

Level 1
writing and grammar for ESL beginners

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Preface

This book arose out of fifteen years' work in Level 1 classes with over a thousand adults who came into the Day Intensive Program at LaGuardia Community College, CUNY. They are la crème de la crème. Some have years of English grammar in their backgrounds but don't know it can be turned into prose; others speak fairly well but stumble over even the difference between capital and small letters. What they have in common is that they respond well to an approach that minimizes rules, terms and isolated sentences and emphasizes instead connected discourse, volume in writing and an incremental, inductive grasp of English grammar. I am very grateful to be teaching people like this.

The linguistic foundation of the book is Sector Analysis, a modern analysis of language developed by Robert L. Allen of Teachers College, Columbia University. Its classroom adaptation to the teaching of English is known as X-Word Grammar. Although you will not meet the x-words formally here, you will probably see immediately that this is not a traditional grammar book. Still, you should not be jolted by new concepts or terminology any more than students are.

The book is corpus-informed to the extent that its feature items—simple present and simple past tenses, for example—are the main features of English. The final additions and revisions will draw even more explicitly from English corpus linguistics.

Finally, the author's method and philosophy color every unit, and an as yet unwritten page of acknowledgments will credit the Silent Way of Caleb Gattegno, the Aesthetic Realism of Eli Siegel, jazz chants of Carolyn Graham and many other wonderful sources. In the meantime, you may be interested in *to the teacher* and the notes that start each unit, or you can ignore them and use the book as you please.

Linda Ann Kunz
New York City

A Note on Formatting

As of September, 2005, this is an almost complete manuscript of *Level 1: Writing and Grammar for ESL Beginners*. If you are reading this, you may be one of the first testers besides the author and are greatly welcomed and appreciated.

The commercial version of this book is intended to be in the style of a workbook with perforated pages that allow students to tear out the colored INSERTS as well as supplements assigned for extra practice. For now, the inserts are still in their originally form: one and two-sided sheets in different colors for easy student reference. If you are a tester, you should have full class sets of all six colored inserts. If you don't, please request them, along with sentence structure cards, from the author, who will give you any materials you need: 212-873-9271 or xlakunz@aol.com.

contents

1

getting started

introductions...good looks...**About Me**...a spelling chant...choose your alphabet...
correcting looks...meet your classmates...**About My Classmate**...things people
like...making yes-no questions...mark⇒correct⇒recopy..**About Amadou/About
Beatrice**...mark⇒just correct...be the teacher...the looks test

INSERT: **The Teacher's Marks**

SUPPLEMENT 1: Handwriting...SUPPLEMENT 2: Correcting Looks

1

2

commands

Teacher! Get Up!...objects...singular and plural objects...first time: a/an and -s...
first time and second time: *a/an, ...another* and *the*...**How to Eat a Melon**...
negative and affirmative commands...polite requests and suggestions...game:
Simon Says

INSERT: **Basic Verb Collocations**

SUPPLEMENT 3: More Commands...SUPPLEMENT 4: More Corrections

37

3

routines

My Daily Routine...sentence combining: T=...a daily routine chant...sequence
signals...**My Sunday Routine**...**Bob's Routine**...**Tina's Routine**...**Ann and Ted's
Routine**...choices: and/or...**My Weekend**

INSERT: **Spellings Rules 1 & 2**

SUPPLEMENT 5: Combining Sentences

65

4

simple past

Last Weekend...paragraphs...a weekend chant...*did* + BASE FORM...**My
Classmate's Weekend**...game: *Did you change your...?*

INSERT: 101 Irregular Verbs

91

5

little stories

unscramble...using *Then* and *Later*: **The Thermos/The Letter**...**In Church/After
the Game**...using two *and*'s: **The Turkey/Two Classmates**...using *but*: **Nobody
Answered/The Glass**...using *him* and *her*: **In Jail/The Stop Sign**...using *didn't*...a
didn't chant...using *didn't* and *so*: **In the Park/The Beard**...combining sentences with
and/but/so...using *wanted to*: **The Gate/In School**...*first time and second time again*

SUPPLEMENT 6: More Little Stories

101

6

boxes

129

boxes are noun structures....proper nouns...countable nouns: singular and plural...
My First Days in New York...possessives...review of subject, object and possessive referents...the box game
SUPPLEMENT 7: More Boxes...SUPPLEMENT 8: Correcting Boxes

7

longer stories

149

what is in a longer story?...*The Memory Problem*...*Wilbur Grunch*...*A Big Problem*..
SUPPLEMENT 9: More Stories...SUPPLEMENT 10: Correcting with Notes

8

descriptions

xx

9

putting it all together

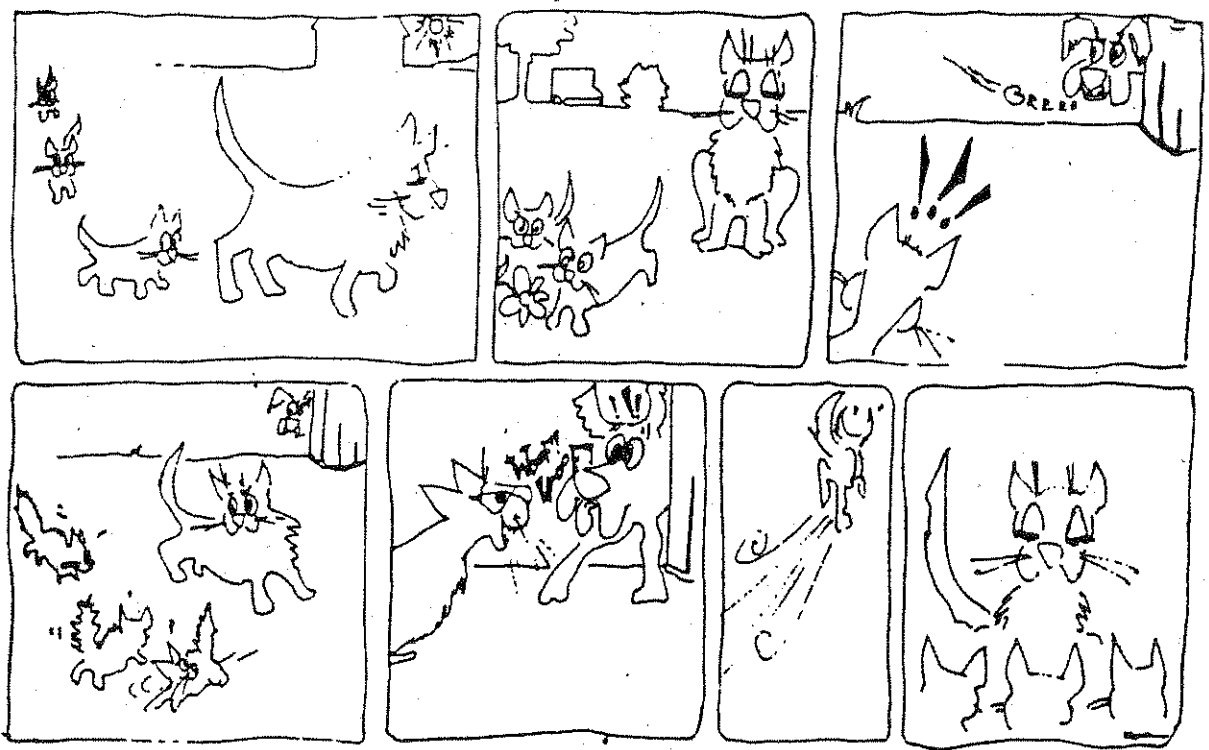
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So first look at Ifke Rawung's before and after compositions, which she gave me permission to reproduce and crow about. On Day 1 she wrote a 15-minute diagnostic picture test called *The Bilingual Cat* without a dictionary but with the help of having heard the story twice—once without the pictures, once with (see below). After ten weeks, she wrote a 50-minute final exam with her class (see pp. ix and x). This is what you can expect of a Level 1 class (1) if they write whole compositions daily and (2) if they feel increasingly that it's OK—no, good—to make errors and take risks. More about the second one shortly.

The Bilingual Cat



Name: Ifke Rawung
 Date: September 20, 1971



Instructions: Look at the pictures and finish the story below. Use the other side of the page if you need it.

It was a bright and sunny day, and a mother cat
wanted to take a walk with her three little kittens.
Then the kid cat to hunt for flower. AND then the mother cat
locking the dog and said woof-woof but the dog to make
to surprise and said don't run away

Final Composition

Day Intensive Program

LaGuardia Community College

Name: IEFE LAWUNG

Date: December 9, 1996

Class: _____

Rec. Level:

3A

Reader:

JG

When I Came to New York

When I came to New York, I was surprised because the view was a beautiful. I was very happy, and said "Wow, it's wonderful!" And my mother said, "We arrive now, You like it?" I said, "Of course, Mom!" My aunt and her friends picked us up and brought us around New York especially Manhattan. Then they invited us to look at the W.T.C and they didn't forget to explain that the W.T.C was the highest building in the world and a second was the Empire Building. Manhattan was very famous in my country. Probably, too many people in the world know that New York was business of the city. Then they invited us to eat in the Chinese Restaurant and of course my mother and me agree with they. After we, we continued our trip to go to

Geneva Blvd and pointed at my school. I said, "This is my school?" My aunt's friend said, "Yeah this your school."

And I said, "I don't believe it because it's big building!"

Then we stopped by to look at my school where would I study later.

After that we continued our journey. And aunt's friend explained

the second time, "That is a train where you take it going to school

later." And I said, "Everyday?" My mother said, "Of course,

because it's ~~very~~ important for you!" We went to Radio City

and my aunt's friend explained that the Radio City was very

very famous in the U.S and too many people went to the Radio

City. After that we continued our journey to ^{go to the} New Jersey. My mother

and me were very happy because we could to look the view in

New York. I always remember it.

III. The scope of a level 1 course

The chapter on beginners in Kunz, *X-Word Grammar for ESOL Teachers* gives suggestions for the kind of grammar/writing course that would use this book.

- Before you start a grammar sequence, let students get acquainted with one another and with your style and personality, with working in pairs and small groups, with writing in paragraph form, with producing good-looking papers and with your expectations of homework, corrections, etc.
- Start grammar work with the base form of the verb (i.e. commands).
- Add high-frequency verb collocations.
- Move as swiftly as possible to the simple past tense, which is (1) easy to write with an irregular verb list and (2) very productive for story-telling.
- Focus on *syntax*. Inflections come later.
- Use picture stories at first so that explanations are minimal and structures are largely controlled.
- Focus on *syntax*.
- Have students keep a personal journal seven days a week.
- Have students write in pairs and self-correct individually at their seats and in teams on the blackboard.
- Focus on *syntax*.
- Add only one major grammar focus after the midterm: boxes—all the things that go into creating English nominals: countable and uncountable nouns, articles and plurals, possessives, quantifiers, adjective order, etc.
- Introduce ten-minute writings as a means to jump-start longer papers, which should feature personal experiences.
- Focus on *syntax*. If time allows, add subordinate clauses introduced by the most valuable includers, *when*, *because*, maybe *though*. Most work now should arise directly from students' longer personal narratives.

Why syntax? Because word order is the primary grammatical device of English. If students control the basic **SVO** order of English and five out of six of its basic sentences patterns, their compositions will sound remarkably good even if inflections and function words are mediocre. Readers simply respond most to syntax.

IV. How to start

Introductions should be fun. I have students say, "My name is..." twice in rhythm so that classmates and I can start learning names right away. Then we do "His name is..." and "Her name is..." again twice. I do it with a tambourine. It not only signals a chant or song and helps keep the beat but taps someone to perform individually. Students and I just hand the tambourine to another student.

Whether your program requires a Day 1 diagnostic test or not, it is very good to have to have a "before" composition for students to compare with their final exam or next-to-the-last composition in your class. A picture story test like *The Bilingual Cat* is valuable for you to assess your students' fluency without having to deal with memorized writing that starts "My name is..." This textbook begins and ends with personal narrative, so you might want to assign such a diagnostic sample, but more expository samples are possible, too.

Every unit begins with teacher/tutor notes. The notes for Unit 1 suggest a "pre-grammar" start with compositions like **About Me** and **About My Classmate** for Level 1 students to get used to the things listed after the first bullet on page xi. I use this time to establish a regimen that might be too inflexible for many teachers. It includes acquiring a very specific set of materials (see Section V below), getting into the habit of sitting in a large "U," making sure that the person next to you does not speak your native language, paying 25¢ for every infraction of the English-only rule, doing all compositions on loose leaf paper following a very specific model, helping other students correct their papers and self-correcting. This is definitely a mother-hen list, and I *am* one. But this strictness pays me back as students see that once these mostly "school-keeping" routines are established, they have a great deal of freedom to experiment, take risks, ask questions, make mistakes—gradually to take over the learning. I come on strong to begin, then steadily recede. Before and after classes can be as different as before and after papers.

V. Materials

As Section 1 of *to the teacher* says, the textbook is not the core material; student writing is the core material. Many ESL beginners have never written a whole paragraph in English and do not know, for example, that a paragraph usually has a five-space indentation, that a new sentence continues right where the previous one leaves off, that a sheet of loose leaf paper has only one margin on each side.

Have compositions look good. Ask students to write exclusively on loose leaf paper, keep their work and organize it. I have gone so far as to require a binder with five dividers: REFERENCES, COMPOSITIONS, PAPER, SPELLING, OTHER. It's extreme, but it clears the way for the main job, *volume of writing*—the development of writing fluency and confidence.

I believe a bilingual dictionary is necessary but find the electronic one inadequate, so I urge students to buy a paper dictionary. Some do. The only other thing I ask them to bring to class is a pen. They write all tests in ink and gradually learn to cross out and correct in skipped lines rather than erasing.

My own stash consists of a little thumb stapler, a purse for quarters, a pointer, colored chalk, my tambourine and the magnetized sentence structure cards that come with this book. They duplicate the column heads on the slot sheets that begin on page 41. If you do not have a set, you can get them free from the author.

Two or three times during the term, I purchase colorful fruits and vegetables described in the teacher/tutor notes.

VI. Journals and like books

Because Level 1 students can so easily misunderstand a writing assignment or feel frustrated or overwhelmed by it, they should simply do all composition drafting, rewriting and editing *in class*. Homework should be something that does not need repeated instruction, that is individualized but does not draw attention to student differences in proficiency, that is reasonably easy and/or swift for the teacher to examine and evaluate.

The ideal homework assignment is a seven-day-a-week journal: a diary, a dialog journal or a Like Book. A diary is, of course, the easiest format, but it can become repetitive to both teacher and student. A dialog journal, in which a student and the teacher exchange questions and comments, may be somewhat sophisticated for a Level 1 class and nearly always demands more teacher time than bargained for.

A Like Book is more interesting than a diary but less time-consuming than a dialog journal. In my class, I distribute a set of Staples 5x7" spiral notebooks (and collect \$1 for each) and ask students to write "Linda's page" on the first sheet. Then, on three dated, right-hand pages, they write one thing they like in the outside world and a second sentence about the same thing. They will write at least two sentences like this seven days a week for the next 50 days. The only change comes when we move into the past tense. Then the task becomes "one thing you liked *that day* in the outside world"—but still at least two sentences about that thing. I collect and read one-third of the books each of the three days I teach per week.

The chant for missed assignments goes like this (with tambourine, of course):

Teacher (or your name)! I'm sorry!

I didn't do my homework!

(after a beat of two) I forgot!

(or) I was busy! (or) I was sick! (or) I didn't understand!

It's great practice of past negative, and students applaud a person who does it fluently. Some students add humor, but the class can join in for shy students.

VII. Marking like books and compositions

INSERT 1, **The Teacher's Marks**, sets up all marks you will use all term for both Like Books and compositions. I use a green pen for all formatting and "looks" errors: a missing, misplaced or wrongly written name, date or title; a failure to skip lines, indent or continue to the end of the line; too little or too much space; capital and small letters. A green mark on a comp is easy to correct but means that the paper should be recopied. All other errors are marked in blue or black and can be corrected in the skipped line above. Students have a tendency to erase instead, which is all right though it makes it harder to see what they're correcting.

The teacher/tutor notes make a big point of the difference between "Correct and recopy" and "Just correct." I have found that students will recopy endlessly to have a paper look clean and nice. I'm willing to fight for "Just correct" (1) because it saves time and (2) because it focuses on the nitty gritty of self-editing.

The one important difference between marking Like Books and marking compositions is that the former are completely individual. Some students make few errors and are conscientious about writing every day and handing them in once a week. You may wish to mark every page of such a book. Try marking a few pages and asking the student if *they* wish to correct every page. Some have the time and do want to correct. Mark other students' last two pages and write which ones to correct on the teacher's page. Then you'll know exactly where to look the next time you collect. Some students never correct; that's all right so long as they know you will stop marking. Keeping the book is more important than correcting, so which books and how many pages you mark are part of an individual deal you make.

VIII. Double boards

Let's face it: low-level students don't understand much of what we say in a stand-up lesson. So why do we persist?

Silent Way training has helped me to recede as much as possible whenever students can learn by doing and discovering. My typical Level 1 class begins with two students writing yesterday's composition, which has been marked but not corrected, on the board for the two halves of the class to team-correct: Team A and Team B. While they are writing, I distribute the other papers for students to self-correct and help their classmates. I circulate to help, too.

When the two compositions on the "double boards" are ready, students from each team walk up and correct. Sometimes I just back off. Sometimes I write the number of errors in each team's composition next to "Team A" and "Team B" and reduce that number as the errors are found. Sometimes I hint at the category of errors remaining: two grammar, two punctuation, three caps, one space, etc. They keep correcting until at least one of the comps is perfect.

When individual corrections and recopies are finished, I introduce new grammar as simply as possible in one of the compositions still on the board. For example, if we are going from simple present to past, I change *My Daily Routine* to *My Day Yesterday* and add a *Yesterday* prompt to the composition. I distribute **101 Irregular Verbs**, and students change the composition on the board to past.

Finally individual students write a new composition with the same title or, in later compositions, partners share personal information or a picture story to write together. They draft the new composition on a **slot sheet**, which now appears throughout the textbook, and, after getting teacher and partner help, recopy on loose leaf paper and hand in.

IX. Listening-spelling

There are word groups that most Level 1 teachers want students to learn to spell, either by memorization or by steady use: days of the week, months, some of the common difficult or irregular spellings needed right away: *daughter, husband, beautiful*, etc. These standard memorized lists shift steadily toward proper nouns students have never heard but must write just by listening to the teacher spell them.

unit one:

getting started

introductions	3
good looks	5
<i>About Me</i>	7
a spelling chant	8
choose your alphabet	9
things people like	11
correcting looks	12
meet your classmates	13
<i>About My Classmate</i>	14
making yes-no questions	15
<i>About Amadou/About Beatrice</i>	16
mark⇒correct⇒recopy	17
mark⇒just correct	18
be the teacher	19
the looks test	21
INSERT: The Teacher's Marks	
S 1: Handwriting	23
S 2: Correcting Looks	31

Teacher and Tutor Notes for Unit 1

This unit is not part of a grammar sequence, so all or part may be skipped if you have alternative ways to introduce composition form, classroom questions, handwriting, correction symbols and rewriting. If students are changing classes for a few days, you can do the whole chapter without this book. Four days is merely a suggestion for finishing this unit. Introductions and diagnostic testing may take up the whole first day.


