Thank You

Thank you for offering to teach conversational English as a Global Volunteer!

English is the international language of opportunity, and can be a passport out of poverty for many young people throughout the world, especially in this time of increasing globalization. Students all over the world want to learn English because they know it will improve their future. Helping students speak English can open doors for higher education, lead to better jobs, provide access to healthier lives, and reduce the likelihood of their exploitation.

Global Volunteers has engaged short-term volunteers in teaching conversational English since 1990. We teach in many different countries and cultures, and our volunteer teams serve in diverse environments including elementary, junior and senior high schools, universities, businesses, government agencies, and language camps. Because different communities engage volunteers in different ways, you may work with local teachers using specific lesson plans, or you may team teach with another volunteer and not engage the local teacher.

Whatever your particular service program offers, you will be a part of an ongoing process that inspires children to study English. Even though most volunteers only teach for one, two, or three weeks, Global Volunteers continues to offer a constant flow of volunteers which ensures continuity and a long-term learning opportunity for students. You will become an important link in a long chain of volunteers. We guarantee that you can make a significant difference in the arc of a student’s life in a relatively short time. Although you may not be the volunteer who enables a student to begin speaking in complete sentences, if you can encourage that student to continue learning, it may be the next volunteer who leads the student to that milestone.

In most communities where we have been invited, the local English teachers are excellent grammarians. However, they often struggle with speaking the language, especially pronunciation, idioms, syntax, etc. Your principal role in teaching conversational English is to provide your students the opportunity to hear a native speaker and to speak English in an environment where they are not evaluated.

This guide offers you direction and advice on how to approach teaching conversational English as a foreign language. This is not a guide to help teach English as a second language. Look at the Table of Contents on the next pages. It is divided into several sections - tips on teaching in the country where you’ll serve; how to prepare for your assignment; activities for beginners, intermediates, and advanced learners; and what you can do to help the next volunteer succeed. There is also an example Lesson Planning Sheet at the back of the guide. Even if you have never taught any subject before, this guide will help you be successful. It is an organized collection of ideas from English teaching professionals, volunteers who have taught English in this program, and Global Volunteers staff, all of whom have taught conversational English as Global Volunteers. Read it before you go, bring it with you, and keep it close at hand.

And again, thank you! Enjoy getting to know your students.

Burnham J. Philbrook, Co-founder & CEO
“Wherever there are beginners and experts, old and young, there is some kind of learning going on, and some sort of teaching. We are all pupils and we are all teachers.”

Gilbert Highet
The Art of Teaching
GLOBAL VOLUNTEERS: CONVERSATIONAL ENGLISH TEACHING GUIDE
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CONTRIBUTING TO THE SUCCESS OF FUTURE VOLUNTEERS

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EXAMPLE LESSON PLANNING SHEET
Some say English is a Crazy Language!

There is no egg in eggplant, nor ham in hamburger, neither apple nor pine in pineapple. English muffins weren't invented in England nor were french fries invented in France. Sweetmeats are candies while sweetbreads, which aren't sweet, are meat.

We take English for granted. But if we explore its paradoxes, we find that quicksand can work slowly, boxing rings are square and a guinea pig is neither from Guinea nor is it a pig. You can make amends but not one amend, and you can comb through annals of history but not a single annal.

If you have a bunch of odds and ends and get rid of all but one of them, what do you call it? If teachers taught, why don’t preachers praught? If a vegetarian eats vegetables, what does a humanitarian eat?

In what other 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? How can overlook and oversee be opposites, while quite a lot and quite a few are alike?

Have you ever met a sung hero or experienced requited love? Have you ever run into someone who was combobulated, gruntled, ruly or peccable?

And why, when I wind up my watch, I start it, but when I wind up this essay, I end it.
TIPS FOR TEACHING CONVERSATIONAL ENGLISH IN CHINA

❖ Be flexible. You may teach elementary school, middle school, high school, or college students. Unfortunately, we cannot let you know which level or age bracket you will teach until one or two weeks before the program. Also, plans change often.

❖ Class sizes in China are large. Forty to 60 students in a class is common. Global Volunteers asks host schools to split large classes into smaller groups for volunteers, but not all schools can do this. This has been a challenge for some volunteers. You will find, however, that most Chinese students are well behaved, thus making the larger classes more manageable.

❖ Every Chinese student studies English. However, due to limited exposure to native English speakers, the Chinese teachers often want volunteers to meet with as many students as possible. Volunteers may meet with each group of students for only one teaching period. While not ideal for the volunteer, the goal of the Chinese teachers is to offer an equal opportunity to all students, thus motivating all to be fully engaged in their English classes.

❖ In most schools, volunteers are given the freedom to plan their own lessons. The Chinese teacher may stay in the classroom, but this is to discipline the students or translate as needed.

❖ China’s educational system is exam-oriented with a focus on English grammar rules, reading and writing. Aural comprehension and speaking skills are not well developed. Writing key phrases and words on the chalkboard helps students understand what volunteers are saying.

❖ The students want to know about America. The most popular topics you will be asked to talk about are American education, food, culture, sports, holidays, jobs, entertainers, etc.

❖ Often, students ask volunteers to sing a song for the class. Don’t worry about your singing ability and have fun with it. Most students enjoy singing and are used to doing it in public.

❖ Chinese students like to answer questions as a group rather than individually. Please encourage the students to speak up independently and in full sentences. You will probably need to pick a specific student to answer or speak, rather than asking for volunteers.

❖ Volunteers have found that repeating a lesson or introducing a new lesson from a class text is effective. Hearing a lesson pronounced by a native English speaker is a big help.

❖ If you want to bring some teaching materials to use while in China and perhaps leave behind when you depart, the following are some suggestions.
   ♦ Photos of your family, pets and/or home
   ♦ 3” x 5” index cards to be made into “customized” flash cards
   ♦ Photos, maps, or posters of your home country
   ♦ English/Chinese dictionary
   ♦ Picture dictionary (very useful and students enjoy looking through them)
   ♦ Theme magazines or books: cars, animals, foods, plants, geography, agriculture, sports
TIPS FOR ENGLISH CONVERSATIONS IN CUBA

- Global Volunteers does not teach English in Cuba because the government does not want foreigners to teach. Rather, we engage in conversations in English with students who are studying English. This may seem like a subtle difference; however, it is not. Our objectives in Cuba are to both comply with the law and to enable students to practice their English.

- Volunteers typically engage students in the evenings or late afternoons in a local community center. Additional sessions may be conducted in the morning. Lesson planning time is available to volunteers during the day.

- Volunteers converse either with small groups of students or one-on-one.

- Volunteers should expect a wide variety of ages and skill levels, from young children with little to no English skills, to adult learners seeking to improve their conversational skills.

- English is taught in most schools at a basic level. Some students attend outside tutoring classes to improve their English.

- English conversation sessions are “drop-in”. You may have the same student(s) for your entire stay or a variety of students over the course of your program. Flexibility is key.

- Let students do most of the talking. They’re there to practice English, not improve your Spanish.

- Teaching supplies such as flashcards, dictionaries, whiteboards and educational games are generally available to volunteers.

- Focus on motivating and encouraging the students. Use praise. Many times, volunteers’ primary role is to give students exposure to native English accents and to encourage the study of the English language. Many students are apprehensive about their English abilities. It is important to encourage, smile, and praise students. Make it fun!

- If you want to bring some materials to use while in Cuba and leave behind when you depart, the following are some suggestions:
  - Photos of your family, pets and/or home
  - Photos, maps, or posters of your home area or well-known places in your country
  - 3’x5’ index cards (to be made into “customized” flashcard)
  - Erasable, white-board markers
  - Theme magazines or books: cars, animals, foods, plants, geography, sports, pop culture (magazines are especially helpful). No politics. Please.
TIPS FOR TEACHING CONVERSATIONAL ENGLISH IN COSTA RICA

- English is spoken in Monteverde due to the high level of tourism. Students know that English is a basic skill needed for most jobs in the region.

- The students at Colegio are in grades 7 to 12 with varying levels of English in one class. Students in 7th and 8th grade, generally, are beginners with a minimal level of proficiency. The goal is to improve basic vocabulary and the ability to produce simple short sentences. Students in grades 9 to 12 will have intermediate to advanced intermediate levels.

- In public elementary schools, students will have learned basic phrases. A handful of students at Colegio attended private bilingual (English & Spanish) elementary schools. These students will have good command of the language having learned from native English-speaking teachers. A few students at Colegio will be considered fluent by some standards, but are still required to take conversational English classes.

- The Costa Rican teachers will be in the classroom while you teach and will have planned the activities that you will do with the students. The volunteers’ primary role is to help with conversation, pronunciation, and provide exposure to another culture.

- The Costa Rica teachers you will be working with are excellent grammarians but sometimes do not have in depth vocabulary or are not familiar with colloquial phrases. The teachers greatly enjoy learning new vocabulary and slang from volunteers.

- The classrooms at minimum are equipped with a white board and copies of materials. Some classrooms are equipped with a projector, flashcards, cut outs, pictures, and many other educational materials.

- Spanish speakers often have difficulty making certain sounds in English such as “SH”, “TH”, “Z”, “R”, and “V”. (“B” and “V” are the same in Costa Rica Spanish and both are pronounced as an English “B”. Therefore, they often have a difficult time putting the teeth on the lower lip to pronounce “V” in English.) This is something that volunteers can often help with better than local teachers.

- Class sizes range from ten to thirty students. Depending on the number of volunteers assigned to teaching conversational English on your team, you may work with one to fifteen students at a time, with the teacher helping to direct activities. Regardless of the number of students you have, your effort will go a long way in helping these kids prepare for future opportunities that require English language competencies.

- Many students will have better reading and writing skills than listening and speaking. Keep your language and conversation simple with the students of a lower level of English. It is important to remember to speak slowly and enunciate when speaking. Writing key phrases and words on the white board helps students understand what volunteers are saying, or it can be helpful to just have some scratch paper and a marker at the table when working in smaller groups or one-on-one.
Focus on motivating and encouraging the students. Use lots of praise. Many times, volunteers’ primary role is to give students exposure to native accents in English and to encourage their studies of the English language. Many students are very apprehensive about their English abilities. It is important to be encouraging, smile a lot, and praise students. Make it fun for them!

- If Spanish is allowed in the classroom, ask the students to teach you a few words of Spanish. This motivates them. If they see that you are interested in their language, they will be more motivated to learn from you.

- It is always good to have “conversation fillers” in your back pocket. Sometimes you may finish your activity and have a few minutes left in the class. Photos of your family, pets, home, or hometown as well as a map of your country or Costa Rica can be used to start short conversations.

- As always in Costa Rica, be flexible. Class assignments may change due to a cancellation or schedule change. The Colegio staff does their best to coordinate schedules and this is all planned with your team leader prior to your arrival, but sometimes there are last-minute activities for which an English class may be cancelled.

If you want to bring some teaching materials to use while in Costa Rica and perhaps leave behind when you depart, the following are some suggestions.

- Photos of your family, pets and/or home
- Photos, maps, or posters of your home country
- 3” x 5” index cards (to be made into “customized” flashcards)
- Basic supplies such as crayons, paper, pencils, pens, markers, and erasers are always useful
- Flashcards and other basic learning games
- English-Spanish dictionary
- Picture dictionary (very useful and students enjoy looking through them)
- Word games such as Search-a-Word, Scrabble, etc.
TIPS FOR TEACHING CONVERSATIONAL ENGLISH IN ECUADOR

- Very little English is spoken in Calderón, Quito, Ecuador. While everyone receives at least basic English in elementary and secondary school, many Ecuadorians will tell you they were taught the same basic phrases year after year.

- In 2010, the daycare center staff requested conversational English classes from Global Volunteers. If you ask the daycare center staff what they want to learn in English, they will most often tell you that they want to be able to communicate better with volunteers. The daycare center staff consists of women aged 20 to 50 (the majority in their twenties). All of the staff have either earned a two or four-year college degree or are near completion. At university, they learn basic phrases in English. There are varying levels of English among the daycare center staff.

- The goal of the conversational English classes given by volunteers is to improve basic vocabulary and pronunciation.

- English classes are held for one hour each day either while the children are napping after lunch or at the end of the day when most of the children have gone home.

- Classes are informal and are whatever volunteers want to make of them with the care givers/teachers. The hour spent in English class is a special time for the teachers as it is the only time they really ever get to spend together learning something – they are always taking care of the tykes and cleaning, washing, and serving food. The conversational English classes are a very nice time for the teachers to spend time together and with volunteers.

- Repetition is the key with these conversational English classes. In order for these students to really learn a concept, they need to practice it many times. Finding different ways to interactively practice the same vocabulary is key.

- Ecuadorian education highly emphasizes taking notes. You may have to put more effort in to get your students to make sure they have learned how to pronounce a word or understood a concept.

- The teachers LOVE singing songs! Because they work with children every day, they are eager to learn songs and activities that they can share with the children with whom they work. In the past, volunteers have taught the teachers “The Hokey Pokey”, “Old MacDonald”, and “Twinkle, Twinkle Little Star”. The teachers are thrilled to learn simple songs they can then share with their little ones. Having the lyrics written out will be essential to helping them understand.

- The teachers LOVE playing games. Memory and Uno have been popular in the past. Memory has been played with vocabulary words. Uno was educational for game vocabulary such as “It’s your turn” and “Draw a card” and the teachers had tons of fun while playing.

- Spanish speakers often have difficulty making certain sounds in English such as “SH”, “TH”, “Z”, “R”, and “V”. (“B” and “V” are the same in Ecuadorian Spanish and both are pronounced as an English “B”. Therefore, Ecuadorians often have a difficult time putting their teeth on
their lower lip to pronounce “V” in English.) This is something that volunteers can often help with.

- Depending on the number of volunteers on each team who wish to participate in conversational English classes, the teachers will be divided up into small groups. Volunteers may have the opportunity to work with students one on one as well. Regardless of the number of students you have, your effort will go a long way in helping these women prepare for future opportunities that require basic English language competencies.

- Many students will have better reading and writing skills than listening and speaking. Keep your language and conversation simple with the students of a lower level of English. It is important to remember to speak slowly and enunciate when speaking. Writing key phrases and words on the white board helps students understand what volunteers are saying, or it can be helpful to just have some scratch paper and a marker at the table when working in smaller groups or one-on-one.

- Focus on motivating and encouraging the students. Use lots of praise. Many times, volunteers’ primary role is to give students exposure to native accents in English and to encourage their studies of the English language. Many students are very apprehensive about their English abilities. It is important to be encouraging, smile a lot, and praise students. Make it fun for them!

- Ask the students to teach you a few words of Spanish. This motivates them. If they see that you are interested in their language, they will be more motivated to learn from you.

- It is always good to have “conversation fillers” in your back pocket. Sometimes you may finish your activity and have a few minutes left in the class. Photos of your family, pets, home, or hometown as well as a map of your country or Ecuador can be used to start short conversations.

- As always in Ecuador, be flexible. Demands on the daycare center staff may prevent them from attending class one day and they will need your help getting caught up when they return.

- The materials available are large paper (to hang on the wall and write on like posters), white boards, markers, and printer paper. I will also be happy to make any copies of handwritten sheets for you.

- If you want to bring some teaching materials to use while in Ecuador and perhaps leave behind when you depart, the following are some suggestions:
  - Photos of your family, pets, and/or home and photos, maps, or posters of your country
  - Index cards (to be made into “customized” flashcards)
  - Basic supplies such as paper, pencils, pens, markers, and erasers are always useful
  - Flashcards and other basic learning games
  - Print outs of song lyrics that you want to teach
  - English-Spanish dictionary
  - Picture dictionary (very useful and students enjoy looking through them)
  - Word games such as Search-a-Word, Scrabble, etc.
TIPS FOR TEACHING CONVERSATIONAL ENGLISH IN GREECE

- The service programs in June, July, and August provide assistance in an English language summer school. They take place in a small junior high school that has a large playground, and a basketball court. Balls and nets are available from the school office.

- Kindergarten children have NO knowledge of the English language. Colors, numbers, A-B-C’s, days of the week are a great starting point using songs, art projects and games.

- The first two grades (ages 5-8) have little or no knowledge of the English language. They need help with basic conversational skills such as introductions (Hello, my name is; I am ___ years old; I like________, etc.), and building simple vocabulary such as colors, months, numbers, and seasons.

- The 3rd and 4th grades know basic level content, but many are shy about speaking it. They need lots of practice and encouragement to build their confidence. Team games using English work well.

- Grades 5 and above have a larger vocabulary because most of them attend additional English classes after school. They benefit most from practicing conversation in English and further vocabulary building.

- The spring and fall service programs are held during the school year and are conducted in school classrooms, in a number of different schools. Most students are beginners, although volunteers sometimes work with a few intermediate learners as well. The ages of the students range from 6-16 years.

- For summer school teaching, be prepared to create your own lessons. For spring and autumn teaching, be prepared to create your own lessons, and follow material from the standard academic curriculum.

- If you want to bring some teaching materials to use while in Greece and perhaps leave behind when you depart, the following are some suggestions.
  - Photos of your family, pets and/or home
  - Photos, maps, or posters of your home country
  - 3” x 5” index cards (to be made into “name cards” flashcards)
  - Supplies including crayons, paper, pencils, chalk, and erasers are always useful
  - Craft materials such as scissors, construction paper, glue, etc.
  - Picture dictionary (very useful and students enjoy looking through them)
  - Greek-English dictionary
  - Word games such as Search-a-Word and Scrabble
  - Group activity games or materials, (e.g. Twister, Frisbees, balls, jump ropes, outdoor playground games)
TIPS FOR TEACHING CONVERSATIONAL ENGLISH IN ITALY

General Background

- Volunteers should be prepared to discuss topics related to North American culture, such as history, lifestyles and school systems. Knowledge of soccer (Italy’s football) and individual athletes is particularly helpful to begin a conversation relating to sports. Being able to discuss current movies and actors will also be useful. High school students are excited to discuss Facebook and other means of internet based social networking.

- It is obligatory to teach British English in Italian schools, not American English. The differences between British English and American English are a topic volunteers can review before the service program. (See the related Appendix in this guide.)

- Teaching North American songs and games is very much appreciated by all. Tune up your vocal cords because these students love to sing!

- Most of your students will know the sounds English letters make, but it is not always easy for them to remember which sound goes with which word. When the students see a letter in an English word that corresponds to the same letter in Italian, their reflex is to give it an Italian pronunciation. Examples include such letters as **h** and **th**. They also have trouble distinguishing between **gh**, **lf**, and **f** ending words (**tough**, **half**, and **staff**, etc) and contractions (**aren’t**, **won’t**, **I’ll**, etc). Knowing these fine points may help you understand some of the common errors you will hear Italian students make and can help you to explain the differences in English.

Academic Year Programs

- The Italian teachers are professional English teachers. They do not expect volunteers to teach English as much as to act as their assistants by helping with conversation, pronunciation, and general exposure to North American culture.

- In most cases, the bilingual Italian teachers provide a lesson plan and guidelines as to how they would like the volunteer to assist them in their classroom. Many teachers ask the volunteers to review exercises the students have completed or material they will be studying soon.

- Since most volunteers will work with an Italian teacher to plan their lessons, there is not much preparation you can do before arriving in Italy.

- There are cultural differences between Italian and North American schools. Italian people generally, and teachers and students specifically, operate in an informal, spontaneous manner, rather than focusing on goals or objectives. Please be open to observing and appreciating the differences rather than judging or criticizing them.

- Italian children attend school Monday through Saturday; however, the teachers only teach five days per week. Each volunteer follows the five-day workweek of Monday through Friday. Since some teachers teach on Saturday, volunteers will be assigned to a different teacher if their teacher is off for a day during the week.
Children do not have their subjects at the same time every day. Class periods are usually 45-50 minutes long. For most students, the school day is finished between 12 noon and 1:00 PM.

Class size averages between 20 and 25 students. The students’ ages range from 13 to 19 years old.

**Summer Camps**

During the summer, volunteers work independently with small groups of students in a summer camp atmosphere. The focus is on practicing conversational skills in English. General content in this Teaching Guide can be helpful.

