

INGREDIENTS FOR TEACHING



Ingredients For Teaching

Easy, Exciting Activities for Beginning
English Teachers

For the students of Dovletmammet Azadi National Institute of World
Languages

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The Basics



1. **The Four Aspects of Language Learning**
2. **Classroom English**
3. **Methods of Teaching**
4. **The Communicative Method**
5. **Classroom Management**
6. **Lesson Planning**
7. **Correcting Students**
8. **Teaching Speaking**
9. **What to do if**
10. **Additional Resources**

1. The Four Aspects of Language Learning:

You must teach ALL of these!

1. Reading

2. Writing

3. Speaking

4. Listening

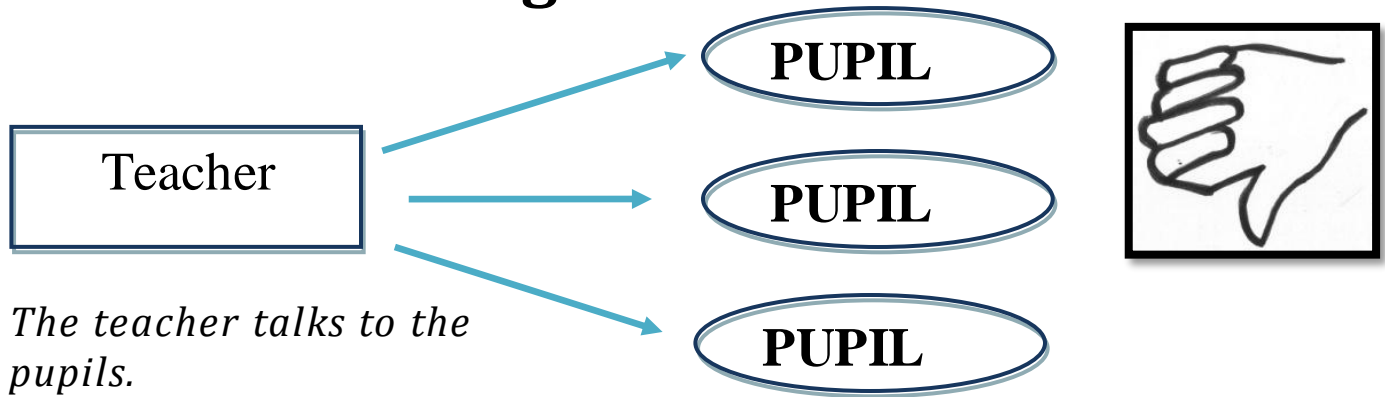
2. Classroom English

- **Teach these instructions first.**
- **Then, always say these words in English.**

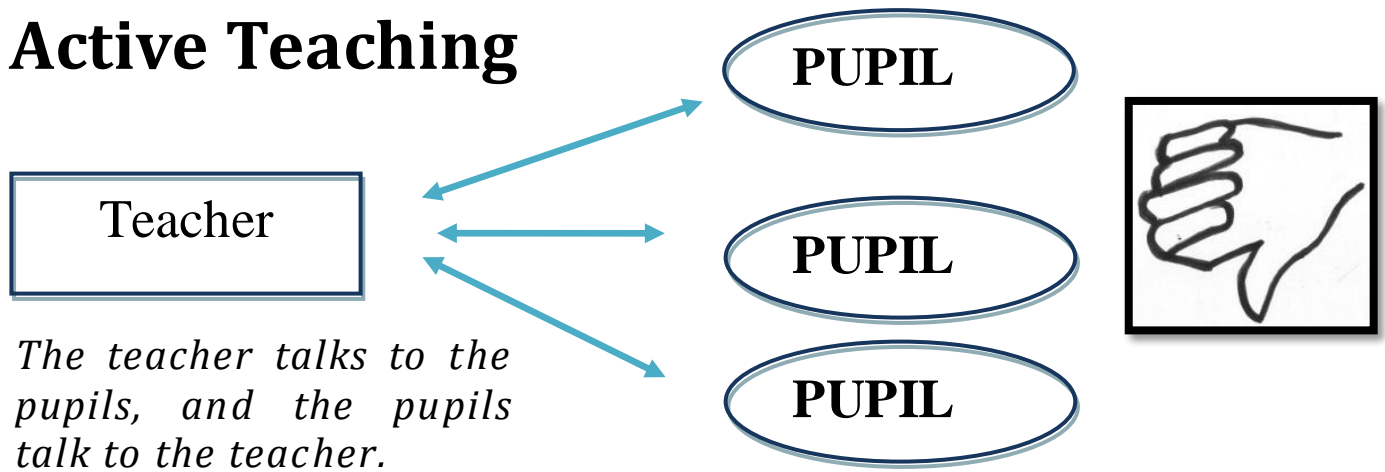
Sit down.	Close your book.
Stand up.	Write.
Listen.	Read.
Look.	Speak
Come to the board.	Ask.
Go to your desk.	Answer.
Open your notebook.	Homework.
Open your book.	Good work.
Close your notebook.	Be Quiet.

3. Methods of Teaching

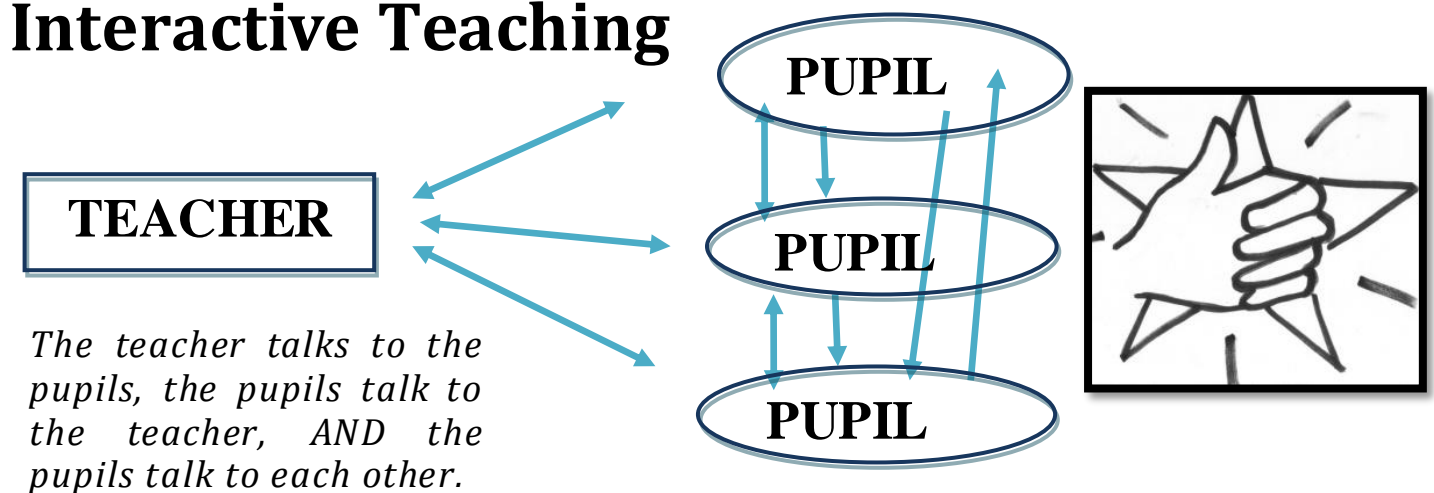
Passive Teaching



Active Teaching



Interactive Teaching



4. The Communicative Method


Could your students survive in the US?

NO? TRY THE FOLLOWING:

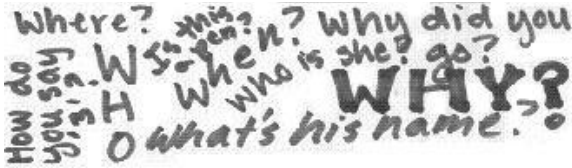
1. Teach only USEFUL vocabulary




2. Teach dialogues for NECESSARY situations



3. Ask QUESTIONS & make your students ASK QUESTIONS



4. Worry less about KNOWLEDGE, more about USE



5. Talk less = Students talk more



5. Classroom Management

TOP 10 SUGGESTIONS

- 1. BE CONFIDENT!**
Look at your students.
Speak in a strong voice.
- 2. ASK: Why are my students misbehaving?**
- 3. OVERPLAN** for each lesson.
- 4. Give *HONEST* praise** for good behavior.
- 5. If you say something will happen,
MAKE IT HAPPEN!**
- 6. Don't sit!**
Don't turn your back!
Stand near misbehaving students.
- 7. Make your lessons *INTERESTING*.**
- 8. MAKE RULES.**
Write them on the board.
Teach them to your kids.
- 9. Reward students for good work.**
- 10. Make misbehaving students change seats.**

6. Lesson Planning

1) REVIEW

2) INTRODUCE NEW MATERIAL

3) PRACTICE NEW MATERIAL WITH TEACHER

4) PRACTICE AGAIN WITHOUT TEACHER

5) REVIEW

6) HOMEWORK ABOUT THIS MATERIAL

7. Correcting Students



Teacher: Azat, what do you do in the morning?

Student: I . . . am . . . get up . . . at 6:30.

Teacher: That's not right, is it? I *get up* – not 'I am get up.'



Teacher: Azat, what do you do in the morning?

Student: I . . . am . . . get up . . . at 6:30.

Teacher: Yes, nearly. What should it be? I g . . .

Student: I get up at 6:30.

Teacher: Yes, thank you.



Teacher: Azat, what do you do in the morning?

Student: I . . . am . . . get up . . . at 6:30.

Teacher: Well, nearly. What do you do in the morning Aygul?

Student 2: I get up at 6:30.

Teacher: Yes, good. Now, Azat? What do you do in the morning?

Student: I get up at 6:30.

Teacher: Yes, thank you.

8. Teaching Speaking

TOP 10 SUGGESTIONS

1. Teach *classroom commands* in English.
Always use these!
2. DON'T correct every mistake.
Encourage speaking!
3. Give them time to think.
WAIT UNTIL THEY ANSWER.
4. Speak to them in English *in class*.
5. Speak to them in English *outside of class*.
6. Give spoken quizzes or exams.
7. Play speaking GAMES.
8. Teach USEFUL words and grammar structures.
9. Teach them words that they *want* to know.
10. EXPLAIN WHY they need to speak.

9. WHAT TO DO IF . . .

1) . . . your students aren't learning the vocabulary.

2) . . . the readings are too difficult.

3) . . . your students don't do their homework.

4) . . . your students don't listen to you.

a) Teach **only parts** of the reading.

b) Make a **homework chart** and give them a sticker on the chart for each day that they complete their homework.

c) Review each word **at least** three times.

d) Read *Top 10 Suggestions for Keeping Control!*

e) Teach the vocabulary **first**.

f) **Rewrite the text** using easier vocabulary. Then give to students.

g) Call their parents.

h) Teach **only 5-7 words** at a time.

i) Teach words with a **dialogue**.

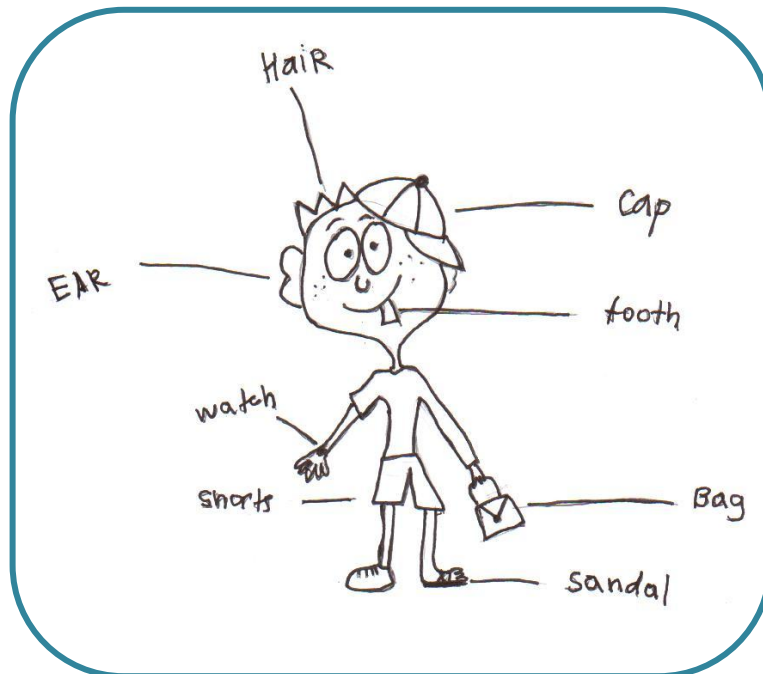
j) Ask students individually, outside of class why they don't do their work.

