

# Best of The Reader Teachers' Guide



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bestofthereader.ca


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# Welcome


## Best of The Reader

Best of The Reader is a series of e-books intended for use by adult learners. The stories are from past issues of *The Westcoast Reader*, a newspaper for adults who are improving their English reading skills.

There are three reading levels in the e-books. Here are the symbols for each level:

Level 1 

Level 2 

Level 3 

## Canadian Language Benchmarks

The three levels correspond to the Canadian Language Benchmarks (CLB) in the following way:

Level 1 is CLB 1-2

Level 2 is CLB 3-4

Level 3 is CLB 5-6

The criteria for grading an article include: length, topic, structure and grammar, vocabulary, idioms, and visual support.

The grading system should be used only as a guideline. Even beginning level readers can use a Level 2 or 3 article with the proper preparation.

## Teachers' Guide

The activities in this guide focus on helping learners develop reading skills, increase their vocabulary, and improve their listening and speaking skills.

We hope teachers and tutors will be able to customize the suggested activities to fit the needs, interests, and ages of their students as well as their language and reading levels.

The varied content of the stories introduces many topics which can be explored further through follow-up activities.

## Acknowledgements

The authors gratefully acknowledge the financial support of Capilano University for this project.

Thank you to the following instructors for reading the drafts and commenting.

Tanya Cowie  
ESL Outreach Program  
Vancouver Community College

Laurie Gould  
Basic Education Department  
Vancouver Community College

Tony Souza  
ESL Department  
Capilano University

A very special thank you to Patsy Price for her careful editing, comments, and suggestions.

## Credits

### Photos

Front cover—top, bottom left: *The Vancouver Sun*; bottom right: iStockphoto;  
p 7: *The Province*; p 26: *The Vancouver Sun*

### Illustrations

p 10, 24, 25, 26, 34: Nola Johnston; p 12: Craig Freeman; p 17: Guy Parsons

## Pre-reading Activities

Before distributing copies of these e-books to your students to read on their own, engage them in some pre-reading activities. Taking time to prepare students before they read can have a considerable effect on their understanding of what they read and their enjoyment of the reading activity.

### Reading strategy: Skimming

Skimming is an important reading strategy. To skim means looking through material quickly for a general sense of the idea and information, or even the topic itself.

Give each student, or pair of students, a copy of an e-book, minus the front cover, and a short time limit (two minutes) to skim the contents. Tell them not to read the stories, but to look through the whole book so they can tell you what the book is about. Students can focus on:

- contents page
- headlines
- subheads
- keywords
- photos, drawings, maps
- captions under photos

Some e-books lend themselves to this activity more than others. For example: *People and Jobs, Many Ways to Help, Keeping Safe, Families*

### Reading strategy: Prediction

Use the photo from a story to have students predict the content. Guide them with descriptive questions, then inference questions, in order to better prepare them for reading.

👉 See sample activity on page 7

### Reading strategy: Accessing prior knowledge

K-W-L is a chart that helps capture the *before*, *during*, and *after* components of reading a text selection.

1. Put three columns on the board. Label the columns from left to right:

**K**                      **W**                      **L**

2. Ask students what they know about the topic. Write words, terms, or phrases from their prior knowledge in the **K — What I know** column.

<b>K</b>		
----------	--	--

3. Then ask students to predict what they might learn by asking them what they want to know about the topic. Write their content in the **W — What I want to know** column.

	<b>W</b>	
--	----------	--

This helps learners think about the topic prior to reading. It also helps introduce vocabulary and ideas before reading them in the text.

4. After reading, ask students what they learned from the text. Write the information in the **L — What I learned** column.

		<b>L</b>
--	--	----------

This gives the opportunity to clear up any misconceptions about the topic that might have shown up in the **K** column.

Once you have modelled this activity with the class, you can use the grid on page 9 for other stories that lend themselves to this type of activity.

The K-W-L strategy not only elicits students' prior knowledge of the topic of the text. It also:

- Sets a purpose for reading.
- Helps students monitor their comprehension.

Follow-up activities:

• **Discussion or research**

If students' questions are not answered in the text, they can search for answers through further reading or discussion.

• **Writing or speaking**

Vocabulary and ideas from **K–What I know** not used in the story provide an opportunity for students to write or talk about what they know about the topic.

 **See sample grid on page 9**

**Reading strategy:**  
**Identifying keywords**

Keywords are the content words that carry the most meaning in a text. They are nouns, main verbs, adjectives, and adverbs. Identifying keywords can assist with comprehension.

 **See sample activity on page 10**

**Reading strategy: Prediction**

Headline Scramble: Use the words from a headline to help students predict the content of the story.

 **See sample activity on page 11**

**Match headlines and photos**

In this task students match the headline and the corresponding photo. Some of the e-books in this series lend themselves to this activity. For example: *People and Jobs, Amazing Stories, Many Ways to Help, Sports*

**Note:** Students can work alone or with partners for this activity.

 **See sample activity on page 11**

## Pre-reading activities — SAMPLES

### Reading strategy: Predicting

- E-book: *Keeping Safe*
- Story: Boy saves neighbours from fire from fire

1. Show the photo below (large format on page 8) to your students. You can distribute copies to small groups or use it with an interactive whiteboard such as a SMART Board.



2. Ask students questions about the photo. On the board, list the keywords and phrases students use in their answers.

Start by asking descriptive questions.

For example:

- Is the boy young or old?
- What is he doing?
- What do you see behind the boy?

Follow up with inference questions.

For example:

- How old do you think the boy is?
- Why do you think he is pointing at the building?
- What part of the building is he pointing to?
- What is the (yellow) tape behind him?

3. Give students the headline and see if it matches their predictions.

**Boy saves neighbours from fire**

4. Next, give the students the story that accompanies the photo and headline.

Ask them to skim the story to check their predictions. Were their predictions correct? Ask them to underline keywords they recognize from the pre-reading exercise.

5. Finally, ask students to read the story.

### ■ Post-reading activities

Follow up with a discussion or create a vocabulary or comprehension exercise.





## K-W-L

**K-W-L** is a way to ask and answer questions when you read. You can use **K-W-L** to take notes when you want to learn about something.

Try **K-W-L** with the story about \_\_\_\_\_.

1. Think about what you already know about \_\_\_\_\_.  
Write your ideas on the worksheet under **K — What I KNOW**.
2. Think about what you want to know about \_\_\_\_\_.  
Write your questions on the worksheet under **W — What I WANT to know**.
3. Read the article. See if it answers your questions.
4. After you read the article, think about what you learned.  
Write this information on the worksheet under **L — What I LEARNED**.
5. Now you have notes about what you know and what you learned.  
You can use your own notes to write or talk about this topic.

<b>K</b> What I <b>KNOW</b>	<b>W</b> What I <b>WANT</b> to know	<b>L</b> What I <b>LEARNED</b>

## Identifying keywords

- E-book: *Canada's Aboriginal People*
- Story: Susan Aglukark

1. Put these keywords from the article on the board for students to review prior to reading.

<b>singer</b>	<b>English</b>	<b>Inuktitut</b>
<b>awards</b>	<b>Nunavut</b>	<b>Inuit</b>
<b>sings</b>	<b>Canada</b>	<b>speak</b>

Discuss the meaning of the words, their pronunciation, and their relation to one another. For example: “Nunavut” and “Canada,” “English” and “speak.”

