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Hic ✓

LOOK WHO'S TALKING!

A guide to the development of
successful conversation groups
in intermediate and advanced
E.S.L. classrooms.



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Introduction



Ask any student of English as a second language what it is that s/he wants most from the language class experience and nine times out of ten the answer will be, "more conversation practice." We have thought about this request frequently and have wondered just what our students mean. If students are living and studying in the United States, don't they have plenty of opportunity to practice their English? Isn't the free conversation waiting for them daily just out of the classroom door?

We believe that students are, in fact, asking for more of an opportunity to become themselves in the new language. They want to become enthusiastically and authentically involved. They want to know that they are genuinely respected and treated as individuals by their teachers and classmates. It is so easy for our classes to become mechanistic and dull for the students. It is easier to provide rote drills and endless pattern practice for them than it is to devise meaningful and relevant communication. We may be giving them ample opportunities to manipulate their new language, but too little time to become truly involved.

Outside of class, our students may have the chance to interact with the clerk in the market, the postmaster or the bus driver, but personal communication is often only available with friends from the same native language background. Many times real conversation with native speakers of English is severely limited.

} very true

Being aware of the in-put students receive both in and out of the classroom, as teachers, we have often experimented with the free conversation session. Sometimes we succeed and we are able to touch our students in just the right spot and they "take off." Sometimes we see our great plans fall flat! It often seems like a case of good or back luck - no guarantees. Many times we put our students in a circle, give them a topic for discussion that we think is particularly stimulating and we see them just sit and look at one another in an embarrassing silence, constrained, nervous, tense. We end up bailing out the group and carrying the bulk of the dialog ourselves! Often, too, there is one aggressive student who seems to feel a need to be the center of attention at all times, a student who shows little awareness of functional group interaction patterns, and even less self-discipline. Other times, we have one or two students who are either too shy to participate or who have such low self-esteem that they feel they have nothing of interest to offer the group. (What to I have to contribute? Who could possibly be interested in what I have to say?)

Another very real problem is that most of our foreign students come to us from an academic background that is typified by straight rows of desks, all eyes to the front on the teacher who is directing each classroom activity like a conductor leading an orchestra. They have had no experience in directing their own classroom use of language, and consequently fall apart when left to their own devices. Many subconsciously assume that learning is not possible without the teacher present.

We have come to believe that when conversation groups fail it is neither the fault of the activities presented, nor due to lack of creativity or energy expended on the part of the teacher. Hours are spent conscientiously developing and designing activities and topics to cue exciting and effective conversation among the students. Our hearts are in the right place! Rather, the problem lies with unrealistic expectations. We put a room full of strangers into a circle and we expect them to act as close friends before they even know or trust each other. We expect them to be well-versed in the dynamics of group process such as turn taking, interrupting, active listening, etc. We expect them to know how to deal with the more vocal members and draw out the more timid or self-conscious ones. They are expected to know how to conduct themselves as a cohesive entity with no previous experience at self-direction in the classroom. Too often we give them topics that are too hot to handle - topics that require a great deal of personal disclosure.

What we propose as a solution to these problems is a progressive format or sequencing of strategies in the conversation class which carefully prepares students, that systematically breaks down student stereotypes of classroom procedure and allows them to begin interacting democratically and independently. Through this approach, students learn step-by-step, functional interaction techniques at the same time the group spirit or trust is being built. By careful sequencing of strategies, plenty of attention can be given to the boisterous students in an acceptable manner and the quiet, retiring ones can be drawn into action in a painless procedure. All interpersonal activities should move from low-risk, non-personal content, such as games, information gathering, reporting, problem solving, etc., to activities which ask for the sharing of personal values, beliefs and feelings.

Through classroom experimentation, we have identified and worked with six activity categories or strategies.[†] They are: 1) restructuring, 2) one-centered, 3) unified group, 4) dyads, 5) small groups, and 6) large group. Each one of the hundred or so activities we introduce to our conversation classes fit into one of these strategies. The objectives and formats are as follows:

STRATEGY: Restructuring

- OBJECTIVES:**
1. To break down expected classroom structures.
 2. To create opportunities for supportive behavior
 3. To dispel fears and anxieties.
 4. To relax both the student and the teacher.



