

# Tell Me More:

## Student Stories & Nonfiction

by *Juanita Weber-Shirk*

Drawings  
by *Chihiro Sakai &*  
*Tomomi Motomiya*



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### About the Author and Artists

**Juanita Weber-Shirk** is a lifelong TESOL/ESL/ESOL/ELL/ENL teacher and Reading teacher. She taught from K to 12 before moving to Adult Education. She currently teaches in T-S-T BOCES' Adult ESL Program in Ithaca, NY. She loves teaching, and she loves learning from her students. She thanks every student who has ever told her their stories.

**Chihiro Sakai** is from Japan. Drawing is her hobby. Professionally, she is a pharmacist. She has been studying English in Ithaca for 7 months. She likes to sleep, travel, go shopping, and talk.

**Tomomi Motomiya** is also from Japan. Drawing is her hobby, too. She studied agriculture in Japan. She has been studying English in Ithaca for 6 months. She wants to make a lot of international friends.

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## Notes to the Teacher

This material is a distillation of what I have found to be most useful in helping English learners make sense of our seemingly chaotic reading system. This material also benefits students' speech production, particularly in pronunciation, aiding communicative competence. Error analysis of my students' spoken English has shown that missing phonemes, syllables, and incorrect stress most interrupts others' comprehension of their speech.

I have used this pre-reading format with purchased materials for a number of years. Now I have compiled stories my students told me, and nonfiction selections, with the pre-reading format I have used for years. I piloted this material for several semesters in the Adult ESL Program where I teach, and have been heartened by student responses: "Like me!", "I understand first time!", and "How my story (can) get in your book?"

Handing a reading selection to students to read "cold", to read aloud with no pre-reading development, overloads the processing centers of the brain. Readers must process visual text into sound, move the appropriate muscles to produce the sounds, process the sounds into meaning, access prior knowledge, and connect meaning to prior knowledge--all at the same time. The processing load is too heavy, and parts of the text-to-meaning process get dropped.

My children brought a full knowledge of English to the task of learning to read in English. My students don't. Your attention to pre-reading exercises will pay off greatly in the communicative competence, and reading confidence, of your students.

Pre-reading exercises will vary according to the literacy and language needs of the students you teach. Students at all levels benefit from pronunciation, stress recognition, vocabulary development, and activating prior knowledge for the materials they will read.

This material is designed to be used with high-beginner, or low-intermediate, adult English language learners. Each Reading Selection (story or nonfiction) can best be used in the following sequence of activities:

### 1. Introductory Questions for Conversation

The Opening Questions have a connection to a theme in the story. Write the Question (on the board or large paper) for all to see, read the question aloud, then give an example answer of your own. Students then talk in pairs, asking and answering the question. Circulate and listen in, asking prompting questions if a pair needs help to keep talking.

It is important to have students' voices be heard every day, early in the class session. This sets the expectation that everyone talks here.

### 2. Word-Pairs

This exercise trains students' ears in the specific sounds (phonemes) of English. It also trains students' eyes in the written patterns of letters that produce different phonemes.

Ask students to fold their paper vertically **on the black line**. Tell them to look at #1, to see that there are 2 words in the first box, and to listen carefully. You will say only 1 of the words. They will circle the 1 word that they hear. Say each word at least twice, the first time very slowly so they can hear the syllables (but **do not pause** between syllables). Repeat a word as often as requested.

Direct students to open (unfold) their papers, and check their answers. Wait. Then ask students if they want to hear both words in a specific pair. Students will identify which pair they want to hear by saying “4-1” meaning line 4, box 1, or “9-3” meaning line 9, box 3. You say both words in the box, so they can hear the difference. Continue until no more troublesome pairs are identified.

### 3. Syllables and Stress

Direct students to the bottom of the page. Ask them to listen for the number of syllables (3) in each word, and to write the number on the line before the word. You can clap or hold up a finger for each syllable as you read each word. (Do not pause artificially between syllables.) Some words have more than 1 correct answer. For example, “different” has 2-3 syllables, depending on pronunciation, and both are OK.

Then, go back to the first word that you numbered, and direct students to listen for the 1 syllable that is stretched longer (stressed), and to underline that syllable only. I open my arms wide on stressed syllables and put my palms together on unstressed syllables as I read the words, to slow myself down. Circulate and check that students understand what to do. Repeat for all the words in this section.

Native speakers do not speak like the dictionary! We routinely pronounce final consonants of a syllable or word as the beginning consonant of the next syllable or word. Do this consciously when counting syllables, as students are more able to hear syllables this way. Students’ pronunciation is clearer when they produce syllables that begin with consonants, too. (Example: na-tio-nal vs. na-tion-al)

Ask students to work in pairs (preferably, 2 students who speak different languages). They read each word, making sure they say the “long” syllable correctly. The vowel sound in the “long” syllable is fully expressed, while vowel sounds in other syllables may be diminished or minimized.

### 4. Vocabulary

This sheet is organized according to parts of speech.

Pronounce each noun, asking students to tell the meaning or give an example. They can write in their language or English. You can organize the students into language-groups, if you like. When 1 student “gets it”, they can translate for all others in their language group.

Pronounce each adjective, and remind students that adjectives go **before nouns** in English! Say each adjective before appropriate nouns from the noun section. Ask students to tell the meaning or give an example.

(If there is an adverb section, remind students that adverbs usually go *after verbs* in English! Say each adverb after appropriate verbs. Ask students to tell the meaning or give an example.)

Read each verb, asking students to say the past or present verb tense that is missing. For example, if students read “are”, they write “were”. If students read “saw”, they write “see”. Ask students to give an example for each verb (past *or* present, not both).

## 5. Drawings

Ask students, “What do you see in Picture 1?” Continue through all 8 pictures. Especially praise use of the story’s vocabulary. With a more vocal class, ask pairs to talk together about what they see in the 8 pictures. Circulate and listen in.

## 6. Reading

Before children learn to read, we read to them. As children begin to learn to read, they read aloud to themselves. Eventually they read silently to themselves. Listen for that magical moment when your classroom falls silent as the last of the murmuring voices moves inside a student’s own head. It gives me shivers.

Read the Selection aloud *to the students*. Read slowly enough that students are able to move their mouths along with your reading. Students at this level process oral language more slowly, and need time to connect what they *hear* to what they *see* in print. One trick professional speakers use to slow down (without inserting “ummm” or “errrr”, or putting robotic pauses between words) is to stretch out the vowel sounds in words. Try it!

Then, students read the Selection *to themselves*. Tell them that their job is to *understand* this English. Comprehension is the focus when students read silently, or quietly, to themselves. Do not skip this step! This is brain-time!

When they are ready, students read aloud *to a partner*. Ask students to look around for another student who is ready, too. They can walk to any corner of the room to read together. Their job is to speak this English clearly. Can the listener understand? The listener’s job is to correct mispronunciations. Partners switch roles.

## 7. Questions

Yes-No questions: Students think about the story. They check the Yes box if the sentence agrees with the story. They check the No box if the sentence disagrees with the story. (Nonfiction selections have True-False boxes, to introduce academic language for the same thing.)

What/Who/Where/When/Why questions: Students answer according to the information in the story. Full sentences are not necessary. The answer should be complete for a *listener* to understand.

Note: English question words differ very little from each other in comparison to question words in other languages. Students need a lot of practice in hearing English question words and answering the question *that was asked!*

Student pairs work together, one reading aloud and one answering orally. Then, they switch roles for fluency practice. Encourage the listeners to lay down their papers when they answer the questions, to focus on listening/thinking/answering.

***Talk about*** topic is for additional conversation in pairs or small groups. For the students who finish quickly, encourage continued conversations for more practice.

**8. 2nd drawing / Re-telling**

Students re-tell the story **in their own words** to a **new** partner. Drawings can be used to prompt the retelling. Retelling is difficult. Encourage students to use their own English (memorization is **not** the goal).

- 1st Homework: ***Tell*** someone about this story (someone not in our class), for **speaking** practice. Do ***not read*** it to them.
- 2nd Homework: **Read** the story to someone, for **reading** practice.

**9. [Optional] Drawing / Writing / Matching Captions (after Reading)**

- Give large newsprint, folded 3 times (into 8ths), to students in pairs
- Pairs talk about which part of the story will be in each of the 8 pictures
- Students put numbers 1-8 in the story to indicate which part of the story will be in which picture
- Student-pairs draw 8 storyboards
- Give 8 blank cards to the student-pairs
- Students write 1 sentence per card per storyboard
- Hang the drawings around the room
- Students leave their (scrambled) sentence-cards with the drawing
- Students rotate to another pair's drawings, pick up sentence cards, and match each sentence to a storyboard box

**Extension:** When you want students to tell their own stories, give them 8-panel sheets of paper to draw their stories → tell their stories → write their stories

### Opening Questions (before each chapter)

1. When you were a child, **where** did you live? In that place, **do people go fishing?** If yes, **where** do people catch fish?
2. What is a **driver's** license? What is a **fishing** license? Tell anything you know about fishing licenses.
3. Who has a **garden**? What do you grow? What animals like to eat your garden plants? What do you do to keep animals out of your garden?
4. **Where** is the Amazon? **What** is the Amazon? **Why** is the Amazon important to the world?
5. What are **ducks**? What do ducks look like? What do ducks eat? Where can you see ducks?
6. **Poultry** is the name for birds that people eat for meat. What birds do you think are in this group? What poultry do you eat?
7. What are **peacocks**? What do peacocks look like? What do they eat? Where can you see peacocks?
8. What do you know about bird **feathers**? How do feathers help birds? How do people use bird feathers?
9. Did you ever see an animal eating YOUR food? What did you do? What did the animal do?
10. What are **skunks**? What do skunks look like? What are skunks famous for? What do you know about mammals?
11. Who is a **smart** woman you know? How do you know she is smart? Who is a **strong** woman you know? How do you know she is strong?
12. What is a **landlord**? Do you have a landlord? What do you do when something breaks in your house?
13. Did the **police** ever **stop** a car (when you were in the car)? What happened? Why did the police stop the car?

14. What should you do when police stop your car? Do you think the police are afraid? If yes, what do you think the police are afraid about?
15. Did you ever **lose** something important? What happened? Did you ever find it again?
16. Did you ever **find** something that is not yours? What did you do?
17. Are you **honest**? Do you tell the truth? How did you learn this?
18. What does it mean to “**forgive**”? Do you forgive people, after they do something bad to you? How did you learn this?
19. How do you learn **new** words? What do you do to remember new words? What works the best for you?

Unit 1:

# People and Animals

**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Fish in the Streets)  
**Fold your paper back along the black line!**

1. in on	rainy runny	country county	season session	1. in-rainy-country-season
2. a little a lot	something sometimes	match much	came come	2. a lot-sometimes-much- come
3. eat out	of off	liver river	waiter water	3. out-of-river-water
4. couple cover	stress streets	flesh fish	easier easy	4. cover-streets-fish-easier
5. them then	cash catch	all are	day they	5. then-catch-are-day
6. on one	went when	were where	fiend friend	6. one-when-were-friend
7. Cam Can	dog duck	lucky lucky	went when	7. Cam-dog-lucky-when
8. eat it	barked parked	found pound	ran run	8. it-barked-found-ran
9. bag big	fifth fish	did died	want went	9. big-fish-did-want
10. net not	gate get	galled growled	should showed	10. not-get-growled-showed
11. teeth tooth	do to	necks next	disappointed disappointing	11. teeth-front-next- disappointing

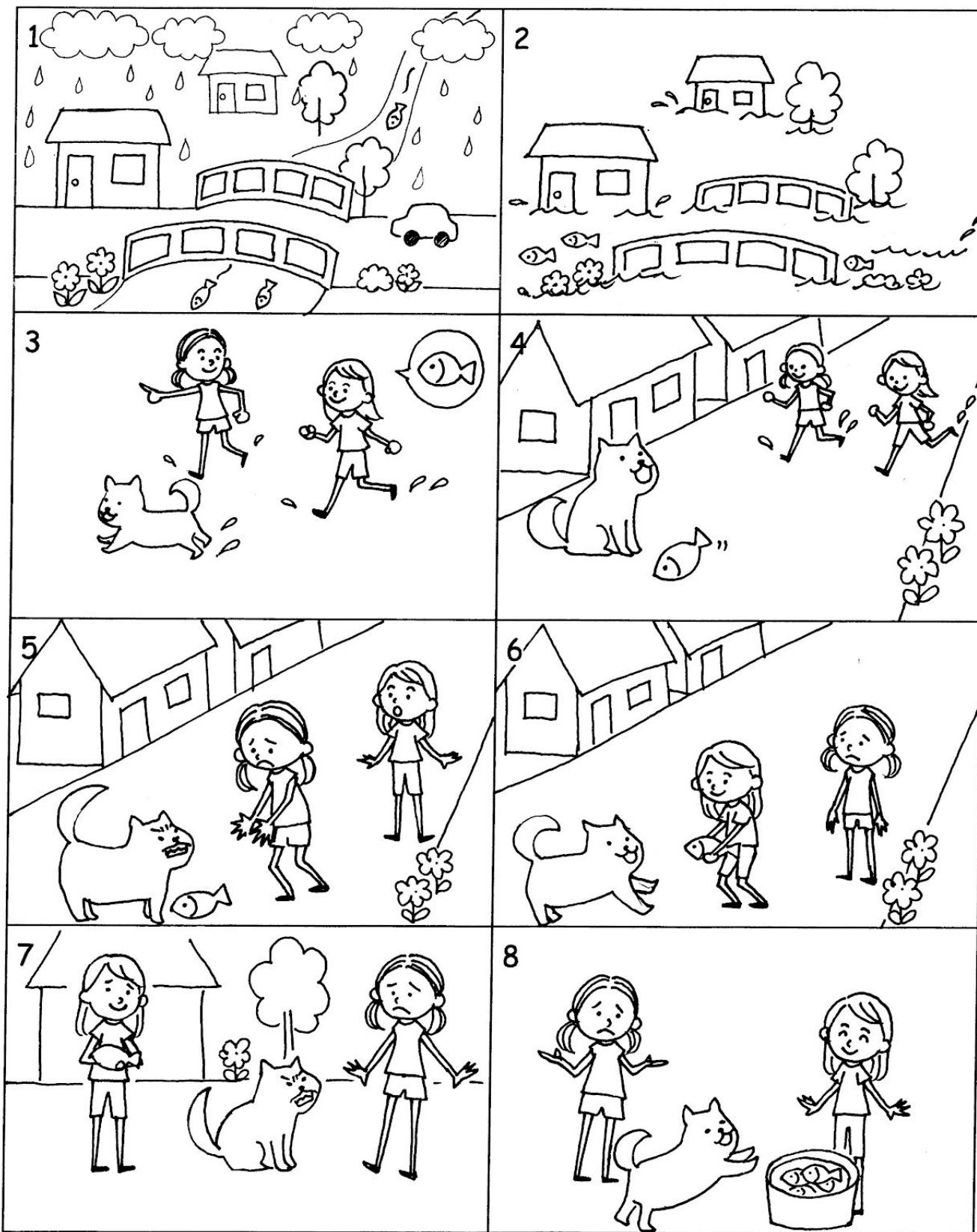
Write the number of syllables. Then, underline the 1 syllable that is stressed.

2 <u>country</u>	<u>rivers</u>	<u>wanted</u>		
2 <u>rainy</u>	<u>covers</u>	<u>growled</u>		
<u>season</u>	<u>easier</u>	<u>snapped</u>		
<u>sometimes</u>	<u>Lucky</u>	<u>happened</u>		
<u>water</u>	<u>fishing</u>	<u>disappointing</u>		

## Fish in the Streets

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>
1. country	<u>EVERY DAY</u>
2. seasons	PAST
3. rivers	1. it rains
4. streets	2. comes
5. fish	3. covers
6. friend	4. catch
7. dog	5. were
8. teeth	6. went
<b>adjectives → more information about the noun</b>	
9. rainy	7. barked
10. easier	8. found
11. big	9. ran
12. same	10. want
13. next	11. growled
14. good	12. showed
15. disappointing	13. got
	14. happened
	15. was

Use the vocabulary words to talk about these pictures. What do you see?



Tomomi M.

## Fish in the Streets

In my country, in the rainy season, it rains a lot. Sometimes it rains so much that the water comes up out of the rivers. Sometimes the water covers the streets. Sometimes fish come into the water on the streets. Then, the fish are easier to catch.

One day when the fish were in the streets, I went “fishing” on my street with my friend (Cam), and my dog (Lucky). Lucky barked when it found a big fish. Cam and I ran to catch the fish.

Lucky wanted me to get the fish. Lucky did not want Cam to get the fish. Lucky growled and showed its teeth to Cam. I got the fish.

The same thing happened when Lucky found the next fish. And the next fish. And the next. It was a good fishing day for me. It was a disappointing day for Cam.

Thuy, Vietnam

Yes	No	Think about the story!
		1. In my country, it rains a lot.
		2. Every day the water comes up out of the rivers.
		3. Sometimes the water covers the houses.
		4. Sometimes fish come into the water on the streets.
		5. The fish are difficult to catch.
		6. I went fishing with my brother Cam.
		7. My dog Lucky went fishing, too.
		8. Lucky ate all the fish.
		9. Lucky wanted Cam to catch the fish.
		10. It was a disappointing fishing day for me.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**What? → asks about something (a noun)**

1. What comes up out of the rivers?
2. What covers the streets?
3. What comes into the water on the streets?
4. What did Thuy and Cam try to catch?
5. What barked at Cam?

**Who? → asks about people**

6. Who went fishing in the street?
7. Who got the first fish?
8. Who got the next fish?
9. Who had a good day?
10. Who had a disappointing day?

**(Talk)** Tell about a good day, or a disappointing day, you had.

Use the drawings to remember, and tell the story to someone.



Chihiro

**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Fishing License)  
Fold your paper back along the black line!

1. fishing flashing	Ithaca Utica	may my	country county	1. fishing-Ithaca-my-country
2. many money	ate eat	a little a lot of	way we	2. many-eat-a lot of-we
3. any every	tame time	place please	move moved	3. any-time-place-moved
4. lake like	fails falls	river rivet	stream street	4. lake-falls-river-stream
5. ends friends	tell told	need node	lice license	5. friends-told-need-license
6. her here	boy buy	at it	Walmart Wegman's	6. here-buy-it-Walmart
7. boat bought	want went	them then	cousin custom	7. bought-went-then-cousin
8. near nor	high him	saw see	starred started	8. near-high-saw-started
9. dare there	do too	party pretty	small smile	9. there-too-pretty-small
0. please police	came come	ran run	showed snowed	10. police-came-ran-showed
11. late let	same some	wakes weeks	course court	11. let-some-weeks-court

Write the number of syllables. Then, underline the 1 syllable that is stressed.

2 <u>fishing</u>	<u>waterfalls</u>	<u>started</u>	<u>anybody</u>	<u>every</u>
3 <u>Ithaca</u>	<u>rivers</u>	<u>police</u>	<u>away</u>	<u>explained</u>
<u>country</u>	<u>many</u>	<u>over</u>	<u>officers</u>	<u>only</u>
<u>any</u>	<u>license</u>	<u>cousin</u>	<u>tickets</u>	<u>different</u>
<u>happy</u>	<u>Walmart</u>	<u>around</u>	<u>licenses</u>	<u>counted</u>

Created & shared by Juanita Weber-Shirk, TESOL & Reading teacher, T-S-T BOCES Adult ESL Program

## Fishing License

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>
1. country	<u>EVERY DAY</u>
2. people	<u>PAST</u>
3. fish	1. go
4. time	2. eat
5. place	3. fish
6. Ithaca	4. moved
7. lake	5. was
8. waterfalls	6. saw
9. rivers	7. told
10. streams	8. need
11. license	9. buy
12. Walmart	10. went
13. cousin	11. bought
14. police	12. is
15. ticket	13. started
16. days	14. were
17. weeks	15. came
18. court	16. walked
19. store	17. looked
<b>adjectives → more information about the noun</b>	18. ran
20. big	19. gave
21. small	20. showed
	21. said
	22. explained
	23. counted

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.

