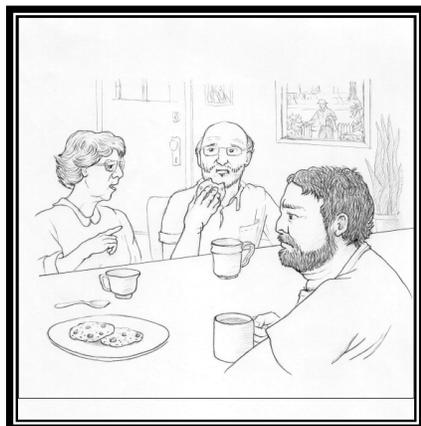


After the Fire



Summary: A fire at the cultural centre rocks the neighbourhood. The neighbours meet to discuss the fire. Then Jack is devastated to discover that the Elma Street Treasure is missing. Who could have taken it?

Function Focus: Expressing an Opinion

Task	Title	Page
*	<i>Scene One Script</i>	<i>18</i>
1	Valuable Possessions	24
2	What Happened	26
3	Beyond All Measure	28
4	Cleaning Up!	30
5	Go Up in Smoke	34
6	What Do You Think?	38
7	There's No Way to ...	40
8	Survival Grand Beach	44

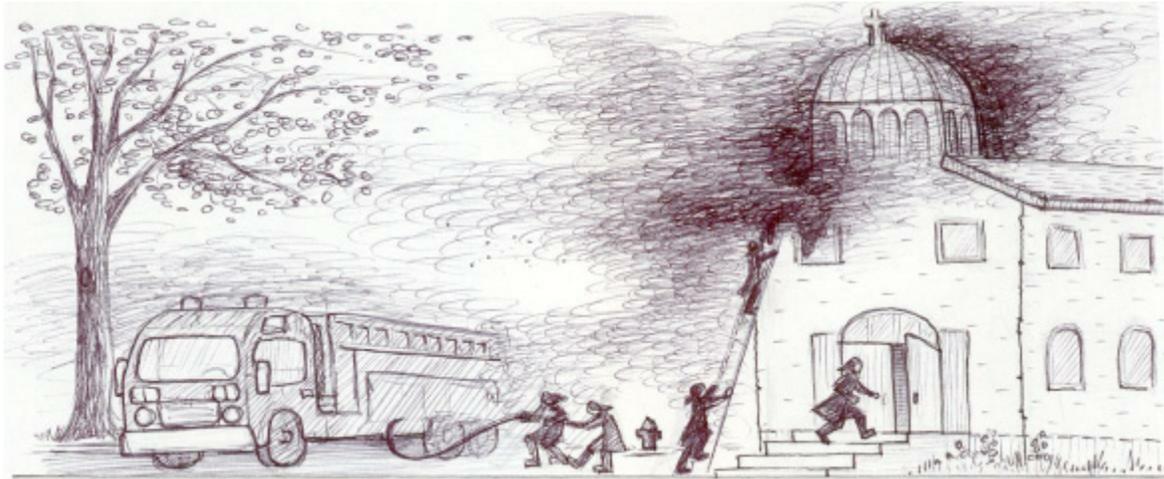


SAM, LILLIAN and JOSEPH are having a cup of coffee at JACK's house. It is a Wednesday evening in August. The neighbours have gathered to talk after a fire has partially destroyed the Cultural Centre at the end of the block. They are quite upset and waiting for JACK to return.

LILLIAN: More coffee, Joseph?

JOSEPH: No, thanks. I've had too much already. It was nice of you to keep the firefighters supplied with coffee and cookies all afternoon, Lillian.

LILLIAN: I was happy to help. Thank goodness they stopped the fire before it destroyed too much of the building. A fire is always a terrible thing, but it's especially sad to see a fine old building like that one go up in smoke.



SAM: Well, I think they saved the side with the museum, and most of the gymnasium ... but it will be an awful mess to clean up now. I'm sorry this had to happen so soon after you moved in.

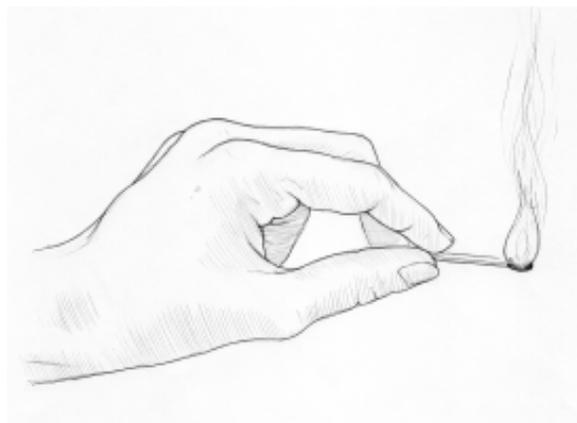
LILLIAN: Oh goodness, there's no way to predict something like this! You know what I think ...

SAM: What?

LILLIAN: I think someone deliberately set that fire ... I think it was arson!

SAM: Now, we can't go jumping to conclusions. We have to wait for the official report.

JOSEPH: Strange that it should happen in broad daylight, though.



LILLIAN: All it would take is a pile of rags and a match at the back of the Centre—
someone coming in through the back lane.

JOSEPH: Right! A few kids running around to cover for the one actually setting the
fire ...

LILLIAN: Maybe some lighter fluid poured on the rags ...