2. After reviewing the vocabulary, ask students to predict what the article is about.
3. Finally, distribute the story. Ask them to find and circle the keywords from the exercise.

## Collocations

- E-book: *Keeping Safe*
- Story: Safety tips at an ATM

Write these keywords from the story on the board prior to reading.

Ask students to match the words in column A with the words in column B.

### A

bank  
withdraw  
deposit  
credit  
pay

### B

bills  
from  
union  
machines  
into

Ask students to look for words that are found together. For example, which prepositions are used with certain verbs, or which verbs and nouns are used together. These word clusters are called collocations.

## Collocations help EAL learners

Collocations are word clusters, often two or three words, which commonly occur together in spoken and written English.

Here are some typical collocation patterns:

- verb + noun (deposit money)
- noun + noun (bank machine)
- adjective + noun (printed record)
- verb + adverb (check often)

Collocations cannot be learned simply by following grammar rules. Therefore, English as an additional language learners must build up their knowledge of collocations gradually.

Encourage your students to keep a collocations notebook.

## Headline scramble

- E-book: *Amazing Stories*
- Story: A new heart helps Carrie win

Write each word on a separate card. Shuffle the cards and distribute. Ask the students to assemble the headline.



After the students have assembled the headline, ask them what they think the story is going to be about.

## Match headlines and photos

- E-book: *People and Jobs*
1. Cut out the main photo from each story. Mix up the photos. Number the photos from 1 to 9.
  2. Tape the numbered photos on the walls of the classroom.
  3. Use the table of contents to make a list of the headlines. Provide a space beside each headline so students can write the numbers of the photos. Give each student a copy of the list.



- \_\_\_ Alix works at a garden centre
- \_\_\_ Mei Yu is a cartoon artist
- \_\_\_ Honoré has a radio show
- \_\_\_ Mother and daughter work together
- \_\_\_ Window washer has a great view
- \_\_\_ A Mountie from Mexico
- \_\_\_ Making guitars is a family tradition
- \_\_\_ Gary's animals are TV and movie stars
- \_\_\_ Ferry captain is at the top

4. Ask the students to go around the room with their lists and write the number of the photo that corresponds to each headline.
5. After students do the matching exercise, ask them to answer questions based on information from the headlines and the photos. For example:
  - Where does Alix work?
  - What does Mei Yu draw?
  - Where do the mother and daughter work?
  - Why does the window washer have a great view?
  - What kinds of animals does Gary have?

## Activities for Developing Reading Strategies

### Questioning: W5 questions

There are five main “Wh-” question words in English: Who, What, When, Where, and Why. Answering these questions gives the basic information about a story and can provide you with a quick way to check students’ comprehension. For example:

■ E-book: *Canada’s Aboriginal People*

■ Story: Susan Point is a Coast Salish artist

- Who is Susan Point?
- Where does she live?
- When did she start making jewellery?
- What materials does she use in her art?
- Why does Susan like to use a round shape in her art?

■ E-book: *Canada*

■ Workers find dinosaur tracks in BC

- Who found the tracks?
- What kind of dinosaurs made the tracks?
- When were the tracks made?
- Where in BC were the tracks found?
- Why are the tracks important?

**Note:** “Wh-” questions can come from an entire e-book. For example:

■ E-book: *Many Ways to Help*

- Who receives loans from Muhammad Yunus?
- Where is Mehdi from?
- What is Leo’s job?

- When did Simon Jackson start his group?
- Why do you think the people in these stories help others?

### Questioning: Question formation

Getting the information you want means asking the right questions. “Wh-” and other information questions follow patterns that students can practise in formulating questions to test each other’s comprehension of a story.

After reading a story, you can highlight pieces of information in the text that can easily be turned into questions in standard “Wh-” format. For example:

■ E-book: *Amazing Stories*

■ Story: It’s never too late to say thank you

**Story information:** They heard cries.

**Suitable question:** What did the boys hear?

**Story information:** He said he wanted to find Walter and Remo. He wanted to thank the men for rescuing him.

**Suitable question:** Why did Thomas Pearson contact the police?

Working in pairs, one student can highlight the key points in the story and make a list of three to five questions to ask his or her partner.

### Reading critically: Wager game

This is a wager game where students can indicate how confident they are with their comprehension of a story. Students can work in pairs, and with or without the original story as a reference.

**Note:** You will need a large supply of counting items (coins, paper clips, bingo chips). Each pair receives five counting items and a wager board.

#### Wager board on page 16

- E-book: *Many Ways to Help*
- Story: Simon works to save rare bears

1. Read these statements to your students, giving them enough time to indicate if they agree or not, and to place their wager (depending on how confident they are).
2. Once students have placed their wagers, they should move their hands away from their chips. At this point, you reveal the correct answer. If the students' wager was correct, you double what they put down. If they were incorrect, you collect their wagered chips.

#### Statements

**1.** Simon Jackson started a group called Spirit Bear Youth Coalition when he was 13.

Answer: **Yes.** Correct.

**2.** Simon's group wanted the BC government to protect grizzly bears.

Answer: **No.** The group wanted the government to protect Kermode bears.

**3.** There are only about 1,300 Kermode bears in the world.

Answer: **Yes.** Correct.

**4.** Most of the Kermode bears live along Canada's east coast.

Answer: **No.** They live along the west coast.

**5.** Simon's group wanted to make sure mining companies could not disturb the land where the Kermode bears live.

Answer: **No.** The group wanted to make sure forest companies could not cut down trees in the area.

**6.** Kermode bears are a type of black bear. They are born with white fur.

Answer: **Yes.** Correct.

**7.** Kermode bears are also known as "spirit bears."

Answer: **Yes.** Correct.

**8.** The BC government has protected all the land in the Great Bear Rainforest from logging.

Answer: **No.** The BC government has protected 85 percent of the Great Bear Rainforest.

### **Retelling/Paraphrasing:**

#### **Retell the story**

Retelling can help learners improve their comprehension as well as their sense of the structure of a story.

Retelling involves not only reading, but listening, and speaking as well. It can be done in pairs or small groups. It can be used with any story appropriate to the level of your students.

1. Give one student in the group a copy of the story to read. Allow time for the student to read the story several times in order to understand it well enough to retell it.
2. The student tells the story while the other students listen. The listening students can ask the student with the story clarification questions, and that student can check the original story as needed. What is important is that the student retells the story in his or her own words.
3. After listening to the student retell the story, the other students receive a copy of the story to read for themselves.

#### *Alternate activity*

1. Ask half the class to leave the room (Group A).
2. Read the story to the remaining students (Group B). You may have to read it several times for students to get all of the details.

3. Ask Group A to come back into the room. Each student from Group A pairs up with a student from Group B. The students from Group B tell the story to the students from Group A.

4. After all the pairs are finished, ask the students from Group A to line up at the front of the class to tell the story. Each student tells a bit of the story until it is finished.

5. Students from Group B can listen and provide feedback on any important parts that have been omitted.

6. Finally, give all the students a copy of the story to read.

**Note:** All the stories in *Amazing Stories* lend themselves to this activity.

#### **Chronological order: Strip story**

1. After students have read a story in one of the e-books, write 5 to 10 sentences from the story on strips of paper.
2. Place the strips randomly on a table and ask students to put the strips in the correct order.
3. Have students memorize one strip and go to the front of the class. Ask them to arrange themselves in the correct order to reassemble the story orally.

