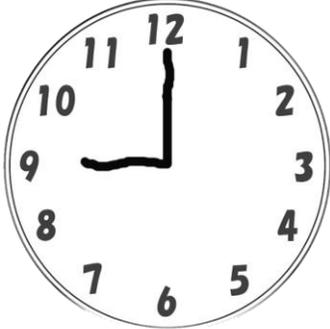
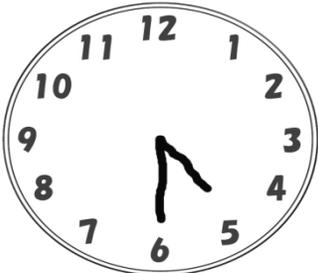
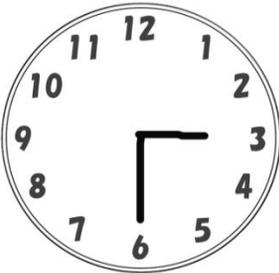


LESSON A: COMMUNICATIVE ACTIVITY: BEGINNERS: SIMPLE PRESENT
(CUT OUT CARDS & STUDENTS TAKE TURNS MAKING GOOD SENTENCES)

Practice Activity for Dialogue 1—Beginning Learners

	S	
		My pleasure
again		
	Excuse me	Does

Lesson A: Practice Activity for Dialogue 2—Beginning Learners

<p>they</p>		
<p>at</p>	<p>Thank you</p>	<p>it</p>
	<p>doesn't</p>	
		<p>don't</p>

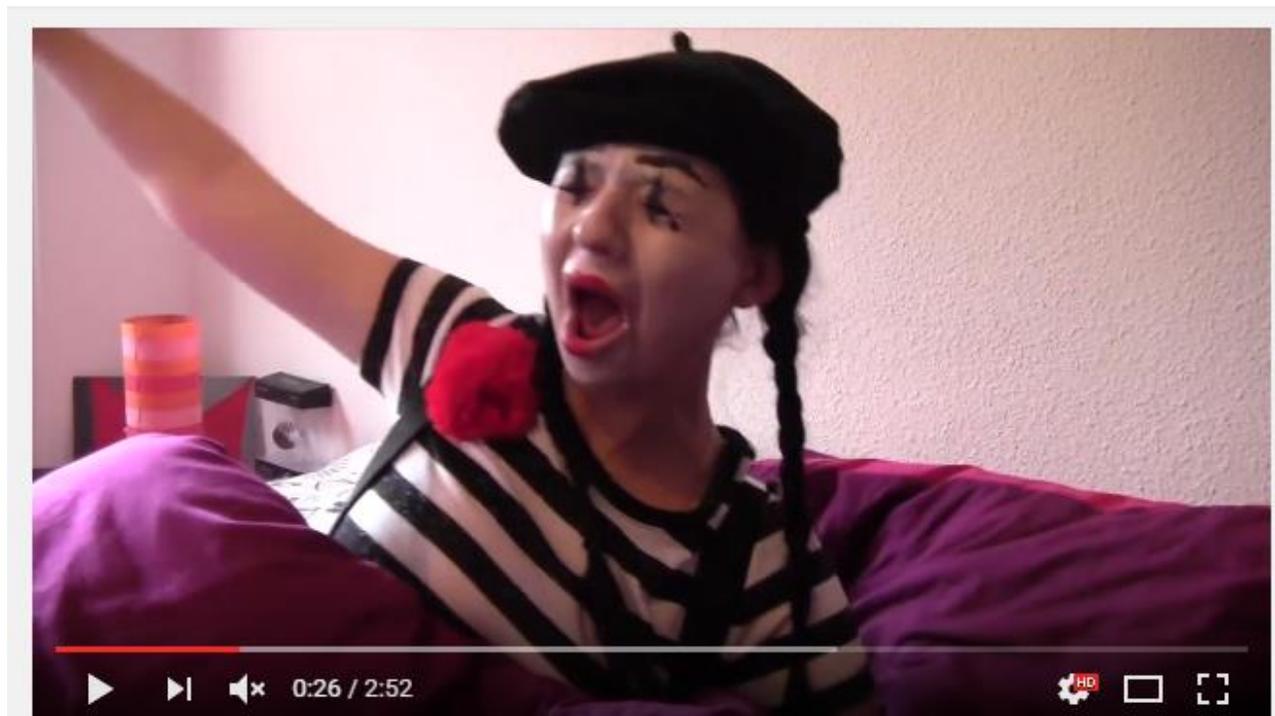
COMMUNICATIVE ACTIVITY:

LESSON B: Hurry Up!

