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Games and Activities Based on Grammatical Areas Which are Problems for the Intermediate ESL Student

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"GAMES AND ACTIVITIES BASED ON GRAMMATICAL AREAS WHICH ARE
PROBLEMS FOR THE INTERMEDIATE ESL STUDENT"

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for the Masters of Arts in Teaching degree at the
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This project by Susan Shalek and Cheryl Olson is
accepted in its present form.

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ABSTRACT

This project consists of games and activities based on grammatical areas which are problems for the intermediate-level ESL student.

After polling ESL teachers, we selected three specific problem areas:

- (1) irregular past tense verbs
- (2) modal auxiliaries
- (3) verbs in the perfective

For each grammatical area we have created a minimum of six games/activities, including at least one card game, one board game, one individualized activity, and one jazz chant.

Every game and activity has been tested through actual use in at least one ESL classroom. Revisions have been made based on the results of this testing.

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CHAPTER 1

INTRODUCTION

Why create games and activities?

We believe that the process of second language learning should be enjoyable for both the teacher and the students. Active participation in fun and educational activities creates a stimulating learning environment where language becomes more than grammatical rules, drills, and rote memorization. Once a particular skill or concept has been introduced, games serve as a pleasurable way of working toward mastery of that area. Games require the students to focus on an immediate goal, rather than on the skill being reinforced. Because they foster enjoyment, games and activities are also useful in relaxing student inhibitions and ameliorating feelings of anxiety. This creates a more comfortable and non-threatening classroom environment where play and learning are intertwined. We also believe that physical manipulation of game materials enhances the mental process of learning and helps students to internalize concepts. Finally, we chose to focus on the development of games and activities for a practical reason. We wanted to have concrete materials which we could use in our own ESL classrooms.

We attempted to define the differences between games and activities, but this proved to be too elusive a task. For any generalization that we made, there were always a multitude of contradictions. However, as far as addressing similarities, we can say that both our games and activities are entertaining, serve a pedagogical purpose, involve luck or skill, and are frequently competitive.

What kind of games and activities did we develop?

For each chapter we have created at least six games/activities, with a minimum of one board game, one card game, one individualized activity, one jazz chant, and one game-like activity. We define these terms as follows:

Board game: A game in which the players use markers to move along a pre-set path, working toward achieving a specific goal.

Card game: A game whose major function centers around the exchange or sorting of cards.

Individualized activity: A self-correcting activity designed for independent use by one student.

Jazz chant: A series of rhythmic verses chanted aloud by the teacher and students, which incorporate the stress and intonation patterns of spoken English.¹ (See Appendix A for more information on jazz chants.)

Game-like activity: An activity which has some of the elements of a game (competition, playfulness, skill), but need not have all the specific props of a game (markers, cards, board, dice).

How do we know that these games and activities are effective in the classroom?

We have tested each game/activity for:

- A. The clarity of instructions on how to make it and play it;
- B. Its effectiveness as a reinforcer of the specific grammatical point for which it was designed.

Testing the games in ESL classes was extremely useful to us because it revealed technical problems which we had over-

1. Carolyn Graham, Jazz Chants (New York; Oxford University Press, 1978).

looked. We made revisions based on the results of our testing.

Why base games and activities on grammatical points?

Through our discussions with ESL instructors teaching at the intermediate level, we discovered a number of grammatical patterns which students consistently had difficulty in mastering. Many teachers seemed at a loss for creative ideas to reinforce these grammatical problem areas. We feel that a lot of grammatical points can be adapted into a game/activity format. Creating interesting activities to fill this void seemed to us to be a challenging and worthwhile endeavor.

How did we choose our grammatical points?

We talked with ESL teachers who have had experience with intermediate students, asking them to list the grammatical structures that their students consistently had problems with. From this information, we chose the grammatical problem areas which were most frequently mentioned and were most easily adaptable to a game/activity format. Since we needed to be selective, this was our final selection:

- 1) Irregular past tense verbs;
- 2) Modal auxiliaries;
- 3) Verbs in the perfective.

Why focus on intermediate-level students?

We are defining the intermediate-level student as one who has the ability to communicate most of his/her ideas and needs through simplified language, yet lacks grammatical accuracy and fluency.

After looking over available ESL resources, we found that

there was a wealth of material designed for beginning and advanced-level students. We found very little in terms of interesting and innovative materials for the intermediate-level student. The intermediate level presents a special challenge for the ESL teacher because these students have a theoretical knowledge of English grammar, but have difficulty in transferring it to their oral communication. We have created games and activities to bridge this gap between theoretical understanding and practical application.

Are the games/activities adaptable to different teaching situations?

We have tried to make the games and activities as versatile as possible. For teachers with limited access to resources, we have offered ideas for alternative materials for game construction. We have created games and activities which allow for different size groups, from individual to whole class. We have also taken various age levels into consideration. People of all ages enjoy games, although some adults may initially feel uncomfortable with games in the ESL classroom, especially if they are used to a more formal style of instruction. If the teacher believes in the educational value of games and uses them for pedagogical reasons, this attitude will be conveyed to the students. We have also tried to make our games as culturally unbiased as possible. With the few games we have created which contain cultural aspects that are obviously American, we have included ideas for variations which change this American focus. For example, one gameboard which we constructed uses the shapes of the U.S. states. The game path

can be altered so it is composed of various countries of the world, rather than states. In this way, the games and activities are more versatile and will be useful for EFL teachers outside the U.S. Every intermediate-level teacher should be able to utilize most of our games and activities in his/her classroom.

What about the time needed to construct games?

We realize that it is very difficult for a full-time teacher to find time outside of class for game-making. For this reason we have developed some games/activities that require limited teacher preparation. Others we have created are more demanding. We have made sure that the time-consuming materials are also versatile, and therefore, well worth the time and effort it takes to construct them.

To reduce the preparation time outside of class, the teacher can have his/her ESL class aid with the game construction. This process can be a learning experience in itself. Students will also feel more of an investment in a game if they have helped in its construction.

What about the aspect of competition?

One of the basic elements of all games (and some activities) is that of competition. Competition can be a positive force which gives a spark of liveliness to a language. The zeal to win can break down inhibitions which may normally hold a student back from realizing his/her full potential. The extra flow of adrenalin during enthusiastic competition allows students to push themselves beyond their ordinary

capacities. Introducing a time limit can further heighten the competitive spirit.

However, competition can get out of hand and become aggressive. When the desire to win becomes more important than sensitivity to people's feelings, competition has changed from being helpful to being destructive. This shift occurs most easily with children. It's the teacher's responsibility to keep competition and cooperation in balance. Whole group discussions, activities where students must cooperate with each other to fulfill a task, and values clarification exercises can be useful in stressing the importance of friendly, supportive relationships.

We have varied the student groupings of our games/activities to allow variety in competition. These include:

- 1) Competition between two or more teams (where each team works as a cooperative unit);
- 2) Competition between pairs;
- 3) Individualized activities, where a student competes against herself or himself;
- 4) A small group with each individual competing against the rest of the group;
- 5) Two individuals competing against each other.

What about scoring?

When children are engaged in a competitive activity, winning is uppermost in their minds. For most adults, the intrinsic value of a game carries more weight; they realize that the process is as important as the goal. Although scoring is exciting for all age levels, it doesn't need to be as concrete and visual for adults as it does for children. For

specific suggestions on various methods for score-keeping, see Appendix C.

Does the teacher always have to be present when the games are played?

It is important that the teacher is involved in introducing and explaining a new game, and making sure that things go smoothly the first time it's played. But after the first use, a game can be used independently by students, without the teacher being present. This allows the teacher to individualize instruction. S/he can work with a group of students who may need special help in one area while the rest of the class is involved in playing a game.

How much emphasis is placed on correction?

Since each game/activity is based on one specific grammatical point, this point is the focus of correction during that particular game. All other grammatical errors can be dealt with at the teacher's discretion. We do feel, though, that correction must not be so overriding that it interferes with the enjoyment of the game. If too many errors are made, the game is too advanced for the level of the students, and should be played later, when the class has done more work with the grammatical area concerned.

In our classrooms we allow the students to monitor and correct each other. We add our comments only when the students fail to correct:

- 1) The grammatical problem area being addressed in the game;
- 2) Material which we have previously worked on in class.

We have also built in self-correcting devices for the individualized activities which we created. This lessens student dependence on the teacher and allows the student to be responsible for his/her own learning.

What is the format for each game/activity?

Our game format includes:

- 1) Brief Synopsis
- 2) Number of Participants
- 3) Materials Necessary
- 4) How to Make the Game
- 5) Variations in Making the Game
- 6) How to Play the Game
- 7) Variations in Playing the Game
- 8) Comments

Our activity format includes:

- 1) Brief Synopsis
- 2) Number of Participants
- 3) Materials Necessary
- 4) Teacher Preparation (plus Variation)
- 5) Classroom Activity (plus Variation)
- 6) Scoring
- 7) Comments

Each chapter is preceded by a brief introduction which explains the rationale and organization of the chapter.

CHAPTER 2

IRREGULAR PAST TENSE VERBS

INTRODUCTION: IRREGULAR PAST TENSE VERBS

Irregular past tense verbs, as well as their past participles, can be organized into twenty "families" based on spelling and pronunciation patterns. We have adopted Marcella Frank's verb groupings, making minor modifications to eliminate any potential ambiguity.¹

Organizing this seemingly infinite group of irregular verbs into families makes mastery of the irregular past tense an easier task for the student. Instead of randomly memorizing the verb forms, the student can use the twenty categories for organizing these verb forms. This gives the students a structure to work with, rather than just a random task which they might find to be overwhelming and frustrating.

In our first activity, the student works with clarifying the irregular verbs into families. We believe that this systematic classification facilitates the retrieval of the past tense forms. The "Family Tree" game and work with the wall charts deal directly with the concept of verb families. Other activities in the chapter incorporate written and oral practice in forming the past tense with no focus on their families. Although we see the value of using families to present the irregular past tense verbs, we also understand that not all ESL teachers will want to use this system. Other ESL teachers may

1. Marcella Frank, Modern English: A Practical Reference Guide (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972), pp. 61-66.

have developed their own methods for teaching the irregular past tense verbs. With this in mind, we have tried to make our games and activities as versatile as possible, so that they can be taken out of our framework and used in any ESL classroom. So this chapter may be used as either a complete unit for working on the irregular past tense or as a source for separate activities to reinforce what is already being done in the classroom.

We have used Marcella Frank's families as our basis for classification; this is a system which also includes the past participle form of the irregular verbs. Although we will not be dealing with the past participles in this chapter, we feel that it makes sense for the student to be exposed to them as part of this pattern (present- past- past participle). This takes advantage of economy of learning because the student learns the whole pattern at once, rather than having to learn the past tense first and then later learning the past participle separately.

We suggest the following progression of activities from introducing and expanding the verb families to practicing them in context:

- 1) Family Fun - An Introduction to the verb families;
- 2) Follow the Actions - Written and/or oral production of the irregular past tense verbs from observation and interpretation of actions;
- 3) Verb Bee - Oral production, pronunciation, and spelling of the irregular past tense verbs;
- 4) Family Tree - Categorizing the verbs according to their families;

- 5) Around the States - Oral production of the irregular past tense verbs and creation of sentences using the verbs in context.

These activities can be used at any point during the work on the irregular past tense:

- 1) Spell and Check - Written review of the irregular past tense verbs. (An individualized activity.)
- 2) "She Felt Real Good" - (Jazz Chant) Oral practice of some irregular past tense verbs, incorporating stress and intonation.

THE IRREGULAR PAST TENSE VERB FAMILIES

The following compilation is not a complete listing of all the irregular verbs in the English language, but it includes most verbs that your intermediate ESL student will come into contact with. We are presenting the verb patterns as dictated by "proper" usage (stink - stank - stunk). We have also included the colloquial variations in parentheses (stink - stank (or stunk) - stunk). We are classifying the verbs into families according to prescriptive rules.

The families are based on spelling patterns in conjunction with vowel sound patterns. The present tense verbs do not always fall into consistent spelling or pronunciation patterns; the focus for the family groupings is on the way the past tense and past participle are formed. The students should have this explained to them.

A few verbs are inconsistent in either spelling or pronunciation from the other members of their family. In these cases we have used "SP" to mark variations in spelling and "P" to show pronunciation variations. For example:

pay - paid - paid

lay - laid - laid

say - said - said (P)

make - made - made (SP)

We have included two "Miscellaneous" groupings. Family #19 has identical forms for the past tense and past participle, while family #20 has three completely distinct verb forms.

#1 begin - began - begun

drink - drank - drunk

ring - rang - rung

shrink - shrank (or shrunk) - shrunk

sing - sang - sung

sink - sank - sunk

spring - sprang (or sprung) - sprung #4

stink - stank (or stunk) - stunk

swim - swam - swum

run - ran - run

#2 break - broke - broken

choose - chose - chosen

freeze - froze - frozen

steal - stole - stolen

speak - spoke - spoken

weave - wove - woven

wake - woke - woken

#3 blow - blew - blown

grow - grew - grown

fly - flew - flown

know - knew - known

throw - threw - thrown

#4 hang - hung - hung

cling - clung - clung

sling - slung - slung

slink - slunk - slunk

spin - spun - spun

stick - stuck - stuck

sting - stung - stung

strike - struck - struck

string - strung - strung

swing - swung - swung

dig - dug - dug

wring - wrung - wrung

win - won - won (SP)

#5 drive - drove - driven

ride - rode - ridden
arise - arose - arisen
stride - strode - stridden
strive - strove (or strived) -
striven
thrive - throve (or thrived) -
thriven
write - wrote - written

#6 wear - wore - worn

bear - bore - borne (SP)
swear - sworn - sworn
tear - tore - torn

#7 bite - bit - bitten (or bit)

chide - chid - chidden
hide - hid - hidden

#8 shake - shook - shaken

take - took - taken
forsake - forsook - forsaken
mistake - mistook - mistaken
partake - partook - partaken

#9 give - gave - given

forbid - forbade - forbidden
forgive - forgave - forgiven

#10 mow - mowed - mown

show - showed - shown
sow - sowed - sown
sew - sewed - sewn (SP)

#11 sleep - slept - slept

creep - crept - crept
dream - dreamt (or dreamed) -
dreamt
feel - felt - felt
keep - kept - kept
kneel - knelt (or kneeled) -
knelt
leap - leapt (or leaped) - leapt
leave - left - left
mean - meant - meant
sweep - swept - swept
weep - wept - wept

#11 (continued)

bend - bent - bent
rend - rent - rent
lend - lent - lent
send - sent - sent
spend - spent - spent

#12 feed - fed - fed

bleed - bled - bled
breed - bred - bred
flee - fled - fled
lead - led - led (SP)
speed - sped - sped
hold - held - held

#13 bring - brought - brought

beseech - besought (or
beseeched) - besought
buy - bought - bought
catch - caught - caught (SP)
fight - fought - fought
seek - sought - sought
teach - taught - taught (SP)
think - thought - thought

#14 pay - paid - paid

lay - laid - laid
mislay - mislaid - mislaid
say - said - said (P)
make - made - made (SP)

#15 bind - bound - bound

find - found - found
grind - ground - ground
wind - wound - wound

#16 sell - sold - sold

tell - told - told

#17 cut - cut - cut

bet - bet (or betted) -
bet (or betted)
broadcast - broadcast (or
broadcasted) - broadcast
(or broadcasted)
burst - burst - burst
cast - cast - cast

#17 (continued)

cost - cost - cost
hit - hit - hit
hurt - hurt - hurt
knit - knit (or knitted) -
knit (or knitted)
let - let - let
put - put - put
read - read - read (P)
rid - rid - rid
set - set - set
shed - shed - shed
shut - shut - shut
slit - slit - slit
spit - spit (or spat) -
spit (or spat)
split - split - split
spread - spread - spread
thrust - thrust - thrust

#18 come - came - come

become - became - become
overcome - overcame - overcome

#19 Miscellaneous with same form
for the past tense and the
past participle

build - built - built
clothe - clad (or clothed) -
clad
have - had - had
light - lit - lit
lose - lost - lost
shine - shone - shone
shoot - shot - shot
sit - sat - sat
slide - slid - slid
stand - stood - stood
hear - heard - heard

#20 Miscellaneous with three
separate verb forms

be - was - been
dive - dove - dived
do - did - done
eat - ate - eaten
fall - fell - fallen
go - went - gone
lie - lay - lain
see - saw - seen
slay - slew - slain
beat - beat - beaten
forget - forgot - forgotten
get - got - gotten

FAMILY FUN

Memorizing lists of irregular past tense verbs is an overwhelming task for the student. In this activity the teacher introduces the notion of verb "families". (See Introduction to Chapter 2.) The teacher must prepare some wall charts in advance. These materials can be left in the classroom to serve as a reference guide, with the students continually adding new verbs to the charts.

Number of Participants: whole class

Materials Necessary:

large pieces of posterboard or heavy
paper
magic marker
dittoed copies of the wall charts
(optional)

Teacher Preparation:

- 1) The teacher makes charts on large pieces of posterboard. S/he writes one example from each family as the heading for each of the twenty groups and leaves plenty of space under each heading for the students to fill in the other members of that family. The twenty families are randomly placed on the charts. This is one way to organize them:

#1 begin - began-begun	#2 break - broke-broken
#3 blow - blew-blown	#4 hang - hung-hung

#5 drive - drove-driven	#6 wear - wore-worn
#7 bite - bit-bitten	#8 shake - shook-shaken

#9 give - gave-given	#10 sow - sowed-sown
#11 sleep - slept-slept	#12 feed - fed - fed

#13 bring - brought-brought	#14 pay - paid-paid
#15 bind - bound-bound	#16 sell - sold-sold

#17 cut - cut-cut	#18 come - came-come
#19 build - built-built	#20 be - was-been

- 2) Optional: The teacher can reduce the wall charts onto dittos, so the students can have their own smaller version of the charts. These dittos can function as portable personal reference guides for the students to use outside of class when the wall charts aren't available. Students should be encouraged to add new irregular verbs to their dittos. These verbs will then be transferred to the wall charts in the classroom.

We included copies of the dittos which we used. (See pages 19 - 21.)

The Classroom Activity:

- 1) The students examine a reading they are already familiar with, picking out the irregular past tense verbs and listing them on a piece of paper. The teacher should make sure that the selection used has a lot of irregular verbs in their past tense forms.
- 2) Then the students write the three forms of each verb on their piece of paper: the present, the past, and the past participle.

- 3) The teacher elicits the verb forms from the students. S/he may have them spell the words orally, or may want to have them write the forms up on the blackboard.
- 4) The teacher brings out the pre-made wall charts.
- 5) The students fit the verbs that they have found into the appropriate families on the wall charts. The teacher will need to give some examples to get the students going.
- 6) The charts are hung on the classroom walls, so the students may refer to them. As an ongoing activity, the students will add new irregular verbs to the charts as they come up in class.

Note: As teachers, we found it extremely useful to have the families listed on index cards which we could refer to when helping students with the task of classifying.

#1 begin - began - begun

#2 break - broke - broken

#3 blow - blew - blown

#4 hang - hung - hung

#5 drive - drove - driven

#6 wear - wore - worn

#7 bite - bit - bitten

#8 shake - shook - shaken

#9 give - gave - given

#10 sow - sowed - sown

#11 sleep - slept - slept

#12 feed - fed - fed

#13 bring - brought - brought

#14 pay - paid - paid

#15 bind - bound - bound

#17 cut - cut - cut

#18 come - came - come

#20 Miscellaneous (all
three forms are
different)

be - was - been

#19 Miscellaneous (the
past tense and
participle are the
same)

build - built - built

FOLLOW THE ACTIONS

This activity allows for written practice of the irregular past tense in a way that will be enjoyable for the students. It requires very little in terms of teacher preparation or materials. In fact, it can be done spontaneously or as a short filler activity.

Number of Participants: 4 - 40

Materials Necessary: Blackboard, chalk, paper, and pencils

Classroom Activity:

- 1) The teacher writes several infinitives of action verbs on the board, using only verbs that have irregular past tense forms.
- 2) The teacher goes through a series of actions, using the verbs on the blackboard in random order.
- 3) After each action in the sequence, the teacher pauses, allowing time for the students to write down what the teacher has just done, using the correct past tense forms of the verb in a complete sentence.
- 4) Students correct their work in pairs (or small groups), allowing for variations in vocabulary.
- 5) Individual students share their interpretations of the sequence by writing their sentences on the board.
- 6) A possible sequence of actions might be: (The sillier, the better!)
 - a) She ran to the door.
 - b) She lit the candle on the table.
 - c) She shook hands with Jose.
 - d) She threw her shoe on the floor.
 - e) She hid under her desk.

Variations: Student volunteers may perform the sequence of actions, rather than the teacher.

- a) The teacher might write individual commands (using irregular past tense verbs) on slips of paper. Student volunteers might carry out the actions, while the class writes down what they have done.
- b) Student volunteers might improvise an original sequence of actions, combining irregular and regular past tense verbs.

Comments: Be sure that the verbs used are ones that the students have already been exposed to. A teacher might want to precede this activity with some Total Physical Response work,² incorporating the irregular verbs s/he plans on using in "Follow the Actions." This would ensure that the students had internalized the meaning of these verbs and could focus on past tense formation.

2. James Asher, Learning Another Language Through Actions: The Complete Teacher's Guidebook (Los Gatos, Calif.: Sky Oaks Productions, 1977).

VERB BEE

This activity requires no teacher preparation. Student-generated material is the basis of "Verb Bee". Students practice the spelling and the pronunciation of irregular past tense verbs in the context of a sentence.

Number of Participants: 6 - 20 students

Materials Necessary:

paper and pens blackboard and chalk
--

Classroom Activity:

- 1) Students write three sentences on a piece of paper.
 - a) They must use verbs that have irregular past tense forms. They can use the wall charts as a reference.
 - b) The sentences can be written in any tense but the simple past. (Future, simple present, or present progressive.)
- 2) The teacher collects the pieces of paper.
- 3) The teacher divides the class into two teams.
- 4) The teacher reads one of the sentences from one of the pieces of paper to the first person on Team A.
- 5) This student repeats the sentence in the simple past and makes all necessary changes, including verb forms and time referents. S/he also spells the past tense form and then says the verb form.

Example: Teacher: She drives her car to work every day.
Student: She drove her car to work yesterday.
D-R-O-V-E, drove.
- 6) The activity proceeds like a spelling bee with sentences being directed to alternating teams.
- 7) The activity is over when all the sentences have been used. The team which has accumulated the most points is the winner. (See scoring procedure below.)

Scoring:

A maximum of three points can be scored each round:

- 1 point for correct spelling of the verb form.
- 1 point for correct pronunciation of the verb.
- 1 point for use of grammatically correct time referent.

Note: Not every sentence will have a time referent. For sentences that don't, two points will be the maximum a team can earn for that round.

If the person on Team A fails to earn points for any of the given areas, then the next player on Team B has a chance to give the correct response and earn those points for his/her team.

If the person on Team B doesn't make the necessary corrections, then Team A has a final chance to earn those points after having a group conference.

Example:

Teacher: I will buy a dress tomorrow.

