



# 50 Stimulating Classroom Starters!



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## Class Starters

### What are they?

- Each activity can be completed easily in five to fifteen minutes.
- Late arriving students can easily join in.
- Activities are fun rewarding and educational.



### Why do them?

- Reward and don't punish students who come to class on time.
- Encourage punctuality.
- Value student time.
- "I can't start because there aren't enough students in class yet," is not an acceptable excuse to begin class late. Begin on time with a class starter, so students are immediately stimulated and ready to learn!

## 50 Example Class Starters

Title	Backs to the Screen
Materials	<ul style="list-style-type: none"><li>• Short video clip of one to 3 minutes.</li></ul>
Procedure	<ol style="list-style-type: none"><li>1) Pre-teach key words and phrases that students will need to describe what you will show them.</li><li>2) Put students in pairs and have them self-assign "A" and "B" students</li><li>3) Student A stands or sits with his/her back to the screen. Student B faces A and the screen.</li><li>4) Play a video clip w/o sound.</li><li>5) B talks non-stop describing to A what is taking place on the screen. Encourage students to use as much detail as possible.</li><li>6) After a minute or so, stop the video and have students switch places.</li><li>7) Continue the video while A now describes the action.</li><li>8) After both students have described part of the video, replay the clip w/o sound for all to see.</li><li>9) Replay the clip with sound.</li></ol>

Title	Check Homework & Homework Reward (Appendix A)
Materials	<ul style="list-style-type: none"><li>• Homework that needs to be checked.</li></ul>
Procedure	<ol style="list-style-type: none"><li>1) Check homework.</li></ol>
Variation	<ul style="list-style-type: none"><li>• Give students a homework paper at the beginning of the term. When you check students' homework, ask them to put their "homework paper" on their desks. If a student did his/her homework, sign/stamp or place a sticker on the homework paper. While checking student</li></ul>

	homework, students could do a journal entry and/or compare their homework.
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<b>Title</b>	<b>Classroom Interviews (Appendix B)</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Half sheet with 4 questions and space for students to write responses.</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Give each student a “classroom interview” handout</li> <li>2) Go over the directions and questions</li> <li>3) Do an example classroom interview</li> <li>4) Tell students to stand up, walk around the room and interview 4 people.</li> <li>5) Elicit from a few students what they learned during the interview.</li> </ol>

<b>Title</b>	<b>Comic Descriptions (Appendix C)</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Humorous comic strips contain little or no text.</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) In pairs, one student has their back to the front of the room while the other student describes the contents of a comic strip as it is revealed by the instructor.</li> <li>2) Pre-teach important vocabulary as necessary.</li> </ol>

<b>Title</b>	<b>Corner conversations</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>4 posters with topics/ questions (e.g., fall, winter, spring and summer)</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Place a poster in each corner of the room.</li> <li>2) Explain that students will have conversations about different topics.</li> <li>3) They should choose the topic they would like to talk about first and stand in that corner of the room.</li> <li>4) Students in the same corner of the room should have a conversation about their topic.</li> <li>5) Give a sign that students have to change corners to have a different conversation with other students about a new topic.</li> <li>6) Repeat step 4.</li> </ol>

<b>Title</b>	<b>Crossword Puzzle (Appendix D)</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>To create a crossword puzzle, go to <a href="http://school.discovery.com">http://school.discovery.com</a> → custom classroom → puzzlemaker → criss-cross puzzle (takes about 10 minutes total! Register for free first)</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Give each pair/ small group 1 copy of the crossword puzzle.</li> <li>2) Go over the directions together (it is important for students to know the difference between “down” and “across.”)</li> <li>3) Do one together (optional).</li> <li>4) Tell the class it’s a race: which pair/ group can solve the puzzle the</li> </ol>

	quickest? 5) Go over answers and award winners with a prize.
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Title	Dictation
<b>Materials</b>	<ul style="list-style-type: none"> <li>Paper and pen (optional)</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Read words or a sentence to students</li> <li>2) Ask students to exchange their paper with a partner to correct the answers</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>You could also have students compare their answers with each other and write the answers on the board to review accurate spelling.</li> <li>The dictation could be a short quiz as well.</li> <li>Give students a blank bingo paper. They should write each word they hear in a different box. Play a short bingo game. The winner should also have the correct spelling!</li> <li>Have students draw a tic-tac-toe grid. They should write each word they hear in a different cell. Go over the answers. For each correct answer, students should put an X in the cell. For each incorrect answer they should place an O. If students have three X's, they win a prize.</li> </ul>

Title	Dictation Relays
<b>Materials</b>	<ul style="list-style-type: none"> <li>Dictation sentences formatted for relay</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Students are divided into pairs.</li> <li>2) One member of each pair (A) is asked to come to the front of the room while the other member (B) remains at a desk at the back of the room.</li> <li>3) The A partners are asked to read the first portion of a dictation posted on the front wall.</li> <li>4) The A partners must then walk to the back of the room and dictate what they can to their partner- no yelling!</li> <li>5) Half way through the posted dictation, the partners should switch roles until the dictation is finished.</li> </ol>

Title	Find a Partner
<b>Materials</b>	<ul style="list-style-type: none"> <li>Index cards with vocabulary and definitions</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Give each student an index card.</li> <li>2) They should first decide if it is a vocabulary word or meaning.</li> <li>3) Have students roam around the room to find their partners.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>Once partners have found each other, have them sit with each other. Each pair should stand up to reveal their vocabulary word and definition. The class decides if it is a correct match by giving it a "thumbs up" or "thumbs down."</li> </ul>

