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## TWELVE COMMON MAJOR ENGLISH ERRORS IN WRITING BY CHINESE STUDENTS

1. **FAILURE TO CAREFULLY PROOFREAD (PRI)** This is the most common error in student writing and includes misspelling of simple words, usually referred to as "typo's"; omission of words; inconsistencies in tense; and other mistakes that the writer usually recognizes on worksheets or quizzes but doesn't see in his or her own writing. Example: "I dad finished my work, but there is no one waiting to let out the lock door."
2. **POINT OF VIEW SHIFTS (PV)** In an essay, You should not mix second-person point of view ("you", or person spoken to) sentences with first-person point of view ("I", or person speaking) sentences, unless the sentences are quoted material. For example, do not address the reader with questions such as, "Do you agree?" or "Have you ever thought about this?" Also, instead of saying "When you enter a restaurant, you want to be greeted." Say "When I enter... I want..." or, "When people enter... they want..."
3. **MISPLACED MODIFIER (MM)** This error may make the reader smile. To correct it, you only need to move the modifier closer to the word it describes. Example: "She taught me to be an honest man as soon as I could understand her." "As soon as I could understand her" tells when she taught, not when the writer was expected to be an honest man.
4. **VERB PROBLEMS (V)** Tense errors: "As a child I enjoyed playing but *hate* studying."<sup>1\*</sup> (Agr) Lack of verb and subject agreement in number: "Down the street I *goes*." (NW) An irregular verb's incorrect past tense: "I *kitted* the smaller boy."
5. **UNPARALLEL CONSTRUCTIONS (/)** Phrases or clauses in a series which are different constructions. "My reasons for not going included because no one knew me, being behind in my lessons, and tired out." This example uses a faulty dependent clause, a gerund phrase, and a verbal idiom. The parts of the series of reasons should be in the same structure. This is sometimes referred to as balance.
6. **FRAGMENTS (Frag)** An incomplete sentence or only a part of sentence. "Sometimes when I get up early, pack all my food, and get everything prepared for travel."
7. **RUN-ONS (RO)** Two sentences or two independent clauses joined with no punctuation. "I refused to smile I just looked at him in his eyes."
8. **COMMA SPLICES (CS)** Two independent clauses joined with only a comma. "Having long holidays is always fatiguing for me, maybe it is because of my poor planning."
9. **WRONG WORD (WW):** "I was more lucky." "To some extends, it is the most important" or **INACCURATE WORD (BW):** "It was a disgusting sunset."
10. **LACK OF DETAILS (DET)** Writing needs more specific support or development. It is too general or vague. "She regulated my life. She controlled everything. She didn't trust my judgement"
11. **TOO MANY NEEDLESS WORDS. NOT CONCISE. (Wordy)** "He prepared his lessons carefully before class so as to make us all understand and comprehend what he had taught" Also **REDUNDANT (RED):** "I'll try to be less dependent and reliant on my parents."
12. **PRETENTIOUS, AFFECTED, FLOWERY, ARTIFICIAL, INSINCERE, CONTRIVED (PRET.)** Use of words to show esoteric vocabulary, to appear learned, to impress rather than communicate.

# Plagiarism

**Plagiarism** consists of taking someone else's words, ideas, thoughts, language, etc. and presenting or passing them off as if they were your own. It includes not only the copying of published material, but also the copying of the work of a friend or classmate or some other person. It is considered to be an especially offensive and egregious form of **intellectual dishonesty**. Whether it reflects laziness, the pressure of impending deadlines, or some other factor, it is one of the most flagrant forms of **cheating**. It is a serious violation of behavior and is not acceptable and must not be tolerated. In reputable academic institutions it will almost surely result in severe punishment, sometimes including expulsion from the school. Additional civil and/or criminal sanctions may result if copyright infringement is involved.

Plagiarism may take several forms:

1. Copying word-for-word another's writing without enclosing the copied passage in quotation marks and properly documenting and providing references to its source.
2. Slipping into another writer's apt terminology or phrase that expresses one's own opinion, without documenting the source.
3. Creating a mosaic of others' works [ideas and words] with the writer simply forming the sentences and not documenting the source(s).
4. Paraphrasing, or restating someone else's ideas in one's own language, but without properly crediting the author or documenting the source.

Examples of four different forms of plagiarism:

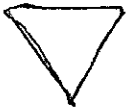
*"Four score and seven years ago our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal."* (Abraham Lincoln, Gettysburg Address, 1863).

1. **WORD-FOR-WORD:** Many years ago our new nation was conceived in liberty and dedicated to the proposition that all men are created equal.
2. **APT TERM:** America was conceived in liberty and suffered the labor pains of violent revolution.
3. **MOSAIC:** American was dedicated to liberty and conceived with the idea that all men are created equal. We have been loyal to this proposition ever since our fathers brought forth a new nation on this continent.
4. **PARAPHRASE:** Some eighty-seven years ago, when our ancestors established this new country, they were devoted to the idea that all people should be both free and equal.

To avoid plagiarism, the writer should put quotation marks around all the underlined portions in examples 1, 2 and 3 above, and document the source of the quotations. In example 4, the source of the ideas should be documented and referenced according to currently accepted standards.

A good way to remember the most common paragraph structures is to think of them as 'shapes.' Using this memory aid requires only that you remember that the widest part of the shape represents the **topic** sentence.

Type 1— The upside down triangle. — In this paragraph, the topic sentence is first. [This is the most common type of paragraph.]



- A. Everything else in the paragraph either support or develops the main idea (the topic sentence).
- B. Most common in informative writing in which the author states and then explains, or proves or describes idea.

EXAMPLE:

Niagra Falls has an irresistible lure for daredevils. A motley procession of foolhardy men has dared death by dancing above the chasm on a tight rope or by plunging over the cataract in a barrel. They have tried to swim the current and shoot the rapids in boats.

- C. A good diagram for this type of paragraph is a triangle with the apex pointed downward. Because the central idea stands at the head of the paragraph, the baseline of the triangle is drawn at the top. As the paragraph tapers off with details, the triangle, tapers off at a point.

Type 2 — The triangle. — Topic sentence the last sentence. [Second most common type of paragraph].



- A. Everything else in the paragraph either supports or develops the main idea (the topic sentence).
- B. Authors use this paragraph structure for one of three reasons:
  - 1. To build up to a climax.
  - 2. To leave the reader with a summary idea.
  - 3. In **persuasive writing**, the author offers proof and tries to lead the reader to assent to the more general claim.

EXAMPLE:

Costs were low that year and the output high. There was a good man for every job and the market remained firm. There were no losses by fire. All in all, it was the best year in the company's history.

- C. The diagram is reversed in this paragraph structure. By presenting supporting details first, the author leads the reader to a summary or to acceptance of a more general claim.

Type 3 — THE DIAMOND — Topic Sentence is the second sentence.



- A. The first sentence may serve as a transition or to show the relationship between ideas in this paragraph and those presented previously. All other sentences serve to explain, expand, describe, or prove the central idea.

- B. Writers use this paragraph structure to vary their style, to provide a smooth transition from the previous paragraph, or to show the relationship between ideas presented previously and those in this paragraph.

EXAMPLE:

There are deer in abundance here. The whole area is great country for hunters and fishermen. There are bear, occasional mountain lions, and coyotes. To the east the streams are full of trout, and there are ducks, geese, and a few pheasants.

#### Type 4 – THE HOURGLASS – The topic sentence is both first and last.

Authors use this paragraph structure for one of two purposes:

1. To emphasize or clarify an important idea. The two topic sentences make similar statements.

EXAMPLE:

Glaciers change the surface of the earth. They grind heavily as they move slowly along, much like fresh cement creeping down a gentle slope. They dig great holes in the sides of mountains and rub away the faces of rocks. A glacier pushes masses of loose soil and rock ahead of it. The loose soil and rocks form ridges when the ice melts or stops moving. A moving glacier also makes a valley wider as it pushes down through it. The earth looks quite different after a glacier has passed by.

[Note that the two topic sentences in the example could be interchanged without affecting the meaning.]

2. To present two opinions, to point out advantages and disadvantages, or to show how two things are similar and/or different.

- a. Most common in Comparison or Contrast Writing.
- b. Usually there is a signal word within the paragraph that alerts the reader to a change of perspective.

EXAMPLE:

Penicillin is one of the greatest of the wonder drugs. It has saved thousands of lives already and will save many more in the future. But it has no effect whatsoever on the bulk of the ills of man and beast. Good as it is, it is certainly not a cure-all.

#### Type 5 – THE SQUARE – No real summary or topic sentence.

A. All of the sentences contribute to the main idea.

B. The author expects the reader to provide the more general statement and to decide whether or not it is important to remember the specific details.

