

**Carousel of IDEAS, 4th Edition**  
**Additional Practice Activities**  
**Unit 7: Early Advanced English Language Learners**

**TEACHER:** Additional practice activities for the following language forms and concepts are listed below in alphabetical order:

- *Adjectives with –ish or –y*
- *Carousel nouns*
- *Complex sentences*
- *Conditional form*
- *Correlative conjunctions*
- *Correlatives*
- *Derivation noun to adjective*
- *Gerunds*
- *Indefinite pronouns*
- *Modals*
- *Negative questions*
- *Nouns: -ness*
- *Past perfect tense verbs*
- *Phrasal verbs*
- *Quantities*
- *Reciprocal pronouns*
- *Reflexive pronouns*
- *Specialized prepositions*
- *Synonyms and antonyms*
- *There will be/there has been statements*
- *Too + adverb*
- *Well vs. good*

**Adjectives with –ish or –y [e.g., greenish, bumpy]**

■ **Transform It!**

Remind students that sometimes we add –y or –ish to a noun. When we do this, we change (or “transform”) the noun into an adjective. Give students some examples to illustrate this concept.

<b>Noun</b>	<b>Adjective with –y</b>	<b>Adjective with –ish</b>
<i>green</i>		<i>greenish</i>
<i>bump</i>	<i>bumpy</i>	
<i>brown</i>		<i>brownish</i>
<i>cheese</i>	<i>cheesy</i>	
<i>rain</i>	<i>rainy</i>	
<i>dirt</i>	<i>dirty</i>	
<i>baby</i>		<i>babyish</i>

Organize students in teams and ask them to identify other nouns they can transform. Encourage them to consult their *IDEA Picture Dictionary 2* for nouns. Circulate around the room to assist students in identifying nouns they can change into adjectives by adding *-y* or *-ish*. Affirm good work and provide corrective feedback as necessary.

### ■ Scavenger Hunt

Have students go on a scavenger hunt for adjectives with *-ish* and *-y* in newspapers, magazines, and books.

### ■ Use It in a Sentence

Write some nouns (e.g., health, yellow, mess) on the board and give students two minutes to transform them into adjectives and use them in a sentence.

## Carousel nouns

### ■ Stop the Music

Give each student a PICTURE CARD. Start the music and have students pass the picture around until the music stops. Then ask: **What do you have?** The student responds, "I have \_\_\_\_\_."

### ■ 20 Questions

Have one student choose one of the target *Carousel* nouns and whisper it to you. Have the other students ask 20 questions that can be answered "yes" or "no" (e.g., Is it big? Is it in the classroom?). The object of the game is for the students to guess the word by asking fewer than 20 questions.

### ■ Board Game

Make a path-type board game with colorful stickers depicting a theme, such as the circus or a holiday. Paste the chapter ACTIVITY PICTURES on colored tag board for draw cards. Have students take a draw card and name the *Carousel* noun. If they name it correctly, they may spin a spinner (or roll dice) and then move along the board. If they do not name it correctly, they must wait until their next turn. You may alter the language task depending on student needs and abilities. For example, you could have students say the plural form of the *Carousel* noun or name a synonym.

### ■ Follow the Directions

Play this game with a group of students or have two students play together to practice the *Carousel* nouns and spatial concepts. Each player should have a complete set of the chapter ACTIVITY PICTURES as well as a directions pattern, which can be downloaded at [www.ballard-tighe.com/carouselweb](http://www.ballard-tighe.com/carouselweb). The teacher (or one of the students) tells the other player(s) where to place the pictures (e.g., "Put the helicopter under the police car."). The goal is for the other player(s) to place his or her pictures in the same positions on the board.

### ■ Toss the Cube

Attach the chapter ACTIVITY PICTURES to the cube pattern, which can be downloaded at [www.ballard-tighe.com/carouselweb](http://www.ballard-tighe.com/carouselweb). Then toss the cube to a student and ask: **What do you have?** Have the student respond, “I have \_\_\_\_\_.”

### ■ What’s in the Square?

Give each student a copy of the square pattern, which can be downloaded at [www.ballard-tighe.com/carouselweb](http://www.ballard-tighe.com/carouselweb). Have students write numerals 1-9 in the squares and place the ACTIVITY PICTURES in the squares following your directions (e.g., Put the hairdresser in square #3.). Ask questions about the pictures (e.g., What’s in square #3? Where is the hairdresser?).

### ■ Bingo!

Give each student a copy of the chapter ACTIVITY PICTURES and the Bingo pattern, which can be downloaded at [www.ballard-tighe.com/carouselweb](http://www.ballard-tighe.com/carouselweb). Have students cut out the ACTIVITY PICTURES and paste them on the Bingo sheet in any order. Alternatively, have students write in the target *Carousel* nouns. If there are extra spaces, use this as an opportunity to review *Carousel* nouns from previous chapters. To play Bingo, call out a target word or describe it (i.e., if the word is *butcher*, you could say “a person who cuts meat”). If students have the picture (or word) on their Bingo sheet, have them cover it with a marker. Continue playing until a student has covered an entire row or column on the Bingo sheet. That student should call out, “Bingo!”

## Complex sentences

### ■ Make It Longer

Remind students that complex sentences are longer sentences that often contain independent clauses and conjunctions. Give them examples of simple sentences and complex sentences:

#### Simple Sentences

*Whales live in the ocean.  
Some people collect shells.*

#### Complex Sentences

*Whales are huge animals that live in the ocean.  
Some people collect shells on the beach and display them in their homes.*

Read the sentences aloud and help students understand the difference between a simple and complex sentence. Emphasize that students can make longer, more complex sentences by using adjectives, adverbs, dependent and independent clauses, and so forth. Organize students in pairs. Give each pair a storybook and ask students to find all the complex sentences they can. Allow time in class for students to read the complex sentences they located. If students can’t find a complex sentence in the book they are using, ask them to create one (or more) complex sentence from the sentences in the book. Affirm good work. Provide corrective feedback as appropriate.

■ **Describe It**

Organize students in teams. Give each team the name of an animal (or use another topic you want students to review). Ask them to create a graphic organizer that includes descriptive details about the animal. Then they are to write two complex sentences about their animal. Allow time in class for students to read their sentences.

■ **Simple to Complex**

Organize students in pairs. Ask each pair to write two simple sentences and then combine the simple sentences to make one complex sentence. Allow time in class for students to read their sentences.

**Conditional form** [e.g., *If we see a brown bear, we will not feed him.*]

■ **What If?**

Conditional sentences usually consist of an *if* clause, which states a condition, and a *then* clause, which tells what will happen as a result of the condition. If the condition is likely or possible, then the mood is indicative.

**Example:**

- If it's rainy, [then] I will stay indoors.*
- If she studies, [then] she will be prepared for the test.*
- If gas prices increase, [then] people will have to pay more to drive their cars.*

The first clause states the condition (*If it's rainy ... ; If she studies ... ; If prices increase ...*), and the second clause tells the result of that condition (*I will stay indoors; she will be prepared for the test; people will have to pay more to drive their cars*).

Create a chart on the board or on an overhead transparency. Write a few sample conditions and results. This is a good opportunity to reinforce vocabulary students have already learned. As a class activity, call on students to suggest other likely conditions and possible results of those conditions.

**Example:**

<b>Likely Condition</b>	<b>Possible Result</b>
<i>If I study hard,</i>	<i>I will get good grades.</i>
<i>If they serve hot dogs for lunch,</i>	<i>I will eat at the cafeteria.</i>
<i>If the bus has a flat tire,</i>	<i>the children will be late to school.</i>
<i>If we run out of water,</i>	<i>we won't be able to brush our teeth.</i>
<i>If the telephone rings,</i>	<i>I will answer it.</i>
<i>If he falls down,</i>	<i>he will get up and try again.</i>
... and so forth.	

