This guide is intended for use in conducting a reading lab for a broad group of workers ranging from nonreaders to persons reading at a fifth-grade level. Presented first is a course overview that includes the following: information on the course's targeted population, student selection process, and demographics; strategies for adult remediation; diagnostic and instructional materials used; methods used; results of the lab's past use; and comments made by students after completing the course. The remainder of the guide consists of 2 word games and 30 exercises on the following topics: pronunciation rules (pronunciation and spelling, vowel sounds, spelling rules, vowel combination, and dictation); homonyms; complete sentences; basic spelling rules (doubling consonants and words ending in "y"); verbs (regular verbs, subject and verb agreement, plural forms of nouns, irregular verbs, verb tenses, and expressions of time); paragraphs and paragraph writing; and pronouns. (MN)
Mercer County Community College
Division of Corporate and Community Programs
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National Workplace Literacy Grant

1994
ACKNOWLEDGMENT

Mercer County Community College thanks Lorna Burt, Senior Education Specialist/Curriculum Developer for creating this manual. Through her valuable contributions employees in manufacturing and service industries learned concepts relevant to their existing jobs and strategies for learning other tasks if that opportunity should arise.
READING LAB

COURSE OVERVIEW:

- Targeted Population: Non-readers through 5th grade
- Selection Process: TABE Test and individual tutor and counseling
- Group Size: Under 7
- Demographics:
  - Average Age
    Male – 5
    Female – 2
  - Race
    Caucasian
    Black
    Hispanic

STRATEGIES FOR ADULT REMEDIATION:

- Build secure, constructive working relationships with adult learners through individual tutoring
- Individual tutoring for 6 weeks
- With student approval formed small class
- Classes intensive, targeted remediation combining peer work, individuals, whole group and computer
- Begin with what the employees are familiar with, then branch to work-related material
- Build a flexible, non-censoring environment and curricula
- Allow students to work at their own pace

DIAGNOSTIC MATERIALS:

- TABE
- Nadine Rosenthal’s Diagnostic Phonics and Comprehension Assessment
READING LAB

MATERIALS:

- *New Beginnings in Reading* – Bonnie Tivenon, Contemporary Press, 19??.
- *EDL Reading Strategies* – Software
- *Tales of the Odd and Unexpected* –
- "News For You" – New Readers Press
- Various company material

METHODS:

- Expose Learners to as many types of reading as possible
- Combine reading strategies of phonetics, sight vocabulary and decoding
- Increase amount of student writing
- Use holistic approach –
  - ◊ First teacher write material, then have students copy
  - ◊ Finally students begin to write on their own
- Flexible group structure that allows peers to work together to solve common problems or individually to learn specific skill
- Build team support system
- Incorporate the basic skills such as homophones, spelling, grammar and writing simple phrases to paragraphs
- Incorporate daily work-related information and coping strategies to encourage worker to become more self-confident on the job
- Build self-esteem and a sense of personal accomplishment by breaking complex materials into smaller segments.
- Encourage bonding through the small group environment

RESULTS:

Over two years increase in reading scores after 100+ hours of training
Comments made by students at the end of the class:

- I can read worksheets and understand them.
- I can read company memos and letters.
- I am able to break down big words into syllables and little words I understand.
- Once you start learning, it makes you want to learn more and it keeps you reading.
- Lots of people have noticed my progress.
- I can read my mail.
- I am no longer afraid to try to read a word.
- I don't skip over words.
- I do a better job.
- I am more self-confident. Now if I don't know, I ask for help.
- By being able to read a newspaper, I can communicate more with others.
- I'm not afraid to hold a conversation with others.
- I can do crossword puzzles.
- Being able to read helped me with math.
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   ◊ Verb tenses review

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   ◊ Paragraphs
   ◊ Writing paragraphs

8. Pronouns
   ◊ Pronouns
   ◊ Pronoun exercises
**WORD SQUARES**

Find a letter for each blank, so the square will form the same words when read either across or down.

<p>| | | |</p>
<table>
<thead>
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<tr>
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</tbody>
</table>
How many words can you make from the word READING?

