



# **ESL WORKSHEETS & LESSON PLANS**

## **A d v a n c e d   L e v e l**

*By Paul J. Hamel*

The worksheets in this e-book have been developed to supplement English-as-a-Second- Language textbooks and curriculum -- not to replace them. They are meant to enhance and bring variety to an already-existing school English language teaching program. The worksheets are designed to be duplicated and distributed to students. The worksheets can be used at home, school, or for any other independent setting. They can also be used to make overhead transparencies or be projected onto a whiteboard or smart board on which students can see the worksheet and write directly onto the projected image. Each worksheet is accompanied by a detailed step-by-step lesson plan and suggested teaching techniques to assist the instructor in providing an interesting and successful lesson. The lessons can also provide a useful resource for substitute teachers and tutors. The e-book opens in a PDF and there is no need to print out the whole book. Lesson can be printed out as needed.

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## INTRODUCTION

Reproducible worksheets have unquestionably played a prominent role in education beginning with the invention of the ditto machine or spirit master, photocopier, overhead projector, and now the “Smart Board.”

Worksheets serve as an important tool in supplementing, reinforcing, and expanding your lessons. No matter how good or complete the content of your textbook or curriculum may be, there will always be a need to fill in the gaps in knowledge and skills your students were assumed to have learned.

The value of worksheets in teaching English as a Second language is clear.

Worksheets help students:

- review and understand already-taught materials in a new way
- learn through a variety of different methods
- develop writing and spelling skills
- have fun in doing challenging grammar and vocabulary building assignments
- keep their minds active and engaged
- learn new words and phrases on a topic
- make inferences, evaluating choices, and drawing conclusions
- refresh and help retain grammar points and vocabulary they have just learned
- visualize the new words through photos
- continue learning outside of the classroom

Crossword puzzles help teachers:

- supplement textbooks and curriculum
- extend and reinforce their lessons
- keep their students' interest
- provide extra homework or classroom assignment to improve English skills
- provides additional methods of presenting grammar and vocabulary building
- reinforce already-taught structures and vocabulary words
- use as a review tool that is less intimidating and less threatening than tests

Paul J. Hamel, June, 2010

# TABLE OF CONTENTS

*NOTE: The worksheet titles are listed alphabetically and are not meant to be taught sequentially.*

## ESL Advanced Level

<b>TITLE</b>	<b>ITEM #</b>	<b>PAGE</b>
1. Breaking a Work Rule, Values Clarification, Discussion	0073	6-7
2. Comparative and Superlative Review, Facts About the USA	0001	8-9
3. Direct and Indirect Speech, Discussion, Writing, Discussing Drug Abuse	0052	10-11
4. Filling out an Employment Application, Vocational ESL, Pair Practice	0049	12-13
5. Gerunds, Vocational ESL Vocabulary	0003	14-15
6. Information Search, Using the Library or Internet	0040	16-17
7. Irregular Verbs in the Past Tense, Crossword II, Vocabulary Building	0042	18-19
8. Irregular Verbs in the Past Tense, Spelling, Crossword Puzzle	0041	20-21
9. Not Understanding, Values Clarification, Discussion	0083	22-23
10. Passive Voice, Listening Comprehension, Writing Activity	0006	24-25
11. Passive Voice, Rewriting Newspaper Headlines	0007	26-27
12. Passive Voice, Vocational ESL Vocabulary	0008	28-29
13. Past Participle Endings, Crossword Puzzle, Vocabulary Building	0021	30-31
14. Past Tense Review, Rewriting a Picture Story, Reading Comprehension, Writing	0054	32-33
15. Past Tense Review, Telling a Story, Reading, Writing	0058	34-35
16. Present Perfect Tense II, A Job Interview, Pair Practice, Writing, Class Discussion	0108	36-37
17. Present Perfect Tense, Discussion, Writing, Dealing with AIDS	0093	38-39
18. Present Perfect Tense, Shopping Survey, Pair Practice, Writing, Class Discussion	0107	40-41
19. Reading Apartment Ads, Vocabulary Building, Pair Practice	0047	42-43

<b>TITLE</b>	<b>ITEM #</b>	<b>PAGE</b>
20. Reading Job Ads, Pair Practice, Vocabulary Building	0048	44-45
21. Silent Letters in Words, Spelling, Crossword Puzzle, Vocabulary Building	0069	46-47
22. Understanding Directions, Values Clarification, Discussion	0084	48-49
23. Understanding Driving Directions, Reading and Listening Comprehension, Vocabulary Building	0062	50-51
24. Using Modal Verbs, Giving Advice, Reading, Writing, Class Discussion	0050	52-53
25. Writing Bulletin Board Ads, Reading, Writing, Pair Practice, Dictation, Vocabulary Building	0022	54-55
Useful Teaching Tips, Techniques, and Activities		56-62
Other Educational Materials by Paul J. Hamel		63

**Note:** Some of the lesson in the Intermediate Level Book may be appropriate for advanced students.

# Present Perfect Tense (1)

1 Read the questions in the supermarket shopping survey.

A store employee is asking Judy Tanaka some shopping survey questions.

Can I ask you a few questions?

Welcome to our store. We have been at your service for 100 years.



1. Have you ever been in this store before?
2. Have you ever tried our store brands?
3. Have you ever used coupons before?
4. Have you ever tasted our ice cream?
5. Have you ever purchased our produce?
6. Have you ever answered a survey before?

- Yes.  
Yes.  
Yes.  
No.  
Yes.  
No.

