Lance - land
 Lane - from the narrow road
 Larry - laurel-crowned one
 Lawrence - laurel-crowned one
 Lee - from the meadow
 Lenny - bold lion
 Leonard - bold lion
 Leo - lion
 Leon - lion, lionlike
 Les - from the chosen camp
 Lester - from the chosen camp
 Levi - joined in harmony
 Lincoln - from the town by the pool

Lincoln - laurel-crowned
 Lincoln - famous warrior
 Lowell - little wolf; loyal
 Lucas - luminous
 Luke - luminous

Lynn - waterfall
 Mac - son of
 Mark - warlike
 Marshall - commander; horse-keeper
 Martin - warlike
 Marty - warlike
 Matt - gift of the Lord
 Matthew - gift of the Lord
 Max - most excellent
 Micah - who is like the Lord
 Michael - who is like the Lord
 Mick - who is like the Lord
 Mike - who is like the Lord
 Mitch - who is like the Lord
 Mitchell - who is like the Lord
 Monty - mountain
 Morgan - white sea
 Moses - saved
 Murray - sailor
 Myron - fragrant ointment

Nathan - gift
 Nathaniel - gift of God
 Neil - ruler, champion
 Nelson - son of champion
 Nicholas - victorious one
 Nick - victory of the people
 Noah - wandering, rest

Parker - guardian
 Patrick - nobleman
 Paul - small
 Peter - rock
 Phil - lover of horses
 Philip - lover of horses

Quentin - fifth child
 Quinn - wise

Randall - shield-wolf
 Randolph - shield-wolf
 Randy - shield-wolf
 Ray - kingly, king's title
 Raymond - mighty or wise protector

Regan - little king
 Rex - king
 Rhett - enthusiastic
 Richard - powerful ruler
 Rick - powerful ruler
 Rich - powerful ruler
 Rob - bright fame
 Robert - bright fame
 Rocky - from rock
 Rod - famous ruler
 Roger - famous spearman
 Roman - from Rome
 Ron - powerful & mighty
 Ross - red; headland
 Roy - king

Russ - sun
 Rusty - redhead
 Ryan - little king

Sam - asked of God
 Samuel - asked of God
 Scott - Scotsman
 Seth - substitute, appointed
 Shane - God is gracious
 Shawn - God is gracious
 Simeon - he who hears
 Simon - he who hears
 Skip - shipmaster
 Solomon - peaceful
 Stan - from the rocky meadow

Stephen - crown
 Sterling - valuable
 Tab - drummer
 Tad - courageous; helper
 Ted - gift of God
 Terry - smooth
 Thomas - twin
 Tom - twin

Tim - honoring God
 Timothy - honoring God
 Titus - of the giants
 Toby - the Lord is good
 Todd - fox
 Tony - priceless
 Travis - at the crossroads
 Trent - torrent
 Trevor - prudent
 Troy - foot soldier
 Ty - maker of tiles
 Tyler - maker of tiles

Van - of noble descent
 Vance - thresher
 Vaughn - small
 Vernon - springlike, youthful
 Victor - conqueror
 Vincent - conquering

Wade - advancer
 Wallace - Welshman
 Ward - guardian
 Warren - defender
 Wayne - wagon maker
 Wendell - wanderer
 Wesley - from the western meadow
 Will - determined guardian
 William - determined guardian

York - from the Yew-tree estate

Zachary - Jehovah has remembered
 Zack - Jehovah has remembered

Zane - God is gracious
 Zeke - strength of God

Ideas taken from discussions on the TEFLChina email list November/December 2001, compiled by Karen Stanley, 25 December 2001.

CONTENTS

Games

- Mini-debates
- Eternal Mingle
- Alibi for Murder
- Rocket Ship
- Warm up
- Surveys
- Paper Aeronautics
- The Wheel
- Good Cop, Bad Cop
- Paper Aeronautics w/helicopter
- Show and Tell
- Role-plays w/preparation (or without)
- Debates.
- Ambassador
- Connected speech
- Connected speech w/dictation
- Advice Columns
- Role-play – Interviews

- Running Stories
- 20 questions
- Role-play – TV broadcasts
- Storytelling w/a story element
- Talking dictionary
- Marketing
- Picture stories
- Role play – the 9:30 news!

Testing

- Oral Exam - grading rubric
- Oral Exam - (prepare w/The Wheel)
- Oral Exam – four visit teacher
- Oral Exam—individual visit
- Oral Exam—individual visits w/surprise “picture”

Ice Breakers

Mini Debates. This worked well because I have large classes which makes full class discussions difficult. I wrote six or seven “debate cards” and then split the class into groups of four or six. Each group gets a different card and has about fifteen minutes to choose sides, formulate arguments, and debate. Then the groups switch cards. There is usually not enough time for the topics to get boring, and by the end of class they are very aware of the time limit so they try to say as much as they can in the time frame, which is good. Some topic ideas:

- is true love possible on the internet
- is it better to live in the country or the city
- who is more important to a family, mother or father
- should Chinese marry foreigners
- which is better, married or single
- obey your parents or follow own ideas

Eternal Mingle. Each student writes down one question . . . any kind of question at all. Then they get up and mingle, asking their questions and each time exchanging questions. So they are constantly asking different people different questions. I thought this would be a 10 or 15 minute warm up, but they liked it so much, and the room was so full of English, that I let it go the whole period.

Alibi for Murder. The rules for this game can be found at Dave’s ESL Café. It really is a lot of fun, especially if you urge them to ham it up and really get into character. If you introduce it well it should work even with lower level students.

Rocket Ship. The earth is going to explode but there is a rocket ship that can take ten people to the moon where they will start a new civilization. It is up to them to choose the best assortment of people. If you want,

48

allow them to take people living or dead, but I always stress the importance of teachers! And don't be surprised if somebody chooses Hitler or Bin Laden – they usually have some pretty creative reasons.

Warm Up. A warm up activity that works well is competitive brainstorming. Get them into groups and announce a topic (things that are round, things that fly, etc.) and let them go for about three or four minutes with one person acting as secretary. Do two or three of these at the beginning of early morning classes or after lunch and it will wake them right up.

Surveys. A likely method to use polls would be for each student to rank order for the responses to each question. Then they have to do this again in pairs, then groups of 4-6, each time agreeing and re-negotiating and providing reasons IN ENGLISH! Group to report to class on their findings. You might need to choose the polls and questions carefully.

Alternatively this could be a shorter activity where each student is given a question and surveys all or 10-15 of the class for their responses. Report to the class.

My thoughts in regard to these activities is that it is essential to be sure that the students have internalized the language form, e.g.: they know how to form a question correctly using auxiliaries. Of course they will make errors, but they must have a form to model. I don't believe it is enough to just set up the circumstance or need for L2 use and hope it will happen – especially so given the educational experiences and oral abilities of many speakers in China.