👉 **See sample activity on page 17**

### Scanning: Scavenger hunt

#### ■ E-book: *Special Days and Holidays*

This activity is a general review of an entire e-book, with a variety of question formats. It involves recalling where certain information was included, and scanning for specific answers.

👉 **See sample activities on pages 18 to 20**

- Depending on the reading level of your class, you may wish to give the students a time limit to answer as many questions as possible.
- Depending on the language level of the class, students may work alone or in small groups.
- For a multi-level class, you may want to ask advanced students to make the questions.
- As an extension, students can prepare a short presentation on a holiday not included in this e-book. (See page 44 for presentation tips.)

### Intensive reading: What's wrong?

1. Take a story from one of the e-books and change one detail (word or words) in each sentence.
2. Hand out the text and have students get into groups of three or four. Ask them to read one sentence at a time and decide what is wrong with the sentence in terms of vocabulary. Make sure the students understand they are not looking for grammatical errors.
3. Discuss the errors with the class.
4. Have students work in their same groups to substitute appropriate vocabulary. They can also check the story in the e-book.
5. As a follow-up exercise, have students choose a story and change it to a "What's wrong?" story. They can exchange their stories with a partner.

👉 **See sample activities on page 21**

Discuss different types of reading with students. When do they use each of these? Ask them to give examples for each.

**Extensive reading**—Reading, often for pleasure, with emphasis on general understanding

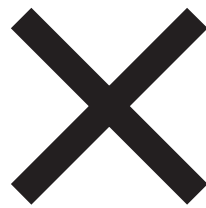
**Intensive reading**—Careful reading for exact understanding

**Skimming**—Quickly looking through text to get a general idea of what the text is about

**Scanning**—Locating specific information in a text



agree



disagree



## Chronological Order: Strip story

■ E-book: *Amazing Stories*

■ Story: Pi is lost for 26 days

Pi is a three-year-old cat. He lives with Charles and Jane.

Pi goes outside every day. He likes to explore.

On November 4, 2007, Pi went outside, but he did not come home.

Charles and Jane looked for Pi, but they could not find him.

On November 30, 2007, a man was paddling his kayak on a lake.

The kayaker heard cries. He looked up at some cliffs and saw a cat.

Charles and the kayaker rescued the cat from the cliffs. It was Pi.

Pi was cold and wet. He was also thin and weak.

Charles said Pi fell off a cliff. He could not get up or down. Pi was stuck.

After Pi was rescued, Charles said, "Pi is lucky to be alive."

## Scanning: Scavenger hunt

■ E-book: *Special Days and Holidays*

Scanning means to look quickly for specific information. You do not need to read every word, but look over the stories quickly to find the information you want.

Scan the whole e-book to find the information below. Write your answers on the lines.

1. Which stories have the word “love”?

\_\_\_\_\_ Page \_\_\_\_\_

\_\_\_\_\_ Page \_\_\_\_\_

2. Find the word “chocolate.”

Page \_\_\_\_\_

3. Find another holiday that has sweets.

\_\_\_\_\_ Page \_\_\_\_\_

4. What two holidays use candles?

\_\_\_\_\_ Page \_\_\_\_\_

\_\_\_\_\_ Page \_\_\_\_\_

5. Find another holiday that has special lights.

\_\_\_\_\_ Page \_\_\_\_\_

6. What two holidays have activities that children especially like?

\_\_\_\_\_ Page \_\_\_\_\_

\_\_\_\_\_ Page \_\_\_\_\_

7. How many? Find the numbers to complete these sentences:

a. Muslims pray \_\_\_\_\_ times a day.

Holiday: \_\_\_\_\_

b. There are \_\_\_\_\_ candles on a hanukkah.

Holiday: \_\_\_\_\_

c. Each year of the Chinese lunar calendar is named after one  
of \_\_\_\_\_ animals.

Holiday: \_\_\_\_\_

d. During the First World War, more than \_\_\_\_\_ Canadian  
soldiers died.

Holiday: \_\_\_\_\_

8. How many holidays celebrate a “new year”? \_\_\_\_\_

Write the holidays on the lines.

\_\_\_\_\_  
\_\_\_\_\_

9. Find a day of the week. Page \_\_\_\_\_

10. Find the names of three countries in the stories. Page \_\_\_\_\_

\_\_\_\_\_ Page \_\_\_\_\_

\_\_\_\_\_ Page \_\_\_\_\_

## Scanning: Scavenger hunt

■ E-book: *Keeping Safe*

Scanning means to look quickly for specific information. You do not need to read every word, but look over the stories quickly to find the information you want.

Scan the whole e-book to find the information below. Write your answers on the lines.

1. List four emergency supplies you should keep in your car.

---

---

2. Who should know your bank card PIN? \_\_\_\_\_

3. How often should you check the smoke alarms in your home? \_\_\_\_\_

4. What should you do if a dog you don't know comes up to you?

---

5. Name two things to put in your home to prevent seniors from falling.

---

---

6. Name two things to do to keep children safe in your home.

---

---

## Intensive reading: What's wrong?

- E-book: *Families*      ■ Story: Sikh family celebrates

Read one sentence at a time. Circle the mistake in each sentence.

In 2006, the Sangha family celebrated its first 100 centuries in BC.

The family's descendant, Braim Singh Sangha, came from India in 1906. He was one of the last Sikhs to settle in Vancouver.

Braim helped build the first Sikh mosque in Canada. In 1941, he started a computer company. He fired many Sikh immigrants. Braim was born in 1973.

In 2006, 119 ancestors of Braim and his wife Joginder lived in British Columbia.

## What's wrong?

- E-book: *Many Ways to Help*      ■ Story: Students send quilt to Afghanistan

Read one sentence at a time. Circle the mistake in each sentence.

Grade 1 students at Yarrow Community Store in Chilliwack made a special quilt in December.

Each student drew a photograph on a square of cloth. Their teacher glued the squares together to make a quilt. The quilt is light. It has no layers.

The students carried the quilt to Afghanistan. They said, "We made the quilt for someone who is homeless because of the flood in Afghanistan. We hope the quilt will keep a child warm after the cold winter."

## Activities for Developing Vocabulary

### Definitions

Give the definition of a word and ask students to find the word in the text.

For example:

- E-book: *Amazing Stories*
- Story: It's never too late to say thank you
- Find a word in paragraph 2 that means "empty."
- Find a word in paragraph 4 that means "to legally bring a child into your family."
- Find a word in paragraph 5 that means "saving."

### What fits?

Choose a sentence from one of the stories. Leave out one of the words. Provide a list of words and ask the students to choose all the words that can fit in the sentence. Ask them to explain why some do not fit.

For example:

- Alix works at a \_\_\_\_\_.  
garden centre, snack, restaurant, city, bakery, police, school, supermarket
- Gary's work is \_\_\_\_\_ dangerous.  
sometimes, never, every, often, always, becomes, seldom, once, usually, rarely

### Vocabulary cards

You can create matching word and picture cards to review vocabulary from a previously read story.

📖 Sample activities on page 24 to 26

### Categories

Students can work in small groups for this activity. Give each group the name of a category and a short time limit.

Possible categories:

- birds, reptiles, insects, mammals  
("Gary's animals are TV and movie stars" in *People and Jobs*)
- age groups, activities, things to borrow from the library  
("Libraries are a good place to learn" in *Canada's Aboriginal People*)

The groups brainstorm as many words as possible to fit the category. A scribe from each group writes down the words.

