This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed to improve the English speaking and reading skills of non-English-speaking automotive component parts line operators, the course covers oral, written, reading, and comprehension skills. Grammar and spelling rules are taught, and reading passages are read and discussed. Writing assignments stress review or extensions of the concepts presented, and students are also asked to write sentences dictated to them. The materials for the 75-hour course include the following: a course outline; objectives; a topical outline; a curriculum outline; suggested references; vocabulary; and 16 lessons for English as a Second Language. Lessons consist of objectives, information, and exercises. Topics covered include understanding and applying directions, verb tenses, spelling, punctuation, clauses, adverbs, and adjectives. (KC)
ENGLISH AS A SECOND LANGUAGE FOR AUTOMOTIVE COMPONENT PARTS LINE OPERATORS

Prepared Under a United States Department of Education
National Workplace Literacy Program Grant to
MERcer COUNTY COMMUNITY COLLEGE
Center for Training and Development
1200 Old Trenton Road
Trenton, NJ 08690

Elaine S. Weinberg
Director, Workplace Skills Program
Acknowledgements

This manual was developed and taught by Carol Lewandowski for automotive component parts line operators. She supplemented course content with actual company literature and other materials. With much appreciation, we thank Carol for the time and effort she put into her classes.
The Workplace Literacy Project resulted from a Department of Education grant, plus in-kind contributions from a partnership with General Motors Inland Fisher Guide Plant, Princeton Plasma Physics Laboratory, and St. Francis Medical Center. The project is an attempt to find solutions to the growing "skills gap" in industry today. More than 25 million Americans cannot read the front page of a newspaper. In addition, workers whose average ages are rising, must produce in a technological environment that may not have existed when they began working. This lack of knowledge makes it difficult to compete in a technologically changing workplace. Moreover, an increasing number of immigrants have entered the workforce with limited English communication skills. In response to this growing need, the Federal government provided a grant to Mercer County Community College and its partners to develop ways to enrich and expand employees' basic workplace knowledge. The aim of the project was also to improve the self-esteem of the participants.

Support for the project was solicited from all levels of company management and the unions. In addition, an advisory council, comprising key management and employees from each company determined the design, goals, and time-frame of the project. Each company provided a liaison person from their site, and MCCC hired a director to manage the program. Employee release time for classes was site-specific.

Participation in the program was voluntary. Information about classes was disseminated through company letters, flyers, union notices, notices included with paychecks, and open forums with supervisors and employees.

The ABLE test was used for normative pre and post testing. Other types of evaluations varied from course to course. MCCC counselors met with each student to discuss present and future educational objectives.

Courses were offered in reading, business writing, math, science, and English as a Second Language. In addition, there were workshops in problem solving, stress management, and other work survival skills. The curricula for the courses were customized for each worksite to be as job focused as possible.

It is our hope that this program will serve as a model for other organizations to empower their employees with the skills needed to succeed in the changing technological workplace, today and in the future.
COURSE OUTLINE

INDUSTRIAL ENGLISH AS A SECOND LANGUAGE

The course covers oral, written, reading, and comprehension skills. Grammar and spelling rules are taught. Reading passages are read and discussed. Writing assignments stress review or extensions of the concepts presented. Students are also asked to write sentences dictated to them. Students who take Level II should already have some fluency in English.

OBJECTIVES

Upon completion of this course, students will be able to:

- Read information of relevance to their work and for pleasure in English
- Write effectively in English
- Describe work problems and concerns
- Communicate effectively on the production floor and outside of work

TOPICAL OUTLINE

- Verb tense
- Question formats
- Use of the verb "to be"
- Directions/locations
- Spelling rules
- Compound sentences
- Complex sentences
- Comparatives
- Superlatives
- Gerunds and infinitives
- Possessives
- Modals
- Adverbs
- Adjectives vs. adverbs
- Causatives and permissives
- Passive and active voices
- Punctuation
- Countable and non-countable subjects
- Conditionals
- Relative clauses
- Subject/verb agreement
OTHER

- 75 hours

TEXTBOOK

VOCABULARY LIST

seat adjuster
scrap disk
door handles
assembly line
on line
in line
bi-laminates
polymers
fork lift
compensation
disability
inability
quality control
jobs bank
disassemble
reassemble
reservation
tense
tenses
fire extinguisher
conveyor belt
Lesson: 1

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Ask questions using the simple present tense verb tense.
2. Use the auxiliary verb do.
3. Use the verb "to be" in sentences and questions.
4. Use present tense negatives.
Lesson #1

Overview
Present tense: use of "do" and "does" as helpers
Present tense question format
Verb "to be" in the present tense
Use of "who" in question - exception to the question format

A) Q/A format - using long answers and short answers yes/no:

1) Do you speak English?
   Yes, I speak English.
   Yes, I do.

2) Do you live in New York?
   No, I don't live in New York.
   No, I don't.

B) Q/A format using "or" questions:

1) Do you speak English or Italian?
   I speak English; I don't speak Italian.

2) Do you drink coffee or eat lunch at 10:00 a.m.?
   I drink coffee at 10:00 a.m.; I don't eat lunch.

C) Q/A format using "key" questions:

1) Where do you live?
   I live in Hamilton.

2) When does she come to work?
   She comes to work at 9:00.

3) Which department do you work in?
   I work in department five.

4) Which shift does he work?
   He works second shift.

NOTE: This exercise is to stress the use of "do" and "does" in a simple present tense question. Also, to practice using the simple verb in the affirmative sentence without do/does; and adding the "s" to the third person singular. Lastly, this exercise is to practice using the negative "don't" when expressing a negative reply.
QUESTIONS:
You can make questions by using the chart below. The helper verb changes, and depending on the tense, the main verb form might also change. The first chart is for yes/no questions.

