

**Carousel of IDEAS, 4th Edition**  
**Additional Practice Activities**  
**Unit 8: Advanced English Language Learners**

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

- *Active v. passive voice*
- *Carousel nouns*
- *Conjunctive adverbs*
- *Embedded and tag questions*
- *Modals*
- *Progressive, future, and conditional perfect tense verbs*
- *Quoted v. reported speech*
- *Relative pronouns*
- *Specialized adverbs*
- *Subordinating conjunctions/adverb clauses*
- *Verb/word + preposition*

### **Active v. passive voice**

#### ■ **Make It Active**

Tell students the following as you write it on the board: *We can write sentences in the active voice.* Say: **In an active voice sentence, the subject performs the action named by the verb.** Underline the subject [*we*] and the verb [*can write*]. **The sentence I wrote on the board is an example of an active voice sentence.** Help students understand that in this example, “we” is the subject and “can write” is the verb. The word *sentences* is the object.

Tell students the following as you write it on the board: *Sentences also can be written in the passive voice.* Say: **In a passive voice sentence, the subject is acted upon by the verb.** Underline the subject [*sentences*] and the verb [*can be written*]. **Sometimes the writer does not specify the agent of the action. Does this sentence tell who can do the writing? [*no; the agent of the action is not specified*]** **The sentence I wrote on the board is an example of a passive voice sentence.** Help students understand that in this example, “sentences” is the subject and “can be written” is the verb. The agent of the action is not specified. Have students compare the active and passive voice sentences.

Encourage students to understand both the active and passive voices, but emphasize that their writing generally should use the active voice. Of course, there are times when skilled writers make judicious use of the passive voice. As students gain more control over their writing, help them understand when using the passive voice may be a deliberate choice they should make. For example,

many children learn early on to say, "The window was broken," rather than specify the agent of the action!

As a class activity, give students a chance to practice transforming passive voice sentences into active voice sentences.

**Example:**

| <b>Passive Voice</b>                            | <b>Active Voice</b>                      |
|---|--|
| <i>The window was broken.</i>                   | <i>Someone broke the window.</i>         |
| <i>A plumber was needed.</i>                    | <i>We needed a plumber.</i>              |
| <i>Bread is made by bakers.</i>                 | <i>Bakers make bread.</i>                |
| <i>The president was elected by the people.</i> | <i>The people elected the president.</i> |

Continue with additional sentences if students need more practice. Help students see that writing in the active voice makes the sentences easier to read and understand and generally makes the text more engaging.

■ **Rewrite the Paragraph**

Organize students in pairs and ask them to rewrite passive voice sentences from the paragraph below into the active voice, or have them rewrite the entire passive voice paragraph into the active voice.

**Passive Voice Paragraph:**

***An Old House Was Bought!***

*An old house was bought by my family. The wood cabinets were broken. Therefore, a carpenter was needed. A plumber also was needed to fix the sink. In addition, the electrical wiring needed to be repaired by an electrician. Unfortunately, much money is not what my family has. However, good jobs are held by my father and mother. Money made by my brother, who is a newspaper delivery person, also helps my family make ends meet. And money also is made by my sister who is a waitress. Therefore, hope is something we have lots of for a bright future in our house.*

**Active Voice Paragraph:**

***We Bought an Old House!***

*My family bought an old house. We needed a carpenter to fix the broken wood cabinets. We also needed a plumber to fix the sink. In addition, we needed an electrician to repair the electrical wiring. Unfortunately, my family doesn't have much money. However, my*

*father and mother hold good jobs. My brother, who is a newspaper delivery person, also helps my family make ends meet. And my sister, who is a waitress, also makes money. Therefore, we have lots of hope for a bright future in our house.*

Circulate around the room to provide help as needed. Allow time in class for students to read their active voice sentences or paragraphs aloud. Affirm good work. Provide corrective feedback as needed.

### ■ Scavenger Hunt

Have students go on a scavenger hunt for sentences in newspapers, magazines, and books. Ask students to organize the sentences into categories: passive voice sentences and active voice sentences.