Paper aeronautics. The basic lesson was on airplanes, flight, aerodynamics and the vocabulary around flight. After introducing vocabulary and discussion, I focused on following directions. Students were asked to take a sheet of paper, regular copy paper, and fold it in half length wise. Then they were to open the paper and fold the left corner down into the middle so that the top of the sheet lines up inside the middle crease. Do the same with the right side corner. Then refold the paper along the center line. Fold one side down about half way and turn over to fold the other side the same amount.

As you can probably see, you now have a paper airplane. Discuss some variations that can be made to help it fly. How to put something heavy in the front, possibly a paper clip; adding larger wings by folding the paper further down over the sides to get more floating and less speed; folding up the edges of the wings for stability; etc.

Then put students in small groups with a few sheets of paper and they are to build the group's airplane to stay in the air the longest. After about 20 minutes of work have a contest of flying the planes over the balcony or out the windows. Find a few judges outside to monitor each plane as it comes out. Everyone throws on cue and then determines which plane is last to land. Give candy to the winners.

Then write a short couple of paragraphs on what happened in class.

The Wheel. Get the students into two circles facing each other. They can sit. You might have to form two wheels, depending on how big your class is: half the class sits inside the circle facing out, the other half outside facing in. Teachers stand in the middle. The students inside have 5W questions. The students outside each have a different short story they have read for homework. It is the task of the person inside to ask questions to solicit the story from the person outside. The person inside takes notes. When the commotion dies down, usually 5-8 minutes, ask everyone in the inner circle to shift one seat to the left and then turn around to sit in the outside seat. At this point everyone should be working with different people. The inside circle again asks

the questions, but the story is now reported like “she said that...” The circle can be used in a variety of ways – you can speed the process up or slow it down depending on what you’re practicing.

Good Cop, Bad Cop. The class is divided into groups of 3. Explain the good cop, bad cop concept. The suspect is accused of robbing a bank at gunpoint and stealing a million dollars. Details can be added. Each person plays a role. The play lasts 4-5 minutes.

The good cop tries to use as many past continuous verbs as possible, the bad cop uses as many present perfect verbs as possible, the suspect uses as many simple past verbs as possible. Roles are exchanged until all three have played each part. The last role-play can be tape-recorded. Homework can consist of listening to tape recording and identifying the verbs.

Paper Aeronautics w/helicopter. Directions for a helicopter-type plane.

1. Cut a strip of paper say 2.5 cm wide and 10 cm long.
2. Cut down the middle to halfway.
3. Fold one part to the front and the other to the back – making a definite crease at the middle each time.
4. Now fold up the bottom (original width part) about 0.5 cm.
5. Keep folding several times.
6. Stand up on a desk and let it drop. It should spiral down.
7. Now begin variations to improve the design. (e.g.: Size of paper that you start with; how far down the cut goes; how many folds at the bottom; attach a paper clip or weight to the bottom . . .

Actually, What I think you discover is that doing anything “different” – particularly those that generate talking naturally and require understanding – is the “trick” to opening up discussion. Do not feel restrained by the methods of the Chinese Teachers. Tell them you are a foreigner and that we do things differently.

Show and Tell. Its good to introduce Show and Tell for any age group and any level. Everyone is pretty excited about it. I started it off by doing Show and Tell with my laptop computer. Now I get two students to bring something each class and with Q and A it takes about 20 minutes. After, I review the vocabulary that the speaker used and any grammar problems they might have had. Usually people’s Show and Tell leads to some interesting discussion, also.

Role-plays w/preparation (or without). I gave my students only three choices for their plays, to make it simpler. I found that the mobile phone, funny hat and lost wallet scenarios were the most popular. I often do role-plays where they don’t have time to prepare, and likewise where they don’t perform them in front of the class. This was a good change, I think, because by having a lot of time to prepare and to write things down, the more shy and hesitant students could feel more confident. My classes are 45 minutes long, so I explained things and gave them time to prepare for the first 45 minutes.

I told the students there were three steps to this exercise:

1. Choose a topic
2. Write a play
3. Practice and memorize your play
4. After the break, perform your play for the class. And don’t forget to act!

Partner decision role-plays. Here is a simple way to get the students talking. I explain the situation, then tell them to start talking. I stop them when it seems like some have finished and others are deadlocked, usually after four or five minutes. Then you can ask them if they have solved the problem and how. You could have them report to the class, one explaining the situation and the other explaining the resolution.

A is the future wife with a good job in Hangzhou; B is the future husband with a good job in Beijing. Where will they live after they get married?

A is the husband who wants to keep their baby at home; B is the wife who is tired and wants to send their baby to Guangzhou to live with her parents. What will they decide to do?

A is the husband who wants to buy a car; B is the wife who says "You're crazy! We don't have enough money!" Can the husband persuade the wife to let him buy the car?

A is a football fan who has 500 rmb in his pocket; B is a person with an extra ticket, who wants to sell it for 800 rmb. The gold medal football match at the 2008 Olympics between China and France (name a country) will start in 30 minutes. Will the football fan be able to watch the game?

A is the 12-year-old child who wants to have a dog; B is the mother or father who says "no." Can the child persuade the parent?

A is a 20-year-old factory worker who lives at home and takes a bus one hour to get to work, who wants to buy a motorcycle; B is the mother or father who says "no, it's too dangerous."

Debates. I used to have groups of 4-6 do debates, but I now do them one-on-one. I found that the quieter students didn't participate in the large-group debates, but, of course, all are forced to talk when it's one on one. My favorite subjects are

- I support/oppose the one-child policy
- I support/oppose the death penalty
- Smoking should be forbidden/allowed in public places

To give an idea of how to prepare for a debate, I use "arranged marriages are good/bad." This is good for some laughs. I tell the students after they have had time to think of three or so reasons to support their argument, to first present their points and then have a free talk time, where they say "you say da da da da, but I think da da da da."

Ambassador. I decided to run small group discussions with topics I invented and wrote on the board. One funny thing was that one of the topics was "Is Wuhan the most beautiful city in China?" – Of course everybody disagreed to this, but I tried to appoint someone "ambassador of Wuhan" who was supposed to convince others that it was indeed a beautiful place. Sometimes this was very interesting, at other times people had nothing to say.

Connected speech. This isn't really an oral lesson. It's about giving and getting insights into word boundaries in connected speech and into what distortions of vowel sounds and consonants are allowable to native speakers and what is beyond the pale.

Below are student book lists with silly authors. Remember the joke book titles Broken Window by Eva Brick and The Female Alcoholic by Sheila Van Other?

