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INTRODUCTIONS

Name Tags – Children’s camp only

Make **name tags** – using colored or white paper, make a name tag for each camper.

Have him/her write on it in large print the name he/she would like to be called in class.

Punch holes in the corners and tie a long piece of string to the holes.

Hang the name tag around each camper’s neck.

Collect at the end of each class to be used again later.

You can have the campers personalize these as the week goes on by earning stickers for good behavior or by drawing on them.

Beginner

Name Circle

Teach “My name is _____.”

“His/Her/Your name is _____.”

Go around the circle – My name is... His/Her name is...

Take turns going around the circle.

You can use a soft ball, beanbag, or another similar item to pass around as the campers are introduced.

Intermediate/Advanced

Personal Pictures

Have the campers draw pictures on a piece of paper that helps tell about themselves. It is always helpful if you do one as an example first. For example, you may draw a football, a book, the sun... “I drew the sun because I love the beach...”

Identity Cards

Give each person an index card size piece of paper.

Pair campers up and have them interview each other.

A simple interview:

Name

Hobbies

Family

Something I’d like to do

3 things I like

3 things I don’t like

A more extensive interview could include additional information listed under the next activity, “Mystery Name Tags”.

After ample time is given for the interviews, the campers take turns telling about the person they interviewed.

Find Someone Who... – great for large groups at the beginning of the week

Was born in the same month as you
Was born on the same day of the month as you
Has the same number of brothers as you
Has the same number of sisters as you
Has the same favorite color as you

Walking Warmers

This activity will help the campers warm up to each other.

Make sure you have a good amount of space for the campers to walk around amongst each other.

Beginners

Tell the campers to walk around...

...like they are very tired
...like they are carrying something very heavy
...like it is very cold
...like they are a little child
...like they are very old
...like they are 2 ½ meters tall
...like they are walking in their sleep
...like they are kings or queens
...like they are beggars

Intermediate

Tell the campers to walk around...

...like they are very tired
...like they have just heard some wonderful news
...like they are carrying heavy suitcases
...like it is extremely cold
...like they don't want to be seen
...like they are a little child
...like they are very old
...like they are 2 ½ meters tall
...like they are walking in their sleep
...like they are walking on ice
...like they are kings or queens
...like they are beggars
...like they have stolen something and are trying to keep it hidden
...like they are walking on a tightrope

Advanced (everything from Intermediate group and the following)

...nodding and smiling at each other
...greeting each other as if they have not seen each other for a long time
...behaving like they not really like each other
...behaving like the other person is deaf
...behaving like the other person has bad breath
...behaving like they think the other person is dangerous
...behaving like the other person is a very important and elderly person
...greeting each other and saying anything that comes into their heads – in English!

Mystery Name Tags

Give each person a 3 inch square piece of paper and divide it into 6 or 9 symmetrical boxes
Decide on 6 or 9 different pieces of information you would like to know about your campers
Draw a diagram on the board of how the campers are to fill out his/her name tag – what information to place in each box

Possible pieces of information are:

- birthday - family - favorite sport - favorite animal
- pets - hobbies - favorite color
- dislikes - what you want to be - favorite food
- place where you would like travel/favorite country
- # of times as a camper at Élet Szava
- where you are from
- your hero/someone you admire
- an important number in your life (date, telephone # or house #, age, etc.)
- an animal that best describes you

Note: it probably would not be good to fill a square with initials of their names because that might give away the identity of the person too soon. “Where you are from” might also do the same.

Teacher collects the cards then shows them one by one.

Campers in the group take turns saying sentences for each piece of information.

If something is unclear or needs explanation, skip it.

After the last box, try to guess whose card it is.

If clarification or explanation are needed or desired regarding something that camper has drawn or indicated, he/she then explains and answers questions.

Find Your Twin

*Have each camper write the following descriptions on a piece of paper:

	ME	OTHERS
Eye color		
Hair color		
# of brothers		
# of sisters		
Age		
Favorite sport		
Favorite food		
Favorite subject		
Hobby		
Shoe size		
Year in school		

*Each camper writes down his own answers about himself.

*Then the members of the group mingle asking each other questions and writing the name of the person who responded the same way they did next to their answer.

Finish the Sentence

*Have each camper finish these sentences.

1. My favorite animals are...
2. I like people who...
3. I could not live without...
4. I have never...
5. If I had \$1,000. I would...
6. I am frightened of...
7. ...makes me feel good
8. Everybody should...
9. The last time I laughed a lot was...
10. I'd like to have...
11. My most embarrassing moment was...
12. My first memory was...
13. ...is a pet peeve of mine.

*When everybody is finished, go around the group and ask each other questions to retrieve the information. This could lead to much discussion.

*Or collect all the papers, read out loud (either the teacher or redistribute and have the campers read) the information and the group tries to guess who it is. (Note: make sure the questions asked are not too personal)

Getting to Know Someone

*Ask the campers to list 3 or 4 things they would like to know about someone they have just met.

*Have the campers mingle with each other and ask their questions.

*Come together and have each camper share some of the information he/she just acquired.

Two Truths and a Lie

*Campers, in turn, say 3 statements about themselves. 2 are true and 1 is false.

*The other campers in the group can ask any questions about these statements in order to find out which one is false.

CHECKING LEVELS AND PLACEMENT

Where is your group? – to find out how much your group of campers knows and to see if someone needs to move up or down.

It would be good to do some of these on the first day. This is not necessary if you have a total beginner class.

Vocab Review

Brainstorming Around a Word

*Write a general word on the board and have campers come up with as many words as they can that relate in any way to that word. Write these words on the board.

*Some possible topics follow:

Clothes	family	weather
House	school	communication
Food	animals	travel
Occupations	emotions	people (word to describe people)
Actions (verbs)	transportation	

*and any other topics you are considering teaching so that you know whether or not your group already knows them or needs to learn them

Categories

*Have each camper draw 2 columns on his/her paper and give a category heading for each

*Then dictate a series of words which fit into one of the two categories

*The campers write the word in the correct column. Or if writing the word is too difficult, they can just mark each column with an “x” for each word.

*Make sure you have the results in front of you so you don’t waste time checking what the campers wrote.

Possible Categories:

~food, drink: tea, apple, bread, coffee, cake, water, egg, meat, Fanta, milk, chocolate, potato, rice, pasta, orange juice

~animals, objects: dog, pencil, chair, elephant, door, lion, book, table, cat, horse, donkey, television

~big, small: elephant, mouse, house, flower, mountain, pencil, egg, sea

~round, square: sun, book, ball, window, door, moon, television, flower, house, wheel

~ and any other topics you are considering teaching so that you know whether or not your group already knows them or needs to learn them

How many things can you think of that...?

*In groups campers see how many words they can come up with related to the topic

*Give them 3 minutes to discuss and write down on paper

*Pool all the words together.

*Can be used as a competition between groups. The group with the most items wins regardless of what other groups have written down.

Possible topics:

How many things can you think of that...?

...are bigger than you are?

...are rectangular?

...are round?

...are long and thin?

...make a noise?

...work on electricity?

...are made of paper/wood/glass?

...people enjoy looking at?

...have handles?

...you can use to sit on?

Words Beginning With...

*Give a letter and have campers see how many words they can come up with that begin with that letter in 1 or 2 minutes (you decide).

*At the end of the time, you compile all the words together either verbally or write them all on the board (this will take up more time). If a word is new for someone, take time to briefly explain. Some upper level beginning classes will have a large English vocabulary, but lack a “working knowledge” of the language. They will need lots of modeling of and practice with sentence structure. That is, they need to hear you speaking simple sentences and then be given the chance to repeat them in context. For example, they may be able to identify an animal as a “bear,” but you will have to encourage them to say a simple sentence as their answer. “It is a bear.”

Look for opportunities in every lesson for continued practice with sentence structure using authentic situations.

Words out of...

*Write 10 or so various letters on the board. Be sure to include 2 or 3 vowels.

*Tell the campers to come up with as many words as possible from the letters on the board.

*Give them a minute or so to write down the words they discover.

*You decide if the letters can be used more than once in a word.

*After they get the hang of it, let the campers suggest letters to use.

*You can play this as a game. Choose one person to read his words (possibly the one with the most words). If others have the same word, those words are to be crossed off. The person with the most “unique” (not written down by others in the group) words win.

Grammar Review

Correcting Mistakes

*Write a number of sentences on the board with mistakes in them.

*Correct these sentences with the campers’ help. (If you want you can tell them how many mistakes are in each sentence.)

*Be sure to completely correct the sentence so that at the end the sentences on the board are all grammatically correct.

Here are some example sentences:

Easier:

1. He love her very much.
2. They maked a cake for thier mother.
3. Wich one you prefer?
4. I not know were to go.
5. This one is gooder that that one.

6. Where is the girl going?
7. Why do you look at me like that?
8. You must tell me!
9. The flowers were in the garden.
10. Yesterday I am very sick.

Harder:

1. She asked me where I am going.
2. I am living here since six years.
3. I would have come if you asked me.
4. The money was stolen by a thief.
5. Where is the boy which you were looking at him?
6. He looked at me for much time.
7. She raised slowly the hand.
8. They will come, isn't it?
9. When I am younger, I was used to go to school.
10. You need the courage to do such thing.

Corrected versions

Easier

1. He loves her very much.
2. She made a cake for their mother.
3. Which one do you prefer?
4. I don't/do not know where to go.
5. This one is better than that one.
6. Where is the girl going? Or Where did the girl go?
7. Why do you look/are you looking at me like that?
8. You must tell me!
9. The flowers were in the garden.
10. Yesterday I was very sick.

Harder

1. She asked me where I was going.
2. I have lived/have been living here for six years.
3. I would have come if you had asked me.
4. The money was stolen by a thief.
5. Where is the boy at whom you were looking?
Where is the boy that you were looking at?
Where is the boy you were looking at?
6. He looked at me for a long time.
7. She raised her hand slowly.
8. They will come, won't they?
9. When I was younger, I used to go to school.
10. You need courage to do such a thing.

Animals

Beginner

Vocabulary

bear	dog	frog	pig
bird	donkey	giraffe	rabbit
cat	duck	horse	sheep
chicken	elephant	lion	snake
cow	fish	mouse	turkey
		owl	zebra

Charades

Each camper chooses an animal and acts it out while the rest of the group guesses what it is.

