

Creating Materials and Tasks for mixed Level Classes (By Manipulating Pre-Made Worksheets)

By Selena Parker
Selena.tesl.canada@gmail.com

Agenda

1. Biography
2. Classroom Method
3. Vocabulary
4. Reading
5. Listening
6. Speaking

My Biography

Poll 1:
How do you teach your class?

(Module being one topic or theme)

- 1. One day topic and a new one tomorrow**
- 2. Module based for a few days**
- 3. Module based 1 - 2 weeks**
- 4. Other?**

My Method

My Method

My method, though can work for one day activities too but ideally repetition in modules is ideal.

- Scaffolding vocabulary
- Start off simple and add more
- Do specific grammar points and extra as they come up
- Being clear to students expectations and difficulty
- Speaking activities and repetition in various formats

Vocabulary

Wordsearch

Adjective Word Search

H H T Y R C F T U J V F I L E
A U R V A I S E D Y B H X Z N
E D N G M L A W B U A L K J R
I F E G E A D J T P S I C K O
N Y K F R Y G H P O T D H H Y
V M U J B Y X Y M K H V N R M
M M N X H F Z J S L P N B B K
V G E S U B R C Z K Y Y Z R K
U X E L L B F X G Q D G I Q Q
M J L X B E P M U S S I F U C
H E A L T H Y L U J K T O I K
F D X H W U O K O D L O C E P
G W M W H K B Z B U L H K T T
C K W Y X Z W X H K D V X V V
H A F W M C M X B F B F G Z F

Happy
Sad
Healthy
Sick
Hot
Cold
Wet
Dry
Hungry
Full
Loud
Quiet

Poll 2:

What are some different ways we can manipulate this wordsearch to make it more interactive for the students to practice their vocabulary and other skill sets?

Adjective Word Search

Student Name: _____

Adapted Wordsearch 1

H H T Y R C F T U J V F I L E
A U R V A I S E D Y B H X Z N
E D N G M L A W B U A L K J R
I F E G E A D J T P S I C K O
N Y K F R Y G H P O T D H H Y
V M U J B Y X Y M K H V N R M
M M N X H F Z J S L P N B B K
V G E S U B R C Z K Y Y Z R K
U X E L L B F X G Q D G I Q Q
M J L X B E P M U S S I F U C
H E A L T H Y L U J K T O I K
F D X H W U O K O D L O C E P
G W M W H K B Z B U L H K T T
C K W Y X Z W X H K D V X V V
H A F W M C M X B F B F G Z F

H_pp_
S_d
H__lthy
S_ck
H_t
C_ld
W_t
Dr_
H_ngry
F_ll
L__d
Q__t

Adjective Word Search

Adapted Wordsearch 2



H	H	T	Y	R	C	F	T	U	J	V	F	I	L	E
A	U	R	V	A	I	S	E	D	Y	B	H	X	Z	N
E	D	N	G	M	L	A	W	B	U	A	L	K	J	R
I	F	E	G	E	A	D	J	T	P	S	I	C	K	O
N	Y	K	F	R	Y	G	H	P	O	T	D	H	H	Y
V	M	U	J	B	Y	X	Y	M	K	H	V	N	R	M
M	M	N	X	H	F	Z	J	S	L	P	N	B	B	K
V	G	E	S	U	B	R	C	Z	K	Y	Y	Z	R	K
U	X	E	L	L	B	F	X	G	Q	D	G	I	Q	Q
M	J	L	X	B	E	P	M	U	S	S	I	F	U	C
H	E	A	L	T	H	Y	L	U	J	K	T	O	I	K
F	D	X	H	W	U	O	K	O	D	L	O	C	E	P
G	W	M	W	H	K	B	Z	B	U	L	H	K	T	T
C	K	W	Y	X	Z	W	X	H	K	D	V	X	V	V
H	A	F	W	M	C	M	X	B	F	B	F	G	Z	F

Adapted Wordsearch 3&4.