SAM: Wait a minute! Hold on! We don't even know if it was arson and you've
already all but caught the culprit! Slow down a bit.

LILLIAN: You're right. But I still have my suspicions ...
*(She turns as JACK enters the kitchen, dramatically slamming
the door shut and waiting for their attention.)* What is it,
Jack? You look like someone took your last piece of
candy!

JACK: Worse! It's much worse! *(He moves over to sit at the
table with JOSEPH and SAM. LILLIAN sits also.)*

JACK: It's gone. The Elma Street Treasure is gone.

LILLIAN: What in the world is the Elma Street Treasure? And where was it before
it was gone?

SAM: It's a ... well, it was ... explain it to her, Jack.

JACK: I can't. I'm too upset. I can't believe it's gone.

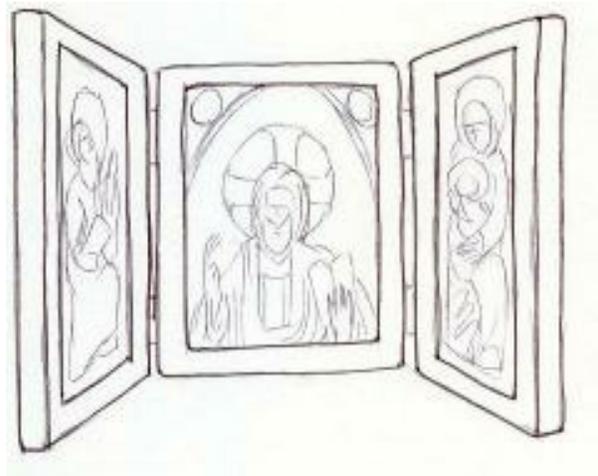
JOSEPH: You see, it's basically ... well, it's like a three-in-one picture. A nice
picture.

JACK: A nice picture!! That's like saying the Taj Mahal is a summer cottage!

LILLIAN *(putting her hand on JACK'S to comfort him)*: No, really, Jack ... what is it?



JACK: It *is* a beautiful picture, but it's a triptych, an Icon, about this size. (He measures out about 6" x 8" with his hands.) It was presented to my grandfather in the old country, to help him and his friends start a new church and community in Canada. It's been passed on for two generations—and now it's gone!



LILLIAN: But what was it doing in the Cultural Centre?

SAM: Jack donated it to the museum, so we could all enjoy it. We were all proud of it.

JOSEPH: Was it valuable? How much was it ... is it worth?

JACK: How much? You can't measure the value of something like that! It's not the money that matters ...

SAM: If somebody sold it they probably wouldn't get much money for it.

JACK: Money! It's not the money at all! The Treasure represented history, culture, our faith ... (he stands and paces angrily). I never should have put it in a public place, should have locked it up somewhere ... I wanted Sylvie to see it, know what it meant to our family!



LILLIAN: That's it! That's why they set the fire!

SAM: What do you mean? And who's "they"?

LILLIAN: Well, it would explain why someone would start a fire there—to create a diversion so they could steal the Treasure!

JOSEPH: But who? Who would know if it had any value? And why go to the trouble of setting a fire when they could just walk in and take it?

JACK: Well, it's gone! It's like the end of something. It feels like the neighbourhood is falling apart—that treasure sort of held us together, represented what kept our community together. Everything's changing, that's all. Everything.

JOSEPH: Have you reported the theft to the police?

JACK: I told the fire chief. He said he'd add it to the report. Don't know what good it will do.

LILLIAN: Well, we can't just give up. Maybe we can track it down, find the picture.

JACK: Don't call it "The Picture"! It's not just a picture, it's an Icon ...

JOSEPH: Well, I don't see how we can find something like that ...

LILLIAN: But who knows, it must have been taken by someone who knew it was there, someone familiar with the museum.

JACK: Hmmph! Lots of people come to the museum.

SAM: Lots of people?



JACK: Well, not so many—it's sort of out of the way ...

SAM: Lillian has a point. The people who come to the Centre sometimes drop into the Museum, and it's mostly people in this area.

LILLIAN: We can start tomorrow, start asking questions about what people on the block saw yesterday, what they noticed ...

JACK: Won't do any good ...

LILLIAN: What are you doing tomorrow, Sam?

SAM: In the morning, Jack's granddaughter and her friends are coming over for breakfast so we can say hello, welcome them to the neighbourhood. After that, I'm free.

JOSEPH: I'm free, too, if it would do any good. I don't have any job interviews set up until next week.

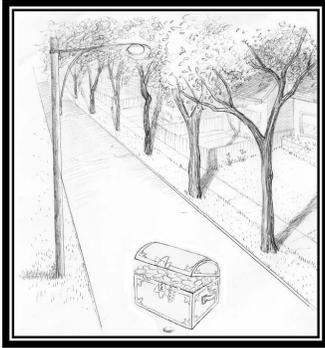
LILLIAN: There, Jack, we'll get right on it!

JACK: Won't do any good. It's gone.

LILLIAN: Well, we'll just see about that!



