



# Colored Refs for Level 1

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# Using Colored Refs for Level 1

The colored refs are some of the most valuable single-sheet references a Level 1 writing class can use, especially if most of the practice comes through writing, rather than through a textbook. The five masters are white for better reproduction, permission for which is hereby granted so long as the copyright is retained on each sheet. The idea of colors is simply to make it easy for students to follow instructions, e.g. in a writing test, "Put away everything except paper and your yellow verb sheets (*Basic Verb Idioms* and *101 Irregular Verbs*)." You can choose your own colors.

The first three references—*How to Improve a Composition*, *Basic Verb Idioms* and *Manuscript Model/Cursive Model*—can be given out in the first week or two of virtually any Level 1 writing class. The others tie into a teacher's sequencing of new material. *Spelling Rules 1* is needed when students begin to write third-person routines; *101 Irregular Verbs*, as soon as students begin to write in the past tense. My Level 1 lessons avoid the verb *be* as much as possible (it is, after all, the most complex verb in the language, both semantically and morphologically) and move swiftly from "simple present" (routines and basic facts) to "simple past" (stories, diaries and like books).

*Sequence Signals* is a bonus ref to supplement *Basic Verb Idioms*. Finally, *Basic Editing* is also a bonus ref, usable only if high beginners have been able to get far enough to know x-words, verb forms and some other X-Word Grammar terms usually taught after Level 1.

## ***How to Improve a Composition* (one-sided) and *Manuscript Model/Cursive Model* (two-sided)**

Many beginning students are not accustomed to writing English in composition form and sometimes start every new sentence on a new line or write to the margin line of the other side of the sheet with no paragraphing. A first composition can be written by a student or students on a facsimile of lined paper on the board, and the teacher can introduce marking symbols on the board, then on the sheet *How to Improve a Composition*. The two models continue composition form with an accent on letter shapes and sizes, capitalization, punctuation and paragraph indicators. "The Memory Problem" comes from Heyer, *Picture Stories for Beginning Composition*, a fine collection of truly funny stories.

## ***Basic Verb Idioms* (two-sided)**

Verbs by themselves are troublesome as vocabulary because of their frequent polysemy and the idiosyncratic nature of their collocations (e.g. Why not \*make my homework and \*go to home?). *Basic Verb Idioms* lists high-frequency verbs with more 200 of their most-used collocations. It can be used as soon as students begin to write routines—their own, their partner's, a picture story character's—diary or like book entries or personal anecdotes.

## ***101 Irregular Verbs* (one-sided)**

This list contains only the base form and past form of the most common of the irregular verbs of English. It is ideal up to the time students begin to learn how to use *has* and *have* as auxiliaries. The simplest way to introduce daily use of this list is to work from a daily routine written on the board by changing, for example, "My Daily Routine" to "My Day Yesterday" and having students make the single-word changes needed while referring to their verb list. The objective is to have them check the list as they write any past-tense comp and, if a verb does not appear, to assume they have to add *-ed*.

**Spelling Rules 1/Spelling Rules 2 (two-sided)**

*Spelling Rules 1* accompanies work on routines and past tense. Many students have some knowledge of spelling rules, but of the three ways to approach English spelling—lessons, memorization and writing a lot with a reference allowed—writing a lot with a reference allowed seems to produce the best results. Consonant-doubling, the subject of *Spelling Rules 2*, is probably the most thankless lesson ever. Why not let students use this reference, their dictionary or that always-useful question, "Teacher, how do you spell...?"

# How to Improve a Composition

**Correct and recopy.** Correct and write this composition again.

**Just correct.** Don't recopy. Correct between the lines.

**Skip lines** Write only on lines 1, 3, 5, 7, etc.

**Name? Date?** Write your *complete* name and date in the upper right.

**Title?** Write a correct title in the **center** of line 1.

**Indent ¶** Leave five spaces to begin every paragraph.

**Continue** Continue to the right edge of the paper.

Close up this space.

Change this.

Delete this. (Take it out.)

Insert. (Put something in.)

Reverse these.

Move this.

Correct the spelling of this word.

