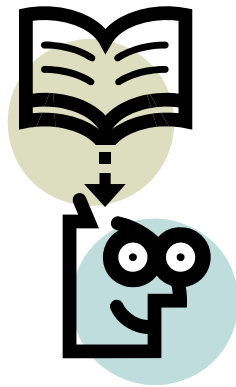


CPLC

English Language Development Program Lessons



Dear Student:

This course will help you to better understand English grammar. As you progress, you will learn to use nouns, verbs and modifiers correctly. You will learn to read and write simple sentences. You will also learn to form compound sentences. The chapters focus on real life issues you face as your child enters and progresses through school, such as the California State Content Standards, grade level ability, United States history and educational expectations.

Please make certain that you understand each section before moving on. Your instructor will help you to understand the concepts and guide you through the course. Please use the following chart to keep track of your progress.

I look forward to working with you!

Sincerely,

English Learner Beginning Level

Chapter 1

The Alphabet and Pronunciation and the Basics

Letters

Small	Capital	Pronunciation
a	A	ca <u>a</u> ble (long A sound)
		fa <u>a</u> ll (short o sound)
		fa <u>a</u> n (short A sound)
b	B	ba <u>b</u> , bo <u>y</u>
c	C	ca <u>c</u> (K sound) before a, o, or u
		fa <u>c</u> e (s sound) before i or e
d	D	do <u>d</u> g, do <u>l</u> l
e	E	bee, th <u>ee</u> (long E sound)
f	F	fa <u>f</u> at, fa <u>f</u> all, fa <u>f</u> ace
g	G	do <u>g</u> , fro <u>g</u> (hard g)
		ge <u>l</u> , gy <u>m</u> (J sound)
h	H	ha <u>h</u> at, ha <u>h</u> appy
i	I	whi <u>te</u> , fi <u>gh</u> t (long I sound)
j	J	ju <u>mp</u> , je <u>t</u>
k	K	wa <u>lk</u> , ta <u>lk</u> , loo <u>k</u>
l	L	ca <u>ll</u> , lo <u>t</u>
m	M	ma <u>p</u> , mo <u>u</u> se
n	N	no <u>se</u> , no
o	O	o <u>ff</u> , o <u>pe</u> n
p	P	pa <u>in</u> t, pu <u>ll</u>
q	Q	qu <u>ar</u> ter, qu <u>ee</u> n (kw sound)
r	R	ru <u>n</u> , roa <u>d</u>
s	S	so <u>un</u> d, sto <u>p</u> (s sound)
		ha <u>s</u> (z sound)
t	T	to <u>p</u> , tre <u>e</u>
u	U	u <u>nd</u> er, u <u>p</u> (short U sound)
		pu <u>ll</u> (short oo run)
v	V	vo <u>i</u> ce, va <u>l</u> ue
w	W	wa <u>lk</u> , wo <u>m</u> an
x	X	si <u>x</u>
y	Y	ye <u>ll</u> ow, ya <u>w</u> n
		cr <u>y</u> (short i sound)
z	Z	ze <u>r</u> o

Vowels: a, e, i, o, u and sometimes y.

Consonants: Consonants are letters that are not vowels.

Letter Combinations

Letters make up **syllables**. A **syllable** is a combination of one to three letters – one of the letters has to be a vowel – the other letters can be consonants.

Diphthongs: Vowel sounds. Three common diphthongs are.

Diphthong	Written as...	Spelled like...
au	written ow, ou	cow, house
ai	written as i, igh, y	fight, fly
oi	written as oi, oy	toil, boy

Special letter combinations:

- o th them, three tip of your tongue between your teeth
- o th the, there blow air
- o ch cherry
- o sh she, shell
- o ph phone, sounds like f

Stressing syllables:

- o two syllable words: place emphasis on the first syllable
- o three syllable words: place emphasis on the first or second syllable

Greeting and Salutations

General greeting words: hi, hello, how's it goin'?, what's up?

More formal greetings:

Good morning: Greeting expressed from morning until 12 noon.

Good afternoon: Greeting from 12 noon until approximately 5 or 6 p.m.

Good evening: Greeting from 5 or 6 p.m. until night.

Good night: Used for a parting. Used in exchange for good-bye

How are you? Informally used as a greeting.

General farewell words: good-bye, bye, bye-bye, see ya

Polite phrases: Thanks
Thank you
Thank you very much
You're welcome
Please

Exercise 1: Answer the following questions.

1. Hello in the morning: _____
2. Farewell anytime: _____
3. Farewell formal: _____
4. Hello formal: _____
5. List four ways to say hello: _____
6. List two ways to say good-bye: _____

Important Words to Know

Colors			
blue	red	green	yellow
purple	brown	gray	black
white	orange	pink	violet

Exercise 3: List three to five things that reflect the colors below.

1. blue: _____
2. red: _____
3. green: _____
4. yellow: _____
5. purple: _____
6. brown: _____
7. black: _____
8. white: _____
9. orange: _____
10. pink: _____
11. violet: _____

Exercise 4: List the objects in this room and the colors around them.

Counting

Numbers	
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

Numbers 20's through 100

Tens Numbers

20	twenty
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety

The "tens" numbers are basically groups of tens.

$$2 \text{ tens} = 20 \text{ ones}$$

$$2 \text{ tens} + 1 = 21 \text{ or twenty-one}$$

$$8 \text{ tens} = 80 \text{ ones}$$

$$8 \text{ tens} + 5 \text{ ones} = 85 \text{ or eighty-five}$$

Numbers are a
universal language!

English Learner Beginning Level

C h a p t e r 2

Understanding Nouns

NOUN

Grammar

A noun is a person, place or thing.
A noun is any place that you can go.
A noun is any person you know.
A noun is anything that you can show.

Maria Smith – *person*
Los Angeles – *place*
car – *thing*
horse -- *animal*
mother – *person*
house – *thing*

Common Noun

- A common noun is not specific. A common noun names any person, place or thing. Common nouns are not capitalized.

Common noun examples:

policeman – *person*
park – *place*
television – *thing*

- A proper noun is specific. A proper noun names a specific person, place or thing. Proper nouns are capitalized.