(Answers: 1-c,h,i 2-a,e,f 3-b,g,j 4-d,g)

10. Additional Resources

- <http://www.breakingnewsenglish.com/>
- <http://bogglesworldesl.com/>
- <http://statedept.connectsolutions.com/englishroundtable>
- <http://lessonwriter.com/>
- <http://www.crosswordpuzzlegames.com/create.html>
- <http://www.esllibrary.com>
- www.eslcafe.com
- www.daveseslcafe.com
- www.gsn.org Global School Network
- www.englishclub.net EnglishClub.net
- www.English-to-go.com Instant Lessons
- www.geocities.com/Athens/Troy/9087/index.html
- www.eslnet/eslres.html
- www.cln.org/subjects/esl_inst.html
- www.ncte.org/teach/esl.shtml
- <http://iteslj.org>
- www.aitech.ac.jp/~iteslj/links/
- www.eslgames.com
- www.eslflo.com
- www.eslpal.com
- www.eslteachersboard.com
- <http://www.squidoo.com/classroommanagement>
- www.storyarts.org

Vocabulary

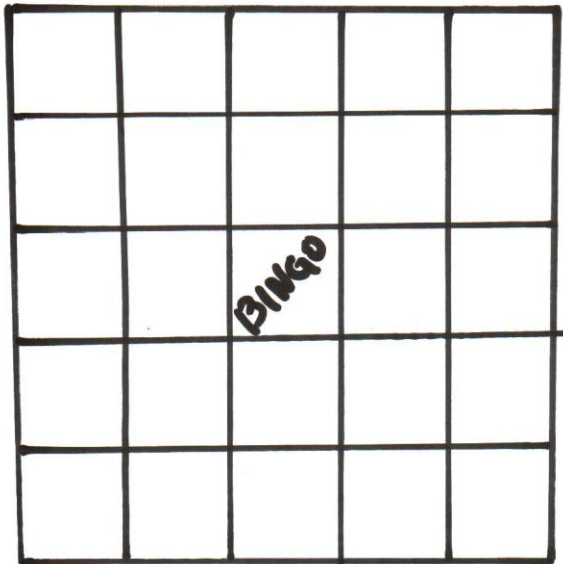


1. Bingo
2. Dictionary Drawing
3. Hangman
4. Chalkboard Races
5. Word Web
6. Change Letters
7. Gestures

1. Bingo

Listening, Writing, Vocabulary Revision

Procedure: Draw picture *a)* on the board.



a)



b)

Write 24 words on the board. Ask students to draw picture *a)* and put the words in the boxes in any order. Read out the words one by one and be sure your students cross them off as you call them. If they cross 5 words off in a row or column (see picture *b)*, they must shout “BINGO”.

You can make it with 9 or 16 words. You can use it as a warm up at the beginning of the lesson to revise words from the previous lessons.

Note: This is a very interesting and useful activity. Students love it. It’s better to write words before starting the lesson. Announcing 3 winners and giving awards makes it more interesting.

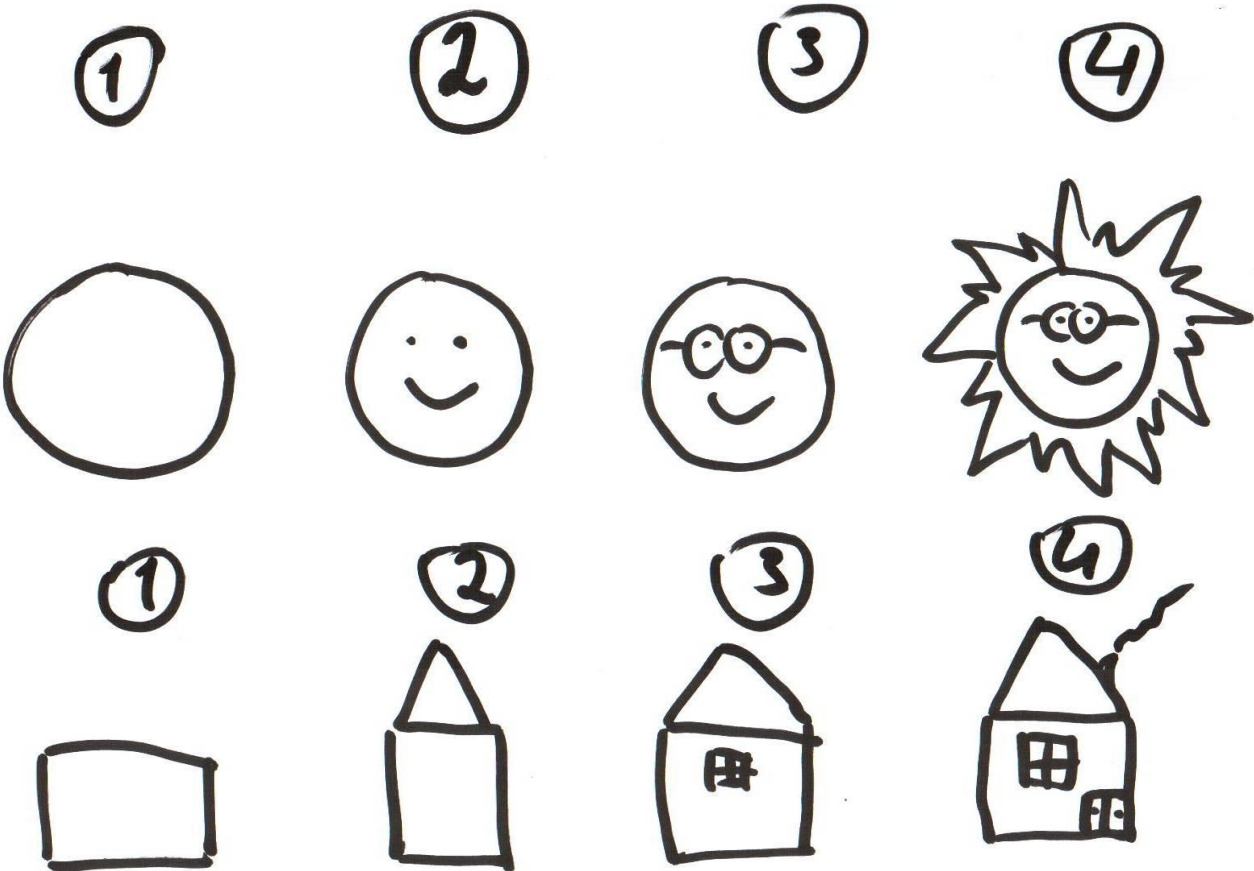
Q: What do you call a witch at the beach?

A: A sandwich!

2. Dictionary Drawing

Vocabulary Practice

Procedure: Draw a small part of a picture. Ask the students to guess what it is. Encourage different opinions. Do not confirm or reject their ideas. Add a little more to the drawing and ask the question again. Build your picture up in about four stages.



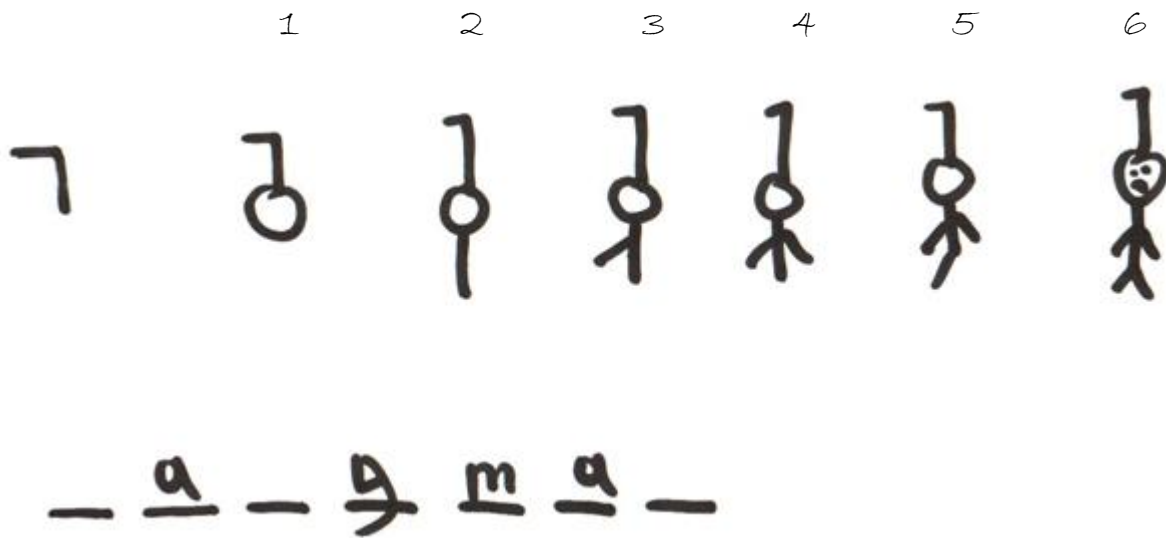
Note: It will be more interesting if your students draw the pictures themselves. Give a student a vocabulary word to draw and the class can guess.

Q: What does a bee say when it arrives at the hive?
A: Hi Honey! I'm home!

3. Hangman

Vocabulary, Spelling

Procedure: This game is very popular. The teacher chooses a word and draws the correct number of blanks on the board. Students must guess the word by calling out letters. If a student guesses a letter correctly, the teacher should write the letter in the blank. If a student guesses an incorrect letter, the teacher should draw a body part as shown below.



If the students do not guess the word correctly before the teacher draws a full man, they lose. Don't forget to write the wrong letters on the board so that students do not repeat their mistakes.

Note: Very simple and fun game for any level. Divide your class into two teams to make it more interesting. Children like to compete. Draw one man for each team. Teams will take turns giving letters.

Patient: Doctor! You've got to help me! Nobody ever listens to me. No one ever pays any attention to what I have to say.

Doctor: Next please!

4. Chalkboard Races

Vocabulary, Spelling

Procedure: Divide your class into two teams. Ask one student from each team to write on the board the word you read out. You may read out the definition in Turkmen and have the students write the English word. Call the next student to the board. Give a different vocabulary word. He or she must write this word correctly in English. Compare the results of both teams. The team which has fewer mistakes wins. It's very easy, no preparations necessary.

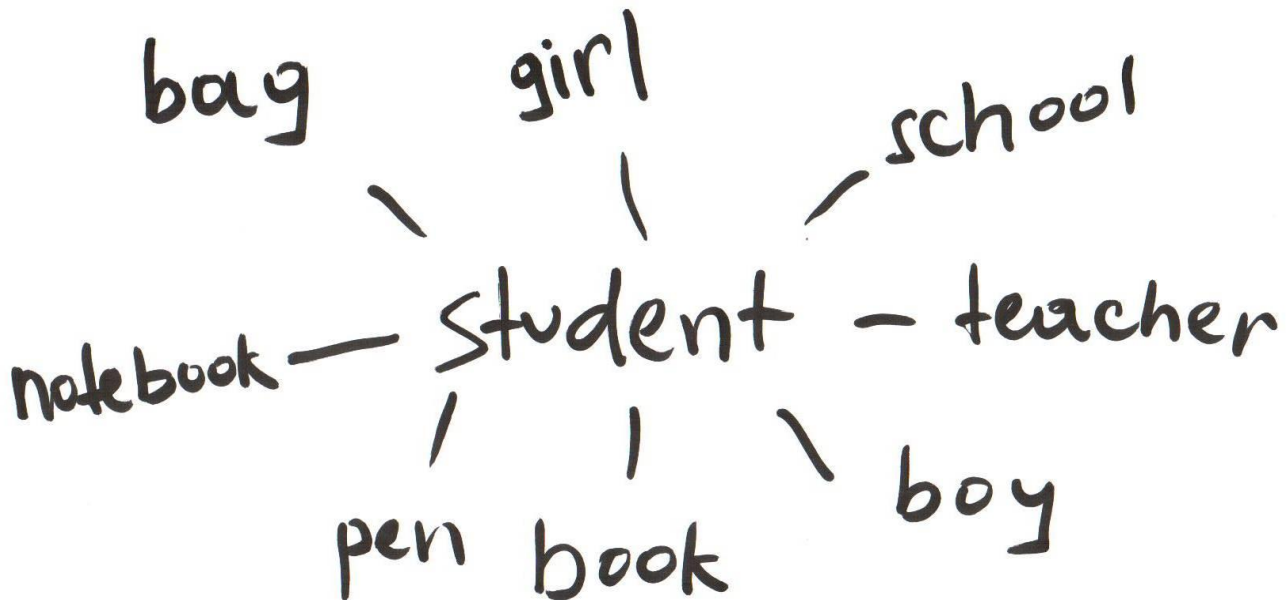
Team 1	Team 2
<p>WINNER</p> <p>apple</p> <p>orange</p> <p>pineapple</p> <p>pear</p> <p>apricot</p>	<p>aple</p> <p>orange</p> <p>pineapple</p> <p>peer</p> <p>apricot</p>

A family of mice was surprised by a big cat. Father Mouse jumped and said, "Bow-wow!" The cat ran away. "What was that, Father?" asked the Baby Mouse. "Well, son, that's why it's important to learn a second language."

