



# LEVEL 2 LESSON 15 BEFORE AND AFTER



<b>Topics</b>  Describing exercise	<b>Prepare Before Class</b>  Print copies of the student Activity Sheet Print copies of the Adverb Clauses handout
<b>Learning Strategy</b>  Access resources	<b>Goals</b>  Adverb clauses (using even though, when, since, if, before, after, because)

## Day 1

### *Introduce the Lesson*

Say, “In this lesson, Anna hires a trainer to get back into shape. Her trainer does not read her application carefully. So, he offers her a workout program that she does not enjoy. In this lesson, you will learn how to use phrases to make adverb clauses using ‘even though,’ ‘when,’ ‘since,’ ‘if,’ ‘before,’ ‘after’ and ‘because.’”

If your students are adults, ask them if they ever wanted to learn a sport or physical activity. For younger students, ask what sports or physical activities they know and enjoy.

### *Teach Key Words*

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words.

As this lesson’s topic is training and parkour, ask students if they have seen videos of extreme sports that involve jumping over obstacles. Explain that the word “parkour” originally described a kind of military obstacle course training. Now it describes a sport where people jump over things in a park or city setting. If you wish to show videos, see [parkour.com](http://parkour.com).

## ***Present the Conversation***

Tell students that the video will show Anna hiring a trainer to improve her ability to speed walk. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask several students to act out the parts of the speakers either in small groups or for the whole class.



## ***Professor Bot's Lesson***

Review the grammar and vocabulary points by reading the text or pausing while playing the video.

Anna and Penelope are doing something they both love -- speed walking! They are also using adverb clauses.

Adverb clauses tell us when, why, how, where and under what conditions.

### ***Introducing adverb clauses***

For example, in “We’ve been speed walking since 8 a.m.” “since 8 a.m.” tells us when.

Adverb clauses are dependent clauses and need an independent clause to make a complete sentence.

Words like before, after, when, because, since, if and even though can signal an adverb clause.

## ***Adverb Clauses Activity***

In this activity, students will practice adverb clauses. Begin with an explanation of adverb clauses: “You learned about connectors in our previous lesson. In this lesson we will connect two ideas together in a different way. We can do this, as Professor Bot says, to answer the questions when, why, and how. Look at these two sentences.” Write on the board:

I ate dinner.

I did my homework.

Continue: “Imagine someone asked you, ‘When did you do your homework?’ To answer you

can put the two ideas together with the adverb, 'after.' You make an adverb clause this way." Write on the board:

After I ate dinner, I did my homework.

Point out the way the sentence is written. "Here you see that we begin the sentence with 'after.' Note that there is a comma between the two ideas in our new sentence."

Explain the activity. "In this activity we will practice using adverb clauses with 'before,' 'after,' 'since,' 'when,' and 'because.'"

Give students the Adverb Clauses handout. Demonstrate the example by having a student read the question and choose another student to answer. Guide students to complete the handout and then check the sentences together.

## Day 3

### *Learning Strategy*

Say, "The learning strategy for this lesson is Access Resources. That means finding help as you learn. Sometimes that help can come from a book or an electronic dictionary. At other times, you can find help from other learners or teachers.

Continue, "In this lesson, Anna looks for help from a personal trainer. She has forgotten how to speed walk well. Penelope thinks that the trainer can help Anna, so she gives Anna his card. Anna accesses resources when she asks the trainer for help."

Ask students, "There are many resources you can access as you learn English. Which ones work best for you? Do you use online dictionaries or grammar guides? Do you work with friends who are good at English?"

List some of the resources students mention on the board or a sign to post on the classroom wall to remind them of the strategy in future lessons.

## Activity

Prepare for this activity by surveying the class. Ask “What sports do you do?” Have students volunteer to answer or, if the class is large, name common sports in your area and have students raise hands if they participate in the sport.

Choose a student to tell you the steps they take when they participate in the sport. Take running for example:

“Before I run, I stretch. After I stretch, I need to put on my running shoes. Before I run, I need to tie my shoes. After I run, I need to take a shower because I smell. I have been running since I was young.”

Pair students and hand all the Activity Sheet. Explain that they should begin by choosing a sport and telling what they do before, during, and after they take part in the sport. The sports on the sheet are: track, recumbent cycling, wheelchair basketball, running, table tennis / ping pong, tennis, soccer / football, swimming, fencing, and cycling. After they tell their first partner, let them know they can find a partner who takes part in a different sport to talk with.

