

Teaching English as a Foreign Language

**A resource for Missions Teams
Teaching English Overseas**

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Learning and Teaching a Foreign Language

1. Skills in language learning:

Listening
Speaking
Reading
Writing

2. Differences between learning first language and second language:

1st Language

- * Acquired language without aware of it
- * Saturated with 1st language daily
- * Learn vocabulary and sentence structure without interference
- * Willing to take risk to learn
- * Begin with small vocabulary and expand as needed
- * Several years of speaking and listening before reading and writing

2nd Language

- * Very aware you are learning a being language
- * Often don't use language outside of class
- * Relearn vocabulary and sentence structure, with interference of first language
- * Reluctant to take risks to speak the language
- * Need for broad vocabulary sooner
- * Speaking, reading and writing introduced together

3. Learning to speak a language is different than learning to read it

- Students may read English but not be able to speak it.
- Students must produce and derive meaning from sound, not written symbols.
- Spoken language has elements not present in written language: rhythm, stress, and intonation.

4. Practice speaking the language is essential

A student must hear and use a word or phrase 40-60 times before it becomes part of his vocabulary.

Class time should focus on the student speaking.

Encourage students to speak, listen to, read, and write English each day.

5. Teaching suggestions for working with EFL students

- Create a low-anxiety environment.
- Use material relevant to the student.
- Build on what the student already knows.
- Enunciate clearly.
- Use visuals.
- Use lots of gestures, facial expressions, and non-verbal communication.
- Demonstrate rather than explain.
Greatest teacher error is talking too much.
You do not teach a spoken language by explaining it.
- Structure classes so students do most of the speaking.
- If you speak the student's language, don't translate.

Planning the EFL Lesson

Guide for Quickly Placing Students

You may not know before you arrive at your teaching site what the fluency level of your students is. Try this to help you place students: *listen to your students speak*.

- Beginner—beginning students do not speak in sentences.
- Intermediate—intermediate speakers use halting sentences that have many errors
- Advanced—advanced speakers can use sentences, but they need pronunciation and vocabulary help.

Lessons may be planned either by

- Topic – food, leisure, housing
- Language function – requesting information, apologizing, agreeing and disagreeing

Resources for Lessons

- ESL resource and textbooks
- Newspaper/magazine articles

Steps in preparing an EFL lesson plan (A blank lesson plan form is on pp. 49-50.)

- Pray.
- Review idea books.
- Select material and activities.
- Complete the remainder of the lesson plan form in detail:
 - *Greeting, Scripture, and Prayer*
 - *Introduce new vocabulary*
 - *Sentences using new vocabulary*
 - *Additional Pronunciation Practice*
 - *Communication Practice Activities*
 - *Review new words, homework assignment, and prayer*

Things to keep in mind or preparing advanced level lessons

- Under *Introduce vocabulary*, students should define words
- Under *Sentences using new vocabulary* students create sentences and questions/answers
- Under *Additional Pronunciation Practice*, activities may be longer, have more complex rhythms, phrasing, and reduced/relaxed speech
- Under *Communication Practice*, activities may be more complex and include discussion, debate, and problem solving

Culturally Appropriate Topics

Per *Friendship English* (used by permission from Dr. Nancy Cheek, Master's TEFL Program at Columbia International University)

WHO WE ARE

Family/Relationships/Roles
Body
Attributes/Emotions/Personality Traits
Occupations
Life Passages

WHERE WE LIVE

Housing
Directions
City/Country
Nations
Geography

WHAT WE DO

Study
Work
Daily Activities
Shop
Hobbies
Physical Fitness
Sports
Music

WHAT WE HAVE

Clothing
Money
Furnishings
Values
Animals
Symbols (national flag, national bird/flower, etc.)
System of Government
Maps

HOW WE MOVE

Body Movements
Local Transportation
Domestic Travel
International Travel
Automobiles

WHAT WE EAT

Mealtime
Foods
Portions/Utensils
Eating Out
Preparing Food

WHEN WE DO THINGS

Numbers/Time
Days/Months
Seasons/Holidays
Weather
Habits of Frequency

HOW WE COMMUNICATE

Telephone
Post Office
Mass Media (Radio/TV)
Computers
Non-Verbal Communication

Topics by Level

BEGINNER

Personal information
Family
Numbers
Time
Money
Calendar
Transportation
Everyday Activities

Occupations
Physical Descriptions
Emotions
Weather / Seasons
Telephone
Directions
Body Parts
Aliments/Remedies

Clothing/shopping
Home/Furnishings
Foods
Holidays
Geography
Places
Leisure Activities
Post Office

INTERMEDIATE

Heroes
Famous people
Personality types
Travel
Life Passages
Cultural Comparisons
Dating/Marriage
Hobbies
Sports
Nonverbal Communication
Religion

Safety / Self-defense
Natural disasters
Ecology
Crime
Animals
Friendship
Love
Parenting
Superstitions
Music
Eating Out

ADVANCED

Current events/issues
Art
Education
Habits of Frequency
Values
Changing families
Government
Famous Quotations

Success
History
Predictions
Hopes/dreams
Folklore
Entertainment
Resume
Humor

Functions of English

*Denotes priority

Requesting and giving information

*Requesting facts, directions and information
Relating facts, directions, and information
Identifying
Describing
Defining
Clarifying
Commenting
Evaluating
Comparing and contrasting
that someone do/not do something
Giving instruction
Asking for/giving confirmation

Socializing

*Greeting
*Offering food and drink
*Accepting/declining food and drink
*Thanking
*Expressing understanding/lack of understanding
Introducing self and others
Parting
Making plans to meet again
Making small talk
Inviting
Accepting/declining invitations
Joking
Making social plans
Complimenting
Praising
Congratulating
Apologizing
Sympathizing
Refusing
Accusing/denying
Politely interrupting
Allowing yourself time to think
Giving an alibi