Proper noun examples:

Maria Smith – *person*
September – *month*
Los Angeles – *place*
Disneyland – *thing*

Proper nouns include:

Names:

Elizabeth	Jose
Mark	Karen
Professor Baum	Martha

Countries

United States	Mexico
China	England
Bosnia	South Africa
Chili	Colombia
Japan	Atlantic Ocean

Holidays

Christmas	New Year's Day
Memorial Day	Thanksgiving

Days of the Week

Monday	Tuesday
Wednesday	Thursday
Friday	Saturday
Sunday	

Months of the Year

January	February
March	April
May	June
July	August
September	October
November	December

Religions

Catholic	Jewish
Baptist	Seventh Day Adventist

Names of Places

Sacramento	San Mateo
Concord	Paris
Mexico City	Santa Barbara

Historical Events

Civil War	Reformation
Stamp Act	World War I

Languages

French	English
Spanish	Russian
Vietnamese	Hmong

More Common and Proper Nouns

The table below shows the differences between common and proper nouns.

Common	Proper
mother	Mrs. Smith
town	San Mateo
country	Italy
day	Tuesday
month	May
cookie	Oreo
soda	Pepsi
burger	Whopper
holiday	July Fourth
religion	Buddhism
document	Constitution
school	Twain Elementary

Hints:

- Seasons of the year are not capitalized: spring, summer, winter, fall.
- Specific names of people, places and things are always capitalized.
- Names of countries, states, cities and towns are always capitalized.
- Every sentence has a noun.
- Days of the week are always proper nouns.
- Months of the year are always capitalized.
- Brand names are always capitalized.
- Every noun is either proper or common.

EXERCISE

Circle the words that should be proper nouns.

jones september tree christmas purple
winter joseph flower pasta tortilla
wednesday country japan richard easter

Exercise

Capitalize the proper nouns.

Noun	Response	Noun	Response
today		michael	
saturday		tree	
twelve		jose	
book		cinderella	
coffee table		mexico	
july		winter	
pacific ocean		dr. richards	

Exercise

Read the following sentences. Notice the difference between the common nouns and the proper nouns.

1. I like Oreos. They are my favorite cookies.
2. Joey eats chocolate ice cream. I eat Eskimo Pies.
3. Michael wanted to try a new restaurant, so Raul took her to Annie's Diner.
4. I wanted to write an essay for English, but my teacher, Mr. Lewis, assigned a response to literature instead.
5. The Declaration of Independence is a document that stands for America's freedom.
6. I speak English, but I'd like to learn another language too.
7. San Francisco is the city by the bay.
8. Memorial Day is the holiday that kicks off summer vacation.
9. Glory High School is the oldest school in the state.
10. The Catholic priest works at both the school and the church.

Collective Nouns

A collective noun describes a group or collective of things that are considered as one unit.

Example: an audience contains many members; however, the word audience is treated as a single unit.

Collective Nouns		
team	audience	staff
jury	group	band
bunch	chorus	class
government	congress	committee
flock	gang	group
family	orchestra	personnel
troop	panel	faculty
crew	forest	fleet

In the United States **collective nouns** are treated as singular rather than plural nouns.

Example Exercises:

Put a check by the words that are **collective nouns**.

Noun	X
team	<input type="checkbox"/>
statute	<input type="checkbox"/>
tree	<input type="checkbox"/>
audience	<input type="checkbox"/>
troop	<input type="checkbox"/>
forest	<input type="checkbox"/>
panel	<input type="checkbox"/>
book	<input type="checkbox"/>
rock	<input type="checkbox"/>

Singular and Plural Nouns

A **singular noun** names *one* person, place or thing.

boy (one person)

tree (one thing)

zoo (one place)

dog (one animal)

A **plural noun** names more than one person place or thing.

Singular	Plural
park	parks
box	boxes
tree	trees
paper	papers
toy	toys
apple	apples
flower	flowers

Again, plural means more than one thing.

Plurals

Most nouns form plurals by simply adding an –s to the end of the word; however, some nouns need more.

Special Plurals

- If a singular noun ends in a “y”, and there is a consonant before the y, change the “y” to an “i” and add “-es” to the end of the noun. This will form the plural.

Singular	Plural
country	countries
lady	ladies
baby	babies
spy	spies
candy	candies

- If a singular noun ends in a “y”, and there is a vowel before the y, change the “y” to an “i” and add “-s” to the end of the noun. This will form the plural.

Singular	Plural
monkey	monkeys
donkey	donkeys
Monday	Mondays
holiday	holidays

- If a singular noun ends in “s,” “z,” “ch,” “sh,” or “x,” add “-es” to the end of the noun to form the plural.

Singular	Plural
class	classes
watch	watches
church	churches
box	boxes
fox	foxes

- If a singular noun ends in “f” or “fe,” drop the “f” or “fe” and add “ves” to the end of the noun to form the plural.

Singular	Plural
life	lives
wife	wives
elf	elves
loaf	loaves

- If a singular noun ends in “o”, add either an “-s” or “-es” (both are correct) to the noun to form the plural.

Singular	Plural
potato	potatoes
volcano	volcanoes
cargo	cargos
zero	zeros

Note: If a singular noun refers to music, add “-s” to the end of the noun to form the plural.

Example: piano = pianos

- Some singular nouns change spellings to form their plurals.

Singular	Plural
child	children
man	men
woman	women
mouse	mice
foot	Feet

- Some singular nouns stay the same whether they are singular or plural.

Singular	Plural
sheep	Sheep
deer	deer
fish	fish

A WORD ABOUT NOUNS

- The words "a" and "an" always precede singular nouns:
 - a dog
 - a mouse
 - a park
 - a tree
- Words such as all, both, few, many, several, some and the like always precede plural nouns
 - Several dogs
 - Some mice
 - Many parks
 - Some trees

Put it to Practice

Exercise 1.4 – Put an x by each work that is a noun.

x	Noun or Not
	stream
	box
	run
	boat
	stop
	sleep
	girl

Exercise 1.5 – Indicate whether each word is a common noun or a proper noun. Put a “c” next to each common noun. Put a “p” next to each common noun.

x	Common or Proper
	river
	Monday
	church
	St. Mary’s
	book
	day
	month
	September
	Joel

Exercise 1.6 – Change the following singular nouns to plural nouns.