WHAT'S SHE DOING NOW?

<https://www.youtube.com/watch?v=gOhP-ndL3nY>

INSTRUCTIONS: Imagine you are watching a mime perform. It is really interesting, so you telephone a friend to tell your friend what you are seeing. Watch the video and try to tell your friend everything that the mime does.



COMMUNICATIVE ACTIVITIES: LESSON C: Low Cost Construction

COMPARISON OF SIMPLE PRESENT & PRESENT PROGRESSIVE TENSES

Students can work in groups to develop the following situations:

- Based on the dialogue between the contractor and the bank, imagine the dialogue that the banker has later with the architect in Low Cost Construction.
- Some students (three or four) are planning an end of the school year party, but the different students preparing for the party have different ideas. Make a dialogue along the lines of the one in the lesson.
- Imagine that someone your age, living in your town has a big decision or plan that s/he is considering. S/he asks several of her friends for advice. They are happy to help her but different friends have different opinions about the best things for the student to do.
- If a big sports match is coming up, imagine a conversation between friends about how well the different teams are likely to do and why. At least two people in the role play are strong supporters of two different teams.
- Pretend you are the first astronaut on Mars. In response to questions from Ground Control, describe what you see, what you feel, and what you are doing.
- Imagine you have earned a scholarship to study in the United States. Telephone your family and describe your first experiences and feelings about being in the US.

COMMUNICATIVE ACTIVITIES—WH QUESTIONS

LESSON D: CAN I ASK YOU SOME QUESTIONS?

One problem with communicative activities with WH- questions is that authentically, we tend to jump all around the tense system: imagine interviewing a movie star about a new movie: “What movie are you currently filming. How long have you have you been working on it? How do you feel about your director?”

If your students can reasonably control the main past tenses, then WH- activities can be a way to assess how well students are doing with the concordance of these tenses.

On the other hand, if students have such low proficiency that they cannot manage very many tenses, another alternative is to do the activity—just don’t evaluate the tense they have not worked on.

Some possible communicative activities include

(a) students write on a paper some information about themselves that other students may not know. Papers are collected and redistributed by the teacher. Then each student has a turn as ask the WH question that corresponds to the information. If the WH question is well structured the person who provided the information must admit it. The person whose information is guessed last wins.

(d) If students have computer access, in class have them brainstorm in pairs to come up with questions they would want to act of someone famous. Then they could look up as many answers to their questions as possible online and submit them as homework.

You can always play variations on 20 questions, however you might want to limit the topic to generic ones (like the behavior and description of animals) as a way to try to avoid dealing with other than the simple present tense.

More proficient students can play 20 questions using historical features.

Another activity could be for student to interview a family member or someone established in the community about past events in their lives. In this case, it would be good to allow class time for students to develop their questions so the teacher can vet them before students begin the interview.

Finally, the game alibi (see the Speaking TS) can compel students to ask questions requiring a variety of tenses.

COMMUNICATIVE ACTIVITIES: The Simple Past Tense

LESSON E: A TRIP TO THE CAPITAL

Again, communicative activities related to past situations can be a challenge for students who do not already have practice in using a variety of past tenses.

1. One activity for working around this would be to ask students to keep a log of what they will do over the weekend or an upcoming holiday and submit it as a written homework assignment. You can prepare the students in advance by asking them to think about the kinds of thing that they would likely do and to then think up questions that would go with them. You can specify a minimum number of statements that the students must provide for the homework.

To prep student for success—begin by asking one student what s/he will probably do on the weekend/holiday.

For example the student says “I go swimming this weekend” (not grammatically perfect, I know, but still comprehensible, and not what we are teaching now). The teacher can scaffold the student’s thinking by asking, “What are you going to this weekend?” and when the student answers “swimming,” the teacher can ask,

When you will go swimming?

Who will you go swimming with?

Why are you going swimming?

How long will you swim?

Then have all student work to

(a) think about what they will probably do during the “observation” period and

(b) then what kinds of questions someone could ask about the things they plan to do to help of them think of additional information they can provide about their weekend/holiday.

This will help the logs (or “reports” if you wish) to be a little more developed when they are submitted.

