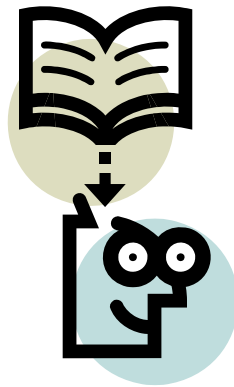


# English Language Development

## Teacher's Edition





Dear Parent 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	Capita I	Pronunciation
a	A	<b>c</b> able (long A sound)
		<b>f</b> all (short o sound)
		<b>f</b> an (short A sound)
b	B	<b>b</b> at, <b>b</b> oy
c	C	<b>c</b> at (K sound) before a, o, or u
		<b>f</b> ace (s sound) before i or e
d	D	<b>d</b> og, <b>d</b> oll
e	E	<b>bee</b> , <b>three</b> (long E sound)
f	F	<b>f</b> at, <b>f</b> all, <b>f</b> ace
g	G	<b>d</b> og, <b>f</b> rog (hard g)
		<b>g</b> el, <b>g</b> ym (J sound)
h	H	<b>h</b> at, <b>h</b> appy
i	I	<b>white</b> , <b>fi</b> ght (long I sound)
j	J	<b>j</b> ump, <b>j</b> et
k	K	<b>w</b> alk, <b>t</b> alk, <b>l</b> ook
l	L	<b>c</b> all, <b>l</b> ot
m	M	<b>m</b> ap, <b>m</b> ouse
n	N	<b>n</b> ose, <b>n</b> o
o	O	<b>o</b> ff, <b>o</b> pen
p	P	<b>p</b> aint, <b>p</b> ull
q	Q	<b>q</b> uarter, <b>q</b> ueen (kw sound)
r	R	<b>r</b> un, <b>r</b> oad
s	S	<b>s</b> ound, <b>s</b> top (s sound)
		<b>h</b> as (z sound)
t	T	<b>t</b> op, <b>t</b> ree
u	U	<b>u</b> nder, <b>u</b> p (short U sound)
		<b>p</b> ull (short oo run)
v	V	<b>v</b> oice, <b>v</b> alue
w	W	<b>w</b> alk, <b>w</b> oman
x	X	<b>s</b> ix
y	Y	<b>y</b> ellow, <b>y</b> awn
		<b>c</b> ry (short i sound)
z	Z	<b>z</b> ero

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

Consonants: Consonants are letters that are not vowels.

I. Give an example, not used on the previous page, of a word containing the following sounds: **Answers may vary.**

Small	Capita I	Pronunciation
a	A	<u>c</u> able (long A sound)
		<u>f</u> all (short o sound)
		<u>f</u> an (short A sound)
b	B	bat, boy
c	C	cat (K sound) before a, o, or u
		face (s sound) before i or e
d	D	dog, doll
e	E	bee, three (long E sound)
f	F	fat, fall, face
g	G	dog, frog (hard g)
		gel, gym (J sound)
h	H	hat, happy
i	I	white, fight (long I sound)
j	J	jump, jet
k	K	walk, talk, look
l	L	call, lot
m	M	map, mouse
n	N	nose, no
o	O	off, open
p	P	paint, pull
q	Q	quarter, queen (kw sound)
r	R	run, road
s	S	sound, stop (s sound)
		has (z sound)
t	T	top, tree
u	U	under, up (short U sound)
		pull (short oo run)
v	V	voice, value
w	W	walk, woman
x	X	six
y	Y	yellow, yawn
		cry (short i sound)
z	Z	zero

II. List the letters that have more than one sound: **a, c, g, s, u, y, i, e, o.**

## 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

I. Write three words that rhyme with each of the words below.

(Answers will vary)

1. cow: \_\_\_\_\_

2. mouse: \_\_\_\_\_

3. fight: \_\_\_\_\_

4. toy: \_\_\_\_\_

5. sky \_\_\_\_\_

II. Write a conversation between six-year-old Marta and her mother about a cow, the sky and toy and a mouse. (Answers will vary)

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I. Write a conversation of greetings and salutations between Joe and his friend Amelia.  
(Answers will vary – check for understanding)

JOE: \_\_\_\_\_

AMELIA: \_\_\_\_\_

JOE: \_\_\_\_\_

AMELIA: \_\_\_\_\_

JOE: \_\_\_\_\_

AMELIA: \_\_\_\_\_

JOE: \_\_\_\_\_

AMELIA: \_\_\_\_\_

JOE: \_\_\_\_\_

AMELIA: \_\_\_\_\_

II: State when the following might occur. (Answers may vary – check for accuracy)

1. Hello: \_\_\_\_\_

2. Good night: \_\_\_\_\_

3. Good morning: \_\_\_\_\_

4. How's it going?: \_\_\_\_\_

5. Good afternoon: \_\_\_\_\_

6. List two ways to say good-bye: \_\_\_\_\_

III. List all of the greetings you can think of from the country you were born.  
(Answers will vary – check for understanding. You may want to have students read their answers aloud.)