<table>
<thead>
<tr>
<th>Helper verb (auxiliary)</th>
<th>subject</th>
<th>verb</th>
<th>miscellaneous information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>you</td>
<td>speak</td>
<td>English?</td>
</tr>
<tr>
<td>Does</td>
<td>she</td>
<td>like</td>
<td>coffee?</td>
</tr>
<tr>
<td>Do</td>
<td>they</td>
<td>have</td>
<td>books?</td>
</tr>
</tbody>
</table>

Answers: Yes, I do. / No, I don't.
Yes, she does. / No, she doesn't.
Yes, they do. / No, they don't.

For "OR" questions, simply add a choice of information at the end:

<table>
<thead>
<tr>
<th>Auxiliary</th>
<th>subject</th>
<th>verb</th>
<th>misc. info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>you</td>
<td>drink</td>
<td>coffee OR tea?</td>
</tr>
<tr>
<td>Does</td>
<td>she</td>
<td>speak</td>
<td>English OR French?</td>
</tr>
<tr>
<td>Do</td>
<td>they</td>
<td>have</td>
<td>a car or a van?</td>
</tr>
</tbody>
</table>

Answers: I drink coffee. / I drink tea.
She speaks English. / She speaks French.
They have a car. / They have a van.
Key questions: these are the big questions that we ask. They start with question words:

<table>
<thead>
<tr>
<th>Question word(s)</th>
<th>auxiliary</th>
<th>subject</th>
<th>verb</th>
<th>misc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHEN</td>
<td>do</td>
<td>you</td>
<td>come</td>
<td>to work?</td>
</tr>
<tr>
<td>WHERE</td>
<td>does</td>
<td>she</td>
<td>live?</td>
<td></td>
</tr>
<tr>
<td>WHY</td>
<td>do</td>
<td>they</td>
<td>study?</td>
<td></td>
</tr>
<tr>
<td>HOW OFTEN</td>
<td>does</td>
<td>he</td>
<td>eat pizza?</td>
<td></td>
</tr>
<tr>
<td>WHAT KIND OF DOG</td>
<td>do</td>
<td>you</td>
<td>own?</td>
<td></td>
</tr>
</tbody>
</table>

Answers: I come to work at 8:00 a.m.
She lives in Hamilton.
They study to learn.
He eats pizza twice a week.
I own a great dane.

NOTE: in the simple present tense, the "s" occurs at the end of the auxiliary in the question using the third person: does. In the answer, the "s" goes at the end of the verb: she eats, he drinks, it rains.

To make questions in other tenses, change the auxiliary form and the verb form, if necessary.
Lesson: 2

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the present progressive tense.
2. Use direction and location words.
3. Write questions and answers dictated to them.
4. Spell words containing the long a sound.
Lesson #2

Present progressive tense (see following page)
Directions / locations (see following pages)
Dictation: questions and answers (below)
Spelling: long "a" sounds (below)

Dictation: To practice the O/A format and check the
placement of third person "s"; also, spelling of negative
form "don't" (placement of ')

When do you come to work?
I come to work at . . .

Where does George Bush live?
He lives in the White House.

Who sits next to the teacher?
Joe sits next to the teacher.

Why does the teacher drink coffee?
She drinks coffee because she likes coffee.

What color suit does the manager wear?
He wears a blue suit.

Do you drink beer with breakfast?
No, I don't

Does the teacher bring her dogs to class?
No, she doesn't.
**QUESTION FORMAT**

**Present progressive tense:**
- use helper "to be"
- plus ING on main verb

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<thead>
<tr>
<th>?</th>
<th>HELPER</th>
<th>SUBJ</th>
<th>VERB</th>
<th>MISCE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>ARE</td>
<td>you</td>
<td>living now?</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td>IS</td>
<td>she</td>
<td>coming to work?</td>
<td></td>
</tr>
<tr>
<td>What</td>
<td>ARE</td>
<td>they</td>
<td>eating for lunch?</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td>ARE</td>
<td>you</td>
<td>studying English?</td>
<td></td>
</tr>
<tr>
<td>How</td>
<td>IS</td>
<td>she</td>
<td>feeling?</td>
<td></td>
</tr>
<tr>
<td>How many</td>
<td>ARE</td>
<td>you</td>
<td>making?</td>
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<tr>
<td>cars</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>What kind</td>
<td>IS</td>
<td>he</td>
<td>putting in?</td>
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<td>of part</td>
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</table>

**ANSWERS:**

I am living
you are living
he/she/it is living
we are living
you are living
they are living

**Short answers:**

Yes, I am. 
Yes, you are.
Yes, he is.

Yes, we are.
Yes, you are.
Yes, they are.

**Short negative answers:**

No, I'm not.
No, you're not.
No, she isn't.

No, we're not.
No, you're not.
No, they're not.
Spelling: the long "a" sound

"A" plus consonant plus "E" gives the long sound

<table>
<thead>
<tr>
<th>ate</th>
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<tbody>
<tr>
<td>hate</td>
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<td>snake</td>
<td>tape</td>
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<td>mate</td>
<td>brake</td>
<td>cape</td>
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<td>grate</td>
<td>make</td>
<td>escape</td>
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<td>wake</td>
<td>Jake</td>
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<td>made</td>
<td>trace</td>
<td>cage</td>
<td>cane</td>
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<tr>
<td>shade</td>
<td>'race</td>
<td>wage</td>
<td>dane</td>
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<td>fade</td>
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<td>page</td>
<td>lane</td>
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<td>mace</td>
<td>sage</td>
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<td>sane</td>
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<td>invade</td>
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<td>plane</td>
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<td></td>
<td></td>
<td></td>
<td>insane</td>
</tr>
</tbody>
</table>
Directions

Prepositions and expressions:
in the middle of
in the corner of
next to / near
above / below
in / on
on the left / right
between
in front of / behind
under
on top of

The table is in the middle of the room.
We work next to Mr. Lewis' office.
The car is on the production line.
The wheel is in front of the driver's seat.