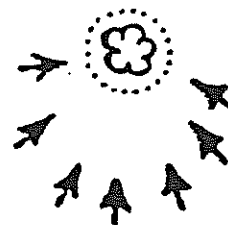
Restructuring activities usually require the students to get up and out of their chairs and to interact physically as a group. There is minimal direction by the teacher. In fact, in most activities the teacher is full participant like any other student. Often the communication is done non-verbally, through action, drawings, or quickly written statements, and is usually non-personal.

[†] The six strategies were originally developed for a workshop entitled "A six-step approach to the conversation class" for TESOL '80 in San Francisco, presented by Mary Ann Christison, Karl J. Krahnke, and Thomas Schroeder.

STRATEGY: One-Centered

- OBJECTIVES:**
1. To provide each student with individual attention and acceptance from the entire group.
 2. To increase the likelihood of contributions in the discussions which will follow later.

One-centered activities always put one student in the spotlight for a short time on a voluntary basis. Content can be either personal or non-personal, and, depending on a the student's self-confidence, may entail maximum or minimum verbalization, from the front of the class or in his or her seat.



STRATEGY: Unified Group

- OBJECTIVES:**
1. To develop cooperation among group members.
 2. To emphasize each group member's value to the group.
 3. To provide opportunities for group success.

Unified group activities require the participation of each group member. No one may bow out. Each person's contribution is essential to completion of the activity. The teacher is only minimally engaged in the activity, and content may be both personal or non-personal.



STRATEGY: Dyads

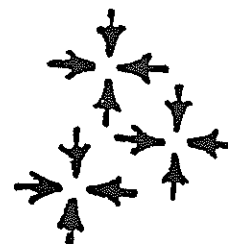
- OBJECTIVES:**
1. To get students accustomed to dealing openly with their own feelings, sensitivities, and emotions.
 2. To provide opportunity for simple interaction with only one other class member at a time.
 3. To develop sincere interpersonal communication in the second language.



STRATEGY: Small Group

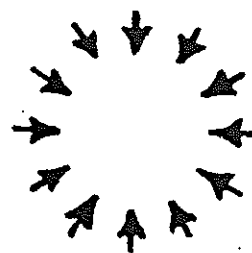
- OBJECTIVES:**
1. To develop in each individual a growing sense of commitment to the group.
 2. To develop trust and cooperation among group members.
 3. To develop group interaction techniques that facilitate fair interaction.

Group activities require patience and good listening patterns. They require attention sharing, turn-taking, fair interruptions. The teacher is usually facilitator and participator.



STRATEGY: Large Group

OBJECTIVES: The objectives for large groups are the same as for small groups. The only difference is the inclusion of a wider range of individuals whom the student has learned to trust.

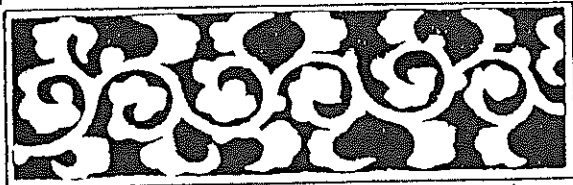


There are no hard and fast rules about the proper time to introduce new strategy types to your students. However, it seems to be a good idea to start with restructuring, unified group and one-centered activities, as these three types begin to change your students' attitudes about what learning entails, about their own self-image, and about the importance of cooperation in forming a positive class experience. When your group has reached the stage of being able to function in dyads and small groups, there will be occasions when you will want to return to earlier strategies for a time, just to reinforce these early learnings. For example, you may notice a certain disruptive competitive spirit forming. You may want to remind your group of the advantages of cooperation through a unified group activity or you may have a student who seems to be demanding too much personal attention to the detriment of the group. Plan a One Centered activity around him/her in order to provide that special needed attention! Do the same for a new student or one who seems to have withdrawn a little, to remind him/her of each individual's worth and importance to the group.

It has been our experience that students do benefit from conversation class activities, but free conversation can and must be structured. It requires careful sequencing of activities, careful preparation of the individuals involved and careful movement of topics from non-personal to self-disclosure content. With a gradual, methodical development of group interaction process and a building of group spirit over time, in conjunction with teacher imagination, creativity, and concern, you have the magic formula for fail-proof conversation groups.

Included in this book are 75 activities to illustrate how the objectives are met. As you read them, consider what additional activities you personally have done in your conversation classes which might fit into each category or strategy. The final section provides 75 additional sources which should provide you with even more ideas for your own activities, discussions, role-plays, games, etc.