## Fishing License

In my country, many people go fishing. We eat a lot of fish. We eat big fish and small fish. We fish any time, any place that we want to.

When I moved to Ithaca, I was happy to see the lake, the waterfalls, the rivers, and the streams. I saw many, many places to go fishing.

My friends told me, “You need a fishing license here. You can buy it at Walmart.” So, I went to Walmart. I bought a fishing license.

Then, my cousin and I went to Ithaca Falls. It is a big waterfall near the high school. We saw many people fishing there. We started fishing, too. The fish were pretty small.

Some police came to Ithaca Falls. They walked over to my cousin and me. They told us, “You can’t fish here.” We looked around. We didn’t see anybody fishing! They all ran away when they saw the police!

The police gave us tickets. We showed them our fishing licenses. They said, “A fishing license does not let you fish every day in every place.”

They explained that people can fish only on some days or weeks. The OK days are different for every stream and river and lake.

The police counted our fish. They said the fish were too small. We could not take them home. We had to throw the fish back in the water.

Later, we went to City Court to pay our tickets. We each paid \$30.

After that, I don’t go fishing anymore. Why? Because I don’t understand the OK and not OK days. I don’t want to pay more tickets.

I still eat fish. Now I buy fish at the store.

Lee Kee, Burma/Myanmar

True	False	Think about the story!
		1. In my country, we fish any time, any place.
		2. In Ithaca, I saw many places to go fishing.
		3. My friends told me about a fishing license.
		4. So, I went to Wegmans.
		5. My wife and I went to Ithaca Falls.
		6. It is a big waterfall near BOCES.
		7. The fish were pretty big.
		8. The other people fishing all ran away.
		9. Only my cousin and I got tickets.
		10. We each paid \$300.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**What? → asks about something (a noun)**

1. What was he happy to see in Ithaca?
2. What did he do at Walmart?
3. What did he do with his cousin?
4. What did the police give him?
5. What did he do at City Court?

**Who? → asks about people**

6. Who goes fishing in Burma/Myanmar?
7. Who told him about fishing licenses?
8. Who gave him a ticket?
9. Who went with him to City Court?
10. Who buys fish in the store?

**(Talk) Tell about something you did, and somebody told you to stop!**

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.

**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Picnic)  
Fold your paper back along the black line!

1. was wash	visiting visitor	plants parents	late let	1. was-visiting-parents-late
2. day they	afternoon afterward	begging beginning	cold cool	2. day-afternoon-beginning-cool
3. down town	as is	every very	heat hot	3. down-is-very-hot
4. knew know	Amazon Arizona	winner winter	form from	4. know-Amazon-winter-from
5. far fare	saw see	big pig	had has	5. far-saw-pig-had
6. hug huge	nose notes	following plowing	eats its	6. huge-nose-following-its
7. our your	forward toward	vegetation vegetable	father fatter	7. our-toward-vegetable-father
8. ran run	garden yard	hard heart	scared scarred	8. ran-garden-hard-scared
9. away way	take took	onerous owners	escaped scraped	9. away-took-owners-escaped
10. did died	happy hippie	back black	again ago	10. did-happy-back-again
11. not note	had have	picnic pigpen	neighborhood neighbor's	11. not-had-picnic-neighbor's

Write the number of syllables. Then, underline the 1 syllable that is stressed.

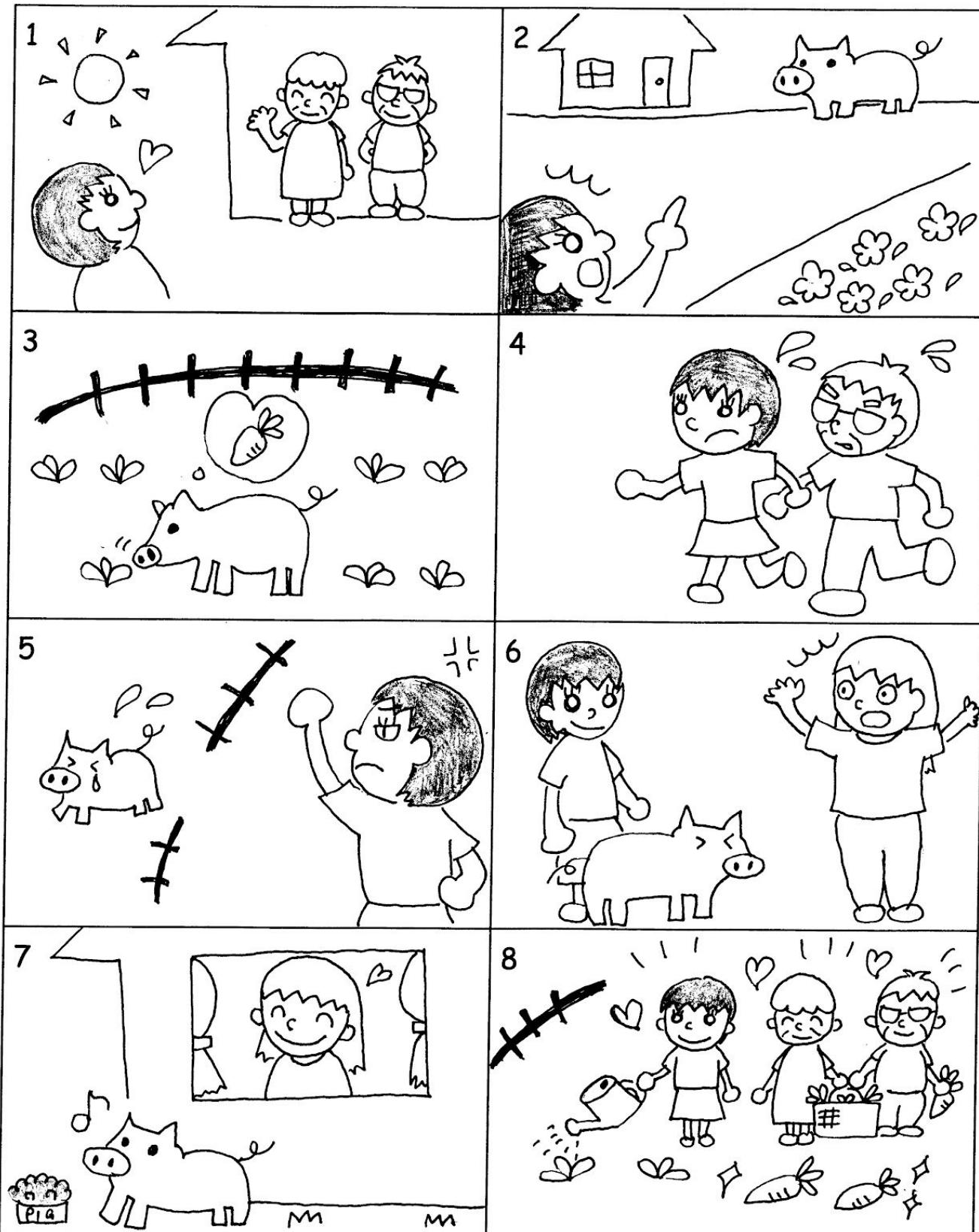
2 <u>picnic</u>	beginning	following	owners	wanted
2 <u>postponed</u>	very	toward	escaped	
— <u>visiting</u>	Amazon	vegetable	happy	
— <u>parents</u>	winter	garden	again	
— <u>afternoon</u>	away	father	neighbor's	

Created & shared by Juanita Weber-Shirk, TESOL & Reading teacher, T-S-T BOCES Adult ESL Program

## A Picnic Postponed

<b>nouns → names of things</b>  1. picnic 2. afternoon 3. Amazon 4. winter 5. pig 6. garden 7. vegetables 8. neighbors  <b>adjectives → more information about the noun</b>  9. hot 10. big 11. huge 12. hard 13. happy	<b>verbs → doing something, or being</b>  <u>EVERY DAY</u> <u>PAST</u> 1. postpone 2. visit 3. begin 4. cool 5. is 6. see 7. have 8. follow 9. run 10. want 11. scare 12. take 13. know 14. are
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Use the vocabulary words to talk about these pictures. What do you see?



chihiro

## A Picnic Postponed

Late one afternoon I was visiting my parents. The day was beginning to cool down. It is very hot in the Amazon in the winter.

From far away, I saw a big pig. It had a huge nose. It was following its nose toward our vegetable garden!

My father and I ran hard. We wanted our vegetables to feed us, not a pig! We scared the pig away from our garden.

We took the pig back to our neighbors. Our neighbors did not know their pig had escaped. They did not know it was visiting us.

Our neighbors were happy their pig was back home again. We were happy the pig did not have a picnic in our garden. Not that day!

Itanara, Brazil

Yes	No	Think about the story!
		1. One afternoon I visited my parents.
		2. It was beginning to get hot.
		3. It is hot in the Amazon in winter.
		4. From far away I saw a big snake.
		5. The pig was next to me.
		6. The pig wanted to eat vegetables in the garden.
		7. My mother and I ran hard.
		8. We scared the pig.
		9. Our neighbors knew their pig had escaped.
		10. The pig had a picnic in our garden.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**Where?** → asks about place

1. Where do her parents live?
2. Where was the pig going?
3. Where did her father and Itanara take the pig?
4. Where did the pig NOT have a picnic?

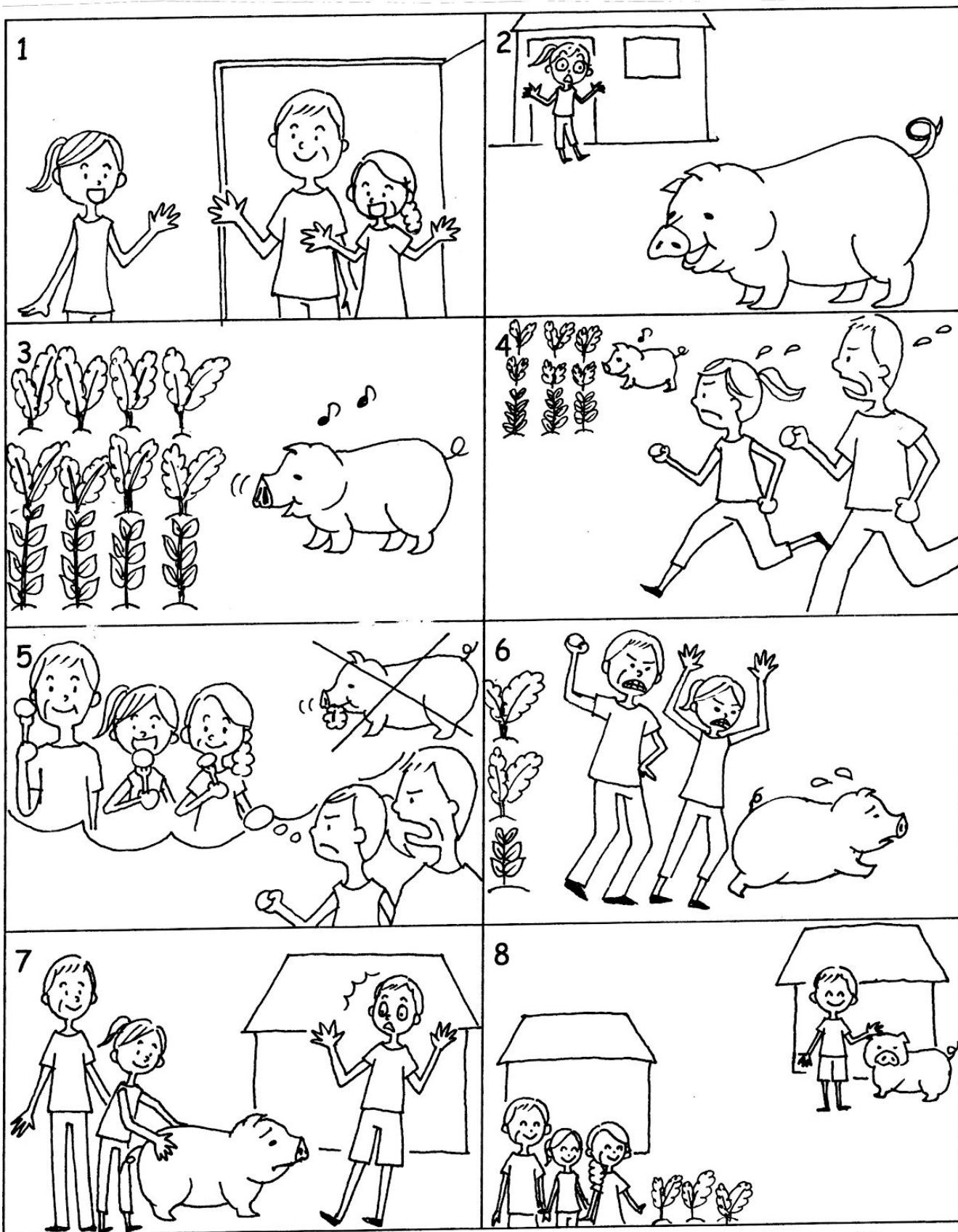
**Who?** → asks about people

5. Who was she visiting?
6. Who wanted to eat the vegetables?
7. Who scared the pig away from the garden?
8. Who did not know the pig had escaped?

**(Talk)** Tell about times when you eat food outside (=have a picnic).

**(Talk)** Talk about pigs.

Use the drawings to remember, and tell the story to someone.



Tomomi M.

**listening Pairs:** Each pair of words differs (The Amazon)

by only 1 sound or syllable. Listen carefully!

Circle the word you hear.

Fold your paper back  
along the black line!

1. a the	Amazon Arizona	region reason	central south	1. the-Amazon-region-south
2. 14 40	percent person	parts party	8 80	2. 40-percent-parts-8
3. ever over	leave live	different difficult	grapes groups	3. over-live-different-groups
4. 340 350	cultures customs	regions religions	mane name	4. 350-cultures-religions -name
5. river rover	largest longest	second secret	word world	5. river-longest-second-world
6. half have	birth Earth	travel tropical	force forest	6. half-Earth-tropical-forest
7. billion million	kind kinds	special species	leaf life	7. million-kinds-species-life
8. place plants	reach rich	natural nature	resource resources	8. place-rich-natural -resources
9. trays trees	important imported	produce product	Oxycontin oxygen	9. trees-important-produce -oxygen
10. vapor evaporate	rain ruin	medical medicine	homes hums	10. vapor-rain-medicine -homes
11. cattle cows	grassland glasses	deforest defrost	says size	11. cattle-grassland-deforest -size

Write the number of syllables. Then, underline the 1 syllable that is stressed.

3 <u>Amazon</u>	<u>millions</u>	<u>river</u>	<u>forests</u>	<u>produce</u>
4 <u>America</u>	<u>350</u>	<u>water</u>	<u>species</u>	<u>oxygen</u>
<u>region</u>	<u>cultures</u>	<u>longest</u>	<u>natural</u>	<u>vapor</u>
<u>40 forty</u>	<u>languages</u>	<u>second</u>	<u>resources</u>	<u>medicine</u>
<u>percent</u>	<u>religions</u>	<u>tropical</u>	<u>important</u>	<u>deforest</u>

Created & shared by Juanita Weber-Shirk, TESOL & Reading teacher, T-S-T BOCES Adult ESL Program

## The Amazon Region

<b>nouns</b> → names of things	<b>verbs</b> → doing something, or being <u>EVERY DAY</u> <u>PAST</u>
1. region	1. is
2. percent	2. are
3. countries	3. live
4. groups	4. have
5. people	5. has
6. languages	6. gets
7. cultures	7. produce
8. religions	8. need
9. forests	9. live
10. species	10. makes
11. life	11. cut down
12. resources	12. use
13. oxygen	13. sell
14. water vapor	14. eat
15. fruit	15. grow
16. medicine	16. deforest
17. wood	
18. grasslands	
19. cattle	
<b>adjectives</b> → more information about the noun	
20. longest	
21. second	
22. different	

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.

## The Amazon

The Amazon region is in South America. Forty percent (40%) of South America is in the Amazon region. Parts of 8 different countries are in the Amazon region.

Over 30 million people live in the Amazon region. 350 different people groups live here. They have different languages, cultures, and religions.

The Amazon region gets its name from the Amazon River. This river has more water than any other river in the world. It is the longest or second (2nd) longest river in the world.

The Amazon region has half of Earth's tropical forests. The Amazon forest has millions of different kinds (species) of plant and animal life. It is a place rich in natural resources.

Living forests are important to all of Earth. Living trees produce oxygen, which people and animals need to live. Living trees produce water vapor, which makes rain. Living trees and plants produce food, medicines, and homes for animals.

People cut down trees in the forest. Why? Some people cut trees to use or to sell the wood. Some people cut trees to make grassland for cattle to eat. Farmers cut trees to make small farms to grow food.

Every year in the Amazon, people deforest (=remove the forest) a lot of land. Every year in the Amazon, people deforest land the size of the U.S. state of Delaware. People are deforesting all of the other tropical forests in the world, too.

Story: The Amazon Region → Think about the story; answer Yes or No.

True	False	Think about the story!
		1. The Amazon region is in North America.
		2. Parts of 8 countries are in this region.
		3. Over 315 people groups live there.
		4. The Amazon River has more water than any other river.
		5. The Amazon region has half ( $\frac{1}{2}$ ) of all tropical forests.
		6. People and animals need oxygen to live.
		7. Trees make water vapor, which makes rain.
		8. People cut trees because cattle like to eat trees.
		9. People cut trees to sell the wood.
		10. Every year, people deforest land the size of Delaware.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**What?** → asks about something (a noun)

1. What is 40% (percent) of South America?
2. What gives the Amazon region its name?
3. What do living trees produce (=make)?
4. What do animals and people need so they can live?
5. What do people do, after they cut down trees?

**Why?** → asks about reasons (Because...)

6. Why are living forests important to all of Earth?
7. Why do people need oxygen?
8. Why do people cut down trees?

**(Talk)** Tell about something you did in a forest. Where was the forest? What did you do?

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.

**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Ducks)  
Fold your paper back along the black line!

1. dogs ducks	once one	bought brought	10 teen	1. ducks-one-bought-10
2. stare store	ate eat	6 16	4 5	2. store-ate-6-4
3. eggs legs	chicken kitchen	two ten	hatch hatched	3. eggs-kitchen-two-hatched
4. draw drawer	wakes weeks	had has	ducklings dumplings	4. drawer-weeks-had- ducklings
5. fed feed	cooked crooked	rice rye	raw row	5. fed-cooked-rice-raw
6. grew grow	wet white	were where	tame time	6. grew-white-were-tame
7. day they	friendly friends	left lived	people peeps	7. they-friendly-lived-people
8. wish with	for from	6 60	tame time	8. with-for-6-time
9. math months	daughter doctor	8 18	business busy	9. months-daughter-8-busy
10. old sold	decided decoded	away way	man men	10. old-decided-away-man
11. gave give	lived loved	keep kept	beautiful beauty	11. gave-loved-kept-beautiful

Write the number of syllables. Then, underline the 1 syllable that is stressed.

