INTERMEDIATE FOUNDATIONS

ACTIVITY GUIDEBOOK

Welcome to Intermediate Foundations! We are glad that you and your learners have joined us!

Intermediate Foundations is an 8-unit, intermediate-level online course. The first unit, *Get Ready*, will acquaint learners with the focus of the course and will demonstrate the tools necessary for completing the work online. This is followed by six content-based units. Each of these units is centered on a focus topic as well as travel to a location around the United States. Each unit will also contain vocabulary words to study, two grammar lessons, a reading, several listenings, and 3 opportunities to create travel posts related to the theme of the unit. The final unit is a review of the previous six units. Below is an outline of the course.

Unit	Topic	Vocabulary (Vista 1)	Grammar Skill 1 (Vista 2)	Grammar Skill 2 (Vista 3)
1. Get Ready	Introduction to the Course Tools	_____	_____	_____
2. Getting Acquainted	Original Americans in Arizona	Vocabulary related to unit topic	Present Simple and Present Continuous	Simple Past and Past Continuous
3. Art	Art (in Miami, Florida)	Vocabulary related to unit topic	Present Perfect Simple and Simple Past	Present Perfect Simple and Present Perfect Continuous
4. Health	Health (in Portland, Oregon)	Vocabulary related to unit topic	Subject Relative Clauses	Object Relative Clauses
5. Travel	Travel (and Las Vegas, Nevada)	Vocabulary related to unit topic	First Conditional	Second Conditional
6. Recreation	Recreation (in Colorado)	Vocabulary related to unit topic	Gerunds and Infinitives	Other Uses of Gerunds and Infinitives
7. Famous People	Famous People (and California)	Vocabulary related to unit topic	Passive	Active v. Passive
8. Review	Review of All Academic Skills	_____	(Final Test)	(Final Test)

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Each unit has a variety of sections that repeat, as follows: (Please note that you might find some variation within units.)

Section Name	Description
1. Introduction and Tour Video	A welcome video and introduction to unit objectives
2. First Vista	Vocabulary introduction and practice
3. Second Vista	An instructional video on the Unit's 1st Grammar Skill with practice
4. First Travelpost	Learner first productive task - Practice writing and/or speaking on a unit topic
5. Reading	A reading related to the unit's topic with outline practice and comprehension questions
6. Third Vista	An instructional video on the Unit's 2nd Grammar Skill with practice
7. Second Travelpost	Learner second productive task – Practice writing and/or speaking on a unit topic
8. Take Off Video	A concluding video to summarize unit learning objectives
9. Final Travelpost	Learner final productive task – practice what was learned in the unit
10. Graded Quiz	A quiz measuring how well learners have mastered the unit skills

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The activities provided in this Activity Bank are designed to give learners opportunities to improve their communicative ability in English, to reflect more deeply on the listening videos and readings from each unit, and to practice academic and language skills. There are approximately 2 to 3 hours' worth of activities for each unit. The activities are organized according to the section of the unit to which they pertain. You can find this information by looking at the Unit, Sections, and the Prerequisites, at the top of each activity page. Many activities have printable worksheets, which are provided immediately following the activity directions.

It is expected that learners should complete the prerequisite sections of the unit on their own before coming to class and participating in the activities. Moreover, **it is important that you, the teacher, also go through the online course and be familiar with the content.**

The goal is not to get through every activity. The goal is for you to **choose activities that best meet your learners' needs** and make the best use of the face-to-face time that you have with your learners.

As you go through the Activity Bank, you will find that some activities -- Vocabulary Review and Discussion Bank, for example -- are the same in every unit. You may also find that some activities are similar, or that an activity in one unit could be adapted for use in another unit. You may also be inspired by this guide to create your own activities! Again, it is up to you to plan how you will use the activities.

Here is a lesson plan template that can help you think about and plan your face-to-face class sessions.

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Lesson Plan

Business/Materials	Lesson Objectives

Warm-up and Objective Discussion

Instruct and Model	☐ R	☐ W	☐ L	☐ S

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Guided Practice	☐ R	☐ W	☐ L	☐ S
Independent Practice	☐ R	☐ W	☐ L	☐ S
Assessment	☐ R	☐ W	☐ L	☐ S

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UNIT 1
GET READY

Activity Name: Ice Breaker #1- Positive, Negative, Crazy Circle!

Unit and Sections: Get Ready, 1.1-1.6

Prerequisites: *Learners should have completed the following in the online course:*

- None

Required Materials:

- N/A

Description: Learners will get to know each other in a fun ice breaker activity using a range of topics. Icebreakers are a good way for learners to find out more about the people with whom they will be spending time in this course. This activity includes a fun way for learners to get to know classmates through positive, negative, and crazy statements about different topics.

Directions:

1. The teacher should have about 3-5 topics in mind that they can write on the board. For example, sports, social media, food, pets/animals, dating, work/school, travel, health, hobbies, and movies. Explain to learners that they will be saying positive things, negative things, or crazy things related to the topics.

2. Learners should divide into two groups, then form two circles in the middle of the room, one inside the other so that each learner is facing one partner.

3. The teacher should write the first topic on the board (i.e. food), then say “positive”, “negative”, or “crazy”.

4. When you say, “positive”, learners should tell their partner something positive about the topic, for example, “My favorite type of food is Thai food, like pineapple fried rice.” When you say “negative”, learners should tell their partner something negative about the topic, for example, “I don’t like eating fish!” When you say, “crazy”, learners should tell their partners something crazy about the topic, for example, “One night I ate 20 candy bars!”

5. Give learners 1 minute to speak to each other. After 1 minute, say “rotate”, and learners move one spot clockwise. The teacher can use the same topic (i.e., food) and choose a different word (i.e., positive, negative, or crazy), or start a new topic (i.e. travel).

6. Repeat steps 3-5 as time permits.

7. At the end, if time permits, the teacher should ask learners to share with the class some of the things they learned about their classmates - positive, negative, or crazy.

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Activity Name: Ice Breaker #2- Race to Get to Know You

Unit and Sections: Get Ready, 1.1-1.6

Prerequisites: *Learners should have completed the following in the online course:*

- none

Required Materials:

- Worksheet 1.2, page 1 and Worksheet 1.2, page 2, printed on separate pages, one per pair of learners
- Optional: Candy or small reward for game winners

Description: In this fun icebreaker activity, learners will get to know one another by racing to see how many commonalities (and possibly how many differences) they have between themselves. The activity will also allow them to practice asking and answering questions using wh- questions as well as allow them to practice quickly writing in English on their worksheets.

Directions:

1. Have learners stand up and form a line alphabetically by first name. This is to allow for complete randomization of partners. Then, fold the line into two, so that the person whose name begins with the earliest letter of the alphabet is paired with a person whose name begins with a latest letter in the alphabet, and so on down the line.
2. Have partners introduce themselves to each other and sit down together.
3. **Round 1**: Pass out Worksheet 1.2, page 1, one per pair of learners. Explain that today, we will be racing to find out how much we have in common with our partners. To help us do so, we will have a race to find out how many commonalities we can list in 4 minutes (or however long you would like to give them.)
4. Model asking questions as a class that may lead you to find commonalities between one another, for example, “Do you like dogs?” If the answer for both partners is “yes” then write “We like dogs” in the inner circle of the Venn diagram on their worksheet. If available, model this on the chalkboard or whiteboard.
5. Explain that the group that finds and notes the most commonalities within the time limit, will win that round. (It may help to have a small prize, such as candy, a pencil, or any other fun item to award the winning partners.)
6. (Optional:) As the groups finish the first round, invite them to share how many commonalities they could find. Ask each group to share two commonalities that they found.
7. **Round 2:** Now, invite each pair of partners to get together with another pair of partners, forming groups of 4. This time, the task will be similar, however the group has to find and note similarities between the four of them. Pass out Worksheet 1.2, page 2, one per team of four and explain the directions.
8. This time, give the groups 5 or more minutes to find and note as many commonalities as they can among all four group members and write their answers in the very central part of the Venn Diagram.

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9. After the time is up, find out which group has noted the most commonalities among their four partners. (It may be fun also to give them a small reward such as a piece of candy for finding the most commonalities.)

Optional Expansion:

You may also want to talk about differences between and among partners. Partners can also race to find how many differences they have, putting their answers on the outer edges of the Venn Diagram on Worksheet 1.2, page 1 and/or Worksheet 1.2, page 2. This could be quite comical and even difficult to find something completely different between groups of 4 people.

Optional Closing:

The whole class could be tasked in finding something that they all have in common (besides that they are all in the class together, or they are all learning English). A class leader could be in charge of soliciting answers and the class members could be told that they can only leave class if they have found something that they ALL have in common.

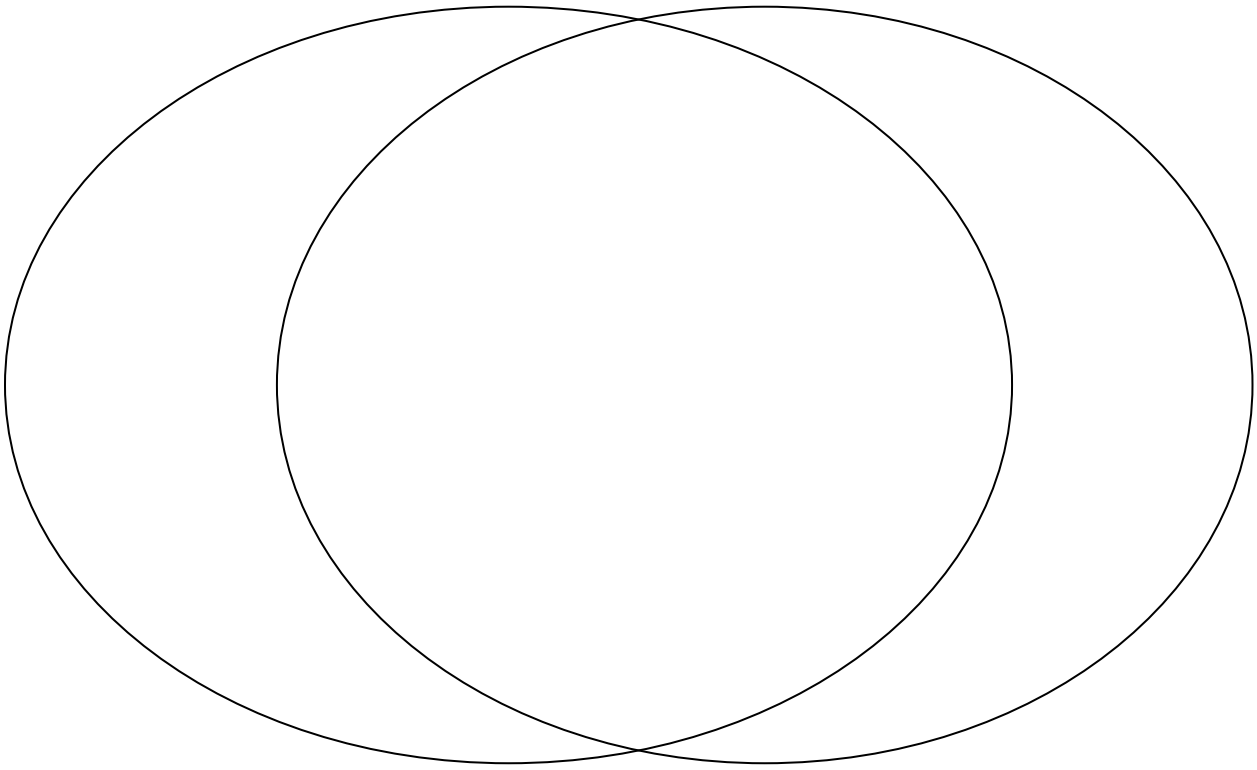
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Race to Get to Know You

Directions:

You and your partner will race to see how many commonalities (things you have in common) you have before the time is up. Ask questions using wh- questions. Note your commonalities in the center part of the Venn Diagram below.

Name: _____ Name: _____



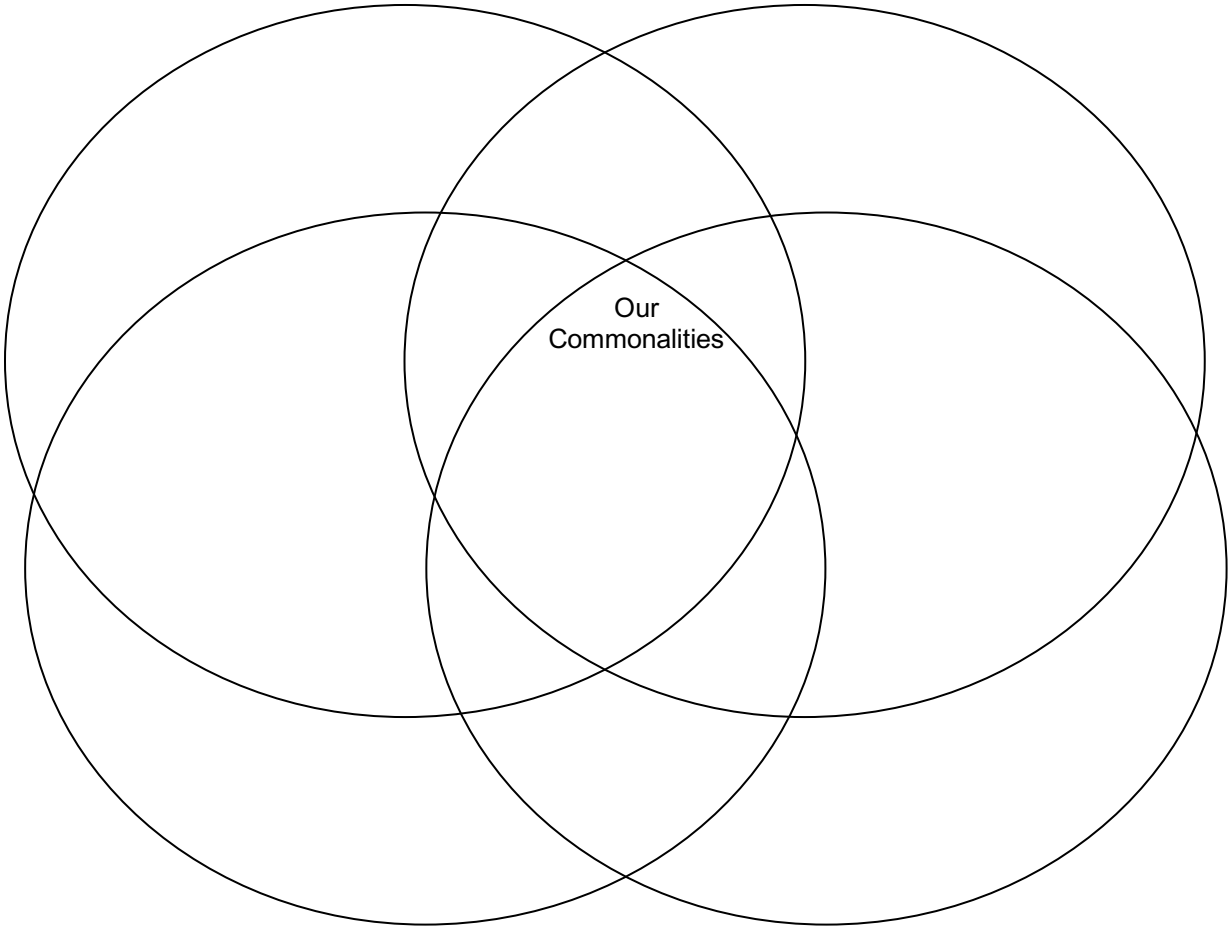
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Race to Get to Know You

Directions:

Now, you and 3 other people (4 total) will race to see how many commonalities (things you have in common) you all have before the time is up. Ask questions using wh- questions. Note your commonalities in the center part of the Venn Diagram below.

Name: _____ Name: _____



Name: _____ Name: _____

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Activity Name: Ice Breaker #3- Have you ever…?

Unit and Sections: Get Ready, 1.1-1.6

Prerequisites: *Learners should have completed the following in the online course:*

- none

Required Materials:

- Worksheet 1.3

Description: Learners will get to know each other in an interesting discussion about their past experiences. Icebreakers are a good way for learners to find out more about the people with whom they will be spending time in this course. This activity is a completely guided preview that functions to initially familiarize the learners with the present perfect tense that will be studied in more depth in Unit 3.

Directions:

1. Warm up with two example questions on the board using present perfect for lifetime experience: "Have you ever…?" Emphasize that these questions are asking about lifetime experience, and model with your own personal answers. Give the two answer options "Yes, I have" and "No, I haven't" before eliciting answers from the learners to the two example questions.

2. Learners should be divided into pairs. One group of three is okay for classes with an odd number of learners.

3. Explain the Worksheet 1.3 directions and go over the example dialogue. Use the photo to help with the vocabulary word "award," and elicit answers to the example question from 2-3 learners.

4. Direct learners to begin interviewing each other by starting with the prompt and ending with the experience questions. Learners should fill in the chart for both their partners and themselves. Follow-up questions should be encouraged, but instruct learners that they have 10 minutes to complete the chart.

5. While learners are interviewing each other and completing the chart, write these two affirmative sentence prompts on the board: "My partner has…" and "My partner has never…." Monitor progress to make sure learners will be finished in 10 minutes. If learners make frequent mistakes with verb tenses, there is no need to error correct extensively for now. More detailed error correction on this form will be done in Unit 3.

6. When learners are finished, have them share two interesting things they learned about their partner's lifetime experiences using either of the two affirmative prompts on the board. This will enable the learner to introduce their partner to the class. If time is limited, ask for only a few volunteers to share. If time permits, ask follow up questions about each learners' experiences as they are revealed to the class.

Optional Expansion: As a class, count who has the most life experience, and who has the least with the questions "Who has had all 12 experiences? Who has had 11/12 experiences?"

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etc. Continue with an open class discussion by asking learners which of these experiences they want and don't want to have in the future.

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RoboMichalec. (2019). [Photograph of a runner holding a medal]. Pixabay.

https://pixabay.com/photos/sport-marathon-medal-win-reward-4399175/

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Worksheet 1.3

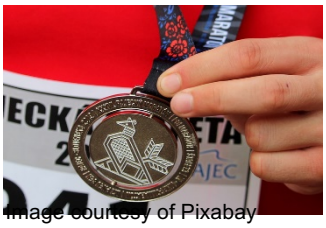
Have you ever…?

Directions:
You and your partner will interview each other. You will ask about your life experiences. You can ask follow-up questions about your partner's experience. Practice with the example first. Then, ask and answer the questions to complete the chart below. Use the prompt "In your life, have you ever…" to ask every experience question.

Example:
A: In your life, have you ever won an award?

B: Yes, I have. **OR** No, I haven't.

A: Really? What did you win?


Image courtesy of Pixabay

In your life, have you ever…

experience questions	my partner	me
1. ...won an award? (see example picture)		
2. …had a pet dog or cat?		
3. ...cried while watching a movie?		
4. ...met a famous person?		
5. ...ridden a horse, camel, or elephant?		
6. ...eaten a strange food from another country?		
7. ...driven a car?		
8. ...spoken English with a native speaker?		
9. ...been late to class?		
10. ...seen a really scary movie?		
11. ...gone swimming in the ocean?		
12. …read a very long book? (more than 400 pages)		

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UNIT 2
GETTING ACQUAINTED

Activity Name: Unit Warm Up and Discussion Bank

Unit and Sections: Getting Acquainted, 2.1

Prerequisites: *Learners should have completed the following in the online course:*

- **2.1:** Introduction and Tour Video

Required Materials:

- Worksheet 2.1a
- Worksheet 2.1b or PowerPoint 2.1

Description: In this two-part activity, learners will first (Part 1) have the opportunity to interact with the unit topic and preview the theme while "warming up" their background knowledge and speaking skills through interaction with classmates. (Part 2) Second, learners will have the opportunity to take part in discussions using questions from the unit geared towards building on their background knowledge, previewing some of the skills taught in the unit, and increasing their spoken English proficiency. They will also be invited to think more deeply about the content of the unit. Some discussion questions may be related to the theme of the unit. Other questions will be related to the goals and objectives of the unit.

Ten discussion questions are provided. It is not necessary to use all ten questions in one discussion. You may wish to have 2 or 3 discussion sessions throughout this module using different questions and using different formats, as described below. You may also wish to add your own questions.

Directions:

Part 1: Unit Warm-up:

1. Optional: If possible, it may be helpful to watch the *2.1 Introduction and Tour Video* from the online course together as a class.

2. Explain to learners that today they will take part in a warm-up activity where they will pretend that they are packing for a trip to the warm desert of Arizona.

3. Divide learners into groups of 2 or 3. Pass out Worksheet 2.1a, one to each group.

4. Explain that groups will try to write down things that they would pack in their suitcases to take a trip to the desert of Arizona. They will try to come up with things that begin with each letter of the alphabet. For example: A- Adapter (electrical adapter), B- Bathing Suit, C- Cap, etc. The group that is able to come up with items to pack that start with the most different letters of the alphabet (one per letter) wins the game.

5. Give groups 4-5 five minutes to write as many things that they can think of that begin with different letters of the alphabet.

6. After the time limit has ended, ask groups to see which group came up with things that begin with the most letters of the alphabet.

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7. (Optional Ending) Go through the letters of the alphabet out loud and allow groups to share what they would pack for each letter. OR pick some of the most difficult letters and see what groups came up with for those letters.

Part 2: Discussion Bank:

Class discussions and idea-sharing can be organized in many ways. In addition to the traditional whole-class discussion and small-group discussion followed by whole-class share, here are some other options:

1. Discussion Stations: 1-3 questions are printed out (a different set of questions on each paper) and placed into folders. The folders are placed around the classroom; these are the "stations." The number of stations should equal the number of groups you divide the class into. Learners work in groups. Each group has one piece of paper or a notebook and one pen or pencil. Groups spend about 5 minutes discussing the questions at each station and then move to the next station. At each station, a different learner takes notes on the group's ideas. Once the groups have visited each station, ideas can be shared with the class. For example, each group could share their ideas to a different station question.

2. Question Strips: Questions are printed out and cut into strips, 1 question per strip. Learners take turns drawing question strips and answering the questions. Other learners can be given a chance to add ideas. This can be done in small groups or as a whole class.

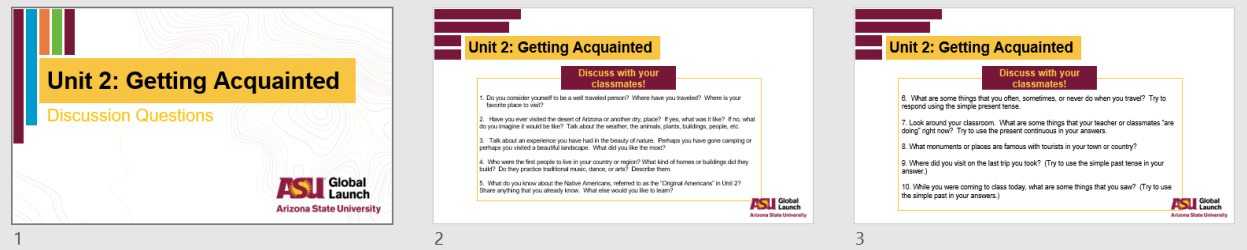
3. Mini-Presentations: Groups of learners are given 1-3 questions to discuss. They summarize their ideas (in list form, using key words and phrases) on flip-charts (or other large pieces of paper that can be posted in the classroom), classroom boards, or PowerPoint (if the technology is available). Each group presents their ideas, using their visual aid, to the class.

4. Small Talks: Groups of 2-3 learners take turns leading the class discussion. They can either choose questions from the Discussion Questions worksheet or PowerPoint or write their own (or a combination of both). The learner leaders are responsible for determining how they want to organize the discussion. (This works best if it is a consistent part of the class time, i.e., Small Talks take place for each unit, to give all learners the chance to lead a discussion.)

Image Credit

Grainger, Mark. (2020). [Image of Arizona landscape with cactus]. Pixabay. https://pixabay.com/illustrations/cactus-landscape-desert-arizona-4877458/

PowerPoint 2.1 Preview



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Part 1: Unit Warm Up Activity: Pack your Bags

Directions: Imagine you and your partner(s) are planning to take a trip to the warm desert of Arizona, USA. What will you pack in your suitcase? Try to think of things that you would pack that begin with different letters of the alphabet. The group that can write down at least one thing for the most letters of the alphabet will win this warm-up challenge.

A: _____

B: _____

C: _____

D: _____

E: _____

F: _____

G: _____

H: _____

I: _____

J: : _____

K: _____

L: _____

M: _____

N: _____

O: _____

P: _____

Q: _____

R: _____

S: _____

T: _____

U: _____

V: _____

W: _____

X: _____

Y: _____

Z: _____



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Part 2: Discussion Questions

1. Do you consider yourself to be a well-traveled person? Where have you traveled? Where is your favorite place to visit?

2. Have you ever visited the desert of Arizona or another dry place? If yes, what was it like? If no, what do you imagine it would be like? Talk about the weather, the animals, plants, buildings, people, etc.

3. Talk about an experience you have had in the beauty of nature. Perhaps you have gone camping or perhaps you visited a beautiful landscape. What did you like the most?

4. Who were the first people to live in your country or region? What kind of homes or buildings did they build? Do they practice traditional music, dance, or arts? Describe them.

5. What do you know about the Native Americans, referred to as the "Original Americans" in Unit 2? Share anything that you already know. What else would you like to learn?

6. What are some things that you often, sometimes do when you travel? Try to respond using the simple present tense.

7. Look around your classroom. What are some things that your teacher or classmates "are doing" right now? Try to use the present continuous in your answers.