- rage
- read
- red
- ring
- rain
- ride
- raid
- rind
- ran
- rag
- rein
- age
- anger
- and
- are
- aid
- aide
- an
- ad

- dine
- dear
- dean
- drag
- drain
- die
- din
- den
- darn
- dig
- dare
- dire
- diner

- near
- nag
- nerd
- gain
- gear
- gin
- grain
- grid
- grade
- gird
- grind
- gran
- gander

- red dean
- nerd
- gin
- grain
- grid
- grade
- gird
- grind
- gran
- gander

- ear
- era
- earn
- dare
- dire
- diner

- in
- I
- idea
- ire
- id

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We have two types of vowels: long and short. The long sound is the vowel saying its name; the short sound is the sound it makes.

**Long vowels:**

- A = day, say, hate
- E = need, recede
- I = I, wine, grind, sign
- O = go, show, rode, stole
- U = huge, usually, use, accuse

**Short vowels:**

- A = hat, matter, addition
- E = every, end, pocket
- I = in, idiot, it, illness
- O = hot, spot, cod, on
- U = gun, under, until
## Vowel Sounds

<table>
<thead>
<tr>
<th>Sound</th>
<th>Vowels</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>ate</td>
<td>ai</td>
</tr>
<tr>
<td></td>
<td>at, hat, mat</td>
<td>ate, hate mate, date</td>
</tr>
<tr>
<td></td>
<td>cat, flat, rat</td>
<td>crate, rate, late,</td>
</tr>
<tr>
<td></td>
<td>main</td>
<td>brain, pain,</td>
</tr>
<tr>
<td>ap</td>
<td>ape</td>
<td>ea</td>
</tr>
<tr>
<td></td>
<td>cap, rap, tap</td>
<td>cape, rape, tape</td>
</tr>
<tr>
<td></td>
<td>sap, lap</td>
<td>great, break, steak</td>
</tr>
<tr>
<td>ake</td>
<td>ace</td>
<td>able</td>
</tr>
<tr>
<td></td>
<td>cake, bake, sake, make, take, rake, lake</td>
<td>pace, space, face, race, grace, lace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>able, table, cable, fable</td>
</tr>
</tbody>
</table>

### Dictation

1. The fat cat is on the flat mat with his mate.
2. Our fate is to wait for the train.
3. To make rate we work late at our stations.
4. The man stands by the lake in the rain.
5. It is great to work at the company.
6. Her name is Jane and her face is full of grace.
7. The brake man took a break and ate a cake.
VOWEL SOUNDS

\( \rightarrow o \)

top \hspace{1cm} mop \hspace{1cm} hope \hspace{1cm} mope
hoc \hspace{1cm} not \hspace{1cm} vote \hspace{1cm} note
stop \hspace{1cm} cop \hspace{1cm} close \hspace{1cm} rose
flop \hspace{1cm} crop \hspace{1cm} phone \hspace{1cm} stove
lot \hspace{1cm} pop \hspace{1cm} rope \hspace{1cm} Pope

love
dove

move

Dictation

1. The cop stopped the hot rod.
2. It is not a note for Tom, but for Dot.
3. The vote was close for the new Pope.
4. My pop has a lot of pots on the stove.
5. The rope is close to the phone.
6. Move the note so it is not made hot by the stove.
<table>
<thead>
<tr>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
</tr>
<tr>
<td>fib</td>
</tr>
<tr>
<td>sit</td>
</tr>
<tr>
<td>thin</td>
</tr>
<tr>
<td>fill</td>
</tr>
<tr>
<td>bill</td>
</tr>
<tr>
<td>thick</td>
</tr>
<tr>
<td>wish</td>
</tr>
<tr>
<td>rich</td>
</tr>
</tbody>
</table>

**Dictation**

1. The bills are in the thick files.
2. The big hill is filled with pines and vines.
3. White wine is right with fresh fish and rice.
4. Tim fibs to his sister all the time.
5. The pile of tires is outside.
6. My dog bites my leg until I give him a biscuit.
7. In the winter he runs two miles.
8. I wish I might find a ride for tonight.
9. We smile while we participate in the Skills 2000 class.
Vowel sounds change depending on what surrounds them in the word. For example, a vowel followed by a consonant is usually a short vowel sound; a vowel followed by a consonant and another vowel is usually a long vowel sound.

**SHORT vowel**
- hat
- pet
- sit
- not
- us

**LONG vowel**
- hate
- Pete
- site
- note
- use

When we add parts to words, sometimes we have to *double* the consonant so the sound of the vowel remains the same.

- pat
- let
- hit
- hop
- put
- sum
- patting
- letting
- hitting
- hopping
- putting
- summary

**Remember:** if the original word ends in "E" the vowel sound is long and you want to keep it long when you add a suffix that starts with a vowel. So drop the "E" and do not double the consonant.