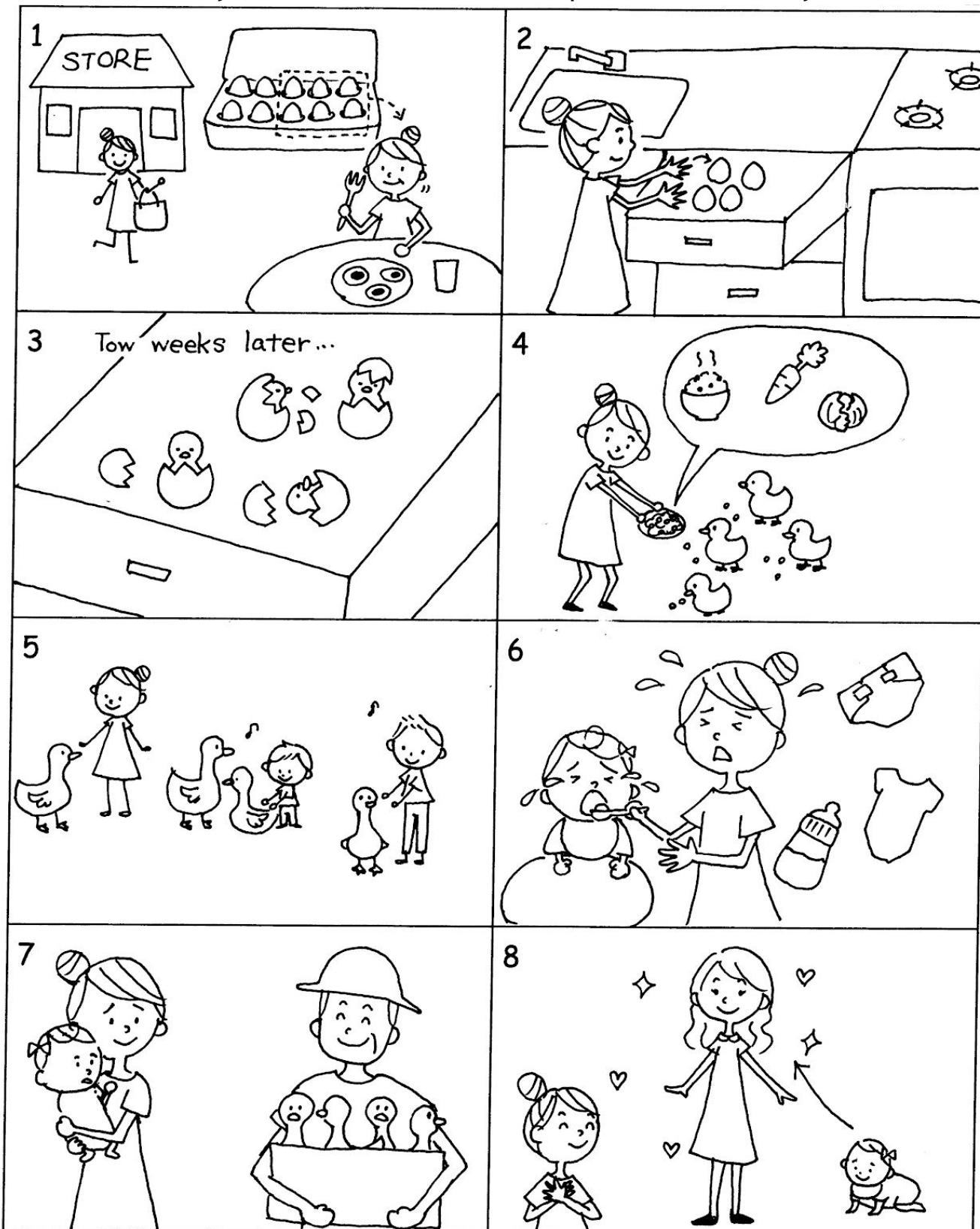
2 kitchen	friendly	away	loving	
2 drawer	people	very		
1 later	daughter	happy		
1 ducklings	busy	didn't		
1 vegetables	decided	beautiful		

Created & shared by Juanita Weber-Shirk, TESOL & Reading teacher, T-S-T BOCES Adult ESL Program

## Ducks and a Daughter

<b>nouns → names of things</b> 1. duck 2. duckling 3. daughter 4. store 5. eggs 6. kitchen 7. drawer 8. vegetables  <b>adjectives → more information about the noun</b> 9. cooked 10. raw 11. white 12. tame 13. friendly 14. busy 15. happy 16. beautiful 17. loving	<b>verbs → doing something, or being</b> <u>EVERY DAY</u> 1. buy 2. eat 3. put 4. hatch 5. have 6. feed 7. grow 8. are 9. is 10. live 11. decide 12. take 13. love 14. keep
--	--

Use the vocabulary words to talk about these pictures. What do you see?



Tomomi M.

## Ducks and a Daughter

One day I bought 10 eggs in a store. I ate 6 of the eggs. I put 4 eggs in a kitchen drawer. Two weeks later, the 4 eggs hatched! I had 4 ducklings.

I fed the ducklings cooked rice and raw vegetables. They grew and grew. They were white, and they were very tame. They were friendly with people. They lived with me for 6 months.

At that time, my daughter was 8 months old. I was so busy with my daughter. I decided to give away the ducks. The man who took the ducks was very happy.

I loved my ducks, but I didn't keep them. I love my daughter, and I kept her! She grew up, too. She is beautiful and loving.

My Hoa, Vietnam

Yes	No	Think about the story!
		1. I bought 12 eggs.
		2. I ate 6 eggs.
		3. I put 4 eggs in the kitchen sink.
		4. 2 days later, the eggs hatched.
		5. Baby ducks are called ducklings.
		6. I fed the ducks raw rice.
		7. I fed the ducks raw vegetables.
		8. My ducks were white and tame and friendly.
		9. I gave away my ducks.
		10. I didn't give away my daughter.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**What? → asks about something (a noun)**

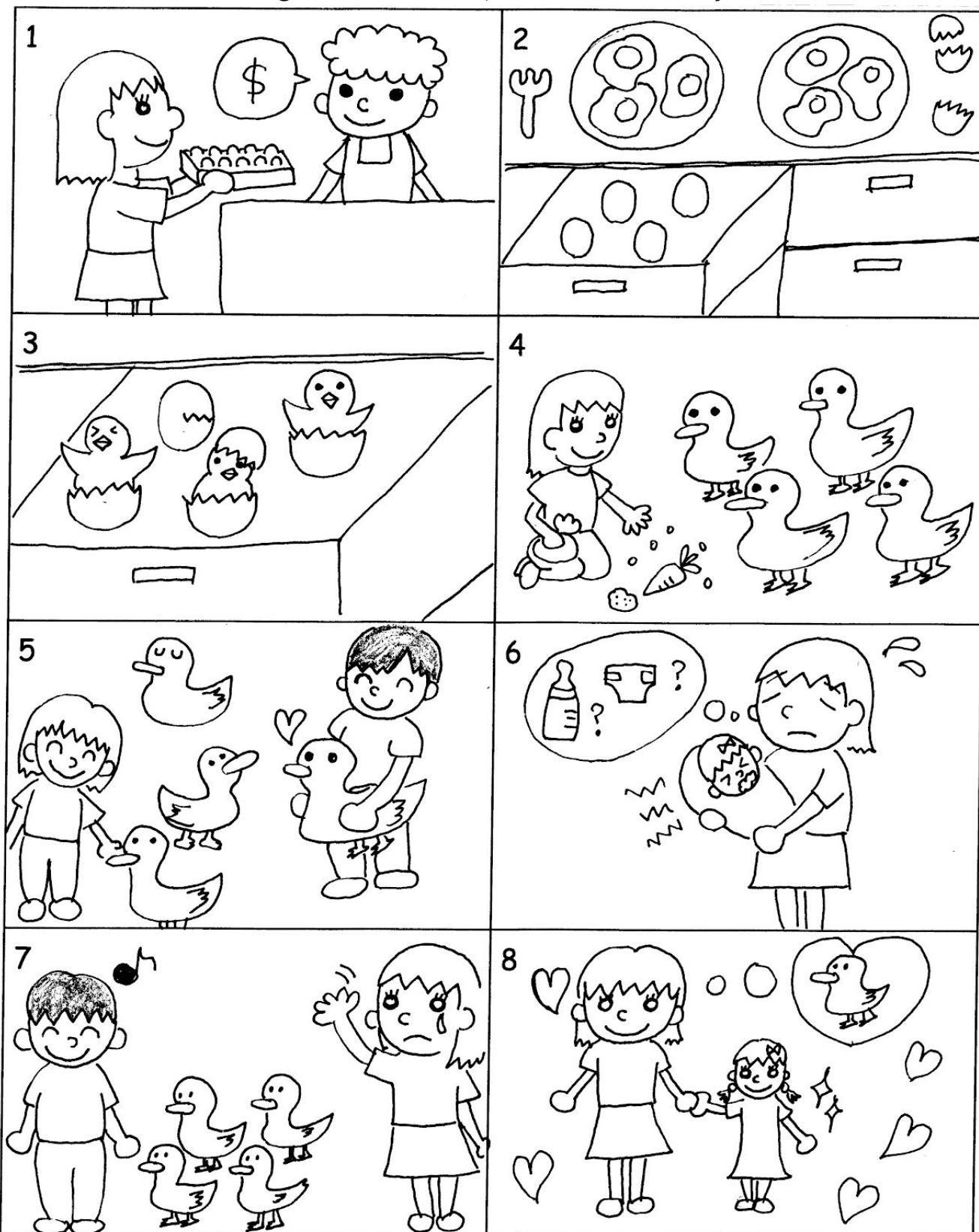
1. What did she buy?
2. What did she eat?
3. What hatched?
4. What made her so busy?
5. What did she do with her daughter?

**Who? → asks about people**

6. Who bought the eggs?
7. Who fed the ducklings?
8. Who decided to give away the ducks?
9. Who took the ducks?
10. Who did she keep?

**(Talk) Tell about something you did with an animal.**

Use the drawings to remember, and tell the story to someone.



Chihiro

**Listening Pairs:** Each pair of words differs (Poultry)  
by only 1 sound or syllable. Listen carefully!  
Circle the word you hear.

Fold your paper back  
along the black line!

1. paltry poultry	grape group	name Nome	beards birds	1. poultry-group-name-birds
2. raise rose	mate meat	eggs legs	grew grow	2. raise-meat-eggs-grow
3. verb word	farmers farms	garden grade	yard yarn	3. verb-farms-garden-yard
4. chicks chickens	ate eat	than that	bath both	4. chickens-eat-than-both
5. wet white	dark park	fat fate	lease less	5. white-dark-fat-less
6. lay lie	most must	ears years	roosters rosters	6. lay-most-years-roosters
7. male mile	noise noisy	probably problems	neighbor nipper	7. male-noisy-problems -neighbor
8. turkey turnkey	larger longer	tradition traditional	Holland holiday	8. turkey-larger-traditional -holiday
9. science scientific	translated transported	peacock peek	delicate delicious	9.scientific-translated-peacock -delicious
10. decks ducks	easier easy	contract control	herd hurt	10. ducks-easier-control-herd
11. geese goose	fatter feather	product production	bit bite	11. geese-feather-production -bite

Write the number of syllables. Then, underline the 1 syllable that is stressed.

2 <u>poultry</u> <u>people</u>	<u>gardens</u> <u>cities</u>	<u>noisy</u> <u>problems</u>	<u>American</u> <u>holiday</u>	<u>delicious</u> <u>control</u>
3 <u>animals</u> <u>usually</u> <u>sometimes</u>	<u>chickens</u> <u>turkeys</u> <u>roosters</u>	<u>neighbors</u> <u>larger</u> <u>traditional</u>	<u>Thanksgiving</u> <u>scientific</u> <u>translated</u>	<u>production</u> <u>plural</u> <u>singular</u>

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**Poultry Vocab.**

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>
1. poultry	<u>EVERY DAY</u>
2. birds	<u>PAST</u>
3. eggs	1. is
4. meat	2. are
5. fat	3. use
6. plants	4. raise
7. animals	5. means
8. chickens	6. eats
9. turkeys	7. has
10. ducks	8. lay
11. geese	9. cause
12. roosters	10. translate
13. problems	11. control
14. neighbors	12. herd
15. holiday	<b>adjectives → more information about the noun</b>
16. Thanksgiving	13. male
17. peacock	14. noisy
18. years	15. larger=bigger
19. production	16. traditional
20. bodies	17. American
21. necks	18. scientific
22. bite	19. delicious
23. word	20. plural
24. feathers	21. singular
	22. painful

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.

## Poultry

Poultry is a group name for birds that people raise for eggs or for meat. (“Grow” is a verb used for plants, “raise” is a verb used for animals.) In the U.S., poultry usually means: chickens, turkeys, ducks, geese.

What birds do people in your country raise for eggs or meat?

More people in the world eat chicken eggs and meat than any other poultry. Chicken has less fat than other poultry. Laying chickens are chickens that lay eggs. Roosters are male chickens. They are noisy. In a city, roosters can cause problems with neighbors.

Turkeys are larger than chickens, ducks, or geese. They are raised for meat. Turkey meat is a traditional food for the American holiday Thanksgiving. The scientific name for turkeys, translated to English, means “chicken peacock”.

Ducks lay bigger eggs than chickens, and they lay eggs for more years. Duck meat has more fat, so the meat is more delicious to some people. People also use duck feathers in coats and pillows. Ducks are easier to control than chickens. A person can herd ducks (herd=move animals in a group). Nobody can herd chickens.

People raise geese much less than chickens, turkeys, or ducks. Geese are only 0.2% of U.S. poultry production. Geese have larger bodies and longer necks than ducks. A goose bite is very painful. Geese is a plural word. Goose is singular. People use goose feathers more than goose meat or eggs.

**Poultry** → Think about the story; answer Yes or No.

True	False	Think about the story!
		1. Poultry is birds that people raise for meat or eggs.
		2. Songbirds are poultry.
		3. Chickens are the most common poultry in the world.
		4. Roosters are mother chickens.
		5. Turkey meat is a traditional Thanksgiving meat.
		6. Turkeys are usually raised for eggs.
		7. Duck meat has more fat than chicken meat.
		8. People raise ducks and geese for feathers.
		9. Nobody can herd ducks.
		10. Goose is plural (=2 or more).

**Ask your partner these questions. Listen to each answer! (Is it correct?)**

**What?** → asks about something (a noun)

1. What is poultry?
2. What is the most common poultry in your country?
3. What is the most common poultry in the world?
4. What is a rooster?
5. What poultry can you herd (=move in a group)?

**Why?** → asks about reasons (Because...)

6. Why do people raise chickens?
7. Why do people raise turkeys?
8. Why do people raise ducks?
9. Why do people raise geese?
10. Why do people use feathers?

**(Talk)** Talk about your favorite poultry. Why do you like it?

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.

**Listening Pairs:** Each pair of words differs (Forest)  
by only 1 sound or syllable. Listen carefully!  
Circle the word you hear.

Fold your paper back  
along the black line!

1. went when	left lived	country county	into onto	1. when-lived-country-into
2. me my	forced forest	pants plants	locked looked	2. my-forest-plants-looked
3. after often	animals animates	feed food	day they	3. often-animals-food-day
4. once one	find found	peacock peahen	take took	4. one-found-peacock-took
5. same some	eggs legs	gather together	house how	5. some-eggs-together-house
6. pat put	chicken kitchen	a the	them then	6. put-chicken-a-then
7. nest nets	sat sit	math month	hash hatched	7. nest-sat-month-hatched
8. baby booby	late let	lake like	bran brown	8. baby-let-like-brown
9. were where	yelled yellow	show so	sought thought	9. were-yellow-so-thought
10. cut cute	tarmac termites	maggots magic	matters mothers	10. cute-termites-maggots-mothers
11. every very	quickly quietly	feathers leathers	sale sell	11. very-quickly-feathers-sell

Write the number of syllables. Then, underline the 1 syllable that is stressed.

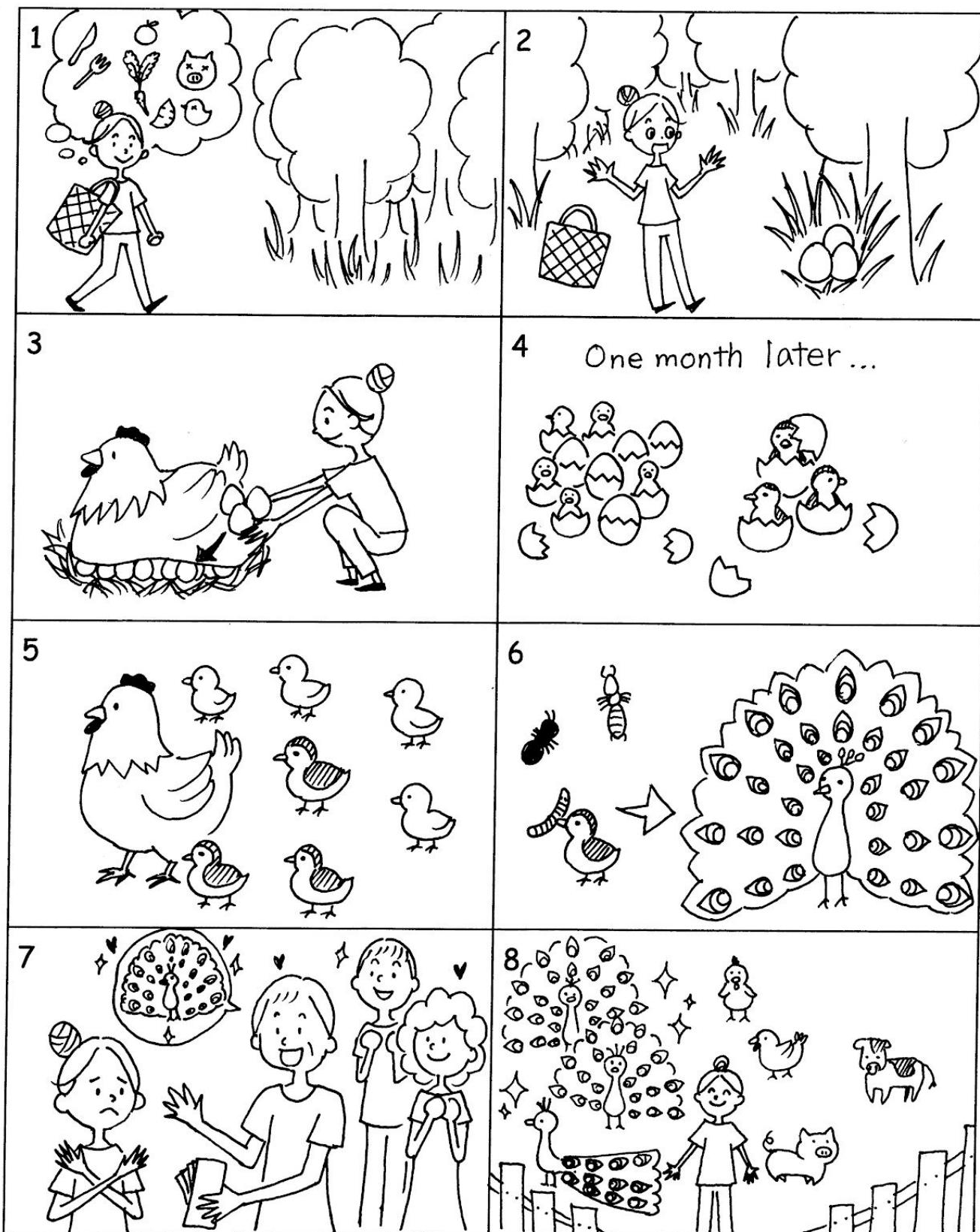
2 <u>country</u>	__chicken's	__mothers	__molted	__special
2 <u>forest</u>	__together	__maggots	__very	
__often	__later	__termites	__beautiful	
__animals	__baby	__quickly	__people	
__peacock	__yellow	__feathers	__wanted	

Created & shared by Juanita Weber-Shirk, TESOL & Reading teacher, T-S-T BOCES Adult ESL Program

## Forest Peacocks

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>
1. forest	<u>EVERY DAY</u>
2. plants	<u>PAST</u>
3. animals	1. live
4. peacock	2. go
5. chicken	3. look
6. eggs	4. find
7. nest	5. take
8. feathers	6. put
9. maggots	7. sit
10. termites	8. hatch
11. ants	9. are
12. farm	10. think
<b>adjectives → more information about the noun</b>	11. eat
1. colors	12. grow
2. cute	13. want
3. beautiful	14. ask
4. special	15. sell
	16. like
	17. make

Use the vocabulary words to talk about these pictures. What do you see?



Tomomi M.

## Forest Peacocks

When I lived in my country, I went into the forest often. I looked for plants and animals for food. One day I found some peacock eggs. I took them to my house. I put them in a chicken's nest.

