

MIDDLE SCHOOL ESL ACTIVITIES

for English Learners

Fundamentals Volume 1 (Bee) Consumable Practice Book
Weeks 7-9

Week 7

Expressing Feelings

Read: Practice important vocabulary used to describe places on page 125.

Speak: Talk to someone at home and tell them how you feel.

Example: I feel _____. How do you feel?

Write: In your notebook, write 3 sentences about how you feel and why.

Example: Today, I feel _____ because _____. Yesterday, I felt _____ because _____.

Listen: Read the sentences to someone at home and have them read it to you.

High Frequency Words Pages 129 & 133

Write: Write each high frequency word on Part A and answer the questions on Part B on page 129.

Read/Speak: "Eva's Lesson" on Page 133 Part B.

Listen: To someone at home read the story (if possible), and listen to how they pronounce the words.

Find: Underline all the High Frequency Words in the story.

Write: Write a sentence with each of the High Frequency Words from pages 129.

Week 8

Past tense verbs: was & were Page 126

Read/Speak: The explanation on Part A. Then read the sentences on Part B.

Listen: To someone at home read the sentences on page 126 (if possible), and listen to how they pronounce the words.

Write: Complete each sentence using was or were.

Hint: was – she, he, it

DO	WHAT?
WHO? (Quien) Who is the story about?	
WHAT? (Que paso?) What happened?/The subject	
WHERE? (Donde?) Where did this take place?	
WHEN? (Cuando?) When did this take place?	
WHY? (Por que sucedio/por que es importante?) Why did this happen?/why is it important?	

This _____ is about _____

Who

What

_____. This is important because

Where

When

_____.

Why

*Remember, if there are more than 1 who, what, where, when, or why. Just add the sentence, "It is also about..."

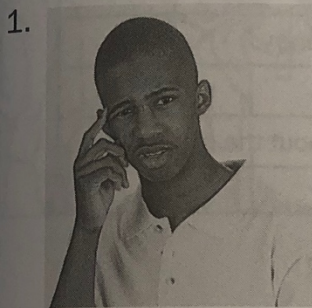
How Do They Feel?

► Vocabulary: Feelings

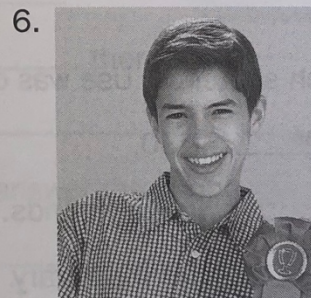
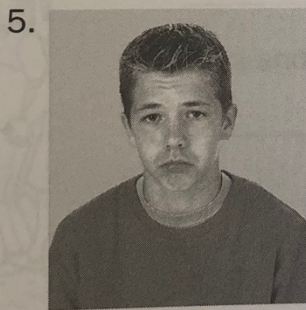
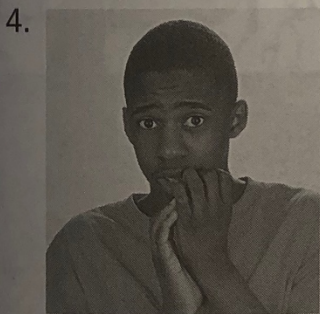
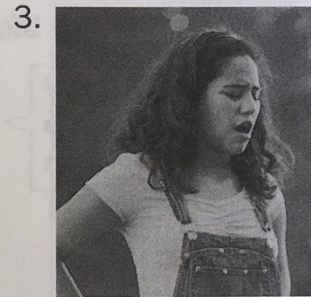
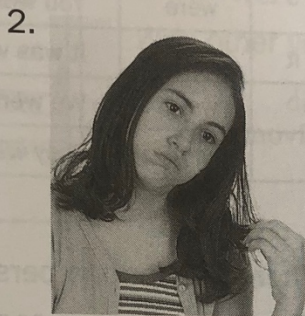
► Language: Express Feelings

A. Look at each picture. Tell how the person feels. Use a word from the box.

scared confused bored mad proud sad



confused



B. Read each sentence. Tell how you feel.

7. I get a good grade on my test.

I feel proud .

8. My best friend moves to another city.

I am _____ .

9. There is nothing for me to do.

I feel _____ .

10. A bee buzzes around my head.

I am _____ .