Lessons are held from 9 AM to 12 noon, Monday thru Friday. Students are 14 – 17 years old. Adult learning sessions take place in the late afternoon/early evening.

An Italian teacher directs the program on a volunteer basis. She makes teaching assignments, in consultation with the Global Volunteers Team Leader and both are available to assist as needed. Volunteers often work with the same group of students for the two-week period.

Volunteers should prepare a list of topics and exercises that facilitate the conversational mode of learning.

The schedule is flexible and the atmosphere is slow paced. Schools are not air conditioned, so volunteers must adapt to the heat and humidity. They must also walk one to two miles a day, in the summer climate.

If you want to bring some teaching materials to use while in Italy and perhaps leave behind when you depart, the following are some suggestions.

- Photos of your family, pets and/or home
- 3” x 5” index cards (to be made into “customized” flashcards)
- Crayons, markers and paper
- English-Italian dictionary
- Picture dictionary (very useful and students enjoy looking through them)
- Menus, especially colorful ones with pictures of food
- Theme magazines or books: cars, animals, foods, plants, geography, agriculture, sports
- Word games such as Search-a-Word and Scrabble
- Maps of your home area and the US and Canada, particularly picture maps (such as the National Geographic type) are useful. Road maps are discouraged.
- Interactive games that are appropriate for work with small groups and emphasize vocabulary, for example, Bananagrams and relevant card games
TIPS FOR TEACHING CONVERSATIONAL ENGLISH IN MEXICO

- We teach at the university level, in two-year and four-year institutions.
- Some teachers provide lesson plans while others leave it up to the volunteer!
- The noise level in the classrooms will be high. Concrete floors and 30 students talking in small groups can make it difficult to hear.
- Despite being at the university level, most of the students you'll encounter in Mexico have very basic English skills. Keep your language and conversation simple. It is helpful to have a white board/marker or scratch paper/marker to write out some words they may not understand. The loud noise is another reason to have scratch paper and a marker handy.
- Focus on motivating and encouraging the students. Use lots of praise. The Mexican teachers correct grammar and sentence structure; the volunteers praise and encouragement is helpful.
- It is always good to have "conversation fillers" in your back pocket. Sometimes you may finish your activity and have 15 or 20 minutes left in the class. Photos of your family, pets, home, or hometown as well as a map of your country or Mexico can be used to start short conversations. Retail catalogs, magazines or menus are also excellent tools for conversation.
- Create "teaching moments" outside the classroom. Ask a student for directions to the cafeteria even if you know how to get there. Mexican students love to be of help and enjoy such informal opportunities to practice their English. Talk to students in English in the halls.
- Smile and laugh a lot! Be sure the students are doing most of the talking…not the volunteers. If your voice is hoarse….you are talking too much!
- If you want to bring some teaching materials to use while in Mexico and perhaps leave behind when you depart, the following are some suggestions.
  - Photos of your family, pets and/or home. Students are also interested in seeing places you have traveled to.
  - Photos, maps, or posters of your home area or well known places in the U.S. or Canada
  - 3” x 5” index cards (to be made into “customized” flashcards)
  - English-Spanish dictionary
  - Theme magazines or books: cars, animals, foods, plants, geography, agriculture, sports
  - Music tapes or CD-ROMs & player
  - Word games such as Search-a-Word and Scrabble
TIPS FOR TEACHING CONVERSATIONAL ENGLISH IN NEPAL

❖ Focus on motivating and encouraging the students. Use lots of praise. Many times, volunteer’s primary role is to give students exposure to native English accents and to encourage the study of the English Language. Many students are apprehensive about their English abilities. It is important to encourage and make it fun.

❖ Rote memorization and repetition is quite common in Nepal. This practice provides limited opportunity for students to actually use the language they are learning.

❖ It is always good to have ”conversation fillers” in your back pocket. Sometimes you may finish your activity and have 15 or 20 minutes left in the class. Photos of your family, pets, home, or hometown as well as a map of your country or Nepal can be used to start short conversations. Retail catalogs, magazines or menus are also excellent tools for this type of conversation.

❖ Smile and laugh a lot! Be sure the students are doing most of the talking…not the volunteers. If your voice is hoarse….you are talking too much!

❖ If you want to bring some teaching materials to use while in Nepal and perhaps leave behind when you depart, the following are some suggestions:

♦ Photos of your family, pets and/or home. Students are also interested in seeing places you have traveled to.
♦ Photos, maps, or posters of your home area or well-known places in the U.S. or Canada
♦ 3” x 5” index cards (to be made into “customized” flashcards)
♦ English-Spanish dictionary
♦ Theme magazines or books: cars, animals, foods, plants, geography, agriculture, sports
♦ Word games such as Search-a-Word and Scrabble
La Molina Language Center, Peruvian National University of Agriculture

- The students at La Molina are university students, professors and researchers.
- They have some background in English, but the level of fluency will vary by group.
- The classes will take place in the Language Center facilities on campus.
- The maximum number of students per class is 30.
- Volunteers teach the following workshops: Conversational English, English for Academic Purposes, and Linguistic Functions.

**Conversational English:** These workshops are divided into three levels: beginners, intermediate and advanced and focus on speaking English.

**English for Academic Purposes:** Many professors and staff at La Molina do not know how to write an abstract for an academic paper or professional publication (e.g. *Food Science, Food Technology, etc.*). This workshop teaches how to write an abstract and an academic paper for publication in English.

**Linguistic Functions:** This focuses on the general social uses of language, such as requesting objects and activities, initiating social interactions, expressing personal feelings, describing aspects of the world, and requesting information. Example topics can also include: colloquial expressions; formal and informal uses of the language; phrasal verbs and sharing opinions.

- Volunteers teach approximately 4 hours each afternoon and have approximately 4 hours each morning for lesson preparation.
- Volunteers bring and/or create their own teaching materials and curricula for the program. Each group of volunteers will leave behind record of what worked well and example lessons.
- Volunteers can use the computer lab for the activities that they consider relevant.
- Volunteers can borrow books, magazines, and dictionaries from the library.

Municipalidad de Miraflores, Municipality of Miraflores

- The students at the municipality of Miraflores vary in age. Volunteers will teach inside the classrooms of public schools from 1st graders to 11th graders. However, there is a mixed group of students from the community who range from 8 y/o children to adults.
- Most of them have very little background on the language.
❖ The classes take place in the schools’ classrooms and at the community center.

❖ The maximum number of students at the public schools is 40.

❖ Volunteers teach mainly conversational English and they also do it through craft workshops where they teach vocabulary through the craft activities.

❖ Volunteers teach approximately 5 hours per day with about 3 hours of lesson planning time.

❖ Volunteers bring and/or create their own teaching materials and curricula for the program.

❖ Volunteers have access to internet at the community center’s library and space to plan out their activities. There is also material, donated by previous volunteers, which can be used during their lessons.

❖ Volunteers can borrow material from the library whenever needed.
**TIPS FOR TEACHING CONVERSATIONAL ENGLISH IN POLAND**

**Spring and Fall Service Programs**
- In the spring and fall, the majority of the volunteers teach with the teacher in the classroom and they work with the variety of grades throughout the week.
- Volunteers also tutor small groups of children, youth and adults in the afternoon.
- Volunteers work with the following age groups:
  - Elementary school, Grades 1-8 (ages 7-14)
  - High school, Grades 9-12 (ages 15-18)
  - University students (in October)
  - Adults 18+ (individual tutoring)

- In most of the teaching assignments, volunteers develop their own lesson plans. An extensive collection of English textbooks and other materials is available at the manor house where the volunteers stay. Volunteers are also provided with copies of the materials that the students are currently studying at school so they can prepare additional activities that reinforce that material.

**Summer Camps**
- During summer camps, volunteers work with the following age groups:
  - Elementary school students (Ages 7-14) at all summer camps in Siedlce
  - Junior High school students (Ages 12-16) at the Reymontowka camp in Zakopane

- There are about 50-65 students at each summer camp. Although there is a range of English ability among the students, most have studied English for at least one year and some for as many as five years. Each volunteer typically works with 7 to 10 students. The emphasis is on conversing in English as we offer them the unique opportunity to practice with native English speakers. Most of the students focus on written English and grammar during the school year.
- Be prepared to make a presentation about the state or country where you live.
- The summer camps offer the opportunity for much physical activity outdoors. As you participate in these activities, please avoid over-extending yourself.

**A Word about the Polish Language**
Knowing some of the basic differences between English and Polish may help volunteers identify those areas where students need extra assistance. Listen carefully to the common mistakes students make in English. They provide a clue to some of the differences between the languages. For example, students often leave out articles, because *a*, *an* and *the* are not used in Polish.

- The Polish alphabet has more letters than English, many consisting of combinations of letters. While pronunciation and spelling may appear more difficult, once you learn those extra letters and their sounds, the language is consistently phonetic. English phonetics
derives from many different languages and pronunciation and spelling can be very difficult, even for foreigners who have studied it. One example is the letter combination “ough” found in rough, cough, though, bough, through, and even hiccough! You will want to work on pronunciation with your students, but spelling may be best saved for the most advanced.

- Polish nouns and adjectives have different endings depending on their gender and use in a sentence. English nouns have no gender; the only factors one needs to know are plural and possessive forms. Polish verbs also have different endings for each subject. Unfortunately, in both languages the most common verbs may be irregular, but in English this happens only in the past and perfect tenses (e.g. regular walk-walked; irregular go-went).

- The Polish language has few prepositions. While one Polish preposition can function as many found in English, Polish noun endings change to serve the same function in Polish.

- An English-Polish/Polish-English dictionary is necessary. Many volunteers prefer the Langenscheidt dictionary. It can be fun when you and your students share the book in an effort to communicate.

- If you want to bring some teaching materials to use while in Poland and leave behind when you depart, the following are some suggestions.
  - Photos of your family, pets and/or home (it is best to bring them in a format that can be shown on a computer)
  - Photos, maps, or posters of your home area or well-known places in your country
  - Crayons, magic markers and white board markers
  - CDs with children’s or teenage songs and music
  - Words and instructions for children or teenage songs and games
  - Group activity games or materials, (e.g., twister, Frisbees, softball, soccer ball, etc.)
  - Word games such as Scrabble and other games such as "Apples to Apples Junior " that will spark conversation
  - Puzzles for children (word searches, hidden pictures), as well as jigsaw puzzles
  - Board and card games for children (i.e. "Bingo" or "HeadBanz")
  - Art and crafts materials (construction paper)
  - Magazines (such as Nickelodeon, Seventeen, Car and Driver, Sassy, Sports Illustrated, Motorcycle, Backpacking, Travel)
  - Menus, especially colorful ones with pictures of food
TIPS FOR TEACHING CONVERSATIONAL ENGLISH IN PORTUGAL

- Portuguese schools are divided into: elementary school (7-9 years old), middle school (10-14 years old), and high school (14-18 years old). There are also many professional schools in Portugal, dedicated to teaching for a career in a specific industry such as tourism. Schools are in session Monday – Friday, 8:15 AM – 5:45 PM.

- Portuguese students dress fairly conservatively. Portuguese teachers dress more casually with blue jeans as typical wear. Greeting by a touch or a kiss on the cheek is common.

- Class size averages between 20 and 25 students, but you might have smaller or larger classes.

- Class periods are usually 45 or 90 minutes. There are 15 minute blocks for students and teachers to change rooms between classes. Classes may not begin immediately after the bell.

- Classrooms are informal with students leaving and returning as necessary. Conversation between two students is acceptable and students do not raise their hands to answer questions.

- In Portugal, the local teachers are professional English teachers. The volunteer’s primary role is to help with conversation, pronunciation, and provide exposure to another culture.

- Teachers may instruct volunteers on how to assist them in their classroom. Many teachers ask the volunteers to review and build on exercises the students are currently studying.

- Be prepared to work with an “interactive board” in the classroom.

- Portuguese schools predominately teach British English. However, teaching American English is appreciated. Many students learn American English from watching television.

- Be prepared to speak on topics related to North American culture, including history, lifestyles, sports, school systems, and popular TV series.

- Teaching students songs and games is it is great fun. These provide good tools for teaching English, especially in primary and middle schools.

- Use present tense for levels 1 and 2, but be prepared to use and teach all levels of English.

- If you want to bring some teaching materials to use while in Portugal and perhaps leave behind when you depart, the following are some suggestions:
  ♦ Photos of your family, pets and/or home
  ♦ Photos, maps, or posters of your home area or well-known places in the U.S. or Canada
  ♦ English-Portuguese dictionary
  ♦ Picture dictionary (very useful and students enjoy looking through them)
  ♦ Menus, especially colorful ones with pictures of food
  ♦ Theme magazines or books: cars, animals, foods, plants, geography, agriculture, sports
  ♦ Music tapes or CD-ROMs & player
  ♦ Word games such as Search-a-Word and Scrabble
TIPS FOR TEACHING CONVERSATIONAL ENGLISH IN ROMANIA

❖ The Romanian educational system provides: pre-school education for children ages 3 - 6, primary school for ages 7 - 10, secondary school for ages 11 - 14 and high school ages 15 - 18.

❖ Volunteers usually work with elementary and middle school students during the school year and with elementary, middle and high school students during the summer months.

❖ Volunteers typically teach independently from 9 AM to 1 PM, in a classroom setting. During the summer, schools are cleaned and painted, so expect the need to change rooms.

❖ Teach in a fun, relaxed way. Everything can be a learning experience. For example, take the students for a walk. Ask them to name the things they see or to be your guide. Volunteers must advise a local teacher or the principal if they leave the school building and where they plan to go.

❖ Ask the students to teach you a few words of Romanian. This motivates them. If they see that you are interested in their language, they will be more motivated to learn from you.

❖ Save games, magazines or other special material for the end of your session. Finishing with a game or fun teaching tools works well, but you may lose students’ attention if you introduce them in the beginning.

❖ For shy students, start with simple topics that support their ease in conversing. Romanian students will understand much more English than they speak.

❖ Some students are fairly advanced English speakers. They will challenge volunteers with discussions of current events or classic literature. They also enjoy debates. Possible topics include: Is it better to have job I like or one that pays well? How do I choose my friends?

❖ Other conversational topics are listed in the students’ textbooks. Covering these topics helps high school seniors prepare for the Romanian English exam.

❖ Volunteers are responsible for lesson planning, but are strongly encouraged to ask local teachers and Global Volunteers’ Team Leaders for information and advice.

❖ If you want to bring some teaching materials to use while in Romania and leave behind when you depart, the following are some suggestions:
  ♦ Photos of your family, pets and/or home
  ♦ Photos, maps, or posters of your home area or well known places in the U.S. or Canada
  ♦ 3” x 5” index cards (to be made into “customized” flashcards)
  ♦ Theme magazines or books: cars, animals, foods, plants, geography, agriculture, sports
  ♦ Music tapes or CD-ROMs & player
  ♦ Word games such as Search-a-Word and Scrabble
  ♦ Books of short plays
Tips for Teaching Conversational English in Tanzania

- For many Tanzanian students, He He (the local language) is their first language, Kiswahili is their second, and English is their third.

- English is vital to Tanzanian children because it is the language of instruction and national testing in all the schools. Primary school students take an exam during Standard (Grade) 7 to determine if they are qualified to go on to secondary school. This exam is in English. Consequently, it is vitally important that the students know English.

- The classrooms have as many as 40-50 students. Education is important and exciting for Tanzanians. Students will stand for an entire lesson if no seating is available.

- Behavioral challenges are rare, but students are often tardy. Volunteers may want to set a standard on day one by having a deliberate discussion about the importance of being on time.

- Come prepared. Bring chalk, dry erase markers, and a damp cloth. You may want to ask the Headmaster which textbook the students are using and become familiar with it in advance. Note, many students do not have their own textbooks.

- Students are more familiar with the British pronunciation and spelling of words. If you are American, speak a little more slowly and write longer words on the board.

- If you ask a question of the class and do not get a response, they may not have understood the full meaning of your question. Writing it on the board can be helpful.

- Tanzanian students learn English in school through the study of syntax and grammar, rather than conversation. Many struggle with pronunciation, idioms, and slang, but they are eager to learn.

- Encourage the students to share their questions and responses by standing and speaking. This may be difficult the first few days, until the students have gotten more comfortable in class.

- It is helpful to review the previous day’s lesson with a summary of what was learned. This reinforcement allows students to review or revise their class notes.

- In June, September and December, we conduct an English camp for kindergarten and primary school children. This intensive English language experience is extremely important for the children because the earlier they get exposed to the English language from native speakers, the better it is for their long-term development.

- Our hope is that students who are engaged by English teaching volunteers starting in kindergarten will be sufficiently fluent by standard 7 so they can excel on the national exams and be admitted to secondary school.
If you want to bring some teaching materials to use while in Tanzania and perhaps leave behind when you depart, the following are some suggestions:

- Photos of your family, pets and/or home
- 3” x 5” index cards (to be made into “customized” flashcards)
- Flash cards and large posters with vocabulary words
- Basic supplies such as crayons, paper, pencils, pens, chalk, and erasers are always useful
- English-Swahili dictionary
- Group activity games or materials (e.g., Frisbees, softball, soccer ball, jump ropes etc.)
TIPS FOR TEACHING CONVERSATIONAL ENGLISH IN VIETNAM

Foreign Trade University (FTU)

❖ FTU is one of the premier universities in Vietnam. Its alumni hold significant positions in the private and public sectors. Global Volunteers has been serving at FTU since 2008.

❖ FTU holds morning and afternoon classes. Volunteers’ receive schedules with the professor’s name and room location. Generally, volunteers meet their assigned professor in the faculty room before class and are then escorted to the classroom.

❖ Lunch is delivered to the volunteers in the faculty room. At the end of the day, volunteers meet in the faculty room and walk to FTU’s main campus entrance together where an assistant will call a taxi.

❖ Be flexible. Class assignments may change due to a cancellation or schedule change. The FTU staff does their best to coordinate schedules. Students are always happy to meet with you.

❖ When introduced, tell the students about yourself, your family, your home, and your field of expertise, as well as what you like to do in your free time (e.g. hobbies, family, pets, etc.). Encourage students to chime in during the discussion.

❖ Vietnamese students are more accustomed to hearing British English than American English. Speak slowly and use the chalkboard frequently so that the students can understand you.

❖ Volunteers can bring lesson ideas. However, the professor may ask you to cover certain topics from the classroom text (e.g. specific vocabulary). The students are tested in these areas and need to prepare for them. Repeating a lesson or introducing a new lesson from a class text is effective. Hearing a lesson pronounced by a native English speaker is a big help.

❖ Asking students to prepare short English dialogues in pairs or small groups is an effective teaching tool. Potential topics include transportation, commuting, living accommodations, business travel, cost of living abroad, social activities, culture and holiday traditions, job skills, and popular films and music.

❖ Keep students engaged by eliciting responses and feedback throughout the class period. Ask questions frequently and have students write on the chalkboard.

❖ Vietnamese students, especially first year students, can be shy. Use lots of praise to encourage participation. The most outgoing students tend to sit near the front, but please make it your goal to engage the entire room throughout the lesson.
Nguyen Binh Khiem School (NBK)

- NBK is a highly regarded private primary and secondary school. Based upon its alumni, many of its students will become leaders in government, business, and civil society.

- The local teachers typically remain in the classroom, but they may not have enough English proficiency to help you. Volunteers have found that repeating a lesson or introducing a new lesson from a class text is effective. Hearing a lesson pronounced by a native English speaker is a big help.

- Not all Vietnamese classrooms are quiet. The student can be quite active, so be prepared with approaches to keep students focused and ask for help from the local teacher as needed.

- Try to learn as much as possible about the English level in each class before you enter the classroom.
  - Students with little English proficiency benefit from repetition, pictures, and songs. For example, previous volunteers taught students “This Land is Your Land” using both American and Vietnamese place names.
  - Students with some English proficiency can create brief topical discussions. Possible topics include: What do you like best about your school? What would you tell a student from the United States about your school? If you could visit the US, where would you go? Which sights/places in Vietnam would you recommend to visitors?
  - Students with higher levels of English proficiency can create more complex paragraphs and dialogs. For example, have students describe a marriage ceremony in Vietnam, or in another country.