Separate. Put in a period and a capital letter.

Join.

Please use your **Basic Verb Idioms** list to correct this.

Add a connector here: **and**, **but** or **so**.

Add a subject here: **I**, **we**, etc.





# BASIC VERB IDIOMS

**appointment.** See *MAKE* or *HAVE*\*

**ARRIVE.** See *GET* home or *GET* to.

**baby.** See *HAVE* or *TAKE* care of.

**BEGIN.** See *START*.

**bored.** See *GET*.

**boyfriend.** See *MEET* or *GO OUT* with.

**breakfast.** See *EAT*, *HAVE* or *MAKE*.

*BROWSE* the net

*BRUSH* my teeth, my hair, my dog, etc.

*BUY* a newspaper, a snack, a car, etc.

*CALL* my mother (in Colombia)

**car.** See *DRIVE*, *GET*, *GET* in or *RENT*.

**cards.** See *PLAY*.

*CHANGE* my clothes

*CHANGE* my mind

*CHANGE* trains, jobs, classes, etc.

*CLEAN* the house

**clothes.** See *GET DRESSED* or *CHANGE*.

*COMB* my hair

*COME* home

*COME OVER* (for dinner)

**computer.** See *STUDY*, *USE* or *WORK* at.

**diary.** See *WRITE* or *KEEP*.

**dinner.** See *EAT*, *HAVE* or *MAKE*

**dishes.** See *DO* or *WASH*.

*DO* my homework, (my) exercises

*DO* the dishes, the laundry

**doctor.** See *GO* to.

**dog.** See *WALK* or *FEED*.

*DRINK* (a cup of coffee, a glass of juice)

*DRIVE* (home, to school, to work, etc.)

*EAT* breakfast, lunch, dinner, a snack

*EAT OUT/EAT* in a restaurant

*ENJOY* myself/*ENJOY* the party

*ENTER* a room, a program. See also *GET*

in, *GET* on or *GET* to.

**EXERCISE.** See *DO*.

**e-mail.** See *GET*, *LOOK* at, *READ* or *SEND*.

**family.** See *MISS* or *LIVE* with.

*FEED* my dog, my children, etc.

*FEEL* bad, good, guilty, sick, etc.

*FINISH* work, school, breakfast, etc.

*GET UP*

*GET DRESSED*, *GET UNDRESSED*

*GET* a job (i.e. 'FIND')

*GET* a car (i.e. 'BUY')

*GET* a letter, a package, e-mail (i.e. 'RECEIVE')

*GET* a good grade (i.e. 'ACHIEVE')

*GET* a cold, a headache, etc. (i.e. 'SUFFER')

*GET* angry, bored, sick, tired, etc. (i.e. 'BECOME')

*GET* home (i.e. 'ARRIVE')

*GET* married. engaged. divorced.

*GET* in (a car, a taxi, bed)

*GET* on (a bus, a plane, an elevator)

*GET* to school, to New York (i.e. 'ARRIVE')

*GO* home

*GO* to bed

*GO* to school, to work, to church

*GO* to Manhattan, to Disneyworld, etc.

*GO* to a movie, to a party, to a dance, etc.

*GO* to the doctor, to the gym, to the park, etc.

*GO* to the supermarket/*GO* food shopping

*GO* to my friend's house

*GO BACK* (to Japan, to Macy's, etc.)

*GO* bowling, dancing, shopping, etc.

*GO OUT* (to eat, with my boyfriend, etc.)

**hair.** See *BRUSH* or *COMB*.

*HAVE* breakfast, lunch, dinner, a snack

*HAVE* a baby

*HAVE* a headache, a toothache, etc.

*HAVE* classes from 8:30 to 1:00

*HAVE* an appointment, a date, a class

**headache.** See *GET* or *HAVE*.

**home.** See *COME*, *DRIVE*, *GO* or *STAY*.

**homework.** See *DO*.

**house.** See *CLEAN*, *LEAVE* or **home**.

**internet.** See *BROWSE*.

**job.** See *CHANGE*, *GET*, or *QUIT*.

*KEEP* a diary, a secret, a promise

**KNOW.** See *VISIT* or *SEE* for places.

*KNOW* the answer, her name, the truth, etc.