Q/A
Where is the pencil? It is under the book.
Where is the teacher? She is in front of the board.
Where is Mr. Lewis' office? It is next to the employment office.
Street directions:

Prepositions and expressions:

in front of
next to
between
behind
on the left / right
straight ahead
turn left / right
on ___ street
on the corner
at the corner of ___ and ___ streets
opposite
across the street from
## Map:

**Bus Station**

**Mayor's Statue and park**

### Main Street

<table>
<thead>
<tr>
<th>Hotel</th>
<th>Claire</th>
<th>Movie Theatre</th>
<th>Music Store &amp; Bookstore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Restaurant</td>
<td>PARKING LOT</td>
<td>Gas Station</td>
<td>Supermarket</td>
</tr>
<tr>
<td>Drug Store</td>
<td>Police Station</td>
<td></td>
<td></td>
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<tr>
<td>Post Office</td>
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</tr>
</tbody>
</table>

### Pine Street

<table>
<thead>
<tr>
<th>Library</th>
<th>High School</th>
<th>Church</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade School</td>
<td></td>
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</tbody>
</table>

**Bridge Street**
Lesson: 3

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Write sentences using the present progressive and words containing long a sounds when dictated to them.
2. Understand the difference between the present progressive and simple present tense and correctly use both.
3. Read, discuss, answer questions, and write a response to a given selection.
4. Spell words containing the long o sound.
Lesson #3

Present progressive vs. simple present (see below)

Reading: "Edward's Dream"

Writing practice: sentences using present prog. and simple present

Spelling: long "o" sound

Dictation: present progressive

Dictation: present progressive and review of long "a"

I am looking at page 10.

Joe is sitting next to me.

We are not smoking, but we are eating cookies.

They are sharing the pizza.

She is taking her tray to the next table.

I am not standing in front of the blackboard.

Present progressive vs. simple present:

I speak Italian, but I am speaking English now.

I drink milk, but I am drinking coffee now.

He wears a suit to work, but today he is wearing jeans.

* * *

Q/A: review of the two tenses' question formats

Yes/No

DO you wear jeans on the weekends?

Yes, I do.

No, I don't.

ARE you wearing jeans now?

Yes, I am.

No, I am not.

DOES Chris speak Portuguese?

Yes, she does.

No, she doesn't.
IS she speaking Portuguese now?
   Yes, she is.
   No, she isn't.

DO they smoke cigarettes?
   Yes, they do.
   No, they don't.

ARE they smoking now?
   Yes, they are.
   No, they aren't.

Key questions:
What DO you wear to work (everyday)?
What ARE you wearing today?

What kind of magazines DO you read?
What kind of magazine ARE you reading now?

Where DOES Kathy usually sit?
Where IS Kathy sitting now?

Reading: Edward's Dream
Review of vocabulary and structures.

Writing practice: What are you dreaming about doing?
Ex: I am dreaming about going to Hawaii. In my dream, I am sitting on the beach. The waiter is bringing me a cold beer. I am listening to the waves.
Long "o" sound

"ō" plus a consonant plus "E"

<table>
<thead>
<tr>
<th>note</th>
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<th>one</th>
<th>oke</th>
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<td>pose</td>
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<td>dose</td>
<td>stole</td>
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<td>rose</td>
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Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Read, discuss, answer questions, and write a response to a story about a place.
2. Write sentences containing long o words dictated to them.
3. Identify nationalities.
4. Spell words containing the long i sound.
5. Use continuous verb forms.
LESSON #4

Continuous verb forms
Nationalities
Reading: New York story
Dictation: review of spelling sounds
Spelling: long "i" sounds

Reading: New York (see attached)

Writing: My town -- using an intro/body support/concl.

Introduction: My town is a crowded town. (fill in the blank)

Body (example): My town has 3 movie theatres. Also, my town has a shopping mall. In addition, there is a big supermarket.

Conclusion: In conclusion, I like/dislike my town because it is very busy.

Dictation: long "0"

He snores at night, but he jokes about it.

We vote for the president in November.

The North Pole is not a warm zone.

His role is to poke the fire.

They hope for more rope.

The cone broke and the ice cream fell to the floor.

Nationalities:
What country are you from? I am from France.
What nationality are you? I am French.

Adding IAN and AN

Africa
America
Belgium
Brazil
Canada
Europe
German

African
American
Belgian
Brazilian
Canadian
European
German
<table>
<thead>
<tr>
<th>Country</th>
<th>Language</th>
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<tbody>
<tr>
<td>Hungary</td>
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<td>India</td>
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<td>Italy</td>
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<td>Poland</td>
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**ODDBALLS:**

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<td>Pakistan</td>
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<td>Switzerland</td>
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</tbody>
</table>
### SPELLING: Long "i" sound

<table>
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<tbody>
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<td>tire</td>
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<td>pride</td>
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<td>price</td>
<td>glide</td>
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<tr>
<td>ile</td>
<td>ime</td>
<td>ipe</td>
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<tr>
<td>pile</td>
<td>dime</td>
<td>pipe</td>
<td>bite</td>
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<tr>
<td>tile</td>
<td>crime</td>
<td>ripe</td>
<td>kite</td>
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<tr>
<td>while</td>
<td>time</td>
<td>wipe</td>
<td>mite</td>
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<tr>
<td>smile</td>
<td>lime</td>
<td>stripe</td>
<td>site</td>
</tr>
<tr>
<td>mile</td>
<td>lime</td>
<td>gripe</td>
<td>white</td>
</tr>
</tbody>
</table>
Continuous (progressives): review present progressive

I am going.       We are going
You are going.    You are going.
He/she/it is going. They are going.

Introduce past progressive:

At 2:00 yesterday, I was studying English.
He was working on the line.
She was checking the seat adjusters.