- Previous volunteers have found the following teaching methods and discussion topics helpful.
  - Break the classes into small groups for general conversation with volunteers.
  - Teach a lesson about superstitions (e.g. Friday the 13th). Describe some Western superstitions and then ask the class about Vietnamese superstitions.
  - Ask students to describe their day, starting with getting out of bed.
  - Give a dictation. Choose a topic and write a short paragraph, then read the paragraph out loud slowly and clearly. For example, you could dictate a message that might be left on a cell phone by a friend.
  - Songs are a good way to share culture and build vocabulary. Previous volunteers have utilized American folk songs such as “This Land is Your Land” and “You Are My Sunshine.” It is helpful to provide students with a print version of the lyrics.

- Previous volunteers have recommended the following websites.
  - Dave’s ESL Café has games, icebreakers, tips for teachers, etc. – [http://www.eslcafe.com](http://www.eslcafe.com)
  - The Tongue Twister Database provides a list of fun English tongue twisters – [http://www.freerepublic.com/focus/chat/818470/posts](http://www.freerepublic.com/focus/chat/818470/posts)
Blind-Link and Omamori Spa

Omamori Spa is a private, nonprofit, massage facility owned and operated by Blind Link. Ms. Huong Nguyen is Blind-Link’s founder. English Communication is one of the Professional Development training programs for Blind-Link’s aspiring massage therapists. All of the massage therapist students are vision impaired; some are totally blind, others have partial vision.

Global Volunteers’ teachers provided with a list of language proficiency targets to be worked on with the students. Most of the words and phrases are commonly spoken and heard during massage treatments.

During the class periods, Global Volunteers’ teachers focus on pronunciation, intonation, and letter sounds. Vietnamese speakers have a difficult time pronouncing some English sounds. They do not have the “muscle memory” that native speakers developed hearing English spoken at home, on television, and in phonics lessons. Some of the most difficult sounds for the students to pronounce are s, sh, ch, and tch. Regular repetition of difficult sounds is helpful.

Here are some suggested teaching tools and class activities:
- Present tongue twisters and famous quotations (Dr. Seuss is particularly effective)
- Draw a simple human body and go through the names of body parts and the five senses
- Present a word and ask for its opposite, such as day/night, high/low, and old/new
- For more advanced students, work with homonyms - words which are spelled alike or sound alike but have different meanings

Engage your students in a fun or interesting activity after a particularly intense lesson. A short break will help them re-focus on learning. Consider …
- A 10-minute yoga lesson,
- A game of chess,
- A game of “Simon Says”,
- Or, sing a few silly songs like “Head, Shoulders, Knees, and Toes” or “Do-Re-Mi". Songs are a fun and useful way to build confidence, develop memory and concentration, and develop a sense of class unity/identity.

Some of Blind-Link students are partially-sighted. For those students, picture dictionaries and maps are useful teaching tools. Use the map of Viet Nam to start a conversation about where they live, about their home life, parents, siblings, schooling opportunities, how they helped around the house, games they played, etc.

Each morning, two to three volunteers meet in the Blind-Link training room with 10 to 12 students for two hours. Most every day, one or two Blind-Link/Omamori Spa staff persons assist the volunteers, especially with translation. The Blind-Link apartments, kitchen, and training rooms are located in a separate building next to the Omamori Spa.

In addition to the aspiring massage therapists, volunteers are asked to work each afternoon for two hours with the Spa’s receptionists. These young women have had English language
classes in their local schools (often university level). They are bright, friendly, positive, and anxious to improve their English language speaking skills and level of understanding. During a class, they often use Google or a translation App on their phone to help them express an idea or understand a word or concept. With them, you can focus on pronunciation, intonation, fluency, opposites, homonyms, and synonyms. Also work with them on vocabulary, short and long vowel rules, definitions, idioms, “tongue twisters”, and analyzing and interpreting famous quotations, poems, and popular song

Viet Nam Institute for Development Strategies (VIDS)

- VIDS is a research center in the Ministry of Planning & Investment providing the national government with information and data on economic and social matters. Volunteers work with high-ranking officials, including the President of the Institute, mid-ranking directors, and up-and-coming, young researchers. Their English language proficiency ranges from experienced beginners to intermediate. Although they have regularly studied English since middle school, their focus was on reading and writing English. Those skills are at a significantly higher level than spoken English, which they are eager to improve while working with native speakers like you.

- At VIDS, you work with Viet Nam’s “best and brightest”. Many have a Master’s degree or PhD. You are matched up with “learners” who have been selected by their managers for this special training. You work with the researchers and officers on their communication and comprehension so that they can be more confident in their writing and presentations. You may also be called on for simple English translation or to proofread a paper or speech. The students are curious about your background … where you live, where you’ve worked, what you enjoy doing, etc. They have many questions about America, its people and politics. So, much of the learning experience flows from these basic conversations.

- On a typical day, you work with the “learners” from 9:30 a.m. to 11:30 a.m. and again from 1:30 p.m. to 3:30 p.m. You will be assigned to the same individuals, 1:1 to 1:4, at the same time each day (unless they have a work conflict). During the two-hour lunch break, the students may take the teachers out to lunch. This provides a great opportunity for casual conversation and for building relationships.

- On special occasions, when the learners serve as guides for the volunteers on outings to the Temple of Literature or the Museum of Ethnology, the learners have additional, informal opportunities to practice their English skills with the volunteers. During these memorable excursions, the volunteers become the learners and these bright students are the teachers.

- You can employ magazines, books, websites, and other written materials as teaching tools, especially publications and stories that relate to the work being done at the Institute. Sometimes the learners will bring their own materials to the sessions and ask for your help and critique. Your responsibility is to correct grammar and pronunciation
mistakes and, more importantly, compliment and reinforce the use of proper grammar and pronunciation. All the while, you are focused on the student’s ability to both comprehend and explain what they are asked to read.
PREPARING FOR YOUR ASSIGNMENT

Preparation is vital in order to be successful. The following suggestions are for volunteers teaching all levels of students and are equally applicable to youth and adults.

Professional teachers suggest that for every hour of teaching, you need to spend one hour preparing. This is especially relevant for you because you will be teaching in a venue that you are not familiar with, to students whom you do not know, a subject you may not have taught, and in a different culture. Consequently, you must prepare.

If you have a full-time teaching assignment, you will teach four or five hours a day; so you should spend a minimum of four hours preparing. The amount of preparation time may vary from day to day and from class to class. Seek assistance from your team leader, teammates, and the local teachers.

Teaching English as a Foreign Language (EFL) is similar to, but not the same as, English as a Second Language (ESL). Most students who take ESL courses do so because they live in an English speaking country and intend to rely on English as a primary language. Most of your students want to learn English so they can communicate with foreigners in commerce or when they travel, or to be able to read English books and technical journals. However, there are many techniques used in ESL programs that are applicable to EFL and our conversational English service programs.

LESSON PLANS

Developing a plan for each day’s activities will help you focus on specific objectives and help provide a record of what you have taught.

- **Identify one or two specific objectives for each day, and the activities and methods you will use.** This will help ensure that you are able to keep your students engaged and will give you confidence in the classroom. Define the lesson’s objectives for your students at the start of class in terms of what the students will learn or practice.

- **Plan several activities for each class period.** The younger the student, the shorter their attention span, and thus, the greater the number of activities you need. However, even adults need a change after about 20 minutes. Unused activities can always be carried over to the next day and most activities can be modified so that they can be used more than once.

- **Use several activities to illustrate each objective.** For example, vocabulary can be taught through pictures, student drawings, physical demonstration, teacher- or student-created dialogs, writing from patterns on the board, etc. Using multiple approaches will also help you address the various learning styles among your students.

- **Make your plans specific, but keep them simple.** The clearer your plan, the more confidently you will implement it.

- **Begin with a warm-up activity and end with a good closer.** The warm-up activity helps to set the tone for the day. A good closing activity allows you to end the day on a pleasant note, regardless of how the lesson went. A song is always fun and an upbeat way to end the class.
for any level. Many students enjoy singing the same song at the end of each class as a closing ritual.

- Compliment your students on their effort and oral performance. Positive reinforcement gives the students the confidence and motivation to continue trying.

In some communities, volunteers will work with a local teacher who already has a lesson plan. As you develop a team-teaching relationship, you may continue to assist with the teacher’s lesson plan, you may find yourself working together in planning joint lessons, or you may each plan different parts of a lesson. If you are not working with a local teacher, then you need to develop your own lesson plan. Be creative!

**LESSON THEMES**

Organize each day’s lesson around a theme in which the vocabulary and patterns all relate to a particular subject. Your imagination is the only limitation on the theme for the day. For example, the vocabulary groups on page 34 can be used for this purpose.

- Keep your audience in mind. Different age groups and proficiency levels will be challenged by and interested in different subjects. Adults may be interested in learning information that is pertinent to their business, or how to order and pay for a meal in a restaurant. Adolescents may be interested in contemporary music groups and talking about the type of music they like, or learning about their North American peers. Colors, cartoon characters, animals, etc fascinate younger children.

- Choose themes based on things you know and enjoy. Your knowledge about a subject will make it easier for you to plan a lesson, and your enthusiasm for the subject will be contagious. You can design thematic lessons around virtually any interest you have and you can create a string of connected thematic lessons for several sessions. For example, if you enjoy cooking, you could design a thematic unit around food. Vocabulary lessons might focus on all the various types of fruits, vegetables, meats, fish, poultry, etc.; and different types of meals, e.g., pasta, sandwiches, eggs, etc. You could teach simple sentence structure using food as the object of the sentence. Advanced students could discuss the foods they like the most and why. You could conclude the lesson with a discussion of unique foods in their country as a cultural exchange.

- Prepare vocabulary lists in advance. Include nouns, verbs, and idioms for your theme. For a transportation theme, you might include riding the bus or train; airplane, bus, or train schedules; learning how to drive; or various professions such as pilots, bus drivers, train conductors, and travel agents.

**SONGS**

Songs are fun! Teaching simple English language songs breaks the monotony and offers new vocabulary in an entertaining and enjoyable manner. Some common classroom songs have been included in this guide. With a little planning and an audiocassette, guitar or piano, virtually any song can be turned into a great activity for students of all ages.
1ST DAY

- **Get the first and last names of each student.** Have the students print their names on cards to put on their desks or create nametags to wear. Some may use the English equivalent of their given name, or choose an English name that they like. Collect the cards or nametags at the end of each class and give them back the next day. A creative variation is to have students decorate a name placard with pictures, drawings, or other things that illustrate who they are and what they like. Depending on their skill level, you can even have the students explain what they chose to put on their placards. Be sure to give the students their nametags or desk cards on the last day of class at the end of your service program. They make a great memento.

- **Carry your own supplies until you know what is available at your school.** Chalk, writing implements, paper, colored construction paper, index cards, tape, and a bilingual dictionary will come in handy, along with a tote bag or daypack to carry them. Depending on the community in which you are serving, there may be a Global Volunteers resource room with many of these items available. Please consult with your Team Leader.

- **Different cultures use different teaching methods and classroom settings.** The local methods of instruction and assessment may be substantially dissimilar from the system with which you are familiar. Please respect the local way of doing things. Each has its own strengths, as well as challenges, and offers you the opportunity to learn how others teach foreign languages.

GROUPING YOUR STUDENTS

You may find it helpful to divide your students into smaller groups so that you and they can better interact. This is especially important if you have a large class. There are several interesting ways to do this. Of course, you can always have your students count off into groups to create smaller teams, but sometimes it is more entertaining to employ sillier methods.

1. Characteristic Grouping

   Have students get into groups based on some aspect of their person, like shoe size, number of brothers and sisters, month or season of birth, favorite vegetable, or height. Use your imagination, but be careful not to be too personal.

2. Logical Pairs Grouping

   **Materials: small pieces of paper and tape**

   On pieces of paper, write pairs of objects, places, or people (you can modify these for any proficiency level). For example: Camilla and Prince Charles, Minnie and Mickey Mouse, cat and dog, lion and tiger, Eiffel Tower and the Arch de Triumph, the Statue of Liberty and Times Square, or Tiananmen Square and The Forbidden City. Tape one paper with a person, place, or thing on the backs of each student. The students then go around the room and ask questions of the other students until they discover what is written on their paper. The person with the matched paper is their partner. (Note: If you are using famous people or places, make sure they are known or recognizable to the students.)
3. Grouping with Playing Cards
   *Materials: a deck of playing cards*
   Have each student choose a card at random from the deck. Depending on the number of students in the class, you can group them according to suit (for groups of four), by point value on the card, or by color. If you leave the jokers in the deck, perhaps that student could choose a group to join, or be a group leader.

4. Teacher-Directed Groups
   Variation 1: Put colored pieces of paper on the students’ sitting places (or colored pens, or markers). The color determines the group.
   Variation 2: When you know the students’ language abilities, you can organize groups using animal names or shapes, grouping them either in like-ability groups, or in mixed-ability groups.

When you work with mixed-level classes, it is often very helpful to supplement your lessons with games, songs and skits, because these activities have the advantage of involving everyone. Teaching a class of mixed proficiency levels is an opportunity to use your creativity and to facilitate student-to-student learning. You can also tap into the natural sharing that takes place in classrooms by empowering students at higher levels to assist you. However, it is often a substantial challenge to engage fully the lowest and highest level students in a mixed-level class. Consider dividing the class into small groups and having the more advanced students act as group leaders.

**TEACHING ADULTS**

You’ll find that many of the techniques that are useful when working with young students are also applicable to adult students. For instance, repetition and the use of visual aids are still very important. However, some activities and materials are limited by age-appropriateness.

The adults you will work with probably have a well-defined reason for choosing to study English, whether for a job in the tourist industry or in anticipation of travel opportunities. Ask your students on the first day of class what are their motivations for being there. Adults may also be able to articulate what they are interested in learning and their objectives. Try to determine this on the first day also, because this will help you plan your classes to best satisfy the needs of your students.

It is particularly important with adults to be generous with praise and to be supportive and encouraging of all their efforts (successful or not). It is difficult for many adults to find themselves in a student role once again. As a result, they may be hesitant to risk looking silly or feeling stupid. Tell them that there are no stupid questions and every mistake is a learning opportunity. Ask them to teach you words in their language. This will help them feel more comfortable because they’ll know that you are willing to try even when you make mistakes.

**CLASSROOM TIPS**

- **Be Active.** Be enthusiastic and demonstrative when teaching and using new vocabulary. Whenever possible, incorporate pantomime or gestures to support what you are saying. For example, if the students have to close their books, demonstrate this as you say it. Students
who have a mental picture or action associated with a new word are more apt to remember. Try not to revert to direct translations of new words.

- **Use visual aids.** The chalkboard, flashcards, photographs, and pictures are invaluable in the classroom. Write key words and questions on the board. This allows students to make the association between spoken and written English. It also gives the students time to absorb the material and forces you to slow down. Introduce things that will spark your students’ imaginations. Things that are funny, strange, or moving are most memorable!

- **Accept both group and individual responses.** Some students may be too shy in the beginning to feel comfortable responding individually. Encourage group responses and move to individual responses later.

- **Give your students accurate, clear models of pronunciation and word usage.** Native English speakers often unconsciously use slang and slur our words in casual conversation. This can be confusing to students.

- **Ensure that your students know the question words.** Use who, what, where, when, why and how a lot, especially if you are working with beginning level students.

- **Ask specific questions to determine if the students understand the material.** You may need to slow down or repeat. Some students will not admit that they do not understand, so test their comprehension by creating an exercise or game around the subject matter.

- **Turn common errors into an impromptu lesson.** Although it may not have been part of your original plan, if your students are making similar mistakes, this indicates an area of need. Do this in a sensitive manner so as not to embarrass the students who made the errors. Pause as you give instructions; if the students look confused, repeat or paraphrase what you have said.

- **Switch subjects if the material seems too difficult or you are losing the students' attention.** You can come back to the objective or activity at another time.

- **Ask your students to teach you some words and phrases in their language.** They will be appreciative of your efforts. Showing that you are comfortable with making mistakes and can laugh at yourself will help your students feel more comfortable in their efforts to learn English.

- **Use a bilingual dictionary as needed.** You don’t want to rely on this tool too much, but sometimes you need to turn to it to help you or your students explain a word, phrase, or idea.

**END OF THE DAY REVIEW**

At the end of the day, review the day's activities. Compare the intended plans with what was actually covered.

- Did you address each objective?
- Did each objective take the time you thought it would?
- What did or didn't work and why?
- What needs review tomorrow or at the next class session?
- What ideas do you have that will help in future lessons?
The sooner you can do this after each class, the better. When you teach more than one class in a day, it’s possible to get them mixed up; you might want to take notes between classes, as different classes learn at different rates. This practice may also be extremely helpful in leaving tips for future Global Volunteers.

**HELPFUL POINTERS**

- Be generous with praise.
- Speak slowly and enunciate.
- Speak at a volume where everyone can comfortably hear you. There is no reason to yell; the students will not understand you any better.
- Keep instructions simple.
- Make it fun; boring is not helpful.
- **REPEAT, REPEAT, REPEAT** - Be creative so the repetition does not become boring.
- Use familiar subject matter.
- Improving English conversation ability is the primary objective.
- Your attitude is everything – be enthusiastic, friendly, and encouraging.
- Even if you know the local language, you should communicate with your students primarily in English.

- **PRACTICE - PRACTICE - PRACTICE**
WORKING WITH BEGINNING STUDENTS

Beginning students range from those who have had absolutely no English to those who have good vocabularies but cannot string more than two or three words together in a sentence. These students are very enjoyable to work with and virtually any native English speaker can make a tremendous contribution to their language development.

Following are some practical suggestions.

♦ **Vocabulary is key.** Most of us who learned English from our parents, grandparents, or older siblings started by learning just a few words and then built our vocabularies. Sentence structure, verb conjugation, etc., all came later. Therefore, with beginning students, emphasize vocabulary.

♦ **Most students learn vocabulary faster when they learn words in a group.** Word groups include:
  - Time
  - Numbers
  - Days of week
  - Months of year
  - Body parts
  - Holidays
  - School supplies
  - Relatives
  - Clothing
  - Foods
  - Occupations
  - Furniture
  - Animals
  - Hobbies
  - Sports

♦ **Use pictures, drawings, flashcards, and the chalkboard.** This is a great way to teach beginners vocabulary. Start with nouns and then move to verbs, pronouns, adjectives, etc.

♦ **When teaching verbs, stay in the present tense.** Start with the verb “to be”—*I am, you are, he or she is, we are, you are, and they are.* Teach the simple statements: *I am a teacher.* *You are a student.* When everyone is comfortable with that, make it negative: *I am not a student.* *You are not a student.* In the next lesson make it a question and show the new word order: *Am I a teacher?*

**ACTIVITIES FOR BEGINNERS**

As stated earlier, in some communities you will work alongside a local English teacher and may use an established curriculum. However, in other communities, either you will be on your own with the students or the teacher will ask you to conduct the class. In these situations, we recommend that you use a variety of short, fast-paced activities, especially when working with beginners. The following table lists several activities that you can use with beginning English
learners. The higher the number, the more challenging the activity. (You can use Nos. 9 through 12 with intermediate level students as well.) The table also indicates whether an activity is for only one student or a group of students. We’ve listed the page numbers for your convenience.

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* denotes activities that are appropriate for adult students

**Beginning and Closing Activities**

*Begin each class session with a warm-up activity and end with a good closer.*

Warm-ups and closers are great tools for both motivating students at the beginning of class and filling the last few moments of a successful lesson. Each activity was designed so that it can be adapted for any class size and they require little or no advanced preparation. These activities also are fun and easy. Moreover, you can use them repeatedly with the same group of students. A good closing activity allows you to end on a pleasant note, regardless of how the lesson went. Songs offer an upbeat way to end the class for any level. Many students enjoy singing the same song as a closing ritual.