## 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!”

## Conjunctive adverbs [however, therefore]

### ■ Showing Relationships

A conjunctive adverb is a word or phrase that shows a relationship between clauses or sentences. The following are common conjunctive adverbs: *however*, *therefore*, *as a result*, *nevertheless*. Write the target conjunctive adverbs (*however*, *therefore*) on the board or on an overhead transparency, and explain to students what each word means. Tell students that they are going to practice using these words. Read each of the words, and using realia, gestures, and rich language, review the explanation of what each word means.

*however*—Remind students that the word *however* means nevertheless or yet. We use the word *however* to show a contrast between two ideas. Give students several examples:

*The boy wanted to buy the CD. However, he didn’t have enough money.*  
*The doctor wanted to help the girl. However, she didn’t have the right medicine.*  
*The artist wanted to paint my picture; however, he couldn’t find his paint and brushes.*

Emphasize that in each of the sentences, the word *however* joins two clauses and shows a contrast between them. Also point out that there are different ways to punctuate these sentences. Sometimes the clauses are separate sentences, as shown in the first two examples. Other times the clauses may be separated by a semicolon, as shown in the third example. Point out that we always place a comma after the word *however* in a sentence.

Write the following clauses on the board or on an overhead transparency to give students practice using this conjunctive adverb:

| <b>Clauses</b>   | <b>Clauses Joined by <i>However</i></b>   |
|--|---|
| <i>The teacher wanted to sharpen her pencil. She doesn't have a pencil sharpener.</i>      | <i>The teacher wanted to sharpen her pencil; however, she doesn't have a pencil sharpener.</i>      |
| <i>The librarian says she has the book. She doesn't know where it is.</i>                  | <i>The librarian says she has the book; however, she doesn't know where it is.</i>                  |
| <i>The pilot learned to fly airplanes. He never learned to drive a car.</i>                | <i>The pilot learned to fly airplanes. However, he never learned to drive a car.</i>                |
| <i>The carpenter built beautiful bookcases. They don't fit into the space.</i>             | <i>The carpenter built beautiful bookcases; however, they don't fit into the space.</i>             |
| <i>My grandmother's washing machine broke down. She knows how to wash clothes by hand.</i> | <i>My grandmother's washing machine broke down; however, she knows how to wash clothes by hand.</i> |

Organize students in pairs and ask each pair to write a sentence using the conjunctive adverb *however*. Circulate around the room to provide help as needed. Allow time in class for students to read their sentences aloud. Affirm good work. Provide corrective feedback as needed.

*therefore*—Remind students that the word *therefore* means “for that reason” or “consequently.” We use the word *therefore* to show a connection between two ideas. Give students several examples:

*The boy wanted to buy the CD. Therefore, he went to the music store.*  
*The doctor wanted to help the girl. Therefore, she drove to her office to get the right medicine.*  
*The artist wanted to paint my picture; therefore, he found his paint and brushes.*

Emphasize that in each of the sentences, the word *therefore* joins two clauses and shows a connection between them. Also point out that there are different ways to punctuate these sentences. Sometimes the clauses are separate sentences, as shown in the first two examples. Other times the clauses may be separated by a semicolon, as shown in the third example. Point out that we always place a comma after the word *therefore* in a sentence.

Write the following clauses on the board or on an overhead transparency to give students practice using this conjunctive adverb:

| <b>Clauses</b>   | <b>Clauses Joined by <i>Therefore</i></b>   |
|--|---|
| <i>The teacher wanted to sharpen her pencil. She walked over to the pencil sharpener.</i>        | <i>The teacher wanted to sharpen her pencil; therefore, she walked over to the pencil sharpener.</i>        |
| <i>The librarian says she has the book. She went into her office to look for it.</i>             | <i>The librarian says she has the book; therefore, she went into her office to look for it.</i>             |
| <i>The pilot learned to fly airplanes. He got a job at an airline.</i>                           | <i>The pilot learned to fly airplanes. Therefore, he got a job at an airline.</i>                           |
| <i>The carpenter built beautiful bookcases. His customers were very pleased with the result.</i> | <i>The carpenter built beautiful bookcases; therefore, his customers were very pleased with the result.</i> |
| <i>My grandmother's washing machine broke down. She called the plumber.</i>                      | <i>My grandmother's washing machine broke down; therefore, she called the plumber.</i>                      |

Organize students in pairs and ask each pair to write a sentence using the conjunctive adverb *therefore*. Circulate around the room to provide help as needed. Allow time in class for students to read their sentences aloud. Affirm good work. Provide corrective feedback as needed.