5. Word Web

Vocabulary Review and Enrichment

Procedure: Take a word the class recently learnt. Write this word on the board. Ask students to suggest words that they associate with it. Write each suggestion on the board with the line joining it to the original word in a circle, so that you get a “sunray” effect. If the original word was “student” for example, you might get:



Note: The same activity, of course, can be done as a pair or individual. Then have students present to the class.

Q: What is the best way to speak to a big, scary monster?

A: From a long way away!

6. Change Letters

Vocabulary, Spelling

Procedure: Write the words on the board changing the places of the letters. Students guess the given word. For example:

n s t d e v t

(Student)

h o s c o l

(School)

Q: What kind of hair do oceans have?

A: Wavy!

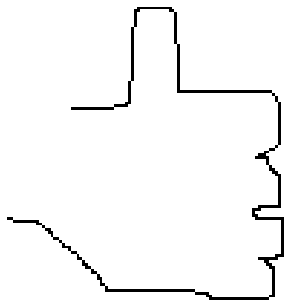
7. Gestures

Vocabulary Practice

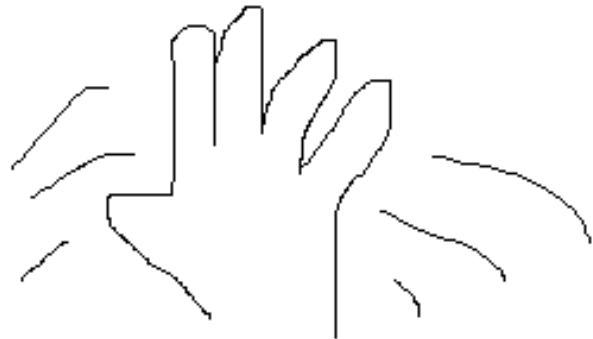
Procedure: Tell students that this is a silent activity. Read the words out one by one to the students. For each word, choose one gesture with your class that shows the meaning of the word. Then, read the words randomly. Students must make the appropriate gesture for each word.

Tell students that now they may talk. Then, ask one student to come to the front of the class. This student must make different gestures and the class must say the word for each gesture.

FABULOUS



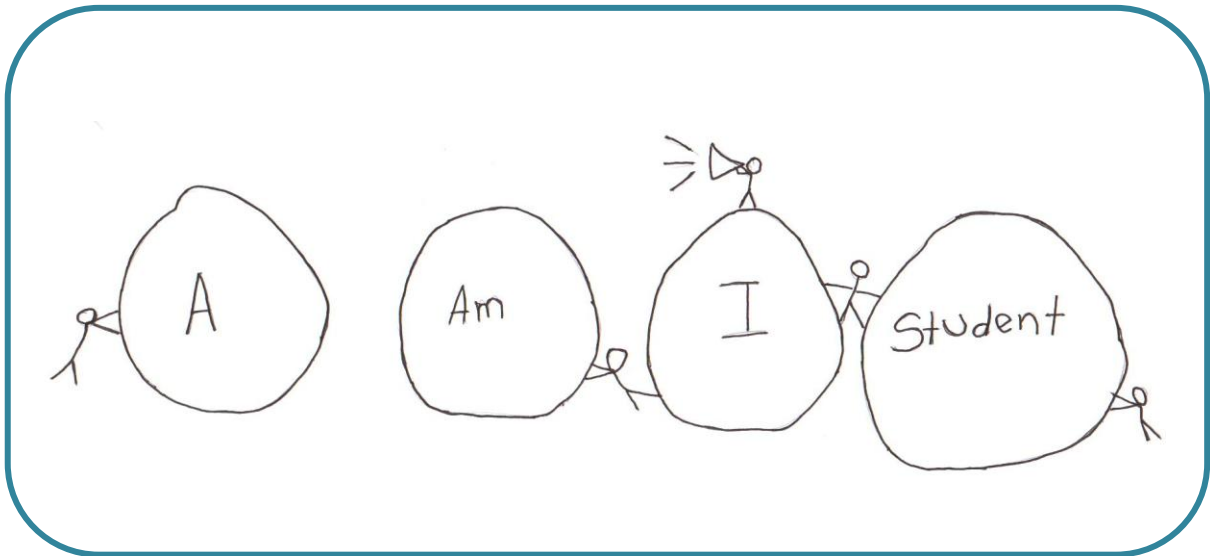
EXCITING



Q: Which 'BUS' could cross the ocean?

A: Columbus.

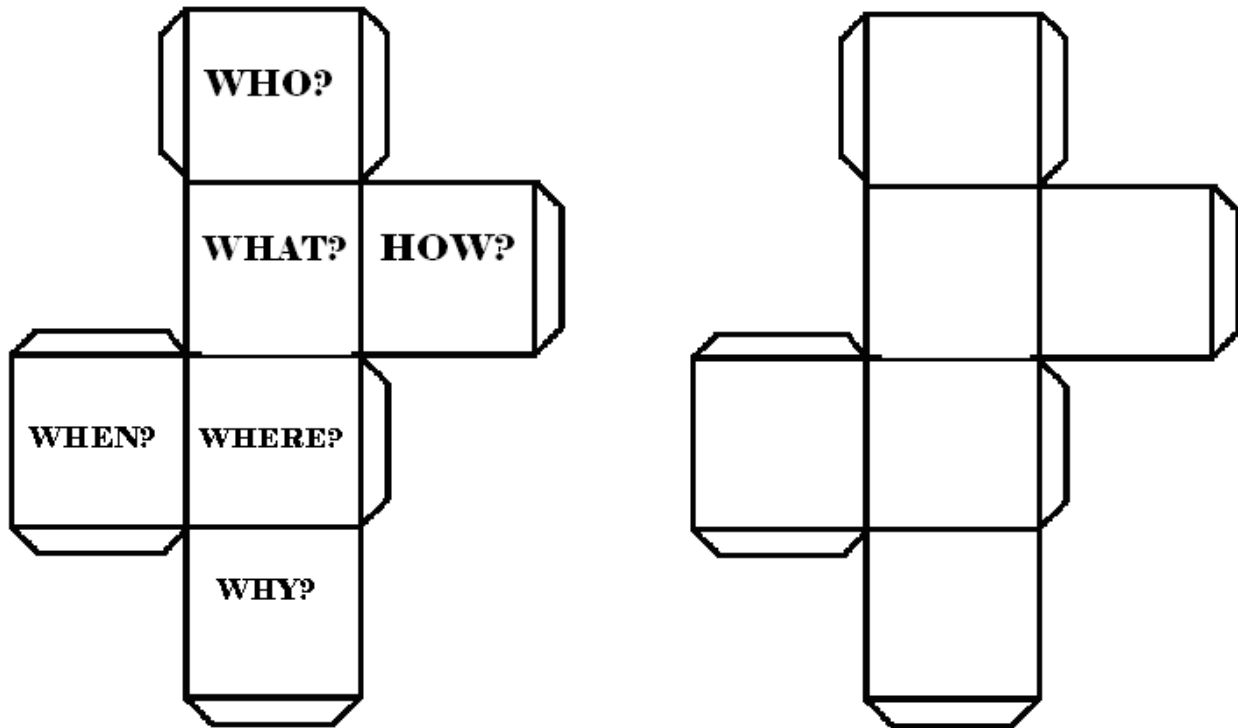
Grammar



1. **The Cube**
2. **The Chart**
3. **Three in a Row**
4. **The Brain**
5. **What Did She Say?**
6. **Scrambled Sentences**

1. The CUBE

Question Formation



Preparation: Draw your own, larger cube. Cut it out. Tape it together. This cube may be used for a number of different purposes. It may be used to test reading comprehension, to review vocabulary, or to play a game. Most importantly, this activity tests your students' ability to form questions.

Suggested activities:

1. Use as a warm-up. Each student should roll the dice and then use the question word he or she rolls to ask a question.
2. Use as a competitive activity. Form two teams. Team 1 rolls the dice and asks a question to the team 2. Each correct question and each correct answer earns a point. Then team 2 asks team 1 a question.
3. Use to review a text.
4. Have students form questions to see if they can stump you!

Q: Why didn't the skeleton go to the dance?

A: He didn't have anybody to take. (Any BODY)

Note: You may also write the following lists in the blank cube above.

Modal Verbs: Can? Could? May? Should? Must? Would? Might?

Tenses: Present Indefinite, Past Indefinite, Future Indefinite, Present Continuous, Past Continuous, Future Continuous

More Tenses: Present Perfect, Past P., Future P., Present P. Continuous, Past Perfect Continuous, Future Perfect Continuous

More Questions: Can? Will? Did? Do? Has? Have?

Q: What runs but never walks?

A: Water!

2. The Chart

Using Vocabulary, Forming Sentences

Procedure: Assign each student a vocabulary word. Draw the following chart on the board. Ask each student to write his or her word under the correct part of speech. Make example sentences for the students. Then ask students to make their own sentences using the words in the chart. Make sure students conjugate the verbs correctly. These sentences do not need to make sense. They only need to be grammatically correct.

<i>Adjectives</i>	<i>Nouns</i>	<i>Verbs</i>	<i>Adverbs</i>
fast	monkey	to dance	slowly
tall	girl	to smile	happily
dark		to eat	
long			

Example sentences: The dark monkey smiles happily.
The fast girl dances slowly.

Note: You may also have students come up with their own words. This makes for funnier sentences. You may also add prepositional phrases as one column. If your students haven't learned adverbs, don't use this column. If your students are also learning a particular verb tense, ask them to make sentences in this tense. For example, if you are learning past tense, your student might say, "The fast monkey smiled happily."

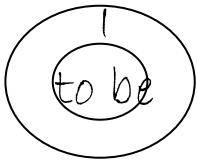

Q: What did zero say to eight?

A: Nice belt. 😊

3. Three in a Row

Verb Conjugation

Procedure: Draw the following chart on the board.

	The teacher to run	Aygul to study
She to read		We to learn
My mom to smile	The student to go	His father to give

Team X:
“They wrote!”
Teacher: “Yes!”

Team O: “I am!”
Teacher: “Yes!”

Write a verb and a subject in each box. You may use the same verb in all boxes. For example, ‘to be.’ Then, divide your class in to two teams.

One team will be ‘O’ and one team will be ‘X.’ The first person on the ‘X’ team must choose a square. This student must conjugate the verb with this subject using the tense that you have assigned. If he or she answers correctly, then you put an X in the box.

Next, a student from team ‘O’, must choose a square. If he or she answers correctly, you put an ‘O’ in the selected square. When one team earns three squares in a row, this team wins.

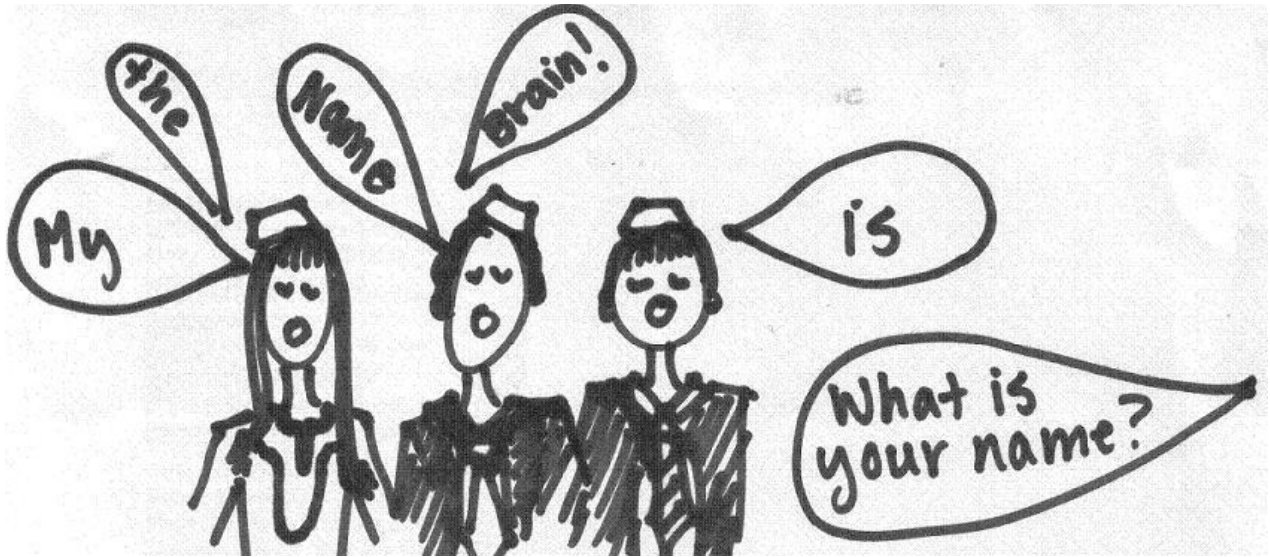
Note: For larger classes, you should make the game bigger. Instead of 9 squares, you may play with 16 or 20.