(one member) Team A: I bought a dress tomorrow. B-O-J-T,
bought.
(1 point - pronunciation)

(one member) Team B: I bought a dress yesterday. B-O-J-H-T,
bought.
(1 point - time referent)

(conference) Team A: I bought a dress yesterday. B-O-U-G-H-T,
bought.
(1 point - spelling)

spelling pronunciation time referent

Draw a grid on the blackboard to keep track of points:

	spelling	pronunciation	time referent
1			
2			
3			

Note: At the end of each round the teacher can supply any information that is still missing.

FAMILY TREE

In this activity the students can work individually, in pairs, or in trios. The students sort cards into groups according to spelling and pronunciation patterns of the verb forms. They are required to use deductive reasoning when presented with verbs which they have never seen before. This activity requires a lot of teacher preparation beforehand. Once constructed and explained, the activity can be used independently by the students since it is self-correcting.

Number of Participants: One, two, or three students per branch; Five branches allow fifteen students to be working at the same time.

Materials Necessary:

25 book pockets (used in library books)
80 3" x 5" index cards of 5 different colors (16 cards of each color)

Note: We purposely made these color groupings random, just as a way to break the task of card sorting into more manageable segments. The colors used in "Family Tree" have no relation to colors used in our other past tense activities.

Posterboard or cardboard
Masking tape and scotch tape
Felt pens and glue

Teacher Preparation:

- 1) Make a "tree trunk" and five "branches" out of the posterboard. The branches should each be 24" x 4", and the trunk should be 24" x 9". (See drawing on page 29.)
- 2) Tape four book pockets to each branch. Be sure that only the top half inch of the book pockets are taped, so that the bottoms of the pockets can be flipped up.
- 3) Write the headings (i.e., "break - broke - broken") from the wall charts on the 20 book pockets. (See drawings on pages 29 and 30.)
- 4) Glue five book pockets to the trunk of the tree.

- 5) Label each of these pockets on the trunk with the name of one of the five colors you are using for the index cards.
- 6) Color a portion of each branch so that each branch matches one of the sets of index cards. (See drawing on page 29.)
- 7) For each branch, make up a set of 16 index cards. Write verbs (in present tense form) that are members of the four families that are on that branch, one verb per index card. For example, if "drive - drove - driven" is one of the families which is written on a book pocket on the blue branch, you could write "arise" and "ride" on blue index cards. (If you don't have colored index cards, you can use white index cards and write the verbs on them with colored felt pens.)
- 8) Put the index cards into their appropriate color-coded pockets on the tree trunk.
- 9) Make a self-correcting key, by writing the verbs that should be in each pocket of the branches under the correct pocket. (Remember, the pockets flip up to reveal the answers!) (See page 30.)

Variation:

If you don't have access to a friendly librarian and you can't get book pockets, you can use envelopes or make your own book pockets out of paper and tape up the sides. Just be sure to give an example of each pattern on the front of your home-made pockets.

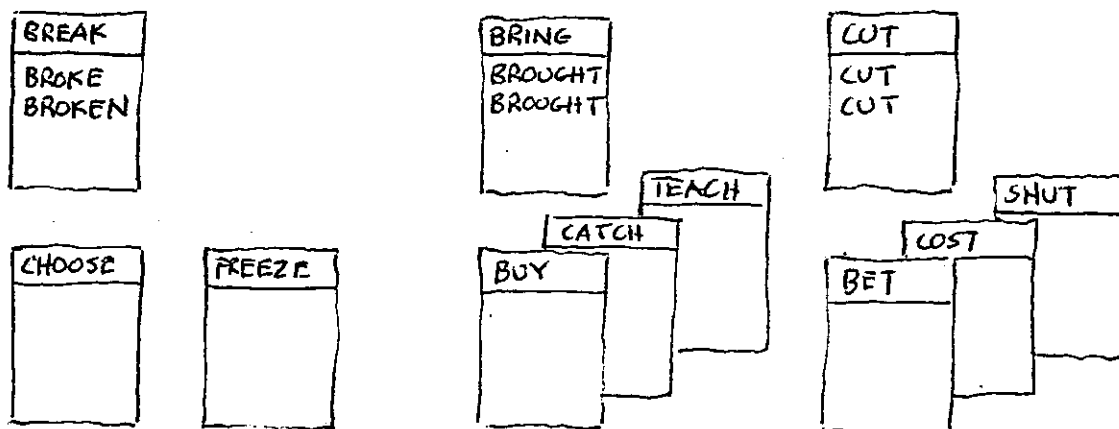
Classroom Activity:

- 1) The student takes the index cards from one book pocket in the trunk of the tree. S/he sorts the cards into the appropriate pockets, on one branch, according to their verb families.
- 2) Once s/he has sorted all the index cards of one color, the student corrects his/her work by checking to make sure that all the verbs in the pocket are included in the list under the pocket.
- 3) Misplaced cards should be re-sorted until all the cards are in the correct pockets.
- 4) The student repeats the process for all five branches.
- 5) At the end of the allotted time all the index cards should be returned to their original book pockets in the trunk of the tree.

Note: We had students sorting the cards in pairs so that they could discuss their reasoning for the placement of each card.

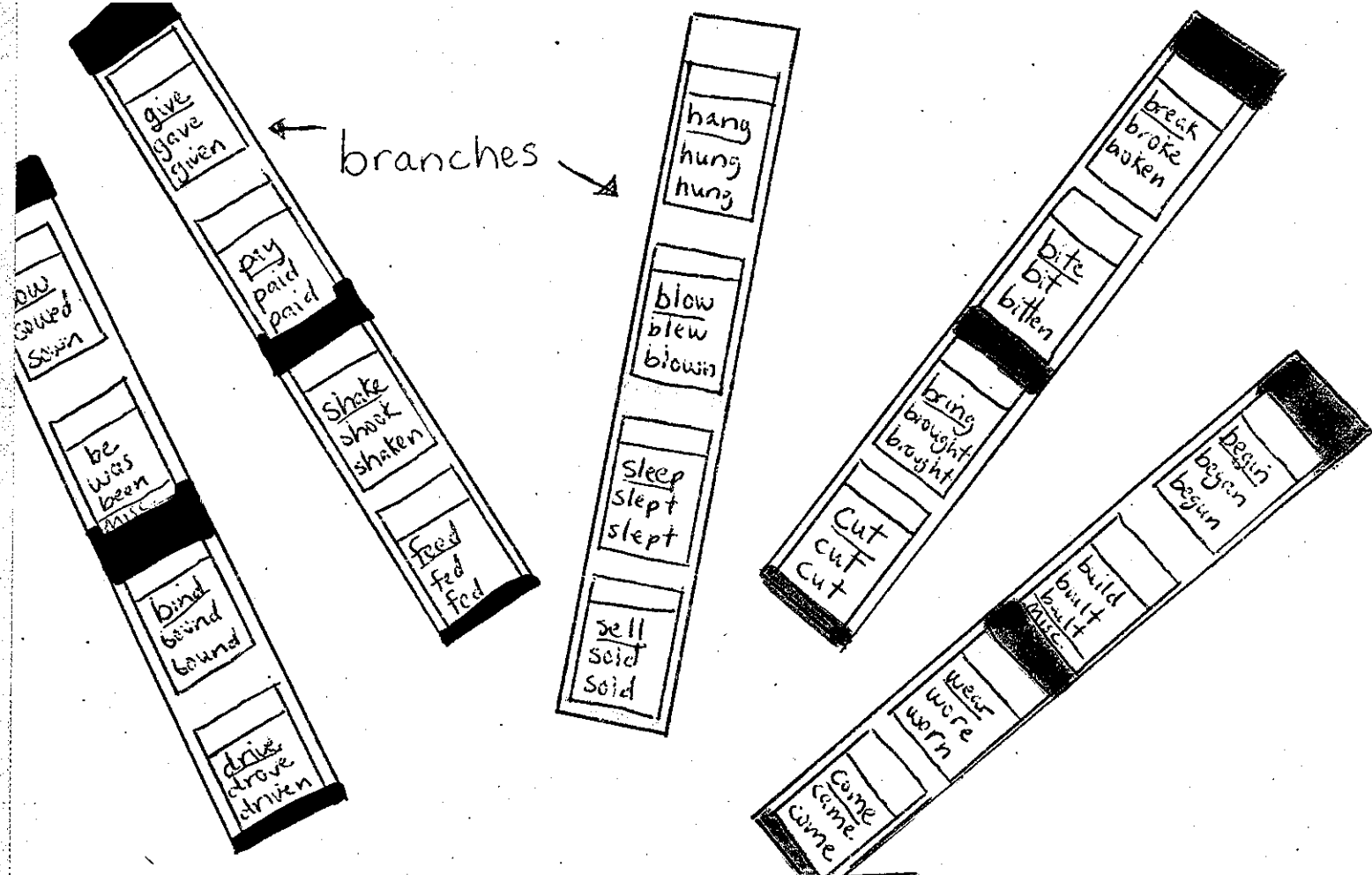
Variations:

- 1) Constructing the branches of the "Family Tree" takes a large amount of teacher time. If the teacher is not able to make this time investment, s/he can make a simplified version. The colored index cards would be created in the manner mentioned before. (See instruction #7 under "Teacher Preparation".) Then, rather than making up the book pockets and gluing them to the branches, the teacher could write each of the family headings (i.e., "wear - wore - worn") onto the index cards. The verb cards would then be sorted into piles underneath the appropriate headings, rather than put into book pockets. (See picture below.)

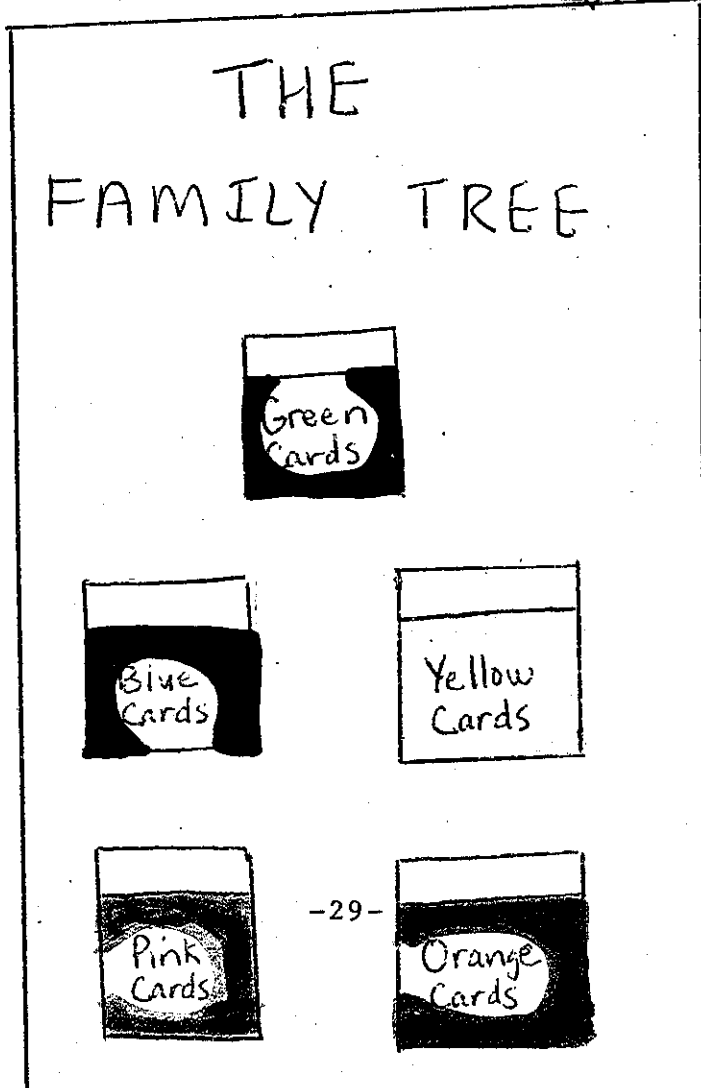


- 2) A competitive activity for two to five students:
 - a) Each student takes the cards out of the pocket in the trunk. S/he must sort the cards into the correct pockets of a specific branch.
 - b) The first student to have all of his/her cards in their proper pockets is the winner.

Note: For this activity the teacher must make sure that there are an equal number of index cards for each branch. We used 16 cards per branch.



trunk →



A Sample Book Pocket

ring

begin

began
begun

FLIP UP
TO SEE THE
SELF-
CORRECTING
KEY

AROUND THE STATES

Although this game requires a fair amount of time to prepare (in constructing the gameboard and cards), we feel that it's well worth the effort. Once constructed, this gameboard can be re-used to play other games with different grammatical focuses. In fact, we have included a variation of this game in the present perfect chapter. (See pages 124-129.)

This game requires that the student work on a multitude of skills, including:

- a) usage of the irregular past tense verbs, in context
- b) prepositional phrases
- c) pronunciation of the names of the states and recognition of their shapes
- d) combination of appropriate time referents with the irregular past tense verbs
- e) ability to think of sentences quickly

Geographical characteristics of the various states, which are also a part of this game, bring in some aspect of American culture. But this game can also be adapted for use in EFL classrooms in other countries, where this cultural aspect might not be appropriate. See "Variations" under How to Make the Game.

Number of Participants: 2 - 6

Materials Necessary:

a watch with a second hand
a die
6 game markers
a gameboard
a map of the U.S. (included on page 36)
10 stick-on dots or small circles
several magic markers
20 index cards, 15 pink and 5 yellow
glue

How to Make the Game: (See the copy of gameboard on page 37.)

- 1) Xerox the map of the United States which we have included.
- 2) Cut out 45 states.
- 3) Glue them on a path on the gameboard.
- 4) Stick the dots on the gameboard at intervals, with 4 - 6 states in between two dots.

- 5) Make a START and an END for the game. (We used a picture of the White House for our "END".)
- 6) Draw arrows along the path at any places where the direction might be ambiguous. (We drew arrows around the curves in our game path to make them clearer.)
- 7) Draw two rectangles on the gameboard to show where to place the dot cards and the verb cards.
- 8) Write "Around the States" somewhere on the board.
- 9) Laminate the game or cover it with clear contact paper.
- 10) Construct the two sets of game cards, the verb cards and the dot cards.

Verb Cards

- a) Cut the 15 pink index cards into quarters, so you have 60 small cards.
- b) On each card, write a present tense form of a verb which has an irregular past tense form. Try to include verbs from many different families. (See list of verbs on page 35.)

Dot Cards

- a) Cut the 5 yellow index cards into quarters, so you will have 20 small cards.
- b) On each card, write a brief command. This will instruct a player to move to a specific state on the board to do some activity which corresponds geographically to the state. Be careful not to use the names of states which are too close to the start or the end of the game. Some examples of dot cards we made are:

(For more ideas for the "dot cards" see the list on page 34.)

<p>Go visit the Sioux Indian Reservation in South Dakota!</p>

<p>Move to Idaho and buy a potato farm!</p>

- c) Put a dot on the back of each card.

Variations in Construction:

- 1) Change the game from "Around the States" to "Around the World". Get a world map and cut out countries to form the game path, rather than states. Make up new dot cards which will be appropriate for the countries you've selected.

How to Play the Game:

- 1) Each student chooses a marker and places it on the START.
- 2) Each student rolls the die to see who will play first. The person with the highest number goes first, and the play proceeds in a clockwise direction.
- 3) The first player rolls the die and moves his/her marker to the correct state or dot.
- 4) If the student lands on a state, s/he draws a verb card. S/he must then form a statement incorporating the name of the state and the simple past tense form of the verb on the card. (Example: "I flew a kite in Missouri.") Questions are not acceptable, since they don't make use of the simple past tense form of the verbs. Refer to the note on "Corrections" below, if the student makes a mistake in forming his/her statement.
- 5) To make the game more lively, each player is given only 30 seconds in which to produce their statement. A person can be appointed to act as the timekeeper (someone with a second hand on their watch).
- 6) If the student lands on a dot, s/he draws a "dot card". S/he reads the card aloud and then moves to the state which is written on the card. (This may mean moving forward or backward.) The player then draws a verb card and proceeds to make a statement, as in #4 above.
- 7) The student to his/her left then plays in a similar manner, with the other students following in turn.
- 8) The winner is the first person to reach the END (the White House), with an exact roll of the die. Example: A student is only three spaces from the END and rolls a six. So s/he remains on that state, but picks another verb card and makes another statement with the same state.

Corrections:

In "Around the States" we have attempted to create a supportive atmosphere and play down the competitive element of the game. The players are given a second chance to produce a correct statement, if they are not able to do it the first time that they land on a state. By not having the student lose his/her turn with the first error, the punitive aspect is alleviated. Also, the other students are encouraged to help a student who is "stuck" by prompting them with the correct information. This prompting from the students (or the teacher, if necessary) should occur:

- a) If a player is unable to complete his/her statement in the 30 seconds;
- b) If the player uses the incorrect form of the verb (Example: "The bus to Maine costed 10 dollars.");
- c) If the player uses the verb in an ungrammatical way (Example: "I like to rode horses in Georgia.").

After being prompted, the student waits for his/her next turn. Before rolling the die to move forward, s/he must come up with a new and grammatically correct statement using the same verb and state from his/her previous turn. If this statement is acceptable, the player then rolls the die and continues his/her turn. If the statement is unacceptable, the player is prompted once again and must wait until his/her next turn to try it again.

Since the focus of "Around the States" is correct formation and usage of the irregular past tense verbs, the students are not penalized for other types of grammatical errors (incorrect prepositions, omission of articles, etc.).

List of "DOT CARD" Ideas:

- 1) Fly to California to visit Disneyland!
- 2) Mount St. Helens has just erupted again!! Go to see it in Washington.
- 3) Go to Wisconsin to buy some cheddar cheese.
- 4) Go visit the Sioux Indian reservation in South Dakota.
- 5) You have been given an oil well. Go to Texas to see it.
- 6) Go salmon fishing in Oregon.
- 7) Fly to Colorado to go hiking in the Rocky Mountains.
- 8) Talk to Jimmy Carter about his four years as President. Go to Georgia.
- 9) Travel to Alaska to work on the oil pipeline.
- 10) Move to Idaho and buy a potato farm.
- 11) You want to get rich by gambling in Las Vegas. Go to Nevada.
- 12) Take a steamboat ride down the Mississippi River to Missouri.
- 13) Go to Hawaii for a wonderful vacation in the sun!!
- 14) Spend a week visiting the art museums in New York City.
- 15) Go skiing in the White Mountains of New Hampshire.
- 16) You want to study English. Take classes at SIT in Vermont.
- 17) It's Mardi Gras time! Go to Louisiana.
- 18) Drive to Maine for a lobster dinner.
- 19) There was a nuclear accident at Three Mile Island in Pennsylvania. Go there to learn about the problems.
- 20) Go camping in Yellowstone Park in Wyoming.

List of verbs on the "VERB CARDS":

- | | | |
|-------------|-----------|-----------|
| 1) ride | 21) wear | 41) hide |
| 2) bite | 22) shake | 42) tell |
| 3) hang | 23) read | 43) drink |
| 4) fight | 24) stand | 44) grow |
| 5) write | 25) sell | 45) lay |
| 6) stick | 26) leave | 46) make |
| 7) catch | 27) lend | 47) know |
| 8) sing | 28) cut | 48) shoot |
| 9) draw | 29) shine | 49) teach |
| 10) find | 30) shut | 50) stink |
| 11) put | 31) think | 51) take |
| 12) spend | 32) ring | 52) hurt |
| 13) drive | 33) run | 53) bet |
| 14) steal | 34) beat | 54) buy |
| 15) come | 35) bring | 55) lose |
| 16) swim | 36) light | 56) see |
| 17) cost | 37) fall | 57) speak |
| 18) forgive | 38) dream | 58) feel |
| 19) sleep | 39) eat | 59) tear |
| 20) build | 40) pay | 60) sweep |

SPELL AND CHECK

This activity allows students to work individually on improving their mastery of the irregular past tense verb forms. The Spell and Check cards require a good deal of teacher time and patience to construct. But once made, the cards are a wonderful teaching device that can be used over and over again.

Number of Participants: one student per card

Materials Necessary: 8 pieces of posterboard (8½" x 11")
scissors
clear contact paper or laminating material
felt pens

Teacher Preparation:

- 1) Place the model card (see page 41) over a piece of posterboard, using it as a stencil to trace the holes.
- 2) Cut the holes out of the posterboard. (We found that small, curved fingernail scissors worked well.)
- 3) Write irregular verbs (in their present tense forms) above each of the holes. We have included a list of the verbs that we used on our eight cards. (See page 40.)
- 4) Turn the card over and write the correct answers (past tense form) above each of the holes. This is tricky, so take a look at the model card on page 41 to be sure you have the past tense forms in the corresponding spaces.
- 5) Write these instructions to the student in the middle of the card:

Instructions:

- 1) Put an 8½ inch by 11 inch piece of paper under this card.
- 2) Write the past tense of each verb in the hole.

Example: give

gave

- 3) When you finish, turn the card over.
- 4) Check your answers.

- 6) Label the cards (i.e., Card #1, Card #2, etc.)
- 7) Write the title "SPELL AND CHECK" on each card.
- 8) Laminate the cards or cover them with clear contact paper. Cut out the holes again.

Directions for Using the Cards: See #5 on page 38.

Further Activities with the Cards:

- 1) Two or three students may work together to write a story which incorporates all of the past tense verbs from one of the Spell and Check cards. The teacher can give the story (with verbs omitted) to the rest of the class and have them fill in the appropriate verbs.
- 2) The students can also use the Spell and Check cards in reverse. By turning the card over to the answer side, they can fill the present tense forms of the verbs. The students can then turn the card over and check their answers.
- 3) A version of "Bingo" could also be played with these cards. Each of the verbs on the Spell and Check cards should be written on a small piece of paper (see the verb list below). Each of the four players would have one of the Spell and Check cards with a blank piece of paper under it. The teacher (or another student) would be the "caller", drawing a piece of paper and reading the verb on it. (These verbs should be written in the past tense, and the caller should read them aloud in the past tense.) The players would look to see who had the present tense form of that verb on their cards, and the first to find it would say, "I've got it!" or some other expression. Then that player would fill in the past tense form in the correct hole on his/her card. The game would proceed in this manner, until one of the students had filled in five verb spaces in a row, either vertically or horizontally. That student is the winner. One advantage of playing the game in this way is that it reverses the process of verb recognition, asking the student to come up with the present tense form when given the past tense form of the verb. It also allows the individualized cards to be used in a group game.

Spell and Check card verb list:

Card #1

be
see
keep
drink
win
bite
lend
ride
dig
shrink
do
shake
forget
cut
blow
draw

Card #2

give
get
hear
eat
break
understand
take
sing
run
throw
grow
teach
have
fall
find
feel

Card #3

hang
tear
fight
write
put
spend
steal
come
build
read
sell
shut
think
dream
hide
lay

Card #4

catch
drive
swim
cost
sleep
wear
shake
tell
leave
ring
bring
pay
make
sting
hurt
speak

Card #5

become
shine
go
mistake
creep
send
lead
buy
bind
burst
spit
begin
freeze
know
spin
wring

Card #6

light
shoot
stand
forgive
leap
feed
hold
seek
wind
let
split
spring
weave
arise
stick
bid

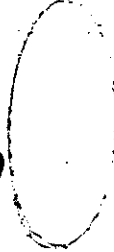
Card #7

overcome
sit
lit
beat
mean
bend
speed
say
grind
hit
spread
stink
wake
swear
broadcast
cling

Card #8

lose
slide
dive
forbid
meet
sweep
bleed
mislay
bet
set
sink
choose
fly
tear
swing
knot

light



forgive



split



weave



hold



seek



wind



spring



SPELL AND CHECK

Instructions:

- 1) Put a 8 1/2 inch X 11 inch piece of paper under this card.
- 2) Write the past tense of each verb in the hole.