### ■ Scavenger Hunt

Have students go on a scavenger hunt for the conjunctive adverbs *however* and *therefore* in newspapers, magazines, and books.

### ■ Use It in a Sentence

Write pairs of related sentences on the board and give students two minutes to join each pair with either *however* or *therefore*.

## Embedded and tag questions

### ■ Direct and Indirect Questions

Ask students to give you examples of questions, and write their ideas on the board.

#### Example:

*What time is it?*

*What is on the lunch menu?*

*Do you have any books about reptiles?*

*Do you want to go to the soccer game?*

Emphasize that these are all direct questions, and they all end with a question mark. Show students how to turn these direct questions into indirect questions.

**Example:**

*She asked the students if they knew what time it was.*

*He asked if I knew what was on the lunch menu.*

*The teacher asked Mia whether she had any books on reptiles.*

*The principal asked the students if they wanted to go to the soccer game.*

Point out that these indirect questions do not end with a question mark. They include words such as *if* and *whether* and end with a period.

Organize students in pairs and ask them to write five direct questions. Then ask them to make the direct questions into indirect questions. Allow time in class for students to share examples of their direct and indirect questions. Affirm good work, and provide corrective feedback as necessary.

■ **Tag Questions**

Ask students to give you examples of questions, and write their suggestions on the board.

**Example:**

*What month is it?*

*Where are we going on the field trip?*

*Does she know how to read a map?*

*Do you want to be partners?*

Remind them that these are all direct questions and they all end with a question mark. Show students how to turn these direct questions into tag questions.

**Example:**

*You don't know what month it is, do you?*

*Our parents know where we are going on the field trip, don't they?*

*She knows how to read a map, doesn't she?*

*You want to be partners, don't you?*

Point out that the sentence begins with a statement, which is followed by the tag question. It ends with a question mark.

Organize students in pairs and ask them to write five direct questions. Then ask them to make the direct questions into tag questions. Allow time in class for students to share examples of their direct questions and tag questions. Affirm good work, and provide corrective feedback as necessary.

### ■ Scavenger Hunt

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

### ■ Role Play

Have students write a role play using indirect and tag questions.

## Modals [e.g., ought to, would rather]

### ■ Expressing Mood

Remind students that sometimes it is important to be able to express a wish, recommendation, requirement, or suggestion. On the board or an overhead transparency, write the following paragraph that uses modal auxiliaries to express various moods:

#### ***A Summer Vacation?***

*Paul thinks his family ought to decide where to go on summer vacation. Paul's brother would like to go to an amusement park. His sister would rather go to a presidential library. However, his parents prefer to stay home and relax.*

Read each of these sentences aloud and explain to students what they mean. Ask questions to deepen student understanding: **What does Paul think?** [*that his family should decide where to go on vacation*] **What words does the writer use to express Paul's recommendation?** [*ought to*] Emphasize that Paul is recommending that the family should make a vacation decision. **Where does Paul's brother want to go?** [*to an amusement park*] **What words does the writer use to express Paul's brother's wish?** [*would like to*] **Where does Paul's sister want to go?** [*to a presidential library*] **What words does the writer use to express Paul's sister's wish?** [*would rather*] **Where do Paul's parents want to go?** [*nowhere; they want to stay home*] **What words does the writer use to express Paul's parents' wish?** [*prefer to*]

### ■ Story Starters

Write the following modal auxiliaries on the board: *ought to, would like to, would rather, prefer to*. Then write several story starters on the board:

*It's almost 7:30 A.M., so I ought to ...*  
*I'm happy I won \$1,000. I would like to ...*  
*I am reading a book about spiders. However, I would rather ...*  
*I have a peanut butter and jelly sandwich, but I prefer to ...*

Conduct a class discussion to come up with ideas for each of these story starters. Beginning with the first one, ask students to suggest ideas. For example, students might say things such as: get out of bed, eat breakfast, get



dressed, review my homework, and so forth. Write their ideas on the board. Continue with the other story starters. Then ask students, working independently or in pairs, to write their own complete sentences using the story starters on the board. Allow time in class for students to read their completed story starters aloud. Affirm good work. Provide corrective feedback as appropriate. If desired, ask students to write an entire story using a story starter they completed.