When the time is up, give the groups one minute to clean up their lists by removing words that don't belong or correcting spelling. They cannot add any more words.

Write the lists on the board and ask students to critique and suggest additions.

### Graphic organizers

Word maps and word boxes help students expand word meanings and link related words and ideas. Vocabulary building strategies can help students to learn new words independently.

📖 See sample activity on page 33 and 34

### Using context clues

Context is the combination of grammar and vocabulary that surrounds a word. Context helps learners make a general prediction about the meaning of a word.

👉 See sample activity on page 27

### Help with spelling

English spelling is often puzzling for native speakers. It is also challenging for EAL learners, especially if their native language is written phonetically. Learning spelling patterns and rules can often help learners.

👉 Sample activities on pages 28 and 29

### Word pair analogies

Your students may encounter analogies in some standardized tests. You can begin to introduce simple analogies even to lower-level students.

Start by giving several examples. Explain to students that each pair of words relate to each other in a certain way. For example:

- easy is to hard as cold is to \_\_\_\_\_ (hot)
- bakery is to bread as garden centre is to \_\_\_\_\_ (plants)
- toothbrush is to teeth as comb is to \_\_\_\_\_ (hair)
- croissant is to France as naan is to \_\_\_\_\_ (India)

### Collocations

Collocations are introduced on page 10 in “Pre-reading Activities.”

You can help students learn how to organize the vocabulary they are learning by showing them different ways to associate words.

For example:

_____	_____
breakfast	good
the bed	brilliant
<b>make</b> a lot of money	absolutely no <b>idea</b>
a promise	a general
noise	bad
a mistake	excellent

Reinforce new collocations with matching exercises.

1. to go — a. the police
2. to deliver — b. into labour
3. to contact — c. a baby

### Building vocabulary and word skills

There are a variety of activities you can use to help learners increase their vocabulary. For example:

- Reviewing parts of speech (adjectives, adverbs, verbs, nouns)
- Reviewing word parts (prefixes, root words, suffixes)
- Reviewing homophones, homonyms, homographs

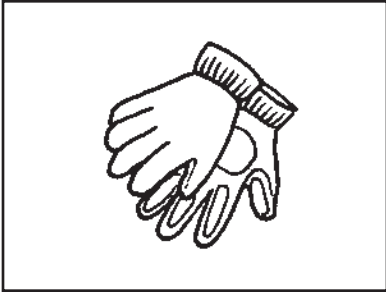
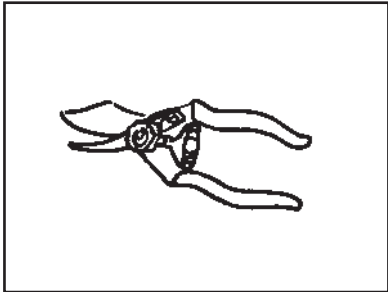
👉 See sample activities on pages 30 to 32

# Activities for Developing Vocabulary — SAMPLES

**To the teacher:** Cut out the pictures and words. Shuffle the cards. Give a set to each student or pair of students. Ask them to match the pictures and the words.

## Vocabulary cards

■ E-book: *People and Jobs*    ■ Story: Alix works at a garden centre



**pruning shears**

**gardening gloves**

**trowel**

**watering can**

**customer**

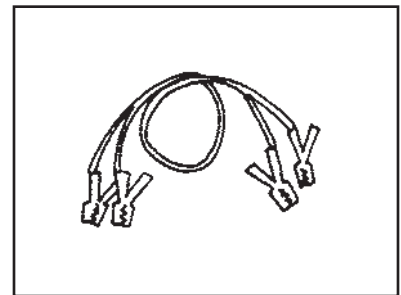
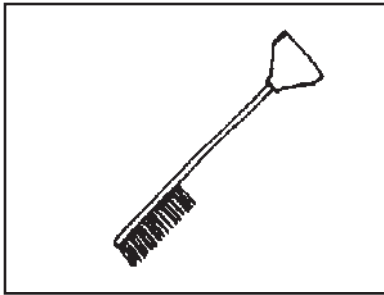
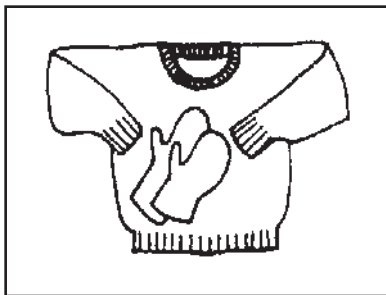
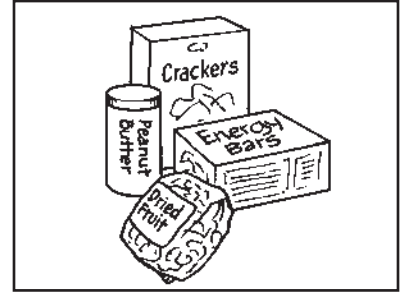
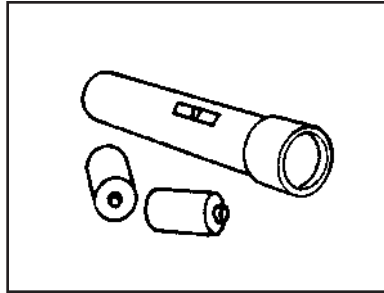
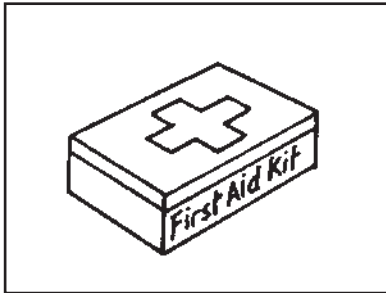
**plants**



**To the teacher:** Cut out the pictures and words. Shuffle the cards. Give a set to each student or pair of students. Ask them to match the pictures and the words.

### Vocabulary cards

■ E-book: *Keeping Safe*   ■ Story: *Driving in the winter*



**first aid kit**

**flashlight and  
batteries**

**dry food**

**extra clothes**

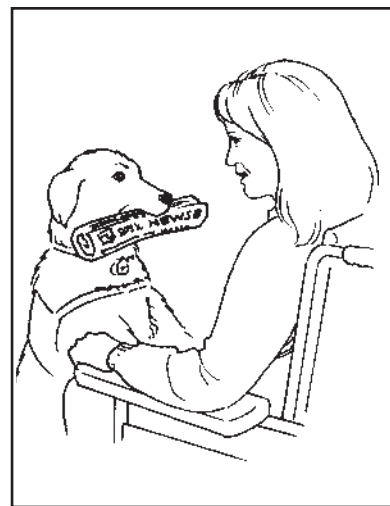
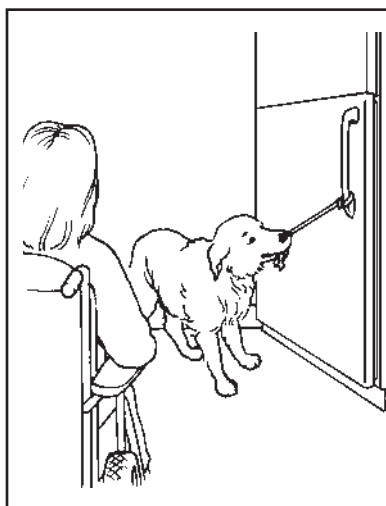
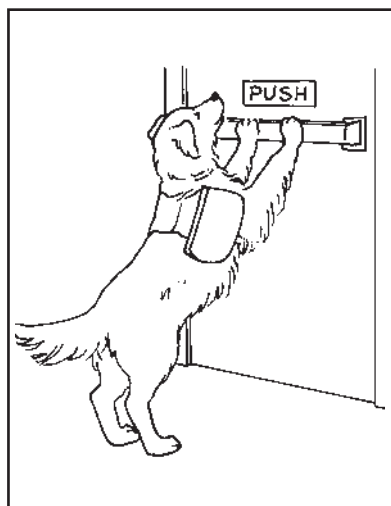
**scraper**

**booster  
cables**

**To the teacher:** Cut out the pictures and words. Shuffle the cards. Give a set to each student or pair of students. Ask them to match the pictures and the words.