**laundry.** See *DO*.

*LEAVE* my country, my family, my house, etc.

*LEAVE* school, work, church

\*XXXXXXX. See = Look in another place in this list.

**letter.** See WRITE, MAIL or GET.

**LISTEN** to music

**LIVE** alone, with my family

**LOOK** at the clock, at my e-mail

**LOSE** weight, money, time

**lunch.** See EAT, HAVE or MAKE.

**MAIL** a letter, a package, etc.

**MAKE** an appointment, a promise, etc.

**MAKE** (a lot of) money

**MAKE** a mistake

**MAKE** breakfast, lunch, dinner, supper

**makeup.** See PUT ON, TAKE OFF or WEAR.

**MARRY** a good person

**married.** See MARRY or GET married.

**MEET** my boyfriend

**MISS** my family

**mistake.** See MAKE.

**money.** See LOSE, MAKE or SPEND.

**movie.** See GO to or SEE.

**music.** See LISTEN to.

**newspaper.** See BUY or READ.

**PICK UP** my daughter at school

**PLAY** cards, computer games, soccer, etc.

**PLAY** the piano

**PLAY** with my children

**prayers.** See SAY.

**PREPARE.** See MAKE.

**promise.** See MAKE or KEEP.

**PUT ON** glasses, makeup, my jacket, etc.

**QUIT** school, my job

**READ** a newspaper, a book, my e-mail, etc.

**RENT** an apartment, a car, a video, etc.

**RETURN.** See GO home, COME home or GO BACK.

**RIDE** a bicycle, a horse, a motorcycle

**RIDE** to New Jersey with my cousin

**RUN** (in the park)

**RUN AWAY** (i.e. 'ESCAPE')

**SAY** hello, good-bye, a few words

**SAY** my prayers

**SEE** a doctor (i.e. 'visit')

**SEE** a movie, a show, a concert, etc.

**SEE** New York, the sights, etc. (i.e. 'visit')

**SEND** a letter, a package, e-mail

**shopping.** See GO.

**SLEEP.** See GO to bed or TAKE a nap.

**snack.** See BUY, EAT or HAVE.

**SPEAK** English, SPEAK softly

**SPEND** (a lot of) money, (a lot of) time

**START** dinner, school, work, etc.

**STAY** home (i.e. 'DON'T GO OUT')

**STAY** in a hotel (i.e. 'two or three days')

**STUDY** (computers, computer science, etc.)

**supermarket.** See GO to.

**TAKE.** See EAT or HAVE for food.

**TAKE** pictures (photographs)

**TAKE** a shower, a bath

**TAKE** a break, a day off, a vacation, etc.

**TAKE** a nap (i.e. 'SLEEP during the day')

**TAKE** a walk

**TAKE** a bus, a plane, a subway, etc.

**TAKE OFF** makeup, my jacket, etc.

**TAKE OUT** the garbage

**TAKE** care of a baby, a child, etc.

**TALK** about my country (i.e. 'discuss')

**TALK** on the telephone

**TALK** to my friends

**teeth.** See BRUSH.

**telephone.** See CALL or TALK.

**TELL** me your name, your problem, etc.

**TELL** (me) a story, (me) the truth

**truth.** See KNOW or TELL.

**USE.** See WEAR for clothes.

**USE** a computer, a microwave, a cell phone

**video.** See RENT or WATCH.

**VISIT** Disneyworld, my aunt, etc.

**WALK AWAY**

**WALK** my dog

**WASH** my face, my car, the dishes, etc.

