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All Work and No Play

According to a study released this week, unruly children in schools may simply suffer from too much work and too little play. The study examined more than 10,000 elementary school children between the ages of eight and nine in the US, and discovered that children behaved markedly better when allowed at least a fifteen-minute break during the school day. More recess resulted in children who were even better behaved.

The researchers conducting the study surmised that children use creativity and imagination when on the playground. Kids further learn how to socially interact with one another, as well as develop problem-solving skills. Therefore recess plays a paramount role in the education of children. Child psychiatrists agreed with the study’s findings, describing the learning environment engendered when children are at play.

In recent years, though, recess has gotten the axe at many schools, in part because of an increased emphasis placed on tests. More attention has been placed on academics, especially when standards were compared on an international level and American children were found wanting. Thus was No Child Left Behind created by the Bush administration in 2001 in an attempt to help US kids become more academically competitive with their international peers. Schools with poor test results were penalized. Unfortunately, as a result to boost scores, students studied more and played less.

As a result of the study, another discovery was also made. The schools with the shortest amount of breaks tended to originate from areas with lower incomes and lower education levels. Therefore, these already disadvantaged children were further harmed with little or no playtime at school. All work and no play can thus be viewed as a path to poorer social skills, poorer behavior in the classroom, and poorer test scores overall.

Teacher’s Notes:

* Underlined words in red typeface are the recommended vocabulary for this lesson.
Select one or all of the following warm-up activities.

1: Define: What does "recess" mean? Can you use it in a sentence? Can you give examples?

2: Brainstorm: Brainstorm with a partner(s) words and ideas associated with "recess" for 2 minutes. Spend another 5 minutes or less discussing the words and ideas together.

3: Title: Speculate and/or discuss the contents of today's article from its title: "All Work and No Play."

4: Speculate: Write in the missing word for today's article title: "(                          ) Work and No (                          )." Why did you choose these words for the blanks?

5: Do you agree or disagree? Why?

   a. Children should spend most of their day studying.
   b. Children should study at home at least two or three hours every night.
   c. Recess is a waste of time.
   d. Children who have piano, soccer, and other activities become smart adults.
   e. Tests accurately measure a child's intelligence, skills, and/or abilities.
VOCABULARY

Select one of the following vocabulary acquisition activities.

1: Vocabulary match: Individually or in pairs/groups, match the words in column A (from the article) with the best choice in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. unruly</td>
<td>q. noticeably</td>
<td>b. markedly</td>
<td>r. flaw</td>
<td>c. surmise</td>
<td>s. most important</td>
<td>d. interact</td>
<td>t. wild</td>
<td>e. paramount</td>
<td>u. absent</td>
</tr>
</tbody>
</table>

2: Fill in the Blanks: Fill in the blank with the correct word.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. penalized</td>
<td>interact</td>
<td>wanting</td>
<td>emphasis</td>
<td>paramount</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>b. surmised</td>
<td>engendered</td>
<td>unruly</td>
<td>disadvantaged</td>
<td>markedly</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a. (                          ) children in schools may simply suffer from too much work and too little play.</td>
<td>b. Children behaved (                          ) better when allowed at least a fifteen-minute break..</td>
<td>c. The researchers conducting the study (                          ) that children use creativity and imagination.</td>
<td>d. Kids learn how to socially (                          ) with one another, as well as develop problem-solving skills.</td>
<td>e. Recess plays a (                          ) role in the education of children.</td>
<td>f. Child psychiatrists described the learning environment (                          ) when children are at play.</td>
<td>g. Recess has gotten the axe at many schools because of an increased (                          ) on tests.</td>
<td>h. Standards were compared internationally and American children were found (                          ).</td>
<td>i. Schools with poor test results were (                          ).</td>
<td>j. These already (                          ) children were further harmed with little or no playtime at school.</td>
</tr>
</tbody>
</table>

3: Define: Define each word, correctly pronounce it, explain the meaning and/or usage, and offer an example sentence to the class.

<table>
<thead>
<tr>
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<td>b. markedly</td>
<td>c. surmise</td>
<td>d. interact</td>
<td>e. paramount</td>
<td>f. engender</td>
<td>g. emphasis</td>
<td>h. wanting</td>
<td>i. penalize</td>
<td>j. disadvantage</td>
</tr>
</tbody>
</table>
### Word Recognition

**1: Word Search:** Find the target words (in bold). Time yourself, and see how many words you can find in three minutes. In five minutes. In ten minutes.

<table>
<thead>
<tr>
<th>penalized</th>
<th>interact</th>
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<th>emphasis</th>
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<td>disadvantaged</td>
<td>markedly</td>
</tr>
</tbody>
</table>

Penalized interact wanting emphasis paramount

Surmised engendered unruly disadvantaged markedly

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**2: Target Word Pool:** Find the target words (in bold) with their exact match. Time yourself, and see how many words you can find in three minutes. In five minutes. In ten minutes.