We wish you success and satisfaction!



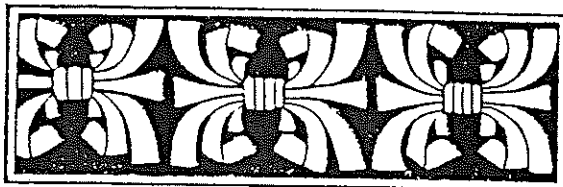
STRATEGY TYPE: Restructuring
PERSONAL ☐ NON-PERSONAL ☒
TIME NEEDED: 15 minutes
MATERIALS: Miscellaneous pictures
torn from magazines

Question Mill

PROCEDURE:

Pin a picture to each class member's back. Don't let the students see their own pictures. Have the students mill around the class asking questions about their pictures. e.g., **Am I a machine?** **Am I an animal?** or **Am I something to eat?**, until they discover what they "are." Instruct students that they may only answer **yes** or **no** to a question and that they may only ask yes/no questions. After ten minutes of asking and answering, find out who knows and who doesn't know "who they are."

This is a variation on the old parlor game
"Twenty Questions."



STRATEGY TYPE: One Centered
PERSONAL ☐ NON-PERSONAL ☒
TIME NEEDED: 25 minutes
MATERIALS: "catch-all" bag, household items, handout

The "Catch-All" Bag

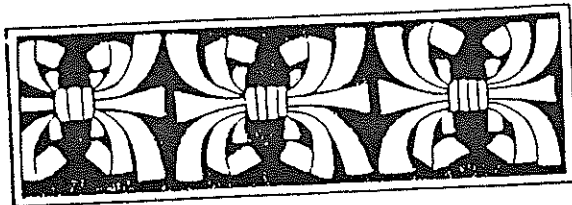
PROCEDURE:

Preparation: Bring a "catch-all" bag to class containing a variety of small items found around the house, e.g., clothespins, strainers, napkin holders, toothbrushes, lids, can openers, etc. Place all the items on a large table. Give each item a number. Prepare a list of the items on a handout.

Instructions: Give each student a list of items. Have them try to match the item on the list with the numbered object on the table. They should write the number beside each item on the list. Allow about 10 minutes for them to match all the items in the list to the objects. Encourage them to talk and discuss during the activity. After 10 minutes, go over the identification of the items in a large group. Students will then know if they have the correct answers.

Groups: Divide the class into small groups. Give each group an equal number of objects. For example, with 20 items and 4 groups, each group would get five items. The group should pick one person to go first. That person will try to name the objects correctly and give the number. If she/he makes a mistake in identifying the object, the other members should raise their hands but not say anything. Each person takes a turn. Then all groups switch objects so they have a chance to work with all the items on the list.

Follow-up: Have the students return to the large group. Find out what each item is used for.



STRATEGY TYPE: Unified Group
PERSONAL ☐ NON-PERSONAL ☒
TIME NEEDED: 30 minutes
MATERIALS: One cartoon strip
for each group

Shadow Acting

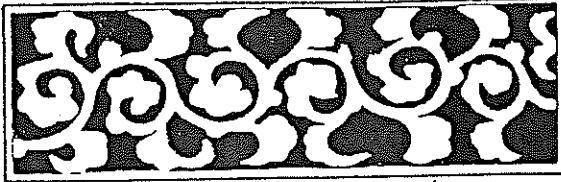
PROCEDURE:

Prepare a three-frame cartoon-type strip with all the figures in shadows. Ink out the figures so that the situation and emotions are not readily apparent. (There are no facial expressions to go by. See example on the following page.) Divide students into groups equal to the number of different figures in the strip. Give one copy of the strip to each group.

Instructions

You have each been given a three-frame strip of shadow figures. Your responsibility is to decide what is going on in your strip. Each person should be one of the shadow figures. Write a dialogue or conversation for your strip. Be prepared to act it out. Each group will be given 20 minutes. Talk and decide what you want to do. Have fun!