Organize students in pairs and ask each pair to come up with five new conditional statements following the class models. Allow time in class for students to read the sentences they create. Affirm good work and provide corrective feedback as necessary.

### ■ Mingle & Match

Write *if* clauses on pieces of white paper and *then* clauses on pieces of colored paper. Then engage students in a “Mingle & Match” activity to create sentences that make sense. Allow time for student pairs to read their sentences.

### ■ Scavenger Hunt

Have students go on a scavenger hunt for conditional statements in newspapers, magazines, and books.

### ■ What’s the Result?

Write a conditional clause on the board and give students one minute to complete the sentence by writing a result clause to follow the conditional clause.

### ■ What’s the Condition?

Write a result clause on the board and give students one minute to complete the sentence by writing a conditional clause to precede the result clause.

## Correlative conjunctions [e.g., both/and; either/or]

### ■ Working in Pairs

Correlative conjunctions are words or phrases that are used in pairs. These paired words or phrases join together other words, phrases, or clauses. Some examples of correlative conjunctions are: *both/and*, *either/or*, *neither/nor*, *not only/but also*, *whether/or*. Write “Working in Pairs” on the board. Underneath this heading, write the target conjunctions. Remind students that these words work together—in pairs—to join words, phrases, or clauses. Write a sentence that contains each of the pairs. Use these sentences, realia, and gestures to explain what each pair mean.

#### Example:

<i>both/and</i>	<i>She was <u>both</u> kind <u>and</u> gentle.</i>
<i>either/or</i>	<i>You can have <u>either</u> rice <u>or</u> potatoes.</i>
<i>neither/nor</i>	<i>They could find <u>neither</u> food <u>nor</u> water in the hot desert.</i>
<i>not only/but also</i>	<i>She <u>not only</u> gave me her home phone number, <u>but also</u> her cell phone number.</i>
<i>whether/or</i>	<i>Do you know <u>whether</u> she wants a sandwich <u>or</u> a piece of fruit?</i>

Organize students in pairs, assign each pair one of the target correlative conjunctions, and ask them to come up with two sentences using the assigned words. Circulate around the room to give students additional help. Call on student pairs to read their sentences aloud and ask classmates to name the conjunctions. Affirm good work. Provide corrective feedback as necessary.

### ■ **Mingle & Match**

Write part of a pair (e.g., neither) on a piece of white paper and the matching part (e.g., nor) on a piece of colored paper. Use all of the target correlative conjunctions. Then conduct a “Mingle & Match” activity in which students pair up the correct words.

### ■ **Scavenger Hunt**

Have students go on a scavenger hunt for correlative conjunctions in sentences found in newspapers, magazines, and books.

### ■ **Use It in a Sentence**

Write a target pair (e.g., both/and) on the board and give students one minute to write a sentence using it.

## **Derivation noun to adjective [e.g., beauty/beautiful]**

### ■ **Making New Words**

Determine the words that you want to focus on and write them on the board or on an overhead transparency. (See the list at the end of this activity for a starting point.) Begin by reading the nouns on your word list; make sure students understand what each noun means. Use realia, gestures, and rich language to help students grasp the meaning of each word. If desired, also have students refer to their copies of the *IDEA Picture Dictionary 2*.

Tell students that we can often make an adjective—a word that describes or limits a noun or pronoun—out of a noun. Ask students to name an emotion such as happiness, sadness, excitement, anger, and so forth. Write the word on the board under the heading NOUN. Then give students an example (written on the board and read aloud) of the noun used in a sentence.

### **Example:**

*Ayhan felt great happiness when he saw his grade.*

Ask students if they see another word they know inside *happiness*. Lead them to the idea that the word *happy* is related to *happiness*. Tell students that *happiness* is a noun and *happy* is an adjective. Write *happy* on the board next to *happiness*, but place it under the heading ADJECTIVE. Then give students an example (written on the board and read aloud) of the adjective used in a sentence.

### Example:

*The happy boy smiled at his teacher when he saw his grade.*

Give students a chance to practice this with several other emotion words (e.g., sadness, excitement, anger, fear). Emphasize that students need to change some of the letters to make nouns into adjectives. Sometimes the word becomes shorter (e.g., happiness/happy); sometimes it becomes longer (e.g., fear/fearful); sometimes it is just different (e.g., anger/angry, excitement/excited). As you mention additional words, add them to the list of nouns and adjectives. Be sure to give students a sentence that provides a model for each word.

Emphasize that not all nouns can be made into adjectives. When you have a list of nouns/adjectives, organize students in pairs. Ask each pair to choose a noun and an adjective and then write a sentence for each part of speech (i.e., students will write one sentence that includes the noun form of the word and a second sentence that includes the word used as an adjective). Circulate around the room to give students additional help. Affirm good work. Provide corrective feedback as necessary. Allow time in class for students to read their sentences aloud.

<b>Nouns</b>	<b>Adjectives</b>
<i>anger</i>	<i>angry</i>
<i>beauty</i>	<i>beautiful</i>
<i>boy</i>	<i>boyish</i>
<i>care</i>	<i>careful</i>
<i>cat</i>	<i>catty</i>
<i>child</i>	<i>childish</i>
<i>comfort</i>	<i>comfortable</i>
<i>girl</i>	<i>girlish</i>
<i>happiness</i>	<i>happy</i>
<i>help</i>	<i>helpful</i>
<i>imagination</i>	<i>imaginary</i>
<i>mind</i>	<i>mindful</i>
<i>taste</i>	<i>tasty</i>
... and so forth.	

### Gerunds [e.g., Swimming is healthy.]

#### ■ Learning Is Fun

Ask students to name an action word (e.g., read, walk, play, fly, and so forth). Remind students that these words are verbs (i.e., words that assert action or a state of being). Write the action word they name (e.g., read) on the board under the heading VERB. Then ask students to compose a sentence with the verb.

**Example:**

*I read comic books.*

Some words look like verbs and are formed from verbs, but they are used as other parts of speech. These words are called verbals. A verbal that is used as a noun is called a gerund. Gerunds are very easy to spot because they always end with an *-ing*. Give students an example (written on the board and read aloud) of a gerund (verb + ing) and a sentence using that gerund.

**GERUND:** *reading*  
*Reading* comic books is fun.

Point out that the word *reading* is used in this sentence as a noun. Ask students to brainstorm other verbs and gerunds.

**Example:**

Verbs	Gerunds
<i>fly</i>	<i>flying</i>
<i>walk</i>	<i>walking</i>
<i>run</i>	<i>running</i>
<i>play</i>	<i>playing</i>
<i>help</i>	<i>helping</i>
<i>feed</i>	<i>feeding</i>
... and so forth.	

Organize students into pairs and ask them to write one sentence using the verb and another using the gerund. Circulate around the room to give students additional help. Affirm good work. Provide corrective feedback as necessary. Allow time in class for students to read their sentences aloud.

■ **Scavenger Hunt**

Have students go on a scavenger hunt for gerunds in newspapers, magazines, and books.

**Indefinite pronouns** [some/any/no/every + body/one/thing/where]

■ **Can Somebody Explain This?**

Remind students that indefinite pronouns refer to people and things, but not to any particular person or thing. Tell students that they are going to practice using these words:



<i>somebody</i>	<i>anybody</i>	<i>nobody</i>	<i>everybody</i>
<i>someone</i>	<i>anyone</i>	<i>no one</i>	<i>everyone</i>
<i>something</i>	<i>anything</i>	<i>nothing</i>	<i>everything</i>
<i>somewhere</i>	<i>anywhere</i>	<i>nowhere</i>	<i>everywhere</i>

Read each of the words and explain them using realia, gestures, and rich language.

