



Banff National Park – Learn to Hike

ESL Activity #4 – Horrible Roommate

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Hiking Knowledge Objective: Understand the Hiking Trip Tips and recommended to be done after Activity #2 has been done.

Language Focus: Listening, Speaking–Discussion Skills Clarification and Interrupting, Reading – Vocabulary Building, Writing

Material: Story of the “Horrible Roommate” divided into 2 equal parts – Part A and B; Discussion Skills Sheet, Hiking Trip Tip Sheet (from Activity #2)

Groupings: Pairs

Time: 60 Min. Optional Activities 20-50 Min

Activity Outline:

Step 1: 20 Min - Put the group into pairs. Distribute a copy of either Part A or Part B to each student. Ask all students that have Part A to gather at one end of the room and all students that have Part B to gather at the other end (or different rooms). Ask them to silently read their part and circle anything they don't understand. Ask the group to share anything they don't understand and help each other until the whole group understands the vocabulary. Ask the group to describe what happens in the story in chronological order. Encourage each student to volunteer only one sentence. Once they have the story, ask the students to put down their paper. One person starts to retell the story with one sentence only. Continue around the group until the complete story is told but no one has monopolized the storytelling.

Step 2: 15-20 Min - Ask the pairs to regroup. Still with their paper turned over. The student with Part A tells the story to their partner (can glance at paper if necessary). The student with Part B tells the last part of the story. Explain to the students that they can build on their discussion skills in this activity. Students will use Clarification and Interrupting discussion skills. Give a copy of Discussion Skills sheet to each person and go over the phrases.

Step 3: 10-15 Min - Each pair will draw parallels between the Hiking Trip Tips and the “Horrible Roommate” story and try and find examples of each Hiking Trip Tip in the story.

Step 4: 10-15 Min - Discuss as a large group.

Optional Activity: 20 Min - Assign each pair a Hiking Trip Tip. Have each pair write their tip in 6 to 10 simple sentences which can be used as a Run and Write for a follow up activity.

Optional Review Activity: 30 Min - Run and Write Activity with 7 different Run and Writes developed the day before. You can use all the stories and assign each pair to a particular story (a good way to have stronger students paired to a more difficult/longer story) or the instructor could select 1 or 2 to use.



Run and Write Procedure: The “story” will be posted in 3 locations in the building. If you are using more than one “story”, post each one in only one location. One of the partners will be the writer of the story while the other will be the reporter. The reporter runs to the story, memorizes as much of it as possible and reports it back to the writer who will record the story. The reporter continues to run back to the story as many times as necessary to report the contents of the story exactly as written. The partners will switch roles half way through the story. Once a group is finished, have them see if the story as written makes sense and check it together. Next, give the pair the completed story to read. If there are groups still finishing up, have the groups that are finished turn over the story and retell it to each other in their own words.

A good time to finish up the activity is when the first group has finished retelling it in their own words. It is not necessary for all the groups to complete the Run and Write portion. Have the group retell the story in its entirety in their own words one student at a time. Let the students that did not finish the story go first.

De-brief with the whole group about the story and hand out discussion questions.

Optional Follow-Up Activity: 40 Min Do Steps 1 and 2 with the second story. Here the vocabulary is more difficult. Use the Discussion Skills for this step as well. Have the students use the 3rd conditional to discuss what they could/should have done in these situations. Have them create a list of 3rd conditional sentences to share with the class.



Activity #4 – “Horrible Roommate” – Story

Part A: You have just moved into a new apartment and a friend from high school plans to visit you for a few days. You weren't exactly sure when he was coming because he didn't call you with the final details of his plan. He did show up on Saturday afternoon with stories of the trouble he had finding your place. He was lost for over 2 hours because he didn't know how to get to your place from the bus stop and didn't bring your exact address. Your friend decides to treat you to a party and says he will invite a group of friends over. You hoped for a small group because you are new to the neighbourhood and you don't want to make too much noise to disturb your new neighbours. The group that arrived was much larger than expected and your friend trampled many shrubs and flowers in your garden by putting down extra chairs and tables to accommodate them. You didn't have a BBQ to cook on so your friend decided to build a fire in your backyard and burned a patch of grass in the yard. He also secretly fed your dog scraps from the BBQ.

Part B: The party ended soon after it got started because the angry neighbours called the police who then shut down the noisy party. When you finally got to sleep, you woke up in the middle of the night and found him playing poker with some friends and listening to loud music. When your friend got up in the morning, he realized that he had forgotten to pack extra clothes and he didn't want to wear his because they smelled like the campfire from the night before and he discovered that they weren't nearly warm enough! He went into your room and took a pair of your jeans, a t-shirt and your favorite socks. When he finally left, you found out he took your iPod and a pair of runners. The apartment was a mess because he left garbage all over the place and when you got up you found that your cat was eating from the overflowing garbage can. You even found your friends initials that he carved into your kitchen wall. To make things even worse, you found that he was walking on your furniture and sofa just for fun and left marks and muddy footprints on them.



Discussion Skills: Clarification and Interrupting Phrases

CLARIFICATION PHRASES

Use the following phrases at the beginning of each clarification question.

I'm sorry.

Excuse me.

I'm not sure I understand.

Then add one of the following:

You mentioned _____. Could you go back to that point?

Did you say ~?

You said ~, right?

I'm interested in your comments on _____. Could you clarify/repeat that?

Could you give me an example of ~?

What do you mean by ~?

I'd like to know more about ~.

INTERRUPTING PHRASES

Excuse me. Could I just ask/say something?

Uhh, sorry for interrupting, but.....

Excuse me, but I have a question.

Yes, but.....



Activity #4 – 3rd Conditional Hiking Story

Part A: Diane really likes hiking. She decided to go for a hike and asked her friend Joan to join her. Joan typically really enjoys hiking but she had other plans that day. After much discussion, Diane finally convinced Joan to change her plan and join her for a lovely hike. They packed their equipment but forgot to check the weather and trail reports. Although it was summer, the forecast was for rain. When they arrived at the trailhead, they discovered that the trail was closed so they picked another one that was open. They were unfamiliar with this trail and did not have a guide book or map for it. They set off with all their gear and hiked into the mountains. They ended up going longer and higher than they had originally planned. Even though it was mid-summer, the day was very cold and it started to rain. They quickly realized that they didn't have enough warm clothing or a rain jacket. They also discovered that they didn't have enough food or water. They decided to cut their trip short and head back home right away. As they were leaving, they ran into a grizzly bear. Joan had never encountered a bear before and was so startled that she turned and ran away. When she stopped running she realized that Diane was nowhere to be found but thankfully, neither was the bear.

If +had (not) + P.P + would (not) have +P.P.

If they had checked the weather forecast, they **would have known** about the forecast for rain.

Part B: Joan found herself alone in the mountains and had no idea where she was or which direction to go. She didn't have a compass, map or any other survival equipment – Diane had it all. She decided to try and find her way and started walking but as night started to fall, she still hadn't found her way out of the mountains. Luckily for Joan, as she was about to give up, she saw another hiker and called for help. Turns out, his name was Bob and he decided to go for a hike in the mountains that day for some relaxation. Joan explained her situation to Bob. He had extra clothing and food in his backpack. After Joan had something to eat and put on some warmer clothes, he led her back to the trailhead. They were happy to find that Diane was there waiting. This is a day that the three of them will always remember because this was when Joan first met her future husband Bob.

If +had (not) + P.P + would (not) have +P.P.

If she hadn't met Bob, she **would have been lost** a lot longer.