2. Another activity that you can use to have students talk about the past and still not stray far from only the simple present tense is the following from the Peace Corps Grammar Activities Idea Book:

Activity 34: Memorable Moments

Narration and storytelling, while they certainly rely on other past tenses, always have as their backbone the simple past tense.

Prep Time: 30–45 minutes

Activity Time: 15 minutes for explanation directions, 10-15 minutes per student story

Preparation

1. Develop two short stories that prominently feature one of the descriptive adjectives on the list below. (See the two sample stories in the Procedure below, for ideas.) Write the short stories on the board. Underline the descriptive adjective you used.
2. Write the descriptive adjectives below on the board:

Cheap	Unbelievable	Dangerous	Easy	Funny	Sad
Miserable	Expensive	Difficult	Frightening	Amazing	Awful
Unforgettable	Unbelievable	Wonderful	Crazy		

Procedure

1. Tell students they are going to tell stories in English today.
2. Explain that being able to tell stories is part of making conversation and getting to know people. Tell them that it's often interesting to tell people how the experience made you feel.
3. Show them the list of adjectives. Check to make sure that they know them all.
4. Tell students that they will choose one of these adjectives and use it to start their story.
5. Tell them that the story does not have to be long. (In fact if a story is long—even if it is good, you don't want that kind of story now. Just a short one, please.)
6. Show them your example stories. Emphasize the descriptive adjective with your voice when you start to provide the story. For example:
 - A funny thing happened to me this morning. Every morning I feed the squirrel at our house. This morning when I left the house to go to work, a squirrel was standing on the top step looking at me. He didn't move. I got a nut for him and held it in my hand. He would not take it but when I put it on the step he took it and ate it in front of me.
 - One of the most embarrassing things that ever happened to me was one day when I ripped my pants. It was a bad rip between my legs. I couldn't go home. I had too much work to do. So I went to the restroom and stapled the pants as best as I could and wore my shirt outside of my pants. That wasn't a fun day. Give students time to write their stories
7. Ask a few students to share their stories out loud with the class.
8. At the end of the class, ask students which of the stories they remembered the most. Praise the authors.
9. Collect the stories at the end of class. You can give written feedback on the stories and use them for grades if appropriate.

COMMUNICATIVE PRACTICE: SIMPLE FUTURE TENSE

LESSON F: A PROMISING FUTURE

A new version of "Simon Says."

In Simon Says, the teacher commands student to engage in actions such as stand up, touch your head, and raise your leg.

However the students have to listen closely for the expression "Simon Says."

If the teacher says, "Simon says stand up," the students stand up.

If the teacher simply says "stand up" and a student stands up, that student is out of the game (for this round).

In OUR "will" version of "Simon Says" instead of saying "Simon says" the teacher says "Will you..?"

Will you stand up? (And the students stand up)

However, if the teacher simply says "stand up" and a student stands up, the student is out.

An added variation for more advanced students (or after practice with the original version)

In this version, the students must listen more closely. If the teacher tells them something that they should not do, for example, "Will you hit the student next to you," the students don't hit their classmate, instead they say, "No, I won't!"

Some suggested commands for students NOT to follow:

- Cheat on the test
- Be noisy
- Run in the classroom
- Write in the book
- Take another student's pencil
- Be lazy
- Cry in class.

Communicative Activities: LESSON G: Relative Clauses

Free Dialog Practice - Your Turn

- *With a partner, make up your own dialog sets for a work environment and an academic environment.*
- *First, think of two people and two pieces of equipment for each environment. Write those ideas in the Idea boxes below.*
- *Then practice dialogs - remember to use the appropriate relative pronouns and relative clauses.*

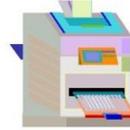


At Work:

Who	What the person does	What	What the equipment is used for
1)	.	1)	•
2)	•	2)	•

At Georgetown :

Who	What the person does	What	What the equipment is used for
1)	.		.
2)	•		•



Extension

What other types of relative pronouns and relative clauses do you know? Try to write at least two examples:

(1) _____

(2) _____

- **How are the following relative clauses different from the ones you have been using in this lesson? (Hint: Start by underlining the relative pronouns)**
 - ***That's the person whom you should see with any questions.***
 - ***That's the professor whose course you'll take next semester.***
 - ***That's the card that you need to use for identification.***
 - ***That's the Net ID you must use with GU computer***