Example: ^{give}
gave

- 3) When you finish turn the card over.
- 4) Check your answers.

CARD #6

arise



stick



let



SHE FELT REAL GOOD³

(Jazz Chant)

She left work at the end of the day.
She got on the bus and she sang the whole way.

She felt real good!
She felt real good!

She picked up a steak and a bottle of wine.
She bought a dozen roses, all different kinds.

She felt real good!
She felt real good!

She put the roses in a vase; she drank all the wine.
She ate the whole steak and thought life was fine.

She felt real good!
She felt real good!

She took off her clothes; she shut off the light.
She went right to bed and she slept through the night.

She felt real good!
She felt real good!

3. Written by Victoria Badalamenti and Susan Shalek.

Suggestions for using this Jazz Chant with your class:

- 1) Have the students circle all the irregular past tense verbs.
- 2) Discuss any new vocabulary.
- 3) Talk about the difference between "real good" and "really good" in terms of language formality.
- 4) Have the students work in pairs and prepare a pantomime of the whole scene. As each pair does their presentation, the class chants along with them.
- 5) Have a follow-up discussion. Some possible discussion questions might be: "Why does she feel real good?" "What happened to her?" "When have you felt real good?"

Note: See Appendix A for suggested procedure for working with Jazz Chants with a class.

CHAPTER 3

THE MODAL AUXILIARY SYSTEM

INTRODUCTION: THE MODAL AUXILIARY SYSTEM

There seem to be four basic components of modals and quasi-modals* which create confusion for the ESL student:

- 1) Semantic functions
- 2) Variations in "mood" within the separate functions
- 3) Grammatical irregularities
- 4) Lack of time/tense form correspondence

The multitude of different semantic uses attributed to each modal can be mind-boggling for the ESL student. Traditionally, modals have often been taught as any other vocabulary item, with students learning all the meanings associated with each modal. However, modal auxiliaries can also be organized into several general semantic functions (i.e., "making a request", "expressing ability").¹ Using this system, students can learn which modals serve which functions, rather than learning all of the separate meanings which one modal may have. See pages 48 and 49 for a list of the semantic functions and their corresponding modals and quasi-modals which have been used in this chapter.

* We have defined "quasi-modal" as a two or three-word phrase, ending with "to", which functions the same way in a sentence and fulfills the same semantic function as a modal does (i.e., "be able to", "ought to").

1. Marianne Celce-Murcia and Diane Larsen-Freeman, An English Grammar for Teachers of English as a Second or Foreign Language (Pre-publication version, 1977).

Within most of the semantic functions, the choice of one modal over another reflects a subtle, yet specific, "mood" or "unspoken message" on the part of the speaker. For example, "We must be in Paris now" shows that the speaker is more certain of the validity of his/her inference, than if s/he says "We might be in Paris now." Thus, in addition to working with the separate modal functions, students also need practice in contrasting the various modals within one function, in terms of their subtle connotations.

There are also several instances of grammatical irregularities within the modal system. The two areas which seem to create the most problems for ESL students are: 1) the omission of "to" between a modal and the lexical verb which follows it, and 2) the absence of any affix on the lexical verb which follows a modal. Students often fail to take these rules into consideration, thus producing such statements as "I can to go with you" and "I should studying tonight."

Except in reported speech, the tense form of a modal does not always correspond to the appropriate time referent. This is another source of confusion for ESL students.

With these four problem areas in mind, we have decided that modal auxiliaries can best be taught and practiced by grouping them in terms of their semantic functions and focusing on the various "moods" expressed within each of the functions. Therefore, most of the games and activities in this chapter have a situational context or meaning built into them.

"Should I or Shouldn't I?" and several of the "Pick a Modal" cards are the only parts of the chapter which are based solely on a goal of grammatical correctness, although we feel that this should be an important element of each of the games/activities. The students are responsible for correcting each other in most of the games/activities. However, the teacher is encouraged to deal with the issue of correction as s/he thinks will best meet the needs of his/her class. Most of the games/activities work with a single semantic function of modals, while "Fishing for Modals" serves as a wrap-up activity which includes all of the functions. The tense/time element is a part of all of the activities, although it is not the specific focus of any one activity. By organizing the chapter in this way, we have incorporated each of the four areas which cause confusion for students working on mastering modals.

We suggest the following sequence of games/activities, from working on one modal function to combining all of the functions:

- 1) Stop and Shop -
Oral practice on use of modals in making polite requests and offering suggestions.
- 2) Inference Ball Toss -
Oral production of inferences, using different modals to reflect the varying degrees of certainty.
- 3) "In a Hurry" (Jazz Chant) -
Oral practice on reduced speech patterns of quasi-modals expressing necessity.

- 4) Starring Modals -
Oral work with two skills: a) correspondence of modals to varying degrees of certainty, authority, and politeness, and b) recognition of which modals and quasi-modals are synonyms (plus a variation which incorporates work with reported speech).
- 5) Should I or Shouldn't I? -
Practice on quick oral recognition of the grammaticality of statements which incorporate quasi-modals or modals.
- 6) "Dear Abby" Activities -
A myriad of activities (written and oral) using modals of advice and suggestion.
- 7) Fishing for Modals -
Combination of modals and quasi-modals with their appropriate semantic functions.

To be used at any point during the work with modal auxiliaries:

- 1) "Pick a Modal" Cards -
An individualized, self-correcting reading activity in which a missing modal is selected based on grammaticality, mood, and/or semantic function.

SEMANTIC FUNCTIONS OF MODALS AND QUASI-MODALS

This is a summary of the semantic functions of modals and quasi-modals as they have been used in Chapter 3. It is only a brief overview and is not meant to be a complete or exhaustive study of this topic. For further information, see the list of suggested readings on page 49A).

A. Permission

MAY (asking and granting permission)
MIGHT (only for asking permission; very formal)
CAN (less polite)
COULD (polite)

B. General Requests

COULD (polite)
CAN (less polite)
WOULD (polite)
WILL (less polite)

C. Expressing Ability

CAN
COULD
BE ABLE TO

D. Inferences

↑
Increasing
Certainty

About Present Events:

MUST
MAY
MIGHT, COULD

↑
Increasing
Certainty

About Future Events:

WILL, BE GOING TO
SHOULD, OUGHT TO, BE SUPPOSED TO
MAY
MIGHT, COULD

E. Advice

↑
Increasing
authority or
urgency

Giving Advice:

HAD BETTER (implies negative consequences, if advice isn't followed)

SHOULD, OUGHT TO

MIGHT, COULD

Asking for Advice:

SHALL (used only with 1st person, singular and plural; very formal)

SHOULD (less formal)

F. Expressing Necessity

↑
Increasing
formality
authority

MUST

HAVE TO

HAVE GOT TO

G. Expressing Obligation

BE SUPPOSED TO

SHOULD

OUGHT TO

H. Making Demands

WILL (formal; more authoritative)

BE GOING TO (less formal)

Suggested Readings on the Semantic System of Modals

- 1) Bowen, J.D. and C.F. McCreary (1977), "Teaching the English Modal Perfects," TESOL Quarterly, 11:3, pp. 283-288.
- 2) Celce-Murcia, Marianne, and Diane Larsen-Freeman, An English Grammar for Teachers of English as a Second or Foreign Language (pre-publication version, 1977), pp. 35-39.
- 3) Frank, Marcella, Modern English: A Practical Reference Guide (1972), Englewood Cliffs, N.J.: Prentice-Hall, Inc., pp. 95-107.
- 4) Hayden, Rebecca E., Mastering American English (1956), Englewood Cliffs, N.J.; Prentice-Hall, Inc., pp. 110-115.
- 5) Praninskas, Jean, Rapid Review of English Grammar (1975), Englewood Cliffs, N.J.: Prentice-Hall, Inc., pp. 234-241.

STOP AND SHOP

"Stop and Shop" is a simulation game in which students play the roles of both shopper and shopkeeper. They practice using modal auxiliaries in making polite requests and offering suggestions.

Number of Participants: 3 - 6 students

Materials Necessary:

a blank gameboard (See Appendix B for ideas on gameboard construction.)
a blank spinner (See Appendix B.)
6 markers (See Appendix B.)
magazines with lots of pictures of small items sold in stores (Catalogues and green stamp books work well.)
felt pens
48 2½" x 3" pieces of posterboard or heavy paper
ruler
glue
Optional: a die or small wooden cube

Teacher Preparation:

- 1) Obtain or make a gameboard. (See Appendix B.) The one we used was 17" x 11".
- 2) Make a game path around the edge of the board, by drawing 18 rectangular sections which are 2" x 2½". (See the xerox copy of the gameboard on page 56.)
- 3) Write "Start" on the first section and "The Winner" on the last section.
- 4) Write the name of a business or type of store on each of the remaining 16 sections.

Note: To add some pizzazz and color to our gameboard, we cut out various colored pieces of construction paper that would fit into the 2" x 2½" sections of the gameboard. On each small piece of paper, we drew a storefront window with an awning. In each window we glued small pictures of items that could be bought in that store. We wrote the name of each store on the window awning and glued the pieces of paper onto the gameboard.

The businesses we used were:

- | | |
|------------------|----------------------|
| 1) jewelry store | 9) florist |
| 2) toy shop | 10) pet shop |
| 3) bakery | 11) stationery shop |
| 4) shoe store | 12) hardware store |
| 5) liquor store | 13) drug store |
| 6) post office | 14) department store |
| 7) music store | 15) clothing store |
| 8) grocery store | 16) book store |

Other possibilities are:

- | | | |
|-------------------------|------------------|------------------------|
| 1) real estate office | 7) fabric store | 13) kitchen appliances |
| 2) beauty shop/barber | 8) fish market | 14) camera shop |
| 3) sporting goods store | 9) butcher shop | 15) fruit & vegetables |
| 4) automotive shop | 10) bank | 16) furniture store |
| 5) car dealer | 11) tobacco shop | 17) candy shop |
| 6) garden shop/nursery | 12) gift shop | 18) health food store |

Note: The teacher should use whichever type of shops seem the most relevant to his/her students' needs and interests. For example, if the students are all from the same community, the teacher might want to use names of specific businesses in the community, rather than general labels. An ESL teacher outside of the U.S. might want to use the equivalents for the businesses, rather than the American terms (i.e., "chemist", instead of "drug store").

- 5) Draw a 3" x 4" rectangle on the gameboard where the cards will be placed.
- 6) Write "Stop and Shop" on the gameboard in big letters.
- 7) Construct the game cards. Using the magazines, find picture of items which could be bought in each of the shops. Select at least 3 pictures for each shop. Glue the pictures on the 2½" x 3" cards.

Variations for Card Construction:

- a) The teacher could draw sketches of the items, rather than using magazine pictures.
 - b) The teacher could simply write the name of an item on each card, rather than using pictures.
- 8) Make a spinner like the model on page 55. We suggest having only a few negative numbers, so students don't get too frustrated.

- 9) Laminate the gameboard and cards (and the spinner, too, if desired.)

Variation for Game Construction:

Since this game does take several hours to make, the teacher may want to have his/her students help in the construction. This will cut down on teacher time and can be a valuable learning experience for the students. The class can select the 16 businesses they want on the gameboard, find the magazine pictures, and make the cards. This searching for appropriate items for the cards can trigger good classroom discussion (i.e., "Can you buy a pocketbook at a shore store?" or "Does a book store usually sell birthday cards?"). It will also expose the students to vocabulary that they will use in playing the game. The teacher might also elicit student aid in drawing the shop windows and awnings on the gameboard.

How to Play the Game:

- 1) Each player spins the spinner. The player with the highest number goes first. The turn passes around the board in a clockwise rotation.
- 2) The first player spins, getting a positive or negative number and one of the four patterns for making a polite request. If the arrow lands between two numbers, the player spins again until the arrow is touching a number. S/he moves his/her marker to the correct space.

Note: If s/he gets a negative number on the first turn, s/he may continue to spin until s/he gets a positive number which will allow him/her to move forward.

- 3) The player draws a card. S/he must make a request, asking for what is on the card by using the word pattern shown on the spinner.

Example: A player lands on the pet shop and draws a card with a bar of soap. The arrow of the spinner is pointing to "Could you help me please? I would like _____." The player might say, "Could you help me please? I would like to buy some soap."

- 4) The person on the player's left is the shopkeeper. S/he must respond to the player's request as the shopkeeper of that store would.

Example: "No, I don't have any soap here. You have to go to the drug store to buy soap." or "You might try looking for it at the department store around the corner."

The shopkeeper makes the final decision about whether his/her store sells the item being requested. This will help avoid disputes.

- 5) If the player lands on a business which matches correctly with his/her card, s/he gets to take one more turn. The shopkeeper will respond in a positive way to the player's request.

Example: "Yes, we do have soap for sale here."

- 6) The shopkeeper then becomes the next player, and the game continues clockwise around the board, with students taking the role of shopkeeper and then the role of shopper.
- 7) If a shopper spins a negative number (-2), s/he must go backwards to the correct space and make a request based on the card which s/he has drawn. If the negative number is larger than the number of spaces, the player only moves back as far as s/he can.
- 8) The first player to reach the last space on the game path is the winner. Exact numbers are not needed for the final spin. (For example, if the player needs only "1" to reach the end of the game path, and s/he spins a "2", s/he still is the winner.)

Variation for Playing the Game:

To give an additional element of fun and interest to the role of the shopkeeper, the teacher can devise a "personality cube." On each side of the wooden or cardboard cube, the teacher can write a personality trait (i.e., "rude", "hard of hearing", "very talkative", "bored", "very polite", "likes to give directions to places," etc.) Then the shopkeeper must roll the cube to select his/her trait and incorporate the trait in his/her response to the shopper's request.

To encourage more student involvement in this additional activity, the teacher might ask the class to share experiences they have had in dealing with shopkeepers, focusing on different ways that the shopkeepers have reacted to the students. The teacher could use 6 of the students' responses and write them on the blackboard, numbering each of these personality traits from 1 - 6. Then the game could be played using a regular die. The shopkeeper would roll the die and refer to the blackboard to see which personality trait corresponded to the number s/he had rolled. This would tell him/her how to respond to the shopper.

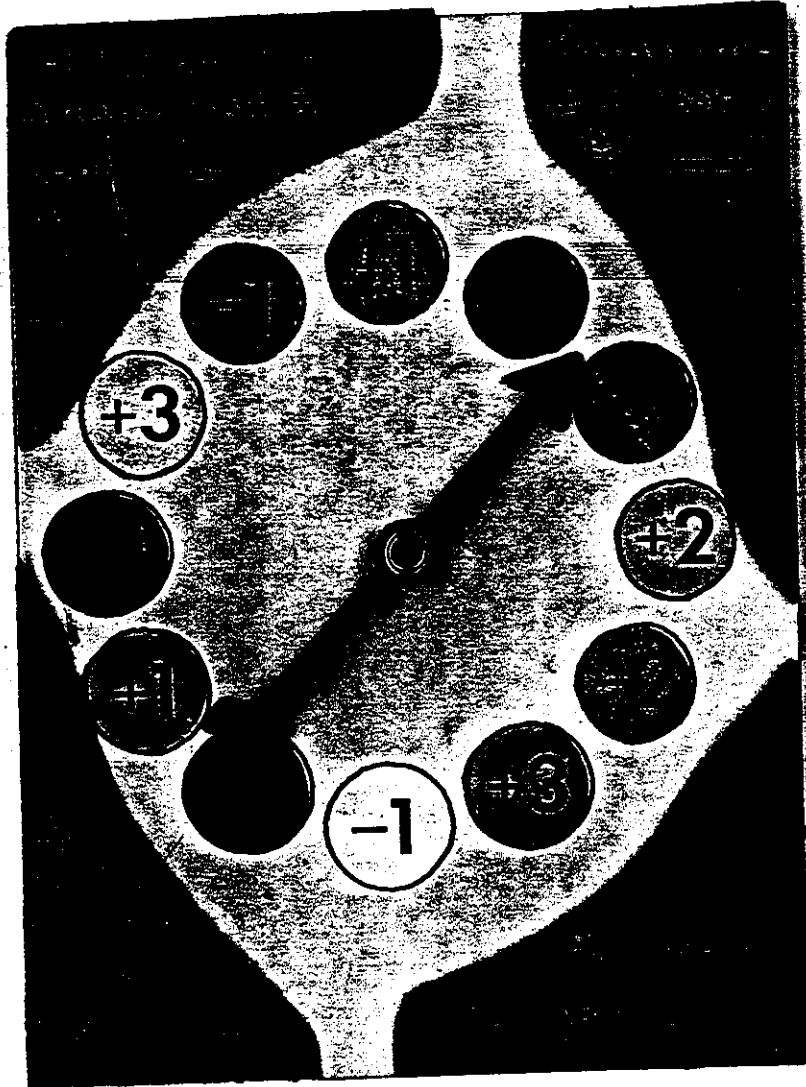
Additional Activities for Using the Game Cards:

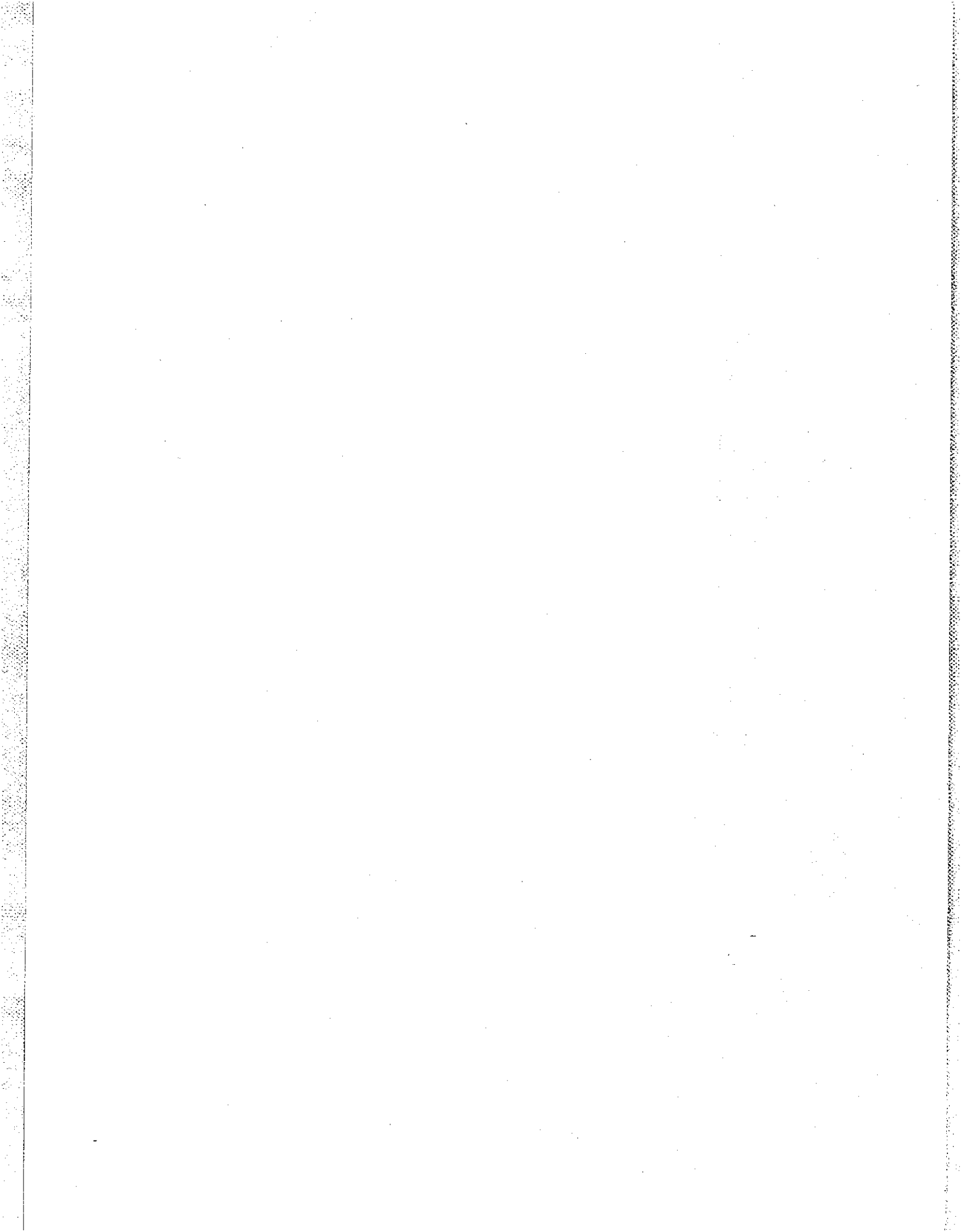
Since all of the names of items on the game cards may not be familiar to the students, the teacher might want to do more work with this new vocabulary. These activities could be done either before the game is played (as an introduction) or after the game (as a review).

- 1) The picture cards are spread out on a table or the floor, face up, so they are visible to all students. The teacher begins to slowly spell the name of one item, pausing after each letter to allow 2 or 3 students to guess what s/he is spelling. The card is removed after it's been successfully guessed.
- 2) The teacher puts 15 of the more difficult picture cards on a table. Students gather around the table and take 2 minutes to study the cards, helping each other recall the names of the vocabulary items. Then everyone turns around or closes their eyes, while the teacher removes 1 card from the table and keeps it hidden in his/her hands. The students try to guess which item is missing. The first student who guesses correctly removes the card for the next round.
- 3) The picture cards are placed face up on a table or floor, so they are visible to all students. The teacher mentally selects one of the items. Students begin asking questions to deductively determine which item the teacher is thinking of (as in "Twenty Questions"). The first student who guesses correctly serves as the "leader" for the next round.

Comments:

This game can be used well in conjunction with the unit on shopping on pages 20 - 37 of A Conversation Book: English in Everyday Life, Book #2 by Tina Kasloff-Carver and Sandra Douglas-Fotinos. (1977, Englewood Cliffs, N.J. Prentice-Hall, Inc.)





CARDS

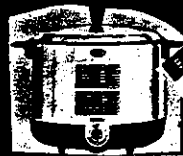
THE
WINNER



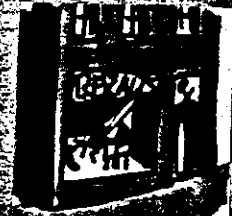
CLOTHING
STORE



SHOP!!



DRUG STORE



JEWELRY



INFERENCE BALL TOSS

The "Inference Ball Toss" focuses on how the different modals used in making inferences (guesses) reflect the differing degrees of certainty which the speaker is feeling. This activity has three parts: 1) a short teacher presentation, 2) the main activity which makes use of a rubber ball, and 3) a variation on the "Twenty Questions" game.

Number of Participants: 5 - 15 students.