Barnyard Turnover

- *Choose 4 or 5 animals and assign one of them to each camper.
- *Sit in a circle with the teacher standing in the middle.
- *Call out an animal name that you have chosen.
- *All the campers with that animal name need to stand up and move to another seat as quickly as possible.
- *The person left standing in the middle gets to say the next animal name.
- *As the game progresses you can say 2 or 3 animal names at one time.
- *When someone says “Barnyard Turnover” then everyone has to get up and move to a different seat...and not the seat right next to them.

Blindfold Barnyard

Every child is blindfolded and assigned a specific animal. Mix the kids up so they are not near other animals of the same type. When you say “Go”, they will yell their animal name (“Pig-Pig-Pig” or “Dog-Dog-Dog”) until everyone is grouped together with his fellow animals. You can also play this with animal sounds (the way they sound in English!)

Animal Sounds

Talk about what sounds an animal makes in English then contrast in Hungarian. It’s quite interesting to see the differences.

bee – buzz	cow – bellow, moo	cat – meow
sheep – bleat, baa	bird – tweet	snake – hiss
duck – quack	frog – croak, rabbit	lion – roar
chicken – cluck	turkey – gobble	owl – hoot
rooster – cockle doodle doo	horse – neigh	pig – grunt, oink
dog – bark, bow wow, woof–woof, ruff-ruff		

The Best Pet – decide as a class on which animal is the best pet.

Songs

Old McDonald Had a Farm

There was an Old Lady Who Swallowed a Fly

If I Were a Butterfly

Itsy Bitsy Spider

King of the Jungle

Memory

Using pictures of the animals from a memory game (if available), have the students say a sentence as they turn the animal over, for example, “This is a pig. That is a horse. They do not match.”

About the Animal

Looking through animal vocabulary cards, discuss where you would find each animal. What does the animal eat, etc. “That is a fox. A fox lives in the forest. A fox eats small animals like chickens.”

Intermediate and Advanced

Vocabulary – see Beginner also

bee	wolf	puppy
deer	fox	buffalo
moose	ox	walrus
goose	butterfly	rhinoceros
calf	bunny	hippopotamus

Idioms

ants in the pants	rain cats and dogs
bald as an eagle	scaredy cat
beat a dead horse	sick as a dog
bear hug	sly as a fox
busy as a bee	something the cat dragged in
count one’s chickens before they hatch	straw that broke the camel’s back
cry wolf	the cat’s got your tongue
dog – eat – dog	to pig out
eager beaver	wise as an owl
eat like a bird/horse/pig	wolf in sheep’s clothing
gentle as a lamb	run around like a chicken with its head cut off
have a frog in one’s throat	

Proverbs

A dog is a man’s best friend.
When the cat’s away the mice will play.
A bird in the hand is worth two in the bush.
The early bird catches the worm.
Birds of a feather flock together.
Curiosity killed the cat.

Wise Owl, Sly Fox – Friendship English Unit 4 Lesson 5

Talk about the characteristics or symbols associated with certain animals. Compare and contrast between the cultures.

Examples:	owl-wise	fox-sly	pig-lazy, sloppy
	eagle-strength	black cats-bad luck	bee-busy
	raven-death	ant-industry	cat-curiosity

Animal Superlatives

*Divide the class into groups or pairs and then have them decide which animal is

the ugliest	the tallest
the longest	the fastest
the most dangerous	the most beautiful
the fattest	the biggest
the smallest	the most interesting
the smartest	the most unusual

Animal Babies

*Make up a matching exercise using the words for adult animals and baby animals.

- Write names on separate sheets of paper and distribute one to each camper.
- The campers ask questions to find their pair. Or they can make the sound until they find their mother or baby.

<u>Adult</u>	<u>Baby</u>	<u>Adult</u>	<u>Baby</u>
cow	calf	duck	duckling
sheep	lamb	goose	gosling
dog	puppy	frog	tadpole
cat	kitten	deer	fawn
kangaroo	joey	eagle	eaglet
rabbit	bunny	chicken	chick
bear	cub	camel	calf
horse	foal		

Singular and Plural

*Choose various animal names and talk about their singular and plural forms.

Add "s"

dog – dogs
cat – cats
chicken – chickens
snake – snakes

Add "es"

walrus – walruses
rhinoceros – rhinoceroses
hippopotamus – hippopotamuses or hippopotami
buffalo – buffaloes
fox – foxes

Drop "y" and add "ies"

butterfly – butterflies
bunny – bunnies
puppy – puppies

Drop "f" and add "ves"

calf – calves
wolf – wolves

Same form of singular and plural

fish – fish
deer – deer
sheep – sheep
moose – moose

Irregular forms

mouse – mice
ox – oxen

Animal of Your Choice

*Tell the class the situation:

You are stranded with 5 other people on a deserted island thousands of kilometers away from civilization with no hope of being rescued. You may choose one animal to have on the island with you.

*Each camper must choose and then tell why.

*At the end the class can vote on which animal would be the choice.

Calendar & Holidays

Beginner

Days of the Week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Song – “There are 7 Days in a Week” (to the tune of “Oh My Darlin’ Clementine” or “Found a Peanut”)

*Adam’s Family – Days of the Week

There are 7 days. There are 7 days. There are 7 days in a week.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

*Happy Days

Song – “Isn’t it Grand to Be a Christian?”

Isn’t it grand to be a Christian? Isn’t it grand? AMEN!

Isn’t it grand to be a Christian? Isn’t it grand? AMEN!

Isn’t it grand to be a Christian?

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and all day Sunday?

Isn’t it grand? AMEN!

yesterday	week
today	weekend
tomorrow	Thank goodness it’s Friday!

Crazy Days

Play this like Barnyard Turnover and Fruit Basket Upset. Place the campers in a circle and give each camper a “day”. Call out a day and those campers have to change places. From time to time you can call “Crazy Days” and everyone has to change seats.

Months of the Year

30 days hath September, April, June, and November. All the rest have 31 except February which has 28 until Leap Year gives it 29.

April showers bring May flowers.

(What do May flowers bring? Pilgrims!)

“10 Little Indians...”

January, February...

My birthday is _____. I am _____ years old.

Go through each month and discuss important days. (Many are different in Hungary.) Talk about what you at your house to celebrate. What do they do?

Holidays

Here is a list of some of the holidays:

Abraham Lincoln's Birthday

April Fool's Day

Ash Wednesday

Christmas Day

Christmas Eve

Columbus Day

Easter Sunday

Father's Day

George Washington's Birthday

Good Friday

Ground Hog Day

Halloween

Hanukkah

Independence Day – July 4th

Labor Day

Martin Luther King, Jr. Day

Memorial Day

Mother's Day

New Year's Day

New Year's Eve

Palm Sunday

Passover

President's Day

St. Patrick's Day

Thanksgiving

Valentine's Day

Veteran's Day

Expressions and Idioms

April fools

Will you be my Valentine?

White Christmas

Happy Holidays

Happy New Year

Happy Easter

New Year's Resolutions

Be mine.

Home for the holidays.

Merry Christmas

Seasons Greetings

Happy Thanksgiving

Trick – or – Treat

Go through each month and list the holidays that take place. Do this for the US and also for Hungary. It is interesting to compare and contrast.

Christmas Caroling

*Teach your class a couple of simple Christmas carols such as “We Wish You a Merry Christmas” and “Jingle Bells”.

*Then go around to the other groups and Christmas carol. Be sure to let the other teachers know ahead of time and make sure it will be okay with them to come to their class.

Intermediate and Advanced

New Year's Resolutions

*Make sure everyone knows what a New Year's Resolution is.

*Talk about what people usually make New Year's Resolutions about.

*Pretend it is January 1st, and make some New Year's Resolutions.

What a Day!

*Divide the class into small groups.

*Write these topics on the board:

The Worst Day of My Life

The Best Day of My Life
The Most Exciting Day of My Life
The Most Disappointing Day of My Life
The Most Important Day in World History
The Most Significant Day in National History

*Have each group choose and prepare a drama or presentation about the day they choose.

*Then have each group present it to the class.

Questions about Parties

1. On what occasions do Hungarians have parties?
2. Who attends? How do you invite them?
3. What is your favorite kind of party? What do you do?

Questions about Holidays

1. What is your favorite holiday? Why?
2. Discuss with the campers about their national holidays. What do they do on those days? How do they celebrate them? What is their favorite? Why?
3. What is the most important holiday or celebration in your country?
4. What is your favorite way to celebrate?
5. What religious holidays are celebrated in your country? How are they celebrated?
6. How is Christmas celebrated?

Biblical Questions – Jesus' death, burial, resurrection, and return

1. Of all the things you have heard about the life of Jesus, which do you find most amazing? Hardest to believe? Most convincing to you that He is God?
2. What was the purpose of Jesus' death? See 1 Peter 3:18 and 1 Cor. 15:3
3. What difference would it make if Jesus had decided not to go through with dying on the cross? How would life be different?
4. What prevents people from believing that Jesus rose from the dead and is alive today?
5. How important is the resurrection of Jesus to Christianity? What does His being alive today mean to us?
6. The book of Luke tells us that Jesus went back to heaven and will one day return to earth. Why is it taking so long for Him to return? Why is He waiting?
7. How should we be preparing for His return?
8. Do you think His return will be a celebration or a time of sadness?
9. What doubts or questions do you have about Jesus' death and resurrection?

CLOTHING

Beginner/Intermediate

Vocabulary

shirt	vest	sneakers	raincoat
blouse	tie	sandals	gloves
pants/slacks	pajamas	T-shirt	mittens
jeans	nightgown	sweatshirt	hat
dress	bathrobe	sweat pants	cap/baseball cap
shorts	slippers	jogging suit	ear muffs
sweater	socks	sweat suit	scarf
uniform	shoes	swimsuit	sunglasses
sports jacket	boots	coat	
suit	tennis shoes	jacket	

Accessories

ring	watch	book bag
wedding band	bracelet	backpack
earrings	belt	briefcase
necklace	wallet	umbrella
pin/broach	pocketbook/purse	
barrette		

Idioms

He'd give you the shirt off his back
Hot under the collar
Looks like a million bucks
Sharp as a tack
Try this on for size

Magazine Scavenger Hunt

- *Divide the class into teams.
- *Give each camper a magazine from the English closet.
- *Call out a piece of clothing for them to find – be as specific as you would like.
- *The first person to find that specific article of clothing gets a point for his/her team.

Back to Back

- *Have campers stand up and walk around like they are mingling.
- *After a few seconds have them stand back to back in a pair with whomever they are closest to.
- *Have them describe in to each other from memory what their partner is wearing.
- *After a couple of minutes have them turn around and check to see how accurate they were.
- *Do this several times.