The chickens sat on 10 chicken eggs and 3 peacock eggs together. One month later, the chicken eggs and peacock eggs hatched. The baby peacocks looked like baby chickens. They were brown and yellow. They were so cute.

The baby peacocks thought the chickens were their mothers. They ate maggots and termites and ants. They grew up very quickly. They grew feathers (they molted) and were very beautiful.

Some people wanted my peacocks. One man asked, "Will you sell your peacocks to me?" I didn't want to sell them. I liked my peacocks very much. They made my farm special.

Ah Ku, Burma/Myanmar

Yes	No	Think about the story!
		1. I never went into the forest.
		2. I looked for food to eat.
		3. I found some peacock eggs.
		4. I put the eggs in a duck's nest.
		5. One month later the eggs hatched.
		6. The baby peacocks didn't look like baby chickens.
		7. The peacocks thought the chickens were their mothers.
		8. The peacocks ate rice and vegetables.
		9. The peacocks molted, and they were beautiful.
		10. I sold my peacocks to a man.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**What? → asks about something (a noun)**

1. What did she look for in the forest?
2. What did she find in the forest?
3. What did she do with the eggs?
4. What did the babies eat?
5. What made the babies very beautiful?

**Where? → asks about places**

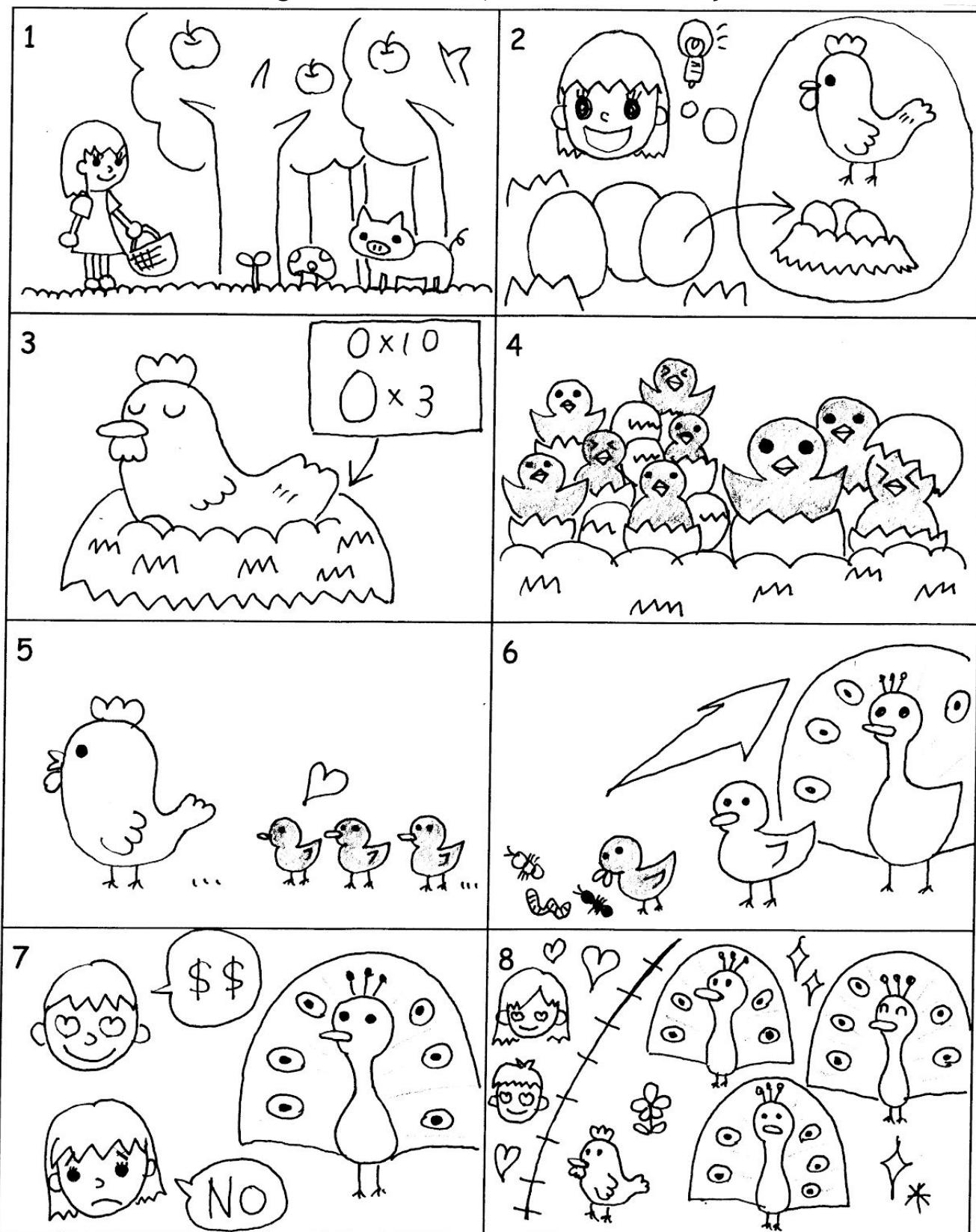
6. Where did she go often?
7. Where did she put the peacock eggs?
8. Where did she live?
9. Where did she live? (country)

**(Talk)** Tell about where you got food in your country.

Tell about something you found in your country.

Tell about something special you had in your country.

Use the drawings to remember, and tell the story to someone.



Chihiro

**Listening Pairs:** Each pair of words differs (Feathers)  
by only 1 sound or syllable. Listen carefully!  
Circle the word you hear.

Fold your paper back  
along the black line!

1. of off	fathers feathers	cavern covering	birds births	1. of-feathers-covering-birds
2. hair hear	alike like	horses houses	shale shell	2. hair-like-horses-shell
3. total turtle	lobster robber	keep key	warm word	3. turtle-lobster-keep-warm
4. fly fry	dry try	went when	communicate community	4. fly-dry-when-communicate
5. can cane	hid hide	colors coolers	identify identity	5. can-hide-colors-identify
6. male mile	biter brighter	want went	became because	6. male-brighter-want-because
7. get got	attention attentive	female formal	usual usually	7. get-attention-female-usually
8. paces places	were where	leave live	seat sit	8. places-where-live-sit
9. safe save	easier easy	see she	collect collected	9. safe-easy-see-collected
10. use used	hundred thousand	down town	age ago	10. used-thousand-down-ago
11. queer quill	pains pens	large long	same some	11. quill-pens-large-same

Write the number of syllables. Then, underline the 1 syllable that is stressed.

2 <u>feathers</u>	__turtles	__colors	__female	__collected
__outside	__lobsters	__colorful	__usually	__thousands
3 <u>coverings</u>	__communicate	__identify	__places	__inside
__animals	__also	__because	__easy	__blankets
__horses	__many	__attention	__people	__languages

Created & shared by Juanita Weber-Shirk, TESOL & Reading teacher, T-S-T BOCES Adult ESL Program

## Feathers

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>
	<u>EVERY DAY</u>
1. feathers	1. are
2. covering	2. have
3. birds	3. help
4. animals	4. fly
5. hair	5. keep
6. cats	6. is
7. horses	7. communicate
8. shells	8. hide
9. turtles	9. identify
10. lobsters	10. want
11. attention	11. get
12. colors	12. live
13. places	13. sit
14. eggs	14. see
15. years	15. collect
16. down	16. use
17. coats	17. put
18. blankets	18. make
19. people	
20. pens	
21. languages	
22. words	

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.

## Feathers

Feathers are the outside covering of birds. Some animals have hair, like cats and horses. Some animals have hard shells, like turtles and lobsters. Birds have feathers.

Feathers help birds fly. Feathers keep birds warm when it is cold. Feathers keep birds dry when it is wet. Feathers help birds communicate. Feathers can also help birds hide.

Feathers can be many colors. People identify birds by the colors of their feathers. Male birds usually have brighter and more colorful feathers. Why? Because male birds want to get the attention of female birds.

Female birds usually have feather colors that help them hide. The feather colors are the colors of the place where the bird lives. Why? Female birds usually sit on the eggs. They are safe when they are not easy to see.

People have collected and used bird feathers for thousands of years. People put small feathers (called “down”) inside coats and blankets, to keep people warm. Many years ago, people made quill pens from feathers of large birds. (In some languages, “pen” and “feather” are the same word!)

True	False	<u>Feathers:</u> Think about the reading!
		1. Feathers are only on the heads of birds.
		2. Feathers help birds fly.
		3. Turtles have hair.
		4. Cats have hard shells.
		5. Feathers keep birds warm and dry.
		6. Male birds want to hide.
		7. Female birds usually sit on the eggs.
		8. People put “down” feathers inside coats, to keep warm.
		9. People made quill pens from large feathers.
		10. Pen and feather are the same word, in some languages.

**Ask your partner these questions. Listen to each answer! (Is it correct?)**

**What? → asks about something (a noun)**

1. What are feathers?
2. What are 2 ways that feathers help **birds**?
3. What are 2 ways that feathers help **people**?
4. What is “down”?
5. What are quill pens?

**Why? → asks about reasons (Because...)**

6. Why do male birds have more colorful feathers?
7. Why do female birds hide?
8. Why are “pen” and “feather” the same word in some languages?

**(Talk) Talk about feathers, or about colorful birds, in your country.**

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.

**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Surprise WP)  
Fold your paper back along the black line!

1. moved movie	do to	near new	county country	1. moved-to-new-country
2. I my	earned learned	little middle	language languid	2. I-learned-little-language
3. were where	find found	knew know	comfortable comforted	3. where-find-knew-comfortable
4. mine my	house how	day they	cooked cooled	4. my-house-day-cooked
5. all oil	went when	finish punish	pan pin	5. oil-when-finish-pan
6. wit with	down town	later latter	get got	6. with-down-later-get
7. pain pan	is was	supplies surprise	small smell	7. pan-was-surprise-small
8. broom brush	ran run	shoo shoot	lose use	8. broom-ran-shoo-use
9. pus push	animal animate	push put	tails tells	9. push-animal-put-tails
10. bad pad	sought thought	smell smile	back bag	10. bad-thought-smell-back
11. wash watch	shovel shower	yard yarn	cut cute	11. wash-shower-yard-cute

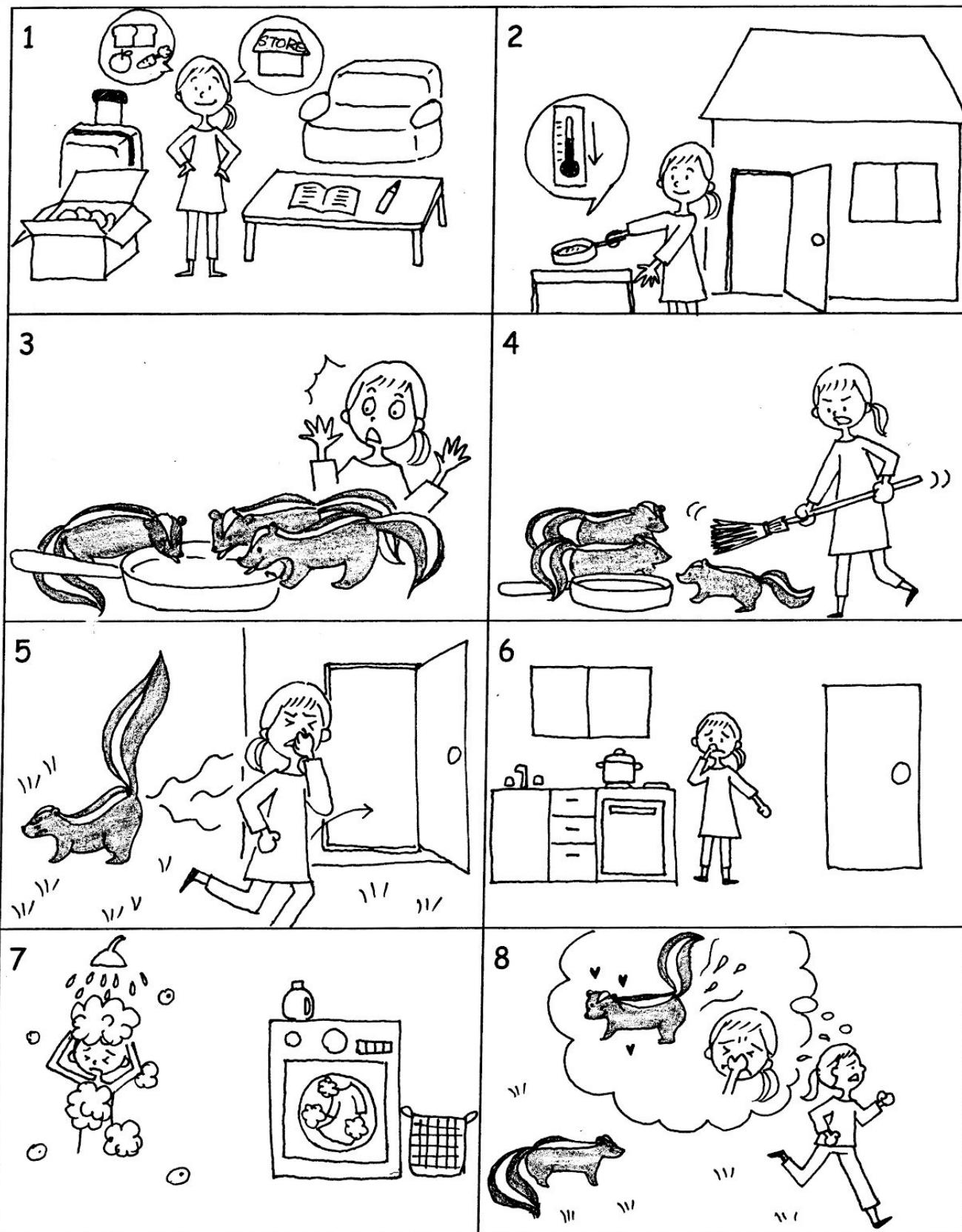
Write the number of syllables. Then, underline the 1 syllable that is stressed.

2 <u>surprise</u>	became	outside	drinking	
2 <u>country</u>	comfortable	wanted	away	
1 <u>language</u>	oil	later	inside	
1 <u>little</u>	finished	surprised	toward	
1 <u>shopping</u>	cooking	animals	again	

**Surprise!**

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>
1. country	<u>EVERY DAY</u>
2. language	PAST
3. oil	1. moved
4. pan	2. learned
5. broom	3. found
6. tail	4. became
7. smell	5. finished
8. shower	6. went
9. clothes	7. put
10. yard	8. drank
11. skunks	9. got
<b>adjectives → more information about the noun</b>	10. ran
12. comfortable	11. said
13. surprised	12. pushed
14. bad	13. put
15. cute	14. thought
	15. are
	16. see

Use the vocabulary words to talk about these pictures. What do you see?



Tomomi M.

## The Big, Bad Surprise

I moved to a new country. I learned a new language, little by little. I learned where to go shopping, to find the foods I knew and liked. I became comfortable in my new house.

One day I cooked some food in hot oil. When I finished cooking, I put the pan with hot oil outside. I wanted the hot oil to cool down. Later, I went outside to get my pan. I was a little surprised to see 3 small animals drinking the oil from my pan.

I wanted that oil. It was not for the animals! I got a broom and ran outside. “Shoo! Shoo!” I said. I used the broom to push the animals away from the oil. The animals put their tails up into the air. “Oh, no! Oh, no! What is that bad smell?” I thought.

I ran back inside my house and closed the door. Now the bad smell was inside the house, too. “Oh, no! The bad smell is on me!” I thought. I took a shower. I washed and washed. Then I washed my clothes, too.

My house and yard smelled bad for a few weeks. I was so surprised that little, cute animals can make such a big, bad smell! I learned that those little animals, called skunks, are little and strong.

I will never run toward skunks again. In fact, I will run away the next time I see skunks!

Tha Nay Paw, Burma/Myanmar

Yes	No	Think about the story!
		1. She moved to a new city.
		2. She learned a new language.
		3. She put hot oil outside to cool down.
		4. She saw 3 big animals drinking her oil.
		5. She got her vacuum cleaner.
		6. She pushed the animals away from the oil.
		7. The animals made a very bad smell.
		8. Her house and yard smelled bad for a few days.
		9. Skunks are little and cute.
		10. She will run away if she sees skunks again.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**Where?** → asks about a place (a noun)

1. Where did she move?
2. Where did she put the hot oil?
3. Where were the 3 animals?
4. Where did she run?
5. Where will she run next time?

**What?** → asks about something (a noun)

6. What did she learn?
7. What did she cook?
8. What did she see outside?
9. What did the animals do?
10. What did she wash?

**(Talk) Tell about something you smelled that smelled bad.**

Where were you? What smelled bad? What did you do?

Use the drawings to remember, and tell the story to someone.



Chihiro

**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Skunks NF)  
**Fold your paper back along the black line!**

1. skink skunk	all are	small smell	leave live	1. skunk-are-small-live
2. their they	America American	letter little	than that	2. they-America-little-than
3. bicker bigger	cat cot	wait white	usual usually	3. bigger-cat-white-usually
4. on one	strip stripe	goes grows	hand head	4. one-stripe-goes-head
5. tail tall	animal mammal	hair hear	baby Barbie	5. tail-mammal-hair-baby
6. live alive	bored born	eggs legs	drank drink	6. live-born-eggs-drink
7. milk milt	mother's other's	was what	unusual usual	7. milk-mother's-what-unusual
8. way we	proceed protect	himself themselves	same some	8. way-protect-themselves-some
9. mice mouse	chiggers tigers	heating hiding	saying spraying	9. mice-tigers-hiding-spraying
10. smell smile	chemical chemistry	terrible terrific	gets guts	10. smell-chemical-terrible-gets
11. ears eyes	bind blind	different difficult	potato tomato	11. eyes-blind-difficult-tomato

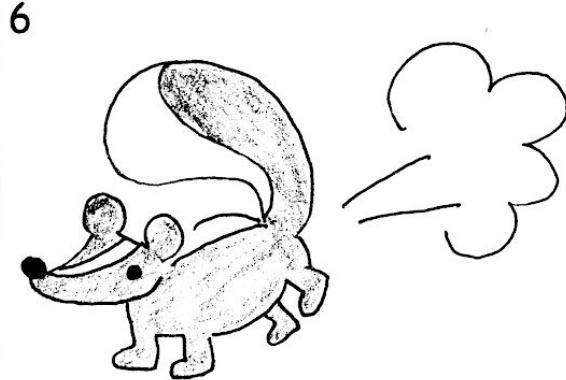
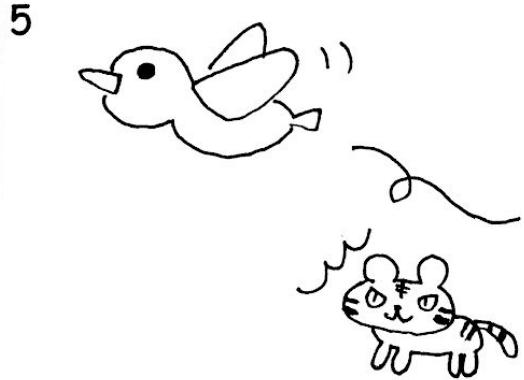
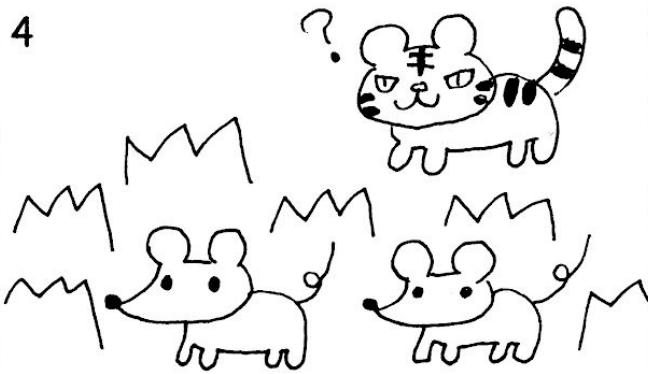
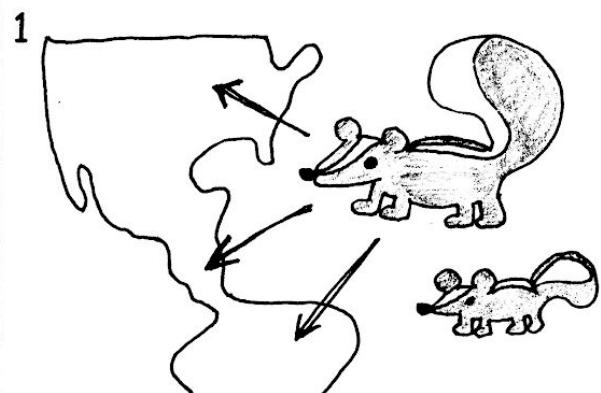
Write the number of syllables. Then, underline the 1 syllable that is stressed.

