

“In a Few Minutes”

Crossover Lesson

Practice using future tense “**will**” along with time expressions:

in a few minutes/hours/days (**in** is used with *amounts* of time – days, weeks, months, years, etc.)

at 7:00 p.m. / 3:30 I the afternoon (**at** is used for *specific* times)

on Friday / April 8th (**on** is used for specific *days or dates*)

Vocabulary Words: (Teach the meanings of these words using pictures or acting out, or whatever works. Use prompt (cue) cards with pictures or words to have students practice saying these words or phrases through repetition.)

Verbs

arrive

be ready

be back

begin

end

get out of

return

get home

Time expressions

in

a few minutes/hours/days

etc.

3 hours / 2 days / 6 months

21st

a little while

at

6:00 a.m.

8:30 this evening

10:15 tomorrow morning

on

Sunday / Tuesday,

July 6th / October

Contracted forms of pronouns with “will”

Teach and practice the contracted forms of pronouns with “will”.

Teacher says

I will (*I will* be back.)

you will (*You will* get out of school.)

he will (*He will* return.)

she will (*She will* be ready.)

it will (*It will* arrive.)

we will (*We will* get home.)

they will (*They will* arrive.)

Students say

I'll (*I'll* be back.)

you'll (*You'll* get out of school.)

he'll (*He'll* return.)

she'll (*She'll* be ready.)

it'll (*It'll* arrive.)

we'll (*We'll* get home.)

they'll (*They'll* arrive.)

Activity 1

In groups of 3 or 4, each student makes a prediction about himself or his family, his city, or the country, using “**will**” and a time expression.

Demonstrate by giving a few examples:

- I will graduate in 3 months.
- My grandson will get home on August 5th.
- My daughter will find a job in one or two months.
- This class will end at 5:30 p.m.
- My city will get some street repairs in a few months.
- My country will elect a new president in 2 years.

When groups are ready, put two groups together and have them share their predictions with each other.

Activity 2

In pairs or small groups, students discuss whether they agree or disagree with the following predictions. When ready, two pairs of two groups join together to share their opinions with each other; or, if the class is small the pairs or groups can share with the whole class. You can list the predictions on a chart or a handout.

Predictions

- Families will spend a lot of time together in the future.
- Computers will be very small in the future.
- People won't use cars in the future.
- Children will go to school more hours per day in the future.
- People will work fewer hours per day in the future.
- Stores will not be needed in the future because people will buy everything through the internet.
- The weather will get increasingly hotter in the future.

Activity 3

Show a dramatic/interesting picture (selected from a magazine or book before you leave the U.S.!!). Briefly discuss what is happening in the picture. Then ask students to discuss in pairs “What will happen next?”. When ready, two pairs join together to share with each other what they think will happen.

Activity 4 (Teach expressing possibility using **maybe** and **might**.)

Conversation for teaching and practicing “maybe”

Q: Do you think _____?

- it will rain tomorrow?
- your daughter will get married this year?
- your parents will retire soon?
- it will be very cold this winter?
- we will have a test in English tomorrow?
- I will be famous someday?
- we will have to work on Saturday?

A: Maybe I (he/she/it/you/we/they) will, and maybe I (he/she/it/you/we/they) won't.

We'll have to wait and see.

Conversation for teaching and practicing “might”.

Q: When will _____?

- you clean your apartment?
- they go on their vacation (holiday)?
- they get married?
- she buy a car?

What will _____?

- he cook for dinner?
- they name their new daughter?
- they do tonight?
- you be when you grow up?

A: I am – He/She is – We/They are not sure. I (he, she, we, they) might _____ or I (he, she, we, they) might _____. I (we, they) have not (haven't) decided OR He/She has not (hasn't) decided yet.

Examples:

Q: When will you clean your apartment?

A: I am (I'm) not sure. I might clean it this afternoon, or I might clean it in a few _____ days. I haven't decided yet.

Q: What will your grandson be when he grows up?

A: He is not sure. He might be an engineer or he might be a computer programmer. _____ He hasn't decided yet.

NOTE: Students can make up their own answers – anything that makes sense.

For more practice of “maybe” and “might,” pairs of students can make up their own questions to ask each other which they must answer truthfully using “maybe” or “might.”

Examples:

Q: What will you do tonight?

A: I’m not sure. I might meet my friends at a coffee shop, or I might stay home and watch TV. I haven’t decided yet.

Q: Where will you go for your holiday?

A: Maybe I’ll go to Kiev, or maybe I’ll go to the Black Sea. We’ll have to wait and see.

“I Couldn’t Sleep Last Night”

Crossover Lesson

Practice using the past continuous tense to tell about past actions that were in progress at a particular time. The past continuous is formed with the **simple past** of the verb “**to be**” plus the “**ing**” form of the main verb. (I was reading. She was cooking. They were watching TV.)

Vocabulary

Teach the meanings of these words and phrases using pictures on cards, or by acting out, or whatever works for you. Use prompt (cue) cards with pictures or words on them to have students practice saying these words or phrases through repetition.