I. List three to five things that reflect the colors below.

(Answers will vary)

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

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

II. List objects from your home and their colors. (Answers will vary. This is a fun read aloud.)

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I. Write the number next to its number word.

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**

# Nouns

I. List ten common nouns. (Answers will vary. Check for understanding.)

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

II. List ten proper nouns. (Answers will vary. Check for understanding.)

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

III. List the days of the week.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

IV. List the months of the year.

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



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

1. people who you are related to: **family**
2. place out in nature, usually with trees: **forest**
3. in charge of the country: **government**
4. teachers are in charge of who: **class**
5. group of people watching a movie: **audience**
6. group of people playing music (2): **orchestra, band**
7. group of sheep: **flock**
8. group of basketball players: **team**

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

Noun	X
team	<b>X</b>
statute	
tree	
audience	<b>X</b>
troop	<b>X</b>
forest	<b>X</b>
panel	<b>X</b>
book	
rock	

## Singular and Plural Nouns

A **singular noun** names *one* person, place or thing.  
boy (one person)  
tree (one thing)  
zoo (one place)

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

I. Make the following singular nouns plural.

Singular	Plural
park	<b>parks</b>
box	<b>boxes</b>
tree	<b>trees</b>
paper	<b>papers</b>
toy	<b>toys</b>
apple	<b>apples</b>
flower	<b>flowers</b>
zoo	<b>zoos</b>
bike	<b>bikes</b>
plant	<b>plants</b>
lock	<b>locks</b>
leaf	<b>leaves</b>
fox	<b>foxes</b>

### 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.

II. Make the following plural nouns singular.

Singular	Plural
<b>country</b>	countries
<b>lady</b>	ladies
<b>baby</b>	babies
<b>spy</b>	spies
<b>candy</b>	candies
<b>boxes</b>	boxes
<b>rocks</b>	rocks

## 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”.

I. Make the following nouns possessive.

<b>Noun</b>	<b>Possessive</b>
dog	dog’s
cat	cat’s
leaves	leaves’
church	church’s
sister	sister’s
mother	mother’s
aunts	aunts’
house	house’s
Mike	Mike’s
Charles	Charles’
Chris	Chris’
books	books’
ball	ball’s
television	television’s
baby	baby’s
plant	plant’s
witch	witch’s
Amelia	Amelia’s
Emma	Emma’s
girls	girls’

1. Michael book was a novel about peace.

Michael's book

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2. The kids spilled juice on Marta carpet.

Marta's carpet

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3. The plumber tools fell off the truck.

plumber's tools

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

class victory

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5. Joe running shoes hurt his feet.

Joe's running shoes

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

girl's party dress

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7. I ate the rancher strawberries.

rancher's strawberries

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8. I used the librarian computer.

librarian's computer

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9. The lady room was locked

lady's room

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10. I ran into his mother brother.

mother's brother

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

sister's locket

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

tulip's leaves

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

boy's basketball

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14. John ate some of my husband peppers.

husband's peppers

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

student's books

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

mother's cake

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## Pronouns

**I. Circle the pronouns in the following sentences.**

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.

**II. Circle 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 twice a week while we are away.
7. I love hot dogs, but (**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 (**me**, 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.

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

(Answers will vary. Check for understanding.)

1. store

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2. shopper

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3. butcher

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4. produce

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5. list

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## 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.

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

(Answers will vary. Check for understanding.)

1. nurse

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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.

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

(Answers will vary. Check for understanding.)

1. school

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2. textbook

---

3. teacher

---

4. library

---

5. classroom

---

List the other nouns found in the story above:

(Answers will vary. Check for understanding.)

## 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.

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

(Answers will vary. Check for understanding.)

1. park

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2. swings

---

3. football

---

4. trees

---

5. picnic

---

List the other nouns found in the story above:

(Answers will vary. Check for understanding.)

## 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?

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

(Answers will vary. Check for understanding.)

1. food

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2. chicken

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3. pasta

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4. hamburger

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5. restaurant

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List the other nouns found in the above paragraph:

(Answers will vary. Check for understanding.)







## 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.

**I. – Please give your partner directions to:**

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

(Answers will vary. Check for understanding.)

**II.** 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.

(Answers will vary. Check for understanding.)

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

(Answers will vary. Check for understanding.)

**IV.** 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. You will get more fruit for your money with *bananas*.

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*.

**I. Answer the following question.**

(Answers will vary. Check for understanding.)

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.

**II. Please answer the following questions true or false as they relate to the passage read.**

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

**I. Write a grocery list of things you usually need at the store. Please write them in English. (Answers will vary. Check for understanding.)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
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."