3 animals	usually	themselves	running	difficult
4 America	mammals	killing	away	sometimes
— Central	babies	eating	spraying	washing
— northern	mother's	tigers	chemical	tomato
— little	unusual	hiding	terrible	bother
— bigger	protect	flying	body	other

## Skunks

<b>nouns → names of things</b>  1. skunk 2. North America 3. Central America 4. South America 5. stripe 6. head 7. back 8. tail 9. mammal 10. hair 11. milk 12. chemical  <b>adjectives → more information about the noun</b>  13. live 14. unusual 15. terrible 16. blind 17. difficult	<b>verbs → doing something, or being</b>  <b>EVERY DAY</b> 1. are born 2. drink 3. protect 4. kill 5. hide 6. run 7. fly 8. spray 9. smell 10. get 11. make 12. wash 13. bother
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Use the vocabulary words to talk about these pictures. What do you see?



Chihiro

## Skunks

Skunks are small animals that live in North America, Central America, and the northern parts of South America. They are a little bigger than a cat. They are black and white. Usually, the white is one stripe that goes from the skunk's head to its tail.

Skunks are mammals. Mammals are animals that: 1) have hair, 2) have babies that are born live (not in eggs), and 3) have babies that drink mother's milk. People are mammals, too! What other animals are mammals?

Skunks are unusual in the way that they protect themselves. Some animals protect themselves by killing other animals, like tigers do. Some animals protect themselves by hiding, like mice do. Some animals protect themselves by running (or flying) away, like birds do. Skunks protect themselves by spraying a chemical that smells really terrible.

If the chemical gets in your eyes, it can make you blind for a short time. If the chemical gets on your hair or body, it is very difficult to wash off. Sometimes, washing in tomato juice helps. Other animals (and people, too) do not bother skunks.

Story: Skunks → Think about the story; answer Yes or No.

True	False	Think about the story!
		1. Skunks live in the Americas.
		2. They are a little bigger than a dog.
		3. A white stripe goes from its head to its tail.
		4. They are mammals.
		5. Mammals have hair.
		6. Mammals have eggs.
		7. Skunks spray a chemical that smells terrible.
		8. The chemical can make you blind for a short time.
		9. The chemical is easy to wash off.
		10. Potato juice helps wash off the bad smell.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**What?** → asks about **something** (a noun)

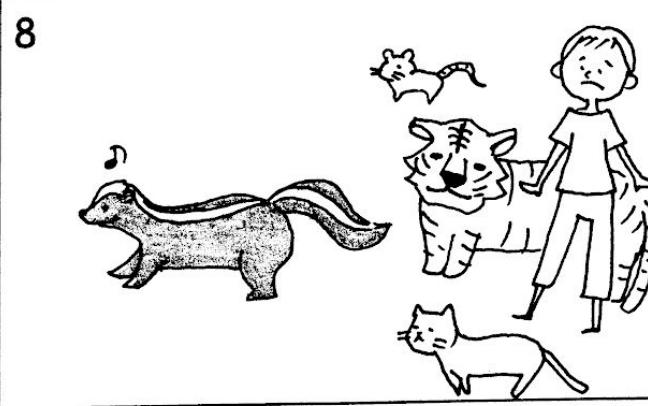
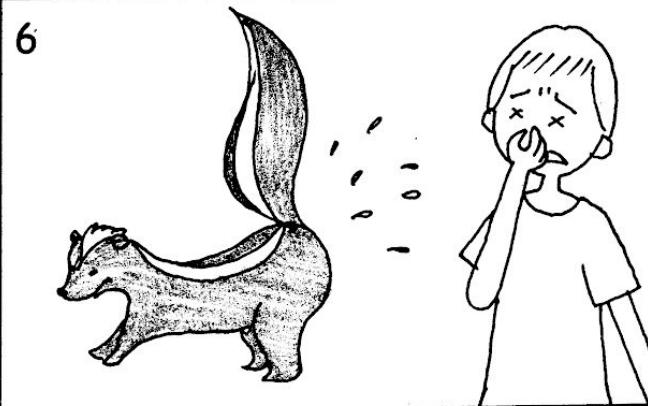
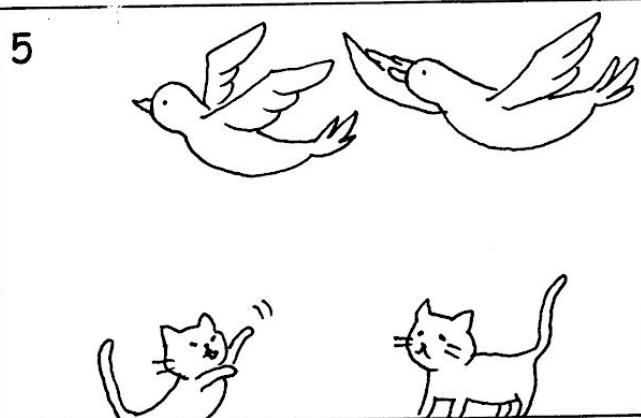
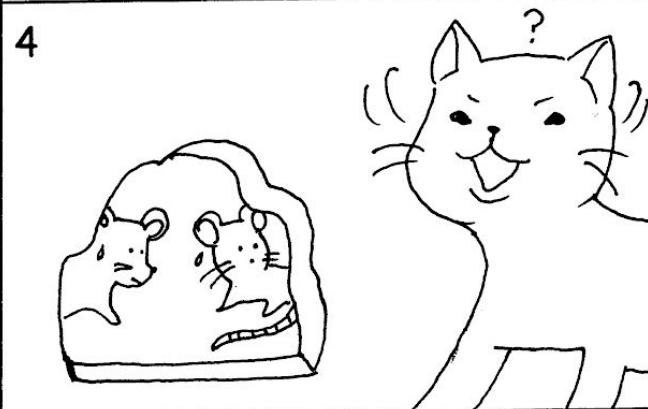
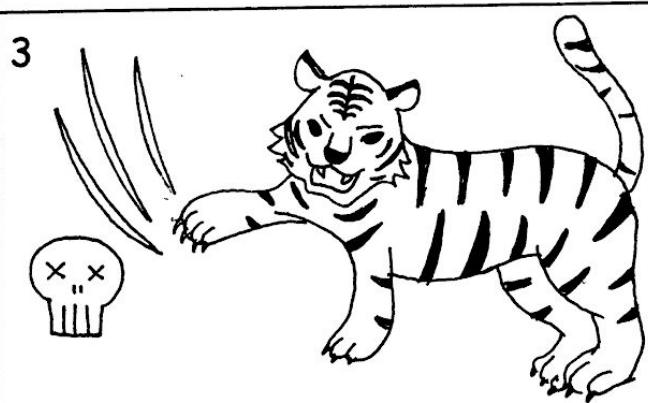
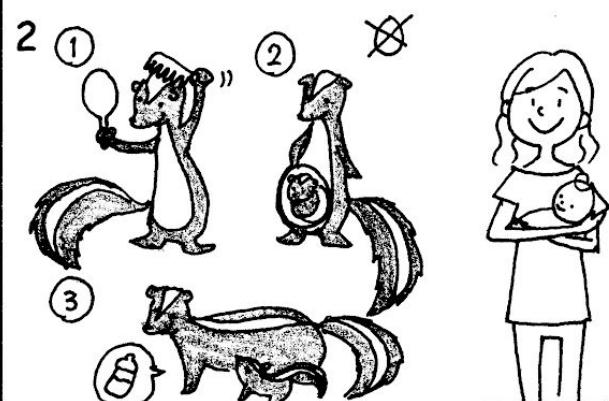
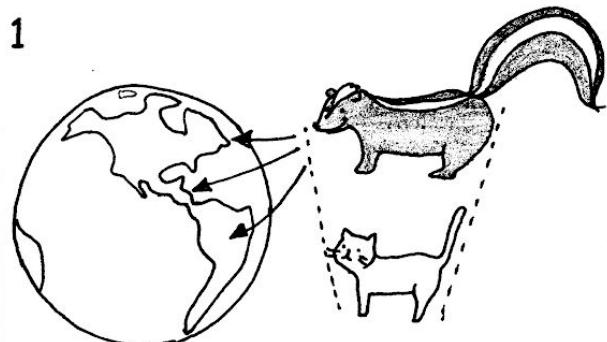
1. What do skunks look like?
2. What are mammals?
3. What do skunks do to protect themselves?
4. What helps wash off the smell?
5. What will you do when you see a skunk?

**Why?** → asks about **reasons** (Because ...)

6. Why do skunks spray a chemical that smells so bad?
7. Why do people and animals not bother skunks?

**(Talk)** Tell about an animal you sometimes see in Ithaca.

Use the drawings to remember, and tell the story to someone.



Tomomi M.

Additional Activities:

Mammals

**Activity:** Categories (*\*no dictionaries! Use memory and one another!*)

- Students work in small groups. Each group folds a sheet of paper in half, the long way.
- Label the paper Mammals and Not Mammals.
- Ask groups to name animals for each category.
- After (5-10) minutes, each group reads out their animals. All groups with same animal cross it off. If no other group has that animal, circle it!
- Total the number of unique animals per group.

Animal Defenses

**Activity:** Put up around room images of: **skunk, mouse, tiger, bird**. Have additional animal images ready. Give an image of a new animal to each student group. Ss talk about which defense the new animal uses, then put their image near the animal on wall that uses the same defense. Continue giving out images until all images are posted. Ss circulate and talk about if all animals are placed correctly. (Some animals can be in more than 1 group!)

Smell: Skunk, Hide: Mouse, Kill: Tiger, Flee/ Run Away: Bird

Draw pictures to show your own story about People and Animals.

1	2
3	4
5	6
7	8

Now, use your pictures to **tell** your story to your partner.

Unit 2:

People and

People



**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Strong, Smart)  
**Fold your paper back along the black line!**

1. woman women	evening every	chicken kitchen	house how	1. woman-evening-kitchen-house
2. fast faucet	brake broke	me my	hot hat	2. faucet-broke-my-hot
3. can't could	raining running	want went	continual continue	3. could-running-want-continue
4. not note	stoop stop	called cold	came come	4. not-stop-called-came
5. fit fix	locked looked	probably problem	said set	5. fix-looked-problem-said
6. than that	will would	locked looked	push put	6. that-will-locked-put
7. keep key	inner inside	can cane	blouse blues	7. key-inside-can-blouse
8. you your	sleep sweep	me my	decided decoded	8. here-sleep-my-decided
9. broke broken	false faucet	13 30	finished fished	9. broken-faucet-30-finished
10. went when	home house	again against	wearily worry	10. went-house-again-worry
11. did died	might night	sleep slept	pace peace	11. did-night-slept-peace

Write the number of syllables. Then, underline the 1 syllable that is stressed.

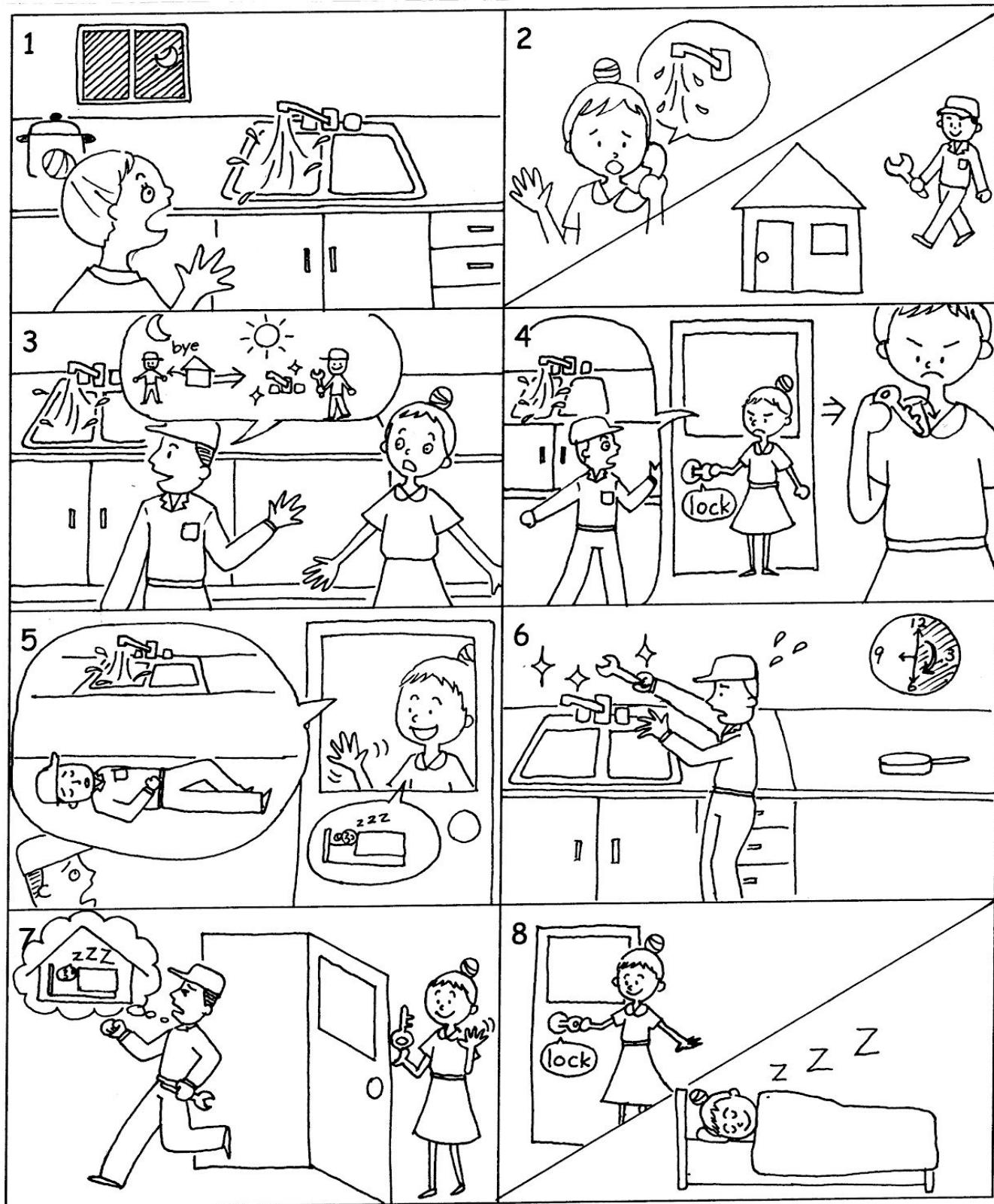
2 <u>evening</u> ____kitchen ____faucet ____water ____running	____repairman ____problem ____morning ____inside ____decided	____broken ____away ____thirty ____minutes ____finished	____outside ____again ____worry ____about ____peacefully	____continue ____immediately ____Khalima ____Kazakhstan
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Created & shared by Juanita Weber-Shirk, TESOL & Reading teacher, T-S-T BOCES Adult ESL Program

## A Strong, Smart Woman

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>
	<u>EVERY DAY</u>
1. evening	1. break
2. faucet	2. is
3. repairman	3. stop
4. problem	4. want
5. key	5. continue
6. blouse	6. call
7. floor	7. come
8. minutes	8. look
9. bed	9. fix
	10. lock
<b>adjectives → more information about the noun</b>	11. put
10. hot	12. say
11. broken	13. decide
12. finished	14. unlock
	15. go
<b>adverbs → more information about the verb</b>	16. sleep
13. immediately	17. lock
14. peacefully	18. worry

Use the vocabulary words to talk about these pictures. What do you see?



*Tomomi M.*

## A Strong, Smart Woman

One evening, the kitchen sink faucet broke in my house. The hot water was running fast, and I could not stop it. I did not want the hot water to continue running all night.

I called a repairman. The repairman came. He looked at the problem. He said, “I will come back in the morning to fix it.”

I locked the outside door with my key. Then, I put the key down inside my blouse. I said, “You can sleep here on the kitchen floor. I will go sleep in my bed. See you in the morning.”

The repairman did not want to sleep on my kitchen floor. He decided to fix the broken faucet immediately. In 30 minutes, he was finished. I unlocked the outside door. The repairman went home to sleep in his house.

Then, I went to bed. I did not worry about hot water running all night in my kitchen. I slept peacefully that night.

Khalima, Kazakhstan

**Strong, Smart Woman** → Think about the story; answer Yes or No.

Yes	No	Think about the story!
		1. The bathroom sink faucet broke.
		2. The hot water was running. She could not stop it.
		3. She called a reporter to come fix it.
		4. He came and looked at the problem.
		5. He said, “I will fix it in the morning.”
		6. Khalima locked the bedroom door.
		7. She put the key inside her blouse.
		8. She said, “See you in the morning.”
		9. The repairman fixed the problem in 60 minutes.
		10. The repairman slept on the kitchen floor.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**Who?** → asks about people

1. Who did Khalima call about her problem?
2. Who slept on the kitchen floor?
3. Who is a strong, smart woman?

**Why?** → asks about reasons (Because...)

4. Why did Khalima lock the outside door?
5. Why did she tell the repairman to sleep on the kitchen floor?
6. Why did the repairman decide to fix the faucet immediately?

**Tell** about a **strong woman** you know.

**Tell** about a **smart woman** you know.

Use the drawings to remember, and tell the story to someone.

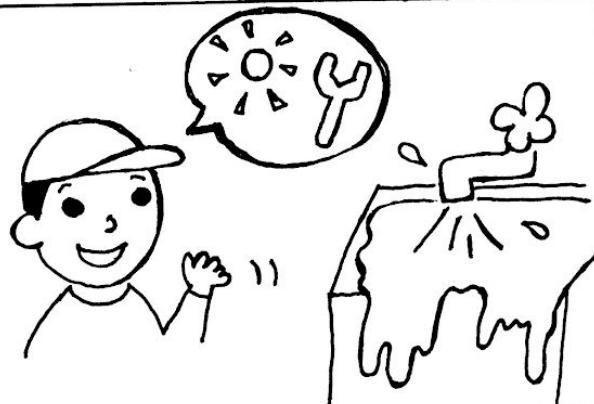
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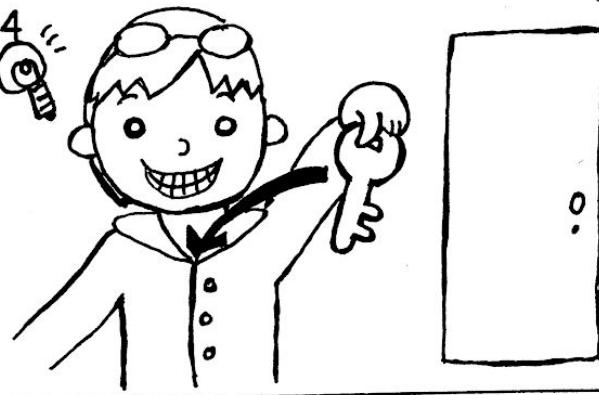
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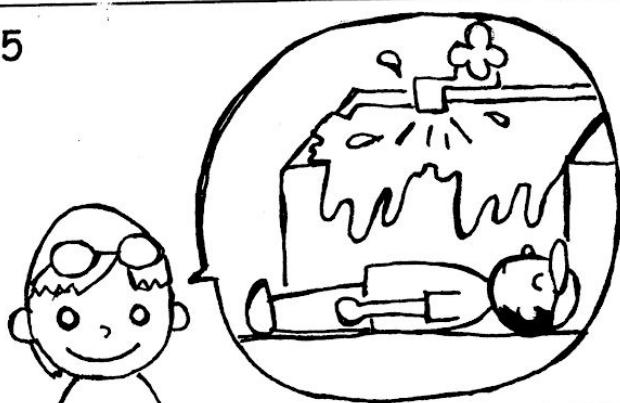
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4



5



6



7



8



Chihiro

**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Landlords & Repairs)  
**Fold your paper back along the black line!**

1. repair repeal	landlady landlord	onerous owner	apartment appointment	1. repair-landlord-owner-apartment
2. rent rents	every very	math month	something sometimes	2. rents-every-month-sometimes
3. thing think	break broke	rental rented	who why	3. thing-break-rented-who
4. fixes foxes	broke broken	paid pays	example sample	4. fixes-broken-pays-example
5. sink stink	faucet forced	leaking looking	emblem problem	5. sink-faucet-leaking-problem
6. parrot part	system systemic	fax fix	alarm alert	6. part-system-fix-alarm
7. beeps bloopers	batteries battery	almond almost	dead died	7. beeps-battery-almost-dead
8. walk work	fair fire	starts stunts	get got	8. work-fire-starts-get
9. want went	made maybe	blab bulb	bark dark	9. want-maybe-bulb-dark
10. ease easy	responsible responsibility	say stay	naked next	10. easy-responsible-stay-next

Write the number of syllables. Then, underline the 1 syllable that is stressed.