Verb phrases

argue – arguing
bark – barking
vacuum – vacuuming (her apartment)
play – playing (his guitar, drums)
cry – crying
the left)
listen – listening (to loud music)
dance – dancing
have – having (a party)
lift – lifting (weights)
rearrange – rearranging (furniture)
watch – watching (TV)
practice – practicing (piano, violin)

Noun (subject) phrases

neighbor(s)
neighbor’s dog / son / baby ...etc.
downstairs neighbor
upstairs neighbor
next door neighbor (on the right, on
the left)
neighbor across the hall

HINT: Draw a simple outline of a three-story apartment building with at least three floors and several doors for apartments on each floor to show meanings for upstairs neighbor, downstairs neighbor, next door neighbor, neighbor across the hall.

Conversation to practice vocabulary in statements and questions

Q: You look tired. What’s wrong?

A: I could not (couldn’t) sleep last night

Q: Why not?

A: My _____ (person) _____ was / were (verb) _____.

Examples:

- My neighbors were arguing.
- My neighbor’s dog was barking.
- My downstairs neighbor’s baby was crying.
- My neighbor upstairs was vacuuming her apartment.
- My neighbor across the hall was playing his drums.

- My next door neighbor on the right was listening to loud music.
- My net door neighbor on the left was dancing.
- My upstairs neighbor's daughter was having a party.
- My upstairs neighbor was rearranging furniture.
- My next door neighbor's sister was practicing piano.
- My next door neighbor's son was lifting weights.
- My neighbor across the hall was watching TV, and it was very loud.

NOTE: You can include *times* if it is not too confusing for your students.

Examples:

- My neighbor's dog was barking *all night*.
- My next door neighbor's baby was crying *until 2 a.m.*
- My upstairs neighbor was vacuuming *until midnight*.
- My neighbor across the hall was playing his drums *for several hours*.

More Practice

After you have adequately practiced all the possible answers for “**Why not?**” chorally with the whole class, have the students practice in pairs by rotating the prompt cards. Keep the prompt cards simple, like this:

Example:

next door neighbor's baby

cry – until 3 a.m.

Activity 1

Working in pairs, students will find out why some people in the **Raintree Apartments** could not sleep last night. You will need copies of the attached apartment drawings in order to do this activity. There is a **Student A** handout and a **Student B** handout. Each one has slightly different information on it, and partners must ask each other questions to get the information they do not have.

Student A will ask about the following following people in the apartment building: building:

- Igor**
- Tanya**
- Natalie**
- Dima**

Student B will ask about the people in the apartment

- Alex**
- Olga**
- Peter**
- Anna**

For each pair of students, designate one as **Student A** and the other as **Student B**, and give them each their corresponding handout. **Demonstrate** how to use the drawing to get the information they need to answer the questions their partner asks them.

Student A asks: **Why couldn't Igor sleep last night?**

Student B answers by looking at his drawing

Igor couldn't sleep because his next door neighbors were arguing until 2 a.m., and his upstairs neighbor was vacuuming until midnight. Also, his neighbor across the hall was practicing piano for several hours. (Student gives as many responses as are shown on the drawing.)

Students A and B should alternate asking their questions. Student A asks about Igor and Student B responds; then Student B asks about Alex and Student A responds. Next, Student A asks about Tanya and Student B responds, etc.

NOTE that the drawings show both sides of a hall on three levels of an apartment building. Point this out to your students so they will be able to use "my neighbor across the hall." This applies to all three floors of the building.

(**Note to teachers:** This is called an **info gap** activity. It is a great way to have students practice a particular sentence structure.)

Activity 2

In pairs, each partner tells about a time when he could not sleep, and the reason(s) why.

When pairs have done this put two pairs together. Each student then shares with the other pair why his partner couldn't sleep.

Activity 3

Discuss the following questions in small groups. (You can list the questions on a chart or cling sheet.)

1. Do you know your neighbors?
2. Are you neighbors friendly? Are they helpful?
3. Do you sometimes have problems with your neighbors? (Give examples.)
4. What do you do when you have problems with your neighbors?

Activity 4

In pairs, students will create and present a role-play where one person makes a telephone call to his neighbor to complain that he can't sleep because of something his neighbor is doing. They must decide and act out how the neighbor responds to the complaint. They could choose a situation from one of the drawings used in Activity 1, or they could make up their own situation.

Pairs should practice their role-play together. When ready, put two pairs together and have each pair present their role-play for the other pair. (OR, if your class is small, each pair can present their role-play for the whole class.)

Sample role-play to demonstrate

Igor: (picks up telephone and calls his upstairs neighbor)

Upstairs neighbor: Hello

Igor: Hi. This is Igor in Apartment 1B. I can't sleep because you are vacuuming. It is very loud in my apartment. It's 11:30 p.m. Could you please stop vacuuming?