### ■ Poetic Conditions

Give students an opportunity to write a free verse poem using modal auxiliaries. Write the following words on the board: *ought to*, *would like to*, *would rather*, *prefer to*. Then choose (or ask students to choose) a topic for the poem students will write. For example, you might choose the following topic: *I Ought to Spend My Time Wisely*. Write the topic on the board, and show students how to write a seven-line free verse poem by composing one as a class. See the example below.

| Line # | I Ought to Spend My Time Wisely                     |
|--------|---|
| Line 1 | <i>I ought to spend more time being helpful.</i>    |
| Line 2 | <i>I ought to spend more time being kind.</i>       |
| Line 3 | <i>I ought to spend more time baking cookies.</i>   |
| Line 4 | <i>I ought to spend more time smelling flowers.</i> |
| Line 5 | <i>I ought to spend more time reading books.</i>    |
| Line 6 | <i>I ought to spend more time playing baseball.</i> |
| Line 7 | <i>I ought to spend my time very wisely.</i>        |

Point out the use of *ought to*, which signals the writer's wish expressed in the poem. Then ask students to write their own poem following the class model or a completely original poem using another modal auxiliary. After students have finished, ask them to exchange papers with a partner who will suggest revisions. Then give students a few minutes to revise their work. Call on students to read their free verse poem aloud. Affirm good work. Provide corrective feedback as appropriate.

### ■ Scavenger Hunt

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

### ■ Use It in a Sentence

Write a modal auxiliary on the board, and give students one minute to come up with a sentence using it.

## Progressive, future, and conditional perfect tense verbs

### ■ Review Verb Tenses

#### ***Present Perfect Tense***

Remind students that it is sometimes important for us to refer to a past action (or state) that touches on the present. For this purpose, we use the present perfect tense. For example: *She has finished reading that book.* This sentence indicates that she started reading the book in the past and the action touches (in some way) on the present. Write the following verbs on the board:

*rest*  
*bake*  
*listen*  
*read*  
*glow*  
*walk*  
*sing*

Write a model present perfect tense sentence on the board using one of these verbs. Then ask students to compose present perfect tense sentences using those same verbs. Examples: *I have rested enough. You have baked a lovely cake. He has listened carefully to my directions. She has just finished reading. It has glowed like this for hours. We have walked a long way. They have sung beautifully.* Reinforce that all these sentences indicate that the action (e.g., rest, bake, listen, read, glow, walk, sing) began in the past and touches on the present.

#### ***Progressive Perfect Tense***

Have students restate the sentences in the previous activity using the progressive perfect tense. Examples: *I have been resting. You have been baking. He has been listening. She has been reading. It has been glowing. We have been walking. They have been singing.* Reinforce that all these sentences indicate that the action (e.g., resting, baking, listening, reading, glowing, walking, singing) began in the past and extends to the present. In other words, the action has not stopped. Give students an opportunity to write their own sentences in the progressive perfect tense.

#### ***Future Perfect Tense***

Remind students that we may need to refer to an action (or state) that will be ongoing at a particular time in the future. For this purpose, we use the future perfect tense. For example: *She will have been reading books all summer long.* Using the verbs students named in the previous activities, write a model future perfect tense sentence on the board. Then ask students to compose future perfect tense sentences using those same verbs. Examples: *I will have been resting for an hour when you get to my house. You will have been baking for a long time. He will have been listening to the radio for hours. She will have been*

*reading books all summer long. The sun will have been glowing since six in the morning. We will have been walking for miles. They will have been singing when you see them.* Reinforce that all these sentences indicate that the action (e.g., rest, bake, listen, read, glow, walk, sing) is continuing into the future. Organize students in pairs and ask each pair to write five sentences using the future perfect tense. Allow time in class for students to read their sentences. Affirm good work, and provide corrective feedback as necessary.