C. To do this:

1. Identify the topic

2. <sup>Ask</sup> ~~As~~ yourself: What is the author saying about the topic?

D. This paragraph type is most commonly used to describe, to list, or to show the sequence of events.

EXAMPLE:

The range of the Mule Deer is usually east of the Sierra Nevadas. It is the largest of the North American deer, sometimes weighing almost 400 pounds. The name has been given to the species because of its long ears and mule-like tail. Because the Mule Deer has rather large antlers, it is a valuable game animal.

## TOPICS FOR JOURNAL WRITING

### LETTER TO YOUR MOTHER

DESCRIBE YOURSELF: your greatest trait and strengths not just physical appearance ie. Interests, hobbies, sports, cultural things you like to do.

### MOST MEMORABLE EXPERIENCE YOU HAVE HAD WITH YOUR FAMILY

DESCRIBE YOUR HOMETOWN OR NEIGHBORHOOD. Draw a map of your home.  
Describe what happened in your neighborhood, who lived there that you interacted with, who your friends were etc

### DESCRIBE YOUR MIDDLE SCHOOL EXPERIENCE

TELL HOW YOU CAME TO CHOOSE YOUR UNIVERSITY, FIELD OF STUDY, AND PROFESSION AND WHAT YOU HOPE TO DO WITH IT IN LIFE.

DESCRIBE THE MOST INFLUENTIAL PERSON IN YOUR LIFE OUT SIDE OF FAMILY MEMBERS: Tell how they influenced you.

DESCRIBE THE PERSON YOU WANT TO MARRY: type of person, and why. (If you are already married then who you want your child to marry.)

SUPPOSE YOU ARE 65 YEARS OLD AND HAVE BEEN ASKED TO SUMMARIZE YOUR LIFE FOR A FRIEND. WRITE A LETTER TO THE FRIEND DESCRIBING WHAT YOU HOPE YOU HAVE DONE AND WHAT YOU WANT TO BE REMEMBERED FOR: What do you have accomplished in job, family, place of living etc.

### DESCRIBE WHAT A GREAT PARENT SHOULD DO FOR THEIR CHILDREN

LIST THE 5 MOST IMPORTANT IDEALS THAT GUIDE YOUR LIFE : rank them in order and tell why they are important. Then think of a situation where the #1 and #2 ideals could be in conflict and tell how you would resolve this issue.

### WHAT ONE PLACE WOULD YOU LIKE TO MOST VISIT OUTSIDE OF CHINA:

SUPPOSE YOU ARE A FOREIGN EXCHANGE STUDENT. WRITE A TALK TO GIVE AT YOUR NEW SCHOOL TELLING WHAT YOU LOVE ABOUT CHINA THE MOST.

LIST ONE THING THAT YOU WOULD LIKE TO SEE IMPROVED IN YOUR COUNTRY.  
Discuss how that change could be brought about.

### DESCRIBE WHAT ONE PERSON CAN DO TO FURTHER WORLD PEACE

## Sentence Construction, Word Order and Sentence Order Activity

[ Teacher instructions: For each of the following sentences, write each word in the sentence on a separate card, mix up the cards, and place the sentence's cards in an envelope. Write the number of the sentence on the outside of the envelope. ]

1. Once upon a time, there were six blind men. [ 9 word cards in an envelope marked #1 ]
2. They lived in a small village in India. [ 8 word cards in an envelope marked #2 ]
3. They had never seen an elephant before. [ 7 word cards ... ]
4. One day, an elephant came into their village.
5. The six blind men wanted to study it.
6. The first blind man touched the elephant's leg.
7. He said, "This elephant is just like a tree."
8. The second man touched the elephant's side.
9. He said, "It's not a tree, it's a large wall."
10. The third man touched the elephant's tail.
11. He said, "It's not a tree or a wall. It's a rope."
12. The fourth man touched the elephant's trunk.
13. He said, "It's not a tree, a wall or a rope. It's a snake."
14. The fifth man touched the elephant's ear.
15. He said, "You are all wrong. This elephant is a big fan."
16. The sixth man touched the elephant's tusk.
17. He said, "No, it's not a fan either. It's a spear."
18. Each blind man was sure that he was right – but all of them were wrong.

### Directions for the students:

Work in groups of 2 or 3 students. Each group should take out a blank sheet of paper and number down the left side – one number per line – 1., 2., 3., etc. down to 18. Then, one person from the group should come up to the front of the class and get an envelope and take it back to his/her group. The group should carefully remove the word cards from the envelope and work together to arrange the words into a sentence. When they feel they have the correct sentence, they should look at the number on the envelope and then write the sentence next to that number on their sheet of paper. Then, they should mix up the word cards, carefully put them back in the envelope (make sure all the cards are accounted for), return the envelope to the front of the class, and get another envelope. **ONLY ONE ENVELOPE AT A TIME.** After they have constructed all 18 sentences, they should read and discuss the story.

[ Note to the teacher: To make this activity successful, carefully review the directions with the students – otherwise this can get out-of-hand and the word cards can end up in the wrong envelopes.]

### MISSING ARTICLES

Once upon a time, there was beautiful princess who lived in huge castle. She really wanted to get married and become queen, so she sent out many letters to people in her kingdom. The letters said that she wanted to marry brave, strong, honest man. She told men that on Friday at 10 a.m., she would have contest. First man that could swim across river and touch her hand would be her husband, and become new king. On Friday, all men from kingdom arrived at river. Princess said, "Ready, set, GO!!" None of men moved. They all stared at water. In water, there were many hungry alligators. Princess thought, "There are no brave, strong, honest men in my kingdom." She was very sad. All of a sudden, she heard many men yelling. She saw man swimming very quickly in water, fighting against alligators. When man arrived, he was very tired, bleeding, and confused. Princess ran to him and hugged him. "You are very brave. You will be new king! What do you have to say to people?" Man looked at people on other side of river and yelled, "Which one of you pushed me in water?"



## NOUN POETRY

By following this structure you do not need to worry about format and can concentrate on producing descriptive language. Choose a **person, place or thing** to write about, then follow these instructions to create a **Noun Poem**:

Line 1: Choose a noun that describes the person, place, or thing you have selected.

Line 2: Describe this noun with two adjectives joined by the word *and* or *but*.

Line 3: Use a verb form and an adverb to show this noun in a typical action.

Line 4: Think up a comparison beginning with the word *as* or *like* to show a special quality this noun has.

Line 5: Use a phrase beginning with *If only* to express a wish regarding this noun.

Here's a sample:

**Fireman.**  
**Strong and fearless.**  
**Fighting courageously.**  
**As brave as a gladiator.**  
**If only I could be a hero!**

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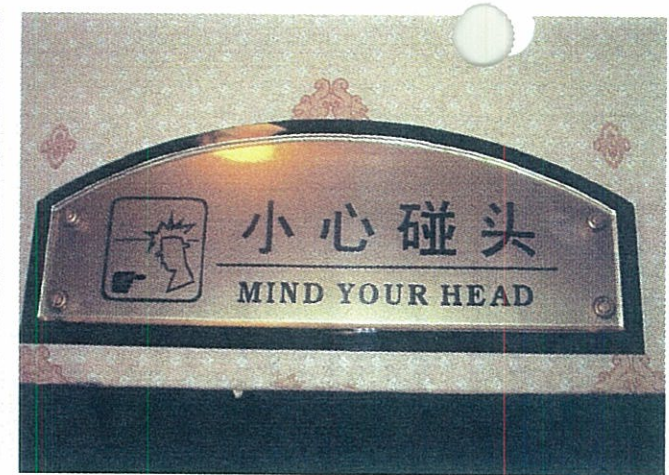
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## *CAN YOU FOLLOW DIRECTIONS?*

1. Read everything before you do anything.
2. Put your name in the upper right-hand corner of the paper.
3. Circle the word "name" in the second sentence.
4. Draw 5 small squares in the upper left-hand corner of this paper.
5. Put an X in each square mentioned in number 4.
6. Put a circle around each square.
7. Sign your name under the title of this paper.
8. After the title, write "yes, yes, yes".
9. Put a circle around each square.
10. Put an X in the lower-left hand corner of this page.
11. Draw a triangle around the X you just made.
12. On the back of this page, multiply 70x30.
13. Draw a circle around the word "paper" in sentence 4.
14. Loudly call out your first name when you get to this point in the test.
15. If you think that you have carefully followed directions, call out....  
"I have carefully followed directions."
16. On the reverse side of this paper, add 107 and 278.
17. Put a circle around your answer to this problem.
18. Count out in your normal speaking voice from 1 to 10 backwards.
19. Punch 3 small holes in your paper with your pencil here . . . . .
20. If you are the first person to get this far, call out loudly, "I am the leader in following directions."
21. Underline all even numbers on the left side of this page.
22. Now that you have finished reading carefully, do only sentences 1 and 2.