Clothes Line Gap

Go over ways to describe clothes:

striped	polk-a-dot
plaid	checkered
solid color	long/short sleeve

- *Have each camper draw 2 empty clothes lines on a piece of paper.
- *On the first clothes line they should draw 5 or 6 pieces of clothing and not let anyone see what they are drawing.
- *Pair them up and have them describe to their partner what is on their clothesline.
- *After they switch, have them check to see how accurate their descriptions and drawings were.

Packing a Suitcase

- *Divide the class into groups.
- *Have slips of paper ready with trip destinations/purpose written on them.
For example: Hawaii for vacation, Japan on a business trip, Paris on a bike tour, Switzerland to go skiing.
- *Have groups choose a slip of paper then list what clothing they would pack in their suitcase if they were making a trip.

What I Would Wear

Have campers draw what they would wear, and describe each part of the outfit.

Can You Identify Him?

- *Work ahead of class time to stage a “mugging” in your class.
- *Get a few students from another class or some other people from around camp to dress up and unexpectedly rush into the class and “mug” you, taking your wallet, “knocking you out”, and running away. (It should be obvious that it is a prank!) Gradually “come to” and ask the campers if they saw who mugged you, because you can’t remember anything. Pose (or have someone else do it) as a policeman, and ask the class to give you a detailed description of what the criminals were wearing.
- *Write the description on the board.
- *Leave the area and get the apprehended suspects
- *Bring the suspects to the class and ask the class who is the “mugger”. If the descriptions are false in any way, let the suspects go.
- *You decide what to do with the guilty person.

I Spy

Describe someone in the class according to what they are wearing. Have students guess and then take turns spying.

EMOTIONS

Beginner

Vocabulary

tired	thirsty	happy	upset
hot	full	sad/unhappy	angry
cold	sick	disappointed	scared/afraid
hungry			

Acting Emotional

Each camper chooses an emotion and acts it out. See if everyone can guess that emotion.

Opposites

Pair up emotions as opposites.

Why is she...?

Have campers brainstorm reasons why a person would be cold, full, happy, disappointed, etc.

Intermediate

Vocabulary

annoyed	surprised	bored	jealous
frustrated	nervous	proud	confused
disgusted	worried	embarrassed	

Advanced

Vocabulary

aggressive	disgusted	idiotic	paranoid
agonized	distasteful	innocent	perplexed
anxious	ecstatic	interested	puzzled
apologetic	enraged	irritated	regretful
arrogant	envious	jealous	relieved
bashful	exasperated	joyful	satisfied
blissful	exhausted	lonely	shocked
cautious	frightened	love struck	sheepish
concentrating	frustrated	meditative	smug
confident	grieving	mischievous	surprised
curious	guilty	miserable	suspicious
determined	horrified	negative	sympathetic
disappointed	hurt	obstinate	thoughtful
disapproving	hysterical	optimistic	undecided
disbelieving	indifferent	pained	withdrawn

Idioms

about to explode	heart is thumping
at odds	heavy heart
big head	high-strung
blow up	hot-headed

blow your lid
 blue
 bugging me
 bummed/bummed out
 butterflies in one's stomach
 chill out
 cool down
 crazy
 don't sweat it
 down and out
 down in the dumps
 easy going
 get up on the wrong side of the bed
 give the cold shoulder
 green with envy
 grin and bear it
 hair raising
 hard feelings

in cold blood
 keep your chin up
 laid back
 laugh your head off
 like a roller coaster
 mad as a hornet
 nutty
 on cloud nine
 on top of the world
 seeing red
 sit back and relax
 step of faith
 ticked off
 tickled pink
 under your skin
 wiped out
 wishy-washy
 worn out

Acting Emotional – see beginner

Opposites – see beginner

I Could Have Died

Prepare a bag with folded paper slips in it. On each slip write an emotion or idiom that you have just covered. Divide the class into small groups. Give each group a bag and have them take turns drawing out a paper and telling about a time when they were _____. (angry, on cloud nine, seeing red, embarrassed, etc.) They should use the word or the idiom as they tell their true story. When the time is up, have the groups choose their most interesting story and share it with the class as a whole.

What Makes You Angry?

Have each camper draw a chart on his paper. Along the top write in the following in four columns: very angry, somewhat angry, a little angry, and not at all angry. (or furious, angry, irritated, not angry)

Describe different situations that may make people angry and have campers mark in the column what describes them.

(Examples on next page)

Ex. someone calls you and hangs up when you answer
 someone tells a lie about you
 someone smokes near you
 someone hurts an animal
 someone litters
 a shop assistant ignores you
 someone cuts in front of you while you are driving
 someone in front of you drives too slowly
 a friend cancels out on a dinner engagement
 your neighbors make a lot of noise at night

Discuss the responses as a class

Variation #1: You could dictate the situations for the class to write down then have them interview each other in pairs.

Variation #2: Do the same thing with any other emotion: fear, nervousness, etc.

What happens when people get angry?

Draw a chart on the board with four columns:

Gestures, Expressions, Tone of Voice, Choice of Words

Under each category work together as a class to list words or phrases describing what happens when someone gets angry.

Ex. Anger

Gestures/Body	Expressions/Face	Tone of Voice	Choice of Words
make fists	frown	shrill	bitter
shaking	red face	loud	unkind
stamping feet	tense	out of control	violent
hitting	gritting teeth		hurtful
slamming doors			

Discuss the chart with questions such as these:

Which things tell you most clearly that someone is angry?

When you can only hear the person and cannot see him or her, which two of the above headings tell you the speaker's attitude?

Which is more important in expressing our emotions: body language or voice/words?

Variation #1: Try similar descriptions and discussions for other words or emotions such as discouragement, excitement, guilt, grief, fear, embarrassment, pride, or peace.

Variation #2: You could divide the class into small groups or pairs and give each group a different word to do. Then discuss with the class.

FAMILY

Beginner

Before class, tell the campers to bring pictures of their families if they have them at camp.

Vocabulary

family	son	grandparents
father	daughter	grandmother/grandma
mother	baby	grandfather/grandpa
husband	child	grandchild
wife	brother	
parents	sister	

Find **pictures** of families in magazines from the English closet. Make sentences about the pictures. Ex. This is the father. This is the mother. This is the brother. Etc.

Family Trees

Have each camper draw his own then tell about his family using the family tree he has drawn and using any pictures he may have brought to class. Begin by drawing your tree on the board, labeling each person. Make sure they tell about their family in sentences. "This is my mother. Her name is Lydia. She is 44 years old."

Intermediate

Vocabulary

family	son	grandparents	uncle
father	daughter	grandmother/grandma	aunt
mother	baby	grandfather/grandpa	niece
husband	child	grandchild	nephew
wife	brother		cousin
parents	sister		

Idioms

like father like son	only child
get along	talk back
2 peas in a pod	

Family Trees – Have each camper draw his own. Be sure to include more extended family. Talk about the different ways to call grandparents.

"Ideal Family" – In groups have Ss create an "ideal family".

They need to think about the number of members, spacing of the children, occupation of father and mother, things done together, personal qualities of each member.

Each group presents its family to the class.

Talk about your **favorite relative**. Why is he/she special to you?

American Family – Campers can ask you questions about the American family.

Families in the Bible – See how many different families or family relationships from the Bible the campers remember.

Advanced

Vocabulary

family	son	grandparents	uncle	in-laws
father	daughter	grandmother/grandma	aunt	divorce
mother	baby	grandfather/grandpa	niece	
husband	child	grandchild	nephew	
wife	brother		cousin	
parents	sister			

Idioms

chip off the old block	spitting image
take after	flesh and blood
grounded	long lost cousins
in the doghouse	to bring up (children)

Family Problems

Campers brainstorm family problems in Hungary, then rank in order of importance.

Talk about ways to deal with or solve these problems.

You can do this in groups or as a whole class.

Family Discussion

Talk about the following questions:

- What is the best thing a husband can do for his wife?
- What is the worst thing a husband can do to his wife?
- What is the best thing a wife can do for her husband?
- What is the worst thing a wife can do to her husband?
- What is the best thing parents can do for their children?
- What is the worst thing parents can do to their children?
- What is the best thing children can do for their parents?
- What is the worst thing children can do to their parents?

Mini Debates

*Divide class in two teams. Choose a leader and secretary for each team. Assign each team one side of the debate topic.

*Teams brainstorm for 5 minutes or so on the advantages.

*When time is up, a representative from each group comes up to the front and presents their side.

*You can either stop here or continue with questioning and discussion.

Possible debate topics

large families vs. small families

many children vs. few children

day care vs. baby sitting by Grandma

(continued on next page)

living with in-laws vs. having one's own place

growing up in the country vs. growing up in the city

being the oldest in the family vs. being the youngest

love marriages vs. arranged marriages
away from home working mother vs. stay at home mom

Other discussion/debate situations

Children should leave home only after they are married.
Old people should be encouraged to live in retirement homes with people their own age rather than with their families.
Families should not have more than two children.
Children should always obey their parents.
Children should always ask parents for permission to marry.
Children should pay rent to parents when they get a job.
The members of a family should live close together.
Family life is less important today than it was in the past.
Parents should give their children spending money. Children should help with work around the house.

Generation Gap

Talk about situations where parents and children tend to disagree and write on board.
Divide class into small groups. Each group must decide on the top 5 most important issues.
Erase the board. Bring the class back together and through discussion and debate, as a class, try to come up with the 5 most important issues if possible.
Possible topics may be: spending money, getting jobs, finishing school, playing hooky, length of hair, make up, style of clothing, music, curfew, amount of TV, time spent on the phone, smoking, drinking, drugs, use of car/having own car, keeping room neat, household chores, grades at school, boyfriend, girlfriend, etc.

Questions about Marriage

How old are people when they get married?
How long is the engagement time?
Who pays for the wedding?
What happens in the ceremony? How do the bride and groom dress?
How do you choose your spouse?
What makes a “good” marriage?

Questions about Births

Where in your country do people go to have babies? To a hospital? Stay at home? Somewhere else?
How long do they stay?
Do other people help after the birth?
How are births announced in your country? In newspapers? Telephone?