- tape
- recede
- bite
- hope
- use
- taped
- receding
- biting
- hoping
- used

Keep the final silent "E" when adding a suffix that begins with a consonant.

- hope
- late
- hopeless
- lateness
VOWEL COMBINATIONS

EA = usually sounds like EE
heat, meat, seat, neat, feat, read

EE vs. EA = meet / meat
feet / feat
beet / beat
week / weak
reed / read
need / knead

EA exceptions: dead, read

OU = usually sounds like OW
house, mouse, grouse, out, bout, clout, sound

NOTE: Even OW can change sounds:
How now brown cow?
I don't know if it will snow after the show.

OA = long O sound
boat, moat, float, goat, coat, oats

EI = usually sounds like EE
receive, deceive
VOWEL COMBINATIONS

IE = usually sounds like EE
(remember I before E except after C)
relieve, believe

REMEMBER: the rule is "I before E, except after C" — when the sound is "EE".
relieve, believe
deceive, receive

Exceptions: foreign, neighbor, either, neither, seize, leisure,
weird, sheik

OO = a long U sound sometimes
food, mood, cool, school

sometimes an EU combination
book, look, took, crook, wood

EE = always long E sound
need, seed, indeed

NOTE: Words that sound alike but are spelled differently also have different meanings. You must know which one to use by looking at the context and figuring out the meaning.

⇒ I will meet you in the meat department.
⇒ He was feeling weak all of last week.
⇒ They left their coats over there and now they're walking to get them.
⇒ We need two pieces of wood to complete the desk, and some glue too.
Listen to the teacher for the first time and then as she reads a second time, write down what she tells you. When she reads it a third time, make corrections.

Because of the heat, the company has decided to give workers a five minute break every hour. This is a fine policy since it takes into consideration the health and safety of the workers. Although five minutes is not enough time to walk and get a soda, it is long enough to just relax.
HOMONYMS

flee / flea
right / write

to / too / two
fare / fair

road / rode
knot / not
there / their / they’re
know / no
tow / toe

choose / chose
knight / night

loose / lose
site / sight / cite

feet / feat
flower / flour

meat / meet
train

beet / beat
wind / wind

taught / taut
wound / wound

poll / pole
four / for / fore

polish / polish
be / bee / Bea

bow / bow / bough
plow / plough

threw / thorough
see / sea

seen / scene
sent / scent

sleigh / slay
way / weigh

wait / weight
whales / Wales / wails

sail / sale
pain / pane

eight / ate
by / buy / bi / bye

blue / blew
hour / our
or / oar / ore
hear / here

where / wear
hire / higher

lyme / lime
time / thyme

him / hymn
herd / heard

so / sew
hare / hair

pair / pear / pare
tear / tear

flew / flu
use / use

new / knew
bare / bear

dear / deer
mail / male
tale / tail
pail / pale

bale / bail

tea / tee

hale / hail

guys / guise
### HOMONYMS

<table>
<thead>
<tr>
<th>boar / bore / Boer</th>
<th>pore / pour / poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>one / won</td>
<td>ball / bawl</td>
</tr>
<tr>
<td>rain / rein / reign</td>
<td>vein / vane / vain</td>
</tr>
<tr>
<td>bridal / bridle</td>
<td>vile / vial</td>
</tr>
<tr>
<td>steel / steal</td>
<td>skin / skein</td>
</tr>
<tr>
<td>sure / shore</td>
<td>dough / doe</td>
</tr>
<tr>
<td>pea / pee</td>
<td>bite / byte</td>
</tr>
</tbody>
</table>

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HOMONYMS

Homonyms are words that sound alike or nearly alike, but are spelled differently and have different meanings. Many homonyms are misused and spelled incorrectly. Test yourself: see if you can determine the meaning of the homonym from its usage. If you cannot, check a dictionary.