Singular	Plural
bird	
sheep	
toy	
child	
baby	
book	
table	
pen	
wolf	
loaf	
auto	
car	
student	

Exercise – Complete the sentences below by using either the singular or plural form of the noun in parenthesis.

1. I ate my _____ (dinner) and then finished my cleaning.
2. Several _____ (duck) quacked and waddled across the street.
3. I have many _____ (book) on that subject.
4. She may be small but she carries a large _____ (stick).
5. Will we be able to see some _____ (movie) on our trip?
6. I like both _____ (player) on the field.
7. Summer is three _____ (months) long.
8. The _____ (egg) was hard-boiled.
9. I would like two _____ (cans) of soda with my picnic.
10. Put on your _____ (jacket) and go outside.
11. Several _____ (wolf) attacked the garbage can.
12. I would like to go _____ (bird) watching in the spring.
13. Mike cat had a litter of _____ (kitten) on Monday.
14. Many _____ (day) passed before Monica was able to return to work.
15. I love the _____ (picture) of the kids.

Exercise – Circle the correct form of the plural noun.

1. tree – trees or treees
2. park – parks or parkes
3. video – videos or videoes
4. egg – eggs or egges
5. deer – deers or deer
6. person – persons or people
7. baby – babies or babys
8. book – books or bookes
9. lady – ladies or ladys
10. pillow – pillows or pillows
11. leaf – leaves or leafs
12. piano – pianos or pianoes
13. child – children or childs
14. class – class or classes
15. life – lifes or lives

Possessive Nouns

To “possess” something means to own it. A singular noun can be made to show possession by adding an apostrophe and an “-s” to the end of a noun.

For example:

- Joe has a shoe = Joe’s shoe
- The dog of Mike = Mike’s dog
- The flower of Janie = Janie’s flower
- The foot of Jake = Jake’s foot

A plural noun can be made to show possession by adding an apostrophe after the “-s”.

For example:

- The cats are owned by the two girls = the two girls’ cats
- The books that are owned by the teachers = the teacher’s books

Exercise – Make the following nouns possessive.

Noun	Possessive
dog	
cat	
leaves	
church	
sister	
mother	
aunts	
house	
Mike	
Charles	
Chris	
books	
books	
television	

Exercise – The following sentences contain phrases that should be put in the possessive form. Please rewrite them making the underlined part show possession.

1. Michael book was a novel about peace.

2. The kids spilled juice on Marta carpet.

3. The plumber tools fell off the truck.

4. The class victory was won in the last round of the spelling bee.

5. Joe running shoes hurt his feet.

6. The girl party dress was blue, pink and green.

7. I ate the rancher strawberries.

8. I used the librarian computer.

9. The lady room was locked

10. I ran into his mother brother.

11. My sister locket is worth a lot of money.

12. The tulip leaves were wilted and drooping in the vase.

13. The boy basketball shorts are red, white and blue.

14. John ate some of my husband peppers.

15. The student books were left out in the rain and were ruined.

16. The refrigerator door opened and my mother cake slid off of the shelf.

Phrases and Prepositions

A phrase is a group of words that add interest to a sentence. A phrase may function as a verb, noun, adverb and adjective.

Prepositions are connection words. They are small words that are difficult to define in words. Their purpose is to create relationships between words by linking phrases to the rest of the sentence.

Prepositions			
above	behind	in	on
across	below	inside	over
after	by	into	to
against	down	like	toward
among	during	near	through
around	except	of	under
at	for	outside	with

A prepositional phrase begins with a preposition and ends with the object of the preposition, a noun. Again, a preposition is always followed by a noun.

In the following examples, the preposition is **bold** and the prepositional phrase is underlined.

- The glider appeared **above** the lake before it disappeared into over the horizon.
 - ABOVE is not an adverb because it has an object to complete its meaning; therefore, ABOVE is a preposition and the entire phrase is an adverb phrase.
- Crystal could hear her sister snoring **across** the room.
 - Objects usually answer the question what. Therefore, we can ask across what? to determine the object of the preposition.
- Christine discovered a pile of books hidden **under** the staircase.
 - UNDER is not an adverb because it alone does not answer where about the verb.
- You should consider reading the notes **before** class.
 - BEFORE is not an adverb because it alone does not answer where about the verb.

Example dissected:

Sarah works in a library.

In a library is a prepositional phrase. ***In*** is the preposition. ***Library*** is the object of the preposition or the noun.

A **noun phrase** is or can be used as the subject of the sentence or it can be used to describe another noun.

A **noun phrase** consists of a pronoun or noun with any associated modifiers, including adjectives, adjective phrases, adjective clauses, and other nouns in the possessive case.

Like a noun, a noun phrase can act as a subject, as the object of a verb or verbal, as a subject or object complement, or as the object of a preposition, as in the following examples:

Subject

Small children believe that they can do it by themselves.

My lost money was found.

My lost money is the noun phrase. It is the subject of the sentence.

Exercise – Circle the prepositional phrase in each of the sentences below.

1. I watched a documentary about the Big Bang Theory.
2. I work inside of the State Library.
3. The Grover's live on Mayberry Street.
4. The baby sat beside the bed and read a book.
5. I went to see that movie with my mother.
6. He got a job at the grocery store.
7. The book is on the table.
8. The book is under the table.
9. The table is under the roof.
10. The table is on top of the floor.
11. Silvia lived on Main Street.
12. She will read her report during class.
13. The snake slithered along the green path.
14. The dog buried the bone under the grass.
15. We traveled down the path and over the hill.

Pronouns

A pronoun is a small word that takes the place of a noun. A pronoun can be used as the subject of a sentence. A pronoun can also be used as the object of a verb or a preposition. A pronoun can also show ownership – or possession.

Eliza likes candy. She gave some to her mother.

In the first sentence, **Eliza** is the noun. **Eliza** is the subject of the sentence.