Title	Find Someone Who (Appendix E)
<b>Materials</b>	<ul style="list-style-type: none"> <li>Worksheet (Worksheet asks them to, "Find someone who... Ate eggs for breakfast. Took the bus to school. Saw a movie last weekend. ---- Has been to Disneyland. Has eaten escargot. ---- Has climbed a mountain. Has washed dishes this week. Has planted a garden.)</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Hand each student a find someone who worksheet.</li> <li>2) Go over the directions and do an example first.</li> <li>3) Have students roam around room finding other students to complete their worksheets.</li> <li>4) Students work until worksheet is complete or time is called.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>Targeted Pronunciation.</li> <li>Targeted verb tenses.</li> <li>Icebreaker / Way to learn names.</li> </ul>

Title	Find the Mistake
<b>Materials</b>	<ul style="list-style-type: none"> <li>Sentences with mistakes</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Individually, in pairs or in groups, have students identify mistakes in sentences.</li> <li>2) Discuss answers.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>In a writing class, you could give student-produced sentences from their essays (keep each sentence anonymous).</li> <li>For this activity, you can focus on a specific problem area.</li> <li>You could tell students the number of mistakes in each sentence/ paragraph.</li> <li>You could turn the activity into a competition.</li> </ul>

Title	Game Board (Appendix F)
<b>Materials</b>	Worksheet
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Divide class into groups.</li> <li>2) Hand each student a game board, die and game piece.</li> <li>3) Go over the directions and do an example first.</li> <li>4) Have students roll the die. The person with the highest number begins.</li> <li>5) Students take turns answering questions from the game board.</li> <li>6) The person who finishes his/her game board first wins.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>Icebreaker / Way to learn names.</li> </ul>

	• Targeted grammar/ vocabulary
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<b>Title</b>	<b>Give One, Get One</b>
<b>Materials</b>	• Teacher prompt of list for students to form.
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Ask students to individually start a list such as: <ol style="list-style-type: none"> <li>a. "Things found in a house"</li> <li>b. "Ways to describe a person"</li> <li>c. "Activities done during the weekend"</li> </ol> </li> <li>2) After a few minutes ask students to compare their lists to a partners.</li> <li>3) From their partner's list they must both give them an item they hadn't thought of and take an item they hadn't had before.</li> <li>4) After giving and getting ideas, students move on to other partner's.</li> <li>5) Rewards can be given for the longest lists.</li> </ol>

<b>Title</b>	<b>Grammar conversations</b>
<b>Materials</b>	• Grammar question
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Write a question on the board using a specific grammar structure (e.g., What did you do last night?).</li> <li>2) Share responses in pairs/ groups.</li> </ol>
<b>Variation</b>	• Have students share highlights of their lives (e.g., what is one highlight of your life as a child, teenager and adult). This also works well as a poster presentation.

<b>Title</b>	<b>Group Quiz</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Quiz (e.g., 5 multiple-choice questions)</li> <li>• Paper and pens</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Divide class into groups.</li> <li>2) Each group should divide a paper into four, write A-D on each part of the paper and separate the papers, so you have 4 cards.</li> <li>3) Each person in the group should have a card with a letter (A, B, C or D).</li> <li>4) Have each group come up with a group name and write the names on the board.</li> <li>5) Read and show the first question on an overhead. Tell each group to decide the correct answer.</li> <li>6) The group member with the correct letter should hold up his/her card.</li> <li>7) Give each group with the correct answer a point.</li> <li>8) Repeat steps 5-7.</li> <li>9) The team with the highest points wins.</li> </ol>
<b>Variation</b>	• Instead of creating a multiple-choice quiz, give them a cloze activity, true or false task or Jeopardy activity (e.g., Name the capital of Canada _____).

	<ul style="list-style-type: none"> <li>• Have each student complete a quiz and collect it.</li> </ul>
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<b>Title</b>	<b>Hangman</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Whiteboard/ blackboard</li> <li>• List of words (optional)</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Do an example hangman first. Think of a word. Write the same number as lines on the board as there are letters in the word.</li> <li>2) Each student/ group attempts to find out the secret word by guessing one letter at a time. If the letter is guessed correctly, write the letter on the correct line on the board. For each letter that is guessed incorrectly, a body part is drawn on a scaffold.</li> <li>3) If all letters in the word are guessed correctly before a complete body is drawn, the student/ group who guessed the word the quickest wins. If not, no one wins and the word will be revealed.</li> <li>4) Ask a volunteer to pick or choose the next word and start a new hangman game with the class.</li> </ol>

<b>Title</b>	<b>Human Bingo (Appendix G)</b>
<b>Materials</b>	Worksheet
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Hand each student a human bingo worksheet.</li> <li>2) Go over the directions and do an example first.</li> <li>3) Have students roam around room finding other students to complete their bingo sheet.</li> <li>4) Students work until the first student has bingo!</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Targeted Pronunciation.</li> <li>• Targeted verb tenses.</li> <li>• Icebreaker / Way to learn names.</li> </ul>

<b>Title</b>	<b>Idioms in Context (Appendix H)</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Target idioms embedded in sentences or paragraphs that help give meaning. Example idioms: <a href="http://www.rong-chang.com/idioms.htm">http://www.rong-chang.com/idioms.htm</a></li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Write on board or OHP.</li> <li>2) Ask student pairs to identify idiom and discuss possible meaning.</li> <li>3) Solicit responses.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Underline idioms for lower level students.</li> <li>• Have lower level students draw a picture of the idiom on paper. They should have a picture with the idiom written underneath it and the meaning written on the back of the paper, so they can use it as a flashcard.</li> <li>• You could do an idiom matching first. After that, each group could make a large flashcard for one of the idioms. They should have a picture with the idiom written underneath it and the meaning written</li> </ul>