8. What monuments or places are famous with tourists in your town or country?

9. Where did you visit on the last trip you took? (Try to use the simple past tense in your answer.)

10. While you were coming to class today, what are some things that you saw? (Try to use the simple past in your answers.)

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Activity Name: Vocabulary Review

Unit and Sections: Getting Acquainted,: 2.1- 2.2

Prerequisites: *Learners should have completed the following in the online course:*

- **2.1:** Introduction and Tour Video
- **2.2:** First Vista

Required Materials:

- Worksheet 2.2, cut into flashcards as directed below

Description: There are many ways to review target vocabulary in an interactive, communicative way. Below are three variations that are all based on the vocabulary flashcards in Worksheet 2.2. These words are presented in Section 2.2: First Vista.

Variation 1

Description: This activity focuses on recalling the definitions of the target words.

Directions:

1. Before class, cut the worksheet into flashcards. Divide the cards evenly amongst the learners. If you have a bigger class, make multiple copies of the worksheet and divide the learners into groups of five or six.

2. Learners take turns with their cards. A learner will pick up one card from their pile and explain the word using a definition or examples, and the other people guess the word. The first person to guess the vocabulary word correctly gets to keep that card as a point.

3. If the learner explaining the word cannot explain or the others do not guess correctly in a specific amount of time (maybe 60 seconds), the card is put into the discard pile, and no one gets the point. The learner with the most cards at the end of the activity wins.

4. The teacher can explain the words on these cards at the end of the game for bonus points if there is time.

Variation 2

Description: In groups of 3-4, learners take turns quizzing each other on the vocabulary. There are two types of cards: (1) word cards and (2) definition cards. Each group has their own set of word cards and definition cards. Learners will take turns quizzing their group members on the word cards and then the definition cards. This activity gets learners to practice saying the words and helps them to remember their meanings.

Directions:

1. Put learners in groups of 3-4, and give each group a set of word cards and definition cards (Worksheet 2.2, cut up and divided).

2. Starting with the word card pile, learners will take turns drawing cards from the deck (make sure cards are facing down).

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3. Each learner draws a card and describes the word without saying what it is. Other group members have to guess what the word is.
4. The person who guesses correctly within 60 seconds gets to keep the card. Learners take turns doing this until they run out of word cards.
5. When they finish the word card pile, the person with the most cards at the end wins.
6. Next, learners will repeat the same exercise but with the pile of definition cards.
7. Finally, ask the groups of learners to match the word cards with the definition cards side by side. Go around the classroom and check to see if learners were able to match them correctly.

***Extra Challenge*:** Learners take turns drawing word cards from the word card pile but the learner who draws a word card will pick someone in the group to make a sentence with the word. If the sentence is correct, then that person can keep the card. If not, then another learner may attempt it.

Variation 3

Description: Learners love this fast-paced, competitive vocabulary game. It gives them a chance to work on explaining the definitions of the vocabulary words from the module text in an impromptu manner.

Directions:

1. Divide learners into two equal teams. Put two chairs in the front of the room facing the teams, backs to the whiteboard.
2. Have one learner from each team sit in the chairs, facing their teammates.
3. Write one of the vocabulary words from the flashcards on Worksheet 2.2 on the board.
4. Without divulging the word or any part of the word, team members try to explain what the word means using a definition or examples. The first of the two learners to guess it correctly gets a point!

*Consider placing restrictions on what team members can say, such as “No saying *rhymes with*___ or *Starts with a* _____. Learners should also not use hand gestures to explain the meaning of the words.

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Unit 2: Getting Acquainted Vocabulary Flashcards

experience (n.)	something that happens to you that affects how you feel
establish (v.)	to start a company or organization
spectacular (adj.)	extremely good, exciting, or surprising
influence (n.)	the power to affect how someone thinks or behaves, or how something develops
native (adj.)	relating to the people who lived in a country first

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attraction (n.)	something that makes people come to a place or want to do a particular thing
monument (n.)	an old building or place that is important in history
destination (n.)	the place where someone or something is going
campsite (n.)	an area where people can stay in tents for a vacation
landscape (n.)	what you see when you look across a large area of land

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Activity Name: Grammar 1- Present Simple and Present Continuous Practice

Unit and Sections: Getting Acquainted, 2.1-2.4a

Prerequisites: *Learners should have completed the following in the online course:*

- **2.1:** Introduction and Tour Video
- **2.2:** First Vista
- **2.3a-c:** Reading
- **2.4a-b:** Second Vista

Required Materials:

- Worksheet 2.3a, one per learner
- Worksheet 2.3b, answer key for the teacher
- Worksheet 2.3c, one per learner
- Worksheet 2.3d, pictures to cut out or use PPT 2.3

Description: Learners will have the opportunity to practice using the present simple to introduce themselves and get to know each other better.

Directions:

Part 1 - Interview

1. Put learners in pairs. Tell them that they'll be making questions in the present simple form and interviewing their partners. They should be prepared to share interesting answers with the class.

2. Pass out copies of Worksheet 2.3a to each of the learners.

3. Give learners approximately 5 minutes to make the questions, followed by another 5 minutes to interview their partners.

4. If time allows, have the learners stand up and walk around the room asking each other the questions. This gives them a chance to further practice the present simple, but also more opportunities to ask follow up questions.

5. At the end of the time, review the questions to make sure learners can see the proper structure for each question on the worksheet. After each question, allow learners to share their own answers, or the interesting answers that they received from classmates.

Part 2 - Present Continuous Sentences

1. Pass out Worksheet 2.3c, one to each learner. Learners create their own sentences based on the pictures provided from either Worksheets 2.3d or PPT 2.3

2. Distribute the pictures. This can be done by using PPT 2.3 to project the pictures, or by handing out the pictures to the learners. Each group can receive some of the pictures, or the pictures can be rotated around the room based on a time limit set by the instructor.

3. After learners have received pictures, complete one as a class so that the learners understand exactly what they should do. For example, picture 1, "*The bird is drinking the ocean water.*"

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4. While learners write, circulate and help them check their grammar.

5. After 10-15 minutes, go over sentences as a class. You may hold up a picture and invite learners to share their sentences. Or, you may invite learners to stand and show their pictures, then describe them using the sentences they created.

Part 3 (Optional)

1. Combine pairs into groups of three or four learners. Tell the learners that they are going to play a game and that they will use their sentences they created in Part 2.

2. Pass out slips of paper or index cards to each group.

3. Tell each group or each learner to choose four or five of their sentences that they created on Worksheet 2.3cc. Write the sentences on an index card or slip of paper. Each index card should have only one sentence.

4. Ask learners to place all index cards on a table at the front of the classroom so that their sentences are clearly visible.

5. Each group sends one learner to the front of the classroom. These learners stand around the table with their hands behind their backs.

6. Show one of the pictures. Learners look at the picture and then read the index cards to try and grab the card(s) that best match the picture. One learner may grab multiple cards, or multiple learners may grab different cards.

7. Each card is worth one point. The learners then read their cards aloud so that the class can confirm if the sentence they hold matches the pictures. Learners bring their cards back to their groups to keep as points.

8. After the first round, new learners from each group come to the table. Repeat Step 6.

9. Continue rounds with learners until all of the pictures have been shown, or all of the cards are gone.

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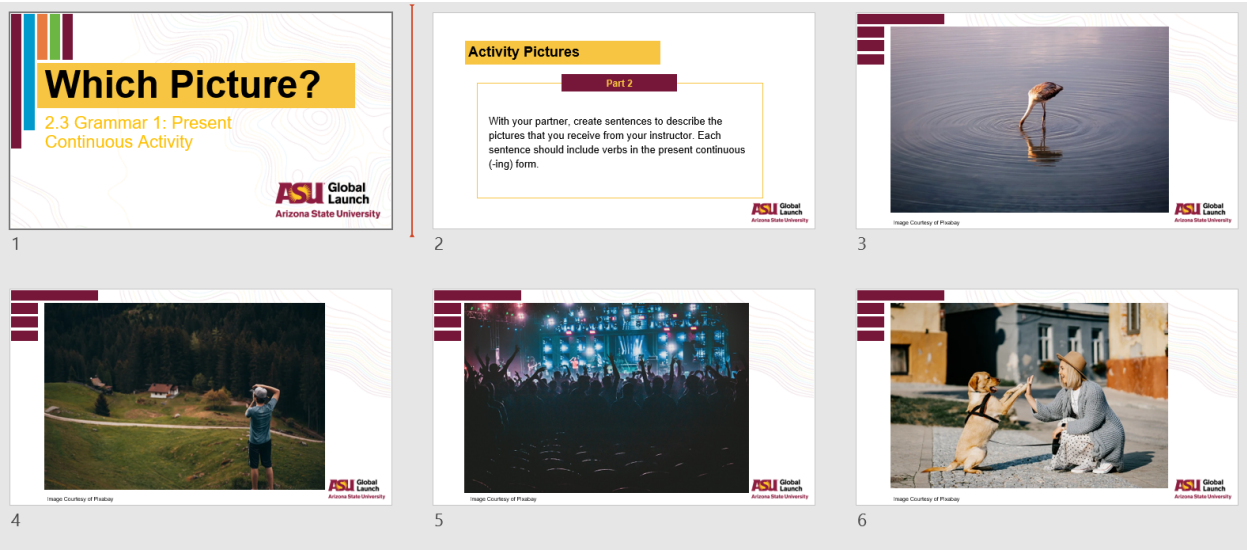
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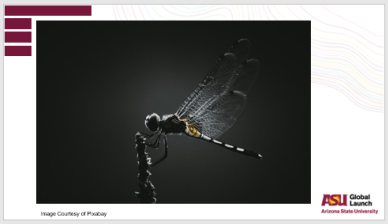
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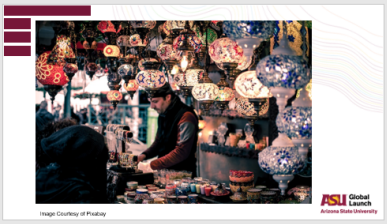
PowerPoint 2.3 Preview



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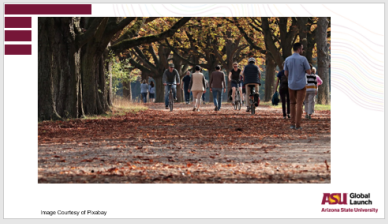
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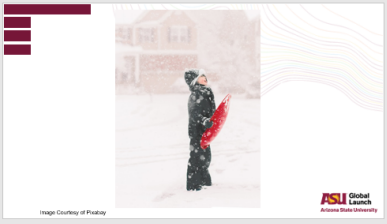
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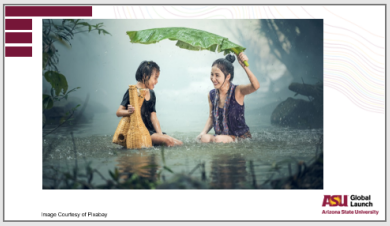
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10



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Present Simple Scramble and Interview

Directions: First, make questions using the present simple form of the given verbs. Then, ask your partner the questions.

Finally, after your partner answers, try to ask additional questions to gain more information about what they say.

1. when/ you / wake up / weekends

*When do you wake up on the weekends*_____?

2. what / do / you / watch / on TV

_____?

3. who / do / you / live / with

_____?

4. what / do / you / eat / for dinner

_____?

5. what / do / you / like / to do / on vacation

_____?

6. what / do / you / do / in / your free time

_____?

7. what / is / your / favorite city

_____?

8. what / do / you / have / for breakfast

_____?

9. what / music / do / you / like

_____?

10. where / do / you / work or study

_____?

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Teacher Answer Key:

1. When do you wake up on the weekends?
2. What do you watch on TV?
3. Who do you live with?
4. What do you eat for dinner?
5. What do you like to do on vacation?
6. What do you do in your free time?
7. What is your favorite city?
8. What do you have for breakfast?
9. What music do you like?
10. Where do you work or study?

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Part 2

Directions: With your partner, create sentences to describe the pictures that you receive from your instructor. Each sentence should include verbs in the present continuous (-ing) form.

Examples: They are playing at the beach.

She is eating some really good food.

He is writing an interesting story.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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Pictures for Part 2 and Part 3

1



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2



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3



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4



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Activity Name: Grammar 2- Past Simple and Past Continuous Practice

Unit and Sections: Getting Acquainted, 2.1-2.6b

Prerequisites: *Learners should have completed the following in the online course:*

- **2.1:** Introduction and Tour Video
- **2.2:** First Vista
- **2.3a-c:** Reading
- **2.4a-b:** Second Vista
- **2.5:** First Travelpost
- **2.6a-b:** Third Vista

Required Materials:

- Worksheet 2.4a
- Worksheet 2.4b (Answer Key)

Description: Learners will fill in the blanks of a story with past simple and past continuous verbs. Learners will then tell their own stories using past simple and past continuous.

Directions:

Part 1 - Fill-in-the-blank practice

1. Put learners in pairs or groups of 3.
2. Pass out copies of Worksheet 2.4a to each of the learners.
3. Give learners approximately 10 minutes to read through the story *How I Met My Manchester Mate* and fill in the blanks with the verbs in the box.
4. As a class, check the learners' answers. Call on learners to read one sentence each around the classroom until the whole story has been read. Error correct as you go, reminding them of the rules learned in the *Third Vista* video and *Grammar Snapshot*.
5. Optional: If time allows, ask learners what other verbs might fit in the blanks as you go through the story.

Part 2 - Tell your own story

1. Optional: Prepare in advance and tell the learners a quick story about how you met your best friend using the past simple and past continuous tenses.
2. Read the directions and prompt questions together as a class.
3. Have learners tell their stories in pairs for 2-3 minutes each. Monitor and check for correct past simple and past continuous usage.
4. Time permitting, have learners tell their stories to the class. Error correct mistakes with the target grammar as necessary.

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Optional expansion for steps 3 and 4: To increase difficulty and ensure listening, have learners take notes while listening to their partners' stories. Then ask learners to volunteer to tell their partners' story.

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Meeting a Friend for the First Time

Part 1 - Fill-in-the-blank practice

Directions: With your partner, fill in the blanks of the story using the past simple and past continuous verbs in the box. Then, go to part 2 to make your own story with your partner.

past simple	flew drove introduced met felt saw kicked did became ate became was not
past continuous	was not wearing were talking was showing were playing was not making was staying was wearing was studying were drinking

How I Met My Manchester Mate

In the Fall of 2019, I **1.**_____ at a university in Manchester, England when I **2.**_____ my friend Samuel. We **3.**_____ friends in a very funny way.

In my first month in Manchester, I **4.**_____ new friends very well. I **5.**_____ lonely, so my brother came to Manchester to visit me. While he **6.**_____ with me, we **7.**_____ many fun things. We **8.**_____ around England in my car and we **9.**_____ lots of delicious British food. We played soccer at the park too. One day, while we **10.**_____ soccer at the park, my brother **11.**_____ the ball too hard. The ball **12.**_____ over the goal and hit someone in the head! The man **13.**_____ angry, so we were happy. I **14.**_____ that he **15.**_____ a Manchester Soccer t-shirt! I had the same t-shirt, but I **16.**_____ it that day. We all **17.**_____ ourselves. His name was Samuel.

Five minutes later, Samuel, my brother, and I **18.**_____ about soccer together. Thirty minutes later, we **19.**_____ tea at a cafe that **20.**_____ soccer on TV! We **21.**_____ great friends very quickly.

Part 2 - Tell your own story

Directions: With your partner, tell the story of how you met your best friend. Give as many details as possible. Use past simple and past continuous. Think about these questions:

- What were you doing? What was your new friend doing?
- What happened to help you two meet?
- What did you talk about?
- What were you thinking when you met your new friend?
- Do you remember what you were wearing that day? How about your friend?

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Teacher Answer Key

1. was studying
2. met
3. became
4. was not making
5. felt
6. was staying
7. did
8. drove
9. ate
10. were playing
11. kicked
12. flew
13. was not
14. saw
15. was wearing
16. was not wearing
17. introduced
18. were talking
19. were drinking
20. was showing
21. became

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Activity Name: Final Travel Post Expansion - Travel Brochure

Unit and Sections: Getting Acquainted, 2.1-2.9

Prerequisites: *Learners should have completed the following in the online course:*

- **2.1:** Introduction and Tour Video
- **2.2:** First Vista
- **2.3a-c:** Reading
- **2.4a-b:** Second Vista
- **2.5:** First Travelpost
- **2.6a-b:** Third Vista
- **2.7:** Second Travelpost
- **2.8:** Take Off Video
- **2.9:** Final Travelpost

Required Materials:

- Worksheet 2.5a, one per learner cut in half
- Worksheet 2.5b, one per pair
- Optional: colored pencils or crayons

Description: Learners will have the opportunity to practice using the travel vocabulary and language skills learned in Unit 2 by creating a travel brochure and presenting it to their groups.

Directions:

Part 1 - My Favorite Vacation

1. Tell learners that they will first be describing their favorite vacation to their classmates, then they will be convincing their classmates to take a vacation to a specific place.

2. Give each learner a copy of Worksheet 2.5a.

3. Give learners 5-10 minutes to complete Worksheet 2.5a. Remind them that they should write at least 10 sentences and use the simple past and past continuous to share why it was their favorite vacation.

4. After completing the worksheet, put learners in groups of 4-5 learners. Give each group approximately 5 minutes for them to present their “favorite vacation” to each other. Encourage them to ask questions to each other at the end, if they have time.

Part 2 - Travel Brochure

1. Once groups are finished with Part 1, put learners in pairs and give them Worksheet 2.5b, as well as colored pencils or crayons, if possible.

2. In their pairs, tell the learners to think of a place that they each love to visit, have visited, or want to visit. This could be a city or country, or other destination they prefer.

3. Tell learners they will have about 10 minutes to create a travel brochure that they will use to convince their classmates that they should visit their destination.

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4. Learners should describe the destination as detailed as possible, and draw a picture or pictures to help describe it. Tell learners to have fun and be creative!

5. Remind learners that they should use vocabulary that they learned in this unit, as well as the present simple and present continuous tenses to describe their destination and pictures.

6. After 10 minutes, depending on the size of the class, divide it into groups, or stay as a whole class. Each pair will present their destination and travel brochure either to their group, or to the class.

7. Note: If they present in groups, if time permits, learners can vote on the best travel brochure and presentation from their group so that they can share it with the whole class.

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Worksheet 2.5a

My Favorite Vacation

Directions: Write about your favorite vacation experience. Use the *simple past* or *past continuous* to share what made your vacation special.

Example: When we were snorkeling, we saw so many beautiful fish.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Worksheet 2.5a

My Favorite Vacation

Directions: Write about your favorite vacation experience. Use the *simple past* or *past continuous* to share what made your vacation special.

Example: When we were snorkeling, we saw so many beautiful fish.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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Travel Brochure

Directions: Complete the brochure and convince your classmates to come by using affirmative statements. Make sure to use full sentences. Be prepared to share your brochure!

Come and see _____, the destination of the year!

Describe the landscape:

_____

Describe the weather:

_____

Describe the people:

_____

Describe the food:

_____

Describe the attractions:

_____

Draw a picture or pictures to help describe your destination of the year!

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UNIT 3
ART

Activity Name: Unit Warm Up and Discussion Bank

Unit and Sections: Art, 3.1

Prerequisites: *Learners should have completed the following in the online course:*

- **3.1:** Introduction and Tour Video

Required Materials:

- Worksheet 3.1a (printed in color if possible) one per pair or PowerPoint 3.1
- Worksheet 3.1b or PowerPoint 3.1

Description: In this two-part activity, learners will first (Part 1) have the opportunity to interact with the unit topic and preview the theme while "warming up" their background knowledge and speaking skills through interaction with classmates. Second, in Part 2, learners will have the opportunity to take part in discussions using questions from the unit geared towards building on their background knowledge, previewing some of the skills taught in the unit, and increasing their spoken English proficiency. They will also be invited to think more deeply about the content of the unit. Some discussion questions may be related to the theme of the unit. Other questions will be related to the goals and objectives of the unit.

Ten discussion questions are provided. It is not necessary to use all ten questions in one discussion. You may wish to have 2 or 3 discussion sessions throughout this module using different questions and using different formats, as described below. You may also wish to add your own questions.

Directions:

Part 1: Unit Warm up:

1. Optional: If possible, it may be helpful to watch the *3.1 Introduction and Tour Video* from the online course together as a class.

2. Explain that today, learners will pretend that they will be visiting an art museum. They will be discussing similarities and differences between different pieces of art as well as which art piece they like best and why.

3. Place learners into pairs and pass out Worksheets 3.1a or use PowerPoint 3.1.

4. Learners are to look at the two pieces of art on each slide. They should discuss the following: What is similar between the pieces of art? What is different between them? Which one do they like more? Why?

5. Optional Ending: Ask groups to share a bit about their responses for each group of art pieces.

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Part 2: Discussion Bank:

Class discussions and idea-sharing can be organized in many ways. In addition to the traditional whole-class discussion and small-group discussion followed by whole-class share, here are some other options:

1. Discussion Stations: 1-3 questions are printed out (a different set of questions on each paper) and placed into folders. The folders are placed around the classroom; these are the "stations." The number of stations should equal the number of groups you divide the class into. Learners work in groups. Each group has one piece of paper or a notebook and one pen or pencil. Groups spend about 5 minutes discussing the questions at each station and then move to the next station. At each station, a different learner takes notes on the group's ideas. Once the groups have visited each station, ideas can be shared with the class. For example, each group could share their ideas to a different station question.

2. Question Strips: Questions are printed out and cut into strips, 1 question per strip. Learners take turns drawing question strips and answering the questions. Other learners can be given a chance to add ideas. This can be done in small groups or as a whole class.

3. Mini-Presentations: Groups of learners are given 1-3 questions to discuss. They summarize their ideas (in list form, using key words and phrases) on flip-charts (or other large pieces of paper that can be posted in the classroom), classroom boards, or PowerPoint (if the technology is available). Each group presents their ideas, using their visual aid, to the class.

4. Small Talks: Groups of 2-3 learners take turns leading the class discussion. They can either choose questions from the Discussion Questions worksheet or PowerPoint or write their own (or a combination of both). The learner leaders are responsible for determining how they want to organize the discussion. (This works best if it is a consistent part of the class time, i.e., Small Talks take place for each unit, to give all learners the chance to lead a discussion.)

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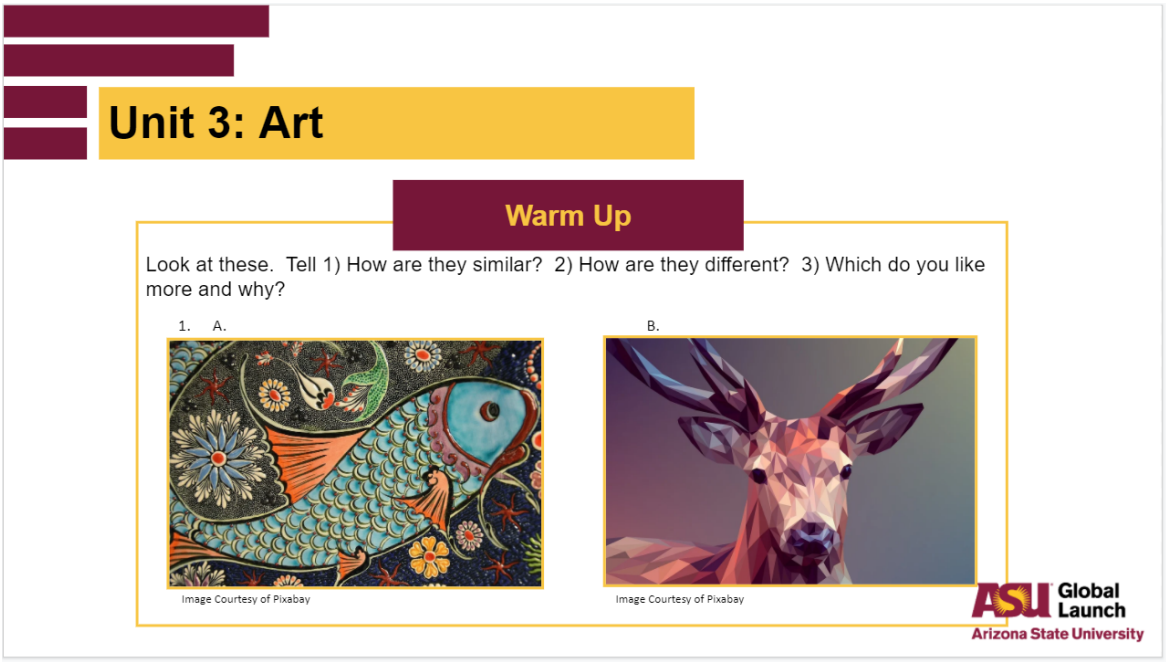
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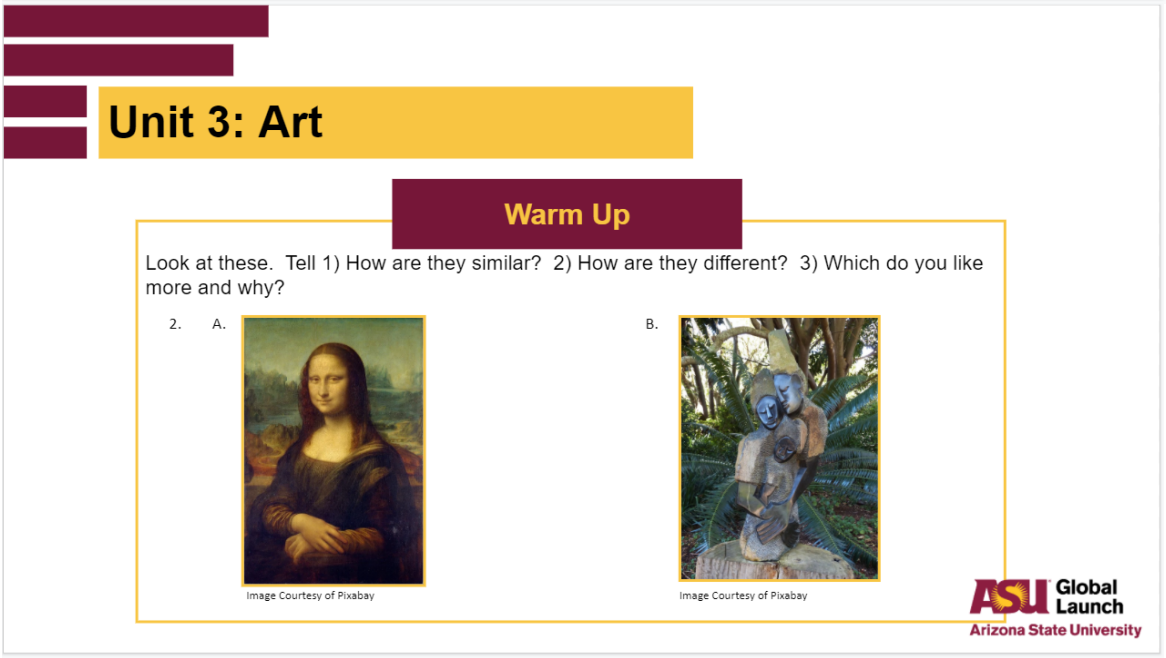
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Part 1: Unit Warm Up Activity: Art Museum Visit

Directions:
Today, you will pretend that you and your partner are going to visit an art museum. You will look at two pieces of art at a time. Your job is to compare and contrast the pieces of art (tell what is the same and then what is different about them.) Then, you are to tell which piece of art you like more and why.





