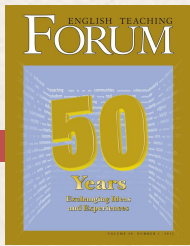


VOLUME 50 NUMBER 1 2012

Office of English Language Programs, US Department of State



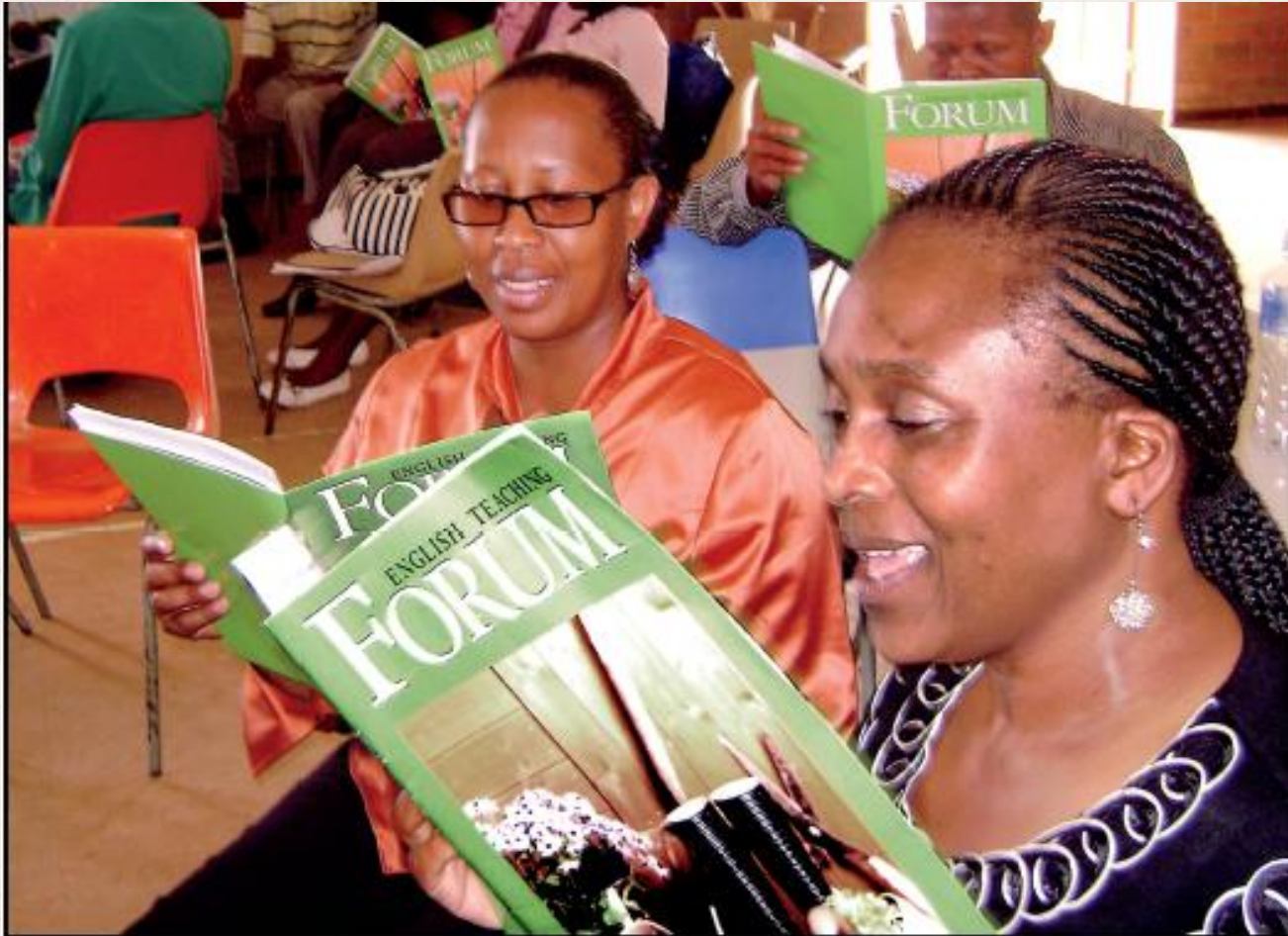
Forum around the World

More than 85,000 copies of each issue of *English Teaching Forum* are distributed in more than 130 countries.



“I have heard people say ‘I’m just an English teacher,’” said Boyum. “Once I heard that, and I had a copy of *Forum* handy. I opened it up and showed a couple of great articles, written by ‘just’ English teachers, and pointed out that those authors were having an impact on tens of thousands of English teachers around the world who were helping students master a skill that would better their lives. Is that the work of ‘just’ an English teacher?”

Forum in South Africa



English-language educators use *English Teaching Forum* at a training session in Ga-Kgapane, South Africa.

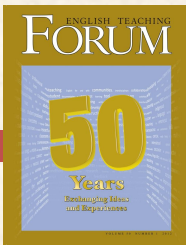
Photo by Collen Shlpalana

Forum in Mexico



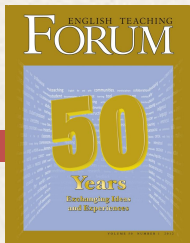
Forum in Indonesia





Forum for Dessert

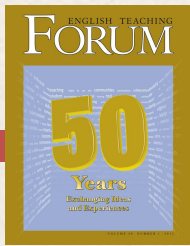


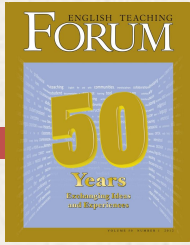


Forum 50th-Anniversary Activities Worldwide

- ❑ **Mexico** – roundtable discussions and bimonthly seminars based on *Forum*
- ❑ **Indonesia** – workshop on how to write an article for publication
- ❑ **Egypt** – *Forum* appreciation workshops on using *Forum* in teaching
- ❑ **Nepal** – reception and workshops on writing articles for *Forum*
- ❑ **Tanzania** – training seminar featuring *Forum*
- ❑ **Guinea** – activities-based workshop on *Forum*

... and many more to come!





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- What's inside?
- Accessing *Forum*: finding articles and resources
- Making the Feature Article work for you
- Classroom Activities and 'The Lighter Side'
- Submitting an article to *Forum*

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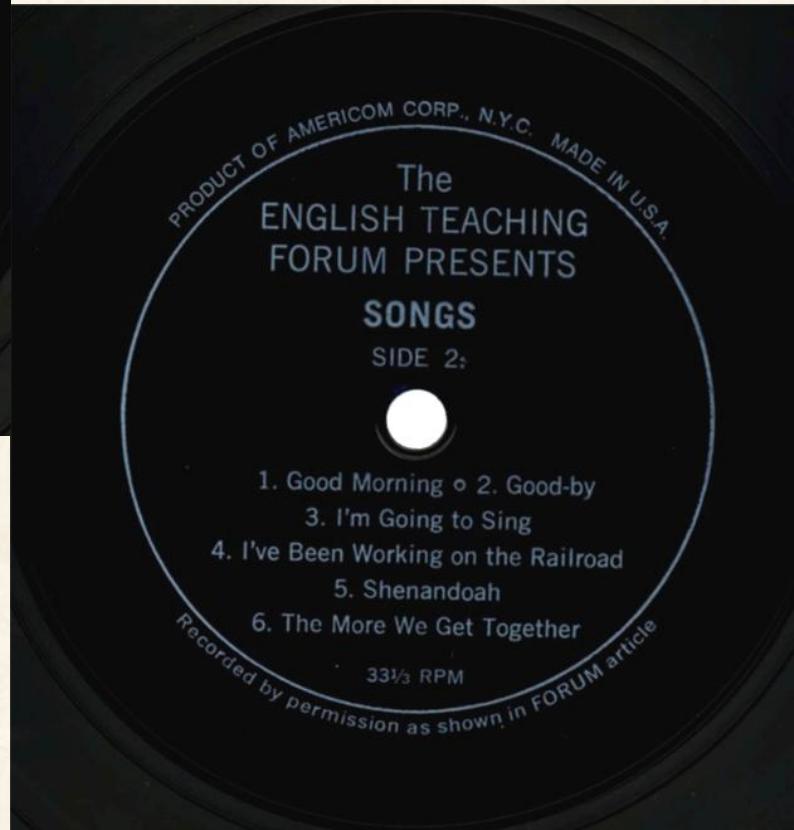
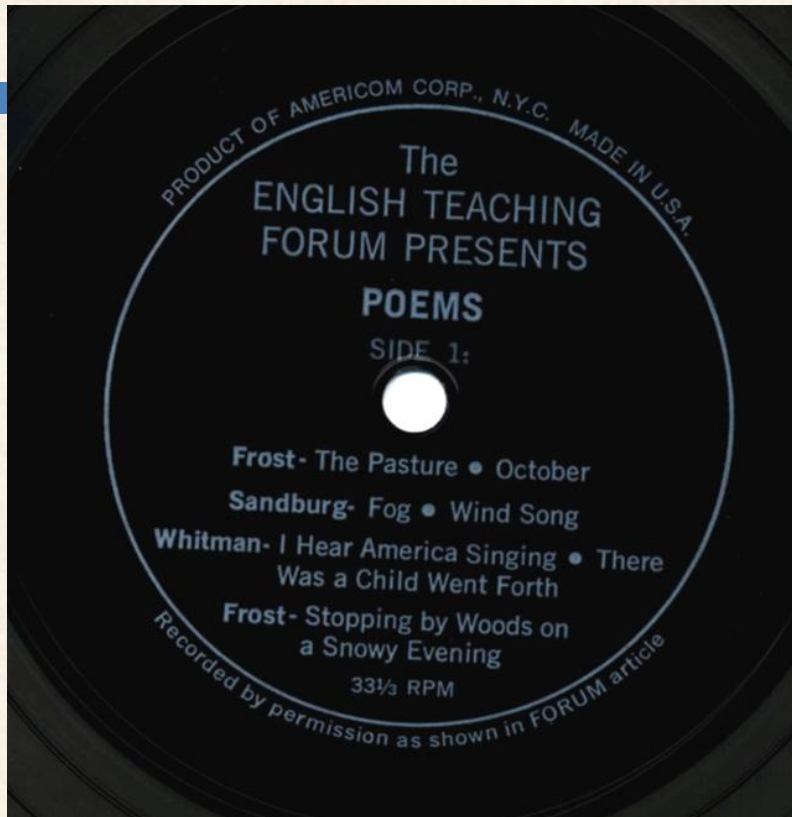
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VOLUME ONE • NUMBER 1 • MARCH, 1963