TOPICS	GRAMMAR	COMMUNICATION SKILLS	
		Listening and Speaking	Reading and Writing
Meeting people The classroom Telephone numbers and addresses The family Occupations Physical characteristics Renting an apartment The home and furniture Seasons and weather Months and dates Clothes and colors Days of the week and daily routines Work and chores The time Transportation Movies Free time Cooking, shopping, and food Vending machines and money Restaurants The future	Subject pronouns ( <i>I, you, he, she, etc.</i> ) Present tense of <i>be</i> Demonstrative adjectives and pronouns ( <i>this, that, these, those</i> ) Definite ( <i>the</i> ) and indefinite ( <i>a / an</i> ) articles Singular and plural noun forms Possessive adjectives ( <i>my, your, his, her, etc.</i> ) and possessive <i>s</i> Adjectives ( <i>bad, good, slow, etc.</i> ) Adverbs of manner ( <i>badly, well, slowly, etc.</i> ) Prepositions of location ( <i>in, on, under, near, etc.</i> ) <i>There is / are</i> Questions with <i>or</i> <i>Some and any</i> Count ( <i>apples, onions, etc.</i> ), and non-count ( <i>sugar, milk, etc.</i> ), nouns Present continuous tense Simple present tense Conjunctions <i>and, but, and because</i> <i>Too and (not) either</i> Clauses with <i>before, after, and when</i> Adverbs of frequency ( <i>sometimes, always, never, etc.</i> ) <i>Have to</i> <i>Let's ...</i> <i>A lot of, much, and many</i> <i>How much and how many</i> Quantities ( <i>dozen, can, loaf, etc.</i> ) Affirmative and negative imperative <i>Need to, want to, try to, like to</i> The future with the present progressive tense Expressions of future time ( <i>later, tonight, tomorrow, etc.</i> )	Greeting and introducing people Getting and giving personal information Asking how to spell something Thanking Identifying objects Describing things and giving their locations Correcting and confirming Apologizing Describing and identifying people Getting someone's attention Asking someone to repeat something Talking about possessions Talking about the weather and the seasons Getting and giving the time and date Talking about the present Talking about clothes and colors Talking on the telephone Talking about weekly routines and schedules Asking about relatives and friends Offering help Asking for transportation information Talk about work and school Talking about movies Agreeing Talking about what people have to do Giving reasons and opinions Making suggestions and accepting or declining Talking about quantity and availability Asking for locations in a grocery store Asking about prices Talking about favorite things Giving and following directions Talking about the future Ordering in a restaurant Listening to recorded movie announcements	Reading abbreviations Reading For Rent ads Reading a map Reading entertainment ads Reading food ads Reading recipes Following vending machine instructions Reading a menu Reading a restaurant check Completing a registration form Completing an I.D. card Setting up an address book Writing a personal description Writing a postcard Writing a letter about a friend Writing a description of one's day Writing a note to a friend Making a shopping list

TOPICS	GRAMMAR	COMMUNICATION SKILLS	
		Listening and Speaking	Reading and Writing
Parties Work Life in the past History and important dates The family Shopping for clothes Department stores Bargains A robbery Illness and the body Vacations and travel Applying for a job Marriage The future, fortune tellers, and horoscopes Cars and driving Advice	Verbs that don't usually end in <i>-ing</i> ( <i>like, know, etc.</i> ) Conjunctions <i>That</i> and <i>so</i> The simple past tense Expressions of past time Present, past, and modal tag questions ( <i>She can swim, can't she?</i> ) <i>Who</i> as subject <i>Anyone, someone, no one</i> <i>Wh-</i> questions with <i>which</i> <i>One</i> and <i>ones</i> Object pronouns <i>Would like (to)</i> Compound nouns ( <i>homework, credit card, etc.</i> ) The past tense of <i>be</i> <i>There was / were</i> <i>(Not) as . . . as</i> Adjective + <i>to</i> + verb ( <i>easy to clean</i> ) Comparative of adjectives Superlative of adjectives The future with <i>be going to</i> and <i>will</i> The immediate past with <i>just</i> <i>Can</i> and <i>could</i> <i>Have got</i> and <i>have got to</i> Clauses with <i>if</i> <i>Should</i> <i>Must</i> <i>Wh-</i> questions with <i>whose</i> Possessive pronouns <i>Too</i> ( <i>It's too impractical.</i> ) <i>Had to</i> <i>A lot (of), a little, a few, and enough</i> <i>So</i> ( <i>The movie was so good.</i> )	Introducing people Complimenting and accepting compliments Agreeing and disagreeing Apologizing and accepting an apology Offering, accepting, and declining food Getting and giving personal information Talking about the present and past Talking about family and friends Talking about people and events Giving opinions Asking for confirmation Asking for and giving assistance Talking about clothing Describing people Comparing Emphasizing Talking about preferences Complaining Making, agreeing to, and rejecting suggestions Asking for and giving advice Talking about illness Making a doctor's appointment Offering sympathy Talking about vacations Checking in for a flight Asking for travel information Talking about ability Giving reasons or excuses Inviting and refusing invitations Making requests and promises Talking about the future Talking about possessions Talking about obligation and necessity Expressing surprise and interest Talking about quantity and availability	Reading a store directory Reading sale ads Reading medicine labels Reading international travel signs Reading arrival and departure screens Reading abbreviations Reading Help Wanted ads Getting meaning from context Writing an invitation Writing a page in a diary Filling out a charge account application Writing a note to a teacher or boss Writing a postcard Completing a job application form Writing a résumé Writing a note with only necessary information Taking a written driver's license examination Writing an article about a classmate or oneself

TOPICS	GRAMMAR	COMMUNICATION SKILLS	
		Listening and Speaking	Reading and Writing
<p>Rules and public behavior</p> <p>Childhood</p> <p>Work</p> <p>Likes and dislikes</p> <p>A wedding</p> <p>Vacations and travel</p> <p>The use of common machines</p> <p>Sports</p> <p>Interests and abilities</p> <p>Chores around the house</p> <p>Baking and food</p> <p>Geography</p> <p>Trivia</p> <p>Production of food and goods</p> <p>Famous people, places, and things</p> <p>Plans for class break</p> <p>Transportation</p> <p>Buying cars and appliances</p>	<p><i>May</i> and <i>can</i> for permission</p> <p>Present perfect with <i>for</i>, <i>since</i>, <i>ever</i>, <i>already</i>, <i>yet</i>, <i>just</i></p> <p>Present perfect tag questions</p> <p>Past time with <i>used to</i></p> <p>Plural nouns with no article</p> <p>Verb + gerund (<i>I enjoy working</i>.)</p> <p>Preposition + gerund</p> <p>Possibility with <i>could</i>, <i>may</i>, and <i>might</i></p> <p>Conclusions with <i>must</i></p> <p><i>Some</i>, <i>any</i>, and <i>one</i> as noun substitutes</p> <p>Verb + infinitive (<i>plan to go</i>)</p> <p>Verb + infinitive or gerund</p> <p>Advice with <i>ought to</i></p> <p>Compounds with <i>some</i>, <i>any</i>, and <i>no</i> (<i>someone</i>, <i>anyone</i>, <i>no one</i>, etc.)</p> <p><i>No</i> + noun or gerund (<i>no exit</i>, <i>no smoking</i>)</p> <p>Imperative with <i>you</i></p> <p><i>So . . . (that)</i></p> <p>Separable two-word verbs</p> <p>Past continuous with <i>when</i> and <i>while</i></p> <p><i>Be able to</i></p> <p>Reflexive pronouns</p> <p>Reciprocal pronouns</p> <p><i>Too . . . to</i> (<i>The kitchen is too big to paint by himself</i>.)</p> <p>Present (<i>exhausting</i>) and past (<i>exhausted</i>) participles as adjectives</p> <p>Verb + object + <i>to</i> / <i>for</i></p> <p><i>Look</i>, <i>feel</i>, <i>sound</i>, etc., + adjective</p> <p><i>Look</i>, <i>feel</i>, <i>sound</i>, etc., + <i>like</i></p> <p><i>What a / an</i> for compliments and complaints</p> <p>Negative yes/no questions</p> <p><i>Wh-</i> questions with <i>how</i></p> <p>Comparative and superlative of adverbs</p> <p><i>Get</i> + adjective</p> <p><i>The</i> with geographical names</p> <p>The present and past tenses in the passive voice</p> <p><i>Had ('d) better</i></p> <p><i>Before</i>, <i>during</i>, <i>after</i>, and <i>for</i> + noun</p> <p><i>Before</i>, <i>after</i>, <i>when</i> + clause</p> <p>Conditional with <i>if . . . would . . .</i></p>	<p>Asking for confirmation</p> <p>Giving and denying permission</p> <p>Getting and giving personal information</p> <p>Talking about past habits, abilities, and activities</p> <p>Talking about likes and dislikes</p> <p>Expressing enthusiasm</p> <p>Talking about possibility</p> <p>Drawing conclusions</p> <p>Congratulating</p> <p>Expressing excitement</p> <p>Making requests and offers</p> <p>Talking about places people have visited</p> <p>Asking for and giving instructions</p> <p>Expressing hopes</p> <p>Making suggestions</p> <p>Giving reasons and opinions</p> <p>Agreeing</p> <p>Talking about health</p> <p>Expressing reciprocity</p> <p>Talking about leisure time activities</p> <p>Complimenting and complaining</p> <p>Talking about geography and comparing places</p> <p>Asking for explanations</p> <p>Expressing positive and negative feelings</p> <p>Giving statistics</p> <p>Stating rules</p> <p>Talking about places and things</p> <p>Talking about a country's products</p> <p>Correcting</p> <p>Talking about how people do things</p> <p>Talking about quality and performance</p> <p>Asking for and giving advice</p> <p>Giving additional information</p> <p>Talking about hypothetical situations</p> <p>Convincing someone to do something</p> <p>Talking about future plans</p>	<p>Predicting</p> <p>Scanning</p> <p>Discussing job applicants and qualifications</p> <p>Getting the meaning of words from context</p> <p>Figuring out pronoun reference</p> <p>Using context to choose synonyms</p> <p>Reading travel ads</p> <p>Reading public signs</p> <p>Reading a tourist guide</p> <p>Reading ads and tables</p> <p>Reading, writing, and saying large numbers</p> <p>Organizing information into paragraphs</p> <p>Writing an informal invitation</p> <p>Ordering paragraphs correctly</p> <p>Making a survey and taking notes</p> <p>Writing a personal letter to bring a friend up to date</p> <p>Writing a summary</p> <p>Writing a recipe</p> <p>Writing a description of one's country</p> <p>Writing about the capital or an important city in one's country</p> <p>Editing and writing a postcard</p>