### **Conditional Perfect Tense**

Remind students that we may need to refer to an action (or state) that is conditional on another action (or state). For this purpose, we use the conditional perfect tense. For example: *If she had read the book, she would have learned a lot.* Using the verbs students named in the previous activities, write a model conditional perfect tense sentence on the board. Then ask students to compose conditional perfect tense sentences using those same verbs. Examples: *If I had rested, I would have felt better. If she had baked a cake, they would have been surprised. If we had listened to the radio, we would have heard our favorite song. If she had read the book, she would have learned a lot. If the sun had glowed, it would have looked beautiful. If Raul had walked to school, he would have been late. If they had sung the song, you would have enjoyed it.* Reinforce that all these sentences indicate that one action (e.g., rest, bake, listen, read, glow, walk, sing) is conditional on another. Organize students in pairs and ask each pair to write five sentences using the conditional perfect tense. 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 sentence scavenger hunt for target tenses (e.g., the progressive perfect tense) in newspapers, magazines, and books.

### ■ **Give Examples**

Create a chart showing the various tenses, and ask student teams to provide examples.

## **Quoted and reported speech**

### ■ **Reporting**

Ask students to interview a classmate on a topic appropriate to something they have been learning about (e.g., a historical leader, a current event, the weather, a book, or a film). As a class, develop a list of questions.

#### **Example:**

1. *What do you admire about George Washington?*
2. *Why is he an important figure in American history?*
3. *How are you and George Washington alike? How are you different?*

4. *Some people say that George Washington is one of the greatest men in history. Do you agree or disagree with this statement? Why?*

Organize students in pairs. Allow students about five minutes to ask questions of their partners, and give the partners about five minutes to do the same. At the end of this exercise, every student should have asked and answered the questions. Remind students to take notes about what their interviewee says in response to the questions.

Discuss the difference between quoted and reported speech (e.g., *She said, "The experiment was a success!"* vs. *She said the experiment was a success!*). Ask students to write sentences about the interview they conducted. Assign half of the class to use quoted speech in their sentences and the other half of the class to use reported speech. 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 quoted and/or reported speech in newspapers, magazines, and books.

#### ■ Extended Writing

Have students write a creative short story or expository essay using quoted and/or reported speech.

### Relative pronouns [e.g., who, whom, that]

**NOTE:** You may have to deliver a mini-lesson on the homonyms *who's* and *whose*. *Who's* is a contraction for *who is* and *whose* is the possessive form of the pronoun *who*.

#### ■ Introducing Adjective Clauses

Write the following relative pronouns on the board or on an overhead transparency: *who*, *whom*, *whose*, *which*, *that*. Tell students that these words are called relative pronouns. Explain that a relative pronoun introduces an adjective clause. Give students an example of a simple sentence.

#### Example:

*The girl won the swimming race.*

Ask students questions about this sentence: **What kind of race was it?** [*a swimming race*] **Who won the swimming race?** [*the girl*] **Which girl?** Students will be unable to answer this question because the sentence does not give any clues. Rewrite the sentence by adding an adjective clause such as the one below.

**Example:**

*The girl who was wearing a blue swimsuit won the swimming race.*

Ask students questions about this revised sentence: **What kind of race was it?** [a swimming race] **Who won the swimming race?** [the girl] **Which girl?** [the girl who was wearing a blue swimsuit] Underline the adjective clause and point out to students that this clause provides more information about the girl. The word *who* refers to the girl. Emphasize that the relative pronoun in this example is *who*, but point out that there are other relative pronouns that exist, including *whom*, *whose*, *which*, and *that*.