In the second sentence, **she** is a pronoun. **She** replaces **Eliza** as the subject of the sentence.

Eliza gave her candy.

Her is a pronoun. **Her** is the object of the verb **gave**.

Eliza gave candy to her.

Her is the pronoun. **Her** is the object of the preposition **to**.

Sarah lost her book.

Her is a pronoun. **Her** shows the book belongs to Sarah. It shows possession.

The word that the pronoun refers to is called the **antecedent**. The antecedent may be a noun or a pronoun.

Eliza brought **her** mother candy.

Her is a pronoun. **Her** refers to the antecedent Eliza.

She brought candy for **her** mother.

She and **her** are pronouns. **Her** refers to the antecedent she.

Singular and Plural Pronouns and Their Uses

Singular			
	Subject	Object	Possession
First person	I	me	my, mine
Second person	you	you	your, yours
Third person	he	him	his
	she	her	her, hers
	it	it	its

Plural			
	Subject	Object	Possession
First person	we	us	our, ours
Second person	you	you	your
			yours
Third person	they	them	their
			theirs

Using Pronouns Clearly

Because a pronoun REFERS BACK to a noun or TAKES THE PLACE OF a noun, you have to use the correct pronoun so that your reader clearly understands which noun your pronoun is referring to.

Pronoun Rules

1. AGREE in NUMBER: If the pronoun takes the place of a singular noun, you have to use a singular pronoun.

If a student gets an F in senior English, he or she will not graduate.

NOT: If a student parks a car on campus, they have to buy a parking sticker.

REMEMBER: The words EVERYBODY, ANYBODY, ANYONE, EACH, NEITHER, NOBODY, SOMEONE, A PERSON, etc. are singular and take singular pronouns.

Everybody ought to do his or her best. NOT: their best
 Neither of the girls brought her book. NOT: their book

2. AGREE in PERSON: If you are writing in “first person” don’t switch to “second person” or “third person”.

When a person comes to class, he or she should have his or her homework ready.

NOT: When a person comes to class, you should have your homework ready.

3. REFER CLEARLY to a specific noun: Don't be vague or ambiguous.

- NOT: Although the car spun off the road, it was not damaged.
 - Is "it" the motorcycle or the tree?
- NOT: I don't think they should show violence on TV.
 - Who are "they"?
- NOT: Vacation is coming soon, which is nice.
 - What is nice, the vacation or the fact that it is coming soon?
- NOT: Leon worked in a national forest last summer. This may be his life's work.
 - What word does "this" refer to?
- NOT: If you put this sheet in your notebook, you can refer to it.
 - What does "it" refer to, the sheet or your notebook?

Exercise – Underline the pronoun or pronouns in the sentences below.

1. Melissa ate her peas before she drank her milk.
2. Joel said he was going to go to the bank before he picked up his children.
3. Is that television and DVD player yours?
4. Why do you think she left the building?
5. They said they would take their new car to be fixed.
6. We are going to see the new movie tomorrow.
7. My sister said she would bake me cookies.
8. The department store is having their half yearly sale.
9. Did you lose your purse or wallet?
10. He didn't feel as if he could go it alone.
11. She worked on a farm, he worked in a house.
12. Why didn't she ask which way to go?
13. I have my English glass first thing in the morning.
14. I am going to purchase the pizza.

Exercise – Underline the correct pronoun in the parentheses.

1. (Me, I) will apply for the new job at the youth center.
2. Sammy said (she, her) would like to go to the movies this weekend.
3. Amber believed that (he, him) played ball for a living.
4. Dustin said that the wallet belonged to (she, her).
5. She walked down the street to the new boutique. (Her, she) thought it looked interesting.
6. (We, Our) plants need water three times per week while we are on vacation.
7. I love hot dogs, (my, me) sister does not like (their, them).
8. Don't you think (her, she) would look great in that dress.
9. How old was (him, he) at his last birthday.
10. Why don't you eat with (my, I) on Sunday?
11. (Me, I) borrowed the bicycle that (her, she) road in the race.
12. Why can't (him, he) come with (me, I)?
13. Don't read the book to (her, she) before she eats dinner.
14. She brought (her, she) mother candy and flowers for her birthday.
15. What do you think (her, she) will ask for?

Stories – Nouns

The Grocery Store -- tienda de comestibles

A grocery store is a place where people go to shop for food. When a person goes to the grocery store, the person is called a shopper. She shops for food. Some people bring a list with them when they shop so they remember to get everything they need at home.

Many people work in a grocery store. A butcher cuts up the meat, a produce person sorts the vegetables, a stock person puts cans and packages on the shelves and a cashier checks people out when they are ready to buy their goods and leave the store. The busiest day to shop is Saturday.

Store, butcher, food, cans and packages are common nouns. Other common nouns are cashier, vegetables, shopper and produce. Saturday is a proper noun. It is the name of a day of the week.

Exercise – Write a sentence using one of the common nouns identified above.

1. store

2. shopper

3. butcher

4. produce

5. list

The Doctor's Office

A doctor's office is a place where people go when they are sick or when they need a check up. A person who goes to the doctor is called a patient. Nurses and doctors help people when they are sick. Nurses and doctors help people get healthy and stay well.

Doctors use medicine and technology to help people. Sometimes doctors take x-rays, sometimes they prescribe medicine and sometimes they recommend that a patient changes the way he or she eats.

Office and doctor and nurse are common nouns. Other common nouns in the paragraph above are patient, medicine and x-ray.

Exercise – Write a sentence using one of the common nouns identified above.

1. nurse

2. doctor

3. medicine

4. patient

5. office

List the other nouns found in the story above:

The School – La Escuela

A school is a where we go to learn. It is one of the most important places that we go. A school is full of classrooms, textbooks, pencils and papers. A school usually has an office and a library. A principal is in charge of the two most important things in a school: students and teachers.

Teachers are special people. They help us all to learn. They teach us math, language, history, science, physical education and many other things. Do you remember your favorite teacher? I remember mine. He taught at Haywood Intermediate School in California.

Exercise – Write a sentence using one of the common nouns identified above.