What were you doing at that time yesterday?
I was going home at that time.

What were you doing last night?
(I was watching television at 8:00, and at 9:00 I was getting ready for bed.)

What were they doing during the movie?
(They were talking during the movie.)

HELPER: past tense "to be"
VERB: verb plus ING
Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the past progressive.
2. Write countries and nationalities dictated to them.
3. Read, discuss, answer questions, and write a response to a passage about names.
LESSON #5

Past Progressive - review and practice
Review New York story: vocabulary
Dictation: spelling sounds / nationalities
Reading: Names (part 1)
Writing: the meaning of names -- what does your name mean?

______________________________

Dictation:
He comes from _____________. He is ______________.

China
India
Switzerland
Italy
Spain
Europe

France
Brazil
Poland
Hungary
Japan
Canada

______________________________

Writing in response to the first part of reading:
What does your name mean? Were you named after someone?

Ex:
My name means "song." It is an old name in my family.
PAST PROGRESSIVE

1. Yesterday, he __________________________________ all day.
   (to work)

2. We ___________________________________ in this classroom.
   (to sit)

3. The mechanics ___________________________ the broken machine.
   (to fix)

4. __________________ you ______________ lunch at noon?
   (to eat)

5. I __________________________________ the part, but I _______
    __________________ the whole unit. (to test)

6. She ________________________ at the desk when the phone rang.
   (to sit)

7. We ________________________ to work when we saw the
   accident. (to drive)

8. The foreman ___________________________ the schedule when I
   asked him for time off. (to make)

9. The part __________________________ on the line when it fell
   off. (to fall)

10. Those other workers ______________________ during the
    meeting. (to talk)
Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use simple present, present progressive, and past progressive tenses when appropriate.
2. Construct compound sentences.
3. Spell words containing the long e sound.
4. Read, discuss, and answer questions about a passage about names.
LESSON #6

Present tense vs. present progressive vs. past progressive

Compound sentences

Spelling: long "e" sound

Reading: names (part 2)

Review of tenses to date:

I go
I am going
I was going

He drinks
He is drinking
He was drinking

Compound sentences -- 2 independent clauses joined by the following conjunctions: and, or, but, yet, so, for, nor

Examples:
I go to the store. I buy a lot of groceries.
I go to the store, and I buy a lot of groceries.

He eats a lot of pizza. He doesn't get sick.
He eats a lot of pizza, but he doesn't get sick.

They want to go to Hawaii on vacation. It is beautiful.
They want to go to Hawaii on vacation, for it is pretty.

He had no time. He watched the movie.
He had no time, yet he watched the movie.

Writing practice: write a paragraph about a typical weekend using three compound sentences in the body.

Example:

Every weekend I go fishing. My kids don't like to go fishing, so they stay home with my wife. Also, I like to go to the park on Sundays, for there are a lot of birds for me to watch.
long "e" sound

ese  ete  ene

Chinese  meter  scene
Vietnamese  Peter
Japanese  compete
these

also get the long E sound with EA

eat  ease  eak
cheat  please  leak
meat  lease  beak
beat  tease  sneak
neat
seat
heat
treat

also get the long E sound with EE

eed  eel  eet
seed  feel  meet
need  peel  beet
feed  heel  greet
deed  kneel  feet
heed  wheel
weed

be careful of these sets of words:
meet / meat
feet / feat
beet / beat
Lesson: 7

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the simple past tense.
2. Form questions in the simple past tense.
3. Use did and didn't correctly.
4. Add "ed" and "ing" endings to words.
5. Write a paragraph using the simple past tense.
LESSON #7

Simple past tense: use of DID and DIDN'T
Spelling: suffixes "ed" and "ing"
Writing practice: Summary of weekend

Simple past tense: using the original verb question format chart, replace "DO" with "DID" to form questions in the past tense. Using "ED" past tense form for regular verbs.

Handout: irregular verb forms

Q/A format

Did you walk to the lunchroom?
  Yes, I walked there.
  No, I didn't walk there.

Writing practice: after working through several verb forms on the irregular verb list (reviewed first by the class), write a paragraph using those verbs about what you did this weekend.

Example:
I went to the store. I watched TV. I didn't go to NY.

Spelling: double consonants when using 'ed' and 'ing'

<table>
<thead>
<tr>
<th>verb</th>
<th>1st form</th>
<th>2nd form</th>
<th>3rd form</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop</td>
<td>shopping</td>
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<td>hop</td>
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<td></td>
</tr>
<tr>
<td>run</td>
<td>running</td>
<td>ran (irregular)</td>
<td></td>
</tr>
</tbody>
</table>

Compare: hopping vs. hoping
  mopping vs. moping
QUESTION FORMAT

PAST tense: use helper DID

I did  
you did  
he/she/it did  
we did  
you (plural) did  
they did

<table>
<thead>
<tr>
<th>?</th>
<th>HELPER</th>
<th>SUBJ</th>
<th>VERB</th>
<th>MISC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>DID</td>
<td>you</td>
<td>live?</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td>DID</td>
<td>she</td>
<td>come</td>
<td>to work?</td>
</tr>
<tr>
<td>What</td>
<td>DID</td>
<td>they</td>
<td>eat</td>
<td>at noon?</td>
</tr>
<tr>
<td>Why</td>
<td>DID</td>
<td>you</td>
<td>study</td>
<td>english?</td>
</tr>
<tr>
<td>How</td>
<td>DID</td>
<td>you</td>
<td>like</td>
<td>your job?</td>
</tr>
<tr>
<td>How many dogs</td>
<td>DID</td>
<td>he</td>
<td>have?</td>
<td></td>
</tr>
<tr>
<td>What kind of car</td>
<td>DID</td>
<td>he</td>
<td>have?</td>
<td></td>
</tr>
<tr>
<td>How often</td>
<td>DID</td>
<td>they</td>
<td>have</td>
<td>class?</td>
</tr>
</tbody>
</table>