A
ale / ail
aloud / allowed
ant / aunt

B
bale / bail
ball / bawl
bare / bear
be / bee / Bea
beet / beat
bite / byte
blue / blew
boar / bore
bow / bough
break / brake
bred / bread
bridal / bridle
by / buy / bye / bi

C
cell / sell
choose / chose
cite / sight / site

D
dear / deer
dessert / desert
die / dye
doe / dough

J
jam / jamb

K
knight / night
knot / not
know / no

L
lead / led
lose / loose
lyme / lime

M
made / maid
male / mail
meet / meat

N
need / knead
new / knew
nun / none / non

O
one / won
or / ore / oar

P
pail / pale
pain / pane
pair / pear / pare

T
tale / tail
taught / taut
tea / tee
tear / tier
there / their / they’re
threw / through
tide / tied
time / thyme
to / too / two
tow / toe
train

V
vain / vein / vane
vile / vial

W
wait / weight
way / weigh
weak / week
weather / whether
whales / Wales / wales
where / wear
which / witch
whine / wine
whose / who’s

Y
you’ll / Yule
your / you’re
# HOMONYMS

<table>
<thead>
<tr>
<th>Homonym</th>
<th>Examples</th>
</tr>
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<tbody>
<tr>
<td>E</td>
<td>pea / pee</td>
</tr>
<tr>
<td>eight / ate</td>
<td>peace / piece</td>
</tr>
<tr>
<td>F</td>
<td>peal / peel</td>
</tr>
<tr>
<td>fare / fair</td>
<td>peer / pier</td>
</tr>
<tr>
<td>feet / feat</td>
<td>plow / plough</td>
</tr>
<tr>
<td>flea / flee</td>
<td>polish / Polish</td>
</tr>
<tr>
<td>flew / flu</td>
<td>poll / pole</td>
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<tr>
<td>flour / flower</td>
<td>pore / poor / pour</td>
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<td>for / four / fore</td>
<td>Q</td>
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<tr>
<td>quiet / quite</td>
<td>R</td>
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<tr>
<td>gate / gait</td>
<td>rain / reign</td>
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<tr>
<td>grate / great</td>
<td>raise / raze / rays</td>
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<tr>
<td>groan / grown</td>
<td>real / reel</td>
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<td>guise / guys</td>
<td>red / read</td>
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<td>H</td>
<td>right / write</td>
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<td>hale / hail</td>
<td>rode / road</td>
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<td>hare / hair</td>
<td>rote / wrote</td>
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<td>hear / here</td>
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<td>herd / heard</td>
<td>sail / sale</td>
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<td>him / hymn</td>
<td>see / sea</td>
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<td>hire / higher</td>
<td>seem / seam</td>
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<tr>
<td>hour / our</td>
<td>seen / scene</td>
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<tr>
<td>I</td>
<td>sent / scent</td>
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<td>I / eye</td>
<td>skin / skein</td>
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<tr>
<td>I'll / isle / aisle</td>
<td>O / eye</td>
</tr>
<tr>
<td>O / eye</td>
<td>skin / skein</td>
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<tr>
<td>O will / isle / aisle</td>
<td>O / eye</td>
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<td>S</td>
<td>some / sum</td>
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<td>sent / scent</td>
<td>son / sun</td>
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<td>St / stake</td>
<td>steel / steal</td>
</tr>
<tr>
<td>steel / steal</td>
<td>sure / shore</td>
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</table>
HOMONYMS

Some words are spelled exactly the same, but they have different meanings and pronunciation.

bow  After she tied the bow, she took a bow.
content  He was not content with the content of the film.
contract  It was not in his contract to contract out his work to independent builders.
desert  In Operation Desert Storm, no soldier was allowed to desert his post.
lead  Exposure to lead might lead to poisoning.
minute  It will take only a minute to correct the minute error.
row  They had a row about who would row the boat.
polish  The Polish man tried to polish up his English.
project  We project that the project will be completed in six months.
read  If you haven't read that chapter for homework, then you'll have to read it in class.
tear  She bursts into tears every time he tears up her work.
use  The manual is for your use at home; meanwhile, please use the worksheets.
wind  The wind is so strong that we will wind up closing the windows.
wound  The wound was so deep that he wound up at the hospital.
HOMONYMS

Circle the correct word to complete the sentence.

1. I gave **two** / too / to of my pencils **two** / too / to my colleague because he was **two** / too / to tired to get up and get his own.

2. She **knew** / new that the **knew** / new player had **one** / won an award as **one** / won of the best players on the **knew** / new team.

3. After you had to **weight** / wait for the doctor to **weigh** / way you, he told you that there was no **weigh** / way for you to **loose** / lose the extra **weight** / wait without exercise.

4. Because the noise **greated** / grated on his nerves, the **break** / brake operator took his **break** / brake and had a **great** / grate rest.