## Day 4

### Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question’s video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Anna says, “Penelope, even though we both love speed walking, could we slow down a bit?” Then Penelope says, “No way! I think because I’m walking with you, I’m walking faster.” Anna says, “Come on, Penelope. Let’s take a break. We’ve been speed walking since 8 a.m.! You’re so competitive! You even wore your medals!”  
*The question is: What is one thing that Anna wants to do?*
2. Ask students, “Which of these clauses is an adverb clause?” Read the sentences below aloud.
  - a. *When we were little girls*
  - b. *Even though we both love speed walking*

- c. *If both feet leave the ground*  
d. *All of these examples are adverb clauses.*

3. Anna says, “Wow, Penelope, you’re still really fast! Since I’ve been working in an office, my speed walking has been much slower. Then Penelope says “You are slower, Anna. Maybe you should hire a personal trainer.

*The question is: What does Penelope suggest that Anna do?*

4. Anna says, “That’s great but what about speed walking?”

Alaskan Albert says, “Speed walking? That’s funny! Since I’ve been living in the city, I’ve combined wilderness training with a city workout. I call it “Call of the Wild Parkour!” (He howls like a wolf.)

*The question is: What is Call of the Wild Parkour?*

5. Anna says, “I’m bad at Call of the Wild Parkour because I don’t want to do Call of the Wild Parkour! (she howls) I am a speed walker. It’s what I do. It’s part of who I am.

Alaskan Albert says, “Now I understand. Anna.”

*The question is: What does Alaskan Albert finally understand about Anna?*

Collect the papers or ask students to trade papers and check the answers together.

## ***Writing***

Ask students to write their answer to the question below in one or more paragraphs using a “Hamburger Paragraph” format as taught earlier. Write the words or phrases you think they may need on the board. Give an example: “Many people in my town like to run in the park. Before the runners go out, they like to stretch. If they stretch, they can run faster. After they run, they feel healthy.”

Here is the writing prompt:

Think about the city or town where you live. Share what kinds of exercises people like to do. Use adverbial clauses to describe what exercises people do in your city or town. Tell about your own exercise program.

If time allows, have students exchange their writing with another student and discuss what they read. They may add drawings or pictures cut from magazines to their work. After reviewing it, you may put their work on the walls of the classroom.

### *Conversation*

- Anna: Penelope, even though we both love speed walking, could we slow down a bit?
- Penelope: No way! I think because I'm walking with you, I'm walking faster.
- Anna: Come on, Penelope. Let's take a break. We've been speed walking since 8 a.m.! You're so competitive! You even wore your medals!
- Penelope: You brought your trophies! You're out of shape. When we were little girls, we could speed walk all day! (pulls ahead)
- Anna: (chases her) Hey, wait for me! Hey, you know the speed walking rules! If both feet leave the ground, it's running! You ran!
- Penelope: Whew! That was great!
- Anna: (Anna catches up) Wow, Penelope, you're still really fast! Since I've been working in an office, my speed walking has been much slower.
- Penelope: You are slower, Anna. Maybe you should hire a personal trainer.
- Anna: That will be great. As long as the trainer understands speed walking.
- Penelope: (hands her a business card) Try this company. After you fill out an online application, they will match you to the perfect trainer.
- Anna: As soon as I get home tonight, I'll do it! Thanks.
- Anna: Are you my trainer?
- Albert: If you're Anna, then I'm your trainer -- Alaskan Albert. Because I'm from Alaskan wilderness, I'm skilled in all outdoor activities of the wild.
- Anna: That's great but what about speed walking?
- Albert: Speed walking? That's funny! Since I've been living in the city, I've combined wilderness training with a city workout. I call it "Call of the Wild Parkour!" (He howls like a wolf.)
- Anna: Okay ... but seriously, when do we speed walk?
- Albert: Your application did not say how funny you are!
- Anna: No. But it did say that I'm a speed walker! Did you read it? Forget it. We'll have to cancel.
- Albert: Why?
- Anna: We can't train today because it's too cold and too windy.

Albert: No way! No pain, no gain! When you exercise in really cold weather, you feel alive!

Anna: Really? Because right now I just feel cold.

Albert: You're so funny. But seriously, after our training, you will be ready for any extreme physical challenge. Let's get started!