**WATCH** TV/WATCH the news on TV

**WATCH** a video (i.e. 'a movie on TV')

**WEAR** a coat, a jacket, glasses, makeup, etc.

**work.** See START or FINISH.

**WORK** all day/WORK hard

**WORK** at a computer

**WRITE** a letter to my wife

**WRITE** in my diary, in my Like Book



# 101 IRREGULAR VERBS

<b>Base Form</b>	<b>Past Form</b>	<b>Base Form</b>	<b>Past Form</b>	<b>Base Form</b>	<b>Past Form</b>
ARISE	arose	GET	got	SAY	said
BE	was/were	GIVE	gave	SEE	saw
BEAT	beat	GO	went	SELL	sold
BECOME	became	GROW	grew	SEND	sent
BEGIN	began	HANG*	hung	SET	set
BEND	bent	HAVE	had	SHAKE	shook
BET	bet	HEAR	heard	SHOOT	shot
BITE	bit	HIDE	hid	SHUT	shut
BLEED	bled	HIT	hit	SING	sang
BLOW	blew	HOLD	held	SINK	sank
BREAK	broke	HURT	hurt	SIT	sat
BRING	brought	KEEP	kept	SLEEP	slept
BUILD	built	KNOW	knew	SLIDE	slid
BUY	bought	LAY	laid	SPEAK	spoke
CATCH	caught	LEAD	led	SPEND	spent
CHOOSE	chose	LEAVE	left	SPIT	spit/spat
COME	came	LEND	lent	SPREAD	spread
COST	cost	LET	let	SPRING	sprang
CUT	cut	LIE*	lay	STAND	stood
DEAL	dealt	LIGHT	lit	STEAL	stole
DIG	dug	LOSE	lost	STICK	stuck
DO	did	MAKE	made	STRIKE	struck
DRINK	drank	MEAN	meant	SWEEP	swept
DRIVE	drove	MEET	met	SWIM	swam
EAT	ate	PAY	paid	SWING	swung
FALL	fell	PUT	put	TAKE	took
FEED	fed	QUIT	quit	TEACH	taught
FEEL	felt	READ	read	TEAR	tore
FIGHT	fought	RIDE	rode	TELL	told
FIND	found	RING	rang	THINK	thought
FLY	flew	RISE	rose	THROW	threw
FORGET	forgot	RUN	ran	UNDERSTAND	understood
FORGIVE	forgave			WAKE	woke
FREEZE	froze			WEAR	wore
				WIN	won
				WRITE	wrote

\*There are regular forms of these verbs which have a different meaning from the irregular ones.



# The Memory Problem

A woman went to the doctor and said, "Doc-  
tor! I have a memory problem. I park my car, and  
later I can't find it. I take off my glasses, and  
later I can't find them. I put my baby down, and  
later I can't find him."

The doctor said, "This is serious. Tell me more  
about your problem."

The woman said, "Problem? What problem?"

Aaa Bbb Ccc Ddd Eee Fff Ggg Hhh Iii  
Jjjj Kkk Ll Mmm Nnn Ooo Ppp Qqq Rrr  
Sss Ttt Uuu Vvv Wwww Xxx Yyyy Zzz

**Terminal Punctuation:** period . question mark ? exclamation mark !

**Other Punctuation:** comma , quotation marks " " colon :

**Combinations:** said, "CAP..." " " ! " ? "

# The Memory Problem

A woman went to the doctor and said,  
"Doctor! I have a memory problem, etc."

The doctor said, "This is serious. Tell me more  
about your problem."

The woman said, "Problem? What problem?"

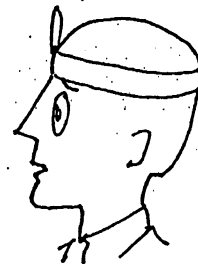
Aa Bb Cc Dd Ee Ff Gg Hh Ii  
Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss  
Tt Uu Vv Ww Xx Yy Zz



Doctor! I have a  
memory problem, etc.

This is serious. Tell me  
more about your problem.

Problem? What problem?