	<p>on the back of the paper, so they can use it as a flashcard. Have each group give a short presentation in front of the class.</p> <ul style="list-style-type: none"> <li>• Ask higher-level students to use the idiom in a new sentence or have groups create a short dialogue to perform in front of the class using the idiom in context.</li> <li>• For homework, have students write the idiom, meaning and an example sentence.</li> </ul>
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<b>Title</b>	<b>Irregular Verb Relay</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Whiteboard or blackboard and markers</li> <li>• List of verbs: <a href="http://owl.english.purdue.edu/handouts/esl/eslirrverb.html">http://owl.english.purdue.edu/handouts/esl/eslirrverb.html</a></li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Divide the board into 2-5 parts.</li> <li>2) Divide the class into 2-5 group.</li> <li>3) Have each group stand in a line facing one part of the whiteboard.</li> <li>4) Hand the front person in each group a marker and give the simple tense of a verb. Each front person should then write the verb in the simple past (irregular verbs are especially good!)</li> <li>5) Each front person should write the simple past and pass the marker to the next person in line.</li> <li>6) Repeat step 4-5.</li> <li>7) The group with the most correct answers wins!</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• You could also give words to spell.</li> <li>• Write 10-15 irregular verbs on the board. Divide class into two groups. Have the students line up into two groups. Hand the front person of each group a fly swatter. Give the simple present of a verb. The front person of each group should find the irregular verb on the board and hit it with the fly swatter. The person who hits it first wins a point for their team. Each person should hand the fly swatter to the next person line.</li> </ul>

<b>Title</b>	<b>Jokes</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• List of appropriate jokes</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Share with students orally.</li> <li>2) Discuss the meaning.</li> </ol>

<b>Title</b>	<b>Line-ups</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Create questions. Use questions that make it possible for students to create a line. Example questions are: <ul style="list-style-type: none"> <li>- What is the first letter of your name?</li> <li>- How many brothers or sisters do you have?</li> <li>- When is your birthday (month/ day)?</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>- What is your height?</li> <li>- What is your age?</li> <li>- How long does it take to travel from your home to school?</li> <li>- How long have you studied English?</li> <li>- How many hours of TV do you watch every day/ week)?</li> <li>- How many hamburgers do you eat in a week?</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Ask students a question (e.g., "How many brothers and sisters do you have?")</li> <li>2) Tell students to stand up and make a line (e.g., no siblings are on the left; highest number of brothers and sisters on the right)</li> <li>3) Go over the responses</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• To make it more challenging, tell students they are not allowed to speak. Instead they can sign their answers. Especially for low levels, this creates a lot of laughter.</li> <li>• For advanced levels, you could also ask controversial questions (e.g., Do you agree or disagree with abortion? Students should line up according to their degree of agreement or disagreement. After that you could even "fold" the lines, so students who agree are face-to-face with someone who disagrees. They could try to convince the other person of their opinion.)</li> </ul>

<b>Title</b>	<b>Look Again Pictures</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• The Book (See booklist)</li> </ul>
<b>Procedure</b>	1) Present in book or on OHP and ask pairs to discuss differences.

<b>Title</b>	<b>Matching</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Matching handout</li> <li>• To create a matching activity, go to <a href="http://school.discovery.com">http://school.discovery.com</a> → custom classroom → worksheet generator → matching (takes about 10 minutes total! Register for free first)</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Hand each pair/ group a handout with a matching exercise with vocabulary words and the meaning.</li> <li>2) Go over the directions and give one example.</li> <li>3) Explain that the first pair/group who solves the matching exercise wins!</li> <li>4) Have each pair discuss the meaning of the vocabulary words.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Use matching strips. Use the matching strips to play concentration.</li> </ul>

<b>Title</b>	<b>Meet Someone New</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Nothing</li> </ul>
<b>Procedure</b>	1) Ask students to sit with someone they don't know for 3 minutes and get to know them. You may wish to give them some basic question to

	ask each other. 2) When finished you can ask them to introduce their new friend to another pair.
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<b>Title</b>	<b>Mingle</b>
<b>Materials</b>	• Index cards with questions. (Kathy's cards from Alta ESL work great)
<b>Procedure</b>	1) Students circulate around the room with question cards and form pairs. 2) Once in pairs they ask and respond to each other's questions. 3) When done, students swap cards and find a new partner.
<b>Variation</b>	• Index cards with target vocabulary, common student errors, etc.

<b>Title</b>	<b>Mystery Bag: 20 Questions!</b>
<b>Materials</b>	• A paper bag with a mystery item
<b>Procedure</b>	1) Hold up a paper bag and explain that you have a mystery item in the bag. 2) Explain to students that the purpose of this activity is to ask yes/ no questions in order to find out what the item is. You can only respond to their questions with "yes" or "no." (If necessary, review yes/no questions). 3) Have students take turns asking yes/no questions. 4) The person who guesses first wins a prize!
<b>Variation</b>	• Have students bring a mystery item to class. In groups, have them ask yes/no questions to find out what it is.

<b>Title</b>	<b>Newspaper Gallery</b>
<b>Materials</b>	• Newspaper articles
<b>Procedure</b>	1) Cut out 5-10 newspaper articles depending on the size of the class. 2) Hang the articles around the classroom. 3) Have students walk around the room, read the article and write 1-2 interesting things they learned about it. When ready, have them find another article. 4) Share interesting findings with the class.
<b>Variation</b>	• Have students bring a newspaper/ magazine article to class. Have them share the article in pairs/ small groups.

<b>Title</b>	<b>Odd One Out (Appendix H)</b>
<b>Materials</b>	• Word groups.
<b>Procedure</b>	1) Post a group of 3-15 words on the board or overhead. 2) Students working alone, in pairs or in small groups discuss which word doesn't belong on the list and why.

