


# 2009



(cc) by Sally M *Happy New Year* www.flickr.com

Enclosed:  
Conversation cards  
How to use  
SimplyQuests™

<p>NewYear09 &lt; 1 &gt; PastSimple</p> <p>How were the holidays - did you have a nice break? What sorts of things did you get up to?</p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>	<p>NewYear09 &lt; 2 &gt; PresSimple</p> <p>What do people in your country do to welcome in the coming year? Are there any special foods you eat or drink during this time?</p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>	<p>NewYear09 &lt; 3 &gt; PresSimple</p> <p>Overall, do you generally feel optimistic, pessimistic or indifferent about the year 2009. Why?</p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>
<p>NewYear09 &lt; 4 &gt; PresFutureSimple</p> <p>Do you usually go shopping in the "sales" at the beginning of the year? What sort of things will you buy this January?</p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>	<p>NewYear09 &lt; 5 &gt; Futures</p> <p>What issues do you think the US President, Barack Obama, will deal with first? Should those be his main objectives?</p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>	<p>NewYear09 &lt; 6 &gt; Modals</p> <p>Where would you like to go on holiday this year?</p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>
<p>NewYear09 &lt; 7 &gt; FuturePerfect</p> <p>Did you make any New Year resolutions? By the end of this year, what skills, activities or studies will you have newly acquired or completed?</p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>	<p>NewYear09 &lt; 8 &gt; Futures</p> <p>What projects will you be working on in the first quarter of this year? How well do you expect your company to perform? Why?</p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>	<p>NewYear09 &lt; 9 &gt; Negatives</p> <p>Are there any publically held predictions about 2009 that you disagree with? (developments in your industry, environmental disasters, technology, economical issues...etc)</p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>
<p>NewYear09 &lt;10 &gt; PresSimple</p> <p>Have you put together a list of music to buy, books to read or movies to see this month/this year? Why do you hope to spend time doing this/these?</p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>	<p>NewYear09 &lt; 11 &gt; Futures</p> <p><b>What are you going to do this year to improve your level of English?</b></p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>	<p>NewYear09 &lt; 12 &gt; effects/MixedConditionals</p> <p>Have you thought much about the global wars and conflicts in 2008? Do you have any predictions about what might happen militarily in 2009?</p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>
<p>NewYear09 &lt; 13 &gt; Futures</p> <p>How will this winter be? Do you expect that it'll be a mild or a bitter one? Why? What about this summer?</p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>	<p>NewYear09 &lt; 14 &gt; Futures</p> <p>What do you predict happening with some of your favourite sports teams or players? Tell us more. (If you're not into sports tell us about your favourite people in the entertainment industry).</p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>	<p>NewYear09 &lt; 15 &gt; Futures</p> <p>Would you like to make a life prediction regarding one of your fellow colleagues in class (<i>or your English teacher</i>)? Be nice!</p> <p></p> <p><a href="http://www.kalinago-english.com">www.kalinago-english.com</a> SimplyConversations™ ©KarenneJoySylvester2007</p>

# HOW TO USE:

## Prep

- Print/photocopy question prompt sheet on to coloured card (laminare if desired), cut.
- Download/print copies of the Conversation Control™ sheets from:  
<http://www.kalinago-english.com/cms/index.php/Marketplace/SimplyConversations/Conversation-ControlTM.html>
- Print/photocopy *SimplyQuests*™. Check for supportive materials in the *SimplyC.wiki*™.

## Pre-task

Brainstorm vocabulary for the topic (draw a circle on the board, elicit relevant words and phrases). Check students understand important words. **This subject is a natural prompt for reviewing future tenses, if you feel it necessary or useful, do a review of the forms beforehand.**

### **Organizing your classroom**

#### **Individual students:**

Place cards face-down on table and get student to select and answer questions one at a time.

#### **Group class (2-5 students):**

Place cards face-down on table. Each student picks a card and asks or answers the question(s).

#### **Group class (6+ students)**

Divide students into smaller groups (no more than 5 per group). Follow instructions as above.

*For many more options visit:*

<http://www.kalinago-english.com/cms/index.php/Marketplace/SimplyConversations/How-to-use.html>

\*menu on the right-hand side.

## In-task

Your main objective is to pay attention to errors and mistakes, correct some and take notes of others on your control sheet, stimulate discussion by agreeing or disagreeing and encouraging them to speak for as long as time allows.