Biblical Questions – Joseph, Mary, and Jesus

What do you think excited the shepherds most about the birth of Jesus?
How does Jesus’ birth give us evidence that He is God?
What kind of parents were Mary and Joseph?
What do you think Jesus’ childhood was like, knowing that He was God?
Why is it important that God (Jesus) came to earth and lived as a person just like we live?
Why was Jesus’ birth Good News for all people?
Do you think God has a plan or purpose for your life like He did for Mary and Joseph?

FOODS, UTENSILS, AND PARTITIVES

Beginner

Vocabulary

Dairy

butter
cheese
egg
ice cream
milk
yogurt

Beverages

hot chocolate
coffee
tea
milk
juice
soda/pop

Meat

chicken
beef
pork
turkey
duck
ham
bacon
sausage
hot dogs
steak
fish

Desserts

cake
cookies
ice cream
pie
pudding

Vegetables

broccoli
cabbage
carrots
cauliflower
celery
corn
cucumber
eggplant
green beans
red/green
pepper
lettuce
mushrooms
peas
spinach
squash
pumpkin

Fruits

apple
banana
blueberry
cantaloupe
cherry
grape
grapefruit
kiwi
lemon
lime
nectarine
orange
peach
pear
pineapple
plum
strawberry
raspberry
watermelon

Questions & Answers

*Using various food items studied, ask what foods you like and don't like.

*Demonstrate in the food class then let the campers ask each other.

Favorite Foods

*Have each camper draw his favorite food from each daily meal, breakfast, lunch, and dinner and label them.

*Then have each camper share them with the class.

Opinion Poll

Put the following chart on the board and have each camper prepare his/her own interview sheet:

BREAKFAST: What do you usually eat for breakfast?

Name	Drink	Food
1.		
2.		
3.		

Have the campers write their response first. They must then survey the other students in the class asking them "What do you usually eat for breakfast?" and record their responses. This can also be done for other meals.

Bring them together and compare answers.

This could also be done for “homework”. Each person needs to ask a certain number of American/English speakers the question(s). During the next class have each person tell about their survey.

Utensils and Place settings

plate	spoon	napkin
bowl	fork	glass
cup	knife	

Teach some simple **prepositions of place**

On
Beside/next to
In front of
On the left/to the left of
On the right/to the right of
In the middle
Between

Describe where things are located in a proper place setting.

Ex. The fork is beside the plate. The fork is to the left of the plate.
The plate is between the fork and the knife.
The knife is between the plate and the spoon.
The spoon is to the right of the knife.
The glass is in front of/above the knife and spoon.
The bowl is in front of/above the fork.

Pair the class up and give each person a plastic place setting.

Using plastic utensils, have one person in each pair arrange his place setting any way he chooses without his partner seeing it. The he has to describe his arrangement to his partner. When he is finished look at both arrangements and see if they are the same.

In My Kitchen

Make sure the class know when to use “a” and “an”.

Pile up a sentence by going around the class and adding on to the sentence which begins like:

In my kitchen I have...

The first person says, “In my kitchen I have an apple.”

The second person says, “In my kitchen I have an apple and a banana.”

The third person says, “In my kitchen I have an apple, a banana, and a tomato.”

Continue around the class until the last person takes his turn. You could make the first person then say the entire sentence.

All About Food

Look at the menus in the English room.

Discuss the foods you see.

What are they made of?

How were they cooked?

When would you eat them?

Intermediate/Advanced

Food Proverbs

An apple a day keeps the doctor away.

You are what you eat.

Don't cry over spilt milk.

Meal Proverbs

The way to a man's heart is through his stomach.

One should eat to live, not live to eat.

First come, first served.

The proof of the pudding is in the eating.

Idioms

baloney	beef up	to chicken out
cheesy	ham it up	to egg someone on
chicken	upper crust	to stick to one's ribs
turkey	sour grapes	walk on eggshells
fruitcake	chew the fat	doggy bag
lemon	eat like a horse	as easy as pie
nut	a piece of cake	take with a grain of salt
smart cookie	take the cake	spill the beans
top banana	flat as a pancake	too many chefs in the kitchen
corny	hungry as a horse	eat like a bird
couch potato	like taking candy from a baby	melt in your mouth
dough (\$)	as American as apple pie	sunny – side – up
pig out	running around like a chicken	foot the bill
chow down	with its head cut off	something smells fishy
do lunch	slow as molasses in January	watered down
cold turkey	to be cool as a cucumber	eat humble pie
		cry over spilled milk

Count and Non Count Nouns

Explain the difference

Count – can be counted – 1 apple, 2 apples, 3 apples, 4 apples...

Non Count – can't be counted – 2 flours, 5 rices, 10 oils

Go through food lists and give break into count and non count

Count	Non Count
Fruits and vegetables	beverages – milk, juice, coffee, tea, water, bread

Partitives

Teach the class how we express various foods in English:

a head of lettuce/cabbage	a bottle of
a bunch of bananas/grapes	a cup of
a dozen eggs (note: no "of")	a can of
a box of	a jar of
a bag of	a pack of
a slice of	a package of

a loaf of bread	a carton of
a kilo of (note: lbs, oz, ft, yds, etc. are not used in Europe)	a scoop of
	a piece of

In My Kitchen – refer to beginner activity for instructions only use partitives instead

Ex. In my kitchen there is a loaf of bread.

In my kitchen there is a bunch of bananas and a loaf of bread.

In my kitchen there is a kilo of cheese, a bunch of bananas, and a loaf of bread.

Table Manners

Tell the class you have been invited to someone's home in their country for dinner but you are unsure of proper table manners.

Break the class into groups of 2 or 3 and have them come up with 6 things Americans should know regarding eating in Hungary. Have them think about things they have already noticed that are different about American habits.

Compare and contrast table manners in Hungary and America.

Ex. Hungarians leave their napkins on the table and Americans put their napkins in their laps.

Conversations about Food–Use the following questions to learn about food in Hungary.

1. How often do people shop for food? Every day? Once a week?
2. Do they use canned foods? Frozen foods? What kinds?
3. What is the size of a typical kitchen?
4. Who does the cooking?
5. What makes up a typical breakfast? Lunch? Dinner?
6. How are the dishes washed? Who washes them?
7. How is the table set for breakfast? Lunch? Dinner?
8. Do families eat together?
9. What are the important rules of etiquette?
10. Is it polite to completely clean your plate or to leave a little food on the plate when you are finished?

Discussion Questions

- a) What is your favorite food?
- b) What is one food you really do not like?
- c) What is the most unusual food you have ever eaten?
- d) How often do you eat out?
- e) What do you order?

This could lead to a lesson on Restaurants and Menus.

Impromptu Speeches

Have volunteers give impromptu, one minute speeches on subjects drawn out of a bag. These stories can be true or made up. Give them a short time to organize their thoughts. If uncomfortable, no one should be forced to do this.

1. My Favorite Meal of the Day
2. A Funny Thing that Happened at a Restaurant.
3. How to Prepare Rice (or some other simple food)
4. The Best Way to Eat Spaghetti

5. An Embarrassing Experience When We Had Guests for Dinner
6. A Memorable (Picnic) Meal
7. Why is it Important to Have Good Table Manners?
8. Explain to Your Mother Why You Were Late for Dinner
9. Tell About an Experience Eating a Food That You Did Not Like

Conversation Questions

1. What were the rules at the dinner table when you were a child?
2. What are the rules at the dinner table in your family now?
3. What is the funniest thing that has happened to you while eating?
4. What foods did you enjoy most when you were young? Now?
5. What kinds of food does your family grow in your garden?
6. Who eats together in your home?
7. Who does the food shopping in your family?
8. Tell us about a trip to the market. What do you buy? What does food cost?
9. If you were to prepare a special meal for friends visiting from another country, what would it be?

Biblical Questions

1. Do you think God still does miracles to meet the needs of people?
2. Why do you think Christians pray before their meals?
3. How is God involved in providing our food?

HOUSE & FURNITURE

Beginner

Vocabulary

<u>Outside the house</u>	<u>Rooms of the house</u>	<u>Furniture</u>	
lamppost	living room	coffee table	chest of drawers
mailbox	bathroom	carpet/rug	dresser
porch	bedroom	armchair	closet
front/back door	dining room	lamp	wardrobe
doorbell	kitchen	curtains	mirror
roof	garage	sofa/couch	sink
chimney	hallway	TV & VCR	cabinet
driveway	stairs	stereo	counter
yard	upstairs	fireplace	stove/oven
garden	downstairs	mantle	refrigerator
neighborhood		bookcase	trash can
		table	toilet
		chair	toilet paper
		bed	shower/bathtub

Nursery Rhymes and Stories

“The Old Lady in the Shoe”

There was an old lady who lived in a shoe.
 She had so many children she didn't know what to do.
 She gave them some broth without any bread,
 Then whipped them all soundly and sent them to bed.

“Goldilocks and the Three Bears”

Song “The Wise Man Built His House Upon a Rock”

The wise man built his house upon a rock (3 times)
 and the rains came tumbling down.
 The rains came down as the floods came up (3 times)
 and the house on the rock stood firm.

(cont'd on next page)

The foolish man built his house upon the sand (3 times)
 and the rains came tumbling down.
 The rains came down as the floods came up (3 times)
 and the house on the sand went smash.

So build your house on the Lord Jesus Christ (3 times)
 and the blessings will come down.
 The blessings will come down as the prayers go up (3 times)
 So build your house on the Lord.

My Home – Have campers describe their own house or a certain room in their house.
 I.e. Have them draw the floor plan of their bedroom and describe it to the class.

Dream House

Have campers work individually or in groups or pairs and design their “dream house”. They can either draw a floor plan or draw a normal house and specify the rooms. You could also just have the campers think about their dream house and tell you what they would want in it.

Look through the magazines. Identify and discuss the various pieces of furniture.

Intermediate

Idioms & Expressions

(something) hits home	to eat out of house and home
bring home the bacon	up/back against a wall
come out of the closet	wall flower
drive someone up the wall	climbing the walls
drive something (and idea) home	couch potato
hit the roof/ceiling	get up on the wrong side of the bed
homeward bound	off the wall
make oneself at home	red carpet treatment
make someone feel at home	to be a doormat
nothing to write home about	under the table
to be on the house	no place like home

Proverbs

A house divided against itself cannot stand.
Travel east and travel west, a man’s home is still the best.
Home is where the heart is.
Home is where you hang your hat.
A man’s home is his castle.

The Most Important Piece

- *Divide the class into small groups and have them discuss the following:
“Which piece of furniture is the most important in the house and why?”
If they could only have one piece of furniture in the house, what would they choose?
- *After each group has decided and talked about it, have each group present their choice/reason to the class.
- *Talk through agreements and disagreements.