Q: Why do birds fly south in the fall?

A: Because it's too far to walk!

4. The Brain

Sentence Formation

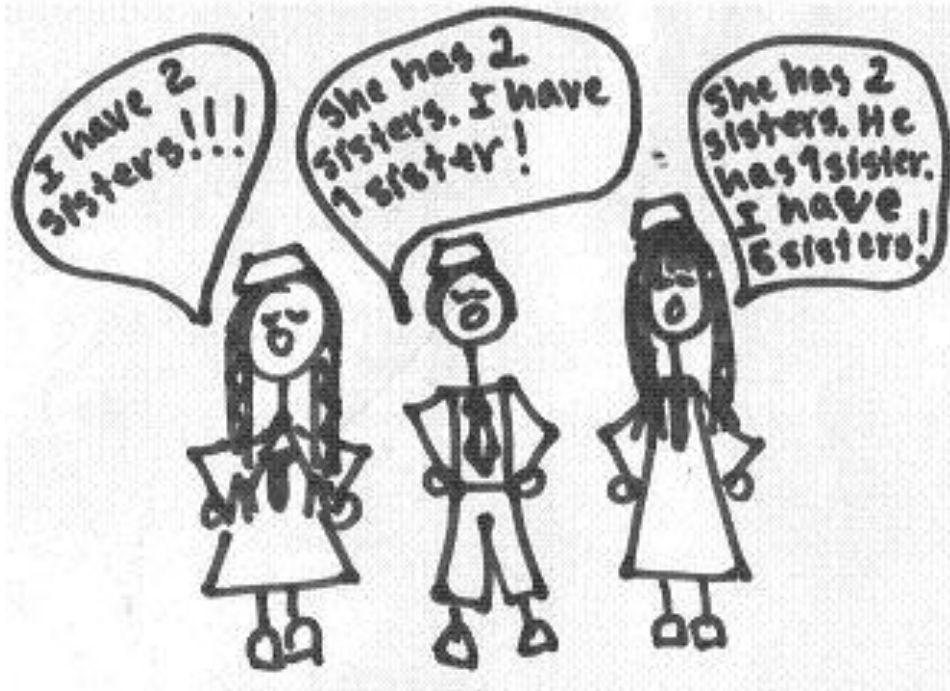


Procedure: Explain the word ‘brain.’ Ask three students to come to the front of the class. Tell them that they are ‘The Brain’ and tell them that they must know the answer to every question. Then the class may ask them questions. They must answer. Their answer does not need to be correct. They may lie BUT each student *may only say one word at a time* as in the picture above.

Once there were three turtles. One day they decided to go on a picnic. When they got there, they realized they had forgotten the soda. The youngest turtle said he would go home and get it if they wouldn't eat the sandwiches until he got back. A week went by, then a month, finally a year. The two turtles said, "oh come on, let's eat the sandwiches." Suddenly the little turtle popped up from behind a rock and said, "If you do, I won't go any further!"

5. What Did She Say?

Reviewing Grammar Structures



Procedure: Using the grammar you have just learned, ask the students a question. For example, if you have just learned the verb ‘to have,’ ask the students, “How many sisters do you have?” The first student must answer. For example, “I have two sisters.” Then the second student must repeat the answer of the first student and add his or her own answer. For example, “He has two sisters. I have one sister.” The third student must answer and give the answers of the first two students. In this way, students practice grammar structures.

A man goes to the doctor and says, “Doctor, wherever I touch, it hurts.”

The doctor asks, “What do you mean?”

The man says, “When I touch my shoulder, it really hurts. If I touch my knee – OUCH! When I touch my forehead, it really, really hurts.”

The doctor says, “I know what’s wrong with you – you’ve broken your finger!”

6. Scrambled Sentences

Reviewing Grammar Structures

Procedure: First make a list of example sentences using the grammar structure or speech pattern that you are learning.

Example: Present Perfect

- 1) *I have already eaten breakfast.*
- 2) *I have gone to the bank twice this month.*
- 3) *She has been to that restaurant before.*

Then, mix up the words of these sentences and write them on the board.

- 1) *already/have/I/eaten/breakfast*
- 2) *twice/month/this/gone/have/the/I/bank/to*
- 3) *to/restaurant/that/she/been/has/before*

Students must use the words to make grammatically correct sentences.

Note: You can make this a game in two ways. First, the first student to write all the sentences correctly wins. Second, divide the class into two teams. Call one student from each team to the front of the class. Show them a mixed-up sentence. The first student to write the sentence correctly wins a point for his or her team. Then two different students come to the board and are given a different sentence.

Pupil (on phone): My son has a bad cold and won't be able to come to school today.

School Secretary: Who is this?

Pupil: This is my father speaking!

7. Big Changes

Reviewing Grammar Structures

Procedure: Divide the class into two teams. Line each team up in front of the black board. Write an example of the structure you are practicing twice. The first student on each team must change or add one word. The sentence must still be grammatically correct. Then the second student comes to the board and rewrites the first student's sentence with one word changed or added. Then the third student comes and does the same. When all students have written on the board, the game is over. The funniest or most interesting sentence wins.

TEAM 1

The girl is going to the park.

- S1: The *boy* is going to the park.
 S2: The *thin* boy is going to the park.
 S3: The thin boy is *running* to the park.
 S4: The thin boy is running to the *restaurant*.
 S5: The thin, *hungry* boy is running to the restaurant.

TEAM 2

The girl is going to the park.

- S1: The girl is going to the *café*.
 S2: The girl is going to the *best* café.
 S3: The girl is *walking* to the café.
 S4: The girl is walking *eagerly* to the café.
 S5: The *beautiful* woman is walking eagerly to the café.

Q: What did the big watch hand say to the small hand?

A: Got a minute?

Speaking



1. **Crazy Minute**
2. **Ball Toss**
3. **Class Debate**
4. **Individual Debate**
5. **More Important**
6. **Pictures**
7. **Story Game**
8. **Research**
9. **Aliens Have Landed**

1. Crazy Minute

Speaking

Procedure: Make a list of topics that you have covered with your students. Make sure there is one topic for each student in the class. Number these topics. Ask the student to choose a number. He or she must then speak on that topic for one minute exactly without stopping.

Example List

1. *Fruit*
2. *Vegetables*
3. *Cooking*
4. *Family*
5. *At the park*
6. *School*
7. *At home*
8. *Transportation*
9. *Sports*
10. *Theatre*



I really like fruit. My favorite fruit is the apple. Apples are sometimes red and sometimes green. I also like oranges. In the summer, melons are delicious. I really like watermelons from Mary. Pineapple is delicious too. I buy my fruit at Teke Bazaar

Note: You may also ask your students to make their own list of topics. One way to do this is to have each student write a word on a small piece of paper. Collect the papers and turn them face down. Have each student select a word to speak about.

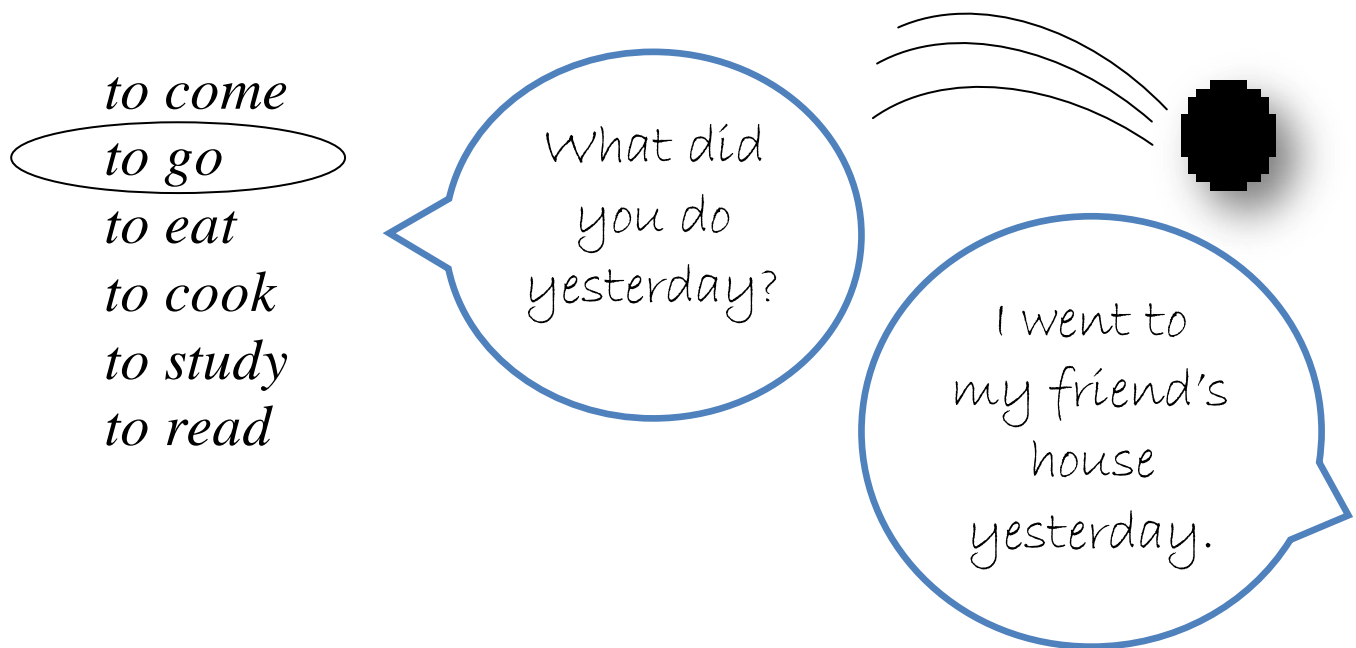
Q: How do you catch a squirrel?

A: Climb a tree and act like a nut!

2. Ball-Toss

Speaking, Verb Conjugations

Procedure: Write a list of verbs on the board that your students know or are learning. Throw the ball to a student. Ask him or her an easy question in a verb tense that you have already taught. He or she must answer using one of the verbs on the board. Then the student throws the ball back to you. You throw the ball to the next student and ask another question.



Note: This is good for making your students pay attention. Also if you have a calm class, you should make your students ask questions to each other with the ball.

Q: Why shouldn't you try to swim on a full stomach?
 A: Because it's easier to swim in a full swimming pool!

3. Class Debate

Fluency

Procedure: You may divide the class in two groups or select two students. Select topics that relate to the subject that you are studying or subjects that you have studied. Assign each half of the class a side (for or against the statement). If your students need it, give them a few minutes to prepare their arguments. They must present their arguments aloud.

Note: If it is difficult to control the debate, use a ball or marker. Only the person holding the ball or marker may speak. Only the teacher can choose who speaks. Also, you may keep score by giving one point for each good argument. You may set a time limit before the activity begins.

Debate Topics

- *Shopping:* Teke Bazaar is better than Russian Bazaar.
- *Travel:* Travelling by foot is better than by Taxi.
- *Travel:* Travelling by camel is better than by train.
- *Education:* Students should wear uniforms.
- *Education:* We shouldn't have summer vacation.
- *Sports:* Students should learn sports at school.
- *Sports:* Girls shouldn't play sports.
- *Entertainment:* TV is harmful.
- *Entertainment:* Books are better than movies.
- *Clothing:* Skirts are better than pants.
- *Theatre:* Plays are better than movies.

Q: What begins with T, ends with T, and has T in it?

A: A teapot.

Quotations for Debate

(For Advanced Learners)

- Fear makes strangers of people who would be friends. –Shirley MacLaine
- Holding himself good, one loses one's goodness. –Shu Ching
- When drinking water, remember its source. –Chinese Proverb
- A man's growth is seen in the successive choirs of his friends. –Ralph Waldo Emerson
- Your way is the best for you, but that is no sign it is the best for another. – Swami Vivekananda
- Learning is like rowing upstream: To not advance is to fall back. –Chinese proverb
- All our dreams can come true, if we have the courage to pursue them. – Walt Disney
- The past is not dead. In fact, it's not even past.—William Faulkner
- Remember that happiness is a way of travel, not a destination.—Roy Goodman
- Those who know nothing of foreign languages know nothing of their own.—J.W. von Goethe

Q: What does a tree do when he is ready to go home?