With individual students you should also participate in the “game” – ask/answer. With small groups, simply take notes and with large groups circulate around the room, supporting students as necessary.

For more information on making corrections, watch the videos on youtube: <http://uk.youtube.com/user/english0kalinago>

### **Ending your lesson**

- Ask your students for feedback, what did they learn?
- Go through the Conversation Control™ sheet, talk about the errors and mistakes you heard, discuss the corrections together. Get them to take personalized notes of these.
- Review the new words, phrases and pronunciation problems.
- Remember to openly praise - mention great sentence structures or usage of difficult words.
- Suggest post-task activities as listed in the *SimplyQuests*™ page (*try not to use the word “homework”*).

## Post-task

Provide students with the *SimplyQuests*™ (an email version available for registered users on site). Get them to choose a research activity they're interested in. With larger groups, divide your class into twos and threes and encourage them to split responsibilities, plan and do their activity as a team project. Provide a deadline of when they should report back to you.

Any questions? Comments? Need help?

Do you have a question you'd like me to add or change?

I really welcome and appreciate feedback. I'm at: [karenne@kalinago-english.com](mailto:karenne@kalinago-english.com)

# SimplyQuests™

(pre or post-task student activities)

2009



Dear Student,

Read through the following activities and choose **one or two** investigative opportunities which sound interesting to you. If, while you're out surfing, you discover that you want to research something else even more fascinating - although related to this topic - you can.

Use the internet to help you find more information. Do your research in the language of your choice however please note that you should report on what you've learned only in English.

Remember to make notes of unusual or difficult words that you may need when presenting to the class (that your colleagues may have difficulties with) and if you're able, bring in diagrams, pictures, music or any other forms of media to help explain your quest to us.

Have fun!

## Useful internet addresses include:

[www.google.com](http://www.google.com)

[www.youtube.com](http://www.youtube.com)

[www.wikipedia.org](http://www.wikipedia.org)

[www.history.com](http://www.history.com)

[www.about.com](http://www.about.com)

[www.flickr.com](http://www.flickr.com)

## The Quests

1. When was Jan 1<sup>st</sup> assigned the status of "starting date" of a year in the western world?
2. What is Chinese New Year, when is it and why does it occur on a different date?
3. Choose one or two of the following celebrations and prepare a short report: *Norouz, Gudi Padwa, Harbin Ice Festival, Ōmisoka, Oud en Nieuw, Hogmanay and Malanka.*
4. Who was the person, Silvester, and why is this relevant?
5. Find the words, music and/or video for one of the following songs (or choose your own favorite). Come in ready to explain important phrases and new vocabulary.  
*U2 -New Year's Day; Abba -Happy New Year; Sugarbabes -New Year; Auld Lang Syne*
6. Print out your 2009 horoscope in English and let us know what's in store for you this year!
7. Which celebrities recently died or became ill (entertainment, political or business leaders)?
8. Make a cool list of the sexiest men and women of 2008 and let us know your opinion.
9. Pick one of the following years (1999, 1909 or 1009) and tell us what occurred in that year.
10. Visit [www.flickr.com](http://www.flickr.com) and select three to five photos about the new year. Bring the pictures in (on your smartphone, netbook or printed versions) - tell us why these caught your attention.
11. List some of the commonly cited predictions for the year 2009 (in your industry if you wish).
12. Make a list of your own predictions for the world in 2009.

Hi Teaching Colleague,

Thank you very much for downloading your free sample of *SimplyConversations*<sup>TM</sup>. I hope you have as much fun using them as I've had making them.

Your students will have a great chance to work on their fluency, vocabulary and language awareness with these cards and the *SimplyQuests*<sup>TM</sup> –especially when you use the Conversation Control<sup>TM</sup> sheets to provide feedback and help with their areas of concern.

If you would like to know more about the pedagogical aspects of the system and how I designed them, please visit: <http://www.kalinago-english.com/cms/index.php/Marketplace/SimplyConversations/The-system-explained-1.html>.

**There are free sets regularly available for teachers who register on the site**, including the set **Getting to Know You** which has 30 random questions designed to help you work out your students' conversation abilities. It's a great set which you'll use over and over and over again!

Although there are many websites offering all of their materials for free (and many of them are listed in my delicious site: <http://delicious.com/KalinagoEnglish>), I am simply unable to do so as I'm just a teacher like you, making these and designing the website by myself!