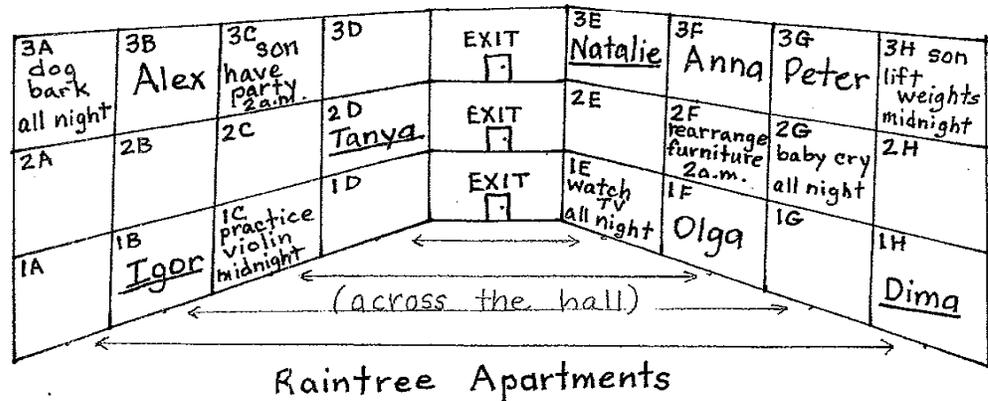
Upstairs neighbor: I'm sorry you cannot sleep. I really must get my apartment clean, because I have guests coming tomorrow. I think I will finish in about 30 minutes. Is that OK?

Igor: OK. But next time will you please vacuum earlier during the day? I will appreciate it!

Upstairs neighbor: OK, I'll try. Sorry you can't sleep.

Student A - Ask about Igor, Tanya, Natalie and Dima.

Question: Why couldn't _____ sleep last night?

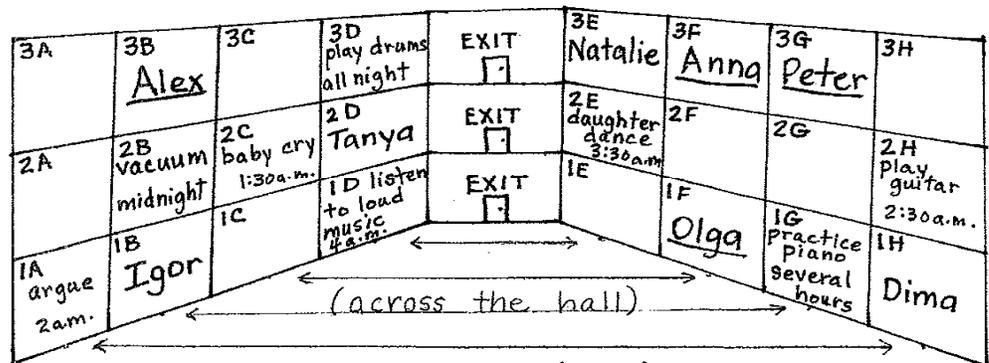


Raintree Apartments

cut

Student B - Ask about Alex, Olga, Peter and Anna.

Question: Why couldn't _____ sleep last night?



Raintree Apartments

“Something Bad Might Happen”

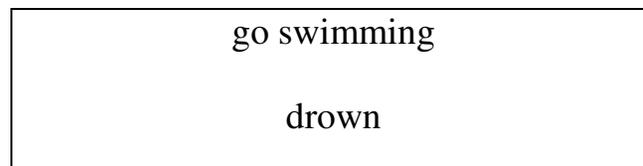
Crossover Lesson

Practice using “**might**” to talk about things people are afraid to do, don’t like to do, or shouldn’t do because something bad or unpleasant might happen.

Vocabulary

Teach the meanings of these words and phrases using pictures or acting out, or whatever works for you. Prepare prompt (cue) cards with pictures or words to prompt students to practice saying these words or phrases through repetition. Keep prompt cards simple, as shown below:

Example:



Activities for invitations

(students will probably already know many of these)

go swimming	⇒	drown
go skiing	⇒	break my (his / her) leg
go to the beach	⇒	get a sunburn
go dancing	⇒	step on your (his / her) feet
go hiking in the mountains	⇒	catch a cold
go to the movies	⇒	fall asleep
ride on a roller coaster	⇒	get nauseated
go sailing	⇒	get seasick

Verb phrases

might

Conversation to practice vocabulary in statements and questions

Q: Would you like to (activity) with me?

A: No, I don’t think so.

Q: Why not?

A: I’m afraid I might (verb phrase) .

Practice the statements and questions chorally as a whole class. Then put students in pairs and rotate the prompt cards, letting each pair practice the conversation several times.

Practice Activity

Continue practice by putting students in pairs again. Each partner should tell about one or two things he is afraid to do, or doesn't like to do, because something unpleasant might happen. You as the teacher should give some examples of your own.

Examples:

- I don't want to jump from an airplane. I'm afraid the parachute might not open.
- I don't like to ride my bicycle on a busy city street. I'm afraid a car might hit me.
- I don't like to swim in the ocean. I'm afraid I might drown in a big wave.

After partners share with each other, put two pairs together. Each student shares with the other pair what his partner is afraid of.

Practice using "shouldn't" along with "might"

Teach this additional vocabulary to help students express things it is not wise to do because of what might happen. Again, use pictures acting out, etc. to teach meaning. Then use simple prompt cards to help students practice the statements and questions.