*somebody/someone/something/somewhere*—Remind students that the word *some* means an unspecified number or part. It refers to more than one, but not all. The words *somebody* and *someone* refer to an unspecified or unknown person. Give students an example by asking the following questions: **Can somebody help me? Would someone like to erase the board?** Point out that you are not asking for help from any specific student or requesting a specific student to erase the board. In both statements, any student will do. The word *something* refers to an unspecified thing. Give students an example by making the following statement: **I need something to eat.** Point out that you are not naming any particular food or requesting a specific food item. Anything to eat will do. The word *somewhere* refers to an unspecified location. Give students an example by making the following statement: **I left my glasses somewhere.** Point out that you are not saying exactly where you left your glasses. They are in an unspecified location.

Write the following indefinite pronouns and sentences on the board or on an overhead transparency:

**Indefinite Pronouns**

*someone, somebody, somewhere, something*

**Sentences**

*Will \_\_\_\_\_ sharpen this pencil? [someone, somebody]*

*I hid the surprise \_\_\_\_\_ in this classroom. [somewhere]*

*I'm looking for \_\_\_\_\_ interesting to read. [something]*

*I want to go \_\_\_\_\_ far away next year. [somewhere]*

*He is hoping \_\_\_\_\_ will help him with the project. [someone, somebody]*

*We need \_\_\_\_\_ to eat. [something]*

Call on students to supply the missing indefinite pronoun in each sentence. Make sure students understand that *somebody* and *someone* can be used interchangeably. Organize students in pairs and ask each pair to write sentences using each of the indefinite pronouns they have been reviewing. Circulate around the room to provide help as needed. Allow time in class for students to read their sentences. Affirm good work. Provide corrective feedback as needed.

*anybody/anyone/anything/anywhere*—Remind students that the word *any* means one, no matter which, from three or more. The words *anybody* and *anyone* refer

to an unspecified or unknown person. Give students an example by asking the following questions: **Can anybody see the spider? Would anyone like to volunteer?** Point out that you are not asking for a specific person to volunteer. In both statements, any person will do. The words *anybody* and *anyone* are often used interchangeably. The word *anything* refers to an unspecified thing. Give students an example by making the following statement: **I'm so hungry, I'll eat anything.** Point out that you are not naming any particular food or requesting a specific food item. Anything to eat will do. The word *anywhere* refers to an unspecified location. Give students an example by making the following statement: **I love to travel and will go anywhere.** Point out that you are not specifying a particular place. You are willing to go to any location.

Write the following indefinite pronouns and sentences on the board or on an overhead transparency:

### **Indefinite Pronouns**

*anybody, anyone, anything, anywhere*

### **Sentences**

*Did \_\_\_\_\_ check out books from the library?* [anyone, anybody]

*I'm not going \_\_\_\_\_ this weekend.* [anywhere]

*Is there \_\_\_\_\_ good on television tonight?* [anything]

*I want to go \_\_\_\_\_ far away next year.* [anywhere]

*Can \_\_\_\_\_ help him with the math problem?* [anyone, anybody]

*Mother said she would do \_\_\_\_\_ to help me get better.* [anything]

Call on students to supply the missing indefinite pronoun in each sentence. Make sure students understand that *anybody* and *anyone* can be used interchangeably. Organize students in pairs and ask each pair to write sentences using each of the indefinite pronouns they have been reviewing. Circulate around the room to provide help as needed. Allow time in class for students to read their sentences. Affirm good work. Provide corrective feedback as needed.

*nobody/no one/nothing/nowhere*—Remind students that the word *no* means none or not any. The words *nobody* and *no one* refer to no person. Give students an example by saying: **Nobody saw the mouse run across the floor. No one volunteered to help me.** Point out that not one person saw the mouse or offered to help. The words *nobody* and *no one* are often used interchangeably. The word *nothing* refers to not one thing. Give students an example by making the following statement: **She was sad and nothing would make her stop crying.** Point out that there is not one thing that can stop the girl from crying. The word *nowhere* refers to no place or location. Give students an example by making the following statement: **My purse was nowhere to be found.** The purse could not be located in any place.

Write the following indefinite pronouns and sentences on the board or on an overhead transparency:

### **Indefinite Pronouns**

*nobody, no one, nothing, nowhere*

### **Sentences**

*When I asked who ate the apple, \_\_\_\_\_ answered. [no one, nobody]*

*I drove for miles, but ended up \_\_\_\_\_. [nowhere]*

*I'm going to read because there is \_\_\_\_\_ good on television tonight. [nothing]*

*My dad asked where I had been and I said, "\_\_\_\_\_." [nowhere]*

*The report was very difficult and I had \_\_\_\_\_ to help me. [no one, nobody]*

*We looked all around the store, but found \_\_\_\_\_ we wanted to buy. [nothing]*

Call on students to supply the missing indefinite pronoun in each sentence. Make sure students understand that *nobody* and *no one* can be used interchangeably. Organize students in pairs and ask each pair to write sentences using each of the indefinite pronouns they have been reviewing. Circulate around the room to provide help as needed. Allow time in class for students to read their sentences. Affirm good work. Provide corrective feedback as needed.

*everybody/everyone/everything/everywhere*—Remind students that the word *every* means all. The words *everybody* and *everyone* refer to all persons. Give students an example by asking the following questions: **Everybody did very well on the spelling test. Would everyone like to go on a field trip?** Point out that you are saying that all the students did well on the test and that you are asking all the students if they want to go on a field trip. The words *everybody* and *everyone* are often used interchangeably. The word *everything* refers to all things. Give students an example by making the following statement: **I ate everything on my plate.** Point out that you ate all the things that were on your plate. The word *everywhere* refers to all locations. Give students an example by making the following statement: **I want to travel everywhere.** Point out that you are saying that you want to travel to all places.

Write the following indefinite pronouns and sentences on the board or on an overhead transparency:

### **Indefinite Pronouns**

*everybody, everyone, everything, everywhere*

### **Sentences**

*Did \_\_\_\_\_ check out books from the library? [everyone, everybody]*

*I looked \_\_\_\_\_ for my homework. [everywhere]*

*She reads \_\_\_\_\_ she can. [everything]*

*I only have five minutes, so I can't look \_\_\_\_\_ for your shoe. [everywhere]*

*Can \_\_\_\_\_ help him push the car? [everyone, everybody]*

Mother said she would do \_\_\_\_\_ she could to help me get better. [everything]

Call on students to supply the missing indefinite pronoun in each sentence. Make sure students understand that *everybody* and *everyone* can be used interchangeably. Organize students in pairs and ask each pair to write sentences using each of the indefinite pronouns they have been reviewing. Circulate around the room to provide help as needed. Allow time in class for students to read their sentences. Affirm good work. Provide corrective feedback as needed.

## Modals [e.g., might, must]

### ■ I Must Learn More About Modals!

Remind students that some words—we call them modals—are used with verbs to express the mood of the verb. To express the subjunctive mood (which represents states of hypothetical conditions or of wishes, requirements, suggestions, or recommendations), we need to use one of the modal auxiliaries, including *could*, *would*, *should*, *may*, *might*, and *must*. Give students some examples.

#### Simple Verb

*I walk to school.*

#### Modal + Verb

*I could walk to school.*

[suggests the speaker/writer has the ability, but not necessarily the desire; the word *could* is used to express a wish, condition, or realistic possibility]

Discuss these two sentences with students. Help them understand that the first sentence is a simple declarative statement: You walk to school. In contrast, the second sentence suggests that you are able to walk to school, but it is not clear that you actually have the intention or desire to do so. Introduce other modals and discuss ways in which the meaning of the sentence changes.