- Day 1
 - 1 Do introductions and class business. Introductions can be done chant-style (see **to the teacher**, p. xi). Use pp. 3-4 here if you wish. (B-2 is fun; you should draw along with students.)
 - 2 If you have a specific diagnostic test, use it now. (See **to the teacher** about diagnostics on p. xi.)
 - 3 Take a sheet of loose leaf paper and ask the class the second of each pair of opposites in a sheet: top and bottom, left and right, front and back, lines and spaces. Identify the margin and ask how many margins on the front (one) and, if students understand enough English, why writing that begins at the margin is straight while the ends of lines are crooked. Use pp. 5-6 here or assign as homework.
 - 4 Give everyone a sheet of loose leaf paper. Draw a loose leaf page on the board, including lines and holes. Have two SS model Comp #1 **About Me** on the board while you dictate the sentence frames from page 7: My name is...etc.. All SS do the comp with their own names, today's date, etc. (This is the p. 7 exercise.) Teaching the concept of paragraph is very important here. It is also the first chance to establish one way to write a date, to format title, spacing, etc.
 - 5 If time allows, do the chant "How do you spell *apple*?" (p. 8). Use the fruits pictured if possible.
HW: Assign pp. 6, 9 10 and 11, most of which involve only copying.
- Home Mark Comp #1 only for the looks errors indicated on p. 12. Write "#1" or "Comp #1" in the upper left corner of each paper, a qualitative comment if you wish ("Very good," "Good," "Pretty good," "Fair" or $\sqrt{+}$, $\sqrt{+}$, $\sqrt{-}$ or $\sqrt{-}$) and the instructions "Correct and recopy."
- Day 2
 - 1 Review names to practice *his* and *her*, which students take a long time to use easily.
 - 2 **Correction Symbols:** First distribute **The Teacher's Marks** (which will be a colored insert in the commercial version of this book). Draw a loose leaf page on the board and write your own Comp #1 **About Me** making at least one looks error (shown on p. 12) each time you write. Have SS play teacher: walk up and mark (don't correct) in green, using the symbols from **The Teacher's Marks**.
 - 3 Have SS do p. 12, which will turn into Comp #2 **About Me, Eduardo** on loose leaf paper.
 - 4 Return Comp #1 for looks corrections and recopy. When students finish, collect both versions and staple the new on top of the old. (These will be marked for all errors tonight.)
 - 5 Review "How do you spell *apple*?" with the same fruit and objects and do p. 13. Be sure students answer their classmates' questions in FRAGMENTS, not complete sentences (as modeled on p. 13).
 - 6 The spelling prep leads to Comp #3 **About My Classmate** modeled on p. 14 for both a male and female partner. You can also use the board compositions as models, changing the title and then having one or two students change the grammar. When partners finish, collect these papers.
HW: Assign pp. 15-16 for homework. Note: Page 16 will yield two loose leaf compositions.
- Home Mark the new papers for all errors, and list, in green, the caps and small letters an individual should work on. If looks are OK, write "Just correct" instead of "Correct and recopy." Save (don't mark) two or three good-looking #3's from both sides of the classroom for the next day's "Double Boards" work.
- Day 3
 - 1 Review names one last time. Review "How do you spell *apple*?" with new objects. Collect HW.
 - 2 **Double Boards:** Have the selected Comp #3's written on the board. This time, specifically write "Team A" for one half of the class and "Team B" for the other half. Have the two teams walk up to the board and USE MARKING SYMBOLS to mark (not correct) each comp. Each of the original board writers then corrects. Write "Perfect" on each board when all corrections are made, and don't erase.
 - 3 Point out the difference between "Just correct" and "Correct and recopy." Return Comp #1 and #2 for final corrections, and when you collect, don't accept recopies of a "Just correct" paper.
 - 4 Do as much as you can (or as much as you choose) of the correcting exercises on pp. 17-20. Once SS understand they are "being the teacher," they can do some of these pages as homework.
- Day 4 The chapter should finish with **The Looks Test** on page 21. Students should tear it out, do it and hand it in. Note that there is a retest on the back for students who want to do better.

Unit 1

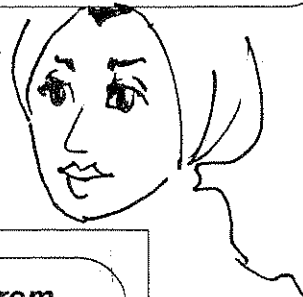
GETTING STARTED

A Introduce Yourself


A-1 Listen and read.



My name is Miguel. I'm from the Dominican Republic, and I speak Spanish.

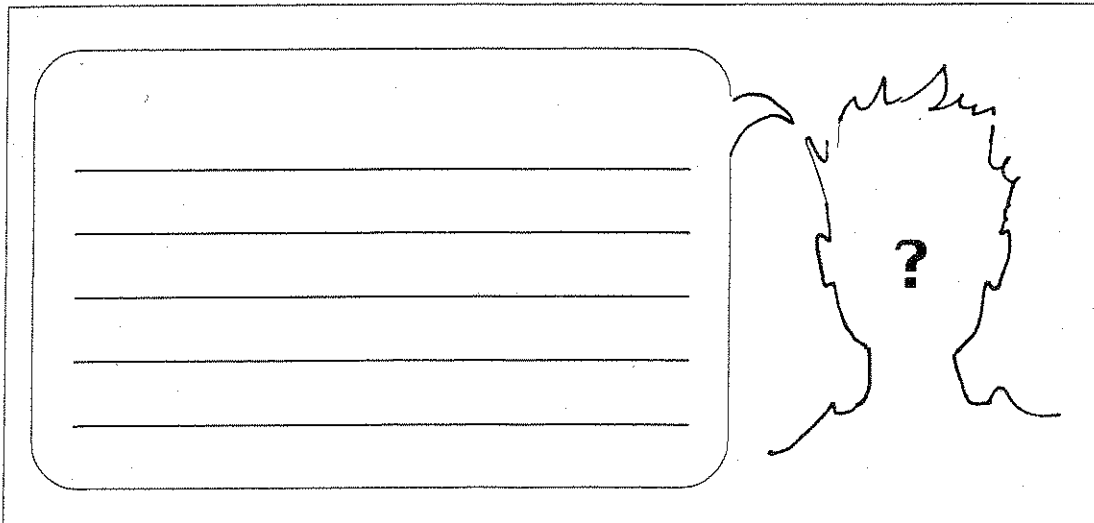


My name is Munira. I'm from Pakistan, and I speak Urdu.



My name is Yuri. I'm from Japan, and I speak Japanese.

A-2 Write about yourself below.



B Introduce Classmates

B-1 Use the male symbol ♂ and the female symbol ♀ to write about two people like the examples.



My name is Miguel. I'm from the Dominican Republic. I speak Spanish.

His name is Miguel. He's from the Dominican Republic. He speaks Spanish.



My name is Munira. I'm from Pakistan. I speak Urdu.

Her name is Munira. She's from Pakistan. She speaks Urdu.

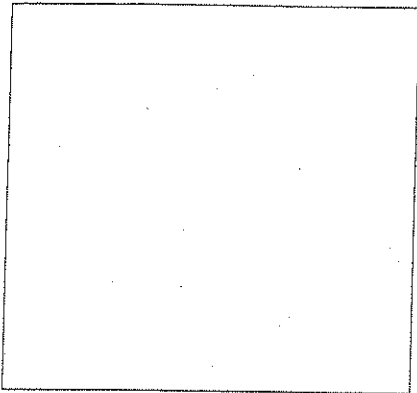


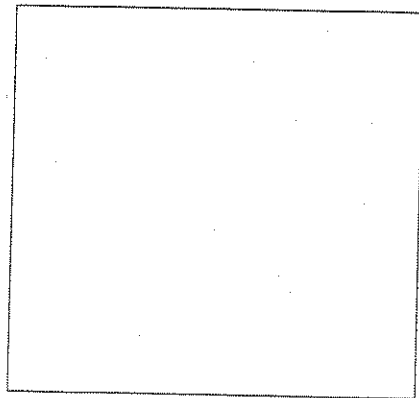
My name is Yuri. I'm from Japan. I speak Japanese.



My name is Pavel. I'm from Poland. I speak Polish.

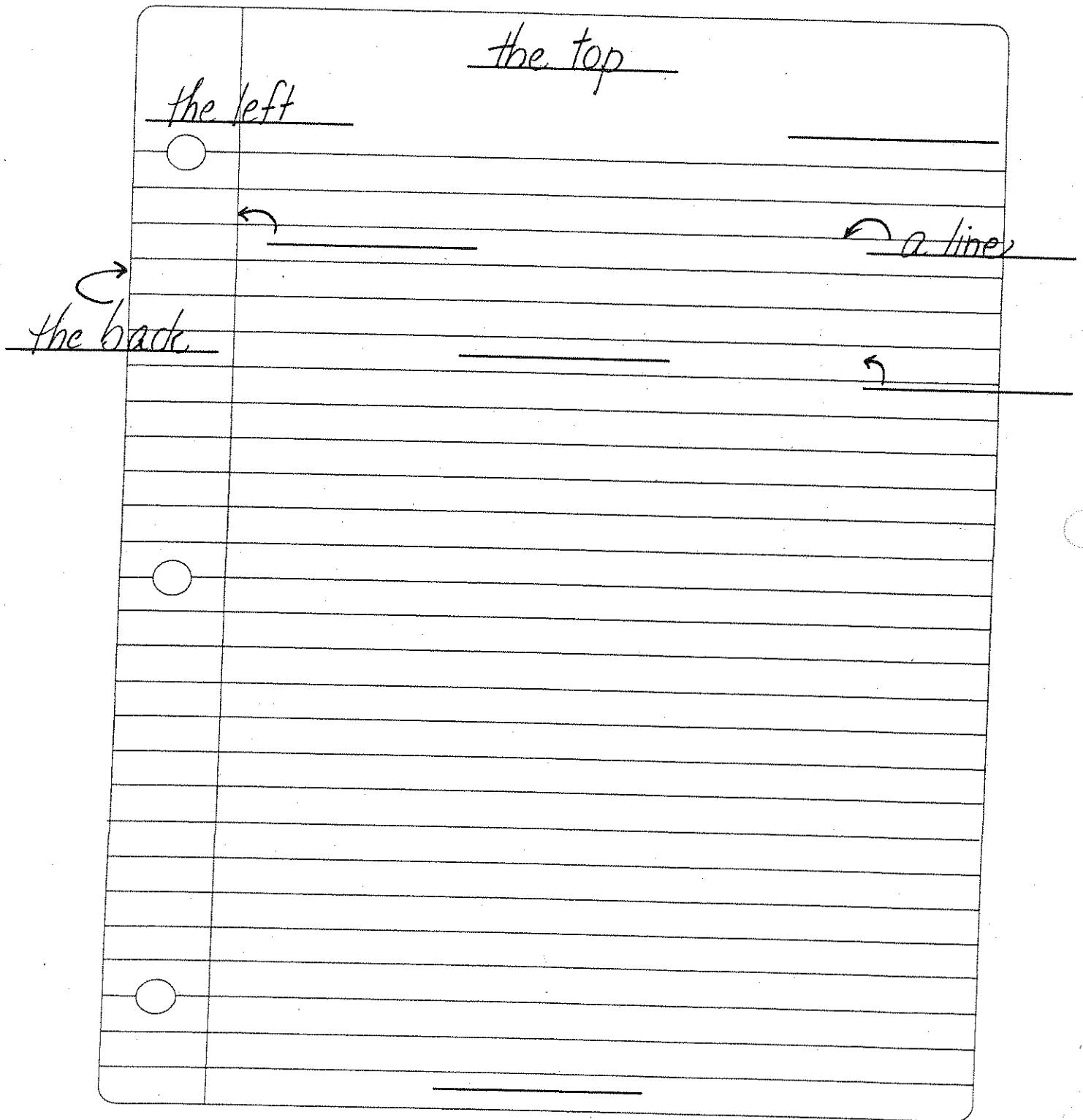
B-2 Draw two classmates, one man and one woman. Write the name, country and language for each one. Start *His name is...* and *Her name is...*





C Good Looks

C-1 Label every part of the sheet of loose leaf paper below like the examples.



C-2 Copy every name the same way, with only beginning capitals. Remember: NO PERIODS!

Alejandra Lopez

Radek Untermann

Yun Song Park

Joao Calatrava

Hasna Kherief

Zhao Wen

Misaho Takemoto

C-3 Write every date the short way and the long way. Remember: NO PERIODS!

the short way

the long way

1/18/40

January 18, 1940

8/16/02

July 4, 1976

2/12/00

December 1, 2005

10/10/10

C-4 Copy every title the same way, with only some beginning capitals. Remember: NO PERIODS!

About a Classmate

My Daily Routine

Coming to the U.S.

My First Kiss

A Holiday in My Country

Fruits and Vegetables

D About Me

Copy the composition below on loose leaf paper. Change the name to your name. Change the date to today's date, etc.

Carlos Silveira
September 22, 2004

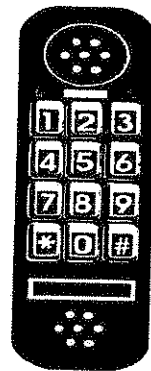
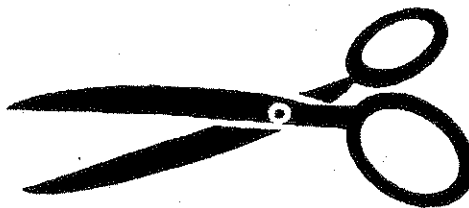
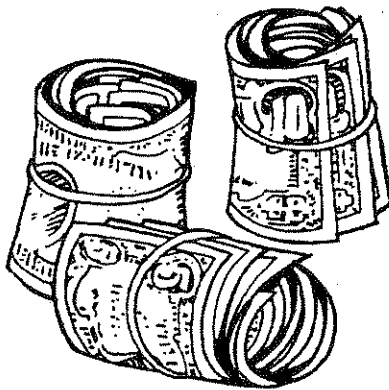
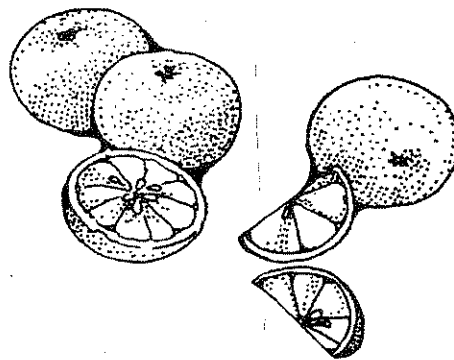
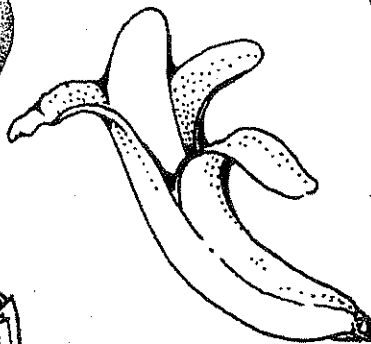
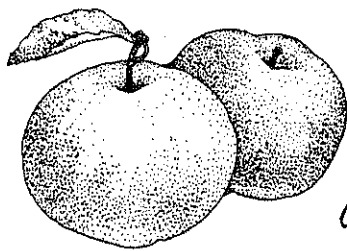
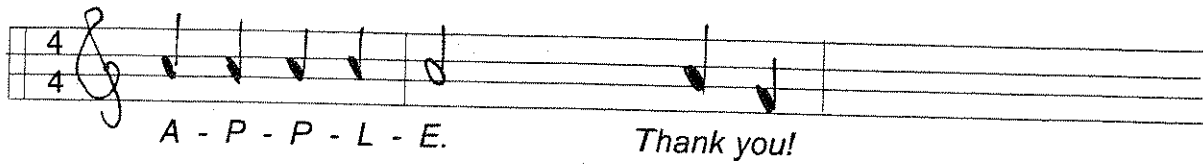
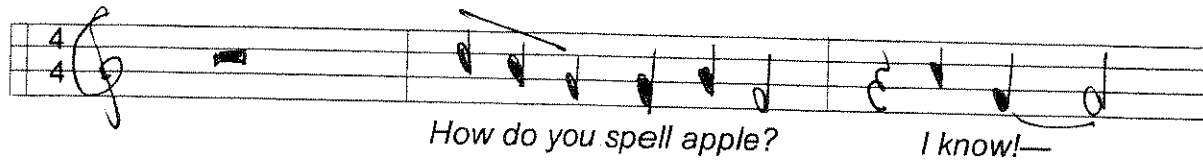
About Me

My name is Carlos Silveira. I'm from Brazil, and I speak Portuguese, Spanish and a little English. I'm single, and I don't have any children. I live with my cousin Sergio in Flushing, Queens.

I came to New York in June, 2004. I study English at LaGuardia Community College because I need English for my work.

E A Spelling Chant

E-1 Memorize the spelling chant below. Practice it with different words: *apple, banana, orange, money, cellphone, etc.*



E-2 Practice the **sounds** of each group of letters below.

/ei/

a
h
j
k

/ix/

b p
c t
d v
e z
g

/ε/

f
l
m
n
s
x

/ai/

i
y

/ou/

o

/u:/

q
u
w

/r/

r

F Choose Your Alphabet

F-1 Choose one of the alphabets below. (The manuscript alphabet is easier to read.) Copy every letter as a **capital** and a **small letter**. Be sure each cap is different from its small letter.

the manuscript alphabet

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

the cursive alphabet

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

Which manuscript caps and small letters are different only in size? _____

Which cursive caps and small letters are different only in size? _____

F-2 Practice caps and small letters. All of the words below begin with a capital letter. Copy them exactly as they are written.*

<i>Arabic</i>	_____	<i>Sunday</i>	_____
<i>Bambara</i>	_____	<i>Monday</i>	_____
<i>Cantonese</i>	_____	<i>Tuesday</i>	_____
<i>Creole</i>	_____	<i>Wednesday</i>	_____
<i>English</i>	_____	<i>Thursday</i>	_____
<i>Filipino</i>	_____	<i>Friday</i>	_____
<i>French</i>	_____	<i>Saturday</i>	_____
<i>German</i>	_____		
<i>Hindi</i>	_____		
<i>Indonesian</i>	_____	<i>January</i>	_____
<i>Italian</i>	_____	<i>February</i>	_____
<i>Japanese</i>	_____	<i>March</i>	_____
<i>Korean</i>	_____	<i>April</i>	_____
<i>Mandarin</i>	_____	<i>May</i>	_____
<i>Polish</i>	_____	<i>June</i>	_____
<i>Portuguese</i>	_____	<i>July</i>	_____
<i>Russian</i>	_____	<i>August</i>	_____
<i>Rumanian</i>	_____	<i>September</i>	_____
<i>Spanish</i>	_____	<i>October</i>	_____
<i>Thai</i>	_____	<i>November</i>	_____
<i>Turkish</i>	_____	<i>December</i>	_____

F-3 Study the **spellings** of the days of the week and the months of the year for the first two spelling practices in our class.

*If you still have difficulty with letters, your teacher will assign SUPPLEMENT 1 as extra practice.

G Things People Like

G-1 Match the pictures and the things in the list below.



1. baseball



2. _____



3. _____



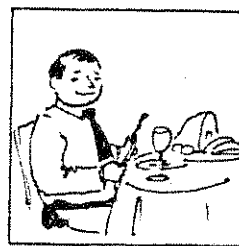
4. _____



5. _____



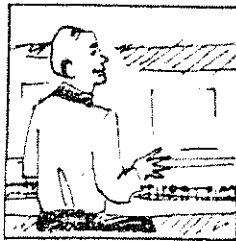
6. _____



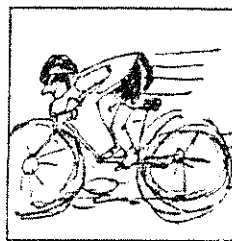
7. _____



8. _____



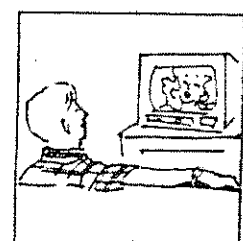
9. _____



10. _____



11. _____



12. _____

- | | | | | |
|-------------------|-----------|-------------------|-----------------------------|-----------------------|
| aerobics | computers | e-mail | picnics | swimming ⁴ |
| animals | cooking | jazz ² | playing soccer ³ | talking |
| art | dancing | meeting people | reading | travel |
| cars ¹ | drawing | movies | riding a bicycle | walking |
| children | food | playing the piano | shopping | watching TV |

¹ other vehicles: bicycles, motorcycles, boats, SUV's

² other kinds of music: classical, country, easy listening, folk, rap, rock, soul

³ other team or match sports: baseball, basketball, ping pong, volleyball, tennis

⁴ other individual sports: ice skating, roller blading, bowling, running, skiing

G-2 Ask your partner **Do you like...**? questions until you have five **Yes** answers.

I Meet Your Classmates

I-1 Listen and read.

What's your name?
Kamala.
K-A-M-A-L-A

Where are you from?
India.
I-N-D-I-A

What language do you speak?
Hindi.
H-I-N-D-I

I-2 First, ask your teacher's name, country and languages. Then ask four classmates their names, countries and languages. GET THE RIGHT SPELLINGS.

name	country	language
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

J **About My Classmate**

Write about one of your classmates—a man or a woman— on loose leaf paper. Write your name in the top right corner, today's date, etc.

Your name
Today's date

About My Classmate

My classmate's name is Dae Young Park. He's from Korea, and he speaks Korean. He's married, and he lives with his wife and one child in Corona, Queens. He is a dentist, but right now he is not working. He likes hiking.

Your name
Today's Date

About My Classmate

My classmate's name is Agniewska Gosson. She's from Poland, and she speaks Polish. She's single, and she lives with her cousin in Brooklyn. She goes to school during the day and works in a bakery at night.

K Making More Yes-No Questions

K-1 Make **Are you...?** questions like the example from the following information.

Meng Yi is from Taiwan.

Are you from Taiwan?

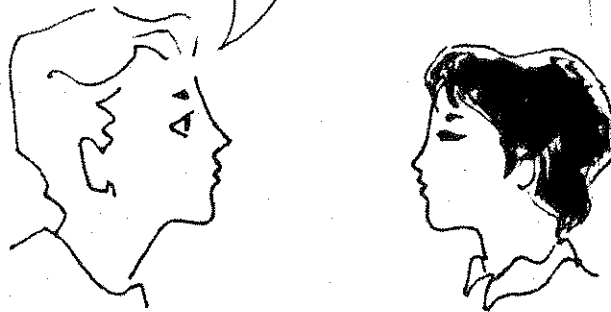
Yes.

She's married.

Yes.

She's a student.

Yes.



K-2 Make **Do you...?** questions from the following information.