Materials Necessary:

A large rubber or plastic ball (of a light, solid color) waterproof magic markers wide masking tape 20 index cards blackboard

Teacher Preparation:

- 1) Use the masking tape to divide the ball into 4 equal sections. Do this by making one ring of tape all the way around the center of the ball. Make another ring of tape perpendicular to the first ring. (See drawing on page 63.)
- 2) Write one of these phrases on each of the 4 sections of the ball: "totally certain", "very certain", "less certain", and "uncertain."
- 3) The masking tape can be colored a bright color with a waterproof magic marker.
- 4) Use 10 index cards to make the situation cards for the second part of the activity. Write each of the following situations on one of the cards:
 - a) Bill isn't in class today. Where is he?
 - b) All of Ellen's plants are dying. What is wrong?
 - c) The baby has been crying loudly for the past 10 minutes. What is wrong?
 - d) Someone is knocking at the door. Who is it?
 - e) Jim's car is standing in the middle of the road. There's no one inside of the car. What is the problem?

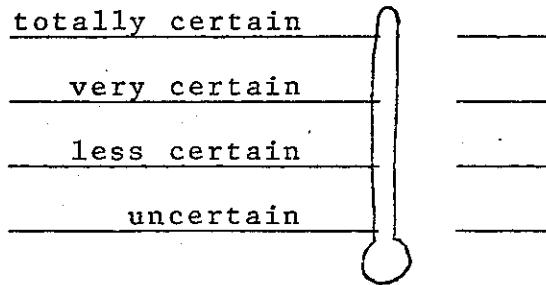
- f) Jennifer didn't go to work today. Why didn't she?
 - g) Mitch received a package in the mail today. What is it?
 - h) There are a lot of cars parked in front of the neighbor's house. What is happening?
 - i) Chuck is cooking dinner now. What is he making?
 - j) Gretchen hasn't been answering her telephone. Why hasn't she?
- 5) Use the other 10 index cards to make the topic cards for the third part of the activity. Write each of the following sentences on one of the cards:
- a) Think of a language.
 - b) Think of a vegetable.
 - c) Think of a holiday.
 - d) Think of an article of clothing.
 - e) Think of a color.
 - f) Think of the capital of a European country.
 - g) Think of a part of the body.
 - h) Think of a beverage.
 - i) Think of a means of transportation.
 - j) Think of a country in South America.

Classroom Activities:

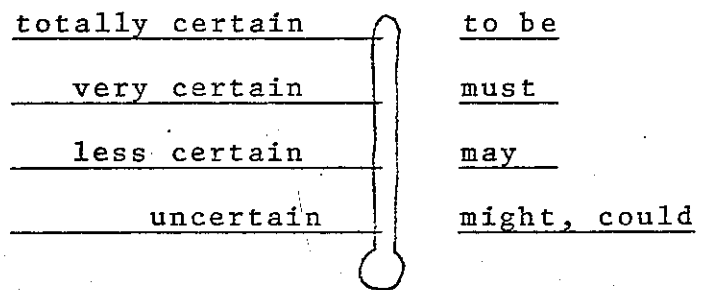
A. Teacher Presentation:

- 1) The teacher writes these 4 words on the blackboard: "might", "must", "may", and "could."
- 2) The teacher asks students to make statements, guessing about his/her age, using the words on the blackboard.
Note: If the students already know the age of the teacher, s/he can ask them to guess about another characteristic (i.e., height, weight, month of birth, favorite color, etc.)
- 3) The teacher draws this diagram on the blackboard.²

2. Celce-Murcia, Marianne, and Diane Larsen-Freeman, An English Grammar for Teachers of English as a Second or Foreign Language (Pre-publication version, 1977), p. 39.



- 4) The teacher asks the students which modals correspond to the various degrees of certainty felt by the speaker.
- 5) Students go up to the board and fill in the slots in the diagram, so it looks like this:



Note: If the speaker is "totally certain" about something, s/he wouldn't use a modal to express that certainty. S/he would use "to be" to state it as a fact. (i.e., "You are 24 years old.")

B. Ball Activity:

- 1) Students sit in a semi-circle. (The diagram is left on the blackboard.)
- 2) The teacher tosses the ball to one of the students.
- 3) One of the 4 degrees of certainty will be facing toward the student. S/he states the modal (or "be" verb) which corresponds to this degree of certainty.

Example: The ball is caught so that "less certain" is facing the student. S/he says "may."

- 4) The student then tosses the ball to another person in the semi-circle. This student does the same thing, stating the appropriate modal for whichever degree of certainty is face-up on the ball.

- 5) The ball continues to be tossed rapidly from person to person.

Note: The thermometer diagram can be left up on the blackboard for the students to refer to for the first several minutes of this activity. Then it should be erased, so students have to rely on themselves to come up with the appropriate responses.

- 6) When the students have become adept at this task, the teacher takes out the 10 situation cards.
- 7) The teacher gives one card and the ball to a student.
- 8) This student reads the card aloud to the class. S/he then tosses the ball to another student.
- 9) The student with the ball makes an inference about the situation, based on the degree of certainty shown on the ball.

Example: The situation card is "Chuck is cooking dinner now. What is he making?" The ball is caught so that "very certain" is facing student. The student says, "Chuck must be making hamburgers for dinner."

- 10) Then the person who threw the ball asks the ball-holder a question such as "How do you know?" or "Why do you think that?"
- 11) The person with the ball responds to the question by giving some evidence to support his/her inference.

Example: Student A: "Why do you think Chuck is making hamburgers?"

Student B: "Because I saw him buying hamburger and hamburger buns at the grocery store today."

- 12) The ball is then tossed to another student who gives another statement of inference for the same situation. The question - answer process is repeated.
- 13) After the ball has been passed three times and three different inferences have been given for the same situation, the teacher gives the students another situation card. The activity continues in the same manner with the new situation.

- 14) The activity can be kept going until student interest lags or until all of the situation cards have been used.

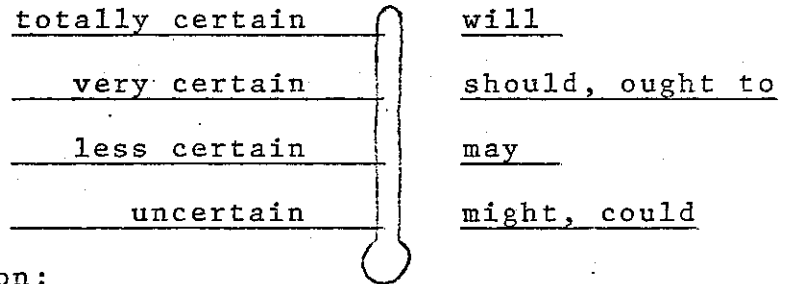
Variation:

All of the situations used in the ball activity above are designed to elicit inferences about what is happening in the present. The focus can also be changed to making inferences about the future (predictions). To do this two changes would be made, with the basic procedure remaining the same as above.

- 1) The situation cards must be changed to elicit predictions.

Examples: "There are lots of dark clouds in the sky. What will the weather be like tomorrow?"
or "Bill left his house at 9:00. When will he arrive here?"

- 2) The thermometer diagram must be revised.

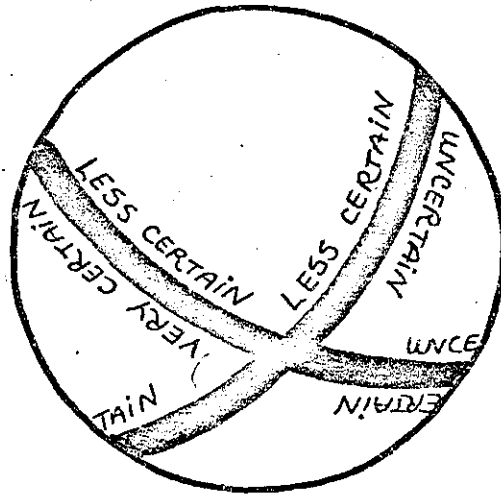
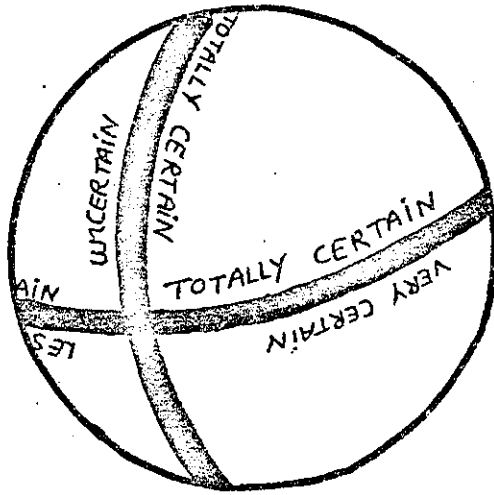


C. Twenty Questions Variation:

- 1) The teacher asks for a student volunteer.
- 2) The volunteer picks one of the ten topic cards (i.e., "Think of a language.").
- 3) The volunteer reads the card aloud and mentally chooses a specific thing in that category. Meanwhile, the other students are also thinking over possible items within the category.
- 4) The students take turns guessing about what the volunteer is thinking of. At the beginning of the guessing the students should use the modals of lesser certainty: "might", "could", or "may." (i.e., "It might be French.")
- 5) After each guess, the volunteer either says "yes" or "no."

- 6) After four students have made guesses without correctly guessing the item, the volunteer gives a clue to the class. (i.e., "It's a language spoken in Southeast Asia.") The volunteer gives an additional clue after every four unsuccessful guesses.
- 7) As more possibilities are eliminated and additional clues given, the students can use the modals of greater certainty. (i.e., "It must be Thai.")
- 8) The student who successfully guesses the correct item trades places with the volunteer and becomes the new "volunteer." The activity goes on for another round with the new volunteer picking a different topic card.

Ball for "Inference Ball Toss"



Drawn by
Nan Daeschler

IN A HURRY³

(Jazz Chant)

I've got to go now!

You've got to go now?
What's the rush? Can't you stay?

I'm supposed to meet Charlie at a quarter to eight.
I've got to hurry!

You've got to hurry?
Won't he wait for you?

I have to be there on time. I promised I would.
I have to go now!

You have to go now?
Won't you stay for a little dessert?

I'd love to, but I really ought to go now!
I really ought to go now!
I really ought to go now!
I really ought to go now!

3. Written by Cheryl Olson and Susan Shalek.

Suggestions for using this Jazz Chant with your class:

- 1) Ask the students to underline all modals and quasi-modals.
- 2) Ask the students to circle all the examples of reduced speech:

got to = gotta
supposed to = sposed ta
have to = hafta
ought to = otta

Give them other situations in which they can practice using these informal expressions.

- 3) Have the student re-write the Jazz Chant, substituting modals for the quasi-modals (i.e., "must" for "have to"). Ask students how this changes the tone of the Jazz Chant (informal to formal).
- 4) Have a classroom discussion on situations when the students have been in a hurry. Role play several of the situations given.
- 5) Ask the class, "What kind of responses would the 2nd person give if s/he were agreeing with the person in a hurry, rather than trying to convince her/him to stay longer?" (I.e., "Yes, you'd better hurry! You don't want to keep Charlie waiting.")

Note: See Appendix A for a suggested procedure for working with Jazz Chants with a class.

STARRING MODALS

In "Starring Modals" students are required to correctly substitute one modal or quasi-modal for another, in order to progress around the gameboard. Students work with the differing degrees of certainty, politeness, and authority inherent in the various modals. They must also be able to recognize which quasi-modals and modals have equivalent meanings. The board for this game was originally created for "Starring the Present Perfect", a game found in Chapter 4. (See page 118.)

Materials Necessary (To Make Gameboard for "Starring the Present Perfect" and "Starring Modals"):

a used gameboard (at least 18" x 18")
enough contact paper to cover the gameboard (in a solid color)
red, green, yellow, and blue felt pens

Optional: small, multi-colored stars

4 small gold stars and 4 large gold stars

(All of these can be purchased at most stationary shops.)

How to Make the Gameboard:

- 1) Cover the gameboard with the colored contact paper.
- 2) Draw 4 big stars on the gameboard. Draw each one in a different color. (See page 71 for a sample star.)
- 3) Divide each star into 20 spaces.
- 4) Draw small stars on 16 of these spaces. (The store-bought stars can be stuck on each of the spaces, rather than drawing them.)
- 5) The remaining 4 spaces should be scattered throughout the star. Write a noun on each of these spaces. (Use common nouns that the students are familiar with or need practice in discriminating between - i.e., "dessert" and "desert".)
- 6) Choose a space with a star on it. Next to that space, outside the star, write the word "Start." Do the same on each of the four stars.
- 7) Draw an arrow between the first and the second space on the star, so that the students know which way to move around the star. Do the same on each of the four stars.

- 8) Inside each big star, next to the last space, draw a small star and write the word "Finish." (The 4 store-bought gold stars can be stuck on, rather than drawing the stars.)
- 9) In the center of the board, write the name of the game - "Starring the Present Perfect" or "Starring Modals."
- 10) Laminate the board, if desired.

Number of Participants: 2 - 4 students (or 4 - 8 students, if they play as partners).

Materials Necessary (To Play "Starring Modals")"

"Starring Modals" gameboard
 16 index cards, 8 orange and 8 pink (or any other two colors available)
 marking pens
 2 dice
 8 markers (2 blue, 2 red, 2 yellow, and 2 green)

Teacher Preparation:

- 1) Make the "Starring Modals" gameboard. (See instructions above.)
- 2) Cut the index cards in half, so there are 16 small orange cards and 16 small pink cards.
- 3) On the small orange cards, write the following sentences (as well as the information in parentheses):
 - a) Today might be Tuesday. (more certainty)
 - b) Mary, you had better stop chewing gum in class! (less authority)
 - c) Will you come here for a minute? (more polite)
 - d) Tim, you have to try and find a better job. (less authority)
 - e) Can I have a glass of water? (more polite)
 - f) We will have an atomic war before the year 2000. (less certainty)
 - g) This could be the coldest winter we've had for years. (more certainty)
 - h) Would you tell me how to get to the post office, please? (less polite)
 - i) George should be here by 9:00. (more certainty)
 - j) You ought to be more considerate of your friends. (more authority)

- k) Sue will be home for her birthday. (less certainty)
 - l) There will be a snow storm tonight. (less certainty)
 - m) Harvey should stop drinking so much beer. (more authority)
 - n) Jenny must be home by now. (less certainty)
 - o) These pills might make you feel better. (more authority)
 - p) Can I help? (more polite)
- 4) On the small pink cards, write the following sentences:
- a) Can you swim across the lake?
 - b) I have to buy some gas.
 - c) It's so quiet in the woods that I'm able to hear my heart beat.
 - d) We must be careful now.
 - e) Is he able to run that far?
 - f) Jean can type for hours without making a single mistake.
 - g) Do you think we ought to turn down the heat?
 - h) Will she take the train to New York?
 - i) Marilyn has got to keep her promise to Jim.
 - j) Mary should be told the truth.
 - k) My father must be in Miami by now.
 - l) They ought to be arriving soon.
 - m) I will keep on trying to find her.
 - n) We should walk to the park today.
 - o) Michael is going to buy a new radio on Wednesday.
 - p) I am going to learn to speak French.

How to Play the Game:

- 1) Each player (or pair of players) chooses a star.
 - 2) Each player takes the two colored markers which match the color of his/her star and set them on "Start." (In order to make the game last longer, two markers, rather than just a single marker, are used.)
 - 3) Each student rolls one die; the person with the highest number plays first. The turn passes around the board in a counter-clockwise direction.
 - 4) The first player picks a card and reads it aloud to the other players.
- Note: The pink and the orange cards have been shuffled together to form a single deck of cards.

- 5) The player substitutes another modal or quasi-modal for the one which is underlined on the card, and reads the new sentence aloud.
- a) If the player draws a pink card, s/he will substitute a modal or quasi-modal which has the same exact meaning as the underlined word.

Example: "I have to buy some gas." "I must buy some gas."



- b) If the player draws an orange card, s/he will substitute a modal or quasi-modal which incorporates the new semantic element in parentheses at the bottom of the card.

Example: "Jenny must be home by now." (less certainty)
"Jenny may be home by now."

- 6) After the player has produced his/her sentence, it is up to the other players to decide whether the sentence is grammatically and semantically correct. Any player who challenges the sentence must state the reason why s/he thinks it is incorrect. In the case of a disputed sentence, majority rules on whether to accept it or not. If opinion is divided down the middle, the teacher may be asked to make the decision.

Note: The teacher should make sure that the students understand that in many cases there will be more than one correct answer.

- 7) If the students decide that the sentence was incorrect, the player may not roll the dice. His/her turn is over, and the next player will pick a card and take his/her turn.
- 8) However, if the students decide that the sentence was correct, the player may roll both dice and advance his/her marker/s.
- 9) The player may move one marker the whole amount shown on the dice, or the total amount may be split between the two markers.

Example: If a player rolls   , s/he may move one marker 9 spaces, or one marker 5 spaces and the other marker 4 spaces.

Note: This gameboard was originally created for "Starring the Present Perfect" where the spaces with words written on them form an integral part of the game. However, these spaces have no special significance in "Starring Modals" and should be counted just like the spaces with stars on them.

- 10) After the player moves his/her markers, the next player will pick a card and take his/her turn.
- 11) The game proceeds in this way, with cards being drawn and the dice being rolled for each correct sentence formed.
- 12) The first person to move both markers to "Finish" is the winner. Each marker must reach "Finish" by an exact roll of the dice (or die).

Variations:

- 1) To add an extra element of chance to the game, the spaces on the board with words written on them can be made into "good luck" spaces. If a student lands on a word space, s/he would be allowed to move ahead two spaces. The word spaces could also become "bad luck" spaces, with a student going backwards two spaces each time s/he lands on a word space.
- 2) To make the game last longer, each student could have three or four markers (rather than just two) to move around his/her star.
- 3) This game could also be used to give students practice with the changes modals and quasi-modals make in reported speech. Another set of cards (in a different color) could be made up. Then the game could be played using just this set of cards, or the "reported speech" cards could be mixed in with the other two sets of cards.

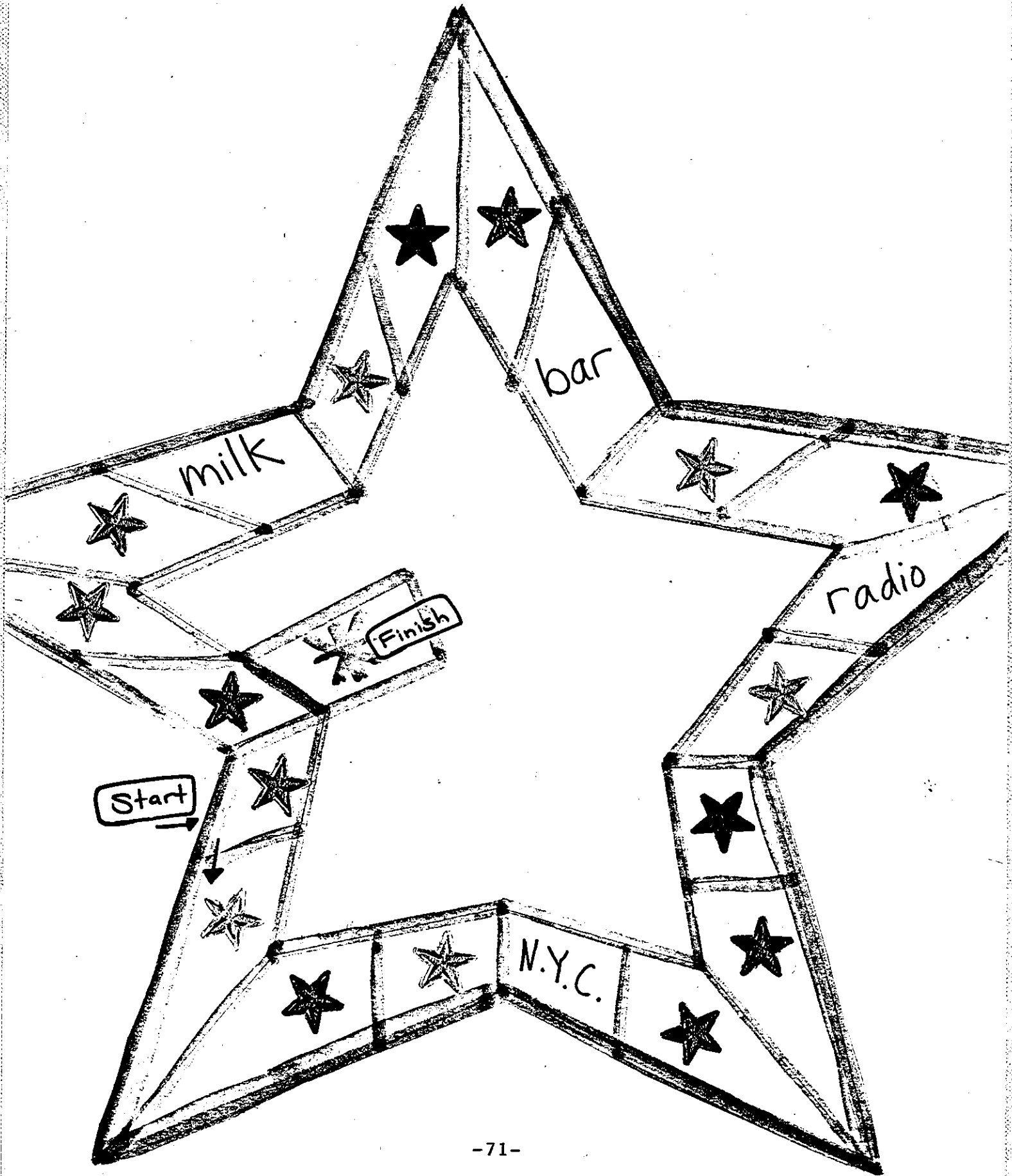
Here are some suggestions for "reported speech" cards:

- a) Helen: "Should I marry him?"
- b) Susan: "Will you give me a call?"
- c) John: "Shall we go?"
- d) Linda: "I have to leave now."
- e) George: "My sister may come to visit me next week."
- f) Paul: "Can I help?"
- g) Lisa: "I ought to go home and study."
- h) Carol: "Would you pass me the butter?"
- i) Rick: "You must be crazy!"
- j) Tom: "I must go on a diet."
- k) Mary: "I will make an apple pie for the party."
- l) Cheryl: "Tim can wash the dishes for us."
- m) Jill: "I am learning to speak German."
- n) Gary: "May I leave now?"
- o) Tony: "I will be able to finish my paper tonight."

The task of the student would be to relate what the person on the card had said (or asked).

Example: Tom: "I must go on a diet." Tom said that he had to go on a diet.

Sample Star



FISHING FOR MODALS

This card game can be simply and swiftly made by the teacher and easily explained to the students. It is an adaptation of the well-known "Go Fish" card game and is designed to give more practice in combining modals and quasi-modals with their appropriate semantic functions. "Fishing for Modals" requires students to integrate their grammatical knowledge of modal usage into a contextual exercise. Since all the functions of modals are included, this is a more advanced game for students who have already done some work with each of the separate modal functions.

Number of Participants: 2 - 6 students.

Materials Necessary:

72 small 2½" x 3" pieces of tagboard or heavy paper (32 of one color and 40 of a second color) 4 small gold stars glue felt pens
--

Teacher Preparation:

- 1) Cut up the tagboard into 72 small 2½" x 3" cards. (These cards can also be made by cutting colored index cards in half.)

Note: 40 cards (of one color) will be the "modal cards", and 32 cards (of another color) will be the "sentence cards."