#### Simple Verb

*I walk to school.*

#### Modal + Verb

*I would walk to school if I had to.*

[suggests the speaker/writer has the ability, but that there is some condition that must be satisfied first; the word *would* is used to suggest the result of a condition or event or the object of a wish]

*I should walk to school.*

[suggests the speaker/writer has the ability and that there is an obligation to do so; the word *should* is used to suggest advice or an expectation]

*I may walk to school.*

[suggests the speaker/writer has the ability and that there is a possibility that the speaker/writer will walk; the word *may* is used to suggest a mild possibility]

*I might walk to school.*

[suggests the speaker/writer has the ability and that there is a possibility that the speaker/writer will walk; the word *might* is used to suggest a remote possibility]

*I must walk to school.*

[suggests the speaker/writer has the ability and duty to walk to school; the word *must* is used to suggest an obligation or strong resolve]

Continue discussing other sentences in terms of the different attitudes of the speaker/writer and talk about ways in which the meaning of each sentence changes when the modal changes.

**Simple Verb**

*I eat vegetables.*

**Modal + Verb**

*I could eat vegetables.*

*I would eat vegetables if I had any.*

*I should eat vegetables.*

*I may eat vegetables.*

*I might eat vegetables.*

*I must eat vegetables.*

*I work hard.*

*I could work hard.*

*I would work hard if my mother made me.*

*I should work hard.*

*I may work hard.*

*I might work hard.*

*I must work hard.*

After students are comfortable with the concept of modals, involve them in creating a role play involving two imaginary students. You supply the dialogue for Student #1 and ask students to supply the dialogue for Student #2:

**Example:**

**Student #1:** *Hi, are you going to the park today?*

**Student #2:** [students are to come up with a response that includes a modal, e.g., I might go to the park. I may go to the park. ... and so forth.]

**Student #1:** *If you go, what are you going to do there?*

**Student #2:** [students are to come up with a response that includes a modal, e.g., I would go on the swings if it isn't too windy. I must climb a tree. ... and so forth.]

**Student #1:** *What advice would you give to people who want to go to the park?*

**Student #2:** [students are to come up with a response that includes a modal, e.g., I would tell them to go and have fun. I may tell them not to go. ... and so forth.]

**Student #1:** *What do you think the city could do to improve the park?*

**Student #2:** [students are to come up with a response that includes a modal, e.g., I might tell the city to buy more swings. I would tell the city to clean the park. ... and so forth.]

When the dialogue is complete, ask students to read it as a group. Read it again, but this time ask students to raise their hand when they hear a modal. Organize students into pairs and have them write their own dialogues with modals.

### ■ Mingle & Match

Write *a modal* on pieces of white paper and *a verb* on pieces of colored paper. Then engage students in a “Mingle & Match” activity. Students are to match a modal and verb and then create a sentence that makes sense. Allow time for student pairs to read their sentences aloud.

### ■ Scavenger Hunt

Have students go on a scavenger hunt for modals in newspapers, magazines, and books.

### ■ Use It In a Sentence

Write a modal on the board and give students one minute to write a sentence using it.

## Negative questions [e.g., Didn't they have \$20 yesterday?]

### ■ Didn't You See Me?

Give students practice in asking negative questions. Remind students that generally we ask negative questions when we think we know the answer to the question. Give students examples from things that previously occurred in the classroom: **Didn't you take a math test yesterday? Didn't I teach you how to line up for recess? Didn't he talk about having tortillas for breakfast? Didn't she bring in a book to share?**

After students are comfortable with the concept of negative questions, involve them in creating a role play involving two imaginary students. You supply the dialogue for Student #1 and ask students to supply the dialogue for Student #2:

**Student #1:** *Hi, sorry I'm late, but I had to walk to school.*

**Student #2:** [students are to come up with a negative question in response, e.g., Didn't your mother drive you? Didn't you take the bus? ... and so forth.]

**Student #1:** *I was going to get a ride, but I overslept.*

**Student #2:** [students are to come up with a negative question in response, e.g., Didn't you get to bed early enough? Didn't you set your alarm clock? ... and so forth.]

**Student #1:** *I went to bed late because I was working on my book report. It's due today.*

**Student #2:** [students are to come up with a negative question in response, e.g., Didn't you finish that yesterday? Didn't your teacher tell you to get started on that last week? ... and so forth.]

**Student #1:** *I was going to get started on it earlier, but I couldn't find a book.*

**Student #2:** [students are to come up with a negative question in response, e.g., Didn't you decide on the biography of Jackie Robinson? Didn't you like the book I recommended? ... and so forth.]

When the dialogue is complete, ask students to read it as a group. Then organize students into pairs and have them write their own dialogues with negative questions.

### ■ Create a Question

Read situations such as the ones below to students, and ask them to come up with "didn't" questions that a person could ask in response to each statement.

**She doesn't like fruits or vegetables.** [*Didn't she eat an apple yesterday?*]

**He can walk very fast.** [*Didn't he hurt his foot yesterday?*]

**We don't have anything to do.** [*Didn't we say we would pick up the toys?*]

**They are clapping their hands.** [*Didn't their teacher tell them to do that?*]

**I'm a good painter.** [*Didn't you take a class in painting?*]

**The dog is digging in the dirt.** [*Didn't it bury a bone there?*]

### ■ Scavenger Hunt

Have students go on a scavenger hunt for negative questions in newspapers, magazines, and books.

## Nouns: *-ness*

### ■ Transform It!

Remind students that we can add *-ness* to some adjectives. When we do this, we change (or "transform") the verb into a noun. Give students some examples to illustrate this concept.

Adjectives	Nouns with <i>-ness</i>
<i>happy</i>	<i>happiness</i>
<i>sad</i>	<i>sadness</i>
<i>good</i>	<i>goodness</i>
<i>kind</i>	<i>kindness</i>
<i>lazy</i>	<i>laziness</i>
<i>sick</i>	<i>sickness</i>
<i>ill</i>	<i>illness</i>

As a class activity, create sentences using the adjectives and nouns. For example: *She is a happy girl. Her happiness is important to me.*

Organize students in pairs and ask each pair to write an original sentence using two adjectives and two nouns that were transformed from the adjectives. Circulate around the room. Allow time in class for students to share their sentences. Affirm good work and provide corrective feedback as necessary.

### ■ Scavenger Hunt

Have students go on a scavenger hunt for nouns created by adding *-ness* to adjectives in newspapers, magazines, and books.

### ■ Write a Poem

Write some nouns created by adding *-ness* to adjectives on the board, and give students two minutes to write a poem using one or more of the words.

## Past perfect tense verbs [had + past participle]

### ■ Complete the Sentences

Remind students that we use the past perfect tense to indicate that an action (or state of being) was completed by a specified point in the past. Write several sentences on the board to give students some examples of the past perfect:

*By recess, the children had finished their math problems.*  
*By 3 P.M., the nurse had helped all the sick children.*  
*Suddenly we realized that we had missed the bus.*

Instruct students to complete the following sentences (independently or in pairs) using the past perfect tense.

1. *By noon, they \_\_\_\_\_ 15 apples.* [e.g., had eaten, had counted, had arranged, had carved, and so forth]
2. *Suddenly, he discovered he \_\_\_\_\_ enough money.* [e.g., had not brought, had not packed, and so forth]
3. *By the time the birds flew toward me, I \_\_\_\_\_ my hands over my head.* [e.g., had placed, had positioned, and so forth]
4. *By 9 P.M., I \_\_\_\_\_ my teeth.* [e.g., had brushed, had cleaned, and so forth]
5. *By Monday night, she \_\_\_\_\_ her report.* [e.g., had started, had finished, and so forth]

Allow time in class for students to read their sentences. Affirm good work and provide corrective feedback as necessary.

### ■ Scavenger Hunt

Have students go on a scavenger hunt for sentences in the past perfect tense in newspapers, magazines, and books.



■ **Use It in a Sentence**

Write a past perfect verb on the board and give students two minutes to write two sentences using it.

**Phrasal verbs** [e.g., Pick up your toys. Pick your toys up.]

■ **Can You Figure It Out?**

Remind students that sometimes we put a verb together with a preposition or adverb to create a special meaning. For example, we might use the verb *put* with the preposition *off* to make *put off* as it appears in the following sentence: *They put off their appointment until next week.* Used in this way, *put off* is what is referred to as a phrasal verb. In this sentence, *put off* means to “delay” or “postpone.” With many phrasal verbs, you can place a noun after or between (that separates) the verb and the particle.