She speaks Chinese.

Yes.

She has one child.

Yes.

She studies English.

Yes.

L About Amadou

Imagine Amadou is your classmate. Look at the pictures and write about him in two paragraphs (three sentences in each paragraph) on a sheet of loose leaf paper. Your title is **About Amadou** and you will start this way:

My classmate's name is Amadou. He's from Ivory Coast, and...



M About Beatrice

On another sheet of loose leaf paper, write the same things about a female classmate named Beatrice, who has the same information as Amadou. Start this way:

My classmate's name is Beatrice. She's from Ivory Coast, and...

N Mark⇒Correct⇒Recopy

Find five more errors in the composition **About Murat**. First mark them with the five marking symbols like the examples. Then correct them and copy the composition on loose leaf paper.

The Teacher's Marks (cont'd)



Change this.



Delete this. (Take something out.)



Insert here. (Put something in.)



Reverse these.



Move this.

		<p>Your name Today's date</p>
○	About Murat	
	My classmate name is Murat Balint. He's from (Turkey, Ankara) and he speaks Turkish.	
	He lives in Queens, Elmhurst, with two roommates.	
○	He like soccer and volleyball. He goes to the school at Hunter college.	

O Mark⇒Just Correct

Find four more errors like the examples in the composition **About Krit**. First mark them with the same four marking symbols. Then correct each one in the line right above like the first four corrections. DON'T RECOPY.

The Teacher's Marks (cont'd)

sp

Correct the **spelling** of this word.

)

Join. Join these two words or these two sentences.