The students worked hard on these and I think they've done a good job, especially since they were able to laugh at the ones that were only just acceptable.

Good Fences Make Good Neighbours by Bill Dawall

Keep Laughing by Fanny Joke
 The Police Are After Us by Leslie Eve Town
 He Had a Cramp by Kenny Walk
 After Killing His Wife by Barry De Wuman
 The Boy Fainted by Carrie Im
 The Lost Sheep by Willy Findit
 Silent Night by Chris Mass
 From Riches To Rags by Penny Less
 Don't Try It by Dane Jerus
 Elegant Wedding by Maria Ridgeman

Now look at some that didn't quite make it:

Merry Christmas by Ann Joyce Urself
 In the Graveyard by Rex Tim Peace
 The Burglars by Dave Gong
 The Gift by Franky and Mary Much

It's quite diagnostic and helps students listen to themselves.

Connected Speech w/ dictation. Here's a favorite activity of mine that I've used in different variations over the years.

I use a list of sentences either taken directly from exercises that the students have done, or based on vocabulary and grammar that I'm sure they know.

I do a dictation using what I have seen called elided, relaxed, or rapid/fast speech. In other words, language with all the whaddaya (what do/are you), kujah (could you), kA? (can't), and other forms that are so different from the citation form found in the dictionary. In a community college setting in the US this is helpful because it helps the people who have heard (and comprehend the idea of) an expression understand how it's written (and also become aware of sounds within the phrase that they may not have "heard," such as the -ed or 've sounds, which have such low perceptual saliency in spoken English.) It also helps those who are more familiar with the written form understand what it "really" sounds like when they encounter it in the street.

Depending on how much time I have or want to spend on it, I may use anywhere between 3 and 10 sentences. First, I say each sentence three times, ALWAYS in rapid speech. It actually took me some practice in the very beginning to get good at NOT slowing down when using isolated sentences in a dictation. I pause between repetitions until all or most of the pencils stop moving. At the end I repeat each sentence one more time.

Although eventually they get a dictation on a test, I do NOT collect the dictations they do in class. This removes some of the stress-I guess if you are afraid they might not notice errors, you could have them exchange with another students. However, it IS important to give immediate feedback. I write each sentence (one at a time) on the board and repeat it. I show them where certain kinds of changes take place. For example, I point out unreleased consonants, including the fact that the difference in pronunciation between "back" and "bag" (in a sentence such as "I put the big one in the back") is the length of the vowel sound, since the consonant is unreleased rather than actually pronounced. Obviously, some things will vary according to the variety of English you speak, but a lot of things are quite widespread in most Englishes.) I encourage students to ask me to show the difference between what they wrote and its pronunciation and what I wrote on the board and actually said. Many students like to repeat the sentence at this point in the exercise, and I

52

find that it helps many of them become more understandable, bringing stress and intonation as well as the elision of sounds.

Advice Columns. There is a Dear Abby website (don't know the URL but it's easy to find) with hundreds of letters. Or you can write your own so they are geared more directly towards your students' interests and experience. In groups they must agree on the best advice to give. If you want to incorporate writing, have them write the response letter. I give them three letters to choose from. It generally took each group about 45 minutes to agree on advice and write an answer to just one letter.

Role-play—interviews. Split the class into groups of four. Three policemen interviewing a suspect, three executives interviewing a job applicant, two school officials interviewing parents, two partners seeking a loan from the bank, etc. (can have a fifth student who must take notes). Swap scenarios or change the group members after 10/15 minutes.

Running stories. You start it off and each student adds a sentence, the better ones add a few extra sentences. Teaches listening skills as initially (and probably forever) even the desk mate hasn't a clue what the previous student said – hence much whispering in Chinese to set the scene. Forbid Chinese prompting and everyone will get more benefit.

20 questions. Animal, vegetable, mineral or abstract. Write their questions and your yes/no responses on the board as it is a bit hard to follow in their heads – and you can show them why some questions are “silly” or unproductive and show them that the quickest way to reach the answer is by continually cutting the range of possibilities in half rather than by making small increments.

Role-play – TV broadcasts. Today I had a really fun lesson. The topic was radio and TV, and first I pretended it was a TV show, and I walked around with the blackboard-eraser as a microphone, interviewing students about their favorite TV programs, the benefits of TV over radio and vice versa. After a while I had a list of different program categories on the blackboard (sports, national news, international news and so on.)

I then explained to the students the concept of improvisation, and asked who likes watching the news = the student who raised his hand was given my improvised microphone and told to make a news broadcast - I provided the sound effect and intro jingle...I was rather nervous as to how this would go, since they always prepare carefully before performing a dialogue for the other teachers, and their English level is not always great, but the students rose to the challenge! And so, with different students, we had fascinating (rather short) broadcasts of international and national news, sports (featuring me as a javelin thrower with a broom in slow-motion as the excited sports journalist, aka a student who had almost never spoken before the class before, described my gracious moves), and game show (with host and two contestants who had to answer questions in order to gain the prize). We also had educational TV about the use of computers in Chinese classrooms (I never supplied the topics, the students invented them off the top of their heads, except for the game show and sports), but looking back I see that I forgot the weather.

Storytelling w/ a story element. Another possibility is to give each of the students the name of a common object – a key, door, taxi, hat, cloud, feather, etc. (each gets a different one). Give it to them the week before for the freshmen or even a few minutes before for the more capable class. They have to use the object as inspiration for a short talk. Try to impress on them that the object is to be a minor element of the story as they will want to talk about the actual object. You will get some very interesting stories among the boring ones and since they are all different most of the class remains interested.

A minor but useful variation is to pick a student at random to give his impression of the previous speech. Ideally they should comment on grammar and pronunciation (after you give them the spiel about having to lose face occasionally to learn English). They will invariably say the intonation was great, the pronunciation was very clear, and the clarity was almost perfect – which saves everyone's face while helping no one, but at least it makes the whole class listen very carefully since they will not know who is to comment next . . . and if they get caught out not having listened, they will lose face. As you have no doubt discovered, very few of the students can understand any other student speaking English and this forces them to at least try.

Marketing. This is an easy but fun way to get students of any age up and speaking enthusiastically in front of the class. Get them in groups of three and tell them all that today they are all marketing executives. Give them each a product to invent (shoes, car, soft-drink, medicine, etc) and tell them that they have to come up with a way to market it and then present their idea to the class. They have to design an advertisement for either a billboard, television commercial or magazine. Divide the presentation into three parts:

1. Description of the product
2. Description of the advertising method they have used.
3. Explanation as to WHY they chose certain things in their advertisement (ie. A beautiful landscape that makes you think of the peaceful way you feel when you drink this soothing drink). This is a good

way to make everybody speak making full use of every flowery adjective they can find and also a fun exercise in creativity/marketing strategies.