*(Answers will vary. Check for understanding.)*

**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 **the man's wallet**
2. the watch of Gina **Gina's watch**
3. the restaurant of Tony **Tony's restaurant**
4. the scarf of the woman **woman's scarf**
5. the job of Lissa **Lissa's job**

**Exercise** – Discuss the following questions. Then choose one and write your response on the following page.

(Answers will vary. Check for understanding.)

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?



# Activities

## Activity 1 -- Tourism

### *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.

*(Answers will vary. Check for understanding.)*

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.

(Answers will vary. Check for understanding.)

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

Example:

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

<b>Restaurant</b>	
<b>Address</b>	
<b>Type of Food Served</b>	

<b>Restaurant</b>	
<b>Address</b>	
<b>Type of Food Served</b>	

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

(Answers will vary. Check for understanding.)

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.

(Answers will vary. Check for understanding.)

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3. Stores or shopping centers. Please pick four of your favorites and list them below. (Answers will vary. Check for understanding.)

<b>Store or shopping center</b>	
<b>Address</b>	
<b>Telephone Number</b>	

<b>Store or shopping center</b>	
<b>Address</b>	
<b>Telephone Number</b>	

<b>Store or shopping center</b>	
<b>Address</b>	
<b>Telephone Number</b>	

<b>Store or shopping center</b>	
<b>Address</b>	
<b>Telephone Number</b>	

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:

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4. Emergency Services: Please list the following information for emergency services. (Answers will vary. Check for understanding.)

<b>Police Station</b>	
<b>Address</b>	
<b>Telephone Number</b>	

<b>Sheriff's Office</b>	
<b>Address</b>	
<b>Telephone Number</b>	

<b>Hospital</b>	
<b>Address</b>	
<b>Telephone Number</b>	

<b>Dentist</b>	
<b>Address</b>	
<b>Telephone Number</b>	

<b>Insurance Provider</b>	
<b>Address</b>	
<b>Telephone Number</b>	

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.

(Answers will vary. Check for understanding.)

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.

(Answers will vary. Check for understanding.)

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.

(Answers will vary. Check for understanding.)

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. (Answers will vary. Check for understanding.)

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.

(Answers will vary. Check for understanding.)

#### **Exercise**

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:

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

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

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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.

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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.

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## Discussion

(Answers will vary. Check for understanding.)

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
c	boat
p	June
p	Saturday
c	grocery store
c	coin
c	boulder
c	rock
p	Janie
c	flower
c	tree
c	stove
p	Disneyland
c	workbook
c	computer
c	school
p	Main Street School
c	restaurant
c	paper
p	McDonald's

B. Change the following singular nouns to plural nouns.

Singular	Plural
pony	<b>ponies</b>
baby	<b>babies</b>
computer	<b>computers</b>
tomato	<b>tomatoes</b>
card	<b>cards</b>
box	<b>boxes</b>
top	<b>tops</b>
toy	<b>toys</b>
wife	<b>wives</b>
man	<b>men</b>
book	<b>books</b>
child	<b>children</b>
wolf	<b>wolves</b>

C. Circle the "collective nouns".

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

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	<b>dog's</b>
cat	<b>cat's</b>
leaves	<b>leaves'</b>
church	<b>church's</b>
sister	<b>sister's</b>
mother	<b>mother's</b>
aunts	<b>aunts'</b>
house	<b>house's</b>
Mike	<b>Mike's</b>
Charles	<b>Charles'</b>
Chris	<b>Chris'</b>
books	<b>books'</b>
book	<b>book's</b>
television	<b>television' s</b>

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	<b>aren't</b>
could	not	<b>couldn't</b>
can	not	<b>can't</b>
did	not	<b>didn't</b>
does	not	<b>doesn't</b>
has	not	<b>hasn't</b>
have	not	<b>haven't</b>
is	not	<b>isn't</b>
should	not	<b>shouldn't</b>
was	not	<b>wasn't</b>
will	not	<b>won't</b>
would	not	<b>wouldn't</b>

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 **couldn't** read the book.
2. The company **isn't** going to give the employees a raise.
3. The book **hasn't** been released to the public.
4. I **wouldn't** 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. (Answers will vary. Check for understanding.)

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. (Answers will vary. Check for understanding.)

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# 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
<b>First Person</b>	I am happy to see you.	We are happy to see you.
<b>Second Person</b>	You are happy to see him.	We are happy to see them.
<b>Third Person</b>	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 many 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 very 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.

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

<b>Commonly Irregular Verbs</b>		
<b>Present Tense</b>	<b>Past Tense</b>	<b>Past Participle</b>
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.

(Answers will vary. Check for understanding.)

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.

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## Common Verbs – Sentences

**Exercise** – Write a sentence using the listed verb.

(Answers will vary. Check for understanding.)

1. look

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2. dream

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3. ride

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4. use

---

5. sit

---

6. read

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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

(Answers will vary. Check for understanding.)

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?