/

Separate these sentences with a period and capital letter.

~~~~~

**Vocabulary or idiom**. Change a word or a small group of words that does not sound like natural English.

Linda Kunz  
March 28, 2005

About Krit

classmate's

My classmate's name is Krit Wattanapanich

sp. Thailand

He's from Thailand, and he speaks Thai. He came

to New York in 2004. / H he lives in Manhattan

with his uncle and aunt. He <sup>is 22.</sup> has 22 years

old.

Krit goes to school at LaGuardia Community College, he also works in a Thai restaurant.

He doesn't have a girl friend because he is busy at his work.

**P Be the Teacher**

P-1 Imagine you are the teacher. Find 20 errors in the composition below and use your INSERT The Teacher's Marks to mark every error. BUT DON'T CORRECT THE ERRORS.

Linda Kunz.  
march 30, '05

About Ya-Fang

My classmate's name is Ya-Fang Lin She is from China, and she speak Chinesse.

Ya-Fang is married, but she doesnt have any children. She live with his husband in flushing, Queens.

Ya-Fang came to New York in 2003. She was a turist, but now she is a study. She studies English at Queens borough Community College. She likes her english classes, she also likes read books and listen to the classical music.



Linda Kunz  
01 April/05

### About Edison

My classmate name is Edison Lopez. He's from Barranquilla, Colombia, and he speak Spanish and little English. He likes sports very much, especially soccer and base ball. He plays the sports every weekend in Flushing meadow park.

Edison goes to school at La Guardia Community Collage. After school he works as cashier in Gristedes. He likes his job.

He goes Sunday to church, he meets his friends there, and they go to a restaurant.

Later they go to the park. Edison has a lot friends in New York.





Supplement 1

# ***Handwriting***

# Do you know...?

1. ...the English alphabet?

Instructions: Arrange the 26 English letters below from **a** to **z**. Skip a line.

x z t q b l s r c k o i a  
n w p g d v m e u j f h y

a

2. ...the *capitals* of the English letters?

Instructions: Write the same 26 letters as capitals (no tails). Skip a line again.

3. Copy each small letter five or six times:

small letters with **sticks**:

*b*  
*d*  
*f*  
*h*  
*k*  
*l*  
*t*

small letters with **tails**:

*g*  
*j*  
*p*  
*q*  
*y*

small letters with **curves**:

*a*  
*c*  
*e*  
*m*  
*n*  
*o*  
*r*  
*s*  
*u*

small letters with **angles**:

*i*  
*v*  
*w*  
*x*  
*z*

4. Copy each CAPITAL five or six times:

CAPITALS with angles:

CAPITALS with curves:

A

E

F

H

I or I

K

L

M

N

T

V

W

X

Y

Z

B

C

G

D

J or J

O

P

Q

R

S

U

# These words *begin* with capitals...

5. Copy the names of these **cities**:

*Seoul*

*Buenos Aires*

*Jakarta*

*Tokyo*

*Quito*

*Rio de Janeiro*

*Port au Prince*

*Bogota*

*Mexico City*

*Lima*

*Kuala Lumpur*

*Lahore*

*Moscow*

*Taipei*

*Warsaw*

*Ankara*

*Istanbul*



6. Copy the names of **important sights**:

*The Statue of Liberty*

*St. Patrick's Cathedral*

*Flushing Meadow Park*

*Yankee Stadium*

*Grand Central Station*

Blank handwriting lines for copying the names of important sights.

7. Copy this paragraph with *first-word* capitals:

*This is a paragraph because it has one idea but more than one sentence. It begins with five spaces, called "indent," and continues on the same line to the end of the paragraph. There are no names in this paragraph, so the only capital letters are the ones that begin the three sentences.*

Blank handwriting lines for copying the paragraph with first-word capitals.





Supplement 2

# ***Correcting Looks***

# Looks

## 1. Names, dates and titles

Instructions: Look at the green teacher's marks. Correct and recopy each name, date and title.

|  |  |                    |                        |
|--|--|--------------------|------------------------|
|  |  |                    |                        |
|  |  | CENTER             | Yong Jun Kim<br>4-7-05 |
|  |  | About My Classmate |                        |
|  |  |                    |                        |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |                  |                               |
|--|--|------------------|-------------------------------|
|  |  |                  |                               |
|  |  |                  | Sara Padilla<br>April 12-2005 |
|  |  | About My Partner |                               |
|  |  |                  |                               |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## 2. Paragraph spacing

Instructions: Follow the teacher's marks. Correct and recopy everything.

### About My Mother

9 My mother lives in Lantana, Florida. ~~~~~>

She is 91 and lives in an assisted living complex.

The complex gives her a home, food, housekeeping and medical and social services.

9 My mother moved to Florida in 1976. ~~~~~>

She likes it very much.

### 3. Close ups and punctuation

Instructions: Close up extra spaces and correct punctuation. Correct and recopy everything.

My Sister-in-Law

My sister-in-law's name is Sharon Kunz. She lives with my niece, my niece's husband and their son Brian. My sister-in-law is a dental hygienist. She works two days a week and helps my niece take care of Brian.

Blank lined writing area for practice.

## 4. Letter shapes and sizes

Instructions: Change every letter in a circle. But now don't recopy. Just correct above the circle.

Roberto Lara  
January 19, 2005

About my Roommate

My roommate's name is Carlos Villanueva.  
He is from Mexico, and he speaks Spanish.  
His Second Language is English. Carlos works  
in a very expensive restaurant. He likes  
his job, but the pay is not enough.

Kyunghyun Lee  
October 24, 2004

About My Roommate

My roommate's name is Alicia Parra.  
she's from Peru, and she speaks Spanish and  
English. I like my roommate because she  
enjoys Korean food. She buys food, and  
I cook many meals.



## 5. All "looks" corrections

Instructions: Correct and recopy the composition below on a sheet of loose leaf paper.

Your name  
Today's date

### About the Author

The Author of this book is Linda Ann Kunz. She is a teacher at LaGuardia Community College in the City University of New York.

She also teaches at New York University.

Professor Kunz started teaching English to speakers of other languages in East Africa in 1962. She worked for USAID and then trained teachers for the Peace Corps to go to East Africa, Somalia and Tunisia.

She likes her work very much.

She does not want to retire.

## unit two:

# ***commands***

|                                          |    |
|------------------------------------------|----|
| <b>Teacher! Get Up!</b>                  | 39 |
| <i>objects</i>                           | 42 |
| <i>singular and plural objects</i>       | 43 |
| <i>first time: a/an and -s</i>           | 44 |
| <i>first and second time:</i>            | 45 |
| <i>a/an, another and the</i>             |    |
| <b>How to Eat a Melon</b>                | 46 |
| <i>negative and affirmative commands</i> | 47 |
| <i>polite requests and suggestions</i>   | 49 |
| <i>game: Simon Says</i>                  | 51 |
| <b>INSERT: Basic Verb Collocations</b>   |    |
| S 3: More Commands                       | 53 |
| S 4: More Corrections                    | 59 |

# Teacher and Tutor Notes for Unit 2

This unit introduces *slot sheets* (which are properly called **grammar worksheets**) and the natural beginning of a grammar sequence: the **BASE FORM of the verb**, which is the form we use for commands. These two things, plus the first appearance of **BASIC VERB COLLOCATIONS**, are the core of this unit. Everything else—object pronouns, articles and some quantifiers, **How to Eat a Melon**, negative and affirmative commands, polite requests and suggestions and the game Simon Says—can be skipped if you are short on time. If you do take up these things, you will need some realia: a jar, a coin, a playing card, a pen with a top, a book, a bag or briefcase and some fruit. **How to Eat a Melon** needs all the things described in Day 3 below. Good luck! Oh, and this is a good week to start journals if you want them!

- #1
- Day 1
    - 1 Have SS do The Looks Test, or, if they have done it already, return it with grades and, where necessary, a note at the top of the page to do the retest on p. 22 for homework.
    - 2 Arrange a chair facing SS and a bookbag or briefcase, a newspaper and a snack on the teacher's desk. Be sure you have two \$1 bills handy. Act out the 16 activities on p. 39, repeating all of them every four or five times. Have SS call out, "Teacher!" or your name just at the beginning, then the commands. (This is p. 39.)
    - 3 Have SS do exercise A-2 on p. 40. Then model the first five activities in VERB-OBJECT-Where? slots on the board to look just like p. 41. (Remember to get a set of sentence structure cards from the author.) Have SS finish p. 41: the other 11 activities in the new composition **Teacher! Get Up!**
    - 4 Circulate and check for caps and periods, etc. Then do "official proofreading." Have the whole class check if they have a complete name, the short date, a title copied exactly as you have written it on the board, 16 caps and 16 periods. Finally, have SS recopy **Teacher! Get Up!** as one paragraph on loose leaf paper. Collect these as they finish.

- At home Mark Comp #8, **Teacher! Get Up!** in blue or black as all comps from now on can be marked. If you still want to do "Correct and recopy" for looks errors, you can, but many students want to recopy more than just correct; you need to decide what's going to benefit them most. If you want SS to keep a Like Book or another kind of journal, you need to prepare the books tonight. (See **to the teacher** about Like Books on p. xii.)

- Day 2
  - 1 Return the Looks Test if you haven't already.
  - 2 **Double Boards:** As usual, have two students from different sides of the room write Comp #8 **Teacher! Get Up!** on the board as it looks on loose leaf. All other SS can do individual corrections on their Comp #8's as the two are writing. When they are finished, have the two teams walk up and make corrections to their team's comp.
  - 3 Pages 42-45 represents a "first shot" at object pronouns, articles and plurals and a few quantifiers. They are better done in class than as homework and with real objects. Build your stash.
  - 4 If you want SS to keep a Like Book or another kind of journal, this is a good time to start.

- At home Mark final copies of Comp #8.

- #2  
...where
- Day 3
    - 1 Collect Like Books for the first time. If you wish, teach the homework chant (p. xii) for SS who didn't do the book.) Also correct any Looks Retests and supplements that were assigned.
    - 2 **Spelling/listening 2:** the months of the year
    - 3 Return Comp #8 for final corrections.
    - 4 **Comp #9, How to Eat a Melon:** You need a honeydew melon, a knife, a spoon, a cup and paper napkins. You act out the following eight actions, and you and the SS together come to eight good commands to write into the worksheet on p. 46. Make sure SS copy the title.

Take a knife. Cut the melon in half. Take a spoon. Take out the seeds. Put them in a cup. Slice the melon in 22 pieces. Serve them on napkins. Eat them.

As usual, do the proofreading check (name, date, title, eight caps, eight periods) before SS recopy the worksheet onto loose leaf paper to hand in.

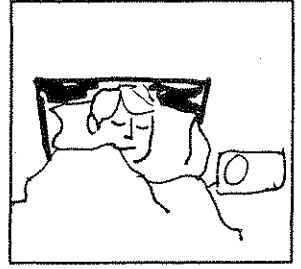
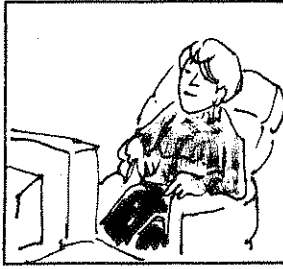
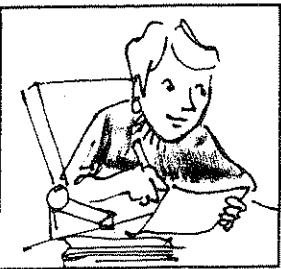
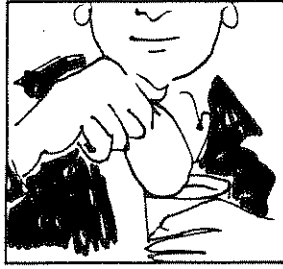
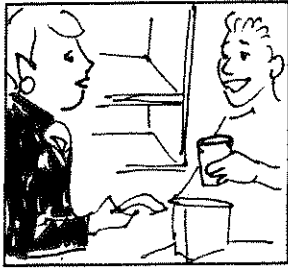
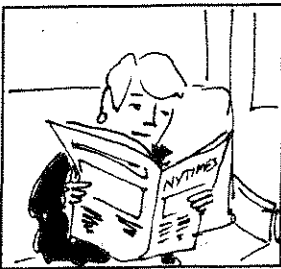
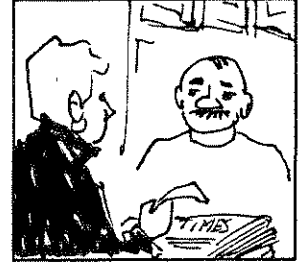
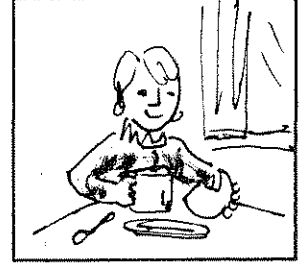
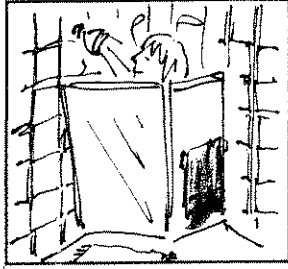
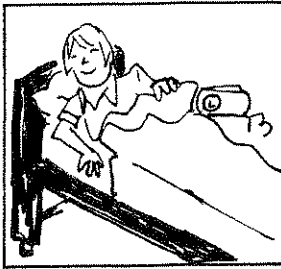
- At home Mark Comp #9, the Like Books if you have started them (See **to the teacher**, p. xii again) and any individually assigned retests or supplements. Also, assign Unit 2 supplements where needed.

# Unit 2

## COMMANDS

### A Teacher! Get Up!

A-1 Watch your teacher. He or she will act out 16 daily activities. Call out **Teacher!** (or your teacher's name) and the activity, like this: **Teacher! Get Up! Take a shower.** etc.



The basic form of the English verb is called the **BASE FORM**. The base form is used to make commands. All the base forms below are written in capital letters.

- A-2 First, find all 16 commands for **Teacher! Get Up!** on the list below. Put a check—✓—next to each item. Then finish the grammar worksheet on page 41 by adding ten more commands. Use **your** instead of **my** where necessary. You will need ten more caps and periods.

## BASIC VERB COLLOCATIONS: A SAMPLE

**breakfast.** See *EAT, HAVE* or *MAKE*.  
*BRUSH my teeth, my hair, my dog, etc.*  
*BUY a newspaper, a snack, a car, it, etc.*

*CLEAN the house*

**clothes.** See *GET DRESSED*

*COME home*

*COME OVER (for dinner)*

**computer.** See *STUDY* or *USE*

**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, it*

*EAT OUT/EAT in a restaurant*

*ENJOY myself/ENJOY the party*

**exercise.** See *DO*.

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

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

*GET a cold, a headache, etc.*

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

*GET married, engaged, divorced.*

*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*

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

*MAKE (a lot of) money, a profit*

*MAKE a mistake*

*MAKE breakfast, lunch, dinner, supper*

*MAKE the bed(s)*

**newspaper.** See *BUY* or *READ*.

*OPEN the door, a window, a book, it, etc.*

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

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

**restaurant.** See *EAT out*.

*RIDE a bicycle, a horse, a motorcycle*

*RUN (in the park)*

*SAY hello, good-bye, no, yes*

*SAY my prayers*

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

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

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

*STUDY (computer science, etc.)*

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

*TAKE pictures (photographs)*

*TAKE a shower, a bath*

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

*TAKE a nap, a rest, a ride, a walk*

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

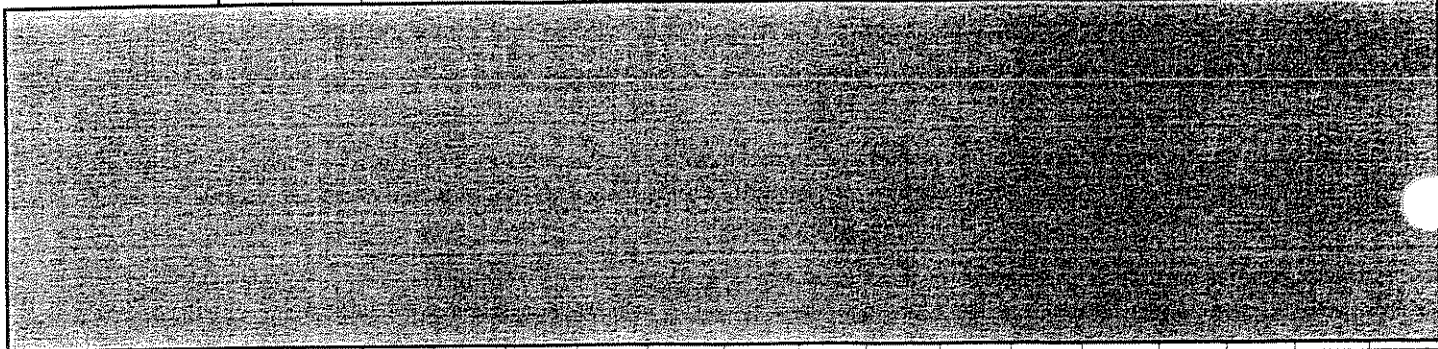
*TELL (me) a story, (me) the truth*

**truth.** See *KNOW* or *TELL*.

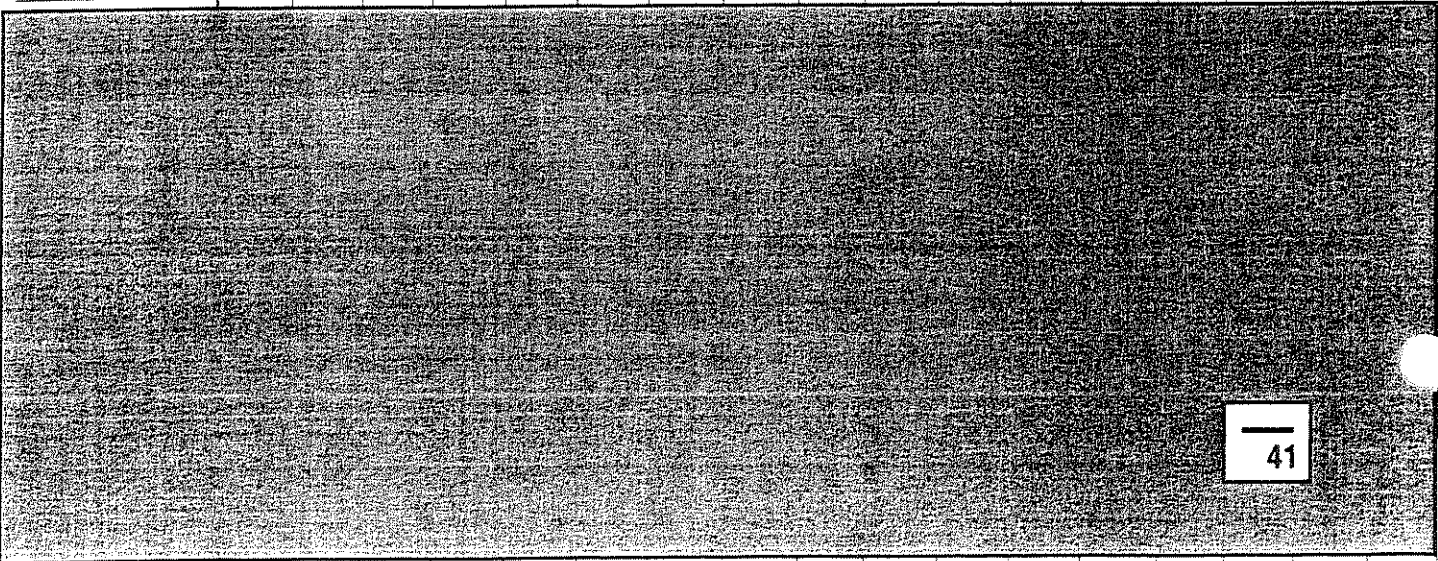
*WALK my dog*

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

*WATCH TV/WATCH the news on TV*



| VERB                           | OBJECT       | Where? |
|--------------------------------|--------------|--------|
| Title: <u>Teacher! Get Up!</u> |              |        |
| Get up.                        | a shower.    |        |
| Take                           | Get dressed. |        |
| Eat                            | brush        |        |
| Brush                          | Go           |        |
|                                |              |        |
|                                |              |        |
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**B Objects**

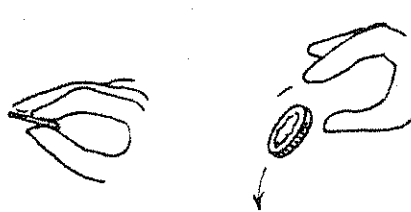
Some verbs need an OBJECT: *take what? show what? want what? need what?* The OBJECT is often an object!—a jar, a coin, a card, a pen, a book, a case. DON'T REPEAT OBJECTS. Use the word *it* for one object.

B-1 Write two commands for each object below. Start with **Take...** Also use one of these verbs:

*close drop eat hide lift open read show tear*



1. *Take a jar. Open it.*



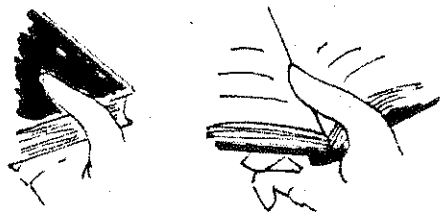