When all groups are finished creating their dialogues, invite volunteer groups to come act it out in front of the class



STRATEGY TYPE: Unified Group
PERSONAL ☐ NON-PERSONAL ☒
TIME NEEDED: 30 minutes
MATERIALS: Handout questions

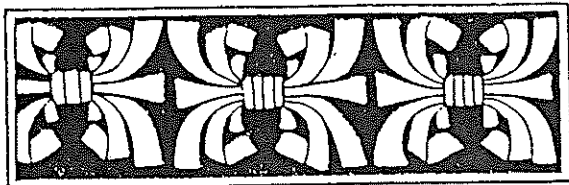
Mystery Guests

PROCEDURE:

1. Invite a guest to your class. It can be someone from the community or school, preferably someone your students do not know or have not seen.
2. Give each student a copy of the "mystery guest questions." The class will have ten minutes to find as much about the mystery guest as possible. Each question should be asked only once. All the students should take notes for all questions on their individual papers. Questions which are not asked should also be noted. After 10-15 minutes, thank the mystery guest and invite him/her to come back for the last five minutes of class.
3. Divide the students into groups of five to eight. Each group will be a team. The teams will be asked questions about the mystery guest. All team members must participate. If a member answers the questions correctly, the team gets a point. If the question is answered incorrectly, the team misses the point. A group member does not have to answer alone. If s/he asks for help, the group can help. If a question is asked which the mystery guest did not answer, the person answering the questions should say so. This also receives a point.
4. Stop when each group has had a chance to have each person participate.
5. Total points. Give a small prize to the winning team.
6. Invite the mystery guest back for 5 minutes of additional questions and informal discussion.

Mystery Guest Questions

When is your birthday? What does your name mean?
What are your favorite things to do?
What is your favorite season?
What is the funniest thing you have ever done?
Have you ever won a contest? Where? How?
What countries have you visited?
What are you studying and why?
What kind of person would you like to become?
What sports do you like or participate in?
Who is one of your favorite people?
What is your favorite holiday? Why?
What is your favorite age to be?
Do you have any pets?
Who were you named after? Why?
When were you the most scared in your life?
Why did you come to the U.S.A.?
Do you want to live in the city (a big one) or a small town?
What instruments do you play?



STRATEGY TYPE: Unified Group
PERSONAL ☐ NON-PERSONAL ☒
TIME NEEDED: 20 minutes
MATERIALS: none

Lonely Hearts

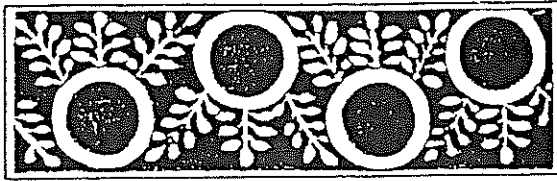
PROCEDURE:

For this exercise, your students must already be well acquainted. Have each student write his/her name on a small piece of paper and put the piece of paper in a "hat." Each student then draws a name secretly from the hat. (If a student draws his/her own name, it is okay.) Tell the students that they are going to help find a wife or a husband for the student whose name is on their slip of paper. The way in which they will do this is by writing an ad for the lonely hearts or relationships (or introductions) column for the newspaper. Ask them to write in the first person, and describe their classmate physically, describe his/her personality and interests and personal data. If they are not sure, they can guess.

An example might begin: I am a man, 26 years old. I am tall and very thin. I don't have much money, but I am looking for work. I am always happy and I love popular music, beer and movies. . . . etc.

After your students have written (and ask them to write as clearly as possible!) their "ads," collect them and post them on the walls around the classroom. Let them do a "gallery walk" milling about the room reading the descriptions and if they think they know who is being described on the paper, have them write their guess. After a few minutes, find out if their guesses were correct. Then check with the student who was written about to see if the description is accurate to their satisfaction!

Ideas for 'strip stories' are shared at every conference and convention of ESL. We believe the original source to be Robert E. Gibson, "The Strip Story: A Catalyst for Communication", TESOL QUARTERLY, June 1975. See also, Alice Blows a Fuse in our resource guide.



STRATEGY TYPE: Unified Group
PERSONAL ☐ NON-PERSONAL ☒
TIME NEEDED: 40 minutes
MATERIALS: A story part for each student

Getting It All Together

PROCEDURE:

Find a short story or make up a story with a very simple plot. Divide the story into parts equal to the number of students in the class. Type each part on a separate piece of paper. Give each student a part of the story in random order. The task is for the class to put the story back together again. Students will have to understand what is contained in each part and will have to ask each other questions in order to discover where the part they have fits into the main plot of the story.