2 <u>landlord</u>	__renters	__broken	__cannot	__battery
2 <u>repairs</u>	__every	__example	__problem	__almost
__owner	__sometimes	__kitchen	__water	__working
__apartment	__rented	__faucet	__system	__responsible
__people	__fixes	__leaking	__alarm	

## Landlords and Repairs

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>
1. landlord	EVERY DAY
2. owner	PAST
3. apartment	
4. house	
5. people	
6. renters	
7. month	
8. things	
9. example	
10. faucet	
11. water	
12. problem	
13. system	
14. part	
15. alarm	
16. battery	
17. fire	
18. bulb	
<b>adjectives</b> -----→	<b>adjectives → more information about the noun</b>
	16. broken
	17. dead
	18. new
	19. easy
	20. responsible

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.

## Landlords and Repairs

A landlord is the owner of an apartment or house. A landlord rents the apartment to people. The renters (=the people who rent) pay the landlord every month.

Sometimes things break in a rented apartment or house. Who fixes the broken thing? Who pays for the repair (=the “fix”)? The landlord or the renter?

For example, your kitchen sink faucet is leaking. You cannot stop the water. You call the landlord. You tell the landlord about the problem. The water system is part of the apartment, so the landlord will do it. The landlord will fix it, or the landlord will pay a repair-person to fix it.

Another example: Your smoke alarm beeps to tell you that the battery is almost dead. Who should put a new battery in the smoke alarm? You want the smoke alarm to work if a fire starts in your apartment. So, get a new battery. Put the battery in! Your landlord wants the smoke alarm to work, too. You can call the landlord. Maybe the landlord will fix it.

One last example: A light bulb stops working, and your room is dark. Who gets a new light bulb, and puts it in? You do! It is easy to do. And you want the light to work.

The landlord is responsible for the apartment. The landlord will fix things that stay with the apartment. The landlord wants the apartment to work for you, and for the next renters, too.

## Landlords and Repairs

True	False	Think about the story!
		1. Landlords own the apartment or house.
		2. Renters pay the landlord to let them live there.
		3. Renters pay to fix everything that breaks.
		4. Landlords don't have to fix broken things.
		5. You should call the landlord about problems.
		6. You should put a new battery in your smoke alarm.
		7. Your landlord should change old light bulbs.
		8. The landlord will fix things that stay in the apartment.
		9. The landlord wants you to have a good apartment.
		10. You are responsible for your things if they break.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**Who?** → asks about people

1. Who owns the house or apartment?
2. Who rents the apartment or house?
3. Who fixes a leaking faucet?
4. Who puts in a new light bulb?
5. Who fixes a broken TV?

**When?** → asks about time

6. When should a renter call the landlord?
7. When should you put a new battery in the smoke alarm?
8. When should you put in a new light bulb?
9. When should a renter pay rent?

**(Talk)** Tell about problems you have in your apartment or house.

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.

**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Scary Lights)  
Fold your paper back along the black line!

1. Bee Dee	scared scary	lights rights	Bo Poe	1. Dee-scary-lights-Poe
2. all are	bothers brothers	lake like	earn learn	2. are-brothers-like-learn
3. new now	things thinks	day they	were where	3. new-things-they-were
4. hoe home	had have	another other	care car	4. home-had-another-car
5. for from	them then	saw say	red reed	5. from-then-saw-red
6. their them	behind beside	afraid feared	please police	6. them-behind-afraid-police
7. of off	drive drove	tailed told	away way	7. of-drive-told-away
8. stop stoop	waited wetted	went when	walked worked	8. stop-waited-when-walked
9. he's his	ever over	widow window	knew know	9. his-over-window-know
10. on one	year your	as is	back black	10. one-your-is-back
11. sorry story	get got	don't won't	faxed fixed	11. sorry-get-won't-fixed

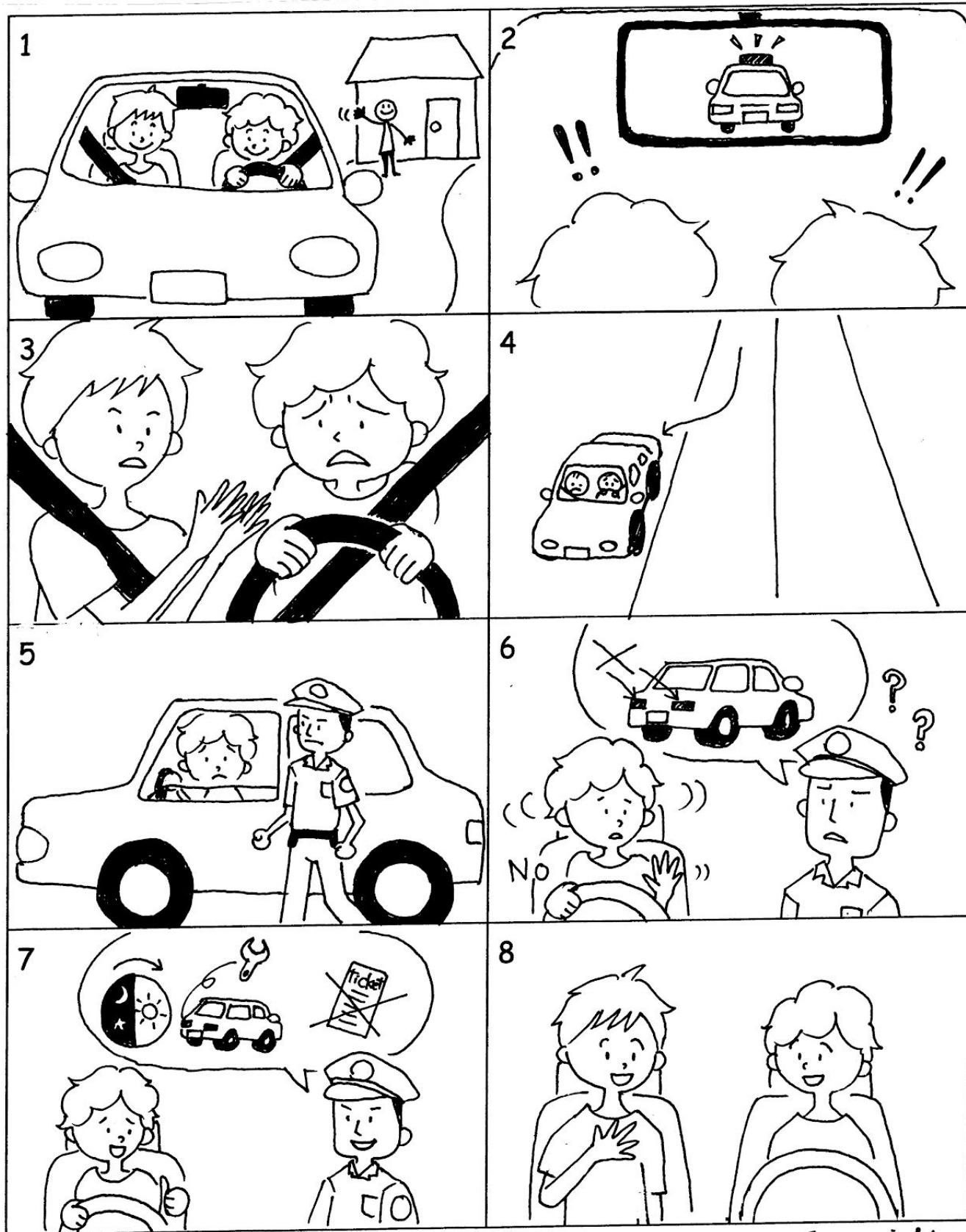
Write the number of syllables. Then, underline the 1 syllable that is stressed.

2 <u>scary</u> brothers places driving visited	another <u>city</u> carefully because flashing	behind <u>police</u> followed afraid wanted	away <u>over</u> waited something officer	window <u>working</u> sorry tomorrow remembered
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## Scary Lights

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>	
1. brothers	<u>EVERY DAY</u>	<u>PAST</u>
2. friends	1. like	
3. city	2. try	
4. police	3. drive	
5. officer	4. visit	
6. road	5. see	
7. window	6. is	
8. lights	7. follow	
9. ticket	8. want	
<b>adjectives → more information about the noun</b>	9. help	
10. new	10. wait	
11. flashing	11. walk	
12. scared	12. open	
13. afraid	13. ask	
14. sorry	14. know	
15. normally	15. say	
16. fixed	16. get	
	17. will not	won't
	18. leave	
	19. relax	
	20. laugh	
	21. remember	
	22. feel	

Use the vocabulary words to talk about these pictures. What do you see?



Tomomi M.

## Scary Lights

Dee and Poe are brothers. They like to learn new things, try new things, and go to new places.

One day Dee and Poe visited friends in another city. They drove carefully, because driving was new for them. On the way home, they saw red flashing lights behind them. It was a police car! It followed them.

Dee was scared. He was afraid of police. “Why are police following me? I don’t want any problems,” he said. He wanted to drive away from the police.

Poe told him, “Dee, you have to stop. Don’t be afraid. I’ll help you talk to them. Stop the car.”

So, Dee drove the car over to the side of the road, and stopped. A police officer walked to his car. Dee opened his window.

The officer asked him, “Do you know that one of your back lights is broken?”

Dee said, “No, I didn’t know that. I’m sorry about that.”

The officer said, “Get it fixed tomorrow, and I won’t give you a ticket.”

Dee said, “Yes! I’ll do that! And thank you, officer.”

The officer left. Dee and Poe relaxed. They laughed when they remembered how scared they felt 10 minutes before.

Deteh Paw and AyeLahPo Paw, Burma/Myanmar

Yes	No	Think about the story!
		1. Dee and Poe are friends.
		2. They were driving carefully.
		3. They saw red, flashing lights behind them.
		4. Dee was not afraid of police.
		5. Poe said, "You don't have to stop."
		6. The officer said, "Your back light is not working."
		7. Dee said, "I'm happy about that."
		8. Dee got a ticket.
		9. After the officer left, Dee and Poe relaxed.
		10. They laughed about how scared they felt before.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**What? → asks about something (a noun)**

1. What do the brothers like to learn?
2. What do they like to try?
3. What did they see behind them?
4. What did Poe say?
5. What did Dee do?

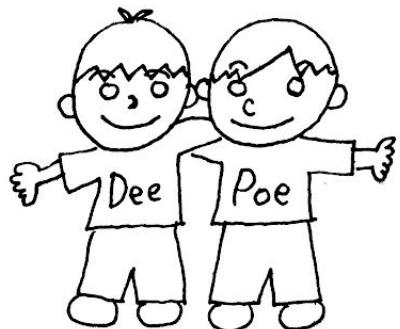
**Who? → asks about people**

6. Who drove home from another city?
7. Who was scared?
8. Who walked to Dee's car?
9. Who opened his window?
10. Who laughed a little?

**(Talk) Tell a story about the police - here, or in your country.**

Use the drawings to remember, and tell the story to someone.

1



2



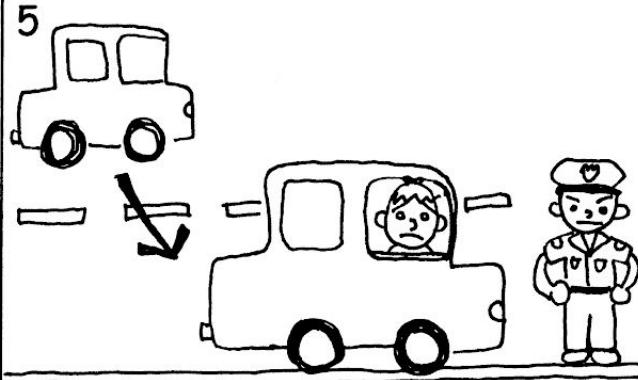
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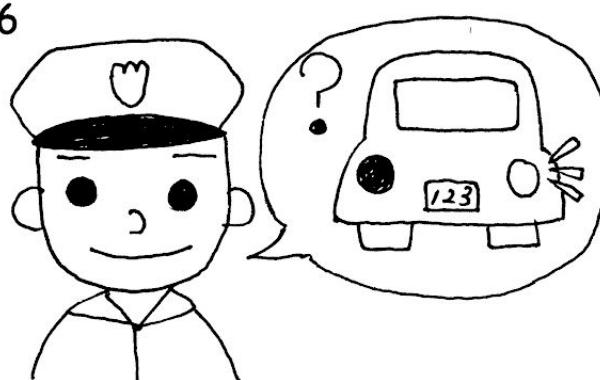
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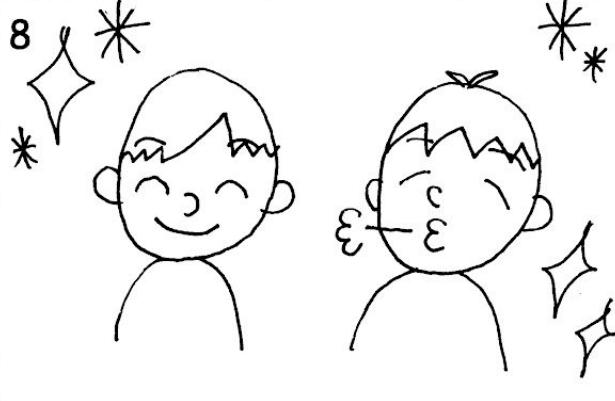
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7



8



Chihiro

**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Police NF)  
Fold your paper back along the black line!

1. went when	please police	fellow follow	year your	1. when-police-follow-your
2. wish with	car care	their they	on or	2. with-car-their-on
3. lights rights	sired siren	pull push	of off	3. lights-siren-pull-off
4. read road	far fare	as is	can con	4. road-far-as-can
5. turn return	inner inside	might night	bark dark	5. turn-inside-night-dark
6. gum gun	say stay	cope keep	stealing steering	6. gun-stay-keep-steering
7. wheel while	office officer	see she	move movie	7. wheel-officer-see-move
8. teal tell	sadly suddenly	want went	get got	8. tell-suddenly-want-get
9. were where	something sometime	yell yet	example sample	9. where-something-yet-example
10. loudly lovely	calm come	strangely strongly	doesn't don't	10. loudly-calm-strongly-don't
11. speak spoke	pocket ticket	explain explode	cart court	11. speak-ticket-explain-court

Write the number of syllables. Then, underline the 1 syllable that is stressed.

2 <u>police</u> 1 <u>follow</u> 1 <u>siren</u> 2 <u>inside</u> 2 <u>steering</u>	1 <u>wheel</u> 2 <u>suddenly</u> 2 <u>officer</u> 2 <u>something</u> 2 <u>example</u>	1 <u>wallet</u> 2 <u>pocket</u> 1 <u>until</u> 2 <u>loudly</u> 2 <u>strongly</u>	1 <u>answer</u> 2 <u>understand</u> 2 <u>learning</u> 2 <u>English</u> 2 <u>slowly</u>	1 <u>ticket</u> 2 <u>explain</u> 1 <u>decide</u> 2 <u>money</u> 2 <u>carefully</u>
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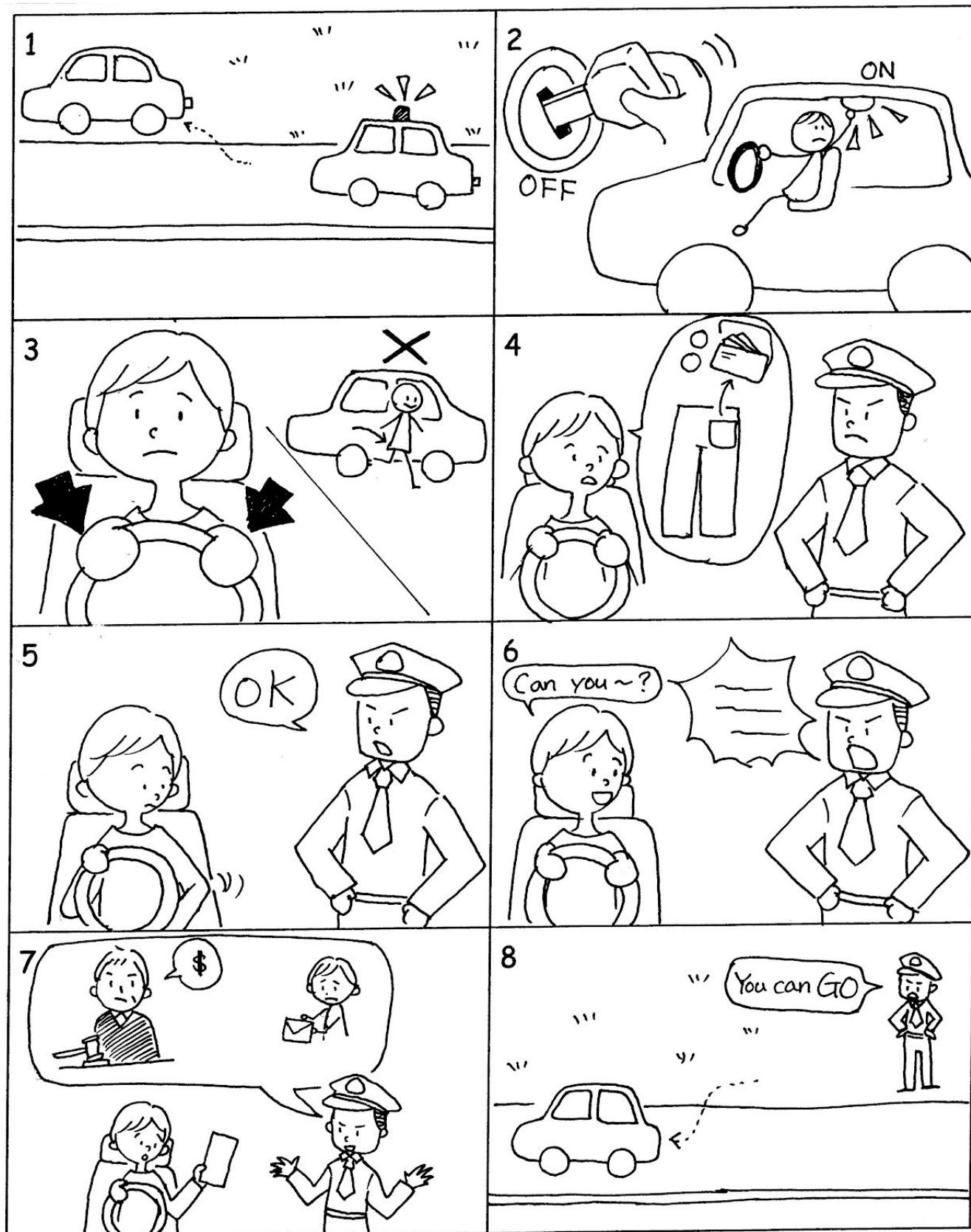
## When Police Stop Your Car

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>
1. police	<u>EVERY DAY</u>
2. siren	<u>PAST</u>
3. road	1. follow
4. gun	2. pull off
5. steering wheel	3. turn off
6. officer	4. turn on
7. wallet	5. stay
8. pocket	6. keep
9. ticket	7. move
10. letter	8. tell
<b>adjectives → more information about the noun</b>	9. speak
11. right (and left)	10. understand
<b>adverbs → more information about the verb</b>	11. get
12. loudly	12. explain
13. strongly	13. say
14. calmly	14. decide
15. carefully	15. pay
16. later	

**Think while you read:**

What are drivers afraid of? \_\_\_\_\_

What are police officers afraid of? \_\_\_\_\_



Tomomi M.