TOPICS	GRAMMAR	COMMUNICATION SKILLS	
		Listening and Speaking	Reading and Writing
Shopping Location of stores and services Getting things done Directions Disasters and accidents Sightseeing Lifestyles Careers and jobs Bosses and employees The circus Television Leisure time Travel Cooking and entertaining Computers The future Going back to school Politics	The future with the simple present and the present continuous <i>Another, the other(s), other</i> <i>Wh- noun clauses</i> Causative with <i>make, get, and have</i> Placement order of adverbs Adverbial clauses with future time Adverbial clauses showing purpose or reason Present perfect progressive Separable and inseparable two-word verbs Relative clauses with <i>who, whom, which, and that</i> <i>Still vs. any longer (anymore)</i> <i>Both ... and ...</i> <i>Either ... or and Neither ... nor</i> Comparison of nouns Participial phrases Prefixes <i>im-, in-, un-, ir-, dis-, and anti-</i> <i>Such (a/an) for compliments</i> Verb + direct object + infinitive The future, present perfect, and modals in the passive voice Result clauses with <i>such a ... that</i> <i>Not only ... but (also)</i> Modals in the past Modals in the progressive <i>Hope and wish</i> <i>Unless and only if</i> Prefixes <i>mis-</i> and <i>re-</i> Suffixes <i>-or-, -ment-, -er-, -ent-, -ion,</i> and <i>-ian</i> Reported speech	Making comparisons Making offers and requests Asking for and offering help Asking for confirmation Giving advice and opinions Asking for and giving locations Making appointments Stating the purpose or reason Asking for and giving directions Finding out what people have done recently and when they did it Discussing what to watch on TV Agreeing and disagreeing Describing people and things Talking about jobs and careers Expressing doubt Asking about likes and dislikes Comparing places Talking about preferences Explaining how to do something Inviting and declining an invitation Suggesting an alternative date and accepting an invitation Proposing a toast Describing people's behavior, personalities, and actions Reporting a disaster Talking and speculating about the future Emphasizing Finding out if things have been done or when they will be done Making assumptions about the present and past Expressing hope Making wishes Complimenting and complaining Reporting other people's opinions Reporting what people ask and say	Reading store ads and floor plans Getting the meaning of words from context Inferring Reading a repair bill Reading a checkbook Scanning Restating information from a chart Reading sports scores Predicting Reading tour ads and fact sheets Finding definitions in the dictionary Reading and writing recipes Reading course descriptions Writing a comparison of one's life before and now Writing a check Writing a business reply letter Writing a personal letter to give directions Writing descriptions of sports and games Taking a telephone message Writing descriptions of people and things with specific details Writing a comparison Writing a personal profile Writing an account of a disaster Writing a composition which argues one's point of view Rewriting an article using reported speech Writing an article based on an interview Writing a speech Writing a letter of application for a job

## WHAT WORKS IN AN ORAL ENGLISH CLASS

- **Quotes** (Thought for the Day)—This is your opportunity to generate thinking and conversation about values, moral principles, character traits, etc. For an Oral English class, ask them to discuss the quote with their seat mate (they will readily talk with a partner), then ask three or four of the students to tell what the quote means to them.
- **Idioms**—I presented three different idioms every class period because idioms are an important part of our conversational, informal speech. Then I would often have the students talk with their partner about one of the idioms. For example, one class period I presented the idioms, "a change of heart" and "start off on the wrong foot". Then I gave them the assignment to talk to their partner about a time when they had a change of heart about something or when they started off on the wrong foot. It's best to choose only idioms that are in current and widespread usage.
- **News and Commentary**—Each week I have 2 or 3 students give a short news report and commentary. They are asked to prepare an item from either international or national news, or perhaps just a human interest story. They would take 2 or 3 minutes to tell about the news item, and then they had to give **their** opinion about the news. Then other class members could ask questions or give comments. This encourages them to do more than just memorize an item, or worse, to just read one.
- **Other presentations**—A couple of times during the year I would give my students the assignment to prepare a short 3-4 minute presentation on an assigned topic. Sometimes I would give them a choice from a short list of topics, e.g. "The greatest mistake of my life", "An unusual experience I had", "How I see the world in 20 years". One that worked really well was an assignment where I asked them to prepare a television ad where they would try to sell a product. They were to bring their product (or a picture of the product) to class and try to pitch their product. They have watched plenty of T.V. so that they will do quite well with this assignment. And it is really fun to see how creative they can be.
- **Pronunciation**—refer to the page on oral English exercises and the packet of Pronunciation drills. These are very helpful in correcting pronunciation problems
- **Dialogs**—I would have them memorize two or three dialogs a year. I gave them a dialog, either one that I would write or one out of a book, and we would practice this dialog together for several times. But this dialog only became the model because I would then have the students write their own dialog. They would work in pairs and create their own dialog. Before they memorized it, though, I would have them bring it to me so that I could check it for any mistakes that they may have. It is much more interesting for everyone if each dialog is somewhat different when you have them recite in front of the class. *intonation pronunciation, stress & \_\_\_\_\_*
- **Poems**—I asked my students to memorize poems a couple of times a year. Both poems and dialogs are very helpful in modeling, not only pronunciation, but also the rhythm that native speakers use when they talk. If you go over the poems four or five times with your students before they deliver a poem, you'll be amazed at how adept they are at picking up correct intonation patterns and stress patterns. Poems were one of the most rewarding memorization assignments that I gave because many of the students were able to deliver their poems almost perfectly.

*Model 1st.*



2nd year - begin to...  
Have st. pick play, choose who is in each play, Leave no one out, practice outside of class, Do props, etc.

- **Plays**—I would really recommend that you assign your students to do plays—not really entire plays, but rather scenes from plays that last only 10 or 15 minutes. This is an assignment where you will not have to do much preparation because you allow your students to decide what play they want to do, to organize it, to practice on their own time, and to make sure that everyone in the class has a part in one of the plays. And everyone has a lot of fun with it. Many of the plays my students performed were taken from Disney movies—Beauty and the Beast, Cinderella, etc. Some students used some very old traditional Chinese tragedies, which were very moving. Each class, if you have 20 or 25 students in a class, will have enough students to do 4 or 5 plays.

- **Songs**—Chinese students love to sing and to learn English songs. Unfortunately, I don't have a good singing voice, so I would bring a boom box with me with the song I wanted to teach on a CD or tape. I didn't have to worry about embarrassing myself because I would just sing along with John Denver, or the Carpenters, etc. I would always go over the words or phrases that the students may not know before asking the students to sing along. Christmas songs in season are fun to teach.

Have st. suggest topics search then compile list of vote.