Instructions: You have just been given a slip of paper with a sentence on it. This sentence is part of a larger story. Each member of your group has one sentence from the story. You will now have 5 minutes to memorize the sentence on your paper. After you have memorized your sentence, give the paper to me.

Now give the students 20 minutes to put the story back together again from memory. After the students feel they have the correct order, have them tell the story to the rest of the class. Each individual in the group must remember his/her portion of the story in order for it to be successful.

Here are two sample stories:

Story #1 (Intermediate)

A very unusual thing happened to Bill last Friday. Although he usually works until 5:00 o'clock, he stayed until 6:00 on Friday and caught the last bus home. On the bus he sat by a very unusual woman. She didn't look unusual; she just acted unusual. During their conversation she abruptly stood up and yelled. Bill was embarrassed and so was the woman. She apologized again and again, claiming she didn't know what had happened. Bill had almost forgotten about the incident until he saw the same woman today. She noticed Bill and ran to catch him. She explained that she had been hypnotized at a lecture on Friday. Everytime someone said the word **wonderful**, she stood up and yelled. Bill had apparently used the word during the conversation on the bus. The hypnotist had forgotten to do something. She said she was fine now. Bill and the woman laughed and laughed. They agreed to see each other again soon.

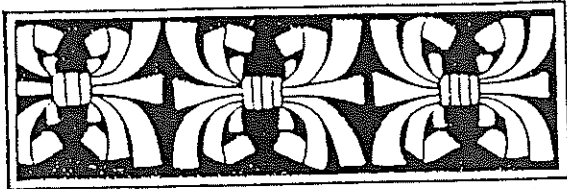
Story #2 (Beginning)

Mary and Jane usually ride to school with a friend. Yesterday, they rode the bus. Their friend was sick. The bus took them on a different route. First, it stopped at the park. Mary loved all the flowers. She wanted to stay and enjoy them. Next, it stopped at the market. Jane loves markets. She wanted to stay and shop. There wasn't time. Both women stayed on the bus. They really enjoyed their ride. Now they are going to take the bus everyday.

This group was able to make four words. They receive the following points:

Students	=	8
Tooth	=	5
House	=	5
Soap	=	4
Total		<u>22</u> points

Making the words together requires the attention and help of every individual in the group. It is sometimes hard because different people see different things.



STRATEGY TYPE: Dyads
PERSONAL ☐ NON-PERSONAL ☒
TIME NEEDED: 20 minutes
MATERIALS: A cartoon strip for each group

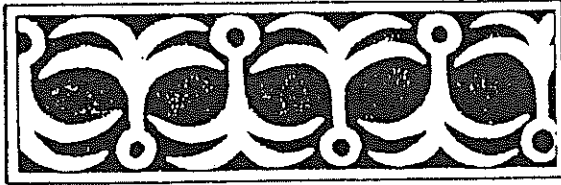
Cartoon Strip

PROCEDURE:

Form groups of four. Give each group one Xerox of a three or four frame cartoon strip from the Sunday paper, from which all the dialogue has been removed. Ask them as a group to consider the picture sequence carefully and to write what they think the characters are saying. Ask them to discuss it first, deciding on all the possibilities, then have them appoint a "secretary" to write in what they agree upon. Have them act it out if they want to.

When it looks as if each group is finished (possibly 15 minutes?), have them report to the larger group what they created. (See example next page.)

We are not sure of the original source of using cartoons, but we have found some references:
Audio-Visual Aids For Teaching English, Salah A. El-Araby, 1974, Longman, Inc.
Visual Materials for the Language Teacher, Andrew Wright, 1976, Longman Inc.



STRATEGY TYPE: Dyads

PERSONAL ☒ NON-PERSONAL ☐

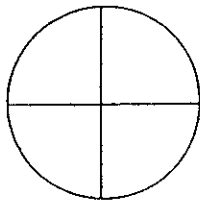
TIME NEEDED: 20-30 minutes

MATERIALS: Paper for each student

This Week

PROCEDURE:

Thought gathering: Have students make a quadrant labeled **This Week**. Ask them to consider answers to the following questions and write them briefly, one in each square:



What is a decision that you made this week?