March 1963

*First English Teaching
Forum published*

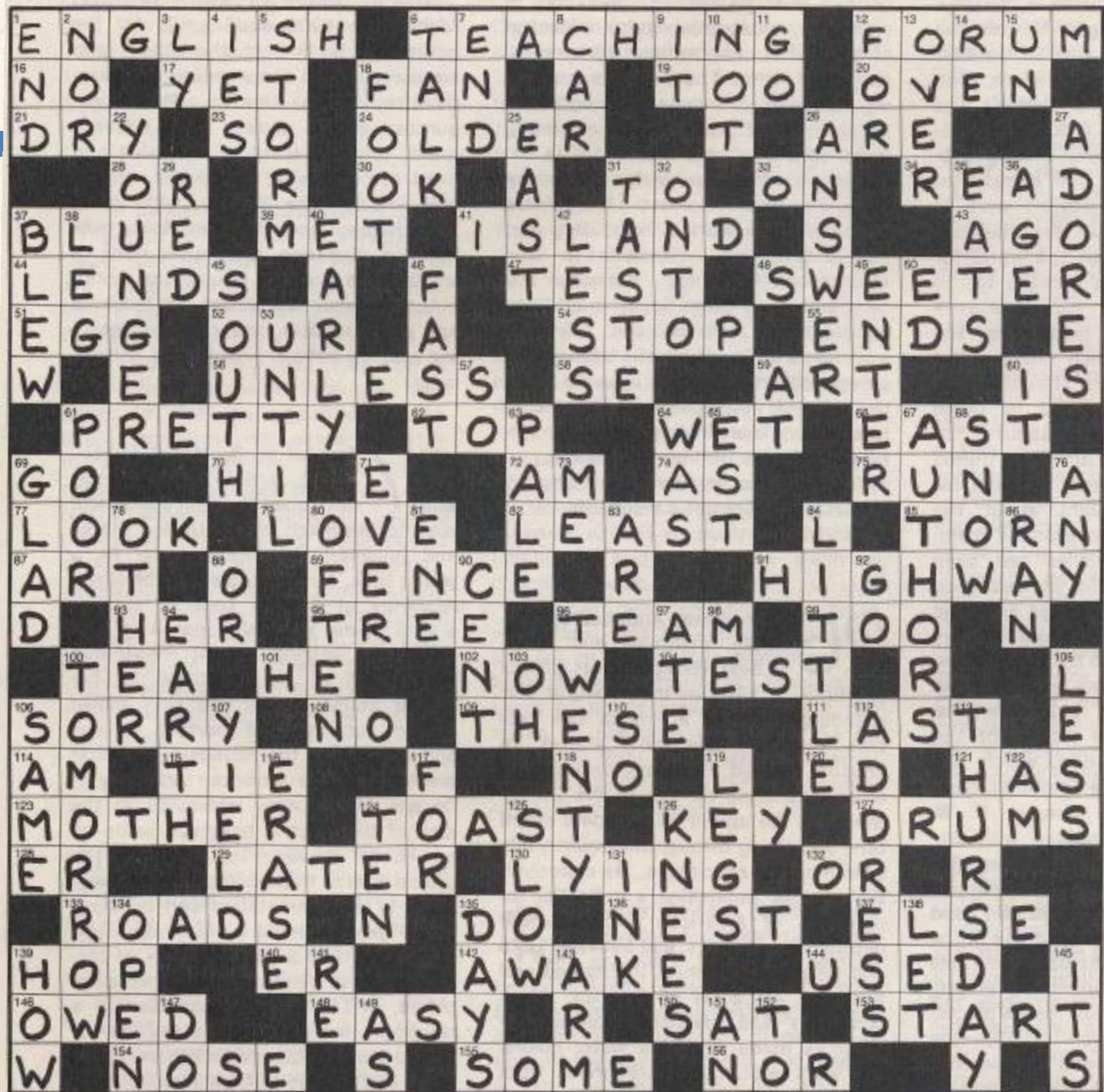


Winter 1966

Records included in an
issue for the first time

1972

Special 10th
Anniversary
crossword puzzle





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A JOURNAL
FOR THE TEACHER
OF ENGLISH
OUTSIDE THE
UNITED
STATES

1976

FORUM gets
a new
nameplate

Festivals U.S.A.
Volume XIV January 1976 Number 1

"A little of this and a little of that
(A balanced mixture of lean and fat)
Adds spice to the pudding; it cannot hurt,
And it brings to the reader his just dessert."

"The Lighter Side"

RIDDLES

1. Some days are rainy,
Some days are fair,
Friday comes before Thursday—
Where?
2. Tell me the answer
To this if you will:
When will water
Stop running downhill?
3. What never asks
Any questions at all,
Yet often is answered
By short and by tall?
4. What has four fingers and a thumb
But neither flesh nor bone,
Is small or large or medium,
But seldom is alone?
5. When crossing a desert
Why is it that,
Though you don't get hungry,
You might get fat?
6. Why does a cow
Go over a hill?
7. Little white birds
Float down through the air
And light in the trees
When they are bare.
What are they?
8. What can go through
The water and yet
Never become
The least bit wet?

WORDS WITHIN A WORD

How many English words can you make by combining the letters in the word TEACHER? *Rules:* Letters may be combined in any order, but a letter may be used only as many times as it occurs in the word TEACHER. Proper names and abbreviations are not permitted.

THE "ANT" FAMILY

What kind of an ant works with figures? An accountANT. Get it? Now, what kind of an ant:

1. Lives in the jungle?
2. Is far away?
3. Is extraordinarily large?
4. Works for a master?
5. Is good-natured?
6. Is unchanging?
7. Is luxurious?
8. Is one who takes part?
9. Is a very small child?
10. Is sleeping?
11. Is very bright?
12. Is empty?
13. Is immediate?
14. Is plentiful?
15. Has moved to a different country?
16. Is meaningful?
17. Is something that grows?
18. Has influence over others?
19. Is unsure and indecisive?
20. Lives in a certain place?



Answers may be found upside-down at the bottom of the page.

BEGIN HERE



In this Word Wheel there are 30 letters. See how many words of two or more letters you can find if you take the letters in order, going clockwise around the wheel. Do not skip any letters.

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A SPRING WALK

A man lived at the southern tip of a small forest which was exactly circular in shape. His house was at the very edge of the forest. One fine day in the spring he decided to take a walk around the forest. He set out from his house, heading in a westerly direction, that is, going in a clockwise direction, all around the forest and returning to his house. He found that it took him eighty minutes to do this, walking at a steady rate and making no stops along the way.

Another day a few months later, he again took a walk around the forest, but this time he went in a counterclockwise direction. Walking at the same rate as before and making no stops, he found that the trip took him one hour and twenty minutes. Can you explain why?