Expressing feeling and ideas

Sharing values and ideas
Giving/asking for an opinion
Giving/asking for reasons for an opinion
Defending one's opinion
Agreeing with/supporting another's opinion
Stating whether something is right or wrong
Expressing certainty/uncertainty, Requesting probability and possibility
Making conjectures
Expressing interest or lack of interest
Stating preferences
Expressing personal insights
Expressing doubt
Expressing intentions
Expressing joy and sorrow

Agreeing and disagreeing

Persuading
Negotiating
Compromising
Debating
Contradicting another's opinion

Influencing others' actions

*Warning
*Asking for help
Encouraging
Discouraging
Giving Orders
Advising
Suggesting
Insisting
Giving in
Promising
Refusing

Accusing and denying

Blaming
Making excuses
Giving an alibi
Evading/hesitating
Changing the subject

Functions by Level

Novice

Giving and responding to simple instructions (pick up, sit, stand)
Giving and understanding simple warnings (Be careful!)
Requesting and relating simple facts, directions, information related to daily life and environment (identifying self and others; stating basic health problems; using numbers, time expressions, weather and calendar words)
Identifying and labeling surroundings
Using memorized material or ritual expressions to greet others, introduce self and others, part company, apologize
Agreeing/disagreeing in simple terms
Expressing simple likes and dislikes
Expressing thanks
Politely interrupting, asking for help
Requesting clarification or confirmation (Please repeat. Speak slowly. Is that ____?)

High Beginners

Describing physical health problems and inquiring about health of others
Expressing basic emotions and inquiring about feeling of others
Expressing pleasure or regret about health or emotions of others
Describing clothing and weather
Arranging for travel plans
Stating past events and plans for future
Issuing, accepting, and declining invitations
Making small talk
Giving and receiving compliments
Expressing personal opinions
Apologizing for specific mistakes
Clarifying misunderstanding
Playing simple games and sports
Giving and requesting permission to do something
Complaining mildly

Intermediate

Asking for and giving simple definitions
Evaluating
Commenting on and discussing current events
Understanding jokes
Asking for, granting, and declining favors
Agreeing with and supporting or contradicting another's opinion
Defending own opinion
Sympathizing
Asking forgiveness
Expressing certainty/uncertainty; probability and possibility
Sharing personal insights, intentions, hopes, dreams
Approving/disapproving of something
Giving personal advice/suggestions
Summarizing
Evading, hesitating, avoiding commitments

Advanced

Handling emergencies
Telling jokes, teasing
Making conjectures
Persuading
Negotiating
Praising, encouraging
Debating
Paraphrasing
Insisting

Presenting the EFL Lesson

Introducing New Vocabulary

This section of the lesson introduces English words and sentences in a structured, controlled manner to help students grasp meaning and pronunciation.

1. To convey meaning use

- Real objects
- Pictures
- Mime
- Gestures
- Demonstrations

2. How many new vocabulary words or phrases can you teach in one session?

8-12 depending on the level of the class

3. Basic teaching drills for introducing new vocabulary

Hand gestures are used to communicate what the teacher is going to do and how the student is to respond.

- Shhh
- Listen
- Teacher points to self
- Teacher points to students
- “Ready” verbal cue
- Students speak or respond

Introducing individual vocabulary words

- Total Physical Response (TPR)

T. models vocabulary

S. watches

T. gives a command and models action

S. watches

T. gives command and models action

T. and S. do action together, but S. doesn't speak

T. gives command

S. does action, but doesn't speak

- Repetition

T. models word 5 or 6 times

S. listens

T. models, points to self saying word, points to S. saying word

S. listens

T. says “ready”

S. listens

T. says word

S. repeats word

- Dictation

S. number and copy the vocabulary words

T. says a number

S. says the word

T. says a word

S. says the number

Using new vocabulary in sentences

- Repetition

T. models sentence 5 or 6 times

S. listens

T. models, points to self saying word, points to S. saying word

S. listens

T. says “ready”

S. listens

T. says sentence

S. repeats sentence

- Substitution

T. points to self says word
T. points to S. says sentence
S. listens

T. says “ready”
S. listens
T. says word
S. says sentence

- Question/Answer

T. models and teaches question with a repetition drill

T. points to self-asks question
T. points to students –gives answer
S. listens

T. says “ready”
S. listens

T. asks question
S. answers

Reverse roles

T. points to S – asks question
T. points to self – answers
S. listens

T. says “ready”
S. listens

S. asks question
T. answers

- Chain drill

T. tells one student to ask another student the question

S. asks question

T. tells the next student to answer

S. answers

T. tells the one who answered to ask another student the question.

S. asks.

S. answers, etc

4. Things to keep in mind when conducting basic drills

- Model several items before student speaks.
- Students repeat 5-6 times.
- Move from whole group, to smaller groups, to individuals.
- Be consistent in rhythm, stress, and intonation.
- Speak naturally.
- Conduct briskly and vary word order.
- Encourage verbally.
- Review.

5. Tips for error correction

- Don't correct every error!
- Avoid negative terms.
no, you made a mistake, wrong
- Simply repeat the statement correctly
- Never interrupt or correct a student when he is expressing a thought
- Allow time for students to correct themselves
- Review errors common to class
- Don't correct errors in a social setting

6. Advanced Students

Need to work on

- Vocabulary expansion
- Specialized job vocabulary
- Idioms and slang expressions
- Pronunciation
- Writing skills
- TOEFL exam preparation

Materials for planning advanced level lessons

- Newspapers
- Idiom texts
- Conversation/discussion texts
- Specialized texts

Introducing vocabulary to advanced level students

- Choose the vocabulary words the class will focus on
- Read each word and have the students repeat the word
- Beginning with the first word, ask a student to define the word
- Provide definitions when the students in the class can't
- Ask for synonyms and antonyms
- Ask one student to ask a question using a designated vocabulary word (student-generated question) and designate another student to answer
- Tell another student to ask a question and another student to answer using one of the vocabulary words

The significant change made when teaching vocabulary to advanced students is asking students to define the words themselves and make up their own statements and questions using the new vocabulary.