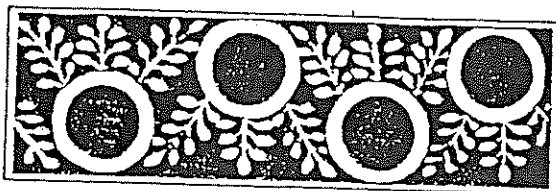
What is something you did to make someone happy this week?

What is a small (or great!) success you had this week?

What is one compliment you received from someone this week?

Sharing: Choose a partner from the other side of the room, sit down with him or her and share two things from your week. Students may change partners and tell about their week several times. It is good repetition practice for them and the listener is still interested. This also gives them a chance to experience different accents, levels of proficiency and reactions from their various classmates.

Variations on this activity have been presented many times at ESL conferences and conventions. Our thanks go to those who are probably the source of the idea behind these kinds of activities, Sidney Simon, Howie Kirschenbaum, and Leland Howe. See resource guide in this book.



STRATEGY TYPE: Small Group
PERSONAL ☒ NON-PERSONAL ☐
TIME NEEDED: 15 minutes
MATERIALS: none

Controversy

PROCEDURE:

At the beginning of class, post a piece of paper with a controversial statement written on it. (Use large letters so that it can be seen from the back of the room. Say nothing about the statement. Let your students simply notice it accidentally. Twenty minutes before class is over ask your students to form groups of three or four. Tell them that you would like each student to make a statement or take a stand regarding the controversial sentence on the wall. Either agree or disagree and say why. Have each group decide who is going first. After the first person in the group has taken a stand, the second person must repeat exactly what the first person has said or restate it accurately (to the first person's satisfaction!) e.g., "You said you disagreed with the statement because Is that right?" If the first person is not happy with the restatement, s/he asks the second person to try again until s/he is satisfied that his/her view has been well understood. Then person two takes a stand as the others listen. Then, the third person must repeat back or restate person two's position to his/her satisfaction, and so on until all three (or four) have had a chance to speak, be heard, and be understood. (This is a listening technique developed by Carl Rogers.)

Some sample controversial statements are given here, but invent your own, either in line with your students' current interests or regarding current news or events talked about in the newspapers or on T.V.

Marijuana should be legal and packaged commercially.

Immigration to the United States should be open and unlimited.

Homosexuality is immoral. All homosexuals should go to jail.

Abortion is a personal decision. The law and the church should stay out of it.

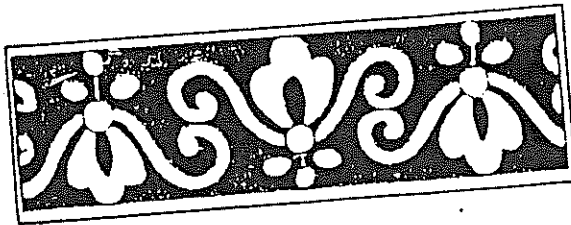
All drunk drivers should be sent to prison.

Parents should allow their teenage children to wear their hair any way they like and allow them to wear whatever clothes they like.

T.V. is a total waste of time. It makes people stupid.

Highschool cafeterias should not be allowed to sell junk food.

National pride is ridiculous. All borders and boundaries should be abolished.



STRATEGY TYPE: Small Group
PERSONAL ☒ NON-PERSONAL ☐
TIME NEEDED: 15 minutes
MATERIALS: none

Guided Fantasy

PROCEDURE:

Ask your students to find a comfortable position and relax, closing their eyes as you tell them a story. Tell them only to listen closely and imagine themselves in the scene. Select one of the open-ended "fantasies" and tell it very slowly, in a soft, clear voice with appropriate tonality to make the story realistic as possible. Embellish the story in any way you like, adding your own personal touches of creativity and using as many visual, auditory, kinesthetic, and olfactory (!) descriptions as you can in order to pull the students down into the story. After allowing your students two or three minutes to discover their own personal endings to the fantasy, have them form groups of three or four to share them with each other. No one should ever be compelled to share, only **allowed** to share. If it happens that only one or two want to speak in a group, that's okay; the others may just listen and comment. All may write their own personal endings in their journal or notebook.