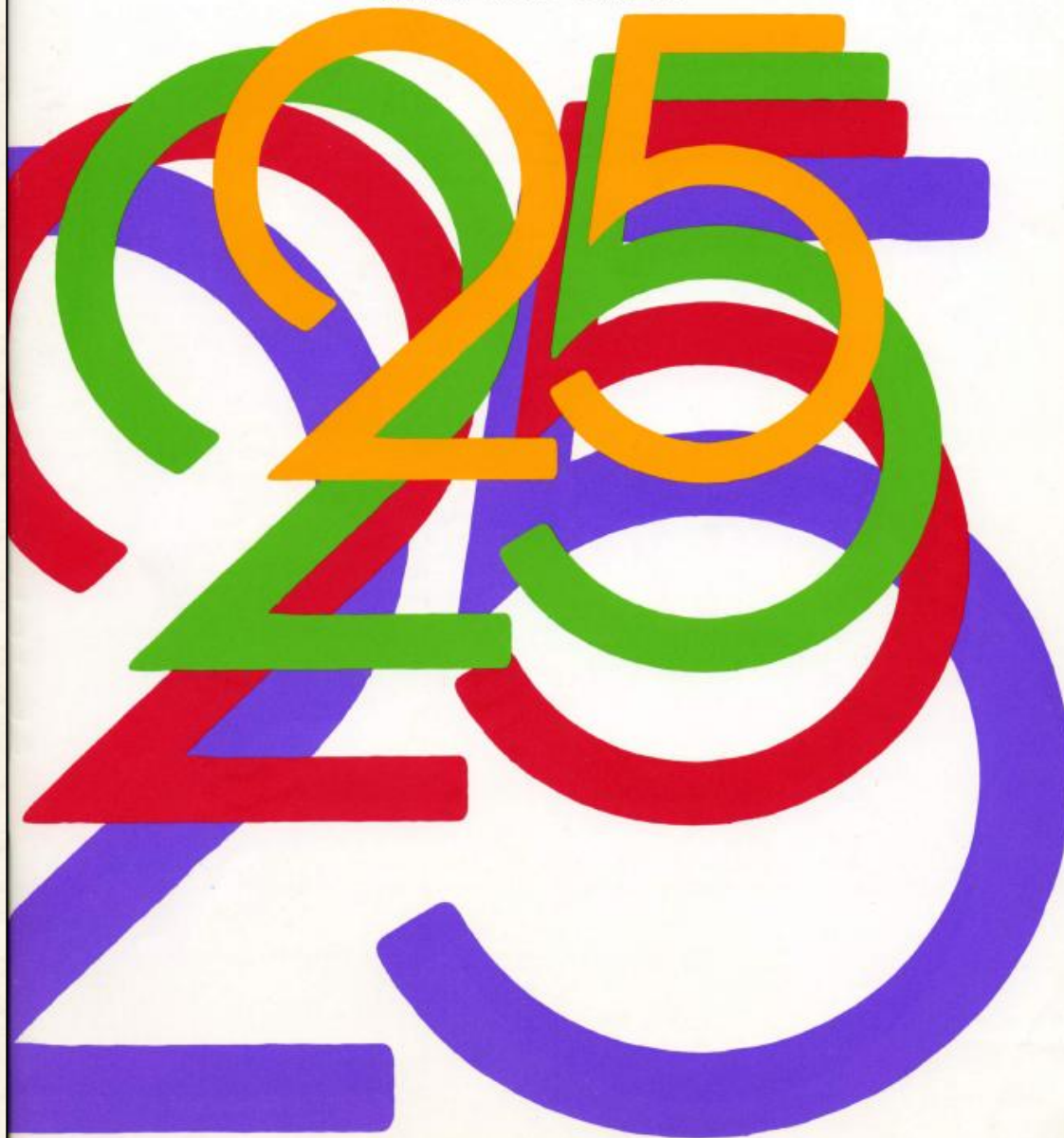
1976

"The Lighter Side"
is introduced

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1987

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anniversary



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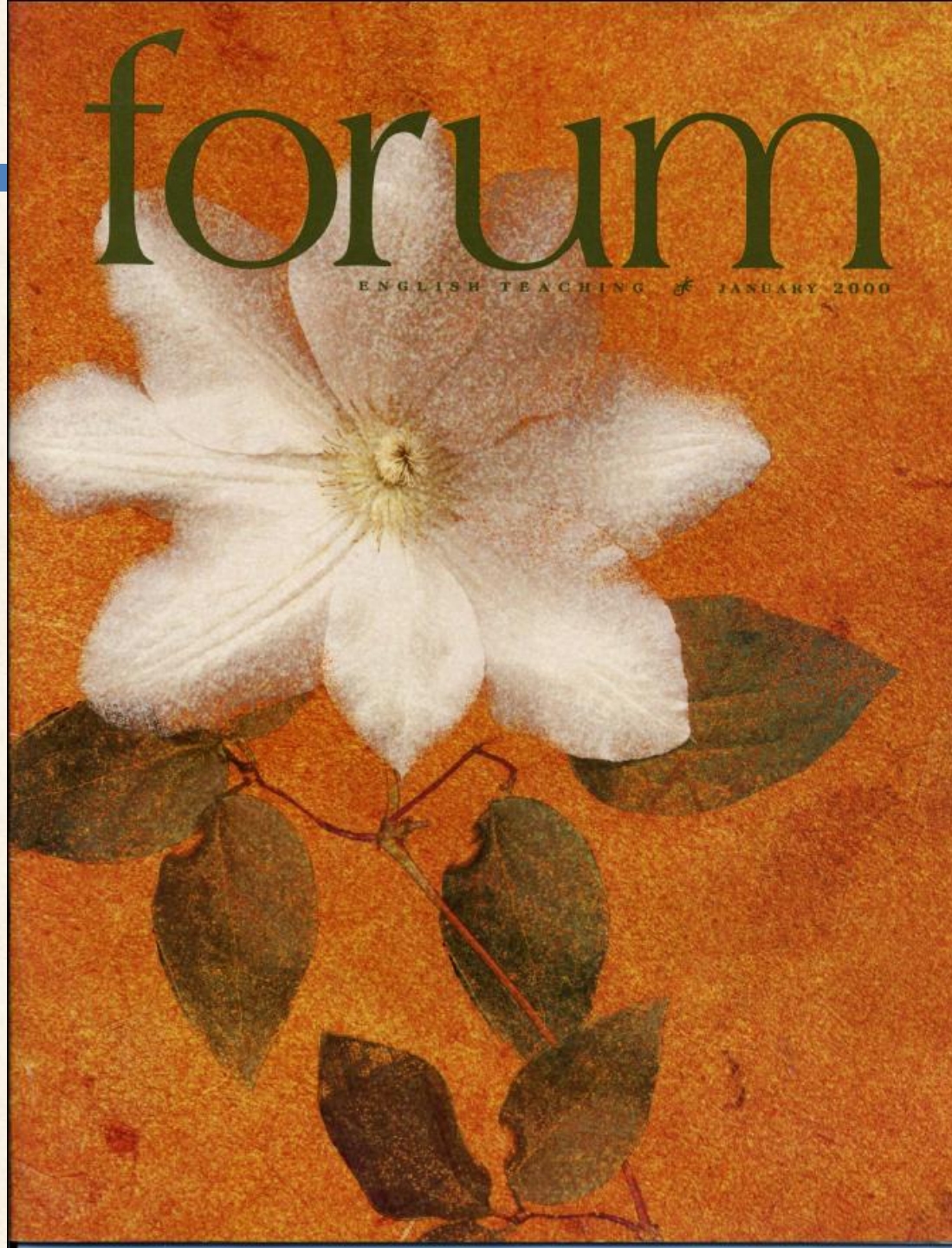
Language &

1994

FORUM goes online

2000

A new nameplate



The joy of watching others learn: An interview with Diane Larsen-Freeman

DIANE LARSEN-FREEMAN IS A PROFESSOR OF APPLIED LINGUISTICS AT the School for International Training in Brattleboro, Vermont, USA. She has written numerous articles and books on language teaching methodology, second language acquisition, English grammar, and teacher education, including *The Grammar Book: An ESL/EFL Teacher's Course* (2nd ed.) with Marianne Celce-Murcia (Heinle & Heinle, 1999) and *An Introduction to Second Language Acquisition Research* with Michael Long (Longman, 1991). She is also the series director for the four-level student text *Grammar Dimensions* (Heinle & Heinle), now in its third edition. This interview was conducted by the editor-in-chief of the *Forum* on March 3, 2001 at the international TESOL convention held in St. Louis, Missouri.

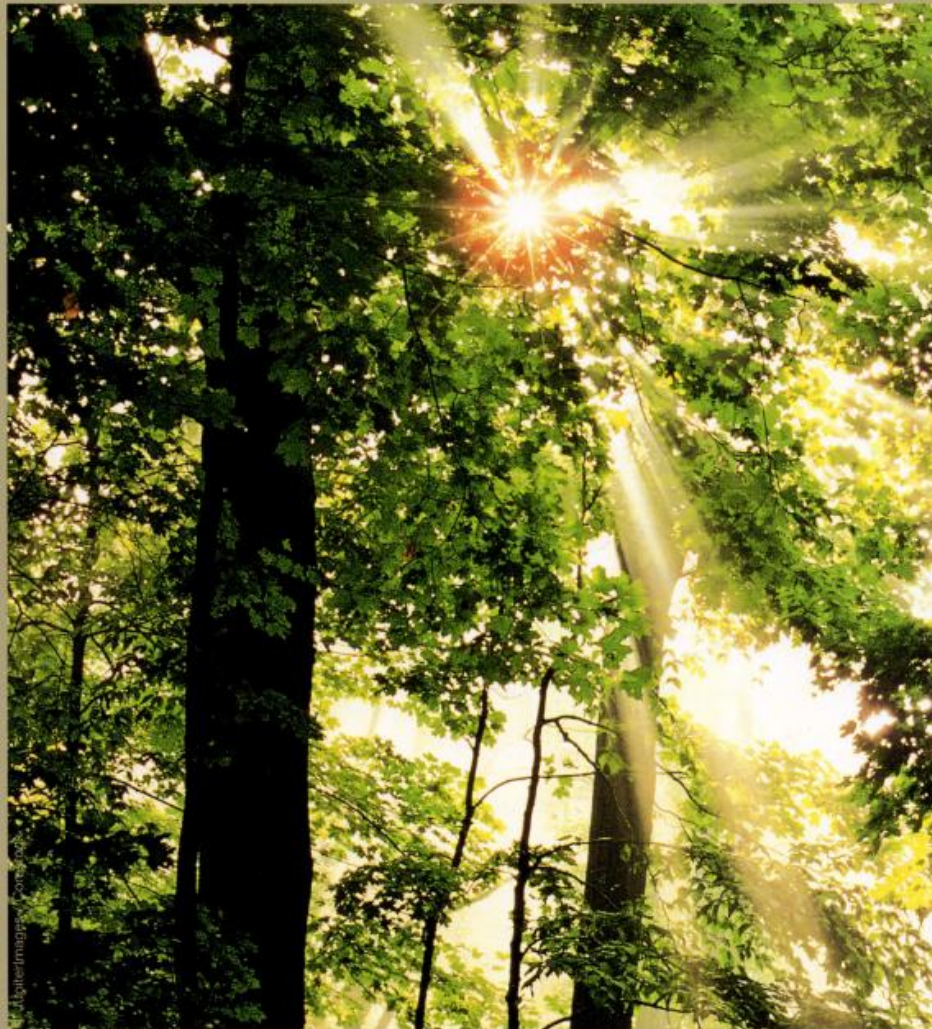
2001

Interview with Diane
Larsen-Freeman

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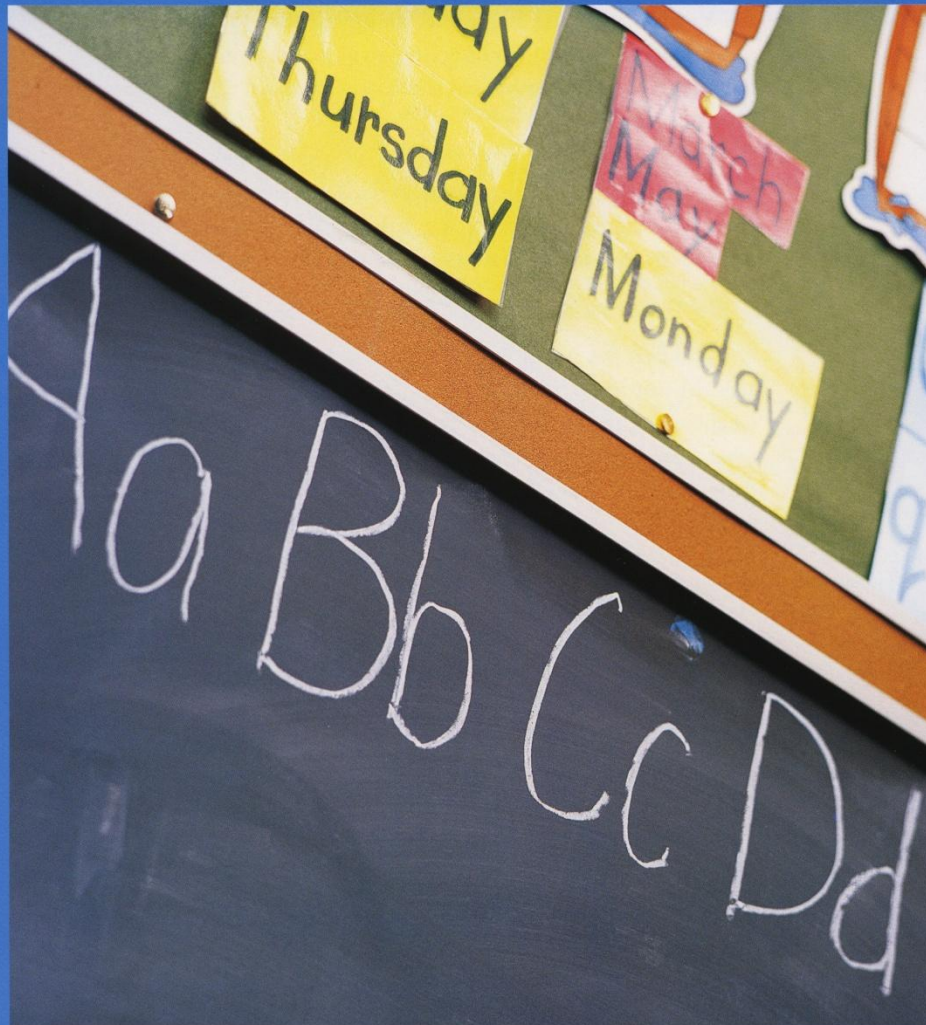
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VOLUME 44 NUMBER 1 2006