A: He leaves.

4. Individual Debate

Fluency

Procedure: For advanced classes, choose two students to come to the front of the room. Assign each student a side (for or against a statement). Do not give them preparation time. Give them 2 minutes to say as many arguments as possible. Have other students keep score: 1 point for each argument, no points for repeat arguments.

Note: This works very well for means of travel. Assign each student a type of travel. For example, by boat or by plane. Then, that student must argue which manner of travel is better.



Traveling by bus is better than by camel because it is faster!



No! Traveling by camel is better than by bus because you don't need gasoline!

Q: What is the longest word?

A: 'Smiles' is the longest word because there is a mile between the first and last 's'.

5. More Important

Speaking

Procedure: Alternatively, ask students to call out twenty different nouns. Write these nouns on the board. Then choose two nouns and two students. One student must argue that his noun is more important. The other student must argue that his noun is more important.

car

elephant

pumpkin

egg

heater

carpet

soup

store



Elephants are more important because they are interesting to learn about!

No! Soup is more important because it is a delicious meal!



Q: Can you spell 'eighty' in two letters?

A: A-T.

6. Pictures

Speaking

Procedure: Collect pictures from magazines and newspapers. Keep them organized by type. When you have enough, you may use the following activities.

Pictures of People

- 1) Give each student a picture of a person. Each student must introduce his or her picture to the class.
- 2) Give each student a picture of a person. Modify the Ball-Toss Activity (from the *Speaking*) by asking each student questions about the actions of the person in his or her picture.
- 3) Allow each student to choose a picture of one person. Each student should tell why he or she chose this picture.
- 4) Give each student a picture of a person. Ask them to tell a story the life of the person in the picture.
- 5) Give each student a picture of a person. Ask each student to name three adjectives that describe the person in their picture.

Pictures of Food

- 1) Divide the class in half. Give the pictures to half of the class. One half of the students are sellers. The other half of the students is buyers. One by one the buyers should go make purchases. Make sure students use appropriate English for these exchanges. When everyone has bought something, change sides. The buyers become sellers and the sellers, buyers.
- 2) Have students make their own menus using these pictures. Then practice restaurant dialogues.

Q: Where do cows go for entertainment?

A: They go to the mooovies!

Pictures of Places

- 1) Give each student a picture of a place. Have each student describe his or her picture.
- 2) Tell your students that they are going on vacation. Have them choose a picture of a place. Then, have each student describe his or her vacation at that place. Vote on the best vacation.
- 3) Give each student a picture of a place. Divide students into partners or groups of three. Each group must come up with a story that includes all three places. Present to the class. Vote on the best story.

Teacher: Tell me a sentence that starts with an "I".

Student: I is the...

Teacher: Stop! Never put 'is' after an "I". Always put 'am' after an "I".

Student: OK. I am the ninth letter of the alphabet.

7. Story Game

Speaking and Imagination

Procedure: Begin telling a story: “Once upon a time, there lived a beautiful princess . . .”. Then, point to a different student. This student must continue telling the story until you tell him to stop. Next, point to another student. This student must continue after the second student. Continue until all students have added to the story.

Story starters:

Once upon a time, there lived a beautiful princess . . .

Once upon a time, there lived a handsome prince . . .

Once upon a time, there lived a student from #____ school . . .

Once upon a time, there lived a old lonely man . . .

Once upon a time, there lived a boy with a magic carpet . . .

Note: If this is difficult for your students, first remind them to use past tense. Then, you may write a list of conjugated verbs to get them started.

He went

He saw

He met

He thought . . .

He said . . .

He came . . .

Her
name
was
Aygul.

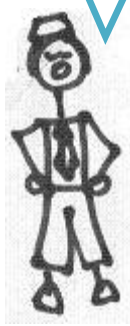
She
liked
math
very
much.

She
could
answer
any
question

She
finished
school in
only 5
years.

She was
famous all
over the
world.

Once upon
a time,
there lived
a girl.



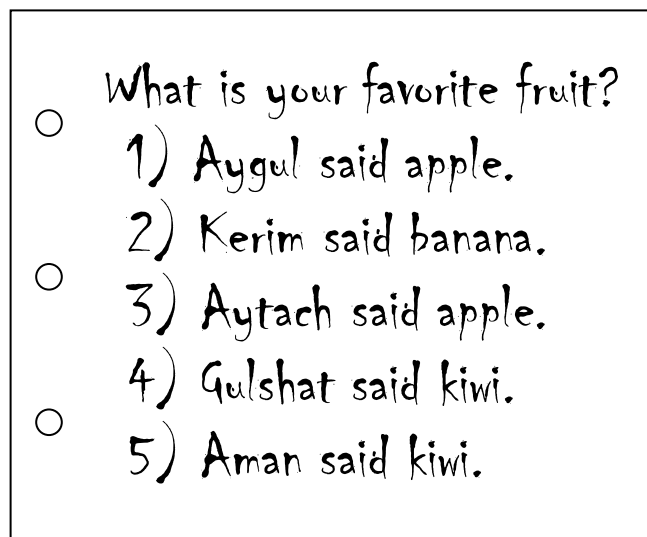
Q: What do cows like to read?

A: The mooospaper.

8. Research

Speaking, Asking Questions, Summarizing Information

Procedure: Ask each student to write one (yes, only one!) interesting question about whatever subject you are studying. Ask all students to stand up. Each student must ask every other student in the class his or her question and write down their answers.



When everyone is finished, ask the students to summarize the answers they have collected for the class. Encourage them to use the following:

- *All students said . . .*
- *Some students said . . .*
- *Many students said . . .*
- *A few students said . . .*
- *No students said . . .*

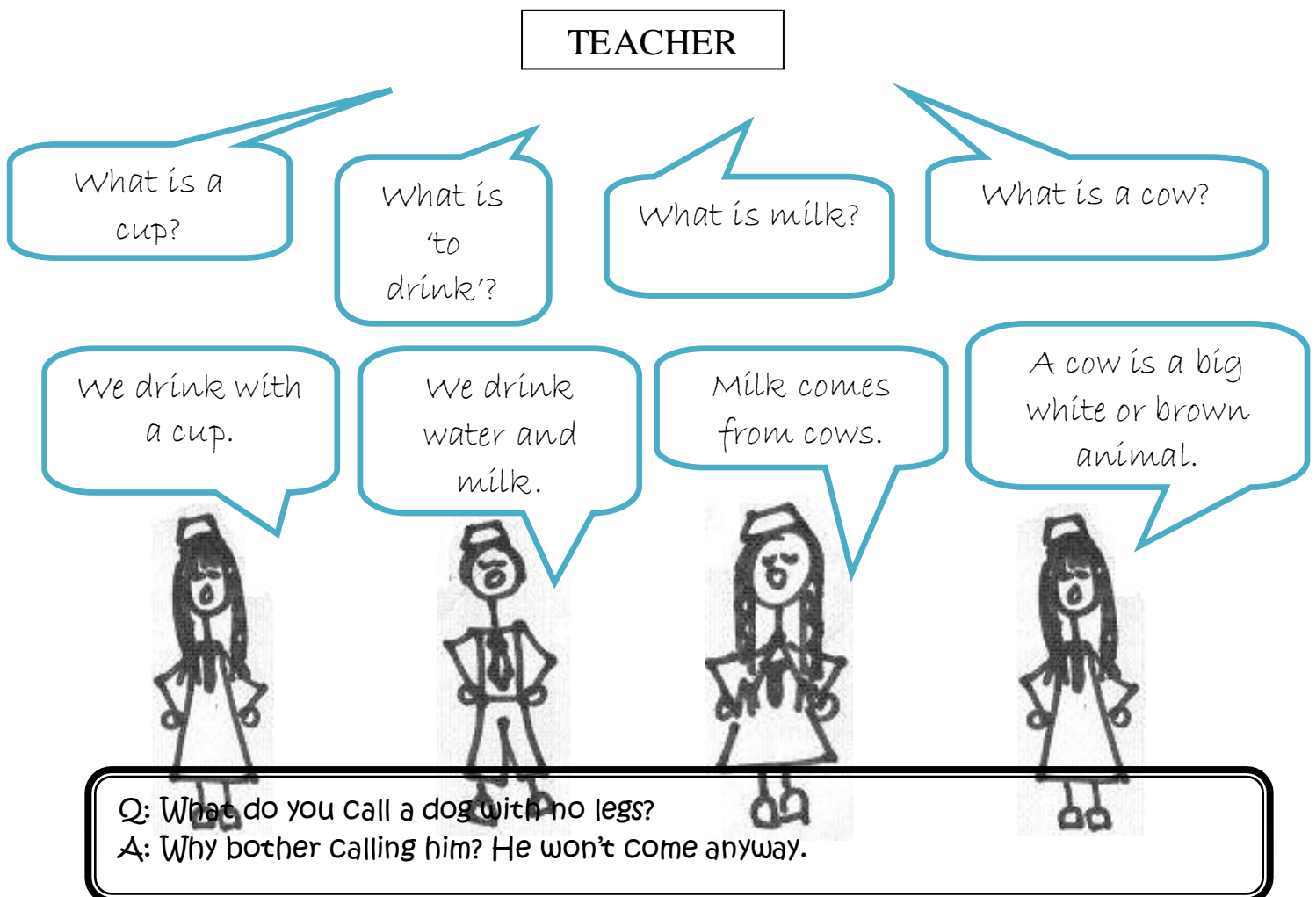
Q: How can you double your money?

A: Look at it in a mirror.

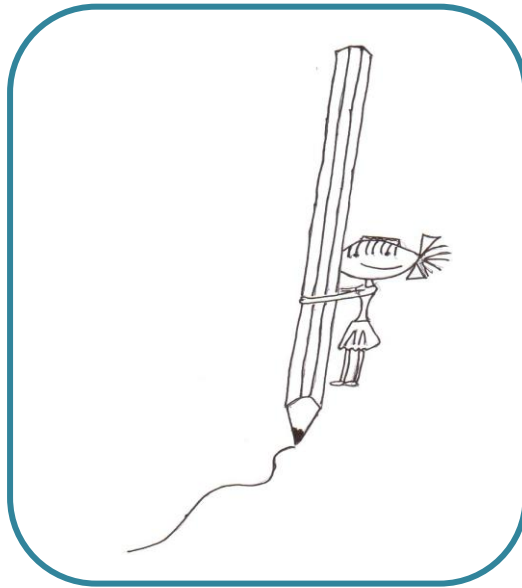
9. Aliens Have Landed

Speaking, Using Known Vocabulary

Procedure: Tell your class that you are an alien from a different planet. This is your first visit to earth. Ask them for help. Ask the first student, to explain a very easy word. This may be a vocabulary word. For example, “What is a cup?” He or she must explain in English. For example, “we drink from a cup.” Tell this student thank you. Tell the class that you still don’t understand. Move to the second student. Ask this student to explain a word from the first student’s explanation. For example, “what is ‘to drink’?” After he or she has explained, ask a third student to explain a word from the second student’s definition. Continue until all students have helped you.



Writing



1. **You Write Next!**
2. **Sentence Starters**
3. **Guess the Word**
4. **Diaries**
5. **Description**
6. **Week Days**
7. **Quick Writes**
8. **Writing Poetry**
9. **Story Starter**
10. **Build the Sentence**

1. You Write Next!

Brief Writing Practice

Procedure: Each student has a sheet of paper at the top of which he or she should write a sentence. It can be a simple sentence of fact or opinion or a question. For example:

S1: What are you going to do after lessons?

S2: I'm going to play a football.

S3: I like to play football.

S4: I play football with my friends.

S5. My friends like football too.

This is then passed to a neighbor, who adds an answer, comment or further question and passes it on to someone else. And so on. The paper is not folded, so that all previous contributions are visible to each writer.

After about five contributions, students are invited to read out the results. These are often amusing!

Note: This activity can also be done in pairs rather than individually.

A student who was studying English as a foreign language was confused when he saw the words "open here" on a box of laundry soap. He asks the clerk, "Can't I wait until I get home to open it?"

2. Sentence Starters

Writing, Speaking, Listening

Procedure: Write on the board:

Being young is...

Ask the students to call out different ways to finish the sentence. If there is time, ask the students to work with a neighbor, select four of the finished sentences, and put them in order to make a short poem. They may even add a fifth sentence to complete the poem.

Example:

Being young is being with friends
 Being young is losing friends
 Being young is taking examinations
 Being young is wondering
 what the future will be like.