1. school

2. textbook

3. teacher

4. library

5. classroom

List the other nouns found in the story above:

The Park – el parque

A park is a fun place to go and play on a sunny day. Some parks have swings and slides and fields to play ball. People go to parks to play baseball or football or to just take a walk under the trees.

People also picnic in the park. Some parks are big, like Central Park in New York City. Some parks are small, like the ones found in most neighborhoods. Parks are a perfect way to spend a spring afternoon.

Exercise – Write a sentence using one of the common nouns identified above.

1. park

2. swings

3. football

4. trees

5. picnic

List the other nouns found in the story above:

The Restaurant – El Restaurante

A restaurant is a place where people go to eat food that they don't have to cook themselves! Some restaurants are big and some restaurants are small. Some restaurants are affordable and some are quite expensive.

No matter what type of food you like there is a restaurant out there to suit you. Some restaurants serve hamburger and fries, some serve pasta and chicken and some serve steak and salad. What does your favorite restaurant serve?

Exercise – Write a sentence using one of the common nouns identified above.

1. food

2. chicken

3. pasta

4. hamburger

5. restaurant

List the other nouns found in the above paragraph:

Listening – Nouns

Vocabulary

bookstore – a place where a person can buy books

grocery store – a place to buy food

hospital – a place who cares for sick people

park – a place to go and enjoy the outdoors

neighborhood – the area that surrounds one's home

neighbor – a person who lives next to you

school -- a place where people go to learn

wondering – thinking

Katie Greene has just moved to Gardner Corner, California and is trying to find her way around. Please listen to your teacher or partner as he or she reads the conversation. List the names of the places that are read in the order that they are spoken.

KATIE: Hello, Mrs. Franks. I'm new to the **neighborhood** and was wondering if you could help me with some directions.

MRS. FRANKS: Sure Katie. That's what **neighbors** are for. Where do you need to go?

KATIE: Several places. First, my sister is visiting me and she is going to have a baby. How do I get to the **hospital**?

MRS. FRANKS: That's easy. Go down to the corner and turn right at the **park**. Travel past the **school**, it is about four miles from the corner and then turn left. The **hospital** will be on your right.

KATIE: I heard there is a great **bookstore** on the way to the **school**. Is it true?

MRS. FRANKS: Actually, there is a better **bookstore** right here in this **neighborhood**. It is in the same center as Johnny's **Grocery Store**. If you have the time now I will take you there.

Exercise – Please give your partner directions to:

- the grocery store
- your child's school
- the library
- your favorite restaurant
- the place where you were born.

Exercise – Describe your neighborhood to your partner. Do you like living there? Why or why not? Is it big? It is small? Use as many details as possible.

Exercise – Describe your favorite restaurant. What do they serve there? Where is it located? How often do you go there? What do you usually order?

Exercise – Give your partner directions from the school to the bank and then back again.

Listening – Nouns

Vocabulary

cashier – a person who works in a store

pound – a unit of measure

aisle – a hallway, in a store, where food is shelved

food – what you eat

basket – a container

Listen to your teacher or partner read the following conversation that takes place in the grocery store. The selection will be read twice. Listen the first time without writing. The second time the selection is read, write down all of the nouns you hear.

MARIA: I'll take a pound of *turkey* please.

CASHIER: Anything else?

MARIA: Hummm? Actually, I'll also take some *strawberries*. How much are they?

CASHIER: \$1.99 a *basket*.

MARIA: How about *bananas*?

CASHIER: They are \$1.11 per pound. Both are in the *produce* section.

MARIA: I'm new here can you tell me which *aisles* I can find the *coffee*, *apple juice* and *eggs*.

CASHIER: *Coffee* is *aisle* four, *apple juice* is aisle five and the *eggs* are along the back *wall*.

Discussion

1. Compare grocery prices in another country and in the United States.
2. What are your favorite foods and why?
3. Discuss the different types of market where food is sold.
4. Discuss how shopping for food now is different or the same as shopping for food was for your mother.

Exercise – Please answer the following questions true or false as they relate to the passage read.

1. _____ Bananas cost more than strawberries.
2. _____ Coffee and apple juice are on the same aisle.
3. _____ The price of strawberries is per basket.
4. _____ Eggs are on the back wall.

Exercise – Write a grocery list of things you usually need at the store. Please write them in English.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

Listening – Nouns

Vocabulary

waitress – a person who serves food in a restaurant

hostess – a person who greets and seats you in a restaurant

lose – to have something and then end up without it

wallet – where you keep your money, id and credit cards

purse – where you keep your wallet and other personal things

found – to discover something that was believed lost.

Listen as your teacher or partner reads the following passage. He or she will read it twice. Listen carefully.

Gina and Lissa worked at Peter's Bistro. Lissa is the head waitress and Gina is a new hostess. One evening, after Gina had been on the job for about a month, she found an expensive gold watch on the seat of a corner booth. That same night, Lissa found a wallet full of credit cards and cash, but no identification, a scarf and an empty blue purse.

"Wow, we're a regular lost and found today," Gina told Lissa.

"And not your ordinary lost and found. This is expensive stuff," Lissa answered.

"Do you think they'll come back for their things?" Gina asked admiring the wallet.

Just then, Tony the owner of the restaurant, approached the two women. Tony gathered the lost things and put them in large box full of other lost things. "Sometimes they do. Sometimes they don't."

"This is not your ordinary lost stuff thought Tony," Lissa said. "Maybe we should try to find these people."

"Yes," added Gina, "we could look at credit card bills or something."

"Time is money, ladies." Tony said hurrying off. "Get back to work. If it is important to them they'll return."

Exercise - Listen to your teacher or partner read the conversation again. List the items that were found in the restaurant.

Exercise – Please answer the following questions true or false as they relate to the passage read.

1. _____ Lissa found a silver watch.
2. _____ Gina found a gold watch.
3. _____ Someone lost a scarf in the restaurant.
4. _____ Lissa is the head waitress.
5. _____ Gina is a waitress at the restaurant.
6. _____ Tony owns the restaurant.
7. _____ Lissa found a wallet with cash and credit cards.
8. _____ Tony asks Lissa to try to find the owner of the wallet.