Teaching Pronunciation

In this part of the lesson you are working on pronunciation areas that are difficult for your students. These may have nothing to do with the new vocabulary and sentences you taught earlier.

1. Elements in teaching pronunciation

- How to produce individual sounds
- How to hear the differences between sounds
- Stress
- Intonation
- Rhythm
- Phrasing
- Reduced/ Relaxed Speech

2. Factors in production of a speech sound

- Lip or jaw position
- Tongue position
- Flow of air
- Vocal cords

3. Ways to practice hearing the difference between sounds

Use minimal pairs in which the only difference between two words is a single sound.

Beginning sound	<i>pet — bet</i>
Medial sound	<i>staple — stable</i>
Ending sound	<i>tap — tab</i>

Minimal Pair Exercise Procedure:

- Teacher writes sample on board and models.
- Teacher presents example; students respond
- Students present example; students respond

Minimal Pair Exercise 1: Same or Different

<u>Same</u>	or	<u>Different</u>
++		+ x
bet - bet		bet - pet

Minimal Pair Exercise 2: Which is Different?

Which is different? 1, 2, or 3?

bet	bet	pet
1	2	3

Minimal Pair Exercise 3: How Does it Begin/End
How does it begin/end?

/b/ or /p/

pat	bat
tab	tap

Minimal Pair Exercise 4: Which Did I Say?
Which did I say?
led or red

4. Stress

The stressed syllable in a word or the stressed word in a sentence is

- louder
- longer
- higher pitched

Where stress is placed affects meaning and comprehension.

conDUCT CONduct

SUSpect susPECT

He ate the WHOLE pie by himself.

In individual words *only 1 syllable is stressed*. In sentences *content words are stressed; structure, linking words are not*

5. Ways to show stress in individual words

Identify the number of syllables.

trans-por-ta-tion (4 syllables)

Identify stressed syllable.

trans-por-TA-tion (third syllable)

Use a rubber band:

- put thumbs in rubber band
- stretch on the stressed syllable

Thir-ty Thir-teen

Backward build-up: begin with the last syllable of the word and add syllables in reverse order.

-tion
-TAtion
-porTAtion
transportation

6. Ways to show stress in sentences

Underline content words

- Nouns
- Verbs (not forms of “to be” or helping verbs)
- Adjectives
- Adverbs
- Question words

My grandmother saw a crocodile.

Circle the word/s that gets the most emphasis (the focal word).

He ate the whole pie by himself.

Use a rubber band.

- put thumbs in rubber band
- stretch on the stressed word

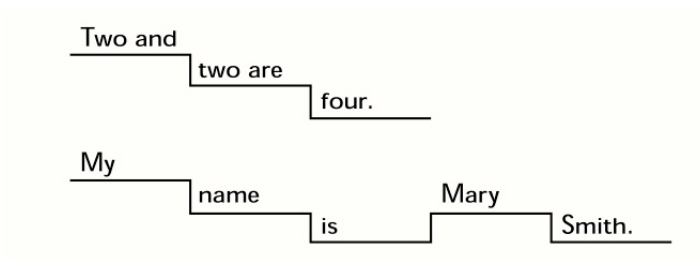
7. Intonation

The rise and fall of pitch is intonation. It tells the listener when a statement is made or a question is asked.

Intonation conveys meaning, including

- certainty or uncertainty
- cooperativeness or lack of it
- feelings of the speaker

English sentences move in a descending pattern from higher pitch to lower pitch.



8. Ways to teach intonation tone shifts

Show where the tone shifts.

Draw a line to show direction of pitch movement.

What time is supper?

Move your hand up and down with pitch shifts

My name's Bill Smith.

Hum the sentence (or sing oo)

I don't know.

9. Rhythm

North American English has accents/beats that occur at regular intervals.

Yesterday was Wednesday, tomorrow's Friday.

Yesterday was Wednesday, on Thursday I'll go home.

Use Jazz Chants (see resource section for materials).

Group A: Hello, how are you?

Group B: Fine, thank you. And you?

Group A: I'm fine.

Group B: I'm glad.

Group A: Got to go.

Group B: See you.

Group A: Bye.

Group B: Bye

10. Phrasing

North American English blends words together in "thought groups." The thought group is said in one breath. We link words together in the thought group.

"The Lord is my shepherd,
I shall not want;
he makes me lie down in green pastures.
Psalm 23: 1-2

11. Reduced/ Relaxed Speech

When English speech is reduced or relaxed, you will notice contractions and the speaker will slide words together.

He is here becomes *Hez here*.

What are you doing? becomes *Whaddaya doin'?* or *Whatcha doin'?*

Advanced students:

Pronunciation activities for advanced students may be longer, have more complex rhythms, include more phrasing, and reduced/relaxed speech.

Communication Practice

The majority of class time should be spent on activities that help students generate English. Here are some ideas to help.

1. Communication practice activities

Structured activities to help the student have a reason to intentionally generate English language sentences.

Students work

- in pairs
- groups of 3 or 4

Teacher

- combines more fluent students with the less fluent students
- demonstrates activity
- circulates verifying groups understand the task and are using English
- doesn't correct errors during the activities

Complete accuracy is not the main objective. Generating meaning in English is.