## When Police Follow Your Car with Lights or Siren ON

1. Pull OFF the road to the Right (as far as you can)
2. Turn your car OFF
3. Turn ON the car's INSIDE lights (at night/dark)  
so the police can see that you DON'T have a gun
4. Stay INSIDE the car
5. Keep your hands ON the steering-wheel (so the officer can see them)
6. DO NOT move suddenly!
7. Tell the officer if you want to get something in the car
8. Tell the officer WHERE that thing is in the car (DON'T MOVE YET!)  
For example: "My wallet is in my pocket."
9. DON'T MOVE UNTIL THE OFFICER SAYS OK
10. Officers might speak loudly or strongly  
(Stay calm. Answer calmly.)  
(Tell when you don't understand.)  
For example: "I am learning English. Can you speak slowly?"  
Or: "I do not understand. Can you say it again?"
11. Will you get a ticket? Maybe/yes/no
12. If you get a ticket, the officer will explain the ticket
13. A court (not the police) will decide later how much money you have to pay (if you get a ticket, later you will get a letter in the mail)
14. When the officer says you can GO, drive carefully onto the road!

[adapted from brochure "Vehicle Stops",  
given by Cornell University Police Crime Prevention Unit]

True	False	Think about the story!
		1. You should pull over and stop.
		2. Don't turn off the car.
		3. Turn on the inside lights.
		4. Get out of the car.
		5. Put your hands on the steering wheel.
		6. Get your license right away, fast.
		7. The officer might speak loudly.
		8. You should speak loudly, too.
		9. You might get a ticket.
		10. You might not get a ticket.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**What?** → asks about **something** (a noun)

1. What should you do if police follow your car with lights or siren?
2. What should you do with your hands?
3. What should you do with your license?
4. What should you say if you don't understand?
5. What should you do if you get a ticket?

**Why?** → asks about **reasons**

6. Why should you pull over and stop? (Because...)
7. Why should you turn on the inside light?
8. Why should you put your hands on the steering wheel?
9. Why should you NOT move?
10. Why should you tell the officer if you don't understand?

**(Talk)** Tell about experiences you had (or you saw) with police, in your country or here.

Use the drawings to remember, and tell the story to someone.



Chihiro

## When Police Follow Your Car with Lights or Siren ON

1. Pull OFF the road to the Right (as far as you can)
2. Turn your car OFF
3. Turn ON the car's INSIDE lights (at night/dark)  
so the police can see that you DON'T have a gun
4. Stay INSIDE the car
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For example: "My wallet is in my pocket."
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10. Officers might speak loudly or strongly  
(Stay calm. Answer calmly.)  
(Tell when you don't understand.)  
For example: "I am learning English. Can you speak slowly?"  
Or: "I do not understand. Can you say it again?"
11. Will you get a ticket? Maybe/yes/no
12. If you get a ticket, the officer will explain the ticket
13. A court (not the police) will decide later how much money you have to pay (if you get a ticket, later you will get a letter in the mail)
14. When the officer says you can GO, drive carefully onto the road!

**\*\*\*TEAR OUT THIS PAGE FROM THE BOOK. PUT THIS PAGE IN YOUR CAR!**  
[adapted from brochure "Vehicle Stops", Cornell University Police Crime Prevention Unit]



**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Lost Wallet)  
**Fold your paper back along the black line!**

1. drive drove	day they	bought brought	cider side	1. drove-they-bought-cider
2. same some	boy buy	odder other	Walmart Wegmans	2. some-buy-other-Wegmans
3. want wanted	could would	wallet wilted	care car	3. wanted-could-wallet-car
4. some son	seat sit	forget forgot	back bag	4. son-seat-forgot-back
5. dare there	let lot	did died	of off	5. there-lot-did-off
6. fall fell	while why	road row	felt left	6. fell-while-road-left
7. had have	probably problem	please police	called cold	7. have-problem-police-called
8. office officer	list lost	situation station	were where	8. officer-lost-station-were
9. tired turned	said says	while whole	want went	9. turned-said-whole-went
10. sad said	started startle	eat it	appears apples	10. sad-started-it-apples
11. strange stranger	hears hours	kneeled knocked	honest honored	11. stanger-hours-knocked-honest

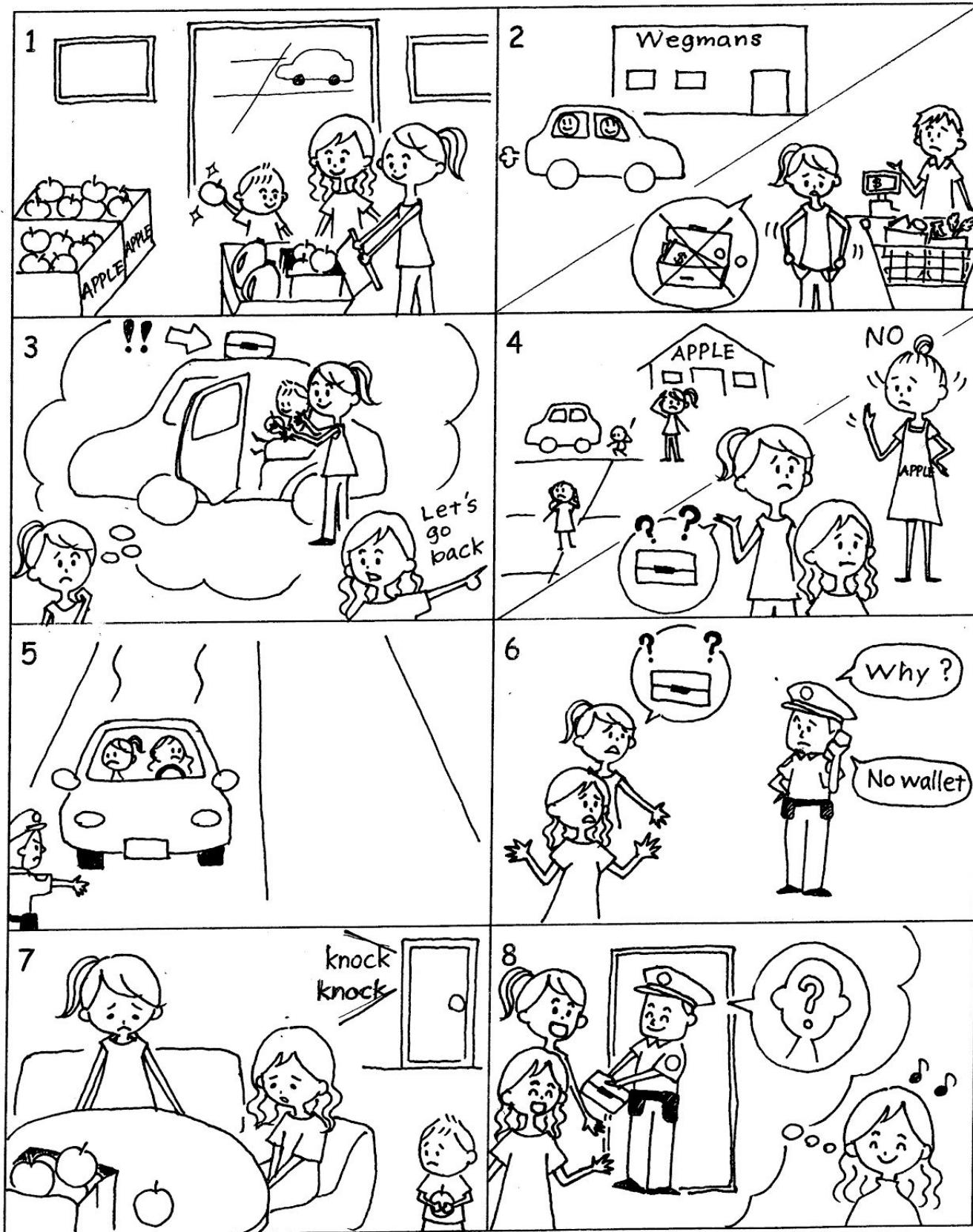
Write the number of syllables. Then, underline the 1 syllable that is stressed.

2 <u>wallet</u>	__happy	__remembered	__away	__looking
2 <u>Olga</u>	__beautiful	__happened	__maybe	__slowly
__Anna	__cider	__because	__parking	__officer
__grandson	__Wegmans	__needed	__customers	__problem
__apple	__wanted	__forgot	__driving	__stranger

## Lost Wallet

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>
1. grandson	<u>EVERY DAY</u>
2. cider	PAST
3. Wegman's	went
4. wallet	was/were
5. car seat	bought
6. parking lot	drove
7. customers	wanted
8. police officer	to pay
9. police station	find
10. stranger	8. thought
<b>adjectives → more information about the noun</b>	9. remembered
11. happy	10. happened
12. beautiful	11. put
13. other	12. needed
14. lost	13. forgot
15. sad	14. is
16. honest	15. looked
17. new	16. asked
	17. fell off
	18. explained
	19. called
	20. said
	21. turned in
	22. returned
	23. started
	24. ended
	25. knocked
	26. had
	27. told
	28. took
	29. met

Use the vocabulary words to talk about these pictures. What do you see?



Tomomi M.

## The Lost Wallet

Olga and her daughter (Anna) and her grandson went to an apple store. They bought some apples and some cider. Then, they drove to Wegmans to buy some other food.

At Wegmans, Anna wanted to pay for her food. But, she could not find her wallet. She thought and thought. Then she remembered what happened at the apple store.

Anna put her wallet on top of the car. Why? Because she needed 2 hands to put her son in his car seat. She forgot her wallet was on top of the car, and she drove away.

Olga said, "Let's go back to the apple store. Maybe your wallet is there." So they drove back, and they looked in the parking lot. No wallet. They asked in the apple store, "Did any customers find a wallet in the parking lot?" No wallet.

Olga said, "Maybe your wallet fell off the car when we were driving to Wegmans." So they drove slowly back to Wegmans, looking for the wallet on the road. They looked at the left side of the road, and at the right side of the road. They drove SO slowly that a police officer stopped their car.

"Why are you driving so slowly? Do you have a problem?" the police officer asked. Olga and Anna explained about the lost wallet. The police officer called the police station, but no wallets were turned in there. "Drive safely," said the police officer.

Olga and Anna returned to Wegmans, looking carefully the whole way there. No wallet. So they went home, feeling sad. The afternoon started with beautiful apples, and it ended with a lost wallet.

A few hours later, a police officer knocked on their door. He had a wallet in his hand, and it was Anna's wallet! He told them that an honest stranger found the wallet, and took the wallet to the police station. They were all happy that the lost wallet was found.

Olga likes to remember the honest stranger. She never met this person. She does not know the person's name. Yet this stranger helps her feel safe in a new country and a new home.

Olga, Ukraine

Yes	No	Think about the story!
		1. They bought some apples and milk at the apple store.
		2. They went to Wegman's to buy some other food.
		3. Anna paid for their food at Wegmans.
		4. Anna put her wallet on top of the car.
		5. Anna put her son in his car seat.
		6. They looked for the wallet in the parking lot.
		7. The police stopped them because they drove too fast.
		8. They didn't want to tell the police what happened.
		9. A stranger found the wallet and kept it.
		10. Olga and Anna met the stranger, later.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**Where?** → asks about a place

1. **Where did they go first (1st)?**
2. What did they do there?
3. **Where did they go second (2nd)?**
4. What did they do there?
5. **Where did they go third (3rd)?**
6. What did they do there?

**Why?** → asks about reasons (**Because ...**)

7. Why did Anna put her wallet on top of the car? Because ...
8. Why did the police stop their car? Because ...

**(Talk) Tell about something you lost, or you found.**

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.

**Listening Pairs:** Each pair of words differs (Lost & Found NF)

by only 1 sound or syllable. Listen carefully!

Circle the word you hear.

**Fold your paper back  
along the black line!**

1. cools schools	officers offices	business businesses	half have	1. schools-offices-businesses -have
2. lost lots	stores stories	fanned found	books boxes	2. lost-stores-found-boxes
3. find finned	something sometime	years yours	tack take	3. find-something-yours-take
4. lose lost	cannot can't	again against	can cane	4. lose-cannot-again-can
5. eat it	every very	expenses expensive	important imported	5. it-very-expensive- important
6. purse person	ash ask	tale tell	might night	6. person-ask-tell-might
7. abate about	call cell	wheat white	Subaru Samsung	7. about-cell-white-Samsung
8. blood blue	case class	after often	had have	8. blue-case-often-have
9. probe problem	slow so	child children	forget forgot	9. problem-so-children- forget
10. fill full	jackets jerks	books boxes	lunch lurch	10. full-jackets-books-lunch
11. check cheek	remain remind	belong below	donate donut	11. check-remind-belong- donate

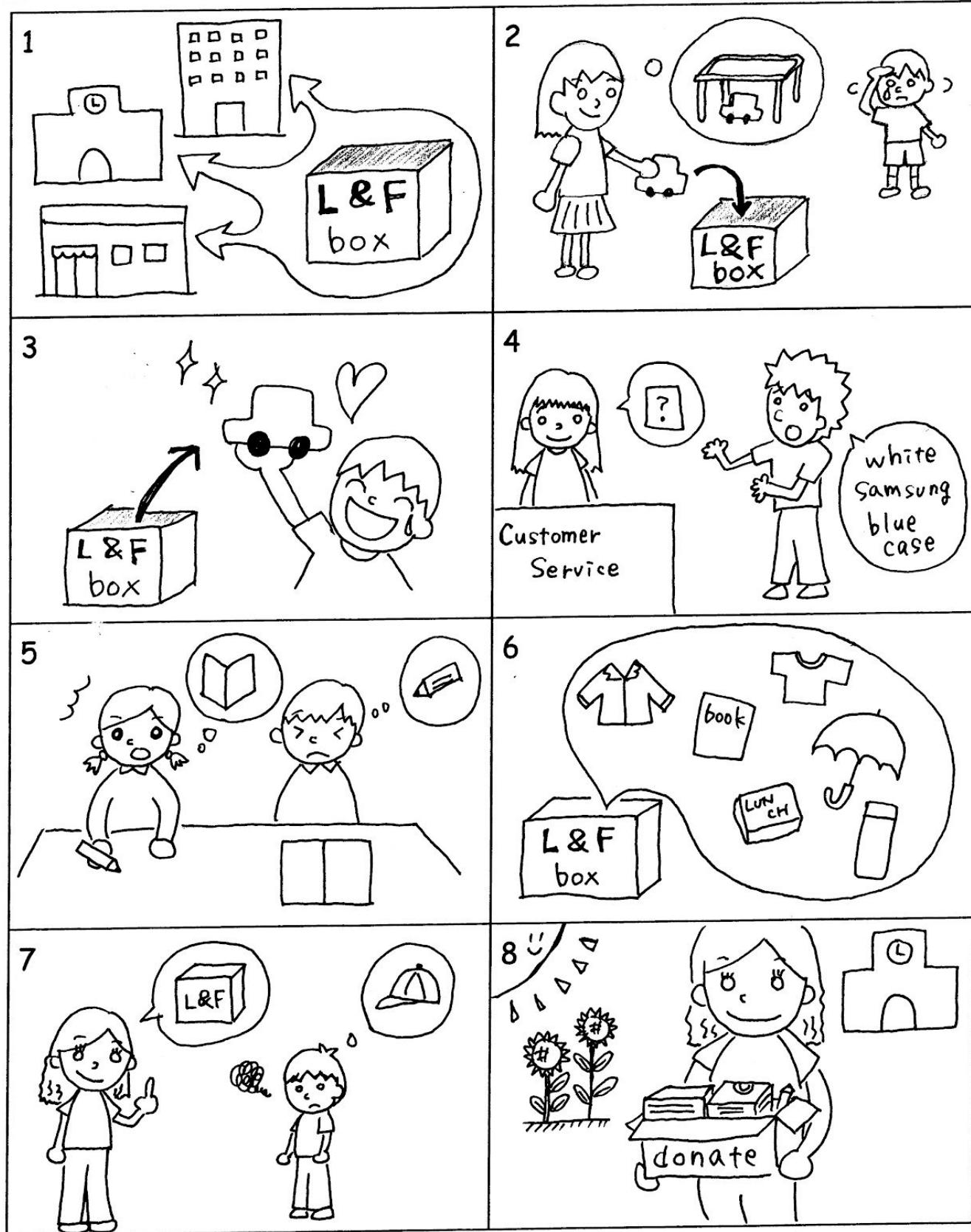
Write the number of syllables. Then, underline the 1 syllable that is stressed.

3 offices	__cannot	__expensive	__problem	__water
__other	__again	__person	__many	__bottles
3 businesses	__looking	__example	__children	__umbrellas
__boxes	__very	__Samsung	__forget	__teachers
__something	__important	__often	__jackets	__remind

## Lost and Found Boxes

<b>nouns → names of things</b> 1. offices 2. stores 3. businesses 4. box 5. case 6. problem 7. jackets 8. clothes 9. books 10. umbrellas 11. parents 12. summer  <b>adjectives → more information</b> about the noun 13. important 14. expensive 15. white 16. blue 17. full	<b>verbs → doing, or being</b> <u>EVERY DAY</u> <u>PAST</u> 1. has/have 2. find 3. take 4. lose 5. look for 6. ask 7. tell 8. is/are 9. say 10. forget 11. remind 12. check 13. belong 14. donate 15. know
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Use the vocabulary words to talk about these pictures. What do you see?



Chihiro

## **Lost and Found**

Schools, offices, stores, and other businesses have Lost and Found boxes. If you find something that is not yours, you can take it to the Lost and Found box. If you lose something and cannot find it again, you can go look for it in the Lost and Found box.

If you are looking for something very important or expensive, a person might ask you to tell what the lost thing looks like. For example, if you are looking for your cell phone, a person might ask you to tell about your cell phone. You might say, “It is white. It is a Samsung phone. It has a blue case.”

Schools often have a Lost and Found problem. So many children forget or lose things at school! School Lost and Found boxes are full of: jackets, clothes, books, lunch bags, water bottles, umbrellas, and more. Teachers remind students to check the Lost and Found box for things that belong to them. Schools tell parents that the Lost and Found box is very, very full. Some schools donate the things in the Lost and Found box after school ends for the summer.

Do you know where your school's Lost and Found box is?

Story: Lost and Found Boxes → Think about the story; answer Yes/No.

True	False	Think about the story!
		1. Many places have Lost and Found boxes.
		2. You can take things you find to the L and F box.
		3. You can look for things you lost in the L and F box.
		4. People don't lose expensive things.
		5. You might have to tell what your lost thing looks like.
		6. Schools don't have Lost and Found boxes.
		7. Students forget many things at school.
		8. Schools tell students/parents to check the L and F box.
		9. Schools sell the things from the L and F box.
		10. I know where my school's L and F box is.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**What?** → asks about **something (a noun)**

1. What **places** have Lost and Found boxes?
2. What might you **have to say** (if you are looking for something expensive or important)?
3. What **problem** do schools often have?
4. What **do schools do** with the things nobody takes home from the Lost and Found box?