ANSWERS: add "ED" to verb for regular verbs

I lived  we lived
you lived  you lived
he/she/it lived  they lived

For irregular verbs, see the irregular verbs handout
PAST TENSE

1) He __________ for three hours!
   (to talk)

2) They ______________ the new TV program.
   (to watch)

3) I ______________ my car in the visitor lot.
   (to park)

4) Even though she was working, she ___________ to the radio. (to listen)

5) The inspector ______________ the controls.
   (to adjust)

6) We ______________ the parts for the job.
   (to pick)

7) Unfortunately, we ______________ the right parts for the job. (to pick - negative)

8) The managers ______________ on time. (to arrive)

9) Last week, we all ______________ 40 hours. (to work)

10) You ______________ the newsletter yesterday.
    (to receive)
<table>
<thead>
<tr>
<th>VERB</th>
<th>Simple past</th>
<th>Past participle</th>
</tr>
</thead>
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<td>to be</td>
<td>was</td>
<td>been</td>
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<tr>
<td>to break</td>
<td>broke</td>
<td>broken</td>
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<tr>
<td>to choose</td>
<td>chose</td>
<td>chosen</td>
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<td>to come</td>
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<td>to drink</td>
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<td>to eat</td>
<td>ate</td>
<td>eaten</td>
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<td>to fly</td>
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<td>flown</td>
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<td>to give</td>
<td>gave</td>
<td>given</td>
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<td>to go</td>
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<td>to have</td>
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<td>to keep</td>
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<td>to know</td>
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<td>to put</td>
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<td>to take</td>
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<td>to tell</td>
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<tr>
<td>to write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>
Lesson: 8

Lesson Objectives:
Upon completion of this lesson students will be able to:
1. Use the simple past and past progressive tenses when appropriate.
2. Construct complex sentences.
3. Read and answer questions about a schedule.
4. Spell words containing double consonants.
5. Use comparatives.
LESSON #8

Simple past vs. the past progressive
Complex sentences
Schedule review
Writing: What is my schedule?
What was I doing yesterday?
Spelling: double consonants
Comparatives

Reading: the schedule sheet
Using the simple past and past progressive:
What was David doing at 2:00 yesterday?
Who was his teacher at 1:00?

Comparatives

adding ER to words:

bigger shorter changing Y to I
cheaper poorer easier
older richer busier
younger smarter lazier
taller louder prettier

He is taller than I am.
She is older than he is.
We are busier in department 5 than they are in department 2.
You are younger than she is.
BIG WORDS:

More expensive than  less expensive than
More difficult than  less difficult than
More likely than  less likely than

A Porsche is more expensive than a GM car.
A steak is less expensive than a lobster.
English is a more difficult language than French.
My boss is more likely to ask me to stay.
It is less likely to snow in April.

---

IRREGULARS:

good --- better
bad ---- worse

cold pizza is worse than hot pizza.
Winning the lottery is better than working.
PAST PROGRESSIVE with SIMPLE PAST : use of when / while

I was eating when . . . the phone rang.
She was working when . . . the machine broke.

The phone rang . . . while I was eating.
The machine broke . . . while she was working.
COMPLEX SENTENCES

subj. + verb  (simple sentence)
I go to work.

subj. + verb + , conjunction + subj. + verb (compound)
I go to work, but I feel tired.

subj. + verb + subord. conj. + subj. + verb
I go to work even though I feel tired.  (complex)

I go to work although I feel tired.

NOTE: verb tenses must be consistent
I WENT to work even though I FELT tired.

Practice using these subordinating conj.: although, even though, since, because, when, before, after, while
### Spelling: double consonant sounds

<table>
<thead>
<tr>
<th>butter</th>
<th>better</th>
<th>bitter</th>
<th>sitter</th>
<th>setter</th>
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</thead>
<tbody>
<tr>
<td>letter</td>
<td>litter</td>
<td>latter</td>
<td>matter</td>
<td>mutter</td>
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<tr>
<td>teller</td>
<td>taller</td>
<td>caller</td>
<td>cellar</td>
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<tr>
<td>summer</td>
<td>simmer</td>
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</table>
Lesson: 9

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Write sentences containing comparatives dictated to them.
2. Use superlatives.
3. Use comparatives with quantities.
4. Read, discuss, answer questions about a passage about educational systems.
5. Write a paragraph comparing two educational systems.
Lesson #9

Superlatives

Reading: education in the U.S.
Writing: comparing the education system in your native country with that of the U.S.

Dictation: comparatives

Dictation:

Today is colder than yesterday.
NJ is smaller than Texas.
A house is more expensive than an apartment.
A state college is less expensive than a private college.
French is easier than English.
Chinese is more difficult than French.

Superlatives: the most / est

Adding "est" to words to get the superlative, and using "the"

<table>
<thead>
<tr>
<th>the oldest</th>
<th>the biggest</th>
<th>changing &quot;y&quot; to &quot;i&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>the youngest</td>
<td>the smartest</td>
<td>the easiest</td>
</tr>
<tr>
<td>the tallest</td>
<td>the cheapest</td>
<td>the busiest</td>
</tr>
<tr>
<td>the smallest</td>
<td>the shortest</td>
<td>the prettiest</td>
</tr>
</tbody>
</table>

using "the most" plus longer words:

the most expensive
the most popular
the most likely
the most difficult

using "the least" plus longer words:

the least expensive
the least difficult
the least prepared
the least qualified

good --- better --- the best
bad --- worse --- the worst
Comparitives with QUANTITIES:

more money       the most money
less money       the least money

but . . .

fewer children   the fewest children
(using few/fewer with countable nouns)

Reading: Education in the U.S.
Writing: in a single paragraph, compare and contrast the educational system in your native country with that of the U.S. For example:

In Poland, we have more difficult math classes. In the U.S., there are shorter tests. Also, in Poland we have fewer breaks during the class.
Worksheet:

1) Paul has three sisters. Ted has two sisters. George has five sisters.