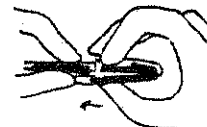
2. \_\_\_\_\_



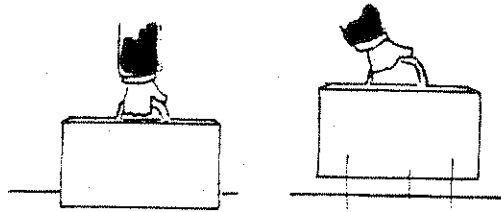
3. \_\_\_\_\_



4. \_\_\_\_\_



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



6. \_\_\_\_\_

B-2 Repeat these phrases as fast as you can.

1. *show it/and show it/Take a coin and show it.*
2. *close it/and close it/open it and close it/Take a jar, open it and close it.*
3. *eat it/and eat it/open it and eat it/Buy a snack, open it and eat it.*
4. *tear it/and tear it/fold it and tear it/Take a piece of paper, fold it and tear it.*

### C Singular and Plural Objects

| rule                    | examples                                                                  |
|-------------------------|---------------------------------------------------------------------------|
| <b>a</b> = one of many  | <b>a bag</b> Take <b>a bag</b> . Open <b>it</b> . Close <b>it</b> .       |
| <b>-s</b> = many of one | <b>bags</b> Take <b>two bags</b> . Open <b>them</b> . Close <b>them</b> . |

C-1 Write **it** for one object or **them** for many objects.

1. Take four pieces of paper and fold \_\_\_\_\_.
2. Take a piece of fruit and wash \_\_\_\_\_.
3. Take an apple and a banana and slice \_\_\_\_\_.
4. Take a glass of water and drink \_\_\_\_\_.

C-2 Make complete sentences beginning with **Take** like the example. Use only the words and endings listed below. Remember: you can add **-s** or **-es** to any noun.

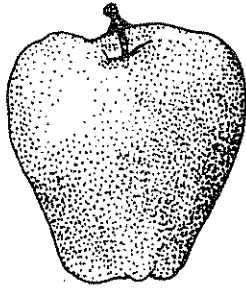
Take fold wash a/an two apple dollar spoon and  
open hide dry -s/-es three bottle egg tissue  
close show iron it/them four box lock towel

1. Take a towel and fold it.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

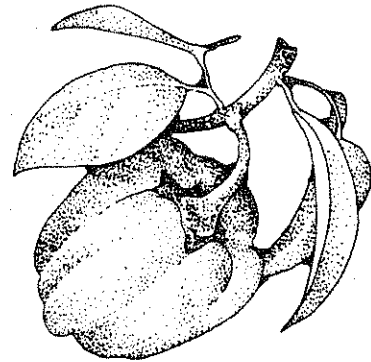


**D First Time: a/an and -s.**

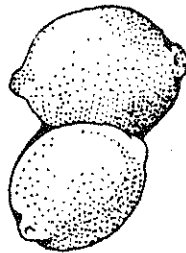
Introduce these fruits and vegetables. Use the words **a, an, many, a lot of** and **-s**.



*This is*



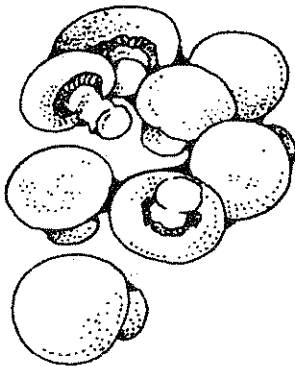
*This is*



*These are*



*This is*

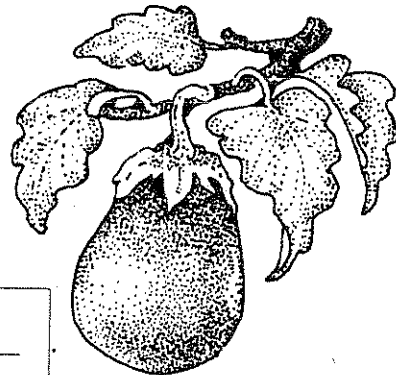


*This is*

*I have*

or

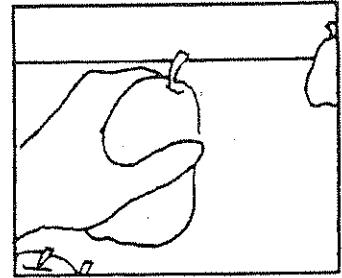
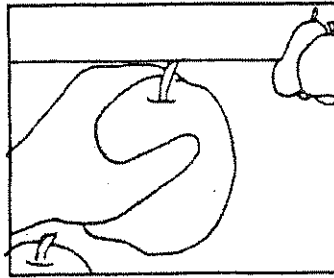
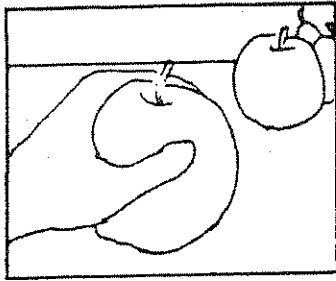
*I have*



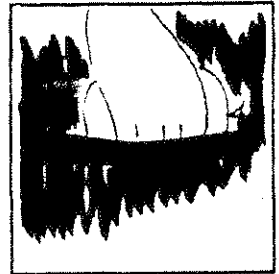
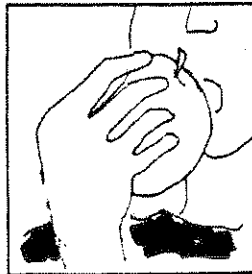
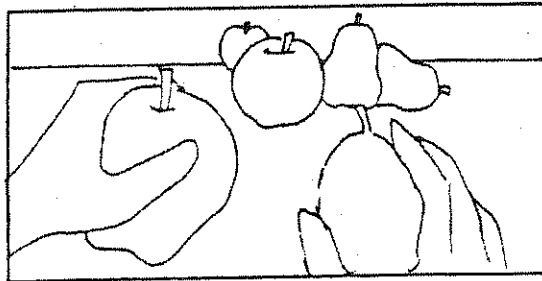
E First Time and Second Time: *a/an, another* and *the*

| rule                                                | examples                                                                                                                                                                                                 |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>a/an</i> = one of many                           | <i>a</i> pepper, <i>a</i> lemon, <i>an</i> apple, <i>an</i> orange, <i>a</i> pear                                                                                                                        |
| <i>another</i> = one more                           | <i>a</i> pepper, <i>a</i> lemon, <i>an</i> apple, <i>an</i> orange, <i>a</i> pear                                                                                                                        |
| <i>the</i> = the only one<br>or<br>the one you know | <i>the</i> sun, <i>the</i> moon, <i>the</i> earth<br><i>the</i> teacher, <i>the</i> door, <i>the</i> floor, <i>the</i> ceiling<br><i>the</i> park, <i>the</i> gym, <i>the</i> house on <i>the</i> corner |

E-1 Write *a, an, another* or *the* in each space.



a. Take \_\_\_\_\_ apple. Take \_\_\_\_\_ apple. Take \_\_\_\_\_ pear.



b. Take \_\_\_\_\_ apple and \_\_\_\_\_ pear. Eat \_\_\_\_\_ apple. Save \_\_\_\_\_ pear.

E-2 Dictation: Listen to each sentence and write it.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

F **How to Eat a Melon**

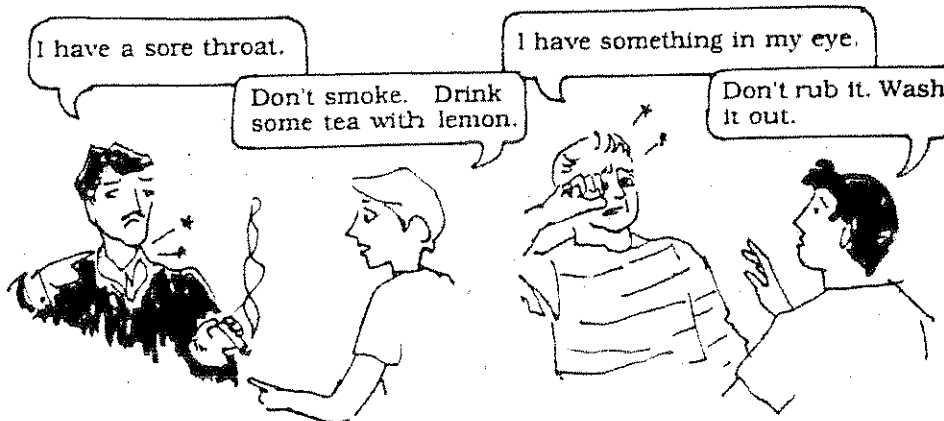
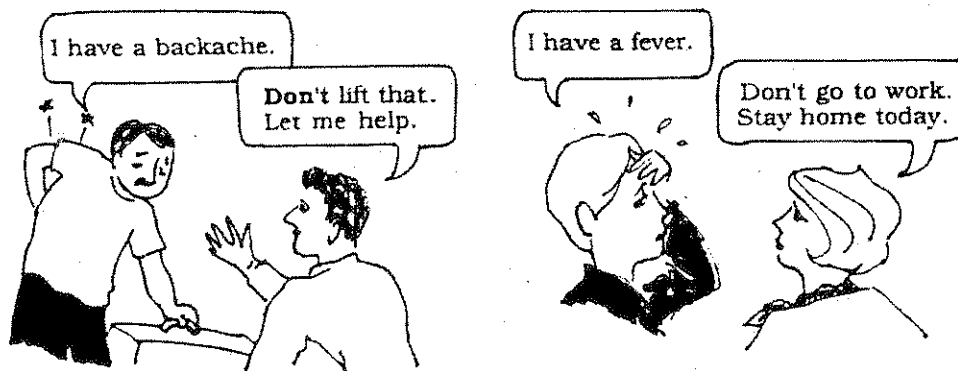
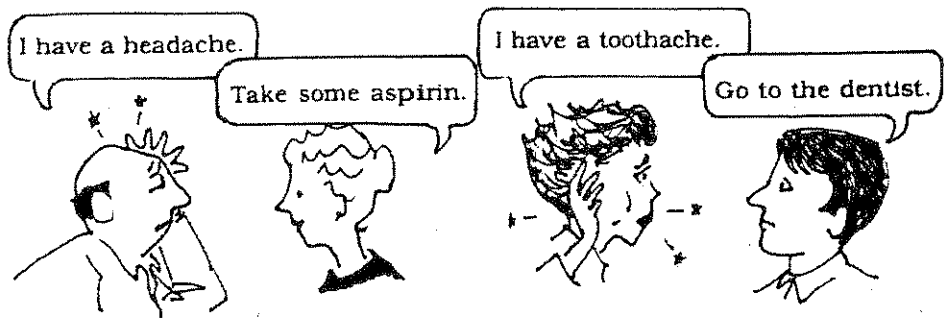
Write **How to Eat a Melon** in the title box below. Then watch your teacher and write what he or she does with the melon. Finally copy the composition on loose leaf paper.

| <b>Where? How?</b> |  |
|--------------------|--|
| <b>OBJECT</b>      |  |
| <b>VERB</b>        |  |

Title: \_\_\_\_\_

## G Negative and Affirmative Commands

G-1 Listen and repeat.



G-2 Partner Practice

First say to your partner, **Close your book. Don't look at the pictures.**

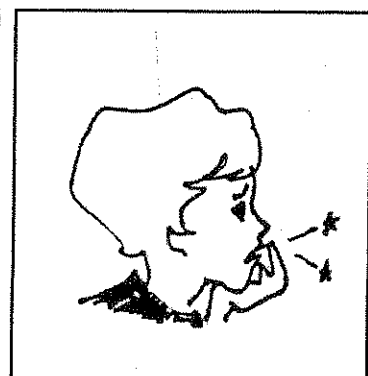
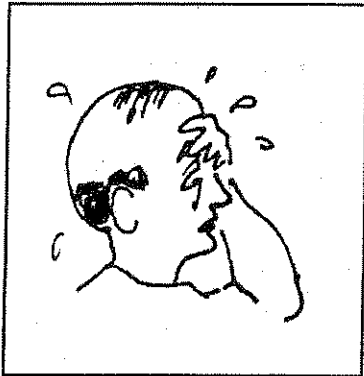
Then act out **I have a headache, I have a toothache**, etc. Don't speak. Let your partner guess and say the words.

Finally act out and say, **I have a headache, I have a toothache**, etc. Let your partner guess and say, **Take some aspirin, Go to the dentist**, etc.

G-3 Don't look at p. 47. Write problems 2-6 like the example. FINISH WITH A PERIOD.



1. I have a      2. \_\_\_\_\_      3. \_\_\_\_\_  
backache.      \_\_\_\_\_      \_\_\_\_\_



4. \_\_\_\_\_      5. \_\_\_\_\_      6. \_\_\_\_\_  
\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

G-4 Write advice for each problem above. FINISH WITH A PERIOD.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_

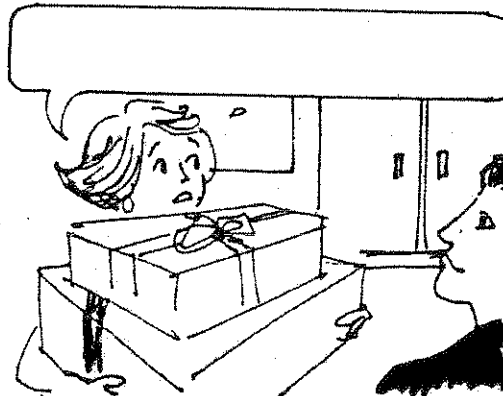
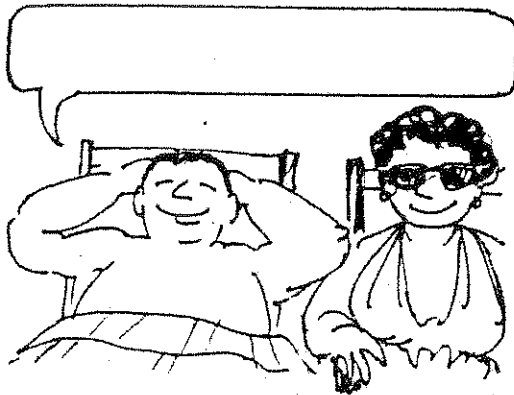
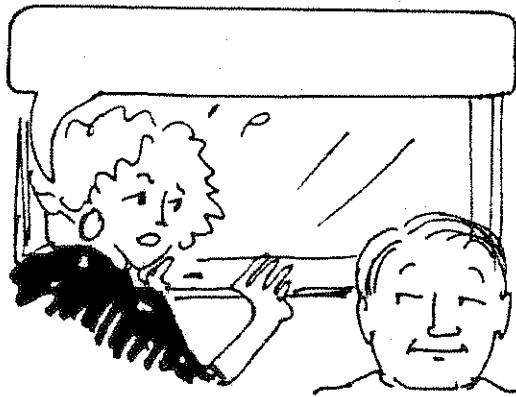
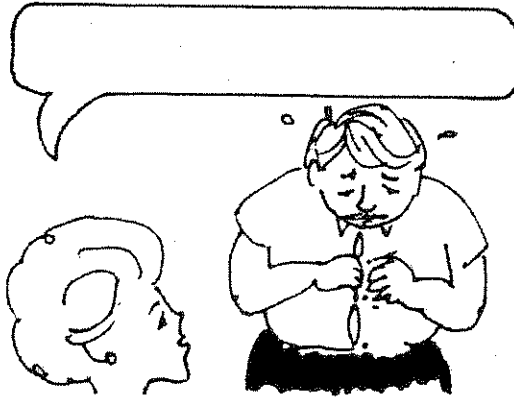
# H Polite Requests and Suggestions

H-1 Listen and repeat.



H-2 Write a request or suggestion in each speech balloon. Make combinations from the phrases below.

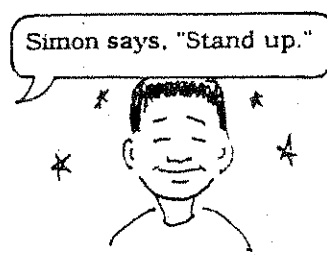
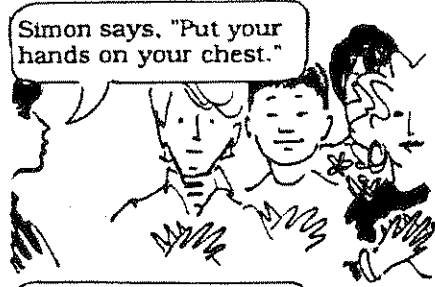
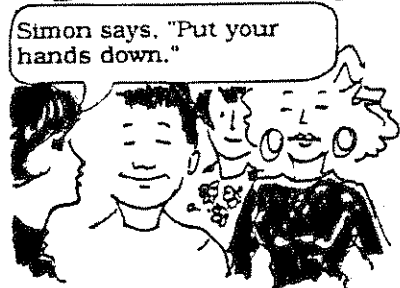
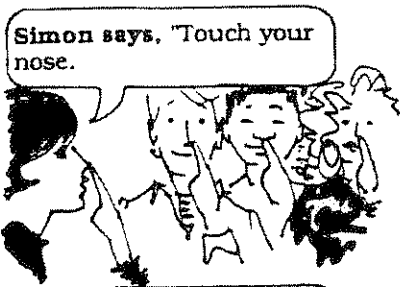
- |                          |                        |                          |                |
|--------------------------|------------------------|--------------------------|----------------|
| <i>Could you...?</i>     | <i>open the door</i>   | <i>go to the movies</i>  | <i>go home</i> |
| <i>Would you...?</i>     | <i>open this box</i>   | <i>go to the dentist</i> | <i>help me</i> |
| <i>Let's...</i>          | <i>take a bus</i>      | <i>go to the doctor</i>  | <i>relax</i>   |
| <i>Why don't you...?</i> | <i>take a vacation</i> | <i>go on a diet</i>      | <i>listen</i>  |



H-3 Partner Practice for Suggestions  
 First say to your partner, **Close your book. Don't look at the pictures.**  
 Then act out any problem or need (tired, sick, toothache, etc.). Don't speak. Let your partner guess and say **Why don't you...?** or **Let's...**

# I Simon Says

I-1 Listen and repeat.



I-2 Partner Practice for Simon Says

First practice *Simon says*, "Touch your nose," etc with your .



I-2 Write Simon's commands.



Simon says, "*Touch your toes.*"



Simon says, "\_\_\_\_\_."



Simon says, "*Put your hands on your ears.*"



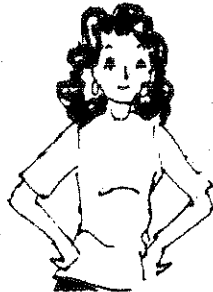
Simon says, "\_\_\_\_\_."



Simon says, "\_\_\_\_\_."



Simon says, "\_\_\_\_\_."



Simon says, "\_\_\_\_\_."



Simon says, "\_\_\_\_\_."



# Supplement 3

# *More Commands*

# 1. Unscramble

**Instructions:** Write *How to Make Your Lunch* in the right order in the worksheet on page 55. Use only the sentences below.

*Close the bag.*

*Wrap it in foil or plastic wrap.*

*Put it on a plate.*

*Cut the sandwich in half.*

*Spread some mustard on the bread.*

*Put them on the bread.*

*Open a jar of mustard.*

*Add another slice of bread.*

*Take two slices of ham.*

*Put it in your lunchbag.*

*Close the jar.*

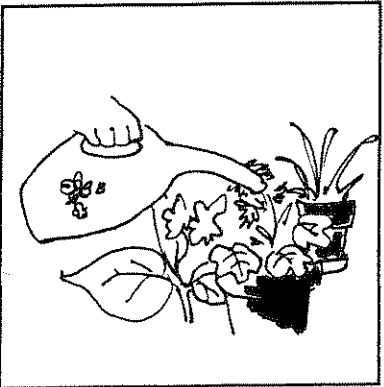
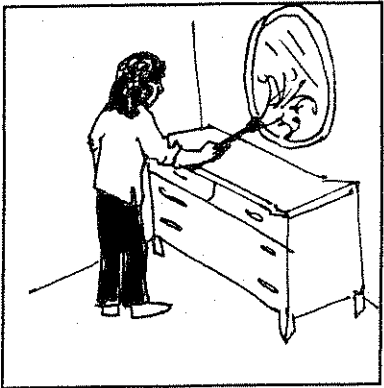
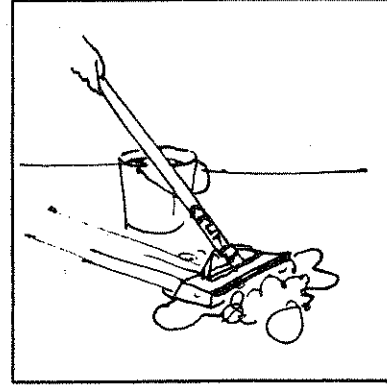
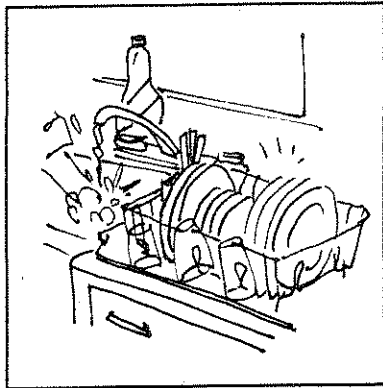
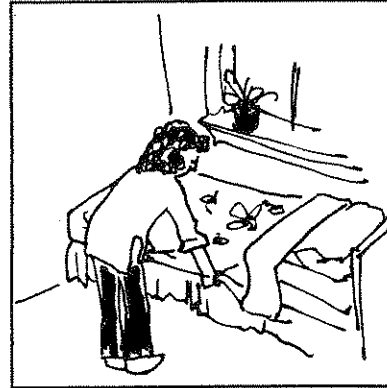
*Take one slice of bread.*

*Put lettuce and tomatoes on the ham.*



## 2. Housecleaning

Instructions: Find these 12 commands on **BASIC VERB COLLOCATIONS**.  
Write *How to Clean Your House* on page 57.





### 3. Do's and Don'ts

Instructions: Add the word **Don't** to some of the commands below or add only a capital letter. Look at the first two examples.

Don't forget your mother's birthday.

Brush your teeth every day.

\_\_\_\_\_ do your homework.

\_\_\_\_\_ lean on the subway door.

\_\_\_\_\_ spit on the floor.

\_\_\_\_\_ pick up after your dog.

\_\_\_\_\_ stand near the edge of the platform in the train station.

\_\_\_\_\_ call 911 in an emergency.

\_\_\_\_\_ swipe your card again.

\_\_\_\_\_ cut in line.

\_\_\_\_\_ stand behind the line.

\_\_\_\_\_ wait for the green light.



Supplement 4

# ***More Corrections***

# Sentences

## 1. Separate and join

**Instructions:** Separate all sentences marked with the symbol / with a period and a capital letter. Join all sentences marked with the symbol ∪. Don't recopy. Just correct.

Linda Kunz  
April 15, 2005

### How to Get to La Guardia

From the Upper West Side. Take a B train or C train to 59<sup>th</sup> Street ∪ change from a C to a D. Don't change from a B. Take the B or D to Seventh Avenue ∪ go downstairs to the E train. Take it to 23<sup>rd</sup> Street-Ely Avenue ∪ then walk to Skilman Avenue. Along Thomson Avenue. The English office is on the third floor ∪ it is Room 352.

From Greenwich Village take the V train to Ely Avenue. ∪ Or the 6 train to Grand Central Station and the 7 to Court Square.



# Grammar

## 1. Change and insert

**Instructions:** Change the grammar in every circle. Add an ending or a grammar word above every "insert" symbol. Don't recopy. Just correct above the line.

Linda Kunz  
May 1, 2005

### Love Your Heart

Your heart is a important part of you body—maybe the most important part. You can take care of your heart in many way.

First, eat good food. Don't eat a lot of fatty food or fast food. Fruits and vegetables is very good for you. Drink healthy beverage.

Second, exercise a lot. Go to a gym. Don't watch too many hour s of TV. Walk every day.

Finally, don't smoke. Cigarette s are very bad for your heart, and you can get a heart attack.



# Spelling & Vocabulary

**Instructions:** Use your dictionary and your INSERT **Basic Verb Collocations** to correct spelling, vocabulary and idioms. Don't recopy. Just correct above the error.

Linda Kunz  
May 26, 2005

## Enjoy the City

What do you like in New York? Don't stay in ~~unfun~~  
home. Don't get bored. Go to <sup>sp</sup>Manhattan!

Take a tren to Central Park. Ride a <sup>sp</sup>house  
or rent a boat. Visit the zoo. Know Strawberry

<sup>sp</sup>Feild and the Dakota, <sup>sp</sup>(were John Lennon lived

Take a bus to Macy's or Lord & Taylor.  
Spend a little <sup>sp</sup>money. Buy some summer clothes.

Take some pictures.

Walk to Rockefeller Center. When you arrive  
to there, see a show at Radio City Music Hall.

Cross the street to St. Patrick's <sup>sp</sup>Catedral and

relax in this <sup>sp</sup>beautiful church.

## unit three:

# ***routines***

|                                         |    |
|-----------------------------------------|----|
| <i><b>My Daily Routine</b></i>          | 67 |
| sentence combining: T=                  | 70 |
| a daily routine chant                   | 71 |
| sequence signals                        | 72 |
| <i><b>My Sunday Routine</b></i>         | 72 |
| <i><b>Bob's Routine</b></i>             | 74 |
| <i><b>Tina's Routine</b></i>            | 76 |
| <i><b>Ann and Ted's Routine</b></i>     | 78 |
| choices: <i>and/or</i>                  | 80 |
| <i><b>My Weekend</b></i>                | 80 |
| adding sequence signals                 | 82 |
| INSERT: <b>Spelling Rules 1 &amp; 2</b> |    |
| S 5: Combining Sentences                | 83 |

# Teacher and Tutor Notes for Unit 3

This unit opens all remaining sectors that Level 1 students will deal with: SUBJECT, second adverbial (What time? with whom? what for?) and finally SEQUENCE SIGNAL (*Then, After that, After dinner, etc.*). The other important introduction is the sentence pattern **T=**, which has one subject and multiple verbs. Third person singular is also introduced, but it is a first shot at a grammatical feature not acquired until later. In a short term, most of this unit can be skipped, going right from the five-sentence **My Daily Routine** to simple past **My Day Yesterday**.

- Day 1
  - 1 **Business:** Like Books? listening/spelling? Supplements 3 and 4?
  - 2 **Double Boards:** Have one of the two students from different sides of the room write Comp #9 **How to Eat a Melon** as it looks on loose leaf while the other writes it in slots because you want to open up the SUBJECT slot. All other SS can do individual corrections on their Comp #9's as the two are writing. As usual, have the two teams walk up and make corrections to their team's comp.
  - 3 **Open the SUBJECT slot:** Put up the SUBJECT slot card. Write the word **I** in all eight subject positions and change caps to small letters on verbs. Show that the verb doesn't look any different otherwise.
  - 4 **Open the second adverbial slot:** Put up the What time? slot card. Use the pictures on p. 67 to have SS call out the first five commands of **Teacher! Get Up!** and write them as whole sentences: *I get up at 6:00, etc.* (see p. 68).
  - 5 **Comp #10 My Daily Routine:** Have SS write 16 sentences using at least three new collocations representing their daily routine in the worksheet on p. 69. Circulate while SS are writing. Note: This comp should not go to loose leaf yet. Keep it for tomorrow.

subr / #3 / what time?

- Day 2
  - 1 **Business:** Like Books? Supplements 3 and 4?
  - 2 **Double Boards:** This time have one of the two students from different sides of the room write Comp #10 **My Daily Routine** as it looks on loose leaf while the other writes it in slots. The reason for this is that you want to bracket and combine sentences to end up with five sentences instead of 16. All other SS can do individual corrections on their Comp #10's as the two are writing. As usual, have the two teams walk up and make corrections to their team's comp.
  - 3 **Sentence Combining:** Bracket the first three sentences of the comp written in slots. (Colored chalk helps.) SS make one sentence out of three. Make a total of five sentences. SS do p. 70, which becomes Comp #11, **A Five-Sentence Routine**, then finish Comp #10, also as five sentences only.
  - 4 **Chant:** "What do you do in the morning?" (p. 71)

#4  
T=

- Day 3
  - 1 **Business:** Like Books?
  - 2 **Double Boards:** Comps #10 and #11. This time both SS write the comps as they appear in loose leaf form while individuals correct their own papers.
  - 3 **Review chant:** "What do you do in the morning?" (p. 71)
  - 4 **Open the SEQUENCE SIGNAL slot:** Have one S write the chant in slots. Call attention to the connector **and**, which appears in the verb slot because it joins verbs (there is another **and**, which will appear later and join other things). Add the SEQUENCE SIGNAL card. Add the word **then** where it appears in the chant. Explain that sequence signals represent more general time than specific clock times; English doesn't use a sequence signal and a clock time in reference to the same activity. Note that you can also get **After...** sequence signals from the chant (p. 72).
  - 5 **Comp #12 My Sunday Routine:** Write the p. 73 worksheet and recopy on loose leaf to hand in.

seq / #5a  
v  
2nd  
v

- Day 4
  - 1 **Business:** Like Books? Announce routines test for the next class.
  - 2 **Double Boards:** Comps #12. Standard. Don't erase.
  - 3 **Third person:** Change the title of one of the board comps to **My Classmate's Sunday Routine**. Have one S make changes in color and be sure they start with the person's name before getting to **he** and **she**. This is Comp #13. Have SS write it individually with a partner.