2. Some types of communication practice activities

- Role Play
- Games
- Interviews
 - Factual – name and address, etc.
 - Experiential – Have you ever..?
 - Opinions/preferences –Do you like? Would you prefer A or B? Why?
- Information Gap
 - Pairs have handouts that have similar information on them.
 - Each handout is missing a portion of the information.
 - Students must ask their partner questions to get the missing information.
- Describe/discuss pictures
 - Basic picture questions:
 - “What do you see?” (Each person name 1 item)
 - “What happened?” (Each person name 1 thing)
 - “What will happen next?” (Each person name 1 possibility)
 - Higher-level picture activities:
 - Compare (find the similarities) two pictures
 - Contrast (find the differences) two pictures
- Storytelling
 - Students listen to stories told by the teacher and retelling them
 - Create stories as a group
 - Students tell their life experiences

- Combine pictures and storytelling (Lipson method)
 - Write story in simple, subject-verb-object sentences (The man threw the rock.)
 - Make simple line drawings with stick figures to illustrate main ideas of story
 - Use pictures to help the student learn, remember, and retell the story
- Discussion
- Debate
- Problem Solving

Advanced Students:

Communication Practice activities for advanced students may be more complex and include discussion, debate, and problem solving.

Teaching Activity Sampler

The following list of communication practice activities offers a variety of ideas for beginner to advanced students. Ideas always must be adapted to suit students' speaking abilities and needs. These are just ideas—springboards to creativity. Some are listed as advanced activities; but with adaptation, they could possibly be used with lower levels.

1. **Pantomime** (Beginner/pairs, small group, whole class)

Materials: pencils and paper

Ask a student to draw a picture and pantomime the action, such as sweeping or crying. The class should guess the action. Pantomime is good practice for vocabulary.

2. **Describe a picture** (Beginner/pairs, small groups)

Materials: pictures

Show a picture that has a story or lots of activity. Let each student describe the picture. A more challenging activity is to show the picture, then remove it from view and ask students to describe what they remember about it.

3. **Where do I put it?** (Beginner/small groups, whole class)

Give each student a grid divided into 6, 9, or 12 sections with instructions to place (or draw) a small picture, letter, or number in one of the sections (for example, top right section), reviewing new words and learning directions.

4. **Spin the bottle** (Beginner/small groups)

Materials: bottle (pen or pencil can be substituted)

Instruct the class to sit in a circle. Spin a bottle (pen, pencil). When the bottle stops, ask a question of the student the bottle points to. If the student answers the question, he or she can spin the bottle and ask another question. A similar game could be played by putting all student names in a bag or basket and having one student draw a name and ask that person a question.

5. **Add-on** (Beginner/small groups)

T: I'm going to the store to buy a dress.

S1: I'm going to the store to buy a dress and a coat.

S2: I'm going to the store to buy a dress, a coat, and a blouse.

Give each student a chance to add on. Then start again by saying, "I'm going to the store to buy a blue dress."

6. **Take a walk** (Beginner/small groups, whole class)

Go for a walk and let students describe the surroundings.

7. **The box game** (Beginner/Small groups)

- a. Prepare two or three small square boxes. Tape a new vocabulary word or picture on each side of one box. Make another box or two with known vocabulary on the sides.
- b. Have student throw the boxes, like dice, and use a word from each to form a sentence. Each correct sentence earns 10 points.
- c. The same activity can be done with words on index cards. Make two piles. The student draws one word from each pile.
- d. While the list is limitless, here are a few ideas:
 - 1) occupations
 - 2) community locations
 - 3) pronouns (possessive/personal)
 - 4) prepositions of place
 - 5) question words (can work in pairs for scoring)
 - 6) clothing
 - 7) food
 - 8) verbs
 - 9) colors

Sample sentences:

- 1) Personal pronouns or occupations/locations
_____ is at the _____.
- 2) Questions/occupations, personal pronouns, proper names
_____ is _____?
- 3) Pronouns or names/verbs
_____ is _____.
_____ likes to _____.
- 4) Food, clothes, personal pronouns/prepositions of place
_____ is _____ the table.
- 5) Clothes/possessive pronouns
That _____ is _____.
- 6) Personal pronoun/color/clothes (3 boxes)
_____ am wearing a _____ _____.

8. **Draw your neighborhood** (Beginner/low-intermediate/Small groups)

Ask each student to draw his or her neighborhood, here and/or in the native country, using large sheets of paper and felt-tip pens. Draw your neighborhood first to demonstrate what students should do. They should draw their homes, nearby shops and houses, and stick figures to represent neighbors. After they sketch their neighborhoods, ask students to describe the people and places. This same activity could be done with pictures of what they did over the

weekend, summer, or Christmas holidays. They could also draw pictures of their places of work, houses, EFL class—the list is endless.

9. **Using the telephone** (Beginner/low-intermediate/ pairs)
 - a. Model and practice several common sentences associated with the intended phone call. Students practice asking a partner to repeat a sentence or speak slower if necessary.
 - b. Sit back-to-back with the student and use play telephones or just pretend.
 - c. Take the role of the person answering the student's call. Inform the student what is meant by, "Would you hold, please."
 - d. Suggested phone calls:
 - 1) Take a message for your husband or wife.
 - 2) Check on a bus schedule.
 - 3) Excuse yourself for dialing a wrong number.
 - 4) Plan to meet a friend for lunch.
 - 5) Report a fire.
 - 6) Call a doctor's office and make an appointment.
 - 7) Order the newspaper stopped or started.
 - 8) Order flowers.
 - 9) Invite a friend to dinner.
 - 10) Call a repairman.
 - 11) Report an auto accident to the police.
 - 12) Call your teacher and report that you will be absent from class.
10. **Bravo** (Beginner-intermediate/small groups, whole class)
 - a. Play this game like bingo. Give each student a card with pictures representing new words. Each student will have a card with the same pictures but in different order.
 - b. Give a sentence using the new word (keep note of sentences used). Tell the student to cover the picture.
 - c. When a student has all pictures covered in a series, bingo-style, he or she yells "Bravo!"
 - d. To win, the student must retell the sentences for each picture in the series. For beginner--use simple nouns, verbs, prepositions of place, pronouns, and adjectives. For intermediate--use abstract nouns and idioms.
11. **How did you feel?** (High-beginner to advanced/pairs, small groups)

Materials: Pictures depicting various emotions

Procedure:

Variation A. Show facial expressions on overhead cells or flash cards and ask students how they felt about specific situations in the past.

