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 Shiplana
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!
Celebrating 50 Years of *Forum*

- A look back: the history of *Forum*
- 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*
March 1963
First English Teaching Forum published
Winter 1966
Records included in an issue for the first time
1972
Special 10th Anniversary crossword puzzle
1976
FORUM gets a new nameplate
1976

“The Lighter Side” is introduced

“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?

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?
1987
FORUM’s 25th anniversary
Welcome to English Teaching Forum online, a quarterly journal published by the U.S. Department of State for teachers of English as a foreign or second language. Over 77,000 copies of the magazine are distributed in more than 100 countries. This site contains articles from issues of Forum dating back to 1993. To find a particular article or issue, click on the year it appeared.

We welcome submissions from English language teachers around the world. Most of the authors published in English Teaching Forum are classroom teachers.

U.S. Embassies and Consulates distribute copies of Forum outside the United States. Questions about subscriptions outside the United States should be addressed to the Public Affairs or Cultural section of the nearest U.S. Embassy. In the United States, subscriptions are available from the Superintendent of Documents.
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). 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.
2006
Debut of the current nameplate
2006
Special issue on teaching young learners
2007
Special issue
on lesson plans
Since its launch in 1963, English Teaching Forum has published:

- more than 3,060 articles
- about 2,750 authors
- articles from 139 countries
2012
50th anniversary

ENGLISH TEACHING FORUM

50 Years
Exchanging Ideas and Experiences

VOLUME 50 NUMBER 1 2012
<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The Future Is Now: Preparing a New Generation of CBI Teachers</td>
<td>Bradley Horn</td>
</tr>
<tr>
<td>10</td>
<td>Identifying Our Approaches to Language Learning Technologies: Improving Professional Development</td>
<td>Gina Mikel Petrie and Lisa Avery</td>
</tr>
<tr>
<td>20</td>
<td>Building Fluency through the Repeated Reading Method</td>
<td>Joshua Cohen</td>
</tr>
<tr>
<td>28</td>
<td>Eyes on English</td>
<td>Bonnie Billak</td>
</tr>
<tr>
<td>34</td>
<td>Gardening: A Growing Activity</td>
<td>Phyllis McIntosh</td>
</tr>
<tr>
<td>45</td>
<td>Classroom Activities</td>
<td>Jennifer Hodgson and Sara Denne-Bolton</td>
</tr>
</tbody>
</table>

**What’s inside?**

- **Articles by teachers**
  - Methodology
  - Classroom ideas
  - Professional development

- **Feature Article**
  - Text and photos related to issue’s theme

- **Classroom Activities**
  - Multiple levels

- **The Lighter Side**
  - Games and puzzles
Welcome to English Teaching Forum online, a quarterly journal published by the U.S. Department of State for teachers of English as a foreign or second language. Over 85,000 copies of the magazine are distributed in more than 130 countries. This site contains articles from issues of English Teaching Forum dating back to 1993. To find a particular article or issue, search the Forum Archive.

We welcome submissions from English language teachers around the world. Most of the authors published in English Teaching Forum are classroom teachers.

U.S. Embassies and Consulates distribute copies of English Teaching Forum outside the United States. Questions about subscriptions outside the United States should be addressed to the Public Affairs or Cultural section of the nearest U.S. Embassy. In the United States, subscriptions are available from the Superintendent of Documents.
Welcome to English Teaching Forum online, a quarterly journal published by the U.S. Department of State for teachers of English as a foreign or second language. Over 85,000 copies of the magazine are distributed in more than 130 countries. This site contains articles from issues of English Teaching Forum dating back to 1993. To find a particular article or issue, search the Forum Archive.

We welcome submissions from English language teachers around the world. Most of the authors published in English Teaching Forum are classroom teachers.

U.S. Embassies and Consulates distribute copies of English Teaching Forum outside the United States. Questions about subscriptions outside the United States should be addressed to the Public Affairs or Cultural section of the nearest U.S. Embassy. In the United States, subscriptions are available from the Superintendent of Documents.

Please send us your comments!