Housing Match-Up

- *Prepare slips of paper enough for all campers. Have of them (one color paper) containing descriptions of housing units, and the other half (another color paper) containing housing needs.
Ex. Joe White: single, university student. Needs studio/efficiency near university, \$250 or less. Has a dog and cat.
Match: Efficiency apt. two blocks from University. Rent \$300, utilities included.
 - *Have campers each draw a slip of paper and circulate amongst each other looking for their match.
 - *Tell them to find their match by approaching someone and “calling” them to find out about the housing.
 - *When campers find their match, have them check with the teacher to be sure the match is correct.
- Note: For this to be interesting, include some housing that is similar, but with one or two slight differences.

Ex. Another apartment could be the same as the one above, but not allow pets. This would match with another student who does not have any pets.

Floor Plans

- *Have each camper draw a simple and empty (without furniture) floor plan of his home.
- *Have them get into pairs and change papers with their partners.
- *Have camper A verbally “lead” camper B through the house, telling him where various items of furniture are located. Camper B must draw the pieces in on the floor plan.
- *When they are finished camper A should check the plan for accuracy.
- *Then switch and camper B explains for camper A to draw.

NUMBERS

Beginner

Teach the numbers

Numbered Chairs

*Place the chairs in two lines back to back as you would for Musical Chairs. Label the chairs with consecutive numbers or just assign each chair a number consecutively.

*The class walks around the chairs until the teacher says a number. That number is the chair that cannot be sat in.

*The next time around call out a different number.

Note: You could have one extra chair so that no one is left standing at the end. Or if you would like more competition, you could have the same number of chairs as campers.

Counting Tour

Walk around the camp counting objects.

How many benches? How many flowers? How many bikes? Etc.

Buzz!

*Go around the circle and campers will count off, but when a number that is a multiple of 5 comes up, that person needs to say “buzz”.

for example: 1, 2, 3, 4, buzz!, 6, 7, 8, 9, buzz!...

*Go around the room several times.

*When the class has the hang of it, try it with multiples of 3, or 7, or 8, or whatever you’d like.

Slap, Slap, Clap, Clap, Snap, Snap

Have kids sit in a big circle. Give each of them a number. Start the rhythm: slap your legs twice, clap your hands twice, snap right fingers once, snap left fingers once. Let everyone get into the rhythm, then begin the numbers. When you snap with your right, say your numbers as you snap. When you snap with the left, say someone else’s number. The person whose number you said will then say his number when he snaps right and another person’s number when he snaps left. If someone messes up, he is out. Start slowly then gradually speed up the pace.

Mother May I

Explain the rules. The “mother” turns her back to the kids. She calls out a name and tells that person to perform an action. The student asks, “Mother, may I?” and the mother answers, “Yes.” Then the student does it.

The actions can be simple or complex. i.e., small/giant steps or hops

If the students are more intermediate mix up numbers and actions. Otherwise, keep same action sentence and concentrate on numbers.

OCCUPATIONS

Beginner

Vocabulary

actor/actress	doctor	pastor
barber	fisherman	plumber
bus/taxi driver	housekeeper/housewife	police officer
businessman	lawyer	secretary
butcher	mechanic	teacher
chef/cook	nurse	waiter/waitress
dentist	painter	

Where would find a....? What would they do?

Charades

Choose an Occupation

- *Select many pictures of a variety of occupations from flash cards or magazine pictures.
- *Pick up the pictures in contrast with each other.
- *Stand at the front of the class and hold up a pair of cards/pictures. Make sure the campers know which occupations these are.
- *Hold your arms out to either side of your body and have the campers move to the side with the occupation they prefer.
- *Once the class is divided, call on 1 or 2 campers to explain why they chose that occupation.
- *Make sure every camper gets a chance to answer at some point in the game.

Future Plans – Have each camper tell what he would like to be when he grows up.

Tools of the Trade

- *Divide the class into small groups and assign one person in the group to be the secretary.
- *Give the name of an occupation and see how many tools the group can come up with that are needed for that trade. You may want to give a time limit such as 1 minute.

Where Do You Work?

- *Make a list of as many businesses or company names as you have campers.
- *Explain to the campers the use of the following questions to find out about someone's work. Write them on the board.

Where do you work? I work at Pizza Hut.

What do you do there? I am a chef. I bake pizzas.

You can also teach alternate ways of asking the questions

What do you do for a living?

What is your occupation?

- *Have each camper ask you the 2 questions. Give them an appropriate answer using at, for/in with one of the businesses and companies you have listed. (cont'd...)
- *Then have the campers think of a business or company in their country where they could work, a job they could have there, and the things they would do in that job.
- *Ask each camper the 2 questions and listen for the appropriate response.

Song – “I’ve Been Workin’ on the Railroad”

I've been workin' on the railroad, all the live long day.
I've been workin' on the railroad, just to pass the time away.
Can't you hear the whistle blowing? Rise up so early in the morn.
Don't you hear the captain shouting, "Dinah, blow your horn?"

Dinah, won't you blow? Dinah, won't you blow?
Dinah, won't you blow your horn? Repeat both lines

Someone's in the kitchen with Dinah. Someone's in the kitchen, I know.
Someone's in the kitchen with Dinah, strumming on the ol' banjo. Singin'...

Fee, fie, fiddley – eye – oh. Fee, fie, fiddley – eye – oh – oh – oh – oh
Fee, fie, fiddley – eye – oh – strummin' on the ol' banjo.

Intermediate and Advanced

Vocabulary - see Beginner list

accountant	computer	flight attendant	receptionist
architect	programmer	florist	repairman
artist	construction	gardener	reporter
astronaut	worker	hairdresser	salesperson
baker	custodian/	librarian	scientist
bank teller	janitor	mechanic	security guard
banker	dancer	musician	tailor
barber	electrician	nanny	travel agent
carpenter	farmer	pharmacist	veterinarian
cashier	fireman	plumber	
	fisherman	postman	

Proverbs

If at first you don't succeed, try, try again.
Idle hands are the devil's workshop.
A man just works from sun to sun, but a woman's work is never done.
Business before pleasure.

Idioms

work like a dog/horse	lie down on the job
hand in hand	nose to the grindstone
make a buck	all in a day's work
right hand man	spread oneself too thin
the early bird catches the worm	dog – eat – dog
pull some strings	monkey wrench
elbow grease	all work and no play
jack of all trades	make hay while the sun shines
tricks of the trade	overworked and underpaid
pull up a chair	to be called on the carpet
leg work	to get axed
burn the candle at both ends	to make short work of something

call it a day
around the clock
after hours

work your fingers to the bone
work your way up the ladder

Where do you go for help when...

*This can be used at the beginning of class to help review occupations and see how much your class already knows.

What person (occupation) can help you if...

You want to buy flowers for your sweetheart? (florist)

Your dog becomes lethargic and won't eat? (veterinarian)

You want to mail a Christmas card? (postman)

You need airline tickets to go to Spain for the bull fights? (travel agent)

You need a glass of water to swallow a pill on the airplane? (flight attendant)

You feel a pain in your stomach that doesn't go away? (doctor, nurse)

Your library book is overdue and you need to pay a fine? (librarian)

You need a special cut of meat for an anniversary meal? (butcher)

You need to buy medicine for your mother's allergies? (pharmacist)

Your tooth broke off while you were eating popcorn and it really hurts? (dentist)

Your pipes are leaking and you have water all over the floor? (plumber)

You just bought a computer and you need another outlet in the wall? (electrician)

20 Questions

*Have a camper choose an occupation.

*The rest of the class must ask yes and no questions to determine the job.

*They only have 20 questions in which to guess the right occupation.

*You may want to do this in 2 teams instead of by individuals.

Mystery Occupations

*This is like 20 questions only reversed.

*One camper is chosen and comes to the front of the class.

*The rest of the class is shown or told the occupation of the chosen camper

*The camper at the front then has to ask yes and no questions to find out his occupations.

Occupation Vocabulary Brainstorm

*Write 10 or so occupations on the board.

*Each camper chooses 1 occupation and writes a list of 10 ideas, feelings, memories, objects, etc. he/she associates with it. Each idea must be described by a single word.

*Then put the campers in groups and have them talk about what they wrote down. If someone in the group doesn't understand why a certain word was written, then that camper needs to explain the connection.

Ex. poor, expensive, color, canvas, pain, joy, brush, smell, country, friends

Occupation = artist

Possible unclear words may be – smell (smell of the oil paint), country (painting in the country), friends (friends who are artists)

Job Hierarchy

- *Brainstorm occupation vocab and list on whiteboard.
- *Break the class into groups of 3 or 4 and have them rank the jobs in terms of respect or value within their culture.
- *Bring the class back together and find out the results.

Pros and Cons

- *Choose a few pictures of various interesting occupations.
- *Show one picture at a time and have the campers brainstorm on the advantages and disadvantages of that occupation.
- *You could divide the class into groups and give each group a different picture. The group then discusses the pros and cons.
- *Bring the class together and have the groups choose which is the best and the worst jobs and why.

The Perfect Job

Talk about the perfect job.

What would it be like?

What would you do?

Why would you like to do it?

Riddles: What do They Do?

Riddle #1

A baker, a carpenter, and a painter met one afternoon. Their names were Mr. Baker, Mr. Carpenter, and Mr. Painter. "Isn't it strange," said Mr. Baker, "that not one of us has a trade the same as our name?" "That's true," answered the man who was a painter. Name the trade of each man.

Solution

Mr. Baker can't be the painter because the painter relied to his question. He can't be the baker because his trade doesn't match his name. So, Mr. Baker must be the carpenter. Mr. Painter can't be the carpenter or painter, so he must be the baker. This leaves Mr. Carpenter, who must be the painter.

Riddle #2

Five gas station attendants decided to line up in a straight row to have their pictures taken in front of their place of business. From the following clues can you figure out who each man is and what job he has?

The oil and grease man is at one end. He is not Walt.

The man who serves the gas is at the other end.

The manager is not Peter.

Same is in the center between the man who checks tires and the windshield washer.

There is nobody at Walt's right.

There is nobody at Peter's left.

The manager stands at the windshield washer's left.

Bob stands at Walt's left.

Adam is at Peter's right.