You shouldn't ...

drive so fast
eat too quickly
shout so loudly
work too (so) slowly
go to bed too (so) late
morning
listen to loud music
watch scary movies
do your homework so carelessly
sit at your computer for a long time
touch an electric wire

because ...

you might have an accident
you might get a stomachache
you might get a sore throat
you might lose your job
you might be tired / oversleep in the
morning
you might hurt your ears
you might have nightmares
you might make mistakes
you might get a backache
you might get shocked

Conversations to practice vocabulary in statements and questions

Practice this conversation chorally as a class, then in pairs.

A: You shouldn't activity.

B: Why not?

A: If you (activity), you might (consequence).

Possible activities to continue practice – Select activities that you think your students will enjoy, and that you have time to do.

Activity 1 - Finish the Sentence

Prepare index cards with the sentence starters below written on them, one sentence starter per card. You will need one set of sentence starters for each group of 3 to 4 students.

In small groups, students take turns picking up one of the cards and finishing the sentences however they wish, as long as it makes sense, and they use “**might**” in their sentence.

Sentence Starters

- If I stay up late tonight ...
- If it rains tomorrow ...
- If I am not busy on Saturday ...
- If I don't practice English ...
- If you read all night ...
- If you are late for work every day ...
- If you don't study for the test ...
- If you stay outside in the sun too long ...

Activity 2 – Brainstorm

Put students in pairs or small groups. Show students the “might” clauses below, written on a chart or cling sheet. Assign at least 2 clauses to each pair or group (it is OK for some pairs or groups to have the same clauses.)

Tell them to “**brainstorm**” (think of) some possible “if” clauses to precede each of their “might” clauses. Demonstrate a couple of examples. When students have finished “brainstorming”, let each group share some of their “if” clauses with the class (or with another group), as time permits.

Might Clauses

- If _____
- you might lose your job.
 - the teacher might get angry with you.
 - you might get a sore throat.
 - you might have a nightmare.
 - you might break your leg (arm / foot / wrist, etc.).
 - you might get nauseated.
 - you might catch a cold.
 - you might get a sunburn.
 - you might drown.
 - you might meet a new friend (*)

(*) This one is thrown in for fun – something good that happens as a result of some action. See what they come up with for this.

Activity 3 – Don't Leave Jack Home Alone!

Don't Leave Jack Home Alone! Set up the following situation for your students:

Jacks parents really need a vacation by themselves, but they are afraid to go. The don't want to leave Jack home alone. They are afraid of things Jack ...

- **might do**, but **shouldn't**
- **might forget to do**
- **might not do**, but **should do**

Put students in pairs and tell them to think of some things Jack might do or not do that his parents would be concerned about. Demonstrate a couple of examples:

Jack might watch too much TV.

He might forget to turn off the oven.

When pairs have finished, put two pairs together. They share with each other the possibilities they came up with.

Activity 4

Put students in a circle. Have **one story chain** (see below) written on a chart. Go through it step by step so students understand what they are going to do.

The teachers starts the story chain by saying:

Teacher – Watch out! If you drive too fast you might have an accident!

(Select a student in the circle to be **Student 1**.)

Student 1 – (rephrases the result – “you might have an accident” – into a condition – “if you have an accident” – then adds a new result.) – **“If you have an accident, you might break your arm.”**

Student 2 – (to the right of Student 1) continues the chain in the same way. **“If you break your arm, you might have to to to the hospital.”**

Student 3 – **If you go to the hospital, you might be there for several hours.**

Student 4 – **If you are at the hospital for several hours, your dog might get hungry.**

Student 5 – **If your dog gets hungry, he might start barking**

Student 6 – **If your dog starts barking, your neighbors might get upset.**

Student 7 – **If your neighbors get upset, they might call the landlord and complain.**

The story continues until everyone in the group has had a turn. If your class is large, you can have to circles and two story chains going at the same time. If so, use different starter sentences for each group. Encourage creativity and humor. You can do more than one story chain if you have time.

Possible starter sentences for stories:

- If you go to the rock concert tonight, the music might be extremely loud.
- If you play video games all day, your eyes might start hurting.
- Watch out! If you touch those wires, you might get shocked!
- If you do your homework carelessly, you might make a lot of mistakes.
- If you don't practice English often, you might forget a lot of words.
- If you get to work late tomorrow, your boss might get angry.
- If you forget to turn off your apartment light when you go to work, your electric bill might be too high.

NOTE: Feel free to think of other starter sentences to use. Have fun with it!!

Activity 5

The following "if/might" statements are open to **differences of opinion**. Write each statement on an index card, and give each pair or small group one of the cards. Tell them to discuss the statement and decide if they **agree** or **disagree** with it, and give reasons. When pairs or groups are ready, have them share their opinions with the class.

- ❖ If you drive too slowly, you might have an accident.
- ❖ If you find a four-leaf-clover, you might have good luck.
- ❖ If you walk under a ladder, you might have bad luck.
- ❖ If you don't sleep enough, you might make more mistakes than usual.
- ❖ If you sleep next to an open window, you might get sick.
- ❖ If you listen to loud music too uh, you might hurt your ability to hear well.
- ❖ If you practice speaking English every day, you might become fluent faster.
- ❖ If you are impolite and rude, you might not have any friend.

