



AMERICAN ENGLISH

PRESENTS...

*WHY ENGLISH? COMICS FOR THE
CLASSROOM - A GREAT EXPERIENCE,
A GREAT TRIP*

JULY 2015

WHY ENGLISH? COMICS FOR THE CLASSROOM – A GREAT EXPERIENCE, A GREAT TRIP

LEVEL

Hi-Beginner to Advanced

GOALS

Practice adjectives related to place

Practice reading and speaking skills through role-play

Practice writing and speaking skills by creating tourist attraction materials

MATERIALS

- *Why English? Comics for the Classroom – A Great Trip, A Great Experience* (found at the end of this lesson plan)
- *Yellowstone National Park Poster* – Appendix 1
- *Yellowstone Images* – Appendix 2

PREPARATION

- 1) Read through all the materials carefully. Several class periods could be used for this activity, or it could be shortened for use in a single class. Decide which approach is best for your class.
- 2) Print out *Why English? – A Great Experience, A Great Trip* comic. Prepare enough copies for each student to have one.
- 3) Print out the *Yellowstone National Park* poster (Appendix 1).
- 4) Print out the *Yellowstone National Park* images (Appendix 2).

PROCEDURES

Warm-Up Adjective Review

- 1) Divide students into teams of 3 to 4 students, if possible.
- 2) Give each group a sheet of paper. Have the students divide the paper into two pieces.
- 3) Next, name a place that tourists visit in your country. If possible also place a picture of the location on the board.
 - a. Try to choose a place that is well known and easy to describe.
- 4) Set a timer for 1 minute. Tell the student teams they have one minute to write down as many adjectives they can think of that describe the location shown on the board. Start the timer.
- 5) Once the timer is finished, instruct the teams to put down their pencils.
- 6) **Game Scoring:** Have one team begin by listing the adjectives they have written on their paper. If other teams have the same adjective on their paper **all teams with that adjective** must cross it off their list.
 - a. For example:

Team A	Team B
Great	Beautiful
Wonderful	Historic
Good	Great
Nice	Fun
Adventurous	Good

- 7) Have each team call out their adjectives until all the possibilities have been exhausted.
- 8) Award the teams one point for each **unique** adjective on their list. For example, if Team A wrote “historic” and no other team wrote the same word, then Team A receives a point.
- 9) On the chalkboard/whiteboard keep a list of adjectives that students use. These adjectives can be used later in the lesson.
- 10) For this activity, play at least two rounds. During the first rounds students may pick common adjectives (good, big, nice etc.). In the second round students will better understand the game and list less commonly used adjectives.

A Great Experience, A Great Trip

Reading

- 1) Give each student a copy of the *Why English? - A Great Trip, A Great Experience* comic.
- 2) Give the students approximately 10-15 seconds to skim the comic. Then ask the following:
 - a. Where does the boy in the story go with his family?
 - i. This question is to encourage students to skim the reading for the main idea.
 - b. What adjectives does the boy use to describe the place he visits?
 - i. This question is to encourage students to scan the reading for the main idea.

* Students may struggle to get this information with only 10-15 seconds to skim the material. Remind them that this is okay, and allow them to then scan the comic to find the answers if they are unable to answer the first time. See the *Supplemental Information* for more on skimming and scanning
- 3) Tell the students to read the comic silently. While they read, students underline all the adjectives in the story.
- 4) In pairs, students review all the adjectives they found. Monitor to see if there are any adjectives many students did not find.
- 5) Review any unfamiliar adjectives

Listen Along

- 1) Play the *A Great Experience, A Great Trip* audio and have students listen along, paying attention to the stress and intonation in the dialogue.
- 2) Encourage students to use the same stress and intonation in the following role play activity.

Role Play

- 1) Next, have the students read the comic out loud with their partner.
 - a. Have one student take the role of Leo. The second student can take the remaining roles in the comic (teacher, Antonio, mom, etc.)
 - b. When the pairs have finished have them switch and read it aloud again. Encourage the students to practice stress and intonation while they read.

Activity Variations

- 1) If time permits, have the students form larger groups where each student plays a unique role. Have them stand up and act out the comic as a play.
- 2) For more ideas on how to expand this comic as a play, see *English Teaching Forum 2007, Volume 45, Number 4* - [Using Replacement Performance Role-Plays in the Language Classroom](#)

Expanding the Idea – Wish You Were Here!

Yellowstone

- 1) Place students into small groups.