George has _________________ Paul.
Paul has _________________ George.
Ted has _________________ Paul and George.
George has _________________.
Ted has _________________.

2) A Honda costs $18,000. A Horizon costs $7,000. A Porsche costs $35,000.

The Honda is _________________ the Horizon.
The Horizon is _________________ the Honda.
The Porsche is _________________.
The Horizon is _________________.


Using coffee:
Chris drinks __________________________ Ann.
Ann drinks __________________________ Tom.
Chris drinks __________________________.
Ann drinks __________________________.

Using cups:
Ann drinks __________________________ Tom.
Chris drinks __________________________ Tom.
Ann drinks __________________________.
Chris drinks __________________________.
Lesson 10

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the present perfect tense.
2. Write sentences containing superlatives dictated to them.
3. Read, discuss, answer questions about, and write a response to a passage about population planning.
4. Use gerunds and infinitives.
5. Use possessives.
Lesson #10

10.2

Present Perfect verb tense (see following sheet)
Dictation: superlatives
Reading: world population (prefixes: over, under)
Writing: on world population (pro's and con's)
Verbs plus gerunds / infinitives
Possessives (see following sheet)

Dictation:

This is the easiest math test I have ever taken.

Biology is the most difficult course I have ever taken.

My bedroom is the most comfortable room in my house.

My attic is the least comfortable room in my house.

I have the fewest number of students in my Russian history class.

I have the largest number of students in my American history class.

The best vacation I ever had was to Bermuda.

The worst vacation I ever had was to Disneyland.

Reading: Family size and economic development
Writing: What are the advantages and disadvantages of overpopulation and of underpopulation?
Verbs that are followed by ING forms (verbs):

I enjoy dancing.
I advise taking aspirin.
They recommend sitting up front.
He dislikes wearing suits.

Verbs that take infinitives in following verbs:

We hope to pass the test.
She plans to visit NY.
They wish to deposit their checks.

Verbs that take either ING or infinitives in following verbs:

I prefer to eat yogurt. / I prefer eating yogurt.
We like to skate. / We like skating.
They hate to shop. / They hate shopping.

Verbs with a meaning change:

I stopped smoking vs. I stopped to smoke.
He went on to talk vs. He went on talking.
POSSESSIVES

my book / mine
your book / yours
her book / hers
his book / his

our book / ours
your book / yours
their book / theirs

Use possessives for things you own: This is my car.
NOTE: If you take out "car," you just say the following:
This is mine.

That is her book.
That is hers.

This is our room.
This is ours.

Also, use possessives for "ing" words that come after such verbs as "mind, prefer, like, enjoy."
For example: Do you mind HIS smoking?
I prefer HER not talking in Spanish.
He likes THEIR studying so hard.
La-La-La. Do you enjoy MY singing?

BE CAREFUL!!

There = place, location
The book over there is not mine
There is a lot of work on the table.
There are many crazy drivers in NJ.
Who put the computer there?

Their = possession
This is their computer.
Their dog is not here; he is over there. (see difference)
Their smoking bothers me.

They’re = they are
They’re happy to be working at St. Francis.
They’re studying in the scheduling office.

Example using all three: They’re not sure where they put their books, but they think their books are over there.
Lesson: 11

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the present perfect or simple past tense when appropriate.

2. Write sentences using the present perfect tense when dictated to them.

3. Use modals when asking questions.

4. Read, discuss, answer questions, and write a response to a passage about personality types.

5. Spell words containing ee/ea and oo/ou.
Lesson #11

Present perfect tense vs. the simple past

Modals
Card game using the tenses so far
Dictation: present perfect
Spelling: "ee" and "oo" sounds
Reading: Types
Writing: What type are you?

Present perfect vs. simple past

Have you ever gone to NY?
Yes, I have.
When did you go?
I went last month.

Have you ever met Ruth?
Yes, I have.
When did you meet her?
I met her last year.

Using both in a complex sentence with "since":

I have lived in NJ since 1960. (I was born in 1960)
I have lived in NJ since I was born.

He has been sick since last month. (He got the flu then)
He has been sick since he got the flu.

They have known each other since 1977. (They met in 1977)
They have studied English since classes started.

Dictation:

I have not eaten lunch yet, but I have drunk 3 cups of coffee.

They have spoken to the manager, and the manager has asked for a meeting.

We have known Carol since classes started.

He has given us enough chalk to last the week.

She has taken the test three times this week.

How long have you known Gladys?

How long have you lived in NJ?
Modals: using the question format sheet, make questions replacing the helper with modals -- can, may, might, should, must, and have to.

Can you speak English? Yes, I can. / No, I can’t.
Should you come to work late? No, I shouldn’t.
I have a headache. What should I take? You should take aspirin.
They must not smoke in class, but they can smoke in the hallway.

Reading: Types
Writing: What type are you? A or Z?

Card Game: break into pairs. Each card has question information on it. The person picking the card must use the information on the card to make a correct question. His/her teammate must answer correctly (using the same verb tense). If both Q and A are correct, then that team gets 2 points; if only the question is correct, then that team gets 1 point.