The Nicest Person I Know

Students will practice using adjectives in the superlative form to describe people and places.

Vocabulary

Teach the meanings of the following adjectives using pictures or acting out, or whatever works for you. Be sure to have students practice saying the adjectives in their superlative forms.

<u>Adjective</u>	<u>Comparative Form</u>	<u>Superlative Form</u>
smart	smarter	smartest
kind	kinder	kindest
nice	nicer	nicest
bright	brighter	brightest
mean	meaner	meanest
rude	ruder	rudest

The following adjectives change the final “y” to “i” in the comparative and superlative forms.

noisy	noisier	noisiest
funny	funnier	funniest
pretty	prettier	prettiest
happy	happier	happiest
lazy	lazier	laziest
friendly	friendlier	friendliest
sloppy	sloppier	sloppiest

The following adjectives have more than 3 syllables, so require the use of “more” in the comparative form, and “most” in the superlative form.

energetic	more energetic	most energetic
interesting	more interesting	most interesting
generous	more generous	most generous
talented	more talented	most talented
popular	more popular	most popular
obnoxious	more obnoxious	most obnoxious

The following adjectives do not follow the usual rules in forming the comparative and superlative forms.

patient	more patient	most patient
stubborn	more stubborn	most stubborn
polite	more polite	most polite
honest	more honest	most honest
boring	more boring	most boring
helpful	more helpful	most helpful

NOTE: This is a long list of words, but it is likely that your students will already know the meanings of many of them. The emphasis of the lesson is learning and practicing the superlative forms. If this is too many for your class, don't use all of them – just select some for each group.

Conversation to practice vocabulary in statements

Person A: I think _____ (person) is very _____ (adjective).

Person B: He / She certainly is. He / She is the _____ (superlative form adjective) person I know.

-OR-

They certainly are. They are the _____ (superlative form adjective) people I know.

Examples:

A: I think Tom is very kind

B: He certainly is. He is the kindest person I know.

A: I think your parents are very generous.

B: They certainly are. They are the most generous people I know.

Prepare simple cue (prompt) cards as shown below. Use these to prompt students to practice the conversation – first chorally as a whole class, then in pairs, rotating the cards. If desired, the pair practice can be done in two lines facing each other, rotating the cards to the right in one line, and to the left in the other line.

Example:

your Aunt Emma
kind

Use the following persons (unless you want to create your own) and adjectives to make your cue cards.

<u>Persons</u>	<u>Adjectives</u>
your parents	nice
my friend Mike	bright
your Uncle Joe	funny
my sister	pretty
your granddaughter	happy
Alex	lazy
your cousin	friendly
your roommates	sloppy
my landlord	mean
your downstairs neighbor	rude
your next-door neighbor	noisy
your nephew Ivan	energetic
my friend Sergey	interesting
your grandfather	generous
your cousins, Galina and Lilya	talented
Andre'	popular
Dima	obnoxious
your father	patient
my grandson	stubborn
Igor	polite
your mother	honest
our history professor	boring
your brother Oleg	helpful

Possible activities to continue practice – Select activities that you think your students will enjoy, and that you have time to do.

Activity 1 – “The Students in Mrs. Brown’s History Class” (an “info-gap” activity) Working in pairs, the students will find out about the students in Mrs. Brown’s history class. You will need copies of the attached handouts. You can limit the number of copies needed by not allowing students to write on the handouts, so that you can use the same handouts in each class. There is a “Student A” handout and a “Student B” handout. Each one has some information missing, so partners must ask each other questions to get the information they do not have.

NOTE: It is important that students **do not look at each other’s papers to get their missing info.** This is an **oral** activity to give them practice in sentence structure and in pronouncing English well enough that their partners can understand them.

For each pair of students, designate one as “Student A” and the other as “Student B”. **Demonstrate** how to ask questions to get the info they need. Students should **alternate** asking each other questions.

When students are finished with this activity, ask if they had any trouble understanding each other.

Activity 2 – The People We Know

List the following questions on a chart or cling sheet. Put students in pairs. Each student should choose 3 of the questions to answer, and share his/her answers with his/her partner. When partners have finished sharing, join two pairs together. Each person then shares what he/she learned from his/her partner.

Questions:

Who is the most **generous** person you know? In what ways is this person generous?

Who is the most **stubborn** person you know? In what ways is this person stubborn?

Who is the most **talented** person you know? In what ways is this person talented?

Who is the most **energetic** person you know? In what ways is this person energetic?

Who is the **funniest** person you know? In what ways is this person funny?

Who is the **laziest** person you know? In what ways is this person lazy?

Who is the most **patient** person you know? In what ways is this person patient?

Activity 3 – Our City

- Students will work together in groups of 3 or 4 to make descriptive statements about places or things in their city.
- Write the adjectives below on a chart or cling sheet. Also write the list of places and things in a city to give them a head start on their thinking.
- Each groups should work together to write statements about places or things in their city, using each of the adjectives in its superlative form. When groups are ready, they should share their statements with the class. If time permits, you may allow students to disagree with what others say.