TASK ONE



Objectives:

- to help students think about items of personal, but not necessarily monetary, value

Competency Focus:

- strategic: pre-reading

Learning Style:

- kinesthetic, auditory

Grouping:

- whole class

Time: 45 minutes

Materials:

- items such as carvings, paintings, dolls, coins, or books
(if not available, use pictures provided on the following page)

Valuable Possessions

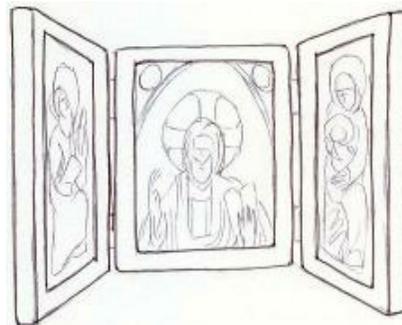
Instructions:

1. In small groups, ask students to pick an object and pretend it is of great value to them or someone else. Have them explain how priceless the object is by telling a creative story. Encourage the other students to ask questions and draw out the “story” even further. It may work best to demonstrate the process by picking an object and making up a story yourself to begin with.

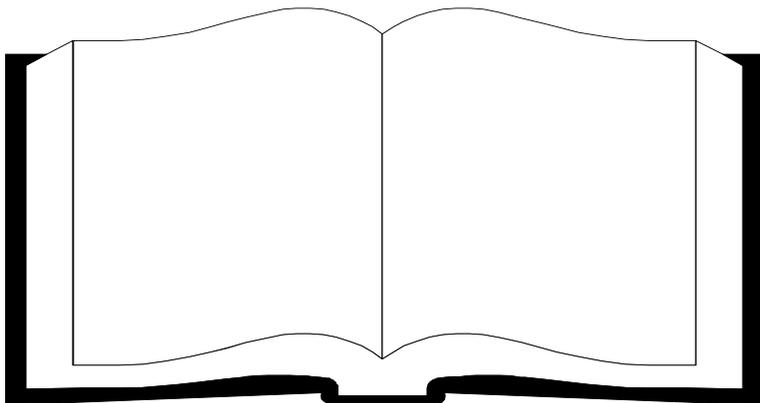
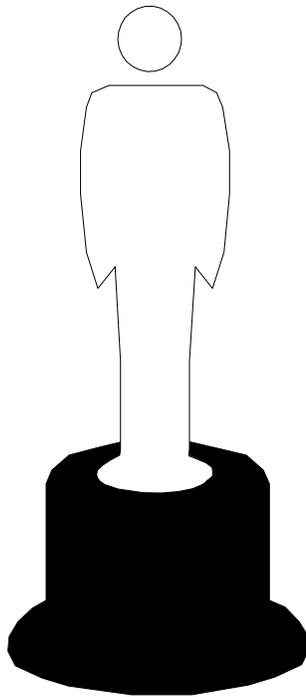
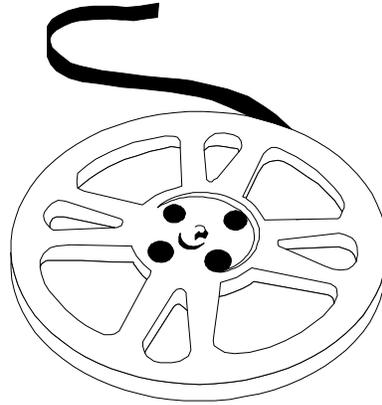
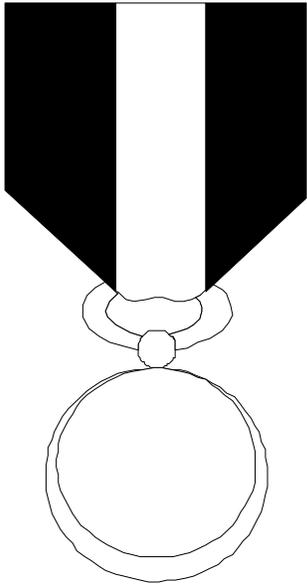
Variation: Have the learners tell true stories, the memories of which are triggered by the objects.

2. Give students an opportunity to tell their story to the whole class if they wish.
3. In the same small groups, answer the following discussion questions:
 - In what ways are things valuable? Monetary? Other?
 - Where do people keep valuable things?
 - What do you think the treasure in the play might be?

Have the groups report on their discussion.



Treasured Items:



TASK TWO



Objectives:

- to demonstrate understanding of the scene by putting the story in sequence

Competency Focus:

- strategic: understanding

Learning Style:

- kinesthetic

Grouping:

- whole class

Time: 20 minutes

Materials:

- sentence strips, one per student

What Happened

Instructions:

1. At the end of the day, do the active and passive concerts. (See pages v-vi.) During the active concert, students are reading along with the active reading on the CD, looking at the pictures, making notes, translating the occasional word. During the passive concert, students sit back and relax, even with their eyes closed, while listening to the passive reading on the CD.
2. The next day, do the primary tasks: have the students read the script aloud multiple times and in a variety of ways: chorally, singly, loudly, quietly, rhythmically, or in different voices or moods.
3. Explain that chronological order is time order. Point out that the events in Scene One are not given in time order, i.e., The order of events is different than the order of sentences in *Scene One*.
4. Photocopy and cut apart sentence strips. Fold each sentence strip twice and put them into a hat. Distribute the sentences randomly and evenly among the class members.
5. Allow time for students to read over their sentences and ask any questions they may have.
6. Students get out of their seats and arrange themselves in the order in which the events occur, reading their sentences aloud to each other.

Note: When the class thinks they are in the right order, read the whole story line by line. Ask them if their version makes sense, and if it matches the play.