Choose several phrasal verbs that you want to focus on, using the following list as a starting point:

Phrasal Verbs	Sentences	Definitions
<i>figure out</i>	<i>Can you figure out how to use the remote control?</i>	<i>to solve or decipher</i>
<i>hand in/out</i>	<i>-Please hand in your papers. -I'm going to hand out your assignment.</i>	<i>- to provide or offer to another - to give, provide, or offer to others</i>
<i>put down</i>	<i>The British tried to put down the rebellion.</i>	<i>to stop or defeat</i>
<i>throw away</i>	<i>My father asked me to throw away the empty bottle.</i>	<i>to discard as useless</i>
<i>turn off/on</i>	<i>-Please turn off the computer when you leave. -You need to turn on the engine to start the car.</i>	<i>- to stop the operation, activity, or flow of something -to begin the operation, activity, or flow of something</i>
<i>take off</i>	<i>-Can you see the balloon take off? -Take off your hat when you enter a room.</i>	<i>- to rise up in flight - to remove</i>
<i>try on</i>	<i>Would you like to try on these shoes?</i>	<i>- to sample or test something</i>
<i>look up</i>	<i>Please look up the word in the dictionary.</i>	<i>- to search for and find (e.g., in a reference book)</i>
<i>make up</i>	<i>-The brothers helped make up the beds.  -I had to make up a reason for not finishing my homework. -After the argument, the children decided to make up.</i>	<i>- to organize something for use by making adjustments - to come up with an excuse  - to resolve a difference</i>
<i>pick up</i>	<i>-They had to pick up the heavy boxes. -I was amazed at how easily she could pick up a new language.</i>	<i>- to take up something by hand - to acquire</i>

Write one of the phrasal verbs on the board or on an overhead transparency using a chart format such as the one above. Then write a sentence on the chart that uses the phrasal verb. Ask students to read the sentence and *figure out* (i.e.,

determine) from the context of the sentence the meaning of the phrasal verb. Write the definition of the phrasal verb on the chart. Help students understand that some phrasal verbs have multiple meanings.

### ■ Charades

Play “Phrasal Verb” Charades. Write selected phrasal verbs on individual slips of paper. Have a student volunteer choose a slip of paper and act out the phrasal verb written on the paper. Model this for students first. The student who guesses the correct phrasal verb gets to choose another slip of paper and act out the next phrasal verb. Continue as desired.

### ■ Scavenger Hunt

Have students go on a scavenger hunt for phrasal verbs in newspapers, magazines, and books.

### ■ Use It in a Sentence

Write a phrasal verb on the board and give students five minutes to write as many sentences as they can using the phrasal verb.

## Quantities [e.g., any, many, several; greater than/less than]

### ■ Any, Many, Few, and Several

Words and phrases such as *any*, *many*, *much*, *few*, *several*, and *greater than/less than* describe quantities. They are used as adjectives or adverbs. Tell students that they are going to practice using these words to describe various quantities of things.

*any*—Tell students that the word *any* means one, no matter which, from three or more. Synonyms for *any* are *a* and *an*. Place different colored pencils on a table or desk. Call four student volunteers to the front of the class. Give the following instructions:

1. Pick up a blue pencil.
2. Pick up a red pencil.
3. Pick up a green pencil.
4. Pick up any pencil.

Explain that the first three students were instructed to pick up a pencil of a particular color. However, the fourth student could pick up any pencil—it didn’t matter which color. Give students some practice with this concept by giving them various commands:

1. Look at the student next to you.
2. Look at any student.
3. Raise your left hand.
4. Raise your right hand.
5. Do not raise any hands.

For additional practice, use the THEME PICTURES or other visuals and ask questions: **Do you see any children? Do you see any animals? Are there any birds?** ... and so forth.

*many*—Tell students that the word *many* means a large, indefinite number. Synonyms for *many* are *a lot*, *lots of*, and *numerous*. Place different colored pencils on a table or desk. Call four student volunteers to the front of the class. Give the following instructions:

1. **Pick up a blue pencil.**
2. **Pick up any pencil.**
3. **Pick up one pencil.**
4. **Pick up many pencils.**

Explain that the first student was instructed to pick up a pencil of a particular color, the second student was instructed to pick up any pencil, and the third student was asked to pick up one pencil (any one). However, the fourth student was instructed to pick up many pencils. Emphasize that *many* means *a lot*. *Many* does not indicate a specific number; *many* could be 10 or 20 or 100. Give students some practice with this concept by giving them various commands:

1. **Pick up a pencil.**
2. **Pick up any book.**
3. **Pick up many things.**
4. **Look at one student.**
5. **Look at many students.**

For additional practice, use the THEME PICTURES or other visuals and ask questions: **Do you see many children? Do you see many trees? Are there many toys?** ... and so forth.

*few/several*—Tell students that the word *few* means amounting to or consisting of a small number. Synonyms for *few* are *hardly any*, *not many*, *only some*, and *a very small number*. The word *several* means a number that is more than two or three, but not many. Like *few*, *several* refers to a small number, but *several* indicates more than a few. Synonyms for *several* are *some* and *more than a few*. Place some paperclips on a table or desk. Call four student volunteers to the front of the class. Give the following instructions:

1. **Pick up any paperclip.**
2. **Pick up many paperclips.**
3. **Pick up a few paperclips.**
4. **Pick up several paperclips.**

Point out that the first student was instructed to pick up one paperclip (any one), the second student was instructed to pick up a lot of paperclips, the third student was instructed to pick up a very small number of paperclips, and the fourth student was instructed to pick up a small number of paperclips, but more than a few. Emphasize that the words *few* and *several* refer to an indefinite number. Give students some practice with these concepts by giving them various commands:

1. Pick up several pencils.
2. Pick up a few pieces of paper.
3. Point to several things.
4. Tell me a few foods you like to eat.
5. Tell me several stories you like.

For additional practice, use the THEME PICTURES or other visuals and ask questions: **Do you see a few children? Do you see several insects?** ... and so forth.

#### ■ How Much?

Tell students that the word *much* means a large quantity or amount. Synonyms for *much* are *a lot*, *a great amount*, and *a great deal*. Write the following story on the board or on an overhead transparency:

#### ***The Birthday Gift***

*My name is Gemma and I have an important decision to make. My friend Luca's birthday is just two days away. I want to give him a book for his birthday, but I don't think much of the book my mom bought. The other problem is that I don't have much money. Maybe I will just wish Luca much happiness. Maybe I won't go to his party at all. The weather report says to expect much rain, so we won't be able to play outside. But I like Luca so much, and I know there will be much food and fun at the party. Should I go to the party or not? It's a much harder decision than I thought it would be.*

Read the story aloud. Ask students to substitute a synonym for *much* in the sentences. Then read the story again. Ask questions to ensure student comprehension: **Did Gemma like the book she was considering for Luca? Did Gemma want Luca to be very happy? Is a lot or a little rain expected? Does Gemma think there will be a great deal of food and fun or a little food and fun at the party? Does Gemma have a great amount of money or a little money?**

Organize students in pairs and ask them to write their own “much” story. Circulate around the room to provide help. Allow time in class for students to read their stories aloud. Affirm good work. Provide corrective feedback as needed.

### ■ More or Less

Explain that *greater than* means more than and *less than* means not as much as. Construct a number line on the board and then make *greater than/less than* statements:

10    20    30    40    50    60    70    80    90    100

Point to 100 and 60 on the number line and say to students: **One hundred is greater than 60. In other words, 100 is more than 60.** Then write the mathematical expression for this on the board:  $100 > 60$ . Read the expression aloud and make sure students understand that the “ $>$ ” symbol means greater than or more than. Continue in this way until students are comfortable with the concept. Then name two numbers and ask a volunteer to compare the numbers using *greater than*. Also have the student write the mathematical expression on the board. Continue in this way until all students have had a chance to make a *greater than* comparison.