Variation: Dictate the beginning of a sentence. Each student writes it down and then finishes it as he or she wishes.

Q: A man goes into a bar and asks for a glass of water. The barman pulls out a gun, and points it at the customer. "Thank you" replies the customer and walks out. What happened?

A: The customer had hiccuped.

More Sentence Starters:

1. Being old is...
2. Boredom is...
3. Love is...
4. A friend is...
5. I remember...
6. I've forgotten...
7. I wish I...
8. If I could... then I would...
9. Without you...
10. When I'm 64 I'll...
11. I always feel good when...
12. The best time of day is...
13. You should never...
14. Teachers should try very hard to...
15. One thing I would like to learn is...
16. If I were a millionaire I'd ...
17. I want to learn English because...
18. If I lived in the United States, I...
19. You should always ...
20. My favorite memory is ...

Q: What can you hold without touching it?

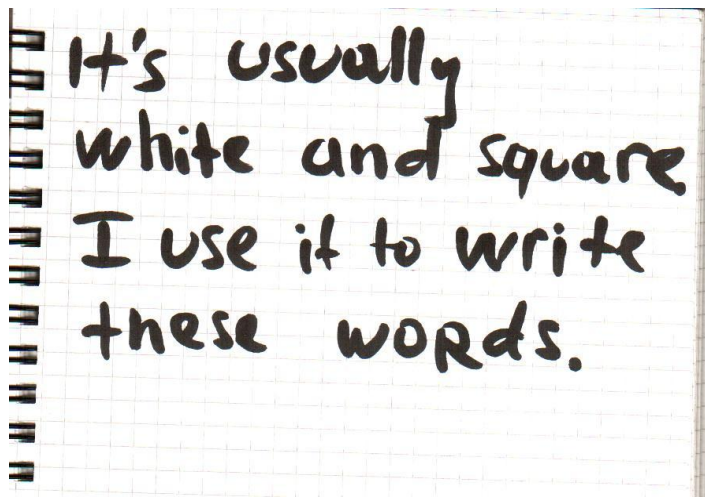
A: A conversation.

3. Guess the Word

Writing and Vocabulary

Procedure: Ask students to think of a word and describe it in writing on a piece of paper. Gather these pieces, mix them up, and distribute one to each student. Give them time to think. Then, ask students to read their descriptions and guess the word.

For example:



Note: This work, of course, can be done in pairs.

Q: What would a pig say whose tail was held tightly by the farmer who had a sharp knife in his other hand?

A: "That's the end of me!"

4. Diaries

Writing Fluency

Procedure: Ask the students to keep a diary. Give them five minutes once or twice a week for writing in their diary. The diary can be about the students' experience of the lesson and what they feel they have achieved, or it can be about other matters of concern to them.

Their diaries do not need to follow the convention of a day by day record. They can be private, shared with a partner, or shared with the teacher. Note that a diary is not an appropriate vehicle for correcting mistakes. The goal is not accuracy but fluency.

Encourage students to add pictures or drawings if they want.

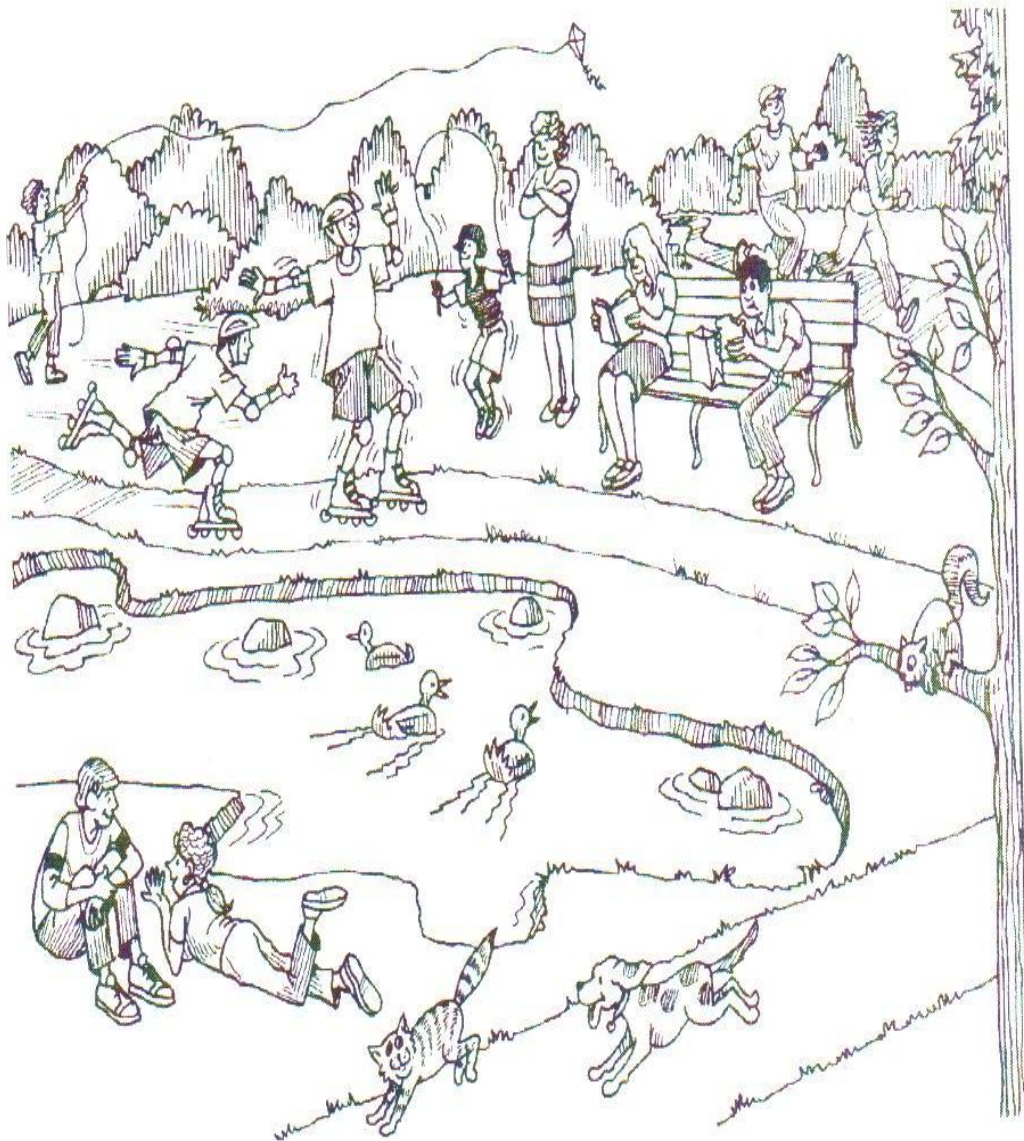
A: What is the word that everybody always pronounces wrong?

B: "Wrong"

5a. Description

Writing Fluency

Procedure: Give your students a set time limit to answer the following question: What do you see in the picture?



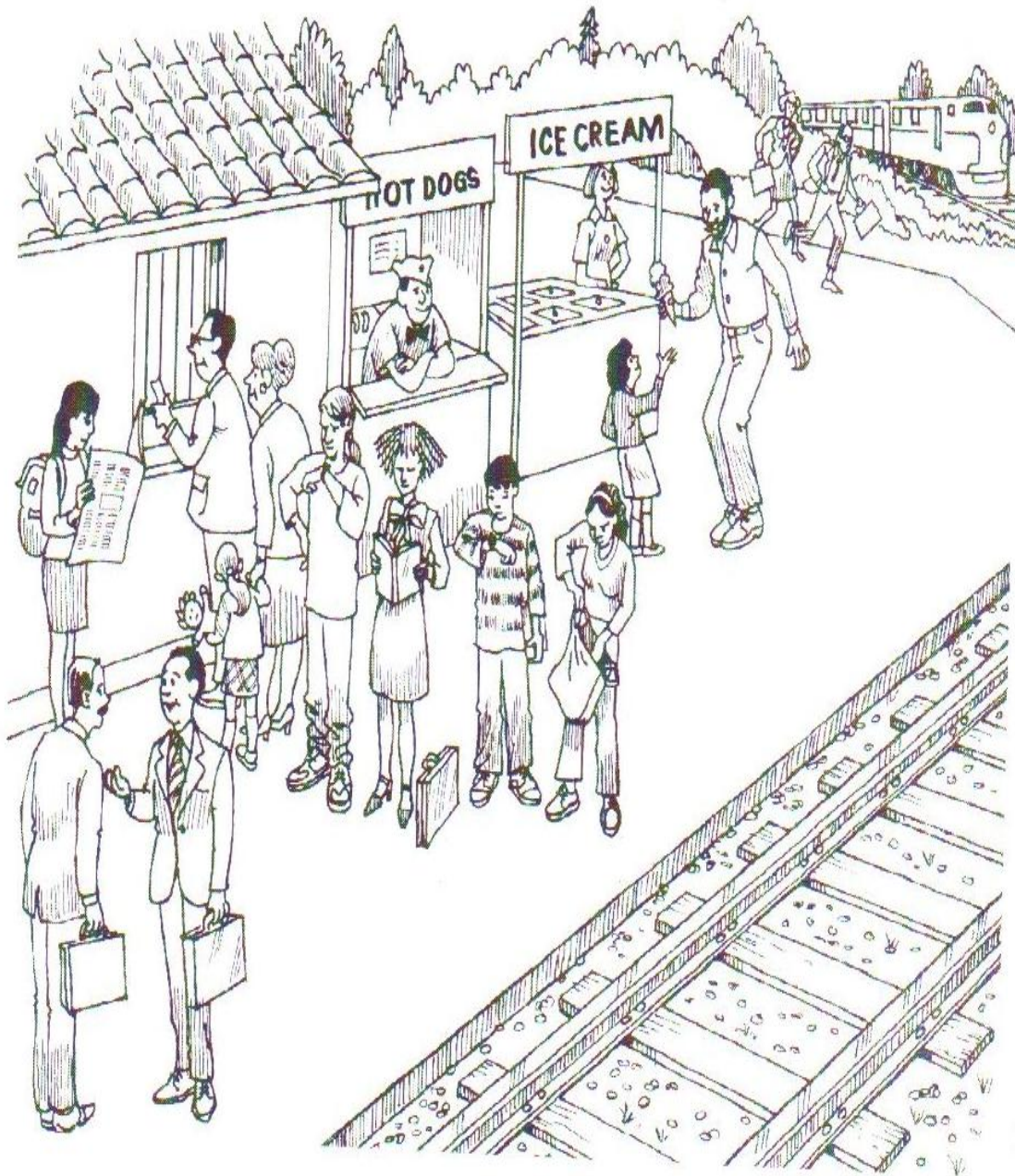
Q: How can you name the capital of every U.S. state in two seconds?

A: Washington, D.C.

5b. Description

Writing Fluency

Procedure: Give your students a set time limit to answer the following question: What do you see in the picture?



Q: What is the coldest place at the North Pole?

A: The explorer's nose!

6. Week Days

Writing and Grammar

Procedure: Ask students to fill this. Ask them to write what they did, will do and are going to do in a given week.

Week _____	
<p><i>Monday</i></p> <hr/> <hr/> <hr/> <hr/>	<p><i>Tuesday</i></p> <hr/> <hr/> <hr/> <hr/>
<p><i>Wednesday</i></p> <hr/> <hr/> <hr/> <hr/>	<p><i>Thursday</i></p> <hr/> <hr/> <hr/> <hr/>
<p><i>Friday</i></p> <hr/> <hr/> <hr/> <hr/>	<p><i>Saturday</i></p> <hr/> <hr/> <hr/> <hr/>

Q: Why was the broom late?

A: It over swept!

7. Quick Writes

Writing Fluency

Procedure: Give your students a question or a topic. They have exactly one minute to write as much as they possibly can on that topic. Tell them not to worry about grammar or spelling. Tell them they must keep writing in English for an entire minute. This activity is most successful if the topic or question you give connects to the topic or subject that you are teaching. Also, this activity is successful if repeated frequently.

Suggested Topics:

My favorite food
 My favorite hobby
 My favorite person
 My favorite place
 I am thankful for
 I am happy when
 I am unhappy when
 I am excited when

Note: Give each student a 5 if he or she fills up a half of a page. Don't grade for spelling, grammar, or punctuation.

A: When I stand on my head the blood rushes to my head, but when I stand on my feet the blood doesn't rush to my feet. Why is this?

B: It's because your feet aren't empty.

8. Writing Poetry

Writing fluency

Procedure: Collect pictures of places. Choose one picture. Describe the picture. Say as many things as possible about the picture. Then, try to make 3 pairs of sentences that rhyme. For the last line of the poem, ask the students to say how they would feel if they were there.