Fantasy #1 The Gift Box

It is the end of the day. You have been really busy all day. Running. Thinking. Working. Hurrying. You're feeling a little tired, but it was a good day - satisfying and productive. You approach your house. You're really glad to be there where it is warm and comfortable and familiar. You reach out to the doorknob and take out your key. Where is it? Oh, here it is. You discover suddenly that the door is already unlocked! That's strange. You remember locking it this morning. You always lock it! You walk in. Everything looks the same, smells the same. Everything appears to be just as you left it. You take off your old jacket and throw it on the sofa. As you walk into the kitchen, you notice that there is a package on the table. A package? That's strange! It's all wrapped up like a present. What is this? What size is this gift? Very small? Very big? Look at the color of the paper. Notice the ribbon on top and the little note with your name on it. How curious! What could it be? Who could it be from? You sit down at the table running your hands over the paper; you're not sure that you want to open it. Oh well, go ahead. It's for you! You read the little note. It says, "Inside is a gift that you really want right now!" You slowly and carefully tear off the paper and the ribbons. You open the box and look inside. Wow! Look at that! That's wonderful! You are totally surprised. And look who it is from! How nice! Look over this gift for one minute and read the card inside again, and then share with your circle of friends just what you found in the box.

This is from a common psycho-therapy process.

Fantasy #2 A Message

It is a beautiful sunny Saturday morning in _____. You are sitting out in front of your home, relaxing in the sunshine and drinking your favorite early morning drink. The neighborhood is quiet. You look at the other houses on your street, the trees, the fences. You see that same dog that is always running around the streets. You look up and notice that there is a man on a bicycle coming down the street. He is wearing a green uniform and carrying a bag. He seems to be coming to your house. Yes, he sure is. You watch as he approaches your house. He stops his bicycle and gets off and walks up to you, calling your name. You say to him, "That's me!" He says that he is from Western Union Telegraph Service and that he has a very exciting telegram for you. He smiles and says how much he loves to deliver good news! He hands you the telegram with a wink and another smile. He says, "Sign here, please." You sign his paper and look over the yellow envelope. The delivery man rides off down the street on his bicycle. What can this be? Who is it from? Good news? You tear open the envelope and read the message. Your hands are shaking with excitement as you read the good news. You were sure hoping to get this news! Look over that note for one minute, then share with your group of friends what the message is and who it is from.

Fantasy #3 Magic Vitamins

You're feeling kind of blah. Not sick. But not really well. Not sad, but not really happy. Not lazy, but not full of energy either. You're not really lonely, but it might be nice if someone visited you once in a while! You're just kind of in the middle. Your life isn't perfect now, but it isn't too bad. There is just a few things you would like to change, that's all. So, you decide to look for some help. You put on your jacket, open your door, leave your house and start walking. You walk and walk with nowhere special in mind. After a while, you find yourself on a street you never walked down before. You look into all sorts of different store windows. Something in a little red-painted shop catches your eye. You stop and look at the display in the window - vitamins - all kinds of vitamins. Vitamins you have never seen before, Vitamin HK, Vitamin Z and Vitamin X! What can these be for? You walk into the shop and pick up one bottle of each Vitamin - HK, X, and Z. You take them to the clerk and put them on the counter. "What are these vitamins for?" you ask him. "What do they do?" He tells you that these are special vitamins. Each one will change your life in some way, some good way. He asks you for \$3.00.

You take your bottles of vitamins home and take one out of each bottle. By six o'clock that evening all three are starting to take effect. You are starting to feel really happy, really different with the changes that are beginning to happen in your life. These are truly wonderful vitamins. Experience these changes for one or two minutes, then tell your group what effect they are having on your life.

Fantasy #4 The Perfect Machine

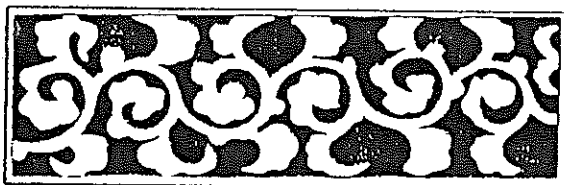
On your kitchen table are various tools - a hammer, screw driver and screws, bolts, nuts, wire, wire cutters. On the table is a set of plans, too. You have worked and worked and finally have finished building your marvelous machine! Look it over. It is truly a fine invention. On the top you have put a small red button. On the back side is a little silver wheel. On the left side is a switch with a light in it that says on/off. On the right side you have added a lever that says, "pull me". In front there is a big crank. This is a very special little machine. You invented it. There is nothing like it in the whole world. Please make a picture of your machine for your group and tell them what happens when you flip the switch, push the button, turn the wheel, wind the crank, and pull the lever.