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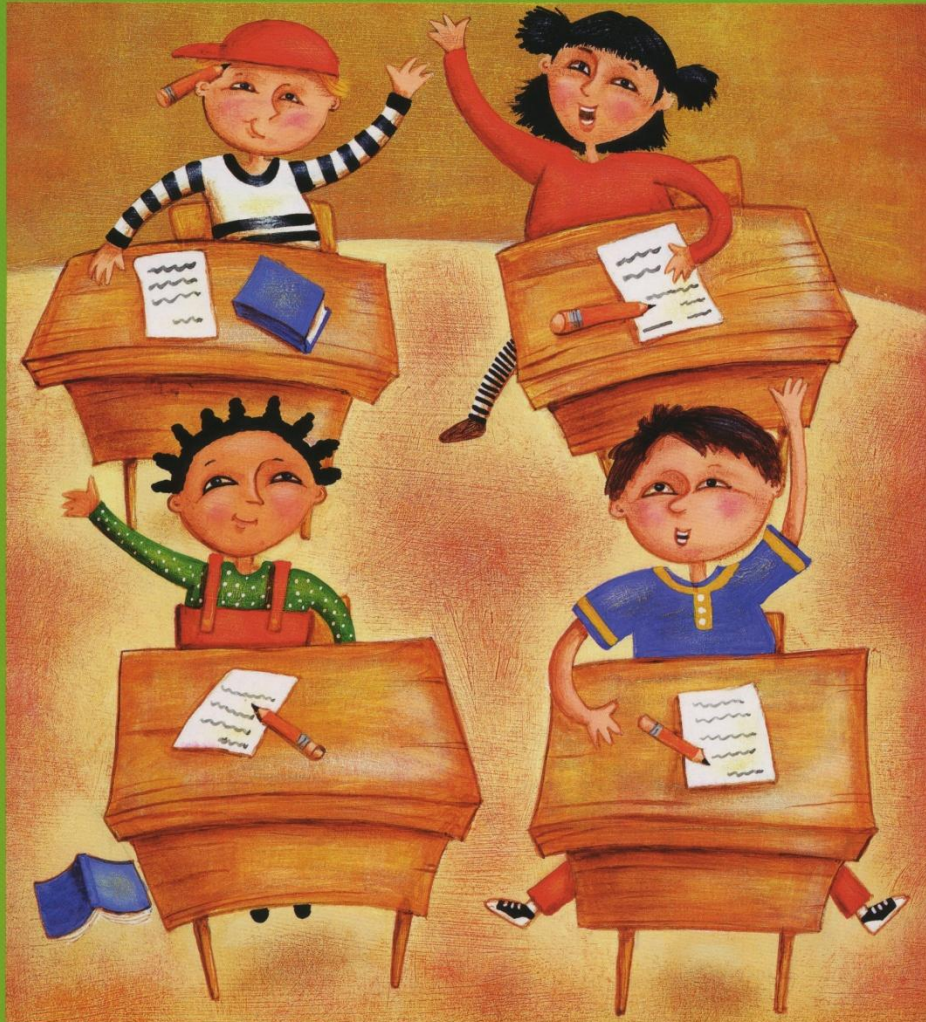
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Special issue on
teaching young
learners

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2007

Special issue
on lesson plans



VOLUME 45 NUMBER 2 2007

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50th anniversary

50

Years

Exchanging Ideas
and Experiences

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- Classroom ideas
- Professional development

Feature Article

- Text and photos related to issue's theme

Classroom Activities

- Multiple levels

The Lighter Side

- Games and puzzles

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How are you observing International Women's Day? Is it a holiday for you?

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Dina Kirillova, Alaa Abukitteh, Elena Mercedes Fernandez Reyes and 2 others like this.



1 share

**Анастасія Коржинська** yes, I like it) Flowers and chocolate! so nice)))

2 minutes ago

**Dina Kirillova** It's wonderful as we have three days off!!!

32 seconds ago



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March 8 is International Women's Day. This year's theme: "Connecting Girls, Inspiring Futures."

International Women's Day 2012 THEME: Connecting Girls, Inspiring Futureswww.internationalwomensday.com

National Peace ...

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Number 3

This issue features [gardening](#). The [Classroom Activities](#) section provides a gardening grammar game and other similar activities. The academic articles are about [content-based instruction](#), approaches to [language learning technologies](#), building fluency through [Repeated Reading](#), and an "Eyes on English" campaign.

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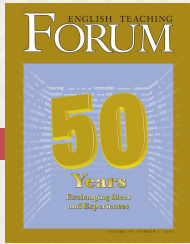
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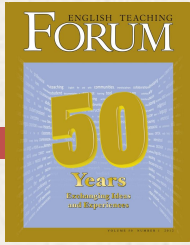


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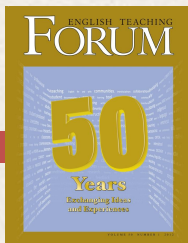
Gardening
A Growing Activity

by Phyllis McIntosh



The Feature Article

- Provides background knowledge about the theme
 - ▣ Four components: text, pictures, glossary, websites
 - ▣ Helpful for developing cultural awareness
 - Examples: American football, Chicago, eco-gardening trends
 - ▣ Helpful when preparing to use/adapt *Forum* Classroom Activities
- You can create your own classroom activities using the Feature Article



Feature Article: Text

- ❑ The Feature Article is usually around 10 pages long
 - ▣ Level: upper intermediate to advanced
 - ▣ Too much to photocopy for a large class!
- ❑ Adapt the text to suit your needs
 - ▣ Shorten the text
 - ▣ Use pieces of the text to create an activity
 - ▣ Create a simplified text
- ❑ Activities can include skills beyond reading...

Eco-Friendly Gardening Jigsaw

1. **Native plants.** More gardeners are turning to native plants that are already adapted to local conditions and thrive with less fertilizer and water than non-natives. Exotic, or introduced, plants not only require more maintenance but also can spread uncontrollably, crowding out native species and upsetting the balance in the ecosystem. One glaring example is kudzu, an Asian vine imported into the United States in the 1930s to control erosion. Growing a foot a day and highly resistant to herbicides, kudzu has blanketed much of the southeastern United States, suffocating native trees and shrubs.

2. **Water conservation.** A new status symbol for the savvy gardener is a rain barrel next to a home's downspout to collect water for the garden. Because collecting rainwater reduces customers' outdoor water use and reduces storm water runoff, many municipal water departments are handing out free rain barrels and providing simple instruction to help homeowners construct their own for as little as 40 dollars.

In chronically dry areas of the West and Southwest, an increasingly common practice is xeriscaping—landscaping with drought-resistant plants, such as native cactuses and succulents.

3. **Less lawn.** Maintaining a beautiful expanse of green grass around one's home requires chemical fertilizers, pesticides, and frequent watering. Regular lawn mowing uses energy and pollutes the air. The solution for many homeowners is to reduce the amount of lawn or replace it altogether with low growing ground covers, ornamental grasses, a vegetable garden, wildflowers, or easy-care perennial flowers and shrubs.

4. **Chemical-free gardening.** Instead of relying on chemical fertilizers, many gardeners are turning leaves, grass clippings, and vegetable kitchen scraps into rich compost to nourish their plants. Like rain barrels, compost piles and composting containers are marks of an eco-friendly garden.

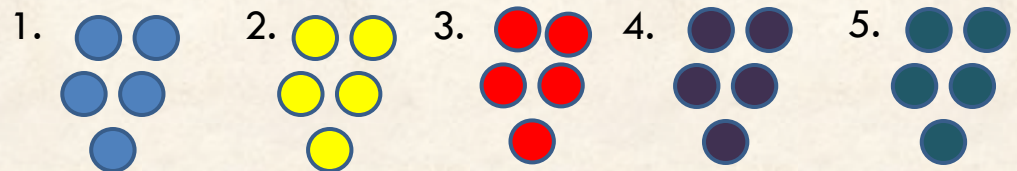
Popular alternatives to toxic pesticides are biological methods that employ natural predators, such as beneficial insects and parasites, to control garden pests.

5. **Attracting wildlife.** Besides going chemical-free, gardeners are purposely planting flowers and shrubs that provide food and habitat for butterflies, hummingbirds, and other wildlife. Organizations such as the National Wildlife Federation (NWF) encourage other simple measures such as propping up old flowerpots as homes for mosquito-eating toads or leaving brush piles to provide cover for wildlife. Over the past 40 years, the NWF has recognized nearly 150,000 private yards, schoolyards, businesses, and places of worship as Certified Wildlife Habitats.

Materials:

Feature Article clips, information grid, pencils

1. Break class into five groups



2. Give each group a piece of the Feature Article

3. Each group reads their piece and discusses:

- ☐ What is the eco-problem?
- ☐ What eco-friendly advice is given?

Eco-Friendly Gardening Jigsaw

ECO-GARDENING INFORMATION GRID

Problem

Advice

1. Chemical pesticides and fertilizers can hurt the environment

Try chemical-free gardening; use compost to improve soil and use helpful insects to stop pests

2.

3.

4.

5.

4. Hand out information grids

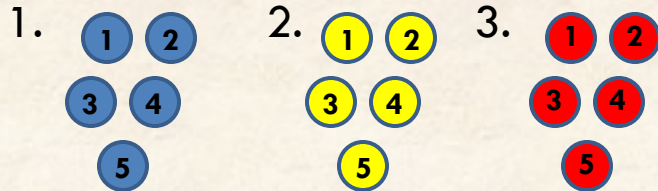
5. Groups complete the grid with their own information

Chemical-free gardening. Instead of relying on chemical fertilizers, many gardeners are turning leaves, grass clippings, and vegetable kitchen scraps into rich compost to nourish their plants. Like rain barrels, compost piles and composting containers are marks of an eco-friendly garden.

Popular alternatives to toxic pesticides are biological methods that employ natural predators, such as beneficial insects and parasites, to control garden pests.

Eco-Friendly Gardening Jigsaw

Groups before move



6. Next, groups count off 1-5

7. Groups move to new station based on number

What skills does this activity involve?



7. Groups decide which piece of advice they think is most useful, then the whole class discusses outcomes

Extension idea: Class projects related to eco-gardening

Important Gardens

1. Teacher shares information about the history of the White House garden
2. Students write descriptions of or draw and describe important gardens in their life, neighborhood, or country



The White House

The *White House* Garden

During World War II, First Lady Eleanor Roosevelt led the war effort on the home front by establishing a victory garden at the White House. Nearly six decades later, another vegetable garden has sprouted on White House grounds to promote First Lady Michelle Obama's cause of reducing childhood obesity by encouraging youngsters to eat a healthy diet loaded with fresh fruits and vegetables.