Title	One Change
Materials	<ul style="list-style-type: none"> <li>A selection of random or selected objects.</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1) Display a group of objects on a table in front of the room and ask students to study it for one minute.</li> <li>2) Ask students to close their eyes while you change the position of one or more items.</li> <li>3) Students then describe the change.</li> </ol>

Title	One-minute speech
Materials	<ul style="list-style-type: none"> <li>Talk chip/ topic card</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1) Give each student a talk chip/ topic card.</li> <li>2) In small groups, each student has to give a 1-minute speech using their talk chip or topic card (e.g., My best friend is ...)</li> </ol>
Variation	<ul style="list-style-type: none"> <li>Ask a volunteer to come to the front of the class. The student should take a "talk chip" out of the bag or hat. Have the student give a 1-minute speech using the topic. Have the student choose the next presenter.</li> <li>You could also ask each student to write a topic about which they like to talk. Collect the topics and distribute them around the class, so each student has a topic about which they should talk.</li> </ul>

Title	Partner or Small Group Conversation
Materials	<ul style="list-style-type: none"> <li>Handout with questions (The book <i>Conversation Inspirations</i> has 100's of great questions!)</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1) Give handout with questions.</li> <li>2) Students discuss questions in pairs or small groups/ interview partner.</li> <li>3) Elicit from students what they learned about their partner.</li> </ol>

Title	Picture Recall
Materials	<ul style="list-style-type: none"> <li>Large picture or illustration on OHP.</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1) Show the class a picture on the OHP for 1 minute.</li> <li>2) Students in pairs then try to recall everything they can about the picture.</li> <li>3) You can focus the language of the activity by asking directed questions such as:</li> <li>4) What were people doing?</li> <li>5) What were people wearing?</li> <li>6) What was the weather like?</li> <li>7) Where was _____ ?</li> </ol>

Title	Picture Story
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<b>Materials</b>	1. Pictures
<b>Procedure</b>	1) Give each group a picture. 2) Have them tell/ write a story about the picture. Who is it? What is the person's name? What is he/she doing, feeling or thinking? Etc. 3) Share pictures/ stories with the whole class.

<b>Title</b>	<b>Proverbs (Appendix I)</b>
<b>Materials</b>	• List of appropriate proverbs
<b>Procedure</b>	1) Share with students orally on board. 2) Discuss meaning.

<b>Title</b>	<b>Question of the Day</b>
<b>Materials</b>	• Question ( <i>The Book of Questions</i> ) works really well
<b>Procedure</b>	1) Say or write down a question on the board. 2) Have pairs/ groups discuss the question.
<b>Variation</b>	• Have each group brainstorm a question to ask the teacher. Answer the questions.

<b>Title</b>	<b>Quick talk</b>
<b>Materials</b>	• Set of topics/ questions
<b>Procedure</b>	1) Give each group a set of cards with topics. 2) Tell the class to place the topic cards face down. 3) One student takes a topic card and talks about the topic for a short time. 4) Have the next student take a topic card and talk about it quickly. 5) Repeat steps 4 and 5.

<b>Title</b>	<b>Read</b>
<b>Materials</b>	• Something for all students to read
<b>Procedure</b>	1) Students read silently or aloud in pairs or groups.
<b>Variation</b>	• Ask pairs to share what they read.

<b>Title</b>	<b>Riddles (Appendix J)</b>
<b>Materials</b>	• List of appropriate riddles
<b>Procedure</b>	1) Share with students orally on the board. 2) Discuss meaning.

<b>Title</b>	<b>Round Robin</b>
<b>Materials</b>	• Paper and pen

<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Divide class into groups.</li> <li>2) Give each group a piece of paper.</li> <li>3) Give a topic to the class (e.g., family).</li> <li>4) One person should have a blank paper and write the topic on the paper. Then, he/she passes the paper to the next person to write a word under it. Then, that person passes it onto the next, etc.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Each person could have a blank sheet of paper with a topic written on it. They write a word associated with the topic and pass the paper to the next person. Then, this person receives a new word from another group member.</li> <li>• Each person in the group could describe a different picture answering a question about it. After they have answered the question, they pass the paper and picture to the next person (see example).</li> </ul>

<b>Title</b>	<b>Songs (Appendix K)</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Song</li> <li>• Handout</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Hand each student a handout with a song with missing words.</li> <li>2) Students listen to the song and fill in the missing words.</li> <li>3) Go over the answers (and sing the song!) For example, if you're studying the present progressive, you could play "Tom's Diner" by Suzanna Vega. After the students have solved the cloze exercise, you could have them stand up each time they hear the present progressive.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Cut up song lyrics into strips of paper. Place the strips in an envelope. Divide the class into groups and hand each group an envelope with strips. Each group member should have a few song strips on his/her desk. Play the song and have the groups place the strips into the correct order.</li> <li>• Give each student a vocabulary word. Listen to a song. The student who hears his/her word should stand up when they hear it.</li> </ul>

<b>Title</b>	<b>Survivor</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Paper and pen/ overhead sheets</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) In groups, have students make a list of 10 items they would bring if they were stranded on an island.</li> <li>2) Groups share their items.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• You could have each group write their list on an overhead sheet or poster paper and give a short presentation.</li> </ul>

<b>Title</b>	<b>Three things you learned last week</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Paper and pen (optional)</li> </ul>

<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) In pairs/ small groups, have students brainstorm 3 things they learned in the last class.</li> <li>2) Give markers to different students in the class and have them write down 1 thing they've learned.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• You could also ask your students to write down 1 thing they found confusing. This could reveal a lot.</li> </ul>

<b>Title</b>	<b>Tongue Twister (Appendix L)</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Tongue twister</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Write a tongue twister on the board and rehearse together</li> <li>2) Tell students to practice the tongue twister individually saying it as quickly as possible.</li> <li>3) Have each person say the tongue twister out loud. (You may want to reward the students who can say it the quickest without any mistakes!).</li> </ol>
<b>Variation</b>	<p>Ask student pairs to practice together.</p> <p>Have students/ groups create a tongue twister and present it to the class.</p>