Point to 20 and 40 on the number line and say to students: **Twenty is less than 40. In other words, 20 is not as much as 40.** Then write the mathematical expression for this on the board:  $20 < 40$ . Read the expression aloud and make sure students understand that the “ $<$ ” symbol means less than or not as much as. Continue in this way until students are comfortable with the concept. Then name two numbers and ask a volunteer to compare the numbers using *less than*. Also have the student write the mathematical expression on the board. Continue in this way until all students have had a chance to make a *less than* comparison.

Point to 30 and 50 on the number line and say to students: **Thirty is less than 50. In other words, 30 is not as much as 50. I can make another statement about these two numbers. I can also say that 50 is greater than 30. In other words, 50 is more than 30.** Then write the mathematical expressions on the board:  $30 < 50$  and  $50 > 30$ . Read the expressions aloud and make sure students understand what the symbols mean. If students have trouble grasping that they can compare the numbers in two ways, give them additional examples until they are comfortable with the concept. Then name two numbers and ask a volunteer to compare the numbers using *less than* and *greater than*. Also have the student write the mathematical expressions on the board. Continue in this way until all students have had a chance to make a *less than* and *greater than* comparison of two numbers.

Organize students in teams. Write two numbers on the board and call on a team to make a comparative statement about the numbers (e.g., Six is greater than

three.). Give one point for each correct answer. The team with the most points wins.

## Reciprocal pronouns [e.g., each other]

### ■ We're Helping Each Other

Write the words *each other* on the board. Call on two student volunteers to come to the front of the class. Give the following commands:

To Student #1: **Look at me.**  
To Student #2: **Look at the board.**  
To Students #1  
and #2: **Look at each other.**

Emphasize to students that the first command instructed Student #1 to look at you, and the second command instructed Student #2 to look at the board. Ask: **What did the third command ask the students to do? Did the students look at me? Did they look at the board? Where did they look?**

Call on two different student volunteers to come to the front of the class. Give the following commands:

To Student #1: **Shake hands with me.**  
To Student #2: **Shake hands with me.**  
To Students #1  
and #2: **Shake hands with each other.**

Emphasize to students that the first command instructed Student #1 to shake hands with you, and the second command instructed Student #2 to shake hands with you. Ask: **What did the third command ask the students to do? Did the students shake hands with me? With whom did they shake hands?**

Continue with additional practice until students appear comfortable with the concept of *each other*. Then organize students in pairs and ask them to compose three sentences using *each other*. Allow time in class for students to read their sentences aloud. Affirm good work and provide corrective feedback as necessary.

### ■ Scavenger Hunt

Have students go on a scavenger hunt for examples of *each other* in newspapers, magazines, and books.

### ■ Role Play

Write *each other* on the board and give students one minute to write a short role play using this reciprocal pronoun.

## Reflexive pronouns [e.g., myself, yourself, himself, ourselves]

### ■ Take Care of Yourself

Reflexive pronouns are used to indicate an action that affects the person who performs it. Such pronouns are also used for emphasis. Reflexive pronouns include the following: *myself, yourself, himself, herself, itself, ourselves, themselves, and yourselves*. On the board or on an overhead transparency, write several examples of sentences that include these reflexive pronouns.

#### Example:

*I myself saw the boy run toward the swings.*

*The woman said, "You can help yourself to an apple."*

*The boy helped himself to a banana.*

*The girl hurt herself on the bars.*

*The dog scratched itself.*

*We need to watch ourselves carefully on the busy street.*

*The fourth graders keep to themselves on the playground.*

*You should keep your hands to yourselves while you are standing in line.*

Underline the reflexive pronouns and then ask students to whom each pronoun refers. Organize students in pairs or small groups, and have each pair choose a reflexive pronoun and then write a sentence using it. Allow time in class for students to read their sentences aloud. Affirm good work. Provide corrective feedback as needed.

### ■ Complete the Sentence

Write the following reflexive pronouns and sentences on the board or on an overhead transparency. Ask students to work in pairs or independently to fill in the blanks with the correct reflexive pronoun.

#### Reflexive Pronouns

*myself, yourself, himself, herself, itself, ourselves, themselves, yourselves*

#### Sentences

*The cat cleaned \_\_\_\_\_.*

*The teacher told the students to keep their ideas to \_\_\_\_\_ until she said, "Go."*

*His grandmother told him to think for \_\_\_\_\_.*

*He wants a skateboard, but I want a new camera for \_\_\_\_\_.*

*After my aunt saw my report card she said, "You should be proud of \_\_\_\_\_."*

*The postal carrier said she had injured \_\_\_\_\_ when she lifted the heavy box.*

*We need to remind \_\_\_\_\_ that learning new ideas can be fun.*

*The principal said to the students, "You should be proud of \_\_\_\_\_."*

For bonus credit, ask students to compose an original sentence with one (or more) of the reflexive pronouns. Circulate around the room. Affirm good work. Provide corrective feedback as needed.

### ■ **Mingle & Match**

Write nouns or pronouns (e.g., she) on pieces of white paper and reflexive pronouns (e.g., herself) that go with the nouns/pronouns on pieces of colored paper. Then engage students in a “Mingle & Match” activity. Allow time for student pairs to announce their matches and to come up with a sentence using the two words (e.g., She bought a new watch for herself.).

### ■ **Scavenger Hunt**

Have students go on a scavenger hunt for reflexive pronouns in newspapers, magazines, and books.

## **Specialized prepositions** [e.g., until, since, for, from ... to, at (certain time), on (certain day of the week)]

### ■ **It’s About Time**

Prepositions are words that show the relationship of a noun (or noun equivalent) to another word or group of words. Students have already learned many prepositions. Ask them to name as many as they can and record their ideas on the board. If they do not name the following specialized prepositions, add them to the board in a separate list: *until, since, for, from ... to, during, while, at* [certain time], *on* [certain day of the week], *in* [certain month, season]. Remind students that prepositions can mean different things depending on how they are used. Tell them that they are going to learn about the ways in which we use some specialized prepositions.

*until*—Give students the following instruction: **Stay seated at your desk until I raise my hand.** Explain that that means students need to remain seated. However, when you raise your hand, they may stand up. *Until* means something has to take place before something else can happen. Give students a chance to practice following various other commands that include *until*:

**Do not pick up your pencil until I say, “Go.”**  
**Close your eyes until you hear me clap.**  
**Point north until your arm gets tired.**

*since*—Create a simple time line on the board and give students the following instruction: **Arturo arrived in America in 2000 and has been here ever since.** Explain that that means Arturo came to America in 2000 [show students on the time line] and has remained in America up to the present [show students on the time line]. *Since* means something has been taking place from the time mentioned. Give students a chance to practice their understanding of the word *since* by demonstrating their ability to answer questions about statements like the following:



**I have been talking with you since noon. When did I start talking with you?** [*noon*]

**She ate a large meal last night and has not eaten since. Did she eat breakfast this morning?** [*no*]

**My niece is graduating from high school, but the last time I saw her she was six years old. Did I see my niece when she was eight years old?** [*no*]

**The visitors arrived last week and have been here ever since. Are the visitors still here?** [*yes*]

*for*—Explain that the word *for* is used in many different ways. One of the ways it is used is to indicate how much time something has been taking. Give students the following example: **Raise your hand for 30 seconds.** Explain that that means students will raise their hands and keep them raised for 30 seconds. Give students a chance to practice following various other commands that include *for*.

**Put your hand on your head for 10 seconds.  
Who can hold their breath for 15 seconds?**

*from ... to*—Explain that *from* and *to* work together to show the beginning of an event and the end of an event. Write a schedule on the board or on an overhead transparency.