English Teaching Forum Guidelines for Authors

English Teaching Forum is an international, refereed journal published by the U.S. Department of State for teachers of English as a foreign language (EFL). The mission of English Teaching Forum is to contribute to the professional development of its readers around the world by offering articles that reflect current theory
Welcome to *English Teaching Forum* online, a quarterly journal published by the U.S. Department of State for teachers of English as a foreign or second language. Over 85,000 copies of the magazine are distributed in more than 130 countries. This site contains articles from issues of *English Teaching Forum* dating back to 1993. To find a particular article or issue, search the Forum Archive.

We welcome *submissions* from English language teachers around the world. Most of the authors published in *English Teaching Forum* are classroom teachers.

**U.S. Embassies and Consulates** distribute copies of *English Teaching Forum* outside the United States. Questions about subscriptions outside the United States should be addressed to the Public Affairs or Cultural Affairs section of the nearest U.S. Embassy. In the United States, *subscriptions* are available from the Superintendent of Documents.

Please send us your comments!

**International Subscriptions:** *English Teaching Forum* is distributed through U.S. Embassies. If you would like to subscribe to the print version of *English Teaching Forum*, please contact the Public Affairs or Cultural Affairs section of the U.S. Embassy in your country.

**U.S. Subscriptions:** *English Teaching Forum* is exempted from the Congressional restriction on distribution of Department of State publications to non-U.S. persons, and is available to U.S. citizens and permanent residents at a subscription fee of $50 per year.
Welcome to English Teaching Forum online, a quarterly journal published by the U.S. Department of State for teachers of English as a foreign or second language. Over 85,000 copies of the magazine are distributed in more than 130 countries. This site contains articles from issues of English Teaching Forum dating back to 1993. To find a particular article or issue, search the Forum Archive.

We welcome submissions from English language teachers around the world. Most of the authors published in English Teaching Forum are classroom teachers.

U.S. Embassies and Consulates distribute copies of English Teaching Forum outside the United States. Questions about subscriptions outside the United States should be addressed to the Public Affairs or Cultural section of the nearest U.S. Embassy. In the United States, subscriptions are available from the Superintendent of Documents.

Please send us your comments!

We invite you to send us your comments and suggestions regarding English Teaching Forum online. If possible, please include your name, country, and job title in your message. We are interested in knowing more about our readership. Thank you!

Email us: etforum@state.gov
English Teaching Forum

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

Like · Comment · 4 minutes ago ·

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

1 share

Анастасия Коржинская 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

English Teaching Forum

March 8 is International Women’s Day. This year’s theme: “Connecting Girls, Inspiring Futures.”

International Women’s Day 2012 THEME: Connecting Girls, Inspiring Futures
www.internationalwomensday.com
Option 1: Browse Recent Issues

Welcome to English Teaching Forum online, a quarterly journal published by the U.S. Department of State for teachers of English as a foreign or second language. Over 85,000 copies of the magazine are distributed in more than 130 countries. This site contains articles from issues of English Teaching Forum dating back to 1993. To find a particular article or issue, search the Forum Archive.

We welcome submissions from English language teachers around the world. Most of the authors published in English Teaching Forum are classroom teachers.

U.S. Embassies and Consulates distribute copies of English Teaching Forum outside the United States. Questions about subscriptions outside the United States should be addressed to the Public Affairs or Cultural section of the nearest U.S. Embassy. In the United States, subscriptions are available from the Superintendent of Documents.

Please send us your comments!

Email us: etforum@state.gov
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)
Welcome to *English Teaching Forum* online, a quarterly journal published by the U.S. Department of State for teachers of English as a foreign or second language. Over 85,000 copies of the magazine are distributed in more than 130 countries. This site contains articles from issues of *English Teaching Forum* dating back to 1993. To find a particular article or issue, search the Forum Archive.

We welcome submissions from English language teachers around the world. Most of the authors published in *English Teaching Forum* are classroom teachers.

U.S. Embassies and Consulates distribute copies of *English Teaching Forum* outside the United States. Questions about subscriptions outside the United States should be addressed to the Public Affairs or Cultural section of the nearest U.S. Embassy. In the United States, subscriptions are available from the Superintendent of Documents.

Please send us your comments!

*English Teaching Forum*, a quarterly journal for teachers of English as a foreign or second language, has been in circulation since 1962.