<b>Title</b>	<b>Treasure Share!</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Students bring an important possession to class (e.g., a photo of their family)</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) In groups, have students take turns showing and sharing the importance of their treasure.</li> <li>2) Illicit from students what they learned about their teammates.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Have students stand in two lines opposite each other. Have them share their treasure with the person facing them. Have one side move one step to the right to face a new person. Students share their treasure with a new person.</li> <li>• This also works well as an inside-outside activity.</li> <li>• Have students show their key chains and explain the use of each key.</li> <li>• Have students bring a favorite quote to share with a group/ the class.</li> </ul>

<b>Title</b>	<b>True or False TPR</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• List of questions</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Divide the board in two and write yes on the left and no on the right.</li> <li>2) Explain that you will ask questions. If a student thinks the answer is YES, he should stand on the left. If he thinks the answer is NO, he should stand on the right.</li> <li>3) Review the answer after each question.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• This works great as a review. You can have 2-5 categories. Students should stand in the part of the classroom that supports their opinion.</li> </ul>

Title	Truths and a Lie (Appendix H)
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Index cards</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Tell your students two truths and a lie.</li> <li>2) In pairs/ small groups, students decide which facts are true and which one is a lie.</li> <li>3) Share solution.</li> <li>4) Students write two truths and one lie on an index card.</li> <li>5) Students read their two truths and one lie to their partner(s).</li> <li>6) The partner guesses the answer.</li> <li>7) Partners/ group members switch roles.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Ask 3-5 volunteers to come to the front of the class to form a panel. Each panelist should either tell a truth or lie. Have the class decide which panelists told the truth and which ones a lie. Switch panelists.</li> </ul>

Title	Vocabulary Dice Game
<b>Materials</b>	<ul style="list-style-type: none"> <li>• One die</li> <li>• Handout with instructions explaining what each number on the dice means</li> <li>• Vocabulary cards</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Divide class into groups.</li> <li>2) Hand each group a die and instruction paper.</li> <li>3) Go over the instructions and give an example.</li> <li>4) Students take turns tossing the die. Then they take a vocabulary card. Depending on their die, they have to either (1) act it out, (2) draw a picture of the word, (3) create a sentence using the vocabulary word, (4) create a question to ask the group using the vocabulary word, (5) explain the vocabulary word without using the actual word and have the group guess the word.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Instead of giving each group a die, give them a spinner with four colors. Each color signifies a specific task (e.g., blue is create a sentence, yellow is act out the word, red is draw a picture and green is choose 1)</li> </ul>

Title	Who am I?
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Cards with names of famous people/ vocabulary</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Attach the name of a famous person to your back (or forehead).</li> <li>2) Explain that you have to find out "who you are" asking yes/no questions. Model some questions.</li> <li>3) Have students brainstorm more questions and have them write them on the board.</li> <li>4) Guess the person's name on your back.</li> <li>5) Give each student a card and have them attach it to another student's back without showing them who they are. Attach a card to each</li> </ol>

	<p>student's back.</p> <p>6) Have students roam around the room and guess who they are. When they have solved it, have them attach the card to their chest and answer yes/no questions.</p>
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<b>Title</b>	<b>Word Search (Appendix M)</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Search handout</li> <li>To create a word search handout, go to <a href="http://school.discovery.com">http://school.discovery.com</a> → custom classroom → puzzlemaker → word search (takes about 10 minutes total! Register for free first)</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Hand each student/ pair a word search.</li> <li>2) Go over the directions and give one example.</li> <li>3) Explain that the first person/ pair who solves the word search wins!</li> <li>4) Have each pair discuss the meaning of the vocabulary words.</li> </ol>

<b>Title</b>	<b>Word Scramble (Appendix B)</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Handout with word scrambles (optional)</li> <li>To create a word search handout, go to <a href="http://school.discovery.com">http://school.discovery.com</a> → custom classroom → worksheet generator → scramble (takes about 10 minutes total! Register for free first)</li> </ul>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1) Write DGO on the board and have students guess what animal this is. Explain that the letters are mixed up.</li> <li>2) Explain that there will be a competition between groups.</li> <li>3) Hand each group a list of 5-10 scrambled words/ write the scrambled words on the board.</li> <li>4) The group that unscrambles the words the quickest wins!</li> <li>5) Have each group discuss the meaning of the vocabulary words.</li> </ol>
<b>Variation</b>	<ul style="list-style-type: none"> <li>Instead of using scrambled words, use scrambled word order in a sentence instead (school.discovery.com is a great resource for this as well → worksheet generator → mix up). To review the sentence scramble, you could write each word from the sentence on a separate piece of paper. Ask for as many volunteers as you have papers for. Ask the volunteers to make a line in front of the class holding up their papers. Have the students in the class direct the location of each volunteer to create the correct sentence.</li> </ul>



## Appendix A

Your Name: \_\_\_\_\_



# Homework


## **Appendix B**

### **Classroom Interviews: Celebrations!**

Directions: Please talk to four students about their celebrations and take notes in the table below. Enjoy!

<b>Name</b>	<b>Country</b>	<b>Celebration</b>	<b>What do you do?</b>

### **Christmas** Word Scramble



Unscramble the following words. All the words are related to Christmas.