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Unit 3: Art

Warm Up

Look at these. Tell 1) How are they similar? 2) How are they different? 3) Which do you like more and why?

3. A.



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B.



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Unit 3: Art

Warm Up

Look at these. Tell 1) How are they similar? 2) How are they different? 3) Which do you like more and why?

4. A.



Image Courtesy of Pixabay

B.

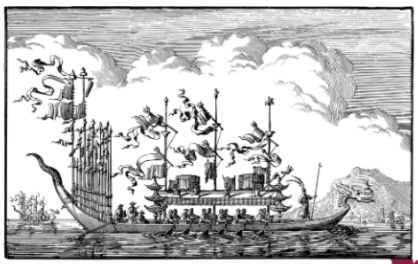


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Part 2: Discussion Questions

1. Do you consider yourself to be someone who likes art? Why or why not?

2. What kind of art do you like the most? Paintings? Architecture? Sculptures? Music? Street Art?

3. Do people visit your town for arts and culture? What kind of art and culture are famous in your town?

4. What is unique to the art and music in your culture?

5. Where is a place that you have seen many beautiful works of art? (Try to use the present perfect in your answer.)

6. What is your favorite piece of art or music? Where and when did you (first) see it or hear it? (Try to use the simple past in your answer.)

7. Describe something that has changed a lot in your town. (Try to use the Present Perfect in your answer.)

8. Describe something that has not changed very much in your town for a long time. (Try to use the present perfect in your answer.)

9. Are you a musician? Do you like to sing or play an instrument? When did you begin to learn? (use simple past tense in your answer.) If you don't play or sing, what instrument would you like to play?

10. How has your life changed after you traveled to another town or country?

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Activity Name: Vocabulary Review

Unit and Sections: Art, 3.1-3.2

Prerequisites: *Learners should have completed the following in the online course:*

- **3.1:** Introduction and Tour Video
- **3.2:** First Vista

Required Materials:

- Worksheet 3.2, cut into flashcards as directed below

Description: There are many ways to review target vocabulary in an interactive, communicative way. Below are three variations that are all based on the vocabulary flashcards in Worksheet 3.2. These words are presented in Section 3.2: First Vista.

Variation 1

Description: This activity focuses on recalling the definitions of the target words.

Directions:

1. Before class, cut the worksheet into flashcards. Divide the cards evenly amongst the learners. If you have a bigger class, make multiple copies of the worksheet and divide the learners into groups of five or six.

2. Learners take turns with their cards. A learner will pick up one card from their pile and explain the word using a definition or examples, and the other people guess the word. The first person to guess the vocabulary word correctly gets to keep that card as a point.

3. If the learner explaining the word cannot explain or the others do not guess correctly in a specific amount of time (maybe 60 seconds), the card is put into the discard pile, and no one gets the point. The learner with the most cards at the end of the activity wins.

4. The teacher can explain the words on these cards at the end of the game for bonus points if there is time.

Variation 2

Description: In groups of 3-4, learners take turns quizzing each other on the vocabulary. There are two types of cards: (1) word cards and (2) definition cards. Each group has their own set of word cards and definition cards. Learners will take turns quizzing their group members on the word cards and then the definition cards. This activity gets learners to practice saying the words and helps them to remember their meanings.

Directions:

1. Put learners in groups of 3-4, and give each group a set of word cards and definition cards (Worksheet 3.2, cut up and divided).

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2. Starting with the word card pile, learners will take turns drawing cards from the deck (make sure cards are facing down).
3. Each learner draws a card and describes the word without saying what it is. Other group members have to guess what the word is.
4. The person who guesses correctly within 60 seconds gets to keep the card. Learners take turns doing this until they run out of word cards.
5. When they finish the word card pile, the person with the most cards at the end wins.
6. Next, learners will repeat the same exercise but with the pile of definition cards.
7. Finally, ask the groups of learners to match the word cards with the definition cards side by side. Go around the classroom and check to see if learners were able to match them correctly.

***Extra Challenge*:** Learners take turns drawing word cards from the word card pile but the learner who draws a word card will pick someone in the group to make a sentence with the word. If the sentence is correct, then that person can keep the card. If not, then another learner may attempt it.

Variation 3

Description: Learners love this fast-paced, competitive vocabulary game. It gives them a chance to work on explaining the definitions of the vocabulary words from the module text in an impromptu manner.

Directions:

1. Divide learners into two equal teams. Put two chairs in the front of the room facing the teams, backs to the whiteboard.
2. Have one learner from each team sit in the chairs, facing their teammates.
3. Write one of the vocabulary words from the flashcards on Worksheet 3.2 on the board.
4. Without divulging the word or any part of the word, team members try to explain what the word means using a definition or examples. The first of the two learners to guess it correctly gets a point!

*Consider placing restrictions on what team members can say, such as “No saying *rhymes with*___ or *Starts with a* _____. Learners should also not use hand gestures to explain the meaning of the words.

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Unit 3: Art Vocabulary Flashcards

gallery (n.)	a room or building that is used for showing paintings and other art to the public
culture (n.)	the beliefs, customs and art of a particular society
colorful (adj.)	full of color; interesting and unusual
exhibition (n.)	an occasion when objects such as paintings are shown to the public
modern (adj.)	using the newest ideas, design, technology, etc. and not traditional

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architecture/ architect (n.)	the design and style of buildings/person who designs buildings
musician (n.)	someone who plays a musical instrument, often as a job
border (n.)	the line that separates two countries or states
creative (adj.)	having the ability to create new things or think of new ideas
event (n.)	a planned occasion or activity
shape (n.)	the physical form of something made by the line around its outer edge

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Activity Name: Grammar 1- Present Perfect and Past Interviews

Unit and Sections: Art, 3.1-3.3b

Prerequisites: *Learners should have completed the following in the online course:*

- **3.1:** Introduction and Tour Video
- **3.2:** First Vista
- **3.3a-b:** Second Vista

Required Materials:

- Worksheet 3.3a, one per learner
- Worksheet 3.3b, answer key
- Worksheet 3.3c, cut out for each group

Description: Learners will have the opportunity to practice the difference between the present perfect simple and past simple by creating questions and interviewing each other. They will ask questions in the present perfect, followed by additional questions in the past simple.

Directions:

Part 1

1. Put learners in pairs. Tell them that they'll be making questions in the present perfect form and interviewing their partners. They will also demonstrate an understanding of the difference between present perfect and simple past by asking extra wh- questions. They should be prepared to share interesting answers with the class.

2. Give each pair or individual a copy of Worksheet 3.3a.

3. Learners will work together to complete the questions.

4. Once, learners complete the questions, they will take turns asking each other and answering. Learners should use the simple past prompts to ask additional questions for more details to encourage use of the simple past.

5. After 10 minutes, go over the questions together and make any corrections, or give instruction on the board.

Part 2

1. Put learners in small groups. Tell them that they'll be making questions in the present perfect form and interviewing each other.

2. Each group should be in a circle around a desk or table. Pass out cards from worksheet 3.3c, which should be stacked in the middle of the learners. One stack of question prompts, and one stack of wh- question words.

3. The first learner (Learner A) will pick a card from the question stack and create a question in the present perfect form. They will choose one partner (Learner B) to answer the question. If they answer correctly, they get to keep the card for a point.

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4. Then, Learner C will choose a wh-question word and will have to ask a follow up question to partner B in the simple past. If the first wh-question word does not fit the topic, they can choose another.

5. Repeat Steps 8 and 9 with a different Learner A.

6. Continue rotating learners for as many rounds as time allows.

7. Game Variation: Each group finds a spot at the board. The teacher chooses a question prompt card and reads it out loud for the learners, or puts it on a table in the front. 1 learner from each team looks at it, then races to write the appropriate question on the board. The first team with a correct answer gets the point.

Part 3 (Optional)

1. After completing the worksheet and interviews, for a fun way to continue practicing present perfect, play a game of *2 Truths and A Lie*.

2. Tell learners they are going to play a guessing game called *2 Truths and A Lie.*

3. Tell learners to take out a piece of paper and number it 1-3. Tell them they must think of 2 things that are true about themselves, and 1 thing that is false about themselves. For help, you can list on the board that they should think about things like what they have done before, where they have gone, fun or dangerous things they have done, weird food they have eaten, good memories, or other topics.

4. They MUST write these sentences in the present perfect.

5. The teacher should model an example before the learners begin writing. This may be used as an example: 1) I have gone bungee jumping off a bridge. 2) I have swum with sharks. 3) I have flown in a hot air balloon. (#2 is false) Have the learners guess which one is false.

6. Give the learners 2-3 minutes to write their 3 sentences.

7. Put learners in groups of 4-5 each. In their groups, they will go around the circle and present their sentences one at a time. After each learner, the group tries to guess which one is false, sentence #1, #2 or #3.

8. Finally, if time permits, encourage learners to ask follow up questions for specific details using the simple past. For example, “When did you go?”

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Present Perfect and Past Simple Interview

Directions: First, make questions using the present perfect form of the given verbs. Then, ask your partner the questions. If necessary, remember to use *for* or *since* in your answer.

Finally, after your partner answers, ask a question using the simple past for specific information, such as *when* or *where*. (i.e., Where did you catch a fish?)

Have you...

1. stay up the whole night

Have you stayed up the whole night? Simple Past: Why? When?

2. sing karaoke?

_____? Simple Past: When? What did you sing?

3. fail a test or an exam?

_____? Simple Past: When? What happened?

4. meet a famous person?

_____? Simple Past: Who? Where?

5. fly in a helicopter?

_____? Simple Past: When? Where?

6. broke a bone in your body?

_____? Simple Past: What? How?

7. find something very valuable on the street?

_____? Simple Past: What? Where?

How long have you...

8. study English?

_____?

9. live in this city?

_____?

10. be friends with your best friend?

_____?

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Teacher Answer Key

1. Have you stayed up the whole night?
2. Have you sung karaoke?
3. Have you failed a test or an exam?
4. Have you met a famous person?
5. Have you flown in a helicopter?
6. Have you broken a bone in your body?
7. Have you found something very valuable on the street?
8. How long have you studied English?
9. How long have you lived in this city?
10. How long have you been friends with your best friend?

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be in a hospital	visit a foreign country
swim in the ocean	be to the USA
be to a music concert	have your name in a newspaper
stay up the whole night	eat something strange
find money on the street	act in a play or movie
sing in a musical or band	sail a boat
sing karaoke	dream about something that actually happened later

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fail a test or an exam	**lose something important**
meet a famous person	**be scared by a book or movie**
win money in a competition	**make a speech in public**

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What	**Where**
When	**Who**
Why	**Which**
How	**Whose**
What kind	**How many**
How much	**How long**

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Activity Name: Grammar 2- Present Perfect Simple and Present Perfect Continuous

Unit and Sections: Art, 3.1-3.6b

Prerequisites: *Learners should have completed the following in the online course:*

- **3.1:** Introduction and Tour Video
- **3.2:** First Vista
- **3.3a-b:** Second Vista
- **3.4:** First Travelpost
- **3.5a-c:** Reading
- **3.6a-b:** Third Vista

Required Materials:

- Worksheet 3.4a, one per learner
- Worksheet 3.4b, answer key
- Worksheet 3.4c, one per learner
- Worksheet 3.4d, answer key

Description: Learners will have the opportunity to practice the difference between the present perfect simple and the present perfect continuous tenses.

Directions:

Part 1

1. Put learners in pairs and hand out Worksheet 3.4a.
2. Read the directions carefully, and make sure the learners understand that they can choose either one of the target verb tenses, or both.
3. Remind them that present perfect and present perfect continuous are very similar, but present perfect continuous feels more recent and on-going, and can only be used with dynamic verbs, not stative. Also remind them only present perfect can be used for finished action from an unspecified time in the past.
4. Give the learners 5-7 minutes to complete the worksheet with their partners.
5. Check answers as a class. Read the sentences from the story one by one, changing learners as you go.

Part 2

1. Hand out Worksheet 3.4c. Learner pairs can be switched or stay the same.
2. Read the directions carefully and remind the learners of the word order change in question form. Remind them to be careful with subject/verb agreement.
3. Give the learners 5-7 minutes to write the questions for 1-7.
4. Check answers as a class by asking and answering across pairs as a class. Optional: Elicit varying question starter options based on the answer key as you go.

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Present Perfect and Present Perfect Continuous Comparison

Part 1

Directions: Read the following story about Li Na, a woman from China. For each number, circle the present perfect verb, the present perfect continuous verb, or both. Look for the *clues in italics* to help you. Be careful with stative verbs such as *be, love, like, hate, know,* etc.

Li Na's Lucky Life

Li Na is from China. She **1. has lived / has been living / both** in China her *entire life*. She's from the beautiful city of Suzhou, but *recently* she **2. has lived / has been living / both** in Shanghai with her new husband, Zhang Wang. Zhang Wang is funny, smart, and handsome. Li Na **3. has loved / has been loving / both** him very much since their first date *five years ago*. They had their wedding in June, so they **4. have been / have been being / both** married for *only 5 months*.

Li Na loves traveling to Australia with her best friend, Changying . They **5. have known / have been knowing / both** each other *since elementary school*. They **6. have traveled / have been traveling / both** together to Australia *three times*. They **7. have thought / have been thinking / both** about their next trip. They **8. have never visited / have never been visiting / both** the city of Melbourne, so they **9. have learned / have been learning / both** about the city *for the last two weeks*. Li Na doesn't have work today, so she **10. has searched / has been searching / both** for a good hotel *since early this morning*. Both Li Na and Changying **11. have studied / have been studying / both** English *for many years*, so trips to Australia are easy for them.

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Teacher Answer Key

1. both
2. has been living
3. has loved
4. have been
5. have known
6. have traveled
7. both
8. have never visited
9. have been learning
10. has been searching
11. both

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Part 2

Directions: Now, you and your partner will make questions with present perfect and present perfect continuous. The questions are about Li Na's story from Worksheet 3.4a. Look at the answers to the questions, and use the question starters in the box to help you.

Question Starters
How long… How many times… How many months/years/weeks… Since when...

1. A: _____?

   B: Since early this morning.

2. A: _____?

   B: Three times.

3. A: _____?

   B: For only 5 months.

4. A: _____?

   B: Since elementary school.

5. A: _____?

   B: For many years.

6. A: _____?

   B: Her entire life.

7. A: _____?

   B: For the last two weeks.

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Answer Key (answers may vary slightly)

1. How long / Since when has Li Na been searching for a good hotel?
2. How many times have they traveled to Australia together?
3. How long / many months have they been married?
4. How long / Since when have they known each other?
5. How long / How many years have Li Na and Changying been studying English? OR How long / How many years have Li Na and Changying studied English?
6. How long has Li Na been living in China? OR How long has Li Na lived in China?
7. How long / How many weeks have they been learning about the city?

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Activity Name: Final Travel Post Expansion- Discussion and Mini-presentation.

Unit and Sections: Art, 3.1-3.9

Prerequisites: *Learners should have completed the following in the online course:*

- **3.1:** Introduction and Tour Video
- **3.2:** First Vista
- **3.3a-b:** Second Vista
- **3.4:** First Travelpost
- **3.5a-c:** Reading
- **3.6a-b:** Third Vista
- **3.7:** Second Travelpost
- **3.8:** Take Off Video
- **3.9:** Final Travelpost

Required Materials:

- Worksheet 3.5a pages 1 & 2, one for each learner (preferably printed in color)
- Worksheet 3.5b, one for each learner

Description: Learners will have the opportunity to discuss how the art world has changed based on photographs. Learners will then organize their thoughts and give a mini-presentation on different ways in which the art world has changed.

Directions:

Part 1 - Discussion

1. Tell learners that they will first be using the past simple, present perfect, and present perfect continuous to discuss how the world of art was, how it has changed over time, and how it has been changing recently.

2. Give each learner a copy of Worksheet 3.5a (2 pages). Give learners 10 minutes to discuss the 12 questions related to the 8 photographs. Remind them to take notes on their ideas in the box provided on page 2. Remind them that they will present their ideas in a 2-minute presentation later, so their notes will be helpful.

3. As you monitor, ensure learners are using the three target verb tenses correctly. Write down a few common errors on the board for review afterwards. Also, make a list on the board of any difficult vocabulary related to the photographs that may help them in their presentation.

4. After the discussion is finished, error correct mistakes made with the target grammar, and review any useful vocabulary from your list on the board.

5. As a class, ask generally about what they discussed for each of the four categories: photography, music, theater, and painting/drawing. Ensure that volunteers in the class discussion are using the target verb tenses to discuss how the world of art was, how it has changed, and how it has been changing recently.

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Part 2 - Mini-presentation

1. Give each learner a copy of Worksheet 3.5b. Tell them that they will now prepare a mini presentation based on their discussion and notes in part one.

2. Tell learners they have the freedom to include any details they want, as long as they discuss the 3 main points of the body that are listed in the outline. Also tell them that they can use the photographs from Part 1 as visual aids in their presentations. Go over the parts of the outline as a class.

3. Give learners 5-7 minutes to take notes and plan their presentation. Monitor and help any learners struggling to organize their thoughts. Learners that finish early can practice silently on their own.

4. When all learners are ready, have them take turns presenting to their partners. Each learner will have 2-3 minutes each.

5. After everyone has presented to their partners, ask for volunteers to present in front of the class, time permitting. Error correct and gently give feedback on presentations as you go.

Optional warm-up extension:
Between steps 2-3, give learners a model presentation about an unrelated topic. The topics discussed in the Unit 3 Travelposts may be useful. Make sure that your model presentation mirrors the organization of the outline in Worksheet 3.5b and frequently features the target verb tenses from the unit.

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PublicDomainPictures / 17904. (2013). [Photograph of old camera with film and prints]. Pixabay.

https://pixabay.com/photos/old-camera-photography-photographer-83751/

6689062. (2017). [Photograph of modern camera, smart phone, and laptop]. Pixabay.

https://pixabay.com/photos/analogue-background-business-camera-2846297/

Christopher1710. (2019). [Photograph of Balinese men playing traditional music]. Pixabay.

https://pixabay.com/photos/bali-tradition-indonesia-balinese-4319964/

Bru-nO. (2015). [Photograph of home music studio]. Pixabay.

https://pixabay.com/photos/studio-music-mixer-audio-1003635/

Michelmondadori. (2016). [Photograph of ancient Greek theater ruins]. Pixabay.

https://pixabay.com/photos/greece-athens-parthenon-acropolis-1776244/

12019. (2013). [Photograph of modern theater interior]. Pixabay.

https://pixabay.com/photos/florida-state-university-theater-86197/

JakeWilliamHeckey. (2016). [Photograph of man painting outdoors]. Pixabay.

https://pixabay.com/photos/painting-man-painting-painter-paint-1380016/

ptra. (2017). [Photograph of laptop computer and art implements]. Pixabay.

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The Changing World of Art: Discussion and Mini-presentation

Part 1 - Discussion

Directions: Look at the photographs below. The photographs in Group A show art as it was in the past. Group B shows art in the modern world. They show how art has changed. Study the pictures and discuss the questions with a partner. Notice the **verb tenses in bold** in the questions. Take notes in the box provided on page 2. Then go to Part 2 to prepare your mini-presentation.

Group A- art in the past	Group B- art in the modern world
 Image courtesy of Pixabay	 Image courtesy of Pixabay
 Image courtesy of Pixabay	 Image courtesy of Pixabay

1. How **was** photography different in the past?
2. How **has** photography **changed** in the last 50 years?
3. What **have** camera and computer companies **been doing** to improve the art of photography in the last 20 years?
4. How **was** music made in the past?
5. How **has** music production **become** more complicated?
6. How **have** music companies **been making** music production more fun recently?

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Image courtesy of Pixabay



Image courtesy of Pixabay



Image courtesy of Pixabay



Image courtesy of Pixabay

1. How **were** theaters different during the time of the ancient Greeks?
2. How **have** theaters **changed** in the last 2000 years?
3. How **have** theaters **been improving** with technology in the last 100 years?
4. How **were** painting and drawing different in the past?
5. How **have** painting and drawing **become** easier with technology?
6. How **have** people **been painting and drawing** in the last few years?

Discussion notes:

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Part 2 - Mini-presentation

Directions: You will now prepare an informal 2-minute presentation. Think about what you discussed in Part 1. Use those ideas to help build your presentation. Think of details to support the main ideas in each point of the body. Take notes in the outline below to organize your thoughts. Use the sentence starters in the outline to help you give your mini-presentation. When you are finished, you will present to your partner, and maybe to the class. You can use the photographs in Worksheet 3.5a as visual aids in your presentation.

Introduction:

Today, I want to talk about...

The world of art has changed....

_____

_____

First point: How are was in the past

First of all,...

_____

_____

_____

Second point: How art has changed over many years

Secondly,...

_____

_____

_____

Third point: How art has been changing recently

Lastly,...

_____

_____

_____

Conclusion:

In conclusion,...

_____

_____

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UNIT 4
HEALTH

Activity Name: Unit Warm Up and Discussion Bank

Unit and Sections: Health, 4.1

Prerequisites: *Learners should have completed the following in the online course:*

- **4.1:** Introduction and Tour Video

Required Materials:

- Worksheet 4.1a, one per student
- Worksheet 4.1b or PowerPoint 4.1

Description: In this two-part activity, learners will first (Part 1) have the opportunity to interact with the unit topic and preview the theme while "warming up" their background knowledge and speaking skills through interaction with classmates. Second, in Part 2, learners will have the opportunity to take part in discussions using questions from the unit geared towards building on their background knowledge, previewing some of the skills taught in the unit, and increasing their spoken English proficiency. They will also be invited to think more deeply about the content of the unit. Some discussion questions may be related to the theme of the unit. Other questions will be related to the goals and objectives of the unit.

Ten discussion questions are provided. It is not necessary to use all ten questions in one discussion. You may wish to have 2 or 3 discussion sessions throughout this module using different questions and using different formats, as described below. You may also wish to add your own questions.

Directions:

Part 1: Unit Warm up:

1. Optional: If possible, it may be helpful to watch the *4.1 Introduction and Tour Video* from the online course together as a class.

2. Explain that today, in groups, learners will write a questionnaire and interview classmates about a health-related topic and discuss their findings.

3. Place learners into groups of 4 and pass out Worksheets 4.1a

4. Learners are to choose a health-related topic and create a 4 question questionnaire (multiple choice) which they will use to interview their classmates.

5. Before they conduct interviews, groups of learners should also predict what answers will receive the most responses and which will receive the least for each question.

6. Give learners 5-7 minutes to write their questionnaire.

7. When learners have finished writing their questionnaire and predicted the answers, instruct them to walk around the room freely and interview other classmates using their questions. Each learner should interview at least 2 other learners.

8. After interviews have been conducted, ask learners to return to their groups and sit down.

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9. Groups should tally up their data. Then, they should compare their predicted answers to the answers they received in the interviews they conducted. Groups should discuss the following: Were their predictions correct? Why or why not? Can they explain or speculate why some answers were not as predicted?

10. Optional Closing: Each group could give a verbal presentation to the class, sharing their topic, interview questions, predicted answers, actual answers and speculations as to why their data was different or similar to what they predicted.