Who? Me? Sure!



2 Pair-Practice: Practice answering and asking questions with another student. Use the questions above. See examples. ▶

Student 1: Have you ever \_\_\_\_\_?

Student 2: Yes, I have. or No, I haven't.



3 Pair-Practice: Practice answering and asking questions with another student. Use some of the expressions in the box to the right. See examples. ▶

Student 1: How many times have you \_\_\_\_\_?

Student 2: I've \_\_\_\_\_.



**VERB PHRASES**

- visited your local library?
- been to a play?
- attended a concert?
- visited the zoo?
- enjoyed a circus?
- used your cell phone today?
- listen to your favorite radio station.
- helped a friend?
- played a musical instrument?
- eaten in a Chinese restaurant?
- had a bad haircut?

**TIME EXPRESSIONS**

never ... before	twice
many times	three times
once	a few times

4 Answer the questions in writing using the present perfect tense.

1. Has Judy ever shopped in this store before? Yes, she has shopped in the store before.
2. Has she ever eaten this store's ice cream? \_\_\_\_\_
3. Has she ever used coupons before? \_\_\_\_\_
4. Have you ever answered a shopping survey? \_\_\_\_\_
5. Have you ever used coupons in a supermarket? \_\_\_\_\_
6. Have you ever been to an outside farmer's market? \_\_\_\_\_
7. Has the supermarket clerk ever overcharged you for food? \_\_\_\_\_
8. Have you ever received samples of new products by mail? \_\_\_\_\_
9. Have you shopped at the same market for a long time? \_\_\_\_\_
10. Have you ever worked in the supermarket? \_\_\_\_\_

5 Fill in the blanks with verbs in the present perfect tense.

Judy Tanaka has lived in this city and \_\_\_\_\_ in the same market for a very long time. This is the first time that anybody \_\_\_\_\_ her and \_\_\_\_\_ questions about her buying habits. A woman asked her, "\_\_\_\_\_ you ever \_\_\_\_\_ our ice cream? Judy answered, "No, I \_\_\_\_\_ your ice cream, but I \_\_\_\_\_ in this store many times before."



# Teacher's Notes

- 1 Before distributing the worksheet, start the lesson with a conversation. Ask questions that elicit sentences using the present perfect tense to determine how well they can use the verb structure. Use some of the sample questions below:

*Have you ever visited a museum? If so, how many times?      Have you ever played an instrument? If so, how often?  
Have you been to the local library? If so, how many times?      Have you ever attended a concert? How many times?*

- 2 Distribute the worksheet. Read the questions survey questions in the balloons at the top of the worksheet. Model the responses using short answers. For example, ask, "**Have you ever been in this store before?**" Model the responses, "**Yes, I have.**" and "**No, I haven't.**" Have students repeat both questions and answers.

- 3 Repeat the exercise by replacing "**you**" with "**Judy**." For example, ask, "**Has Judy ever been in this store before?**" Reply, "**Yes, she has.**" or "**No, she hasn't.**"

- 4 In Exercise 2, the first pair-practice exercise, have the students work in pairs asking one another questions based on the survey questions at the top of the worksheet.

- 5 Drill and ask questions based on the shopping survey using "**How many times?**" Model responses using "**never ... before,**" "**many times,**" "**several times,**" "**once,**" "**twice,**" "**three times,**" and "**a few times.**" Examples:

*How many times have you been in this store?      I've been here twice.  
I've never been here before.*

- 6 In Exercise 3, the second pair-practice exercise, expand the activity by having the students ask one another original questions using the expressions in the box at the right side of the worksheet.

Direct the students to the writing activity in Exercise 4. Review and discuss the questions to make sure that the students understand the vocabulary. After writing and correcting the answers, encourage the students to pose original questions using the questions modeled after those on the worksheets. Then, have a class discussion based on their questions.

- 7 As a quiz, have the students fill in the words in Exercise 4. (**Answers: has lived, has shopped, has stopped, has asked, Have ... tasted, haven't tried, I've been**)

## FOLLOW-UP ACTIVITIES

- 8 On a subsequent day, use some of the students' original questions as a dictation.
- 9 Review the forms of the verb "**to have**" in the present tense (**have, has**).
- 10 Show that the present perfect tense is formed by combining the present tense of "**have**" and the past participle. This lesson only introduces the two irregular forms "**been**" and "**eaten**."
- 11 Ask various questions relating to the students' experiences. Use some of the questions in the box to the right of the worksheets as models.

## NOTE

The present perfect expresses an indefinite time in the past; whereas the simple past implies a specific time. This distinction could be clarified by expanding the activity above. Have students give initial short answers in the present perfect, and then expand their answers in the past tense giving specific time references (**ago, last week, yesterday, on Friday, at 8 p.m.**).

**Question: Have you ever visited the local library?**

**Response: Yes, I have. I visited it last week.**

You may want to point out that "**s**" is a contraction of "**is**" and "**has**." Compare "**He's working now.**" and "**He's worked for many years.**"

Explain that the word "**ever**" is not echoed in an affirmative response. However, it is used for emphasis after the superlative as in "**This is the best book that I've ever read.**"

In the United States, there is usually a grammatical distinction between "**have**" as a primary verb and "**have**" as an auxiliary verb. Examples:

<i>Do you have any sisters?</i>	<i>Yes, I do. I don't have any sisters.</i>
<i>Have you called your brother?</i>	<i>Yes, I have. I haven't called my brother.</i>