Spelling: EE/EA and OO/OU sounds

<table>
<thead>
<tr>
<th>ee</th>
<th>ea</th>
<th>oo</th>
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<tbody>
<tr>
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<td>deal</td>
<td>fool</td>
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<td>tool</td>
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</table>
Lesson: 12

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Write sentences dictated to them that review modals and spelling words.
2. Understand the different meanings conveyed by negative modals.
3. Use the future form - "going to" - correctly.
5. Use adverbs of frequency in the simple present tense.
6. Use comparative adverbs.
7. Discuss, answer questions about, and write a response to a schedule listing television programs.
Lesson #12

Future tense: going to
Reading: TV pages
Modals - difference in negative meanings
Adverbs of frequency / and using LY
Adjectives vs. adverbs
Writing: good TV shows / bad TV shows
Dictation: modals and spelling words

Dictation: modals and spelling

They planned to meet at the meat counter.
He would bring the wood on the camping trip.
She can bring her car back to the mechanic, but she has to leave it there until tomorrow.
The mechanic shouldn't lose his tools.
We got lost because we couldn't find the maps.
We have many deer in our yard, and they are dear to me.
He has felt weak all week long.

Modals - difference in negative meanings
Must not = don't have to
I must not smoke (it is prohibited)
I don't have to come to work (it's not necessary)

We must not steal money (it's prohibited)
He doesn't have to steal money (it's not necessary)
Going to = future

We are GOING TO visit him in the hospital.
She is GOING TO pick me up at the airport.
You are not GOING TO drive all the way to NY by yourself.
We are GOING TO go to the store in a few minutes.

Question format:
When are you going to go to the store?
Where are they going to have lunch?

Adverbs (see following worksheets)
Adverbs vs. adjectives:

She is a good typist. She types well.
What kind of typist is she? How does she type?

He is a bad writer. He writes poorly.
What kind of writer is he? How does he write?

They are quick skiers. They ski quickly.
What kind of skiers are they? How do they ski?

Adverbs have "ly" at the end, except for those in the exception list on the following sheet

Reading: TV section using GOING TO
Writing: Good TV shows / bad ones
good actresses and actresses who act well
Fill in the chart below. Then answer the following questions:

<table>
<thead>
<tr>
<th>Type of program</th>
<th>How often?</th>
<th>Favorite show?</th>
<th>Time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>sports program</td>
<td>always</td>
<td>Monday Night Football</td>
<td>Monday(9) p.m.</td>
</tr>
<tr>
<td>comedy program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>news program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quiz program</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>talk program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adventure program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>old movie</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sports program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>educational program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) What kind of program do you watch the most?

2) What kind of program do you watch the least?

3) What are you going to watch tonight?

4) When are you going to watch a sports program?

5) When are you going to watch an old movie?
Lesson: 13

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use causatives and permissives.
2. Use the future form -will- correctly in sentences and questions.
3. Write a paragraph using the future tense.
4. Spell words containing ai and ei.
Lesson #13

Causatives and permissives
Future: will
Spelling: Ai and ei sounds

Permissives:
I let my children stay out until 9:00.
I don't let my daughter go to parties alone.
GM lets me take classes.
GM doesn't let me smoke in the classroom.

Question format:
How late do you let your children stay out?
Who lets you smoke?
When will you let your son vote?
Why don't you let your daughter drive?

Causatives:
I have the mechanic fix my car. (active)
I have my car fixed by the mechanic. (passive)

I get the hairdresser to cut my hair. (active)
I get my hair cut by the hairdresser. (passive)

The government makes me pay taxes.
I make my children do their homework.

Question format

WILL - future

Using the initial question format chart, how to make questions concerning the future

When WILL you go home?
I will go home at 3:00.

Will you go to the post office?
No, I won't go there.

Writing practice: What will you do this weekend?
## Spelling: AI and EI sounds

<table>
<thead>
<tr>
<th>AI</th>
<th>EI</th>
</tr>
</thead>
<tbody>
<tr>
<td>pair (pear)</td>
<td>deceive</td>
</tr>
<tr>
<td>snail</td>
<td>receive</td>
</tr>
<tr>
<td>nail</td>
<td>their</td>
</tr>
<tr>
<td>mail (male)</td>
<td></td>
</tr>
<tr>
<td>tail (tale)</td>
<td></td>
</tr>
<tr>
<td>sail (sale)</td>
<td></td>
</tr>
<tr>
<td>rail</td>
<td></td>
</tr>
<tr>
<td>fail</td>
<td></td>
</tr>
<tr>
<td>hail</td>
<td></td>
</tr>
<tr>
<td>wait</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet: will / won't

1) He ______________________ ten minutes for the part to arrive at his station. (to wait)

2) They ______________________ to their supervisor after lunch. (to talk)

3) Because she has no time, she ______________________ for the meeting after work. (to stay)

4) I ______________________ you at lunch because I am going out for lunch today. (to see)

5) Because Joe is health conscious, he ______________________ cola, but ______________________ bottled water.

6) The mechanic says my car ______________________ by noon today. (to be ready)

7) I ______________________ for the mechanic, but I ______________________ for the towing. (to pay)

8) We ______________________ next week to talk about the changes in the schedule, but we ______________________ to talk about the blood drive. (to get together)
Lesson: 14

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Write sentences dictated to them that review the use of will, going to, and causatives.

2. Understand the difference between the active and passive voice.

3. Read, discuss, answer questions about, and write a response to a passage about the ways people are judged.

4. Use quotation marks.

5. Use "to" and "too" correctly.
Lesson #14

Passive and active voices
Dictation: will and going to / causatives etc.
Reading: Can people be judged?
Writing: How else can people be categorized?
Punctuation: quotation marks (see following sheets)
Spelling: to / too / two

Dictation:
We are going to finish reading this chapter.
They will not take their children to Atlantic City.
You are not going to have enough time to eat lunch.
I let my husband use my car, but I don't make him put gas in it.
She makes her children clean their rooms, but she doesn't get them to clean the kitchen.
He gets the dry cleaner to clean his suits once a month.

Active vs. passive – all tenses
The teacher closes the door.
The door is closed by the teacher.

The teacher closed the door.
The door was closed by her.

The teacher has closed the door.
The door has been closed by her.

etc....