Variation B. (1) Divide students into groups of 3 or 4. (2) Give each group 5 or 6 pictures of people expressing emotions. (3) Have students in each group select a picture and describe to the other group members a time when they experienced that emotion.

12. **Storytelling** (Low-intermediate/advanced, small groups)
 - a. Tell--don't read--a short (20-25 sentences) folktale, fairy tale, or history story and write the basic words of the story on the board.
 - b. Let the class modernize the story using the same basic words and moral.
 - c. Have individual students retell the story or the class retell it in chain form with each student telling a portion.
13. **Introduce yourself** (High-beginner/Intermediate/advanced, pairs)

Have students introduce themselves by telling where they were and what they were doing in a specific month or year.
14. **Introduce your classmate** (High-beginner/intermediate/Advanced, pairs)

Group students in pairs. Instruct them to get to know their partners: names, countries, favorite foods, interesting things about their families, favorite sports, or hobbies. Then ask each student to stand and introduce his or her partner.
15. **We're in order** (High-beginner/intermediate/advanced/ Small groups, whole class)

Have the class (or teams) line up alphabetically in order of last names, native countries, months in which they were born, or chronologically in order of birthdays or years in the United States. After they line up, instruct them to tell their names, countries, and birthdays.
16. **Learning about the United States** (High-beginner/intermediate/advanced, small groups, whole class)

Show a map of the United States and perhaps review the names of each state.
Ask students to tell which states they have visited. Pick one state and ask a student what he or she knows about that state. Ask each student about a different state. Have each student choose a state to learn more about. For homework, instruct them to read and write reports about those states and to present reports orally (discourage reading reports) in class.
17. **Create a story** (High-beginner/Intermediate/advanced, pairs, small groups)

Give students slips of paper in four different colors. Tell each student to write a noun on one color paper, verb on another, adjective on another, and adverb on the last. (Tell them which color is for which word.). Place all the slips in a bag or basket. Let each student draw a slip of paper of each color and create a story using the words.
18. **What's in the bag?** (High-beginner/Intermediate, small groups, whole class)

Place an item in a bag. Let students ask one question at a time to guess its identity. Questions may be answered only with *yes* or *no*. Or instead of using an item, a student could draw a picture of an object and have others guess what it is.
19. **Shuffled comics** (Intermediate/advanced, pairs, small groups)

For each student, cut a comic strip from Sunday's newspaper. Be sure the language in the comic strip is geared to your students' level and doesn't contain excessive slang. Cut each

frame from the strip and glue to a 3"x5" card. Shuffle the cards, and instruct students to place frames in the correct order. After the strip is in order, ask questions about each frame. Advanced students can explain the moral of the strip, if there is one.

20. **Who am I?** (intermediate/advanced, pairs, small group)

Tell students to make a list of the different roles they play in life, such as son, daughter, sister, brother, student, worker, father, mother. After they make their lists, ask them to name their three most important roles and tell why these are most important.

21. **Famous names** (intermediate/whole class)

Pin the name of a famous person (preferably famous now) on the back of each student. Instruct students to ask questions about each person's identity that can be answered with only *yes* or *no*. The first to guess the correct name wins.

22. **Memories** (Intermediate/Advanced/ pairs, small groups)

Give each student a flower and have the student write a paragraph describing memories that the flower brings back. Then have each share the memories orally. Other items could be used instead of flowers.

23. **Design a T-shirt** (High-intermediate/advanced, pairs)

Group class members in pairs. Instruct them to spend four or five minutes talking to each other. They should ask each other their favorite colors, animals, famous people, songs, foods, proverbs, or quotations. When time is up, ask each person to design a T-shirt for the person interviewed. Hand out a sheet of paper with an outline of a T-shirt on it; students can use felt-tip pens to sketch their designs.

24. **What are your values?** (High-intermediate/advanced/ Pairs, small groups)

Make a list of 10-15 values arranged in alphabetical order and give a copy to each student. Ask students to rank the values in order of importance to them. After they have ranked their values, have them tell their top three values.

25. **Conversation between famous pairs** (High-intermediate/advanced, pairs, whole class)

Group students in pairs and rename each, giving them the names of famous pairs such as current political figures, film stars, world leaders, local celebrities, classmates, and teachers. Instruct them to create a dialogue that gradually reveals specific clues to the identities. Have each pair present its dialogue to the class and let the class guess their identities. Perhaps this should be done as an out-of-class assignment to allow more time for writing the dialogues.

26. **Open ended questions** (High-intermediate/advanced, small groups)

A provocative question is an open-ended question without a definite or predictable answer. These may start with "Do you think ..?" "What if ..?" "If you were ..?" "Do you agree...?" "How do you feel about...?" "What is your opinion of . . .?" Place students in pairs or small groups. Write the question on the board or distribute copies to students.