Part 2: Discussion Bank:

Class discussions and idea-sharing can be organized in many ways. In addition to the traditional whole-class discussion and small-group discussion followed by whole-class share, here are some other options:

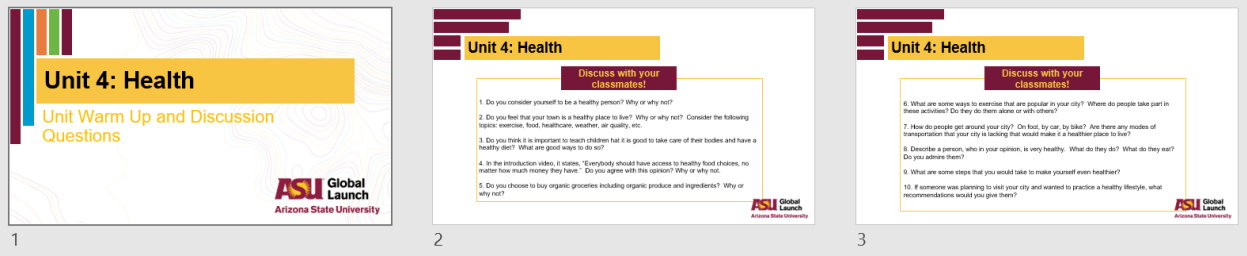
1. Discussion Stations: 1-3 questions are printed out (a different set of questions on each paper) and placed into folders. The folders are placed around the classroom; these are the "stations." The number of stations should equal the number of groups you divide the class into. Learners work in groups. Each group has one piece of paper or a notebook and one pen or pencil. Groups spend about 5 minutes discussing the questions at each station and then move to the next station. At each station, a different learner takes notes on the group's ideas. Once the groups have visited each station, ideas can be shared with the class. For example, each group could share their ideas to a different station question.

2. Question Strips: Questions are printed out and cut into strips, 1 question per strip. Learners take turns drawing question strips and answering the questions. Other learners can be given a chance to add ideas. This can be done in small groups or as a whole class.

3. Mini-Presentations: Groups of learners are given 1-3 questions to discuss. They summarize their ideas (in list form, using key words and phrases) on flip-charts (or other large pieces of paper that can be posted in the classroom), classroom boards, or PowerPoint (if the technology is available). Each group presents their ideas, using their visual aid, to the class.

4. Small Talks: Groups of 2-3 learners take turns leading the class discussion. They can either choose questions from the Discussion Questions worksheet or PowerPoint or write their own (or a combination of both). The learner leaders are responsible for determining how they want to organize the discussion. (This works best if it is a consistent part of the class time, i.e., Small Talks take place for each unit, to give all learners the chance to lead a discussion.)

Preview of PowerPoint 4.1



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Part 1: Unit Warm Up Activity: Health Topic Interviews

Directions:
Today, your group will interview your classmates on a health-related topic.

1. Choose a topic from the list below.
2. Write 4 multiple choice questions (as a group) to gather information from your classmates.
3. As a group, predict which answers for each question will receive the most and the least amount of choices.
4. Conduct your interviews; each person in your group should interview at least 2 other classmates.
5. Return to your group and tally up your responses.
6. Compare your predictions to the data you received in your interviews. Reflect as a group: Were your predictions correct? Why or why not? Can you explain or speculate why some answers were not as predicted? What did you learn?

Health Related Topics to choose from: Exercise, Diet, Weight Loss, Immunizations, Prescription Medications vs Natural Remedies, Allergies, or choose another topic.
Example Question: Would you like to lose weight?

a. yes
b. maybe
c. no

Health Topic: _____

Question 1. _____

a. _____
b. _____
c. _____
d. _____

Question 2. _____

a. _____
b. _____
c. _____
d. _____

Question 3. _____

a. _____
b. _____
c. _____
d. _____

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Question 4. _____

a. _____

b. _____

c. _____

d. _____

Predict Responses: As a group, select which letter answer you think will receive the most and the least amount of answers for each question.

	will receive most answers (a,b,c,or d)	will receive least answers (a,b,c,or d)
Question 1		
Question 2		
Question 3		
Question 4		

----------Conduct Interviews----------

Actual Responses: Tally up your actual responses (include the data all of your groupmates collected.)

	a	b	c	d
Question 1				
Question 2				
Question 3				
Question 4				

Discuss: Compare your predictions to the data you received in your interviews. Reflect as a group: Were your predictions correct? Why or why not? Can you explain or speculate why some answers were not as predicted? What did you learn?

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Part 2: Discussion Questions

1. Do you consider yourself to be a healthy person? Why or why not?

2. Do you feel that your town is a healthy place to live? Why or why not? Consider the following topics: exercise, food, healthcare, weather, air quality, etc.

3. Do you think it is important to teach children that it is good to take care of their bodies and have a healthy diet? What are good ways to do so?

4. In the introduction video, it states, “Everybody should have access to healthy food choices, no matter how much money they have.” Do you agree with this opinion? Why or why not.

5. Do you choose to buy organic groceries including organic produce and ingredients? Why or why not?

6. What are some ways to exercise that are popular in your city? Where do people take part in these activities? Do they do them alone or with others?

7. How do people get around your city? On foot, by car, by bike? Are there any modes of transportation that your city is lacking that would make it a healthier place to live?

8. Describe a person, who in your opinion, is very healthy. What do they do? What do they eat? Do you admire them?

9. What are some steps that you would take to make yourself even healthier?

10. If someone was planning to visit your city and wanted to practice a healthy lifestyle, what recommendations would you give them?

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Activity Name: Vocabulary Review

Unit and Sections: Health, 4.1-4.2

Prerequisites: *Learners should have completed the following in the online course:*

- **4.1:** Introduction and Tour Video
- **4.2:** First Vista

Required Materials:

- Worksheet 4.2, cut into flashcards as directed below

Description: There are many ways to review target vocabulary in an interactive, communicative way. Below are three variations that are all based on the vocabulary flashcards in Worksheet 4.2. These words are presented in Section 4.2: First Vista.

Variation 1

Description: This activity focuses on recalling the definitions of the target words.

Directions:

1. Before class, cut the worksheet into flashcards. Divide the cards evenly amongst the learners. If you have a bigger class, make multiple copies of the worksheet and divide the learners into groups of five or six.

2. Learners take turns with their cards. A learner will pick up one card from their pile and explain the word using a definition or examples, and the other people guess the word. The first person to guess the vocabulary word correctly gets to keep that card as a point.

3. If the learner explaining the word cannot explain or the others do not guess correctly in a specific amount of time (maybe 60 seconds), the card is put into the discard pile, and no one gets the point. The learner with the most cards at the end of the activity wins.

4. The teacher can explain the words on these cards at the end of the game for bonus points if there is time.

Variation 2

Description: In groups of 3-4, learners take turns quizzing each other on the vocabulary. There are two types of cards: (1) word cards and (2) definition cards. Each group has their own set of word cards and definition cards. Learners will take turns quizzing their group members on the word cards and then the definition cards. This activity gets learners to practice saying the words and helps them to remember their meanings.

Directions:

1. Put learners in groups of 3-4, and give each group a set of word cards and definition cards (Worksheet 4.2, cut up and divided).

2. Starting with the word card pile, learners will take turns drawing cards from the deck (make sure cards are facing down).

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3. Each learner draws a card and describes the word without saying what it is. Other group members have to guess what the word is.
4. The person who guesses correctly within 60 seconds gets to keep the card. Learners take turns doing this until they run out of word cards.
5. When they finish the word card pile, the person with the most cards at the end wins.
6. Next, learners will repeat the same exercise but with the pile of definition cards.
7. Finally, ask the groups of learners to match the word cards with the definition cards side by side. Go around the classroom and check to see if learners were able to match them correctly.

***Extra Challenge*:** Learners take turns drawing word cards from the word card pile but the learner who draws a word card will pick someone in the group to make a sentence with the word. If the sentence is correct, then that person can keep the card. If not, then another learner may attempt it.

Variation 3

Description: Learners love this fast-paced, competitive vocabulary game. It gives them a chance to work on explaining the definitions of the vocabulary words from the module text in an impromptu manner.

Directions:

1. Divide learners into two equal teams. Put two chairs in the front of the room facing the teams, backs to the whiteboard.
2. Have one learner from each team sit in the chairs, facing their teammates.
3. Write one of the vocabulary words from the flashcards on Worksheet 4.2 on the board.
4. Without divulging the word or any part of the word, team members try to explain what the word means using a definition or examples. The first of the two learners to guess it correctly gets a point!

*Consider placing restrictions on what team members can say, such as “No saying *rhymes with*___ or *Starts with a* _____. Learners should also not use hand gestures to explain the meaning of the words.

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Unit 4: Health Vocabulary Flashcards

exercise (v.)	to do physical activities to make your body strong and healthy
produce (v.)	to make or grow something
diet (n.)	the type of food that someone usually eats
take care of someone or something (v.)	to look after someone or something
complain (v.)	to say that something is wrong or that you are annoyed about something

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organic (adj.)	not using artificial chemicals when keeping animals or growing plants for food
groceries (n.)	goods bought to be used in the home such as food and cleaning products
ingredient (n.)	one of the different foods that a particular type of food is made from
taste (n.)	the flavor of a particular food in your mouth
local (adj.)	relating to an area near you
prevent (v.)	to stop something happening or to stop someone doing something

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Activity Name: Grammar 1- Subject Relative Clauses

Unit and Sections: Health, 4.1-4.3b

Prerequisites: *Learners should have completed the following in the online course:*

- **4.1:** Introduction and Tour Video
- **4.2:** First Vista
- **4.3a-b:** Second Vista

Required Materials:

- Worksheet 4.3a, one per learner
- Worksheet 4.3b, answer key

Description: Learners will have the opportunity to reinforce their skills with subject relative clauses by working through three mini practice activities that increase in difficulty. Parts 1 and 2 are meant to elicit the target language in writing, while Part 3 is meant to elicit the target language in a communicative speaking activity.

Directions:

Part 1

1. Put learners in pairs and hand out Worksheet 4.3a.
2. Give learners 3-4 minutes to fill in the blanks of Part 1 with their partners, emphasizing that more than one option is possible for all answers.
3. Check answers as a class for 2 minutes. Make sure you elicit both possible answers.

Part 2

1. Read the directions and example for Part 2. Emphasize that the second sentence must become the relative clause, so they must think carefully about which noun it will modify.
2. Give pairs 5 minutes to write their sentences. Make sure the sentences are complete.
3. Check answers as a class for 3 minutes. See Answer Key addendum for Parts 2 &3.

Part 3

1. Read the directions and emphasize that they have the freedom to answer how they want, so long as they are using relative clauses. Point out that numbers 1 & 2 already have relative pronouns, but they will need to produce their own for numbers 3-6. Give an example.
2. Allow ten minutes for discussion in pairs or small groups. Encourage follow-up questions. Monitor for errors with the target grammar for error correction afterwards.
3. After error correction as a class, ask for volunteers to express their opinions using the sentence prompts as time allows.

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Subject Relative Clauses Mini Practice Exercises

Part 1

Directions: In the blank spaces, write *who*, *which*, or *that*. More than one answer is possible.

1. She's the teacher _____ gives really great lessons.
2. Mozart was a composer _____ wrote music at a very young age.
3. I ate the banana _____ was on the table.
4. The man _____ lives across the street is very strange.
5. The smartphone _____ is on the desk rings every five minutes.
6. My laptop is a tool _____ is really helpful for work.

Part 2

Directions: Combine the two sentences by making the second sentence a relative clause with one of the pronouns: *who*, *which*, or *that*. The first one is done for you.

1. I petted the cat. The cat was very soft. > *I petted the cat which/that was very soft*.

2. Toby drove the car. The car had an ugly interior.

_____

3. The professor is from Sweden. The professor is super famous in the world of chemistry.

_____

4. Morocco is a beautiful country. Morocco is in northwestern Africa.

_____

5. The snake tried to bite my friend. The snake has dangerous venom.

_____

6. The artist had a lot of financial problems during his life. The artist was famous after his death.

_____

Part 3

Directions: Finish the incomplete sentences with your own relative clauses according to your own opinion. Share your answers with your partner, and ask your partner about their answers.

1. In my opinion, a good friend is someone who….

2. I think that smartphones which…. are the best kind because….

3. In my view, a teacher…. really makes me happy because….

4. For me, countries…. are the best to visit as a tourist because….

5. Personally, people…. annoy me because….

6. In my opinion, English classes…. are really fun because….

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Teacher Answer Key (Part 1)

1. who / that
2. who / that
3. which / that
4. who / that
5. which / that
6. which / that

Teacher Answer Key (Part 2)*

1. I petted the cat which/ that was very soft.
2. Toby drove the car which/that had an ugly interior.
3. The professor who/that is super famous in the world of chemistry is from Sweden.
4. Morocco is a beautiful country which/that is in northwestern Africa.
5. The snake which/that has dangerous venom tried to bite my friend.
6. The artist who/that was famous after his death had a lot of financial problems during his life.

***Answer Key addendum**: While the Unit 4 Second Vista focuses specifically on defining relative clauses, bear in mind that some learners may naturally produce non-defining relative clauses set off by commas for either Part 2 or Part 3, which is not incorrect. For example, if a learner answers for #3 in Part 2 “The professor, who is super famous in the world of chemistry, is from Sweden.” The learner is using the commas to make the relative clause non-defining, which is grammatically correct with a slightly different meaning. Additional in-class instruction showing the difference between defining and non-defining relative clauses may be done if time permits.

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Activity Name: Grammar 2- Object Relative Clauses

Unit and Sections: Health, 4.1-4.6b

Prerequisites: *Learners should have completed the following in the online course:*

- **4.1:** Introduction and Tour Video
- **4.2:** First Vista
- **4.3a:** Second Vista
- **4.3b**: Second Vista Practice
- **4.4:** First Travelpost
- **4.5a-c:** Reading
- **4.6a-b:** Health: Third Vista

Required Materials:

- Worksheet 4.4a (2 pages), one per learner
- Worksheet 4.4b, answer key

Description: Learners will have the opportunity to reinforce their skills with object relative clauses by working through three mini practice activities that increase in difficulty. Parts 1 and 2 are meant to elicit the target language in writing, while Part 3 is meant to elicit the target language in a communicative speaking activity.

Directions:

Part 1

1. Put learners in pairs and hand out Worksheet 4.4a.
2. Give learners 3-4 minutes to fill in the blanks of Part 1 with their partners, emphasizing that more than one option is possible for all answers. Point out that in this exercise, we're using the more formal *whom* because we're working with object relative clauses. Remind them that *who* is okay for less formal situations.
3. Check answers as a class for 2 minutes. Make sure to elicit both possible answers.

Part 2

1. Read the directions and example for Part 2. Emphasize that the second given sentence must become the relative clause, so they must think carefully about which noun it will modify. Remind them that the relative pronoun can be omitted with object relative clauses only. Make it clear that they must write the same sentence twice, but with different relative pronoun options. Use number one as an example.
2. Give pairs 7 minutes to write their sentences. Monitor to make sure the learners are writing two complete sentences.
3. Check answers as a class for 5 minutes. Be sure to elicit both versions of a sentence from volunteers. See Answer Key addendum for Part 2.

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Part 3

1. Read the directions and show learners that they must first underline the relative clause in the given sentence before finishing the sentence prompt below. Add some of your own examples to the given example to demonstrate. Encourage learners to ask follow up questions about their partners' opinion and experience sentences that come from the sentence prompts.

2. Allow ten minutes for discussion in pairs or small groups. Monitor for errors with the target grammar for error correction afterwards.

3. After error correction as a class, ask for volunteers to express their opinions and experiences using the sentence prompts as time allows. If learners naturally use a subject relative clause, write it on the board and elicit a sentence from the prompt that includes an object relative clause.

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Object Relative Clauses Mini Practice Exercises

Part 1

Directions: In the blank spaces, write *whom*, *which*, or *that*. More than one answer is possible.

1. She's the professor _____ we like the most.
2. Debussy was the composer _____ he loved studying in music school.
3. Julia ate the pizza _____ she bought yesterday.
4. The woman _____ I met last night was really nice.
5. The smartphone _____ Ben broke was $700.
6. My laptop is a tool _____ I use every day.

Part 2

Directions: Combine the two sentences by making the second sentence a relative clause with one of the pronouns: *who*, whom, *which*, or *that, or omitted (∅)*. Then write the sentence again with a different pronoun option. The first one is done for you.

1. I saw the dog. Gina adopted the dog.

    a. *I saw the dog which Gina adopted.*

    b. *I saw the dog Gina adopted.*

2. James drove the car. I sold him the car.

    a. _____
    b. _____

3. The professor gave a presentation. Megan helped prepare the presentation.

    a. _____
    b. _____

4. The people were friendly and interesting. I met the people in Thailand.

    a. _____
    b. _____

5. The snake almost bit me. Jenna scared the snake.

    a. _____
    b. _____

6. The painter was talented and famous. Marisa truly loved the painter.

    a. _____
    b. _____

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Part 3

Directions: Underline the relative clause in each first sentence. Then, finish each second sentence with your own personal opinion or experience. Ask your partners follow-up questions.

Example: The first pet I remember in my family was my dog Ginger.

The first pet…. *I had was a fish*.

1. The first foreign country that I visited was Mexico.

   The first foreign country that I visited / want to visit is....

2. A famous person who I really like is the Spanish actress Penelope Cruz.

   A famous person who I….

3. The food which Italians make best is pasta.

   The food which my country….

4. The teacher whom I liked the most in high school was Mr. Corbett.

   The teacher whom….

5. The school subject people love the most is English.

   In my opinion, the school subject people….

6. The smartphone I bought last year isn't very good.

   The smartphone I….

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Teacher Answer Key (Part 1)

1. whom / that
2. whom / that
3. which / that
4. whom / that
5. which / that
6. which / that

Teacher Answer Key (Part 2)

1. I saw the dog *which / that /* ∅ Gina adopted.
2. James drove the car *which / that /* ∅ I sold him.
3. The professor gave a presentation *which / that /* ∅ Megan helped prepare.
4. The people *who / whom / that /* ∅ I met in Thailand were friendly and interesting.
5. The snake *which / that /* ∅ Jenna scared almost bit me.
6. The painter *who / whom / that /* ∅ Marisa truly loved was talented and famous.

Teacher Answer Key (Part 3)

1. that I visited
2. who I really like
3. which Italians make best
4. whom I liked the most in high school
5. people love the most
6. I bought last year

***Answer Key addendum**: While the Unit 4 Third Vista focuses specifically on defining relative clauses, bear in mind that some learners may naturally produce non-defining relative clauses set off by commas for Part 2, which is not incorrect. For example, if a learner answers for #4 in Part 2 “The people, whom I met in Thailand, were friendly and interesting.” The learner is using the commas to make the relative clause non-defining, which is grammatically correct with a slightly different meaning. Additional in-class instruction showing the difference between defining and non-defining relative clauses may be done if time

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Activity Name: Final Travel Post Expansion- Relative Clause Mixed Practice

Unit and Sections: Health, 4.1-4.9

Prerequisites: *Learners should have completed the following in the online course:*

- **4.1:** Introduction and Tour Video
- **4.2:** First Vista
- **4.3a:** Second Vista
- **4.3b**: Second Vista Practice
- **4.4:** First Travelpost
- **4.5a-c:** Reading
- **4.6a-b:** Health: Third Vista
- **4.7:** Second Travelpost
- **4.8:** Take Off Video
- **4.9:** Final Travelpost

Required Materials:

- Worksheet 4.5a pages 1 & 2, one per learner
- Worksheet 4.5b, answer key

Description: Learners will solidify their understanding of the difference between the two types of relative clauses by working together through three exercises. Part 1 is a simple identifying activity, Part 2 builds on Part 1, and Part 3 builds on Parts 1 and 2 with a personal communicative speaking activity that allows for usage of both types of clauses.

Directions:

Part 1 - Identifying

1. Tell learners that they'll be practicing identifying both subject and object relative clauses. Take time to review the basic differences between the two.
2. Hand out one copy of Worksheet 4.5a per learner, and read the directions and example.
3. Give learners 3-4 minutes to complete Part 1.
4. When you check answers as a class, have them identify subjects, verbs, and objects of the verb to further reinforce the difference between the two. Remind them that the relative pronoun can be omitted in object relative clauses.

Part 2 - Multiple Choice and Identifying

1. Read the directions for Part 2 and emphasize that they must choose two answers for each. Also point out that some of the correct answers are subject relative clauses, and some are object relative clauses. They must identify them.
2. Do number 1 as a class if learners are unclear on the directions.
3. Give learners 5 minutes to complete Part 2.

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4. As you check answers, ask learners why the other two options are not possible. Also ask what other relative pronoun options exist for the correct answers.

Optional extension: If time permits, have learners fill in the blanks with their own two answers: one subject relative clause and one object relative clause. Check original answers as a class.

Part 3 - Personal Reflection and Discussion

1. Read the directions and make it clear that learners will first be working silently on their own to create their own personal responses.

2. Give your own personal example for any of the prompts to demonstrate.

3. Give learners 10-12 minutes to complete their sentences on their own. Monitor as they write to ensure they are forming one of each type of relative clause. Look for a few learner responses that you can relate to personally for step 4.

4. When they're finished writing, have learners compare their answers in pairs or small groups to find similarities. Demonstrate this by pointing out what you have in common with one or two of the learners. Encourage learners to ask their partners about their responses. This discussion may be assisted with question prompts on the board such as "Why do you want a job that…" or "Why do you think students should choose a university…," etc.

5. As a class, ask for volunteers to tell the class what opinions, preferences, and desires they have in common with their partners or group members. Ensure that volunteers addressing the class are using the target grammar points properly.

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Subject and Object Relative Clause Mixed Practice

Part 1 - Identifying

Directions: Underline the relative clauses that you see in the sentences below. Then, decide if it is a subject relative clause or an object relative clause.

Example: The children who study hard do well in college. subject / object

1. The T.V. show that we watched was really good. subject / object
2. The university that's in Burlington is very small. subject / object
3. That's the woman I called last night. subject / object
4. This is the house she wants to buy when she has enough money. subject / object
5. The universities that have the best weather for students are in Arizona. subject / object

Part 2 - Multiple Choice and Identifying

Directions: Choose the best **TWO** options that can fit in the blank. Discuss with your partner if the correct answers are subject relative clauses or object relative clauses.

1. The sunglasses _____ are $85.

   a. which are popular
   b. I really like
   c. are really nice
   d. whom she buys

2. The store manager _____ was really rude and unfriendly.

   a. who he is really tall
   b. which has brown hair
   c. whom I called
   d. she knows

3. The soccer player _____ made a lot of money playing in Madrid.

   a. is really rich
   b. which has a cool haircut
   c. that I love to watch
   d. he saw on T.V.

4. The nurse said I need a medication _____.

   a. helps my stomach
   b. that helps my stomach
   c. doctors recommend
   d. who doctors recommend

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5. The restaurant _____ is the best in the city.

   a. she recommended
   b. has pizza
   c. that's on Main Street
   d. whom I really like

Part 3 - Personal Reflection and Discussion

Directions: For each sentence prompt, create one subject relative clause (S) and one object relative clause (O) to finish the sentence. Complete the sentences with your own personal opinions, preferences, and desires. When you're finished, share your answers with your partner and see if you have similar answers. Ask your partner about their answers.

1. In the future, I want a job….

   S:_____

   O:_____

2. English is a language….

   S:_____

   O:_____

3. Students should choose a university….

   S:_____

   O:_____

4. I like food….

   S:_____

   O:_____

5. When I'm older, I want to live in a house….

   S:_____

   O:_____

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Teacher Answer Key (Part 1)

1. that we watched- object
2. that's in Burlington- subject
3. I called last night- object
4. she wants to buy- object
5. that have the best weather for students- subject

Teacher Answer Key (Part 2)

1. a, b
2. c, d
3. c, d
4. b, c
5. a, c

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UNIT 5
TRAVEL

Activity Name: Unit Warm Up and Discussion Bank

Unit and Sections: Travel, 5.1

Prerequisites: *Learners should have completed the following in the online course:*

- **5.1:** Introduction and Tour Video

Required Materials:

- Worksheet 5.1a, one per group
- Worksheet 5.1b or PowerPoint 5.1

Description: In this two-part activity, learners will first (Part 1) have the opportunity to interact with the unit topic and preview the theme while "warming up" their background knowledge and speaking skills through interaction with classmates. Second, in Part 2, learners will have the opportunity to take part in discussions using questions from the unit geared towards building on their background knowledge, previewing some of the skills taught in the unit, and increasing their spoken English proficiency. They will also be invited to think more deeply about the content of the unit. Some discussion questions may be related to the theme of the unit. Other questions will be related to the goals and objectives of the unit.

Ten discussion questions are provided. It is not necessary to use all ten questions in one discussion. You may wish to have 2 or 3 discussion sessions throughout this module using different questions and using different formats, as described below. You may also wish to add your own questions.

Directions:

Part 1: Unit Warm up:

1. Optional: If possible, it may be helpful to watch the *5.1 Introduction and Tour Video* from the online course together as a class.

2. Place learners into groups of 4 and pass out Worksheet 5.1a.

3. Explain that today, in groups, learners will imagine that their group has won 500 dollars in Las Vegas, Nevada. The only rule is that, as a group, they have to decide how they will use the money, and they have to use all of the money. They will enjoy the activities they choose together and they all have to agree on what they will do, otherwise they won't get the money.

4. Read their options with them and discuss the rules.

5. Give learners at least 10 minutes to decide how they will spend the money together. If they finish early, have them draw a picture of themselves enjoying the activities together.

6. Finally, go around the room and invite groups to share how they would spend the money. Ask follow up questions: How did you decide to spend the money this way? Was there something you didn't choose? Why not? In the end, did someone not get to do something that they wanted to do? How did you make that decision? etc.

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Part 2: Discussion Bank:

Class discussions and idea-sharing can be organized in many ways. In addition to the traditional whole-class discussion and small-group discussion followed by whole-class share, here are some other options. (You may choose any of these options or use the questions in your own way.)