(He leads Anna through some parkour exercises.)

Albert: Anna, even though you're trying really hard, you're really bad at Call of the Wild Parkour. (he howls)

Anna: I'm bad at Call of the Wild Parkour because I don't want to do Call of the Wild Parkour! (she howls) I am a speed walker. It's what I do. It's part of who I am.

Albert: Why didn't you say something?

Anna: I did. Several times! You thought I was joking.

Albert: Now I understand. Anna, I can help you. If you follow my advice, I'll put the speed back in your speed walk.

(He shows her how to improve her speed walking)

Albert: Go, Anna, go!

## Key Words

advice	<i>n</i>	an opinion or suggestion about what someone should do
application	<i>n</i>	a formal and usually written request for something
challenge	<i>n</i>	a difficult task or problem or something that is hard to do
competitive	<i>adj</i>	having a strong desire to win or be the best at something
extreme	<i>adj</i>	(sports) unusual and dangerous
fill out	<i>phrasal verb</i>	to complete something by providing necessary information
follow	<i>v</i>	to be guided by (something)
no pain, no gain	<i>expression</i>	If you want to improve, you must work so hard that it hurts
parkour	<i>n</i>	the activity or sport of moving rapidly through an area, typically in an urban environment, negotiating obstacles by running, jumping, and climbing
personal trainer	<i>n</i>	a person who teaches or coaches athletes or animals
physical	<i>adj</i>	relating to the body of a person instead of the mind
skilled	<i>adj</i>	having the training, knowledge, and experience that is needed to do something
though	<i>adv</i>	used when you are saying something that is different from or contrasts with a previous statement
wild	<i>n</i>	a wild, free, or natural place, state, or existence

Listen. Circle the letter of the correct answer.

1. What is one thing Anna wants to do?

- a. Change the speed walking rules.
- b. Have a competition with Penelope.
- c. Take a break from speed walking.
- d. Begin their morning exercises later.

4. What is Call of the Wild Parkour?

- a. A style of speed walking the trainer created
- b. Wilderness training combined with a city workout
- c. A type of workout intended for cold weather
- d. Painful exercises that help you get into shape

2. Which of these clauses is an adverb clause?

- a. When we were little girls
- b. Even though we both love speed walking
- c. If both feet leave the ground
- d. All of these examples are adverb clauses.

5. What does Alaskan Albert finally understand about Anna?

- a. She has a lot questions about the workout.
- b. She will never be good at doing exercise.
- c. She does not follow his directions very well.
- d. She only wants to improve her speed walking.

3. What does Penelope suggest that Anna do?

- a. Join a speed walking company.
- b. Hire a personal trainer.
- c. Take an online exercise course.
- d. She suggests all of these.

Look at the question with each picture.  
Write a sentence using *before*, *after*, *since*,  
*when* or *because* to answer it.  
Example: When do we usually see a rainbow?



After it rains, we usually see a rainbow.



1. Why do bike riders wear a helmet?

\_\_\_\_\_.

2. Since when has the woman been at work?

\_\_\_\_\_.



3. When do people have to shovel snow?

\_\_\_\_\_.

4. What do you put in your tea before you drink it?

\_\_\_\_\_.



5. When does she put on sunscreen?

\_\_\_\_\_.

STEP 1

Choose a sport and tell your partner what you do when you take part in it. Answer: What do you do before the sport? What do you do while playing the sport? What about afterwards? You may choose a sport that you like that is not in the pictures.

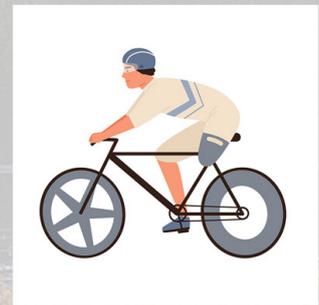
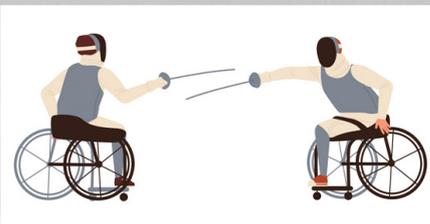
After I run track, I have a cold drink.



When I race, I always watch out for traffic.



Before I play basketball, I get in my sport chair.



STEP 2

Find another classmate who participates in a different sport. Ask them to tell you what they do before, while, and after they do the sport.