H H T Y R C F T U J V F I L E	1.
A U R V A I S E D Y B H X Z N	2.
E D N G M L A W B U A L K J R	3.
I F E G E A D J T P S I C K O	4.
N Y K F R Y G H P O T D H H Y	5.
V M U J B Y X Y M K H V N R M	6.
M M N X H F Z J S L P N B B K	7.
V G E S U B R C Z K Y Y Z R K	8.
U X E L L B F X G Q D G I Q Q	9.
M J L X B E P M U S S I F U C	10.
H E A L T H Y L U J K T O I K	11.
F D X H W U O K O D L O C E P	12.
G W M W H K B Z B U L H K T T	
C K W Y X Z W X H K D V X V V	
H A F W M C M X B F B F G Z F	

Adapted Wordsearch 5

Adjective Word Search

H H T Y R C F T U J V F I L E
A U R V A I S E D Y B H X Z N
E D N G M L A W B U A L K J R
I F E G E A D J T P S I C K O
N Y K F R Y G H P O T D H H Y
V M U J B Y X Y M K H V N R M
M M N X H F Z J S L P N B B K
V G E S U B R C Z K Y Y Z R K
U X E L L B F X G Q D G I Q Q
M J L X B E P M U S S I F U C
H E A L T H Y L U J K T O I K
F D X H W U O K O D L O C E P
G W M W H K B Z B U L H K T T
C K W Y X Z W X H K D V X V V
H A F W M C M X B F B F G Z F

ALETYHH

YUHGNR

SDA

PPHAY

DCOL

OHT

WTE

RYD

KCIS

DUOL

TIEUQ

LULF

My ideas to manipulate a wordsearch:

- 1. Whiteout the clusters or specific sounds/letters (vowel, consonants etc)*
- 2. Use a picture instead of the word and students need to identify the words by writing the word*
- 3. Have a voice recording students listen to the word and then use the words and write them down then check with a partner or their previous notes to verify spelling*
- 4. Students listen to a recording of each word and the spelling*
- 5. Have letters scrambled up and students have to unscramble and then find in the wordsearch*
- 6. Each student is given a word and then they have to go around the room asking their partner for their word and how to spell it (?)*
- 7. Hide vocabulary words (with missing letters) around the room and have students find them and then share with each other →(e)*

Summary:

The key things we did in this activity is:

- White out something,
- listen to something,
- find and share something,
- unscramble something

Word Search Extensions

Poll 3:

How could we extend this activity? What are your ideas as teachers?

Independent Exercises

- a) Have students **write a sentence** using the new vocabulary
 - i) Make it harder by trying to use more than one word in a sentence

- b) Have students **record an audio** of them creating a sentence using the vocabulary word (I know most students will write the sentence then read what they wrote- but it still is good to get students practicing the speaking part, not just the writing part)

- c) Have students create a way to **describe the word** (higher levels)

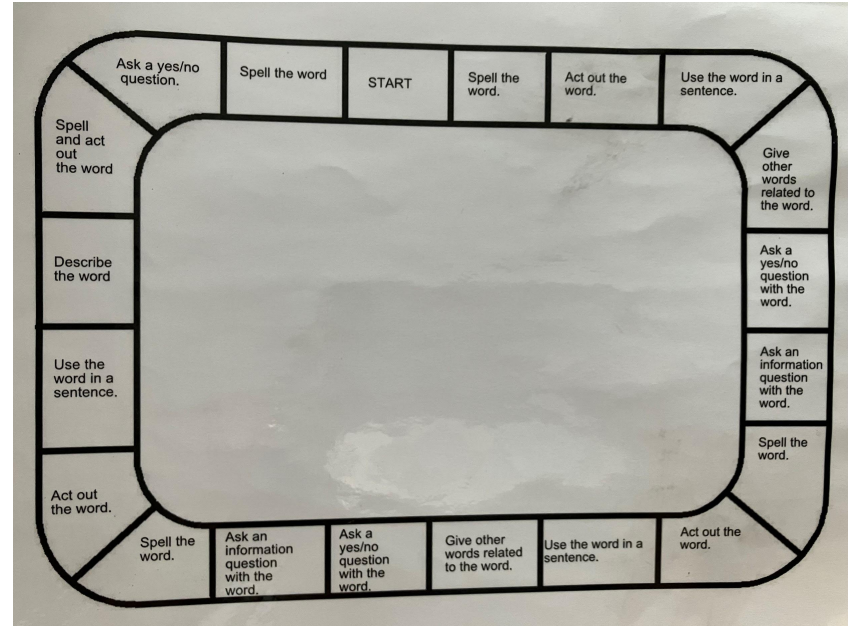
- d) Have students **write a letter/text msg** to a friend using some of the vocabulary words (give a specific questions. So if the vocabulary words are related to emotions. Ask your students to write a letter to their friend and describe how they felt at different parts of the day (and why). Use the vocabulary words in the letter.