27. **Understanding yourself** (Advanced/pairs, small groups)
Write one or several of the following questions on the board. let students share their answers.
- If you could spend one whole day with your best friend, who would it be and what would you do?
 - Which of your senses (sight, sound, taste, smell, touch) would you hate most to lose and why?
 - What have you done in the past three months that makes you feel proud?
 - When do you feel most peaceful?
 - If you had only two weeks to live, what would you do?
28. **Agreeing/disagreeing** (Advanced/ pairs, small groups)
Write a quotation on the board. Tell students to decide whether to agree or disagree, and let each give his or her viewpoint.
29. **Repeat the story** (advanced, small groups, whole class)
Select one student from each group to leave the room. Give remaining students copies of a one-page story and ask them to read it silently (Or read the story aloud to the class). When they finish reading, they must return the copies to you. Then the students who went out come in, and the class tells the story from memory to the student. They speak one at a time but in no particular order. The student listens closely, asks any necessary questions, and may ask for parts of the story to be repeated. Then the student must retell the whole story.
30. **Only 20 words spoken here** (Advanced/pairs, small groups)
Tell students you are an ESL teacher going to a remote area of the world to teach English. You have only a short time to do this and have decided to teach only 20 words of English. Ask the students to write down the 20 words they think you should teach. Remind them that, if a person from that remote area came to the United States, these would be the only 20 words he or she could use to communicate. Allow students 5-10 minutes to make individual lists. Then they can collectively, or in groups, decide on the final 20 words.
31. **You be the judge** (advanced/small groups)
These are situations in which students (or groups) must make crisis decisions. For example, two human hearts are available for transplant, but four people need transplants or they will die immediately. They are a 16-year-old girl, a 30-year-old priest, a 35-year-old widow with six small children, and a 45-year-old doctor near a breakthrough in a lung cancer cure. Students can make individual decisions, then come together and make a group decision.
32. **House furnishings and prepositions of location** (Beginner/Pairs)
Materials: Pictures of a room (two pictures alike for each pair of students)
Procedure: One student asks where questions such as "Where is the lamp? Where is the pillow?" The other student answers, using appropriate prepositions of location such as *on, next to, under, between, etc.*

33. Which picture? (Beginner/small groups of three)

Materials: Five pictures for every three students in class + Five pictures on the wall

Procedure: (1) Use the pictures on the wall to demonstrate the process. You may use all descriptions or all short (made up) stories-or a combination of the two. (2) After giving a description or telling a short story, students guess which picture is being talked about. (3) Divide the class into small groups of three. (4) Place pictures on the floor in the middle of each small group. (5) Students take turns describing or telling a story about one of the pictures. (6) Others in the group point to the picture that is being talked about.

34. Telephone (Beginner/whole class)

Materials: Several interesting pictures

Procedure: (1) Have students sit in a large circle. (2) Give one picture to the first student without letting the other students see what is in the picture. (3) In one or two sentences, the first student is to tell the person next to him what is in that picture. (4) That student is to pass this information on to the next student, etc. (5) When the last student has been told what is in the picture, he/she says aloud to the rest of the class what he thinks is in the picture. (6) The first student then shows the picture to the class and they see how well they communicated what they were told.

35. Picture puzzles (Beginner/whole class)

Materials: Mounted pictures that have been laminated and cut into four puzzle pieces

Procedure: (1) Give a puzzle piece to each student. (2) Ask that they walk around the room to find the other pieces of their puzzle. (3) Students are not to show their puzzle piece to other students-but share information about their piece and together decide if there is a match.

36. True/false? (Beginner/Pairs/Small Groups/Whole Class)

Materials: Assorted pictures

Procedure: (1) Select one picture and make statements about it. (2) Students indicate whether the statements are true or false. Variation: Ask yes/no questions instead of true/false.

37. Picture-sentence match (Beginner-Intermediate/student mingling)

Materials: A picture for each student

Procedure: (1) Students write 2-3 sentences about the picture they hold. (2) Take up and shuffle all the pictures and sets of sentences students have written. (3) Give half the students a picture and the other half a set of sentences. (4) Ask all students to walk about to find their match. Variation: Each student reads his/her sentences, while others guess which picture (on wall or chalk rail) the sentences are about.

38. What are they saying? (Beginner-intermediate/pairs)

Materials: One picture for each pair-one that lends itself to dialog

Procedure: (1) Students create a dialog that is related to the action or event illustrated in the picture. (2) Share the dialog with others (another pair, a small group, or whole class).

39. Twenty questions (Beginner-intermediate/pairs)

Materials: Pairs of pictures of different animals (or two pictures from any same category)

Procedure: Students work in pairs without showing each other their pictures. Students take turns guessing, through yes/no questions, what is in their partner's picture.

40. Where's the match? (Beginner-intermediate/whole class)

Materials: Pairs of pictures that are not identical but have some similarities

Procedure: (1) Give each student a picture. (2) Students walk about to locate another person who has a picture that is similar to their own. (3) Students discuss what their pictures have in common. Variation: Have students find three similarities and three differences. (Good with Christmas cards!)

41. Heads and tails (Intermediate/pairs)

Materials: Magazine pictures of people cut in half so head and bodies are on separate cards that are all the same size. Each student has at least five cards.

Procedure: (1) Give all "heads" to one partner and "bodies" to the other. (2) The student with a "head" begins by describing a face. (3) As quickly as possible, the partner tries to find a "body" to match. (4) Students must not see each other's cards. They can only ask questions. (This can be easier if parts of clothing are left with the "heads.") (5) When the sets are matched, pairs exchange pictures with another pair and the activity begins again. Variations: (1) For greater difficulty, include one "head" and "body" in each set that does not match. Students find these and draw the missing halves. (2) Pictures of houses or landscapes could also be cut in two (e.g., a mansion with a pool in the foreground, a farm scene with a barn and animals, a city skyline with a waterfront).

42. The Ad Game (Intermediate/small groups)

Materials: Pictures of magazine ads with texts removed, cards containing the ad text

Procedure: (1) Display several ads with the text removed. (2) Students speculate what the product is and why the ad is designed as it is. (3) Give each group a set of pictures and corresponding texts (on cards). (4) Students match the Pictures with the text. (5) Check the work of each group? as they finish. and tell how many matches are correct. (6) Students continue to work until they have matched all text and pictures correctly. (7) Systematically, rotate pictures to the next group, continuing until all groups have matched all the pictures. (Random rotation can result in confusion!) (8) Finally, lead class discussion in which students explain what visual clues or vocabulary helped them to match the pictures and texts. Variation: have students write their own advertisement for a generic product (i.e. laundry detergent). Create the name, slogan, promises, etc. Variation: *Materials:* Advertisements from magazines, list of adjectives describing products *Procedure:* (1) Choose several ads from magazines with only a short text. (2) Number the ads. (3) Black out an adjective or two from each ad and make a list, making sure you keep track of which ad the words came from. (4) Hang the ads around the room. (5) distribute the list of adjectives to the small groups and let them decide which pictures they describe. (6) Compare answers with other groups or in the whole class.