Exercise – Rewrite the following phrases to show possession.

1. the wallet of the man _____
2. the watch of Gina _____
3. the restaurant of Tony _____
4. the scarf of the woman _____
5. the job of Lissa _____

Exercise – Discuss the following questions.

1. Do the types of jobs that women hold in your country differ from the types of jobs men hold? What are the different types of jobs? How do they differ? Discuss.
2. Do the women in the story above seem to have a difficult job? Why or why not? Explain.
3. Is it difficult for women working in your country? How? Explain.
4. Do you, or have you ever had a job? Describe the experience.
5. If you could have any job in the entire world what would it be? Why does this job appeal to you?
6. Have you ever had a boss who was not so nice? Describe him or her.

7.

<h2 style="text-align: center;">Activities</h2> <h3 style="text-align: center;">Activity 1 -- Tourism</h3>
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Vocabulary

assignment – a task or job

reporter – a person who writes stories for a living

editor – a person in charge of writers or reporters

tourist – a person who go sight-seeing

Assignment: Produce a small travel guide after answering the following questions.

Scenario: You are a reporter for The New School Times. Your job is writing travel books that give important information to tourists in your city and your state in the United States. Your latest assignment is to produce a brochure for foreign visitors coming to your area of the United States. Please base this brochure on your own experiences when you first came to this country.

a. Please list and describe ten (10) places in your city or town where people should visit.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

b. Write the names and addresses of the following places in your city. You can check the phone book or the internet for the information.

1. Pick two of your favorite restaurants and write their names and addresses:

Example:

Restaurant	Islands Restaurant
Address	4444 Washington Way Anytown, CA 999-888-7766
Type of Food Served	Hamburgers, Salads, Soft Tacos

Restaurant	
Address	
Type of Food Served	

Restaurant	
Address	
Type of Food Served	

2. Hotels, motels or bed and breakfasts (list 3):

Hotel, Motel or B&B	
Address	
Price Range	

Hotel, Motel or B&B	
Address	
Price Range	

Hotel, Motel or B&B	
Address	
Price Range	

Write a paragraph about what a weekend stay in your community would be like.

3. Stores or shopping centers. Please pick four of your favorites and list them below.

Store or shopping center	
Address	
Telephone Number	

Store or shopping center	
Address	
Telephone Number	

Store or shopping center	
Address	
Telephone Number	

Store or shopping center	
Address	
Telephone Number	

Please list several things that are produced in your area:

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

Choose one of the items from the above list and briefly describe it below:

4. Emergency Services: Please list the following information for emergency services.

Police Station	
Address	
Telephone Number	

Sheriff's Office	
Address	
Telephone Number	

Hospital	
Address	
Telephone Number	

Dentist	
Address	
Telephone Number	

Insurance Provider	
Address	
Telephone Number	

5. List 25 words you feel that a visitor needs to know. Next to the word please describe why you think knowing this word is important.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

6. List 15 things a tourist can do in your city, town, county or state.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

7. List ten (10) American foods or drinks a foreigner should try when in America.

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

Discussion – The following questions may be discussed orally in small groups as a class or assigned as a written assignment.

1. What do you think of America? Explain.
2. What do you think of Americans? Explain.
3. Is being in America difficult for you? Explain.
4. What is one major difference between Americans and people from your country? Explain.

Activities

Activity 2 – Your Native Country

Vocabulary

import – goods brought into one country from another country

The United States imports coffee from Colombia.

export – goods sold into another country

The United States exports beef to other countries.

Assignment

Working alone, or with a partner, research your new country, compile your information in a written report and then present the report to your class. Search magazines, travel brochures, the Chamber of Commerce and the internet for pictures and other graphics.

1. Goods that are exported from my new country are: _____

2. Goods that are imported to my new country are: _____

3. List four of the most beautiful cities in my new country and why you feel they are beautiful:

4. List four popular activities that are unique to your new country:

5. List four types of food found in your new country. Please describe how each one is made:

6. What are four of your favorite things about your new country? Please explain why you like them.

7. What are four of your least favorite things about your new country? Please explain why you don't like them.

8. List five famous “must see” places in your new country. A “must see” place is something that you should not miss when you visit.

9. Are things more or less expensive in the United States than in your country? Compare the cost of the goods below. In the “quality” box please write “yes” if the quality of the goods in the United States is the same as the quality of the goods in your county, write better if the quality is better in the United States or write worse if the quality is worse in the United States.

Goods	\$ in your country	\$ in the U.S.	Quality
Gallon of gasoline			
Loaf of bread			
Pound of coffee			
Dozen eggs			
Gallon of milk			
Gallon of juice			
Pound of beef			
Whole chicken			

10. Name two things or people you miss from your country. Explain the reasons for your choices.

Discussion

1. Of all the countries in the entire world, which one would you most like to visit? Why?
2. Of all the countries in the entire world, which one would you most like to live? Why?
3. Describe the education system in your new country.
4. Describe the education system in your native country.
5. Compare the education system in the United States and the education system in your new country.

Review

1. Noun: A noun is a person, place or thing.
2. Key Point: Know the difference between a common now and a proper noun.
3. Key Point: Know the different way plural nouns are formed.
4. Key Point: Know how a singular noun is made possessive.
5. Key Point: Know how a plural noun is made possessive.
6. Key Point: When and how a pronoun takes the place of a noun.
7. Key Point: Know the word the pronoun refers back to is called an antecedent.
8. Key Point: Know the different ways a pronoun can be used.