1. **Stretching or “Simon Says”**

   *Materials: none*

   Show your students simple stretching exercises. As you do, describe your actions and ask the students to join in with you. Say the words as you move. “Hands in the air. Stretch. Touch your toes,” etc. Begin slowly; then go faster.
2. Animal Noises

*Materials:* Cards or paper with the names of animals written in English

This is a simple game designed to get your students energized. Give each student a card with the name of an animal. (Select animals that make distinctive sounds, e.g., dog, cat, cow, tiger, bird, frog, rooster, pig, horse, etc.) Have the students stand in a circle. Select one student to take a place in the center of the circle. The students who make up the circle then make the noise of their animal in unison. The student in the center must try to identify which person is making what sound. When the student correctly identifies the name of the animal and the student making the sound, s/he may leave the center and the student who made the sound takes the center for the next round.

3. Songs for Beginners

Using song will engage your students in a fun activity and it will help your students learn vocabulary. Song is a great vehicle for learning language; it is relaxing and can help lower inhibitions, and therefore, make your students more receptive to learning. We encourage you to start each session with a song.

*Write the song words on the chalkboard, or on a large piece of paper, or photocopy them for each student or groups of students.*

**The Hokey Pokey**

You put your left foot in; you put your left foot out.
You put your left foot in and you shake it all about.
You do the hokey pokey and you turn yourself around.
That's what it's all about.
*(Additional verses)*
- right foot
- left arm
- right arm
- head
- whole self

**Row, Row, Row Your Boat**

*(Sing in a round)*
Row, row, row your boat gently down the stream.
Merrily, merrily, merrily, merrily life is but a dream.
*(Repeat several times)*

**Brother John**

*(Sing in a round)*
Are you sleeping, are you sleeping,
Brother John, Brother John?
Morning bells are ringing, morning bells are ringing.
Ding, ding, dong. Ding, ding, dong.
**Bingo**

There was a farmer, who had a dog,
And Bingo was his name-Oh!
B-I-N-G-O,
And Bingo was his name- Oh!
(Repeat, eliminating one more letter each time until the refrain is all clapping in rhythm).

**The Mulberry Bush**

Here we go ‘round,
The mulberry bush,
The mulberry bush.
Here we go ‘round,
The mulberry bush,
So early in the morning.
This is the way we:
Wash our face (etc.)
Comb our hair (etc.)
Read a book (etc.)

**Old Macdonald had a Farm**

Old MacDonald had a farm,
Eeyi – eeyi – oh!
(Repeat with)
Dogs – bow wow
Chickens – cluck cluck
Sheep – baa baa
Horses – nay nay
Pigs – oink oink
Cats – meow meow
Turkeys – gobble gobble

**The Farmer in the Dell**

The farmer in the dell,
The farmer leaves the wife (etc.)
Hi-ho the derrio,
The farmer leaves the child (etc.)
The farmer takes a wife (etc.)
The farmer leaves the nurse (etc.)
The child takes the nurse (etc.)
The child leaves the dog (etc.)
The nurse takes the dog (etc.)
The nurse leaves the cat (etc.)
The dog takes the cat (etc.)
The dog leaves the mouse (etc.)
The cat takes the mouse (etc.)
The cheese stands alone (etc.)
**Head, Shoulders, Knees, and Toes**
Head, shoulders, knees and toes, knees and toes.
Head, shoulders, knees and toes, knees and toes
And eyes, and ears, and mouth, and nose,
Head, shoulders, knees and toes, knees and toes.

**The Wheels on the Bus**
The wheels on the bus go
Round and round
Round and round
Round and round.
The wheels on the bus go
Round and round
All through the town.

The driver on the bus says
"Move on back.” (etc.)
The people on the bus go
Up and down (etc.)
The horn on the bus goes
“Beep, beep, beep.” (etc.)

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**Classroom Activities**
You can use most of the following activities in classrooms of any size.

4. **English Alphabet**

   **Materials:** Flash cards of the English alphabet

   This activity introduces/reviews the English alphabet. Review the letters of the alphabet, by showing each letter and saying it aloud. Give examples of nouns that begin with the letters. If you can, use illustrations
   ♦ Have the students repeat the alphabet aloud together and then alone to a partner.
   ♦ Please slow down at ‘L, M, N, O, P’ when singing. Native English speakers tend to sing that part of the song very quickly and it can sound like one long word, especially to beginning English students.
   ♦ After you have introduced all of the letters, you can use this song as a warm-up activity.
   ♦ You can also play a game in which you hand out alphabet flashcards (or letters handwritten on paper). Have the class sing the alphabet song, with each student standing up when their letter is sung.

5. **Number Game**

   **Materials:** Spell out the numbers “one” through “ten” on flash cards or index cards.

   This exercise teaches and/or reviews with students the word for each number.
   ♦ Give each student a card with a number word on it. Then write a number in numerical form, such as “1” or “5,” on the chalkboard or on index cards or flash cards. Ask the students to hold up their card if they have the number word that corresponds to that numeral.
   ♦ Have students name something that has their number, e.g., 12 clock numbers; two eyes; five fingers on one hand, etc.
6. **Alphabet/Number/Word Hopscotch**  
*Materials:* Chalk & outdoor floor surface that can be written on (please check with the school or your Team Leader), or tape (preferably masking tape that does not leave any residue) and smooth floor.

This is both a good way to practice letter, number, or word recognition, and is a good way to energize your students and incorporate physical activity with learning.
- ♦ Create a hopscotch course on the floor, filling in numbers, letters, or words in the spaces, depending on the level of your students.
- ♦ Put the students in two lines, one line of “hoppers,” and one line of “directors.”
- ♦ The first director will tell the first hopper which space to skip, e.g., if you are using letters, s/he may announce that the letter “G” is to be skipped. The hopper then has to hop through the course without touching the space with the “G.”
- ♦ The hopper and director then each go to the back of the opposite line, so that the next time it’s their turn, they will switch the roles they just performed.

7. **BINGO**  
*Materials:* BINGO cards (you can make these from paper), and small construction paper squares for marking.

This activity is a fun way to practice letter and number recognition.
- ♦ Create BINGO cards using letters, numbers, or the combinations of letters and numbers. Make certain that the cards are different enough from one another that you won’t have everyone winning every time!
- ♦ Create a key of what’s on the cards for your own reference.
- ♦ Give each student one card.
- ♦ Tell the students whether the winner needs to completely fill their card by covering every spot, or just make a cross, get a row across, up, or down, or cover each corner.
- ♦ Then read out randomly selected letters/numbers one at a time, repeating each one and pausing long enough to allow students to find it on their card.

8. **Right Word, Wrong Word**  
*Materials: None*  

This activity will both help your students learn and remember vocabulary and ensure that they are also grasping the meanings of those words. If your students are unable to perform this activity, it may mean that they need more practice with word definitions.
- ♦ Ask the students to walk around looking at things in the room. When they see something they can name in English, they say the word aloud. All will go around muttering words, *desk, picture, friend, door, desk, teacher,* etc.
- ♦ Next, divide the students into pairs and instruct the pairs to take turns sharing a word with each other. The first student points to a desk and says “desk.” Then the other student points to a book and says “book.” If either student points at something and names it, but the other student thinks the name is wrong, s/he can ask you to help them decide which is the correct name. They continue to do this until they run out of things they can name.
- ♦ Next, change the pairings. Instruct the students to go around the room, point to an object, and call out the WRONG name for it. Their partner then must try to name it correctly.
For example, the first student points to the floor and says “ceiling”; the partner then says the right word, “floor.” The partner points to someone’s leg and says, “ear.” The other student will correct the first and say the correct word, “leg.” The laughter and voices will get louder and louder, and the names may get sillier and sillier.

9. Mystery Box!

*Materials*: medium-sized box or paper bag, and everyday common objects.

This activity allows students to practice speaking using their descriptive vocabulary and offers them the occasion to listen to their classmates speak English as well.

- First, put a common object in the bag or box. Use something that your students will be somewhat familiar with, such as scissors, fork, earphones, or spool of thread.
- Second, review basic descriptive words such as *hard, soft, round, flat, square, fuzzy, smooth, sharp,* etc., depending on your students’ vocabulary.
- Third, select a student to come up to the front of the class. Do not let the student look in the box or bag.
- Fourth, the student puts his/her hand in the box and feels the object.
- Then the student attempts to describe the object to the class based upon what they feel – by TOUCH alone.
- As they state descriptive words, everyone else guesses what it is.
- If the person describing the object is struggling with descriptive words in English, you may allow the student to describe the attribute in their native language, but the rest of the students must the name of the object in English.

10. Total Physical Response Activities (TPR)

*Materials*: Each student needs a book; however, neither the subject nor the language matter. TPR activities build action vocabulary with physically engaging responses, which make them ideal for beginning students. Your students will quickly feel successful and they will have fun!

- Instruct the class as follows: “I will tell you to do something and then you do it.
- Model the performance expected.
  - You say, “Sit down.” After you’ve said it, then you sit down.
  - You say, “Stand up.” After you’ve said it, then you stand up.
  - You say, “Pick up your book.” After you’ve said it, then you pick up your book.
- Repeat, varying the order of instructions, and continue to model the performance.
- Repeat the instructions a third time, without modeling, allowing students to copy.
- After you have given the instructions and modeled the expected performance, you can start the exercise. You say the following commands. When the students get it right, compliment them. If only one or two students follow the command correctly, specifically identify those students by name and say “good job.” The others will quickly follow.
  - Stand up
  - Sit down
  - Stand up
  - Raise your right hand
  - Lower your right hand
Touch your toes
- Reach towards the sky
- Stand straight
- Pick up your book
- Open your book
- Close your book
- Put your book down
- Close your eyes
- Open your eyes
- Sit down

This activity can be modified in a variety of ways:
- Have a small group of students perform while the rest of the class observes and applauds.
- Call on individuals to perform.
- Other verbs you can use: touch, put, jump, laugh, walk, hop, skip, dance, write, erase, draw, cross out, take, point, and pick up.
- Other nouns you can use: ears, pencil, chair, table, boy, girl, desk, door, floor, window, chalkboard, closet, name, numbers, letters, shapes, colors.
- Create TPRs using commands and negative commands (e.g., Jump, Don’t jump) or alternating commands with the word “stop.”

11. Memory
Materials: Common items
This game requires the students to name and recall the given items.
- Display five to ten items, e.g., pencil, paper, comb, eraser, paper clip, chalk, book, pen, watch, ruler, magazine, etc.
- Have the students look at the items for about a minute and then remove the items from their sight.
- Next, instruct the students to write down on paper all of the items that they can remember. They do not need to spell the word correctly; they can even draw pictures of the objects.
- Each student then reads his/her list to the class.

12. Draw It
Materials: Chalkboard, chalk, list of vocabulary words, and timer, watch, or wall clock
This activity is a fun way to liven up a class by engaging your students’ creativity. It also allows them to access the vocabulary they have been learning and assign meaning to those words.
- Select nouns from those you have recently taught your students. Print each word on a separate slip of paper. The number of words should equal the number of students.
- Divide the class into teams of three to five students.
- Select one member of the first team to come to the chalkboard where all can see him/her.
- Show the selected student one of the nouns; however, neither you nor the student may say the word aloud – whispers only.
When you are certain the selected student knows the word, have him/her draw a picture of the noun on the board. S/he may not use letters or numbers in their drawing.

To keep the game moving, limit the length of time for each turn to about one to two minutes. Time the student as s/he draws the word.

As the student draws, instruct his/her team members to guess the word in English.

If the team guesses correctly within the time limit, they get one point.

If they cannot guess in the allotted time, the other teams get to make one guess each.

The team that guesses correctly first gets one point.

Repeat the process until all students have had a chance to draw a word.

Sample words for beginners – tree, pencil, desk, teacher, mother, book, car, etc.
Sample words for intermediate students – sit, haircut, letter, write, run, yell, etc.

13. Conversations about Shared Experiences

Materials: chalkboard and chalk

This exercise will get your students speaking. Even beginners can participate in simple conversations if you work with them.

First, review any nouns and verbs that might be used.

Write new words on the chalkboard and pronounce them several times.

Ask the students to tell you:

- Their name – “My name is ___________.”
- Their age – “I am ________ years old.”
- The name of the town where they live – “I live in ___________.”
- Their occupation – “I am a student.”
- How they came to class on this day
- What they like to eat
- Who cooks at their house
- Who eats with them
- What they like to do after class
- About their families – grandparents, cousins, etc.
- School subjects or topics they like the best

Add your own ideas.

14. New Vocabulary

Materials: Word flashcards (index cards), pieces of colored paper and other visual aids

This is a simple vocabulary-building exercise.

Decide what group of words you want to introduce or practice during the class.

Hold up a flash card or point to an object; then say the word, e.g., “desk.”

Ask the students to repeat the word.

Repeat this two-step sequence twice.

Continue this process until you have covered all the words you intend to introduce that day. (You can also do this outside on a nature walk and introduce or review a variety of groupings including plants, animals, colors, etc.)
Next, use the new words in sentences. For example, I have a _________. I see a _________. I ate a _________ for breakfast.

- Write them on the chalkboard, if available.
- Encourage your students to copy the words and sentences into notebooks or on paper, if they are sufficiently advanced, so they can practice them.
WORKING WITH INTERMEDIATE STUDENTS

Intermediate students are those who have developed a good working vocabulary of nouns, verbs, adjectives, and adverbs, and they can speak in the present tense using short sentences. However, intermediate students are by no means fluent and they will have difficulty with past and future tenses.

Following are some practical tips.

♦ Find out how “intermediate” your students actually are. You can learn a lot about your students and their English abilities by asking them to speak about themselves. Sample questions are:
  ❖ How old are you?
  ❖ Where were you born?
  ❖ How many brothers and sisters do you have?
  ❖ What are some of your favorite foods?
  ❖ What is your favorite animal?
  ❖ Where in the world would you most like to travel?
  ❖ What are your hobbies?

This exercise will allow you to assess their English abilities. You can never be sure what your students’ capabilities are until you interact with them. In addition, the answers to this “Interest Inventory” will help you pick topics for subsequent lessons.

♦ Sentence patterns are the building blocks of conversation. Every pattern you add enables your students to say more. For example, when they understand the verbs "to be" and "to have" and some nouns to go with them, it is amazing how much they can say! Speak with them in English. Don't worry if they don't understand all that you're saying. You didn't understand that much when you were first learning English either. It is the repetition, the correctly pronounced words, and the properly stated sentences that will benefit your students most. Create opportunities for your students to speak out loud and they will continue to improve and at some point they will say "A ha! I get it.”

♦ Establish a comfortable teacher-student relationship. It is important to do this from the first day. Get to know each other. Tell the students about yourself--where you live, your family, your work, hobbies, etc. Bring a map of your country and pictures of your family, your home, and where you work or went to school. All of these will be helpful to let them know who you are. Then start teaching. One fun introductory game is the Autobiography Game. Write a series of statements about yourself, some true, and some false. As you read them, have the students guess which ones are accurate, and which ones are not (make the false ones as silly as you like).

♦ The written word can interfere with a student’s speaking ability. As intermediate students begin to read English, they will discover that what they see is not always what they get. Many second-language English learners struggle with pronouncing some words because the letters don’t seem to add up. For example, the same letter can require a different sound depending on its use. In other cases, letters are completely silent.

The letter “C” is especially confusing. For example, sometimes:
C is pronounced S or K (there's no C sound)
- We say *Sity* for “City.” (This happens when S is followed by e, i, or y.)
- We say *mustiK* for “Music” and *suKsess* for “Success.” (This is sometimes called a “hard C.”)

**Ch** can be pronounced CH, K, or SH.
- Cheese
- School
- Chicago

Tell your students to try *ch* first, then *k*, then *sh*.

Many written words contain silent letters. This can be very confusing to the intermediate learner. One simple tip you can share with your students is –

“**When 2 vowels go walking, the first one does the talking,**” For example, we say
- *bot* for “Boat.”
- *met* for “Meat”
- *sol* for “Soul”

Another silent letter tip –

**A silent E at the end of a word jumps back over one letter and makes that letter say its name.** For example:
- Tape
- Ride

As a philosopher of old so aptly said, “Ours is not to reason why. Ours is to do or die.” If you are a professor of English, you might want to explain why the English language is spoken as it is. The rest of us can only say, “I don’t know why it’s said that way, it just is.”

**Assessing Your Students**

Measuring your students’ comprehension of a lesson or activity can be quite challenging for anyone in a teaching position. This is especially true in an educational setting that is different from what you are accustomed to in your own culture.

- Ask the local teacher what units/vocabulary/concepts the class is currently working on or review notes from previous volunteers.
- Do activities that demonstrate their understanding of the concept – for example, if a poem were the subject of the lesson, ask the students to illustrate what’s happening in the poem or act the poem out. If they have troubles doing so, it may be a sign that they do not understand key vocabulary.
- Have your students ask you questions – this may help draw the shy students out, as well as provide you with clues to their level.
- Ask your students to define words or phrases *in their own words*. This will not only test their understanding of the words and phrases at hand, but will also help them activate the English vocabulary they already possess.
If, after assessing your students, you feel that they do not understand you, take a step back! The goal of assessment is not only to test your students’ knowledge, but also your own teaching. Perhaps you need to review definitions – you can do so in a variety of ways: do rough illustrations on the board, read with lots of vocal and facial expression, have a race to see who can look up the definition in the local language the most quickly.

**ACTIVITIES FOR INTERMEDIATE LEARNERS**

As stated earlier, in some communities you will work alongside a local English teacher and may use an established curriculum. However, in other communities, either you will be on your own with the students or the teacher will ask you to conduct the class. In these situations, we recommend that you use a variety of short, fast-paced activities. The following table lists several activities that you can use with intermediate English learners. The higher the number, the more challenging the activity. (Note: you can use activities 9 through 12 in the beginners section with intermediate-level students as well.) The table also indicates whether an activity is for only one student or a group of students. We’ve listed the page numbers for your convenience.

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* denotes activities that are appropriate for adult students
1. **Songs for Intermediate Speakers**  
*Material:* Write the song words on the chalkboard, or on a large piece of paper, or photocopy them for each student or groups of students.  
Song will engage your students in a fun activity and will help them develop the linguistic skills needed for both speaking and listening. Song is a great vehicle for learning language; it is relaxing and can help lower inhibitions, and therefore, make your students more receptive to learning. We encourage you to start each session with a song.

**If I Had a Hammer**  
If I had a hammer, I'd hammer in the morning,  
I'd hammer in the evening all over this land.  
I'd hammer out danger; I'd hammer out a warning,  
I'd hammer out the love between my brothers and my sisters, all over this land.

If I had a bell, I'd ring it in the morning,  
I'd ring it in the evening all over this land.  
I'd ring out danger; I'd ring out a warning,  
I'd ring out the love between my brothers and my sisters, all over this land.

If I had a song, I'd sing it in the morning,  
I'd sing it in the evening all over this land.  
I'd sing out danger, I'd sing out a warning,  
I'd sing out the love between my brothers and my sisters, all over this land.

Well, I have a hammer, and I got a bell,  
And I got a song to sing all over this land.  
It's the hammer of justice, it's the bell of freedom,  
It's the song about the love between my brothers and my sisters, all over this land.

**This Land**  
This land is your land, this land is my land.  
From California to the New York Island.  
From the redwood forest to the gulf stream water.  
This land was made for you and me.

As I was walking that ribbon of highway,  
I saw above me that endless skyway,  
I saw below me that golden valley,  
This land was made for you and me.
**Blowin' in the Wind**

How many roads must a man walk down,
Before you can call him a man?
How many seas must a white dove sail,
Before she sleeps in the sand?
How many times must the cannon balls fly,
Before they're forever banned?

*Chorus*

The answer my friend is blowin' in the wind,
The answer is blowin' in the wind.
How many years must a mountain exist,
Before it is washed to the sea?

**Happy Days are Here Again**

So long, sad times! Go 'long, bad times!
We are rid of you at last.
Howdy, gay times! Cloudy, gray times,
You are now a thing of the past.

*Chorus:*

'Cause happy days are here again!
The skies above are clear again.