43. Who/what am I? (Intermediate/small groups/whole class mingling)

Materials: Sets of pictures from a single category (animals, food, occupations, etc.); one picture per student; clothes pins/string "hangers" or masking tape

Procedure: (1) Make a "hanger" by using masking tape or clothespins to attach a length of string to the top corners of a picture. (2) Place a picture on the back of each student without the student's seeing it. (3) Tell students to walk about asking yes/no questions to determine what picture he/she is wearing. For example, with a food category, a student might ask: "Does this grow on a tree? Does it taste sweet?" (4) Classmates answer only with yes/no. (5) Students continue asking questions of different students until he/she guesses what the picture is. Variation: Give each small group a set of pictures (one picture more than the number in the group). Students within each group take turns leaving the room while the other group members quietly choose one picture. When the student returns to the group, he/she must ask yes/no questions to try to figure out which picture the group selected.

44. Pass the picture (Intermediate-advanced/small groups)

Materials: Lined writing paper attached to a picture of a person (one per student)

Procedure: (1) Give each student a picture with paper attached. Numbering each set helps to avoid confusion. (2) Begin reading the questions, one at a time, from the list of questions that you have prepared. (3) Each student writes an answer on the paper provided then passes the picture and attached paper to the student on the right. (4) Allow students time to read previous responses so that their new sentences relate to what has already been written. (5) Continue asking questions until each person has his/her original picture back, along with its accompanying sheet of answers to the questions. (6) Have students work in their small groups to write a story containing each of the characters represented within their small group. (7) Share story with whole class. Sample questions:

- (a) What's this person's name?
- (b) Where is he/she from?
- (c) What does he/she do for a living?
- (d) Is he/she single, married, or divorced?
- (e) What are three adjectives that describe this person?
- (f) What does he/she do in his/her spare time?
- (g) What is something exciting that has happened to this person?

Questions should reflect the language level of your students and include structures and vocabulary from previous lessons. Variation: Eliminate the questions and let students develop their own stories by simply writing and passing to the right.

45. **Picture composition** (Intermediate-advanced/ groups of five)

Materials: Lined writing paper attached to a picture of a person (one per student)

Procedure: This activity is a variation of #50 above. Instead of asking questions orally, the questions are written on the board for students to read. (1) Divide class into groups of 5. (2) Ask groups to sit in a circle or around a table. For this explanation, pictures of persons are used; but activities or places may be used as well. (3) Write one question on the board for everyone to answer (Who is this person?). Students look at their own picture and write the appropriate answer on the attached paper. (4) When each student has written an answer, he/she hands the picture and attached paper to the person on the right. (5) Write a second question on the board (Where does this person live?). (6) Students answer this question and pass the picture and attached paper to the right. (7) This process continues until each member-of the group has contributed to the paragraph by answering at least one question (and each person has his/her original picture back with its attached paper.) (8) Each member of the group reads the paragraph attached to the picture he/she is holding. (9) The group chooses one paragraph. (10) The person holding that paragraph goes to the front of the room and reads that group's paragraph to the class.

46. **Headlines** (Intermediate/whole class)

Materials: Several pictures numbered and placed in the front of the room

Procedure: (1) Show students several good examples of headlines from the newspaper. (2) Point out the pictures at the front of the room and ask that they write a headline for each picture. (3) After they have done so, have students get into groups of 3-4 to share the headlines they have written. How do they compare? Are they similar? Different?

47. **Story swap** (Intermediate-Advanced/pairs or small groups)

Materials: An identical picture or set of pictures for each student

Procedure: (1) Group students in pairs and ask each pair to create a story about their picture or set of pictures. (2) Have each pair join another pair and share the story they have made up. Encourage the listening pair to ask questions about the story they hear. (3) Have each person join with one of the partners from the opposite pair in their foursome. (4) Ask each new pair to join another new pair to make a new group of four. All four original stories will be represented in each new group. (5) Have each person retell the story he/she heard from the new partner, i.e., everyone tells someone else's story. The listeners ask questions and make corrections, if needed.

48. **Talking about the past** (Intermediate-advanced/pairs or small groups)

Materials: Pictures of children doing things

Procedure: Ask students to identify what the children are doing in the pictures; then use "used to" to talk about things they used to do as children.

49. **Chain story** (Intermediate-advanced/pairs or small groups of three)

Materials: Pictures having lots of action or emotion (one picture per pair or group)

Procedure: Distribute pictures. Have one student in each pair or group start a story about the picture. The next person continues the story with another sentence. The third student continues the story, etc., until there is a natural conclusion.

50. Picture dominoes (Intermediate-advanced/small groups)

Materials: Small pictures mounted on cards (and laminated), like a domino (two separate pictures mounted on one card); one set of 20 for each group

Procedure: (1) Divide cards among students in small groups. (2) One student lays down a card and begins a story using the two pictures on his/her card. (3) Taking turns, each student lays down a picture card and tries to continue the story. (4) One person in each group could be designated a secretary to write down the story as it develops. (5) If a student cannot add to the story, he/she keeps the card and play passes to the next student. (6) The first person to get rid of all of his/her cards wins the game.

51. Stereotypes (Intermediate-advanced/small groups)

Materials: Numbered pictures of individuals

Procedure: (1) Select pictures of people who fit common stereotypes, such as a housewife, a homeless person, a businessperson, or a model. (2) Hang pictures around the room. (3) Prepare descriptions for each picture, making them as different as possible from the stereotype the picture evokes. For example, the homeless person is really an eccentric millionaire who gives millions to charity; or the businessperson is in prison, serving a sentence for fraud. Have more pictures than descriptions to allow for different choices. (4) Give each group a set of your descriptions written on strips of paper or cards that are identified by a letter--a, b, c, etc. (5) Ask students to work together to match the numbered pictures and the lettered descriptions. One in the group keeps record of the group's choices and reports to the whole class. Students usually match the description with the picture that fits the stereotype. (6) Lead into a discussion of stereotypes and how people often judge one another by outward appearance. (Time and Newsweek are good sources for this activity.)