Reading: Can we judge people by appearance?
Writing practice: How else can we judge them?
To vs. too

1) to
I go to the store.
Give the book to Kathy.
We like to drink coffee.

2) too
He is too tired.
It is too late.
That is too much pasta.

3) to / too
He is too tired to drive.
They are too young to vote.
That is too much pasta for me to eat.

4) two = the number
I have two friends.
My two dogs always bark.
There are two ways to get to Newark.
Turn the active sentences to passive:

1) GM manufactures cars, jeeps, and minivans.

2) The United States grows corn, wheat, and oats.

3) The Italian bakery makes pastries and bread.

4) The secretary makes the coffee every morning.

5) The workers assemble the parts at the plant.

Answer these questions:

1) What is the table made of?

2) What are your shoes made of?

3) Where was your car made?

4) When was your house built?

5) Where were you born?

6) What is the teacher’s sweater made of?
Lesson: 15

Lesson Objectives:
Upon completion of this lesson students will be able to:
1. Use the present and future tenses in complex sentences.
2. Identify subjects that are always singular.
3. Identify countable and non-countable subjects and objects.
Lesson #15

15.2

Present and future together
Subjects: everything, nothing, something, etc.
Countable and non-countable subjects/objects (see sheets)
Reading: The rewards of living a solitary life
Writing: Pres. and future tenses in complex sentences

Present and future: complex sentences

When I GO to the airport, I WILL get my ticket.
Before he GETS on the plane, he WILL show his boarding pass.
After the plane TAKES off, he WILL smoke.
If I FLY to Florida, it WILL take two hours.
If I DRIVE, it WILL take three days.
SUBJECTS THAT ARE ALWAYS SINGULAR

- everyone
- anybody
- somebody
- either (one)
- no one

- everybody
- anybody
- somebody
- neither (one)
- nobody

NOTE: "some" is plural when used with countable nouns:
Some books ARE on the table.
Some money IS on the table.

* * * *

<table>
<thead>
<tr>
<th>Either Noncount or Plural</th>
<th>Only Noncount</th>
<th>Only plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a lot of</td>
<td>a little</td>
<td>a few</td>
</tr>
<tr>
<td>some</td>
<td>much</td>
<td>many</td>
</tr>
<tr>
<td>any</td>
<td>an amount of</td>
<td>a number of</td>
</tr>
<tr>
<td>more</td>
<td>less</td>
<td>fewer</td>
</tr>
<tr>
<td>most</td>
<td>least</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet: countable and noncountable items

1) I bought a __________________ apples at the store. (few / little)

2) How __________________ rooms do you have in your house? (many / much)

3) How __________________ suitcases are you carrying? (much / many)

4) How __________________ luggage are you carrying?

5) Can I borrow a __________________ dollars until payday? (little / few)

6) I need __________________ aspirin for my headache. (some / any)

7) Do you have a large __________________ friends? (amount of / number of)

8) He drinks a big __________________ coffee. (amount of / number of)

9) They will take __________________ time finish the project than we will. (fewer / less)

10) They will take __________________ hours to finish the project than we will. (fewer / less)
Worksheet: choose either a plural count noun or a noncount noun to go in the blank. Look at the work before the blank to decide what kind of noun goes there.

1) He doesn't have any ____________________.

2) You have a few ____________________.

3) They ate some ____________________.

4) I found a number of ____________________ in the closet.

5) Can you pour me a little ____________________?

6) How many ____________________ did he buy?

7) I lost an amount of ____________________.

8) How much ____________________ did they save?

9) How many ____________________ did they spend?

10) I don't want any ____________________ from him!
Lesson: 16

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Write sentences dictated to them that review subject/verb agreement.
2. Use relative clauses.
3. Use the conditional.
4. Use correct helping verbs.
5. Use the verb "be" correctly.
Lesson #16

Conditionals (see sheet attached)
Verb tense review
Relative clauses
Dictation: sub. and vb. agreement

Dictation: sub. and vb. agreement

Her new glasses are blue, but her old pair was black.
No one has any idea how hard it is to learn Chinese.
Everyone gets used to the new schedule, but no one wants to work the late shift.
The coffee is cold, and the cups of tea are lukewarm.
Both of the students are sitting, but neither of them is wearing a hat.

Relative clauses:
The teacher who is sitting has brown hair.
essential relative clause

Carol, who is sitting, has brown hair.
non-essential relative clause --- use commas

The neighbor who has a blue house is French.
Joanne, who has a blue house, is French.

The book that is on the table is blue.
Webster's Dictionary, which is on the table, is blue.
CONNECTIONS

Present real conditional:

If + present tense, (then) + future tense.

If I go to New York, I will see the Empire State Building.
If he walks 10 miles, he will be tired.
If they buy a German car, they will pay a lot of money.

Present unreal conditional:

If + past tense, (then) + would/could

If I had money, I would travel.
If he ate a whole pizza, he would be sick.
If they learned Italian, they could go to Italy.

TO BE: always use "were" in the IF clause of a present unreal conditional:

If I were Princess Diana, I would live in a palace.
If I were you, I would talk to the boss.
If he were rich, he would buy a yacht.

Past unreal conditional:

If + past perfect, (then) + would have / could have

If I had lost my wallet, I would have called the police.
If they had bought a new car, they wouldn't have had all that trouble with the used one.
If we had studied French, we could have learned how to speak French.
Worksheet: conditionals
Finish the following sentences.

1) If I were rich, . . .

2) If I needed your help, . . .

3) If I had been sick last week, . . .

4) If I hadn't missed that party, . . .

5) If we had eaten a big lunch, . . .

6) I would lend you money if . . .

7) She could buy a house if . . .

8) I would move to a new place if . . .

9) She would have been if . . .

10) They would have been fired if . . .

11) They wouldn't have been fired if . . .

12) I would have helped you if . . .

13) You could see the doctor if . . .