## Vocabulary cards

■ E-book: *Many Ways to Help* ■ Story: Leo helps in many ways



**Push the walk signal button.**

**Turn lights on and off.**

**Open the fridge.**

**Bring things.**

**Open doors.**

## Context clues

You can learn many new words when you read. Sometimes you can use the words you already know to help you figure out the meaning of a new word. Look for how words help each other to give you information. These are called **context clues**.

Here are some tips to help you figure out what a word means.

- Read the words before and after the word you do not know.
- Read the sentences before and after the sentence with the word in it.

■ E-book: *Amazing Stories*   ■ Story: Climber loses nine fingers

1. Find the words below in the story.
2. Use the tips above to figure out each word from the context.
3. Circle the context clues that helped you figure out the word.
4. Write a definition for the word.
5. Look in a dictionary. Is your definition similar?

frostbite

---

rescue

---

contact

---

recovered

---

amputated

---

## Spelling Patterns ■ E-book: *Amazing Stories*

The words “drop” and “shop” belong to the same word family. Why? They have the same spelling pattern (-op). Think about word families when you are learning to spell words.

**A.** Some of these words are from *Amazing Stories*. Can you add to the word families?

Pattern: **-ake**

☞ lake

☞ take

☞ \_\_\_\_\_

Pattern: **-ow**

☞ snow

☞ slow

☞ \_\_\_\_\_

Pattern: **-ee**

☞ coffee

☞ tree

☞ \_\_\_\_\_

Pattern: **-ife**

☞ wife

☞ life

☞ \_\_\_\_\_

**B.** Fill in the blanks with words from the boxes above.

1. Pi got trapped on a cliff above a \_\_\_\_\_.
2. After Mike Harcourt fell, his \_\_\_\_\_ called 9-1-1.
3. Two horses got trapped in the \_\_\_\_\_ near McBride, BC.
4. The biggest \_\_\_\_\_ in Canada is in British Columbia.

**C.** Can you add two more words to these word families?

1. Pattern: **-all**    **small**    \_\_\_\_\_
2. Pattern: **-ook**    **took**    \_\_\_\_\_
3. Pattern: **-in**    **thin**    \_\_\_\_\_
4. Pattern: **-ash**    **cash**    \_\_\_\_\_

## Spelling Patterns

**To the teacher:** Photocopy the page. Cut out the squares and give one set to each pair of students. Ask them to match the words with the same spelling pattern.

back	wide	mice	right
still	best	chip	will
dip	clock	fight	rest
twice	slide	pack	knock

## Adjectives and adverbs

Adjectives and adverbs change sentences by adding a bit more meaning.

For example:

- Jane walked out of the house quickly. "Quickly" is an adverb. It tells you more about how Jane walked.
- John wore a red shirt. "Red" is an adjective. It tells you more about John's shirt.

■ E-book: *People and Jobs* ■ Story: Window washer has a great view

Add these four words to the story. Write the words on the lines.

very                      always                      strong                      dirty

Mark May is a window washer. He washes \_\_\_\_\_ windows on high-rise buildings. Mark \_\_\_\_\_ works alone. He goes up and down buildings on \_\_\_\_\_ ropes. How does Mark keep safe? He always wears a safety harness. And he doesn't work when it is \_\_\_\_\_ windy.

■ E-book: *Keeping Safe* ■ Story: Boy saves neighbours from fire

Add these six words to the story. Write the words on the lines.

bravely              dark              loud              loudly              safely              together

One day in May 2008, Dustan and his dad were \_\_\_\_\_ in their apartment. Suddenly, Dustan heard a \_\_\_\_\_ fire alarm. He went into the hallway. He saw \_\_\_\_\_ smoke coming out under the door of an apartment. Dustan says, "I ran up and down the hallways and \_\_\_\_\_ yelled 'Fire! Fire! Fire!' at everybody's door."

Most people escaped from the burning building \_\_\_\_\_. Unfortunately, three seniors died in the fire. Dustan's dad said his son was a hero for \_\_\_\_\_ warning people of the fire.

## Prefixes

A prefix placed at the beginning of a word changes the meaning. An example from the story about Mike Harcourt is the word *relearn*. The prefix “re” means again. When “re” is added to the word *learn*, the new meaning is to learn again.

■ E-book: *Amazing Stories*     ■ Story: Mike Harcourt never gave up

**A.** Look at this list of words. Can you add the prefix “re” to make a new word? If you can, write the new word on the line.

- |                |                 |
|----------------|-----------------|
| 1. write _____ | 5. do _____     |
| 2. go _____    | 6. send _____   |
| 3. paint _____ | 7. talk _____   |
| 4. see _____   | 8. freeze _____ |

**B.** Match the prefix on the left with the meaning on the right.

- |                              |                         |
|------------------------------|-------------------------|
| ___ 1. un (unsure)           | a. below, under         |
| ___ 2. multi (multicultural) | b. before               |
| ___ 3. mid (midterm)         | c. above, beyond normal |
| ___ 4. bi (bicycle)          | d. half, partially      |
| ___ 5. sub (subway)          | e. not, opposite        |
| ___ 6. pre (preview)         | f. many                 |
| ___ 7. super (supernatural)  | g. middle               |
| ___ 8. semi (semigloss)      | h. two, twice           |

## Homophones

Some words in English sound the same, but are spelled differently and have different meanings. For example: "two" and "too" or "break" and "brake." These words are called **homophones**.