Give students additional examples of simple sentences and sentences with adjective clauses. See the examples below.

| <b>Simple Sentences</b>   | <b>Simple Sentences with an Adjective Clause</b>  | <b>Relative Pronouns</b>                            |
|---|---|---|
| <i>The athlete works out at the gym.</i>                          | <i>The athlete who hopes to go to the Olympics works out at the gym.</i>                    | <i>who—refers to the athlete</i>                    |
| <i>The astronaut sent me a picture of space.</i>                  | <i>The astronaut to whom I wrote a letter sent me a picture of space.</i>                   | <i>whom—refers to the astronaut</i>                 |
| <i>The newspaper delivery person handed me today's newspaper.</i> | <i>The newspaper delivery person to whom I wrote a check handed me today's newspaper.</i>   | <i>whom—refers to the newspaper delivery person</i> |
| <i>The artist does amazing work.</i>                              | <i>The artist whose paintings are on display does amazing work.</i>                         | <i>whose—refers to the artist</i>                   |
| <i>The librarian found the book I wanted.</i>                     | <i>The librarian whose job it is to help people found the book I wanted.</i>                | <i>whose—refers to the librarian</i>                |
| <i>The pharmacist gave me some medicine.</i>                      | <i>The pharmacist gave me some medicine, which will help my headache.</i>                   | <i>which—refers to the medicine</i>                 |
| <i>The electrician fixed the wiring.</i>                          | <i>The electrician fixed the wiring on the lamp, which means we can use the lamp again.</i> | <i>which—refers to the wiring on the lamp</i>       |
| <i>The cat jumped into the trash can.</i>                         | <i>The cat that has black and white fur jumped into the trash can.</i>                      | <i>that—refers to the cat</i>                       |

|  |  |                             |
|--|--|-----------------------------|
| <i>Waiters and waitresses carry trays.</i> | <i>Waiters and waitresses carry trays that can weigh as much as 10 pounds.</i> | <i>that—refers to trays</i> |
|--|--|-----------------------------|

Read each sentence and ask students: **What does the word [who, whom, whose, which, that] refer to? What do we call words that refer to a person or a thing? [pronouns]** These words are all relative pronouns. The words **who, whom, and whose** refer to people. The word **who** is a subjective word. That means it refers to or acts as the subject. The word **whom** is an objective word and is often preceded by the word **to**. **Whom** refers to or acts as an object of the sentence. The words **that** and **which** refer to things (e.g., medicine, wiring, cat, trays).

Write sentences with a missing relative pronoun on the board or on an overhead transparency. Call on students to supply the missing pronoun:

*The hairdresser \_\_\_\_\_ cuts my mother's hair works at the mall. [who]*  
*The bus driver \_\_\_\_\_ the children gave a gift drove them to school every day. [to whom]*  
*The chemist \_\_\_\_\_ daughter goes to my school mixed the chemicals. [whose]*  
*The pilot answered my questions, \_\_\_\_\_ I asked when I got on the plane. [which]*  
*The judge ruled on the case \_\_\_\_\_ involved my neighbor. [that]*

Organize students in pairs and ask them to write an original sentence for each of the relative pronouns. Circulate around the room to provide help as needed. Allow time for students to read their sentences aloud in class. Be sure to ask students to name the word/words to which the relative pronoun refers.

### ■ Scavenger Hunt

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

### ■ Rewrite the Sentence

Write some simple sentences on the board, and give students two minutes to rewrite them using relative pronouns.

## Specialized adverbs [e.g., already, yet, still, anymore]

### ■ Have You Learned This Already?

An adverb is a word that modifies a verb, adjective, or another adverb. Tell students that there are several specialized adverbs, and write them on the board: *already, yet, still, anymore*. Explain to students what each word means. Tell students that they are going to practice using these words. Read each of the

words aloud, and using realia, gestures, and rich language, review what each word means.

*already*—Remind students that the word *already* refers to something that happened before now. Give students several examples:

*Did you already finish reading the book?*  
*The veterinarian already gave the cat the medicine.*  
*The trash collector already picked up the trash from our house.*

Emphasize that in each of the sentences the word *already* refers to something that has happened before now.

*yet*—Remind students that the word *yet* refers to something that did not happen before now, but that might happen in the future. Give students several examples:

*She has not finished reading the book yet.*  
*The veterinarian has not given the cat the medicine yet.*  
*The trash collector has not picked up the trash from our house yet.*

Emphasize that in each of the sentences, the word *yet* refers to something that did not happen before now but might happen in the future.

