



The Lost City of Ohmygosh



1. Student ability: **High Beginner ~ Intermediate**
2. Approximate length of lesson: **25+**
3. Number of students necessary: **2+**
4. Preferred age/maturity: **JHS, HS, College, Adult**
5. Type of lesson: **Pair Work Activity**

Language Target: Creating humorous superstitions as a prelude into a more serious discussion. Students will also work with parts of speech and singular vs. plural nouns.

Setting Up: In front of the class, write the following on the board: *Tell me a famous person, Tell me a singular animal, Tell me a vegetable, and Tell me a party verb.*

Encourage three or four responses for each request and write them on the board. This is also a good time to review singular vs. plural nouns.

Next, write the following on the board and help students with the meanings if they are not known:

a famous person
a vegetable
an insect
a clothing item
a body part (plural)

an animal (plural)
an adverb
a song title
a singular noun
a food item (plural)
an illness
a person's job
a non-countable food item
a furniture item
a foreign language phrase
an animal (singular)
a sport's verb
a party verb
a public place
a fast food item (plural)
a weather verb
an emotion adjective
a ball sport
a liquid
a place in a house
a fruit (plural)
a bedroom noun

Pair students and give Worksheet A to one and Worksheet B to the other. Explain that the worksheets are different from each other therefore listening is important.

Getting Started: Students begin by asking their partner **only** for the appropriate information to fill in the blanks. **They are not to read the sentences yet!**

When both have asked for and received all of the missing information, have them read their superstitions by alternating turns. In other words, **Student A** reads the first "ancient" superstition on **Worksheet A**. Afterwards, **Student B** reads the first "ancient" superstition on **Worksheet B**, etc.

Students will be amused by these odd superstitions.

Variation 1: Students could read their superstitions to the rest of the class. Higher level students could be encouraged to do this from memory.

Variation 2: Have all of the students with **Worksheet A** remain in their seats and rotate all of the students with **Worksheet B** one to the right. This way, new pairs are formed. Have them read their superstitions to each other.

Variation 3: This can be done as a whole class activity. Divide the class into two groups, one for **Worksheet A** and one for **Worksheet B**. In unison, the Worksheet A group shouts out: *Tell me a famous person*. The **Worksheet B** group confers and agrees on one answer. The whole class continues in this fashion until all of the blanks have been filled in.

Then, each group reads the superstitions in unison.

Building Fluency #1: This lesson is an excellent warm-up for a discussion about superstitions, both for good luck and bad luck.

Building Fluency #2: Ask students if know of any superstitions? How or why did they get started?

Writing Practice #1: Assign a subject from Building Fluency #1 or #2 as an essay topic.

Writing Practice #2: In pairs, students re-write their worksheets to create a more sensible superstitions. These could be read to other pairs or in front of the whole class.

Similar Lessons:

The Maitre d'

(Lesson Collection Set #4 – Lesson 22)

The Doctor's Office

(Lesson Collection Set #5 – Lesson 13)

A Call to Santa

(Lesson Collection Set #2 – Lesson 19)

Cupid's Solution

(Lesson Collection Set #3 – Lesson 02)

Trick or Treat

(Lesson Collection Set #5 – Lesson 19)

Contributed by Robert Jenkins

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