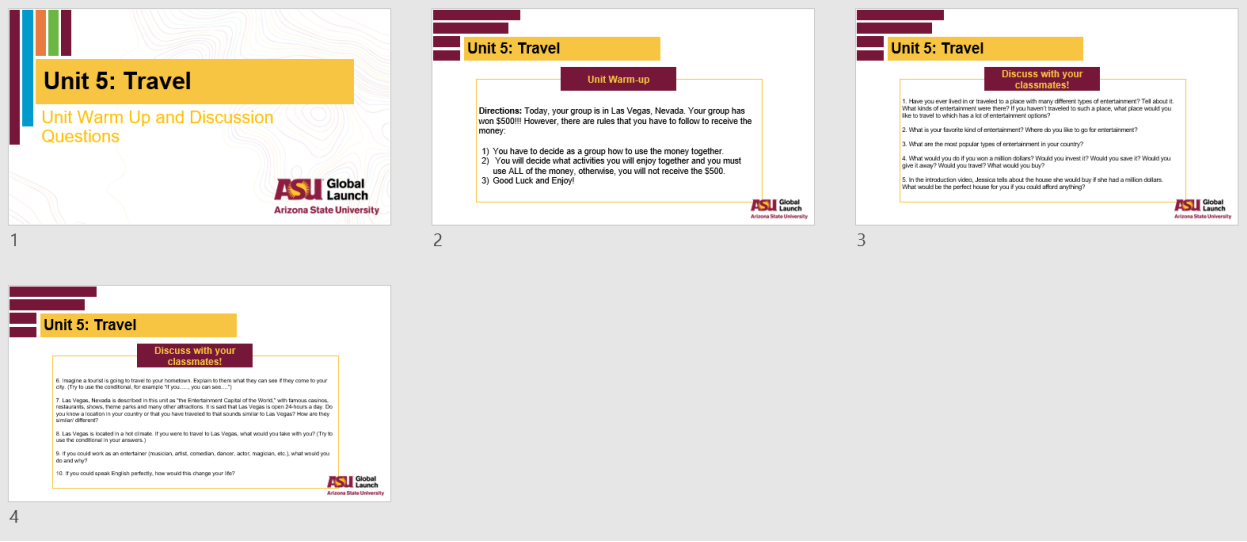
1. Discussion Stations: 1-3 questions are printed out (a different set of questions on each paper) and placed into folders. The folders are placed around the classroom; these are the "stations." The number of stations should equal the number of groups you divide the class into. Learners work in groups. Each group has one piece of paper or a notebook and one pen or pencil. Groups spend about 5 minutes discussing the questions at each station and then move to the next station. At each station, a different learner takes notes on the group's ideas. Once the groups have visited each station, ideas can be shared with the class. For example, each group could share their ideas to a different station question.

2. Question Strips: Questions are printed out and cut into strips, 1 question per strip. Learners take turns drawing question strips and answering the questions. Other learners can be given a chance to add ideas. This can be done in small groups or as a whole class.

3. Mini-Presentations: Groups of learners are given 1-3 questions to discuss. They summarize their ideas (in list form, using key words and phrases) on flip-charts (or other large pieces of paper that can be posted in the classroom), classroom boards, or PowerPoint (if the technology is available). Each group presents their ideas, using their visual aid, to the class.

4. Small Talks: Groups of 2-3 learners take turns leading the class discussion. They can either choose questions from the Discussion Questions worksheet or PowerPoint or write their own (or a combination of both). The learner leaders are responsible for determining how they want to organize the discussion. (This works best if it is a consistent part of the class time, i.e., Small Talks take place for each unit, to give all learners the chance to lead a discussion.)

PowerPoint 5.1 Preview



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Part 1: Unit Warm Up Activity: Jackpot!!! You Won $500!

Directions:
Today, your group is in Las Vegas, Nevada. Your group has won $500!!! However, there are rules that you have to follow to receive the money:

1) You have to decide as a group how to use the money together.
2) You will decide what activities you will enjoy together and you must use ALL of the money, otherwise, you will not receive the $500.
3) Good Luck and Enjoy!

Here are the activities you can choose from. Choose as many as you would like. The prices listed are for the whole group to enjoy each activity. (You do not need to multiply the cost by the number of people in your group to pay for the activity.) Choose as many activities as your $500 will allow. Remember, you must use all of the money and you must all agree. (After you finish, if you have time, draw a picture of your group enjoying these activities together on the back of this worksheet.)

Las Vegas Activities: (all prices include cost for 4 people)

Live Shows-

- Magic Show ($100)
- Famous Musician Show ($150)
- Comedy Show ($100)

Buffet Dinner (all you can eat)- ($150)

Fancy Dinner- ($300)

Extreme Sports-

- Sky Diving- ($400)
- Zip Line- ($200)
- Bungee Jumping- ($150)

Amusement Parks-

- Water Park- ($100)
- Zoo- ($50)
- Roller Coaster Park- ($100)
- Circus- ($50)

Museum-

- Art Museum- ($100)
- Famous People Wax Museum- ($150)
- Science Museum- ($100)
- Las Vegas History Museum- ($50)

Rides-

- Limo Ride through the famous hotel sights of Las Vegas ($200)
- Helicopter Ride over the Grand Canyon ($300)
- Airplane Ride in the Las Vegas Desert ($200)

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Part 2: Discussion Questions

1. Have you ever lived in or traveled to a place with many different types of entertainment? Talk about it. What kinds of entertainment were there? If you haven't traveled to such a place, what place would you like to travel to which has a lot of entertainment options?

2. What is your favorite kind of entertainment? Where do you like to go for entertainment?

3. What are the most popular types of entertainment in your country?

4. What would you do if you won a million dollars? Would you invest it? Would you save it? Would you give it away? Would you travel? What would you buy?

5. In the introduction video, Jessica tells about the house she would buy if she had a million dollars. What would be the perfect house for you if you could afford anything?

6. Imagine a tourist is going to travel to your hometown. Explain to them what they can see if they come to your city. (Try to use the conditional, for example "if you….., you can see….")

7. Las Vegas, Nevada is described in this unit as "The Entertainment Capital of the World," with famous casinos, restaurants, shows, theme parks and many other attractions. It is said that Las Vegas is open 24-hours a day. Do you know a location in your country or that you have traveled to that sounds similar to Las Vegas? How are they similar/ different?

8. Las Vegas is located in a hot climate. If you were to travel to Las Vegas, what would you take with you? (Try to use the conditional in your answers.)

9. If you could work as an entertainer (musician, artist, comedian, dancer, actor, magician, etc.), what would you do and why?

10. If you could speak English perfectly, how would this change your life?

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Activity Name: Vocabulary Review

Unit and Sections: Travel: 5.1-5.2

Prerequisites: *Learners should have completed the following in the online course:*

- **5.1:** Introduction and Tour Video
- **5.2:** First Vista

Required Materials:

- Worksheet 5.2, cut into flashcards as directed below

Description: There are many ways to review target vocabulary in an interactive, communicative way. Below are three variations that are all based on the vocabulary flashcards in Worksheet 5.2. These words are presented in Section 5.2: First Vista.

Variation 1

Description: This activity focuses on recalling the definitions of the target words.

Directions:

1. Before class, cut the worksheet into flashcards. Divide the cards evenly amongst the learners. If you have a bigger class, make multiple copies of the worksheet and divide the learners into groups of five or six.

2. Learners take turns with their cards. A learner will pick up one card from their pile and explain the word using a definition or examples, and the other people guess the word. The first person to guess the vocabulary word correctly gets to keep that card as a point.

3. If the learner explaining the word cannot explain or the others do not guess correctly in a specific amount of time (maybe 60 seconds), the card is put into the discard pile, and no one gets the point. The learner with the most cards at the end of the activity wins.

4. The teacher can explain the words on these cards at the end of the game for bonus points if there is time.

Variation 2

Description: In groups of 3-4, learners take turns quizzing each other on the vocabulary. There are two types of cards: (1) word cards and (2) definition cards. Each group has their own set of word cards and definition cards. Learners will take turns quizzing their group members on the word cards and then the definition cards. This activity gets learners to practice saying the words and helps them to remember their meanings.

Directions:

1. Put learners in groups of 3-4, and give each group a set of word cards and definition cards (Worksheet 5.2, cut up and divided).

2. Starting with the word card pile, learners will take turns drawing cards from the deck (make sure cards are facing down).

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3. Each learner draws a card and describes the word without saying what it is. Other group members have to guess what the word is.
4. The person who guesses correctly within 60 seconds gets to keep the card. Learners take turns doing this until they run out of word cards.
5. When they finish the word card pile, the person with the most cards at the end wins.
6. Next, learners will repeat the same exercise but with the pile of definition cards.
7. Finally, ask the groups of learners to match the word cards with the definition cards side by side. Go around the classroom and check to see if learners were able to match them correctly.

***Extra Challenge*:** Learners take turns drawing word cards from the word card pile but the learner who draws a word card will pick someone in the group to make a sentence with the word. If the sentence is correct, then that person can keep the card. If not, then another learner may attempt it.

Variation 3

Description: Learners love this fast-paced, competitive vocabulary game. It gives them a chance to work on explaining the definitions of the vocabulary words from the module text in an impromptu manner.

Directions:

1. Divide learners into two equal teams. Put two chairs in the front of the room facing the teams, backs to the whiteboard.
2. Have one learner from each team sit in the chairs, facing their teammates.
3. Write one of the vocabulary words from the flashcards on Worksheet 5.2 on the board.
4. Without divulging the word or any part of the word, team members try to explain what the word means using a definition or examples. The first of the two learners to guess it correctly gets a point!

*Consider placing restrictions on what team members can say, such as “No saying *rhymes with*___ or *Starts with a* _____. Learners should also not use hand gestures to explain the meaning of the words.

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Unit 5: Travel Vocabulary Flashcards

(can/can't) afford (v)	to have enough money to buy something or enough time to do something
cash (n)	money in the form of coins or notes
imagine (v)	to create an idea or picture of something in your mind
accommodation (n)	a place where you live or stay
arrangement (n)	plans for how something will happen
extraordinary (adj)	very special, unusual, or strange

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attraction(n)	something that makes people come to a place or want to do a particular thing
experience (n/v)	something that happens to you that affects how you feel
invest (n)	to give money to a bank, business, etc, or buy something, because you hope to get a profit
perform (v)/ performance (n)	to entertain people by acting, singing, dancing, etc.
entertainment (n)	shows, films, television, or other performances or activities that entertain people
relax (v)	to become happy and comfortable because nothing is worrying you, or to make someone do this

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Activity Name: Grammar 1- First Conditionals

Unit and Sections: Travel, 5.1-5.4b

Prerequisites: *Learners should have completed the following in the online course:*

- **5.1:** Introduction and Tour Video
- **5.2:** First Vista
- **5.3a-c:** Reading
- **5.4a-b:** Second Vista

Required Materials:

- Worksheet 5.3a, one per learner
- Worksheet 5.3b, answer key

Description: Learners will practice with first conditional sentence structure, form, and logical relationships in Part 1. In Part 2, learners will create their own sentences in a guided exercise that will dive deeper into the different meanings of the modals most commonly used with first conditional sentences: will, might, can, and should.

Directions:

Part 1

1. Put learners in pairs or groups of three and hand out Worksheet 5.3a.
2. Use the example to emphasize that after matching the two clauses, they must write the same sentence twice by switching the clauses. Point out the correct noun/pronoun usage and punctuation in the example. Also give an example of how the subtle pause can be heard when placing the dependent clause first followed by a comma.
3. Give learners 6-8 minutes to complete all of Part 1. If desired, check the matching section answers first, then have them write their sentences.
4. As they write their sentences, monitor closely to ensure proper writing mechanics.
5. When finished, ask for volunteers to read their sentences. Be sure that learners pause for commas when speaking.

Part 2

1. Read the directions and emphasize that they must use *will* for number 1, *might* for number 2, and so on. Read the examples and give further examples that clearly show the difference in meaning between the modals. It may be useful to give an example using the same dependent clause as a control with four endings using the four modals. For example, “If I make more money in the future, I will…, I might…, etc.
2. Give learners at least 10 minutes to finish creating their sentences prompts in pairs. Encourage speaking and multiple answers for each prompt, but tell students to take notes on their best answers to share with the class later. Monitor to ensure that the modals being used sound natural in context.

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3. As a class, have volunteers share their answers to the class. As learners share, emphasize that the other modals are possible for their answers, but they all have slightly different meanings.

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First Conditional Practice

Part 1 - Matching and Sentence Structure

Directions: Match the two parts of the conditional sentences in the box. When you're finished, write 2 versions of each sentence in the blanks below. Write one version with the comma, and one without the comma. Be careful with capitalization and punctuation. Also make sure you have the proper noun before the pronoun in the sentence. See the example below the box.

he might try delicious street tacos	if Jamie flies to New Zealand from the U.S.
he'll pay a lot of money for a ticket	if they go to Tokyo
Amal will love walking on the beach	if we travel to Egypt
Frank and Nancy should eat a lot of sushi	if he stays in Mexico City
We'll see the Sahara Desert	if she travels to Dubai
I might get sick	if I eat too much street food in New York

Example: a. *If Carlo travels to Italy, he will visit his family.*

b. *Carlo will visit his family if he travels to Italy.*

1. a._____

b._____

2. a._____

b._____

3. a._____

b._____

4. a._____

b._____

5. a._____

b._____

6. a._____

b._____

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Part 2

Directions: Finish each sentence prompt with your partner. Make sure you use the correct modal (*will*, *might*, *can*, and *should*) to express the correct meanings in each category.

1. Talk about future certainty with *will*. *Will* shows something is very likely to happen.

   Example: "If I get this job, I will be happy."

   a. If I study English every day for 5 years, I….
   b. I will gain weight if….
   c. If my teacher likes my work, he/she….

2. Talk about future possibilities with *might*. *Might* shows something is likely to happen.

   Example: "If you watch a scary movie, you might get scared."

   a. If I earn more money in the future, I….
   b. I might travel to Canada if….
   c. If I do well in this class, I….

3. Talk about future abilities with *can*. *Can* simply shows ability.

   Example: "If you travel to Paris, you can see the Eiffel Tower."

   a. If you travel to New York, you….
   b. You can do anything you want if you….
   c. If you visit my country, you….

4. Give advice for the future with *should*. *Should* is most common for advice.

   Example: "If you go to Madrid, you should see a soccer game."

   a. If you have free time in the morning, you….
   b. You should study English hard if….
   c. If you travel to New York City, you….

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Teacher Answer Key

1. He might try delicious street tacos if he stays in Mexico City. / If he stays in Mexico City, he might try delicious street tacos.
2. If Jamie flies to New Zealand from the U.S., he'll pay a lot of money for a ticket. / Jamie will pay a lot of money for a ticket if he flies to New Zealand from the U.S.
3. Amal will love walking on the beach if she travels to Dubai. / If Amal travels to Dubai, she will love walking on the beach.
4. If Frank and Nancy go to Tokyo, they should eat a lot of sushi. / Frank and Nancy should eat a lot of sushi if they go to Tokyo.
5. We'll see the Sahara Desert if we travel to Egypt. / If we travel to Egypt, we'll see the Sahara Desert.
6. If I eat too much street food in New York, I might get sick. / I might get sick if I eat too much street food in New York.

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Activity Name: Grammar 2- Second Conditionals

Unit and Sections: Travel, 5.1-5.6b

Prerequisites: *Learners should have completed the following in the online course:*

- **5.1:** Introduction and Tour Video
- **5.2:** First Vista
- **5.3a-c:** Reading
- **5.4a-b:** Second Vista
- **5.5:** First Travelpost
- **5.6a-b:** Third Vista

Required Materials:

- Worksheet 5.4a, one per learner
- Worksheet 5.4b, answer key

Description: Learners will practice with second conditional sentences. Part 1 is a very guided exercise meant to focus on the verbs used in second conditionals. In Parts 2 and 3, learners will practice completing the second conditional sentences by adding a missing clause. Throughout this activity, the instructor should reiterate the difference in meaning between first and second conditionals.

Directions:

Part 1 - Focus on Verbs: Fill-in-the-blank

1. Put learners in pairs or groups of three and hand out Worksheet 5.4a.

2. Read the directions and remind the learners that the verbs for second conditionals are different from first conditionals to show that the situations are unlikely, unreal, or imaginary. If necessary, write one example of a first conditional and one example of a second conditional on the board so the learners can see the difference in verbs and meaning between the two.

3. Give learners 5 minutes to complete Part 1.

4. Check answers as a class. Be sure to listen for pausing in sentences that have the dependent clause first with a comma (1,3,5).

Critical thinking extension: To give learners a better sense of second conditional meaning, ask them which situations seem unlikely, but possible, and which situations seem completely impossible. They should answer that numbers 3 and 5 seem like they are unlikely, but possible. Ask them to imagine that these 2 situations are real and happening now, and to change them to first conditionals by changing the verbs.

Part 2 - Create the Condition: *if* Clauses

1. Read the directions and example. Point out the underlined clause in the example that highlights the inserted dependent if clause. Emphasize that they will only be creating the situation with the if clause to answer the question. The main clause of their answer is in the question itself already.

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2. Have learners complete this exercise in groups of three or more to make it more fun. Encourage them to ask their partners follow-up questions. Give them 6-8 minutes to complete all six questions, depending on group sizes.

3. As you monitor, ensure that learners are using proper second conditional verbs. Make a note of errors for error correction afterwards.

4. When finished, ask learners to volunteer to share their answers. Listen for proper second conditional verb usage.

Part 3 - Create the Result: Main Clauses

1. Read the directions and example. Show the learners that they already have the *if* clause, so they now need to complete the sentence with their own main clause. Also, emphasize with another example on the board the difference in strength between *would* and *could*.

2. Put them in groups of three or more to again promote fun group interaction. Encourage them to ask follow up questions and extend the discussion as in the example. Give them around 10 minutes to finish this discussion.

3. Monitor for errors with second conditional verb usage for afterwards.

4. When finished, randomly call on learners by using the *if* clauses in a question. For example, “Lucia, if you never had to study or work, what would you do?”

Optional extension: Ask for volunteers to ask one of their classmates a question using one of the *if* clauses, as in step 4. This can function as a preview to the Final Travel Post Expansion, which will feature more challenging activities using first and second conditionals.

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Second Conditional Practice

Part 1 - Focus on Verbs: Fill-in-the-blank

Directions: Work with a partner to fill in the blanks by changing the verbs in parentheses () to complete the sentences. Remember, second conditional sentences show unlikely, unreal, or imaginary situations, so they require special verbs. Make sure you find the word *if* to help you identify the clauses.

1. If I (be)_____ the leader of the whole world, I (build) _____ high-speed trains everywhere.
2. I (not give) _____ more homework if I (teach)_____ this class.
3. If my doctor (tell)_____ me to lose 30 kgs., I (go)_____ to the gym every morning and eat only salads.
4. People (probably be) _____ happier and healthier if the planet (have)_____ no air or water pollution.
5. If Heidi's English (be)_____ perfect, she (travel)_____ to all the English-speaking countries and make many friends.
6. Mike (want)_____ to save the world if he (become)_____ a superhero like Spiderman or Ironman.

Part 2 - Create the Condition: *if* Clauses

Directions: Discuss the questions below by creating unlikely, unreal, or imaginary situations with your own dependent *if* clauses. Look at the example for number 1 to help you. Take notes in the box below to help you share as a class later.

Example: A: *In what kind of situation would you scream at your boss, "I quit!"*

B: *I would scream at my boss "I quit" <u>if she made me work on Saturday</u>.*

In what kind of situation would you….

1. …. scream at your boss, "I quit!"	4. …. steal a bag of rice from a grocery store?
2. …. skip your best friend's wedding?	5. …. lie to your parents?
3. …. drive dangerously fast?	6. …. go into space and travel to the moon?

Notes:

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Part 3 - Create the Result: Main Clauses

Directions: In this exercise, instead of creating the *if* clause, you will finish the sentence by adding the result, or the main clause. Remember to use *would* to be stronger or *could* to simply express possibility in these imaginary situations. Tell your partner your answers and ask follow-up questions about their answers. Look at the example for number 1 below.

Example: A: *If I swam as fast as a dolphin, I <u>would live</u> near the ocean.*

B: *Yeah, that's a good idea. You <u>could swim</u> to Hawaii if you swam that fast.*

1. If I swam as fast as a dolphin, ….
2. If there were no global pandemic viruses, ….
3. If I never had to work or study, ….
4. If I married a Hollywood movie star, ….
5. If the weather were perfect every day, ….
6. If climate change didn't exist, ….
7. If people could fly, ….
8. If public transportation were free, clean, and safe, ….

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Teacher Answer Key (Part 1)

1. were, would build
2. would not give, taught
3. told, would go
4. would probably be, had
5. were, would travel
6. would want, became

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Activity Name: Final Travel Post Expansion- First and Second Conditionals

Unit and Sections: Travel, 5.1-5.9

Prerequisites: *Learners should have completed the following in the online course:*

- **5.1:** Introduction and Tour Video
- **5.2:** First Vista
- **5.3a-c:** Reading
- **5.4a-b:** Second Vista
- **5.5:** First Travelpost
- **5.6a-b:** Third Vista
- **5.7:** Second Travelpost
- **5.8:** Take Off Video
- **5.9:** Final Travelpost

Required Materials:

- Worksheet 5.5a (3 pages), one per learner

Description: Learners will solidify their understanding of the difference between the two types of conditionals by working together through three final exercises. Part 1 encourages critical thinking about learners' personal situations in order to elicit either first or second conditionals correctly. Part 2 encourages learners to use critical thinking skills and the grammar skill to discuss likely or unlikely situations. Part 3 combines the grammar skill with the unit theme as an expansion of the unit final travel post activity.

Directions:

Part 1 - Your Personal Situation

1. Hand out Worksheet 5.5a. Read the directions carefully and emphasize that their answer is only truly correct if it reflects their own personal situation. The example makes this clear, and you should give at least one example for each type of conditional that reflects your own personal situation. Explain why you think your situations are likely or unlikely to make it clear. Show them that choosing either a first or second conditional may depend on the speaker's level of confidence in the situation.

2. Give learners 5 minutes to work silently on their own. Monitor and ask privately why they chose their answers to ensure correct usage.

3. When learners are finished, have them compare their answers to their partner's answers. They should explain their answers and see if they have anything in common with their partner.

4. As a class, ask for volunteers to share their answers and give explanations. Listen closely to their verb usage and explanations to ensure the correct meaning is being conveyed.

Optional extension: During step 4, ask what would make their unlikely situation likely, and vice versa. Compare situations 1-5 across the classroom.

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Part 2 - Ask and Answer

1. Read the directions carefully- there are four distinct steps in this activity to encourage both critical thinking and production. Demonstrate these steps, and expand on the example question by giving examples using the various wh- words. Answer those questions with your own personal response.

2. Have learners work in pairs. Give them at least 10 minutes to complete this exercise. As you monitor, be sure that both partners are both asking and answering. When you see that all learners have written their partners' answers completely in the box, you can finish.

3. As a class, ask for volunteers to share their partners' answers by using third person pronouns. This will be an added challenge, especially for those who will need to use present tense subject/verb agreement in first conditionals. Error correct as you go, and ask learners questions that can confirm if a chosen situation is likely or unlikely for that learner.

Part 3 - Create Your Own Resort Destination

1. Read the directions. Emphasize that each learner will discuss the possible resort features and decide together on one resort. Be sure to read the example dialogue to encourage learners to use the target conditionals. For the features on the left, first conditionals can be used. For the possibilities on the right, second conditionals will be more natural.

2. Give learners 10-15 minutes to discuss, debate, and write down their final 9 answers below. Monitor to ensure that the target language is being used.

3. As a class, have each pair share a few of the features they chose and why they chose them.

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First and Second Conditional Practice

Part 1 - Your Personal Situation

Directions: In this exercise, the answers depend on your personal situation. Ask yourself if these situations are real, likely, and possible (1st conditional) for you personally, or unreal, unlikely, or imaginary (2nd conditional) for you personally. Then choose the verbs for either a first conditional or second conditional. See the example below. When you're finished, compare your answers with a partner's answers and explain why you chose either a first or second conditional. Do you have anything in common with your partner?

Example: *If I get my dream job, I will be so happy.* (I believe this is real and likely 😀)

If I got my dream job, I would be so happy. (I believe this is unreal and unlikely 😢)

1. I (can/could) drive very fast if I (get/got) a sports car in the future.
2. In two years, if my English (is/were) almost perfect, I (will/might/would) apply for a job that requires a high level of English.
3. If I (buy/bought) a new smartphone in the next month, I (will/would) want a new_____.
4. I (will/might/would) feel terrible if I (don't eat/didn't eat) healthy food in the coming years.
5. If I (study/studied) English harder and more often, I (will/would) improve quickly.

Part 2 - Ask and Answer

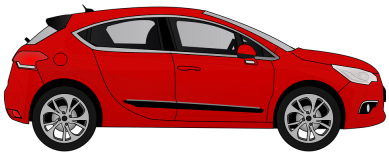
Directions: Look at the picture and read the situation. Ask your partner if this situation is likely or unlikely in their own life, and circle likely or unlikely. Use the question prompt below to help you ask your partner. Write your partner's sentence. Look at the example below.