- **Debates**—I used a modified form of debating that worked fine for my purposes, which was to get the students thinking and talking. The hardest thing about debates is finding topics that the students find interesting, I presented about 15 or 20 ideas for debates and then had my students give a thumbs up or thumbs down if they wanted to debate that particular topic. If I had it to do over again, I would have each student submit three topics for debate and then have the class decide from among them which topics they wanted to debate. You only need 6 or 7 good topics. Then the class period before the debate I would assign the class the topic to prepare. They had to prepare both the pro and the con positions, no matter what their own personal opinion was. I would assign each student a number, either even or odd, then tell them to find a partner. Those with even numbers would debate the pro position, and those with odd numbers would debate the con position. Each would have two minutes to present their position and then two minutes to engage in a debate discussion with their partner (6 minutes total). They would then change partners and take the opposite position. *All pairs debate at the same time.*

- **Culture**—Students love to hear about American culture. So when something comes up in class that will allow you to explain or describe something about American culture to your students, they will love it. We came home during the break between semesters, and because we had plenty of luggage space then, we took back piles of newspapers. I got the Deseret News to donate about 60 newspapers and my husband picked up about 40 Daily Universe papers from BYU. You can use the newspapers in many ways, but they are great vehicles for teaching about culture. I gave my students the assignment to read the newspaper and then prepare a 2 minute presentation on some aspect of the newspaper that they found unusual or interesting. I found it quite interesting how many chose to talk about the obituaries.

- **Games**—Games can be a great source for generating conversation. If you have something that you think will work well, use it. Teaching Games and Contests, Role Play and Ungame.  
*lower anxiety* "ESL Language Learning games" on google

- **Birthdays**—I celebrated every student's birthday. We sang "Happy Birthday" to them and I gave them a small gift—a pencil that says Happy Birthday and a candy bar. Be sure to get their correct birth date on their photo card. They will sometimes give their birth date on the Lunar calendar. Also, the Chinese, when using just numerals to indicate a date, will use a different order than we do.

## DEBATE TOPICS

- Resolved: Protecting the environment is not as important as development.
- Resolved: It is important to pursue space exploration.
- Resolved: Cars do more harm than good.
- Resolved: The benefits of tourism outweigh the costs.
- Resolved: Popular consumerist images of women affect women negatively and should be changed.
- Resolved: Pornography should be banned for moral, religious, feminist, and crime-prevention reasons.
- Resolved: The sale and consumption of alcohol – the world's favorite drug – should be further restricted, or even banned.
- Resolved: Sports competition in schools should be banned because it encourages competition rather than cooperation.
- Resolved: The assassination of a dictator can be justified.
- Resolved: The sale of human organs should be legalized.
- Resolved: School examinations should be replaced with other forms of assessment.
- Resolved: Schools have the right and should require their students to wear school uniforms.
- Resolved: Governments should not negotiate with terrorists.
- Resolved: Governments in rich countries should relax the laws controlling immigration.
- Resolved: Physical force is a justifiable method of punishing children.
- Resolved: For moral and social reasons divorce should be highly discouraged.
- Resolved: We should live with our "extended" family (parents and grandparents) when we get married and not live alone as a "nuclear" family (husband, wife, child).
- Resolved: A man should share in all the household duties.
- Resolved: Sports stars should be paid millions of dollars for their talents.
- Resolved: It is morally acceptable to experiment on non-human animals to develop products and medicines that benefit human beings.
- Resolved: Television advertisements aimed at children should be banned.
- Resolved: The government should use tax or policy to encourage the use of cars which are not fueled by petrol.
- Resolved: The private lives of public figures should be open to press scrutiny.
- Resolved: China will be able to have enough energy to support its future growth and development.
- Resolved: Women should be allowed on the front combat lines to fight in war.
- Resolved: In the university programs, there are too many English classes in comparison to one's major classes.
- Resolved: Honesty should not be a factor in gaining a good grade. (e.g. cheating, plagiarism –to take and use ideas or words from another's work and calling them your own, etc.)
- Resolved: Individuals should have the legal choice of assisted suicide.
- Resolved: Children should be given sex education in the schools rather than leaving it to the responsibility of parents.
- Resolved: Capital punishment is justifiable for some criminals.

**10 SECRETS TO SPEAKING ENGLISH**

1. *Self-Esteem*. Believe in yourself. Think positive thoughts. Have confidence that you can do it.
  2. *Teach Others*. Concentrate on helping others to speak, thus using and improving your skills.
  3. *Sing Songs*. Singing is magic, no hesitation, no translation, no confusion, just sing and enjoy.
  4. *Talk to the TV and Radio*. Watch, listen to, talk to, and mimic English language broadcasts.
  5. *Read Aloud and Read A Lot*. Focus on stories, the culture and the beauty of language.
  6. *Call Others on the Telephone*. Using the phone forces you to speak clearly, without visuals.
  7. *Group Participation*. Ask questions, offer opinions, and participate.
  8. *Interpret For Others*. Interpreting for others forces you to understand and communicate.
  9. *Memorize New Words and Phrases*. Memorizing brings you closer to thinking in English.
  10. *Read, Write and Memorize Poetry*. Poetry conveys the rhythms and nuances of the language.
- X. *Surf the Internet in English!*

**SPEAKING PROGRESS**

1<sup>st</sup> Imitative – 2<sup>nd</sup> Rehearsed – 3<sup>rd</sup> Spontaneous (Extemporaneous)

Vocabulary – Sentences – Ideas – Dialog – Humor

New sounds (u,r,v, etc.), Word differentiation, Contractions (lazy english), Idioms, Sarcasm

**Learning English:**

Vocabulary, Gender pronouns, Verb tenses,

Sentence Structure (word order, conjunctions, length, articles)

**IDIOM STORY** (50 words, 11 idioms)

"I was in hot water! The top banana jumped down my throat, and told me I was full of beans. I thought that I'd be axed! So quick as lightning, I ate my words, faced the music and battered him up. He got off my back – happy as a clam."

**HIGH FIVE**

Read, Write, Listen, Speak, Think ENGLISH

**JOURNAL WRITING**

*"That which we persist in doing becomes easy,  
not that the nature of the thing has changed,  
but our ability to do has increased" H. B. GRANT*

## Oral English Exercises

### Vowel Sounds

<u>i:</u>	<u>i</u>	<u>aɪ</u>	<u>eɪ</u>	<u>e</u>	<u>æ</u>
lead	lid	lied	laid	led	lad
beat	bit	bite	bait	bet	bat
peel	pill	pile	pail	pell	pal
dean	din	dine	Dane	den	Dan
read	rid	ride	raid	red	rad
keen	kin	kine	cane	Ken	can
meet	mitt	mite	mate	met	mat

### Practice Words

ill	month	bath	place	us	think
will	mouth	bathe	devour	purpose	sink
sell	mouse	breath	fantasy	campus	thank
people	house	breathe	usual	compass	something
purple	health	birth	usually	because	hill
world	north	brother	real	caught	fell
visual	south	other	really	caucus	feel
healed	the	visual	river	cause	three
girl	this	vase	pearl	saw	thousand

### Tongue Twisters

1. Thor is the god of Thunder.
2. Thelma and Theo have bad breath.
3. Three free thrilling frills fought on Ruth's roof.
4. Thieves are thankless thugs who deserve our wrath.
5. Nothing is worth thousands of deaths.
6. Mr. Smith's teeth are thin and lethal.
7. Thursdays are thirsty days for lethargic Ruth and Thelma.
8. It seems themes are sought by thousands of mythical misses.
9. Thick ticks on three trees brought broth to ten thin tin men.
10. Sick thickets thwarted seven thin sinners from passing through.
11. Violent Vinny gets his vim and vigor from eating vegetables and vitamins.
12. Weary Willie Walters wants to wade in the waist-deep water.