Example:

The trees are big and tall.
The leaves sometimes fall.
The water is dark.
It looks like a park.
There are lots of clouds.
There aren't any crowds.
I feel calm

Give each student a picture. Ask each student to write his or her own poem. Ask students to read them to the class and show their pictures.

Note: For low-level classes, the lines don't need to rhyme; they only need to describe the picture. Also, you may use this same form (3 pairs of rhyming lines and one line about feelings) to have your students write poems about anything including their favorite food, favorite person, favorite place etc.

A: Doctor, will I be able to play the piano after the operation?

B: Yes, of course.

A: Great! I never could before!

9. Story Starters

Writing Fluency

Procedure: Give students a story starter and ask them to continue the story for 5 minutes, writing as much as possible. Have students share their stories.

Example starters:

Once upon a time, there lived a very tall girl.

Once upon a time, there lived a wicked witch.

Once upon a time, there lived a bus driver.

Once upon a time, there lived a boy with a magic carpet.

Once upon a time, there was beautiful princess.

Note: Grade this for completion, not for grammar, spelling, or punctuation.

Q: How do you make your class stand for the whole period?

A: I hid all their chairs!

10. Build the Sentence

Building Long Sentences

Procedure: Give students a simple sentence. Tell them that they may add words to this sentence including adjectives, adverbs, conjunctions, clauses, etc but that they must keep the original words and the sentence must be grammatically correct. Give students a set time limit to make the longest, most interesting sentence that they can. Share with the class.

Example:

The dog runs.

The fat dog runs.

The fat dog runs quickly.

The hairy, fat dog runs quickly every day.

The hairy, fat dog runs quickly to the park every day.

The fat hairy dog runs with the skinny yellow cat down the street to the park everyday.

Note: You probably want to do this activity on the board with your class before your students try it individually. It may take some practice before they understand.

Q: What did the mother broom say to the baby broom?

A: Go to sweep, dear.

Reading



- 1. Pre-Teaching Vocabulary**
- 2. Who? What? Where? When?**
- 3. What Will Happen Next?**
- 4. What's that Word?**
- 5. Alternate Endings**
- 6. Do You Know . . . ?**
- 7. Play Acting**

1. Pre-Teaching Vocabulary

Reading Comprehension

Procedure: Teach the vocabulary words your students don't know BEFORE you read. Then have them read without translating. Ask questions IN ENGLISH to see if they understand.

FIRST TEACH:

- Once upon a time
- incredibly
- reason
- to hurt
- to worry
- immediately

Once upon a time there lived a boy. His name was Tom. He was incredibly smart. All his teachers loved him. He was also incredibly tall. For this reason, he was very good at basketball. One day he was playing basketball, and he hurt his left leg. His parents were very worried and took him immediately to the doctor. The doctor

Note: You may teach these words using activities in the vocabulary section of this book.

Son: Dad, what is an idiot?

Dad: An idiot is a person who tries to explain his ideas in such a strange and long-winded way that another person who is listening to him can't really understand him at all. Do you understand me?

Son: No.

2. Who? What? Where? When?

Reading and Making Questions

Procedure: As you read the text aloud to your class, stop at the end of each sentence. Have your students ask one question about the sentence you just read. You may answer their questions or the other students may answer their questions.

1. Once upon a time there lived a boy.
2. His name was Tom.
3. He was also incredibly tall.
4. For this reason, he was very good at basketball.

How long ago did he live?

What was his last name?

Where his parents very tall too?

Did he like playing basketball?

Note: This works very well when students are reading aloud stories that they have written themselves. In this situation, students are asking other students questions!

Q: What is the difference between a jeweler and a jailor?

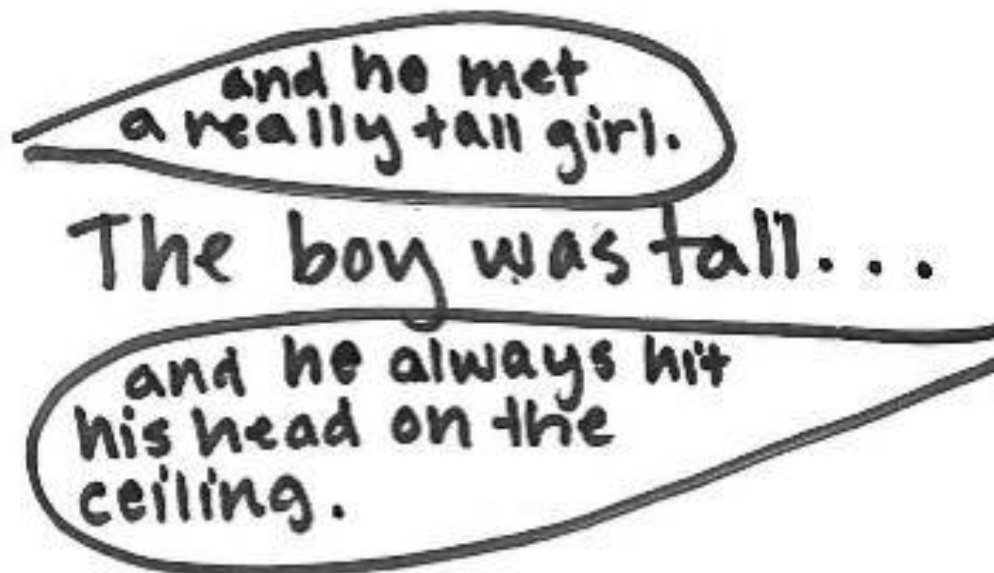
A: A jeweler sells watches. A jailor watches cells.

3. What Will Happen Next?

Reading Comprehension, Making Predictions

Procedure: Read only the first sentence or first paragraph of a text. Ask students to guess what will come next. You may even have them write down their predictions. Read the second paragraph. Again have them guess what will come next and write down their predictions. Repeat as many times as you would like.

Note: Not only is this good to test your students' understanding of the text, it also makes them think. Encourage them to make interesting predictions. With advanced classes, ask them to defend their predictions using evidence from the reading.



Q: What did one magnet say to the other magnet?

A: I find you very attractive!

4. What's that Word?

Reading Comprehension

Procedure: As you read the text aloud to your class, ask them to raise their hand when they hear unknown words. Have them guess from the context what each unknown word means. Then give the correct definition. Discuss the context of each word.

Note: This makes reading a passage very slow. This is most useful with shorter passages.

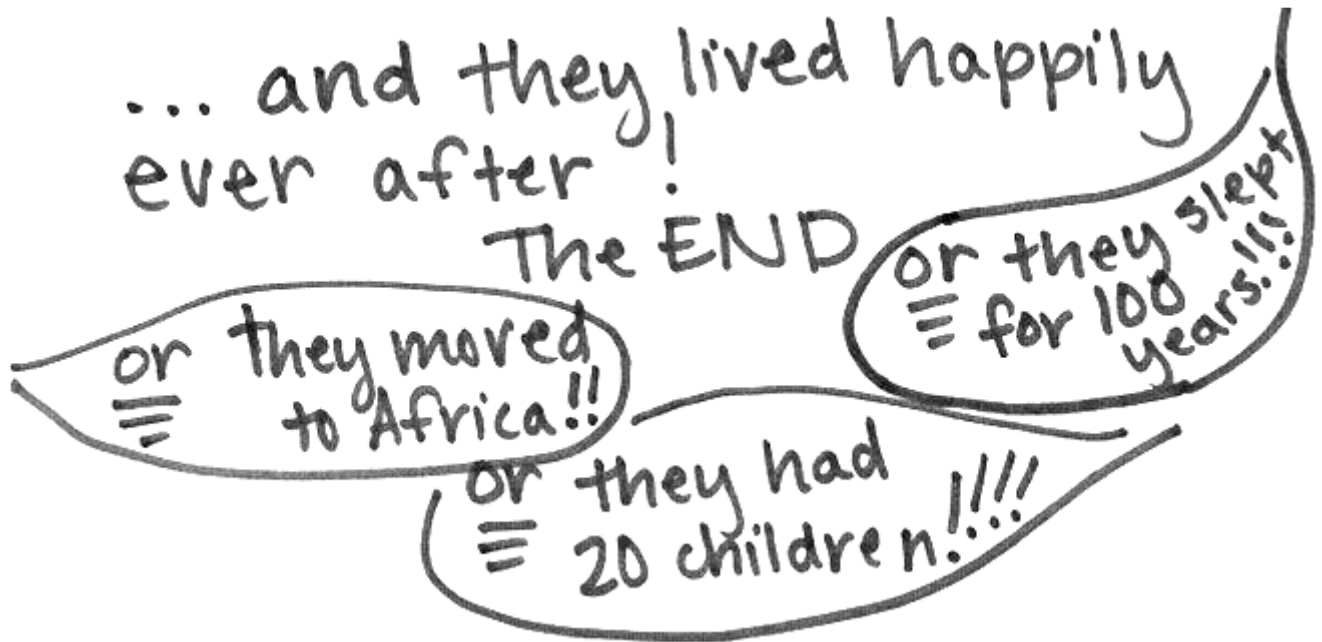


On a crowded bus, one man noticed that another man had his eyes closed.
“What’s the matter? Are u sick?” he asked.
“No I’m okay. It’s just that I hate to see old ladies standing.”

5. Alternate Endings

Testing Comprehension Writing

Procedure: After reading, ask the students to write an alternate ending.



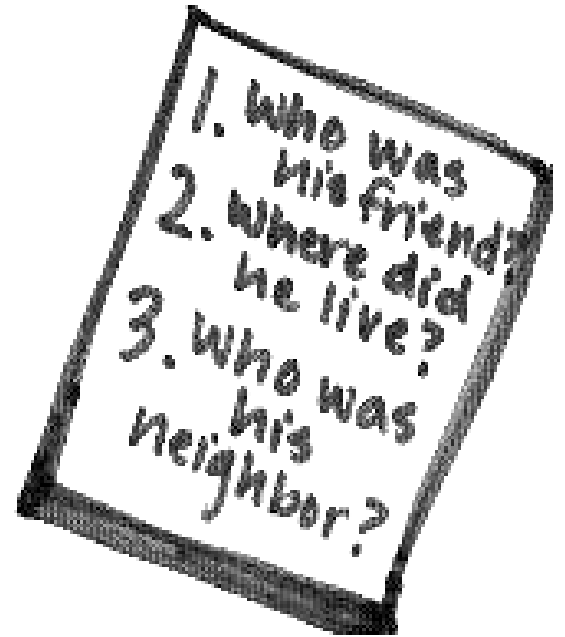
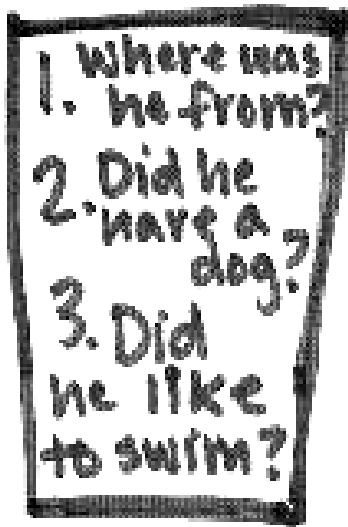
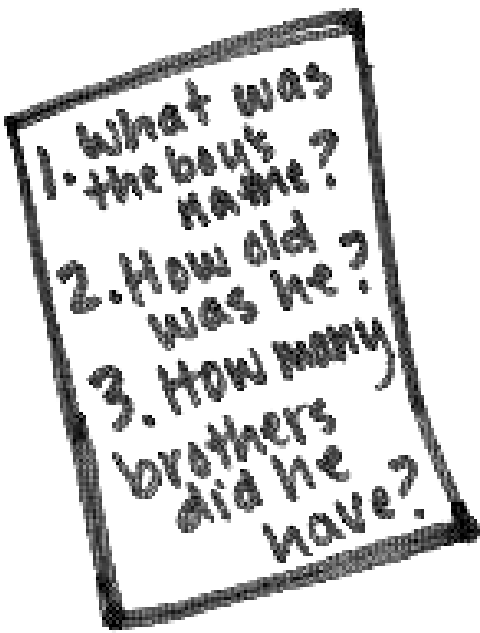
Q: Why are baseball stadiums so cool?

A: There is a fan in every seat

6. Do you know . . . ?

Reading Comprehension, Making Questions

Procedure: After reading, have each student write three questions about the text. Have students ask their questions to a partner and record their partner's answers. Have students present their answers to the class.



Note: Also, you may have all students stand up. Choose one student. This student will ask another student his or her question. If this student answers the question correctly, he or she may ask one of his or her questions to another student. After the student has asked all of his or her questions, he or she may sit.

Teacher: What are some products of the West Indies?