This activity is also a good wrap-up of or segway into a discussion on the good, the bad, and the ugly of advertising techniques.

I usually get the students to act out the advert after really hamming up what marketing is all about.

Picture stories. When I was in China I brought 75 pounds of teaching things. What worked best were picture stories. My students were used to speaking other people's words. I wanted to force them to create the sentences. Resources I used were Look Again Pictures by Judy Winn-Bell Olsen, Linda Mrowicki's older books with cartoon stories, and The New Oxford Picture Dictionary Listening and Speaking Activity Book by Jayme Adelson-Goldstein et al. (That has many picture stories in comic book layout). I also used melodramatic pictures taken from magazines, calendars and newspapers.

If it was a beginners class, we first reviewed the vocabulary needed to tell the story.

I even made discussion cards from pictures cut from a Sunday Newspaper and an Ikea catalog. Each card had two people and one object pasted on it; for example, an old woman, a baby and a radio. Small groups of students (2 – 5) were assigned to create a story involving everything on their card. Beginners could write the story and then have one person read the story to the whole class. Sometimes I even had them do a role play based on their card.

Role play – the 9:30 News! We did "TV English news." Each group had twenty minutes to prepare a news item, with interviews and people acting out scenes in the background. They were really very open-ended. I just said "make a TV news item," and they were fantastic. One group did something on the environment, another did an item about the spring outing we were taking that weekend, another group did one of the news items they'd read in the reading session, etc. I was the anchor woman.

It was great fun and I was impressed with the job they did. One group even made a microphone with the name of the TV station on it, out of a paper cup and a pencil. Another group had booms made from rolled-up paper. One group interviewed "people on the street" – went up to people from other groups and got their impressions. One of the most fun classes we've had so far. It's fun because the time limit is real: I told them the news would air at 9:30 because it's the 9:30 news (vary time to coincide with class), and then started announcing the news even though a couple of the groups weren't quite ready. They improvised the rest.

Oral exam-grading rubric. Below is a link I was referred to of a simple rubric which allows for easy, logical grading of oral exams. I plan to use it on my OE exams, I'd like to give it to students in advance so they can know where their grade will come from, but I'd have to explain the fine differences between synonyms like "halting" and "choppy" and simplify teacher jargon such as "emerging control of basic language structures." I can just see myself trying to get that concept across, with the blank looks on my students' faces. Maybe I'll just tell them they get from 1 – 4 points on each of the 5 areas: task completion, comprehensibility, fluency, pronunciation, vocabulary, and grammar. The rest of the wording of the rubric will be my secret.

http://www.fcps.k12.va.us/DIS/OHSICS/forlang?PALS/rubrics?1spk_an.htm

Oral Exam (prepare w/The Wheel). Exams are coming up around here, and I've decided that the test format for my Oral English classes will be a 10-minute one-on-one conversation between each student and myself. The criteria will be holistic: fluency and intelligibility. When a student arrives to take the exam, I will present him/her with little slips of paper and on each one will be a topic we have discussed in class this term (shopping, sports, divorce, etc.). The student selects one topic at random, like drawing straws. After a moment's reflection, the student must start the conversation with a question, such as "Do you like shopping?" or "What is your favorite sport?" or something a little more provocative such as "Can divorce be a good thing?" and be ready for whatever answer I may give to that question. The conversation must last 10 minutes, but can stray to other topics, if they come up naturally (as in, NOT "Let's talk about sports now," but maybe, "Do you think Michael Jordan likes to go shopping?").

Obviously this is way more touchy-feely than my students are used to. But I think it will be a good measure of their ability to hold a conversation in English, as well as an experience that will give them confidence. I hope they leave the exam thinking, "Wow, I just talked for 10 minutes straight in English with a foreigner! And we understood each other!"

So, in classes to prepare my students for this kind of test, I'm using a variation of The Wheel. Students sit in a double circle, with those facing outward playing the teacher and those facing inward playing a student. I gave each "student" one of the exam topics on a slip of paper. They had 2 minutes to start the conversation with the "teacher" and have the "teacher" respond. Then the "students" handed the topic to the person on their right, and the "teachers" moved to the chair on their left. Thus everyone had a new partner and a new topic. They did the same role-play, except I gave them 3 minutes so they could elaborate a little more. We did several rotations, until they were talking for 10 minutes at a stretch. If I noticed anyone not talking, I would go over to them and try to jumpstart their conversation. However, there was really a lot of English going on!

Oral Exam – four visit teacher. (An alternative to individual visit exams). Why not ease your load a little by inviting groups of four to come to see you and give them 30 minutes. The conversation is then among the group members. Also tell them you will give extra points for encouraging others to talk and if they ask for clarification of what has been said when it isn't understood. This way you have cut down your time invested by at least 10 minutes and they will do almost all of the talking, which allows you to concentrate on what they are saying and how it is being said rather than trying to think of your next response. It also allows you the time to concentrate on notes you want to write about them while it is happening rather than trying to remember what you had thought 15 minutes ago. And since you are writing your notes simultaneously, you don't have to have time in between each person to write. Of course if you are not over 50 like I was, then you probably will have no trouble remembering!

Oral Exam – Individual visit. Having done oral testing in groups of 2, then 4, and individually at various times, I have been surprised how much less-able speakers can be 'hidden' by the group. Great for learning but less effective as a means of individual assessment.

I would opt for 3 minutes on a range of questions which reflect the semester's work. (No penances here.) A short oral comprehension with written answers is also an effective method.

Oral Exam – individual visit w/surprise topic. I used this format (10 minutes one-on-one conversation between each student and myself, the criteria being holistic: judging only fluency and intelligibility. Both the department chair and I judged the conversations.

To avoid the widespread tendency among Chinese students to memorize something for exams, we did not announce the topics beforehand, and we had other teachers in the department serving as monitors. They stood guard at the doors to the classroom where those students waiting to be examined were sitting, and supposedly sent the students who had finished back to their dormitory without re-entering that classroom. However, after the first half hour, examinees started launching themselves into prepared speeches on what they assumed would be the topic (they didn't always listen closely enough to find out what the topic actually was, as it wasn't written down, just introduced orally by me).

Perhaps your practice sessions will relieve the natural anxiety about a new test format and prevent a similar attempt to bypass the spontaneous nature of the conversation. Another possible form is to have two students engage in the conversation, freeing you up to do more observing, but then you have to give each student a couple of pairings to compensate for especially strong or weak partners.