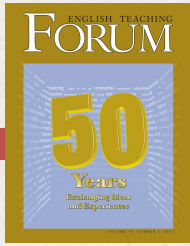
Fifth graders from Bancroft Elementary School in Washington, which has had its own garden since 2001, have helped Mrs. Obama dig and tend the garden and harvest the produce. The students also work with chefs in the White House kitchen to prepare and cook what they've grown. Some food from the garden finds its way into formal White House dinners and the Obamas' family meals; the rest is donated to a local kitchen that serves the homeless.

The garden features 55 varieties of vegetables, some from seeds handed down from the nation's third president, Thomas Jefferson. All are grown organically, fertilized with White House compost and crab meal from the nearby Chesapeake Bay. Beneficial insects, such as ladybugs and praying mantises, help control pests.

Mrs. Obama, who notes that the project was inspired in part by her desire to improve her own children's diet, says, "The garden is an important introduction to what I hope will be a new way that our country thinks about food."



Fresh vegetables



Other Activity Ideas for the Text

- ❑ Class debate over pros and cons of eco-gardening
- ❑ Garden planning task
 - Students compare types of gardening (food, decorative) and design and present their own gardens using a poster

Feature Article: Pictures

How could you use pictures in a lesson?

A few ideas:

- ❑ Prediction tasks
- ❑ Writing prompts
- ❑ Create interest for Classroom Activities
- ❑ Caption writing
- ❑ Picture dictation pairs



Feature Article: Glossary

- ❑ Pre-reading activities
- ❑ “Find your match” networking game
- ❑ Flash cards or “Memory” games
- ❑ Word searches – find the word in context in the article
- ❑ Scrambles and puzzles
- ❑ Connect to *Forum* Classroom Activities

Garden Glossary

annual – a plant that grows for only one season

biological pest control – using living organisms, such as beneficial insects or parasites, to destroy garden pests

compost – decomposed organic matter, such as leaves and vegetable scraps, used to provide nutrients to garden soil

cultivate – break the topsoil with a shovel, hoe, or rake to prepare it for planting; air the growth of (plants)

germination – the sprouting of a seed

growing season – the number of days between the average date of the last killing frost in spring and the first killing frost in fall

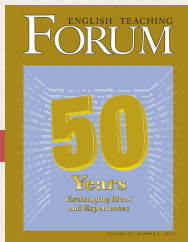
mulch – any loose material, usually organic matter such as leaves, grass clippings, or shredded tree bark, placed over soil to control weeds and conserve moisture

organic gardening – gardening without the use of chemical or synthetic fertilizers and pesticides

ornamental – a plant that is grown strictly for its foliage or flower

perennial – a plant that grows back every year





Feature Article: Web Resources

- ❑ Learn more yourself
- ❑ Find extra materials, ones that are:
 - ❑ Better suited to your context
 - ❑ Level-appropriate
- ❑ Project-based learning
 - ❑ Webquests
 - ❑ Scavenger hunt (example on Ning)
 - ❑ Web research presentations

Websites of Interest

American Community Gardening Association
www.communitygarden.org

This website covers all the basics about community gardening, including how to start a garden or find one nearby and the benefits of a group garden.

Green Guerillas
www.greenguerillas.org

A grassroots organization in New York City, Green Guerillas organizes city dwellers to turn vacant lots and other city land into community gardens and green spaces and educates city kids about gardening.

Kids Gardening
www.kidsgardening.com

An offshoot of the National Gardening Association, this site provides information and projects for parents and teachers to help young people get started in gardening.

National Gardening Association
www.garden.org

The ultimate in gardening information, this site features garden news, free newsletters, and expert advice, including how-to videos, on a variety of gardening topics.

White House Garden
www.whitehouse.gov/blog/The-Story-of-the-White-House-Garden

This official *Inside the White House* blog features a video of First Lady Michelle Obama and White House chef Sam Kass describing the planting and harvesting of the White House vegetable garden with the help of local school children.

kidsgardening.org – Lesson Ideas

Classroom Projects

Share / Save

Looking for ways to incorporate the garden into your curriculum? The following Classroom Projects provide you with detailed instructions for engaging, garden-related activities along with ideas for hands-on lessons.



Youth Gardening enhances all aspects of children's educational, social and physical development.

Read more about Kids Gardening »

Be creative with the Feature Article and its resources!
You know what works best in your classroom.

Growing Poems

An Eye on the Garden

Building Soil Nature's Way - Exploring Decomposition and Soil Health

Bursting Blooms

Coaxing Flower Bulbs

Collecting Plants: A Pressing Project

Creating Herb Gardens

Creating a Pollinator Garden

Creating a Pond Habitat in your School Garden

Creating a Three Sisters Garden

Dyeing to Find Out

Feeding the Birds: Enticing and Observing Feathered Guests

Finding, Gathering, Saving Seeds



Classroom Activities

- Short stand-alone activities
- 3 activities in each issue
- Targeted for a specific level
- Able to be adapted for other levels
- Related to the theme

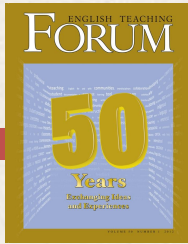
Classroom Activities

Jennifer Hodgson and Sara Denne-Bolton

This section presents three stand-alone language learning activities related to the theme of gardening. Each activity is designed for students at the proficiency level indicated.

Word Garden





The History of Classroom Activities

Variety

Lesson
Plans

Classroom
Activities

Before
2004

2004-
2010

2011-
present

Growing Gardening Metaphors

Level: Upper Intermediate/Advanced

Time required: 60 minutes

Goals: To introduce (or review) the concept of metaphors and how to use them in writing; to review gardening vocabulary; to use gardening vocabulary in metaphors to describe people

Materials: chalk and chalkboard or markers and large paper

Optional materials: copies of the Metaphor Chart; paper for students' metaphors; magazines, markers, or crayons; dedicated wall to hang students' work

Procedures:

1. Introduce students to the concept of metaphors. Write an example on the board:

Teachers are gardeners. They cannot make a flower bloom, but they can help it grow.

Ask students, "Are teachers really gardeners?" (Students might point out that some teachers are also gardeners in their free time, but when teachers are teaching, they are not really gardeners.) Then ask students, "In what ways are teachers similar to gardeners?" (Possible answers include "Teachers help students grow. Gardeners help flowers and other plants grow," and "Teachers provide the necessary tools and support to help a student

grow but cannot make them learn or be successful. Gardeners provide the necessary elements to help flowers grow but they cannot guarantee that the flowers will bloom.")

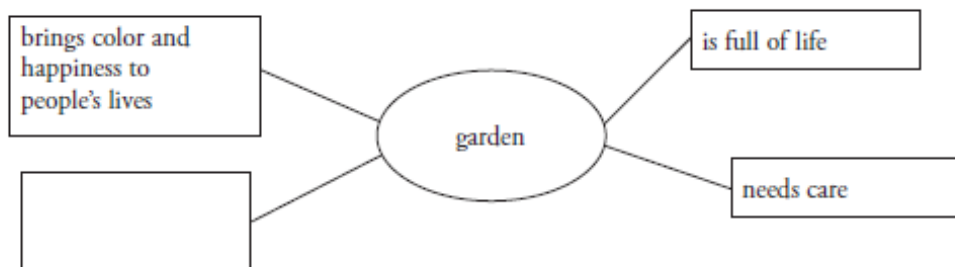
Ask students if they know what a statement that makes a comparison like "Teachers are gardeners" is called. Tell students that this is an example of a metaphor. Explain that a metaphor is a tool used in literature to compare two things that are usually considered to be unrelated, and that we can use metaphors to make our writing more interesting, to suggest relationships, and to help readers look at things in new ways.

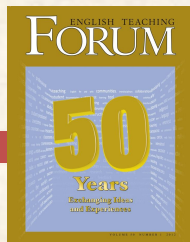
Ask students if they know of—or can think of—any other examples of metaphors.

2. Prepare students to describe garden vocabulary. As a class, brainstorm words related to gardens. Examples include *roots, flowers, soil, branches, insects, bees, rain, water, sunlight, weeds, gardener, vegetables, leaves, fertilizer.*

Again as a class, brainstorm ways to describe two of the words on the list. Use a graphic organizer to help students see relationships (two examples have been started in Gardening Graphic Organizers). In pairs, have students select a third word from the list and create their own graphic organizer to describe the word.

Gardening Graphic Organizers





Growing Gardening Metaphors

- ❑ Level
- ❑ Time Required
- ❑ Goals
- ❑ Materials
- ❑ Preparation
- ❑ Procedures

Level: Upper Intermediate/Advanced

Time required: 60 minutes

Goals: To introduce (or review) the concept of metaphors and how to use them in writing; to review gardening vocabulary; to use gardening vocabulary in metaphors to describe people

Materials: chalk and chalkboard or markers and large paper

Optional materials: copies of the Metaphor Chart; paper for students' metaphors; magazines, markers, or crayons; dedicated wall to hang students' work

*Teachers are gardeners. They
cannot make a flower bloom,
but they can help it grow.*

Are teachers really gardeners?

In what way are teachers similar to gardeners?

Teachers are gardeners.

Is this a metaphor?

What is a metaphor?