- 2) Write a sentence on each of the "sentence cards." (See the list of sentences on pages 75 and 76.)
- 3) Take 4 of the blank "modal cards." Glue a gold star onto each of these 4 cards.
- 4) Write a modal or quasi-modal on each of the 36 remaining "modal cards." Use these modals:

"can" - 3 cards	"ought to" - 2 cards
"could" - 4 cards	"should" - 3 cards
"may" - 3 cards	"have to" - 3 cards
"might" - 3 cards	"have got to" - 2 cards
"be able to" - 2 cards	"had better" - 2 cards
"will" - 3 cards	"would" - 3 cards
"must" - 3 cards	

- 5) Laminate the cards to make them more durable, if so desired.

How to Play the Game:

- 1) The players sit in a circle on the floor (or at a table).
- 2) The modal and sentence cards are placed in two separate piles in the center of the circle. The "star cards" are shuffled into the pile of modal cards.
- 3) Each player draws six cards - three modal cards and three sentence cards.
- 4) The players try to match each sentence card with a modal card. For a successful match, the modal (or quasi-modal) must fill in the blank on the sentence card, producing a completed sentence which is both semantically and grammatically correct.

Note: A "star card" is a free choice card, allowing the student to use any modal s/he chooses.

- 5) Each player sets his/her potential matches on the floor (or table), while keeping the left-over cards in his/her hand.
- 6) Each player reads his/her potential matches to the rest of the group.
- 7) The group must decide whether each sentence read is grammatically and semantically correct. Anyone who challenges a match must state the reason why they think the sentence is incorrect. In the case of a disputed sentence, majority rules on whether to accept it or not. If opinion is divided down the middle, the teacher may be called in to referee. If the sentence is correctly challenged and the player's match is rejected, s/he loses his/her turn, and the turn passes to the next player.

- 8) After the first sets of sentences are put down and discussed, the "go fish" procedure begins. Each player, in turn, may ask any other player for a specific modal which would match one of his/her sentence cards.

Example: "Juan, do you have 'could'?"

- 9) If the player asked does have this modal card, s/he must give it to the player who requested it. The potential match can be set down, and is accepted or rejected by the group. (See #7 above.) The player's turn is over after the group decision is made.
- 10) If the player asked doesn't have this modal card, s/he responds with "Go Fish!" Then the player requesting the modal may draw one card from one of the piles in the center. S/he may choose to draw either a modal card or a sentence card. The player then has the opportunity to put down a potential match, if s/he has one. The match is accepted or rejected by the group. (See #7 above.) If the player has no matches to set down, the turn passes to the next player.
- 11) Each player follows the same procedure. Matches can be set down only during a player's turn.
- 12) The first player to set down 5 acceptable matches is the winner.

Note: If at any time during the game, a player has no cards in his/her hand, s/he may draw one sentence card.

Note: A player must always have at least one sentence card, in order to be able to ask for a modal card. If at any time during the game, a player has only modal cards in his/her hand, s/he may exchange all of them for an equal number of sentence cards. S/he does this by putting all of his/her modal cards on the bottom of the pile of cards and picking up new sentence cards from the top of the pile of cards.

Sentences for "Fishing for Modals"

- 1) It's possible that he _____ arrive next Saturday.
- 2) You _____ come over to my house, if you want to.
- 3) Teri _____ swim further than anyone else in her family.
(ability)
- 4) The killing of whales _____ stop. (very strong opinion)
- 5) Mary _____ go to the dentist because she has a toothache.
(giving advice)
- 6) Tony's parents told him that he _____ get good grades in school this semester. (demand)
- 7) _____ I borrow your car today? (polite)
- 8) What _____ I see while I'm in Vienna? (asking for advice)
- 9) No one _____ spend money as quickly as Joe. (ability)
- 10) I think that Charles _____ go live in Hawaii next year.
(guess about a future event)
- 11) _____ you please tell me where the train station is?
- 12) They _____ rather live in a small town than in New York City.
- 13) We _____ pay more attention to what is happening in the world. (obligation)
- 14) _____ you please turn on the light?
- 15) It _____ have rained last night because all the streets are wet.
- 16) Amy _____ not go on a long vacation because she doesn't have enough money.
- 17) _____ you please do me a favor?
- 18) Do you _____ tell her the truth? (necessity)
- 19) If he remembers, he _____ call us later.
- 20) Neil _____ tie his own shoes now. (ability)
- 21) _____ I leave now? (permission)

- 22) I _____ go to the grocery store, or there won't be any food to make dinner.
- 23) I'm not sure, but I _____ have left my keys at home.
- 24) Marilyn sent the letter on Tuesday, so her son _____ receive it by Friday.
- 25) Mr. Jones is hungry and _____ like to eat dinner soon.
- 26) I _____ not like to be alone here at night.
- 27) Harry will _____ buy a new pair of shoes when he gets his next pay check.
- 28) If you want to lose weight, you _____ stop eating three desserts every day.
- 29) Marlene _____ move the box because it's in the way. (advice)
- 30) Gloria and Tom _____ get married this summer. (possibility)
- 31) Laura _____ be here at 10:00, but I doubt if she will be on time. (obligation)
- 32) _____ you like to go for a walk with me?

SHOULD I OR SHOULDN'T I?

This activity requires students to listen carefully for subtle grammatical errors in statements which include modals and quasi-modals. "Should I or Shouldn't I?" is a lively and fun activity based on the idea of "Simon Says."

Number of Participants: Whole class

Materials Necessary:

This will vary, depending on the instructions given.

Teacher Preparation:

The teacher writes a set of instructions for the students: a mixture of grammatical and ungrammatical sentences using modals. These instructions may involve the students in active movement around the classroom, or may be a less lively activity that students can do at their seats. Here are sample sets of both types of instructions:

Active:

- a) You should point to the door.
- * b) Now you can to place your hands on your knees.
- c) You had better raise two fingers in the air.
- * d) You may pointing to the clock.
- e) You have got to stand up.
- f) Next, you must walk over and stand by the back wall.
- * g) Now you ought sit down next to the wall.
- h) You may walk to the blackboard.
- i) You will write your name on the blackboard.
- * j) You must to draw a line under your name.
- k) You should return to your seat.
- * l) You will putting your pencil on the floor.

Less Active:

- a) You must take out a piece of paper and a pencil.
- b) You can draw a big square in the center of your paper.
- * c) You should to make a star in the middle of the box.
- d) Next, you may write your last name under the box.
- e) Now you ought to draw three lines under your name.
- * f) You can putting a small circle in the upper, left-hand corner of the box.
- g) You must draw a flower in the upper, right-hand corner of the box.
- * h) Last of all, you will to write your birthdate on top of the box.

Classroom Activity:

- 1) The teacher gives the instructions slowly, one by one, to the students. S/he may need to repeat each instruction a second time at the beginning of the activity.

Note: In order to make the meaning of the various modals and quasi-modals clearer to the students, the teacher may want to vary the tone of his/her voice. For example, s/he might put more vocal emphasis on "must" than on "can" when giving the instructions. This, however, should not affect how the students react to the statements, since this activity focuses on the grammaticality of the statements.

- 2) The students follow an instruction only if it is given by the teacher in a grammatically correct form. If it isn't given in a form which is grammatically correct, the students don't follow it.

- 3) The teacher may choose to eliminate those students who follow an instruction which is ungrammatical, as s/he goes along.

Note: It is helpful for the class if the teacher gives several examples before beginning this activity. (i.e., "You must stand up." vs. "You must to stand up.")

Note: The teacher must be careful that the inflection of his/her voice doesn't give the students a clue to the correctness or incorrectness of an instruction.

An Additional Activity:

The students can work in small groups, creating their own series of instructions and differentiating between grammatical and ungrammatical statements. Each group can deliver their set of the instructions to the rest of the group.

"PICK A MODAL" CARDS

This set of 30 cards is based on some of the most "sticky" grammatical and situational problems that students encounter while they are learning how to use modal auxiliaries. The "Pick A Modal" cards are an individualized activity in which the student selects the modal that fits most appropriately into a given context. Since the cards are self-correcting, the student can work independently of the teacher. The construction of these cards requires a lot of time. However, once they are made the cards are a valuable and durable teaching tool which will be very helpful for students who are working on mastery of the modal system.

Number of Participants: 1 - 10 students (using the set of 30 cards at the same time)

Materials Necessary:

30 7" x 4½" cards of heavy tagboard or posterboard
30 4½" x 2" pieces of white typing paper
a paper punch
marking pens
glue (rubber cement is preferable)
20 golf tees (available at most sporting goods stores)
Optional: 30 5¼" x 2½" pieces of colored paper

Teacher Preparation:

- 1) Type (or write) each of the fill-in sentences onto a small piece of white typing paper. (See pages

Note: The teacher may wish to modify the vocabulary in these sentences, if s/he feels that certain words are too difficult for his/her students.
- 2) Optional: Glue each piece of typing paper onto a 5½" x 2½" piece of colored paper. (This is just to make the sentence stand out and be more aesthetically pleasing.)
- 3) Glue the fill-in sentences onto the heavy 7" x 4½" cards.
- 4) Using the model card on page 81 and a paper punch, cut out three holes in the bottom part of each of the 7" x 4½" cards.
- 5) Type (or write) a possible fill-in choice above each of the small holes. (See pages 82-85.)

- 6) Turn the card over. Draw a ring (with the marking pen) around the hole/s which represent the correct choice/s.
- 7) Laminate the cards.

Classroom Activity:

- 1) Each student involved in using the cards must have 2 golf tees and at least three cards.
- 2) S/he reads the sentence on the first card and decides which of the three choices below would fit into the blank space in the sentence most grammatically. With some cards, two of the three choices will be correct.
- 3) S/he puts the golf tee through the hole s/he has chosen. If there are two correct choices, s/he puts the second golf tee through his/her second choice.
- 4) S/he turns the card over, to see if s/he is right. The correct hole/s will have a ring around it/them.
- 5) S/he continues doing the same thing with the rest of his/her cards.

Comments:

The teacher can also use these cards as a diagnostic device, to see which areas in particular the students are having difficulty with. To do this s/he should number each of the cards before laminating them. Then, as the students work through the 30 cards, they would simply write down the numbers of those cards which they got incorrect. This information could be helpful to a teacher in providing a focus for future lessons on modal auxiliaries.

Model Card

"Pick A Modal"

You _____ to go home now.

1891

FILL-IN SENTENCES AND CHOICES FOR "PICK A MODAL" CARDS

- 1) You are very sick, so you go to visit Dr. Adams. He tells you, "You _____ take these pills, if you want to get well."
- must could might
-
- 2) We should _____ lunch now.
- to eat eat eating
-
- 3) There is 80% chance of rain tomorrow. It _____ probably rain tomorrow.
- will might may
-
- 4) I was so nervous on the day of my wedding that I _____ even eat my breakfast.
- couldn't may not shouldn't
-
- 5) Jim is not in class today. You are not certain where he is. You say, "He _____ be over at Tom's house."
- will must might
-
- 6) Ken _____ rather go to the movies than watch T.V.
- should could would
-
- 7) Teri can't really decide where to go to school. She _____ go to Oregon State University.
- shall might will
-
- 8) Bob doesn't have enough money to pay for his rent. He _____ find a job.
- may could must
-
- 9) You _____ to go home now.
- have must will
-

10) "Ginger, you absolutely _____ walk around the city at night alone. It's much too dangerous!"

must not



may not



might not



11) Arnold _____ stop drinking so much coffee. It's bad for his health.

should



had better



can



12) You _____ tell me the truth, or I'll never speak to you again!

could



might



had better



13) Larry must _____ his homework before he watches T.V.

do



to do



done



14) I don't see Mr. Earl in the room. I'm certain that he _____ have gone home.

must



shall



might



15) They _____ arrive last night, but they didn't get here until this morning.

had better



were supposed to



could



16) Shirley and Walter aren't answering their phone. They _____ be away on vacation.

will



had better



may



17) I'm very busy this week. I _____ be able to see John before he leaves for Africa on Friday.

must not



should not



may not



18) Marilyn went to a dance last night. She _____ have stayed home and done her homework.

would



ought to



should



19) Mario speaks English rather well. I _____ understand almost everything he says.

am able to



may



can



20) Edward is terribly afraid of flying. When he travels, he _____ take a train or a boat.

might



could



has to



21) "Excuse me, Sir. _____ you please tell me what time it is?"

shall



could



may



22) Maybe I _____ call him tonight.

have got to



must



ought to



23) Mary Ellen's boss told her that she _____ be on time every morning, or he will fire her.

has got to



might



could



24) Pan American Airlines require that their hostesses are at least five and a half feet tall. Christine is only five feet tall. She _____ not become an airline hostess for Pan American.

can



must



might



25) John is feeling guilty because he didn't visit his sick uncle last week. He feels that he _____ go see his uncle tonight.

may



should



could



26) The shoe repairman said, "There's a slight possibility that your shoes will be fixed before 5:00. I _____ be able to fix them this afternoon.

might



could



will



27) Roger, my little brother, is in a bad mood. When my mother demanded that he clean up his room, he screamed, "I _____ not!"

should

must

will

28) Ellen should _____ tonight.

studying

have studied

to study

29) Jane is sad because she can't go to the party. She _____ stay home and watch her baby sister.

has to

can

must

30) Marvin _____ wash the dishes, but he didn't.

might

was supposed to

had better

31) Do you know where I _____ buy a copy of the New York Times?

can

can to

could to

32) Susan _____ slow down. She is driving over the speed limit, and there is a policeman waiting up ahead.

is able to

had better

would

33) "Are you ready to leave? _____ we go?"

must

would

shall

34) Michael has a problem. He _____ go to the bathroom, but he can't find a restroom.

has got to

might

is able to

"DEAR ABBY" ACTIVITIES

The "Dear Abby" or "Ann Landers" column, printed daily in most newspapers across the U.S., is a wonderful resource for ESL teachers. This column can be utilized to give the students more exposure to advice modals, used in asking for or giving advice. Besides serving a grammatical purpose, the letters are also very interesting and can provide good topics for discussions on American culture. Most of the following activities are specific suggestions for using the "Dear Abby" letters in the ESL classroom. Several others are activities based on the advice column theme, without making actual use of the "Dear Abby" letters.

Number of Participants: Whole class (as long as there is at least one letter per person)

Materials Necessary:

a letter (including the problem and the advice) for each person in the class (See pages 91-96 for copies of 16 letters.)
scissors
glue
small pieces (3½" x 5") of heavy tagboard or posterboard in 2 different colors
newspapers (with "Dear Abby" or "Ann Landers" columns)
Optional: access to a xerox machine

Teacher Preparation:

- 1) Provide enough "Dear Abby" letters so there is at least one for each student in the class. (If the class is large, 2 or 3 students may have duplicate copies of the same letter.)
 - A) If there is access to a xerox machine, make copies of the letters included on pages 91-96. (The teacher should abide by copywrite laws, when reproducing this material.)
 - B) If no xerox machine is available, cut out the letters on pages 91-96 and look in newspapers for additional letters. These should be fairly short and have simple vocabulary.
- 2) Cut the letters in half, separating the problem from the advice.

- 3) Glue each problem onto a small piece of tagboard and each segment of advice onto a posterboard piece of a different color.
- 4) The cards can be laminated to make them more durable.

Activity #1:

A:

- 1) The class is divided in half.
- 2) Half of the class is given all the advice sections of the "Dear Abby" letters. The rest of the class is given all of the problem sections of the letters.
- 3) The students examine their written selections for all the expressions used in asking for advice or giving advice.

Note: "Dear Abby" often expresses her "advice" by agreeing or disagreeing with the letter-writer.

- 4) Each group makes a list of these expressions on a large piece of paper or on the blackboard.
- 5) Once the lists are completed, each group reads their list to the other group.
- 6) As a whole class activity, the various ways of asking for and giving advice can be compared and contrasted in terms of language formality. The "giving advice" list can also be examined for varying degrees of authority/certainty on the part of the advisor.

B:

- 1) Each student is given one of the pieces of posterboard with half of a letter on it.
- 2) After reading their letter, the students take on the role of the person who wrote the part of the letter they have (either as the person with the problem or as the advice-giver.)
- 3) Each student writes a 3 or 4-sentence paraphrase of the problem or advice from the writer's perspective.

Example: "I have a problem with my roommate. She gets up at 6:00 every morning and is so noisy that she wakes me up. What can I do about this?"

Example: "You and your roommate are just not compatible. You will have to find another roommate who has sleeping habits which are more similar to your own."

- 4) Once they have written their paraphrases, the students walk around the classroom and try to find the person who has the other half of their letter. They do this by approaching classmates who have different-colored pieces of posterboard. They read their paraphrase to each person they approach, until they find someone whose problem/advice seems to match with their own.
- 5) Once the students have found their partners, the pair sits together and comes up with a different response to the problem. These can be shared with the class.
- 6) The cards can be reshuffled and the exercise repeated.

Note: There should be at least 8 students participating in this activity to make it lively and interesting.

Activity #2:

- 1) The teacher writes 4 or 5 roles up on the blackboard. The best choices would be people who have recognizable values and/or strong opinions. (i.e., parents, circus performer, policeman, scientist, priest, close friend, doctor). The students can help in selecting these roles.
- 2) Each student is given the problem part of a "Dear Abby" letter.
- 3) Each student chooses one of the characters written on the blackboard (and keeps his/her choice a secret). S/he writes advice to the problem s/he's been given from the viewpoint of this character. When writing their advice, the students must be conscious of which modals and quasi-modals should be used to reflect varying degrees of urgency and/or authority the advisor would be feeling. (This task could be assigned as homework.)
- 4) When the class is finished, each student reads his/her problem and the advice.
- 5) The rest of the class tries to guess which role s/he has chosen to write from.

Activity #3:

- 1) Each student is given one piece of advice (from those written by the students in Activity #2 above or a printed advice section from a "Dear Abby" letter).
- 2) Without changing the basic idea of the advice, the students rewrite their pieces of advice to make them either stronger or weaker. They do this by substituting different modals, quasi-modals, and expressions used in giving advice.
- 3) The students read their two pieces of advice aloud to the class. The class decides which one is the stronger of the two suggestions.

Activity #4:

- 1) The teacher writes a piece of advice on the blackboard (or passes it out to the class on a ditto). This can be one that s/he has made up or can be one of the "Confidential" pieces of advice often printed in the "Dear Abby" column.
- 2) Each student makes a guess about what the corresponding problem might be and writes a letter asking for advice. This letter should be written in the first person, as from the viewpoint of the person with the problem.

Example: "I'm 100 pounds overweight. I've had to buy a completely new wardrobe and trade my Volkswagon for a Ford Fairlane. But, in spite of this, I just can't give up eating 20 packages of Hostess Twinkies every day. What do you suggest?"

- 3) As a whole class or in small groups, the students share their letters with one another.

Activity #5:

- 1) Each student is given the problem half of a "Dear Abby" letter or a problem which the students have written themselves.

Note: Each student should have a different problem.

- 2) They write a short letter of advice for the problem. (This can be a homework assignment.)
- 3) Their responses are handed in to the teacher.

- 4) The teacher mixes the letters up and hands them back to the students. Each student will have someone else's letter of advice.
- 5) The teacher reads each problem.
- 6) The student who has the corresponding piece of advice reads his/her letter aloud to the class.

Note: The teacher may also want to ask the students to make grammatical corrections on the letter they receive. The teacher could ask them to make all corrections, or simply to focus on the modals.

Activity #6:

- 1) Each student writes a short problem on the top of a piece of paper. This can be a real problem that they are having or a fabricated one.
- 2) Each student trades papers with a classmate. The classmate reads the problem and writes a short piece of advice right underneath the problem. Then s/he exchanges the paper with yet another classmate. They each write a second piece of advice to whichever problem they receive. The papers continue to change hands around the classroom, with new students writing their suggestions on the paper.
- 3) After 30 minutes of passing the papers around the class, the papers are returned to their original owners to examine the advice given.

Note: This activity could also be done as an exchange of letters between two intermediate-level ESL classes.

Your last sentence is the same as saying, "If it weren't for this cancer I would be in excellent health."

The problem is incompatibility. There is no solution short of getting a roommate whose sleep habits are more like your own. So do it or kwitchebillyachin'.

Most waiters and waitresses live on their tips. Fifteen percent of the check is expected in return for good service. No waiter or waitress, however, has the right to demand a tip. Your co-worker's no-class message was one I go along with.

Dear Ann Landers:

Now that the fall semester has begun, thousands of college students must be suffering from the same roommate problems as I.

Although her first class is not until 2 1/2 hours later, my roommate likes to get up at 6 a.m. That in itself is not bad, but she insists on using the buzzer alarm on her radio. Then she takes a shower and blows her hair dry. By the time she's finished with her hair, I am wide awake.

I wish I needed as little sleep as she does, but I need eight hours every night... from 11:30 p.m. to 7:30. Once she mentioned reorganizing her morning schedule, and I thought it was a tactful moment to suggest we compromise on 7 — but she didn't think so. She didn't come back here to sleep last night, Ann. However, her alarm went off at 6, and I could neither shut it off nor could I go back to sleep. (It's Saturday!)

Please don't suggest another roommate — I went through a lot to get this room, and if it weren't for this problem everything would be fine.

— Upset At UNH



Dear Ann Landers:

Recently I dined in a Westchester restaurant with eight fellows from the office. The total bill for the nine of us was \$115.

I was stuck with figuring out the amount per person and came up with \$15 each. This added up to \$135, which included a nice tip of \$20 for the waitress.

After each handed me his money, I counted only \$123. Everyone said he had given his share. There was no way to figure out who had shorted me. I didn't have any more money, so we left the \$123.

Three of our party were standing in front of the restaurant when the waitress who served us came running out, demanding a bigger tip. One of my co-workers told her, "You have no class."

What I'd like to know is this: Does a person who eats out have to leave a tip? (The service was just fair.) Was the waitress within her rights to run after us and demand a larger tip? How could I have made sure everyone paid his fair share? I feel guilty because I handled the money. Don't identify the city, please.

I am no authority on dogs or germs, so I checked with a top veterinarian in Chicago. This is what she said: "No harm will come to the family if the dog licks the bowl and it is put in the dishwasher with the rest of the dishes. Scalding water and soap will indeed kill almost any germ."

So, there's your answer — straight from the vet's mouth. I confess I still wouldn't do it in spite of the vet's approval. So I guess I'm "foolish" too.

The girl you are looking for moved and left no forwarding address. She was last seen in 1920, before women got the vote.

Your No. 1 "Commandment" is an insult. No. 4 is incomprehensible. Nos. 9 and 10 are the demands of a tyrannical jackass.

I predict that the next 50 women will say no also, unless you happen to hit on one who is feeble-minded or so desperate she'll take anybody.

I say it's great. In many European countries it is not uncommon for male friends to greet one another with hugs and sometimes a kiss on each cheek.

Dear Ann Landers:

Here's the situation. I'm a guy, 17. I have a younger brother, 14. We've always been close. I hug him a lot and even give him a brotherly kiss when I feel like it. The thing that bothers me is that my friends think I'm some kind of a weirdo. I'm no weirdo, and I'm not gay. I just happen to love my brother.

I wanted to use your column to ask if there is anything wrong with brothers showing affection for each other. What do you say?
— Big Brother



Dear Ann Landers:

My favorite brother married for the second time last June. The woman (a widow) is very sweet and she is devoted to Ralph, but the poor thing doesn't know anything about housekeeping. I guess you'd call her a slob. They live 200 miles from here, which is a blessing. If I had to see what goes on in that house on a day-to-day basis it would probably ruin our friendship.