5. After they stopped at the shop **by** / buy / bye the traffic light to **by** / buy / bye a cake, they cut it into **ate** / eight and **ate** / eight the pieces / peaces in **piece** / peace and **quite** / quiet.
COMPLETE SENTENCES

A complete sentence must have the following:

1. subject
2. verb
3. complete thought

Also, the sentence must start with a CAPITAL letter and end with a period.
COMPLETE SENTENCES

Look at the sentences below and say whether they are complete sentences. If they are not, make them complete.

1. The company is closed for the holiday.

2. Hoping to return.

3. the machine, a large and noisy collator.

4. In the cafeteria, there are new tables

5. Have to be cleaned everyday.

6. When I returned to work after my operation.

7. Even though he forgot to keep track of his hours.

8. Before I came to work here, I worked in many different jobs.

9. For example, machine operator, fast-food worker, and checkout clerk.

10. However, like this job best.
SPELLING RULES – WHEN WORDS END IN "y"

When a word ends in "y" and the "y" comes after a consonant, you have to change the "y" to "i" when you add more to the word.

- When you make a singular word plural
  - enemy → enemies
  - grocery → groceries
  - library → libraries

- When you add "s" or "ed" to a verb
  - try → tries, tried
  - carry → carries, carried
  - marry → marries, married
  - study → studies, studied

- When you add other parts to the ends of words
  - lonely → loneliness
  - marry → marriage
  - beauty → beautiful

- However when you add "ing" you keep the "y"
  - try → trying
  - study → studying
  - dry → drying
SPELLING RULES – WHEN WORDS END IN "Y"

Remember if the "y" comes after a vowel you keep the "y" when you add anything to the word.

♦ When making nouns plural

monkey
holiday
display
monkeys
holidays
displays

♦ When adding "s" or "ed" to verbs

employ
enjoy
stay
employs
enjoys
stays
employed
enjoyed
stayed

♦ When you add other parts to the ends of words

play
employ
pay
playful
employment
payment

Exceptions:

day
pay
lay
daily
paid
laid
WHEN WORDS END IN "Y" – EXERCISES

Complete these sentences using the words in parentheses. Make sure you spell them correctly!

1. She said that she liked her children at this age, but she (enjoy)

   ____________ them more when they were (baby) ______________.

2. The (secretary) ______________ said that they (try) ______________ to

   learn to use the computer, but they found it very difficult.

3. (Lonely) ______________ is not a good reason for

   (marry) ______________.

4. In order to learn more about birds, she (study) ______________ out of

   some books she found in both her local and the college

   (library) ______________.

5. I hope that (employ) ______________ (stay) ______________ at the

   same level it is now, or that it gets better and more people find jobs.

6. Do you get (pay) ______________ weekly or (day) __ ___________?
WHEN TO DOUBLE THE CONSONANT

Fill in the missing word, making sure you spell it correctly.

1. The dog I had when I was a child always ____________ his tail when I came back from school.

2. Stop ____________ at me whenever I pronounce your name incorrectly.

3. Our softball team was the ____________ team in this season's summer league.

4. She ____________ forty cigarettes a day before she gave up last March.

5. I am ____________ you will be able to come to my party on Saturday night.

6. He ____________ the live wires together with insulation tape.

7. I like receiving letters, but I don't like ____________ them.

8. My mother ____________ for me when I was a child, and now I care for my children in the same way.

9. The machine operator is ____________ parts from sheet metal.

10. She was ____________ her lunch break when the fire alarm sounded.
**SPELLING RULES**

1. **i before e, except after c, if the sound of the 2 letters combined is "ee":**
   - mischief
   - receive
   - i before e if the sound of the 2 letters combined is "ee". If not, the pattern is reversed:
   - foreign

   *Exceptions*
   - either,
   - seize
   - weird
   - neither
   - leisure
   - sheik

2. **If a word ends in "y" and the "y" comes after a consonant, change the y to i before adding more to the word:**
   - enemy
   - secretar
   - try
   - study
   - lonely
   - enemies
   - secretaries
   - tries
   - studies
   - loneliness
   - But when you add "ing" you keep the "y":
   - try
   - study
   - trying
   - studying

   *If the "y" comes after a vowel, you do not change it to "i":*
   - holiday
   - display
   - employ
   - pay
   - holidays
   - displays
   - employment
   - payment
   - displayed
   - Exceptions:
   - day
   - pay
   - lay
   - daily
   - paid
   - laid
3. Drop the final silent e when adding an ending that begins with a vowel:
   - accuse → accusing
   - dispute → disputing