Solution:

From left to right: Walt – serves gas; Bob – windshield washer; Sam – manager; Adam – tires; Peter – oil and grease man

Questions about Money

1. Do you save money? For what? Vacations? A house? School?
2. In your family who takes care of the money?
3. How do you pay for things you buy?
4. What makes money valuable?
5. Suppose there was no money (paper or coins). How would people “buy” things?

Questions about Work

1. Do you work now, besides going to school?
2. Which kind of work would you really like to do? Is that job different from the one you are working now?
3. What kinds of occupations do most people want in Hungary? Why?
4. What kinds of occupations or professions are important or gain the most respect in Hungary?

Biblical Questions – The Sower and the Seed

1. Jesus compared himself to a farmer planting seed. Do you think that is a good comparison? Why? Why not?
2. Jesus also compared people to different kinds of soil. Which soil best describes your response to what you have heard about Jesus?
3. The good ground produces a lot of grain. What is the grain that the good ground produces? (Here is a chance to tell how God has changed your life since you became a Christian.)

PARTS OF THE BODY

Beginner

Vocabulary

head	nose	shoulders	back
face	mouth	arms	legs
hair	teeth	hands	knees
eyes	tongue	fingers	foot/feet
ears		body	toes

Song – Father Abraham

Song – Head and Shoulders, Knees and Toes

Head and shoulders, knees and toes, knees and toes,
Head and shoulders, knees and toes, knees and toes,
And eyes and ears and mouth and nose,
Head and shoulders, knees and toes, knees and toes,

Song – He’s Got the Whole World in His Hands

He’s got the whole world in His hands.
He’s got the whole wide world in His hands.
He’s got the whole world in His hands.
He’s got the whole world in His hands.

He’s got you and me, brother, in His hands repeat 2 times
He’s got the whole world in His hands.

He’s got the little – bitty baby in His hands repeat 2 times
He’s got the whole world in His hands.

He’s got all of us here in His hands repeat 2 times
He’s got the whole world in His hands.

Song – “If you’re Happy/Saved and You Know It”

If you’re happy/saved and you know it _____ (2 times)
If you’re happy/saved and you know it _____
Then your life will surely show it.
If you’re happy/saved and you know it _____.

Say Amen Clap your hands Stomp your feet Do all three

Song – Hokey Pokey

Go over **right** and **left** before singing this song.

Song – Dry Bones

Chorus: Ezekiel saw the valley of dry bones. repeat 2 times
 Now, hear the word of the Lord.

1. The toe bone's connected to the foot bone.
The toe bone's connected to the heel bone.
The heel bone's connected to the ankle bone.
Now hear the word of the Lord! Chorus

2. The ankle bone's connected to the leg bone.
The leg bone's connected to the knee bone.
The knee bone's connected to the thigh bone.
Now hear the word of the Lord! Chorus

3. The thigh bone's connected to the back bone.
The back bone's connected to the neck bone.
The neck bone's connected to the head bone.
Now hear the word of the Lord! Chorus

Body Building

- *Before class, write body part studied on a small piece of paper.
- *Have all the papers in a hat or basket or similar container.
- *Depending on the # of campers in your group vs. the # of body parts, you may need to have 2 groups.
- *Campers come forward, draw a piece of paper out of the hat and draw that body part on the board regardless of what it is.
- *The next camper comes forward and does the same thing. If the part he draws does not connect with the previous part, he needs to draw it in a place on the board where he thinks it will go.
- *Each camper has his turn until all the parts of the body are drawn.

Descriptions of People

Teach vocabulary related to how we describe people.

Hair

long/short

bald

straight/wavy/curly

colors – brown, black, blond, gray, red

Eyes

colors – green, brown, blue, black, hazel

gray

wears glasses

Body

fat, heavy

thin, skinny

tall/short

Face

freckles

dimples

moustache

beard

Magazine Scavenger Hunt

- *Give each camper a magazine from the English closet.
- *Say a description of a person and see who can find a person who fits that description first.
- *If your group can handle it, let the campers take turns being the teacher and saying a description for everyone else to find.

Simon Says

Go over some of the command words that you plan to use before playing this game.

stand	snap	show
sit	scratch	wiggle
clap	put	raise
cover	touch	rub

Intermediate

Vocabulary

head	ears	throat	body
forehead	nose	shoulders	stomach
face	cheeks	chest	hips
hair	mouth	arms	legs
eyes	lips	elbow	knee
eyelashes	teeth	hands	foot/feet
eyebrows	tongue	fingers	ankle
eyelid	chin	thumb	toes
eyeball	neck		

Idioms – body parts

to pull someone's legs
keep an eye on
keep (your) eyes out/open/peeled
lend an ear
lump in the throat
pain in the neck
roll your eyes
to be nosy
twist one's arm
put your foot in your mouth
butterflies in your stomach
use your head
eyes bigger than my stomach

Idioms – aches and pains, sickness

catch a cold
My (body part) is killing me.
to feel/be under the weather
to not feel up to par
weak stomach
one's nose is running
between life and death
fit as a fiddle
health nut

***Beginner level activities can also be used for Intermediate with expanded vocabulary.

I Am....

Draw your body and label.

Label with sentences – I have brown hair.

I have two green eyes.

I have two legs.

Ex.

Aches and Pains

"My _____ hurts."

"My _____ is killing me."

"I have a/an _____."

headache	sore throat
earache	fever
toothache	cold
backache	runny nose, stuffy nose
stomachache	

Symptom Pantomime

Campers take turns acting out various aches and pains. The rest of the class are doctors who diagnose the problem.

Advanced

Vocabulary

muscles	heart
skin	body odor
brain	heel
mind	armpit
sneeze	blood
hoarse	chills
nausea	rash
nerve	

Idioms

be on somebody's mind	weight of the world on one's shoulder
cross my heart	keep someone at arm's length
by the skin of your teeth	make the hairs on the back of your neck
	stand on end
brain dead	step on someone's toes
brain is fried	these walls have big ears
drag one's heels	tongue – in – cheek
get on someone's nerves	turn one's nose up
heart of gold	wet behind the ears
heart of stone	be an old hand at something
in/out of shape	apple of my eye
jump down one's throat	green thumb
head in the clouds	put heads together
in the blink of an eye	hold your tongue
keep your chin up	lend someone an ear / a hand

Non – verbal Cues

Demonstrate some non-verbal cues used in the US and see if the campers can guess what they mean.

- thumbs up, thumbs down
- shaking the open hand palm down back and forth to mean so-so
- putting the index finger and thumb together for the OK signal
- crossing fingers for good luck or to mean you don't intend to do what you say
- shrugging of the shoulders for I don't know
- rubbing chin with thumb and index finger for thinking
- circling the index finger by the ear to show someone is crazy
- index finger over the mouth for telling a secret or to be quiet

Find out what non – verbal cues are used in your campers' country.

Friendly Advice

*Write out various health complaints on slips of paper.

*Campers take turns selecting a slip of paper, reading their problems, and getting advice from the rest of the class using the form "You SHOULD..."

Examples of health problems:

I'm overweight.	I have a _____ ache
I am sunburned.	I'm tired all the time.
I have achy muscles.	I have a rash on my skin.
I am sneezing a lot.	I am hoarse.
I am nauseous.	I have bad body odor.
I have the chills.	

How Healthy are You?

- *Have campers brainstorm on practices that are good or bad for one's health.
- *Write these up in two columns on the board.
- *Have campers make a list of their own healthy and unhealthy practices.
- *Have them share the list with a partner. With their partner they decide on one thing they will do / stop doing in order to improve their health.
- *Bring the class together and have volunteers share their decisions.

Staying Healthy

- *Tell the campers you are new to their country and need their advice for staying healthy while you are here. What should you do to stay healthy? What should you eat? What should you avoid? What medicine should you take if you become ill?
- *Break the class up into small groups and have them come up with at least 5 pieces of advice for you.
- *Get back together as a class and share the advice. You could write them on the board and narrow them down to the 3 best pieces of advice.

PLACES AROUND TOWN

Beginner

Vocabulary – Buildings

bakery	funeral home	parking garage/lot
bank	gas station	pet shop
barber shop	grocery store	police station
book store	hair salon	post office
bus station	hardware store	restaurant
candy store	hospital	school
church	hotel	skyscrapers
coffee shop	jail/prison	supermarket
court house	laundromat	theater
department store/mall	library	toy store
drug store/pharmacy	movie theater	train station
fire station	museum	zoo
flower shop/florist	park	

Around the City

bench	intersection	public telephone
street light/traffic light	crosswalk	garbage truck
sidewalk	bus stop	neighborhood
curb	parking meter	traffic
street	phone booth	

What will you see? Why would you go there? Which of these do you have in your town?

Who Works There?

Write 5 or 6 work places on the board and work with the campers to identify as many jobs as possible that take place in each work place.

Ex. School – teacher, principal, janitor, secretary, nurse

What do they do?

Other possible places: restaurant, bank, town hall, post office, store
(refer to occupations lesson for help)

Variation #1 You could also have them brainstorm all vocabulary they can think of related to the word given.

Variation #2 Give a point for each correct word a camper writes down. Do several different job locations. The camper with the most points at the end wins.

City Plan

Divide the campers into groups and have them design a city by drawing a map on a piece of paper. They need to include the buildings and other things they think are important for their small city.

Intermediate

Vocabulary – see also Beginner Vocabulary

telephone company	fire department	insurance company
-------------------	-----------------	-------------------

travel agency
attorney's office
lawyer's office
auto shop
video store
music store
dry cleaners
real estate office

computer store
book store
train station
butcher shop
appliance store
architecture company
camera shop

jewelry house
greenhouse
mortuary
furniture store
photographer
antique dealer
lumber yard

Idioms

bull in a china shop	first come, first served
old stomping grounds	upper crust
lower/middle/upper class	bank on something

See **Who Works There?** from beginner

Design a Community

As a class or in small groups have the campers design a community. Make it an innovative and original town. Have them draw a map of their town, then describe it to the class. They should think about the following:

- What are the important buildings and people needed in a community?
- How should they be arranged in the town?
- What would the town flag look like?
- Who would run the town?
- How will people get around in this town?
- Where do people live and work in this town?
- Where do the people buy necessities like food and clothing?

Neighbors

Have campers describe their neighborhoods.

- Do they have friendly neighbors?
- How do neighbors relate to one another?
- Do they entertain neighbors in their homes?
- How do they show hospitality?