  - 4 **Homework:** Comps #14-16 (pp. 74-79): Bob, Tina, Ann and Ted, all five-sentence routines. 6, 7 + 0

#5b  
he, she

- Day 5
  - 1 **Business:** Like Books? Collect Comps #14-16 if you want to record HW done. Then return them.
  - 2 **Double Boards:** Comps #14-16. Standard. Erase.
  - 3 If there is time, do the top of p. 80, which is a practice of **and/or**.
  - 4 **Routines test:** Use pp. 80 & 81, then recopy on loose leaf paper.

#9  
and/or  
66

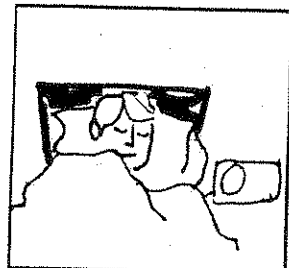
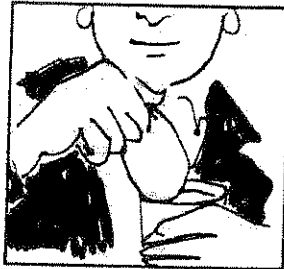
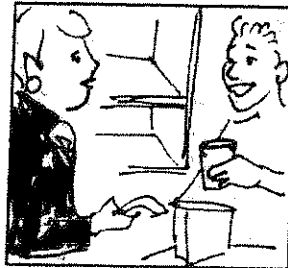
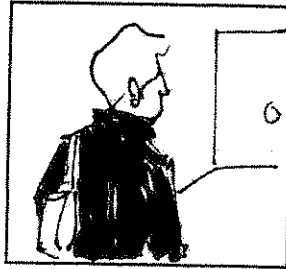
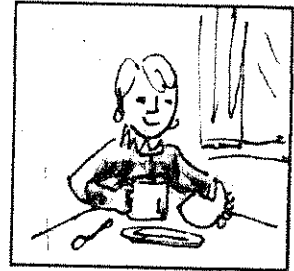
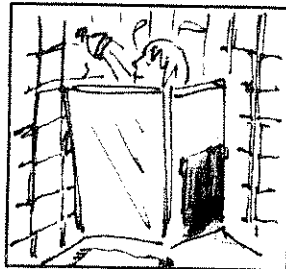
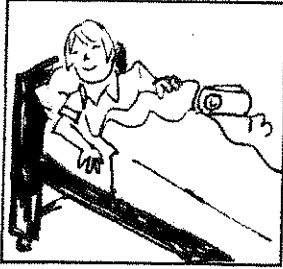


# Unit 3

## ROUTINES

### A My Daily Routine

A-1 Here are the pictures from *Teacher! Get Up!* again. Turn to page 68 to see these actions in a daily routine when your teacher adds the word *I* and some clock times like *at 6:00*.



3  
er

| SUBJECT | VERB                           | OBJECT       | Where?    | What time? |
|---------|--------------------------------|--------------|-----------|------------|
|         | Title: <u>My Daily Routine</u> |              |           |            |
| I       | get up                         |              |           | at 6:00.   |
| I       | take                           | a shower.    |           |            |
| I       | get dressed.                   |              |           |            |
| I       | eat                            | breakfast.   |           |            |
| I       | brush                          | my teeth.    |           |            |
| I       | go                             |              | to school | at 7:45.   |
| I       | go                             |              | home      | at 1:00.   |
| I       | buy                            | a newspaper. |           |            |
| I       | read                           | it.          |           |            |
| I       | buy                            | a snack.     |           |            |
| I       | open                           | it.          |           |            |
| I       | eat                            | it.          |           |            |
| I       | do                             | my homework. |           |            |
| I       | make                           | dinner       |           | at 7:00.   |
| I       | watch                          | TV.          |           |            |
| I       | go                             |              | to bed    | at 11:30.  |

A-2

Use the INSERT **BASIC VERB COLLOCATIONS** to write your daily routine below. Write the title ***My Daily Routine*** and only four or five clock times. Write at least three new things. Fill the page. This means you will need **16 caps, 16 subjects and 16 periods.**

What time?

Where?

OBJECT

VERB

SUBJECT

Title: \_\_\_\_\_

**B Sentence Combining: T=**

B-1 Rewrite the composition below on loose leaf paper as only five sentences in one paragraph. You will have **five** subjects, **five** caps and **five** periods. Use commas and the word **and**.

| SUBJECT | VERB + and VERB                       | OBJECT           | Where?    | What time?         |
|---------|---------------------------------------|------------------|-----------|--------------------|
| or      | Title: <u>A Five-Sentence Routine</u> |                  |           |                    |
| I       | get up                                |                  |           | at 6:30.           |
| I       | take                                  | a shower.        |           |                    |
| I       | get dressed                           |                  |           |                    |
| I       | drink                                 | a cup of coffee. |           |                    |
| I       | brush                                 | my teeth.        |           |                    |
| I       | go                                    |                  | to school | at 7:30.           |
| I       | have                                  | classes          |           | from 8:30 to 1:00. |
| I       | go                                    |                  | home.     |                    |
| I       | eat                                   | lunch.           |           |                    |
| I       | go                                    |                  | to work   | at 4:00.           |
| I       | come                                  |                  | home      | at 11:00.          |
| I       | watch                                 | the news         | on TV.    |                    |
| I       | do                                    | my homework.     |           |                    |
| I       | go                                    |                  | to bed    | at 1:30.           |

B-2 Now copy your daily routine on loose leaf paper as five or six sentences only.

### C A Daily Routine Chant

Information questions go down in intonation. T= sentences (one subject and two or more verbs) go up and down. Practice the chant below with your partner.

## What do you do in the morning?

What do you do in the morning?

I get up, take a shower and get dressed.

What do you do after that?

I eat breakfast, brush my teeth and go to school.

What do you do at school?

I do my work and talk to my friends.

What do you do after school?

I go home, eat my lunch and go to work.

What do you do on your break?

I eat dinner and talk on the phone or read a book.

What do you do after that?

I finish my job. Then I go home.

What do you do at home?

I listen to music and go to bed.

## D Sequence Signals

D-1 Look at "What do you do in the morning?" on page 71. Write the words and phrases that tell *When?*

In the morning, I get up, take a shower and get dressed.  
\_\_\_\_\_ I eat breakfast, brush my teeth and go to school.  
\_\_\_\_\_ I go home, eat my lunch and go to work.  
\_\_\_\_\_ I eat dinner and read a book.  
\_\_\_\_\_ I finish my job.  
\_\_\_\_\_ I go home.

These words and phrases are called **sequence signals**. We use them instead of clock times. Sequence signals like **Then** and **After school** are more general than clock times.

| rule                       | examples                                     |
|----------------------------|----------------------------------------------|
| specific: [clock time]     | <b>At 1:00 I go home. I go home at 1:00.</b> |
| general: [sequence signal] | <b>After school I go home.</b>               |

D-2 On the grammar worksheet on page 73, write **My Sunday Routine**. Write at least 10 different Sunday activities but only **five** or **six** sentences. Use one **Then** and one **After...** sequencesignal from the list below. Then copy the composition on loose leaf paper.

|                        |                     |                        |
|------------------------|---------------------|------------------------|
| <b>Then*</b>           | <b>After school</b> | <b>After the break</b> |
| <b>After breakfast</b> | <b>After work</b>   | <b>After the game</b>  |
| <b>After lunch</b>     | <b>After church</b> | <b>After the movie</b> |
| <b>After dinner</b>    | <b>After class</b>  | <b>After the party</b> |

**MEMORIZE THESE 12 SEQUENCE SIGNALS!  
DON'T USE ANY OTHER OTHERS!**

\* *Then* means "next"—just a little time. For more time, use one of the "After" phrases.

Sequence Signal

**SUBJECT**

VERB  
+  
and VERB

**OBJECT**

Where?

Title:

**E Bob's Routine**

E-1 Write the title **Bob's Routine** on page 75. Then write **five** sentences about the nine things Bob does. Your subjects are **Bob - he - he - he - he**, and you need nine **-s** or **-es** endings: one for every verb. Remember: Use a sequence signal or a clock time, not both.



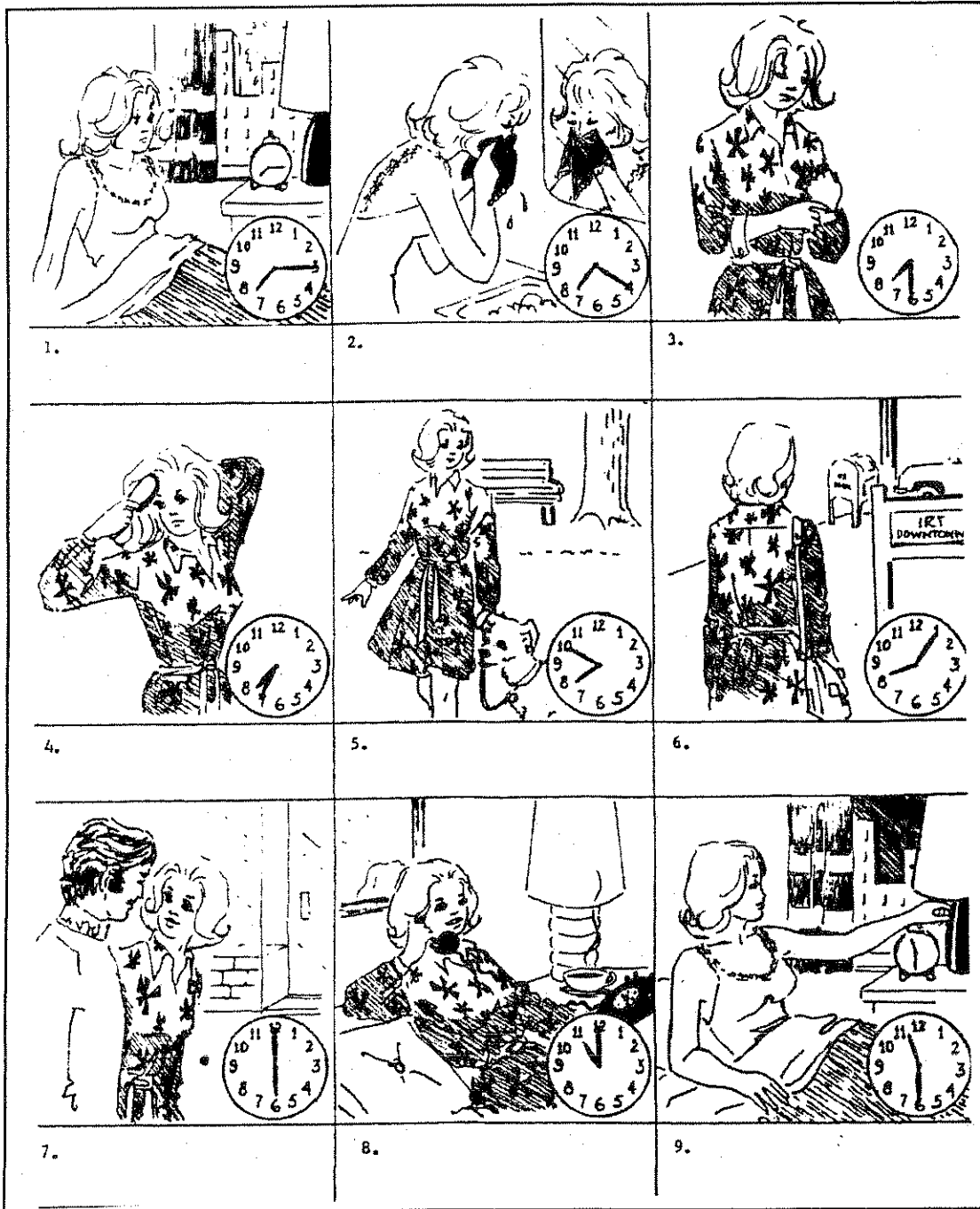
E-2 To finish **Bob's Routine**, copy on loose leaf paper. Then check: Do you have a complete name and date? Do you have a title with caps? Did you indent and skip lines? Do you have **five** sentences: **five** subjects and **five** periods? Do you have nine **-s** or **-es** endings?





**F Tina's Routine**

F-1 Write the title **Tina's Routine** on page 77. Then write **five** sentences about the ten things Tina does. Your subjects are **Tina - she - she - she - she**, and you need ten **-s** or **-es** verb endings. You also need the word **her** (the possessive) with the things that belong to Tina.



F-2 To finish **Tina's Routine**, copy on loose leaf paper. Then check: Do you have a complete name and date? Do you have a title with caps? Did you indent and skip lines? Do you have **five** sentences: **five** subjects and **five** periods? Do you have ten **-s** or **-es** endings?

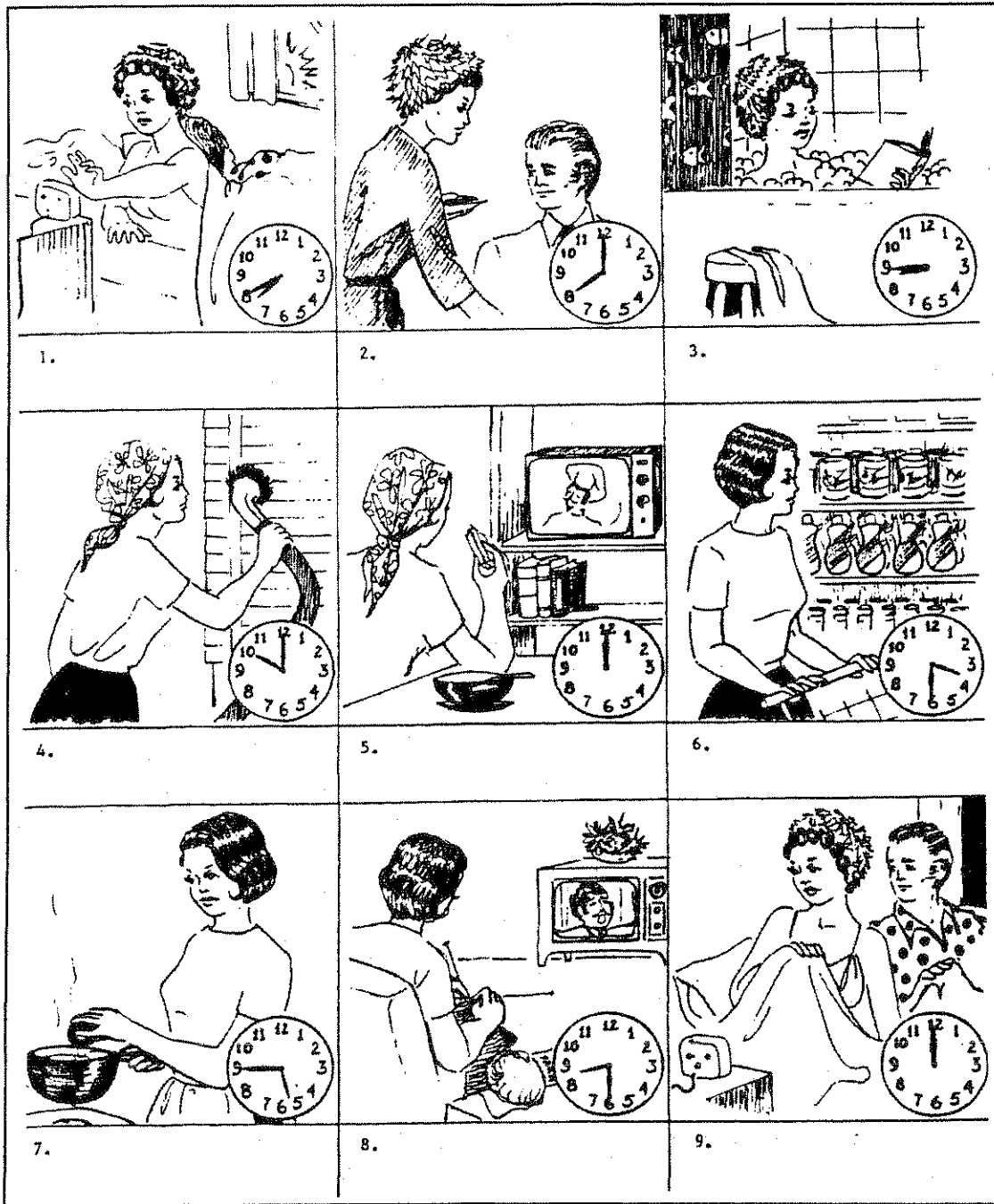
| Sequence Signal | SUBJECT      | VERB +<br>and VERB | OBJECT | Where? | What time? |
|-----------------|--------------|--------------------|--------|--------|------------|
|                 | Title: _____ |                    |        |        |            |
|                 |              |                    |        |        |            |
|                 |              |                    |        |        |            |
|                 |              |                    |        |        |            |
|                 |              |                    |        |        |            |
|                 |              |                    |        |        |            |
|                 |              |                    |        |        |            |

**Subject, Object and Possessive Referents**

|               |       |            |                           |
|---------------|-------|------------|---------------------------|
| Tina          | lives | —          | in an apartment building. |
| Her neighbors | like  | her.       | —                         |
| She           | plays | her stereo | with headphones.          |

**G Ann and Ted's Routine**

G-1 Write the title **Ann and Ted's Routine** on page 79. Then write **five** sentences about the things Ann does and about some things Ann and Ted do together. Your new subject is **they** for two people. Remember: you need **-s** or **-es** endings on verbs only for one person.



G-2 To finish **Ann and Ted's Routine**, copy on loose leaf paper. Then check: Do you have a complete name and date? Do you have a title with caps? Did you indent and skip lines? Do you have **five** sentences: **five** subjects and **five** periods? Do you have **-s** or **-es** endings only for one person?



## H Choices: *and/or*

H-1 The word *and* adds: +. The word *or* gives you a choice: ±. Read each question below to your partner, and your partner will answer.

*Is it a boy or a girl?* \_\_\_\_\_

*What do you like—vanilla or chocolate?* \_\_\_\_\_

*A hamburger and fries—to go or to eat here?* \_\_\_\_\_

*A dozen donuts?—plain or frosted?* \_\_\_\_\_

## H-2 **My Weekend**

Write the title **My Weekend** on page 81. Then write about two days, Saturday and Sunday. Write two or three sentences about each day. Combine some verbs with the word *and* and some verbs with the word *or*. Then recopy on loose leaf paper as two paragraphs. ¶1 starts **On Saturday...** ¶2 starts **On Sunday...**

### **Computer**

*BROWSE* the Internet  
*LOOK* at my e-mail  
*PLAY* video games  
*TALK* in chat rooms  
*USE* my computer  
*WRITE* e-mail

### **Housework/Chores**

*CLEAN* my room  
*CLEAN* the house  
*DO* the laundry  
*DUST* the furniture  
*GO* to the supermarket  
*IRON* my clothes  
*PAY* the bills  
*POLISH* the furniture  
*SCRUB* the floors  
*VACUUM* the rugs  
*WASH* my car  
*WASH* the windows  
*WATER* the plants

### **Personal**

*BUY* a newspaper  
*DO* my homework  
*LISTEN* to music  
*PLAY* the piano  
*READ* a newspaper  
*SLEEP* late  
*TAKE* a bath  
*TAKE* a nap  
*WALK* my dog  
*WASH* my hair  
*WATCH* TV

### **Physical Activities**

*DRIVE* to New Jersey  
*GO* to the gym  
*GO* to the park  
*PLAY* soccer, tennis, etc.  
*RIDE* a bicycle  
*RUN* in the park  
*TAKE* a ride  
*TAKE* a walk

### **Social**

*CALL* my family  
*DRINK* with my friends  
*EAT* out  
*GO* bowling  
*GO* dancing  
*GO* shopping  
*GO* out with my boyfriend  
*GO* out with my girlfriend  
*GO* out with my husband  
*GO* out with my wife  
*GO* to church  
*GO* to a movie  
*GO* to a party  
*GO* to a restaurant  
*GO* to my friend's house  
*PLAY* cards  
*PLAY* with my children  
*RENT* a movie  
*TALK* on the telephone  
*TALK* about my country  
*WATCH* a movie



## I Adding Sequence Signals

- I-1 Add only one sequence signal to the routine below. Then recopy on loose leaf paper. Remember: Use only the sequence signals from page 72.

### *My Saturday Routine*

*On Saturday I get up early to clean my house. I take a shower, get dressed and eat breakfast. I vacuum the floors, dust the furniture, wash the bathroom and kitchen floors and wipe the sink, stove, bathtub and toilet.*

*In the afternoon, I go food shopping. I buy enough food for the week. I make dinner and put most of the food in the freezer. I watch TV with my roommate, get undressed, have a cup of tea and go to bed.*

- I-2 Add only two sequence signals to the routine below: one ***Then*** and one ***After...*** Then copy on loose leaf paper. Remember: Use only the sequence signals from page 72.

### *My Tuesday Routine*

*Tuesday is my day off. I sleep late, take a shower and get dressed. I walk my dog and go out to eat breakfast. I buy a newspaper, come home and read it.*

*I go to the park. I meet my friends there, and we play soccer. I pick up food for dinner, come home, walk my dog again and eat. I watch TV until bedtime.*

***Warning: Don't use too many sequence signals!***



## Supplement 5

# ***Combining Sentences***

# 1. Combine two verbs

**Instructions:** Combine each pair of sentences to make one sentence with two verbs like the example.

a. I get up at 6:00. I take a shower.

*I get up at 6:00 and take a shower.*

b. I get dressed. I eat breakfast.

---

c. I brush my teeth. I go to school.

---

d. I study English. I go to the library.

---

e. I eat lunch. I talk to my friends.

---

f. I go to the lab. I listen to tapes.

---

g. I go home. I take a nap.

---

h. I do my homework. I watch TV.

---

## 2. Combine three verbs

**Instructions:** Combine each group of sentences to make one sentence with three verbs like the example.

a. I get up at 10:00. I wash my face. I shave.

*I get up at 10:00, wash my face and shave.*

b. I get dressed. I drink a cup of coffee. I look at my e-mail.

---

---

c. I make my bed. I brush my teeth. I go out with a friend.

---

---

d. We go to the mall. We meet other friends. We play computer games.

---

---

e. We eat lunch. We go to the movies. We have a beer.

---

---

f. I go home. I call my mother. I go to bed.

---

---

### 3. Make a five-sentence routine

**Instructions:** Recopy each item below as one sentence.

a. Tina gets up at 7:15. She washes her face. She gets dressed.

---

b. She brushes her hair. She walks her dog. She goes to work at 8:05.

---

c. She meets her boyfriend at 6:00.

---

d. She talks on the telephone at 11:00. She drinks coffee at 11:00.

---

e. She goes to bed at 11:30.

---

**Instructions:** Now add one *Then* and one *After* \_\_\_\_\_, but delete the clock time in those sentences. Recopy Tina's routine.

---

---

---

---

---

---

## 4. Make a routine for two people

**Instructions:** Recopy each item below as one sentence. Then add one **Then** and two **After** \_\_\_\_\_, but delete the clock time in those sentences. Recopy Ann and Ted's routine below.

a. Ann gets up at 7:40. Ted gets up at 7:40.