Examples:

Group 1 – We think _____ (name) _____ is the **nicest** hotel in Lviv.

Another student – I disagree. I think _____ (name) _____ is the **nicest** hotel in Lviv, because...

Group 2 – We think _____ (name) _____ is the **longest** bridge in Lviv.

Group 3 – We think _____ (name) _____ is the **cheapest** place to shop in Lviv.

Adjectives

tall	expensive	busy
long	pretty	modern
beautiful	ugly	old
noisy	interesting	nice
cheap	small	large

Places / Things

parks	hotels	stores
restaurants	streets	bazaars
museums	opera houses	buildings
churches	bodies of water	bridges
historical sites		

Activity 4 – “Did You Know?” Stories

Students will read brief stories, then tell the stories to their partners.

Make copies of the “Did You Know?” stories (at the end of this lesson). Cut them apart.

1. Put students in pairs. In each pair, designate one student as “A” and the other as “B”.
2. Give Student A in each pair one of the “A” stories. Each “A” partner must read his story silently, not letting his/her partner see it. Give one minute for them to do this. Then collect all the “A” stories.
3. Each “A” student must then **tell** his/her story, in his own words, to his “B” partner.
4. Next each “B” partner relates to the class (or to another pair of students) the story he heard from Partner A. Partner A should then indicate whether or not Partner B told the story correctly.
5. Repeat steps 1 – 4 above, this time giving each “B” student one of the “B” stories.

Handout for Activity 1 – “The Students in Mrs. Brown’s Class”

Student A

Wherever you see a “?” on your chart below, ask your partner this question:

Who is the (adjective) student in Mrs. Brown’s class?

(Who is the (friendliest) student in Mrs. Brown’s class?)

Your partner answers: (name) is the (adjective) student.

Mrs. Brown’s Class

<u>Nina</u> bright	<u>?</u> funny	<u>?</u> lazy	<u>Eugene</u> helpful
<u>Vika</u> Talented	<u>?</u> noisy	<u>Katrin</u> generous	<u>?</u> energetic
<u>?</u> patient	<u>Ivan</u> stubborn	<u>Inna</u> polite	<u>?</u> honest
<u>?</u> friendly	<u>Borys</u> rude	<u>?</u> sloppy	<u>Andrew</u> Popular

Student B

Wherever you see a “?” on your chart below, ask your partner this question:

Who is the (adjective) student in Mrs. Brown’s class?

(Who is the (friendliest) student in Mrs. Brown’s class?)

Your partner answers: (name) is the (adjective) student.

Mrs. Brown’s Class

<u>?</u> bright	<u>Victor</u> funny	<u>Iryna</u> lazy	<u> </u> helpful
<u> </u> talented	<u>Kostya</u> noisy	<u> </u> generous	<u>Vlad</u> energetic
<u>Tamara</u> patient	<u> </u> stubborn	<u> </u> polite	<u>Jack</u> honest
<u>Svetlana</u> friendly	<u> </u> rude	<u>Natalya</u> sloppy	<u> </u> popular

Handout for Activity 4 – “Did You Know?” Stories

<p style="text-align: center;">A</p> <p>The longest car in the world is 100 feet long. It has 26 wheels, a swimming pool, and a waterbed!</p>	<p style="text-align: center;">B</p> <p>The world’s biggest costume party is the Carnival celebration in Brazil. Every day during Carnival, more than 50,000 people walk through the streets in costumes.</p>
<p style="text-align: center;">A</p> <p>The largest subway station in the world is Grand Central Terminal in New York City. Every day more than half a million people pass through the station.</p>	<p style="text-align: center;">B</p> <p>The biggest igloo in the world is the Ice Hotel in Sweden. It has rooms for 150 guests. Every year workers have to rebuild the hotel because it melts in the spring.</p>
<p style="text-align: center;">A</p> <p>The longest river in the world is the Nile. It is 4,180 miles (6,690 kilometers) long.</p>	<p style="text-align: center;">B</p> <p>The largest ocean in the world is the Pacific Ocean. It is 64,000 square miles (165,760,000 square kilometers).</p>
<p style="text-align: center;">A</p> <p>The biggest desert in the world is the Sahara. It is 3,500,270 square miles. (9,065,000 square kilometers).</p>	<p style="text-align: center;">B</p> <p>The highest mountain in the world is Mount Everest. It is 29,028 feet (8,848 meters) high.</p>

“The Careless Driver Drives Carelessly”

Students will learn and practice using adverbs of manner – words that describe the manner in which we do things. They will also practice these adverbs in the comparative form.

Grammar notes for the teacher:

Many verbs can be converted into “agent nouns” by adding **-er** or **-or**.

Examples: teach – **teacher**
 dance – **dancer**
 act – **actor**

An **adverb of manner** is formed by adding **-ly** to the corresponding adjective.

Examples: slow – **slowly**
 careful – **carefully**

Remember that the adjective describes a noun, but changes form to become an adverb when it describes the verb (action).

Examples: A **careful** driver drives **carefully**.
 A **slow** skier skies **slowly**.