Collaborative Learning Extensions

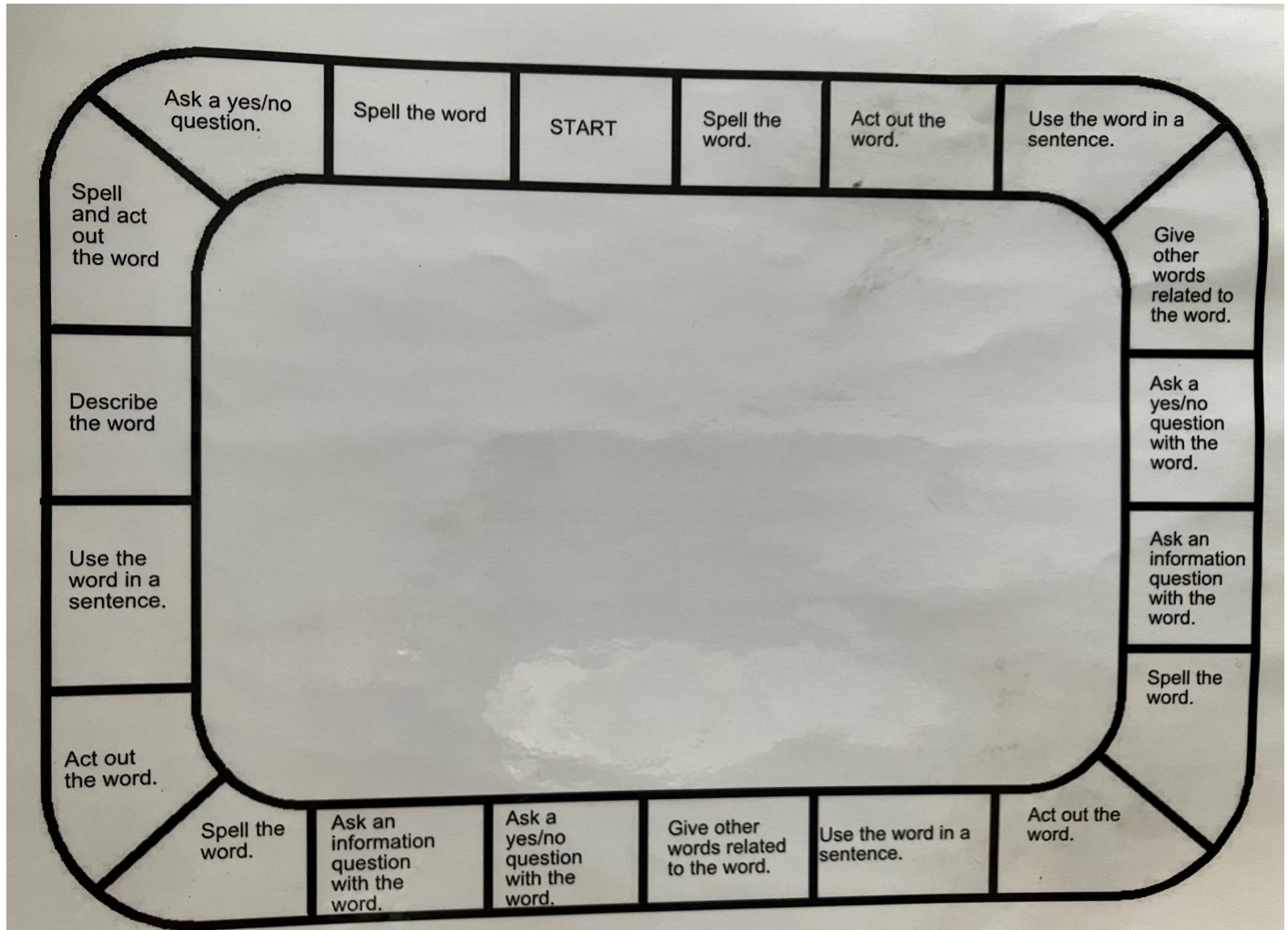
- a) *Create a dialogue with a partner using the words and present them in front of the class*
- b) *Play a game of charades with the class/groups*
- c) *Play Kahoots*
- d) *Bingo*
- e) *Dominos (word- definition/picture)*
- f) *Play the vocabulary board game * I created a special game**