**Lift Ev'ry Voice and Sing**

Lift ev’ry voice and sing
‘Til Earth and Heaven ring,
Ring with the harmony of liberty.
Let our rejoicing rise
High as the listening skies
Let it resound
Loud as the rolling sea.
Sing a song full of the faith
That the dark past has brought us.
Facing the rising sun
Of our new day begun
Let us march on ‘til victory is won.

How many years must some people exist,
Before they're allowed to be free?
How many times can a man turn his head,
And pretend that he just doesn't see?

*Chorus*

How many times can a man look up,
Before he can see the sky?
How many ears must one man have,
Before he can hear people cry?
How many deaths will it take til he know,
That too many people have died?

Let us sing a song of cheer again,
Happy days are here again!

All together, shout it now!
There's no one who can doubt it now.
So let's tell the world about it now,
Happy days are here again.

*(repeat chorus)*
**Take Me Out to the Ball Game**
Take me out to the ball game,
Take me out with the crowd.
Buy me some peanuts and Cracker Jack,
I don’t care if I never get back!
For it's root, root, root,
For the home team,
If they don’t win it’s a shame.
For it’s 1, 2, 3 strikes you’re out
At the old ball game.

**What a Wonderful World**
I see trees of green, red roses too
I see them bloom for me and you
And I think to myself what a wonderful world.

I see skies of blue and clouds of white
The bright blessed day, the dark sacred night
And I think to myself what a wonderful world.

The colors of the rainbow so pretty in the sky
Are also on the faces of people going by
I see friends shaking hands saying how do you do
They're really saying I love you.

I hear babies cry, I watch them grow
They'll learn much more than I'll never know
And I think to myself what a wonderful world
Yes I think to myself what a wonderful world.

**Yellow Submarine**
In the town where I was born,
Lived a man who sailed the sea.
And he told us of his life,
In the land of submarines.
So we sailed up to the sun,
Til we found the sea of green.
And we lived beneath the waves,
In our yellow submarine.

**Chorus:**
We all live in a yellow submarine,
A yellow submarine, a yellow submarine.

We all live in a yellow submarine,
A yellow submarine, a yellow submarine.

And our friends are all on board,
Many more of them live next door.
And the band begins to play,
To the land of submarines.
As we live a life of ease,
Every one of us has all we need.
Sky of blue and sea of green,
In our yellow submarine.

*(Repeat chorus)*
It's a Small World
It's a world of laughter, a world of tears. It's a small world after all.
It's a world of hope and a world of fears. It's a small, small world.
There's so much that we share that it's time we're aware,
It's a small world after all.

Chorus:
It's a small world after all.
It's a small world after all.
It's a small world after all.

There is just one moon and one golden sun,
And a smile means friendship to everyone.
Though the mountains divide and the oceans are wide,
It's a small world after all.

When the Saints Go Marching In
Oh when the saints go marching in, And when the new world is revealed
Oh when the saints go marching in. And when the new world is revealed.
Lord, I want to be in that number, Lord, I want to be in that number,
When the saints go marching in. When the new world is revealed.

And when the revelation comes, Oh when the saints go marching in,
And when the revelation comes, Oh when the saints go marching in.
Lord, I want to be in that number, Lord, I want to be in that number,
When the revelation comes. When the saints go marching in.

2. Guessing Game
Materials: none
This game requires the students to be imaginative and to practice their English speaking, listening, and vocabulary.
❖ Privately, tell one student the name of a place or object, e.g., “hospital” or “airplane.” It can be almost anything.
❖ Then, have the student orally describe the place or object, but without saying its name.
❖ The other students then try to guess the name of the place or object.
❖ Repeat this with as many students as you wish.
❖ As a variation, have the class ask “yes” – “no” questions about the place or object and then guess what it is.

3. Storytelling
Materials: none
This exercise reviews adjectives and nouns previously covered in class.
❖ Begin by stating an incomplete sentence, using vocabulary with which the class should be familiar. For instance, you might say “Yesterday I saw a beautiful dog in the...”
❖ Choose a student to continue the story by completing the sentence and beginning a new one.
❖ The story can take many interesting turns depending on the creativity of your students.
4. **“Hot Potato” Questions**

*MATERIALS:* a ball or other soft object that can be tossed around.

This exercise requires that all the students speak and listen.

- Throw the ball to a student (select one who you know is not shy).
- When the student catches the ball, s/he must answer a question you ask.
- When the student answers, s/he throws the ball to another student, asking him/her a question. The game continues until all the students have asked and answered.

As a variation:

- Play music in the background that you can start and stop.
- Have the students throw and catch the ball while the music plays.
- Whoever has the ball when you stop the music must ask another student a question, which s/he must attempt to answer.
- When the student answers, start the music again.

5. **Grammar Chant**

*MATERIALS:* none

Grammar chants are especially effective when used to help students learn problematic forms, words, etc. Through repetition and having fun together (be as crazy as you like) students will improve their 'automatic' use of the language. Using a chant is straightforward.

- You stand up in front of the class and chant the lines. Be as rhythmical as possible because the rhythms help the brain during its learning process.
- The students repeat in beat.

*Sample Chant:*

Go!
Who goes?
He goes.
Where does he go?
He goes to school.
When does he go to school?
He goes to school in the morning.
How does he go to school?
He goes to school by bus.
What does he do at school?
He learns many things.
Why does he go to school?
Because he wants to learn.

6. **Three Things**

*MATERIALS: None*

This activity will get your students talking with each other about things they have in common.

- Divide the class into pairs.
Tell each pair of students that their assignment is to discover three things that are true about both of them, but they must speak in English. They cannot speak with each other in their native language.

Give some examples, such as “I saw a movie this weekend,” “I practiced speaking English last night,” and “I like talking with friends.” Once the individual pairs have found three things in common, have them join with another pair to compare. Each group then presents to the class the things that were true for everyone in the group.

7. **Picture Stories**  
*Materials:* Magazines with photos that convey action  
This simple exercise gives the students an opportunity to engage their creativity and speak the language.  

- Show the students a picture with an action scene.  
- Have the entire class make up a story to go with the picture.  
  - One student makes up the first sentence describing what is going on in the photo.  
  - Then another student takes over and says the next sentence.  
  - Continue until all the students have contributed.

A variation:  
- Divide the students into small groups  
- Give each group a different action photo.  
- Instruct the groups to come up with a story that goes with the photo.  
- Have each group tell their story to the class.

8. **Interviews**  
*Materials:* None  
The objective is to practice speaking English. This is a great activity to encourage your students to converse in English in an enjoyable context.  

- Select a student to come to the front of the room. This person is the “interviewee.”  
- Instruct the class to think of questions to ask the interviewee about him/herself. The questions and responses can be serious or outrageous.  
- Call on students to ask questions; the interviewee responds.

9. **Commands (similar to charades)**  
*Materials:* Flash cards with commands written on them. You can make the cards yourself, using index cards, or paper squares.  
This is another exercise that encourages your students to speak the language. It also reinforces reading and English comprehension.  

- Give each student a flashcard with a command.  
- The student reads the command. If the student has trouble reading or understanding the written command, you should explain it to him/her.  
- The student then silently performs the command.  
- The other students guess the command the student is acting out. However, they can only use English vocabulary.
Examples of commands:
- Play soccer/football
- Jump rope
- Ride a bicycle
- Walk to the store and buy a soda
- Dance

10. Chalkboard Chains

*Materials:* chalkboard and chalk, or poster paper and a marker

This exercise demonstrates the depth and breadth of your students’ vocabulary.
- Ask a student to say any word in English.
- You write it on the top left part of the board or poster paper.
- Ask another student to say an English word that starts with the last letter of the previous word.
- Repeat this process and continue the “chain” until the board is full.

11. Choose a Letter

*Materials:* paper and pencil

This activity will help the students practice making certain sounds.
- Divide the students into small groups or pairs.
- You choose a letter.
- Tell the students to think of words that begin with that letter, e.g., “S.”
- Ask them to say the words aloud to their group or to their partner.
- Write the words on a piece of paper, e.g., shoe, snake, slipper, sister, state, etc.
- If time permits, discuss some of the words with the students. For example, a discussion could revolve around the word “shoe” (types, colors, etc.).

12. Mind Maps

*Materials: Chalkboard, chalk, paper, pencils*

Mind Maps are a useful tool for students at any level, but they are especially good for intermediate learners. In this activity, your students will create Mind Maps to stimulate conversation. (Mind maps are also useful to brainstorm ideas for a writing assignment or presentation.)
- You choose a topic, ideally one related to a vocabulary group your class is currently studying.
- Write the topic in the center of the chalkboard and draw a circle around the topic.
- Draw six lines coming out from the circle, with a word or picture at the end of the line that relates to the topic. For example, the word “classroom” could be the central idea, with extension words and pictures such as desk, map, chalkboard, student, book, and teacher.
- When you have finished, tell the class about your map.
- Invite the students to ask you questions about your Mind Map.
- Now have your students create their own maps either individually or in small groups.
When they have finished, ask them to tell you about their Mind Map and you ask them questions.

13. Picture Vocabulary

*Materials:* Magazines with pictures and strips of paper, each with an unfinished sentence. This activity enhances the students’ confidence in oral conversations, and incorporates visual learning to help your students understand the vocabulary they’re studying.

- Organize your students in pairs.
- Give each pair a magazine.
- Instruct your students to look for a picture in the magazine that will complete the sentence on the strip of paper you provided them.

*Examples of sentences:*
- I have a _________________.
- I want to go to _________________.
- I ride a _________________.
- Do you like to eat _________________.
- Please give me the _________________.

- Have the students read their completed sentence out loud.

14. Brainstorm Rummy

*Materials:* Chalkboard, chalk, paper, pencils
This activity helps students organize their existing English vocabularies into groups and practice writing and speaking words they know.

- Divide the class into five teams of two to five students, depending on the number of students.
- Have each team sit together around a desk or a group of desks.
- Designate one student in each team to be the secretary and give him/her a piece of blank paper.
- Write “Team 1,” “Team 2,” etc., evenly spaced out on the chalkboard.
- Announce a general topic to the entire class such as “fruits and vegetables,” “animals,” “pop songs,” “holidays,” “irregular verbs,” “adjectives,” “sports,” or “fast-food items.” Adjust the topics to the English proficiency level of your students.
- Instruct the teams that they have just two minutes to brainstorm as many English words related to the topic as they can think of and write them on their piece of paper. For example, if the topic is animals, the brainstormed words might be bear, horse, pig, dog, cat, etc. (If your students are at a more advanced intermediate level, you can reduce the time to one minute. If they are on the other end of the spectrum, you can give them three minutes.)
- Keep track of time and when it has elapsed, tell them that their time is up, and make sure they stop writing.
- Team 1 goes first. Ask the secretary to tell you one word - just one - from their brainstorm list.
- You then clearly pronounce the word and write it beneath their team number on the board.
Then, in turn, ask the other teams for one word from their lists.

Now here's the catch and the "rummy" part of the game. Once a word has been written on the board, another team may not use it even if they have that word on their brainstorm list.

Continue asking each team, in turn, for a new word and write the words on the board until your students run out of words.

15. Personal Statements

*Materials: Chalkboard and chalk*

The objective of this exercise is to get your students to speak English. It also allows them to listen to their fellow students speak.

- Clearly print several sentences on the board. The following are examples.
  - I would like to visit the country of _______________, because _______________.
  - Over the weekend, I went to ________________, because ________________.
  - A person whom I admire is ________________, because ________________.
  - I want to learn English because ________________.

- You read the first sentence out loud.
- Call on a student to repeat the sentence and to fill in the blanks.
- Repeat the process until all students have completed at least one sentence.

16. Create a Story

*Materials: Pictures from magazines, small pieces of paper or index cards, pencils, and paper*

This activity allows students to express themselves creatively in English while practicing their ability to construct sentences. It is also a good way to check that students understand the meanings of words they are learning.

- Show your students a picture from a magazine.
- Ask the students to identify the objects and actions in the picture, saying them out loud.
- Write the words on the chalkboard as the students speak them.
- Then help them write a group story by using the words on the board to create sentences.

_A variation:_

- Break the students into groups.
- Give each group an envelope with several seemingly unrelated pictures inside.
- Have the students put the pictures in an order which will tell a story.
- Have each student in the group tell how one of the pictures adds to the story they envision.

_A variation:_

- Prepare small squares of paper, each with a picture or drawing of an object (person, place or thing), or with a verb written on it.
- Sit with your students in a circle.
- Give each student one or more of the squares.
- Tell the students an introductory sentence fragment, e.g.,
  - “I am sitting in my kitchen and . . . .”
  - “You are walking down the street when . . . .”
  - “You met Michael Jordan at . . . .”
♦ Instruct the students to jump in and use one of their squares of paper to continue the story; however, they can use each square only once.
♦ Encourage the students to be as elaborate in their responses as they can.
♦ The students continue the stories until their squares are gone.

17. Play it Back

*Materials*: tape recorder, blank cassette, and a student interest inventory

This activity helps improve pronunciation. Students really enjoy this activity because they are able to compare their pronunciation and diction to that of a native English speaker. In addition, students love to hear their own voices, even though some might be a bit shy. This exercise will work best with a small group of students because then they can each have the opportunity to speak and listen to themselves over the course of a few days. If your class is large, ask for a few volunteers. Everyone will still benefit from being involved in the discussion.

There are two variations on this exercise.

*Variation 1* – Oral Q & A:
♦ Using the tape recorder, record a short conversation between a student and yourself, asking questions for the student to answer. You may wish to use ideas from the student’s interest inventory.
♦ Next, play the tape for the entire class.
♦ Give the student positive reinforcement.

*Variation 2* – Reading Exercise:
♦ Using the tape recorder, record students reading a selected or pre-written short story or paragraph.
♦ Next, record the same selection being read by you.
♦ Have your students listen to the recorded readings and compare pronunciations.
♦ Practice with your students the words that are the most difficult to pronounce.
♦ Record your students reading the same selection for a second time and let them listen.
♦ If there is noticeable improvement, play the first and last tapes to show them how far they’ve come.

18. Cooperative Learning

*Materials*: Paper and pencils

This activity gives students the chance to work together to come up with creative uses for the vocabulary they possess, while simultaneously reinforcing the meaning of the words being used.
♦ Divide the class into small groups of two or three.
♦ The group designates one of its members as the Scribe.
♦ Give each Scribe a piece of paper.
♦ You select a key word for the day and announce it to the class.
   ❖ If the key word is “pet,” each group selects a pet to write about.
   ❖ If group A decides to write about cats, the Scribe writes the word “Cat” at the top of the sheet of paper in the center.
• Instruct the students to think of words that describe or relate to the word they have chosen. For example, if the key word is “pet” and the groups chose “cat,” they might come up with “four legs,” “meows,” “mice,” “good,” “nice,” and “friend.”
• The Scribe writes the words on the paper as the other students say them.
• When the group has come up with ten words, they then write a group story using the descriptive words.
• When the story is finished, each Scribe reads his/her group’s story to the entire class.

19. Talking Cards Game

*Materials:* Deck of cards, copies of the Key.
The Talking Cards Game is a fun way to practice reading aloud as well as answering conversational questions.
• Divide your students into small groups. Each group does the activity simultaneously.
• Designate one person in each group as the Key Holder. S/he reads the questions from the Key.
• Give all the other students a few playing cards; divide them evenly among the groups.
• One student tells the Key Holder the suit and number or face of their card.
• The Key holder then reads aloud the question based on that card which the student is holding.
• The student with the card answers the question.
• Repeat the process until all cards have been read.
• The Key

**Spades ♠ (Describing things)**
A Describe your face.
K Describe your clothes.
Q Describe your sister/brother.
J Describe a police officer.
10 Describe an apple.
9 Describe your school.
8 Describe your best friend.
7 Describe what you had for breakfast today.
6 Describe your English teacher.
5 Describe the difference between a dog and a cat.
4 Describe a pencil.
3 Describe your favorite hobby.
2 Describe this game.

**Hearts ♥ (“What” questions)**
A What did you do last night?
K What did you eat today?
Q What is your favorite sport? Why?
J What will you do tomorrow?
10 What type of music do you like? Why?
What is your favorite game? Why?
What makes you happy?
What makes you scared?
What is your favorite lesson at school? Why?
What did you do last Sunday?
What is your favorite book? Why?
What would you like to be?
What is the one thing you would like to change in the world?

Clubs ♠ (Mixed questions)
How do you say your address in English?
What time do you usually get up?
Where were you born?
Why are you studying English?
What kind of weather do you prefer? Why?
Which magazines do you like to read?
How many hours did you sleep last night?
Do you like shopping? Why?
How often do you read books?
What was the last book you read?
Would you like to travel to other countries? Which ones?
How many brothers and sisters do you have?

Diamonds ♦ (“If” questions)
If you could have a pet, what would it be?
If you could help the poor, what would you do?
If you could meet any person in the world, who would it be? Why?
If you could change something about your school, what would it be?
If you had to live in another country, which one would you prefer?
If you could be like anyone in the world, who would it be?
If you could speak three languages well, what would they be?
If you had a college degree, what would you do?
If you had to spend a day alone at the zoo, what would you do?
If there were suddenly peace throughout the world, what would you do?
If you could choose how old you were, how old would you be? Why?
If you could choose any meal you wanted, what would it be?
If you found a lot of money, what would you do?
WORKING WITH ADVANCED STUDENTS

Advanced students are well on their way to fluency. Typically, they can speak and read the language reasonably well; but their level of proficiency may vary widely. Our focus is on conversational English; however, at the advanced level it is necessary to incorporate basic grammar to ensure your students will speak the language correctly.

Following are some practical suggestions.

♦ **Determine your students’ conversational proficiency.** Getting your students to speak will help you determine what they need to practice to improve their abilities. Plan the first lesson around introductions. Either the students can introduce themselves, or, they can introduce each other. Either exercise will give you an opportunity to assess their English abilities. By interacting with your students, you can glean what their capabilities might be. Start with basic concepts and gradually move to more complex vocabulary and longer sentences. Ask:
  - What is your favorite book and why?
  - Why do you want to learn English?
  - What do you hope to gain from this class?
  - What are your greatest strengths?

♦ **Begin each class by talking about a current topic.** Choose subjects, vocabulary, and topics that are familiar to them, preferably something applicable to their lives, e.g., an upcoming school event, a local issue, or a tourist place that they will know about. In the course of your discussion, ask them easy questions pertaining to the topic: Do you like...? Did you see...? Have you ever been to...? What do you think about...? Keep it light-hearted, fun, and easy. After the first few days, have the students choose the topics and initiate the discussion.

♦ **Establish a comfortable teacher-student relationship.** It is important to do this from the first day. Get to know each other. Tell the students about yourself--where you live, your family, your work, hobbies, etc. Bring pictures of your family, your home, and where you work or went to school. All of these will be helpful to let them know who you are. Then start teaching. One fun introductory game is the Autobiography game. Write a series of statements about yourself, some true, and some false. As you read them, have the students guess which ones are accurate, and which ones are not (make the false ones as silly as you like).

♦ **Unless you are an English teacher or grammarian, don’t try to explain the “why” of the language.** Advanced students want to improve their speaking capability; they literally want to take it to the next level. For some, this means they want to know why the language works as it does. Most native English speakers know how to properly construct the language but do not know why it is so constructed. Patterns, prepositions, verb tenses, phrasal verbs, particles, idioms, and irregular verbs are all part of our daily language routine and your students may expect that because you know how to use them you must also know why. Answering the “why” questions is like walking on quick sand – the more you try to answer, the deeper in the muck you will find yourself.
ACTIVITIES FOR ADVANCED LEARNERS

As stated earlier, in some communities you will work along side a local English teacher and may use an established curriculum. However, in other communities, either you will be on your own with the students or the teacher will ask you to conduct the class. In these situations, we recommend that you use a variety of short, fast-paced activities. The following table lists several activities that you can use with advanced English learners. The higher the number, the more challenging is the activity. (Note: you can use activities 12 through 19 in the intermediate section with advanced level students as well.) The table also indicates whether an activity is for only one student or a group of students. We’ve listed the page numbers for your convenience.