There are several irregular (not formed by adding **-ly**) adverbs of manner.

<u>Adjective</u>	<u>Adverb</u>
fast	fast
hard	hard
loud	loud / loudly
good	well

The **comparative** of one-syllable adverbs is formed by adding **-er**. For adverbs of manner with three or more syllables, **more** is added.

fast – **faster** carefully – **more** carefully
late – **later** gracefully – **more** gracefully
hard – **harder** accurately – **more** accurately

Some adverbs can use *both* comparative forms.

quicker – **more** quickly
louder – **more** loudly
slower – **more** slowly

There are some *irregular* adverbs of manner.

Vocabulary

Teach or review the meanings of the nouns, verbs, and adverbs below. The comparative forms and opposites of the adverbs are also shown.

Noun	Verb	Adverb of manner	Comparative form	Opposite
driver	drives	carefully	more carefully	carelessly
worker	works	fast	faster	slowly
chess player	plays chess	slowly	slower or more slowly	fast
dancer	dances	gracefully	more gracefully	awkwardly
actor	acts	badly	worse	well
painter	paints	well	better	badly
runner	runs	fast	faster	slowly
singer	sings	beautifully	more beautifully	poorly
worker	works	hard	harder	sluggishly
translator	translates	accurately	more accurately	inaccurately
card player	plays cards	dishonestly	more dishonestly	honestly
typist	types	quickly	more quickly or quicker	slowly
speaker	speaks	softly	more softly or softer	loudly
sleeper	sleeps	late	later	early
riser	rises	early	earlier	late
speaker	speaks	politely	more politely	impolitely
dresser	dresses	sloppily	more sloppily	neatly

Once the meanings of these words are clear to the students, have them practice using them (all together chorally) by following the pattern below:

Teacher says:

A careful driver ...

A careless worker ...

A graceful dance r...

A late sleeper ...

An early riser ...

A quick typist ...

Student says:

drives carefully.

works carelessly.

dances gracefully.

sleeps late.

rises early.

types quickly.

Examples:

- 1) *Statement in square:* “Tamara types very **slowly**”
Student responds: “Tamara (She) should type **faster**.”
- 2) *Statement in square:* “Oleg does not teach very **well**.”
Student responds: “He (Oleg should teach **better**.”

Prepare the handouts: Cover each square with a sticky note (cut the right size to cover the square). Cut two colors of construction paper into small pieces for students to use as “markers” on their handouts. Each student will need about 10 markers – give the partners in a pair different colors.

Play the Game:

- 1. Partner A in a pair chooses a square and removes the sticky note. He/she reads the statement in the square, then makes a “should” statement using the correct adverb needed.
- 2. If Partner A uses the correct adverb in his/her “should” statement, he puts one of his markers on that square. If he uses the wrong adverb, he puts the sticky note back, and play moves to Partner B.
- 3. Repeat Steps 1 and 2 with Partner B. Play continues in this way, with partners alternating turns. The **winner** is the first student to get 4 of his colored markers in a row in any direction – horizontally, vertically, or diagonally.

Activity 2 – Associations

Put students into small groups. Give each group a sheet of paper to write on. Show the adverbs listed below, written on a chart or cling sheet. Tell students: **“For each of the adverbs, write down verbs which the adverb can describe – as many as you can think of.”**

Demonstrate a couple of examples:

<u>Adverbs</u>	<u>Verbs they can describe</u>
gracefully.....	dance; walk; skate; move; run
slowly.....	drive; speak; walk; work; ski; run

List of adverbs

slowly	carefully	carelessly	fast
hard	quickly	gracefully	sloppily
loudly	accurately	neatly	well
softly	politely	early	late
badly	beautifully	awkwardly	honestly

Students will use their completed lists to do Activity 3.

Activity 3 – Students will use adverbs to tell about people they know. Students should remain in the same groups they were in for Activity 2. Using the list prepared in Activity 2, each student selects 4 adverbs to make true statements about people they know. **One of the statements must be about themselves.** Encourage them to elaborate as much as they can. **Demonstrate** what you want by making 4 statements of your own.

Example

- 1) My friend Doug **speaks** very **slowly**. I usually cannot understand what he says, so he has to repeat it.
- 2) When no one else is home, my husband likes to **play** his music **loudly**.
- 3) My grandson **writes** **sloppily**. It is difficult to read his writing.
- 4) I like to **wake up early** in the mornings. It is a good way to have some time alone to do some reading.

When each student in the group has had a turn, have a brief time of sharing. Ask each student to tell one thing he heard from the person on his left in his group.

Activity 4 – “Always and Never”

Write the statements listed below on index cards. You will need one set of statements for each group of 3 to 4 students.

Demonstrate what students are to do:

Put a stack of cards face down. Turn over the top card. Read the statement. If it is an “**always**” statement, change it to a “**never**” statement. If it is a “**never**” statement, change it to and “**always**” statement.

Example

Statement on card: “Alina **always** speaks **softly**.”

Student response: “Alina **never** speaks **loudly**.”