General Board Game “spots”

1. Ask a yes/no question
2. Ask an information question
3. Spell the word
4. Use the word in a positive sentence
5. Use the word in a negative sentence
6. Describe the word
7. Act out the word



Vocabulary Board Game



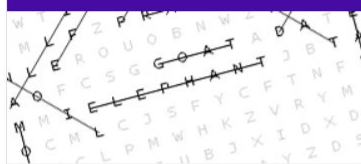
Other Vocabulary Worksheets and Activity Ideas

1. <https://puzzlemaker.discoveryeducation.com/>
 - a. Cryptogram <https://puzzlemaker.discoveryeducation.com/cryptogram>
 - b. Crossword
 - c. Wordsearch
2. Word Shape <https://tools.atozteacherstuff.com/printable-word-shapes-worksheets/>
3. Vocabulary sorting (nouns, verbs, adjectives or like formal vs informal)

Puzzlemaker

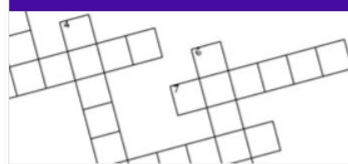
Create Your Own Puzzle for Free

WORD SEARCH PUZZLE



[Word Search Puzzle »](#)

CRISS-CROSS PUZZLE



[Criss-Cross Puzzle »](#)

DOUBLE PUZZLES



[Double Puzzles »](#)

FALLEN PHRASE PUZZLE



[Fallen Phrase Puzzle »](#)

MATH SQUARES



[Math Squares Puzzle »](#)

MAZE PUZZLE

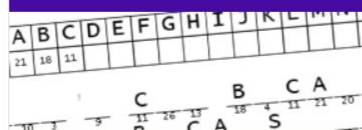


[Maze Puzzle »](#)

LETTER TILES PUZZLE



CRYPTOGRAM



NUMBER BLOCKS PUZZLE



Cryptogram (from Puzzlemaker)

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
9																									

21 5 4
A
26 9 2

12 5 20 2

21 16 6 8 1 17

4 21 10 1 26 4 17

A
21 9 13 13 17

Word Shape (from atozteacherstuff)

Adjectives

Word List:

cold

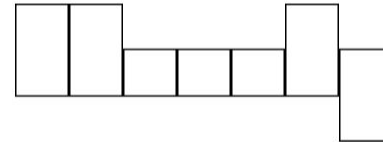
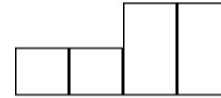
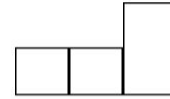
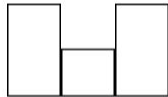
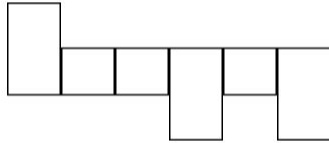
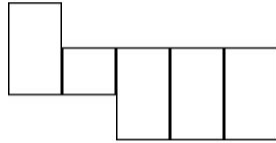
hungry

happy

thirsty

hot

sad



Reading Material: 1

Sample Premade Worksheet

A Look at the chart. Match the questions with the answers.

Paolo Fonseca			
4433 Hill Street San Francisco, CA 94114			
Job	Place	Years	Job duties
Server	Mom's Kitchen	2012–present	Serve food, talk to customers
Cook	Hot Tamale Restaurant	2010–2012	Prepared food
Busperson	Tito's Cantina	2008–2009	Cleared tables

1. Where does Paolo work?
a. He serves food and talks to customers.
2. What was his job in 2010?
b. He worked at Tito's Cantina.
3. What are his job duties now?
c. He was a cook.
4. What were his job duties in 2008?
d. He works at Mom's Kitchen.
5. Where did he work in 2009?
e. He cleared tables.

B Read Chisako's employment history. Complete the conversation.

Chisako is an orderly at South City Hospital. She started in 2011. She has many job duties. She helps the nurses and the doctors. She prepares rooms for the patients. She meets patients in the reception area. She also picks up and delivers X-rays and medical supplies.