<table>
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</table>

Penalized interact wanting emphasis paramount

Surmised engendered unruly disadvantaged markedly

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Penalizing penalties engaging interact

Penalties marked emphasizing interact

Disadvantaged engaged markedly

Emphasizing unreasonable summary

Unremarkable unremarked imperfection

Unreasonable summary imperfection

Unrealistic unrealistic imperfection

Unrealistic unrealistic imperfection

Unrealistic unrealistic imperfection
1: Word Association: Brainstorm words associated with today's topic for two minutes. Present to the class.

2: Brainstorm Questions: Brainstorm questions that you would like to ask about today's topic. Answer the questions without looking at the article.

3: True or False?: Guess (before the article) or answer (after the article) whether the sentence is true or false. If false, correct the sentence.

   a. According to the article, children with behavior problems don't study enough. T / F
   b. Children use creativity and imagination when they play. T / F
   c. Recess has been cut in recent years because schools have focused more on tests. T / F
   d. No Child Left Behind wanted US students to study with their international peers. T / F
   e. Schools without recess are almost always in poor neighborhoods. T / F

4: Questions: Answer the questions to check comprehension.

   a. What did the study discover?
   b. According to the article, what skills and/or abilities do children acquire when they play?
   c. Why has recess been cut at many schools in the US recently?
   d. What does No Child Left Behind attempt to do?
   e. What did the article say about schools in poor neighborhoods with lower levels of education?

5: Vocabulary: In pairs/groups, remember how the words were used in today's article.

   a. unruly   d. interact
e. paramount  f. engendered
g. emphasis  h. wanting
i. penalized  j. disadvantaged

6: Fragments: Remember how the fragments were used, and complete the sentence from today's article.

   a. More recess resulted in children who...
   b. Kids further learn how to socially interact with one another, as well as...
   c. Child psychiatrists agreed with the study's findings, describing the learning...
   d. Unfortunately, as a result to boost scores, students...
   e. Therefore, these already disadvantaged children were...
post-COMPREHENSION

1: Vocabulary: Circle any additional unknown words/phrases in the article. In pairs/groups, use your dictionaries to understand the meanings. Present to the class.

2: Class Questions: Read through the article once more, and write down any questions that you would like to discuss in pairs/groups or as a class. Discuss.

3: Summarize: Work with a partner to summarize the article in your own words.

4: Discuss: Talk about the following questions in pairs/groups. Remember to support your answers!

   a. Did you like this article?
   b. What was your general impression after reading this article?
   c. Do you agree that not enough playtime causes bad behavior in children? Why/not?
   d. What's a good balance between study and play for children? Why do you think so?
   e. How important are tests for children? Why do you think so?
   f. How important are tests, the scores of which are then compared around the world? Why?
   g. Do you agree that children learn social and problem-solving skills on the playground? Why/not?
   h. What are the formative years? Check your dictionary and discuss.
   i. What is the education system like in your home country? Please explain.
   j. How can the education system in your home country be improved? Please explain.

5: Discuss: You have the opportunity to create the curriculum at a private school. Create a schedule for your students with a partner. List the subjects and their times, as well as any free time. Share your ideas with another pair of students.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time / Length</th>
<th>Subject</th>
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</table>

6: Google Search: Type "recess" into Google news and read additional articles on this topic. Discuss or write an essay about your findings.
All Work and No Play

According to a study released this week, unruly children in schools may simply suffer from too much work and too little play. The study examined more than 10,000 elementary school children between the ages of eight and nine in the US, and discovered that children behaved markedly better when allowed at least a fifteen-minute break during the school day. More recess resulted in children who were even better behaved.

The researchers conducting the study surmised that children use creativity and imagination when on the playground. Kids further learn how to socially interact with one another, as well as develop problem-solving skills. Therefore, recess plays a paramount role in the education of children. Child psychiatrists agreed with the study’s findings, describing the learning environment engendered when children are at play.

In recent years, though, recess has gotten the axe at many schools, in part because of an increased emphasis placed on tests. More attention has been placed on academics, especially when standards were compared on an international level and American children were found wanting. Thus was No Child Left Behind created by the Bush administration in 2001 in an attempt to help US kids become more academically competitive with their international peers. Schools with poor test results were penalized. Unfortunately, as a result to boost scores, students studied more and played less.