Oral Exam-individual visits w/surprise "picture." My oral exams went extremely well. I had 10 pictures that were printed off the internet of various things—a countryside setting, a few city scenes, sporting events, etc. These were 8x10 and laminated at the local photo shop. I called the student out of class one at a time, had them "draw" (select, as in "Pick a card...any card...at random") a picture (they were turned face down), look at it and in three minutes tell me everything he/she could about the picture. This could include shapes, colors, and any details they could see. Then I asked a question that pertained to the picture, such as for the country side picture I asked the student if given a choice would they prefer to live in the countryside or city and why. These worked out very well.



Games & ice breakers -- Compiled by Norma Jean August 28, 2000 from the Games Brainstorming session, Zhuhai TEFL Conference 2000.

Ice Breakers

All of these are appropriate when the teacher and students don't know each other. They work even when the students do know each other but the teacher doesn't know them.

Name Game. Goal: to learn students' names. Students are in a circle or an oval -- maximum should be 30 -- split larger groups.

- #1 says name with a verb ending in -ing.
- #2 repeats what #1 said and adds his/her own.
- Example:
- #1, "Bobbi talking."
- #2, "Bobbi talking, Sheryn cooking."
- Continue the string around the circle. The last person must remember everyone.

Variation 1 -- using adjectives.

- Example: "Generous Roy, happy Leslie."

Variation 2 -- sounds the same.

- Example: "Smiley Smith, crazy Caroline."

Pair students. One cannot speak. The other tries to find out personal information such as Where are you from? How many people are in your family? Answers must be narrowed down through body language.

Interview. Students work in pairs to interview each other. Then they report to the class what they found out about the other student.

Survey. Students mingle with each other similar to a cocktail party. They ask questions and record the answers. At the end, they total the answers and report the results to the class.

Bingo. This is a variation where the card has categories on it. The students must find someone who fits the category. That person then would sign the first person's card.

Find a person who. This is a good one with a large crowd such as an English Corner. Each student is given a list of questions such as: Find a person who has a cat. Find a person who speaks a language other than Chinese and English. Find a person whose parent is a farmer. The student must ask others to sign but they may only sign each sheet one time. The winner could be either the first ones done or those drawn at random.

What's in my pocket? This is an impromptu show and tell and good for low level students. One or two sentence answers are acceptable.

- Variation: in my hand, on my wrist, on my desk.

Good Anytime

Fine Fun. This encourages the students to speak English, not Chinese. The students are fined for speaking Chinese. This can be done with either money or tokens. Reward the students who have the most tokens left. Class can also have a party with the money collected in the fine jar or cup.

Hide the puppet. The students hide the puppet while one person is out of the room. When that person returns, the students give verbal clues using prepositions so the puppet may be found.

Strip Stories. Cut a story or dialog into strips and have the students put it back into order.

- Hint: To check it quickly, make the first letter down in each strip form a word.

Cartoons. This requires a four picture sequence, or a six picture sequence with more advanced students. The students must come up with the words to tell the story as quickly as possible -- "cartoon style".

I'm thinking of. The students are allowed twenty questions to find out the item.
- Hint: put vocabulary on the board: bigger than, smaller than, animal, vegetable, mineral

Question game. The parts of speech are written on cards and are color coded. The students have to put the question into the right word order. This teaches word order especially with interrogative words and helping verbs.

Continue a story. This is good with groups up to about 5 students. One student starts and each student adds to the story in turn.

What's in the bag? A number of familiar objects are placed in a bag. One student comes to the front and faces the class. Behind him/her, the teacher takes out an object. The student's team gives verbal clues so the student may guess what the object is.

Pictionary. This can be continually updated by adding new words and reviewing the previously learned words.

Vocabulary recap. This is used after teaching a lesson. The teacher says a word and the student must say the new vocabulary word related to it. Then the ball or yarn is passes to another student and the teacher says another word.

Baseball game. The teacher must prepare flash cards based on known vocabulary. The Pitcher has a card and shows it to the Batter. If the Batter guesses the word correctly, he/she goes to first base and anyone already on base advances. If the Batter does not know the answer, the Catcher gets a chance. If the Catcher is correct, the Batter is out. If the Catcher is incorrect, the Batter gets one strike and the game continues.

Family shopping. The class is divided into families and each is given a limited amount of money. Using pictures, they make their purchases. The family must justify its choices -- for whom, why?


Story writing. Each student has a phrase and begins writing on that phrase. After a set time (for example 2 or 3 minutes) they pass the paper to the student behind them and begin writing on the paper that was passed to them. Keep changing the papers but allow slightly more time towards the end as the students must also read what has been previously written before they can begin to add their own words.

Store. Cut out ads with prices and allow the students to go shopping. The students must report what they have bought to class or group.

Variation: The teacher can give guidelines about what to buy. For example: The students have a limited amount and must buy five things and have as little as possible left over. Or buy as many items as possible with the same amount. Or buy three of one, two of another and just one to spend the most (or the least).

Other popular games: Seven Up; Mother, may I?; Hangman; Charades; etc.

One suggestion was to divide the class into permanent teams for games. This allows for smoother transition to game time and allows the teacher to keep track of who wins over a long period of time, not just one lesson. It is also good psychology to let the problem students be winners. Sometimes it is necessary to skew the game to balance the results. Everyone should win sometime.

Related:  [Games \(more\)](#), [+ Testing \(more\)](#)

Who Am I?

I am your constant companion. I am your greatest helper--or your heaviest burden. I will push you onward or drag you down to failure. I am completely at your command. Half the tasks you do you might just as well turn over to me and I will do them quickly and correctly.

I am easily managed. you must merely be firm with me. Show me just exactly how you want something done and after a few lessons I will do it automatically.

I am the servant of all great men--and alas, of all failures as well. Those who are great, I have made great. Those who are failures, I have made failures.

I am not a machine, but I work with all the precision of a machine plus the intelligence of a man. You may run me for profit or run me for ruin. It makes no difference to me.

Take me, train me, be firm with me and I will put the world at your feet. Be easy with me and I will destroy you.

I am HABIT!

1. *Row, Row, Row Your Boat*
2. *Do Your Ears Hang Low?*
3. *Old McDonald Had a Farm*
4. *Down in the Valley*
5. *On Top of Old Smoky*
6. *Red River Valley*
7. *If You're Happy and You Know It*
8. *Country Roads*
9. *Oh, Give Me a Home*
10. *She'll Be Coming Round the Mountain*
11. *You Are My Sunshine*

12. *Moon River*
13. *Edel Weiss*
14. *Do Re Mi*
15. *My Grandfather's Clock*
16. *Swing Low, Sweet Chariot*
17. *Auld Lang Syne*
18. *Now is the Hour*
19. *Puff, the Magic Dragon*
20. *Popcorn Popping*
21. *When It's Springtime in the Rockies*
22. *Over the River and Through the Woods*

Christmas:

23. *Rudolph The Red Nosed Reindeer*
24. *Twelve Days of Christmas*
25. *Jolly Old St. Nicholas*
26. *Silver Bells*
27. *Jingle Bells*
28. *We Wish You a Merry Christmas*
29. *It's Beginning to Look like Christmas*
30. *Winter Wonderland*
31. *White Christmas*
32. *Silent Night*

1. Row, Row, Row Your Boat

Row, row, row your boat
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

2. Do Your Ears Hang Low?

Do your ears hang low?
Do they wobble to and fro?
Can you tie them in a knot?
Can you tie them in a bow?
Can you throw them over your shoulder
Like a Continental soldier?
Do your ears hang low?

