

ESL WORKSHEETS & LESSON PLANS

I n t e r m e d i a t e 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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For more information concerning this publications go to ““eslworksheetsandlessonplans.com.” or contact Paul J. Hamel at “paul.hamel@ymail.com.”

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

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ESL Intermediate Level

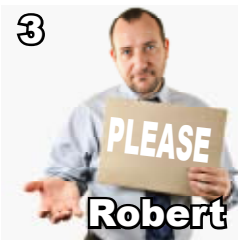
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Note: Some lessons in the ***Beginning Level*** and ***Advanced Level*** books may be appropriate for intermediate level students.

Descriptive Adjectives & Adverbs of Manner

1 Read the sentences below the photos.



Jill
A careful driver drives carefully.

James
A careless driver drives carelessly.

Robert
A polite employee acts politely.

Maria
A rude employee acts rudely.

Susan
A safe rider rides safely.

Mark
An unsafe rider rides unsafely.



Carl
A loud speaker speaks loudly.

Amy
A soft speaker speaks softly.

Doris
An honest player plays honestly.

Roy
A dishonest player plays dishonestly.

Fred
A clear speaker speaks clearly.

Don
An unclear speaker speaks unclearly.

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

Student 1: **What kind of** _____ **is** _____ ?

Student 2: **He/She is a** _____ .

What kind of driver is Jill?

She's a careful driver.



3 Pair-Practice: Practice answering and asking questions with another student. See examples. ▶

Student 1: **How does** _____ ?

Student 2: **He/She** _____ .

How does Jill drive?

She drives carefully.



4 Class Discussion: Practice answering and asking questions with other students in your class. See examples. ▶

What kind of _____ **are you?**

How do you _____ ?

What kind of person are you?

How do you speak to people?



5 Answer the questions in writing. Use the adjectives and adverbs above.

1. What kind of person are you? I'm an honest person.
2. How do you speak to people? I speak to people politely.
3. What kind of person is a judge? _____
4. How does your teacher speak? _____
5. What kind of card player are you? _____
6. How do you play games? _____
7. What kind of driver are you? _____
8. How do you ride a bicycle? _____
9. What kind of friends do you have? _____
10. How do your friends speak to you? _____

Teacher's Notes

- 1 Before distributing the worksheet, start the lesson with a conversation. To assess your students' knowledge of the use of descriptive adjectives and adverbs of manner, ask personalized questions like the ones at the bottom of the worksheet.
- 2 Distribute the worksheet. Review and explain the sentences below each photo.
- 3 Introduce the adverbial forms of the words below the photos by asking questions with "**How?**" and "**What kind of...?**" Model the following questions and answers.

What kind of driver is Jill? She's a careful driver.

How does Jill drive? She drives carefully.

- 4 Continue asking similar questions about each photo. Have the students repeat both the questions and answers.
- 5 Pose yes/no questions that elicit a negative answer. For example, ask "**Is Jill a careless driver?**" Model the response, "**No, she isn't. She's a careful driver.**" Ask, "**Does she drive carelessly?**" Model the response, "**No, she doesn't. She drives carefully.**" Continue drilling using the remaining photos.
- 6 In activity 2, the first pair-practice exercise, direct the students to ask and answers questions using "**What kind of person is [name]?**" Model responses using adverbs of frequency. Have the students continue the activity by working in pairs asking one another questions based on the information in the phrases at the top of the worksheet.
- 7 In activity 3, the second pair-practice exercise, have the students use the question "**How does [name] [verb]?**" Then, model a few responses using an adverb of manner. Let the students work in pairs.
- 8 Expand the activity by asking the class personalized questions such as the ones listed at the bottom of the worksheet. Then, as a class discussion in activity 4, encourage the students to ask one another original questions.
- 9 After reviewing the questions in activity 5, have students complete the questions in writing. Ask them to share some answers with the whole class.

NOTE

- 10 Explain that adjectives generally precede nouns and the adverbs of manner follow verbs. Point out that many common adverbs are formed by adding the suffix "**-ly**" to adjectives.
- 11 Present spelling and pronunciation rules progressively over several class sessions. Drill both orally and in writing. Utilize a chalkboard drill to reinforce spelling changes. Have students transform adjectives into corresponding adverbial forms.

a. "**y**" changes to "**i**" before adding "**-ly**." The spelling change results in a difference in the vowel quality. Drill the following examples contrastively:

easy → easily
 busy → busily
 angry → angrily

lucky → luckily
 temporary → temporarily
 happy → happily

noisy → noisily
 lazy → lazily
 steady → steadily

b. When an adjective ends in "l," students may have a tendency to incorrectly spell the adverb with a single "l." the following are some examples of this type of adjective-adverb pair:

beautiful → beautifully
 careful → carefully
 cheerful → cheerfully

official → officially
 equal → equally
 accidental → accidentally

individual → individually
 legal → legally
 normal → normally

c. When a word ends in "le," drop the "e" and simply add "y." The letter "e" is no longer pronounced. Note the examples below:

simple → simply
 capable → capably
 legible → legibly

gentle → gently
 comfortable → comfortably
 honorable → honorably

horrible → horribly
 sensible → sensibly
 terrible → terribly

- 12 Introduce and drill other adjective-adverb pairs such as:

calm → calmly
 bad → badly
 sad → sadly

clear → clearly
 nice → nicely
 nervous → nervously

false → falsely
 correct → correctly
 perfect → perfectly

- 13 Point out that there are some common adjectives end in "**-ly**:" costly, deadly, friendly, kindly, likely, lively, manly, timely.