I'm writing to ask you to settle a controversy. Last week I spent a few days with Ralph and Marie. Everything went fairly well until I saw her give the dog leftover stew in the same bowl she served it in.

After the dog licked the bowl clean, Marie put it in the dishwasher with the supper dishes.

When my attack of nausea passed over, I told Marie it was a very unsanitary thing to do since dogs run loose, get into garbage cans, run with other dogs and so on. She said I was "foolish" to be concerned since scalding water and soap will kill almost any germ. Please, Ann, set her straight in the column. She reads you every day.



Dear Ann Landers:

What ever happened to "the girl right next door"? I am 30 years old and two years "behind schedule." I decided a long time ago that I would marry at 28. I belong to two dating clubs and have attended over 200 church socials. I have proposed to at least 50 girls, but they all said no. I realize some of my views are old-fashioned, but there must be at least one girl around with old-fashioned views. My demands are as follows — I call them the 10 Commandments of Marriage.

- 1) Virgin (certified by a physician).
- 2) Nondrinker.
- 3) Nonsmoker.
- 4) No dancing where liquor is sold.
- 5) All food prepared from scratch. (No frozen foods, either.)
- 6) No excessive allowance.
- 7) No second car. (This only tends to make a woman independent.)
- 8) Eat out only once every two weeks.
- 9) I choose our friends.
- 10) "The man of the house" should be the final boss in all situations.

I know the girl next door is out there somewhere. Will you help me find her, Ann?

— E.W.J. in East Liverpool, Ohio

It's how you feel that counts. If you want a nose job, get it — and never mind what anyone else says. But be sure to select a surgeon whose work you have seen and like.

Dear Ann Landers:

I'm a college boy with one big problem. It's my nose. I am a nice looking guy, but this nose of mine has always made me feel ugly.

Why is it OK for girls to have nose jobs, but when a guy wants to do it people think it's ridiculous? I'd like your views.

Assuming your children will be properly looked after, I see nothing unnatural about your dream. And surely, there is nothing "wrong" with anyone (male or female) who wants freedom from all responsibility for a week. Go to the beach and send your husband to a psychiatrist if he thinks you're crazy.

DEAR ABBY: I am a happily married woman, married 15 years and have two children. I have a dream. I want very much to go on a vacation with no husband, no children — just me alone! I want a week of doing whatever I want to do, with no pressure from anyone, without worrying if everyone else is happy and content. I would dearly love freedom from all home responsibilities — to sleep as late as I wished, eat when I want, go to sleep when I like and not have to explain why. A place at the beach would be my idea of heaven!

My husband thinks my "dream" of a one-week vacation all alone is "unnatural." He thinks a happily married woman who has this kind of dream is crazy.

Well, do I see a psychiatrist, or go to the beach?

You have several problems, dear. First, you ought to stop dancing with girls, so you can get out of the habit of leading. Second, see a physician about a diet. A 13-year-old who weighs 160 pounds is too heavy.

Next, see a druggist about the perspiration problem. You need an antiperspirant. A deodorant won't do. The poise will come later. Be patient and conquer these other problems first.

Dear Ann Landers:

I am a girl who will be 14 in three months and one week. I want to be a good dancer. I dance swell with girls, but when I get with a boy I freeze. It's like my shoes are nailed to the floor. Can it be because I have always been the one to lead?

I keep worrying that I will step on a guy's foot and crush his toe or something. I weight about 160 pounds, but I'm tall and I don't look fat. That's another problem. Most guys are shorter than I am.

When I get uptight, my hands get clammy and I sweat a lot under my arms. I just pour off.

Can you give me some advice on how to be well-poised?

— Linda

You're working full time, right? You contribute equally toward household expenses, right? You are a "slave" by your own definition, right?

Emerson said, "Slavery is an institution for converting men into monkeys." Well, that goes for women, too, right? So stop picking up after the male chauvinist and tell him to use some of that hot air he's full of to blow-dry his own hair. (P.S. A counselor might be able to save your marriage, but I'm not optimistic about your chances of getting him there.)

No, you aren't wrong. Respect for privacy is as important as honesty. Giving one another breathing space is essential to a healthy relationship. His insistence is a violation of your integrity. Tell him to get off your case. I'm with you.

Beer contains alcohol. If a person drinks enough of it he can get just as bombed as he would if he were drinking whiskey.

Your friend needs more straightening out than I can provide. He should go to a drug abuse center and get in the program. Obviously, he is hooked. Look in the phone book under "mental health, drug abuse." Different cities have different listings. If your city has a chapter of Gateway House, I recommend it. They do an excellent job.

Dear Ann Landers:

My cousin did one hitch in the US Navy and was discharged six months ago. He wears his Navy uniform to baseball games and other sporting events because he usually gets a better seat. Sometimes they even let him in for nothing. He also wears his uniform when he wants to thumb a ride.

Is he doing something illegal?



Dear Ann Landers:

I am a college sophomore, engaged to a guy for almost a year. He was helping me move recently and noticed I kept a diary. I was surprised when he said, "I'd like to read it sometime."

In a kidding-yet-serious way, I said, "Never!" He looked stricken. My past has not been exactly sordid, but there are a few personal comments I've written that I would not care to have him read.

Lately he has made a big deal out of the fact that I have not yet shown him my diary. He claims there is no room for secrecy in an honest and loving relationship. According to him, everything should be revealed and discussed.

I repeat: I don't want to show him my diary. Am I wrong?

Dear Ann Landers:

I'm going with a 26-year-old college graduate. Mike has had three jobs in the last 11 months. (All good ones.) I believe the reason he can't stay employed is because he is spaced out half the time.

Mike's "thing" is beer and pills. I don't know what kind of pills he is on (he says headache medicine), but he is always popping one in his mouth. I've seen him take as many as six during an evening. Mike can wipe out a six-pack in three hours.

You have published several columns about mixing alcohol and pills. I cut them out and showed them to him, but Mike says beer doesn't count. Please set him straight. I love this guy and it kills me to sit by and watch him ruin himself.

As long as you live in your parents' home and they are paying for your education, you must follow their rules. Once you are on your own, you may do as you please.

I see nothing wrong with a guest taking home what she (or he) is offered but cannot eat. But if you do, don't be clever. Be candid.

Your cousin is abusing the uniform, and if someone reports him to the naval authorities he could wind up in trouble. Inactive members of the military may wear their uniforms only when attending a military funeral, memorial service, an inaugural or taking part in a patriotic parade.

DEAR ABBY: I hope and pray that you will print this letter, as this problem has plagued my friends and me for many years.

I'm a 19-year-old girl, living with my parents and attending a very strict Baptist college. My parents are paying for my education. Abby, I've been listening to rock music for over eight years without my parents' knowledge. They found the tapes and were crushed. They say they can no longer trust me. I apologized for having kept it from them, but explained that I didn't tell them because I knew rock music is against their beliefs. They say that rock music destroys young people and that I cannot keep the tapes in the house. I told them that I have developed my own convictions, and as long as I don't disturb anyone with my music I should be allowed to keep the tapes and listen to them.

Who is right? Must I get rid of the tapes and turn my radio dial to the religious station? Or should I be allowed to make my own choice of music as long as I don't bother anybody?

DEAR ABBY: What is your opinion of a man who is so macho that he flatly refuses to help his wife with anything connected with housework? He says, "Men do not do women's work."

We have no children, by choice and we both work days, but he insists that I get up earlier than I ordinarily would in order to blow-dry his hair every morning. He also thinks it's a wife's duty to pick up after her husband, so he leaves his dirty socks and underwear all over the house. He says his mother was his father's "slave," and he expects me to be his.

As a working wife, I contribute equally to the household expenses and think I should be treated as an equal, but I'm not. His old-world upbringing has given him the macho, male-supremacy attitude and it's about to drive me to the divorce court. Any suggestions?

So your husband walked out on you, and it's your parents' fault? Well, now I've heard everything.

This may come as a shock, but when two people get married it's their responsibility to make the marriage work. If parents want to provide babysitting services, fine, but children have no right to expect it.

You don't say how old you and your husband are, but you sound very immature. Go to the clergyman who married you and ask him for guidance.

Dear Ann Landers:



This letter is for parents everywhere. The reason so many young couples are getting divorced is because they don't have any time together for fun. Our marriage of six years is over, and I can lay it right on the doorstep of my husband's parents and mine.

They gave us a car, clothes and gifts of food — steak, chops, etc. What we really needed was a babysitter for one weekend a month so we could go fishing or camping — alone. It was the only interest we had in common. We couldn't afford to hire a sitter because it would have put us over budget.

Three weeks ago my husband got so fed up with the kids he walked out. To this day he hasn't even called to see how they are. If we had had some vacations alone this never would have happened.

I hope parents everywhere will read my letter and ask themselves how much they are helping their children's marriage.

Dear Ann Landers:

I am writing in response to your reply to "1980 Mom and Dad." I feel that your answer was inadequate.

I am living with a man and have encountered the problem of how to introduce him. My parents are also uncomfortable about this awkward situation. He is much more than just a boyfriend. With men and women living together more and more these days, it is time we came up with a term that does justice to the relationship. Do you, or your readers, have any ideas?

DEAR ABBY: How do you feel about "bowser - bags" at mealltime in a private home? I recently attended a ladies' luncheon where a lovely lunch was served. For dessert, the hostess served ice cream and cookies and also cake. Some ate the ice cream and cookies and took "their" piece of cake home in a paper napkin because they were too full to eat it there.

What might be a clever thing to say to a guest who tries this in my home? I don't mind having guests eat all they want in my home, but I think the hostess has dibs on the leftovers.

Why do you feel it is necessary when introducing the gentleman to describe the housing arrangement?

In my opinion, "This is my friend (or fiancé), John Jones," is adequate. I believe it is neither necessary nor in good taste to go beyond that. Even though you may wish to advertise the fact to the whole world that you are living together, there are still some squares around (like me) who may feel that you are telling them more than they care to know.

CHAPTER 4

VERBS IN THE PERFECTIVE

INTRODUCTION: VERBS IN THE PERFECTIVE

Although students may need practice forming the present perfect, the real problem lies in knowing when to use the perfect tenses as opposed to using other tenses. Incorporating adverbials and adverbial phrases into these sentences also poses a problem for the intermediate ESL student. The concept underlying the perfect tenses is difficult for some ESL students to understand, especially for those students whose native languages do not differentiate between the simple past and the present perfect. For example: In French "J'ai mangé", when translated into English, could mean either "I ate" or "I have eaten". In English, the sometimes subtle differences conveyed by the use of one verb tense instead of another depends on the speaker's perspective regarding the "current relevance" of the action or thought being expressed.

In this chapter we have tried to cover most of the problems that intermediate-level students have with using the present perfect. The first activity deals with the formation of the present perfect.¹ All the other activities and games contrast the perfect verb tenses with each other and also with other verb tenses. Contrasting tenses allows the students to gain a more thorough understanding of when and why each particular

1. Some activities in Chapter 1 may be useful in practicing the formation of past participles.

verb tense is appropriate. The tenses we have contrasted in this chapter are: simple past, present perfect, present perfect progressive, past progressive, past perfect, past perfect progressive.

The activities progress from working just with the present perfect and related adverbials, to contrasting the present perfect with other tenses, and finally to being able to differentiate which of the six verb tenses to use. We have tried to incorporate concrete situations into the activities that will help to clarify the differences between particular verb tenses and the correct use of adverbials with the appropriate verb tenses.

In colloquial American English it seems that the use of the simple past is becoming more acceptable in situations where previously only the perfective tenses were accepted. For example, a native speaker might ask, "Did you eat lunch yet?" rather than "Have you eaten lunch yet?" In this chapter, however, the games and activities are based on prescriptive rather than descriptive rules.

We suggest the following sequence of games/activities:

1) Present Perfect Picture Games -

Oral practice in forming the present perfect with the focus on the past participles.

2) "For" and "Since" Activities -

Oral and written production of original sentences in the present perfect including adverbial phrases beginning with "for" and "since".

3) Roll and Write -

Oral and written practice of adverbials which compare and contrast the simple past with the present perfect.

4) Starring the Present Perfect -

Oral and written practice in differentiating between the simple past and the present perfect tenses (present perfect and present perfect progressive).

5) Catch the Criminal! Discover the Crime! -

Oral production of sentences with the focus on the semantic as well as on the grammatical use of all six verb tenses (simple past, present perfect, present perfect progressive, past perfect, past perfect progressive, past progressive).

6) Tense Wheels -

An individualized, self-correcting activity, in which a verb tense is selected to complete a sentence.

This can be done anytime as a review of the formation of the present perfect:

1) "Have You Heard the News" - (Jazz Chant)

Oral practice forming the present perfect.

THE PRESENT PERFECT PICTURE GAME

While students focus on gathering interesting information about the lives of their classmates, they practice forming the present perfect. Every student is given a picture grid and has to make up questions (in the present perfect) that relate to each individual picture.² We have used pictures, instead of words, because we feel that pictures allow for more freedom in interpretation. We have tried to include pictures of activities which are universal and will be relevant to people of many different cultures.

Number of Participants: Whole class

Materials Necessary:

access to a xerox or ditto machine picture grids paper and pens

Teacher Preparation:

- 1) The teacher xeroxes a copy of the picture grid (which is included on page105) for each student in the class.

Classroom Activity:

- 1) The teacher gives each student a copy of the picture grid.
- 2) The teacher elicits relevant vocabulary, making sure that the students understand what each picture represents. This can be done by having the students formulate questions for each picture in the present perfect. (See page 106 for a list of possible questions for each picture.)

Note: The pictures allow for more than one interpretation. But, at this point, the class talks through each picture at a rapid pace. Later, students will try to generate more questions for each picture. (See Follow-up Activity page102).

2. This picture grid is an adaptation of an idea by Peg Clement. MAT IX, School for International Training, Brattleboro, Vermont.

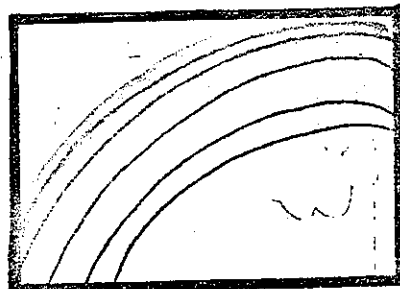
- 3) The students walk around the room, carrying their picture grid and a pen, asking each other "Have you ever...?" (seen a rainbow, caught a fish, worn a mask...).

Note: Remind the students to pay special attention to the formation of the past participles. If necessary, these forms can be written on the blackboard as a reference.

- 4) If Student A responds affirmatively to Student B's question, then Student A writes his/her initials in the corner of the corresponding picture on Student B's picture grid.

Example: Student B: Have you ever seen a rainbow?

Student A: Yes, I have. (short response) or
Yes, I have seen six rainbows in my life (long response).



- 5) If Student B receives a negative response s/he continues asking other people the same question or asks them another one. There is no set order for asking the questions.
- 6) The teacher sets a time limit. The students try to get as many pictures initialed as possible, within the given time limit.

Note: The time limit depends on the size of the class. A student should have enough time to talk to most of the other students yet, not enough time so that the activity becomes long, drawn out and boring. We gave a ten minute time limit to a class of twelve.

The initials serve as a reference for the students on what activities have been done by which students. They will need this information for the follow-up discussion.

- 7) When the allotted time is up and they have collected as many initials as possible, each student should find a partner to talk to for three minutes. During this time they ask each other to elaborate on particular experiences that relate to pictures on the grid.

Example: "How many times have you held snakes?"
"Where were you when you held the poisonous snake?"
"How long did you hold it for?"

8) The teacher engages the class in a follow-up discussion. Here are some suggestions.

a) "What pictures don't you have initialed?" (Use the rest of the class as a resource.)

Example: "I couldn't find anyone who has caught a fish."
"I found someone. Liza has caught fish before; her father is a fisherman."

b) "What, if anything, has never been done by any of the students in this class?"

c) "Is there anything that someone has done that you'd like to find out more about?"

Example: "Tony said that he had written graffiti before."
"Tony, when did you write graffiti? Where did you do it?"
"Tony, what did you write?"

(This is good practice for contrasting the simple past with the present perfect.)

d) "Share something that you learned about someone in the class."

Example: "I didn't know that Maria has painted a lot of pictures."
"I was surprised to find out that Fillipo has broken his leg four times!"

Follow-up Activity:

Divide the students into small groups. Working together, have them generate as many questions for each picture as they can. The focus of this activity is on the correct forms of the past participles.

Here are some questions written by a few students about the camping picture:

Have you ever dreamt while you were camping?
Have you ever seen the stars laughing?
Have you ever felt the kisses from the wind?

Additional activities using the picture grids:

These activities can be used to reinforce past participle forms and the new vocabulary.

1) BINGO

Materials Necessary:

blank grid for each student (see page 107)
chips (to cover the pictures)
scissors and glue
picture grid for each student (see page 105)

Classroom Activity:

Have the students cut the picture grids and glue 16 of the pictures in random order on a blank grid. All the students will have different grids. The class is divided into small groups of four or five students. In this way several Bingo games will be going on simultaneously in the classroom. One person in each group is the caller. S/he picks pictures from a hat (or any available container).

Note: All 25 pictures from the picture grid are in the hat.

The caller makes up a question or a statement containing a verb in the present perfect for each picture that s/he picks. All the students who have that picture on their grid cover it up with a chip. The first person to get four in a row is the winner. That person then becomes the new caller and can determine the type of Bingo required for the next round (four in a row; vertical, horizontal, diagonal, or an X, or the whole card...).

Note: To quicken the pace so that the other students don't get restless while the caller is trying to come up with original sentences, the teacher can give the caller an adverbial which allows him/her to use a consistent pattern throughout his/her turn as caller.

Example: JUST

I have just won first prize.
They have just caught a fish.
She has just received a telegram.

2) CONCENTRATION:

Number of Participants: individuals, pairs, or trios.

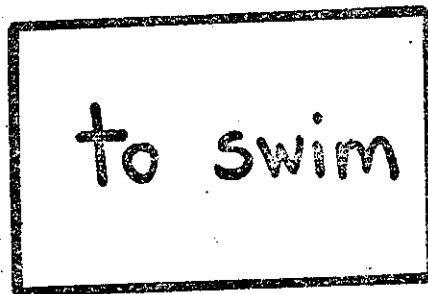
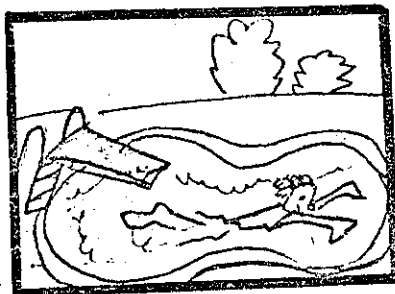
Materials Necessary:

a picture grid
2 pieces of posterboard (10" x 7½")
scissors, glue and pens

Teacher Preparation:

- 1) The teacher glues the picture grid on to a piece of posterboard. Then s/he cuts up the picture grid. (The posterboard backing makes the little cards more durable.)
- 2) On the other piece of posterboard s/he cuts out 25 $2\frac{1}{2}$ " x $1\frac{1}{2}$ " rectangles.
- 3) The teacher now has 25 blank cards and 25 cards with pictures on them. She writes a verb in its infinitive form on each blank card so that there is a 1-1 correspondence between the picture cards and the verb cards.

Example:



Note: This preparation work could also be done by a small group of students.

Classroom Activity:

The students place 24 cards (12 with verbs and 12 with pictures) face down in random order on a flat surface. The activity proceeds like "concentration". Students take turns turning over two cards. If the picture and the verb match and the student makes a grammatically correct sentence using the present perfect, she keeps the two cards, and takes another turn.

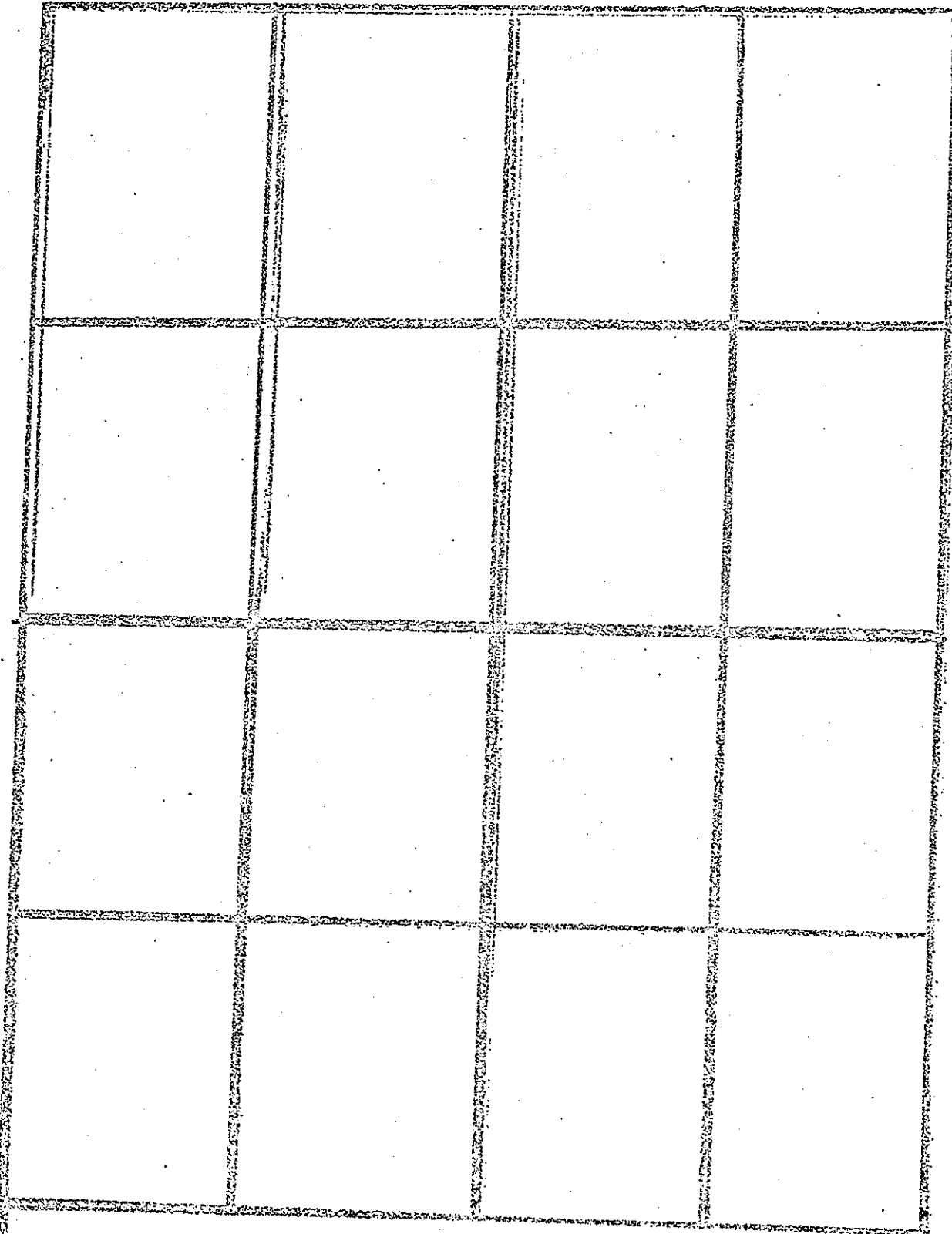
If the two cards don't match (two pictures, two verbs, or the verb and picture are not related) or if the sentence doesn't include a verb in the perfective, or isn't grammatically correct, then the student turns the cards back over and leaves them face down in the same location. The student with the most pairs at the end is the winner. The cards can be reshuffled and the activity can be repeated.