3. Old McDonald Had a Farm

Old MacDonald had a farm,
Ee I ee I oh!
And on his farm he had some chicks,
Ee I ee I oh!
With a cluck-cluck here,
And a cluck-cluck there
Here a cluck, there a cluck,
Everywhere a cluck-cluck
Old MacDonald had a farm
Ee I ee I oh!

Chicks - cluck	Cows - moo
Pigs - oink	Dogs - woof
Ducks - quack	Donkey - ee-haw

4. Down in the Valley

Down in the valley, the valley so low
Hang your head over. Hear the winds blow.
Hear the winds blow, dear, hear the winds blow.
Hang your head over, hear the winds blow.

Writing a letter, containing three lines.
Answer my question: "Will you be mine?"
Will you be mine dear? Will you be mine?
Answer my question: "Will you be mine?"

Roses love sunshine, violets love dew.
All who're around us, know I love you.
Know I love you dear, know I love you.
All who're around us know I love you.

5. On Top of Old Smokey

On top of old Smokey all covered with snow
I lost my true lover, for courtin' too slow.
For courting's a pleasure and parting is grief,
But a false-hearted lover, is worse than a thief.

A thief will just rob you and take what you have.
But a false-hearted lover, will lead you to the grave.

And the grave will decay you and turn you to dust
Not one boy in a hundred, a poor girl can trust
They'll hug you and kiss you and tell you more lies.
Than cross ties on a railroad, or stars in the skies.
Now come all you young maidens and listen to me
Never place your affection on a green willow tree.
The leaves they will wither and the roots they will die,
And you will all be forsaken, and never know why.

6. Red River Valley

From this valley they say you are going.
I shall miss your bright eyes and sweet smile
For they say you are taking the sunshine
That brightened our path for a while.

Please come sit by my side, if you love me.
Do not hasten to bid me adieu.
Just remember the Red River Valley
and the girl (boy) that has loved you so true.

From this valley they say you are going
When you go, may your darling go too?
Would you leave her behind unprotected?
When she loves no other than you?

7. If You're Happy and You Know It

If you're happy and you know it
Clap your hands. (repeat)
If you're happy and you know it
Then your face will surely show it.
If you're happy and you know it
Clap your hands.

Wave your arms.
Stomp your feet.
Pull your ear. (Etc.)

8. Country Roads

Almost heaven, West Virginia
Blue Ridge Mountains, Shenandoah River
Life is old there, older than the trees
Younger than the mountains, blowing like a breeze

Chorus:

Country roads, take me home
To the place, I belong
West Virginia, Mountain Mama
Take me home, country roads

All my memories, gather 'round her
Miner's lady, stranger to blue water
Dark and dusty, painted on the sky
Misty taste of moonshine, teardrops in my eye

I hear her voice, in the morning hours she calls me
The radio reminds me of my home far away
And driving down the road I get the feeling
That I should have been home yesterday, yesterday

9. Oh, Give Me a Home

Oh, give me a home, where the buffalo roam,
Where the deer and the antelope play,
Where seldom is heard a discouraging word,
And the skies are not cloudy all day.

Chorus

Home, home on the range,
Where the deer and the antelope play,
Where seldom is heard a discouraging word,
And the skies are not cloudy all day

Where the air is so pure, the zephyrs so free,
The breezes so balmy and light,
That I would not exchange my home on the range
For all the cities so bright.

Chorus

Oh, give me a land where the bright diamond sand
Flows leisurely down the stream;
Where the graceful white swan goes gliding along
Like a maid in a heavenly dream.

Chorus

Then I would not exchange my home on the range,
Where the deer and the antelope play;
Where seldom is heard a discouraging word
And the skies are not cloudy all day.

Chorus

10. She'll Be Coming Round the Mountain

She'll be com-in' round the mountain,
when she comes.

She'll be com-in' round the mountain,
when she comes.

She'll be com-in' round the mountain,
She'll be com-in' round the mountain,
She'll be com-in' round the mountain,
when she comes.

She'll be drivin' six white horses when she comes.

(repeat) "Whoa Bill"

We will all go out to greet her when she comes.

(repeat) "Hi Babe"

She'll have to sleep with grandma when she comes

(repeat) "ZZZZZZ"

She'll wear her pink pajamas when she comes.

(repeat) "whistle"

We will kill the old rooster when she comes.

(repeat) "Gawk"

We'll have chicken and dumplings when she comes

(repeat) "Yum Yum"

11. You Are My Sunshine

The other night dear, as I lay sleeping
I dreamed I held you in my arms
When I awoke, dear, I was mistaken
So I hung my head and I cried.

You are my sunshine, my only sunshine
You make me happy when skies are gray
You'll never know dear, how much I miss you
Please don't take my sunshine away

I'll always love you and make you happy,
If you will only say the same.
But if you leave me to love another,
You'll regret it all some day:

CHORUS

You told me once, dear, you really loved me
And no one else could come between.
But not you've left me and love another;
You have shattered all my dreams:

CHORUS

12. Moon River

Moon river, wider than a mile
I'm crossing you in style some day
Oh, dream maker, you heart breaker
Wherever you're going, I'm going your way

Two drifters, off to see the world
There's such a lot of world to see
We're after the same rainbow's end, waiting 'round the
My Huckleberry Friend, Moon River, and me

Repeat all 8 lines.

13. Edelweiss

Edelweiss, Edelweiss
Every morning you greet me
Small and white, clean and bright
You look happy to meet me
Blossom of snow may you bloom and grow
Bloom and grow forever
Edelweiss, Edelweiss
Bless my homeland forever

14. Do Re Mi

DO - a deer, a female deer
RE - a drop of golden sun
MI - a name, I call myself
FA - a long long way to run
SO - a needle pulling thread
LA - a note to follow SO
TI - a drink with jam and bread
That will bring us back to do oh oh oh!

Doe! - a deer, a female deer
Ray! - a drop of golden sun
Me! - a name I call myself
Far! - a long long way to run
So! - a needle pulling thread
La! - a note to follow SO
Tea - a drink with jam and bread
That would bring us back to do!