**MOUTH warm up EXERCISES**

1. Too - tee - bee - boo
2. Big - bad - mat - fat - hat - cat
3. Door - floor - store - four
4. Walking - talking - hoping - jumping
5. Mane - drain - train - rain
6. Hold - rift - desk - test
7. Mother - father - brother - sister (cousin - uncle - aunt)
8. Black - clap - flop - lop
9. Ash - bash - cash - dash - splash
10. Shell - shop - shut - shin
11. Face - lace - trace - space
12. Book - cook - hook - look - nook
13. Seed - bleed - deed - lead
14. Peach - reach - leach -
15. This - that - then - there - those
16. Fill - full - feel - file - fail - foal - foul - foil - fool - fell - furl
17. Books - box - bikes - beaks - barks - bakes
18. Noise - knees - news - nose - gnaws - nears
19. Thought - sought - short - fort - taught - caught - port - sought
20. Choose - Jews - shoes - Sue's - zoos - whose - lose
21. Near - beer - pier

**Word and Sound Discrimination**

working-walking	smile-smell	met-mad	shall-shell	steal-still	little-middle
mouth-mouse	truth-truce	rule-real	food-feed	indulge-sold	cases-kisses
colorful-careful	hate-hit	chess-chest	man-men	film-world	poor-pure
vocation-vacation	same-seem	like-lack	little-letter	think-thank	child-wild
leader-liter	latter-ladder	cards-cars	world-word	race-raise	mouth-month
calm-come	relieve-relive	turned-tend	it-eat	give-get	mother-other
mind-man	beer-bear	flesh-fresh	late-let	robe-rope	-booth
worried-varied	batter-better	horse-house	made-mate	stock-struck	both-toast
impress-express	heat-hit-hid	peak-pick	hot-hat-hut	bond-band	dog-dock
collect-correct	stock-stuck	her-here	long-wrong	she-see	won-well
sought-thought	alive-arrive	light-right	sank-thank	vet-fat	wind-when
pass-path	sink-think	size-sides	rose-roads	thin-fin	sold-fold
red-raid-rad	raise-raids	men-main	sold-sewed	zeal-seal	end-den
tell-tall	resin-raisin	saw-sew	tall-toll	sit-seat	use-usually
caught-coat	bald-bold	ship-sip	sheet-seat	bad-bed	mouth-moth
mesh-mess	shingle-single	heart-hurt	barn-burn	pull-pool	sound-bound
further-farther	carve-curve	lock-luck	suit-soot	pan-pen	out-about
Bonnie-bunny	Luke-look	who'd-hood	rhyme-chime	sing-thing	their-that
rain-crane	rate-great	read-greed	ran-run	failed-field	made-mate
rationally-gradually	child-wild	visa-visit	clever-leaver	very-village	won-well
campus-famous	wind-when	tongue-thong	hard-lard	bite-light	air-error
plowed-proud	lice-rice	lamb-ram	glow-grow	alive-arrive	fly-fry
bowling-boring	cloud-crowd	glass-grass	lake-rake	led-red	liver-river
glue-grew	grand-gland	lock-rock	right-light	less-rest	blush-brush
bought-thought	plain-train	there-their	hear-hair	witch-switch	blight-bright

If you have it, you want to share it. If you share it, you don't have it. What is it?  
A secret.

The more you have of it, the less you see. What is it?  
Darkness

What book was once owned by only the wealthy, but now everyone can have it?  
You can't buy it in a bookstore or take it from a library.  
A telephone book.

What gets whiter the dirtier that it gets?  
A chalkboard

What happened in the middle of the twentieth century that will not happen again for 4,000 years?  
The year 1961 can be read upside down and that won't happen again until 6009!

What has no beginning, end, or middle?  
A doughnut.

What has to be broken before it can be used?  
An egg.

What does no man want, yet no man wants to lose?  
Work - Employment

How many bricks does it take to complete a building made of brick?  
Only one, the last one.

What is everything to someone, and nothing to everyone else?  
Your mind.

Big as a biscuit, deep as a cup, even a river can't fill it up. What is it?  
A kitchen strainer.

What goes up and never comes down?  
Your age.

What's the greatest worldwide use of cowhide?  
To cover cows.

What's long and thin, covered in skin; red in parts, and put in tarts?  
Rhubarb.

**From:** Wertzbergr@aol.com  
**Date:** Mon, 25 Apr 2005 12:49:00 EDT  
**Subject:** English !!!!!!!  
**To:** Wertzbergr@aol.com

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**Subject:** English !!!!!!!!!!!

Why you can't spell.

## THIS SHOULD RATTLE YOUR BRAINS A LITTLE

If you ever feel stupid, then just read on. If you've learned to speak fluent English, you must be a genius! This little treatise on the lovely language we share is only for the brave. Pursue at your leisure, English lovers. Reasons why the English language is so hard to learn:

- 1) The bandage was wound around the wound.
- 2) The farm was used to produce produce.
- 3) The dump was so full that it had to refuse more refuse.
- 4) We must polish the Polish furniture.
- 5) He could lead if he would get the lead out.
- 6) The soldier decided to desert his dessert in the desert..
- 7) Since there is no time like the present, he thought it was time to present the present.
- 8) A bass was painted on the head of the bass drum.
- 9) When shot at, the dove dove into the bushes.
- 10) I did not object to the object.
- 11) The insurance was invalid for the invalid.
- 12) There was a row among the oarsmen about how to row.
- 13) They were too close to the door to close it.
- 14) The buck does funny things when the does are present.
- 15) A seamstress and a sewer fell down into a sewer line.
- 16) To help with planting, the farmer taught his sow to sow.
- 17) The wind was too strong to wind the sail
- 18) After a number of injections my jaw got number.
- 19) Upon seeing the tear in the painting I shed a tear.
- 20) I had to subject the subject to a series of tests.
- 21) How can I intimate this to my most intimate friend?

There is no egg in eggplant nor ham in hamburger; neither apple nor pine in pineapple.

English muffins weren't invented in England or French fries in France (Surprise!).

Sweetmeats are candies while sweetbreads, which aren't sweet, are meat.

Quicksand works slowly, boxing rings are square and a guinea pig is neither from Guinea or is it a pig.

And why is it that writers write but fingers don't fing, grocers don't groce and hammers don't ham?

If the plural of tooth is teeth, why isn't the plural of booth beeth?

One goose, 2 geese. So one moose, 2 meese?

Doesn't it seem crazy that you can make amends but not one amend.

If you have a bunch of odds and ends and get rid of all but one of them, what do you call it? Is it an odd, or an end?

If teachers taught, why didn't preachers praught?

If a vegetarian eats vegetables, what does a humanitarian eat?

In what language do people recite at a play and play at a recital?

Ship by truck and send cargo by ship?

Have noses that run and feet that smell?

How can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites?

You have to marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out, and in which, an alarm goes off by going on.

English was invented by people, not computers, and it reflects the creativity of the human race, which, of course, is not a race at all. That is why, when the stars are out, they are visible, but when the lights are out, they are invisible.



## Would you ever...?

**Note:** You can follow up most of these questions with a why or why not or with the question "In what situation(s) would you consider doing so?"

1. Would you ever adopt a child?
2. Would you ever consider being a criminal?
3. Would you ever consider being a farmer?
4. Would you ever consider moving to Africa?
5. Would you ever consider getting plastic surgery?
6. Would you ever defy your boss if he/she asked you to do something you didn't agree with?
7. Would you ever donate a kidney or another vital organ?
8. Would you ever donate blood?
9. Would you ever drive a car if you had forgotten your license at home?
10. Would you ever drive at night with only one headlight?
11. Would you ever drive your car with a flat tire?
12. Would you ever eat rat meat?
13. Would you ever eat rice with sugar?
14. Would you ever feed the animals at the zoo?
15. Would you ever get hair implants?
16. Would you ever give money to a charity?
17. Would you ever give money to a panhandler? (a beggar)
18. Would you ever go skinny dipping? (swim naked)
19. Would you ever lie to your children?
  - a. ...to your husband/wife?
  - b. ...your boyfriend/girlfriend?
20. Would you ever marry someone your parents didn't approve of?
21. Would you ever paint your living room black?
22. Would you ever pick up a hitchhiker?
23. Would you ever slap someone for something they said?
24. Would you ever smoke in a no smoking area?
25. Would you ever spank your child?
26. Would you ever steal from your family or friends?
27. Would you ever "take a bullet" for someone else?
28. Would you ever walk downtown without any shoes on your feet?
29. Would you ever walk home alone at night?
  - a. ...in this country?
  - b. ...in another part of the world?
30. Would you eat a live cricket for \$500? If not, how much Would it take?
31. Would you ever consider killing yourself?
32. Would you divorce your husband/wife if your favorite celebrity wanted to marry you?
33. Would you ever pull over and help someone on the side of the road?
  - a. Do you think this could be dangerous to do?
34. Would you ever say yes to someone even if you meant no?
35. Would you ever donate an organ in order to save other persons life?
36. Would you ever consider plastic surgery if a friend suggested it to you?
37. Would you ever pretend to be someone (like a policeman, or a teacher, or a survey taker) just to get something that you wanted?

## ***What Can We Learn from Geese?***

○ Lesson Number 1: Have you ever seen geese flying in the sky? They fly in the form of a "V". Do you know why they fly like that? Scientists have discovered some facts that explain why. When a goose in the "V" formation flaps its wings, the goose that is directly behind it is lifted by the air that is moved. So every goose that flies makes it easier for the goose directly behind it to fly. Scientists say that when a group of geese flies together, they gain about 71% more flying power than they would have if they flew individually.