   Keep the final silent e when adding an ending that begins with a consonant:
   - hope → hopeless
   - spite → spiteful

   Exceptions: judgment → courageous
dyeing → argument → truly

4. Double the final consonant, when adding an ending, when the vowel sound says its sound:
   - sum → summary
   - trim → trimming
   - program → programming

   Usually, in words of more than one syllable, when the accent is on the 1st syllable, do not double the consonant:
   - layer → layering
   - offer → offered
   - cancel → canceled

   Usually, in words of more than one syllable, when the accent is on the 2nd syllable, double the consonant:
   - occur → occurring
   - refer → referred
   - prefer → preferred
   - remit → remittance
   - omit → omitted

   Do not double the final consonant, when adding an ending when the vowel sound says its own name:
   - time → timing
   - rage → raging
   - cope → coping
### REGULAR VERBS – PRESENT TENSE

**Example:** to come

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>(1 person)</td>
<td>(more than 1 person)</td>
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<tr>
<td>I come</td>
<td>we come</td>
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<tr>
<td>you come</td>
<td>you come</td>
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<td>they come</td>
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<tr>
<td>she comes</td>
<td>they come</td>
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<tr>
<td>it comes</td>
<td>they come</td>
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Note: he, she and it need to add an s to the end of the verb.
SUBJECTS AND VERBS

Verbs are action words. In a complete sentence, you need a subject who does the action. Look at these examples and consider a) what is the action and b) who (or what) is doing the action.

The assembler works on the line.
Some people have a lot of money.
Our teacher drives a red car.
The supervisor was pleased with production this week.
The plant will be closed on the 5th of July.
The machine has broken down three times this week.

Subjects can be singular or plural: For example, "the assembler" in the first sentence is a singular subject; "people" in the second sentence is a plural subject.

Notice the difference between the verbs (present tense):

The assembler comes to work on time.
The assemblers come to work on time.

The first subject is singular, yet its verb ends with an "s" – that means that the verb is singular. This is the opposite for making nouns plural. The singular HE/SHE/IT is the only form that takes the "S" in the present tense.

The second subject is plural, and the verb does not take an "S".

Make sure that singular nouns have singular verbs, and plural nouns have plural verbs.
PLURAL FORMS OF NOUNS

◊ To make most nouns plural, add -s.
  • chairs, tables, dogs, cats

◊ Add -es to nouns ending in -sh, -ch, -ss, and -x.
  • dishes, matches, dresses, boxes

◊ If a noun ends in a consonant + -y, change the y to i and add -es.
  • ladies, babies, secretaries

◊ If a noun ends in -fe or -f, change the ending to -ves.
  • knives, shelves, wives, halves (Except: beliefs, chiefs, roofs, cuffs)

◊ Some nouns that end in -o just take -s in the plural.
  • zoos, radios, studios, photos, pianos, autos, solos

◊ Some nouns that end in -o take -es in the plural.
  • potatoes, tomatoes, echoes, heroes, mosquitoes

◊ Some can take either -s or -es.
  • zeroes/zeros, volcanoes/volcanos, tornadoes/tornados

◊ Some nouns have irregular plural forms.
  • children, men, women, people, feet, teeth, mice, geese

◊ Some plurals are the same as the singular.
  • deer, fish, sheep, species, offspring

Plurals that come from Latin and Greek.

bacterium – bacteria
cactus – cacti crisis – crises
hypothesis – hypotheses criterion – criteria

phenomenon – phenomena
PLURAL FORMS OF NOUNS

Singular nouns that end in s

athletics
economics, mathematics, physics
news
politics
the United States

Nouns that are always plural

clothes
glasses
jeans, pants, shorts, slacks, trousers
scissors
police

Collective nouns are singular when they refer to a group acting as one

audience  band  class
club  collection  committee
crowd  faculty  family
group  jury  orchestra
public  staff  team

Write sentences using 2 singular, 2 plural and 2 collective nouns. Make sure your verbs agree with your subjects

38
## IRREGULAR VERBS

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# IRREGULAR VERBS

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# IRREGULAR VERBS

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</table>
Look out for expressions of time to give you clues about what verb tenses to use.