Jack donated the Elma Street Treasure to the museum, part of the cultural centre.

There was a fire in the cultural centre.

During the fire, Lillian provided coffee and cookies for the firefighters.

The neighbours gathered at Jack and Sam's house to discuss the fire.

Jack left to check the scene of the fire.

Lillian said she thought it was arson.

Sam said not to jump to conclusions.

Jack returned with the news that the Elma Street Treasure was missing.

Jack explained to Lillian, his new neighbour, what the Elma Street Treasure was.

Lillian thought it had been stolen.

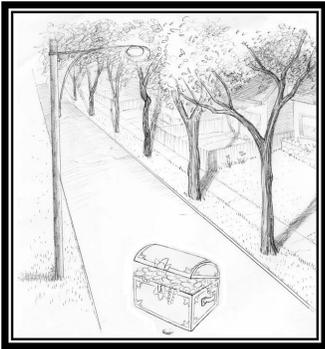
Jack said that he had told the fire chief about it.

Lillian thought they should track it down themselves.

Sam and Joseph said they would be free to help after breakfast the next day.

Sentence Strips

TASK THREE



Objectives:

- to help students learn more of the 'Elma Street Treasure'

Competency Focus:

- song

Learning Style:

- kinesthetic, auditory

Grouping:

- whole class

Time: 10 minutes

Materials:

- CD player and the Song Disk, keyed to song 'Beyond All Measure'
- **Beyond All Measure Song** for each student

Beyond All Measure

Instructions:

1. Have the students listen to the song 'Beyond All Measure.'
2. Hand out the **Beyond All Measure Song** and have the students follow along as the song is played again.
3. Have the students sing along as the song is being played once more.



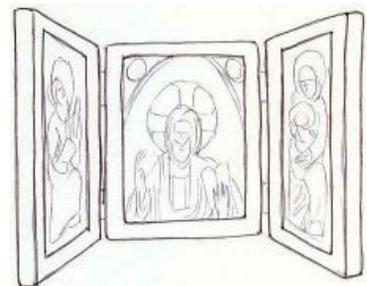
Beyond All Measure

To the tune of “Greensleeves”

A tragic day it has been today.
We have lost the Elma St. Treasure.
For many years it was held so dear
And valued beyond all measure.
I think there has been a crime,
Some villain was waiting for just the time
We all were distracted, and
He left with the Elma St. Treasure.

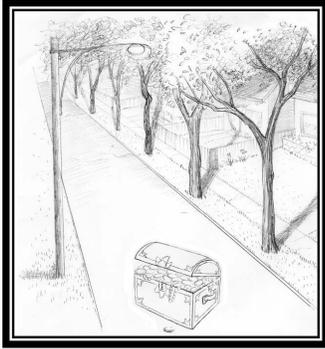
An icon small to hang on the wall,
From my father’s home where he lived before.
We’d hoped to keep all the memories sweet
When our families moved to this new shore.
This neighbourhood’s sadly changed,
Our companions and values are rearranged.
I’m sure there has been a crime,
And we’re missing the Elma St. Treasure.

Policemen’s efforts will have their limits;
I don’t think they’ll be much help at all.
With heavy heart, our own search must start
Even though our resources are so small.
Some day we will find the thief.
We will catch the one who has caused us grief.
We’ll solve all the mysteries, and
We’ll recapture the Elma St. Treasure.



Beyond All Measure Song

TASK FOUR



Objectives:

- to become familiar with the concept of phrasal verbs

Competency Focus:

- linguistic: vocabulary

Learning Style:

- auditory

Grouping:

- pairs

Time: 35 minutes

Materials:

- **Explaining Phrasal Verbs** resource page for each student
- **Phrasal Verb Worksheet pg 1 and pg 2** for each student

Cleaning Up!

Instructions:

1. Use the **Explaining Phrasal Verbs Resource Page** to introduce or review the concept of phrasal verbs.
2. **Step one:** Hand out the **Phrasal Verb Worksheet**. In pairs, have the students look for and list the phrasal verbs in the paragraph. There are seven:
dropped in on putting away
come over pass on
figured out track down
locked up
3. **Step two:** Instruct the students to match the phrasal verbs in step one with their meanings in step two. Have them check their answers with each other.
4. **Step three:** Have the students look for and list the phrasal verbs in Scene One. They are listed in their simple form below, but in the play they are used in various moods and tenses, and two have 'it' inserted. Students should write the phrasal verbs as they occur in the play.

Lillian	go up	p 19
Sam	clean up	p 19
Sam	slow down	p 20
Jack	pass on	p 21
Jack	lock up	p 21
Joseph	walk in	p 22
Lillian	track down	p 22
Sam	drop into	p 23
Sam	come over	p 23
Joseph	set up	p 23

Phrasal Verbs

1. **Sometimes verbs consist of two or more words.** These verbs are called phrasal verbs. Most phrasal verbs have only two words. The second word of the verb, called a particle, usually looks like a preposition. Here are some examples.

clean up slow down pass on drop in on

In these examples, the words *clean*, *slow*, *pass* and *drop* are simple verbs. *Up*, *down*, *on*, *in*, and *on* are particles.

2. **The simple verb can be used by itself.**

I **clean** the basement on Saturdays.