■ E-book: *Amazing Stories* ■ Story: People rescue trapped horses

**A.** Look in the story to find homophones for these words.

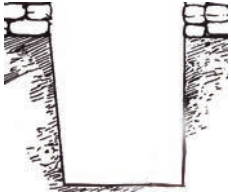
- |                |               |
|----------------|---------------|
| 1. week _____  | 4. too _____  |
| 2. threw _____ | 5. herd _____ |
| 3. knew _____  | 6. ate _____  |

**B.** Choose the correct homophone to finish the sentences.

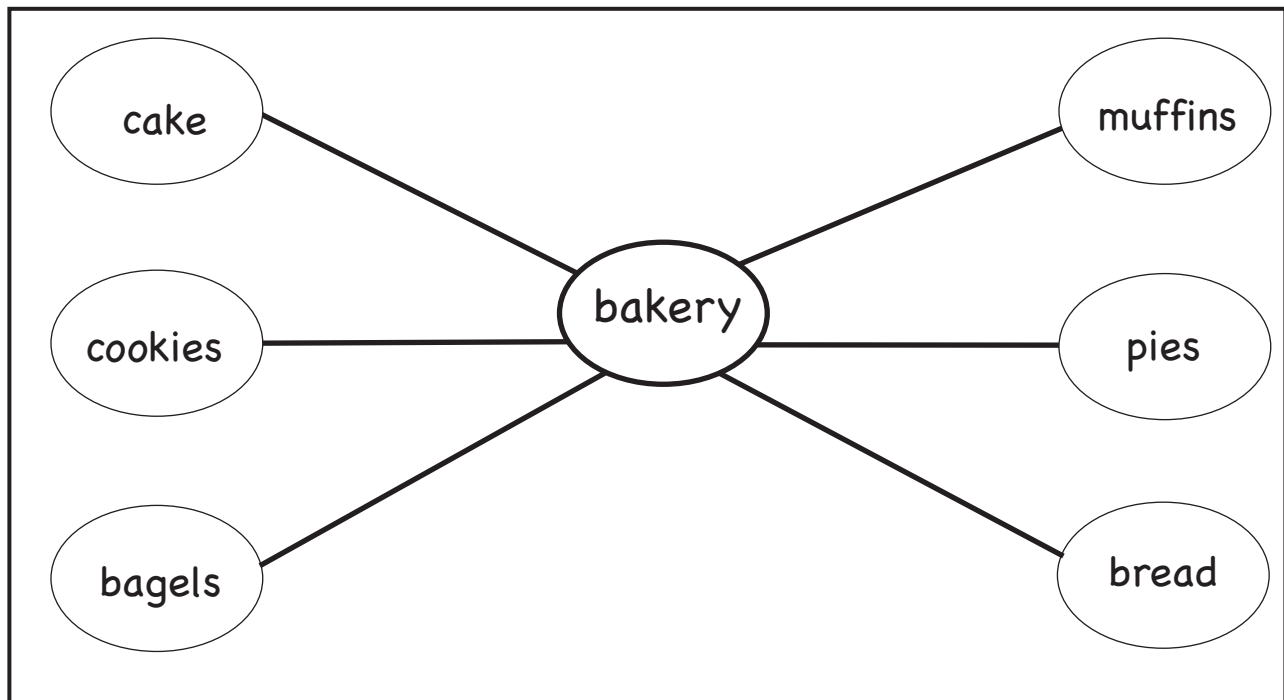
- I will pay you next \_\_\_\_\_ when I have more money.  
weak      week
- \_\_\_\_\_ the answers on the lines.  
Right      Write
- I want to \_\_\_\_\_ a computer next year.  
by      buy      bye
- My mother is making a \_\_\_\_\_ crumble for dessert.  
pair      pear
- Carlos \_\_\_\_\_ the baseball out of the park.  
threw      through
- The boys picked up \_\_\_\_\_ books before they left.  
they're      their      there



## Vocabulary word box

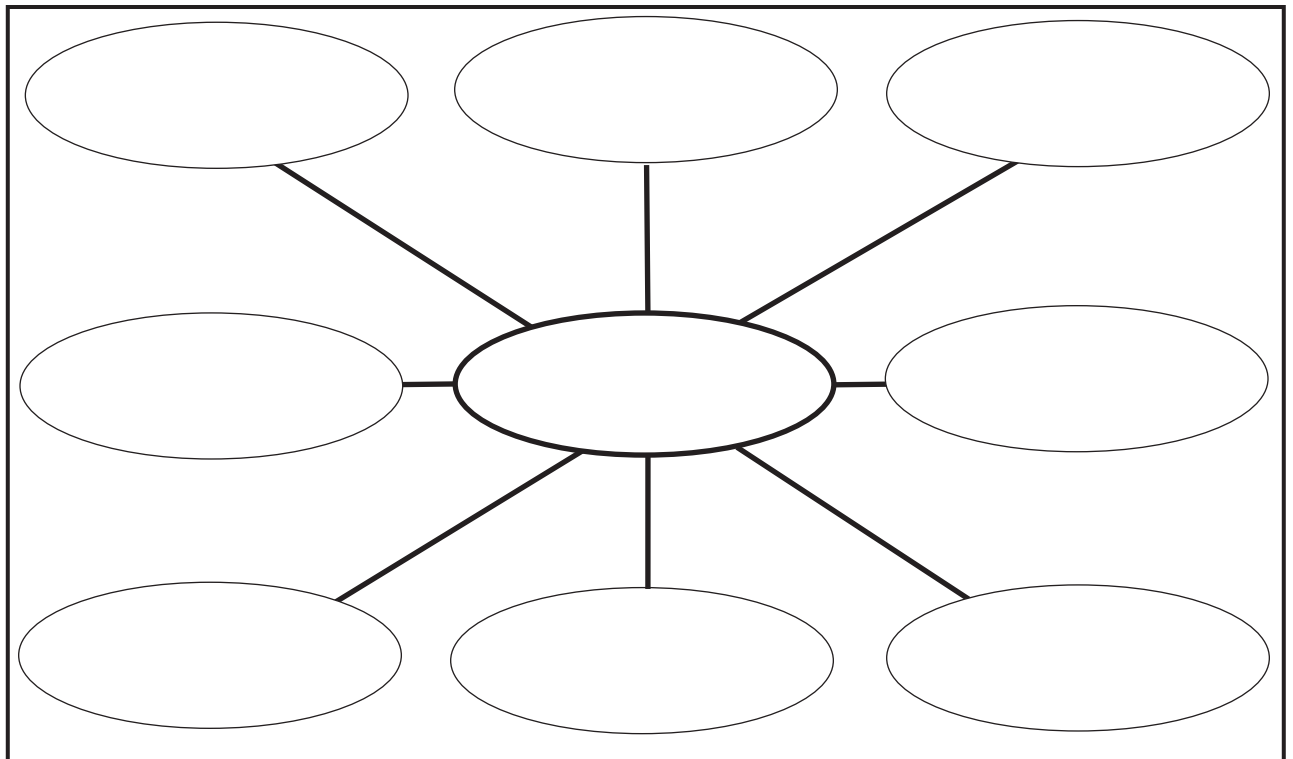
<b>Synonym or definition</b>  A long narrow ditch cut into the ground	<b>Antonym (opposite)</b>
<b>Word</b>  trench	
<b>Use it in a sentence.</b>  People dug a trench in the snow for the horses to walk through.	  <b>Draw a picture.</b>

## Word associations



Photocopy and distribute.

<b>Synonym or definition</b>	<b>Antonym (opposite)</b>
<b>Word</b>	
<b>Use it in a sentence.</b>	<b>Draw a picture.</b>



## Listening and Speaking Activities

### Listening

#### Find the keywords

Select 5 to 10 keywords from a story. Read the words to the class and ask them to find and circle the words in the story. More advanced students should be able to do this exercise with just one reading. Lower-level students may need more time and may need the words read several times.

#### Find the errors (photo)

Choose a photo with lots of details. Write a description of the photo. Include a few deliberate errors in the description. Use the description as your script. Ask students to look at the photo while you read the script. Students find and circle the errors, and write the correct words.

You can read the script to the whole class, or students can work in pairs or small groups with one student reading the script to a partner or to the class.

👉 See sample activities on page 37

#### Find the errors (story)

Choose a story that is best suited to the level of your students. Rewrite the story so that it contains 5 to 10 errors. Students work in pairs (or you take the part of Student A). Student A reads the story from the e-book. Student B listens, looks at the copy of the story with errors,


finds and circles the errors, and writes the correct words.