**Example:**

<b>Summer School Schedule</b>	
<i>Reading</i>	<i>8 – 9 A.M.</i>
<i>Math</i>	<i>9 – 10 A.M.</i>
<i>Recess</i>	<i>10 – 10:15 A.M.</i>
<i>Science</i>	<i>10:15 – 11:15 A.M.</i>
<i>Lunch</i>	<i>11:15 – 12 Noon</i>

Give students an example of the use of *from* and *to* using the schedule on the board: **Students learn about science every day from 10:15 to 11:15 A.M.** Then ask questions about the schedule: **When are students reading? When is recess? When is lunch? When do students study math?** As an extension, organize students in pairs and have them create their own schedules. Allow time for them to ask the class *from ... to* questions about the schedules they created.

*during/while*—Explain that these words mean the same thing. They mean “within the time of” or “through the course or duration of.” They indicate that something will take place at the same time as another thing. Give students an example: **I had to work during lunch. While you were having lunch, I was working.** Help students understand that in the period assigned to lunch, you were working. Call on several student volunteers to come to the front of the class to demonstrate additional examples:

**She wrote on the board while I talked.**  
**He scratched his head while he looked at the book.**  
**They listened while I conducted the experiment.**

Then ask all the students in the class to demonstrate their understanding of *during/while*:

**During the lesson, all the students looked very happy.**  
**During lunch, the boys quietly ate their food.**  
**The girls clapped their hands during the music lesson.**

*at* [certain time]—Make a statement such as the following using the word *at*: **We go to recess at 10 A.M.** Tell students that the word *at* sometimes signifies a specific time. Ask questions that elicit student use of this word: **What time does school start? (Students should respond, “School starts at ... .”) What time does recess start? What time do we study science? What time do we go to lunch? ...** and so forth. Encourage students to create their own questions that use *at* in the responses.

*on* [certain day of the week]—Make a statement such as the following using the word *on*: **We go to school on Monday, Tuesday, Wednesday, Thursday, and Friday.** Tell students that the word *on* sometimes signifies a specific day or date. Ask questions that elicit student use of this word: **On what day do you play soccer? (Students should respond, “I/we play soccer on ... .”) On what day do you celebrate your birthday? On what day is the spelling test? ...** and so forth. Encourage students to create their own questions that use *on* in the responses.

*in* [certain month, season]—Make a statement such as the following using the word *in*: **We go swimming in the summer.** Tell students that the word *in* sometimes signifies a certain month or season. Ask questions that elicit student use of this word: **In what season do you play in the snow? In what season do Americans celebrate Thanksgiving? In what month will you go on vacation? ...** and so forth. Encourage students to create their own questions that use *in* in the responses.

#### ■ Use It in a Sentence

Organize students in teams. Write one of these time prepositions on the board. The first team to come up with a sentence using it in the correct context gets a point. The team with the most points wins.

#### ■ Scavenger Hunt

Have students go on a scavenger hunt for the use of these specialized prepositions in newspapers, magazines, and books.

## Synonyms and antonyms

### ■ Find Your Mate—Synonyms

Determine the synonyms that you want to focus on and write a word and its synonym on separate index cards. (See the list at the end of this activity for a starting point.) Be sure you have enough words on index cards so there are enough for each student in class. Write the following words on the board:

<i>pretty</i>	<i>like</i>
<i>enjoy</i>	<i>beautiful</i>
<i>small</i>	<i>glad</i>
<i>happy</i>	<i>little</i>

Then ask students to tell you the word in the first column that goes with a word in the second column. [*pretty—beautiful, enjoy—like, small—little, happy—glad*] Ask students to tell why the words go together. Lead them to understand that the words mean about the same things. Tell them that words that mean the same thing are called *synonyms*. A mnemonic to help them remember this concept is that synonym=same as.

Give each student one of the index cards and ask him or her to find the matching card. Explain that students will have to find the student in class who has a word that means the same as the word written on their card. For example, the student with the word *pretty* would have to find the student with the word *beautiful* (or another synonym for *pretty*). As soon as students find their mates, ask them to line up at the front of the class. When all students have been paired, ask the students to read their synonyms and tell why their words go together or mean the same thing. Affirm good work. Provide corrective feedback as necessary.

### Synonyms

<i>abandon – leave</i>	<i>concentrate – focus</i>	<i>mean – unkind</i>
<i>above – over</i>	<i>country – nation</i>	<i>novel – story</i>
<i>accuse – blame</i>	<i>courteous – polite</i>	<i>opinion – belief</i>
<i>act – perform</i>	<i>currency – money</i>	<i>pants – trousers</i>
<i>adequate – enough</i>	<i>custom – tradition</i>	<i>protect – guard</i>
<i>advantage – benefit</i>	<i>encourage – inspire</i>	<i>raise – lift</i>
<i>advice – recommendation</i>	<i>expand – increase</i>	<i>repair – fix</i>
<i>alike – same</i>	<i>finish – complete</i>	<i>scare – frighten</i>
<i>amaze – impress</i>	<i>funny – humorous</i>	<i>sick – ill</i>
<i>angry – mad</i>	<i>glad – happy</i>	<i>slender – thin</i>
<i>approximately – almost</i>	<i>govern – rule</i>	<i>teacher – instructor</i>
<i>awkward – clumsy</i>	<i>graph – diagram</i>	<i>tired – sleepy</i>
<i>big – large</i>	<i>impolite – rude</i>	<i>under – below</i>
<i>block – cube</i>	<i>justice – fairness</i>	<i>voyage – journey</i>
<i>boxer – fighter</i>	<i>knock – pound</i>	<i>war – fight</i>
<i>carpenter – builder</i>	<i>loud – noisy</i>	<i>zoo – animal park</i>

### ■ **Synonym Concentration**

Determine the synonyms that you want to focus on and write a word and its synonym on separate index cards. (See the list above for a starting point.) Remind students that synonyms are words that mean the same thing. A mnemonic to help them remember this is that synonym=same as. Ask students to name a word. Then ask them to name a synonym, another word that means the same thing. Write their responses on the board:

<u>Words</u>	<u>Synonyms</u>
<i>purchase</i>	<i>buy</i>
<i>purple</i>	<i>lavender</i>
<i>politely</i>	<i>nicely</i>
<i>wide</i>	<i>broad</i>
<i>wild</i>	<i>untamed</i>

Ask students to compose a sentence for the word and show how they can replace the word with its synonym. Model this for students first:

**I want to purchase a new bike.**  
**I want to buy a new bike.**

**I like the purple scarf.**  
**I like the lavender scarf.**

Help students understand that synonyms can be nouns, adjectives, verbs, and adverbs.

Review with students all the words on the index cards to make sure they know what each word means and which word is its synonym. Then mix the cards up and place them face down on a table so students can play “Synonym Concentration.” Give each student a chance to turn over two cards. If the cards are synonyms, the student gets to keep the cards and take another turn. If the cards are not synonyms, another student gets a turn. Affirm good work. Provide corrective feedback as necessary.

### ■ **Find Your Opposites—Antonyms**

Determine the antonyms that you want to focus on and write a word and its antonym on separate index cards. (See the list at the end of this activity for a starting point.) Be sure you have enough words on index cards so there are enough for each student in class. Write the following words on the board:

<i>nice</i>	<i>like</i>
<i>boy</i>	<i>girl</i>
<i>hate</i>	<i>mean</i>
<i>dark</i>	<i>loudly</i>
<i>quietly</i>	<i>light</i>

Then ask students to tell you the word in the first column that is the opposite of a word in the second column. [*nice—mean, boy—girl, hate—like, dark—light, quietly—loudly*] Ask students why the words go together. Lead them to understand that the words are the opposite of one another. Tell them that words that are opposites are called *antonyms*.