High Frequency Words, Part 1

A. Read each word. Then write it.

1. saw	_____
2. was	_____
3. were	_____
4. their	_____
5. said	_____

B. Write the answer to each question. Find the new words in the box. Write the words on the lines.

6. Which 2 words have 3 letters?

_____ saw _____

7. Which word rhymes with **her**?

8. Which word has 5 letters?

9. Which word rhymes with **red**?

10. Which word is the past tense of **see**?

High Frequency Words, Part 2

A. Read each word. Then write it.

1. began	_____
2. spoke	_____
3. dance	_____
4. thought	_____
5. again	_____

B. Write the answer to each question. Find the new words in the box. Write the words on the lines.

6. Which word means "started"?

7. Which word has 7 letters?

8. Which 3 words have 2 syllables?

9. Which 4 words have 3 letters each?

10. Which word means "once again"?

Build Reading Fluency


► Phrasing

- A. When you read, pause between groups of words that go together.



She looked at the clock / above the stove. //
“Veronica has ten more seconds to get
here,” / she said. //

- B. Listen to the story. When you hear a short pause, write a / .

When you hear a long pause, write //. 

Example: Eva was mad. //She tapped her foot. // She looked at the clock / above the stove. //

Eva's Lesson

Eva was mad. She tapped her foot.

She looked at the clock above the stove.

“Veronica has ten more seconds to get here,”

she said. Eva waited and waited. Veronica

was always late.

They had planned to talk about their dance

for the school show. Eva thought Veronica

was not very good. She thought Veronica

needed a lot of help.

While she waited, Eva played the CD for

their dance. She clapped her hands and

kicked to the beat. She began to sing. She

kicked again. This time, she kicked too high.

She slipped and landed on the rug! Just then,

Veronica peeked in the kitchen window. She

saw Eva and rushed to help her. Eva smiled

and rubbed her leg. “I thought you were the

one who needed help. Now I know I was the

one,” she joked.

- C. Now read the story to a partner. Read groups of words together. Make a short pause when you see a / . Make a long pause when you see //.

It Was Fun to Study Together

► Grammar: Irregular Past Tense Verbs: *Was* and *Were*

Use *was* and *were* to tell about the past.



Pronoun	Verb	Example
I	was	I was in the library.
you	were	You were by the bookshelf.
he, she, it	was	It was warm in the library.
we	were	We were not bored.
they	were	They were curious about the magazines.

Use **There was** for one person or thing.

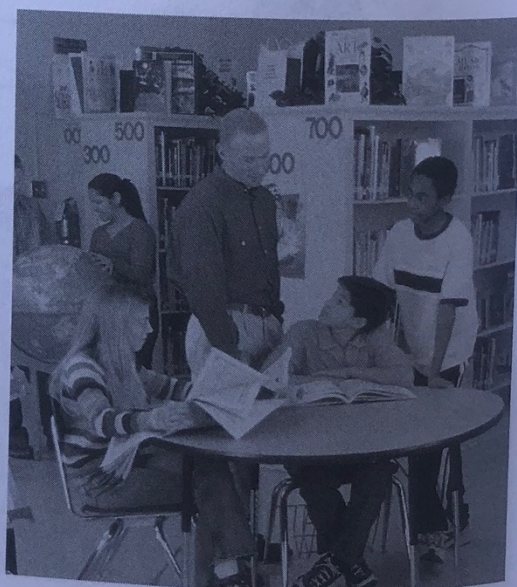
Use **There were** for two or more.

There was a girl beside me.

There were many books to read.

Complete each sentence. Use *was* or *were*.

- It was 1:30.
- I _____ with my friends.
- We _____ in the library.
- Other students _____ there, too.
- There _____ a new librarian at the desk.
- Our table _____ not very big.
- Carol _____ beside me.
- There _____ good magazines on the shelf.
- Mr. Smith _____ glad to answer my questions.
- It _____ fun to study with my friends.



Identify Causes and Effects

► Sum It Up

- A. Read the passage. Look for causes and effects. Complete the cause-and-effect chart.

The New Kid

Luis felt nervous as he walked into the lunch room. This was his first day at Greenfield Middle School. He didn't know anyone, so he sat at table by himself.

"How will I ever make friends?" he wondered. "All these people already know each other. They've been in school together for two months." Someone settling into the seat beside him interrupted Luis's thoughts.

"Hi, I'm Eduardo," said the boy. "I just started in this school last week, and I don't know anyone." Suddenly, Luis felt much better. He thought Eduardo might be his first new friend at his new school.

Cause-and-Effect Chart

Causes	Effects
It was Luis's first day at a new school.	

- B. Write a sentence for each cause and effect in the chart. Use the word *because*.

1. _____
2. _____
3. _____
4. _____