- 1) aeithesst rmrc \_\_\_\_\_
- 2) rbeeeDcm \_\_\_\_\_
- 3) pntesser \_\_\_\_\_
- 4) kictosnsg \_\_\_\_\_
- 5) nltaa ausCS \_\_\_\_\_

Solution:

---

(1) Christmas tree (2) December (3) presents (4) stockings (5) Santa Claus

## Appendix C

### Comic Descriptions



## Appendix D

# Thanksgiving!

Crossword Puzzle



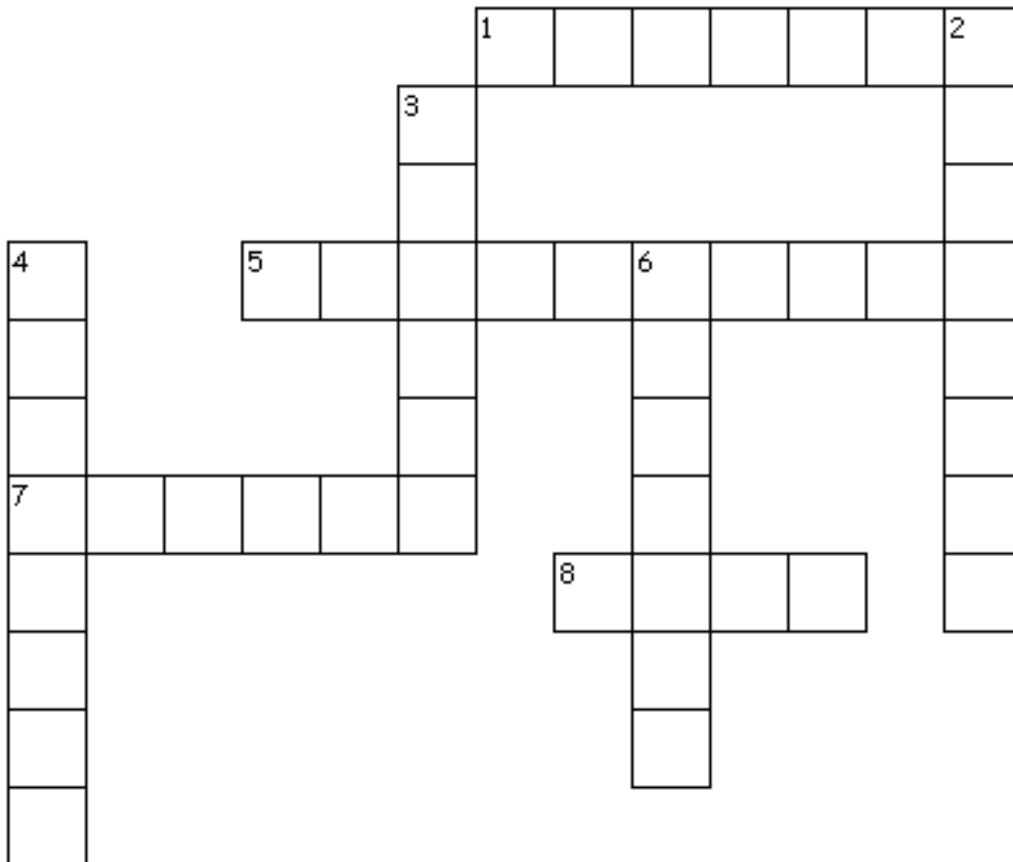
Directions: Please read the clues to solve the crossword puzzle below.

### Across

1. A large orange vegetable
5. A popular dessert for the Thanksgiving meal
7. A large bird which is often eaten during holiday meals
8. The season after summer

### Down

2. The month in which Thanksgiving falls
3. Another word for relatives
4. Many people like to watch this game on TV
6. The first people who lived in North America



## Appendix E

### **Find Someone Who!** (2 pages) **Present & Past Tense Question Review**

Directions: Walk around the room and talk to different people. Ask the following questions in English and when you find someone who says YES to the question, write his or her name.

**Do you.....?**      *Yes, I do/ No, I don't.*

1. like Santa Barbara? \_\_\_\_\_
2. like to watch a lot of TV? \_\_\_\_\_
3. like to do homework? \_\_\_\_\_
4. like to exercise? \_\_\_\_\_
5. like to speak English? \_\_\_\_\_

**Did you.....?**      *Yes, I did/ No, I didn't.*



1. have happy holidays? \_\_\_\_\_
2. travel out of the U.S. during the holidays? \_\_\_\_\_
3. stay in California during the holidays? \_\_\_\_\_
4. gain weight last month? \_\_\_\_\_
5. drink champagne on New Year's Eve? \_\_\_\_\_
6. speak English on Christmas morning? \_\_\_\_\_
7. spend a lot of money in December? \_\_\_\_\_
8. feel a little lonely over the holidays? \_\_\_\_\_
9. get sick over the holidays? \_\_\_\_\_
10. make any New Year resolutions? \_\_\_\_\_

(for example, I will stop smoking)

## **Find Someone Who...**

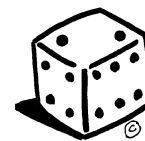
Directions: Please turn the following statements into questions. Walk around the room. Ask each person a different question. If he/she answers "Yes," write his/her name. If the answer is no, find a different person. Good luck!

1. Find someone whose first name begins with the same letter as yours
2. Find someone who was born in the same month as you
3. Find someone who is wearing the same color shoes as you are
4. Find someone who has three or more siblings
5. Find someone who plays a musical instrument
6. Find someone who likes to dance
7. Find someone who speaks more than two languages
8. Find someone who is an only child
9. Find someone who went to the same high school as you
10. Find someone who is left handed
11. Find someone who is vegetarian
12. Find someone who rode a bike to class
13. Find someone who wants to study the same thing you do
14. Find someone who likes to surf
15. Find someone who is a stranger to you

## Appendix F:

### Game Board

Directions: Put your markers on the start. In groups, take turns rolling the die. The person with the highest number begins. Roll the die again. Move your marker to the correct place. Read the question out loud and answer it. Give the die to the person sitting on the right. The person who gets to the finish first wins!