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<td>6</td>
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<td>Twenty Questions*</td>
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<td>Advanced Dictionary*</td>
<td>✓</td>
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<td>14</td>
<td>Which One is Different*</td>
<td>✓</td>
<td>✓</td>
<td>81</td>
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<td>15</td>
<td>Verb Tense Fluency Speed Competition*</td>
<td></td>
<td>✓</td>
<td>82</td>
</tr>
</tbody>
</table>

* All of these activities are appropriate for adult students

1. Songs for Advanced Speakers
   
   **Material:** Write the song words on the chalkboard, or on a large piece of paper, or photocopy them for each student or groups of students.

   Song engages students in a fun activity and helps them develop the linguistic skills needed for both speaking and listening. Song is a great vehicle for learning language; it is relaxing and can lower inhibitions, and therefore, make your students more receptive to learning.

   (Note: Several songs in the Intermediate section are appropriate for advanced students.) Karaoke songs are a great place to start because they are well known and simple. You can look at [www.karaokeplay.com](http://www.karaokeplay.com) for a large list of songs organized by genre, artist, or song title. You can also look up song lyrics at [www.lyrics.com](http://www.lyrics.com).
We are the World
There comes a time
When we hear a certain call
When the world must come together as one
There are people dying
And it's time to lend a hand to life
The greatest gift of all
Send them your heart
So they'll know that someone cares
And their lives will be stronger and free
As God has shown us by turning stone to bread
So we all must lend a helping hand
repeat chorus

We can't go on
Pretending day by day
That someone, somewhere will soon make a change
We are all a part of God's great big family
And the truth, you know love is all we need
When you're down and out
There seems no hope at all
But if you just believe
There's no way we can fall
Well, well, well, well, let us realize
That a change will only come
When we stand together as one
repeat chorus

Chorus
We are the world, we are the children
We are the ones who make a brighter day
So let's start giving
There's a choice we're making
We're saving our own lives
It's true we'll make a better day
Just you and me

Puff the Magic Dragon
Chorus:
Puff the magic dragon lived by the sea,
And frolicked in the autumn mist in a land called Honalee.
Puff the magic dragon lived by the sea,
And frolicked in the autumn mist in a land called Honalee.
Little Jackie Paper loved that rascal, Puff,

And brought him strings and sealing wax and other fancy stuff.
Together they would travel on a boat with billowed sails.
Jackie kept the lookout perched on Puff's gigantic tail,
Noble kings and princes would bow when e'er they came.
Pirate ships would lower their flags when Puff roared out his name.
(repeat chorus)

One gray day it happened, Jackie Paper came no more,
And Puff that mighty dragon, he ceased his fearless roar.
His head was bent in sorrow, green scales fell like rain.
Puff no longer went to play along that cheery lane.
Without his lifelong friend, Puff could not be brave,
So Puff that mighty dragon sadly crept into his cave. (repeat chorus)

**Sounds of Silence**
Hello darkness my old friend,
I've come to talk with you again.
Cause a vision softly creeping,
Left its seed while I was sleeping.
And the vision that was planted in my brain,
Still remains, within the sounds of silence.

In restless dreams I've walked alone,
Narrow streets of cobblestones,
Neath the halo of a street lamp,
I turned my collar to the cold and damp
While my eyes were stabbed by the flash of a neon light,
that split the night and touched the sounds of silence.

And in that naked light I saw,
Ten thousand people, maybe more.
People talking without speaking.
People hearing without listening.
People writing songs that voices never shared.
None dared disturb the sounds of silence.

"Fools," said I, "you do not know,
Silence like a cancer grows.
Hear my words that I might teach you.
Take my arms that I might reach you."
But my words like silent raindrops fell,
and echoed in the wells of silence.

And the people bowed and prayed
to the neon god they made.
And the sign flashed out its warning
In the words it was forming
And the sign said,
"The words of the prophets are written on
The subway walls and tenement halls
And whispered in the sounds of silence."
**Clementine**
In a cavern, in a canyon,
Excavating for a mine,
Lived a miner, forty-niner,
And his daughter, Clementine.

*Chorus:*
Oh my darling, oh my darling
Oh my darling, Clementine,
You are lost and gone forever,
Dreadful sorry, Clementine.

Light she was and like a fairy,
And her shoes were number nine,
Herring boxes without topses,
Sandals were for Clementine.
*(repeat chorus)*

Drove she ducklings to the water,
Every morning just at nine,
Hit her foot against a splinter,
Fell into the foaming brine.
*(repeat chorus)*

Ruby lips above the water,
Blowing bubbles soft and fine,
But, alas, I was no swimmer,
So I lost my Clementine.
*(repeat chorus)*

In a churchyard near the canyon,
Where the myrtle doth entwine,
There grow roses and other posies,
Fertilized by Clementine.
*(repeat chorus)*

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

They'll tell you they love you to give your heart ease,
But the minute your back's turned, they'll court who they please.
Bury me on old Smokey, all covered with snow.
Where the wild birds in heaven can hear my sad cry.
2. Famous People

*Materials:* brief biographies of world famous people

This exercise is to have your students speak and listen.

♦ Choose a famous person (world leader, philosopher, athlete, actor, musician, theologian, social worker, or politician), but do not tell your students.

♦ Instruct the students to ask you questions in the second person to determine who the famous person is.

♦ You respond to their inquiries in the first person.

♦ As you answer the questions, the class must guess who the famous person is.

♦ After the students have identified the person, have a student take your role and select another famous person. You may not know the people the students select, but that is okay.

♦ Continue the exercise until all of the students have had a turn.

3. Holidays

*Materials: Handouts, chalkboard, chalk*

Learning about the holidays of another culture both builds vocabulary and promotes intercultural understanding. Choose a holiday that relates to your culture, country, or religion, or a holiday that is taking place close to the time of, or during, your service program.

♦ Create a handout of information about the holiday. Include images, vocabulary, and dates related to the holiday. (If creating handouts is not an option, use the chalkboard instead.)

♦ Explain some of the basic information about the holiday, such as:
  - The time of year it takes place.
  - How the holiday got started.
  - Special foods associated with the holiday.
  - Unique things people do to celebrate the holiday.

♦ Invite your students to ask you questions about this holiday.

♦ Ask your students to create a list of holidays practiced in their country.

♦ Divide the class into groups, and assign each group one of the holidays from the list.

♦ Instruct each group to prepare a short presentation that explains their holiday.

♦ Have each group make their presentation to the class.

As a variation, expand this activity into several activities.

♦ Invite your students to list U.S. holidays in which they are interested.

♦ Divide the class into groups, and assign each group one of the holidays from the list.

♦ Have each group research and participate in their holiday. They can
  - Make decorations relating to the holiday.
  - Write and present reports describing the historical origins of the holiday
  - Share recipes for special dishes, etc.

You might be amazed at the level of interest your students show in learning about foreign cultural practices.
Sample Holidays
We have included a sample collection of holidays from the U.S., the U.K., and Canada, as well as some from Christianity, Judaism, and Islam. This list is a simple quick reference guide and is not all-inclusive, as there are many different countries, cultures, and religions to choose from when discussing holidays with your students. Hopefully, this Appendix will help spur some ideas for teaching (and learning from) students about different cultural practices from around the world.

♦ January
  ❖ **New Year’s Day** (January 1)
    International
  ❖ **Martin Luther King, Jr.** (observed on third Monday in January)
    U.S. – Commemorates the Civil Rights movement and the legacy of Dr. Martin Luther King, Jr.
  ❖ **Eid-al-Adha** (tenth day of the Islamic month Dhul-Hijjah)
    Islam – An important feast of the Muslim calendar, this three-day feast celebrates Ibrahim’s obedience to God.

♦ February
  ❖ **Valentine’s Day** (February 14)
    International – Originally a Christian feast day, this has now expanded into a popular holiday to celebrate romance.
  ❖ **President’s Day** (observed on third Monday in February)
    U.S. – This is a day for honoring George Washington, Abraham Lincoln, and all the others who have served as president of the United States.
  ❖ **Al-Hijra** (first day of the Islamic month Muharram)
    Islam – Muslim New Year.

♦ March
  ❖ **St. Patrick’s Day** (March 17)
    Christianity – St. Patrick’s Day is primarily celebrated by people of Irish heritage around the world.
  ❖ **Easter** (March, April, or May)
    Christianity – This is the most important Christian feast day celebrating the resurrection of Jesus.

♦ April
  ❖ **Earth Day** (April 22)
    International – Promotes environmental awareness and education.
  ❖ **Passover** (8 days after 15th day of Nisan in Hebrew calendar)
    Judaism – The culminating of an eight-day observance, Passover celebrates the flight of the Israelites from Egypt.

♦ May
  ❖ **Victoria Day** (Monday preceding May 25)
    Canada – Canada has observed the birthday of the King or Queen of England in May since Queen Victoria’s reign.
Memorial Day (last Monday in May)
U.S. – Commemorates those who have died in service to the United States.

June
- Shavuot (seven weeks after first day of Passover)
  Judaism – Celebrates the Ten Commandments.
- Juneteenth (June 19)
  U.S. – Oldest known celebration commemorating the emancipation of slaves in Texas who’d not been freed two years earlier at the time of the Emancipation Proclamation.

July
- Canada Day (July 1)
  Canada – Celebrates the formation of the union of the British North America provinces in a federation under the name of Canada.
- Independence Day (July 4)
  U.S. – Celebrates the founding of the United States as a sovereign union.

August
- There are no official U.S., Canadian, Christian, Jewish, or Moslem holidays in August.

September
- Labor Day (first Monday in September)
  U.S. and Canada – Commemorates the labor movement, commonly celebrated as transition from summer to autumn.

October
- Ramadan (Ramadan is the ninth month of the Islamic lunar calendar.
  2010 (1431) approximately 11th of August to 9th of September
  2011 (1432) approximately 1st of August to 30th of August
  2012 (1433) approximately 20th of July to 18th of August
  2013 (1434) approximately 9th of July 7th of August
  2014 (1435) approximately 28th June to 27th July
  The actual dates depend on the sighting of the crescent moon marking the beginning of the Islamic month.
  Islam – Ramadan is the most sacred holiday of the Muslim calendar; it celebrates the revelation of the Qur’an.
- Rosh Hashana
  Judaism – Jewish new year celebration, begins a ten-day period of reflection and atonement, culminating in Yom Kippur.
- Thanksgiving Day (second Monday in October)
  Canada – A celebration of harvest time.
- Halloween (October 31)
  U.S. & Canada – Once a holiday with Christian roots, and Celtic pagan roots before that, Halloween become a very popular, secular holiday during which children dress in costumes and go “Trick or Treating.”

November
- All Saint’s Day (November 1)
  Christianity -- Celebrates all saints of the church.
**Guy Fawkes Night** (November 5)
United Kingdom – Celebration of the failure of the Gunpowder Plot in which a group of conspirators attempted to blow up the Houses of Parliament and King James.

**Remembrance Day** (November 11)
Canada – Commemoration of Canadians who have served during times of war.

**Veterans’ Day** (November 11)
U.S. – A day to honor the servicemen and women of all America's wars.

**Thanksgiving** (fourth Thursday in November).
U.S – A yearly observance of a day of national thanksgiving.

**December**

**St. Nicholas Day** (December 6)
Christianity - Feast day for the Christian saint whom the figure of Santa Claus is based on.

**Christmas** (December 25)
Christianity - Celebrates the birth of Jesus. Sometimes celebrated by non-religious people throughout the world as a day for giving gifts.

**Boxing Day** (December 26)
Canada and United Kingdom - A day to exchange gifts and give donations to the poor.

**Hanukkah** (25th day of Kislev in the Hebrew calendar)
Judaism - An eight-day celebration of the miracle of the oil, also called the Festival of Lights.

**Kwanzaa** (December 26-January 1)

**New Year’s Eve** (December 31)
International

4. **Anagrams Game**

*Materials:* chalkboard, chalk, paper, pencils

This activity is both fun and a good way to practice spelling. It also allows students to begin making connections in spelling patterns. For example, if “i” “n” and “g” are all available, students may recognize that they will be able to make words that end in “ing.”

♦ Write a long word on the board, for example, ‘gingerbread’.
♦ Have the students form as many new words as possible from the original word. For instance, from gingerbread, the words ‘in’ ‘bear’, ‘are’, and ‘ear’ can be formed, among many others.
♦ Depending on how advanced your students are, you might want to put a minimum limit on the size of the words that they form.
5. Commercial Auditions

*Materials:* pre-prepared commercial scripts

Some students become shy or nervous when they are called upon to speak in English in front of their peers. This activity is intended to make speaking in front of others fun and non-threatening.

- You write scripts for some ‘cheesy’ commercials, like the one below. Consider including onomatopoeia words and phrases (words that sound like their meaning, e.g. bang, meow, whoosh, etc.) that stretch the students’ pronunciation.
- Explain to your students that they are aspiring actors who want to appear in a TV commercial!
- Give your students the script and have them memorize their lines.
- Have the students practice their auditions in pairs, deciding what to stress and where to place the intonations.
- When they are ready, have them perform their auditions in front of the class.
- The other students can give feedback on the performances and decide who gets the part.
- To place a different spin on the activity, you may have your students write their own commercials.

**Example Script:**

Do the girls fancy your friends and not you? Then you need Wonderwhiff. The fragrance that's guaranteed to win the women! One whiff & the woman is won with Wonderwhiff!

6. Minimal Pairs

*Materials:* re-created handouts, pencils, chalkboard, and chalk

Minimal Pairs are pairs of words that have one phonological element that is different. Example: Bat – Bet. In this case, the vowel sound is the different phonological element. Practicing minimal pairs helps students localize the minute differences in pronunciation between one word and another. It also helps students practice the finer elements of muted vowel sounds which are common to English vowel production. The following activity provides a lesson outline, as well as examples for a handout.

- Create a Minimal Pairs handout (See list below.)
- Write two examples from your handout on the chalkboard.
- Demonstrate the correct pronunciation of the minimal pairs written on the board.
- Ask your students to offer examples of other words which use the same changing phonemes. *Example: “bat – bet” (written on board) student: “cat - kept”*
- Distribute Minimal Pairs handout.
- Demonstrate the correct pronunciation of the minimal pairs in the handout.
- Have your students work in pairs taking turns correctly saying the minimal pairs.
- Repeat as many times as you feel necessary.
- Have students use the Minimal Pairs handout as a model to produce another similar minimal pair sheet.
- Extend the activity into a game by having students distribute their minimal pair sheets to other pairs of students.
7. Twenty Questions

*Materials: None*

The objective is for the students to guess what you are by asking questions for which you may only answer with “yes” or “no.” This activity can enliven a class while engaging your students’ vocabularies.

♦ You choose an item – a person, place, or thing – to be guessed and/or described.
♦ Tell the students that for this game, you are a person, place, or thing and they need to guess what you are by asking you questions that will elicit a “yes”, “no”, or “I don’t know” response.
♦ Explain that they should think of questions that will elicit the item’s characteristics in order to narrow the description – in the end, narrowing all possibilities down to the specific item.
♦ Demonstrate the types of questions they might ask.
  ✤ Are you a thing?
  ✤ Are you a plant?
  ✤ Are you bigger than a desk?
  ✤ Can you be found in a park?
  ✤ Are you edible?
♦ The class must guess what you are by asking no more than 20 questions – and each guess counts as a question. So encourage them not to guess unless they think you can answer “yes” or “no.”
♦ Once your students understand the basic concepts, you are ready to play!
♦ After the first few rounds and the students have the hang of the game, they can take turns being the person, place, or thing and answering the questions.
8. Building Phrasal Verb Vocabulary

Materials: Worksheets or chalkboard, chalk, paper, pencils and Appendix A entitled Phrasal Verbs

A phrasal verb is a combination of a base verb, e.g., give, take, push, and an adverbial particle or preposition, e.g., in, out, up. For example, “to give up” is a phrasal verb. This is one of the most distinctive elements of the English language. Moreover, it is notorious among students of English as a foreign language as one of the most difficult elements to learn.

♦ Create a matching activity for students to practice using phrasal verbs.
♦ Instruct the students to fill in the blanks in the sentences on the right with the correct alpha designated answer on the left.
♦ The examples on the next page require the student to choose both the correct phrasal verb and the appropriate pronoun while correctly conjugating the verb. (You can modify this activity so that it is easier).

ANSWER
A. find out
B. get on with
C. hold on
D. get away
E. take after
F. cut down
G. look after
H. come up with
I. add up
J. look for
K. get over
L. turn up
M. put off

SENTENCE
1. Have you ___ if you won the competition yet? Answer A
2. I need to ___ from work and take a holiday. Answer D
3. She still hasn’t ___ the death of her cat. Answer K
4. My daughter is a great cook, she really ___ her mother. Answer E
5. Could you ___ a moment while I see if Peter is in his office? Answer C
6. She promised to ___ her cigarette smoking to five a day. Answer F
7. He spent the entire night thinking and in the end ___ a brilliant idea. Answer H
8. I’m afraid your story is not believable. It just doesn’t ___. Answer I
9. My sister ___ my cats while I was away on vacation. Answer G
10. We’re not ready yet, we’re going to have to ___ the meeting until next week. Answer M
11. There comes a time when you have to stop moping and just ____ your life. Answer B
12. I’m ___ Tom’s address. Do you have it? Answer J
13. Mary ___ thirty minutes late for the party. Answer L
9. **Collocations Practice**

*Materials:* Worksheets or chalkboard, paper, pencils

Collocations are words (usually verbs and nouns) that are naturally “located” together, thus “co-location.” These verb/noun combinations are very common, particularly in spoken English, but can be very difficult for English language learners to master. Collocations are difficult to define and can only be learned through lots of practice. The objective of this activity is to provide your students with an opportunity to practice. Following is a list of some verbs that frequently make up collocations.

<table>
<thead>
<tr>
<th>Take</th>
<th>take home</th>
<th>take a seat</th>
<th>take an exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have</td>
<td>have a headache</td>
<td>have breakfast</td>
<td>have a drink</td>
</tr>
<tr>
<td>Break</td>
<td>break the law</td>
<td>break a world record</td>
<td>break a promise</td>
</tr>
<tr>
<td>Catch</td>
<td>catch a cold</td>
<td>catch the bus</td>
<td>catch someone’s attention</td>
</tr>
<tr>
<td>Pay</td>
<td>pay attention</td>
<td>pay the bill</td>
<td>pay someone a visit</td>
</tr>
<tr>
<td>Keep</td>
<td>keep control</td>
<td>keep a promise</td>
<td>keep quiet</td>
</tr>
<tr>
<td>Save</td>
<td>save time</td>
<td>save money</td>
<td>save someone a seat</td>
</tr>
<tr>
<td>Find</td>
<td>find time</td>
<td>find a solution</td>
<td>find a way</td>
</tr>
<tr>
<td>Go</td>
<td>go crazy</td>
<td>go away</td>
<td>go overseas</td>
</tr>
<tr>
<td>Come</td>
<td>come first</td>
<td>come early</td>
<td>come prepared</td>
</tr>
<tr>
<td>Get</td>
<td>get ready</td>
<td>get married</td>
<td>get started</td>
</tr>
<tr>
<td>Feel</td>
<td>feel happy</td>
<td>feel disappointed</td>
<td>feel hurt</td>
</tr>
<tr>
<td>Miss</td>
<td>miss a chance</td>
<td>miss the point</td>
<td>miss a flight</td>
</tr>
<tr>
<td>Get</td>
<td>get home</td>
<td>get permission</td>
<td>get the message</td>
</tr>
<tr>
<td>Do</td>
<td>do your homework</td>
<td>do the shopping</td>
<td>do someone a favor</td>
</tr>
<tr>
<td>Make</td>
<td>make progress</td>
<td>make an effort</td>
<td>make a mistake</td>
</tr>
</tbody>
</table>

- Select only a couple of common verbs at a time in order to avoid confusion.
- Create a master sheet of nouns as in the following example and either transfer it to the board or photocopy it prior to class.