1. **PAST**
   - A long time ago
   - A few years ago
   - Several years ago
   - A couple of years ago
   - Last year
   - A few months/weeks ago
   - The other week
   - The other day
   - A few days ago
   - Yesterday
   - Last night

2. **NOW**
   - Always
   - Every day
   - Usually
   - Sometimes
   - Often
   - Generally
   - Today

3. **FUTURE**
   - In the morning
   - Tomorrow
   - The day after tomorrow
   - In a couple of days
   - Next week
   - In a few days time
   - Next month
   - Next year
   - Soon
   - Later
   - Eventually
Write the correct form of the verb in the sentences below. Remember to clue in to the Time Expressions.

1. I ____________ to Florida for my vacation last year.
2. I ____________ to work every day in my Nissan Sentra.
3. When she leaves the company at the end of the month, they ____________ a party for her.
4. My husband ____________ our wedding anniversary every year.
5. When I met Jack last year, we ____________ friends immediately.
6. Don't talk to me while I ____________ my book.
7. My parents ____________ me to treat people with respect.
8. When I leave here this afternoon, I ____________ my son to a baseball game.
9. The new supervisor ____________ hands with everyone when he met them yesterday.
10. He ____________ them that he was looking forward to working with them.
11. They ____________ in the cafeteria every day, even though they ____________ the food.
Write the correct form of the verb in the sentences below. Remember to clue in to the Time Expressions.

1. I usually ____________ to work at about 7:00 a.m.

2. Lillie ______________ on second shift from next week.

3. I ______________ of changing my job.

4. I look as though I have been crying, because I ______________ onions.

5. We ______________ to the movies at 7:00 p.m. tonight.

6. I hope the weather ______________ for the July 4 weekend.

7. The doctor ______________ me that I ______________ to wear glasses.

8. Last winter the pond at the bottom of our road ______________.

9. He ______________ the air conditioner on last night because the temperature ______________ 95.

10. We ______________ this worksheet during our next class.
Write the correct form of the verb in the sentences below.

1. I __________________ to Florida for my vacation last year.

2. The new supervisor __________________ hands with everyone when he met them yesterday.

3. My parents __________________ me to treat people with respect.

4. When I met Jack last year, we __________________ good friends.

5. So far this month the secretary __________________ memos.

6. The doctor __________________ me that I __________________ to wear glasses.

7. __________________ you ever __________________ in the cafeteria?

8. He __________________ pizza for everyone on Friday because made rate during the week.

9. When I first started working here, I __________________ where the fire extinguishers were.

10. If I __________________ the alarm, I would have left the building.
VERB TENSE REVIEW

Write the correct tense for the verb to complete the paragraph. Look for time words and expressions!

Example:

TO COME

He usually comes to work at 8:00. Yesterday he came to work late.
This week he has come to work late only once.
Next week, he will come to work on time everyday!

1. TO BREAK

His air gun usually ____________ at least once a week. Last week his gun ____________ on Tuesday. So far this month, his gun ____________ three times. I think that his gun ____________ next week too!

2. TO BRING

I always ____________ my own lunch to work. Yesterday I ____________ a salami sandwich. This month I ____________ a lot of different types of sandwiches.
Tomorrow I think I ____________ a chicken salad sandwich.
3. **TO WRITE**

The supervisor ____________ the schedule every day.

Yesterday she ____________ the schedule in the morning.

This month she ____________ more than 20 schedules.

Next month she ____________ a new group of schedules.

4. **TO FALL**

Sometimes the units ____________ off the belts. Yesterday, three units ____________ on the floor. This week, only those three units ____________ on the floor. Next week, maybe a few more ____________ off the belts.

5. **TO FEEL**

My co-worker ____________ sick today. Yesterday he ____________ okay. This month he ____________ sick only twice. He ____________ better tomorrow!
VERB TENSE REVIEW

Write the correct tense for the verb to complete the paragraph. Look for time words and expressions!

Example:

TO COME

He usually comes to work at 8:00. Yesterday he came to work late.

This week he has come to work late only once.

Next week, he will come to work on time everyday!

1. TO KEEP

We always ____________ our notes in our binders. In our last class, we ____________ our notes in our binders. In the future, we ____________ our notes forever! So far this month, we ____________ a lot of notes from Lorna.

2. TO TAKE

The inspector ____________ units from the lines every day.

This morning she ____________ three units from the line.