As a result of the study, another discovery was also made. The schools with the shortest amount of breaks tended to originate from areas with lower incomes and lower education levels. Therefore, these already disadvantaged children were further harmed with little or no playtime at school. All work and no play can thus be viewed as a path to poorer social skills, poorer behavior in the classroom, and poorer test scores overall.
All Work and No Play

According to a study released this week, (a. ________________) children in schools may simply suffer from too much work and too little play. The study examined more than 10,000 elementary school children between the ages of eight and nine in the US, and discovered that children behaved (b. ________________) better when allowed at least a fifteen-minute break during the school day. More recess resulted in children who were even better behaved.

The researchers conducting the study (c. ________________) that children use creativity and imagination when on the (d. ________________). Kids further learn how to socially (e. ________________) with one another, as well as develop problem-solving skills. Therefore recess plays a (f. ________________) role in the education of children. Child psychiatrists agreed with the study’s findings, describing the learning environment (g. ________________) when children are at play.

In recent years, though, recess has gotten the axe at many schools, in part because of an increased (h. ________________) placed on tests. More attention has been placed on academics, especially when standards were compared on an (i. ________________) level and American children were found (j. ________________). Thus was No Child Left Behind created by the Bush administration in 2001 in an attempt to help US kids become more academically competitive with their international peers. Schools with poor test results were (k. ________________). Unfortunately, as a result to (l. ________________) scores, students studied more and played less.

As a result of the study, another discovery was also made. The schools with the shortest amount of breaks tended to originate from areas with lower incomes and lower (m. ________________) levels. Therefore, these already (n. ________________) children were further harmed with little or no playtime at school. All work and no play can thus be viewed as a path to poorer social skills, poorer (o. ________________) in the classroom, and poorer test scores overall.
STUDENT HANDOUT (extended listening)

Listen and fill in the missing sentences. Compare your answers with a partner, and then listen once more.

All Work and No Play

According to a study released this week, a) ________________________________________________
___________. The study examined more than 10,000 elementary school children between the ages of
eight and nine in the US, and discovered that children behaved markedly better when allowed at least a fifteen-
minute break during the school day. More recess resulted in children who were even better behaved.

b) ___________________________________________________________. Kids further learn how to
socially interact with one another, as well as develop problem-solving skills. Therefore recess plays a
paramount role in the education of children. Child psychiatrists agreed with the study’s findings, c) ________
_______________________________________________________________.

In recent years, though, recess has gotten the axe at many schools, in part because of an increased emphasis
placed on tests. More attention has been placed on academics, d) ___________________________________
________________________________________. Thus was No Child Left Behind created by the Bush administration
in 2001 in an attempt to help US kids become more academically competitive with their international peers.
Schools with poor test results were penalized. Unfortunately, as a result to boost scores, students studied more
and played less.

As a result of the study, another discovery was also made. e) ___________________________________
________________________________________. Therefore, these already disadvantaged children were further harmed with
little or no playtime at school. All work and no play can thus be viewed as a path to poorer social skills, poorer
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## Vocabulary

### 1. Vocabulary Match:

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<tbody>
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<td>x</td>
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</table>

### 2. Fill in the Blanks:

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<tr>
<th>a.</th>
<th>b.</th>
<th>c.</th>
<th>d.</th>
<th>e.</th>
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</thead>
<tbody>
<tr>
<td>unruly</td>
<td>markedly</td>
<td>surmised</td>
<td>interact</td>
<td>paramount</td>
</tr>
<tr>
<td>f. engendered</td>
<td>g. emphasis</td>
<td>h. wanting</td>
<td>i. penalized</td>
<td>j. disadvantaged</td>
</tr>
</tbody>
</table>

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## Pre- or Post-Comprehension

### 1. True or False:

<table>
<thead>
<tr>
<th>a.</th>
<th>b.</th>
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<tr>
<td>F</td>
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<td>T</td>
<td>F</td>
<td>F</td>
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</table>

### 2. Fragments:

<table>
<thead>
<tr>
<th>a.</th>
<th>b.</th>
<th>c.</th>
<th>d.</th>
<th>e.</th>
</tr>
</thead>
<tbody>
<tr>
<td>were even better behaved.</td>
<td>develop problem-solving skills.</td>
<td>environment engendered when children are at play.</td>
<td>studied more and played less.</td>
<td>further harmed with little or no playtime at school.</td>
</tr>
</tbody>
</table>

## Student Handout

### 1. Fill in the Blanks

| a. unruly | b. markedly | c. surmised | d. playground | e. interact | f. paramount | g. engendered | h. emphasis | i. international | j. wanting | k. penalized | l. boost | m. education | n. disadvantaged | o. behavior |

### 2. Extended Listening

| a. unruly children in schools may simply suffer from too much work and too little play |
| b. The researchers conducting the study surmised that children use creativity and imagination when on the playground |
| c. describing the learning environment engendered when children are at play |
| d. especially when standards were compared on an international level and American children were found wanting |
| e. The schools with the shortest amount of breaks tended to originate from areas with lower incomes and lower education levels |