Review Exercises:

- A. Indicate whether each word is a common noun or a proper noun. Put a "c" next to each common noun. Put a "p" next to each common noun.

x	Common or Proper
	boat
	June
	Saturday
	Grocery store
	coin
	boulder
	rock
	Janie
	flower
	tree
	stove
	Disneyland
	workbook
	computer
	school
	Main Street School
	restaurant
	paper
	McDonald's

B. Change the following singular nouns to plural nouns.

Singular	Plural
pony	
baby	
computer	
tomato	
card	
box	
top	
toy	
wife	
man	
book	
child	
wolf	

C. Circle the "collective nouns".

Collective Nouns		
box	audience	staff
jury	monkey	band
bunch	chorus	dormitory
government	congress	committee
television	gang	group
piano	orchestra	personnel
troop	panel	restaurant
crew	forest	fleet

D. Circle the pronouns in the following sentences.

1. He went to the park to play baseball.
2. She gave the flowers to her mother.
3. Tina is a good teacher. She relates well to her students.
4. I would like to play ball with him.
5. She read her class a story.
6. My mother likes to shop. She is devoted to the mall.
7. Mike and June invited three friends to their house for dinner.
8. Have some coffee. It is very good.

E. Make the following nouns possessive.

Noun	Possessive
dog	
cat	
leaves	
church	
sister	
mother	
aunts	
house	
Mike	
Charles	
Chris	
books	
books	
television	

F. Circle the prepositional phrase in the following sentences.

1. The dog ran across the street.
2. A new school was build on Main Street.
3. He placed the book on top of the table.
4. She threw her clothes under the bed.
5. Rebecca owns a house at the river.
6. Maria returned to Mexico for her father's birthday.
7. Sarah lives in an apartment by the new park.
8. They live beside the lake.
9. Janie likes pesto on her pasta.
10. The coffee shop is beside the pharmacy.

English Learner Beginning Level

Chapter 3

Understanding Verbs

Verbs

Grammar

Verbs

Verbs show action
Verbs express time
Verbs express state of being

Action

Billy runs fast.
Verb = run
Run is an action verb

Suzy thought about going to the store.
Verb = thought
Thought is an action verb. Sometimes verbs tell about actions that can't be seen.

Action verbs tell well something happened:

My father runs faster than your father. **present tense**
Yesterday he ran in a marathon. **past tense**
Tomorrow he will run before work. **future tense**

Action verbs may be used alone:

- o Joey **fell** into the puddle.

Action verbs may be paired with helping verbs:

- o If you get to close to the edge, you **will fall** in too.

Exercise – Circle the action verbs in the sentences below.

1. Joey jumped into the stream.
2. Miguel parked the car.
3. She walks her dog every day.
4. Maria swims everyday.
5. Steven carried the heaviest load of rocks.
6. The horse ate barley, oats and molasses.
7. I walk my children to school every morning.

Helping Verbs

Helping Verbs		
am	is	are
was	were	be
being	been	do
does	did	can
could	shall	should
may	might	must

Helping verbs are attached to action verbs and have no meaning on their own.

- When verbs are paired with helping verbs they form “verb phrases”
- A “verb phrase” may have many helping verbs strung together with the main verb.
 - She **must have been going** to the market.
- When you see “-ing”, such as **running**, be on the lookout for a helping verb.
 - She **was running** to the store.

Exercise – Circle the helping verb in each of the following sentences.

1. They were going to go to the store.
2. They might come home today.
3. Sarah may arrive late.
4. I really must go to the store.
5. We must have been away from the phone when she called.
6. The baby may be sleeping when we get there.
7. We must work hard in order to earn rewards.
8. She was writing an autobiography for her class assignment.
9. He was winning the race.
10. She is going now.

"Not" Contractions

The word **not** may be combined with helping verb to form contractions.

HV	+ Not	Contraction
are	not	aren't
could	not	couldn't
can	not	can't
did	not	didn't
does	not	doesn't
has	not	hasn't
have	not	haven't
is	not	isn't
should	not	shouldn't
was	not	wasn't
will	not	won't
would	not	wouldn't

A contraction expresses a negative. The apostrophe takes the place of the "o" that is dropped when the words are combined.

Thomas did not want to go to the library today.
Thomas didn't want to go to the library today.

Didn't is the contraction for did not. Didn't expresses the negative. It tells what Thomas does not want to do.

Exercise – Replace the following helping verbs with their contractions.

1. Michelle could not read the book.
2. The company is not going to give the employees a raise.
3. The book has not been released to the public.
4. I would not like to be in your shoes today.
5. School children shouldn't stay up too late on school nights.
6. I won't stay up late on a school night.
7. I haven't even begun to read all the books on my shelf.
8. It isn't enough to eat right; we all have to exercise to stay healthy.
9. Shouldn't you wait until he returns to announce the winner?
10. It wouldn't do any good to read only one book in the series.

Exercise – Write ten (10) sentences about your day. Please identify the verb or verb phrase in each sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Exercise – Write a paragraph about your child(ren). Circle the verbs in each sentence.

Linking Verbs

Verbs that do not show action are called *linking verbs*.

They *link* the subject to a descriptive word or words.

A *linking verb* shows state of being or condition of the subject.

Some common linking verbs are:

appear	seem	look
become	feel	smell

Example:

1. The student *looks* like she does not feel well.
Looks is the linking verb. It describes how the student feels.

2. The boy *seems* happy.
Seems is the linking verb. It describes how the boy feels.

The verb *to be* is a linking verb.

	Singular	Plural
First Person	I am happy to see you.	We are happy to see you.
Second Person	You are happy to see him.	We are happy to see them.
Third Person	He, She, It is coming to see us.	They are coming to see us.

Example:

1. She is happy to take you to your seat.
2. Juan is happy to go to the part.

Exercise – Circle the linking verb in the following sentences.

1. The popcorn smells good.
2. They appear to be going.
3. She seems nervous today.
4. He looks eager to begin.
5. Jerry seems tired.
6. Joey smelled something bitter.
7. Jeff became the first student to win the spelling bee.
8. The coat looks new.

Subject-Verb Agreement

The subject (or noun) must agree with the verb.

- A singular subject must take a singular verb
- A plural subject must take a plural verb.

Example:

Singular	Plural
The <i>student works</i> . (He/She works.)	Your <i>children work</i> . (They work.)
The man <i>does read</i> . (It does.)	The people <i>do read</i> . (They do.)

Finding the subject is essential to subject-verb agreement:

- Usually, the subject of a sentence will agree with the first verb to the left of the verb.

Note: In the third person singular, the very must end in "-s" – for example He reads...she reads.