Student: I don't know.

Teacher: Of course, you do. Where do you get sugar from?

Student: We borrow it from our neighbor.

7. Play-Acting

Reading Comprehension, Listening

Procedure: Choose 2-3 students from the class. As you or the other students read the text aloud, have these students act it out. This is really funny with texts about geography.



“America is very large”

Note: After each paragraph, choose new students to act out the text. This gives everyone the opportunity to participate.

Student to teacher, “Is “pants” singular or plural?”

Teacher, “They’re singular on top and plural on the bottom.”

8. What's Happening?

Reading Comprehension and Listening

Procedure: As you read the text aloud, ask students to draw what they think is happening in the story. Stop after each paragraph to show their pictures to the class. This is a good way to test comprehension!



Father: What did you do today to help your mother?

Son: I dried the dishes

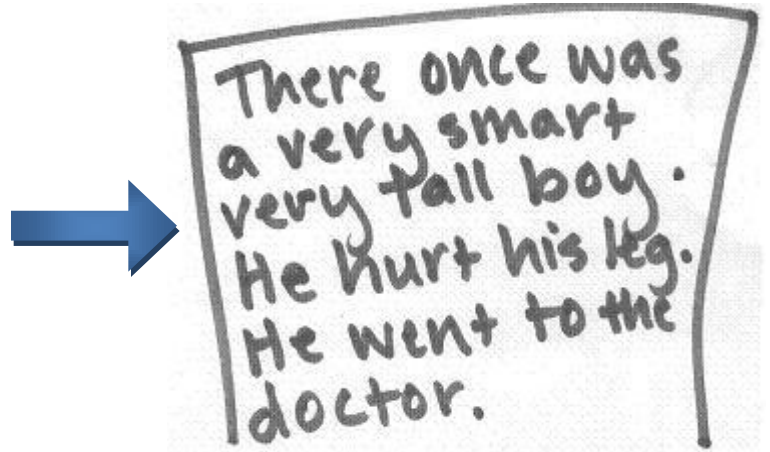
Daughter: And I helped pick up the pieces.

9. Back to the Basics

Reading Comprehension, Sentence Formation

Procedure: For longer readings, ask students to rewrite the text in only five sentences. This is good for teaching ‘main idea.’

Once upon a time there lived a boy. His name was Tom. He was incredibly smart. All his teachers loved him. He was also incredibly tall. For this reason, he was very good at basketball. One day he was playing basketball and he hurt his left leg. His parents were very worried and took him immediately to the doctor.

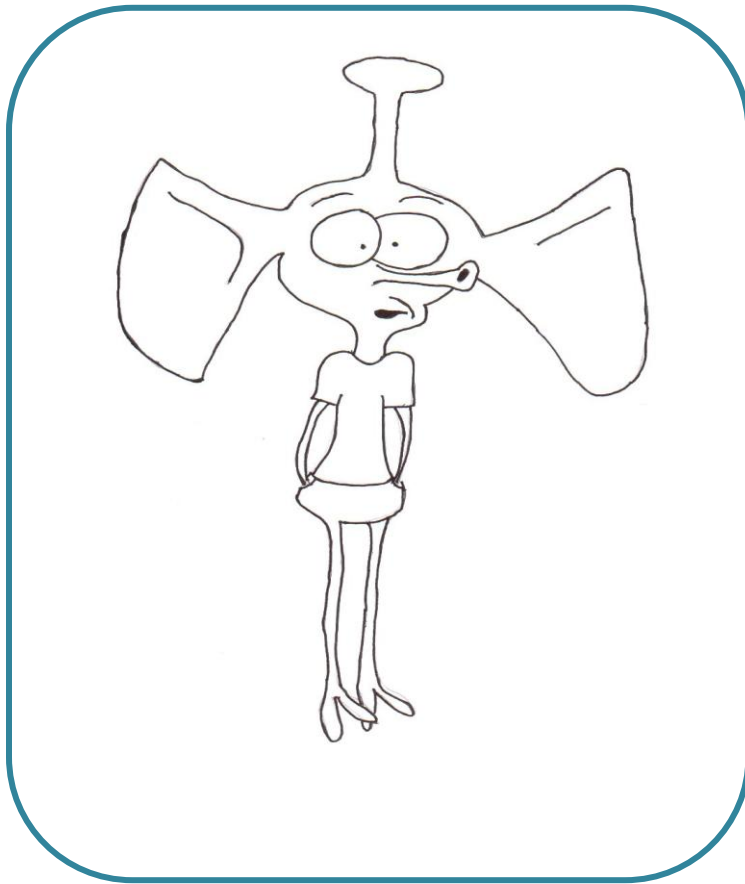


Note: For advanced classes, have your students share their five sentences with a partner. Ask, “Does your partner have the same sentences? Why or why not?” Make each pair choose the best five sentences. Then ask them to present their work to the class.

Q: What goes “ZUB, ZUB?”

A: A bee flying backwards. (Buz Buz)

Listening



1. **Basic Dialogues**
2. **Intermediate Dialogues**

1. Basic Dialogues

1) Introductions

- Hello!
- **Hello!**
- What's your name?
- **My name is Myrat. What's your name?**
- My name is Merjen. How are you today?
- **I am fine thank you. And you?**
- I am great!
- **Goodbye.**
- Bye.

2) At the Market

- Hello.
- **Hello.**
- How much are tomatoes?
- **Tomatoes are 3 manat for 1 kilogram.**
- Give me 1 kilogram please.
- **Here you are.**
- Thank you.
- **Goodbye.**
- Bye.

Teacher: Did your father help you with your homework?
Student: No, he did it all by himself.

3) Introductions

- Hello.
- **Hi.**
- What's wrong?
- **I have a headache and a fever.**
- Take this medicine three times every day.
- **Ok. I will.**
- Come back in two days.
- **Thank you doctor.**
- You are welcome.
- **Goodbye.**
- Bye.

4) At the Airport

- Hello. May I see your passport?
- **Here it is.**
- Thank you.
- **Where are you flying today?**
- I am flying to Chicago.
- **May I see your ticket?**
- Here.
- **Thank you and have a nice flight.**
- Thanks! Goodbye.
- **Bye.**

Teacher: *Why are you late?*

Student: There was a man who lost a hundred dollar bill.

Teacher: That's nice. Were you helping look for it?

Student: No. I was standing on it.

5) At the Restaurant

- Welcome to our restaurant.
- **Thank you.**
- Do you want something to drink?
- **Water, please.**
- Are you ready to order?
- **Yes, I want a hamburger.**
- Ok. Here it is. Enjoy your meal.
- **Thank you.**

6) In a Taxi

- Good morning.
- **Good morning.**
- Where are you going?
- **To the Ak Altyn Hotel, please.**
- Ok. Get in please.
- **We are here. Please pay 2 manats.**
- Here and thank you.
- **You're welcome. Goodbye.**
- Bye.

Q: What are the two strongest days of the week?

A: They are Saturday and Sunday. All the others are weak (week) days.

7) Talking on the Phone

- Hello. Is Selbi there?
- **It's me!**
- Hi. How are you?
- **I'm good thanks. And you?**
- Great. Are you free this afternoon?
- **Yes, I am.**
- Will you meet me in the park?
- **Yes, I will meet you in the park. At what time?**
- At 2:00.
- **Ok. Goodbye.**
- Bye.

Customer: Excuse me, but I saw your thumb in my soup when you were carrying it.
Waitress: Oh, that's okay. The soup isn't hot

1. Intermediate Dialogues

1) Introductions

-Hello!

-Hi!

-What's your name?

-My name is Murat. What's yours?

-My name is Merjen. It is nice to meet you.

-Nice to meet you too!

-Do you work here?

-No, I work at the bank. And you?

-I am a student. I study at Turkmen National Institute of World Languages.

-What year are you?

-I am a third-year student.

-When will you graduate?

-I will graduate in two years.

-Wonderful. Good luck!

-Thanks. Goodbye!

-Goodbye!

Q: What comes once in a minute, twice in a moment but not once in a thousand years?

A: The letter "m".

2) At the Market

-Hello.

-Hello. What do you want to buy?

-I am looking for tomatoes.

-Tomatoes are 3 manats per kilogram.

-Ok. I'll take 2 kilograms.

-Here.

-Thanks.

-Do you want something else?

-Do you have onions?

-No, I don't, but my neighbor does.

-Ok, thanks.

-Bye.

-Bye.

Q: What letter is a drink?

A: T. (tea)

3) At the Doctor

-What is the matter?

-My head aches.

-When did it start?

-It started three days ago.

-Do you have any other symptoms?

-Yes, my nose is running.

-When did your runny nose start?

-It also started three days ago.

-Do you have a fever, stomachache, or earache?

-No, I don't.

-Do you have allergies?

-I haven't had allergies before.

-I think you may have allergies. I will give you some allergy medicine.

-Thank you doctor.

-You're welcome. Please come back in three days.

-I will.

-Goodbye.

-Bye.

Q: What letter of the alphabet is an insect?

A: B. (bee)

4) At the Airport

-Hello. May I see your passport?

-Here it is.

-Thank you.

-Where are you flying today?

-I am flying to Chicago.

-May I see your ticket?

-Here.

-Thanks.

-Do you have luggage to check?

-Yes, one bag.

-Is it heavy?

-No, it's very light.

-Do you have carry-on luggage.

-Yes, also one bag.

-Ok, here is your passport and ticket.

-Thank you.

-Thank you and have a nice flight.

Q: What letter is a part of the head?

A: I. (eye)

5) At the Restaurant

-Can I bring you something to drink?

-Yes, do you have orange juice?

-No, but we have apple and grape juice.

-Grape juice, please.

-Ok.

-Here.

-Thank you.

-Are you ready to order?

-Yes, I would like a hamburger with French fries.

-Ok. Anything else?

-That's all for now. Maybe I will have coffee later.

-Let me know. One hamburger and one order of French fries coming right up.

Q: What happens when "you" and "I" are gone?

A: Only 24 letters are left. (you=the letter "u" and I the letter "i".)

6) In a Taxi

-Where to?

-To the supermarket please.

-Which supermarket?

-The supermarket on the corner of Turkmenbashy and Magtymguly.

-Is that next door to a bank?

-Yes.

-Ok.

-How much?

-Probably about 2 manats.

-Ok. Quickly please because I'm late.

-Of course.

Q: What did the ocean say to the beach?

A: Nothing, it just waved!

7) Giving Directions

-Excuse me.

-Yes. Can I help you?

-Yes, I'm looking for a Starbucks coffee shop. Is there one near here?

-Yes, there is.

-Can I walk or do I need to take the bus?

-You can walk. Go two blocks and take a left.

-Two blocks and take a left, ok. Then?

-Walk another three blocks and the Starbucks will be on the right.

-Great. That's easy! Thanks!

-You're welcome. Good luck!

-Thanks again. Bye!

-Bye.

Q: What starts with E, ends with E and only has one letter?

A: An envelope.

8) Business Meeting

- Welcome. Mr. Geldiv.
- Thank you, thank you.**
- We are so glad you could make it.
- I'm glad to be here.**
- Please, have a seat.
- Thank you.**
- Would you like coffee or tea?
- Tea please, black.**
- Would you like sugar with that?
- Do you have milk?**
- Of course, here you are.
- Thank you. Thank you.**
- Ok, let's get started.
- Great, what's first on the agenda?**

Q: What is white when it's dirty and black when it's clean?

A: A blackboard.

9) Talking on the Phone

-May I speak with Selbi, please?

-This is she.

-Oh, Selbi. It is good to hear your voice!

-Murat, is that you?

-Yes. It's me.

-How are you?

-Great, thanks. Are you free on Saturday?

-Yes, I'm free on Saturday after lunch.

-Do you want to meet me at 3 o'clock at Yimpas?

-Sounds good. Do you want to go bowling?

-Yes! I love bowling.

-Ok then. I'll see you there!

-See you there!

-Bye!

-Bye!

A: Meet my newborn brother.

B: Oh, he is so handsome! What's his name?

A: I don't know. I can't understand a word he says.

10) Greetings

-How are you?

-I'm fine, thanks. How are you? How is everything?

-I'm good. Everything is fine.

-How is your family? Your job?

-My family is good. My son had a cold but now he is ok.

-That's good to hear.

-Work is work. I'm always busy.

-I understand.

-And how is teaching?

-Teaching is wonderful but tiring.

-I'm sure!

-How are your students?

-They are learning quickly.

-Of course they are. They have a good teacher.

-Why, thank you!

-You are welcome.

-Ok, see you later.

-See you.

-Have a good day!

-You too!

Q: Why did the police wake the child?

A: Because they'd heard there'd been a kid napping!