---

b. Ann makes breakfast for Ted. They eat together.

---

c. Ann takes a bath. She reads a book.

---

d. She cleans the house. She eats lunch. She watches TV.

---

e. She goes to the supermarket at 3:30. She makes dinner at 5:45.

---

f. She knits at 8:30. She watches TV at 8:30. They go to bed at 12:00.

---

**Recopy:**

---

---

---

---

---

---









## unit four:

# *simple past*

|                                      |     |
|--------------------------------------|-----|
| <i>Last Weekend</i>                  | 93  |
| 101 irregular verbs                  | 94  |
| paragraphs                           | 96  |
| a weekend chant                      | 97  |
| <i>did</i> + BASE FORM               | 98  |
| <i>My Classmate's Weekend</i>        | 99  |
| game: <i>Did you change your...?</i> | 100 |
| INSERT: 101 Irregular Verbs          |     |

# Teacher and Tutor Notes for Unit 4

This is a short unit. Its purpose is simply to move into the **simple past** and have SS start using the list **101 Irregular Verbs**. It focuses most on basic regular and irregular inflections and how they both arise out of the combination **did + BASE FORM**, which shows itself in both yes-no questions and **wh**-questions. Note: If Day 1 or Day 2 is a Monday, do the weekend chant (p. 97), or at least start the question "What did you do on the weekend?" and contrast it with "What do you do on the weekend?" to make a case for the /j/ pronunciation in "didja."

The other main thing that happens during this unit is that SS change to writing very specific entries in their Like Books if they are keeping journals like this. Whereas they have been writing things like "I like soccer," they will now write "I liked the soccer game between Colombia and Venezuela." They really have to look for something each day, and the resulting sentence structure is often more advanced.

- Day 1
  - 1 Business:** Return Like Books, but don't collect new ones yet if this is the day for everyone to change to past.
  - 2 Double Boards:** Do double boards for Comp #16 **My Weekend**, the test on routines. Then change the titles to **Last Weekend** for Comp #17. Distribute **101 Irregular Verbs**. The comps on the board, of course, are specific to the two writers, but they will surely need both regular and irregular past forms for the conversion. (As usual, colored chalk helps.) For those two writers, this is the exercise on p. 95. Everyone else will first make corrections on the test (Comp #16), then put it into the slot sheet on p. 95 as a worksheet for Comp #17. Circulate as SS write the worksheet, then recopy it. Page 93 is just a means to start becoming familiar with the verb list.
  - 3 Chant:** Do "What did you do on the weekend?" (p. 97) if today is Monday.
  - 4 Like Books:** If time allows, give the SS who don't have their Like Books in class a few sheets of the small notebook paper used in the Like Books or ask them to get a few sheets from a neighbor. Model some specific past tense "liked" entries for the past few days and have SS write two or three of these specific entries in their books if they have them or on the loose sheets. FROM NOW ON, EVERY PAGE WILL START "I LIKED" AND TELL ONE THING FROM THAT PARTICULAR DAY.
  - 6 HW:** Do Assign p. 93 if it hasn't been done in class and p. 96 on paragraphs, which will yield a loose leaf Comp. #18, **Holidays in New York**.

#10  
past  
verbs

NO slot  
sheet

- Day 2
  - 1 Business:** Return/Collect Like Books. Pay special attention to the shift into the past. Also collect Comp #18 **Holidays in New York**.
  - 2 Chant:** Do "What did you do on the weekend?" (p. 97) if it wasn't done yesterday.
  - 3 Double Boards:** Do double boards for Comp #17 **Last Weekend**. Then change the title to **My Classmate's Weekend** and talk through each comp so that SS see that third person doesn't change the form of the verb (Hallelujah!).
  - 4 Game:** You can do the "Did you change...?" game near the beginning of the class or near the end. The main thing is that almost all of the remainder of this class is about "Did..." questions. The game has two people look hard for a minute or two at their classmates, then leave the room for a few minutes. In that time, SS will change various things: rings, glasses, one shoe, the place where they sit, etc. Sometimes they do very funny things. When the two "outsiders" return, they walk around and ask people, "Did you...?" You, the teacher, are a monitor and scorer. You alternate back and forth between the two questioners. Each person gets one point for a correct question and two points for a 'yes' answer. Being persnickety, I interrupt if a question is incomplete or incorrect and go to the other person.
  - 5 Comp #19 My Classmate's Weekend:** Depending on where you have placed the game, you might want to do some oral practice of yes-no questions and **wh**-questions using **did**. Then SS should do pp. 98 & 99 as a prep for Comp #19.
- Day 3

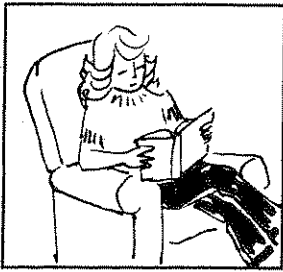
You can use p.100 as homework, as an in-class practice (since this unit was very short) or as a test. Whatever you choose, p. 100 will yield a loose leaf **Comp #20 Many Things Changed**.

# Unit 4

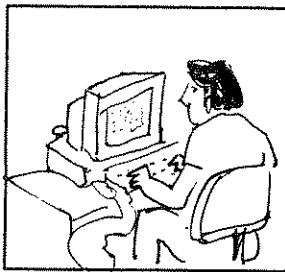
## SIMPLE PAST

### A Last Weekend

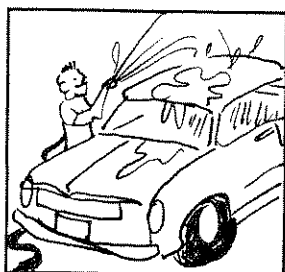
A-1 Here are some of the weekend activities from Unit 3. Turn to page 94 to see a selection of **101 Irregular Verbs**. Write the word *irregular* below for each verb you find on the list.



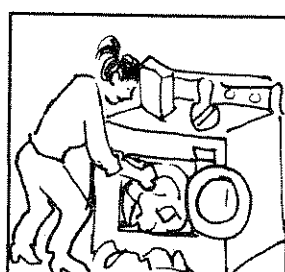
1. irregular



2. \_\_\_\_\_



3. \_\_\_\_\_



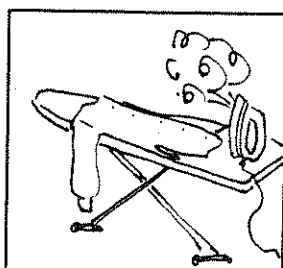
4. \_\_\_\_\_



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



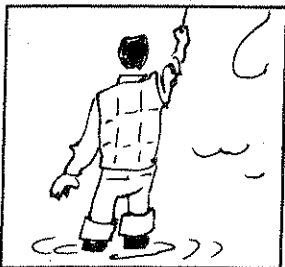
6. \_\_\_\_\_



7. \_\_\_\_\_



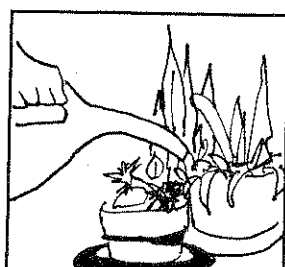
8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



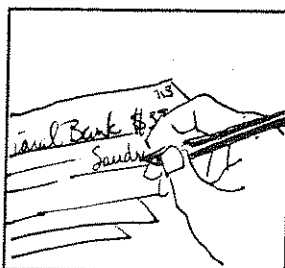
11. \_\_\_\_\_



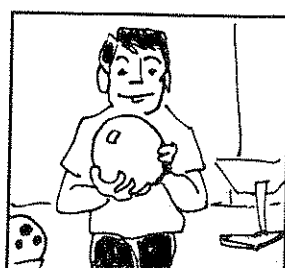
12. \_\_\_\_\_



13. \_\_\_\_\_



14. \_\_\_\_\_



15. \_\_\_\_\_



16. \_\_\_\_\_

# 101 IRREGULAR VERBS

Note: If you do not see a verb here, it is REGULAR—the past ending is just *-ed*.

| <u>Base Form</u> | <u>Past Form</u> | <u>Base Form</u> | <u>Past Form</u> | <u>Base Form</u> | <u>Past Form</u> |
|------------------|------------------|------------------|------------------|------------------|------------------|
| 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            |



## B Paragraphs

- B-1 Read the story *When I Came to New York*. Answer the questions about paragraphs.

### *When I Came to New York*

I left my country on December 8, 2004. That day was happy and sad. I got up early, took a shower and got dressed. Then I had breakfast with my mother and sister, and we talked about my trip to the United States. After breakfast, we drove to the airport in Tokyo. I said good-bye to my family and got on the plane.

We arrived in New York the next morning, December 9. My cousin met me at the airport, and I had no trouble with customs or with my luggage. We drove to his house, and I met his wife for the first time. We ate lunch together. Then I took a nap. We had many things to talk about, so we didn't go out again that day.

The next day was wonderful. We drove to Manhattan, parked the car and walked for over four hours. We ended up in the Metropolitan Museum of Art because I wanted to see the great collection. Most of all, I loved all the Rembrandts. New York is a great city.

How many paragraphs are there in this story? \_\_\_\_\_ Why? \_\_\_\_\_

---

- B-2 Read the story *Holidays in New York*. Divide the story into separate paragraphs by writing a paragraph symbol—¶— in different places. Then recopy the composition on loose leaf paper.

### *Holidays in New York*

My first Christmas in New York was difficult because I missed my family very much. My cousin and his wife tried very hard to make me feel happy, but I was depressed to be in a cold foreign country for such a big celebration. We went to church on Christmas Eve, and that was beautiful, but the best thing was Christmas Day, when I talked to my mother and sister on the phone, and they told me they loved the Christmas presents I bought in New York. New Years Eve was better. My cousin and his wife invited a lot of American and Japanese people to their New Years party, and I met a really nice Japanese-American girl. Her Japanese was very good, and she was the person who told me where to go to register for English classes. The other holiday that was so interesting to me was Dr. Martin Luther King Day in January. I knew Dr. King's name, but I really didn't know much about his life and the Civil Rights movement of the 1960s.

**C A Weekend Chant**

Practice the chant below with your partner. Use up and down intonation

**What did you do on the weekend?**

*What did you do on the weekend?*

*I got up, took a shower and got dressed.*

*What did you do after that?*

*I ate breakfast, brushed my teeth and went to the mall.*

*What did you do at the mall?*

*I bought some clothes and met my friends.*

*What did you do with your friends?*

*We had lunch and went to the movies.*

*What did you do on Sunday?*

*I went to church, ate dinner out and then came home.*

*What did you do at home?*

*I did my homework, cleaned my room and called my friends.*

*What did you do at night?*

*We went out. I came home and went to bed.*

D **did + BASE FORM**

| rule                                 | examples                                                                                                              |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>did + BASE FORM = simple past</b> | <i>I ate lunch at 1:00.</i><br><b>Did</b> you <b>EAT</b> lunch at 1:00?<br>What time <b>did</b> you <b>EAT</b> lunch? |

D-1 Make yes-no questions like the example.

1. *I got up at 7:00.* Did you get up at 7:00?
2. *I took a shower.* \_\_\_\_\_
3. *I got dressed.* \_\_\_\_\_
4. *I shaved.* \_\_\_\_\_
5. *I brushed my teeth.* \_\_\_\_\_
6. *I went to school.* \_\_\_\_\_
7. *I had two classes.* \_\_\_\_\_

D-2 Make *wh*-questions like the example. Use *What time? What? Where? How long?*

1. *I went home at 1:00.* What time did you go home?
2. *I ate a sandwich.* \_\_\_\_\_
3. *Then I took a nap.* \_\_\_\_\_
4. *I got up at 3:00.* \_\_\_\_\_
5. *I did my homework.* \_\_\_\_\_
6. *I went to the gym.* \_\_\_\_\_
7. *I worked out for an hour.* \_\_\_\_\_



**E**     ***My Classmate's Weekend***

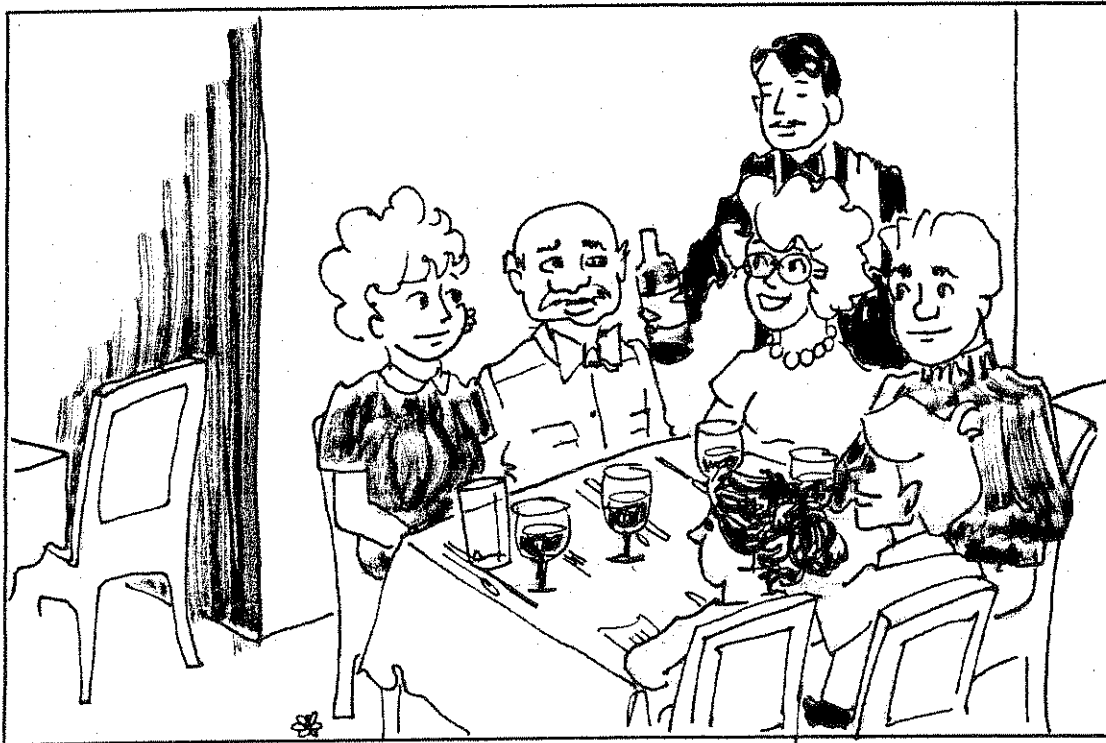
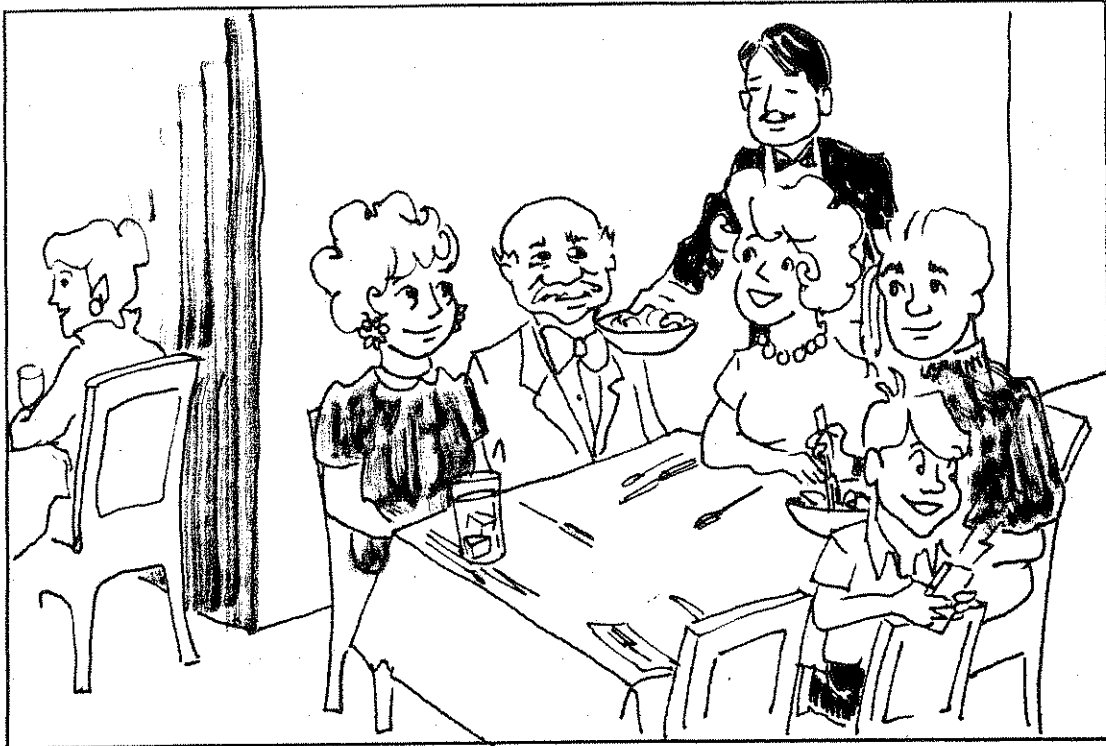
E-1     Write 16 *wh-* and yes-no questions for your classmate about his or her weekend. Write and talk at the same time. If your classmate says, for example, "I went to the movies," the next question is "What did you see?"

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

E-2     When you have 16 *wh-* and yes-no questions about your classmate's weekend, write the answers in two good paragraphs with a total of five to seven sentences in the two paragraphs. You don't need a worksheet. Use the title ***My Classmate's Weekend***. Write on loose leaf paper.

F Game: *Did you change...?*

F-1 Look at the two pictures below. A family went to a restaurant for dinner. What changed from 6:45 to 6:50. Ask *Did* questions to find out.



F-2 Write a composition called *Many Things Changed* on loose leaf paper. Start this way:

*Between 6:45 and 6:50, many things changed.*

## unit five:

# *little stories*

|                                            |     |
|--------------------------------------------|-----|
| unscramble                                 | 103 |
| using <i>Then</i> and <i>Later</i> :       |     |
| <i>The Thermos/The Letter</i>              | 104 |
| <i>In Church/After the Game</i>            | 106 |
| using two <i>and</i> 's:                   | 108 |
| <i>The Turkey/Two Classmates</i>           |     |
| using <i>but</i> :                         | 110 |
| <i>Nobody Answered/The Glass</i>           |     |
| using <i>him</i> and <i>her</i> :          | 112 |
| <i>In Jail/The Stop Sign</i>               |     |
| using <i>didn't</i>                        | 114 |
| a <i>didn't</i> chant...                   | 115 |
| using <i>didn't</i> and <i>so</i> :        | 116 |
| <i>In the Park/The Beard</i>               |     |
| combining sentences with <i>and/but/so</i> | 118 |
| using <i>wanted to</i> :                   | 120 |
| <i>The Gate/In School</i>                  |     |
| first time and second time again           | 122 |
| S 6: More Little Stories                   | 123 |

## Teacher and Tutor Notes for Unit 5

This unit uses very short pieces called "Little Stories" to introduce several important syntactic devices and grammar items: new sequence signals, connectors *and/but/so*, subject and object pronouns, the first use of complements, past negative and the semi-modal *wanted to*. All the Little Stories are past tense, so while students are working on new grammar, they are also using **101 Irregular Verbs** and regular *-ed* endings in every composition. If you wish to continue having students produce regular compositions on loose leaf paper as their final copies (which I always do), they should copy two Little Stories, titles and all, on a single sheet.

One of the features of this unit is an emphasis on **cohesion**. Even in a two-sentence story, you can't start with the word *he* or the words *the man*. English cohesion requires that you introduce a person—as in *a man*—and then refer to him as *he* or *him* if it's clear who you're talking about or as *the man* if you need to distinguish him from, say, a woman. The Little Stories elicit various cohesive devices.

If you have big two- or three-hour class periods, you might try doing some of Unit 6 on boxes at the same time as Unit 5. At least read page 130 to see what might be possible.

- Day 1 **1 Page 103** acts as a model for Little Stories: two sentences only, one paragraph with an indent, a name or noun in the first sentence (never a pronoun), some sentences with multiple predicates joined by *and*, subject, object and possessive referents like *he/him/his*. Do this page in class and have SS read the stories aloud with good intonation.

**2 Pages 106-7** contrast two important sequence signals *Then* and *Later* while practicing one particular sentence pattern, a trunk with two verbs (**T=**), which SS have already learned.

- Day 2 **1 Double Boards:** Now that you have two Little Stories for each composition, you can choose to have two board-writers write both stories or each write one. As usual, team correct.
- 2 The Turkey** is a special lesson in itself. Buy a paper fold-out turkey in any party store if you are interested in an attention-grabber. If you are pressed for time, start with the dictation: *Last Thanksgiving a man cooked a delicious turkey, and his wife helped him. Then his daughter carved the turkey, and his son served it.* Just write the four verbs in a verb column on the board after asking a few questions (How many people in the story? Who are they? What did each one do?). YOUR PRONUNCIATION SHOULD BE COMPLETELY NORMAL, which means /t/, /d/ and /h/ sounds will coalesce with other sounds or disappear altogether. The whole point is TO DEPEND ON THE GRAMMAR, NOT THE SOUND. If you have the time, do page 108 and have SS figure out why some *and's* are preceded by a comma: The rule is "comma-and-new subject." The same will hold for the fanboys\* *but* and *so* as they are introduced. Do **The Turkey** on the board in slots for SS to correct their p. 111. The sentence pattern here is trunk + trunk (**T+T**), which is two subjects and two predicates joined by a fanboy.