- He reads the newspaper every day.
- She eats popcorn with butter on it every time she goes to the movies.

Exercise – Underline the correct verb in the sentences below.

1. Joey (goes, go) to the park every Friday.
2. Sarah and Freddie (eat, eats) out once a week.
3. The baseball player (run, runs) around the bases and scores a touchdown.
4. The teacher (play, plays) the piano for her children.
5. The drivers (swerve, swerves) to miss the pothole.
6. The fish (needs, need) water to stay alive
7. How man friends (play, plays) ball on Saturday.
8. Do you think that he (go, goes) to the doctor too much?
9. The little girl (show, shows) how much she likes school by participating in class.
10. We (watches, watch) television on Thursday night.

Tenses

A verb changes form to show when the action happens.
This is tense – Tense expresses time.

Simple form – A verb has no ending (such as “-s”, “-ed”, or “-ing”)

- Please go to the market and get some bread.

Past participle – a form of the past tense that can be combined with a helping verb

- I've stayed at hotels several times.

Present participle – “-ing” added to the simple form of the verb. The present participle is used with a helping verb.

- I am going to play soccer this weekend.

Going ends in “-ing”. It is the present participle of the verb to go. In the above sentence – going is used with the helping verb **am**.

Infinitive – “to” plus the simple form of a verb, such as “to be” and “to read”

- I am going to read the book to the class.
 - **To read** is the infinitive.

The **present tense** indicates that the action is happening now – in the present.

Amelia sleeps soundly.

Sleeps is the verb. Sleeps is in the present tense. It shows that the action is happening now.

When the subject is a person's name, a thing, or the pronouns he, she or it, the verb ends in “-s”.

Amelia is a person's name so sleep has an “-s”

How to tell tenses

There are specific words that always indicate tense:

- Today = present
 - Marta and Juan play today.
- Now = present
 - I want to read the paper now.

- Yesterday = past
 - Marta and Juan played yesterday.

- Tomorrow = future
 - Mike will go to the play tomorrow.
- Someday = future
 - Carlo will go to the park someday.

Exercise – Write ten sentences using the present tense.

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

Past Tense

The past tense shows that something already happened.

- Joey worked all weekend.
- Worked is the verb. Worked is in the past tense.

Verbs ending in	Regular verbs	Examples
e	add -d	live=lived
Consonant + y	Change y to I, then add -ed	cry=cried
all others	add -ed	hang=hanged

Regular verbs: The past tense of regular verbs is formed by adding “-ed”. Work is a regular verb. It’s past tense is made by adding “-ed”.

Irregular verbs: Irregular verbs change their spelling to form the past tense.

Common Irregular Verbs		
Present Tense	Past Tense	Past Participle
am	was	been
arise	arose	arisen
awake	awoke	awaked, awoken
bear	bore	borne
become	became	become
begin	began	begun
bend	bent	bent
bind	bound	bound
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
choose	chose	chosen
cling	clung	clung
come	came	come
deal	dealt	dealt
dig	dug	dug
dive	dived, dove	dived
do	did	done
draw	drew	drawn
dream	dreamed	dreamed
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
find	found	found
fling	flung	flung
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hear	heard	heard
heat	heated	heated
hide	hid	hidden
hold	held	held

Common Irregular Verbs		
Present Tense	Past Tense	Past Participle
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lie (to rest)	lay	lain
lie (to tell a lie)	lied	lied
light	lighted, lit	lighted, lit
lose	lost	lost
make	made	made
mean	meant	meant
mistake	mistook	mistaken
pay	paid	paid
prove	proved	proved, proven
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
say	said	said
see	saw	seen
send	sent	sent
shake	shook	shaken
show	showed	showed, shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spring	sprang	sprung
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
tear	torn	torn
throw	threw	thrown
weep	wept	wept
wind	wound	wound
write	wrote	written

Exercise – Change the following sentence into past tense

1. We will meet you at nine.

2. Joe will pay the bill.

3. The sun shines in.

4. Darla sends the flowers for Stephen.

5. Please show me the way to go home.

6. Sing him a song.

7. Speak to him.

8. Ring me when you get in.

9. Heat the oven before you bake the bread.

10. Kneel in the front row for the pictures.

Common Verbs – Sentences

Exercise – Write a sentence using the listed verb.

1. look

2. dream

3. ride

4. use

5. sit

6. read

7. like

8. drop

9. run

10. walk

11. drive

12. study

English Learner Beginning Level

Chapter 3 Grammar All Together

Bringing it All Together

1. **Noun:** A noun is a person, place or thing.

Common nouns: tree, dog, house

Proper nouns: September, Friday, Joseph

2. **Pronoun:** A pronoun takes the place of a noun.

English	Spanish
me	mí
you	ti
you (formal)	usted
him	él
her	ella
us	nosotros/as
you	vosotros/as
you (formal)	ustedes
them	ellos/ellas

3. **Verbs:** A verb shows the action.

to go to stop run

4. **Linking words:** The following words can help you to form more complex sentences by linking together two or more words, phrases or short sentences.

English	Spanish
and	y
también	also
pero	but
por eso	therefore

5. **Adjectives:** An adjective is a word that describes a noun.

English	Spanish
tall	alto
short	bajo
large	grande
small	pequeño
handsome	guapo
pretty	bonito
ugly	feo
short	corto
long	largo
young	yoven
old	viejo
new	nuevo
good	bueno
bad	malo
smart	listo
silly, foolish	tonto
married	casado
single	soltero
nice, likeable	simpatico
unpleasant	antipático
hard-working	trabajador
lazy	perezoso
rich	rico
pobre	poor
happy	alegra
sad	triste

6. **Interrogatives:** Interrogatives are question words.

English	Spanish	Example
how	cómo	How long is the trip?
when	cuándo	When can I see him?
what, which	qué	What do you want to do?
what, which ones	cuál(es)	Which ones are you taking?
why	por qué	Why can't I come with you?
who	quién(es)	Who are you going to take to the dance?
where	adónde	Where are you going?
how much	cuánto/a	How much is that ring worth?
how many	cuántos/as	How many pieces of candy do you have?