(It would be interesting to compare Hungarian and American cultures here)

Neighborhood Problems

There are many things that can cause misunderstanding among neighbors. Divide the class into teams and give them 10 minutes to prepare skits on one of the following issues that can cause problems between neighbors. Each skit could show a disagreement or problem and one way to deal with it or work at finding a solution.

children
noisy parties
loud music
gossip
pets

smoking
garbage/litter
laundry
outside clutter
construction

gangs
graffiti
parking
cooking odors

property lines
broken windows
politics
water

When do you call a...?

Try a circle dialogue to practice working on community businesses and services.

The first person in the circle asks, “When do you call a hotel?” The second person in the circle answers the question. (“I call a hotel when I am traveling and I need a place to sleep.”) Then he turns to the third person and asks, “When do you call a tire store?” The third person answers the question. (“I call a tire store when I need information about the cheapest tires.”) Then he turns to the fourth person and asks, “When do you call a...” The activity continues around the circle.

You can make a list of businesses on the board and allow the campers to choose places from the list. Continue around the circle until everyone has had a turn or until all the businesses have been used.

church, telephone company, drug store, travel agency, restaurant, movie theater, attorney’s office, auto shop, video store, music store, sign painter, hotel, dry cleaners, real estate office, hardware store, fire department, computer store, book store, train station, butcher shop, appliance store, architecture company, police station, camera shop, candy store, insurance company, jewelry store, hospital, greenhouse, mortuary, court house, furniture store, floral shop, beauty salon, bank, post office, library, gas station, photographer, antique dealer, lumber yard

Advanced

See **Community Rules** and **It’s Debatable** from the Values lesson.

Conversation Questions – Stereotypes

Discuss some typical stereotypes of people around the world. Discuss the truth and falsehoods of these stereotypes. Where do they originate? Are there other groups of people that Hungarians stereotype? Do your camper agree or disagree with these stereotypes?

Ex. All Americans are loud and obnoxious.

Scottish people are frugal.

French people are rude.

Asians are intelligent.

Germans are intelligent.

RESTAURANT AND MENUS

Intermediate **Menus**

Using some menus from the English closet as a guide, go through and tell the various sections of the menu.

Are there any particular ways they indicate special meals or low fat meals?

Divide the class into pairs. Write a number of questions on the board relating to menus in general.

- Ex. Does this restaurant serve Coke or Pepsi?
How much is the cheapest dessert?
How many appetizers are available?
Are there free refills with the drinks?
What side dishes come with the main meals?

Each pair must go through and find the answers in their particular menu. If for some reason a question does not relate to their menu, they can throw it out.

Variation #1: With menus where there are multiple copies, develop specific questions relating to that menu. Make sure that some of them are very specific and detailed. Give each pair a copy of the menu and see which pair can find the answers to all of the questions first.

Variation #2: Set up stations around your teaching area with one menu per station. It would be good to have the same amount of stations as there are campers. Have a few questions relating to each menu written out on a piece of paper beside the menu. With a separate piece of paper to write on, have each camper start at a station. Give them a certain amount of time at each station then move to the next one around the circle or in an organized manner. At the end, see who could find the most information.

Variation #3: Compare and contrast menus. Divide the class into groups. Give each group a set of menus with questions that relate to them. Have the group look at all the menus and find the answers.

- Ex. Which restaurant has the cheapest bowl of soup?
Which restaurant does not serve alcohol?
Which restaurant serves gorgonzola salad dressing?

In The Restaurant

Go over conversations that are useful in a restaurant.

Entrance:

Hostess: Hello. Welcome to _____. How many?

Guests: _____

Hostess: Smoking or Non?

Guests: _____

Hostess: Right this way.

Hostess seats the guests and hands them the menus.

At the table: drink orders

Waiter: Hello. My name is _____ and I will be your waiter.
May I take your drink orders?

Guests: _____

Guests look at their menus.

Waiter returns with the drinks.

Waiter: Are you ready to order?

Guests: Could we have a few more minutes?

Waiter: Sure I'll be back.

Or

Guests: Yes, we are.

Guests go around the table and give their orders.

After the meal:

Waiter: Would you like some coffee and dessert?

Guests: No, thank you.

Or

Guests: Yes, please.

Waiter: Just a moment. I'll go get the dessert menu.

Or

Okay, our desserts are...

Guests place their orders.

At the end: (This is different in Hungary.)

The waiter brings the bill to the table and waits at a distance until the head of the table has placed the method of payment on the tray, in the folder, etc. Waiter comes to get money and takes care of credit card payment or giving change.

Guests leave a tip on the table.

Set up the class like a restaurant. Have some campers be the hosts/hostesses and waiters/waitresses and the rest can be the guests. After a time, rotate roles so everyone can be at least two of the roles.

SEASONS & WEATHER

Seasons Vocabulary

spring
summer
fall/autumn
winter

Break down the months into the different seasons.

Weather Vocabulary

hot	cold	rain/rainy
warm	rainbow	snow/snowy
cool	clouds/cloudy	sun/sunny
		storm

Match up the weather terms with which season they would fit into.

Match clothes up with weather or season.

Rainy Day

- *Break the class into groups.
- *Have each group brainstorm on things to do on a rainy day.
- *When groups are finished, have each group share their list.
- *Give each team a point for an activity that no other group thought of.
- *The team with the most points (and most creative answers) wins.
- *Draw a season wheel with activities.
- *Make a list of activities that go with each season.
- *My favorite season is _____, because _____.

Intermediate

Vocabulary

weather forecast	thermometer	full moon
precipitation	temperature	eclipse
freezing	below freezing	hail
humid	thunder (clap of)	partly cloudy
hurricane	lightning (bolt of)	fog/foggy
tornado	overcast	breeze/breezy
wind chill factor	sunrise	flood
blizzard	sunset	drought
		typhoon

Idioms and Expressions

on cloud nine	rained out
head in the clouds	keep an eye on the weather
fair – weather friends	take a rain check on it
feeling under the weather	left out in the cold
foul weather	shoot the breeze
it'll be a breeze	What's the weather like today?

out of the clear blue sky
steal his thunder
it's raining cats and dogs

Predicting the Weather

*Talk about things that are used to predict the weather conditions

For example: Red sky at night sailors delight.

Red sky in the morning sailors take warning.

If you have aching joints, it's going to rain.

*What precautionary measures can be taken for tornadoes, earthquakes, hurricanes, typhoons, etc.

World News Weather Report

*Divide the class into 2 or 3 teams.

*Tell each team that they will be giving the evening weather report on the world news broadcast. Each person in the team should choose an area of the world he would like to report on and prepare an imaginary weather report.

*After having some time to prepare, have each group give their report to the entire class.

Weather Skits

*Prepare separate slips of paper giving weather situations for campers to act out:

Two skiers on a mountain, nervous about the possibility of an avalanche

Two strangers waiting at an uncovered bus stop in the rain

Two family members preparing for the arrival of a typhoon

Two brothers/sisters playing outside who suddenly see a tornado coming their way

Two people at a picnic when it starts to hail

Two people at a beach with a thunderstorm coming

Two travelers riding in a car during a blizzard

Two people riding camels in the desert in a dust storm

*The campers divide into pairs and each pair chooses a slip of paper.

*They have 10 minutes to plan their skits and then do them for the class.

*The teacher needs to be ready to help the groups if needed.

Song – Turn, Turn, Turn

Chorus: To everything, turn, turn, turn, there is a season, turn, turn, turn,
And a time for every purpose under heaven.

1. A time to be born, a time to die, a time to plant, a time to reap, a time to kill,
A time to heal, a time to laugh, a time to weep.
2. A time to build up, a time to break down, a time to dance, a time to mourn,
A time to cast away stones, a time to gather stones together.
3. A time of war, a time of peace, a time of love, a time of hate,
A time you may embrace, a time to refrain from embracing
4. A time to gain, a time to lose, a time to rend, a time to sew,
A time of love, a time of hate, a time of peace. I know it's not too late.

SPORTS AND HOBBIES

Vocabulary

Baseball	Coin Collecting	Ice Hockey	Shopping
Basketball	Crafts	Ice Skating	Skiing
Bowling	Drama/acting	Jogging	Snowboarding
Boxing	Fishing	Kite flying	Soccer
Ping-pong	Football	Lacrosse	Stamp collecting
Badminton	Gardening	Painting	Surfing
Ballet	Going to movies	Playing an instrument	Swimming
Bike riding	Golf	Photography	Tennis
Board games	Gymnastics	Racquetball	Theater
Boating	Hiking	Rollerblading	Volleyball
Camping	Horseback	Sailing	Walking
Chess	Riding		Wood working
	Hunting		

Song – **Take Me Out to the Ball Game**

Take me out to the ball game. Take me out with the crowd.

Buy me some peanuts and crackerjack.

I don't care if I ever get back.

For it's root, root, root for the home team.

If they don't win it's a shame.

For it's one, two, three strikes, you're out at the old ball game.

Beginner

Introduce some basic sports

Swimming	Soccer
Tennis	Baseball
Basketball	Ice skating
Skiing	Rollerblading
Football	

Review the **four seasons**.

Categorize the sports according to which season they are played in.

Sports Ranking

*As a class list 10 different sports on the board.

*Divide the class into groups of 3 or 4. Have the groups rank the sports #1-10.

Ranking possibilities are:

1. best to worst
2. hardest to easiest
3. most people to least people
4. most popular to least popular in your country

*Once the groups have made their lists have them give their decisions to the class. Mark the ratings on the board next to the list. Discuss the similarities and differences in the rankings.

Charades

Simon Says

Red Light/Green Light

Where sports take place

Course	golf, race
Track	race
Field	football, soccer
Ring	boxing
Pool	swimming
Alley	bowling
Rink	roller skating, ice skating, hockey
Court	basketball, tennis
Diamond	baseball
Gymnasium	basketball, many others
Coliseum	all kinds of athletics
Stadium	many sports activities
Arena	public entertainment or sports
Grandstand	spectators or fans can sit to watch sports activities

Intermediate/Advanced

Idioms

Be a good sport	To have a ball
Be a poor sport	To be hooked on something
Under dog	Play it safe
Starting line-up	Warm the bench
Way to go	Choose up sides
On a roll	Winning streak
Bench a player	Throw someone a curve
Out of one's league	This is the life
Get in shape	Take it easy
On again, off again	Poker face
At a snail's pace	Go to bat for someone

See **Sports Ranking** in beginner and adapt to your class

Discussion of Sports

Learn from the campers about sports in their country

1. What sports do you play?
2. Are there organized sports in the schools? Is PE required?
3. What sports are popular on TV in this country?
4. Do you have community teams?
5. What sports do women play? What are the roles of women in sports?
6. How are athletes viewed in terms of social class?