- a. Students can remain in the same groups as the role-play portion of the activity or break out into new groups.
- 2) Place on the board the Yellowstone poster in Appendix 1.
 - a. This poster is originally from 1938 and created by the [United States National Park Service](#) for [Yellowstone National Park](#) – the first national park in the United States.
 - b. This type of poster was a common way to encourage people to visit places in the United States. Today, television commercials, radio, and Internet advertisements are also used.
- 3) Place the Yellowstone photos on the board as well (Appendix 2). Give the students a few minutes to examine the pictures.
- 4) After they have looked at the pictures, have students brainstorm adjectives to describe Yellowstone National Park.
- 5) Once the groups have brainstormed, have a student from each group come to the board and write down the adjectives their group discussed.
 - a. Review any unfamiliar adjectives.

Come for a Visit!

- 1) In their groups, students brainstorm their favorite place to visit. This place should be of historical, cultural, or natural importance and a place that tourists would want to visit.
 - a. Remind the groups that this place does not need to be popular with tourists. Encourage them to think about places that only locals visit but that English-speaking tourists may enjoy.
- 2) Have the groups create a poster for their favorite tourist place like the Yellowstone poster. Encourage them to use at least five adjectives on the poster.
 - a. If the schedule permits, give students the opportunity to finish their posters outside of class as homework and bring them back in finished form to hang in the classroom.
 - b. If time permits, set aside one day of class to have the students present their posters.
 - c. If students engage in the Wrap-Up activity below, have them present their poster along with their radio advertisement for a fun, student-centered listening activity.

Wrap-Up Activity – Radio Advertisement

- 1) Give students a copy of the Yellowstone National Park Radio Ad cloze activity in Appendix 3
- 2) Play the Yellowstone National Park Radio Ad and have students listen and fill in the blanks with the correct adjective.
 - a. For more advanced classes, do not include the adjective list included with the cloze activity.
- 3) Review the answers as a class and check for comprehension on the adjectives students used in this activity.
 - a. The radio ad includes the locations and animals included in the Appendix 2 photos if students have questions on bears, bison, and the Yellowstone Grand Canyon.

For homework, have the groups create a radio advertisement for their tourist attraction. They should first write out the advertisement before recording it. The advertisement should be approximately 30 seconds in length. Tell the students the advertisements should include the following:

- At least five adjectives describing the attraction
- Activities that tourists can do at or near the attraction

- Describe where the attraction is – this could include its location relative to the coast, mountains, or major city.

SUPPLEMENTAL INFORMATION

- This lesson contains both role-play and information about tourist attractions in the United States, specifically Yellowstone National Park. Both of these topics are featured in [*English Teaching Forum 2007, Volume 45, Number 4*](#). This issue of Forum is recommended reading before using this lesson plan.
- This activity has students practice skimming and scanning. While students may want to focus on accuracy a more valuable skill is the ability to quickly find information. Improving skimming and scanning skills allows students to find important information in a reading text:
 - Skimming is the ability to read information quickly to get the main idea
 - Scanning is the ability to read a large amount of information to find specific pieces of information.