When a particle is added it makes a different verb. The two words are thought of as *one unit*. Sometimes the meaning of the phrasal verb is very similar to the simple verb, and sometimes it's very different.

turn turn off turn in turn up turn out

3. **The words are often together in a sentence:**

It will be an awful mess to **clean up** now.

4. **But sometimes they're separated by a noun or pronoun:**

It's time to **clean** the Cultural Centre **up**.

It's time to **clean** it **up**.

5. **Phrasal verbs can take all tenses and moods, for example:**

The neighbours **are cleaning up** the Cultural Centre.

Tomorrow, the neighbours **will have been cleaning up** for a week.

The neighbours **cleaned up** the Cultural Centre.

The Cultural Centre **has been cleaned up**.

Phrasal Verb Worksheet

1. Try it out. Can you find the phrasal verbs in this paragraph?

Jack dropped in on his grand-daughter Sylvie as she was putting away the dishes. "Can you come over to my house for breakfast tomorrow morning?" he asked. "I want to pass your grandmother's jewelry on to you. I've finally figured out where I put it. It was hard to track down. I had locked it up in a chest with my important papers."

_____	_____	_____
_____	_____	_____

2. Match the phrasal verbs with their meanings.

- remember
- visited
- find
- visit
- give
- stored safely
- placing where they belong



Strategies:

Guess – When you read or hear a phrasal verb that you have never met before, try to guess its meaning. Can you guess its meaning from the context?

3. With a partner:

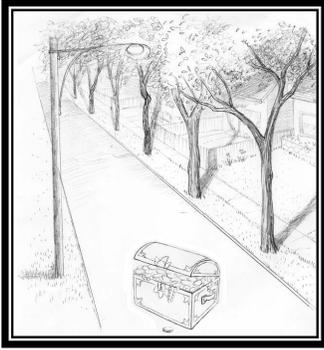
In Scene One of *The Elma Street Treasure*, some phrasal verbs are used. See how many you can find. Write them in the tense they occur in. Add the noun or pronoun if there is one between the two words.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Phrasal Verb Worksheet pg 2

TASK FIVE



Objectives:

- to learn the meaning of some particles
- to practice using phrasal verbs

Competency Focus:

- linguistic: structure

Learning Style:

- kinesthetic; auditory

Grouping:

- groups of 3 or 4

Time: 20 minutes

Materials:

- felt markers
- thirty 3x5 cards per group
- Phrasal Verb Cards for each group

Go Up in Smoke

Instructions:

Part A

1. Before class, make matching cards of the phrasal verbs and their definitions. Use the verbs from both the **Phrasal Verb Worksheet** (Task 4 p 32) and from **Scene One** (Task 4 p 30), and other phrasal verbs. Variation: have the students make the cards, or use the cards provided on p 37.
2. In groups of 3 – 4, have the students sort the cards by those with the same particle, and have them discuss the possible underlying meaning of the particles.
3. After discussion, have students look at the handout: "Possible Meanings of Particles". Ask them to check to see if their guesses were the same.
4. The Memory Game: Have the groups shuffle the two sets of cards (phrasal cards and definitions) and lay them out on the table upside-down.
5. Taking turns, they are to turn over two cards at a time. If the cards match, the student keeps the cards and gets another turn. If they don't match, the cards are returned upside-down to the same places.

Other Phrasal Verbs

pick up	hand down	work on	come in
reach out	get over	help out	grow up
get down to	work out	figure out	bring over
put out	talk over	put down	pitch in
turn into	quiet down	move into	toss out

Strategy: Guess – When you read or hear a phrasal verb that you have never met before, try to guess its meaning. Does the particle help you to understand it?

Particle	Possible Meanings	Example
up	<ul style="list-style-type: none"> - an upward movement - an increase or improvement - completing or ending - approaching 	<p>The garden was coming up nicely.</p> <p>Attendance has gone up this past year.</p> <p>We used up all the milk last night.</p> <p>The truck pulled up to the stop sign.</p>
down	<ul style="list-style-type: none"> - a downward movement - a decrease - completing, ending, stopping 	<p>She told the child to jump down.</p> <p>Please turn down the heat.</p> <p>The school had to close down.</p>
out	<ul style="list-style-type: none"> - an outward movement - not inside - excluding - completing, doing thoroughly 	<p>Could we eat out tonight?</p> <p>These blinds shut out the glare.</p> <p>Ear plugs help to shut out the noise.</p> <p>I cleaned out the tent trailer for the winter.</p>
in/into	<ul style="list-style-type: none"> - an inward movement - included, being involved 	<p>Please hand in your homework assignment.</p> <p>It won't take long if we all pitch in.</p>
off	<ul style="list-style-type: none"> - movement away, detaching - preventing entry, separating, not including 	<p>The plane took off at noon.</p> <p>The pool is fenced off for safety reasons.</p>
on	<ul style="list-style-type: none"> - touching, attaching - continuing 	<p>Put on your jacket. It's a cold day.</p> <p>She went on walking as if she didn't hear.</p>
back	<ul style="list-style-type: none"> - returning 	<p>I'll bring back your hammer tomorrow.</p>