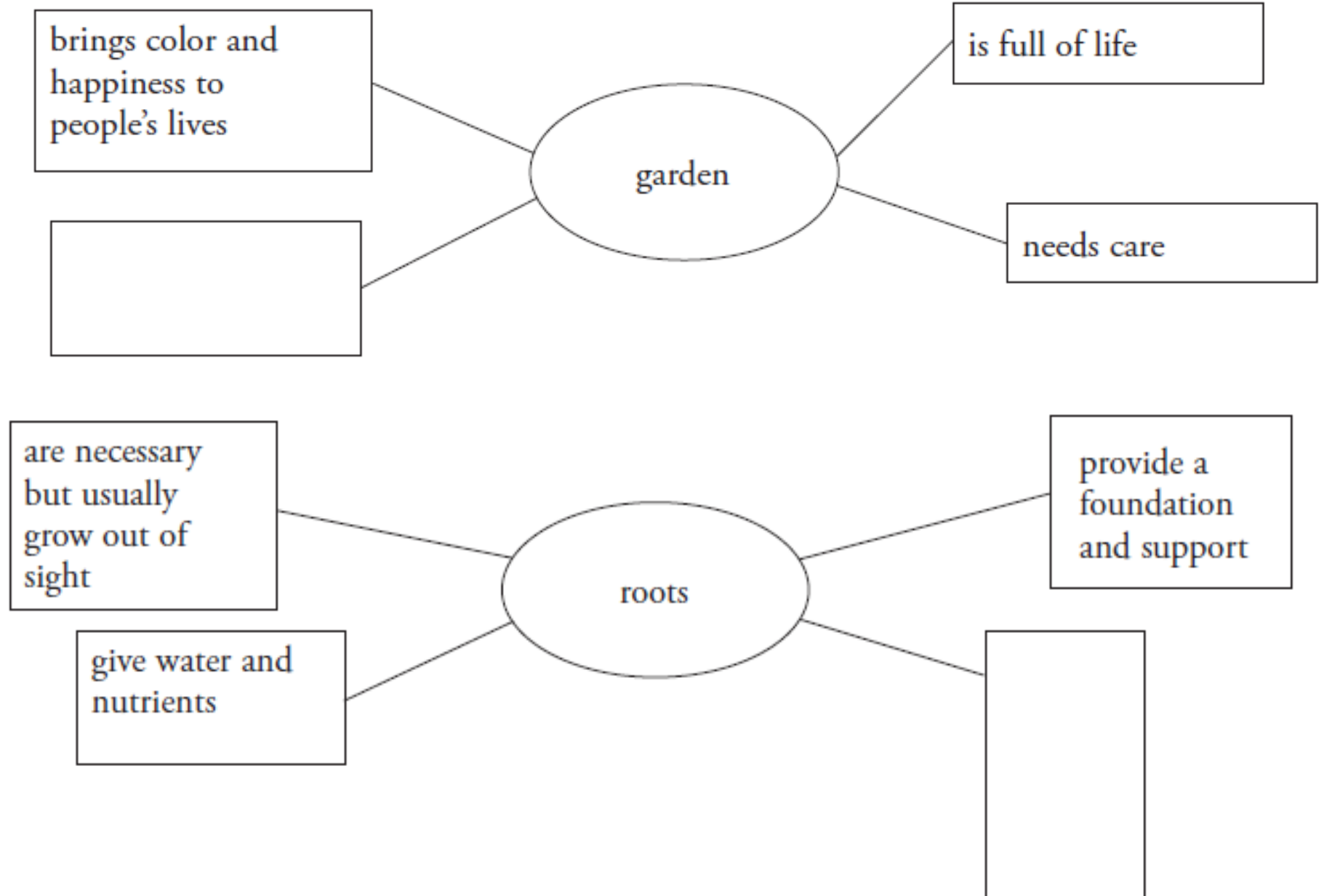
Share some other examples of metaphors in the chatbox.

Garden Vocabulary

**In the chat box:
brainstorm gardening
vocabulary**

- ☐ Roots
- ☐ Flowers
- ☐ Soil
- ☐ Branches
- ☐ Insects
- ☐ Bees
- ☐ Rain
- ☐ Water
- ☐ Sunlight
- ☐ Weeds
- ☐ Gardener
- ☐ Vegetables

Gardening Graphic Organizers



**Match your location to the word
in the same color**

Rain

Seeds

Flowers

Soil

Sunlight

Europe

Central
& South
America

Africa

Middle
East

Asia

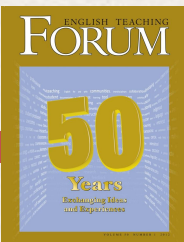
**Describe your word
in the chat box.
Please type your word
before the description.**

JENNIFER: Seeds: young and growing

Metaphor Chart

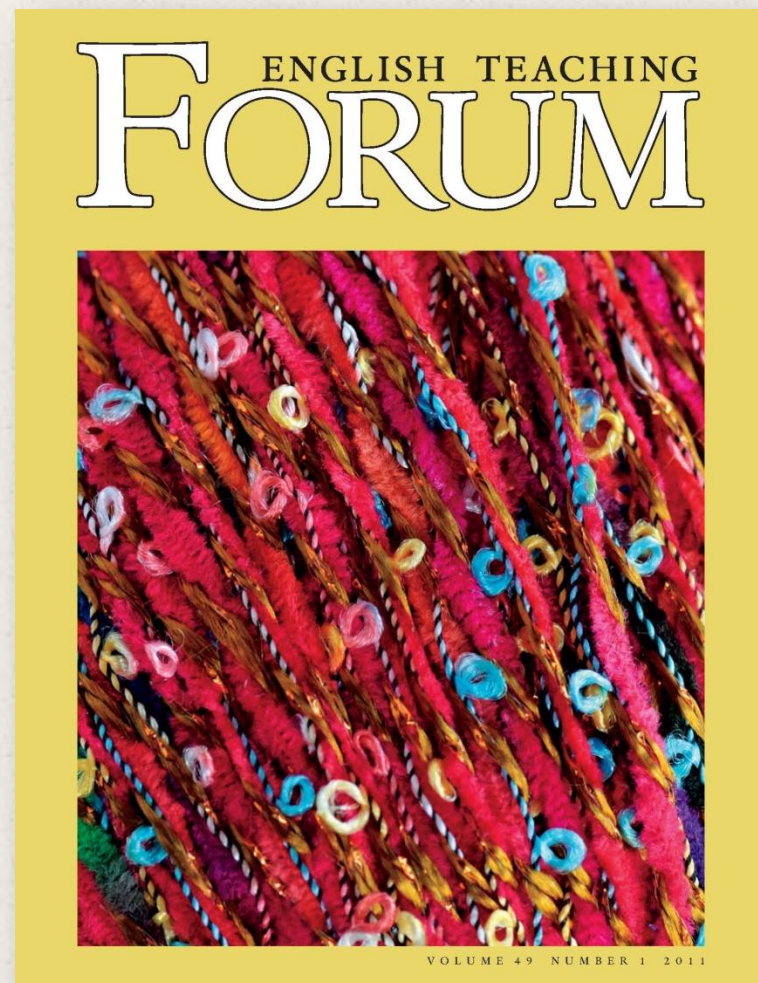
People	Description	Related “garden word”
students	young, growing, need nurture	seeds
teachers	give guidance, shape lives	gardeners
parents	support their children	
families		
babies		

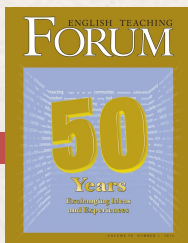
Teachers are gardeners. They cannot make a flower bloom, but they can help it grow. Gardeners can't control the weather, but they can prepare their plants for what may come. Good gardeners know that every seed will have different needs; each needs its own amount of soil, sunlight, and water. Gardeners must know that they don't see results immediately. Gardening takes a lot of patience, but gardeners' rewards comes when they see their flowers bloom.



Classroom Activities

Level	Topic	Target Language/ Skill	Activities
Upper Beginner	Knitted clothing vocabulary	Wh questions	Brainstorming, vocabulary building, writing, interviews
Intermediate	Knitting circles	Paragraph organization	Pre-reading activation, reading, organizing paragraphs
Advanced	Knitting idioms	Idioms	Brainstorming & vocabulary building, defining idioms, dialogue writing





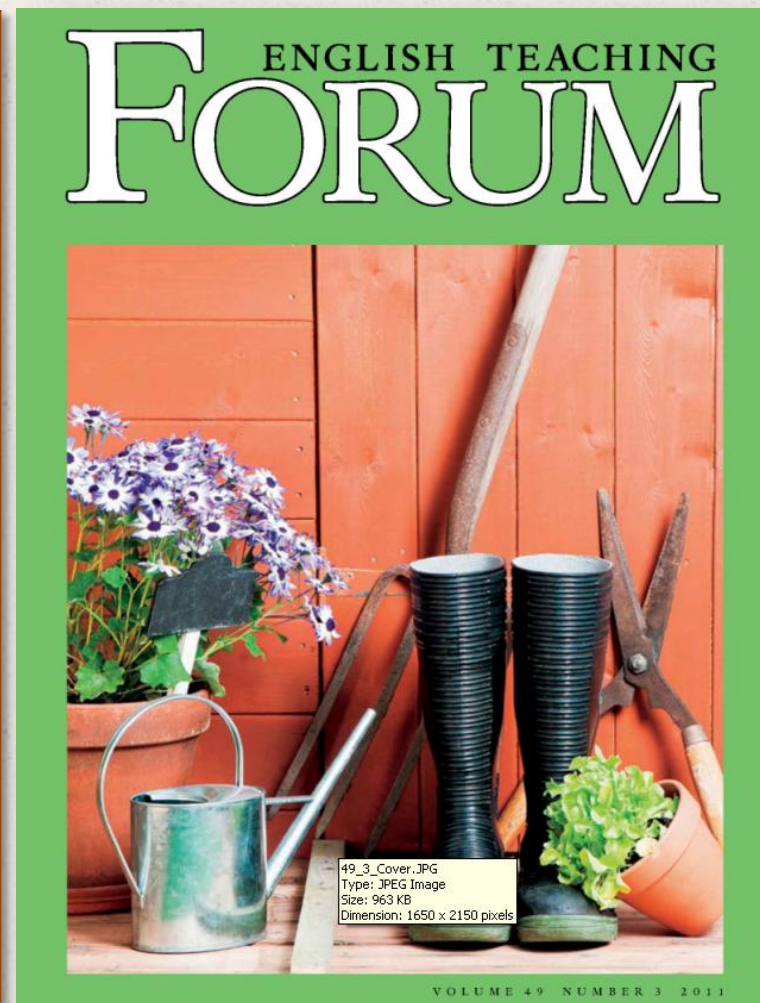
Classroom Activities

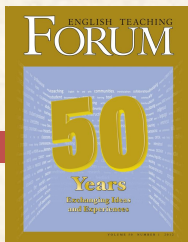
Level	Topic	Target Language/ Skill	Activities
Beginner	Go fish game	Numbers	Review vocabulary, play a vocabulary review game
Intermediate	Fish stories	Exaggeration (superlatives, idioms)	Reading, speaking (fluency), and listening
Advanced	Marine debris (environment)	Interviewing skills	Vocabulary building, preparing & conducting interviews, creating action campaign materials