52. Jigsaw story (Intermediate-advanced/small groups)

Materials: Four pictures that convey a story (a cartoon or other kind of picture)

Procedure: (1) Divide the class into groups of four by numbering off A, B, C, D, A, B, C, D, etc. (2) Give each group one picture. (3) Ask students to talk about the picture in their group. (4) Take up all four pictures. (5) Make new groups of four by taking one person from each of the groups to form a new foursome (resulting in one A, one B, one C, and one D in each new group). (6) Ask the students in the new groups to reconstruct the story by sharing what each person saw on his/her first group's picture. (7) Allow time for each person to share, then ask a representative from each group to tell the story arising from that person's most recent group of four. (It is quite possible to have more than one version of the story) (8) Conclude by showing all four pictures to the class.

53. Disasters (Advanced/small groups)

Materials: Pictures of tornadoes, floods, hurricanes

Procedure: (1) Place disaster pictures on the chalk rail or on a table. (2) Ask students to select one picture and pretend to have been present for that disaster when it happened. (3) Ask that they tell what they did when disaster struck.

54. What's the idea? (Advanced/small groups or whole class)

Materials: Several pictures depicting various themes or concepts

Procedure: (1) Show several pictures to the class. (2) Guide discussion as students determine the main idea shared by all the pictures. (3) Divide the class into small groups, giving each group a set of pictures around a central theme or concept. (4) Ask groups to decide on the main concept shared by all of their pictures. (5) Conclude with a report from each group.

55. What's the difference? (Multi-level/pairs)

Materials: A pair of pictures with subtle differences

Procedure: Students compare their pictures to find the differences. Beginners can simply draw an "X" on the different parts. More advanced students can use increasingly complex sentences to explain the differences. Variation: (1) Use photos you make yourself, making one slightly different from the other. (2) Use before/after pictures of people's faces or room makeovers. (3) Find coloring books with some degree of sophistication for adult learners. White-out or draw within sections of a picture (e.g., stripes on a curtain) to create differences.

56. Relationship connection (Multi-level/ pairs or small groups)

Materials: Assorted Pictures with potential for matching

Procedure: (1) Distribute pictures face down. (2) Students take turns flipping over two pictures that show relationship and describing their relationship.

Resources

Please note: Publishers of ESL resources update their curriculum and change prices frequently. Check availability and prices from a variety of sources before choosing a resource.

Basic texts

Low Beginning Level

Word by Word Basic Picture Dictionary

Steven J. Molinsky and Bill Bliss

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Jayne Adelson-Goldstein and Norma Shapiro

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This picture dictionary includes 4,000 words and phrases, along with practice activities to help the student increase reading, thinking and speaking skills. Additional material is available to help the teacher extend the application of this item.

Basic Oxford Picture Dictionary Literacy Program, Second Edition

Garnet Templin-Imel

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This is a comprehensive whole-language, competency-based program. The program emphasizes literacy skills. Curriculum includes thinking, reading, and writing exercises.

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Cambridge University Press

This is designed for beginner students to help master crucial elements of English pronunciation and comprehension. Audio CD available.

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Use books with limited text and clear illustrations — opposites, shapes prepositions (on, under, around, through)

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Books with predictable features

Use books with predictable language and rhyming.

Books that support the academic curriculum

Use simplified, illustrated explanations of academic subject matter.

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www.cal.org

Practical items to take

1. White garbage bags
2. 2-gallon Zip-lock® bags
3. 10 medium-weight sheet protectors
4. 1 large roll of 1-2” wide painters tape
5. 1 pack of 100 3x5 white index cards
6. 1 pack of 100 3x5 multi-colored index cards
7. Several sheets of different colored construction paper.
8. 1 pack of 4 different color dry erase markers
9. 1 pack of 4 different color overhead transparency markers (i.e. vis-a-vs)
10. 1 box of dustless chalk/eraser
11. A map of your state
12. Large folding US map
13. Pictures of your family, home, church
14. 1 pair of scissors

Some Questions to ask before you go to Teach English Overseas

1. Who will we be teaching?
 - Children – what age
 - Youth
 - Adults
 - English teachers
2. What language level will the students be?
 - Zero
 - Beginners
 - Intermediate/advanced
3. What size class will we be teaching?
 - 10, 20, 45
4. How long will we be teaching?
 - 1 hour a day
 - 4 hours a day
 - 6 hours a day
5. Will we be teaching the same group each day?
Will we be teaching different groups each day?
6. Where will we be teaching?
 - Everyone in the same location/city
 - School
 - Community building
 - Under a tree
7. What resources will be available?
 - Chalk/white boards
 - Electrical outlets (what form?)
 - Overhead projectors
 - Audio/video resources
 - Copiers
8. What will we be teaching?
 - Is there a set curriculum?
 - Are we creating our own lessons?

EFL Lesson Plan

Date used _____

Pray for your students

Name of book, lesson title and/or number, pages _____

Lesson objective _____

Visual or teaching aids needed _____

Greeting, Scripture, and Prayer

(Approximately 5 minutes)

Introduce new vocabulary: list 8-12 new words. *(Approximately 15 minutes)*

Use warm-up activity, visuals, mime, Total Physical Response, repetition, and dictation.

Sentences using new vocabulary: list sentences and questions. *(Approximately 15 minutes)*

Use repetition, substitution, and question and answer exercises.

Additional Pronunciation Practice: list activities or resource name and page.
(Approximately 5 minutes for beginner; 10 minutes intermediate/advanced)

Communication Practice Activities: list each individual activity.
(Approximately 40 minutes)

Review new words, homework assignment, and prayer
(Approximately 5 minutes)

Notes