Possible Meanings of Particles

Part B

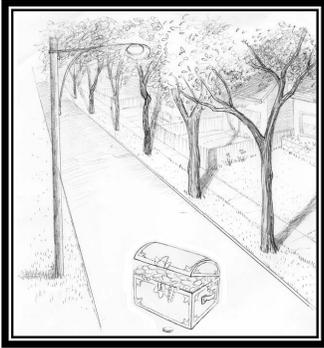
1. Have the class spread the **Phrasal Verb Cards** on the table, face up.
2. Demonstrate what you want the students to do. Pick up one of the cards and use the phrasal verb in a sentence, starting a story.
3. Have the students continue the story using the phrasal verbs. Each student in turn picks up a card and adds a sentence to the story.



clean up	work out	pass on
slow down	put out	drop in on
pass on	put down	figure out
track down	turn into	lock up
put away	move into	come over
set up	bring back	go up
pick up	bring over	come in
get down to	talk over	give up
hand down	pitch in	work on
reach out	quiet down	get over
help out	toss out	grow up

Phrasal Verb Cards

TASK SIX



Objectives:

- to raise awareness to how intonation is used to communicate meaning

Competency Focus:

- linguistic: pronunciation

Learning Style:

- kinesthetic, auditory, visual

Grouping:

- small groups

Time: 45 minutes

Materials:

- large brown paper bag, scarf
- a variety of items, for eg, a sock, a crayon, a boiled egg, a penny, a toonie, etc. All items should be simple things, guaranteed to be known by the students, but easily mistaken for something else
- **Intonation Worksheet** for each student

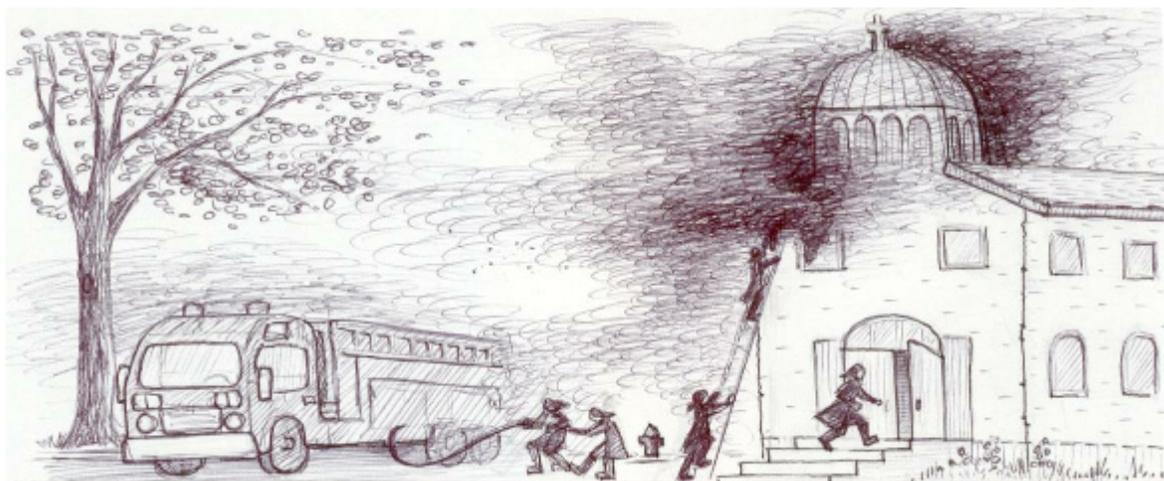
What Do You Think?

Instructions:

1. Ask for a student volunteer to come up, blindfold him or her, and let the student pick an item out of the bag.
 2. Ask the student to explain to the class what he or she believes the item is and *why*. Ask the student to try to think of what sort of things can be done with the object.
 3. Explain that in English, we use our voices to communicate meaning.
 - ~ When a person is confident or *certain* their voice falls at the end of a sentence. This can be found in Scene One (p 23) when Sam says: "*Lillian has a point. The people who come to the Centre sometimes drop into the Museum, and it's mostly people in this area.*"
 - ~ When a person is not confident, or is *uncertain*, their voice rises, indicating that the thought is not quite finished. e.g. Scene One (p 23), Jack says, "*It's sort of out of the way ...*"
The speaker may be looking for support for an idea or opinion, and is usually expecting someone to respond.
 4. Have students give the teacher an object and let him/her guess. Students notice when teacher is certain and when uncertain.
 5. Have students listen to Scene One, listening specifically for the sentences on the **Intonation Worksheet**, and labelling the intonation of the speaker. As well, have them fill in the response immediate following, and mark the intonation.
- Note:** "*You know what I think ...*" is actually forming a yes/no question with "do" ellipited (missing), "*Do you know what I think?*" This is how native speakers often talk.
6. Ask students to decide whether the speaker's intonation is showing certainty or uncertainty, and try to explain why.
 7. Ask students to form groups of three or four in order to share their answers, explaining to one another how and why they chose which explanation for the intonation.
- Option:** This can be done as a class; just make sure everyone has a chance to respond.

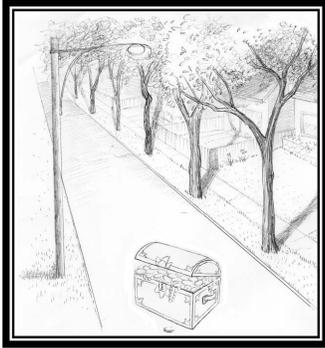
Listen again to Scene One. Listen to the ends of the sentences. Mark with ↗ for rising intonation or with ↘ for rising- falling intonation.