*still*—Remind students that the word *still* refers to something that started in the past and continues into the present. Give students several examples:

*Are you still reading the book?*  
*The veterinarian is still giving the cat the medicine.*  
*The trash collector is still picking up the trash in our neighborhood.*

Emphasize that in each of the sentences, the word *still* refers to something that started in the past and continues into the present.

*anymore*—Remind students that the word *anymore* refers to something in the past that does not exist now. Give students several examples:

*Are you reading the book anymore?*  
*The veterinarian does not give the cat the medicine anymore.*  
*The trash collector does not pick up the trash from our house anymore.*

Emphasize that in each of the sentences, the word *anymore* refers to something in the past that does not exist now.

Write the following sentences on the board or on an overhead transparency to give students practice using these specialized adverbs:

*The teacher did not want students to sharpen their pencils \_\_\_\_\_.*  
[anymore]

*The librarian says she has not found the book \_\_\_\_\_, but she'll keep looking.* [yet]

*The pilot is \_\_\_\_\_ learning new things about airplanes.* [still]

*The carpenter has \_\_\_\_\_ built bookcases.* [already]

Continue with additional practice sentences until students appear comfortable using specialized adverbs. Then organize students in pairs, and ask each pair to write original sentences using each of these specialized adverbs. Circulate around the room to provide help as needed. Allow time in class for students to read their sentences aloud. Affirm good work. Provide corrective feedback as needed.

### ■ Scavenger Hunt

Have students go on a scavenger hunt for sentences that use the words *anymore*, *yet*, *still*, and *already* in newspapers, magazines, and books.

## Subordinating conjunctions/adverb clauses [e.g., whenever, as soon as]

### ■ Time and Cause-and-Effect Relationships

Subordinating conjunctions and adverb clauses are used to show time and cause-and-effect relationships. Write the following words on the board: *although*, *whenever*, *as soon as*. Tell students that they are going to practice using these words. Read each of the words aloud, and using realia, gestures, and rich language, review what each word means.

*although*—Remind students that the word *although* means “regardless of the fact.” Give students several examples:

*Although the jaguar seemed playful, it was still a dangerous animal.*

*Although the veterinarian gave the porcupine some medicine, the animal was still sick.*

*Although the eagle had broken its wing, it was able to move around in the enclosure.*

Emphasize that in each of these sentences, the word *although* means “regardless of the fact.” To emphasize this, substitute this phrase for *although* and read the sentences aloud.

*whenever*—Remind students that the word *whenever* means “at whatever time.” Give students several examples:

*Whenever I see animals in the wild, I am happy.*

*I can go to the wild animal park whenever you are ready.*

*The eagle seems to look at me whenever I walk by its enclosure.*



Emphasize that in each of these sentences, the word *whenever* means “at whatever time.” To emphasize this, substitute this phrase for *whenever* and read the sentences aloud.

*as soon as*—Remind students that the phrase *as soon as* means “as quickly as possible” after some condition is met. Give students several examples:

*We’re going to the zoo as soon as I finish my report.*

*The veterinarian is going to examine the raccoon as soon as we bring it to the office.*

*The buffalo begins to run away as soon as it sees human beings approach.*

Emphasize that in each of these sentences, *as soon as* means “as quickly as possible” after some condition is met. To emphasize this, substitute this phrase for *as soon as* and read the sentences aloud. Ask students to name the condition specified in each of these sentences. [*finish my report; bring it to the office; sees human beings approach*]

Write the following sentences on the board or on an overhead transparency to give students practice using *although*, *whenever*, and *as soon as*:

*The students will write reports on various wild animals \_\_\_\_\_ they have gathered all the information they need. [as soon as]*

*The students are much more attentive \_\_\_\_\_ they read books about dinosaurs. [whenever]*

*\_\_\_\_\_ eagles and ostriches are both birds, they live in very different habitats. [although]*

Continue with additional practice sentences until students appear comfortable with the concept of subordinating conjunctions and adverb clauses that show time and cause-and-effect relationships. Then organize students in pairs and ask each pair to write original sentences using *although*, *whenever*, and *as soon as*. Circulate around the room to provide help as needed. Allow time in class for students to read their sentences aloud. Affirm good work. Provide corrective feedback as needed.