Appendix 1: Yellowstone National Park Poster

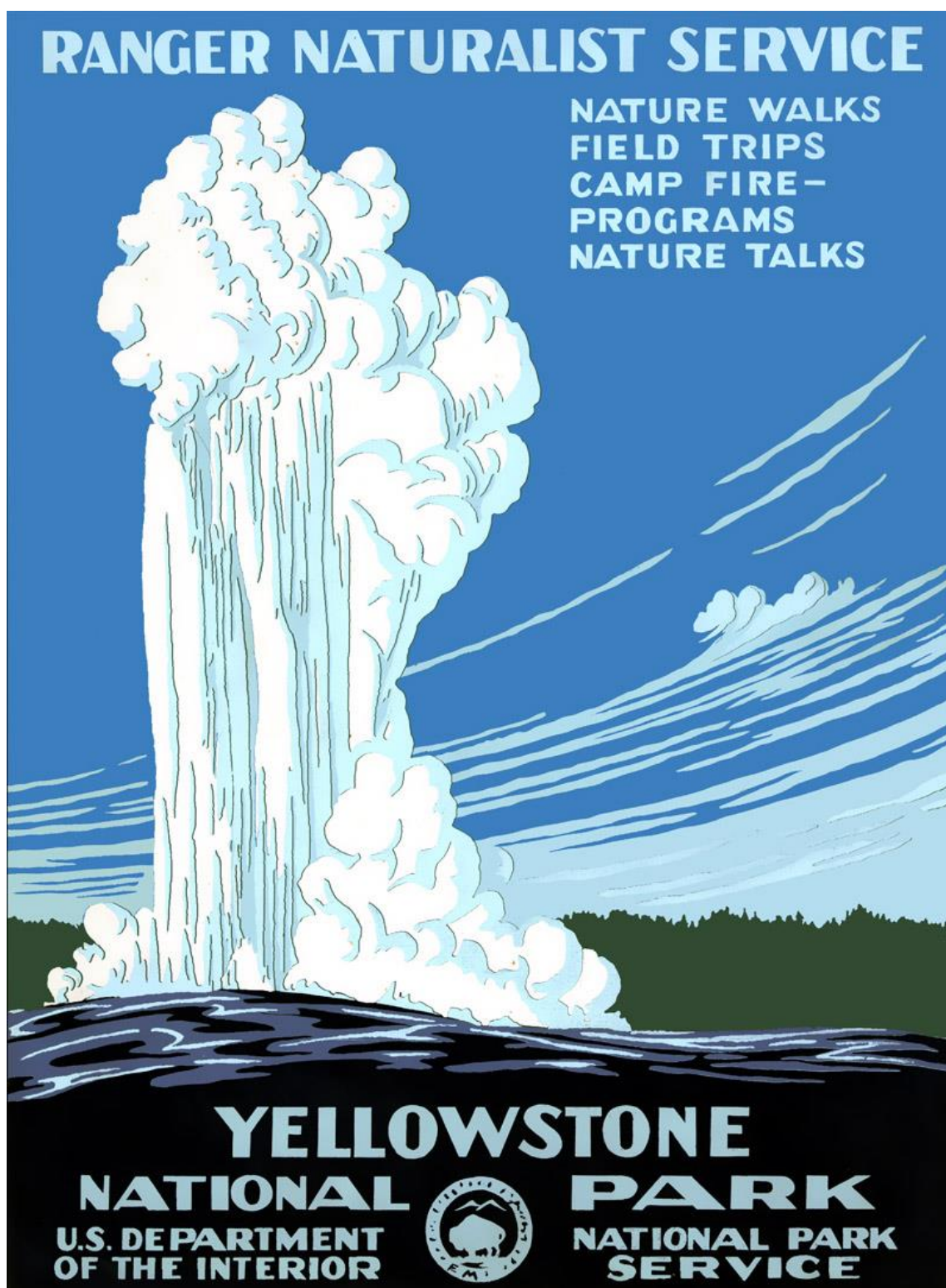


Image from the United States Library of Congress - <http://loc.gov/pictures/resource/ppmsca.13399/>

americanenglish.state.gov

Appendix 2: Yellowstone National Park Images

A view of the mountains at Yellowstone



© [Lucky-photographer](#) / Shutterstock.com

Yellowstone Grand Canyon



© [Elegeyda](#) / Shutterstock.com

Bison at Yellowstone



© Lorcel / Shutterstock.com

A grizzly bear at Yellowstone



© Nagel Photography / Shutterstock.com

Appendix 3: Yellowstone National Park Radio Ad

Yellowstone Nation Park

On your next vacation visit _____ Yellowstone National Park in the state of Wyoming, USA.

America's first national park, Yellowstone has been a travel destination since 1872. During your stay you can climb _____ mountains, photograph the _____ wildlife, and learn about Yellowstone's history from its _____ employees.

At Yellowstone hike through the _____ mountains, visit the _____ Yellowstone Grand Canyon, and see _____ animals like bears and bison.

On your next adventure visit Yellowstone National Park.

Adjective List

amazing beautiful exotic gorgeous knowledgeable quiet towering

Yellowstone Nation Park – Answer Key/Transcript

On your next vacation visit beautiful Yellowstone National Park.

America's first national park, Yellowstone has been a travel destination since 1872. During your stay you can climb towering mountains, photograph the exotic wildlife, and learn about Yellowstone's history from its knowledgeable employees.

At Yellowstone hike through the quiet mountains, visit the gorgeous Yellowstone Grand Canyon, and see amazing animals like bears and bison.

On your next adventure visit Yellowstone National Park.