From 2009 to 2011, Chisako worked at Lucky's Supermarket. She was a cashier. She handled money and helped customers.

Interviewer What is your job?

Chisako *I am an orderly.*

Interviewer Where do you work?

Chisako _____

Interviewer What are your duties?

Chisako _____

Interviewer What job did you have before?

Chisako _____

Sample Reading from Text

Read Chisako's employment history. Complete the conversation.

Chisako is an orderly at South City Hospital. She started in 2011. She has many job duties. She helps the nurses and the doctors. She prepares rooms for the patients. She meets patients in the reception area. She also picks up and delivers X-rays and medical supplies. From 2009 to 2011, Chisako worked at Lucky's Supermarket. She was a cashier. She handled money and helped customers.

Taken from

https://static1.squarespace.com/static/50d39925e4b0fbb8d674880a/t/5eaf16f61b9bdf28c84f2331/1588533006936/VENTURES2E_D_AddVentures-Level2-all.pdf

Reading turned Listening Example

Listen to the audio and fill in the missing words below that you hear.

Chisako _____ an orderly at South City Hospital. She _____ in 2011. She _____ many job duties. She _____ the nurses and the doctors. She _____ rooms for the patients. She _____ patients in the reception area. She also _____ and _____ X-rays and medical supplies. From 2009 to 2011, Chisako _____ at Lucky's Supermarket. She _____ a cashier. She _____ money and helped customers.



Poll 4

What were the students listening for specifically?

Chisako _____ an orderly at South City Hospital. She _____ in 2011. She _____ many job duties. She _____ the nurses and the doctors. She _____ rooms for the patients. She _____ patients in the reception area. She also _____ and _____ X-rays and medical supplies. From 2009 to 2011, Chisako _____ at Lucky's Supermarket. She _____ a cashier. She _____ money and helped customers.

Reading Comprehension Questions

1. Who **is** this reading about?
2. What **is** her job?
3. Where **does** she work?
4. When **did** she start this job?
5. How many job duties **does** she have?
6. What **are** her job duties?
7. Where **did** she work in the past?
8. How long **did** she work there for?
9. What **was** her job?
10. What **were** her job duties?
11. What is another word to mean “handle”?
12. What’s another word for Supermarket?
13. What does it mean to “prepare” a room for a patient?

Competency Area: Comprehending Information	Competen
Criteria	
1. Able to	
2. CLB 1-2 Applies sound-symbol relationships and spelling conventions in English with much/some difficulty; CLB 3 Uses sound/symbol to read and guess the meaning of some unknown words with difficulty; CLB 4 Guesses the meaning of unknown words and identifies some very common idioms occasionally;	
3. CLB 1-2 Finds a few(1) key words and simple details; CLB 3 Identifies key events, people, places, things (who, what, where and when); CLB 4 Finds relevant information; key information and specific details.	
4. CLB 1 Recognizes connected discourse of small <u>number</u> of words, very short simple phrases . CLB 2 Understands individual words, simple learned phrases and some very short sentences . CLB -4 understands and gets (most) information from short simple texts.	
5. CLB 2 Gets the gist of short phrases and sentences based on familiar words and phrases some of the time; CLB 3 Gets the gist based on familiar words and phrases; and demonstrates understanding of some simple connected discourse; CLB 4 Gets the overall meaning and demonstrates understanding of most simple connected discourse;	

Competency Area: Interacting with others	Compete
Criteria	
1. Able to	
2. CLB 1-2 Applies sound-symbol relationships and spelling conventions in English with much/some difficulty; CLB 3 Uses sound/symbol to read and guess the meaning of some unknown words with difficulty; CLB 4 Guesses the meaning of unknown words and identifies some very common idioms occasionally;	
3. CLB 1-2 Finds a few(1) key words and simple details and phrases CLB 3 Identifies some specific details and information (such as sender, date and response required CLB 4 "... Finds relevant information; key information and specific details.	
4. CLB 1 Identifies specific goodwill expressions and their meanings CLB 2 Understands individual words, simple learned phrases and some very short sentences . CLB -4 "...identifies some idioms occasionally	
5. CLB 2 Gets the gist of short phrases and sentences based on familiar words and phrases some of the time; CLB 3 Gets the gist based on familiar words and phrases; and demonstrates understanding of some simple connected discourse; CLB 4 Gets the overall meaning and demonstrates understanding of most simple connected discourse;	