	↗	↘
1. Lillian: More coffee, Joseph?		
2. Lillian: I was happy to help.		
3. Lillian: You know what I think ...		
4. Lillian: You're right. But I still have my suspicions ...		
5. Lillian: What is it, Jack?		
6. Jack: It's gone. The Elma Street Treasure is gone.		
7. Lillian: What in the world is the Elma Street Treasure?		
8. Jack: It is a beautiful picture, an icon, about this size.		
9. Joseph: Have you reported the theft to the police?		



Intonation Worksheet

TASK SEVEN



Objectives:

- to encourage students to use commonly used fixed expressions when expressing their own personal opinions

Competency Focus:

- sociolinguistic

Learning Style:

- kinesthetic, auditory, visual

Grouping:

- whole class

Time: 45 minutes

Materials:

- **Fixed Expressions Summary Sheet** for each student
- two sets of **Fixed Expression Cards** (make each set a different colour for ease of sorting)
- **Topic Cards**

There's No Way to ...

Instructions:

1. Conduct a debate. Prior to the debate, choose from the phrases on page 42-43, and make up two sets of cards. Phrases that are used more frequently should be on several cards. Optional: students could make the cards.
2. Go over the meaning of the phrases that are new to the students. Allow students to practice the intonation of the phrases.
3. Arrange the students into two teams so that they are facing each other in two straight lines. (Ensure all levels are represented on both sides.)
X X
X X
X X
X X
4. Assign one team to be the “optimists” and one team to be the “pessimists” (or pros and cons if you prefer). With a new round, you can switch. Explain to the group that they are going to win this debate by using the cue cards correctly.
5. One student on each team stands behind the other students to distribute cue cards as the debate proceeds. If there is an odd number of students, make one a “judge”, who will sit and collect and count the cards. Be sure to alternate the judge and the card distributors.
6. Each debater is given two cards, and throughout the debate is not allowed to have more than two cards in their hand.

7. Tell the students they have two minutes to make their case, using the fixed expressions in their hands. (You can allow longer for the first round until they “get the hang of it”.)
8. Show them a topic, and begin timing the debate.
9. You could also take away their optimist / pessimist designations and assign sides to defend:
 - a. the merits of oranges and apples
 - b. which pant leg goes on first, etc. ...

Additional Topics:

What should happen to arsonists?

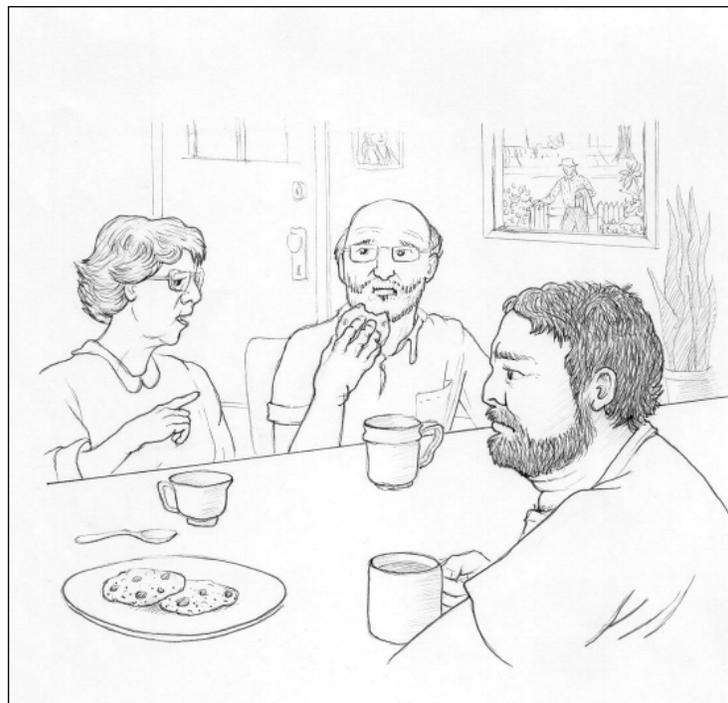
What should happen to thieves?

Which is more valuable? (Name two things)

Doing your own detective work — good or bad?

Moving to a new neighbourhood — good or bad?

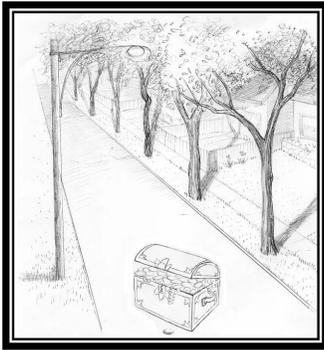
10. When a student successfully uses a fixed expression to make their point, the card is given to the judge (you or the odd student), and that participant is given another card. (Successful can mean different things for different levels, of course.)
11. At the end of the round, count the cards collected by the judge. Each team gets one point for each card.