### ■ Scavenger Hunt

Have students go on a scavenger hunt for sentences that use the words *although*, *whenever*, and *as soon as* in newspapers, magazines, and books.

### ■ Use It in a Sentence

Write *although*, *whenever*, or *as soon as* on the board, and give students one minute to come up with a sentence using it.

## Verb/word + preposition [e.g., look at/look for, different from/different than]

### ■ What's the Difference?

Write the phrases *different from* and *different than* on the board. Explain to students that these phrases have the same meaning. Tell them that we use these phrases to make a contrast between two things. Give students several examples:

*An ostrich is different from a coyote. An ostrich is a bird, and a coyote is a mammal.*

*An ostrich is different than a coyote. An ostrich is a bird, and a coyote is a mammal.*

*An eagle is different from a leopard. An eagle has feathers, and a leopard is covered by fur.*

*An eagle is different than a leopard. An eagle has feathers, and a leopard is covered by fur.*

Emphasize that each pair of sentences means the same thing. The phrases *different from* and *different than* are used in these sentences to show a contrast between two creatures. Give students additional practice sentences until they appear comfortable with the concept. Then write the following words and sentences on the board or on an overhead transparency to give students practice using these constructions:

#### **Words Used to Show Contrast**

*different than*  
*different from*

#### **Creatures to Contrast**

*eagle, snail, buffalo, coyote,  
ostrich, dinosaur, ladybug,  
leopard, lizard, raccoon,  
mosquito, porcupine,  
grasshopper, caterpillar,  
rhinoceros*

A \_\_\_\_\_ is \_\_\_\_\_ a \_\_\_\_\_.

[Then write a sentence telling why the two creatures are different.]

An \_\_\_\_\_ is \_\_\_\_\_ a \_\_\_\_\_.

[Then write a sentence telling why the two creatures are different.]

A \_\_\_\_\_ is \_\_\_\_\_ an \_\_\_\_\_.

[Then write a sentence telling why the two creatures are different.]

An \_\_\_\_\_ is \_\_\_\_\_ an \_\_\_\_\_.

[Then write a sentence telling why the two creatures are different.]

**NOTE:** Remind students that we use “an” in front of a word that begins with a vowel.

Organize students in pairs. They are to write two sentences comparing the same creatures. In the first sentence, they are to use *different than*; in the second sentence, they are to use *different from*. Circulate around the room to provide help as needed. Allow time in class for students to read their sentences aloud. Affirm good work. Provide corrective feedback as needed.

### ■ Contrast Them

Write the names of two people, animals, objects, or ideas on the board and have students contrast them using *different than* and *different from*.

### ■ Look at Me!

Write the phrases *look at* and *look for* on the board. Explain to students that these phrases have different meanings. *Look at* directs attention toward a particular thing. *Look for* directs actions toward finding something. Give students several examples:

*Look at* the bulletin board.

*Look for* the bell schedule on the bulletin board.

Discuss each of the sentences and have students demonstrate what they mean. Then give various commands:

**Look at me.**

**Look for a yellow pencil.**

**Look for a book that has a red cover.**

**Look at this piece of chalk.**

Continue with additional commands until students are comfortable with the concepts of *look at* and *look for*. Then write the following sentences on the board or on an overhead transparency. Organize students in pairs and have them complete the sentences with either *look at* or *look for*.

*I want you all to \_\_\_\_\_ this picture of a rhinoceros. [look at]*

*I can't see the eagle in the sky. Please help me \_\_\_\_\_ it. [look for]*

\_\_\_\_\_ *the grasshopper sitting on the leaf. [look at]*

\_\_\_\_\_ *mosquitoes and tell me if you see one. [look for]*

Organize students in pairs. Have them write two original sentences using *look at* and *look for*. Circulate around the room to provide help as needed. Allow time in class for students to read their sentences aloud. Affirm good work. Provide corrective feedback as needed.

■ **Scavenger Hunt**

Have students go on a scavenger hunt for sentences that show contrast by using the phrases *different than* and *different from* in newspapers, magazines, and books. Do the same with the phrases *look at* or *look for*.