<p>6. CLB 1 Uses graphics and other visual clues when interpreting meaning.....</p> <p>CLB 2 "...most of the time.</p> <p>CLB 3-4 "... some of the time.</p>	1	2	3	4	
<p>7. CLB 1-4, Relies (CLB 3-4) heavily (CLB 1-2) on a bilingual dictionary due to extremely limited vocabulary most of the time</p>	1	2	3	4	
<p>8. CLB 2 Identifies purpose; numbers, short common expressions and key words.</p> <p>CLB 3 ".....and key information and main idea;</p> <p>CLB 4 ".....and compare simple/specific information or details</p> <p>".....and <u>identifies meanings</u> of connective words between sentences.</p> <p>".....and identifies some aspects of register and style some of the time;</p>	1	2	3	4	
<p>9. CLB 2 Applies sound-symbol relationships and spelling conventions in English with difficulty;</p> <p>CLB 3 Demonstrates improving awareness of sound-symbol relationships and spelling conventions in English;</p>	1	2	3	4	
<p>10. CLB 2-3 Demonstrates very limited knowledge of basic grammar;</p> <p>CLB 4 Demonstrates a developing knowledge of basic grammar and some initial understanding of a limited range of complex sentences and structures;</p>	1	2	3	4	

Result:

Beginning (0-49%)

Developing (50-69%)

Completing (70%+)

Scaffolding Questions

Always try and scaffold question from easier to hard. CLB 1 at the beginning.

Other Activities Related to a Reading

1. Have students create the questions for the reading
2. Have students take turns asking each other the questions they created by turning it into a speaking activity .
3. I might also get students to write their questions down and have them line up in two lines facing each other.

Student A would take their written questions down and give it to their Student B and Student B would ask Student A their own questions back to them. This hopefully means they were answering their own questions.

Students who completed quicker would then switch their questions sheets and ask their partners new questions.

Other Activities Related to a Reading

4.

Take 2 readings or one reading broken up into 2-3 parts. Place the parts in opposite directions of each other around the classroom/school. Students are paired up. 1st partner goes to the reading part-memorizing chunks of it and going back to their partner and dictating what they remember. The speaker is not allowed to write down anything- they can only speak to their partner. They must check their partner's writing for spelling mistakes and punctuation. Make sure it corresponds to the written text. Once both partners have completed their role they switch roles and the speaker becomes the writer etc.

Activity 4 conclusion extension

- Once both are done then teacher can evaluate their written work.
- ask students to do a reflection about what made the activity hard?

What personal problems did they have in doing the task accurately

- ie: pronunciation of new words, memorizing chunks well enough, writing down what they hear, spelling problem etc.
- I also ask them to share what problems they had with a partner, pronunciation issues hindering understanding, spelling etc.

Reading Material: 2

Charts

Big Burger Bar – Weekly Time Sheet

Employee: Ellen Fidorka

Social Security Number: 000-99-1234

Rate: \$8.50 / hour

Day	Date	Time in	Time out	Time in	Time out	Hours
Monday	5/16	4:00 p.m.	7:00 p.m.	7:30 p.m.	10:30 p.m.	6
Tuesday	5/17	4:30 p.m.	7:30 p.m.	8:00 p.m.	11:00 p.m.	6
Wednesday	5/18	4:00 p.m.	7:00 p.m.	7:30 p.m.	10:30 p.m.	6
Thursday	5/19	4:00 p.m.	7:00 p.m.	7:30 p.m.	10:30 p.m.	6
Friday	5/20	5:30 p.m.	9:30 p.m.	10:00 p.m.	12:30 a.m.	6.5
Total Hours						

Version 1 & 2 Chart

Big Burger Bar – Weekly Time Sheet						
Employee: Ellen Fidorka				Social Security Number: 000__1234		
Rate: ____/ hour						
Day	Date	Time in	Time out	Time in	Time out	Hours
_____	5/16	____ p.m.	7:00 p.m.	____ p.m.	10:30 p.m.	6
Tuesday	5/____	4 __ p.m.	____ p.m.	8:00 p.m.	____ p.m.	__
_____	__/18	4:00 p.m.	7:00 p.m.	7:30 p.m.	____ p.m.	__
_____	5/____	4:00 p.m.	7:00 p.m.	7:30 p.m.	10:30 p.m.	6
Friday	__/20	____ p.m.	9:30 p.m.	____ p.m.	12:30 a.m.	__
Total Hours						

Listen to the three audio versions.