Fantasy #6 The Big Win

You are lying on your bed. It is not very comfortable. It feels hard and lumpy. You can't sleep. You're too cold. No, you're too hot. Throw off the blankets. No, pull them back up. You hear the noise of the traffic outside your window. You turn over again and again. The room is very dark. You wish you had someone to talk to. You have a hundred problems running through your head. Suddenly, in the middle of this terrible night, the telephone rings. You reach out in the darkness to find the telephone. Oops! You dropped it on the floor. Where is it? Oh, here it is. "Hello?" A man's voice says, "Congratulations!! This is the Big Win Show on T.V. You have just won an all-expenses paid holiday anywhere in the world! Starting tomorrow at 8 o'clock in the morning you will be with any person you choose in any country or city you choose. You can stay for two days and do anything you like!" You have to decide in one minute where you would like to be and who you would like to be with. Think about your good luck for a minute and then share with your group how, where and with whom you will spend your ideal 48 hours.

Fantasy #7 The Wise Man

You are walking along a quiet beach. It is a cool, grey day. You breathe in the salt air and walk and walk and walk, watching the waves roll in and roll out. You have never been on this long, deserted beach before. You don't see any other people around. And that feels okay with you; you need time to be alone and just think about life. You listen to the singing of the sea birds and notice them flying across the very tops of the waves. You feel the sand collecting in your shoes. You finally come to a place where the rocks go out to the water's edge and you have to wait for the wave to go out before you can run around them to get to the other side. As the wave moves slowly back, you quickly run around the big rocks and continue to walk down the beach. Suddenly, you notice up ahead a dark opening in the wall of the cliff that towers along one side of the beach. You walk slowly towards it - and you peek inside. It is very dark and it looks like a big, black room, big enough to stand up in! You are curious. You slowly step inside and look deep into the darkness. You carefully walk deeper and deeper into the dark cave. Running your hands along the cool, damp wall, you try very hard not to fall in the blackness. You continue to walk slowly and carefully into the cave for a few more minutes. Funny, but you almost detect the smell of flowers. . . . roses, maybe. That's strange. . . . The wall takes a turn to the left, and as you round the corner you see a faint pink light glowing somewhere up ahead of you. A light? What can that be? Are you nervous in here? No. . . . you feel fine. . . . you feel very curious and you decide to keep walking toward the little light and the smell of roses. You step slowly and quietly and the light becomes brighter and clearer. You continue forward and then you feel the cave take another slight turn to the left. As you come around the turn in the wall, you find yourself face to face with an old, old man who is sitting on a large flat rock. His face is friendly and peaceful. His hair is long and pink-white. The light almost seems to be coming from his hair and body! He looks at you very calmly with a little smile - it seems as if he has been waiting for you. His eyes look directly into your eyes, and when he speaks, his voice is as soft as a cloud. "Have you come for your answer? I know you have come to me with a question. . . ." You look at his face and you know that he really could answer any question you might have. You know that he would be correct. There has been a very important question on your mind lately. . . . you know that. . . . maybe you could ask this old man and he could help you. He is patient. He smiles and waits for you to speak. Go ahead. . . . ask him now and listen carefully to his wise answer and consider what it means to you. In a couple of



STRATEGY TYPE: Small Group
PERSONAL ☐ NON-PERSONAL ☒
TIME NEEDED: 10 minutes
MATERIALS: Black board and chalk

Word Search

PROCEDURE:

Divide the class into groups of three to five. Write a polysyllabic English word on the board, i.e., Encyclopedia or Translation.

Instructions: I have just written the word _____ on the board. Your group will now have three minutes to make as many words as possible from the letters in this word. Possible words from Encyclopedia, for example, would be can, an, loan, and pedal. Words from Translation would be train, sit, rat, etc. (Write examples on board). Your group will receive a score equal to the number of correct words. Each group should have a secretary. Only the secretary can write words within the group. If you think of a word the the group secretary and s/h will write it down. Your group may challenge any of the other groups for correct words. If you do not believe the word they have is correct, you say challenge. Look up the word in the dictionary. If you do not find the word, you get their point. If you find the word, they get the point.

→ fan, stat, tan, fast
Catastrophic, Fantastic,
cat, start,
as, it,
at, car
dictionary → train, rat,
ran, not
complicated
cat, dip, me, mop,
plate, dot