Classroom Activities

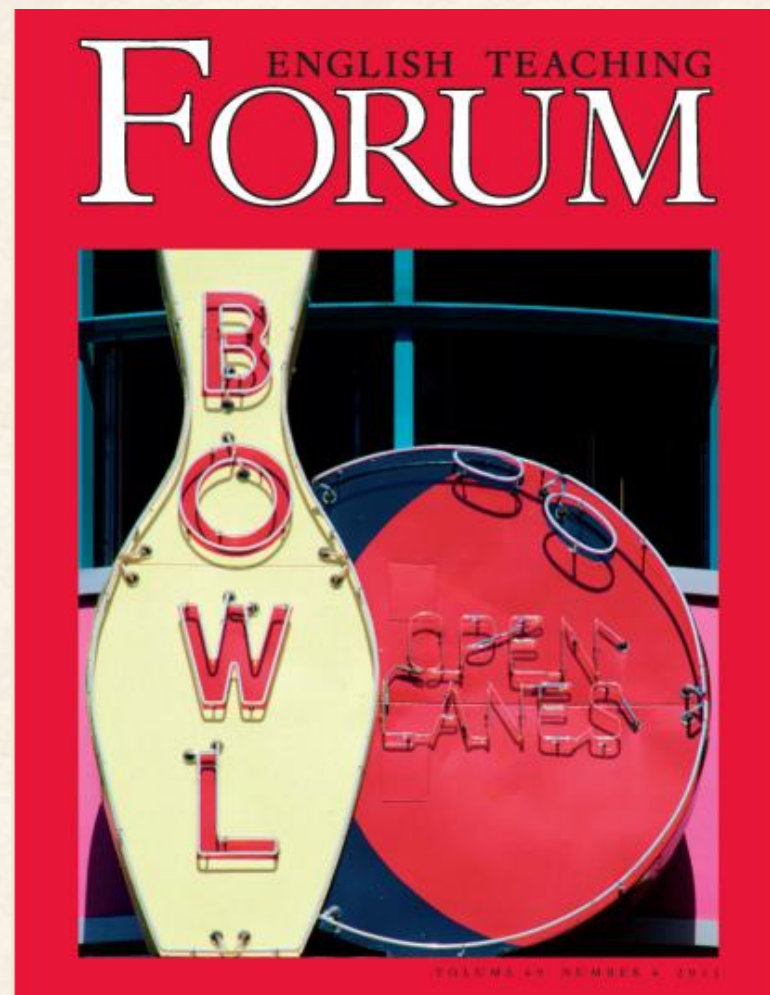
Level	Topic	Target Language/ Skill	Activities
Upper Beginner	Growing flowers	Simple present tense, third person "s"	Putting words in order, putting sentences in order
Intermediate	Gardening board game	Present perfect	Play gardening game, speaking
Upper Intermediate /Advanced	Gardening metaphors	Using metaphors	Brainstorming, making comparisons, writing, peer review

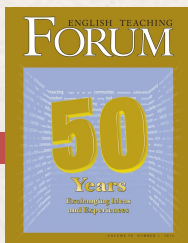




Classroom Activities

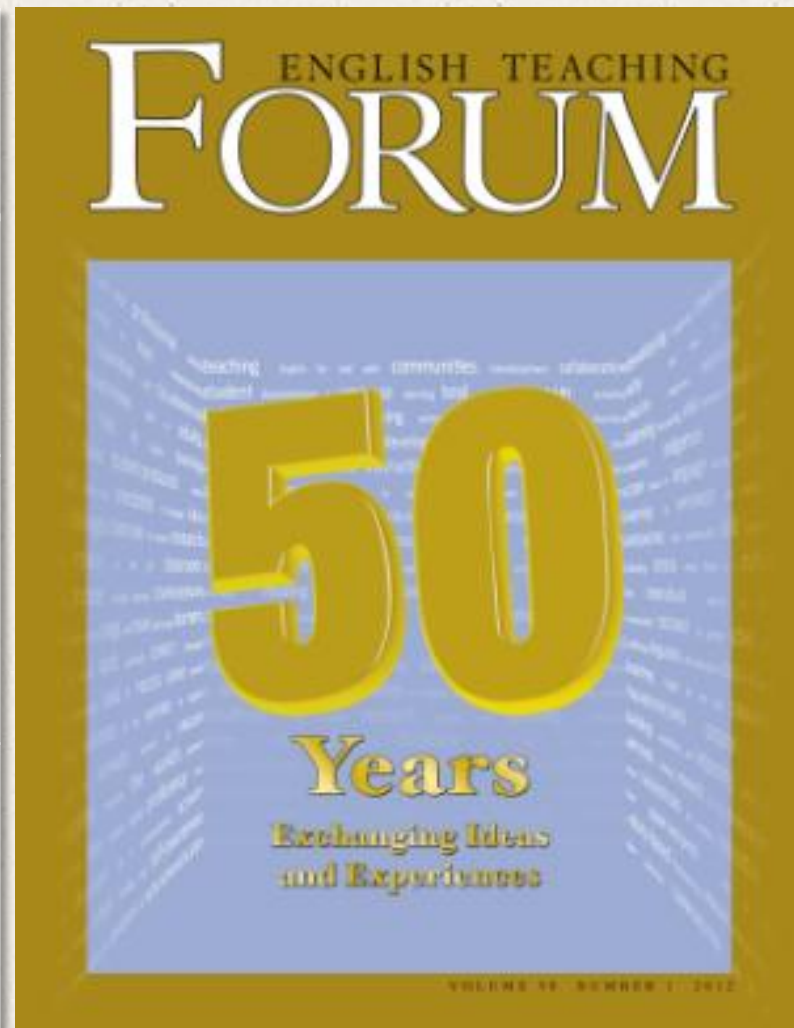
Level	Topic	Target Language/ Skill	Activities
Upper Beginner/ Intermediate	Creating sentences (game)	Sentence structure	Building sentences with word cards
Intermediate	Bowling instructions	Imperatives, giving instructions	Vocabulary building, listening, putting sentences in order
Intermediate	Bowling alley food	Listening comprehension	Brainstorming, discussion, listening





Classroom Activities

Level	Topic	Target Language/ Skill	Activities
Upper Beginner/ Intermediate	Winter vocabulary game	Practicing vocabulary	Vocabulary building, vocabulary game
Upper Beginner & Above	Winter poems (poetry slam)	Writing poetry	Vocabulary building, categorizing words, writing poems, poetry competition
Intermediate & Above	Winter weather role play	Role playing (communication)	Learning role play techniques, group work to plan role play, using an observation checklist



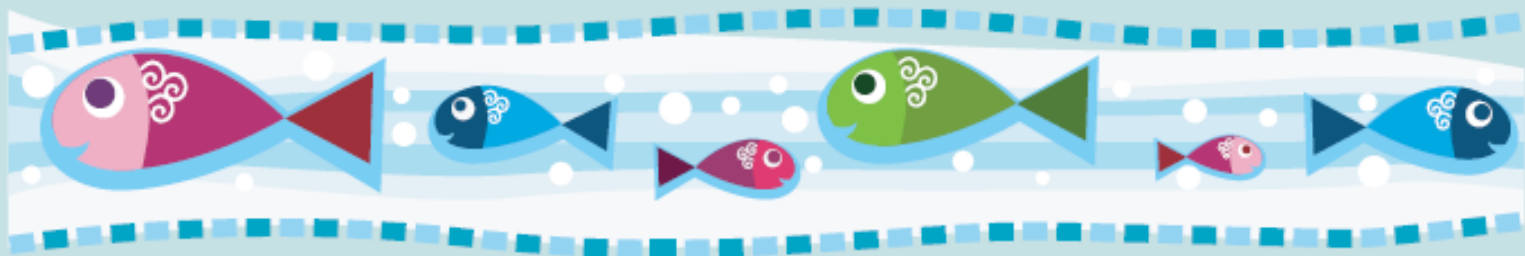
the lighter side

Fishy Fun

Say these five times fast!

Below are five incomplete tongue twisters. In each one, you can complete all the words by adding the same letter. Add the missing letters, then practice saying the tongue twisters as fast as you can.

1. _he _aw _even _wimming _hrimp.
2. _ive _at _lat _ish _lapped.
3. _liver _rdered _ily _range _ysters.
4. _rincess _atty's _retty _ond is _erfect.
5. _hris _aught _old, _rusty _lams.





Number 3

This issue features [gardening](#). The [Classroom Activities](#) section provides a gardening grammar game and other similar activities. The academic articles are about [content-based instruction](#), approaches to [language learning technologies](#), building fluency through [Repeated Reading](#), and an "Eyes on English" campaign.

[Editor's Note \(PDF\)](#)

Max Koller

[The Future Is Now: Preparing a New Generation of CBI Teachers \(PDF\)](#)

Bradley Horn

[Identifying Our Approaches to Language Learning Technologies: Improving Professional Development \(PDF\)](#)

Gina Mikel Petrie and Lisa Avery

[Building Fluency through the Repeated Reading Method \(PDF\)](#)

Joshua Cohen

[Eyes on English \(PDF\)](#)

Bonnie Billak

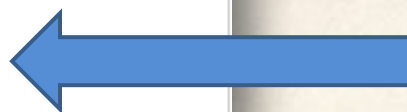
[Gardening: A Growing Activity](#)

Phyllis McIntosh

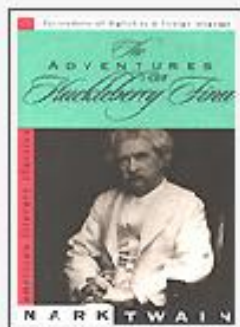
[Classroom Activities \(PDF\)](#)

Jennifer Hodgson and Sara Denne-Bolton

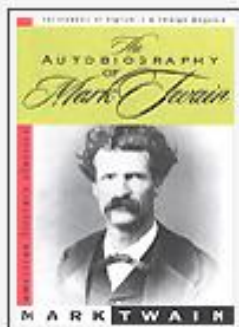
[The Lighter Side: Jumble Garden \(PDF\)](#)



Publications with Downloadable Content



The Adventures
of Huckleberry
Finn



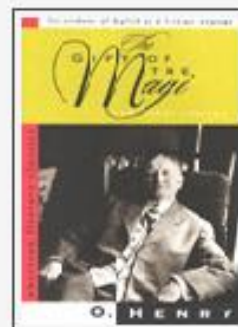
The
Autobiography
of Mark Twain



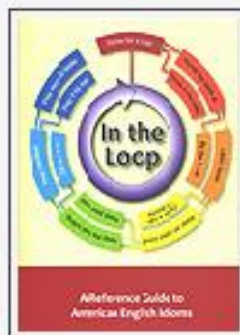
Celebrate!
Holidays in the
USA



Edgar Allan
Poe: Storyteller



The Gift of the
Magi and Other
Stories



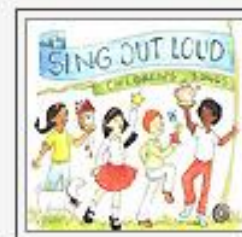
In the Loop



The Lighter
Side of TEFL



Shaping the
Way We Teach
English



Sing Out Loud
Children's
Songs



Sing Out Loud
Traditional
Songs

englishprograms.state.gov



Overview

The Lighter Side of TEFL is a collection of activities taken from "The Lighter Side," a recurring feature section in *English Teaching Forum* that first appeared in 1976. The text includes word games, crossword puzzles, idioms, limericks, jokes, riddles, and international folk tales. Each activity is self-contained on one page for easy duplication by the teacher and includes teaching suggestions and an answer key. The title is available as a book and also on CD. There is also an audio component featuring humorous short pieces for listening comprehension. This audio component is included on the CD and also available on audiocassette.