Note: Three quotations = three pairs of quotation marks = three paragraphs = three indents

# Spelling Rules 1: Adding -s

**Rule:** Add -es instead of -s to words that end in the following sounds.

	NOUNS		VERBS	
<b>/s/</b>	<i>a kiss</i>	<i>many kisses</i>	<i>I kiss</i>	<i>he kisses</i>
	<i>a glass</i>	<i>many glasses</i>	<i>you pass</i>	<i>it passes</i>
	<i>a boss</i>	<i>many bosses</i>	<i>we boss</i>	<i>she bosses</i>
	<i>a bus</i>	<i>many busses</i>	<i>they bus</i>	<i>he busses</i>
<b>/z/</b>	<i>a buzz</i>	<i>many buzzes</i>	<i>I buz</i>	<i>he buzzes</i>
<b>/sh/</b>	<i>a wash</i>	<i>many washes</i>	<i>I wash</i>	<i>he washes</i>
	<i>a brush</i>	<i>many brushes</i>	<i>we brush</i>	<i>she brushes</i>
	<i>a finish</i>	<i>many finishes</i>	<i>you finish</i>	<i>it finishes</i>
<b>/ch/</b>	<i>a watch</i>	<i>many watches</i>	<i>they watch</i>	<i>she watches</i>
	<i>a bunch</i>	<i>many bunches</i>	<i>we lunch</i>	<i>he lunches</i>

**Rule:** Change -y to -i and add -es to words that end in the following letters.

CONSONANT -y	NOUNS		VERBS	
<b>-by</b>	<i>a baby</i>	<i>many babies</i>	<i>I baby</i>	<i>he babies</i>
<b>-dy</b>	<i>a study</i>	<i>many studies</i>	<i>they study</i>	<i>she studies</i>
<b>-fy</b>	-	-	<i>I identify</i>	<i>it identifies</i>
<b>-ly</b>	<i>a lily</i>	<i>many lilies</i>	<i>you reply</i>	<i>she replies</i>
<b>-my</b>	<i>a dummy</i>	<i>many dummies</i>	<i>we shimmy</i>	<i>she shimmies</i>
<b>-ny</b>	<i>a penny</i>	<i>many pennies</i>	<i>they deny</i>	<i>he denies</i>
<b>-py</b>	<i>a poppy</i>	<i>many poppies</i>	<i>I occupy</i>	<i>it occupies</i>
<b>-ry</b>	<i>a worry</i>	<i>many worries</i>	<i>we worry</i>	<i>she worries</i>
<b>-sy</b>	<i>a daisy</i>	<i>many daisies</i>	<i>I try</i>	<i>he tries</i>
<b>-ty</b>	<i>a city</i>	<i>many cities</i>	-	-
			<i>you pity</i>	<i>he pities</i>

Add -es to the following words that end in -o.

	NOUNS		VERBS	
	<i>a tomato</i>	<i>many tomatoes</i>	<i>I go</i>	<i>he goes</i>
	<i>a potato</i>	<i>many potatoes</i>	<i>I do</i>	<i>he does</i>

# Spelling Rules 2: Adding -ing or -ed

**Rule:** Double the consonant that follows directly after any basic vowel sound.

<i>ɪ</i>	<i>tap</i> <i>grab</i> <i>pat</i> <i>pad</i> <i>bag</i> <i>fan</i> <i>slam</i>	<i>tapping</i> <i>grabbing</i> <i>patting</i> <i>padding</i> <i>bagging</i> <i>fanning</i> <i>slamming</i>	<i>apped</i> <i>grabbed</i> <i>patted</i> <i>padded</i> <i>bagged</i> <i>fanned</i> <i>slammed</i>	<i>happy</i> <i>grabby</i> <i>Patty</i> <i>Paddy</i> <i>baggy</i> <i>Fanny</i> <i>Tammy</i>
<i>ē</i>	<i>step</i>	<i>stepping</i>	<i>stepped</i>	<i>pepper</i>
<i>ī</i>	<i>dip</i>	<i>dipping</i>	<i>dipped</i>	<i>dipper</i>
<i>ō</i>	<i>drop</i>	<i>dropping</i>	<i>dropped</i>	<i>dropper</i>
<i>ū</i>	<i>sup</i>	<i>supping</i>	<i>supped</i>	<i>supper</i>