A GREAT EXPERIENCE, A GREAT TRIP

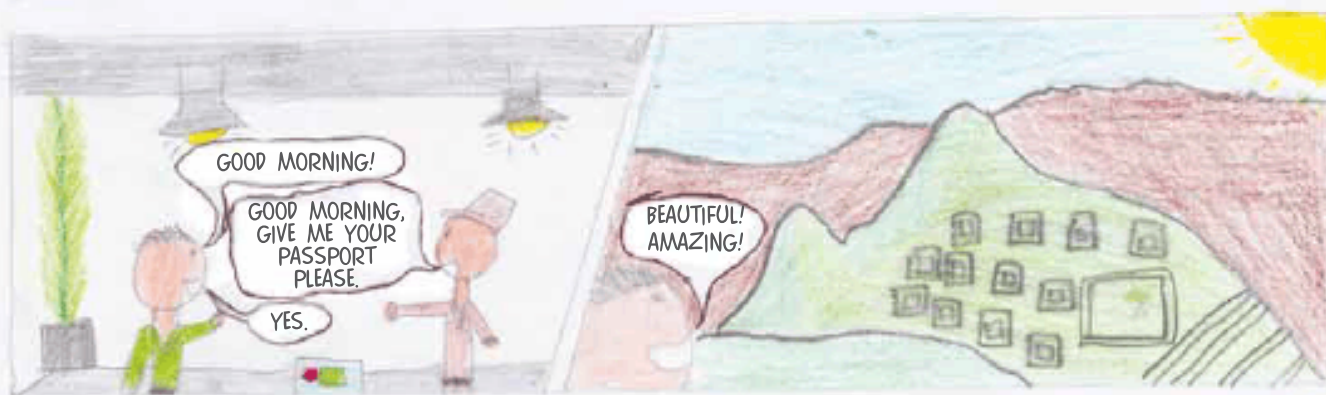
VICTOR LEONARDO
CHUQUIHUACCHA HERNÁNDEZ

LIMA



A great experience, a great trip





UNDERSTANDING THE STORY

1. WHY IS THIS A GREAT EXPERIENCE FOR LEO?
2. WHAT WORDS HELP HIM THE MOST?

VOCABULARY

IN PAIRS, CREATE A SENTENCE FOR THESE WORDS:

- | | |
|-----------|--------------------|
| GRATITUDE | OVER THERE |
| DESIGNATE | A SYMBOL OF THANKS |
| OVER HERE | |

NOW YOU CHANT

PRACTICE INTONATION AND RHYTHM BY SAYING THESE SENTENCES. PRACTICE THEM AND SAY THEM FASTER, BUT CLEARLY.

1. WILL YOU GO? WILL YOU GO?
2. YES I WILL. YES I WILL. I WILL GO TO CUZCO.
3. WAIT FOR ME. WAIT FOR ME.
4. HURRY. HURRY. HERE WE GO ON THE TRAIN.
5. NICE TO MEET YOU, FRIEND.
6. NICE TO MEET YOU TOO.
7. WHERE IS HE? WHERE IS HE?
8. HE'S OVER THERE. HE'S OVER THERE.
9. NO, NO. HERE HE IS. HERE HE IS.
10. RIGHT HERE. NOT THERE. OVER HERE. OVER HERE.

GRAMMAR

CORRECT THE ERRORS IN THE SENTENCES.

1. ARE YOU GO TO VISIT CUZCO?
2. HE WILL LEARN THE NAMES OF CITIES.
3. LEO AND HIS BROTHER ARE GOING ON THE TRAIN.
4. THE BOY FATHER IS OVER THERE.
5. I DON'T SEEN WHERE HE IS.

TRIVIA QUESTION

HOW MANY UNIVERSITY STUDENTS FROM YOUR COUNTRY STUDY IN THE U.S.?

ROLE PLAY

BREAK INTO PAIRS OR SMALL GROUPS. PICK ROLES. PLAN BY THINKING ABOUT WHAT WORDS AND EXPRESSIONS YOU WILL NEED. ASK THE TEACHER OR A CLASSMATE FOR HELP. WHEN READY, DECIDE WHO SPEAKS FIRST.

NOW YOU TALK

1. WHY IS LEO SO EXCITED ABOUT GOING TO CUSCO AND MACHU PICHU?
2. DESCRIBE INTERESTING PLACES IN YOUR COUNTRY THAT YOU HAVE VISITED.

NOW YOU CREATE

1. WRITE ABOUT A TRIP YOU HAVE TAKEN.
2. WRITE A DIALOG BETWEEN A PERSON ASKING FOR DIRECTIONS, AND THE OTHER ANSWERING WITH "OVER HERE" AND "OVER THERE".

1. LEO, HIS TEACHER: TALKING ABOUT HOW TO LEARN ENGLISH.
2. LEO, HIS BROTHER: TALKING ABOUT GOING ON THE TRIP.
3. LEO, THE CONDUCTOR ON THE TRAIN: LEO LOST HIS TICKET.
4. LEO, HIS MOTHER: TALKING ABOUT WHAT TO SEE AT MACHU PICHU.
5. LEO, A TOURIST: TALKING ABOUT WHERE SOMEONE IS.