<b>START</b> ⇒	What do you like to do in your free time?	How many cups of coffee do you drink a day?	What do you like to watch on TV? ↓
How often do you go to the cinema? ↓	How often do you have English classes?	Where do you eat your breakfast at home?	Where do you go for walks? ←
Where do you go shopping? ⇒	What do you like to eat?	Where does your best friend live?	Where do you go during the weekends? ↓
Where do you go for holidays? ↓	What do you do on Friday nights?	How do you get to school?	How often do you wash your hair? ←
What clothes do you like to wear for school? ⇒	How often do you see your friends?	What time do you get up on Sunday mornings?	How many hours do you work every day? ↓
<b>FINISH</b>	Where do you work?	Where do you go to relax?	How much time do you take to do your homework? ←

## Appendix G

### Human Bingo



Directions: Interview your classmates. Start the question with “**Have you ever.**”

To answer a question, use: **Yes, I have. OR No, I haven’t.**

Try to get a YES answer to each question. When you find a person who answers YES, write his/ her name in the square. Do not write the name if he/she answers no. The first person with 5 squares in a row wins (say BINGO)!!

### Have you ever ...?

been to San Francisco	been on an airplane	gone to a festival in Santa Barbara	gone camping	cycled
taken a bus in Santa Barbara	gone to the mountains in Santa Barbara	shopped at the La Cumbre Mall in Santa Barbara?	visited the harbor in Santa Barbara	been to the mission in Santa Barbara
been to a park in Santa Barbara	gone to the Santa Barbara Zoo	<b>Create your own question</b>	visited a casino	visited Carpinteria
visited San Diego	been to Trader Joe’s	tried Chinese food	gone to a movie in Santa Barbara	gone to the beach
been to a party in Santa Barbara	eaten at a restaurant in Santa Barbara	gone swimming	been to the farmers’ market	owned a pet



## **Appendix H**

### **Idioms in Context**

- I got soaked on the way to school. It was really raining cats and dogs.
- The high cost of living in Santa Barbara forces some people to burn the midnight oil. Each day the finish one job and drive to another.

### **Odd Man Out**

Directions: Read the vocabulary in the box. Circle the word that does not belong.

Soccer  
Basketball  
Tennis  
Football  
Volleyball  
Track

Teacher  
Student  
Secretary  
Custodian  
Teacher's Aide

Chair  
Table  
Door  
Desk  
Arnold Schwarzenegger

### **One Lie**

- I've traveled in 28 countries.
- I've been a vegetarian for 13 years.
- I've sold ceramics at the Sunday crafts show at the beach.
- I ran the LA marathon twice.
- I've lived in Santa Barbara half of my life.

## **Appendix I**

### **Proverbs**

1. "Actions speak louder than words"
2. "An ounce of prevention is worth a pound of cure"
3. "Beauty is in the eye of the beholder"
4. "Do unto others as you would have them do unto you"
5. "Don't bite the hand that feeds you"
6. "Don't burn your bridges behind you"
7. "It's better to be safe than sorry"
8. "No pain, no gain"
9. "Slow and steady wins the race"
10. "Haste makes waste"
11. "Better late than never"
12. "His bark is worse than his bite"
13. "A stitch in time saves nine"
14. "Out of sight, out of mind"
15. "Two heads are better than one"
16. "Don't put all your eggs in one basket"
17. "One rotten apple spoils the barrel"

## **Appendix J**

### **Riddles** (2 pages)

What was given to you, belongs to you exclusively and yet is used more by your friends than by yourself?

...Your name

Every time you stand up, you lose this. What is it?

...Your lap

What runs around town all day and lies under the bed at night with its tongue hanging out?

...Your shoes

Think fast: There's an electric train traveling south. The wind is from the north-west. In which direction would the smoke from the train be blowing?

...An electric train would not have smoke.

How can you avoid hitting your fingers when driving in a nail with a hammer?

... Hold the hammer with both hands.

What walks on 4 legs in the morning, 2 legs in the afternoon, and 3 legs in the evening?

...A man

What has a head like a cat, feet like a cat, a tail like a cat, but isn't a cat?

...A kitten

When is a doctor most annoyed?

... When he is out of "patients".

Why isn't your nose twelve inches long?

... Because it would then be a foot.

What has five eyes, but cannot see?

... The Mississippi River

What is it that by losing an eye has nothing left but a nose?

... The word NOISE

Which one of our Presidents had the largest shoes?

... The president with the largest feet.

What five letter word has six left after you take two letters away?

.....sixty (take away 'ty' and six is left)

What is it that someone else has to take before you can get it?

.....your photograph

What is it that everyone requires, everyone gives, everyone asks and that very few take?

.....advice

What goes from New York to California without moving?

.....a highway

Can you explain how long cows should be milked?

.....The same way you milk short cows

What is the best thing to put into cakes?

.....Your teeth

What kind of umbrella do most people carry on a rainy day?

.....A wet one

What always happens at the end of a dry spell?

.....It rains

Why was Washington buried at Mt. Vernon?

.....Because he was dead

What runs all around the yard without moving?

.....The fence

What is all over the house?

.....The roof

## Appendix K

### **I'll Always Love You**

*By Whitney Houston*

- STEP 1: You will **listen** to a song.  
STEP 2: In groups, you will **organize the sentences from the envelope**.  
STEP 3: You will **highlight the future tense**.  
STEP 4: You will **listen** to the song again!  
STEP 5: In groups, you will have a **conversation**. Answer the question:



**Who will you always love? Why?**

*Cut up into strips ✂*

If I should stay,
I would only be in your way.
So I'll go, but I know
I'll think of you every step of the way.
And I will always love you.
I will always love you.
You, my darling you. Hmm.
Bittersweet memories
that is all I'm taking with me.
So, goodbye. Please, don't cry.
We both know I'm not what you, you need.
And I will always love you.
I will always love you.

## A Weather Song: Have You Ever Seen The Rain?

**Directions: Please listen to the song and fill in the missing words.**

<input type="checkbox"/> cold	<input type="checkbox"/> day	<input type="checkbox"/> hot	<input type="checkbox"/> rain	<input type="checkbox"/> rain
<input type="checkbox"/> shining	<input type="checkbox"/> storm	<input type="checkbox"/> sunny	<input type="checkbox"/> sunny	<input type="checkbox"/> sunny

Someone told me long ago  
There's a calm before the (1)\_\_\_\_\_,  
I know!  
It's been comin' for sometime.  
When it's over so they say  
It'll rain on a (2)\_\_\_\_\_ day,  
I know!  
(3)\_\_\_\_\_ down like water!