👉 See sample activities on page 38

#### Pronunciation

Review syllables and stress to help students with pronunciation. This is particularly helpful to EAL learners.

Write a list of one to five syllable words on the board and ask students to tell you how many syllables each one has (dog, ta-ble, ex-pen-sive, wa-ter-mel-on, vo-cab-u-lar-y). Ask them to tell you where the stress is in each word.

For example:  expensive

👉 See sample activity on page 39

### Listening and Speaking

#### Information gap (A)

In this activity, students work in pairs. Each student has information that the other student does not have. The objective is for students to ask each other questions in order to complete their task. Information gap activities provide opportunities to listen intently as well as practise forming questions and answering questions.

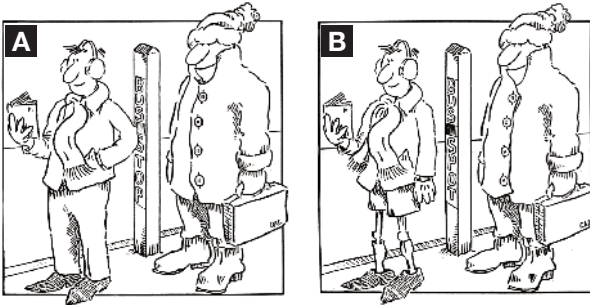
You may want to review clarification questions. For example: How do you spell it? Can you repeat that?

👉 Sample activities pages 40 to 42

## Information gap (B)

- E-book: *Word Games and Puzzles*
- Find the differences

Have students sit in pairs facing each other. One student has picture A and the other has picture B. (They can't show their pictures to each other.) Students take turns describing their version of the drawing. The goal is to find the total number of differences.



## Find someone who...

This activity gets students moving and interacting with a group. It works best with a class of 10 or more students.

Create a worksheet with six to eight questions. Give one sheet to each student. Ask them to walk around the room and collect signatures from classmates who answer “yes” to the questions. A person can sign each sheet only once.

Review question formation with students: Can you? Have you? Do you?

📖 See sample activities on pages 43 and 44

## Running dictation

Choose a story based on the level of your class. Make two or three copies.

Divide the class into pairs. Tape the stories on the walls of your classroom. Explain to students that one person is the “runner” and the other is the “writer.” The runner goes to the closest story and reads and memorizes the first sentence. The runner returns and dictates the sentence to his or her partner, who writes it down.

This continues until the whole story has been written down. At the end, take down the stories and distribute them so students can check their work.

## Make a presentation

Helping students give presentations is an excellent way to encourage fluency. The ability to give a good presentation may be important for some of your students in their future jobs.

If your students are comfortable speaking in front of the class, ask them to make a short presentation (two minutes) on a topic related to one of the e-books. For example: a holiday (*Special Days and Holidays*), a person with an interesting job (*People and Jobs*), how to play a sport (*Sports*).

Go over the list of tips with the students before they prepare their presentations.

📖 See sample activity on page 44

## Listening and Speaking Activities — SAMPLES

### Find the errors (photo)

- E-book: *Sports*
- Story: Two Brazilian soccer players, p 16 (right)

#### Student A

Read this to your partner.

Marta is a *basketball* player. She is wearing shorts and a shirt with *long* sleeves. The number on her shirt is *12*. Marta is *walking* and kicking a *golf* ball.

Note: Words in italics are errors.

#### Student B

Look at the photo of Marta. Listen to your partner read a description of the photo. There are five errors in the description. Write down the errors.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Find the errors (photo)

- E-book: *Special Days and Holidays*
- Story: Halloween

#### Student A

Read this to your partner.

There are *four* children in the photo. The children are dressed in *pyjamas*. They are carrying buckets that look like *bunnies*. The buckets are full of *water*. The children are celebrating *Thanksgiving*.

Note: Words in italics are errors.

#### Student B

Look at the photo of children trick or treating. Listen to your partner read a description of the photo. There are five errors in the description. Write down the errors.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Find the errors (story)

- E-book: *Many Ways to Help*
- Story: How does Hannah help? p 6

#### Student A

Read “How does Hannah help?” to your partner. Your partner has a story with errors. He or she will listen and try to find the errors. You may have to read the story more than once.

#### Student B

Listen to your partner read a story. Your paper has nine errors. Circle the errors on your paper.

Hannah collects pennies and other coins at her school. She puts the coins in special paper boxes. Hannah takes the boxes of coins to the store. She gets coins for the bills. Hannah buys food with the money. Hannah and her friend take the food to a church in downtown Victoria. People at the church use the food to make snacks for homeless people.

#### Student A and B

Look at both stories together. Did Student B find all the errors?

### Find the errors (story)

- E-book: *Amazing Stories*
- Story: Mike Harcourt never gave up

#### Student A

Read the first two paragraphs of “Mike Harcourt never gave up” to your partner. Your partner has a story with errors. He or she will listen and try to find the errors. You may have to read the story more than once.

#### Student B

Listen to your partner read a story. Your paper has nine errors. Circle the errors on your paper.

In 2008, Mike Harcourt had a serious accident. He slipped on the roof of his cottage on Hornby Island. He fell six feet into the sea. Luckily, Harcourt’s daughter found him right away. She called 9-1-9. The Life Guard came. They got Harcourt out of the water. He could not move his head or legs.

#### Student A and B

Look at both stories together. Did Student B find all the errors?

## Pronunciation

The names of countries may be pronounced differently in different languages. It is important to know where to put the stress when you pronounce the words in English. Here are two examples:

"Canada" has three syllables. The stress is on the first syllable. Canada

"Japan" has two syllables. The stress is on the second syllable. Japan

■ E-book: *Sports* ■ Story: FIFA's top 10

<b>A.</b> Mark the correct stress pattern for each country.	<b>B.</b> Mark the correct stress pattern for each country.
1. Belgium	1. Afghanistan
2. Germany	2. Philippines
3. Argentina	3. Syria
4. Portugal	4. Guatemala
5. Chile	5. India
6. Spain	6. Malaysia
7. Columbia	7. Haiti
8. Brazil	8. Lebanon
9. England	9. Somalia
10. Austria	10. Iran

## Exchanging information

- E-book: *Sports*
- Stories: Joannie is an Olympic athlete  
Josh is a Paralympic athlete

### Group A

1. Read “Joannie is an Olympic athlete.”  
Answer questions from Group B about your story.
2. Ask someone in Group B about the male athlete. Write the answers in the chart.

### Group B

1. Read “Josh is a Paralympic athlete.”  
Answer questions from Group A about your story.
2. Ask someone in Group A about the female athlete. Write the answers in the chart.

Woman

Man

	Woman	Man
What is the athlete’s name?		
Did the athlete compete in the Olympics or the Paralympics?		
How old is the athlete?		
Where is the athlete from?		
What is the athlete’s sport?		
What did the athlete want to do in 2010?		