Do, Re, MI, Fa, So, La, TI, Do...

15. My Grandfather's Clock

My grandfather's clock was too large for the shelf
So it stood ninety years on the floor.
It was taller by half, than the old man himself,
though it weighed not a penny weight more.
It was bought on the morn of the day that he was born
And was always his treasure and pride.
But it stopped, short, never to go again,
When the old man died.

Ninety years without slumbering, Tick-tock, tick-tock
Life's seconds numbering, Tick-tock, tick-tock.
But it stopped, short, never to go again,
When the old man died.

16. Swing Low, Sweet Chariot

Swing low sweet chariot, comin' for to carry me home
Swing low sweet chariot, comin' for to carry me home

I looked over Jordan, and what did I see?

Comin' for to carry me home.

A band of angels comin' afer me.

Comin' for to carry me home.

Swing low (etc.)

If you get there before I do,

Comin' for to carry me home.

Just tell my friends I'm a comin' too,

Comin' for to carry me home.

Swing low (etc.)

Some times I'm up, sometimes I'm down

But still my soul seems heavenly bound.

Comin' for to carry me home.

Swing low (etc.)

17. Auld Lang Syne

Should auld acquaintance be for forgot,
And never brought to mind?
Should auld acquaintance be forgot
And days of auld lang syne?
For auld lang syne, my dear.
For days of auld lang syne;
We'll take a cup of kindness yet
For auld lang syne.

18. Now is the Hour

Now is the hour when we must say goodbye,
Soon you'll be sailing far across the sea.
While you're away, oh then remember me.
When you return you'll find me waiting here.

19. Puff, The Magic Dragon

Puff the magic dragon lived by the sea, and frolicked
in the autumn mists in a land called Hannah Lea.
Little Jackie Piper loved that rascal Puff and brought
Him things like sealing wax and other fancy stuff.
Together they would wander on boat wi' billowed sail
Jackie kept a lookout perched on Puffs gigantic tail.
Noble Kings and Princes' bowered when ere they came
Pirate ships would lower their flag when Puff roared
out his name.

A dragon lives forever, but not so little boys.
Painted wings and giant rings make way for other toys
One grey night it happened, Jackie Piper came no
more...and Puff that mighty dragon, he ceased his
fearful roar. His head was bent in sorrow. Green scales
fell like rain

Puff no longer went to play along the cherry lane.
Without his life long friend, Puff could not be so brave
So Puff that mighty dragon sadly slipped into his cave.

But Puff the magic dragon still lives by the sea,
And frolics in the autumn mists, if loved by you 'n me

20. Popcorn Popping

I looked out the window and what did I see?
Popcorn popping on the apricot tree.
Spring had brought me such a nice surprise:
Popcorn popping right before my eyes.

I could take an armful and make a treat,
a popcorn ball that would smell so sweet.
It wasn't really so, but it seemed to be,
Popcorn popping on the apricot tree.

21. When It's Springtime in the Rockies

When it's springtime in the Rockies,
I'll be coming back to you.
Little sweetheart of the mountains.
With your bonnie eyes so blue.
Once again, I'll say "I love you."
While the birds sing all the day
When it's springtime in the Rockies,
In the Rockies far away.

22. Over the River and Through the Woods

Over the river and through the woods
To Grandfather's house we go.
The horse knows the way
To carry the sleigh
Through the white and drifted snow.
Over the river and through the woods
Oh, how the wind does blow!
It stings the toes
And bites the nose,
As over the ground we go.
Over the river and through the woods
To have a first-rate play.
Hear the bells ring
Ting-a-ling-ling
Hurrah for Thanksgiving Day!
Over the river and through the woods
Trot fast, my dapple gray!
Spring over the ground
Like a hunting hound,
For this is Thanksgiving Day.
Over the river and through the woods
And straight through the barnyard gate
We seem to go
Extremely slow --
It is so hard to wait!
Over the river and through the wood
Now Grandmother's cap I spy!
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin pie!

23. Rudolph the Red Nosed Reindeer

You know Dasher and Dancer and Prancer and Vixen
Comet and Cupid and Donner and Blitzen,
But do you recall the most famous Reindeer of all?

Rudolph, the red-nosed reindeer had a very shiny nose
And if you ever saw it, you would even say it glows.
All of the other reindeer used to laugh 'n call him names
They never let poor Rudolph join in any reindeer games.

Then one foggy Christmas Eve, Santa came to say,
"Rudolph with your nose so bright,
Won't you guide my sleigh tonight?"

Then how the reindeer loved him
As they shouted out with glee,
"Rudolph the Red-nosed Reindeer,
You'll go down in History!"

24. Twelve Days of Christmas

On the First Day of Christmas,
My true love gave to me:

1 st Day	A partridge in a pear tree.
2 nd Day	Two turtle doves
3 rd Day	Three French hens
4 th Day	Four calling birds
5 th Day	Five golden rings
6 th Day	Six geese a-laying
7 th Day	Seven swans a-swimming
8 th Day	Eight maids a-milking
9 th Day	Nine ladies dancing
10 th Day	Eleven pipers piping
12 th Day	Twelve drummers drumming

*Repeat first 2 lines each time and
add items to list*

25. Jolly Old St. Nicholas

Jolly old St. Nicholas, lean your ear this way.
Don't you tell a single soul, what I'm going to say.
Christmas eve is coming soon, now you dear old man
Whisper what you'll bring to me. Tell me if you can.
David wants a pair of skates, Suzie wants a dolly
Robert wants a notebook. He thinks dolls are folly.
As for me my little brain isn't very bright
Santa won't you bring to me, what you think is right.

26. Silver Bells

City sidewalks, busy sidewalks,
Dressed in holiday style.
In the air there's a feeling of Christmas.
Children laughing, people passing
Meeting smile after smile,
And on every street corner you hear:
(Chorus)
Silver Bells, Silver Bells,
It's Christmas time in the city.
Ring-a-ling, Hear them ring,
Soon it will be Christmas Day.

Strings of street-lights, even stop-lights,
Blink a bright red and green, As the shoppers
rush home with their treasures.
Hear the snow crunch, see the kids bunch,
This is Santa's big scene,
And above all this bustle you hear:
(Chorus)

27. Jingle Bells

Jingle bells, Jingle bells, jingle all the way!
Oh, what fun it is to ride in a one-horse open sleigh.
Jingle bells, Jingle bells, jingle all the way!
Oh, what fun it is to ride in a one-horse open sleigh.