I wanna know: have you ever seen the rain?  
I wanna know: have you ever seen the (4)\_\_\_\_\_  
Comin' down on a (5)\_\_\_\_\_ day

Yesterday and days before  
Sun is (6)\_\_\_\_\_ and rain is (7)\_\_\_\_\_,  
I know!  
Been that way for all my time.  
Till forever on it goes  
Thru the circle fast and slow,  
I know  
It can't stop I wonder!

I wanna know, have you ever seen the rain?  
I wanna know, have you ever seen the rain  
Comin' down on a (8)\_\_\_\_\_ day?

YEAHHHHH!

I wanna know, have you ever seen the (9)\_\_\_\_\_  
I wanna know, have you ever seen the rain  
Comin' down on a sunny (10)\_\_\_\_\_?

*By Creedence Clearwater*

## **Appendix L**

### **Tongue Twisters (2 pages)**

Six sick slick slim sycamore saplings.

A box of biscuits, a batch of mixed biscuits

A skunk sat on a stump and thunk the stump stunk,  
but the stump thunk the skunk stunk.

Peter Piper picked a peck of pickled peppers.  
Did Peter Piper pick a peck of pickled peppers?  
If Peter Piper picked a peck of pickled peppers,  
where's the peck of pickled peppers Peter Piper picked?

Red lorry, yellow lorry, red lorry, yellow lorry.

Unique New York.

Betty Botter had some butter,  
"But," she said, "this butter's bitter.  
If I bake this bitter butter,  
it would make my batter bitter.  
But a bit of better butter--  
that would make my batter better."

So she bought a bit of butter,  
better than her bitter butter,  
and she baked it in her batter,  
and the batter was not bitter.  
So 'twas better Betty Botter  
bought a bit of better butter.

Six thick thistle sticks. Six thick thistles stick.

Is this your sister's sixth zither, sir?

A big black bug bit a big black bear,  
made the big black bear bleed blood.

She sells sea shells by the sea shore.  
The shells she sells are surely seashells.  
So if she sells shells on the seashore,  
I'm sure she sells seashore shells.  
The sixth sick sheik's sixth sheep's sick.

Toy boat. Toy boat. Toy boat.

Pope Sixtus VI's six texts.

One smart fellow, he felt smart.  
Two smart fellows, they felt smart.  
Three smart fellows, they all felt smart.

I slit the sheet, the sheet I slit, and on the slitted sheet I sit.

Mrs. Smith's Fish Sauce Shop.

"Surely Sylvia swims!" shrieked Sammy, surprised.  
"Someone should show Sylvia some strokes so she shall not sink."

A Tudor who tooted a flute  
tried to tutor two tooters to toot.  
Said the two to their tutor,  
"Is it harder to toot  
or to tutor two tooters to toot?"

Shy Shelly says she shall sew sheets.

Three free throws.

I am not the pheasant plucker,  
I'm the pheasant plucker's mate.  
I am only plucking pheasants  
'cause the pheasant plucker's running late.

Sam's shop stocks short spotted socks.

A flea and a fly flew up in a flue.  
Said the flea, "Let us fly!"  
Said the fly, "Let us flee!"  
So they flew through a flaw in the flue.

Knapsack straps.

Which wristwatches are Swiss wristwatches?

Lesser leather never weathered wetter weather better.

Inchworms itching.



## Appendix M

# Happy Valentine's Day

### Word Search

**Directions: Please find the following words in the word search below.**

<input type="checkbox"/> Arrow	<input type="checkbox"/> Card	<input type="checkbox"/> Chocolates	<input type="checkbox"/> Cupid
<input type="checkbox"/> Date	<input type="checkbox"/> Flowers	<input type="checkbox"/> Gift	<input type="checkbox"/> Heart
<input type="checkbox"/> Kiss	<input type="checkbox"/> Love	<input type="checkbox"/> Poem	<input type="checkbox"/> Red
<input type="checkbox"/> Ring	<input type="checkbox"/> Romantic	<input type="checkbox"/> Roses	<input type="checkbox"/> Valentine

F S S Q M C J D K D L U S Z A  
B L B E U K I S N Z O V E T B  
D T O P S E T O G K V D T K D  
B E I W T O G I F T E R A P A  
A D R A E O R W J N V A L U K  
D K D R H R G N I R J C O D Z  
J H I D T Z S T V O S U C Q S  
X J P S F R N R H O N W O A T  
B O K J S E Y D D Z V O H R Z  
N G E N L R O M A N T I C R R  
Q V G A R L I P S L E O G O N  
Y O V P V M H T R A E H F W Y  
D S O W F U K Y Z X D S W W V  
L E U E X L E W I V K F M D M  
M K R G B Y P Z N W F H O L V

## References

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Nancy Zelman  
Alta ESL  
ISBN: 0-88647-094-8

### ***Five-Minute Activities***

Penny Ur and Andrew Right  
Cambridge University Press  
ISBN: 0-521-39781-2

### ***Index Card Games***

Raymond Clark  
Pro Lingua Associates  
ISBN: 0-86647-158-8

### ***Look Again Pictures***

Judy Winn-Bell Olsen  
Alta ESL  
ISBN: 1-882483-70-7

### ***More Index Card Games***

Raymond Clark  
Pro Lingua Associates  
ISBN: 0-86647-075-1

### ***Zero Prep***

Laurel Pollard and Natalie Hess  
Alta ESL  
ISBN: 1-882483-64-2

### ***Zero Prep for Beginners***

Laurel Pollard, Natalie Hess and Jan Herron  
Alta ESL  
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