In this example, one of the verbs get, do, or make is their answer

___ home ___ someone a favor ___ the washing up
___ homework ___ permission ___ lost
___ progress ___ a miss ___ ready
___ an effort ___ business ___ trouble
___ the shopping ___ a surprise ___ the cooking
___ frightened ___ a mistake ___ a job
___ the sack ___ nothing ___ peace
___ the point ___ furniture ___ nowhere
___ money ___ the message ___ a change
___ the housework ___ a noise ___ one’s best

- Call on students to provide the correct verb for each noun.
10. Creating a New Society

*Materials:* Worksheet of questions as detailed below, Paper, pencils

This is a classic conversational activity based on the idea of creating a new society. Students must decide which laws to enact and how many freedoms to grant. The teacher just listens and does not guide the direction of the conversation. This activity may also offer an interesting cultural learning opportunity for the volunteer.

♦ Prior to class create a worksheet similar to the following:

1. Which political system will the society employ – democracy, theocracy, dictatorship, monarchy, etc.?
2. Will there be an official language?
   • If there is an official language, which one will it be?
   • Will other languages be allowed, facilitated, or encouraged?
3. Will there be freedom of speech?
4. Will the government be allowed to censor what someone says or writes?
5. What industries will the community try to develop?
6. Will citizens be allowed to carry a gun or other weapons?
7. How will the society deal with criminal behavior?
   • Will there be jails or prisons?
   • Will violent criminals be exiled?
   • Will there be capital punishment?
8. Will there be a state religion?
9. What kind of immigration policy will there be?
10. What will the educational system be like?
    • Will there be compulsory education to a certain age?
    • How will teachers’ compensation be decided?
    • Who will decide the curriculum?
11. Who will be allowed to marry?

♦ Divide students into groups of four to six. Include in each group as many different personalities as possible to provide for more stimulating discussion.

♦ Explain the following situation to the entire class:

*The United Nations has created a new space colony on Jupiter’s moon, Europa, for the development of a new society. This colony will include an international community of men and women. Imagine that your group has to decide the laws of this new society.*

♦ Distribute the worksheet and ask students to discuss the questions.

♦ After they have discussed the issues for 30 minutes or so, ask for the opinions of each group. Leave ample time for discussion of differing opinions.

♦ As a follow-up activity, the class could discuss which laws and customs they would like to change in their own country.

11. American Slang and Idioms

*Materials:* Worksheets or chalkboard, paper, pencils

The objective of this activity is for your students to learn and use idioms and American slang. Spoken English is wonderfully diverse and expressive, and native English speakers usually make use of many common idioms and slang without thinking about it. *Idioms* are phrases
that cannot be understood from the literal meaning of each word, for example: *bend over backwards*. **Slang** is informal language, most commonly used in conversation. The only way for students to master idioms and slang is to hear the phrases in context and practice, practice, practice. Too many new phrases or slang words in one day can be overwhelming, so go about this slowly. Moreover, avoid idioms and slang when you are giving directions or explanations to your students.

- Select five idioms or slang phrases from the list below.
- Write them on the board.
- Explain what each phrase means.
- Use the phrase in a short sentence.
- Call on your students to use the phrase in a different sentence.
- Repeat – repeat – repeat.

**Following is a sample of common idioms:**

- Tongue-in-cheek
- *Bend over backwards*
- *Jump down someone’s throat*
- *Smell a rat*
- *Scratch someone’s back*
- *Shoot off one’s mouth*
- *Turn someone off*
- *Go to the dogs*
- Fishy
- *Get in someone’s hair*
- *Kick the bucket*
- *Pull someone’s leg*
- *Get off someone’s back*
- *Cat got your tongue*
- *String someone along*
- *Leave someone high and dry*
- *All thumbs*
- *On the line*
- *Not have a leg to stand on*
- *Horse around*
- *Wet blanket*
- *Feel like a million dollars*
- *Up one’s sleeve*
- *Straight from the horse’s mouth*
- *Knock someone’s socks off*
- Hang on
- *Lose one’s shirt*
- *For the birds*
- *Out of the woods*
- *Make ends meet*
- *Spill the beans*
- *Let the cat out of the bag*
- *Lemon*
- *Money talks*
- *The early bird catches the worm*
- *Take the bull by the horns*
- *Pay through the nose*
- *Stick out one’s neck*
- *Drive someone up a wall*
- *Play it by ear*
- *Jump the gun*
- *Bite the dust*
- *Stand up for someone*
- *Kill time*
- *Hit the books*
- *Crunch numbers*
- *Run out of*
- *Go out of your mind*
- *Keep someone’s company*
- *Bent out of shape*
Following is a sample of common American slang words and phrases:

- Ace
- Awesome
- Bonkers
- Bucks
- Bummer
- Cheesy
- Chicken
- Chick
- Chow
- Cool
- Couch potato
- Cram
- Croak
- Cruise
- Ditch
- Dough
- Dude
- Excellent
- Flip out
- Geek
- Get with it
- Glitch
- Go for it
- Goin'
- Gonna
- Goof, goofy
- Gosh
- Gruesome
- Gross
- Guts
- Hang out
- Hyper
- Icky
- In
- Intense
- Jam, jamming
- Jazzed
- Kick back
- Klutz
- Laid back
- Lame
- Luck out
- Mega
- Mellow
- Munch
- Neat
- Nut
- Grungy
- Okay
- Party
- Piece of cake
- Pro
- Psyched
- Pumped
- Racket
- Riot
- Rip off
- It rocks
- Rocking
- Scam
- Screw up
- Shades
- Sharp
- Spunk
- Stink
- Stressed
- Sweet
- Tight
- Totally
- Uptight
- What’s up
- Wheels
- Wired
- Yeah
- Yuck
- Zip

12. Speeches

*Materials:* an English language current events magazine, pencils, and paper

The objective is to get your students speaking the language in a non-threatening setting. Setting the proper expectations for this activity is very important, as many students may become intimidated. Reassure your students that this activity is just for practice, and that making mistakes is not only OK, it is one of the objects of the activity. Every lifelong student knows that we learn from our mistakes – in fact, mistakes are often the best teacher.

- Have each student select a topic for a short (three-minute) speech. They should select topics with which they are familiar. You can help the students brainstorm ideas.
- They may want to write a speech reacting to a world event that is discussed in a current events magazine.
- They might prepare a speech on a heroine or hero of their country providing a brief biography of the person, why they are famous, and why this person is of interest to them.
- Give the students the opportunity to think through, plan out, and practice their speech before they present it in front of the class. This may help those who are shy about speaking in English.
- If homework seems reasonable given the environment, you may want to ask the students to prepare a speech over a couple of days.
- If homework is not appropriate, give the students a small bit of time (twenty minutes or so) to prepare a short speech.
- Ask each student to read his/her speech. If they can do it with just note cards, that is better. If they can do it without any written materials, that is best.
13. Advanced Dictionary

_Materials:_ Bilingual dictionary, paper, and pencil

This game checks that your students are grasping the meanings of the vocabulary they are studying. It works well for a small class – three to five – and you can divide larger classes into small groups.

♦ Designate one person in each small group as the “Guesser” and another as the “Reporter.”
♦ Provide each group a word with which everyone is familiar.
♦ Have each group member, except for the Guesser, look at the correct definition in the dictionary.
♦ Each group member also writes a fictitious definition of the word.
♦ The Reporter then reads each of the fictitious definitions as well as the actual definition, for the chosen word.
♦ The Guesser must then choose what he/she believes to be the correct definition.
♦ The correct definitions, as well as the authors of the fictitious definitions, are then revealed.
♦ Another group member then becomes the next Guesser. Each student should have at least one turn at being the person to guess.

14. Which One is Different?

_Materials:_ Selected words, and chalkboard and chalk or handouts

This is a challenging activity designed to help students distinguish between different phonemes (word sound units). Some sounds in the English language are difficult to distinguish, especially when the words are in writing.

♦ Create groups of three or four words in which one word has a different phoneme (sound) than the other words in the group. The different phoneme may be a vowel or a consonant.
♦ You can write the words on the board or you can create a handout.
♦ Read each word in the group out loud, slowly and clearly.
♦ Students can work either individually or in small groups to identify which word is different.
♦ Review the correct pronunciations with the class together.

<table>
<thead>
<tr>
<th>Word Groups:</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ mouse, now, taught, howler</td>
<td>❖ taught</td>
</tr>
<tr>
<td>❖ new, sue, do, sew</td>
<td>❖ sew</td>
</tr>
<tr>
<td>❖ think, breath, breathe, thumb</td>
<td>❖ breathe</td>
</tr>
<tr>
<td>❖ name, lamp, pay, stain</td>
<td>❖ lamp</td>
</tr>
<tr>
<td>❖ would, wood, could, moon</td>
<td>❖ moon</td>
</tr>
<tr>
<td>❖ see, men, mean, seen</td>
<td>❖ men</td>
</tr>
<tr>
<td>❖ use, useless, useful, be used to</td>
<td>❖ use</td>
</tr>
<tr>
<td>❖ come, up, won, stool</td>
<td>❖ stool</td>
</tr>
<tr>
<td>❖ stoke, stop, odd, dot</td>
<td>❖ stoke</td>
</tr>
<tr>
<td>❖ computer, stick, nice, bark</td>
<td>❖ nice</td>
</tr>
</tbody>
</table>
15. Verb Tense Fluency Speed Competition

*Materials:* Chalkboard, chalk, and pre-written scenarios

This activity is designed to familiarize your students with a particular verb tense such that they can conjugate a particular tense without having to think about it.

Teach/practice/review the particular verb tense with your class.

- Choose a verb tense for the activity, e.g., past tense
- Teach/practice/review the chosen verb tense with your students as a group
- Divide the class into pairs and have them practice the verb tense so that they become more familiar with the structure and when it would be used.
- Divide the class into teams. The number of teams will depend on the class size; ideally, there should be three to six people on each team.
- Have each team decide their team name.
- Create wide columns on the chalkboard – one column for each team. You write the name of each team above one of the columns.
- Each team selects a member to come up to the chalkboard.
- Each selected student gets a piece of chalk and prepares to write as fast as possible.
- You read the students a scenario which describes a situation that the selected member must write about in the predetermined verb tense.
  For example, if you are practicing the past perfect tense, you might read:
  
  "Yesterday I went to my sister's house. Her kitchen and her two kids, Jamie and Alicia, were a mess. There was flour and chocolate everywhere. But on the table, there were fresh cookies, and Jamie and Alicia were both smiling and had chocolate stuck to their fingers."

  You remind them of the tense by asking a question such as “What had Jamie and Alicia been doing?”

- The rest of the team helps their team member by calling out the correct words of the sentence.
- The students at the board write sentences using the appropriate tense as fast as possible, e.g.,
  - “They had been baking.”
  - “They had been eating.”
  - “They had been enjoying the cookies.”
  - “Jamie and Alicia had been making a mess.”

You can do speed competitions for any tense. This activity helps students become more fluent in verb tenses; however, it is best not to use more than one tense per day and don't play this activity two days in a row in order to avoid confusion.
CONTRIBUTING TO THE SUCCESS OF FUTURE VOLUNTEERS

Every Global Volunteer has a unique set of work experiences, family history, and personal aspirations, but each arrives with at least one common goal – to help students achieve a higher level of conversational English proficiency.

In the short term, your students will benefit from your efforts to help them improve their conversational English skills. Over the long term, they will benefit from the series of volunteers who will share time, talents, expertise, and creativity with them. Consequently, your teaching experience is invaluable to all the volunteers who will teach your students in the future.

As a volunteer going into an unfamiliar teaching environment, possibly with little experience, you will likely appreciate the importance of class records and lesson plans in the development of your own teaching curriculum. We ask that you pass this critical information on to the next volunteer by adding to (or starting) the "Helping Your Students Succeed" report folder as a resource for those who will follow you. Your team leader will have the report folders. Remember the questions you had when you first arrived and try to answer them for the next teacher. To help your students make the most of all the volunteers with whom they will work, please make sure the following items are in the folder upon your departure:

❖ A summary of your daily lesson plans.
❖ A completed Project Report Form for each group of students.
❖ Your thoughts on the progress made by your students and their level of proficiency at the end of the program.

Place the report in the existing folders for each class and leave it in the location designated by your team leader. By reading this report, the next volunteer teacher will be able to gain a good perspective on what to expect during the first days of class. Although it will take time to complete the report, your students will directly benefit from your efforts. The volunteer who follows you will thank you as well.
APPENDICES
ADVANCED LEARNERS - APPENDIX A

Phrasal Verbs

What makes phrasal verbs so difficult for the English as a foreign language student is that the meaning of the words in combination often bears no resemblance to the meaning of the words taken individually. For example, if you are an EFL student, you may know the meaning of the words “give” and “up,” but how would you know that in combination these words mean “surrender” or “relinquish”? Similarly, how would you ever know the meaning of a phrasal verb like “put up with” without the help of a native English-speaking teacher?

There are four types of phrasal verbs:
1. Those that take an object
2. Those that cannot take an object
3. Separable
4. Inseparable

Phrasal Verbs which Take Objects
Phrasal verbs which take objects can be separable or inseparable.

Separable phrasal verbs can remain together when using an object that is a noun or noun phrase: Pick up, put up, bring up, take off,
- I picked Tom up. OR I picked up Tom.
- They put their friends up. OR They put up their friends.
- They brought up their children to respect others. OR They brought their children up to respect others.
- She took off her jacket before she began the lesson. OR She took her jacket off before she began the lesson.

Separable phrasal verbs MUST be separated when a pronoun is used:
- We picked him up at the station. NOT We picked up him at the station.
- They put them up. NOT They put up them.

Inseparable phrasal verbs always remain together. It makes no difference if a noun or pronoun is used:
- We set off for the beach. OR We set off for it.
- They are looking after the children. OR They are looking after them.

Phrasal Verbs which Don't Take Objects
Some phrasal verbs do not take objects. These phrasal verbs are ALWAYS inseparable: get away, broke down, get up, look for, set off.
- The thieves got away.
- The bus broke down on the way to work.
She got up early.
She was looking for her books when he arrived
They set off for a wonderful holiday in Hawaii

Three-word Phrasal Verbs

Some verbs are followed by two prepositions or adverbs. These phrasal verbs are ALWAYS inseparable.

- I'm looking forward to meeting John. OR I'm looking forward to meeting him.
- They didn't get on with their mother. OR They didn't get on with her.

The following table is an alphabetical reference chart of the most commonly used English phrasal verbs with explanations. Native English speakers tend to use phrasal verbs in everyday conversation, reserving one-word verbs, i.e. “investigate” instead of “look into,” for more formal occasions, such as business letters. Those phrasal verbs marked by an asterisk (*) are non-separable verbs. (The preposition MUST follow the main verb. For example, I called on Dan. NOT I called Dan on.) Verbs that are not marked by an asterisk are separable verbs. (The preposition may or may not follow the main verb. For example, I brought my children up. OR I brought up my children). It is important to note that separable phrasal verbs using a pronoun as the object of the verb MUST be separated. For example, I brought them up. NOT I brought up them.

<table>
<thead>
<tr>
<th>A</th>
<th>Ask out</th>
<th>Ask someone to go on a date</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Bring about</td>
<td>cause</td>
</tr>
<tr>
<td></td>
<td>Bring up</td>
<td>1) rear children 2) mention or introduce a topic</td>
</tr>
<tr>
<td>C</td>
<td>Call back</td>
<td>Return a telephone call</td>
</tr>
<tr>
<td></td>
<td>Call off</td>
<td>cancel</td>
</tr>
<tr>
<td></td>
<td>Call on*</td>
<td>1) visit 2) ask a student a question in class</td>
</tr>
<tr>
<td></td>
<td>Call up</td>
<td>Call on the telephone</td>
</tr>
<tr>
<td></td>
<td>Catch up (with)*</td>
<td>Reach the same place, position or level as someone</td>
</tr>
<tr>
<td></td>
<td>Check in*</td>
<td>Register at a hotel</td>
</tr>
<tr>
<td></td>
<td>Check into*</td>
<td>investigate</td>
</tr>
<tr>
<td></td>
<td>Check out</td>
<td>1) borrow a book from a library 2) investigate</td>
</tr>
<tr>
<td></td>
<td>Cheer up</td>
<td>Make (someone) feel happier</td>
</tr>
<tr>
<td></td>
<td>Clean up</td>
<td>Make clean and orderly</td>
</tr>
<tr>
<td></td>
<td>Come across*</td>
<td>Find by chance</td>
</tr>
<tr>
<td></td>
<td>Cross out</td>
<td>Draw a line through</td>
</tr>
<tr>
<td></td>
<td>Cut out</td>
<td>Stop an annoying activity</td>
</tr>
<tr>
<td>D</td>
<td>Do over</td>
<td>repeat</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>Drop by*</td>
<td>Visit informally</td>
</tr>
<tr>
<td></td>
<td>Drop in (on)*</td>
<td>Visit informally</td>
</tr>
<tr>
<td></td>
<td>Drop off</td>
<td>Leave something/someone somewhere</td>
</tr>
<tr>
<td></td>
<td>Drop out (of)*</td>
<td>Stop going to school or class</td>
</tr>
<tr>
<td>F</td>
<td>Figure out</td>
<td>Find the answer by logic</td>
</tr>
<tr>
<td></td>
<td>Fill out</td>
<td>Complete a form</td>
</tr>
<tr>
<td></td>
<td>Find out</td>
<td>Discover information</td>
</tr>
<tr>
<td>G</td>
<td>Get along (with)*</td>
<td>To have a good relationship with</td>
</tr>
<tr>
<td></td>
<td>Get back (from)</td>
<td>1) return from somewhere 2) receive again</td>
</tr>
<tr>
<td></td>
<td>Get in, get into*</td>
<td>1) enter a car 2) arrive</td>
</tr>
<tr>
<td></td>
<td>Get off*</td>
<td>Leave any vehicle</td>
</tr>
<tr>
<td></td>
<td>Get on*</td>
<td>Enter any vehicle</td>
</tr>
<tr>
<td></td>
<td>Get out of*</td>
<td>1) leave a car 2) avoid some unpleasant activity</td>
</tr>
<tr>
<td></td>
<td>Get over*</td>
<td>Recover from an illness</td>
</tr>
<tr>
<td></td>
<td>Get through*</td>
<td>finish</td>
</tr>
<tr>
<td></td>
<td>Get up*</td>
<td>Arise from bed, a chair etc.</td>
</tr>
<tr>
<td></td>
<td>Give back</td>
<td>Return something to someone</td>
</tr>
<tr>
<td></td>
<td>Give up</td>
<td>1) Stop doing something 2) surrender</td>
</tr>
<tr>
<td></td>
<td>Go over*</td>
<td>Review or check</td>
</tr>
<tr>
<td></td>
<td>Grow up*</td>
<td>Become an adult</td>
</tr>
<tr>
<td>H</td>
<td>Hand in</td>
<td>Submit an assignment</td>
</tr>
<tr>
<td></td>
<td>Hang up</td>
<td>1) Stop a telephone conversation 2) put up clothes on a line or a hook</td>
</tr>
<tr>
<td></td>
<td>Have on</td>
<td>Wear</td>
</tr>
<tr>
<td>J</td>
<td>Jack up</td>
<td>Elevate or increase</td>
</tr>
<tr>
<td>K</td>
<td>Keep out (of)</td>
<td>Not enter</td>
</tr>
<tr>
<td></td>
<td>Keep up (with)*</td>
<td>Stay at the same position or level with someone</td>
</tr>
<tr>
<td></td>
<td>Kick out (of)</td>
<td>Force (someone) to leave</td>
</tr>
<tr>
<td></td>
<td>Knock off</td>
<td>1) deduct 2) stop work 3) murder</td>
</tr>
<tr>
<td>L</td>
<td>Look after*</td>
<td>Take care of</td>
</tr>
<tr>
<td></td>
<td>Look into*</td>
<td>Investigate</td>
</tr>
<tr>
<td></td>
<td>Look out (for)*</td>
<td>Be careful</td>
</tr>
<tr>
<td></td>
<td>Look over</td>
<td>Review or check</td>
</tr>
<tr>
<td>Look up</td>
<td>Look for information in a reference book</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Make up</td>
<td>1) invent 2) do past work 3) restore a relationship</td>
<td></td>
</tr>
<tr>
<td>March on</td>
<td>Approach or charge</td>
<td></td>
</tr>
<tr>
<td>Move out</td>
<td>Leave or depart</td>
<td></td>
</tr>
<tr>
<td>Max out</td>
<td>Hit the highest point or crest</td>
<td></td>
</tr>
<tr>
<td>Name after</td>
<td>Give a baby the name of someone else</td>
<td></td>
</tr>
<tr>
<td>Pass away*</td>
<td>Die</td>
<td></td>
</tr>
<tr>
<td>Pass out</td>
<td>1) distribute 2) lose consciousness</td>
<td></td>
</tr>
<tr>
<td>Pick out</td>
<td>Select</td>
<td></td>
</tr>
<tr>
<td>Pick up</td>
<td>1) go to get someone 2) take an object in one's hand</td>
<td></td>
</tr>
<tr>
<td>Point out</td>
<td>Call someone's attention to</td>
<td></td>
</tr>
<tr>
<td>Put away</td>
<td>Remove to an appropriate place</td>
<td></td>
</tr>
<tr>
<td>Put back</td>
<td>Return to original position</td>
<td></td>
</tr>
<tr>
<td>Put off</td>
<td>Postpone</td>
<td></td>
</tr>
<tr>
<td>Put on</td>
<td>Dress</td>
<td></td>
</tr>
<tr>
<td>Put out</td>
<td>Extinguish a cigarette, fire</td>
<td></td>
</tr>
<tr>
<td>Put up with*</td>
<td>Tolerate</td>
<td></td>
</tr>
<tr>
<td>Run into</td>
<td>Meet by chance</td>
<td></td>
</tr>
<tr>
<td>Run across</td>
<td>Find by chance</td>
<td></td>
</tr>
<tr>
<td>Run out (of)</td>
<td>Finish a supply of something</td>
<td></td>
</tr>
<tr>
<td>Show up*</td>
<td>Appear, come to</td>
<td></td>
</tr>
<tr>
<td>Shut off</td>
<td>Stop a machine, equipment, light etc.</td>
<td></td>
</tr>
<tr>
<td>Shut up</td>
<td>1) silence 2) close</td>
<td></td>
</tr>
<tr>
<td>Take after*</td>
<td>Resemble</td>
<td></td>
</tr>
<tr>
<td>Take off</td>
<td>1) remove clothing 2) leave on a trip 3) leave the ground (airplane)</td>
<td></td>
</tr>
<tr>
<td>Take out</td>
<td>1) take someone on a date 2) remove</td>
<td></td>
</tr>
<tr>
<td>Take over</td>
<td>Take control</td>
<td></td>
</tr>
<tr>
<td>Take up</td>
<td>Begin a new activity</td>
<td></td>
</tr>
<tr>
<td>Tear down</td>
<td>Demolish, reduce to nothing</td>
<td></td>
</tr>
<tr>
<td>Tear up</td>
<td>Rip into many little pieces</td>
<td></td>
</tr>
<tr>
<td>Think over</td>
<td>Consider</td>
<td></td>
</tr>
<tr>
<td>Throw away</td>
<td>Discard; get rid of</td>
<td></td>
</tr>
<tr>
<td>Throw out</td>
<td>Discard; get rid of</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Throw up</td>
<td>Vomit</td>
<td></td>
</tr>
<tr>
<td>Trip over</td>
<td>Find by chance</td>
<td></td>
</tr>
<tr>
<td>Try on</td>
<td>Put on clothing to see if it fits</td>
<td></td>
</tr>
<tr>
<td>Turn down</td>
<td>Decrease volume or temperature</td>
<td></td>
</tr>
<tr>
<td>Turn in</td>
<td>1) submit class work 2) go to bed</td>
<td></td>
</tr>
<tr>
<td>Turn off</td>
<td>1) stop a machine, equipment, light etc. 2) irritate or bore</td>
<td></td>
</tr>
<tr>
<td>Turn on</td>
<td>Start a machine, equipment, light etc.</td>
<td></td>
</tr>
<tr>
<td>Turn out</td>
<td>1) extinguish a light 2) produce</td>
<td></td>
</tr>
<tr>
<td>Turn up</td>
<td>Increase volume or intensity</td>
<td></td>
</tr>
<tr>
<td>V Veer off</td>
<td>Swerve or change direction</td>
<td></td>
</tr>
<tr>
<td>W Wash down</td>
<td>Rinse</td>
<td></td>
</tr>
<tr>
<td>Washing up</td>
<td>Clean hands</td>
<td></td>
</tr>
<tr>
<td>Wrap up</td>
<td>1) package 2) finish or conclude</td>
<td></td>
</tr>
</tbody>
</table>
ADVANCED LEARNERS - APPENDIX B