1. Simple sentences
2. Harder Sentences
3. Simple version information



Reading 2: Chart Extension Ideas

a) *The recording can be done in two ways (or more?)*

i) **Record it by summarizing the information using complete sentences**

Example: *This is a recording about Ellen Fidorka time sheet. On Monday, May 16 she started work at 4:00 pm. She finished at 7:00 pm. To take a 30 minute break. She started again at 7:30 and left at 10:30. She worked a total of 6 hours.*

(the script it self can be manipulated in terms of difficulty of the vocabulary, word choice, sentence structure and length. You could start of easy and make it harder as you get down or keep it the same consistency.)

ii) **Or you can record it as is:**

Example: *“ Day: Monday. Date: May 15. Time in: 4:00 pm, Time out: 7:00 pm. Time again 7:30 pm. Time out: 10:30 pm. Hours: six.*

Listen to the three audio versions.

1. Simple sentences
2. Harder Sentences
3. Simple version information



c) *A second activity could be a bit more prep work but a good speaking exercise.*

*Make two versions of the graph: with version 1 **white out information** and with version 2 **whiteout different information** than version 1.*

Go over the important information may be needed for this activity

(time, dates, break/lunches at work etc)

Students then have to complete a speaking activity where they are asking each other questions about the graph to find out the missing information. Have students help you create the questions together to ensure proper questions are being used during the activity.

** make it more interactive have 3 different sheets with missing information**

Extended Graph Reading Activities

- a) **Have students write sentences about the graph** just like they may have heard from the listening.

Example. She starts work at 4:00 pm on Mondays, Wednesdays and Thursdays and finishes at 10:30.

She works the most on Fridays.

****Have students send you a recording** of their summary of the chart and or sentences.

- b) **Have students create a dialogue** or perform a dialogue where they are asking their boss to start work later because of an appointment on one of the days.

Listening Materials

Poll 5:

What are the biggest differences between a CLB 1-3 and CLB 4+ listeners?

The biggest differences between CLB 1-3 and 4+

1. Implied meaning or not
2. Identifying all the 4 w's or not
3. Initial complex sentence structure comprehension or not
4. (the obvious length and speed of audio)

Listening Tasks

1. Listen for:
 - a. Main idea/purpose
 - b. Characters
 - c. Character Relationships
 - i. Evidence? How do we know this?
2. Other Comprehension Questions
3. Grammar/Vocabulary Questions

Listening Script: Add the proper punctuation and capital letters.

oxsana petrova is from russia she is living in philadelphia right now she works at an elementary school she has a job as a teachers assistant she is working at the school right now she is helping the students with math at the moment oxsana wants to become a teacher in the us she studies english every evening she plans to take elementary education classes at the community college next year she is saving her money right now because college classes are very expensive

Listening Script

Oxsana Petrova is from Russia. She is living in Philadelphia right now. She works at an elementary school. She has a job as a teachers assistant. She is working at the school right now. She is helping the students with math at the moment. Oxsana wants to become a teacher in the U.S. She studies English every evening. She plans to take elementary education classes at the community college next year. She is saving her money right now because college classes are very expensive.

Multiple Choice Comprehension Questions

1. Where is Oksana from?
a. United States b. Russia c. Philadelphia
2. Where does she live now?
a. United States b. Russia c. Philadelphia
3. Where does she work?
a. School b. Elementary School c. Highschool d. Russia
4. What is her job?
a. Teacher b. Teacher's Assistant c. Math Tutor
5. What subject does she help students with
a. Russian b. Helps students c. Math
6. What type of listening is this?
a. Dialogue b. Informational c. News report

More Comprehension Questions

What does she do every evening? (CLB 2+)

What kind of listening is this? Formal or informal?

How do we know it is _____? What evidence is there? (CLB 4+)

What is Oksana's goal? (CLB 4+)

Why is she saving her money?

Why does she need a lot of money?

How does she plan on reaching that goal? (CLB 4+)

Where does she want to go next year?