So far this week she ____________ many units. Next week, do you think that she ____________ more units?
3. TO SPEAK

They often __________ to their foreman. Yesterday they
__________ to their foreman about the schedule. So far this year,
they ________________ to him several times about the schedule.
Tomorrow, they __________ to the manager instead.

4. TO BUY

The company usually ______________ American tools, but last
month they ______________ Japanese tools. This year they
______________ many tool replacements. Next year, they
______________ a whole new set of standardized tools.

5. TO PUT

He __________ the envelopes on the unit doors. Yesterday he
______________ more than 120 envelopes in the units. So far
this afternoon he __________ only 35 envelopes in the units.
Tomorrow, he ________________ any in the units because he
will be working in the coil area.
6. **TO THINK**

Sometimes I ____________ about moving out of NJ. For example,
last night I ____________ about moving to Alaska. So far this
month, I ____________ about leaving NJ nearly every night.
If I am lucky, I ____________ about moving to Maine, next year.
A paragraph has several parts:

- **INTRODUCTION**
  
  This is the first sentence of the paragraph. It tells you what the paragraph will be about (subject) and the author's point (main idea).

- **BODY**
  
  This is made up of the middle sentences of the paragraph. It is the support that the author gives for his main idea. The support can take many forms: examples, a process, a story, or a definition.

- **CONCLUSION**
  
  This is the last sentence of the paragraph. It can be a restatement of the introduction, or it can be a comment on the main idea.
WRITING PARAGRAPHS

Write a paragraph for two of the following topics.

1. my best vacation

2. my hobby

3. my children

4. my pet

5. my dream home

Be sure to include an introduction, good support, and a conclusion.
A pronoun replaces a noun and makes sentences easier to read:

**Without pronouns:**
Frank took Frank's car out of Franks garage and then Frank took Frank's car to the mechanic.

**With pronouns:**
Frank took his car out of his garage and then he took it to the mechanic.

### Subject Pronouns

- I
- you
- he, she, it
- we
- you (plural)
- they

- I am working until 10:00 p.m. today.
- He has to change insurance companies.
- They have written several memos to their boss.

### Object Pronouns

- me
- you
- him, her, it
- us
- you (plural)
- them

- He gave me the good news about the new account.
- When did you tell her about the report?
- I told her about it last month.
**PRONOUNS**

**Personal Pronouns** (to show possession or that something belongs to someone)

- my/mine
- your/yours
- his, her/hers, its
- our/ours
- your/yours
- their/theirs

**NOTE:** personal pronouns that replace the noun completely do not take an apostrophe before the s.

- That is their book.  >  That is theirs. (not their's)

These words are also pronouns:
everyone, anyone, someone, no one, everybody, somebody, nobody, everything, something, nothing, neither, either

**NOTE:** These pronouns are always singular (one person) and so you have to match them with a singular verb!

- Neither George nor Anna HAS a stamp.
- Everyone HAS time to eat lunch.
- Someone is making fresh coffee.
PRONOUNS

Pronoun Agreement

When you use one of these pronouns, make sure that the possessive pronoun matches.

Everyone has the right to speak their minds. (Wrong!)
(singular) (singular verb) (plural)

Everyone has the right to speak his/her mind. (Right!)
(singular) (singular verb) (singular)

NOTE: EACH and EVERY are also singular.

Every child should trust their parents. (Wrong!)
(singular) (plural)

Every child should trust his/her parents. (Right!)

Sometimes a sentence has two subjects or objects so that the pronoun is unclear. Look at this sentence and figure out what is going on:

- Bill asked Ted if he could go to the meeting, and he said no, so he didn't go.

Because there are two male subjects (Bill and Ted) and the pronoun **he**, the reference is unclear. Who wanted to go to the meeting? Who didn't go? One way to clear up this problem is by using real speech with quotation marks:

- Bill asked Ted, "Can you go to the meeting?" Bill said no, so *he* didn't go.

Example:

After Steve picked up the garbage and took out his lunch, he ate it.

The *it* is unclear! What did he eat? The garbage? To clarify the idea:

Steve ate his lunch after he took *it* out and picked up the garbage.
**PRONOUNS – EXERCISES**

Fix the agreement problem in these sentences.

1. Every student in this class has their red notebooks with them.

2. Paula put the potatoes on the counter, greeted the children, and then beat them.

3. No one took time to finish their time cards, so they weren't sent to personnel.

4. Everytime we try to write a memo and use a computer, it doesn't work.

5. When I saw Sarah standing next to Irene, I asked her if she had met her before.