**Why?** → asks about a **reason (Because ...)**

5. Why do schools, and other places, have a Lost and Found box?
6. Why do schools have a Lost and Found problem?

**(Talk)** What happens to lost and found things in your city/country?

Draw pictures to show your own story about People and People.

1	2
3	4
5	6
7	8

Now, use your pictures to **tell** your story to your partner.

## Unit 3:

# How I Learned

• • •



**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Be Honest)  
Fold your paper back along the black line!

1. young youth	lacked liked	earned learned	sister sitter	1. young-liked-learned-sister
2. form from	day they	went when	river rover	2. from-day-went-river
3. near year	house how	push put	fish flesh	3. near-house-put-fish
4. neat net	ready reeds	help helped	across crossed	4. net-ready-helped-across
5. many money	pull in pull on	heaving heavy	every very	5. many-pull in-heavy-very
6. then when	saw sow	dead died	bodies body	6. then-saw-dead-body
7. of off	woman women	back bag	wrapped ripped	7. off-woman-bag-wrapped
8. along around	a little a lot of	many money	knew know	8. around-a lot of-money-knew
9. if of	dead died	messing missing	few pew	9. if-died-missing-few
10. ferry Perry	creasing crossing	carrying currying	trumped turned	10. ferry-crossing-carrying-turned
11. fell feel	caper couple	boy buy	honest honored	11. fell-couple-buy-honest

Write the number of syllables. Then, underline the 1 syllable that is stressed.

2 <u>doing</u>	__across	__body	__missing	__village
2 <u>father</u>	__ready	__woman	__before	__carrying
__many	__very	__around	__ferry	__couple
__river	__heavy	__money	__crossing	__belonged
__sister	__something	__people	__upstream	__memory

## How I Learned to be Honest

<b>nouns → names of things</b>	<b>verbs → doing (action) or being</b>
1. things	<u>EVERY DAY</u>
2. sister	<u>PAST</u>
3. farm	1. is / are
4. river	2. like
5. net	3. stay
6. fish (no plural)	4. help
7. body	5. fish
8. woman	6. learn
9. bag	7. go
10. money	8. put
11. ferry boat	9. pull
12. cow	10. see
13. memory	11. take off
14. lesson	12. ask
<b>adjectives → more information about the noun</b>	
15. young	13. know
16. many = a lot of	14. die
17. ready	15. cross
18. heavy	16. carry
19. big	17. turn over
20. dead	18. fall
21. missing	19. buy
22. few	20. find
23. rich	21. give
24. important	22. say
25. honest	23. belong

Use the vocabulary words to talk about these pictures. What do you see?



Tomomi M.

## How I Learned to Be Honest

When I was young, I liked to do things with my father. My sister stayed home and helped my mother. I helped my father on our farm. I helped him fish in the river. I learned many things from him.

One day, I went with my father to a river near our farm. My father put a fish net across the river. When he was ready, I helped him pull in the fish net. We pulled and pulled. There were many fish in the net.

The net was very heavy. Something big was in the net. Then we saw it—a dead body was in our fish net. My father took the fish net off the body. It was a woman. A bag was around the woman's body. The bag had a lot of money in it.

My father asked many people, “Do you know about a woman who died? Do you know about a woman who is missing?” He learned that a few days before, a ferry boat was crossing the river. The ferry boat was carrying people across the river. The ferry boat turned over, and the people on the boat fell into the river.

A couple was on the boat. They were crossing the river to buy a cow, so they carried a lot of money. My father found the woman's family. He gave the bag of money to them.

My family was not rich. That money could help us. But my parents said the money did not belong to us. The money belonged to the woman's family.

That memory is very strong for me. I don't want my children to find a dead person. But I want them to learn the same important lesson. I want my children to be honest, too.

Gaw Paw, Burma/Myanmar

Yes	No	Think about the story!
		1. I learned many things from my father.
		2. I helped him on our boat.
		3. The fish net was very heavy.
		4. A dead boy was in our net.
		5. My father didn't ask questions about the dead person.
		6. My father swam across the river.
		7. The ferry boat carried people across the river.
		8. The woman had a bag of money, to buy a cow.
		9. My father kept the money.
		10. My father is an honest man.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**What? → asks about something (a noun)**

1. What did they find in the fish net?
2. What was in the bag?
3. What questions did her father ask?
4. What did her father do with the money?
5. What does she want her children to learn?

**Who? → asks about people**

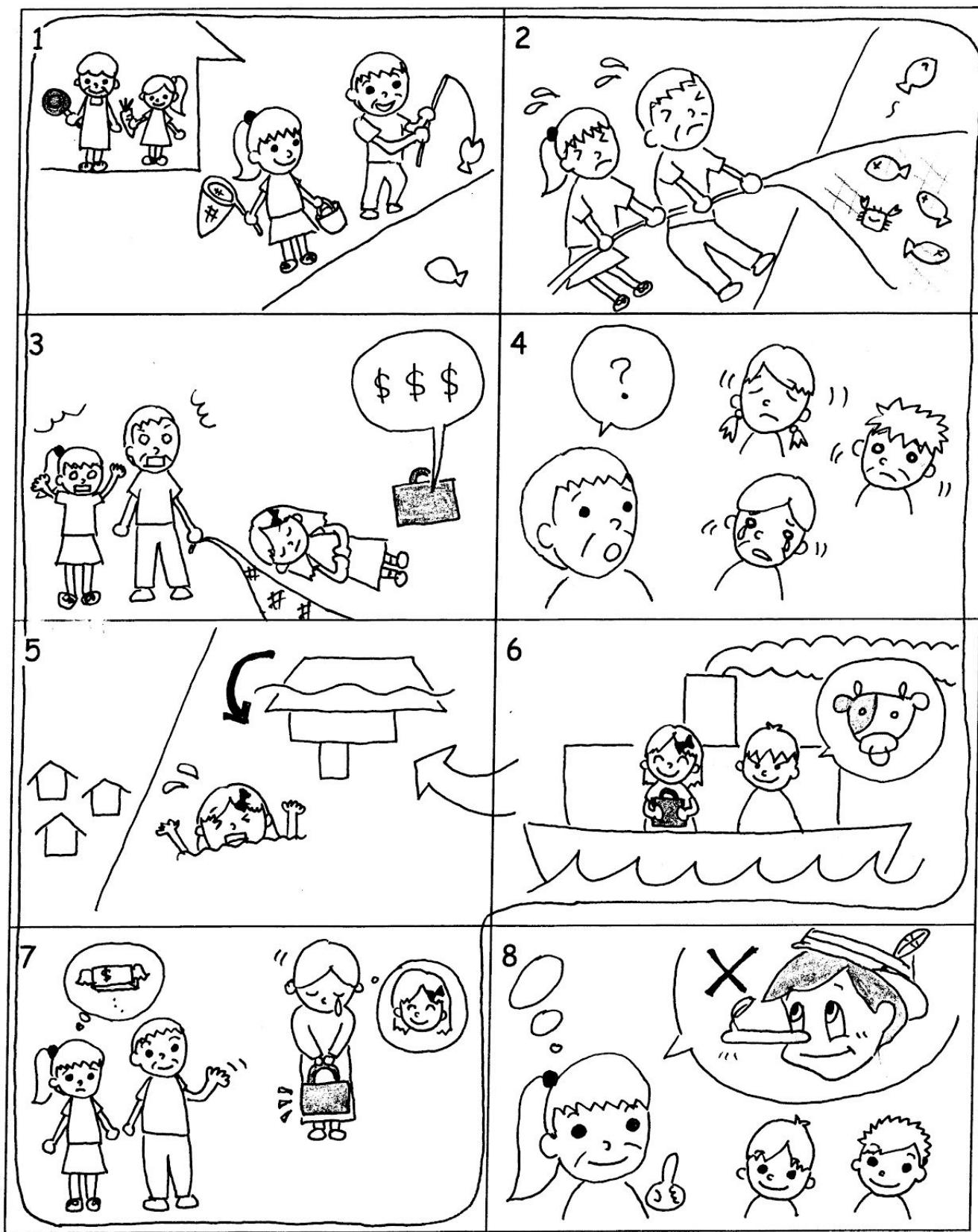
6. Who fished in the river?
7. Who found the dead body?
8. Who wanted to buy a cow?
9. Who got the money?

**(Talk) Tell about something you learned, by watching someone.**

For example: I learned how to do laundry by watching my mother.

**“I learned (how) to \_\_\_\_\_ by watching \_\_\_\_\_.”**

Use the drawings to remember, and tell the story to someone.



Chihiro

**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Forgive)  
Fold your paper back along the black line!

1. house how	learned loaned	forgave forgive	went when	1. how-learned-forgive-when
2. was what	8 18	someone sometime	mothered murdered	2. was-8-someone-murdered
3. ears years	hours our	neighbor neighborhood	woman women	3. years-our-neighbor-woman
4. reach rich	steal stole	jewelry jewels	many money	4. rich-stole-jewelry-money
5. cold gold	no one none	how who	did died	5. gold-no one-who-did
6. saw see	hatband husband	fanned found	accused excused	6. saw-husband-found-accused
7. came come	body buddy	father feather	helper helpful	7. came-body-father-helpful
8. villa village	everybody everyone	lacked liked	because became	8. village-everyone-liked-because
9. these this	happened hopped	please police	arrested rested	9. this-happened-police-arrested
10. jail jar	thing think	keeled killed	nice niece	10. jail-think-killed-niece
11. could should	raise rice	cancel cancer	fed feed	11. should-raise-cancer-fed

Write the number of syllables. Then, underline the 1 syllable that is stressed.

2 <u>forgive</u>	<u>jewelry</u>	<u>father</u>	<u>happened</u>	<u>murderer</u>
2 <u>someone</u>	<u>money</u>	<u>helpful</u>	<u>police</u>	<u>mother</u>
<u>murdered</u>	<u>husband</u>	<u>everyone</u>	<u>arrested</u>	<u>continued</u>
<u>neighbor</u>	<u>body</u>	<u>village</u>	<u>later</u>	<u>children</u>
<u>woman</u>	<u>accused</u>	<u>because</u>	<u>robber</u>	<u>cancer</u>

## How I Learned to Forgive

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>	
	<u>EVERY DAY</u>	<u>PAST</u>
1. someone	1.	was
2. neighbor	2.	murdered
3. gold	3.	stole
4. jewelry	4.	saw
5. money	5.	killed
6. woman	6.	robbed
7. husband	7.	came
8. body	8.	found
9. police	9.	accused
10. jail	10.	liked
11. murderers	11.	happened
12. niece	12.	arrested
13. children	13.	took
14. cancer	14.	continued
15. food	15. to live	
	16.	had
	17. to raise	
	18.	worked
	19.	cooked
	20.	fed
	21.	told
adjectives → more information about the noun	22. forgive	
16. rich	23.	learned
17. helpful	24.	learned
18. dead	25.	did
19. terrible	26.	survived
20. big	27. remember	
21. bad	28. are	
22. heavy		

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.

## How I Learned to Forgive

When I was 8 years old, someone murdered our neighbor. The neighbor was rich. Someone stole her gold and jewelry and money. No one saw who killed her or robbed her.

The woman's husband came home and found her dead body. He accused my father. My father was helpful to everyone in the village. The rich woman liked my father because of this.

My father was not in town when the murder happened. He did not do it. But the police arrested my father. They took him to jail. Some people think murderers should be killed. My father was killed.

A year later, they found out that the rich woman's niece was the robber-murderer. It was too late for my father. He was dead.

My mother continued to live in the same village. She had 5 children to raise. She worked very, very hard for our family.

Some years later, the rich woman's husband had cancer. My mother cooked food for him. She fed him. She told us, "I forgive him."

I learned so much from my mother. She forgave a man who did a terrible, big, bad thing.

I can forgive people who do bad things to me, too. I lived in a war in Burma. I saw many terrible things. I survived. By forgiving, the things I remember are not so heavy.

Ah Ku, Burma/Myanmar

Yes	No	Think about the story!
		1. When I was 8, someone murdered our aunt.
		2. Someone stole her gold, jewelry, and money.
		3. I saw who killed her.
		4. The woman's husband accused my mother.
		5. The police took my father to jail.
		6. The neighbor's niece was the murderer-robber.
		7. The police let my father go free.
		8. My mother never forgave the neighbor's husband.
		9. My mother fed him when he had cancer.
		10. I can forgive people who do bad things to me, too.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**What?** → asks about something (a noun)

1. What happened to her neighbor?
2. What did the neighbor's husband come home and find?
3. What did the neighbor's husband do?
4. What did the police do?
5. What did her mother do?

**Who?** → asks about people

6. Who was rich?
7. Who stole the gold and jewelry and money?
8. Who accused her father?
9. Who forgave?
10. Who had cancer?

**Talk about forgiving.** Do you think forgiving is possible? Do you think forgiving gets easier to do with more practice? Can you forgive?

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.

**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(How...New Word)  
**Fold your paper back along the black line!**

1. see she	Niagara Nigeria	falls false	famed famous	1. see-Niagara-falls-famous
2. border bother	behind between	New Jersey New York	Canada Canandaigua	2. border-between-New York-Canada
3. drive drove	said side	car care	parked parted	3. drove-side-car-parked
4. noise noisy	listened loosened	spay spray	hug huge	4. noise-listened-spray-huge
5. goat got	form from	wet wheat	locked looked	5. got-from-wet-looked
6. bride bridge	decided decoded	walk work	visit vista	6. bridge-decided-walk-visit
7. small smaller	bats boats	tinny tiny	people purple	7. smaller-boats-tiny-people
8. and end	smelled smiled	Canada Canadian	officer official	8. end-smiled-Canadian-officer
9. speak spoke	understand understood	painted pointed	enter entrance	9. spoke-understood-pointed-enter
10. water waiter	washed watched	phone pocket	earned learned	10. water-watched-pocket-learned
11. keep key	data date	were where	leave live	11. keep-date-where-live

Write the number of syllables. Then, underline the 1 syllable that is stressed.

2 <u>wanted</u>	border	decided	Canadian	pointed
3 <u>Niagara</u>	<u>between</u>	<u>visit</u>	<u>officer</u>	<u>understood</u>
<u>famous</u>	<u>Canada</u>	<u>good-bye</u>	<u>passport</u>	<u>dictionary</u>
<u>waterfall</u>	<u>around</u>	<u>smaller</u>	<u>little</u>	<u>pocket</u>
<u>river</u>	<u>pictures</u>	<u>tiny</u>	<u>English</u>	<u>adventure</u>

## How I Learned a New Word

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>
	<u>EVERY DAY</u>
1. Niagara Falls	1. wanted
2. waterfall	2. see
3. river	3. is
4. border	4. drove
5. side	5. parked
6. pictures	6. walked
7. noise	7. looked
8. spray	8. listened
9. bridge	9. got
10. boats	10. decided
11. officer	11. visit
12. passport	12. smiled
13. pocket	13. said
14. dictionary	14. spoke
15. pants	15. pointed
16. shirt	16. understood
17. jacket	17. needed
18. parking lot	18. enter
19. questions	19. turned
20. date	20. watched
21. computer	21. took
22. adventure	22. didn't
<b>adjectives → more information about the noun</b>	23. asked
23. huge	24. told
24. tiny	25. landed
25. smaller	26. keep
26. other	27. go
	28. think
	29. live
	30. forget

Use the vocabulary words to talk about these pictures. What do you see?



Chihiro

## How I Learned a New Word

I wanted to see Niagara Falls. It is a famous waterfall. It is on the Niagara River. The river is the border between New York (USA) and Canada. So I drove to Niagara Falls.

I parked my car on the New York side of the border. I walked around. I took pictures. I listened to the noise of the huge waterfall. I got wet from the waterfall spray.

I looked across the river to the other side. I saw people in Canada. I saw people walking on a bridge between Canada and New York. I wanted to see Niagara Falls from the other side. I decided to walk on the bridge, too, and visit Canada. Good-bye New York!

I looked down from the bridge. The river looked smaller. The boats and people looked tiny down there. I smiled at the other people on the bridge. I walked to the end of the bridge.

A Canadian border officer said, “Passport?”

I spoke only a little English. “Car,” I said. I pointed to the New York side of the border. I understood. I needed my passport to enter Canada.

I turned around. I walked back across the bridge. I smiled at the other people on the bridge. I looked down at the river and the tiny boats. I watched the water falling over Niagara Falls. I walked to the end of the bridge.

A United States border officer said, “Passport?”

\*What do you think happened next?!?

I said, “Car.”

The border officer said, “Passport? Pocket?”

I took out my phone. I wanted the dictionary. I didn't understand “pocket”.

“No phones!” the border officer said. “Passport! In your pocket, not in your car!”

I said again, “Car.” I pointed to the parking lot behind the border officer. Then I pointed to my phone. “Dictionary,” I said.

I learned the word “pocket” from my dictionary. Then I understood. The border officer wanted me to keep my passport in my pocket (pants pocket, shirt pocket, jacket pocket), not in my car.

The border officer asked me many questions. Sometimes I understood. Sometimes I didn't. I told the border officer the date I came to the United States. I told the border officer the U.S city where my airplane landed.

Finally, I saw my passport picture on a computer. The border officer told me, “Always keep your passport in your pocket! Not in your car! You can go, now. ”

I told my friends about my adventure at Niagara Falls. “I think I live on bridge! I think you visit Niagara Falls, you visit me on bridge!”

I also said, “I never forget this word: pocket.”

Heverton, Brazil

Yes	No	Think about the story!
		1. I took a bus to Niagara Falls, New York.
		2. I walked around and took pictures.
		3. I saw people across the river in Canada.
		4. I drove across the bridge to Canada.
		5. A Canadian border officer wanted my passport.
		6. I went back to New York to get my passport.
		7. A U.S. border officer wanted my passport.
		8. I understand a lot of English.
		9. I told the date and the city I entered the U.S.
		10. I lived on the bridge, and my friends visited me there.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**What? → asks about something (a noun)**

1. What is Niagara Falls?
2. What did he see in Canada?
3. What did the Canadian border officer want?
4. What did the U.S. border officer want?
5. What did he tell his friends?

**Where? → asks about places**

6. Where did he park his car?
7. Where did he go on the bridge?
8. Where was his dictionary?
9. Where did he see his passport picture?
10. Where was his passport?

**(Talk) Tell about a border you crossed. What border? What happened?**

Draw pictures to show your own story about How I Learned...(something).

1	2
3	4
5	6
7	8

Now, use your pictures to **tell** your story to your partner.

**Listening Pairs:** Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Word-Pairs Template)  
**Fold your paper back along the black line!**

1.				1.
2.				2.
3.				3.
4.				4.
5.				5.
6.				6.
7.				7.
8.				8.
9.				9.
10.				10.
11.				11.

Write the number of syllables. Then, underline the 1 syllable that is stressed.

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

Created & shared by Juanita Weber-Shirk, TESOL & Reading teacher, T-S-T BOCES Adult ESL Program

## Vocab. Template

<b>nouns → names of things</b>	<b>verbs → doing something, or being</b>
1.	<u>EVERY DAY</u>
2.	PAST
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
<b>adjectives → more information about the noun</b>	
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.

Title

--Storyteller, Country

**Questions Template**→ Think about the story; answer Yes or No.

Yes	No	Think about the story!
		1.
		2.
		3.
		4.
		5.
		6.
		7.
		8.
		9.
		10.

Ask your partner these questions. Listen to each answer! (Is it correct?)

**What?** → asks about **something** (a noun)

1. What
2. What
3. What
4. What
5. What

**Who?** → asks about **people**

6. Who
7. Who
8. Who
9. Who
10. Who

**(Talk) Tell about something you did with a friend.**

Draw pictures to show the story.

1	2
3	4
5	6
7	8

Now, use your pictures to tell the story to your partner.