Irregular Verbs

PAST and PERFECT TENSES

You most likely won't teach a fraction of these irregular verbs forms, but unfortunately, many of them crop up in the most elementary conversations. We have listed them here as a reference for you. There may be times when you will want to avoid these irregular forms because you think they may be confusing or distracting, and other times when you will want to utilize them in a lesson.

Verbs in English take four different forms: the simple form, the simple past, the present participle, and the past participle. The simple form is the one you'll find in the dictionary. For the verb, "play," the simple form is "play." The present participle form usually ends in ing, For "play" the present participle is "playing," as in "I am playing." The simple past form is usually the simple form plus ed. For "play," the simple past form is "played," as in "I played." Most of the time, the past participle form ends in "ed" as well, but it is used in conjunction with the verb "have," as in "I have played."

This becomes especially confusing for students when forms are irregular. Here is a compilation of irregular verbs. The first listing for each is the simple form, the second is the simple past form, and the third is the past participle.

Internal Vowel Change

draw-drew-drawn  ring-rang-rung  dig-dug-dug
fall-fell-fallen  sing-sang-sung  become-became-become
wake-woke-woken  sit-sat-sat  come-came-come
hang-hung-hung  bite-bit-bitten  blow-blew-blown
forget-forgot-forgotten  hide-hid-hidden  grow-grew-grown
get-got-gotten (got)  drive-drove-driven  hold-held-held
sell-sold-sold  ride-rode-ridden  know-knew-known
tell-told-told  rise-rose-risen  throw-threw-thrown
begin-began-begun  write-wrote-written  run-ran-run
drink-drank-drunk  win-won-won
give-gave-given  spin-spun-spun
## 2 Vowels to 1

<table>
<thead>
<tr>
<th>Vowel Pattern</th>
<th>Example Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose-chose-chosen</td>
<td>freeze-froze-frozen</td>
</tr>
<tr>
<td>feed-fed-fed</td>
<td>lead-led-led</td>
</tr>
</tbody>
</table>

## Other Patterns

<table>
<thead>
<tr>
<th>Vowel Pattern</th>
<th>Example Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring-brought-brought</td>
<td>grind-ground-ground</td>
</tr>
<tr>
<td>buy-bought-bought</td>
<td>Other Patterns (cont.)</td>
</tr>
<tr>
<td>catch-caught-caught</td>
<td>wind-wound-wound</td>
</tr>
<tr>
<td>fight-fought-fought</td>
<td>leave-left-left</td>
</tr>
<tr>
<td>teach-taught-taught</td>
<td>send-sent-sent</td>
</tr>
<tr>
<td>think-thought-thought</td>
<td>spend-spent-spent</td>
</tr>
<tr>
<td>lend-loaned-loaned</td>
<td>hear-heard-heard</td>
</tr>
<tr>
<td>lay-laid-laid</td>
<td>mean-meant-meant</td>
</tr>
<tr>
<td>pay-paid-paid</td>
<td>shake-shook-shaken</td>
</tr>
<tr>
<td>say-said-said</td>
<td>take-took-taken</td>
</tr>
<tr>
<td>bind-bound-bound</td>
<td>break-broke-broken</td>
</tr>
<tr>
<td>find-found-found</td>
<td>speak-spoke-spoken</td>
</tr>
</tbody>
</table>

## No Pattern

<table>
<thead>
<tr>
<th>Vowel Pattern</th>
<th>Example Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>be-was-were-been</td>
<td>fly-flew-flown</td>
</tr>
<tr>
<td>do-did-done</td>
<td>go-went-gone</td>
</tr>
<tr>
<td>eat-ate-eaten</td>
<td>have-had-had</td>
</tr>
</tbody>
</table>

## No Change

<table>
<thead>
<tr>
<th>Vowel Pattern</th>
<th>Example Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>cost</td>
<td>put</td>
</tr>
<tr>
<td>cut</td>
<td>quit</td>
</tr>
<tr>
<td>fit</td>
<td>read (different pronunciation)</td>
</tr>
<tr>
<td>let</td>
<td></td>
</tr>
</tbody>
</table>
ADVANCED LEARNERS - APPENDIX C

Comparing American and British English

Depending on where you are serving, you may find that your students are learning British English. This listing of various U.S. English words and their British counterparts is included both as a reference for you, and as a possible conversational activity for you and your students.

Spelling Differences

<table>
<thead>
<tr>
<th>U.S.</th>
<th>U.K.</th>
</tr>
</thead>
<tbody>
<tr>
<td>analog</td>
<td>analogue</td>
</tr>
<tr>
<td>center</td>
<td>centre</td>
</tr>
<tr>
<td>color</td>
<td>colour</td>
</tr>
<tr>
<td>defense</td>
<td>defence</td>
</tr>
<tr>
<td>draft</td>
<td>draught</td>
</tr>
<tr>
<td>encyclopedia</td>
<td>encyclopaedia</td>
</tr>
<tr>
<td>favorite</td>
<td>favourite</td>
</tr>
<tr>
<td>gage</td>
<td>gauge</td>
</tr>
<tr>
<td>gray</td>
<td>grey</td>
</tr>
<tr>
<td>honor</td>
<td>honour</td>
</tr>
<tr>
<td>humor</td>
<td>humour</td>
</tr>
<tr>
<td>jewelry</td>
<td>jewellry</td>
</tr>
<tr>
<td>license</td>
<td>licence</td>
</tr>
<tr>
<td>maneuver</td>
<td>manoeuvre</td>
</tr>
<tr>
<td>meter</td>
<td>metre</td>
</tr>
<tr>
<td>mold</td>
<td>mould</td>
</tr>
<tr>
<td>practice</td>
<td>practise (verb)</td>
</tr>
<tr>
<td>program</td>
<td>programme</td>
</tr>
<tr>
<td>specialty</td>
<td>speciality</td>
</tr>
<tr>
<td>sulfur</td>
<td>sulphur</td>
</tr>
<tr>
<td>tire</td>
<td>tyre</td>
</tr>
<tr>
<td>vise</td>
<td>vice (tool)</td>
</tr>
</tbody>
</table>

Word Differences

<table>
<thead>
<tr>
<th>U.S.</th>
<th>U.K.</th>
</tr>
</thead>
<tbody>
<tr>
<td>antenna</td>
<td>aerial</td>
</tr>
<tr>
<td>apartment</td>
<td>flat</td>
</tr>
<tr>
<td>asphalt</td>
<td>tarmac</td>
</tr>
<tr>
<td>ATM</td>
<td>cashpoint</td>
</tr>
<tr>
<td>stroller</td>
<td>pram</td>
</tr>
<tr>
<td>backpack</td>
<td>rucksack</td>
</tr>
<tr>
<td>Band-Aid</td>
<td>plaster</td>
</tr>
<tr>
<td>bar</td>
<td>pub</td>
</tr>
<tr>
<td>bathroom</td>
<td>toilet, W.C. (water closet)</td>
</tr>
</tbody>
</table>
bill (currency)  note
braid  plait
buck ($1)  quid (£1)
candy  sweet
chips  crisps
cookie  biscuit
dessert  pudding
driver’s license  driving license
drugstore  pharmacy
elementary school  primary school
elevator  lift
freeway  motorway
french fries  chips
garbage, trash  rubbish, refuse
garbage can  dustbin
gas  petrol
high school  secondary school
hood (car)  bonnet
interstate  main road
jumper  short dress
lawyer, attorney  solicitor, barrister
line  queue
mail  post
mall  shopping centre
movies  films
pants  trousers
parking lot  car park
pass (driving)  overtake
senior  pensioner
shrimp  prawn
silverware  cutlery
sneakers  trainers
sweater  jumper
truck  lorry
trunk (car)  boot
vacation  holiday
vacuum  hoover
underwear  pants
vest  waistcoat
wrench (tool)  spanner
yard  garden
In learning any new language, a student must memorize many new vocabulary words. However, you need more than just vocabulary to be able to communicate effectively in another language. Advanced students must learn how words are used in English – how words connect together, the order in which they are used, what happens when tenses, verbs, or subjects change, etc.

As native English speakers, most of us rarely think about how we use the language; speaking English correctly has become intuitive. We just know how to make sentences into questions; how to make statements negative; how to speak in the present, past, and future tenses; and how to go from singular to plural. For example, we know that to make most nouns plural, we only need to add an “s” at the end of the noun, e.g., chairs, cars, pencils. We also know if the noun already ends in “s” or “x,” we need to add “es”, e.g., buses, dresses, boxes. Additionally, we know that there are exceptions to these basic rules, e.g., “child” becomes “children.” English has several patterns like this. Some patterns will be more intuitive than others, but for students learning English as a Foreign Language, these patterns must be understood, memorized, and mastered if they are to be successful in their English language study.

The following is an informal list of English patterns that advanced students must learn sometime during their study of English. We have included it here to remind you of some grammar forms your students may need to review. It also may help you identify problem areas your students encounter. You can use this list to identify possible topics to cover or review in your lessons.

**ENGLISH PATTERNS**

- **Constructions**
  - It is = It’s
  - He is = He’s
  - It is not = It isn’t

- **Personal pronouns as subjects**
  - Mr. Smith is a teacher.
  - He is a teacher.

- **Personal pronouns as objects**
  - I see John.
  - I see him.

- **Possessive pronouns**
  - This book is my book.
  - This book is mine.
  - (also: yours, ours, his, hers, theirs.)
Regular plurals
- book...books
- class...classes
- The book is on the table.
- The books are on the table.
- The class is interesting.
- The classes are interesting.

An – use “an” when the following noun starts with a vowel

Commands
- Sit down.
- Don’t sit down.

Irregular plurals
- man - men
- child - children
- leaf - leaves
- deer - deer

Possessive adjectives
- I study the lesson.
- I study my lesson.
- I study his lesson.
- I study our lesson.
- I study their lesson.

Comparative adjectives
- John is as tall as Mark.
- John is taller than Mark.

Superlative adjectives
- Jane is short.
- Bill is shorter.
- Ann is the shortest.

Can, may
- Can she drive?
- May I go?

Present tense using the verb “to be”
- I am I am a student.
- You are You are a student.
- He/She/It is She is a student.
We are students.
You (plural) are students.
They are students.

**Present tense verbs--he, she, it**
- Add “s” to the verb
- I speak English.
- He speaks English.

**Past tense using “to be”**
- I was a student.
- You were a student.
- He/She/It was a student.
- We were students.
- You (plural) were students.
- They were students.

**Past tense using regular verbs**
- We walk to school. (present)
- We walked to school. (past)
  (“ed” is only emphasized when verb ends in “d” or “t”)

**Past tense using irregular verbs**
- I understand. (present)
- I understood. (past)

**Future tense**
- He walks to school. (present)
- He will walk to school. (future)

**Change to negative**
- Today is Monday.
- Today is not Monday.
- I play soccer.
- I do not play soccer.

**Past tense change to negative**
- The train arrived on time.
- The train did not arrive on time.

**Future tense change to negative**
- They will sing for us.
- They will not sing for us.
♦ **Change to question** - past, present and future tenses
  ❖ You studied English.
  ❖ Did you study English?
  ❖ It is cold.
  ❖ Is it cold?
  ❖ She will go to England.
  ❖ Will she go to England?

♦ **Shortened answers for questions**
  ❖ Does Amy speak English?
  ❖ Yes, she does.
  ❖ No, she doesn’t.

♦ **Various present tense questions** - when, where, why, who, how, how long, how much
  ❖ She is there today.
  ❖ Who is there today?
  ❖ They live in Poland.
  ❖ Where do they live?
  ❖ She wants to speak English.
  ❖ Why does she study English?

♦ **Various past tense questions** - when, where, why, who, how, how long, how much
  ❖ You studied English.
  ❖ How long did you study English?
  ❖ When did you study English?
  ❖ How did you study English?

♦ **Various future tense questions** - when, where, why, who, how, how long, how much
  ❖ We will play soccer.
  ❖ When will we play soccer?
  ❖ Where will we play soccer?

♦ **Continuous present tense**
  ❖ He reads the paper. (regular)
  ❖ He is reading the paper. (continuous)
  ❖ (Regular present tense is used for general situations, everyday. Continuous present tense is used for things happening now. In general, continuous tenses express a continuing action. They use the verb “to be” and the present participle. They are also known as progressive tenses.)

♦ **Continuous past tense**
  ❖ I walked the dog. (regular)
  ❖ I was walking the dog. (continuous)
Continuous future tense
- I will ride the bus. (regular)
- I will be riding the bus. (continuous)

Present perfect tense
- He works here. (regular present)
- He has worked here for ten years. (present perfect)
- (Perfect tenses use the verb “to have” and the past participle. They represent an action that was or will be completed when another action occurs.)

Past perfect tense
- They danced all night. (regular past)
- They had danced all night. (perfect)

Future perfect tense
- We will go to the store. (regular future)
- We will have gone to the store. (future perfect)

Some, any
- There are some books.
- There aren’t any books.

Every-, some-, no-, any-
- Everyone, someone, no one, anyone
- Everywhere, somewhere, nowhere, anywhere
- Everything, something, nothing, anything

This, these, that, those
- This is a book.
- These are books.
- That is a pencil.
- Those are pencils.

PREPOSITIONS

A preposition comes before (pre) a noun or pronoun, and it shows the relationship (-position) of that person or thing to something else. A noun or pronoun follows a preposition. Prepositions are useful building blocks in a sentence, as they enable the speaker to connect a descriptive phrase to another part of a sentence. They allow us to describe a part of a sentence by using a chain of words that work together. Prepositions are used together with nouns or pronouns to describe other nouns, pronouns, verbs, adverbs, or adjectives. A preposition and the words it works together with are called a prepositional phrase. A prepositional phrase starts with a preposition, followed by the words that work with it. Examples of prepositional phrases include: around here, over the hill, beyond hope, until tomorrow, and against the wind.
For your reference, the following is a list of most prepositions.

<table>
<thead>
<tr>
<th>about</th>
<th>around</th>
<th>beside</th>
<th>except</th>
<th>of</th>
<th>toward</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>as</td>
<td>between</td>
<td>for</td>
<td>on</td>
<td>under</td>
</tr>
<tr>
<td>across</td>
<td>at</td>
<td>beyond</td>
<td>from</td>
<td>onto</td>
<td>until</td>
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<td>before</td>
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<td>against</td>
<td>behind</td>
<td>despite</td>
<td>inside</td>
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<td>upon</td>
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<td>along</td>
<td>below</td>
<td>down</td>
<td>into</td>
<td>through</td>
<td>with</td>
</tr>
<tr>
<td>among</td>
<td>beneath</td>
<td>during</td>
<td>near</td>
<td>to</td>
<td></td>
</tr>
</tbody>
</table>
EXAMPLE LESSON PLANNING SHEET

Name: ______________________  Date: ____________________________

School: ____________________  Local Teacher: ____________________

I. Topic:

________________________________________________________________________

II. Objectives:

________________________________________________________________________

________________________________________________________________________

III. Materials Needed:

________________________________________________________________________

IV. New Material to Be Presented

Content

Vocabulary

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Pronunciation

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Idioms

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Other

Introduction/Warm-Up Activity (Guide page & #)

Main Activities (Guide page & #)

Closing Activity/Reflection (Guide page & #)

V. Post-Lesson Evaluation

What worked?

What did not work?

What needs to be continued in next session?