Example: *If you won/win $10 million in the lottery, how would/will you spend the money?*

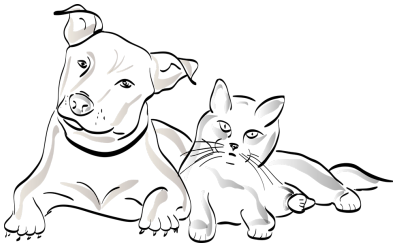
Question prompt: If you_____, what/where/how/when _____ you _____?

situation	likely or unlikely?	my partner's sentence
 Image courtesy of Pixabay win $10 million in the lottery	likely 😀 unlikely 😢	_____ _____ _____ _____

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 Image courtesy of Pixabay get your dream job	likely 😀 unlikely 😢	
 Image courtesy of Pixabay buy a car in the next two years	likely 😀 unlikely 😢	
 Image courtesy of Pixabay travel internationally in the next six months	likely 😀 unlikely 😢	
 Image courtesy of Pixabay study English this weekend	likely 😀 unlikely 😢	

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 Image courtesy of Pixabay adopt a pet in the next five years	likely 😀 unlikely 😢	_____ _____ _____ _____
 Image courtesy of Pixabay eat fast food in the next two months	likely 😀 unlikely 😢	_____ _____ _____ _____

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Part 3 - Create Your Own Resort Destination

Directions: Yay! You just got free land and lots of money from your grandfather! Imagine that you want to open an amazing resort destination in the beautiful Colorado mountains. However, you only have enough money to choose 9 features for your resort- these are the items on the left. Also, there are many good and bad things that could happen- these are on the right. With your partner, consider the possibilities on the right, and choose your features from the left. Discuss the best possible options. Look at the example dialogue below to help you. Write down your final 9 answers below the box.

Example:
A: *If we have a cheap campsite, it won't be good for the image of the resort.*
B: *True, but if there were a global pandemic virus or national economic crisis, we would still have customers with a campsite.*

Features to choose (you can only choose 9)	**Things that could happen (consider these when choosing features)**
-5-star hotel -3-star hotel -cheap campsite -ski lodge and 2 chair lifts -golf course -health spa (massages, saunas, skin treatment, relaxation) -fancy restaurant -cheap restaurant -quiet wine bar -fun sports bar -night club with dance floor - stable with horseback riding -yoga studio -hiking trails -karaoke lounge -small bowling alley -ice cream shop	- snowstorm (sometimes up to ½ meter of snow in one night) - no snow all winter - terrible heat with no rain - lots of popularity for the resort - too much rain and flooding - global pandemic virus - deadly horse flu - celebrity visits to the resort - skiing death -perfect fall weather with the leaves changing - food poisoning at restaurant - angry customers - national economic crisis - people hit and injured with golf balls -millions in profit

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My resort will have: 1._____, 2._____, 3._____,
4. _____, 5._____, 6._____,
7._____, 8._____, and 9._____ because....

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UNIT 6
RECREATION

Activity Name: Unit Warm Up and Discussion Bank

Unit and Sections: Recreation, 6.1

Prerequisites: *Learners should have completed the following in the online course:*

- **6.1:** Introduction and Tour Video

Required Materials:

- Worksheet 6.1a, one per group
- Worksheet 6.1b or PowerPoint 6.1

Description: In this two-part activity, learners will first (Part 1) have the opportunity to interact with the unit topic and preview the theme while "warming up" their background knowledge and speaking skills through interaction with classmates. Second, in Part 2, learners will have the opportunity to take part in discussions using questions from the unit geared towards building on their background knowledge, previewing some of the skills taught in the unit, and increasing their spoken English proficiency. They will also be invited to think more deeply about the content of the unit. Some discussion questions may be related to the theme of the unit. Other questions will be related to the goals and objectives of the unit.

Ten discussion questions are provided. It is not necessary to use all ten questions in one discussion. You may wish to have 2 or 3 discussion sessions throughout this module using different questions and using different formats, as described below. You may also wish to add your own questions.

Directions:

Part 1: Unit Warm up:

1. Optional: If possible, it may be helpful to watch the *6.1 Introduction and Tour Video* from the online course together as a class.

2. Tell learners that in this unit, they will be focusing on the topic of recreation. Ask them to share some examples of recreational activities. Write them on the board. (You may also ask them to share ideas of activities that are NOT recreational activities and write them on the board as well. You might be surprised to find overlap.)

3. Explain that today, learners will race to see who prefers different recreational activities. The first three who can find classmates who like the listed activities and fill in the entire worksheet will win the game. However, learners can only put one person's name next to 2 things maximum on their worksheet. (It is fun to have a small prize or a piece of candy for the winners.)

4. Pass out Worksheet 6.1a, one per learner. Read the rules and answer any questions.

5. As students finish filling out their worksheet by interviewing classmates, have them sit down, only if they have completely finished. Then you will know the first three people who finished the activity. Make sure that they have only used one person's name 2 times maximum on their list.

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6. Optional Ending: Read some of the questions out loud and allow learners to share who they found that like each activity. If time, ask follow up questions such as, *Where do you like to go bowling? Are you right handed or left handed?* etc.

Part 2: Discussion Bank:

Class discussions and idea-sharing can be organized in many ways. In addition to the traditional whole-class discussion and small-group discussion followed by whole-class share, here are some other options. (You may choose any of these options or use the questions in your own way.)

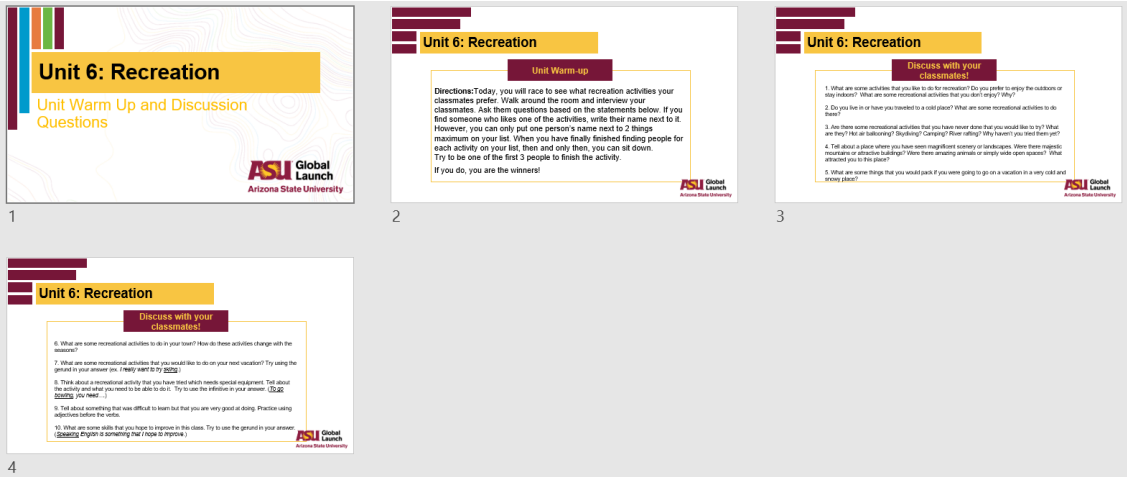
1. Discussion Stations: 1-3 questions are printed out (a different set of questions on each paper) and placed into folders. The folders are placed around the classroom; these are the "stations." The number of stations should equal the number of groups you divide the class into. Learners work in groups. Each group has one piece of paper or a notebook and one pen or pencil. Groups spend about 5 minutes discussing the questions at each station and then move to the next station. At each station, a different learner takes notes on the group's ideas. Once the groups have visited each station, ideas can be shared with the class. For example, each group could share their ideas to a different station question.

2. Question Strips: Questions are printed out and cut into strips, 1 question per strip. Learners take turns drawing question strips and answering the questions. Other learners can be given a chance to add ideas. This can be done in small groups or as a whole class.

3. Mini-Presentations: Groups of learners are given 1-3 questions to discuss. They summarize their ideas (in list form, using key words and phrases) on flip-charts (or other large pieces of paper that can be posted in the classroom), classroom boards, or PowerPoint (if the technology is available). Each group presents their ideas, using their visual aid, to the class.

4. Small Talks: Groups of 2-3 learners take turns leading the class discussion. They can either choose questions from the Discussion Questions worksheet or PowerPoint or write their own (or a combination of both). The learner leaders are responsible for determining how they want to organize the discussion. (This works best if it is a consistent part of the class time, i.e., Small Talks take place for each unit, to give all learners the chance to lead a discussion.)

PowerPoint 6.1 Preview:



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Part 1: Unit Warm Up Activity: Race to Recreation

Directions:
Today, you will race to see what recreational activities your classmates prefer. Walk around the room and interview your classmates. Ask them questions based on the statements below. If you find someone who likes one of the activities, write their name next to it. However, you can only put one person's name next to 2 things maximum on your list. When you have finally finished finding people for each activity on your list, then and only then, you can sit down. Try to be one of the first 3 people to finish the activity. If you do, you are the winner!

Find someone who…	Name	More Information
loves cooking.		
enjoys skiing.		
likes taking a warm bath		
prefers to garden.		
likes to go horseback riding.		
is interested in bowling.		
enjoys swimming		
prefers to walk		
loves riding a bike		
enjoys playing board games		
loves hiking		
suggests soccer as a fun activity.		
has gone camping		

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Part 2: Discussion Questions

1. What are some activities that you like to do for recreation? Do you prefer to enjoy the outdoors or stay indoors? What are some recreational activities that you don't enjoy? Why?

2. Do you live in or have you traveled to a cold place? What are some recreational activities to do there?

3. Are there some recreational activities that you have never done that you would like to try? What are they? Hot air ballooning? Skydiving? Camping? River rafting? Why haven't you tried them yet?

4. Tell about a place where you have seen magnificent scenery or landscapes. Were there majestic mountains or attractive buildings? Were there amazing animals or simply wide-open spaces? What attracted you to this place?

5. What are some things that you would pack if you were going to go on a vacation in a very cold and snowy place?

6. What are some recreational activities to do in your town? How do these activities change with the seasons?

7. What are some recreational activities that you would like to do on your next vacation? Try using the gerund in your answer (ex. *I really want to try skiing*.)

8. Think about a recreational activity that you have tried which needs special equipment. Talk about the activity and what you need to be able to do it. Try to use the infinitive in your answer. (*To go bowling, you need….*)

9. Talk about something that was difficult to learn but that you are very good at doing. Practice using adjectives before the verbs.

10. What are some skills that you hope to improve in this class? Try to use the gerund in your answer. (*Speaking English is something that I hope to improve.)*

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Activity Name: Vocabulary Review

Unit and Sections: Travel, 6.1-6.2

Prerequisites: *Learners should have completed the following in the online course:*

- **6.1:** Introduction and Tour Video
- **6.2:** First Vista

Required Materials:

- Worksheet 6.2, cut into flashcards as directed below

Description: There are many ways to review target vocabulary in an interactive, communicative way. Below are three variations that are all based on the vocabulary flashcards in Worksheet 6.2. These words are presented in Section 6.2: First Vista.

Variation 1

Description: This activity focuses on recalling the definitions of the target words.

Directions:

1. Before class, cut the worksheet into flashcards. Divide the cards evenly amongst the learners. If you have a bigger class, make multiple copies of the worksheet and divide the learners into groups of five or six.

2. Learners take turns with their cards. A learner will pick up one card from their pile and explain the word using a definition or examples, and the other people guess the word. The first person to guess the vocabulary word correctly gets to keep that card as a point.

3. If the learner explaining the word cannot explain or the others do not guess correctly in a specific amount of time (maybe 60 seconds), the card is put into the discard pile, and no one gets the point. The learner with the most cards at the end of the activity wins.

4. The teacher can explain the words on these cards at the end of the game for bonus points if there is time.

Variation 2

Description: In groups of 3-4, learners take turns quizzing each other on the vocabulary. There are two types of cards: (1) word cards and (2) definition cards. Each group has their own set of word cards and definition cards. Learners will take turns quizzing their group members on the word cards and then the definition cards. This activity gets learners to practice saying the words and helps them to remember their meanings.

Directions:

1. Put learners in groups of 3-4, and give each group a set of word cards and definition cards (Worksheet 6.2, cut up and divided).

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2. Starting with the word card pile, learners will take turns drawing cards from the deck (make sure cards are facing down).

3. Each learner draws a card and describes the word without saying what it is. Other group members have to guess what the word is.

4. The person who guesses correctly within 60 seconds gets to keep the card. Learners take turns doing this until they run out of word cards.

5. When they finish the word card pile, the person with the most cards at the end wins.

6. Next, learners will repeat the same exercise but with the pile of definition cards.

7. Finally, ask the groups of learners to match the word cards with the definition cards side by side. Go around the classroom and check to see if learners were able to match them correctly.

***Extra Challenge*:** Learners take turns drawing word cards from the word card pile but the learner who draws a word card will pick someone in the group to make a sentence with the word. If the sentence is correct, then that person can keep the card. If not, then another learner may attempt it.

Variation 3

Description: Learners love this fast-paced, competitive vocabulary game. It gives them a chance to work on explaining the definitions of the vocabulary words from the module text in an impromptu manner.

Directions:

1. Divide learners into two equal teams. Put two chairs in the front of the room facing the teams, backs to the whiteboard.

2. Have one learner from each team sit in the chairs, facing their teammates.

3. Write one of the vocabulary words from the flashcards on Worksheet 6.2 on the board.

4. Without divulging the word or any part of the word, team members try to explain what the word means using a definition or examples. The first of the two learners to guess it correctly gets a point!

*Consider placing restrictions on what team members can say, such as “No saying *rhymes with*___ or *Starts with a* _____. Learners should also not use hand gestures to explain the meaning of the words.

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Unit 6: Recreation Vocabulary Flashcards

magnificent (adj)	very good or very beautiful
amazing (adj)	very surprising
resort (n)	a place where many people go for a holiday
take a break/rest (v)	to stop working for a period
ski (v)	to move over snow wearing skis
look forward to (v)	to feel happy and excited about something that is going to happen

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avoid (v)	to stay away from a person, place, situation, activity, etc
attract (v)	to make people come to a place or do a particular thing by being interesting, enjoyable, etc
hang out (v)	to spend a lot of time in a particular place or with a particular group of people
recommend (v)	to say that someone or something is good or suitable for a particular purpose.
recreation (n)	activities that you do for enjoyment when you are not working

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Activity Name: Grammar 1- Gerunds and Infinitives

Unit and Sections: Recreation, 6.1-6.4b

Prerequisites: *Learners should have completed the following in the online course:*

- **6.1:** Introduction and Tour Video
- **6.2:** First Vista
- **6.3a-c:** Reading
- **6.4a-b:** Second Vista

Required Materials:

- Worksheet 6.3a (2 pages), one per learner
- Worksheet 6.3b, answer key
- Prizes for winners (candy, cookies, etc.)
- Dice (at least one die per group)

Description: Learners will practice using either gerunds or infinitives as objects. Part 1 is a simple activity meant to allow learners to identify and correct errors with the target language. It is a simple warm-up for Part 2, the Gerund and Infinitive Board Game. This will be a much more extensive and fun activity that will challenge learners to create their own sentences with either gerunds or infinitives.

Directions:

Part 1 - Correct the Errors

1. Hand out Worksheet 6.3a to all learners. Read the directions and the example. Remind them that they must correct the incorrect sentences. If desired, you can make this activity slightly easier by telling the learners that there are 3 correct sentences and 7 incorrect.

2. Give learners 5 minutes to complete Part 1.

3. Check answers as a class. Be sure that volunteers read the entire sentence in order to reinforce usage of either gerunds or infinitives with the given verbs.

Part 2 - Gerund and Infinitive Board Game

1. Read the directions. The directions are minimal so as not to overwhelm the learners. Expand on the directions by using the question prompt “What is something you…” with another verb that isn’t in the game. Point out the special spaces with emojis.

2. If your class is fewer than 6 learners, simply play as a class. If not, put learners in groups of 3-4. They will need a simple place marker such as a paper clip or eraser. Give each group one die. Two dice will make the game progress too quickly.

3. When a learner lands on a question and answers it, their partners must agree that it is a correct answer. Partners SHOULD NOT ask the question, as this will give away the correct object. Monitor to ensure answers are correct. Plan on 10-15 minutes to complete the game.

4. When each group is finished, give prizes to the winners of each group. Go over some of the questions by asking random learners as a class.

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Optional extension: For groups that finish early, or as an extension after all groups are finished, simply use the questions as a speaking activity in which learners ask and answer the questions. Groups can focus specifically on the questions that were not asked during the game.

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Gerund and Infinitive Practice

Part 1 - Correct the Errors

Directions: Read the sentences below. Some sentences are correct, and some have errors with gerunds and infinitives. If the sentence is correct, write (C) in the blank. If it is incorrect, write (I) in the blank, and correct the error.

Example: __I__ Alex imagines ~~to travel~~ traveling all over the world.

1. _____ Laura keeps to hope that she will have free time to go hiking this weekend.
2. _____ They plan to ride bicycles by this river this weekend.
3. _____ Mary decided go to the movies tonight.
4. _____ We really enjoyed to drive to the Grand Canyon because the weather was nice.
5. _____ II can't afford paying for these repairs on my car right now.
6. _____ They finished to backpack around Europe in 6 weeks.
7. _____ I learned to speak French at a very young age.
8. _____ James really misses spend time with his old friends.
9. _____ We don't mind to pick you up from the airport. It's very close.
10. _____ Jerry practices speaking Korean every time he takes a taxi in Seoul.

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Part 2 - Gerund and Infinitive Board Game

Directions: Welcome to the Gerund and Infinitive Board Game! Take turns rolling a die. If you land on a question, you must answer the question by using either a gerund or infinitive. The beginning of every question is "What is something you…" If your partners agree that you answered correctly, you can stay in that space. If you answer incorrectly, you have to go back. The first to reach the finish box wins! Remember, some verbs must be followed by either a gerund or infinitive, but some can be followed by both. Good luck!

What is something you....

START HERE→	**avoid *doing / to do*?**	**love *doing / to do*?**	**GO BACK TWO SPACES** 	**expect your parents *doing / to do*?** ↓
hate *doing / to do*? ↓	**GO BACK TO "START HERE"** 	**keep *to do / doing* again and again?**	**hope *doing / to do* in the future?**	**GO FORWARD TWO SPACES** ← 
have finished *doing / to do*? →	**recommend *doing / to do*?**	**SAFE ZONE** 	**ROLL AGAIN** 	**like *doing / to do*?** ↓
plan *doing / to do* in the future? ↓	**GO FORWARD TWO SPACES** 	**miss *doing / to do*?**	**don't mind *doing / to do*?**	**learned *doing / to do* when you were little?** ←
can't afford *doing / to do*? →	**want your friends *doing / to do*?**	**GO BACK FOUR SPACES** 	**will consider *doing / to do* this weekend?**	**FINISH! YOU WIN!** 

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Teacher Answer Key (Part 1)

1. I, keeps hoping
2. C
3. I, decided to go
4. I, enjoyed driving
5. I, can't afford to pay OR I can't afford paying (C)
6. I, finished backpacking
7. C
8. I, misses spending
9. I, don't mind picking
10. C

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Activity Name: Grammar 2- Gerunds and Infinitives Continued

Unit and Sections: Recreation, 6.1-6.6b

Prerequisites: *Learners should have completed the following in the online course:*

- **6.1:** Introduction and Tour Video
- **6.2:** First Vista
- **6.3a-c:** Reading
- **6.4a-b:** Second Vista
- **6.5:** Recreation: First Travelpost
- **6.6a-b:** Third Vista

Required Materials:

- Worksheet 6.4a, one per learner
- Worksheet 6.4b, answer key

Description: Learners will practice the other uses of gerunds and infinitives as shown in the Unit 6 Third Vista of the Canvas course. Part 1 is a challenging fill-in-the-blank activity that allows learners to use gerunds and infinitives in all the ways shown in the Third Vista. Part 2 is a guided discussion that will lead learners to use all the forms in the Third Vista. Each set of discussion questions has a mini grammar guide to help them.

Directions:

Part 1 - Gerund and Infinitives Mixed Practice

1. Handout Worksheet 6.4a to each learner. Tell learners that they will be using gerunds and infinitives in various ways shown in the Third Vista. For further review, elicit the uses studied in the Third Vista by asking what comes after adjectives, prepositions, etc. Emphasize that they must use the verb in parentheses for all the blanks and that there are three options: gerunds, infinitives, and bare infinitives.

2. Put learners in pairs and allow 5-7 minutes to complete the exercise. Monitor and point out what comes before the verb for those that have incorrect answers.

3. Have learners share in pairs by alternating sentences in each number. Ask why they chose those answers for further reinforcement.

Optional Extension: Warm up for Part 2 by having learners give their opinions on the topics addressed in numbers 1,2,3, and 5 for a 5-minute discussion. They will have the correct usage of the target language at hand to assist them.

Part 2 - Grammar Guide Discussion

1. Read the directions for this simple discussion activity. Emphasize that they must answer using the form that's indicated in each grammar guide in parentheses.

2. There are 16 total discussion questions. Give 15-20 minutes for full discussion. To shorten the discussion as time allows, tell learners to pick one question from each set.

3. Monitor to ensure correct usage of the target language.

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4. Have learners share their thoughts related to the questions to the class. Make sure learners respond in front of the class using the proper target language.

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Part 1 - Gerund and Infinitives Mixed Practice

Directions: Fill in the blanks with either a gerund (verb+-ing), an infinitive (to+verb), or a bare infinitive (verb). Use the verb in the parentheses () for all the blanks.

1. (ski) I love _____, but _____ is a little bit dangerous. My brother can _____ better than me. We go to northern Japan _____ every winter. It's amazing!

2. (learn) My friend Megan is so good at _____ new languages. She likes _____ about other cultures by _____ their languages. For me, _____ languages is hard.

3. (do) My mom makes me _____ my homework every night. I don't enjoy _____ it. I'm going upstairs _____ my homework now. My teacher also wants me _____ my homework, so I should _____ it.

4. (go) Our teacher let us _____ early today! So, some classmates and I are considering _____ to a cafe to study together. We'll get to the cafe fast by _____ in Adrian's car. Unfortunately, for Ricky it's impossible _____ because he has to _____ home and watch his little brother.

5. (speak) For some people, it's very scary _____ in front of many people. However, _____ in front of a big crowd is fun for me. I'm traveling to New York next week _____ at a business conference. I want to look into _____ at next year's conference as well.

Part 2 - Grammar Guide Discussion

Directions: Look at the grammar guides in parentheses (). Use the form in the grammar guide to help you answer the questions. Look at the examples below to help you.

Example for #1: *My parents always <u>made me eat</u> vegetables.*

1. (make/let + object + verb)

    a. What is something your parents made you do when you were a kid that you didn't like?

    b. What is something your parents let you do when you were good?

2. (by + verb+ing to say how)

    a. How can you learn English very quickly?

    b. How do students make their teachers unhappy sometimes?

    c. How do you relax at the end of the day?

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3. (verb+ing as a subject)
    a. Which recreational activities are most popular in your country?
    b. Which part of learning English is most difficult for you?
    c. What sounds like a fun activity to do this weekend?
4. (adjective + to + verb)
    a. What is something that's easy to do?
    b. What is something that's fun to do?
    c. What is something that's impolite to do in your country?
5. (preposition/phrasal verb + verb+ing)
    a. What is something you are good at doing?
    b. What is a bad habit that you want to give up doing?
6. (to + verb for purpose)
    a. Why are you learning English?
    b. Why do people go to the beach in the summer?
    c. Why do people travel?

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Answer Key (Part 1)

1. to ski/skiing, skiing, ski, to ski
2. learning, to learn/learning, learning, learning
3. do, doing, to do, to do, do
4. go, going, going, to go, go
5. to speak, speaking, to speak, speaking

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Activity Name: Final Travel Post Expansion- Recreation Presentation

Unit and Sections: Recreation, 6.1-6.9

Prerequisites: *Learners should have completed the following in the online course:*

- **6.1:** Introduction and Tour Video
- **6.2:** First Vista
- **6.3a-c:** Reading
- **6.4a-b:** Second Vista
- **6.5:** Recreation: First Travelpost
- **6.6a-b:** Third Vista
- **6.7:** Second Travelpost
- **6.8:** Take Off Video
- **6.9:** Final Travelpost

Required Materials:

- Worksheet 6.5a (3 pages), one per learner

Description: Learners will have the opportunity to implement the unit vocabulary, target grammar, and theme in order to build to a mini sales presentation in pairs. This presentation assignment works under the premise of the learners being employees at a high-end tour company in their country. Part 1 is a simple warm-up discussion that will help learners narrow their ideas. Part 2 features an email from a wealthy client requesting an itinerary. Part 3 is the planning and outlining of the presentation.

Directions:

Part 1 - Warm-Up Discussion

1. Hand out Worksheet 6.5a to each learner. Tell learners that they will be planning a short sales presentation with a partner.

2. Have learners write the name of their country, region, or city in the first blank. In blanks 1-5, tell learners that they should use subject gerunds to name the recreational activities- hiking, fishing, etc.

3. Give learners 5-7 minutes to complete the discussion task. Monitor to ensure the learners are making their top 5 lists.

4. Keep sharing as a class to a minimum. Learners may want to keep their ideas private for the presentation. Move on quickly to Part 2.

Part 2 - The Client's Email: Brainstorm

1. Read the directions to set up the situation. Emphasize that learners will give a short pairs presentation, so they should think deeply about what will make this client happy.

2. Give learners 3 minutes to read the email silently.

3. Give learners 5 minutes to brainstorm ideas. Monitor and suggest further ideas privately.

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4. Again, keep sharing as a class to a minimum so pairs don't borrow ideas from each other.