Lesson Number 2: When a goose falls out of the "V" formation, it can feel the difference between flying alone and flying with the group. The goose will quickly fly back into the formation with the rest of the geese. When it flies back into the regular formation, it is lifted again by the goose in front of it. When it flies back into the regular formation, it also helps the goose behind it.

Lesson Number 3: But what happens to the goose that is flying in front of all the other geese? It has the most difficult time because it doesn't have a goose in front of it to feel the lift from. Of course this goose gets tired faster than the other geese. When it gets tired, it goes to the back of the formation and another goose goes to the front.

Lesson Number 4: Have you ever heard geese flying overhead? They make a noise called "honking". They honk at each other to encourage those geese in front of them to continue moving quickly.

○ Lesson Number 5: Finally — and maybe most importantly — when one of the geese in the "V" formation gets sick or hurt, it might fall out of the formation. If this happens, two other geese in the formation fall out with it and follow it down to the ground. Then the two healthy geese can help and protect the sick or hurt goose. The two healthy geese will stay with the hurt goose until it can fly again or until it dies.

*What lessons do you think people can learn from geese?*

Lesson Number 1:

Lesson Number 2:

Lesson Number 3:

Lesson Number 4:

○ Lesson Number 5:

listening and conversation activity. Be sure to go over any vocabulary words that may be new for your students before reading the story.

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## SIR LANCELOT AND THE ESSENTIAL QUESTION

Many years ago, in England, there was a castle-town called Camelot. One day Sir Lancelot went out riding on his horse from Camelot. Sir Lancelot was not very smart and so he forgot to take his sword. Suddenly, on a narrow path, the Black Knight appeared. The Black Knight was Sir Lancelot's enemy.

He said, "You have no sword: I could kill you easily now. But I am a playful fellow so I will give you a question. If you can answer this question, I will not kill you. But you must promise to return here soon." Sir Lancelot said, "O.K. I promise." The Black Knight then said, "The question is: What do women want most?"

Sir Lancelot didn't know the answer. But he had lots of friends back at Camelot and they were always talking about women. He thought surely they would know. So he turned and started riding back to the castle.

Suddenly, on the path an ugly old woman jumped out and stopped him. She said, "I heard your conversation with the Black Knight. I know the answer to the question. Find me a husband and I will tell you the answer." Sir Lancelot felt that she was right but said, "Excuse me", and he rode around her and went on to the castle.

At the castle he asked all his fellow knights, "What do women want most?" They all had different answers. Some said chocolate, some said money, some said diamonds, some said "me". Sir Lancelot was not very smart, but he did have good intuition. His intuition told him these answers were not right. His intuition told him that the old woman he met on the path really did have the right answer.

Lancelot said to the knights, "The person who I think really knows the answer is an ugly old woman. But she won't tell me the answer unless I find her a husband. Would any of you marry her?" Immediately all of their heads dropped as if a teacher had asked a difficult question. But one of the knights, Sir Gawain, was a very nice fellow, and he stood up and said, "If it will save your life, I will marry any woman." So the two of them rode out to the forest. They found the old woman and quickly told her that Gawain would marry her. Then Sir Lancelot said, "Please tell me, 'What do women want most?'" The ugly old woman said, "Women want \_\_\_\_\_."

(At this point, stop the story. Have the students get into groups of 3 or 4 and decide what they think the answer to the question is. Poll the groups to find out their responses. Then continue on with the story.)

So there were Sir Lancelot and Sir Gawain in front of the old woman, waiting for an answer to the question, "What do women want most?" The old woman said, "Women want (pause) CHOICE. Both Sir Lancelot and Sir Gawain were confused by this answer, but they accepted it. The old lady and Sir Gawain then went back to Camelot to get married and Sir Lancelot went to meet the Black Knight. "What is the answer?" said the Black Knight.

"Choice, choice, choice" said Sir Lancelot, stuttering in fear. "Darn! You got it right. How did you know?" "I'm just smart," replied Lancelot.

Then Sir Lancelot rode back to Camelot. The ugly old lady and Sir Gawain had just gotten married and they went up to the wedding room at the top of the castle. The old lady jumped on the bed and Sir Gawain went to the window to get some fresh air. Suddenly there was a very sweet breeze that came through the room. Sir Gawain turned around and saw that the old woman had become a beautiful young woman. "What happened?" he wondered.

The young woman explained that a wicked witch had put a spell on her, and the only way to break the spell was to marry a knight. Gawain was very excited and started toward the bed. As he did so, the young lady said, "Wait, it is not completely over. I can be beautiful like this only half of every day. Do you want me to be beautiful in the day or in the night? The rest of the time I will be that ugly old lady. Sir Gawain thought long and hard and finally he said, "\_\_\_\_\_".

(Stop the story again and have your students discuss in their groups what Sir Gawain's answer might be. Again poll the groups for their responses.)

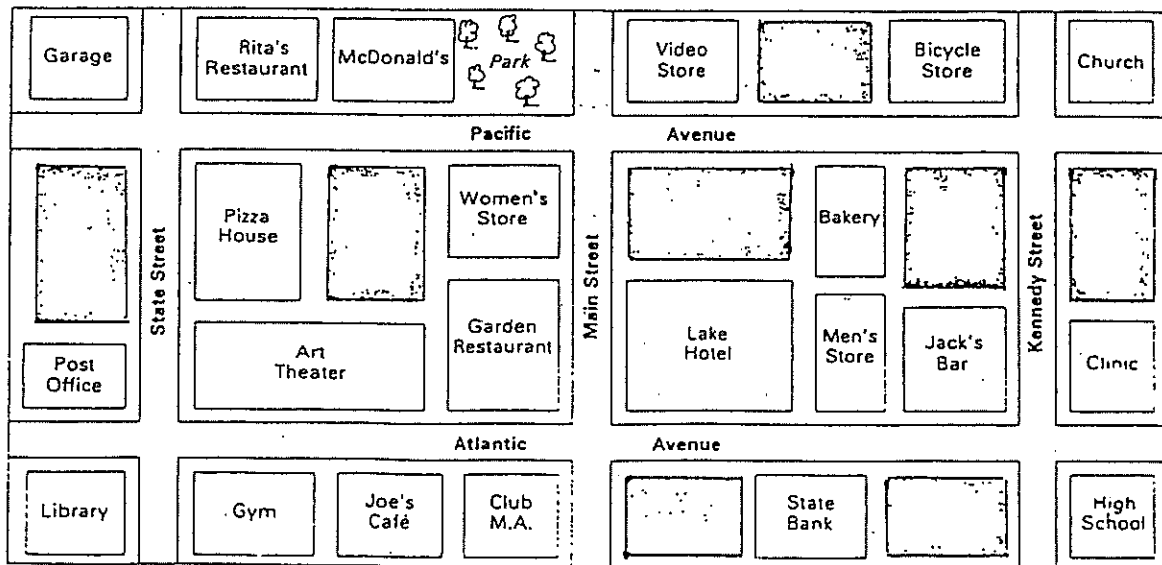
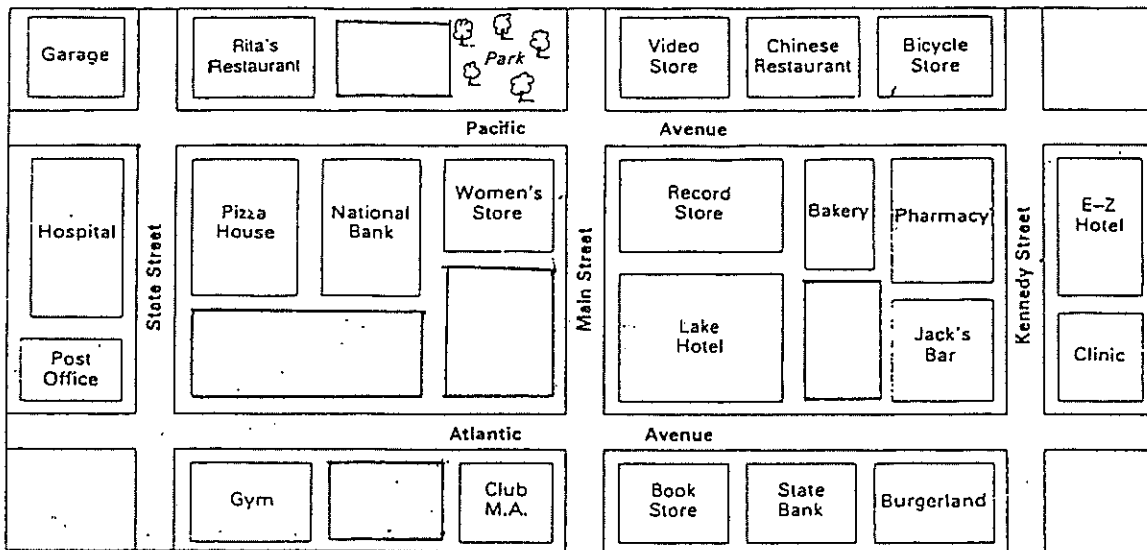
Sir Gawain didn't know what to say for the longest time. It was hard to choose between night or day. Finally he said, "I don't know. You decide." And suddenly, ZZZAGABOOOOM!!! Lightning struck the castle and the young lady said to Sir Gawain, "You did it! You gave to a woman what she wants most: CHOICE. Now the whole curse has been broken and I can be beautiful both night and day for as long as I live.