## Crossword Partners

■ E-book: *Word Games and Puzzles* ■ Crossword: Opposites

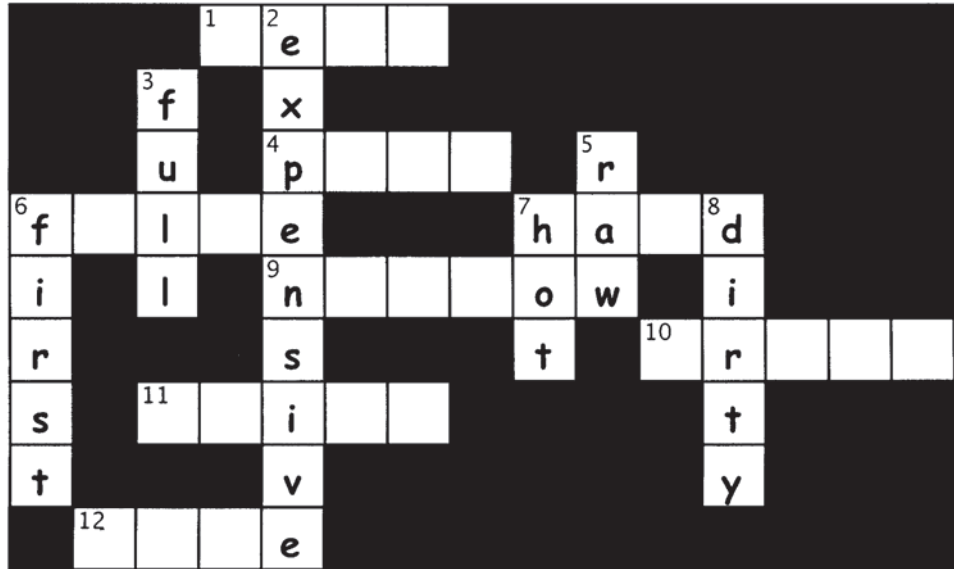
### Student A

Ask your partner for clues to help you fill in your puzzle.

For example:

**A:** What is number 1 across?

**B:** It's the opposite of *buy*.



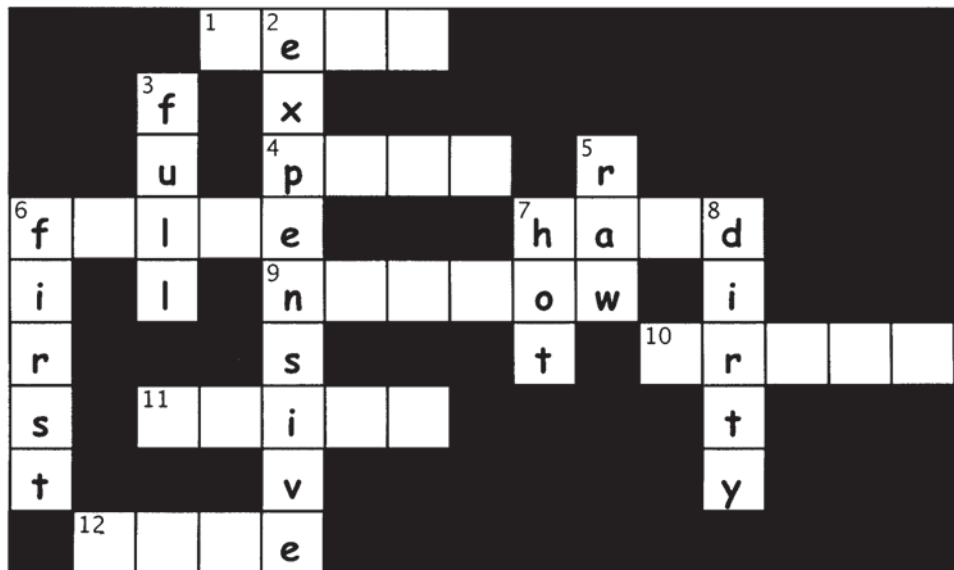
### Student B

Ask your partner for clues to help you fill in your puzzle.

For example:

**B:** What is number 2 down?

**A:** It's the opposite of *cheap*.



## Information gap

■ E-book: *Amazing Stories* ■ Story: Cat expressions



### Student A

#### Cat expressions

to \_\_\_\_\_ like cats and dogs

*What does it mean?*

to \_\_\_\_\_ or fight  
with someone often

*Example:* David and his sister fight  
\_\_\_\_\_ cats and dogs.

to \_\_\_\_\_ a catnap

*What does it mean?*

to have a short \_\_\_\_\_

*Example:* My doctor told me that a  
catnap during the \_\_\_\_\_  
might help me relax.

to let the cat \_\_\_\_\_ of the

*What does it mean?*

to \_\_\_\_\_ a secret

*Example:* I really let the cat out of  
the bag when I told my dad about  
the \_\_\_\_\_ party.

to \_\_\_\_\_ cats and dogs

*What does it mean?*

to rain very \_\_\_\_\_

*Example:* We didn't go  
on our \_\_\_\_\_  
because it rained cats and dogs.

### Student B

#### Cat expressions

to fight like cats and \_\_\_\_\_

*What does it mean?*

to argue or \_\_\_\_\_  
with someone often

*Example:* David and \_\_\_\_\_ sister  
fight like cats and dogs.

to take a \_\_\_\_\_

*What does it mean?*

to have a \_\_\_\_\_ nap

*Example:* My \_\_\_\_\_  
told me that a catnap during the day  
might help me relax.

to let the \_\_\_\_\_ out of the bag

*What does it mean?*

to tell a \_\_\_\_\_

*Example:* I really let the cat  
out of the bag when I \_\_\_\_\_  
my dad about the surprise party.

to rain \_\_\_\_\_ and dogs

*What does it mean?*

to \_\_\_\_\_ very hard

*Example:* We didn't go  
on our picnic \_\_\_\_\_  
it rained cats and dogs.

**Find someone who . . .** ■ E-book: *Special Days and Holidays*

<b>Find someone who . . .</b>	
■ has carved a pumpkin for Halloween.	_____
■ has been to a parade.	_____
■ has received a Valentine.	_____
■ knows how to cook a turkey.	_____
■ has worn a costume.	_____
■ likes chocolate eggs.	_____
■ can say “I love you” in another language.	_____
■ has worn a poppy on Remembrance Day.	_____

**Find someone who . . .** ■ E-book: *People and Jobs*

<b>Find someone who . . .</b>	
■ is afraid of spiders.	_____
■ knows how to make bread.	_____
■ can draw a dog.	_____
■ knows what RCMP stands for.	_____
■ has bought plants at a garden centre.	_____
■ has an unusual pet.	_____
■ has travelled on a ferry.	_____
■ can speak French.	_____

**Find someone who . . .**

- has twins in his or her family. \_\_\_\_\_
- watched the 2010 Winter Olympics on TV. \_\_\_\_\_
- can run 200 metres in less than one minute. \_\_\_\_\_
- knows the name of two NHL teams. \_\_\_\_\_
- has scored a goal in a soccer game. \_\_\_\_\_
- can name two Paralympic winter sports. \_\_\_\_\_
- knows where the Sedin twins are from. \_\_\_\_\_
- knows what sport Steve Nash played. \_\_\_\_\_

## Ten tips to help you make a good presentation

1. Give yourself lots of time to prepare.
2. Make notes. Write down key words so that you will not forget anything important.
3. Make sure that your presentation is not too long or too short. Keep a watch or clock nearby.
4. Go over your presentation several times.
5. Practise giving your presentation to a friend or family member.
4. Use clear, simple language.
5. Explain at the beginning what your presentation is about.
8. Speak clearly and slowly.
9. Stand up straight and look at the class when you speak.
10. After you finish, ask your classmates if they have any questions.