1. [Introduction \(PDF\)](#)
2. [Section 1: Word Games \(PDF\)](#)
3. [Section 2: Crossword Puzzles \(PDF\)](#)
4. [Section 3: Idioms \(PDF\)](#)
5. [Section 4: Limericks \(PDF\)](#)
6. [Section 5: Jokes and Riddles \(PDF\)](#)
7. [Section 6: Puzzle Stories \(PDF\)](#)
Listen to Puzzle Stories
8. [Section 7: Shaggy Dog Stories \(PDF\)](#)
Listen to Shaggy Dog Stories
9. [Section 8: Folk Wisdom \(PDF\)](#)
Listen to Folk Wisdom
10. [Answer Key \(PDF\)](#)

Ways to Use *The Lighter Side*

- ☐ Start each class
- ☐ Introduce/review a topic
- ☐ Use as a reward
- ☐ Competitions

The *Lighter Side of TEFL* is a collection of activities taken from the *English Teaching Forum* 1976 to the present. They have been regrouped and arranged into new categories to facilitate teacher use.

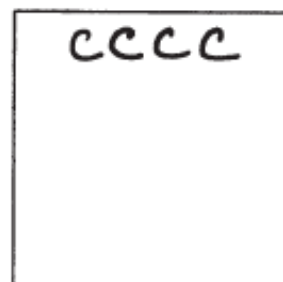
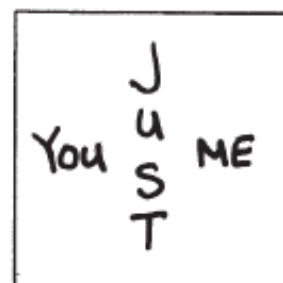
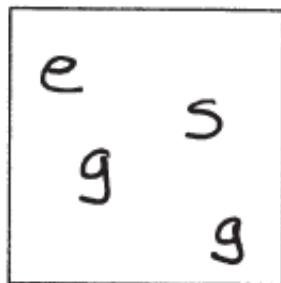
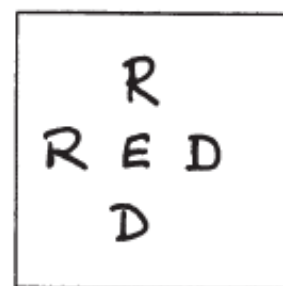
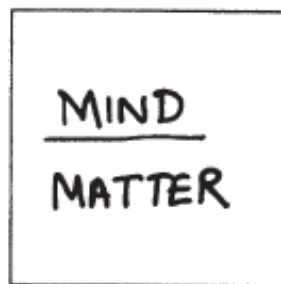
As the title of the text implies, *The Lighter Side of TEFL* exposes students to humorous aspects of American English to create a cheerful classroom atmosphere and a positive orientation to the language. Many of the activities reinforce vocabulary or give students practice in listening, thinking, speaking and writing, but the underlying goal of all activities is to produce a smile and an awareness that communicating in English has a lighter side and a potential for fun.

word games

Graphic English

Mind over matter

Using the position and arrangement of the letters and words in each box find the English word or phrase the picture represents.



idioms

Food for second thoughts

(as) cool as a cucumber: calm; not agitated
Even in the pressure of the competition, Herbert remained as cool as a cucumber.

have your cake and eat it too: to have the advantage of both alternatives

You'll have to decide whether you want to go the party or study to pass the exam. You can't have your cake and eat it too.



go bananas: (slang) to go crazy or become silly

We were going along all right until all these changes came upon us. When the last one happened, we just went bananas.

(as) slow as molasses (in January): extremely slow
When Ralph is doing something he likes, he's pretty quick, but in doing these other things he's slow as molasses in January.

Cool as a cucumber



extremely slow

Have your cake and
eat it too



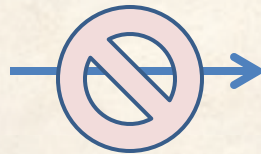
calm, not agitated

Slow as molasses



to go crazy or
become silly

Go bananas



to have the advantage
of both alternatives



Have your cake and
eat it too



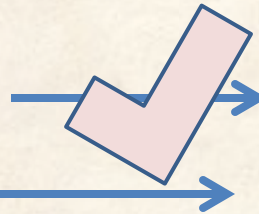
extremely slow

Slow as molasses



calm, not agitated

Go bananas



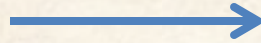
to go crazy or
become silly

Cool as a cucumber



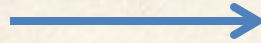
to have the advantage
of both alternatives

Slow as molasses



extremely slow

Cool as a cucumber

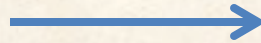


calm, not agitated

Go bananas

to go crazy or
become silly

Have your cake and
eat it too

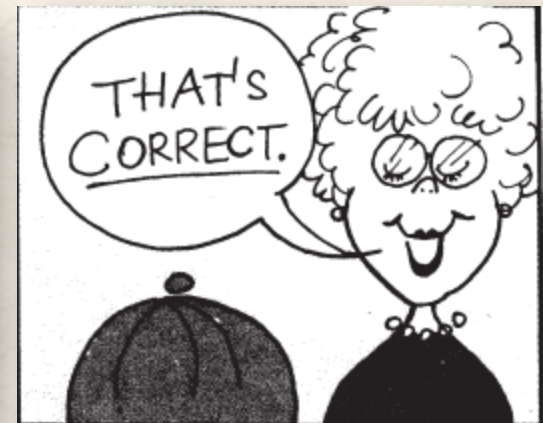


to have the advantage
of both alternatives

jokes and riddles

How many parts of the human body can you name that have only three letters? (there are ten)

Name as many articles as you can think of that start with the letter S that are worn on the feet.



(eye, ear, rib, jaw, toe, lip, arm, leg, hip, gum)

(shoes, socks, stockings, sandals, skis, slippers, skates, sneakers, snowshoes)

Shaggy Dogs for strip stories

A. THE POKER GAME (Strips for 9 students)

A man went away for the weekend.

He arrived rather late, after dinner.

The other members of the house party were all sitting around in the living room.

At one end of the room a game of poker was in progress.

One of the players was a dog.

After he had been introduced all around, the man said to his host:

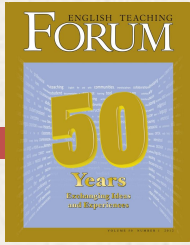
“What a wonderfully intelligent dog to be able to play poker!”

“Well, he’s not a very good player, really, “ replied the host.

“Whenever he gets a good hand, he wags his tail.”

One of the players is a dog to be able to play poker!"
A man went away for the weekend.
"What?"
"Say! That's real!"
He orders a drink and
"The dog is a ventriloquist."
The dog, "Now Fido!"
"thing." He marvels.

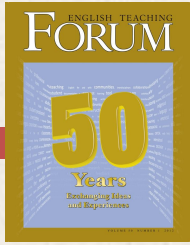
1. Have (multiple) strips stories at the front of the room
2. Put students into teams
3. Have one student from each team run to the front of the room and take a story
4. Each team puts the story in order as quickly as they can
5. One student runs to the front of the room with the story in order
6. The teacher checks
7. The first team to put the story in order gets a point
8. Rotate stories and play again



Submitting an Article to *Forum*

Why should English teachers submit an article to *Forum*?

- ▣ To share ideas with other teachers
- ▣ To further their professional development
- ▣ To help with the professional development of others



Submitting an Article to *Forum*

True or false? If you want to submit an article to *Forum*...

1. The article should provide practical ideas for English teachers.

TRUE!

2. The teaching ideas should be your own.

TRUE!

3. The article should be relevant to teachers around the world.

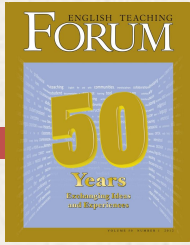
TRUE!



Submitting an Article to *Forum*

What advice would you give to someone who is writing an article for *Forum*?

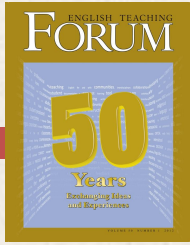
- ▣ Read *Forum* to learn its content and style.
- ▣ Write about a successful teaching practice.
- ▣ Be concrete; use examples.
- ▣ Ask a colleague to review your article before you submit it.
- ▣ Submit your article as an email attachment to etforum@state.gov.



Submitting an Article to *Forum*

What happens to your article after you submit it?

- ▣ *Forum*'s Editorial Review Board reviews the article. (This is a “blind review.” Reviewers do not know who the author is.)
- ▣ The Review Board decides to do one of the following:
 - **accept** the article
 - ask you to **revise** the article
 - **reject** the article

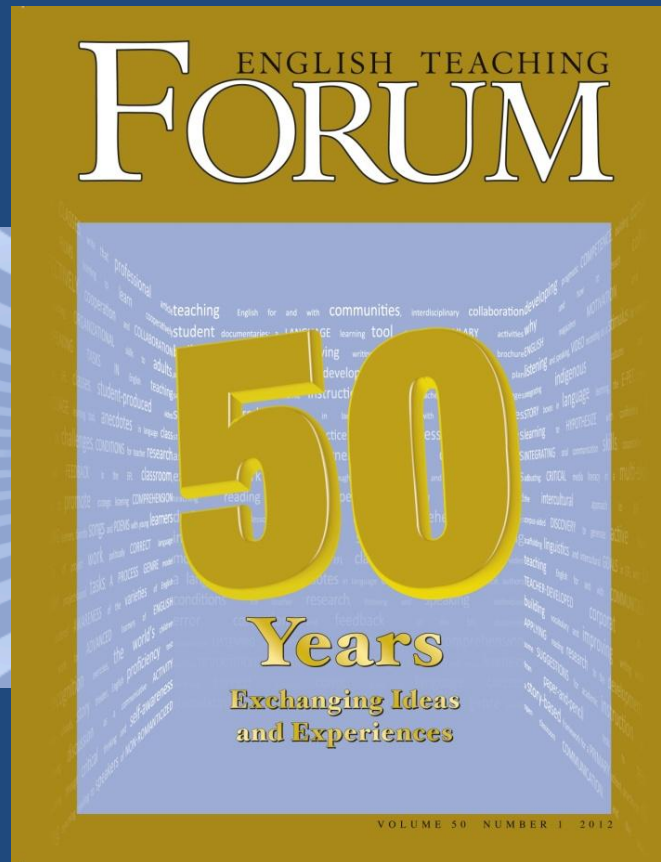


Submitting an Article to *Forum*

Where can you find more information about submitting an article to *Forum*?

forum.state.gov

50 Years of *English Teaching Forum*: Teachers Collaborating Worldwide



forum.state.gov

Materials Development Team
Office of English Language Programs, US Department of State