Statements to put on cards:

- Sofia never goes to bed early
- Alex and Vlad always work slowly.
- Igor ever dresses neatly.
- Anna always plays her music very loud.
- Those men always play cards dishonestly
- Alina always plays tennis well.
- Jack never does his homework carefully.
- Natali never speaks impolitely.
- Borys always translates accurately.
- Tamar never runs fast
- Svetlana always walks gracefully.
- Katrin never gets to class late.
- Max always types quickly.
- Sasha never drives carelessly.
- Mr. Brown never teaches badly.
- Okasana always talks slowly.
- Victor never skies slowly.

GAME: Four in a Row

Katya types too <u>slowly</u> .	Vika drives very <u>carelessly</u> .	Max speaks too <u>softly</u> .	Andre' plays his music very <u>loud</u> .
Vlad and Sasha dress very <u>sloppily</u> .	Anna speaks <u>impolitely</u> to her teacher.	Hannah goes to bed very <u>late</u> .	Jack translates <u>inaccurately</u> .
Sergey paints <u>badly</u> .	Katrin dances <u>awkwardly</u> .	Eugene plays Cards <u>dishonestly</u> .	Our teacher talks too <u>quickly</u> .
Julia doesn't work very <u>hard</u> .	Oleg skies too <u>fast</u> .	Nina gets to work very <u>late</u> every day.	Julia writes very <u>sloppily</u> .

GAME: Four in a Row

Katya types too <u>slowly</u> .	Vika drives very <u>carelessly</u> .	Max speaks too <u>softly</u> .	Andre' plays his music very <u>loud</u> .
Vlad and Sasha dress very <u>sloppily</u> .	Anna speaks <u>impolitely</u> to her teacher.	Hannah goes to bed very <u>late</u> .	Jack translates <u>inaccurately</u> .
Sergey paints <u>badly</u> .	Katrin dances <u>awkwardly</u> .	Eugene plays Cards <u>dishonestly</u> .	Our teacher talks too <u>quickly</u> .
Julia doesn't work very <u>hard</u> .	Oleg skies too <u>fast</u> .	Nina gets to work very <u>late</u> every day.	Julia writes very <u>sloppily</u> .

Internet Lesson

1. Introduce the vocabulary words
2. As a whole class list different reasons they use the Internet.
3. In pairs, have them choose the 3 that they believe is the most important to them
4. Ask each group to share. Mark down their choices on the board as they share. Ask follow-up questions.
5. Lead the class in a discussion about the ones that were chosen the most.
6. Introduce the monologue, by going through it yourself.
7. In pairs, have them share their monologue.
8. Go through the room asking all (or a few if it is a large class) based on their monologue
9. Using the opinion model, use the Internet opinion statements. Always ask them to express why they believe what they do.
10. Go over the text language.
11. Write text on the board using the text language (i.e. U R great! Thx for helping me.) Have the students try to figure out what it says.
12. In pairs, they write 1 or 2 texts using the text language. Then they write it on the board for the class to try to determine what it says. **MAKE SURE YOU PREVIEW AND CORRECT ANY MISTAKES!**
13. Share your favorite websites.

Vocabulary

Download	Social Network	Website	Search
Find/Search	Text/Texting	Log-in	Browse
Keyword	Virus	Password	Upload
Online Shopping	Username	Log-out	Bookmark

What do you usually do on the Internet?

I use the internet to ____, ____, and ____.

I use the internet for ____ and ____.

What types of websites do you use?

My favorite website is ____.

I like it, because ____.

What are some of the bad things about the internet?

What 3 ways do you use the Internet?

In pairs, ask and answer the questions:

- Do you prefer to buy CDs or download music from the internet?
- How often do you bookmark websites that you like?

- How often do you upload photos to your Facebook profile?
- Which websites do you use when you want to search for information?
- If you read your email on a public computer, do you always remember to logout after you finish?
- How often do you browse the internet?

Opinions:

- Online shopping is better than shopping in a store.
- It's ok to meet new people online.
- Young people today are lazy, because of the Internet.
- Dating websites are a good way to meet your future husband or wife.

Internet Problems

What should you do if you can't check you email because the website is down?

Try to check it again in about 10 minutes.

What should you do if your Wi-Fi connection isn't working?

Restart your router.

What do you do if your computer is a bit slow?

Close a few of your browser tabs

What do you do if you can't access the internet at all?

Contact your internet provider.

What do you do if you can't log in to your favorite website?

Maybe you need to reset your password.

What do you do if you see too many pop-up ads?

Try to block them in your browser settings.

In groups or pairs ask the following:

- Do you prefer to buy CDs or download music from the internet? WHY?
- How often do you bookmark websites that you like?
- How often do you upload photos to your Facebook profile?
- Which websites do you use when you want to search for information?
- If you read your email on a public computer do you always remember to logout after you finish?

TTYL – Talk to you later
CUL8R – See you later
W/ - with
w/o – without
b/c – because
IDK – I don't know
JK – just kidding
LOL – Laugh out loud
BRB – Be right back
NP – no problem
WTG – Way to go!
PLZ – please
Xoxoxox – hugs and kisses
THX – thanks
ASAP – as soon as possible
U – you
U R – you are
Ur – your or you're

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