Part 3 - Sales Presentation

1. Read the directions carefully. Point out that they will give a 2-3 minute presentation much like the presentation they gave in Unit 3. The main points of the presentation outline are already done for them. The outline contains sentence prompts to get them started as well. Make it clear that they should not try to write a script, but instead finish the sentence prompts and take notes in the details sections.

2. Give learners 8-10 minutes to plan, then another 5 minutes to practice on their own. Emphasize that they should be speaking for approximately equal time.

3. Have pairs present in front of the class for 2-3 minutes each. Listen for and take note of any errors with gerunds and infinitives as they present. Encourage applause after each presentation.

4. After all learners have presented, error correct on the board as time allows.

Optional Extension: Have learners rank their top two or three presentations on paper depending on class size. Ask the question, "if you were Sir Richington, which presentation would you think is best?" or "which plan would you choose?" Count the votes and congratulate the winner.

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Recreation Sales Presentation

Part 1 - Warm-Up Discussion

Directions: Discuss number 1 with your partner and make your list of top 5. Then, discuss questions 2-4.

1. Which recreational activities are the most popular to do outdoors in your country or region? Can you make a list of the top 5?

Top 5 Outdoor Recreational Activities in _____

1._____

2._____

3._____

4._____

5._____

2. Why do people enjoy doing these activities in your country?
3. What do people need to pay for to do these activities?
4. In which part of your country or region would recommend doing these activities?
5. Do people in your country like doing the activities below? Why/why not?







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Part 2 - The Client's Email: Brainstorm

Directions: Imagine you and your partner work for a very expensive tour company in your country. It's called Luxury Adventure Company. You take wealthy people on amazing trips to do recreational activities. You've just received the email below from a very wealthy client this morning. Read the email. Work with a partner to brainstorm a possible plan that will be perfect for this client. You will use this brainstorming information to make a mini sales presentation in Part 3.

Dear Luxury Adventure Company,

I'm traveling to your magnificent country next month for 3 days, and I want to do many amazing activities. I hope to find the perfect tour plan, so I'm emailing many tour companies.

I love being outdoors, so I want to be outdoors as much as possible on this trip. I enjoy hiking, skiing, sky-diving, playing soccer, and many more recreational activities. I'm open to trying new activities as well. I hate going to museums, waiting in lines, and pushing through crowds of people, so I want to avoid doing these things. Your country seems to have many outdoor activities, and I can afford to do anything I want.

I expect to arrive late on Wednesday the 15th. I need to leave early morning on the 19th. So, I'll have three full days (16-18) to do as many activities as possible. Can your company plan a perfect 3-day recreational adventure for me? Again, money is no problem for me.

I would like for you to present your plan for me as soon as possible. I have many tour companies that want my business, so it should be a strong presentation. I look forward to hearing from you soon.

Thank you,

Sir Richie Richington III

Brainstorming notes: What should we plan for a client like this? We need this client!

Notes:

-

-

-

-

-

-

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Part 3 - Sales Presentation

Directions: With your partner, plan a 2-minute sales presentation with the outline below. Remember, you must present a 3-day plan full of recreation that will attract this client to your company. Give details by saying what the activity is, how much it will cost, where exactly it will be done, etc. When you finish planning and outlining, practice giving your presentation in pairs. Both partners should speak for equal time. As everyone finishes, you will give your presentation to the class.

Introduction:

Luxury Adventure Company is the best because...

We have the perfect plan for you that includes....

First point: Day 1 activities

On day one, we plan to...

Second point: Day 2 activities

On day two, we want to

Third point: Day 3 activities

Lastly, on day three, we decided to...

Conclusion:

In conclusion, we recommend choosing Luxury Adventure Company because...

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UNIT 7
FAMOUS PEOPLE

Activity Name: Unit Warm Up and Discussion Bank

Unit and Sections: Famous People, 7.1

Prerequisites: *Learners should have completed the following in the online course:*

- **7.1:** Introduction and Tour Video

Required Materials:

- Worksheet 7.1a, one per group
- Worksheet 7.1b or PowerPoint 5.1

Description: In this two-part activity, learners will first (Part 1) have the opportunity to interact with the unit topic and preview the theme while "warming up" their background knowledge and speaking skills through interaction with classmates. Second, in Part 2, learners will have the opportunity to take part in discussions using questions from the unit geared towards building on their background knowledge, previewing some of the skills taught in the unit, and increasing their spoken English proficiency. They will also be invited to think more deeply about the content of the unit. Some discussion questions may be related to the theme of the unit. Other questions will be related to the goals and objectives of the unit.

Ten discussion questions are provided. It is not necessary to use all ten questions in one discussion. You may wish to have 2 or 3 discussion sessions throughout this module using different questions and using different formats, as described below. You may also wish to add your own questions.

Directions:

Part 1: Unit Warm up: To Be or Not to Be… Famous

1. Optional: If possible, it may be helpful to watch the *7.1 Introduction and Tour Video* from the online course together as a class.

2. Tell learners that in this unit, they will be focusing on the topic of famous people. Ask them to share some examples of famous people. Write them on the board.

3. Explain that today, learners will have the opportunity to decide if they would like to be famous or not. Explain that some people have become famous just to find out that it isn't as great as it seems.

4. Put learners into pairs. Pass out Worksheet 7.1a, one per pair of learners.

5. Read the directions with learners. Explain that they are to use the T-chart to help them brainstorm both positive and negative aspects of being famous.

6. After they have brainstormed for 3-5 minutes, now tell them that they, as a pair, have to decide if they would like to become famous or not, based on what they have brainstormed. Give them 1-3 minutes to decide and write their reasons why.

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7. Optional Ending: Go around the room and have pairs share a couple benefits and drawbacks of being famous as well as if they would choose to become famous or not and why.

Part 2: Discussion Bank:

Class discussions and idea-sharing can be organized in many ways. In addition to the traditional whole-class discussion and small-group discussion followed by whole-class share, here are some other options. (You may choose any of these options or use the questions in your own way.)

1. Discussion Stations: 1-3 questions are printed out (a different set of questions on each paper) and placed into folders. The folders are placed around the classroom; these are the "stations." The number of stations should equal the number of groups you divide the class into. Learners work in groups. Each group has one piece of paper or a notebook and one pen or pencil. Groups spend about 5 minutes discussing the questions at each station and then move to the next station. At each station, a different learner takes notes on the group's ideas. Once the groups have visited each station, ideas can be shared with the class. For example, each group could share their ideas to a different station question.

2. Question Strips: Questions are printed out and cut into strips, 1 question per strip. Learners take turns drawing question strips and answering the questions. Other learners can be given a chance to add ideas. This can be done in small groups or as a whole class.

3. Mini-Presentations: Groups of learners are given 1-3 questions to discuss. They summarize their ideas (in list form, using key words and phrases) on flip-charts (or other large pieces of paper that can be posted in the classroom), classroom boards, or PowerPoint (if the technology is available). Each group presents their ideas, using their visual aid, to the class.

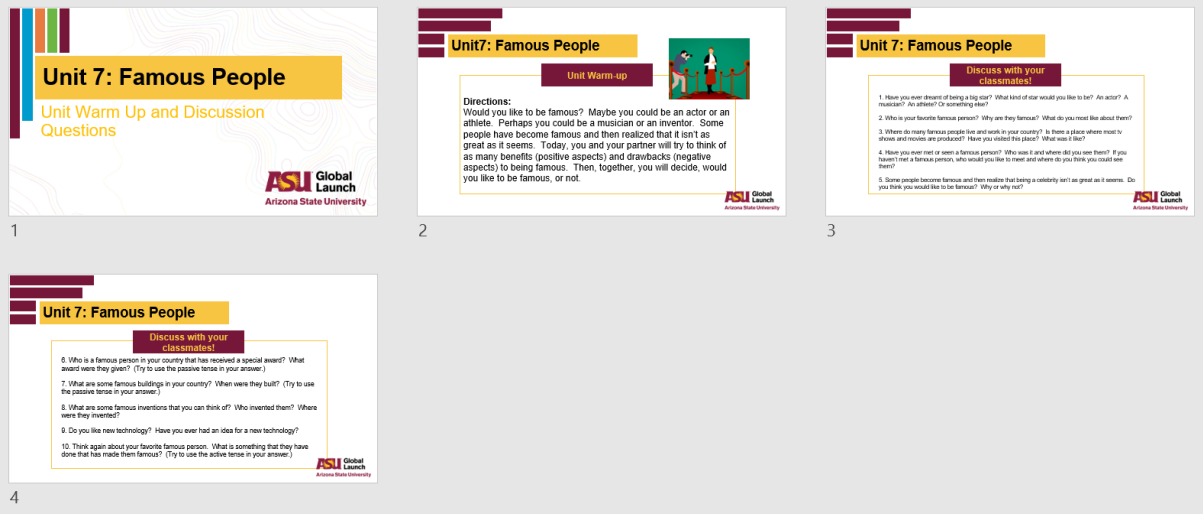
4. Small Talks: Groups of 2-3 learners take turns leading the class discussion. They can either choose questions from the Discussion Questions worksheet or PowerPoint or write their own (or a combination of both). The learner leaders are responsible for determining how they want to organize the discussion. (This works best if it is a consistent part of the class time, i.e., Small Talks take place for each unit, to give all learners the chance to lead a discussion.)

Image Credits:

Hassan, Mohammed. (2018). [Clip art of a woman on red carpet fame]. Pixabay. https://pixabay.com/illustrations/red-carpet-actress-famous-fame-3185727/

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PowerPoint 7.1 Preview



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Part 1: Unit Warm Up Activity: To Be or Not to Be...Famous

Directions:
Would you like to be famous? Maybe you could be an actor or an athlete. Perhaps you could be a musician or an inventor. Some people have become famous and then realized that it isn't as great as it seems. Today, you and your partner will try to think of as many benefits (positive aspects) and drawbacks (negative aspects) to being famous. Then together, you will decide, would you like to be famous, or not.



(Image Courtesy of Pixabay)

Benefits of Being Famous	Drawbacks of Being Famous

We would choose: (check one)

- ❑ to be famous
- ❑ not to be famous

because_____

_____

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Part 2: Discussion Questions

1. Have you ever dreamt of being a big star? What kind of star would you like to be? An actor? A musician? An athlete? Or something else?

2. Who is your favorite famous person? Why are they famous? What do you most like about them?

3. Where do many famous people live and work in your country? Is there a place where most tv shows and movies are produced? Have you visited this place? What was it like?

4. Have you ever met or seen a famous person? Who was it and where did you see them? If you haven't met a famous person, who would you like to meet and where do you think you could see them?

5. Some people become famous and then realize that being a celebrity isn't as great as it seems. Do you think you would like to be famous? Why or why not?

6. Who is a famous person in your country that has received a special award? What award were they given? (Try to use the passive tense in your answer.)

7. What are some famous buildings in your country? When were they built? (Try to use the passive tense in your answer.)

8. What are some famous inventions that you can think of? Who invented them? Where were they invented?

9. Do you like new technology? Have you ever had an idea for a new technology?

10. Think again about your favorite famous person. What is something that they have done that has made them famous? (Try to use the active tense in your answer.)

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Activity Name: Vocabulary Review

Unit and Sections: Famous People 7.1-7.2

Prerequisites: *Learners should have completed the following in the online course:*

- **7.1:** Introduction and Tour Video
- **7.2:** First Vista

Required Materials:

- Worksheet 7.2, cut into flashcards as directed below

Description: There are many ways to review target vocabulary in an interactive, communicative way. Below are three variations that are all based on the vocabulary flashcards in Worksheet 7.2. These words are presented in Section 7.2: First Vista.

Variation 1

Description: This activity focuses on recalling the definitions of the target words.

Directions:

1. Before class, cut the worksheet into flashcards. Divide the cards evenly amongst the learners. If you have a bigger class, make multiple copies of the worksheet and divide the learners into groups of five or six.

2. Learners take turns with their cards. A learner will pick up one card from their pile and explain the word using a definition or examples, and the other people guess the word. The first person to guess the vocabulary word correctly gets to keep that card as a point.

3. If the learner explaining the word cannot explain or the others do not guess correctly in a specific amount of time (maybe 60 seconds), the card is put into the discard pile, and no one gets the point. The learner with the most cards at the end of the activity wins.

4. The teacher can explain the words on these cards at the end of the game for bonus points if there is time.

Variation 2

Description: In groups of 3-4, learners take turns quizzing each other on the vocabulary. There are two types of cards: (1) word cards and (2) definition cards. Each group has their own set of word cards and definition cards. Learners will take turns quizzing their group members on the word cards and then the definition cards. This activity gets learners to practice saying the words and helps them to remember their meanings.

Directions:

1. Put learners in groups of 3-4, and give each group a set of word cards and definition cards (Worksheet 7.2, cut up and divided).

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2. Starting with the word card pile, learners will take turns drawing cards from the deck (make sure cards are facing down).
3. Each learner draws a card and describes the word without saying what it is. Other group members have to guess what the word is.
4. The person who guesses correctly within 60 seconds gets to keep the card. Learners take turns doing this until they run out of word cards.
5. When they finish the word card pile, the person with the most cards at the end wins.
6. Next, learners will repeat the same exercise but with the pile of definition cards.
7. Finally, ask the groups of learners to match the word cards with the definition cards side by side. Go around the classroom and check to see if learners were able to match them correctly.

***Extra Challenge*:** Learners take turns drawing word cards from the word card pile but the learner who draws a word card will pick someone in the group to make a sentence with the word. If the sentence is correct, then that person can keep the card. If not, then another learner may attempt it.

Variation 3

Description: Learners love this fast-paced, competitive vocabulary game. It gives them a chance to work on explaining the definitions of the vocabulary words from the module text in an impromptu manner.

Directions:

1. Divide learners into two equal teams. Put two chairs in the front of the room facing the teams, backs to the whiteboard.
2. Have one learner from each team sit in the chairs, facing their teammates.
3. Write one of the vocabulary words from the flashcards on Worksheet 7.2 on the board.
4. Without divulging the word or any part of the word, team members try to explain what the word means using a definition or examples. The first of the two learners to guess it correctly gets a point!

*Consider placing restrictions on what team members can say, such as “No saying *rhymes with*___ or *Starts with a* _____. Learners should also not use hand gestures to explain the meaning of the words.

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Unit 7: Famous People Vocabulary Flashcards

industry (n)	all the companies involved in a particular type of business
fortune (n)	a lot of money
realize (v)	to notice or understand something that you did not notice or understand before
though (conj)	used to introduce a fact or opinion that makes the other part of the sentence seem surprising
celebrity (n)	a famous person
decorate (v)	to make something look more attractive by putting things on it or around it

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autograph (n)	a famous person's name, written by a person
discover (v)	to find something
invent (v)	to design or create something that has never existed before
invention (n)	something that has been designed or created for the first time
be located in/near/on (v)	to be in a particular place

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Activity Name: Grammar 1- Passive

Unit and Sections: Famous People, 7.1-7.3b

Prerequisites: *Learners should have completed the following in the online course:*

- **7.1:** Introduction and Tour Video
- **7.2:** First Vista
- **7.3a-b:** Second Vista

Required Materials:

- Worksheet 7.3a, one each for half of the learners
- Worksheet 7.3b, one each for half of the learners
- Worksheet 7.3c, cut into cards

Description: Learners will have the opportunity to practice creating sentences in the passive voice. First, they will change active sentences to passive, and vice versa. Then they will create new sentences using various nouns as their subjects and objects.

Directions:

Part 1

1. Put learners in their first pairs. Tell learners that they will be comparing active and passive sentences.

2. For each pair, half of the pairs should get "Learner A" Worksheet 7.3a, and half should get "Learner B" Worksheet 7.3b. This will allow them to work together on Worksheet 7.3a or 7.3b first.

3. Each pair will complete the worksheets. Learner A's will first change the sentences from active to passive voice. Learner B's will change the same sentences from passive into active sentences.

4. After they finish, make new pairs of A's and B's. Each Learner A will be paired with a Learner B. Learners will then compare their sentences with each other to make sure they were both correct.

5. At the end, go over each of the sentences as a class to answer questions and make corrections.

Part 2

1. Keep learners in the same pairs or find new partners. Now, tell learners they will be creating new sentences in the passive voice using a set of 2 nouns.

2. Cut up the cards from Worksheet 7.3c. Make sure the two words are kept as a set.

3. At their desks or at the white/black board, learners will create a sentence in the passive voice using the 2 nouns. Do a few with the learners. For example, the words *person* and *dog* could create the sentences, "*The person was bitten by the dog.*" or "*The dog was walked by the person.*"

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4. Once learners complete the sentences for their words, the words are rotated from pair to pair for the allotted time.

5. At the end, the teacher may choose to go over the sentences on the board, or have pairs share some of the sentences they created.

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Worksheet 1: Learner A - Active to Passive Voice Sentences

Directions: Change these 10 active sentences to passive voice.

1. The Johnsons constructed a large swimming pool.

_____

2. A bee stung Mrs. Johnson.

_____

3. The family took her to the hospital.

_____

4. The daughter read her a book.

_____

5. A friend watered the flowers every day.

_____

6. The teacher called his parents to the office.

_____

7. Fred will direct the show.

_____

8. The professor tells him not to talk in class.

_____

9. You should not speak to strangers.

_____

10. An unknown author wrote the book.

_____

Your partner changed these same passive sentences into active. After you finish, compare your sentences to make sure you both are correct!

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Worksheet 1: Learner B - Passive Voice to Active Sentences

Directions: Change these 10 passive sentences to active voice.

1. A large swimming pool was constructed by the Johnsons.

_____

2. Mrs. Johnson was stung by a bee.

_____

3. She was taken to the hospital by the family.

_____

4. A book was read to her by the daughter.

_____

5. The flowers were watered every day by a friend.

_____

6. His parents were called to the office by the teacher.

_____

7. The show will be directed by Fred.

_____

8. He is told not to talk in class by the professor.

_____

9. Strangers should not be spoken to (by you).

_____

10. The book was written (by an unknown author).

_____

Your partner changed these same sentences from active to passive. After you finish, compare your sentences to make sure you both are correct!

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Passive Voice Sentences

Directions: Use the 2 nouns to create a sentence in the passive voice.

actor / movie	dog / cat
car / child	author / book
concert / singer	song / musician
house / builder	computer / designer
nice clothes / actresses	builders / Eiffel Tower
giraffes / Africa	family / movie
pilot / airplane	mom / novel
orchestra / people	city / hurricane
invention / scientist	class / experiment
stars / astronaut	athlete / basketball

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Activity Name: Grammar 2- Passive vs. Active

Unit and Sections: Famous People, 7.1-7.6b

Prerequisites: *Learners should have completed the following in the online course:*

- **7.1:** Introduction and Tour Video
- **7.2:** First Vista
- **7.3a-b:** Famous People: Second Vista
- **7.4:** First Travelpost
- **7.5a-c:** Famous People: Reading
- **7.6a-b:** Famous People: Third Vista

Required Materials:

- Worksheet 7.4a (2 pages), one per learner
- Worksheet 7.4b, answer key
- Worksheet 7.4c (2 pages), cut into cards
- Worksheet 7.4d, answer key

Description: In Part 1 of this three-part activity, learners will have the opportunity to examine passive voice sentences with proper use of passive voice verbs, including clauses. In Part 2, learners will convert passive voice sentences to active voice and consider which voice is best. In Part 3, learners will convert active voice sentences to passive voice in an interactive class speaking activity.

Directions:

Part 1 - Verbs and *by* clauses

1. Put learners in pairs or groups of three and handout Worksheet 7.4a.

2. Read the directions. Point out that each sentence starts with the object of the action, so all are passive voice. Remind them that *by* must precede the performer of the action, and verbs must be written in the *be + pp form*.

3. Preview any difficult vocabulary from the box of performers and verbs.

4. Allow learners 10 minutes to complete the exercise. Monitor especially for correct passive voice verb usage and subject/verb agreement.

5. Check answers as a class. Preview Part 2 by asking learners which of these sentences would sound more natural in active voice.

Part 2 - Discussion

1. Read the directions and question after the bullet point as a class. The question is meant to remind learners that the focus of the sentence can shift between active and passive. They may change any of the Part 1 sentences they want. You will discuss which are most natural in active voice later.

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2. Allow learners 5 minutes to change the passive voice sentences.

3. When learners finish, ask them which ones they think sound more natural in active voice and why. Ask them to share their active voice sentences. Discuss which sound more or less natural in active voice as you receive answers.

4. Make sure all sentences have been changed, but establish which are most natural in active voice in your opinion. This is up to the instructor's discretion, but it is advised that the instructor especially focus on numbers 2,4,6, and 8, as the performers of the action seem more important as the focus of the sentence.

Part 3 - Listening and speaking

1. Put learners in pairs or have the class line up in 2 lines, facing each other, so that each learner has a partner across from them. Tell learners that they will be changing active sentences to be in the passive voice.

2. Cut up cards from Worksheet 7.4c.

3. Each pair will start with one of the cards. Learner A will read the sentence to Learner B. Learner B will then change the sentence to the passive voice and say it back to Learner A. If necessary, the card can be shown so the learners can each see the active sentence.

4. Give learners about 1 minute for the sentence, then say "pass", and each pair passes their card to the next pair.

5. Continue until each pair has done each of the sentences.

6. At the end, go over each of the sentences as a class to answer questions and make corrections.

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Active vs. Passive

Part 1 - Verbs and *by* clauses

Directions: Welcome to a Hollywood award show! Below are ten sentences that show what is done before, during, and after an award show. Fill in the blanks using the performers and verbs in the box below. Remember, the verb must be changed to *be* + *past participle* form, and *by* should come before the performers of the action. Number 1 is done for you.

performers of the action	verbs
celebrities	film
the award winners	photograph
T.V. networks	~~clean and decorate~~
reporters	give
paparazzi photographers	give
the show hosts	put on
~~the theater staff~~	write
the theater staff	serve
personal drivers	perform
rock bands	drive

1. The theater *is cleaned and decorated* during the week *by theater staff*.
2. The suits and fancy dresses _____ _____ before the show.
3. Famous actors _____ in expensive cars _____.
4. The beautiful celebrities _____ _____ as they enter the theater.
5. Delicious snacks and drinks _____ to the guests _____.
6. Music _____ on stage _____.
7. Awards _____ to the winners _____.
8. Speeches _____ to the audience _____.
9. The show _____ _____ for people to watch around the world.
10. News articles _____ quickly _____ for newspapers the next day.

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Part 2 - Discussion

Directions: Read and discuss the question below with your partner. Then choose 4 sentences from part 1 to change to active voice. Write them in the spaces below.

- Some sentences sound more natural if the sentence starts with and focuses on the "performer of the action." We do this when it's more important to know who or what does the action. This is called active voice. Which of the sentences in Part 1 sound better in active voice? Change four sentences to active voice in the spaces below. Why do these sentences sound better when the focus is on the performer?

1. _____

   _____.

2. _____

   _____.

3. _____

   _____.

4. _____

   _____.

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Answer Key

Part 1

1. The theater is cleaned and decorated during the week by the theater staff.

2. The suits and fancy dresses are put on by celebrities before the show.

3. Famous actors are driven in expensive cars by personal drivers.

4. The beautiful celebrities are photographed by paparazzi photographers as they enter the theater.

5. Delicious snacks and drinks are served to the guests by the theater staff.

6. Music is performed on stage by rock bands.

7. Awards are given to the winners by the show hosts.

8. Speeches are given to the audience by the award winners.

9. The show is filmed by T.V. networks for people to watch around the world.

10. News articles are written quickly by reporters for newspapers the next day.

Part 2 (Learners choose 4 to change to active voice)

1. The theater staff cleans and decorates the theater during the week.

2. Celebrities put on the suits and fancy dresses before the show.

3. Personal drivers drive famous actors in expensive cars.

4. Paparazzi photographers photograph the beautiful celebrities as they enter the theater.

5. The theater staff serve delicious snacks and drinks to the guests.

6. Rock bands perform music on stage.

7. The show hosts give awards to the winners.

8. The award winners give speeches to the audience.

9. T.V networks film the show for people to watch around the world.

10. Reporters quickly write news articles for newspapers the next day.

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Part 3 - Listening and speaking

Directions: Read the active sentences to your partner. Then, your partner will change the sentence to the passive voice.

Many famous people receive stars on the Hollywood Walk of Fame.	Workers built the Empire State building in 1930.
Someone stole the Mona Lisa from the Louvre last year.	Police caught the famous thief that robbed 100 banks.
Their kid spilled their expensive drinks all over the dance floor.	Americans elect a president every 4 years.
People celebrate birthdays differently all over the world.	Scientists found the oldest dinosaur fossils in Africa.
The Wright Brothers flew the first airplane in North Carolina.	Many people love a lot of Steven Spielberg's movies.
Edmund Hillary climbed Mount Everest for the first time in 1953.	Many schools use Mark Twain's books in their classes.

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John Lennon wrote the best Beatles' song.	People all over the world listened to Martin Luther King Jr's "I Have a Dream" speech.
Many famous people visit the south of France each year.	His friend watched six Brad Pitt movies yesterday.
We are going to listen to a new album by Adele tonight.	She will read Oprah's new book in one day.
The orchestra played some very famous symphonies last night.	The actors donated money for the new children's school.