Why can't she reach that goal right now? (What is stopping her?) (CLB 4+)

What language does Oksana probably speak at home?

What do you think they mean by a community college? How is it different than a regular college?

Grammar / Vocabulary Questions

1. What does U.S. stand for/ mean?
2. Why are there capital letters on Oksana, U.S., Philadelphia, Russia and English?
3. What is the difference between sentence 1 and 2 verb tenses? “She is from” and “she is living”.
4. What time markers are used to express actions happening now?
5. What time markers are used to express repeated actions?
6. Which sentence is in the future? Talks about future plans? What verb tense is used to conjugate the verb?
7. Which word is used to connect two subjects and verbs and give a reason?
8. Does the speaker use contractions? She is saving vs she’s saving. Why or why not?

Script Analyze

Share script with students

Give more detailed questions as if it were a reading never with multiple choice options- only open ended so student have to write answers or discuss with other students.

These include: grammar points, pronunciation (were their “liasons”, short forms, word stress, intonation changes

Audio Script from Back of Book

B

Interviewer: What is your job?

Chisako: I am an orderly.

Interviewer: Where do you work?

Chisako: I work at South City
Hospital.

Interviewer: What are your
duties?

Chisako: I help the nurses and
the doctors. I prepare rooms
for the patients and meet
patients in the reception area.
I also pick up and deliver
X-rays and medical supplies.

Interviewer: What job did you
have before?

Chisako: I was a cashier.

Interviewer: Where did you work?

Chisako: I worked at Lucky's
Supermarket.

Speaking

Speaking Activity Tips

- Make the students stand up in two lines facing each other
- Make sure they don't have writing utensils
- Explain the task and do a sample with a higher level student
- Expand what the need to do to make it multisteps
- Try and incorporate questions/ answers into the activity.

Side by Side Activity Workbook 2 pg 3

bake go listen ride sing watch



1. Alan likes to watch TV.
He watches TV every day.
He watched TV yesterday.
He's going to watch TV tomorrow.

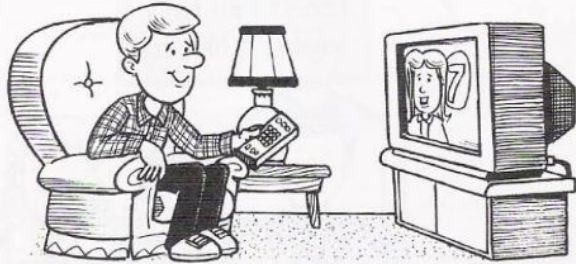


2. I like to _____ to music.
_____ to music every day.
_____ to music yesterday.
_____ to music tomorrow.

(In your head poll)

How would you usually use this page in your classroom?

bake go listen ride sing watch



1. Alan likes to watch TV.

He watches TV every day.

He watched TV yesterday.

He's going to watch TV tomorrow.



2. I like to _____ to music.

_____ to music every day.

_____ to music yesterday.

_____ to music tomorrow.

Side by Side Speaking Task Extension Sample - Questions

1.

What does Alan like to do?

How often does he watch
tv?

What did he do yesterday?

What is he doing
tomorrow?

2.

What does you like to do?

How often do you listen to
music?

What did you do yesterday?

What are you doing tomorrow?

Board Game Samples

Comparative and Superlative Board Game

Comparative Information Question	Superlative Information Question	Superlative Sentence	Comparative Sentence
Superlative Yes/No Question	Make a comparative and superlative sentence.	Superlative Yes/No Question	Comparative Information Question
Comparative Yes/No Question	Comparative Sentence	Comparative Yes/No Question	Superlative Information Question
Start	Superlative Sentence	Make a comparative and superlative sentence.	Finish
Superlative Yes/No Question	Comparative Yes/No Question	Superlative Information Question	Comparative Information Question
Comparative Information Question	Superlative Information Question	Make a comparative and superlative sentence.	Comparative Sentence
Comparative Yes/No Question	Superlative Sentence	Comparative Sentence	Superlative Sentence
Superlative Information Question	Make a comparative and superlative sentence.	Superlative Yes/No Question	Comparative Yes/No Question

Comparative Information Question	Superlative Information Question
Superlative Yes/No Question	Make a comparative and superlative sentence.
Comparative Yes/No Question	Comparative Sentence
Start	Superlative Sentence