On this website you will find past issues of *English Teaching Forum* beginning with 1993 (Volume 31). You can browse past issues by year using the drop-down menu to the right.
Option 3: Browse by Topic

What *Forum* topics or keywords might you search for?

Share your ideas in the chat box.
Tips for Searching Forum Online

Welcome to English Teaching Forum online, a quarterly journal published by the U.S. Department of State for teachers of English as a foreign or second language. Over 85,000 copies of the magazine are distributed in more than 130 countries. This site contains articles from issues of English Teaching Forum dating back to 1993. To find a particular article or issue, search the Forum Archive.

We welcome submissions from English language teachers around the world. Most of the authors published in English Teaching Forum are classroom teachers.

U.S. Embassies and Consulates distribute copies of English Teaching Forum outside the United States. Questions about subscriptions outside the United States should be addressed to the Public Affairs or Cultural section of the nearest U.S. Embassy. In the United States, subscriptions are available from the Superintendent of Documents.

Please send us your comments!

Past Issues  |  Submissions  |  Subscriptions  |  Copyrights  |  Feedback

English Teaching Forum, a quarterly journal for teachers of English as a foreign or second language, has been in circulation since 1962.

On this website you will find past issues of English Teaching Forum beginning with 1993 (Volume 31). You can browse past issues by year using the drop-down menu to the right.
Search Results

BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS
U.S. DEPARTMENT OF STATE

Find an Exchange Program | English Language Programs | J-1 Visa | Cultural Heritage | Funding for Organizations | About the Bureau

Search gardening AND inmeta:DC_type~FORUM Page

Search took 0.03 seconds.

Sort by: relevance

Results 1 - 1 of about 1 for gardening AND inmeta:DC_type~FORUM Page.

English Teaching Forum 2011, Volume 49

... Number 3 This issue features gardening. The Classroom Activities section provides a gardening grammar game and other similar activities. ...

exchanges.state.gov/englishteaching/forum/archives/2011.html - 2012-03-05
The Feature Article: Making It Work for You

Topics include:
- Growing our own food
- Urban gardening
- Eco-friendly gardening
- The White House garden
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. **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?

---

**Materials:**
Feature Article clips, information grid, pencils

---

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 natives 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.
### ECO-GARDENING INFORMATION GRID

<table>
<thead>
<tr>
<th>Problem</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chemical pesticides and fertilizers can</td>
<td>Try chemical-free gardening; use compost to improve soil and use helpful</td>
</tr>
<tr>
<td>hurt the environment</td>
<td>insects to stop pests</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

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

6. Next, groups count off 1-5

7. Groups move to new station based on number

- 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

What skills does this activity involve?
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
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?

- 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
  - 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.
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.

Growing Poems
An Eye on the Garden
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

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

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.
The History of Classroom Activities

- **Variety**
  - Before 2004

- **Lesson Plans**
  - 2004-2010

- **Classroom Activities**
  - 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

- brings color and happiness to people's lives
- is full of life
- needs care
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
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

- Garden:
  - brings color and happiness to people’s lives
  - needs care
  - is full of life

- Roots:
  - are necessary but usually grow out of sight
  - provide a foundation and support
  - give water and nutrients
Match your location to the word in the same color

Rain
Seeds
Soil
Sunlight
Flowers
Europe
Middle East
Central & South America
Africa
Asia

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

JENNIFER: Seeds: young and growing
<table>
<thead>
<tr>
<th>People</th>
<th>Description</th>
<th>Related “garden word”</th>
</tr>
</thead>
<tbody>
<tr>
<td>students</td>
<td>young, growing, need nurture</td>
<td>seeds</td>
</tr>
<tr>
<td>teachers</td>
<td>give guidance, shape lives</td>
<td>gardeners</td>
</tr>
<tr>
<td>parents</td>
<td>support their children</td>
<td></td>
</tr>
<tr>
<td>families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>babies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 come when they see their flowers bloom.
## Classroom Activities