Dashing thru the snow, in a one-horse open sleigh.
O'er the fields we go, laughing all the way.
Bells on bobtail ring, making spirits bright.
What fun it is to ride in a one-horse open sleigh.
Jingle bells, Jingle bells, (etc.)

Now the ground is white, do it while you're young.
Take the girls tonight, and sing a sleighing song.
Just get a bobtail nag, two-forty for his speed,
Then hitch him to an open sleigh and, crack!
You'll take the lead.

28. We Wish You a Merry Christmas

We wish you a Merry Christmas,
We wish you a Merry Christmas,
We wish you a Merry Christmas,
And a Happy New Year!
Good tidings we bring to you and your kin,
We wish you a Merry Christmas,
And a Happy New Year!

29. It's Beginning to Look a lot like Christmas

It's beginning to look a lot like Christmas
Every where you go.
There's a tree in the Grand Hotel,
One in the park as well,
The sturdy kind that doesn't mind the snow.
It's beginning to look a lot like Christmas,
Soon the bells will start.
And the thing that'll make them ring
Is the carol that you sing
Right within your heart.

30. Winter Wonderland

Sleigh-bells ring, are you listening?
In the lane snow is glistening,
A beautiful sight, we're happy tonight,
Walking in a WINTER WONDERLAND.
Gone away is the blue-bird,
Here to stay is a new bird,
He sings a love song, as we go along
Walking in a WINTER WONDERLAND.
In the meadow we can build a snow-man,
Then pretend that he is Parson Brown,
He'll say, "Are you married?" We'll say "No man!
But you can do the job when you're in town!"
Later on we'll conspire,
As we dream by the fire,
To face unafraid all the plans that we made,
Walking in a WINTER WONDERLAND.

31. White Christmas

I'm dreaming of a White Christmas
Just like the ones I used to know,
Were the tree-tops glisten,
And Children listen
To hear sleigh bells in the snow.
I'm dreaming of a White Christmas,
With every Christmas card I write,
"May your days be merry and bright,
And may all your Christmases be white."

32. Silent Night

Silent Night, holy night,
All is calm, all is bright
'Round yon Virgin, Mother and Child
Holy Infant so tender and mild,
Sleep in heavenly peace, Sleep in heavenly peace.

I was thinking about the problems that might arise in marriages where both the bride and groom were raised as only children. I asked our son who is a professor at BYU teaching Marriage and Family Counseling to supply me with some potential problems and how to solve them. The information below is the result of that exchange of information.

SOLVING MARRIAGE PROBLEMS

The first task is to divide the class into couples with a boy and girl comprising each couple. However, in classes with unequal boys and girls, I just asked a boy to talk to two girls or a girl to talk to two boys so that everyone had a partner or partners.

The second task is to establish communications. Our son provided us with more information but this was sufficient to accomplish the task.

- Face each other, as close as you both feel comfortable
- Decide who will speak first and who will listen first.
- The **speaker** shares some information -start with 3-5 sentences. I had them describe their feelings from the husband/wife case studies listed below
- When the **speaker** stops, the **listener** repeats what was said (do not respond to what was said, just repeat what was said).
- The **speaker** repeats if necessary until the **listener** understands and repeats all that was spoken. The **speaker** indicates when he/she is satisfied that communication took place.
- The **speaker** and **listener** change roles and go through the same process until both the husband and wife understand the position of the other.

The third task can only take place after both understand the position of the other. This final task is to discuss their problem until they reach a compromise.

At the end of their discussions, I asked them to describe how they compromised. It was interesting that the couples with the same problem didn't always arrive at the same solution. This was useful to illustrate that there was more than one solution.

We used the following for the case studies.

1a. Husband - You have been married a few years and are taking care of your parents. Your wife's mother recently died so she wants to begin caring for her father as well. You don't really have space in the house so you would need a larger apartment. You know he has a good retirement so you think he can care for himself.

1b. Wife - You have been married a few years and are taking care of your husband's parents. Your mother recently died so you want to begin caring for your father as well. You don't really have space in the house so you would need a larger apartment. You think you have enough money to buy or rent a larger apartment.

2a. Husband - You have been married a few years and have always lived near your parents. You enjoy your work and don't understand why your wife wants to move. You would have to get a new job if you move. You have a brother in the area that could care for your parents but he hasn't been very responsible in the past.

2b. Wife - You have been married a few years and have always lived near your husband's parents. Your parents are getting old and you feel the need to move near them to care for them when they need help. You are an only child but he has a brother. You know it would require getting a new job if you moved near your parents.

3a. Husband - You work a regular 8 hour day, but when you come home you have to pick up the 1 year-old child from the babysitter and care for him until your wife returns. You have concerns that your wife isn't spending enough time with the child or you.

3b. Wife - You recently started a new job and you feel the need to work extra hours to impress your boss. It is a great job, and you feel there are opportunities for advancement if you do well now. Your husband has to take care of your 1 year old child after he returns from work. You feel he is unfair to want you to come home from work earlier just so he won't have to care for the baby so much.

4a. Husband - You feel you must work 10-12 hours six days a week in order to succeed. You like the job and it has possibilities of becoming an even better job in the future.

4b. Wife - You are expecting a child in about a month and you want your husband to spend time with you and the child. He insists that it is important for him to work 10-12 hours six days each week.

5a. Husband – You came from a rich family and never learned to manage money. Your father never worried about money and you don't think you need to either. You often buy things on impulse because you 'need' them.

5b. Wife – Your husband just bought a new TV without consulting you. Your old TV seemed fine to you. Your husband came from a rich family and never has learned to manage money very well. You both work and combine your money.

6a. Husband - You and your wife work at good jobs but you aren't saving any money to buy an apartment. You think it is more important to save for an apartment than to buy 'things' now. You think you should establish a budget and commit to stick to it.

6b. Wife – You and your husband have talked about buying an apartment but it doesn't seem very important to you. You were raised without pretty things in the house or nice clothes and you think since you are making a nice salary you should buy those things while you can.

7a. Husband – You feel that your wife is much too structured in what she does. She only wants to work and come home to the apartment. You feel that it would do her good to have a little fun once in a while and perhaps go out with your married friends.

7b. Wife - You feel that your husband has no discipline in his life. It seems that he always wants to go off with his friends if they call and ask him to go with them. You think it would be much better for him to spend time doing things with you like playing games or watching movies.

8a. Husband - Your wife has recently gotten a job after having a baby about 6 months ago. She complains about being overworked. You see no need for you to help with things around the house since your father never did this. Your mother never worked outside the home but you still think it is women's work to cook and take care of the house.

8b. Wife – You are feeling overloaded because you are working again after having a baby about 6 months ago. After coming home from work you have to care for the baby, fix the meals, and clean the apartment. Your husband doesn't feel like he needs to do house work because his father didn't do any.