Give each student one of the index cards and ask him or her to find the opposite word. Explain that students will have to find the student in class who has a word that means the opposite of the word written on their card. For example, the student with the word *nice* would have to find the student with the word *mean* (or another antonym for *nice*). As soon as students find their opposites, ask them to line up at the front of the class. When all students have been paired, ask the students to read their antonyms and tell why their words are opposites. Affirm good work. Provide corrective feedback as necessary.

### Opposites

*above – under*  
*advantage – disadvantage*  
*alike – different*  
*angry – happy*  
*approximately – exactly*  
*awkward – graceful*  
*bald – hairy*  
*big – small*  
*ceiling – floor*  
*complete – begin*  
*concentrate – daydream*  
*courteous – impolite*  
*custom – law*  
*delicious – awful*  
*different – same*  
*encourage – discourage*

*estimate – calculate*  
*expand – decrease*  
*far – near*  
*finish – start*  
*free – expensive*  
*future – past*  
*glad – sad*  
*hard – soft*  
*hard – easy*  
*harvest – plant*  
*justice – injustice*  
*light – dark*  
*live – die*  
*long – short*  
*loud – quiet*  
*mean – kind*

*opinion – fact*  
*overeat – diet*  
*queen – king*  
*raise – lower*  
*repair – break*  
*sick – well*  
*slender – heavy*  
*tall – short*  
*tired – awake*  
*under – over*  
*war – peace*  
*wild – tame*  
*young – old*

### ■ Antonym Concentration

Determine the antonyms that you want to focus on and write a word and its antonym on separate index cards. (See the list above for a starting point.) Remind students that antonyms are words that mean the opposite of each other. Ask students to name a word. Then ask them to name an antonym, a word that means the opposite of that word. Write their responses on the board:

<u>Words</u>	<u>Antonyms</u>
<i>buy</i>	<i>sell</i>
<i>quietly</i>	<i>loudly</i>
<i>politely</i>	<i>rudely</i>

*wide*            *narrow*  
*wild*            *tame*

Ask students to compose a sentence for each word; emphasize that if they substitute an antonym for the word, the sentence will take on a completely new and different meaning.

**Example:**

*I want to buy a book. I want to sell a book.*  
*I walked into the room quietly. I walked into the room loudly.*  
*The girl politely asked for directions. The girl rudely asked for directions.*  
*The road is wide. The road is narrow.*  
*I fed the wild cat. I fed the tame cat.*

Help students understand that antonyms can be nouns, adjectives, verbs, and adverbs.

Review with students all the words on the index cards to make sure they know what each word means and which word is its antonym. Then mix the cards up and place them face down on a table so students can play “Antonym Concentration.” Give each student a chance to turn over two cards. If the cards are antonyms, the student gets to keep the cards and take another turn. If the cards are not antonyms, another student gets a turn. Affirm good work. Provide corrective feedback as necessary.

■ **Make a Synonym/Antonym Dictionary**

Encourage students to create their own dictionary of synonyms and antonyms. Show them the *IDEA Picture Dictionary 2* as an example of a dictionary. Ask each student (or student pair or group) to choose 10 words from the dictionary. Then instruct them to write the definition of the word (which they can get from the dictionary), a synonym, and an antonym on a piece of paper. Have students put each of their 10 entries on a separate piece of paper.

**Example:**

**adequate:** enough to meet a requirement  
*synonym:* enough  
*antonym:* insufficient

Circulate around the room to help students complete the task. Affirm good work. Provide corrective feedback as necessary. When each student or student group is done, ask students to alphabetize all the words they worked on. Staple the papers together to create a classroom Synonym/Antonym Dictionary. Allow time to read some of the entries in this dictionary. Place this reference “book” in the library center so all students can access it.

## **There will be/there has been statements**

### ■ Past and Future

Ask students to name some things that have happened in the past week and some things/events that they think will happen in the coming week. Encourage them to be creative. Record their ideas on the board in a graphic organizer:

<b>Past– has been</b>	<b>Future– will be</b>
<i>rain</i>	<i>sun</i>
<i>noise</i>	<i>quiet</i>
... and so forth.	

Write the words *there has been* and *there will be* on the board and show students how to make sentences using the information from the chart.

### Example:

*There has been rain in our city.*  
*There will be sun in our city.*  
*There has been noise in our classroom.*  
*There will be quiet in our classroom.*

Point out that we use *there has been* to describe things that happened in the past and that we use *there will be* to describe things that will happen in the future. Organize students in pairs and ask them to write their own sentences following the *there has been/there will be* sentence patterns. Encourage them to write creative sentences. Allow time in class for students to read their work aloud. Affirm good work, and provide corrective feedback as necessary.

### ■ Scavenger Hunt

Have students go on a scavenger hunt for *there has been/there will be* statements in newspapers, magazines, and books.

## **Too + adverb [e.g., too fast]**

Write *too + adverb* on the board. Explain to students that when paired with an adverb, the word *too* means more than sufficient or excessive. Write the following sentences on the board:

*The boy played too hard.*  
*The girl did not feel too well.*

*No one could keep up with her because she ran too fast.*  
*They worked too slowly and didn't finish painting the room today.*

Point out the words *too hard*, *too well*, *too fast*, and *too slowly*. Ask students to tell you what the words describe/modify. [*too hard describes how the boy played;*

not too well *describes how the girl felt*; too fast *describes the way she ran*; too slowly *describes the way they worked*] Ask students to name the part of speech that describes/modifies verbs, adjectives, or other adverbs. [*an adverb*] As a class, ask students to name other adverbs they know. To assist them, you may want to ask them to describe various verbs (e.g., words to describe walking—slowly, quickly, awkwardly, barely; words to describe working—happily, stubbornly, joylessly, enthusiastically; and so forth). Record their responses on the board. Then show them how we can add the word *too* in front of the adverb to indicate more than sufficient or excessive.

Organize students in pairs and ask each pair to write five sentences using the *too + adverb* construction. Students can use the words you've written on the board for reference. Circulate around the room to provide help as need. Affirm good work. Provide corrective feedback as appropriate.

### ■ Scavenger Hunt

Have students go on a scavenger hunt for examples of the *too + adverb* construction in newspapers, magazines, and books.

## Well vs. good

### ■ Well Done!

Write *well done* and *good job* on the board. Point to the word *good*. Remind students that *good* is an adjective and that adjectives modify nouns. The word *good* modifies *job*, which is a noun. Give students a chance to suggest other nouns that *good* could modify. Write their ideas on the board as shown below:

#### ADJECTIVE

*good*

#### NOUNS

*job*  
*boy*  
*food*  
*car*  
*time*  
*report*

#### SENTENCES

*They did a good job.*  
*He is a good boy.*  
*This is good food.*  
*That is a good car.*  
*I had a good time.*  
*You wrote a good report.*

Next, point to the word *well*. Remind students that *well* is an adverb and that adverbs modify verbs, adjectives, and other adverbs. In the phrase *well done*, *well* is an adverb that modifies the verb *done*. Give students some examples of the adverbial use of *well*:

#### ADVERB

*well*

#### VERBS

*sing*  
*dance*  
*cook*  
*do*  
*feel*

#### SENTENCES

*She sings well.*  
*They dance well.*  
*My mother cooks well.*  
*You are doing very well.*  
*Do you feel well?*



Write the following sentences on the board or on an overhead transparency:

*My father is a \_\_\_\_\_ dancer. [good]*

*My father dances \_\_\_\_\_. [well]*

Ask students to supply the correct word (e.g., good, well) to complete the sentences. Then organize students into small teams (3-4 students each) and ask each team to write four sentences in which the word *good* or *well* is missing. After teams are done, have them trade their sentences with another team. Then ask students to complete the other team's sentences with the correct word. Allow time in class for students to read the completed sentences aloud. Affirm good work. Provide corrective feedback as needed. You may continue this activity through additional rounds of sentence writing if students need more practice.

#### ■ Scavenger Hunt

Have students go on a scavenger hunt for *well* and *good* in newspapers, magazines, and books.