<table>
<thead>
<tr>
<th>Level</th>
<th>Topic</th>
<th>Target Language/Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Beginner</td>
<td>Knitted clothing vocabulary</td>
<td>Wh questions</td>
<td>Brainstorming, vocabulary building, writing, interviews</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Knitting circles</td>
<td>Paragraph organization</td>
<td>Pre-reading activation, reading, organizing paragraphs</td>
</tr>
<tr>
<td>Advanced</td>
<td>Knitting idioms</td>
<td>Idioms</td>
<td>Brainstorming &amp; vocabulary building, defining idioms, dialogue writing</td>
</tr>
</tbody>
</table>
## Classroom Activities

<table>
<thead>
<tr>
<th>Level</th>
<th>Topic</th>
<th>Target Language/Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>Go fish game</td>
<td>Numbers</td>
<td>Review vocabulary, play a vocabulary review game</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Fish stories</td>
<td>Exaggeration (superlatives, idioms)</td>
<td>Reading, speaking (fluency), and listening</td>
</tr>
<tr>
<td>Advanced</td>
<td>Marine debris (environment)</td>
<td>Interviewing skills</td>
<td>Vocabulary building, preparing &amp; conducting interviews, creating action campaign materials</td>
</tr>
</tbody>
</table>
## Classroom Activities

<table>
<thead>
<tr>
<th>Level</th>
<th>Topic</th>
<th>Target Language/Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Beginner</td>
<td>Growing flowers</td>
<td>Simple present tense, third person “s”</td>
<td>Putting words in order, putting sentences in order</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Gardening board game</td>
<td>Present perfect</td>
<td>Play gardening game, speaking</td>
</tr>
<tr>
<td>Upper Intermediate/</td>
<td>Garden metaphors</td>
<td>Using metaphors</td>
<td>Brainstorming, making comparisons, writing, peer review</td>
</tr>
<tr>
<td>Level</td>
<td>Topic</td>
<td>Target Language/Skill</td>
<td>Activities</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------</td>
<td>----------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Upper Beginner/Intermediate</td>
<td>Creating sentences (game)</td>
<td>Sentence structure</td>
<td>Building sentences with word cards</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Bowling instructions</td>
<td>Imperatives, giving instructions</td>
<td>Vocabulary building, listening, putting sentences in order</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Bowling alley food</td>
<td>Listening comprehension</td>
<td>Brainstorming, discussion, listening</td>
</tr>
</tbody>
</table>
## Classroom Activities

<table>
<thead>
<tr>
<th>Level</th>
<th>Topic</th>
<th>Target Language/Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Beginner/Intermediate</td>
<td>Winter vocabulary game</td>
<td>Practicing vocabulary</td>
<td>Vocabulary building, vocabulary game</td>
</tr>
<tr>
<td>Upper Beginner &amp; Above</td>
<td>Winter poems (poetry slam)</td>
<td>Writing poetry</td>
<td>Vocabulary building, categorizing words, writing poems, poetry competition</td>
</tr>
<tr>
<td>Intermediate &amp; Above</td>
<td>Winter weather role play</td>
<td>Role playing (communication)</td>
<td>Learning role play techniques, group work to plan role play, using an observation checklist</td>
</tr>
</tbody>
</table>
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_ _ordered_ _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)
   Section 1: Word Games (PDF)
2. Section 2: Crossword Puzzles (PDF)
3. Section 3: Idioms (PDF)
4. Section 4: Limericks (PDF)
5. Section 5: Jokes and Riddles (PDF)
6. Section 6: Puzzle Stories (PDF)
   Listen to Puzzle Stories
7. Section 7: Shaggy Dog Stories (PDF)
   Listen to Shaggy Dog Stories
8. Section 8: Folk Wisdom (PDF)
   Listen to Folk Wisdom
9. 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.
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.

MIND
MATTER

RED

YOU
JUST

HAY
NEEDLE

KCAT

CCCC
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 to 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

Have your cake and eat it too

Slow as molasses

Go bananas

extremely slow
calm, not agitated
to go crazy or become silly
to have the advantage of both alternatives
Cool as a cucumber

Go bananas

Slow as molasses

Have your cake and eat it too

to have the advantage of both alternatives
to go crazy or become silly
calm, not agitated
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

Slow as molasses

- extremely slow
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.”
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 the 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
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!**
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
Where can you find more information about submitting an article to Forum?

forum.state.gov