**Rule:** Never double the consonant that follows the name vowel sounds. Drop any silent -e in the -ing form.

<i>ā</i>	<i>tape</i>	<i>taping</i>	<i>taped</i>	<i>paper</i>
<i>ē</i>	<i>steep</i>	<i>steeping</i>	<i>steeped</i>	<i>steeper</i>
<i>ī</i>	<i>dine</i>	<i>dining</i>	<i>dined</i>	<i>diner</i>
<i>ō</i>	<i>hope</i>	<i>hoping</i>	<i>hoped</i>	<i>Roper</i>
<i>ū</i>	<i>tune</i> <i>croon</i>	<i>tuning</i> <i>crooning</i>	<i>tuned</i> <i>crooned</i>	<i>tuner</i> <i>crooner</i>

**Rule:** For CONSONANT -y, change the -y to -i and add -ed. For VOWEL -y, just add -ed.

CONSONANT -y		VOWEL -y	
<i>marry</i>	<i>married</i>	<i>play</i>	<i>played</i>
<i>reply</i>	<i>replied</i>	<i>key</i>	<i>keyed</i>
<i>pity</i>	<i>pified</i>	<i>enjoy</i>	<i>enjoyed</i>
<i>worry</i>	<i>worried</i>		
<i>study</i>	<i>studied</i>		

# Time and Sequence Signals

## Anytime Signals:

***In/At...*** Use *In* for all general times except night: *in the morning, in the afternoon, in the evening, at night.*

***This/To-*** Use *This* for the same time in the present: *I got up early this morning and cleaned because I'm having guests tonight.*

***Then*** Use *Then* to start a new sentence when one action follows right after another.

***Later*** Use *Later* to start a new sentence when one action is a lot later than another.

***After...*** Never use *after* alone. Use it with these words:

*After work*

*After breakfast*

*After the break*

*After school*

*After lunch*

*After the party*

*After church*

*After dinner*

*After the game*

## Past Signals:

***Yesterday*** Use *Yesterday* only for the day before today, including *yesterday morning, yesterday afternoon, yesterday evening.*

***Last night*** Use *Last night* only for "yesterday night."

***Last...*** Use *Last* with all other times: *Last week, Last month, Last year, Last Monday, Last January, etc.*

***...ago.*** Use *ago* with time periods: *20 minutes ago, an hour ago, two days ago, a week ago, a month ago, 30 years ago, etc.*

***That...*** Use *That* for the same time in the past: *We went to Disney World on New Years Day. That night we saw the fireworks show.*

***The next...*** Use *The next* for the next time in the past: *...we saw the fireworks show. The next morning we went to Miami.*

# BASIC EDITING

## 1. Make the paper LOOK GOOD.

Write your complete name and the complete date. Write a correct title in the middle of the first line. Indent every paragraph. Skip lines. Continue to the end of each line.

## 2. Decide PAST or PRESENT.

Does the topic need past tense or present tense? "My First Day in New York" is all past tense. "A Person I Respect" is present tense.

## 3. Stay on the TOPIC.

Continue the topic of your title. If you write "My First Day in New York," write only about that day. If you write "A Person I Respect," write only about that person.

## 4. Check SENTENCE STRUCTURE.

Look for these parts of each sentence: SUBJECT • X-WORD • VERB • OBJECT or COMPLEMENT. An English sentence *must* have a subject and x-word.

## 5. Check CONNECTORS.

Do you have some good connectors like *and*, *but*, *so*, *when* or *because*? Remember: *Then* starts a new sentence; it cannot join like *and*.

## 6. Check SENTENCE DIVISIONS.

Count periods. If you have a new SUBJECT without a connector, put in a period. Be sure a capital letter follows every period.

## 7. Check every VERB FORM.

Look for every x-word and the infinitive signal *to*. Match the *DO* family, the modals and *to* with a base form. Match the *BE* family with an -ing form or participle.

## 8. Check SINGULAR and PLURAL.

Did you use these words for singular: *a*, *an*, *this*, *that*, *another*, *is*, *was*, *does*, *has*, etc. and these for plural: *these*, *those*, *other*, *are*, *were*, *do*, *have*, etc. plus -s endings?

## 9. Check LENGTH.

Be sure you have more than one page skipping lines. This means you need more than ten periods.

## 10. PROOFREAD.

When you finish, read the paper again to see if everything sounds clear and natural.