Sir Gawain and the young woman lived happily ever after and Sir Lancelot never again forgot his sword when he went riding out on his horse.

Student A: You and Student B have different maps. Ask Student B where these places are:

the Art Theater    a high school    the Garden Restaurant    McDonald's  
a library    a church    a men's store    Joe's Café

Don't look at Student B's map. When Student B gives you the information, write the name of the place in the right place on your map.



Student B: You and Student A have different maps. Ask Student A where these places are:

the E-Z Hotel    a hospital    a Chinese restaurant    a record store  
a pharmacy    a bookstore    the National Bank    Burgerland

Don't look at Student A's map. When Student A gives you the information, write the name of the place in the right place on your map.

## QUOTES

A wise man will make more opportunities than he finds.

Francis Bacon

I was taught the way of progress was neither swift nor easy.

Marie Curie

The aim of education should be to teach us how to think rather than what to think—to improve our minds so as to enable us to think for ourselves rather than to load the memory with the thoughts of other men.

James Beattie

It is only those who do not know how to work that do not love it. To those who do, it is better than play.

J. H. Patterson

It is a thousand times better to have common sense without education than it is to have education without common sense.

Intelligence without ambition is like a bird without wings.

Archie Danielson

The man who does not read good books has no advantage over the man who can't read them.

Mark Twain

Everyone thinks of changing humanity, and no one thinks of changing himself.

Leo Tolstoy

Mistakes are the usual bridge between inexperience and wisdom.

Phyllis Theroux

Just as the kite rises against the wind, even the worst of troubles can strengthen us.

Dr. R. Brasch

What a child doesn't receive, he can seldom later give.

P. D. James

If you think education is expensive, try ignorance.

Derek Bok

He who works with his hands is a laborer.

He who works with his hands and his head is an artisan

He who works with his hands and his head and his heart is an artist.

T. V. Smith

The highest reward for man's toils is not what he gets for it, but what he becomes by it.

Anonymous

The voyage of discovery lies not in finding new landscapes, but in having new eyes.

Marcel Proust

If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest.

Benjamin Franklin

Parents can tell but never teach unless they practice what they preach.

Arnold Glasgow

Don't hurry, don't worry. You're only here for a short visit. So be sure to stop and smell the flowers.

Walter Hagen

If you would not have affliction visit you twice, listen at once to what it teaches.

Burgh

Our lives are like the course of the sun. At the darkest moment there is promise of daylight.  
London "Times" editorial

Human beings who leave behind them no great achievements, but only a sequence of small kindnesses, have not had wasted lives.  
Charlotte Gray

Great minds discuss ideas, average minds discuss events, simple minds discuss people.  
Eleanor Roosevelt

All that glitters is not gold.  
Proverb

If you would civilize a man, begin with his grandmother.  
Victor Hugo

He is great whose faults can be numbered.  
Hebrew Proverb

To conquer self is a greater task than to conquer others.  
Buddha

You've got to do your own growing, no matter how tall your own grandfather was.  
Irish Proverb

I don't know the key to success, but the key to failure is trying to please everybody.  
Bill Cosby

Thunder is good; thunder is impressive. But it is lightning that does the work.  
Mark Twain

Encouragement after censure is like the sun after a shower.  
Goethe

When one door of happiness closes another opens. But often we look so long at the closed door that we do not see the one which has been opened for us.  
Helen Keller

Integrity without knowledge is weak and useless. Knowledge without integrity is dangerous and dreadful.  
Samuel Johnson

Better to be kind at home than burn incense in a far place.  
Chinese Proverb

The only thing necessary for the triumph of evil is for good men to do nothing.  
Edmund Burke

Seeing much, suffering much, and studying much are the three pillars of learning.  
Benjamin Disraeli

The future is bought with the present.  
Samuel Johnson

The secret of happiness is not in doing what one likes to do, but in liking what one has to do.  
Sir James Barrie

He who commences many things finishes but few.  
Italian Proverb

Don't count your chickens before they hatch.  
Proverb

It is our choices that show what we truly are, far more than our abilities.  
J. K. Rowling

People are pretty much alike. It is only that our differences are easier to define than our similarities.

Linda Ellerbee

Money brings some happiness. But after a certain point, it just brings more money.

Neil Simon

Life does not have to be perfect to be wonderful.

Annette Funicello

Resentment is like taking poison and waiting for the other person to die.

Malachy McCourt

Wisdom is knowing what to do next. Virtue is doing it.

David Starr Jordan

One kind word can warm three winter months.

Japanese Proverb

It takes twenty years to build a reputation and five minutes to ruin it.

Warren Buffett

Developing the mind is important, but developing the conscience is the most precious gift parents can give their children.

John Gray

First we make our habits, and then our habits make us.

John Dryden

Habit is either the best of servants, or the worst of masters.

Nathaniel Emmons

The chains of habit are usually too small to be felt until they are too strong to be broken.

Samuel Johnson

Joy is not in things; it is in us.

Richard Wagner

The tree on the mountain takes whatever the weather brings. If it is to have any chance at all, it must put down roots as deeply as possible.

Corrie Ten Boom

I used to spend whole days without food and whole nights without sleep in order to meditate. Study, I found, was better.

Confucius

It must be the aim of education to teach the citizen that he must first of all rule himself.

Winthrop A. Aldrich

The best things in life aren't things.

Art Buchwald

You can discover more about a person in an hour of play than in a year of conversation.

Plato

Destiny is not a matter of chance—it is a matter of choice. It is not a thing to be waited for—it is a thing to be achieved.

William Jennings Bryan

It is not true that we have only one life to live; if we can read, we can live as many more lives and as many kinds of lives as we wish.

S. I. Hayakawa

The purpose of life is not to be happy—but to matter, to be productive, to be useful, to have it make some difference that you have lived at all.

Leo Rosten

## ACTION

Thunder is good, thunder is impressive; but it is the lightning that does the work. Mark Twain

## DIFFICULTY

The greater the difficulty the more glory in surmounting it. Epicurius

In difficulty you understand your friends.

Chinese Proverb

## ENCOURAGEMENT

Encouragement after censure is as the sun after a shower.

Goethe

## FACE

As they grow older, human beings acquire the faces they deserve.

Owen D. Young

## FAILURE

The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.

Lloyd Jones

I don't know the key to success, but the key to failure to trying to please everybody. Bill Cosby

## FAMILY

It is easier to rule a kingdom than to regulate a family.

Japanese Proverb

## FAULTS

He is great whose faults can be numbered.

Hebrew proverb

## FEAR

What you are afraid of overtakes you.

Estonian Proverb

## FUTURE

Perhaps the best thing about the future is that it only comes one day at a time. Dean Acheson

## GRANDPARENTS

If you would civilize a man, begin with his grandmother.

Victor Hugo

## GROWTH

You've got to do your own growing, no matter how tall your grandfather was. Irish Proverb

## HAPPINESS

It's pretty hard to tell what does bring happiness. Poverty and wealth have both failed.

Kin Hubbard

When one door of happiness closes another opens; but often we look so long at the closed door that we do not see the one which has been opened for us.

Helen Keller

The purpose of life is not to be happy—but to matter, to be productive, to be useful, to have it make some difference that you have lived at all.

Leo Rosten

## HOME

Better to be kind at home than burn incense in a far place.

Chinese Proverb



## KNOWLEDGE

The next best thing to knowing something is knowing where to find it. Samuel Johnson

## SELF

To conquer self is a greater task than to conquer others. Buddha

## WISDOM

Wisdom is meaningless until your own experience has given it meaning. Berger Evans

## BOOKS

It is not true that we have only one life to live; if we can read, we can live as many more lives and as many kinds of lives as we wish. S. I. Hayakawa

## DESTINY

Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved. William Jennings Bryan

## ADVERSITY

Adversity is the trial of principle. Without it a man hardly knows whether he is honest or not. Henry Fielding

## GOOD AND EVIL

The only thing necessary for the triumph of evil is for good men to do nothing. Edmund Burke

## LIFE

The tragedy of life is what dies inside a man while he lives. Albert Schweitzer

Life would be infinitely happier if we could only be born at the age of eighty and gradually approach eighteen. Mark Twain