Note: Since there are 50 cards, two games can be played simultaneously.

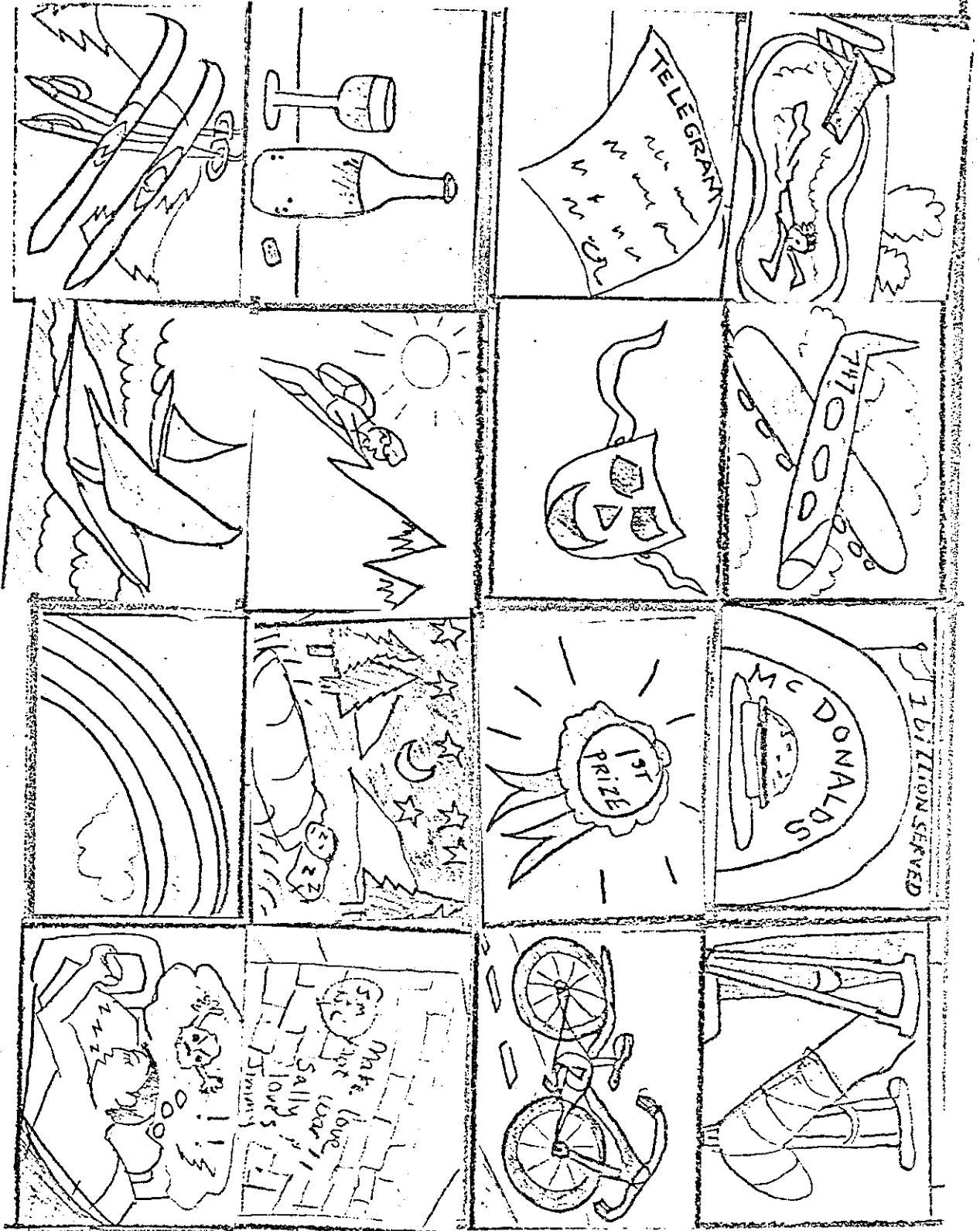
HAVE YOU EVER....?

- 1) ...seen a rainbow?
- 2) ...flown in a 747?
- 3) ...stood on your head?
- 4) ...played the guitar?
- 5) ...eaten at McDonald's?
- 6) ...climbed a mountain?
- 7) ...gone skiing?
- 8) ...planted a garden?
- 9) ...sailed in a sailboat?
- 10) ...broken your leg?
- 11) ...worn a mask?
- 12) ...ridden a bicycle?
- 13) ...swum in a swimming pool?
- 14) ...seen the sun rise?
- 15) ...won first prize?
- 16) ...written graffiti?
- 17) ...had a nightmare?
- 18) ...held a snake?
- 19) ...slept out under the stars?
- 20) ...caught a fish?
- 21) ...painted a picture?
- 22) ...played cards?
- 23) ...drunk champagne?
- 24) ...found money:
- 25) ...received a telegram?

A BLANK GRID



A BINGO CARD



"FOR" AND "SINCE" ACTIVITIES

The use of "for" and "since" with perfective verbs is a problem for intermediate level ESL students. They tend to use "for" and "since" interchangeably which results in grammatically incorrect sentences. These activities have been created to reinforce the concept that in co-occurrence with the perfective verb "for" expresses duration while "since" must be followed by a specific time reference. When given various time expressions the students decide whether the expressions should be preceded by "for" or "since". Once they have made that decision, they make up sentences using these time expressions with the present perfect. Very little teacher time is needed to prepare for these activities.

Number of Participants: Whole class

Materials Necessary:

index cards (twice as many index cards as there are students)
paper and pens

Directions for the first activity:

Teacher Preparation:

- 1) Write time expressions on index cards. Use expressions that require either for or since, but don't write for or since on the cards.

Example:

3 weeks

Feb. 14

10 years

(See page 12 for a listing of time expressions that we used.)

- 2) Make enough cards so that there are twice as many cards as there are students, allowing for 2 rounds of the activity.

Classroom Activity:

- 1) The teacher writes the words for and since, each on a separate piece of paper.
- 2) The teacher designates one side of the room as for and the other side as since by hanging these pieces of paper on the opposite walls in the classroom.

- 3) The teacher explains the procedure to the students as follows:
- a) Each student receives a card with a time expression written on it.
 - b) The students quickly get up and go to the side of the room that corresponds with their time expression.

Example: A student holding the card 10 years would go to the for side.

- c) The students check their cards with other students to make sure that they are on the right side of the classroom.
- d) Each group divides into pairs. Each member of the pair makes up a sentence with his/her partner using his/her time expression.

Note: Remind the students that the sentences must be in the present perfect tense.

Directions for the second activity:

Teacher Preparation:

- 1) In this activity the class will be divided into small groups. To figure out the number of index cards needed, the teacher must multiply the number of small groups by 10.

Example: If there are 20 students in the class, the class could be divided into 5 groups of 4. $5 \times 10 = 50$ cards. The teacher must make up 50 cards.

- 2) The teacher writes for expressions on half of the cards and since expressions on the other half. (See page 112 for lists of expressions.)

Note: The teacher can make multiple sets of the same time expressions or make different sets for each group.

Example:

Yesterday

3 Weeks

Variation:

If the teacher doesn't have index cards, s/he could write the time expressions on the blackboard. Each small group could copy the expressions on to little pieces of paper.

Classroom Activity:

- 1) The teacher divides the class into small groups.
- 2) The teacher gives each group a set of index cards.
- 3) Each group of students works together and sorts the cards into two piles. One of for time expressions and the other of since time expressions.
- 4) As a group, the students make up sentences using the time expressions. One person in each group writes down the sentences. Once again, remind the students that the sentences must be in the present perfect. These sentences can either be collected by the teacher or shared aloud with the rest of the class.

Note: If different sets of cards were made and the students need more practice, they could switch cards with another group and repeat the activity.

Wrap-up Activity:

After the teacher collects the index cards and the students put their sentences away, the teacher writes for and since on the blackboard. As the students recall time expressions, they can go up to the blackboard and write them in the appropriate column.

FOR	SINCE

FOR

an hour
6 hours
a minute
10 minutes
45 minutes
a few minutes
a little while
only a minute
a week
3 weeks
18 weeks
a month
9 months
several days
19 days
a few years
a long time
an eternity
many centuries
years
several weeks
a few hours
a second
5 years
hours

SINCE

yesterday
last week
this morning
last year
last month
3:00 P.M.
8:45 A.M.
12:15 A.M.
1978
1960
1916
1933
June 15
February 14
Wednesday
Thursday
Tuesday
last spring
August
December
Sunday
yesterday morning
last winter
1980
December 25

ROLL AND WRITE

Once students intellectually understand the difference between the present perfect and the simple past, they need to be given tasks which require them to apply their knowledge. This student-centered activity allows them to use their conceptual understanding in a friendly, non-competitive situation. When asked to combine particular adverbials³ and verbs, which are obtained by rolling cubes, the students must decide whether to generate sentences using the simple past or the present perfect.

Number of Participants: whole class

Materials Necessary:

2 wooden cubes for each group of 10 students a watch with a second hand paper and pens
--

How to Make the Cubes:

- 1) Buy or make two blank wooden cubes which are big enough to write on. We cut 1½" cubes from a piece of wood and then sanded the edges.
- 2) Write six verbs, in their simple present form, one on each side of one of the cubes. Use verbs that the students are already familiar with.
- 3) Write six adverbials on the other cube.

Note: We used three adverbials that usually require the use of the present perfect and three which are associated with the simple past.

Example: Present perfect: since, twice this week, up to now....
Simple past: yesterday, last summer, a few days ago....

(See page 116 for a listing of the adverbials that we used.)

-
3. We're restricting the word "adverbial" to mean single-word adverbs and adverbial phrases.

Variation in Preparation:

If the teacher doesn't have access to wooden cubes, s/he can write the verbs and adverbials on pieces of paper. S/he can put the verbs in one pile and the adverbials in another. The students can pick up a piece of paper from each pile instead of rolling cubes.

Instructions:

This activity begins with the involvement of the whole class. Then the class splits up into smaller groups. Toward the end of the activity the small groups sub-divide into pairs. To conclude the whole activity the entire class gets back together again.

- 1) The teacher demonstrates to the whole class how the activity proceeds. S/he rolls the cubes. Each student has one minute to write down an original sentence or question incorporating the words that are face up on the cubes. Their sentences must be in the simple past, present perfect, or the present perfect progressive.

Some of the students share their sentences orally with the class to make sure that everyone understands the procedure.

- 2) The teacher divides the students into groups and gives each group two cubes. To keep student motivation at a high level we divided the students into small groups, with a maximum of ten students per group.
- 3) One person in each group is chosen to be the timekeeper. The timekeeper must have a watch with a second hand.
- 4) One student in each group rolls the cubes. Everyone quickly writes down a sentence.

Note: The students do not share their sentences orally between each roll.

- 5) The cubes are passed to the person on his/her left; s/he rolls the cubes and again, within the time limit; everyone writes down a sentence. This procedure continues until everyone has had a chance to roll the cubes.
- 6) Then each of the small groups divide themselves into pairs. The students compare their sentences focusing on the verb tenses they chose to go with particular adverbials.

- 7) The teacher walks around to each group and checks for accuracy.
- 8) The class gets back together for a final wrap-up of questions and comments.
- 9) If the class still needs more practice, here are some suggestions:
 - a) Switch cubes with another group (if the teacher has made a few different sets), or
 - b) Tape little pieces of paper with new words written on them over the old words

A Competitive Variation (using the blackboard):

- 1) Divide the class into teams. There can be as many teams as there is blackboard space.
- 2) One person from each team goes to the blackboard. A student volunteer rolls the cubes and reads the words aloud.
- 3) The students at the blackboard have 30 seconds to make up a sentence using the verb and the adverbial that the volunteer reads.
- 4) Then the students have 30 seconds to confer with their teammates and make any necessary corrections.

Note: To avoid confusion we made this rule:

Only the person at the blackboard may do the writing. The rest of the team must remain in their seats.

- 5) After the team confers, the sentences are all looked at and points are scored. (See "Scoring" below.)
- 6) The activity continues until all the students have had a chance to go to the blackboard.

Scoring:

2 points for grammatically correct usage and form of the verb and the adverbial.

0 points for incorrect usage and/or form of the verb and/or the adverbial.

SIMPLE PASTPRESENT PERFECTBOTH

yesterday	since	for
last night/month/summer	up to now	yet
last year	five times before	already
two days/weeks/years ago	twice/four times this	just
a few days ago	week/month/year	finally
a little while ago	lately ⁴	recently
		all their lives
		ever
		still
		many times

Note: According to prescriptive rules the adverbials in group three occur with the present perfect. Yet, in some cases, depending on the perspective of the speaker, these adverbials can and do occur with the simple past. We have tried to make this distinction clear in the minimal pair sentences below.

FOR - They talked for an hour.
(The conversation is over.)
They have talked for an hour.
(They are still talking and the conversation might continue.)

YET - Did you eat lunch yet? (informal register)
Have you eaten lunch yet? (formal register)

JUST I just finished my homework.
ALREADY (Cut off from the present)
FINALLY I have just finished my homework.
* (Speaker's sense of recency)

RECENTLY- He recently moved into a new apartment.
(It happened a short time ago. He's settled now.)
He has recently moved into a new apartment.
(Current relevance. He's not quite settled.)

ALL THEIR LIVES - They lived in the same house all their lives.
(They have passed away.)
They have lived in the same house all their lives.
(They are still alive.)

4. Although some texts state that "lately" is similar to "recently", we couldn't find any cases in which it co-occurs with the simple past.

EVER - Did you ever see a shooting star?(once in your life)
Have you ever seen a shooting star? (up to now)

STILL - She still didn't get the prize.
(She tried many different tactics but was not
successful.)
She still hasn't gotten the prize.
(She has not received it yet.)

MANY
TIMES - They swam in that lake many times.
(Looking back at a past activity. They probably
won't swim there again.)
They have swum in that lake many times.
(They probably will swim there again.)

STARRING THE PRESENT PERFECT

Each team of students moves around their own star on the gameboard. They create sentences that are appropriate to a given situation using the simple past tense, present perfect tense, or the present perfect progressive tense. The student involvement level is high because all the teams are actively participating in a cooperative way throughout the game. Constructing the gameboard requires a fair amount of teacher time, yet this gameboard can also be used for Modals (See Chapter 3 pages 66-71).

Number of Participants: 6 or 8 students

Materials Necessary:

"Starring the Present Perfect" gameboard 27 blue index cards 3 green index cards 4 markers (blue, red, green, and yellow) die timer paper and pens
--

Teacher Preparation:

- 1) The teacher constructs the "Starring the Present Perfect" gameboard. (See Chapter 3, page 72).
- 2) The teacher writes a different situation on each of the 27 blue index cards. (See pages 122-123 for a list of situations.) S/he glues or draws a star on the back of each of these cards. (In the directions they are referred to as ★ cards).
- 3) The teacher cuts the three green index cards in half. On the verb cards s/he writes;

"simple past" (on two cards)

"present perfect" (on two cards)

"present perfect progressive" (on two cards).

Classroom Activity:

- 1) The students are paired up. Each pair forms a team.
- 2) Each team needs some paper and a pen.
- 3) Each team chooses one of the four colored stars on the board and a matching marker.
- 4) Each team places their marker on the word "start". The markers are moved in a counterclockwise rotation around the star.
- 5) Students roll the die; highest number goes first.
- 6) The play continues around the board in a counterclockwise rotation.
- 7) If a student lands on a ★, s/he picks a ★ card, reads it aloud, and then puts it face up on the board for all to see.

Sample ★ card:

The baby started crying an hour ago. He is still crying. (cry)
--

- 8) Each team has one minute to write down a sentence using the appropriate tense. The sentences must be in the simple past, present perfect, or present perfect progressive and include the verb in parentheses.

Example: A student might write, "The baby has been crying for an hour."

See Situational Card Comments for more information regarding verb tense distinctions. (See page 120).

- 9) Each team shares their sentences and, as a group, everyone decides which verb tense is correct and why.
 - 10) Teams that used the correct verb tense may move forward one space on their star.
- Note: When they move ahead they do not pick up a card.
- 11) If a student lands on a word, s/he picks a verb card. S/he has one minute to make up a sentence orally using the verb tense indicated on the card and also using the word that s/he landed on. S/he confers with his/her teammate before saying the sentence to the group.

Example: If a student landed on the word "desert" and picked the card

simple
past

 s/he could say,

"I saw an oasis in the desert."

- 12) The other teams listen to the sentence and, in turn, say what verb tense they heard. In the case of the above example, "simple past" would be the correct response.
- 13) After all the teams have agreed on the verb tense they get to see what was written on the verb card.
- 14) Everyone can move up a space only if the student used the correct verb tense and the other teams guessed correctly.

Note: If any team makes a mistake, no one moves up a space. We made this an all-or-nothing possibility, because we feel that at this point it should be easy for the students to identify and produce these three verb tenses correctly.

- 15) The first team to reach "finish" is the winner.

Situational Card Comments:

These cards focus on the fine distinctions between the simple past, present perfect, and the present perfect progressive. We have tried to reduce the potential ambiguity in interpretation by a careful choice of key words, which help to clarify the situations.

Situations that are cut off from the present require the simple past. For example, "He quit his job last week." or "She sold it yesterday."

There is a very subtle line between when to use the present perfect or the present perfect progressive in regards to an activity in progress which might continue into the future. On some cards we have made it clear that a particular activity will continue into the future, in these cases the present perfect progressive is preferred. For example:

"Victor started watching T.V. an hour ago.
He's still watching it now." (watch)

The preferred sentence would be, "Victor has been watching T.V. for over an hour now."

Other Comments:

The students monitor each other. The teacher only makes comments when s/he feels it is necessary.

The team members should take turns writing down the sentences and rolling the die.

Having a student keep time helps to keep the game moving at a fast pace. An egg-timer can also be used.

If the interest level remains high, have the students go around their star a second time.

STAR CARDS

- 1) John got a job in a restaurant six months ago.
He quit the job last week. (work)
- 2) She bought a motorcycle six years ago.
She just sold it yesterday. (own)
- 3) The baby started crying at 5:00 P.M.
At 6:00 P.M. his mother fed him and he stopped crying. (cry)
- 4) Mrs. Shay began knitting a sweater for her niece
three months ago.
She is still working on it. (knit)
- 5) Joseph started smoking cigars two years ago.
He's still smoking them now. (smoke)
- 6) Jeff went to the laundromat at 3:00.
He is just about to leave and it's 5:30. (be)
- 7) Anna started writing a letter to her boyfriend an hour ago.
She is still writing now. (write)
- 8) Victor started watching T.V. an hour ago.
He's still watching it now. (watch)
- 9) Frank began smoking when he was 20.
He quit when he was 45. Now he's 47. (smoke)
- 10) Jack became a famous musician at 18.
He's still famous now and he's 38. (be)
- 11) Paul began teaching three years ago.
He is still a teacher. (teach)
- 12) Mary arrived at the airport at 4:00.
The plane took off at 5:30. (wait)
- 13) Mrs. Wright moved to Florida in 1978 and
she's still living there. (live)
- 14) My friends began studying English in 1975.
They are still studying it now. (study)
- 15) Vicki became a lawyer when she was 25.
She retired 45 years later. (be)
- 16) We put the T.V. on at 9:00.
We shut it off an hour later. (watch)

- 17) The dog began barking ten minutes ago and hasn't stopped yet. (bark)
- 18) Bill went to the supermarket two hours ago. He hasn't come home yet. (shop)
- 19) Bobby and Betty started their homework at 7:00. It's 9:30 and they still haven't finished. (to do homework)
- 20) Mrs. Olson is a librarian. She began working in the library seven years ago. (be)
- 21) Liz got a job in a bank three years ago. She still works there. (work)
- 22) James Taylor became a popular musician many years ago. He is still popular. (be)
- 23) Fred moved to New York City last spring. Next Tuesday he will move to Detroit, Michigan. (live)
- 24) Hank started preparing dinner at 5:00. It's 7:00 and dinner isn't ready yet. (prepare)
- 25) We put the radio on an hour ago. We haven't shut it off yet. (listen)
- 26) Sammy arrived at the bus station at 9:00. It's 11:30 and the bus hasn't come yet. (wait)
- 27) Eric began wearing glasses when he was 7. At 25 he stopped wearing glasses and got contact lenses. (wear)

CATCH THE CRIMINAL! DISCOVER THE CRIME!

In this activity the students play the role of detective while practicing different verb tenses (simple past, past progressive, present perfect, present perfect progressive, past perfect, past perfect progressive). Student-generated sentences and deductive reasoning help them gather information about the suspect, crime, and place, in order to solve the mystery. (The basic procedure of this game is an adaptation of Milton Bradley's "Clue" game.) The gameboard is the same as in "Around The States". If the teacher has already made the gameboard, very little additional preparation is necessary.

Number of Participants: 3 - 5 students

Materials Necessary:

"Around The States" or "Around The World" gameboard one die one marker 21 index cards (3 orange, 9 blue, 9 green) a list of suspects, places, and crimes for each student pens and paper a bookpocket (or an envelope)
--

Teacher Preparation:

- 1) The teacher cuts all 21 index cards in half. S/he writes the following information on the cards:

(green) Mystery Cards

Frank Jones
Ethel Waterman
Gregory R. Fox
Trevor Farlow
Kristen Bates
Melissa Thistle
Burma
Uruguay
Japan
Iceland
Spain
Egypt
Holding up a bank
Kidnapping a child
Hijacking an airplane
Vandalizing a building
Setting a store on fire
Spying

(blue) Verb Cards

simple past (4 cards)
past progressive (3 cards)
present perfect (3 cards)
present perfect progressive (2 cards)
past perfect (2 cards)
past perfect progressive (2 cards)
any tense (2 cards)

(orange) Dot Cards

Suspect (2 cards)
Place (2 cards)
Crime (2 cards)

- 2) The teacher draws a circle on the back of the dot cards.
(We put little colored stick circles on our cards.)
- 3) The teacher makes up a ditto which includes all the names of the suspects, the places and the crimes.

Below is a copy of our ditto:

SOLVE THE MYSTERY

<u>SUSPECTS</u>	<u>PLACES</u>	<u>CRIMES</u>
Frank Jones	Burma	Holding up a bank
Ethel Waterman	Uruguay	Kidnapping a child
Gregory R. Fox	Japan	Hijacking an airplane
Trevor Farlow	Iceland	Vandalizing a building
Kristen Bates	Spain	Setting a store on fire
Melissa Thistle	Egypt	Spying

Teacher Explanation-Presentation of the Game:

- 1) The teacher explains to the students that they are all detectives trying to solve a mystery. They are racing against time and must solve the mystery before they reach FINISH.
- 2) The teacher explains that there are three different types of cards:
 - a) blue cards - which have verb tenses written on them.

Note: If necessary, the teacher can review the six verb tenses included in the game.