Get a Clue

Before class write down 5 clues going from general (5) to specific (1) describing a sport.

Do this for several sports.

Have campers number a piece of paper 1-5 with number 5 at the top.

Tell them you are going to give them 5 clues about a particular sport. After each clue they are to write down their guess as to what sport it is. After you have given all the clues, see who guessed it right first. If they got it right on the first try, they get 5 points, on the second try 4 points and so on.

- Ex.
5. It is a team sport.
 4. This game is played on a field.
 3. The players wear special shoes.
 2. Helmets are worn by the players.
 1. To win you must get the most touchdowns.

You can divide your class into two teams, give each team a sport and have them write a set of 5 clues for the other team.

Sports Values:

- a) Do you think sports promote good values or bad values?
- b) Is winning the most important (or only) thing to strive for in sports?
- c) If no, what else is important?

Divide the class into groups and have each group decide on the 3 most important benefits of having children play sports as they grow up.

Divide the class into groups and have them list the 3 most important qualities of a good team player.

As a class or in small groups discuss what makes a hero. Name various heroes and why they have that status. Ask the campers “Who is your hero?” “Who do you look up to?”

Cheating – Discuss the following questions with your class.

Why do you think we have rules in sports?

What is cheating?

Have you ever seen someone cheat in a sporting event? Describe it.

Have you ever cheated in a sporting event? What did you do? How did you feel afterwards?

Sports Conversations

1. What are the most popular sports in your country? Why?
Describe those sports-number of players, rules, equipment.
2. What sports do you enjoy watching? Playing?
3. What is the difference between an amateur and a professional?
4. Do you know any professional athletes? Who would you like to know?
5. Which sport requires the greatest strength? The greatest endurance? The greatest coordination?
6. Do you consider yourself to be an athlete? How strong are you?
7. Who is the strongest person you know? What can he do?

TELLING TIME

Use the clock poster from the English cabinet or a self drawn or made clock.

Morning

Noon

Afternoon

Evening

Night

Midnight

Hickory Dickory Doc

Proverbs

A man works from sun to sun, but a woman's work is never done.

Early to bed and early to rise makes a man healthy, wealthy, and wise.

A Typical Day

*Each camper tells about his usual daily schedule – what he does at what time.

They may not have a normal daily schedule in the summer, so you may want to ask them about their schedules during the school year.

Transportation and Travel

Beginner

Vocabulary

ambulance	fire truck	motorcycle
bicycle	golf cart	pick up truck
boat	hearse	plane
bus	helicopter	sailboat
camel	hitchhike	school bus
canoe	horse	ship
car	horse-drawn wagon	subway
delivery truck	hot air balloon	taxi/cab
ferry boat	jeep	tram/street car
	limousine	train

National Transportation

Have the campers brainstorm on forms of transportation available worldwide; list them on the board. Divide campers into pairs and have each pair decide on one form of transportation that is not available in their country, but that they would like to introduce. When they have done this, have each pair team up with another pair and discuss their choices. Have the group of four decide on one form of transport. Then have the groups share their choices/reasons with the class, and have the class decide which mode of transport to introduce to their country.

Transportation Brainstorm

Have campers brainstorm on various forms of transportation. List them on the board. Have campers choose those forms which are available locally and check those items. Divide campers into groups and list the advantages and disadvantages of each. Have groups share their answers and choose the best form of transportation to use in their town.

Travel Dreams

Teach the English names of countries.

Have each camper choose anywhere in the world he/she would like to visit.

Globe Toss

Using an inflatable globe ball, toss it to one of the campers. That camper holds the ball as he/she caught it and looks at the countries where his/her fingers are located. He/She chooses one of the countries, says the name, and gives another fact about it (a city in that country, what language is spoken there, what continent it is on, someone who lives there, etc) Then that camper tosses the ball to another camper who then takes a turn.

Variation: You could play this where one of the teachers sings a song while the campers toss the ball around the circle. When the teacher stops singing, the camper with the ball in his/her hand does what is explained previously. The teacher needs to make sure the ball stops at everyone in the group at least one. If there is more than one teacher and the class is large, you could divide the class in half in order to facilitate more action and speaking opportunities.

Intermediate

Idioms

back seat driver

car pool

drive someone up the walls

drive someone bananas

drive someone crazy

drunk driving

lemon

off the beaten path

traffic jam

catch a ride

fly by night

fly by the seat of your pants

hit the road

living out of a suitcase

Miami or bust

thumbing a ride

ends of the earth

how/what/where in the world...?

how/what/where on earth...?

off in a different world

Quotes

“It’s a nice place to visit, but I wouldn’t want to live there.”

“I just flew in from _____ and, boy, are my arms tired.”

“If you look like your passport picture, you need a vacation.”

Country Tour

Divide campers into groups or pairs. Instruct them to act as a travel bureau and to plan a tour of their country for foreign visitors. The tour should include at least three forms of transportation and should last one week. Plans should include a price, itinerary, ports of call, points of interest at each, appropriate activities at each place. Have each group share their tour with the class.

Variation: Have groups choose a name for their agency and make up a brochure advertising their tour. Post these and have them judged by an outsider as to which agency has the best tour.

Around the World

This is similar to **Country Tour** except that you are planning a trip around the world. If available, give each pair/group a world map. Make sure they know the names of the countries in English. Instruct the pairs to plan a trip around the world, including three forms of transportation, making 5 stops. Have them list the stops and what they will do/see at each place (why they chose to stop there). Have the pairs share their world trip with the rest of the class.

VALUES

Advanced

Idioms

a man of his word

face value

get your money's worth

mean what you say and say what you mean

shake on it

your nose is growing

your word is your bond

Fire!

Tell your campers to imagine that they were awakened one night to find their home in flames. They were alone in the house, so no one else was in danger. They had to leave immediately, but had time to quickly pick up 2 things (one in each hand). What 2 items would they choose? And why? Divide the campers into groups to share their answers and reasons. After that, have volunteers from each group share some of the group's answers with the class.

Teach Your Children Well

*Have campers brainstorm for values having to do with character: honesty, loyalty, patriotism, humility, cooperation, patience, etc. List their answers on the board.

*Divide the campers into groups of 3 and have them decide which values are most important for children to learn.

*Which should be stressed most by teachers and parents?

*Come back together and have groups share their answers.

*Also discuss what values were taught to them as children, and how they were taught.

*You may also want to discuss how to instill the necessary values in children.

If

Tell the campers to imagine that they won a million dollars. The only stipulation for the use of the money is that it cannot be spent on themselves or any one they know personally (family/friends). What would they do with the money? Have campers formulate an answer then write it out. Have them turn their slip of paper in to you, and read out the responses (without names). Have class vote on the best.

Heroes

Ask the campers to think about who they most admire in the world, and why. Give each camper time to prepare and then present a short speech to the class.

Community Rules

As a class or in smaller groups, discuss community rules.

Why are rules/laws needed?

How are they made?

How are they enforced?

What rules/laws do Americans need to be particularly aware of in this country?

What happens if you break the rules?

It's Debatable

Community life requires cooperation and order, and the law helps maintain that order. But laws vary greatly from one country to another. Some issues that cause big debate in one culture might not be an issue at all in another.

Discuss with your class some of the following questions to see what their perspectives are. Be careful not to push American values, but listen and learn from them about their culture.

- Should landlords have the right to refuse to rent to families with children?
- Should landlords have the right to refuse to rent to families with pets?
- Should workers be forced to retire at 65? Or some other age?
- Should the government provide care for the poor? The elderly?
- Should the law require car passengers to wear seatbelts?
- Should the law require bicycle riders to wear helmets?
- Should schools be forced to provide education for children who speak another language?
- Should parents be allowed to "home school"?
- Should the law require all public buildings to be equipped with elevators, rest rooms, and other conveniences for the handicapped?
- What kind of "rights" should criminals have?
- How comfortable should a prison be?

Time Capsule

Explain to the class what a time capsule is. Ask them, "If you were putting together a time capsule for your community – not to be opened for 100 years – what should be included to tell those in the future about life here and now?"

I'd Rather Be...

The teacher reads out pairs of opposites from her list and asks the campers which ones they would rather be. The campers should also give a reason for their choice.

- | | | |
|-----------------|--------------------|--------------|
| soft-hard | mineral water-coke | village-city |
| glass-wood | square-round | lemon-potato |
| water-fire | cold-hot | |
| bitter-sweet | sparrow-snail | |
| beauty-ugliness | hawk-mouse | |
| hammer-nail | chicken-egg | |
| rose-cactus | candle-neon light | |

Desert Island

Tell the campers the situation and what they have to do:

You are stranded on a desert island on the Pacific Ocean. All you have is the swim-suit and sandals you are wearing. There is food and water on the island but nothing else. Here is a list of things you may find useful. Choose the eight most useful items and rank them in order of usefulness.

- | | |
|--------------------|-----------------------------|
| a box of matches | ointment for cuts and burns |
| a magnifying glass | a saucepan |
| an axe | a knife and fork |
| a bottle of whisky | 20 meters of nylon rope |
| an atlas | a blanket |

some metal knitting needles
a transistor radio with batteries
a nylon tent
a camera and five rolls of film

a watch
a towel
a pencil and paper

Work with a partner for about 10 minutes.

Then each pair presents its solution and defends its choices against the other's arguments.

NASA Game

Explain the following situation and have the campers rank the 15 items individually.

(Note that the moon has no atmosphere, so it is impossible to make fire or to transmit sound signals; the moon has no magnetic poles.)

Each camper then compares his solution with that of his neighbor and they try to arrive at a common ranking. The results are then discussed and compared around the class.

You are one of the crew on board a space ship to rendezvous with the mother ship on the lighted side of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 300 kilometers from the rendezvous point. The rough landing has damaged much of the equipment aboard. Your survival depends on reaching the mother ship, and you have to choose the most essential items for the 300 km. trip. The 15 items left intact after landing are listed below. Your task is to attempt to reach the rendezvous point. Write number 1 for the most important item, number 2 for the second most important item, and so on through to number 15.

box of matches
concentrated food
20 meters of nylon rope
two .45 caliber pistols
portable heating unit

one case of tins of dried milk
two 50 kilo tanks of oxygen
solar powered FM
receiver/transmitter
magnetic compass

20 liters of water
signal flares
first-aid kit
parachute silk
star map
Life raft