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Answer Key:

1. Stars are received on the Hollywood Walk of Fame by many famous people.
2. The Empire State building was built in 1930 by workers.
3. The Mona Lisa was stolen from the Louvre last year by someone.
4. The famous thief that robbed 100 banks was caught by police.
5. Their expensive drinks were spilt all over the dance floor by their kids.
6. A president is elected every 4 years by Americans.
7. Birthdays are celebrated differently all over the world.
8. The oldest dinosaur fossils were found in Africa by scientists.
9. The first airplane was flown in North Carolina by the Wright brothers.
10. Steven Spielberg's movies are loved by a lot of people.
11. Mount Everest was climbed for the first time in 1953 by Edmund Hillary.
12. Mark Twain's books are used in classes by many schools.
13. The best Beatles' song was written by John Lennon.
14. Martin Luther King Jr's "I have a dream" speech was listened to all over the world by people.
15. The south of France is visited each year by many famous people.
16. Six Brad Pitt movies were watched yesterday by his friend.
17. A new album by Adele will be listened to tonight.
18. Oprah's new book will be read in one day.
19. Some very famous symphonies were played last night by the orchestra.
20. Money was donated for the new children's school by the actors.

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Activity Name: Final Travel Post Expansion- Unsung Heroes

Unit and Sections: Famous People, 7.1-7.9

Prerequisites: *Learners should have completed the following in the online course:*

- **7.1:** Introduction and Tour Video
- **7.2:** First Vista
- **7.3a-b:** Famous People: Second Vista
- **7.4:** First Travelpost
- **7.5a-c:** Famous People: Reading
- **7.6a-b:** Famous People: Third Vista
- **7.7:** Second Travelpost
- **7.8:** Take Off Video
- **7.9:** Final Travelpost

Required Materials:

- Worksheet 7.5a (2 pages), one per learner
- Worksheet 7.5b, answer key

Description: Learners will have the opportunity to consider people who aren't famous, but do important things for society. They will first work through a guided exercise about Italian society in Part 1 that will elicit passive voice use. In Part 2, they will discuss their own countries in order to create similar sentences on the same topic.

Directions:

Part 1 - Unsung Italian Heroes

1. Hand out one copy of Worksheet 7.5a to each learner. Read the directions and explain the concept of unsung heroes as people in society who do important things, but aren't famous. Point out how the number 1 example focuses on the object of the action, but still mentions the performer of the action (the unsung hero). Emphasize that passive voice verbs and *by* clauses must be used.

2. Have learners look at the box. Preview any difficult vocabulary.

3. Give learners 5-7 minutes to complete the sentences. Monitor for correct writing mechanics and correct usage of the passive voice.

4. Have learners share their sentences with the class.

Part 2 - Unsung Heroes in Your Country

1. Read the directions. Point out that they will discuss unsung heroes in their society instead of in Italy like in Part 1. Tell them that the 2 questions and the "Object Idea Box" are there to help them brainstorm. Emphasize that they don't have to use the ideas in the box.

2. Put learners in groups of 3-4 and have them create one list together. Give them 7-10 minutes to complete their list of 6. Monitor for perfect grammar usage, especially concerning the target grammar.

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3. When learners are finished, have them share their sentences with the class, time permitting.
4. If some of the ideas in the idea box have not been shared, elicit from the class sentences for those objects. Help them as needed.

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https://pixabay.com/photos/asia-woman-thai-thailand-lady-3691679/

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Part 1 - Unsung Italian Heroes

Directions: In Italy, there are many important things done by people who are not famous. These are people we should admire. These people are referred to as "unsung heroes." Match the objects of actions with actions and unsung heroes from the boxes below to tell what important thing is done by the unsung heroes. Remember to use passive voice verb form and *by* clauses. Write your sentences in the spaces provided. One is done for you.

objects of actions	actions (verbs)	unsung heroes (performers)
~~stylish sports cars~~	clean	farmers in Sicily
big buses	protect	doctors everywhere
contagious coronavirus	grow	fashion designers in Milan
perfect pasta	design	baristas in Naples
tasty tomatoes	brew	chefs in Florence
excellent espresso	treat	bus drivers in Rome
city streets	cook	museum guards Venice
amazing art	~~manufacture~~	~~skilled engineers in Modena~~
cool clothing	drive	city workers in Rome

1. *Stylish sports cars are manufactured by skilled engineers in Modena*.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

7. _____.

8. _____.

9. _____.



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Part 2 - Unsung Heroes in Your Country

Directions: Think of people in your country that do important things for society every day, but aren't famous. Brainstorm with your partners the important everyday things that are done, and by whom they are done. Consider the two questions and object idea box below. Make a list of 6 sentences in the space provided with your partners. The items in the idea box are only suggestions. You can create sentences for any important things or people that you want.

What important/great/interesting/useful/helpful things are done in this country?

By whom are these things done? Who are the unsung heroes that help our society?

Object Idea Box

fires	elderly people	shelter animals
highways and bridges	criminals	sick and hurt people
important news	school students	grocery store food
beautiful parks	public libraries	people's homes

1._____.

2._____.

3._____.

4._____.

5._____.

6._____.





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Answer Key

1. Stylish sports cars are manufactured by skilled engineers in Modena.
2. Big buses are driven by bus drivers in Rome.
3. Contagious Coronavirus is treated by doctors everywhere.
4. Perfect pasta is cooked by chefs in Florence.
5. Tasty tomatoes are grown by farmers in Sicily.
6. Excellent espresso is brewed by baristas in Naples.
7. City streets are cleaned by city workers in Rome.
8. Amazing art is protected by museum guards in Venice.
9. Cool clothing is designed by fashion designers in Milan.

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UNIT 8
REVIEW

Activity Name: Vocabulary Review Discussions

Unit and Sections: Review, 8.1-8.7

Prerequisites: *Learners should have completed the following in the online course:*

- **8.1:** Introduction
- **8.2:** Getting Acquainted
- **8.3:** Art
- **8.4:** Health
- **8.5:** Travel
- **8.6:** Recreation
- **8.7:** Famous People

Required Materials:

- Worksheet 8.1, each page cut in half and distributed as described below

Description: Learners will review vocabulary from Units 2-7 by incorporating the words into conversation.

Directions:

1. Before class, prepare enough copies of each page of Worksheet 8.1 so that every learner in a group of 3 will have a different half sheet (either Partner A, Partner B, or Partner C). To make it easier for everyone to know who has which set of questions, you may wish to print each page on a different color of paper: blue for Partner A, green for Partner B, and yellow for Partner C, for example.
2. In class, divide the learners into groups of 3. Give each learner in each group a different question set. One learner gets Partner A, one gets Partner B, and the other gets Partner C.
3. Learners take turns reading their questions to their group. All members should actively participate in giving their ideas. Allow enough time to get through as many questions as possible.
4. You may wish to wrap up the activity by asking a few of the questions and having learners share their ideas with the whole class.

Note: You can edit the worksheet to allow for groups of 4. Simply create a Partner D sheet and take one question each from the other sheets.

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Vocabulary Review Discussions, Units 2-7

Partner A

Directions: Ask your partners the questions below. Answer your partners' questions, too.

1. What is an important **experience** you had when you were younger? How did this **experience** affect your life? (Unit 2)
2. What are some different things you can find in an art **gallery**? Have you ever been to an art **gallery**? (Unit 3)
3. What do you do for **exercise**? (Unit 4)
4. What kind of **accommodations** do you prefer when you travel? Do you like to stay in a hotel, apartment, or somewhere else? (Unit 5)
5. Have you ever traveled somewhere to see a **majestic** landscape? Where was it? (Unit 6)
6. What type of **industry** would you like to work in? (Unit 7)
7. What are some things people need to do to **establish** a new company? (Unit 2)
8. What are some important things to you in your **culture**? (Unit 3)
9. What are the positive and negative qualities of buying **organic** products? (Unit 4)
10. What is one **extraordinary** thing that you can do? (Unit 5)

Partner A

Directions: Ask your partners the questions below. Answer your partners' questions, too.

1. What is an important **experience** you had when you were younger? How did this **experience** affect your life? (Unit 2)
2. What are some different things you can find in an art **gallery**? Have you ever been to an art **gallery**? (Unit 3)
3. What do you do for **exercise**? (Unit 4)
4. What kind of **accommodation** do you prefer when you travel? Do you like to stay in a hotel, apartment, or somewhere else? (Unit 5)
5. Have you ever traveled somewhere to see a **majestic** landscape? Where was it? (Unit 6)
6. What type of **industry** would you like to work in? (Unit 7)
7. What are some things people need to do to **establish** a new company? (Unit 2)
8. What are some important things to you in your **culture**? (Unit 3)
9. What are the positive and negative qualities of buying **organic** products? (Unit 4)
10. What is one **extraordinary** thing that you can do? (Unit 5)

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Final Vocabulary Review, Units 2-7

Partner B

Directions: Ask your partners the questions below. Answer your partners' questions, too.

1. What are some common vegetables that your country **produces**? (Unit 4)
2. When you travel, what **arrangements** do you need to make? (Unit 5)
3. If you go to a **resort**, what things do you want to do? (Unit 6)
4. Who is a **celebrity** you want to meet? (Unit 7)
5. What is a skill that you would like to be **spectacular** at? (Unit 2)
6. Do you like to wear **colorful** clothes? Why? (Unit 3)
7. What foods are important for a healthy **diet**? (Unit 4)
8. What are some **attractions** you want to visit in other countries? (Unit 5)
9. What is something you are **looking forward to**? (Unit 6)
10. Who has had an important **influence** on your life? Why? (Unit 2)

Partner B

Directions: Ask your partners the questions below. Answer your partners' questions, too.

1. What are some common vegetables that your country **produces**? (Unit 4)
2. When you travel, what **arrangements** do you need to make? (Unit 5)
3. If you go to a **resort**, what things do you want to do? (Unit 6)
4. Who is a **celebrity** you want to meet? (Unit 7)
5. What is a skill that you would like to be **spectacular** at? (Unit 2)
6. Do you like to wear **colorful** clothes? Why? (Unit 3)
7. What foods are important for a healthy **diet**? (Unit 4)
8. What are some **attractions** you want to visit in other countries? (Unit 5)
9. What is something you are **looking forward to**? (Unit 6)
10. Who has had an important **influence** on your life? Why? (Unit 2)

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Final Vocabulary Review, Units 2-7

Partner C

Directions: Ask your partners the questions below. Answer your partners' questions, too.

1. Would you like to go to an art **exhibition**? Have you ever been to one? (Unit 3)
2. Has anyone ever asked you to **take care of something** for them? What was it? (Unit 4)
3. What do you think is a smart **investment** right now? (Unit 5)
4. What are some things that **attract** tourists to different places? (Unit 6)
5. Do you have any **autographs** from celebrities? If not, whose **autograph** would you like? (Unit 7)
6. What have you learned about **native** cultures in this course? (Unit 2)
7 Do you prefer **modern architecture** or traditional styles? (Unit 3)
8. When was the last time you needed to **complain** about service in a restaurant or store? What was the problem? (Unit 4)
9. What was the most recent **performance** you went to see? (Unit 5)
10. What are some types of **recreation** that people prefer during different seasons? (Unit 6)

Partner C

Directions: Ask your partners the questions below. Answer your partners' questions, too.

1. Would you like to go to an art **exhibition**? Have you ever been to one? (Unit 3)
2. Has anyone ever asked you to **take care of something** for them? What was it? (Unit 4)
3. What do you think is a smart **investment** right now? (Unit 5)
4. What are some things that **attract** tourists to different places? (Unit 6)
5. Do you have any **autographs** from celebrities? If not, whose **autograph** would you like? (Unit 7)
6. What have you learned about **native** cultures in this course? (Unit 2)
7 Do you prefer **modern architecture** or traditional styles? (Unit 3)
8. When was the last time you needed to **complain** about service in a restaurant or store? What was the problem? (Unit 4)
9. What was the most recent **performance** you went to see? (Unit 5)
10. What are some types of **recreation** that people prefer during different seasons? (Unit 6)

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Activity Name: Review Discussions

Unit and Sections: Review, 8.1-8.7

Prerequisites: *Learners should have completed the following in the online course:*

- **8.1:** Introduction
- **8.2:** Getting Acquainted
- **8.3:** Art
- **8.4:** Health
- **8.5:** Travel
- **8.6:** Recreation
- **8.7:** Famous People

Required Materials:

- Worksheet 8.2

Description: Learners will have the opportunity to review and think more deeply about the content of each unit by taking part in discussions related specifically to the unit listenings and readings.

Two or more discussion questions are provided for each unit, divided by their area of focus (listening or reading). It may be helpful to have the class as a whole review the listening or reading prior to taking part in the discussions but it is not necessary. You may also wish to add your own questions.

Directions:

Class discussions and idea-sharing can be organized in many ways. In addition to the traditional whole-class discussion and small-group discussion followed by whole-class share, here are some other options:

1. Discussion Stations: 1-3 questions are printed out (a different set of questions on each paper) and placed into folders. The folders are placed around the classroom; these are the "stations." The number of stations should equal the number of groups you divide the class into. Learners work in groups. Each group has one piece of paper or a notebook and one pen or pencil. Groups spend about 5 minutes discussing the questions at each station and then move to the next station. At each station, a different learner takes notes on the group's ideas. Once the groups have visited each station, ideas can be shared with the class. For example, each group could share their ideas to a different station question.

2. Question Strips: Questions are printed out and cut into strips, 1 question per strip. Learners take turns drawing question strips and answering the questions. Other learners can be given a chance to add ideas. This can be done in small groups or as a whole class.

3. Mini-Presentations: Groups of learners are given 1-3 questions to discuss. They summarize their ideas (in list form, using key words and phrases) on flip-charts (or other large pieces of paper that can be posted in the classroom), or classroom boards. Each group presents their ideas, using their visual aid, to the class.

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4. Small Talks: Groups of 2-3 learners take turns leading the class discussion. They can either choose questions from the Discussion Questions worksheet or write their own (or a combination of both). The learner leaders are responsible for determining how they want to organize the discussion. (This works best if it is a consistent part of the class time, i.e., Small Talks take place for each unit, to give all learners the chance to lead a discussion.)

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Discussion Questions

Unit 2	**Listening**	In the introduction video (Lesson 2.1), you learned many facts about Arizona. What are some of the things you learned about the plants, animals, and landscape of Arizona?
	Reading	Have you ever visited a native monument? If not, what are some native monuments you would like to visit?
Unit 3	**Listening**	In the introduction video (Lesson 3.1), you learned many things about the different types of art in Miami, Florida. What are some of the things you learned?
	Reading	What types of art have you made in your life? Are there any types of art that you would like to learn how to make?
Unit 4	**Listening**	In the introduction video (Lesson 4.1), you learned many things about how people in Portland, Oregon stay healthy. What are some things that Portland residents do to stay healthy?
	Reading	You read about Portland, Oregon in the United States. They have many reasons for being one of the healthiest communities in the U.S. What is another place in the world where people live healthy lifestyles? What do they do to stay healthy?
Unit 5	**Listening**	In the introduction video (Lesson 5.1), you learned about things to do in Las Vegas. What are some of the attractions that you would like to visit in Las Vegas?
	Reading	If you could travel anywhere in the world, where would you go and what would you do? Imagine that money is not a problem. You can go anywhere and do anything you want to do.
Unit 6	**Listening**	In the introduction video (Lesson 6.1), you learned about some of the recreational activities and sights to see in Colorado. What are some of the things you can do and places you can see in Colorado?
	Reading	What are some recreational activities that you have never done but would like to try? Why?
Unit 7	**Listening**	In this introduction video (Lesson 7.1), you learned about some of the interesting sights to see in California. What are some of the things you would like to see in California?
	Reading	Are there any famous inventors or inventions from your country? Does your country have an area like Silicon Valley or Hollywood?

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Activity Name: Grammar Review

Unit and Sections: Review, 8.1-8.7

Prerequisites: *Learners should have completed the following in the online course:*

- **8.1:** Introduction
- **8.2:** Getting Acquainted
- **8.3:** Art
- **8.4:** Health
- **8.5:** Travel
- **8.6:** Recreation
- **8.7:** Famous People

Required Materials:

- Worksheet 8.3a, cut into cards, one set per group
- Worksheet 8.3b, only one page per pair

Description: There were many grammatical structures learned and practiced throughout this online course. In this activity, learners will have the opportunity to review and practice the grammar structures that were learned, including present and past simple, present and past continuous, present perfect, relative clauses, conditionals, and gerunds.

Directions:

Part 1

1. Put learners in groups of 3-4 each. Tell learners that they will be practicing the different grammar structures that they learned in the online course.
2. Cut up cards from Worksheet 8.3a and give each group a full set.
3. The cards should be placed in the middle of the group, upside down. The first learner picks a card, turns it over, then reads it to the group. The learner must follow the directions on the card, which could be to finish a sentence out loud for the group, ask a partner a question, or answer a question.
4. If the learner completes the card correctly, they keep it for a point.
5. After the first learner finishes, the next learner chooses a card.
6. Continue until all of the cards have been completed. If time permits, all of the cards can be turned back over and it can be done a second time since learners could get different cards from before.
7. At the end, if there is time, go over each of the cards and have someone in the class complete the challenge. Make corrections and answer questions as needed.

Part 2

1. Put learners in pairs. Tell learners that they will be putting all of their learned grammar structures to practice by creating their own fun stories!

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2. Pass out Worksheet 8.3b. However, each pair should only get one page so that they only have to create one story. This also allows each pair to have a different story starter. Depending on the number of groups, there may be repeated story starters, but the stories will be different.

3. Explain to learners that they will have 10-15 minutes to finish the story that is started on their worksheet. They should have fun and be creative. They may write it down, simply take notes, or just talk about their story so they are ready to share. This is the teacher's decision.

4. Encourage learners to use as many grammar structures from the online course as possible. The teacher may write these structures on the board so that the learners can remember the different structures.

5. After the allotted time, depending on the class size, the teacher may choose to do story telling for the whole class, or divide the class into 2 or 3 groups where each pair shares their story.

6. In the end, the teacher may choose to have learners vote on the best story.

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Part 1:

Make a question in the present simple, then ask a partner: **what / do / you / do / in / your free time**	Make a question in the present simple, then ask a partner: **what / do / you / watch / on TV**
Make a question in the present continuous, then ask a partner: **what / be / the teacher / do / right now**	Make a question in the present continuous, then ask a partner: **what / be / your classmate / wear / today**
Make a question in the past simple, then ask a partner: **what / you / eat / for dinner / last night**	Make a question in the past simple, then ask a partner: **what / be / your best vacation**
Ask a partner the this question using past continuous: **What were you doing when you met your best friend?**	Ask a partner the this question using past continuous: **What were you doing when you had your first injury?**
Make a question in the present perfect, then ask a partner: **have / you / swim / in the ocean**	Make a question in the present perfect, then ask a partner: **have / you / travel / abroad**
Make a question in the present perfect continuous, then ask a partner: **how many / years / have / you / be study / English**	Make a question in the present perfect continuous, then ask a partner: **how long / have / you / be / live / here**
Finish the sentences with your own relative clauses according to your own opinion. **In my opinion, a good friend is someone who …**	Finish the sentences with your own relative clauses according to your own opinion. **I think that smartphones which …. Are the best kind because …**
Finish the relative clauses with your own opinion or experience. **The food which my country …**	Finish the relative clauses with your own opinion or experience. **The first foreign country that I (visited / want to visit) is …**

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Part 1 (continued):

Finish the 1st conditional sentence with your own idea about future certainty. **I will gain weight if …**	Finish the 1st conditional sentence with your own idea about future abilities. **You can do anything you want if you …**
Finish the 2nd conditional sentence with your own idea of unreal or imaginary situations. **If I could fly, I …**	Finish the 2nd conditional sentence with your own idea of unreal or imaginary situations. **If I never had to work or study, I …**
Ask a partner the following question. They should answer using a gerund. **What do you usually avoid doing?**	Ask a partner the following question. They should answer using a gerund. **What is something you miss doing that you did when you were younger?**
Ask a partner the following question. They should answer using an infinitive. **What is something that's fun to do?**	Ask a partner the following question. They should answer using an infinitive. **What is something that is impolite to do in your country?**
Change the following sentence from active to passive voice. **Scientists discovered the biggest planet in the universe last year.**	Change the following sentence from active to passive voice. **Police caught the thief who stole the most famous painting in the world.**

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Story Starters Storytelling!

Directions: With your partner, create a story using the story starter sentence below. This should help you begin the story. Be prepared to tell your classmates the story. Have fun and be creative!

My friend screamed, "Get that thing away from me!" It was… _____

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_____. **The end!**

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Story Starters Storytelling!

Directions: With your partner, create a story using the story starter sentence below. This should help you begin the story. Be prepared to tell your classmates the story. Have fun and be creative!

After I woke up, I quickly saw that I wasn't in my bedroom anymore. I was… _____

_____

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_____. **The end!**

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Story Starters Storytelling!

Directions: With your partner, create a story using the story starter sentence below. This should help you begin the story. Be prepared to tell your classmates the story. Have fun and be creative!

We had never seen anything like it before. It wasn't an animal or a person. … _____

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_____. **The end!**

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Story Starters Storytelling!

Directions: With your partner, create a story using the story starter sentence below. This should help you begin the story. Be prepared to tell your classmates the story. Have fun and be creative!

I looked around the park. Nothing looked unusual, but then… _____

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_____. **The end!**

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Story Starters Storytelling!

Directions: With your partner, create a story using the story starter sentence below. This should help you begin the story. Be prepared to tell your classmates the story. Have fun and be creative!

"Look out!" My friend yelled to me as … _____

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_____. **The end!**

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Activity Name: Learner-Led Review

Unit and Sections: Review, 8.1-8.7

Prerequisites: *Learners should have completed the following in the online course:*

- **8.1:** Introduction
- **8.2:** Getting Acquainted
- **8.3:** Art
- **8.4:** Health
- **8.5:** Travel
- **8.6:** Recreation
- **8.7:** Famous People

Description: In this activity, small groups of learners will be assigned a unit and will lead the class in a review of their assigned unit. The small groups will need time to prepare in class and possibly out of class as well. On the day of the review presentations, learners will be placed into their assigned small groups to work on the review activities presented by other small groups, one at a time. They will take notes and work together to complete the activities presented for each unit.

Required Materials:

- Worksheets 8.4, one packet of worksheets for each learner. Each learner should have 6 copies of page 2 of the worksheet.
- Possible PowerPoint or other resources as prepared by small groups of learners

Directions:

<u>Preparation Session</u>

1. Divide learners into 6 small groups and assign each group a unit from the course (Units 2-7). For example, learners A, B, and C may form a small group and they may be assigned to Unit 2.

2. Pass out the small group instruction papers. Explain the instructions for the groups to prepare the review activities for their unit. Be sure to go over the instructions in detail.

   Each group will be responsible for preparing and leading the class through a 15-minute review session for their assigned unit.

   The review session for their unit will consist of 3 parts:

   a. Vocabulary Review (game)
   b. Reteach Unit Grammar Skill (and practice the skill with examples)
   c. (Thematic) Dialogue Presentation with Listening Comprehension Questions

<u>Preparation Efforts</u>

1. Small groups should be given time to work together in class to prepare for their review activities.

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2. It may be helpful to have group mates also meet outside of class to prepare their review sessions.

3. Groups may benefit by referencing the review sections in Unit 8 of the online course (8.1-8.7).

Unit Review Presentations

1. The teacher may decide to have all groups present their reviews on the same day or assign groups to present on different days.

2. Small groups should sit together to work on activities together such as answering the listening comprehension questions from the dialogue portion.

3. Each learner should take notes and fill out their worksheet while other groups present their review presentation.

4. The teacher may choose to collect the review worksheets for a participation grade, or learners may use these sheets to help study for *Unit 8: Post-test* (in the online course).

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Learner-Led Unit Review
Small Group Instruction Sheet

Your group will be responsible for preparing and leading the class through a 15-minute review session for one unit of this course.

The review session for your unit will consist of 3 parts:

d. Vocabulary review (game)
e. Reteach grammar (and practice the grammar skill with examples)
f. Thematic Dialogue Presentation with Listening Comprehension Questions

a. For the first part, **Vocabulary Review**, your group will be responsible for leading your class in a vocabulary review or vocabulary game of your choice. You can be as creative as you would like to be. You may choose to use online resources, create a PowerPoint, or do a simple paper and pencil activity which will highlight and practice the vocabulary words covered in your unit. Remember, the vocabulary words can be found in *Vista 1* of your online course.

b. For the second part, **Reteach Grammar**, you and your group mates will reteach the grammar information found in the grammar sections of your assigned unit. You may wish to create a PowerPoint to lead your discussion. You should also lead the class in a few practice exercises. Remember, the grammar skills can be found in *Vista 2* and *Vista 3* of your online course.

c. For the third part, **Thematic Dialogue Presentation with Listening Comprehension Questions**, you will present a dialogue prepared ahead of time which will feature the theme of the unit. The members of your group should write a short skit or dialogue of 2 or more people talking about a topic related to the theme of your unit (ie: Native Peoples, Health, Art, Recreation, etc.) Present this dialogue to the class by reading, acting or even singing your dialogue. Then you should ask the class comprehension questions to see if they understood your dialogue. Questions can be written on the white/black board, projected on PowerPoint or written ahead of time on the worksheet. Small group members should answer the questions on their worksheets. You can conclude this portion by asking for the correct answers to the questions.

Your group will have a worksheet to give the whole class for your unit review. Your classmates will fill out the worksheet as they take part in the activities for the unit review.

Our Unit: _____

Group mates' names and contact information:

_____

_____

_____

_____

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Review Worksheet

Unit: _____ Your **name:** _____

1. **Vocabulary Review:** Take notes here as your classmates lead you in a vocabulary review.

2. **Grammar Review:** Take notes here as your classmates lead you in a grammar and sentence structure review.

3. **Dialogue Presentation- Listening Comprehension Questions:** In your small group, listen to the dialogue and answer the comprehension questions here.

   a.

   b.

   c.

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