 - b) dot cards - which have suspect, crime or place written on them.
 - c) green cards - which include the names of all the suspects, the places, and the crimes.

- 3) The teacher reads the names of all the suspects, places, and crimes.

Note: The students need to know the meaning and approximate time duration of each crime.

Example: Spying can be a durative activity, while kidnapping a child is a single event.

- 4) The teacher hands out the ditto, which the "detectives" will use as a reference.
- 5) The teacher separates the green cards into three piles (suspects, places, and crimes), shuffles each pile and puts one card from each pile into the bookpocket on the gameboard. Nobody should see these three cards!!!
- 6) The teacher shuffles all three piles together and deals the remaining cards to the students. If there is an uneven number of cards, the teacher turns the leftover ones face up for all to see.

Note: In subsequent games the students will be able to do #5 and #6 without the teacher's help.

- 7) The students should now check off those items on their list which they are holding in their hand. (They know that the cards they have are not in the bookpocket, and, therefore, have already eliminated some possibilities.)

Note: Remind the students that their lists are private and that no one should see them.

Directions:

- 1) A marker is placed on START. One person rolls the die and moves the marker. (There is only one marker which each student takes turns moving. They are each trying to solve the mystery before the marker reaches FINISH.)
- 2) The marker will land on either a state (or a country if the "Around the World" gameboard is being used) or a dot.
 - a) If the marker lands on a state, then a blue verb card is turned over. All the students have two minutes to make up a sentence which includes the verb tense and at least one piece of information from at least one of the categories (suspects, places, crimes). (See Strategy page 128).

Example: If the card turned over was

simple
past

 a student could write;

I hijacked a plane last year. (one piece of information)

Frank Jones hijacked a plane to Egypt last year. (three pieces of information)

Once the time is up, each person, in turn, reads his/her sentence to the whole group.

If the sentence is grammatically and semantically acceptable, then the person on the left must show only the sentence reader one card from his/her hand which corresponds to an item in the sentence ("Frank Jones", "holding up a bank", or "Egypt"). No one but the sentence reader may see the card. (See the note on correction for acceptable sentences page 128).

If the person on the left doesn't have any of those cards, then the next person to the left must show the sentence reader one.

If that person doesn't have one, the sentence reader reads the sentence again and the third player on the left must show one of those cards to the sentence-reader.

Once the sentence-reader has seen a card (of something s/he mentioned in his/her sentence) s/he can check that off on his/her list, thus eliminating another possibility.

Note: If no one has any of the cards mentioned by the sentence-reader the sentence-reader might feel ready to solve the mystery. (See #4)

Note: In order to see a card, a student must make a grammatically and semantically correct sentence.

b) If the marker lands on a dot, a dot card is turned over.

Example: If

Crime

 is written on the card, everyone must look through their cards for a crime. Taking turns, the students show one crime card only to the person on their left. (If they don't have a crime card, they show nothing.)

Being able to check off a crime allows them to get closer to solving the mystery.

- 3) The die is rolled by another person and the game continues in the same fashion.
- 4) The game ends when someone solves the mystery correctly or the marker lands on FINISH.

If a student wants to make a guess:

Before the die is rolled again, the student announces that s/he has solved the mystery. S/he writes down the suspect, place, and the crime on a piece of paper. Then s/he picks up the bookpocket and looks inside. If s/he is correct s/he shows his/her paper to the others and then shows the cards. The mystery has been solved!!

If s/he is incorrect s/he is out of the game, yet continues to show cards and the game continues, until another person makes his/her announcement of the suspect, place, and crime.

If the marker lands on FINISH:

Each player writes down an educated guess of the suspect, place, and the crime. Then someone takes the cards out of the bookpocket and they see who was the closest to solving the mystery.

Strategy:

To deduce information about one specific person, crime or place the student could:

- 1) Use only that piece of information in his/her sentence.
- 2) Use that information in conjunction with information that s/he already has in his/her hand. In this way only one variable is being tested.

Correction:

While each student shares their sentence, the others must listen carefully for grammatical or semantic errors. If they feel that someone's sentence is incorrect they must explain why. All players may give input about whether a sentence is acceptable or not. But, the player on the left makes the final decision.

Note: If the teacher has a large class and is unable to monitor the game, s/he might ask the students to hand in their sentences as a double check.

Comments:

Some students made grammatically correct sentences that were not acceptable. It is possible to use a verb tense correctly in a grammatical sense, yet;

1) the semantic notion may be incorrect. For example:

"Trevor Farlow has been holding up the bank for three days." (unacceptable)

Holding up a bank is a single action, not a durative event.

2) the time frame may be incomplete. For example:

"Melissa Thistle had been vandalizing buildings." (unacceptable)

When using the past perfect progressive a time frame is needed to link this to another past event.

"Melissa Thistle had been vandalizing buildings before she went to Egypt." (acceptable)

HAVE YOU HEARD THE NEWS?⁵

(Jazz Chant)

Have you heard from him lately?

Not for weeks. I haven't seen him.

You haven't heard the news? Where have you been?

I've been around, but I haven't seen him.

Have you talked to his mother?

She's been out of town.

So no one has told you?

WHAT'S THE NEWS?

He's a father now. They've just had twins!

He's a father now. They've just had twins!

5. Written by Susan Shalek and Cheryl Olson

Suggestions for using this Jazz Chant with a class:

- 1) Ask the students to underline all the present perfect verbs (have + past participle).
- 2) Discuss any unfamiliar expressions or vocabulary and areas of reduced speed. (Example: Where've ya been?).
- 3) Work on intonation patterns by isolating certain lines.

Example: You haven't heard the news? (expresses disbelief)

Have the students generate other sentences that fit this particular pattern.

Example: You haven't finished your homework?
You haven't been to New York?

Comments:

- 1) See Appendix A for a suggested procedure for working with jazz chants with a class.
- 2) Refer to page 59 in Carolyn Graham's Book "Jazz Chants" for an additional Jazz Chant that focuses on the present perfect.

TENSE WHEELS

In this individualized, self-correcting activity, the students select the most appropriate verb tense(s) to complete each sentence. The verb tenses included are the simple past, the present perfect, the present perfect progressive, the past perfect, the past perfect progressive, and the past progressive. A great deal of teacher preparation time is needed to construct these individualized wheels.

Number of Participants: one student per wheel

Materials Necessary: (to construct 30 wheels)

8" x 16" piece of posterboard per wheel 10 brass fasteners scissors paper and pen glue
--

Teacher Preparation:

- 1) Trace and then cut 10 big circles out of posterboard. (See Model A on page 137.)
Trace and then cut 20 smaller circles out of posterboard. (See Model B on page 138.)
- 2) Type (or print) the sentences on white paper. (See pages 134-136 for a list of the sentences we used.)
- 3) Cut a hole in the smaller circles. The sentences will be seen through this hole. (See Model B page 137.)
- 4) Cut a hole in the larger circles. The answers will be seen through this hole. (See Model A page 138.)
- 5) Cut out the sentences and glue them on the appropriate place on Wheel A so that they can be seen through the window on Wheel B.
- 6) Type (or print) the answers on a piece of white paper. Cut them out and glue them on the appropriate place on Wheel B, so that they can be seen through the small window on Wheel A.
- 7) Put a brass fastener in the middle of each wheel.

Note: We put 4 sentences on each wheel.

- 8) Write the following on each wheel:

TENSE WHEEL

- 1) Use the correct form of the verb to complete the sentence.
- 2) Turn the wheel over to check your answer.

Note: In some cases more than one verb tense is acceptable, depending on the perspective of the speaker. We've only included the verb tenses which most frequently occur within the context of the sentence.

Students can be encouraged to write down the sentences they have problems with. These sentences can then be addressed by the class as a whole. Students may have used a verb tense that is not included on the back of the wheel and because of an obscure context which they have devised, the verb tense might be acceptable.

Classroom Activity:

- 1) The teacher gives each student 2 wheels at a time. (This helps to reduce the amount of time spent running around exchanging wheels.)
- 2) The students follow the instructions written on the wheels. The teacher reminds the students of the six verb tenses they must choose between.
- 3) Then students can exchange wheels with their classmates.

Note: This activity can also be done in pairs. The students can work together to figure out what verb tense should go in the blank. After their discussion they turn the wheel over to check themselves.

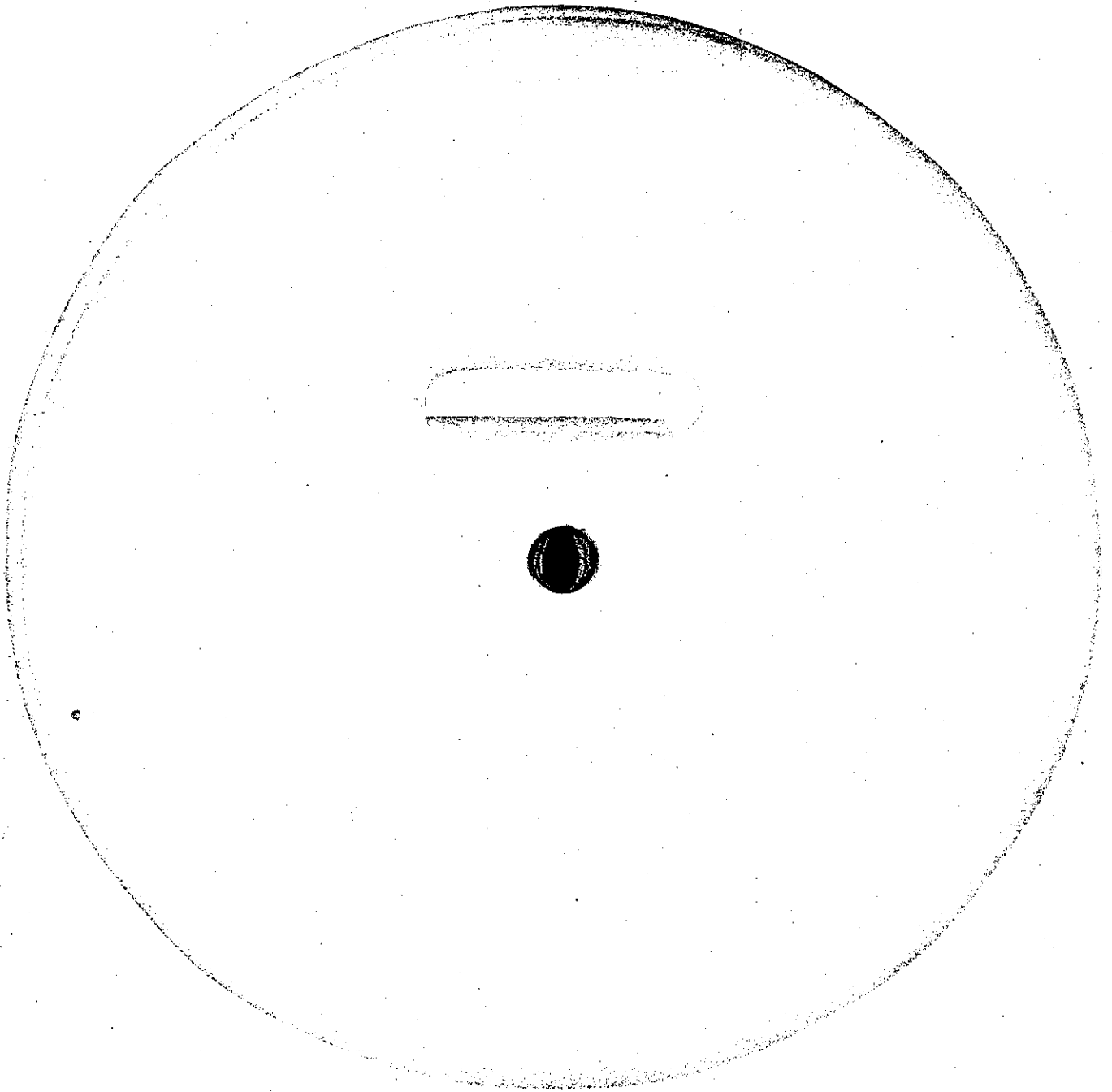
Variation to Prolong the Activity:

Have the students write out all four sentences and their rationales for their choices of verb tenses before turning the wheels over to check their answers.

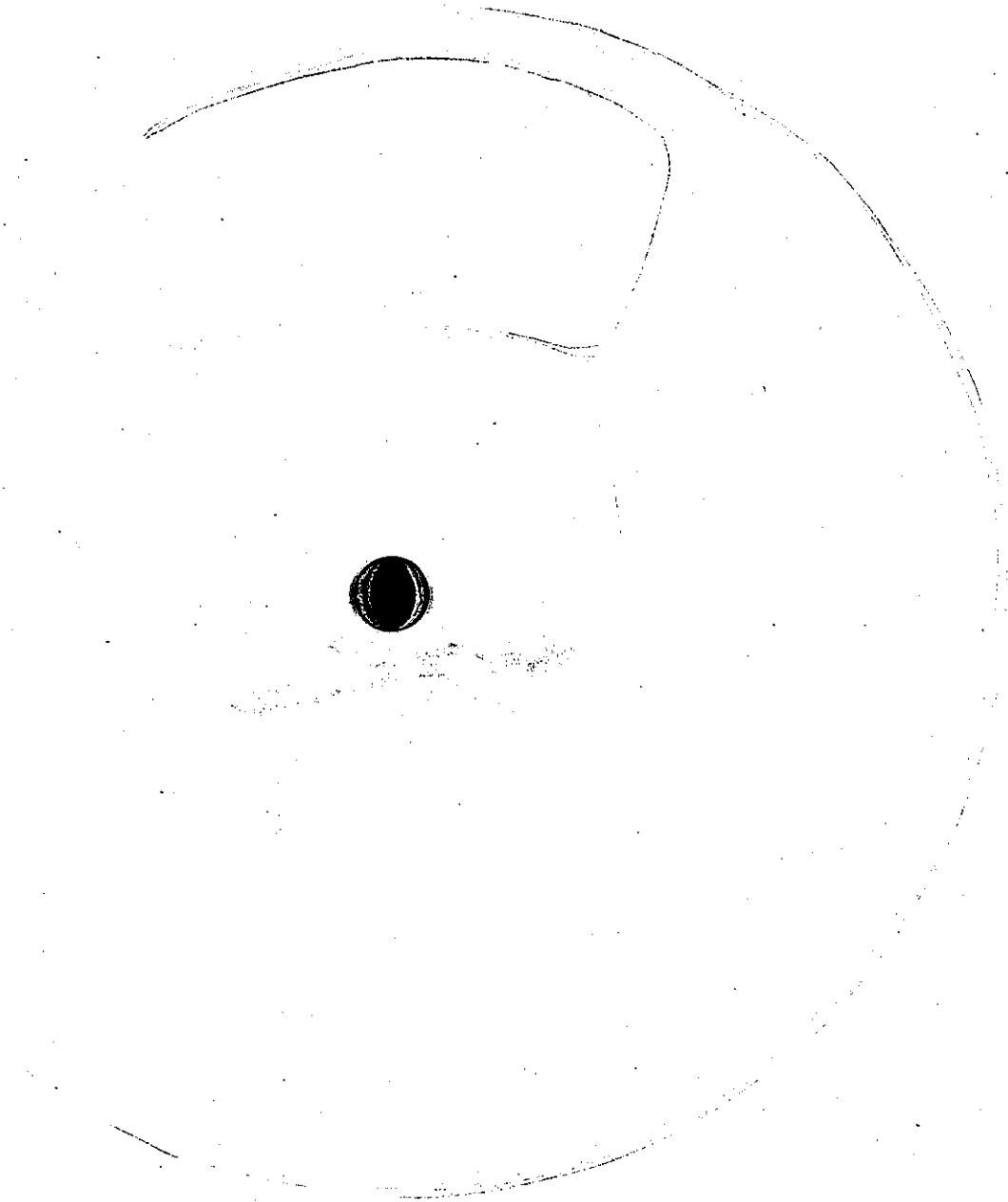
- 16) Fred _____ in California for six months when his brother
live
arrived from England. Soon afterwards they left for
Mexico. (had lived, had been living)
- 17) She _____ for three hours for the bus when she decided to
wait
a taxi. (had waited, had been waiting)
- 18) David went through a red light while he _____ to work.
(was driving) drive
- 19) By the time we got there, they _____.
(had already left) already, leave
- 20) They _____ each other for three weeks when they
only, know
decided to get married. (had only known, only knew)
- 21) Nothing looked familiar; we soon realized that we _____
the wrong turn. (had taken) take
- 22) Bob and Barb each _____ three glasses of wine before the
drink
food arrived. (had drunk, drank)
- 23) We _____ through a terrible snowstorm last winter. (drove)
drive
- 24) He _____ English while he was in Australia. (spoke)
speak
- 25) Mr. Johnson _____ in Brazil all his life. (He's still alive)
live (has lived)
- 26) They _____ to the beach three days ago. (went)
go
- 27) She _____ that movie four times before. (has seen)
see
- 28) I _____ to my niece since last spring. (have not written)
not, write
- 29) He _____ 100 pages of that book so far today. (has read)
read
- 30) They _____ in the mountains all their lives. (They are dead.)
live (lived)
- 31) Her birthday _____ two days ago. (was)
be

- 32) Mrs. White _____ the exciting news yesterday. (heard)
hear
- 33) She _____ across that lake many times last summer. (swam)
swim
- 34) They _____ each other since 1975. They are still good friends.
know (have known)

MODEL A :



MODEL B:



She _____ that movie
four times before. (see)

TENSE WHEEL

1. Use the correct form of the verb to complete the sentence.
2. Turn the wheel over to check your answer.

has seen

APPENDIX A

JAZZ CHANTS

What is a jazz chant?

A jazz chant emphasizes the natural rhythm of everyday speech, with use of language in situational contexts. Jazz chants are usually written in dialogue form and incorporate the vocabulary, structures, and stress and intonation patterns of conversational English.

Who developed jazz chants?

Jazz chants were developed by Carolyn Graham, who is on the staff of the American Language Institute of New York University.

Why use jazz chants in the ESL classroom?

Students' listening comprehension skills improve as they listen to a native speaker model the chant. The rhythm of the chants heightens student awareness of the stress and intonation patterns of American English. By pointing out examples of reduced speech and slang words, the jazz chants emphasize the differences between oral and written speech. Student fluency increases as students incorporate these structures into their oral repertoire.

How are jazz chants worked with in the classroom?

A very simple format can be followed (an adaptation of Carolyn Graham's format):

- 1) The teacher says the entire chant, while snapping his/her fingers.
- 2) All the students snap their fingers to the beat, while the teacher repeats the chant.
- 3) The teacher hands out written copies of the chant. S/he goes over the vocabulary with the class, line by line. (If the chant is short, it can be written on the blackboard.)
- 4) The teacher chants a line, and the class repeats it after him/her. They go through the whole chant together in this fashion, keeping the beat by snapping their fingers or tapping lightly on the desk tops.
- 5) Everyone does the chant and snaps along together, repeating it as many times as the teacher feels necessary (usually three or four times).
- 6) The teacher takes one half of the dialogue; and the students chant the other half. Then they switch roles.
- 7) The class is divided into two groups, each chanting their half of the dialogue. Then they switch roles.
- 8) The students break into pairs and practice the chant together.
- 9) Partners take turns doing the jazz chant in front of the class, while the other students snap their fingers to the beat. (If the class is large, limit the number of student volunteers to keep the activity from becoming boring.)
- 10) Each chant lends itself to different type of follow-up activities. These are included with the jazz chants in each chapter.

Where can more information on jazz chants be found?

Carolyn Graham has written two books: Jazz Chants, 1978, and Jazz Chants for Children, 1979. Both books were published by the Oxford University Press of New York.

APPENDIX B

NUTS AND BOLTS: TECHNICAL ASPECTS OF GAME CONSTRUCTION

What can we use to make gameboards?

Gameboards need to be made out of semi-durable materials, such as:

- 1) sheets of tagboard or posterboard

(small pieces can be taped together to form larger surfaces)

- 2) manilla folders
- 3) cardboard
- 4) recycled gameboards

(these can often be bought at thrift stores for a minimal price. The surfaces can be covered with plain colored contact paper or with construction paper.)

What can we use for markers?

A good marker should meet the following criteria: 1) has unique features which are distinct from the other markers, and 2) is easy to move around the gameboard. Some possible suggestions for game markers are:

- 1) animal statues
- 2) pieces of coral or shells
- 3) pebbles
- 4) miniature doll house furniture
- 5) office supplies (paper clips, thumb tacks, etc.)
- 6) beans or peas
- 7) bottle caps
- 8) recycled markers from old games

What about obtaining spinners?

Spinners (blank or with numbers on them) can be ordered from the Creative Teaching Press, Inc. in Huntington Beach, California. (Also see Appendix D for addresses of other game materials suppliers.)

Home-made spinners can also be easily constructed. A piece of posterboard should be used for the base. An arrow can be cut out of another piece of posterboard. Using a brass fastener (sold in most department stores), the arrow can be fastened to the posterboard base. Although this home-made version isn't quite as easy to spin as the manufactured spinners, it will do in a pinch.

How can we make the games permanent?

After putting a lot of time and effort into the construction of games, the teacher will want to make them durable and permanent. The simplest and most efficient method is to laminate the individual game pieces. The second best method is covering the game materials with clear contact paper. (This was the method that we used.) Clear contact paper can be bought at any department store. If neither of these materials is available, as a last resort, saran wrap and scotch tape can be used to make the games semi-permanent.

APPENDIX C

WAYS OF KEEPING SCORE

- 1) A common way of keeping score, which can be used with students of any age group, is the use of tally marks. This is an educational experience in itself, since it gives students practice with counting by fives.
- 2) To make the score-keeping more of an ongoing activity for either children or adults, divide the class up into two teams, Team X and Team O. Put a large tic-tac-toe grid up somewhere in the classroom. Each time that a team wins some competition, allow them to put an "X" or an "O" up on the grid. The goal is for one of the teams to win the tic-tac-toe game, by winning individual competitions. (This idea came from Ms. Peg Clement.¹)
- 3) With a group of children, a system which works well to make the scoring more concrete, involves using beans or some other small tokens. Each time that a team or an individual child earns a point, they can be awarded a small token. They collect these tokens throughout the activity and trade them in at the end of the game for some sort of tangible reward (i.e., 5 beans = one apple or 3 pebbles = one minute of free time). This system assures that both the winners and the losers are rewarded.
- 4) With a class of children, bar graphs can be used as a method of representing ongoing scores in a visual way.

1. Peg Clement, M.A.T. IX, School for International Training, Brattleboro, Vermont.

APPENDIX D

GAME MATERIAL SUPPLIERS

Hammetts Learning World
48 Canal Street
Boston, Massachusetts 02114
(617) 523-5788

Learning World
Beaverton Mall
Beaverton, Oregon 97005
(503) 643-6538

Ed-U-Mart
592 Washington Street
Wellesley, Massachusetts 02181
(617) 235-4567

Creating Teaching Press
Huntington Beach, California 92647

Teaching Tools
Walnut Street
Newton, Massachusetts

Frank Schaffer Inc.
26616 Indian Peak Road
Department 7M
Rancho Palos, California 90274

Teaching Resources Catalog
50 Pond Park Road
Hingham, Massachusetts 02043

Lakeshore Curriculum Materials Co.
8888 Venice Boulevard
Los Angeles, California 90034