Dictate phrases, and have students sequence them in correct order.

a. Dictate the following sentences to students:

He was late for an important meeting.
Then he quickly ate breakfast and left the house.
He took a shower and got dressed.
He arrived at work at ten o'clock.
He took the bus to the office.
Henry got up late this morning.

b. Have students then sequence these sentences from one to six, with one being the first thing that happened to Henry:

1. Henry got up late this morning.
2. He took a shower and got dressed.
3. Then he quickly ate breakfast and left the house.
4. He took the bus to the office.
5. He arrived at work at ten o'clock.
6. He was late for an important meeting.

c. As a class, in pairs, or in small groups, have students compare their sequences.
Finish the Sentence!

Students complete sentences with appropriate vocabulary words.

**WORD CUES ON THE BOARD**

a. Write the following words on the board:

<table>
<thead>
<tr>
<th>angry</th>
<th>hungry</th>
<th>on time</th>
<th>scared</th>
<th>tired</th>
</tr>
</thead>
<tbody>
<tr>
<td>bored</td>
<td>nervous</td>
<td>prepared</td>
<td>thirsty</td>
<td>upset</td>
</tr>
</tbody>
</table>

b. Read the following incomplete sentences and have students complete each with the appropriate word from the board:

He drank two bottles of soda because he was very . . .
I didn’t know the answers on the test because I wasn’t . . .
Kathy didn’t want to go to into that dark room because she was . . .
Bob fell asleep in class because he was . . .
I didn’t have any lunch today, and now I’m . . .
Class began at nine. I arrived at nine thirty. I wasn’t . . .
My little brother cried because he was . . .
Your big exam is tomorrow. Are you feeling . . .?
Paul had an accident with his father’s car. His father was very . . .
It rained all day yesterday. I stayed home and didn’t do anything. I was . . .

**Option:** Divide the class into teams and do the activity as a game. Say a sentence, and the first person to raise his or her hand and complete the sentence correctly gets a point for that team. The team with the most points wins the game.
Question Game

Students create different questions based on the same sentence.

a. Write the following sentence on the board:

Mrs. Watson went to Chicago last week.

b. Put a circle around different elements of the sentence, and have students create a question based on that portion of the sentence. For example:

Who went to Chicago last week?

When did Mrs. Watson go to Chicago?

Where did Mrs. Watson go last week?

What did Mrs. Watson do last week?

c. Continue with other sentences.
Tell a Story!

Tell a short story to the class, and ask students questions about it.

a. Tell the following short story to the class:

“Mr. and Mrs. Lane took a vacation last month. They went to Paris. They took the plane, but it was a terrible experience. The plane left three hours late, and they had very bad weather during the flight. When they arrived in Paris, it was raining. In fact, it rained for three days. They stayed in a small hotel and tried to eat in restaurants that weren’t too expensive. They visited the Eiffel Tower and other famous places in Paris, they bought a few souvenirs, and they took a lot of photographs. They sent postcards to all their friends and told them about their trip. Mr. and Mrs. Lane didn’t meet a lot of people because they didn’t speak any French. But they didn’t care. They had a very nice time.”

b. After you finish telling the story, make several statements about it. Some should be true, and others should be false.

c. Students listen to the statements and decide if they’re true or false. If a statement is false, have students correct it. For example:

Teacher: Mr. and Mrs. Lane went to Madrid.
Student: False. They didn’t go to Madrid. They went to Paris.

Option: This activity can be done as a game with two competing teams. The teams take turns deciding whether the statements are true or false.