<p><i>Agree Card</i> There's no way to ...</p>	<p><i>Agree Card</i> The way I see it ...</p>
<p><i>Agree Card</i> You know what I think ...</p>	<p><i>Agree Card</i> As far as I'm concerned ...</p>
<p><i>Agree Card</i> I think that...</p>	<p><i>Agree Card</i> If it were up to me ...</p>
<p><i>Agree Card</i> I don't see how ...</p>	<p><i>Agree Card</i> I suppose ...</p>
<p><i>Agree Card</i> Won't do any good ...</p>	<p><i>Agree Card</i> I suspect that ...</p>
<p><i>Agree Card</i> We'll just see about that ...</p>	<p><i>Agree Card</i> I'm pretty sure that ...</p>
<p><i>Agree Card</i> ___ has a point ...</p>	<p><i>Agree Card</i> It is fairly certain that ...</p>
<p><i>Agree Card</i> I think ...</p>	<p><i>Agree Card</i> I'm convinced that ...</p>
<p><i>Agree Card</i> In my opinion ...</p>	<p><i>Agree Card</i> Without a doubt ...</p>
<p><i>Agree Card</i> I'd like to ...</p>	<p><i>Agree Card</i> I strongly believe that ...</p>
<p><i>Agree Card</i> I'd prefer ...</p>	<p><i>Agree Card</i> I honestly feel that ...</p>

<i>Disagree Card</i> I don't see how ...	<i>Disagree Card</i> I don't agree ...
<i>Disagree Card</i> I don't think that ...	<i>Disagree Card</i> I'd prefer ...
<i>Disagree Card</i> Don't you think would be better ...	<i>Disagree Card</i> Shouldn't we consider ...
<i>Disagree Card</i> Let's face it ...	<i>Disagree Card</i> But what about ...
<i>Disagree Card</i> The truth of the matter is ...	<i>Disagree Card</i> I'm afraid I don't agree ...
<i>Disagree Card</i> The problem with your point of view is that ...	<i>Disagree Card</i> Frankly, I doubt if ...
<i>Reason Card</i> Considering ...	<i>Reason Card</i> Allowing for the fact that ...
<i>Reason Card</i> When you consider that ...	<i>Reason Card</i> For this reason ...
<i>Reason Card</i> To start with ...	<i>Reason Card</i> That's why ...
<i>Reason Card</i> The reason why ...	<i>Reason Card</i> May people think ...

TASK EIGHT



Objectives:

- to practice expressing opinions through communicative and fun means

Competency Focus:

- functional

Learning Style:

- kinesthetic, auditory

Grouping:

- large groups

Time: 45 minutes

Materials:

- **Survival Grand Beach worksheet** for each student
- **Vocabulary Cards** for each group

Survival Grand Beach

Instructions:

1. Make sure the students know the vocabulary in the list of things to take to the beach.
2. Divide the class into groups of eight students or less. Eight is the number of students that fit into a van.
3. Tell the students that they are going to pretend that they are going to the beach, but they don't have room in the vehicle for everything they had planned to take. They need to decide what is the most important since some things will be left behind. They should assign the number 1 to the most important, and number 20 to the least important.
4. Give the groups the **Survival Grand Beach worksheet** and a set of **Vocabulary Cards**, and let the discussion begin. Circulate as the groups are discussing.
5. Have the groups report on what order they chose. Compare results.



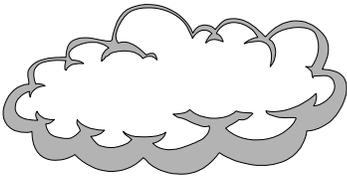
Survival Grand Beach

You and your classmates have decided to go on a field trip to Grand Beach. Since you have never done anything like this before, you have decided to travel together. One of you has a van that will fit everyone, even though it will be a tight fit.

The problem is, there is no room for anything but the people, so you must be careful about how much you bring along. Below is a list of all the possible things you had planned to bring.

In groups of eight (that is how many will fit in a van) you must try to agree about what can go along and what can't, so that everyone can get into the van.

You can assume that it is going to be a gorgeous day and very, very hot. You can also assume that it is going to be a *lot* of fun!

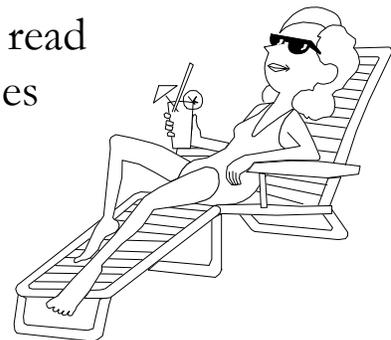


Survival Grand Beach



Rank the following items according to their importance. Assign the number "1" to the MOST important and the LEAST important as "20".

- | | |
|--|--|
| <input type="checkbox"/> swimsuit | <input type="checkbox"/> chocolate bar |
| <input type="checkbox"/> beach blanket | <input type="checkbox"/> mosquito repellent |
| <input type="checkbox"/> towel | <input type="checkbox"/> extra shirt |
| <input type="checkbox"/> beach ball | <input type="checkbox"/> ball glove and ball |
| <input type="checkbox"/> barbeque | <input type="checkbox"/> Frisbee |
| <input type="checkbox"/> shorts | <input type="checkbox"/> soccer ball |
| <input type="checkbox"/> drinks | <input type="checkbox"/> beach umbrella |
| <input type="checkbox"/> hat | <input type="checkbox"/> food in a cooler |
| <input type="checkbox"/> sunscreen | <input type="checkbox"/> book to read |
| <input type="checkbox"/> pocket knife | <input type="checkbox"/> sunglasses |



Survival Grand Beach Worksheet

swimsuit	shorts	chocolate bar
beach blanket	drinks	mosquito repellent
towel	hat	extra shirt
beach ball	sunscreen	ball glove and ball
barbeque	pocket knife	frisbee
soccer ball	beach umbrella	food in a cooler
book to read	sunglasses	

Vocabulary Cards