Some of the free sites get their funding through advertisements, are backed by a publishing house or are run by retired persons who do this as a hobby. While I don't intend to suddenly make a fortune from this work, ;-), I do need to make a little to cover my time.

While I probably will use a handful of sponsored ads (so that I can spend more time uploading these - **there's around another 80 to come**) I prefer to provide you with a site that is professional, easy to navigate and relevant to your students' needs.

I don't like visiting sites that are crowded by ads or that are very complicated to wade through – I simply want to get my hands on material to take into class and I figure a lot of you out there also feel that way ☺.

So I offer units separately - you can specifically buy the topics you and your students are interested in and thus, this keeps the prices low. My shop runs via PayPal, an e-bay company, which ensures that your payment is handled securely. It is easy to get account with them [www.paypal.com](http://www.paypal.com) (it links to your creditcard or bank) but if you would prefer to make an order and pay me directly via bank transfer, please don't hesitate to write and let me know.

I'm sure you'll recognize the intrinsic value in saved preparation time, creativity, topicality, personalization of the materials; the system itself and that you will enjoy downloading and using them!

Please do come back soon. You can favourite or bookmark me (look for the funny little button on the left-hand side that says Bookmark) and if you have questions, please don't hesitate to write – you can even comment in my blogs (<http://kalinago.blogspot.com>), (<http://how2learnenglish.blogspot.com>) or in my guestbook on the site.

Until then,  
Karenne  
([karenne@kalinago-english.com](mailto:karenne@kalinago-english.com))

Product Prices: 2009  
(includes EU sales tax and PayPal's transaction charge)

Unit Category	Individuals and Freelancers	Institutions <25 teachers
General English	€0.99	€2.99
Business English	€1.49	€3.99
ESP: English for specific purposes	€1.99	€4.99

# Conversation Control™

## Teacher Sheet

Class: \_\_\_\_\_ Topic: \_\_\_\_\_ Date: \_\_\_\_\_

### New Vocabulary

Keep a record of the new words that come up during the class – not just from the cards, but also introduced within the context of the “conversations” or in the pre-task brainstorming. Encourage students to highlight words and choose 5-8 max. for later study.

### Pronunciation

What letters or sounds are your students having difficulties with – think about stress, intonation and tone.

### Phrases/Idioms

Keep a note of new phrases and idioms that come up during the conversation. Elicit other uses of the same phrase(s), in other contexts - personalise the expression.

### Collocations

Pay attention to words that always go together, get them to write lists.

### Structural weaknesses/areas to focus on

Keep a record of the errors you hear your students making. Look at wrong tenses, word order problems and incorrect usage of words. Pay attention to the mistakes they make **most** often - think about why they are making these mistakes – is it a first language interference? Just a slip-up? When you give feedback, encourage the student(s) to become self-aware and to self-correct.

### Corrections

Make a list here of the **type** of errors/mistakes. Concentrate on detecting regular patterns so you can bring in materials to practice later.

### Other notes

Make good notes of positive things you've noticed during the class – how well are the students participating, have your students begun activating vocabulary from previous “conversations” or from their course book? Have they used a difficult or unfamiliar grammatical structure? Make sure to praise their efforts! You can also keep a record of things you need to remember to research/source for later classes.

# Conversation Control™

## Student Sheet

Class: \_\_\_\_\_ Topic: \_\_\_\_\_ Date: \_\_\_\_\_

### New words

Write down a list of useful words that came up in the discussion today.. Highlight 5 to 8 (max) and make a plan to study them later– consistently try to activate them in future conversations!

### Pronunciation

What letters or sounds are you generally having difficulty saying? Rewrite the words in symbols or divide the word up into syllables, stress patterns/intonation.

### Phrases/Idioms

Write down new phrases and idioms that you come across. Pay attention to how it was used, when and where. Is there a similar saying in your own language? Can you re-use it in another context?

### Collocations

Which words always go with what verbs and/or prepositions: pay attention and create lists.

### Structural weaknesses/areas I have to work on

Only record your area(s) of weakness – not those of the whole class. What kind of errors did you make – do you understand the reason/the rules now? Add new and interesting structures you noticed on the cards. Should you do more research/practice? Keep a record of the mistakes you regularly make: what are you going to do to change this?

### Other notes

Note questions you would like to ask your teacher/other students or use this space to remind you of thing that came up in class that you'd like to research later on.