- 3 Two Classmates** is a follow-up using the same pattern: **T+T**. Make up a story using the names of two people in the class, e.g. *Fatihah came to class on time, and Ana came a little late. The two classmates worked very hard and wrote good compositions.*

- Day 3 **Pages 112-13** feature the use of *but* as a connector and the first appearance of object pronouns. Also, the designation **COMPLEMENT** appears in the column headings on page 111 for the word *angry* in *get angry*.

- Day 4 Past negative (**Pages 114-19**) needs a day of its own. SS began to learn *did* in question position (p. 100) and *didn't* if you have used the homework chant, but this is the first time it appears in **x** position in the verb column. THIS IS IMPORTANT. Before the book ends, they will put *was/were/would* and *couldn't* in the same position and even *wanted to*.

The other important thing in these pages is the use of *so* as a fanboy. Many languages seem not to have a specific *so* connector, so it takes practice. (Perhaps our underteaching of *so* is what leads higher level SS to use so many clunky linkers like *Therefore, Consequently, As a result...*)

- Day 5 If SS have had enough of Little Stories, you can simply skip the remainder of the chapter or select one of the pairs of stories for a small test. You would only have to give out the starter sentences that contain *wanted to*. Otherwise, give one more day to the *wanted to* stories and the return to "first time/second time" use of *a/an* and *the*.

\* fanboys: *for, and, nor, but, or, yet, so*. All fanboys can join two whole trunks.

**Unit 5**  
**LITTLE STORIES**

**A Unscramble**

Unscramble the sentences below. Recopy them as four little stories. Indent each story. Write two sentences only. Remember: USE ACTUAL NAMES before *he*, *she* or *they*.

*The next morning they packed their bags and came home.*

*He said his first word yesterday, and his parents were very happy.*

*Harold and his wife lost a lot of money in a casino in Las Vegas.*

*Jake went to the gym and worked out for two hours.*

*Last night and this morning she got answers from everybody.*

*Last year Melissa and Dan adopted a baby and named him Felix.*

*Then he came home, changed his clothes and went out again.*

*Yesterday Sarah looked at her e-mail and wrote to all her friends.*

Little Story #1

*Harold and his wife*

Little Story #2

Little Story #3

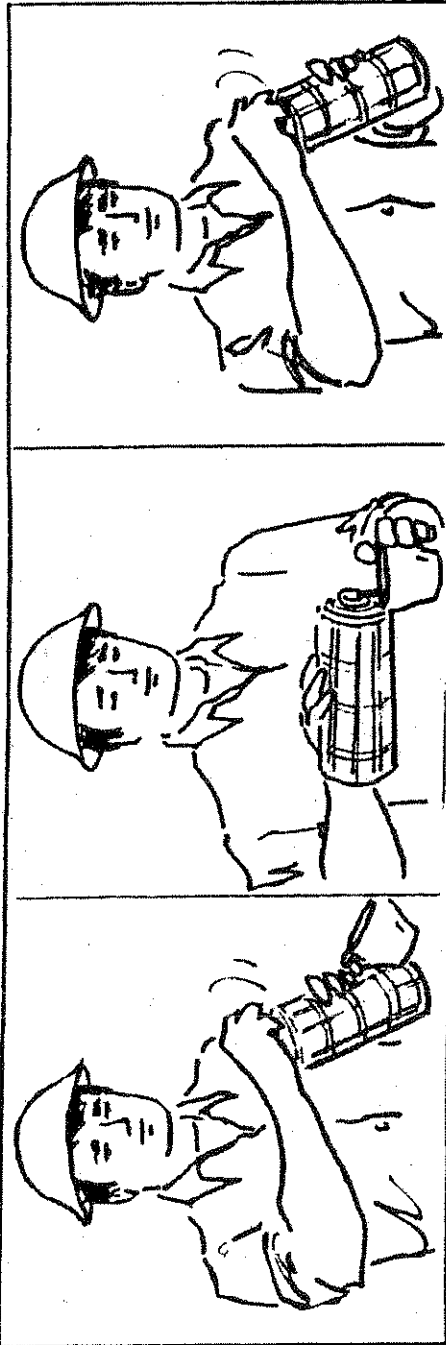
Little Story #4

**B** *The Thermos/The Letter*

Write the title *The Thermos* and *The Letter* on page 105. Then write two sentences about each little story. Start each story with the words *Last week*. Use *Then* to start your second sentence. Your subjects are *a worker* and *a woman*, and you need the past form of these verbs. Use all the verbs at least once.

*close cry drink get open pour read throw*

*The Thermos*



*The Letter*



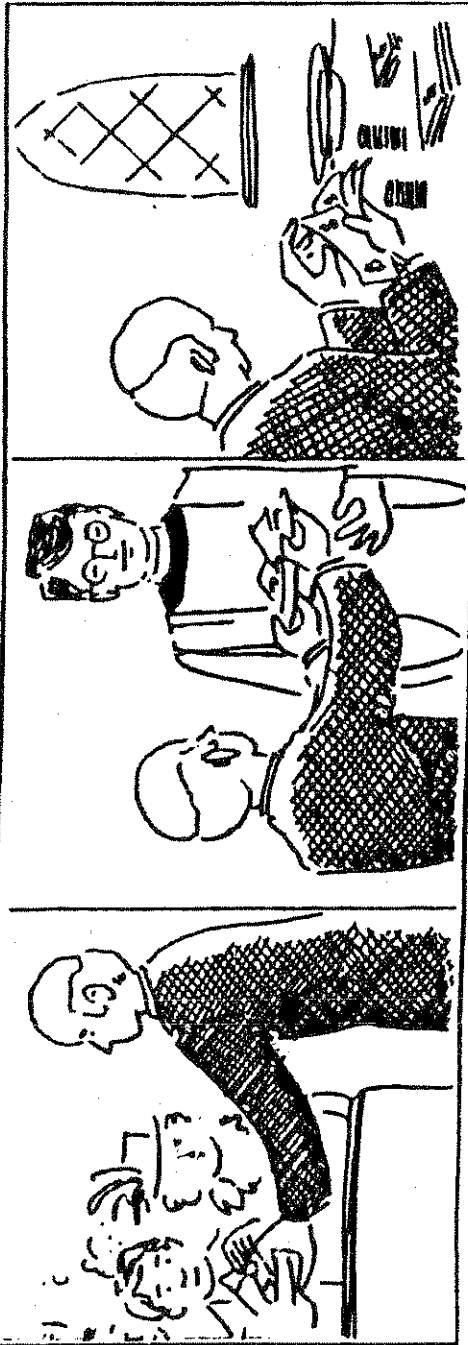
| SEQ./When?       | SUBJECT         | VERB and VERB                           | OBJECT | ADVERBIALS<br>to/for/from/about<br>How? How much?<br>Where? | ADVERBIALS<br>with <input type="checkbox"/><br>Why? (to V)<br>When? What time?<br>How long? How often? |
|------------------|-----------------|-----------------------------------------|--------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <i>Last week</i> | <i>a worker</i> | <i>Little Stories title: The Thomas</i> |        |                                                             |                                                                                                        |
|                  |                 | <i>Little Stories title:</i>            |        |                                                             |                                                                                                        |

**C In Church/After the Game**

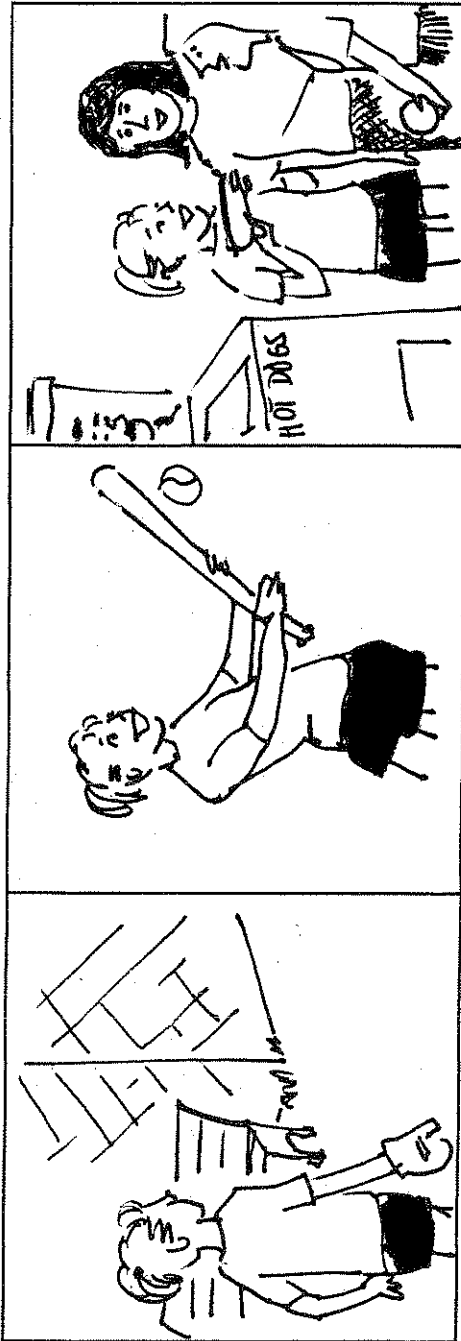
Write the titles **In Church** and **After the Game** on page 107. Then write two sentences about each little story. Start the stories with the words **Last Sunday** and **Last Saturday**. Use **Later** to start your second sentence. Your subjects are **a man** and **a girl**, and you need the past form of these verbs:

- collect    count    eat    give    go    play    talk

**In Church**



**After the Game**







## D Using Two *and*'s

D-1 Add the word *and* to each sentence below. The first sentence is done.

1. I like reading, dancing <sup>and</sup> going to the movies.
2. My favorite books are mysteries romances.
3. Every Saturday Sunday I read for many hours.
4. Last weekend I finished two books started a third one.
5. Then my sister her boyfriend invited me to a movie.
6. I had to choose between the movie the book.

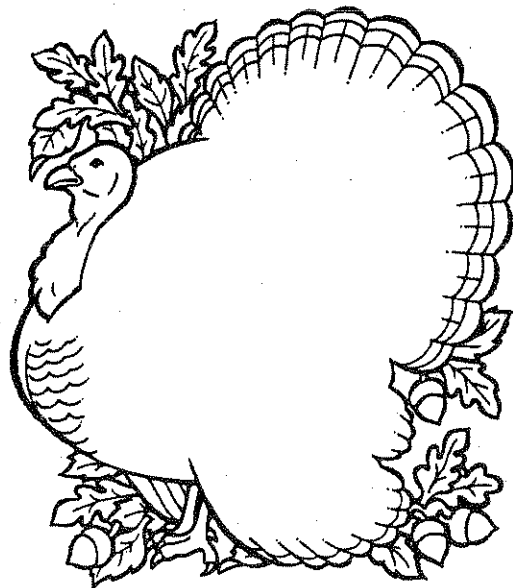
D-2 Add the word *and* plus a comma to each sentence below.

7. I chose the movie we had a good time.
8. We bought three tickets my sister bought popcorn and coke.
9. The movie was very funny we laughed a lot.
10. My sister's boyfriend drove us home we talked in bed for a while.

**Why do sentences 7-10 need a comma with *and*?**

### D-3 *The Turkey/Two Classmates*

Your teacher will dictate two stories for page 109. Write the titles *The Turkey* and *Two Classmates*. You will need both the word *and* in the verb column and the other *and* in the + slot.



| <b>SEQ./When?</b><br><small>OR</small><br><b>+ (and / but / so)</b> | <b>SUBJECT</b>               | <b>VERB<br/>and VERB</b> | <b>OBJECT</b> | <b>ADVERBIALS</b><br>to/for/from/about<br>How? How much?<br>Where? | <b>ADVERBIALS</b><br>with <input type="checkbox"/><br>Why? (to V)<br>When? What time?<br>How long? How often? |
|---------------------------------------------------------------------|------------------------------|--------------------------|---------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|                                                                     | <i>Little Stories</i> title: |                          |               |                                                                    |                                                                                                               |
|                                                                     |                              |                          |               |                                                                    |                                                                                                               |
|                                                                     | <i>Little Stories</i> title: |                          |               |                                                                    |                                                                                                               |
|                                                                     |                              |                          |               |                                                                    |                                                                                                               |
|                                                                     |                              |                          |               |                                                                    |                                                                                                               |
|                                                                     |                              |                          |               |                                                                    |                                                                                                               |
|                                                                     |                              |                          |               |                                                                    |                                                                                                               |

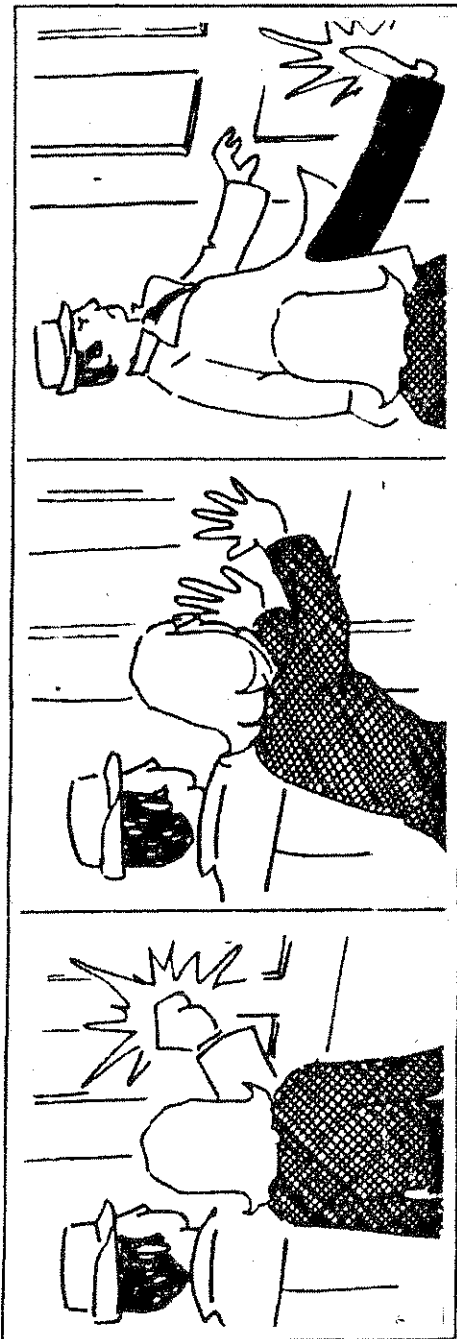
**E** *Nobody Answered/The Glass*

Write the titles *Nobody Answered* and *The Glass* on page 111. Then write two sentences about each little story. Start the stories with the words *Last week* and *Last night*. Use the word *but* in each story. Your subjects are *a man* and *a woman*, and you need the past form of these verbs:

*answer catch drop dry get kick knock push wash*

Note: You will also need a COMPLEMENT in the first story: *angry*.

*Nobody Answered*



*The Glass*





F **In Jail/The Stop Sign**

Write the titles **In Jail** and **The Stop Sign** on page 113. Then write two sentences about each little story. Start the stories with the words **One day**. Use the word **but** in each story and **two** objects in one of the stories. Your subjects are **a boy** and **a woman**, and you need the past form of these verbs:

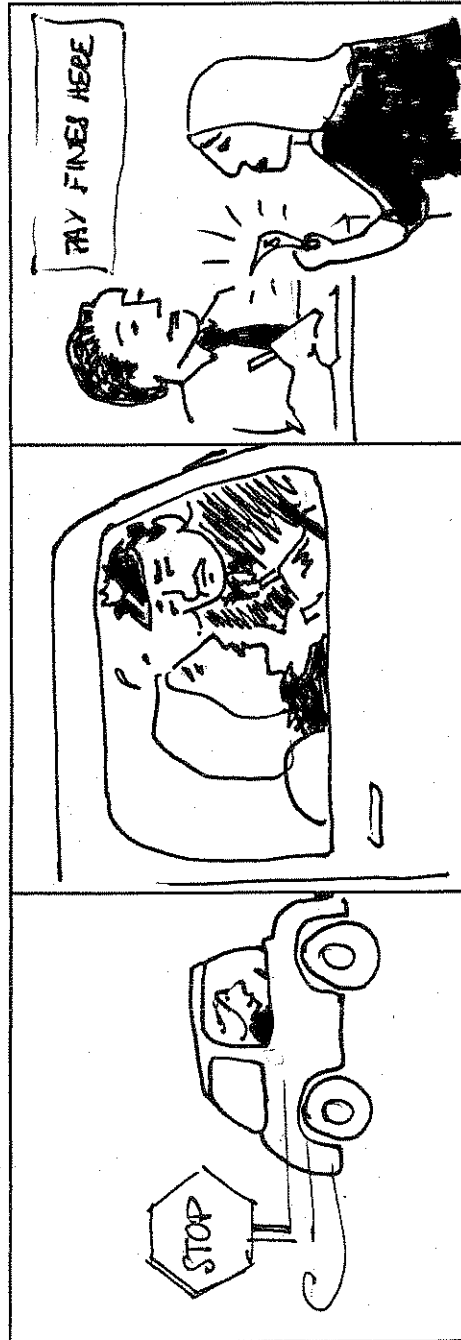
**arrest drive give paint pay stop take visit**

Note: You will also need OBJECT pronouns like **him, her** and **them**.

**In Jail**



**The Stop Sign**





**G Using *didn't***

G-1 Remember *did* + BASE FORM? Here is the rule you learned on page 100.

| rule                                 | examples                                                                                                       |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <i>did</i> + BASE FORM = simple past | <i>I ate lunch at 1:00.</i><br><i>Did you EAT lunch at 1:00?</i><br>What time <i>did</i> you <i>EAT</i> lunch? |

Here is the rule for *didn't* + BASE FORM.

| rule                                             | examples                                                                                               |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <i>didn't</i> + BASE FORM = simple past negative | <i>I ate lunch at 1:00.</i><br><i>Did you EAT lunch at 1:00?</i><br><i>I didn't EAT lunch at 1:00.</i> |

G-2 Make yes-no questions and negative statements like the example.

1. *I called my mother.* Q: *Did I call my mother?*  
Neg: *I didn't call my mother.*
2. *She answered right away.* Q: \_\_\_\_\_  
Neg: \_\_\_\_\_
3. *We talked a long time.* Q: \_\_\_\_\_  
Neg: \_\_\_\_\_
4. *I said good-bye.* Q: \_\_\_\_\_  
Neg: \_\_\_\_\_
5. *We hung up.* Q: \_\_\_\_\_  
Neg: \_\_\_\_\_
6. *I liked the call.* Q: \_\_\_\_\_  
Neg: \_\_\_\_\_



**H A didn't Chant**

Practice the chant below with your partner. Use up and down intonation.

**I bought a hat**

*I bought a hat, but I didn't like it.*

*You didn't like it? You didn't like it?*

*No, I didn't. No, I didn't.*

*Then give it to me. Then give it to me.*

*I bought a coke, but I didn't drink it.*

*You didn't drink it? You didn't drink it?*

*No, I didn't. No, I didn't.*

*Then give it to me. Then give it to me.*

*I bought a book, but I didn't read it.*

*You didn't read it? You didn't read it?*

*No, I didn't. No, I didn't.*

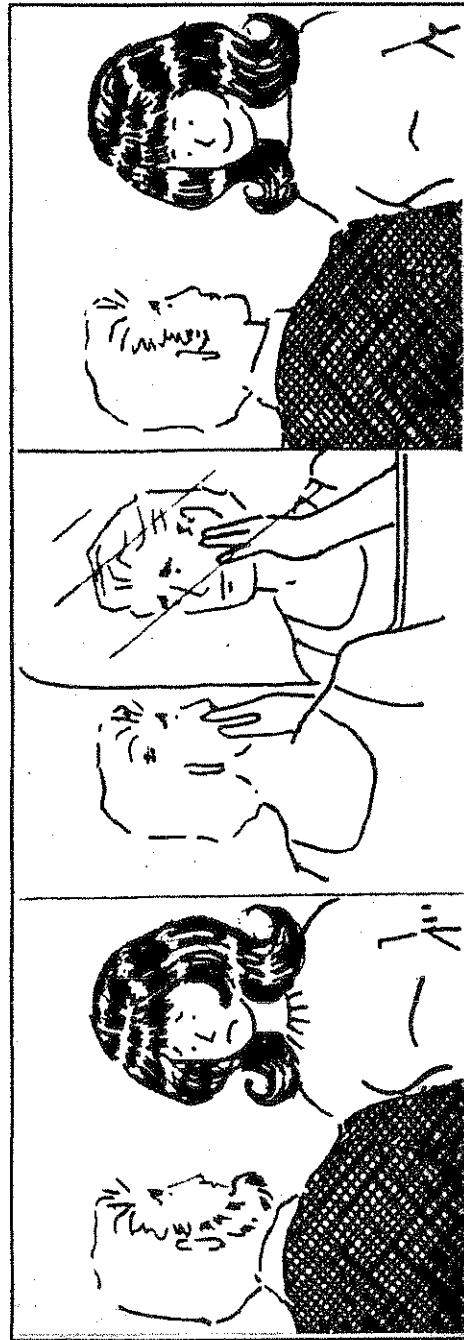
*Then give it to me. Then give it to me.*

I **In The Park/The Beard**

Write the titles *In the Park* and *The Beard* on page 119. Then write two sentences about each little story. Start the stories with the words **A month ago**. Use the negative **didn't** in each sentences and the fanboys **and**, **but** and **so**. Your subjects are **a boy** and **a man**, and you need the past form of these verbs:

**frown grow kiss like look shave slap smile touch walk away**

Note: You need **so** to show a result.





**J Making One Sentence with *and*//*but*//*so***

Make one sentence below and add one word—*and*, *but* or *so*—to each sentence like the example.

1. Bob got up. He took a shower. He got dressed.

*Bob got up, took a shower and got dressed.*

2. He ate breakfast. He made a sandwich for lunch.

---

3. He brushed his teeth. He didn't have time to floss.

---

4. The sky looked cloudy. He took an umbrella.

---

5. He took the usual train. There was a problem on his line.

---

---

6. He was late to work. His boss was very understanding.

---

---

7. She knew about the train problem. She didn't say anything about his lateness.

---

---

**K Combining Sentences with *and//but/so***

Make two sentences in each story below and add one or more connectors—*and, but* or *so*—to each story.

*The Porter*

*A man got a room in a hotel. The porter carried his bags to his room. The man didn't give him a tip. The porter got angry. He slammed the door.*

---

---

---

---

---

*The Chain*

*A boy stole some money. He spent it on a gold chain. He lost the chain right after he bought it. He had nothing—no money, no chain.*

---

---

---

---

*The Picture*

*A woman sat down on a chair on the sidewalk. An artist drew a fine picture of her. He wanted to sell it to her. She stood up. She walked away.*

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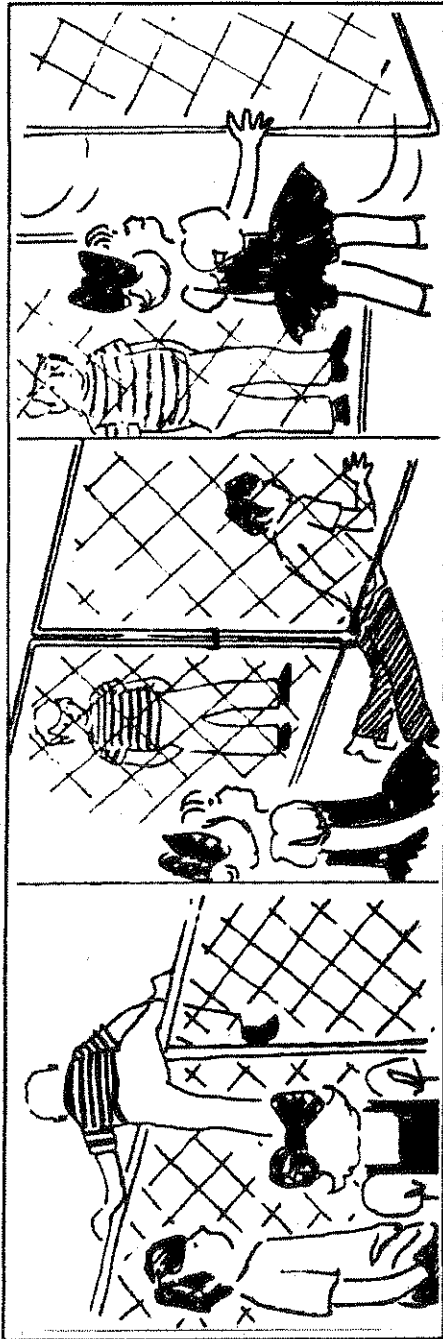
L

### The Gate/In School

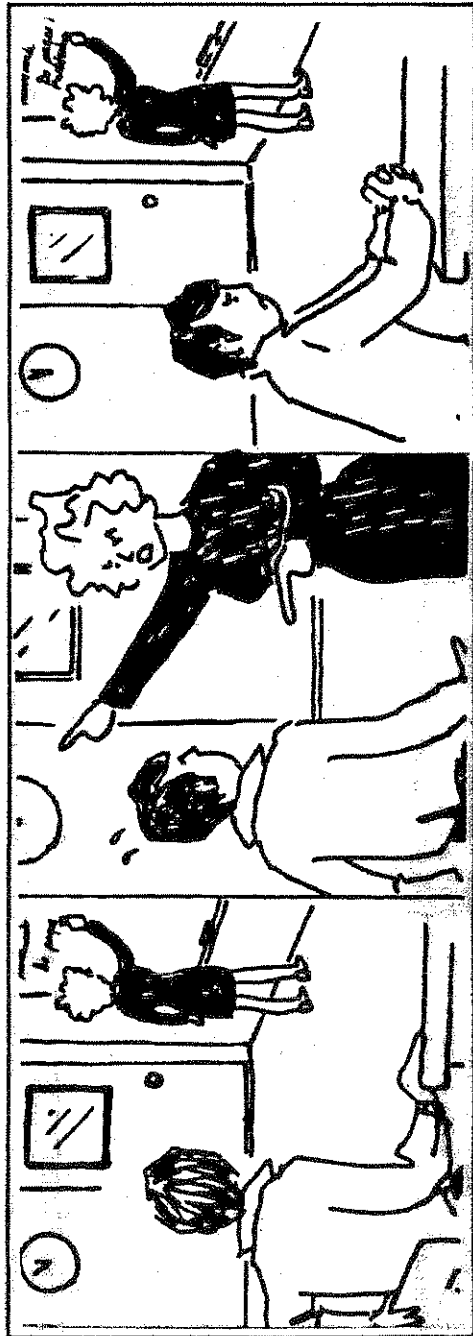
Write the titles *The Gate* and *In School* on page 123. Then write two sentences about each little story. Start the stories with the words *One day*. Use *wanted to* + a BASE FORM in each sentence and the fanboys *and*, *but* or *so*. Your subjects are *three children* and *a student*, and you need these verbs:

*climb*   *crawl*   *fold*   *frown*   *leave*   *open*   *play*   *point*   *say*  
*sit down*   *walk in*   *want to*

The Gate



In School





## M First Time and Second Time Again

M-1 Look at page 45, where you met "first time and second time" for the words **a** and **the**. Here is the rule again:

| rule                      | examples                                                                          |
|---------------------------|-----------------------------------------------------------------------------------|
| <b>a/an</b> = one of many | <b>a</b> pepper, <b>a</b> lemon, <b>an</b> apple, <b>an</b> orange, <b>a</b> pear |
| <b>another</b> = one more | <b>another</b> pepper, <b>another</b> apple, etc.                                 |
| <b>the</b> = the only one | <b>the</b> sun, <b>the</b> moon, <b>the</b> earth                                 |
| or                        | <b>the</b> teacher, <b>the</b> door, <b>the</b> floor, <b>the</b> ceiling         |
| the one you know          | <b>the</b> park, <b>the</b> gym, <b>the</b> house on <b>the</b> corner            |

If you write about the same thing in different sentences, use **a** the first time and **the** the second time. You did this in the Little Story **The Turkey**.

**example:** Last Thanksgiving a man cooked **a delicious turkey**, and his wife helped him. His daughter carved **the turkey**, and his son served it.

M-2 Write **a**, **another** or **the** in each blank space below.

### The Parrot

\_\_\_\_\_ man was walking down \_\_\_\_\_ street with \_\_\_\_\_ parrot on his shoulder. Suddenly \_\_\_\_\_ man came along and said, "That is \_\_\_\_\_ beautiful animal. How much is it?" \_\_\_\_\_ parrot said, "\$500."

### The Key

It was \_\_\_\_\_ dark night, and \_\_\_\_\_ man was walking down \_\_\_\_\_ street in \_\_\_\_\_ small city. Suddenly he saw \_\_\_\_\_ boy crawling on his hands and knees under \_\_\_\_\_ streetlight. \_\_\_\_\_ man asked \_\_\_\_\_ boy, "What are you doing?" \_\_\_\_\_ boy said, "I lost \_\_\_\_\_ key to my house." \_\_\_\_\_ man said, "Did you loose it on \_\_\_\_\_ street or on \_\_\_\_\_ sidewalk?" \_\_\_\_\_ boy said, "Oh, I lost it on \_\_\_\_\_ different block, but \_\_\_\_\_ light is better here to look for it."



Supplement 6

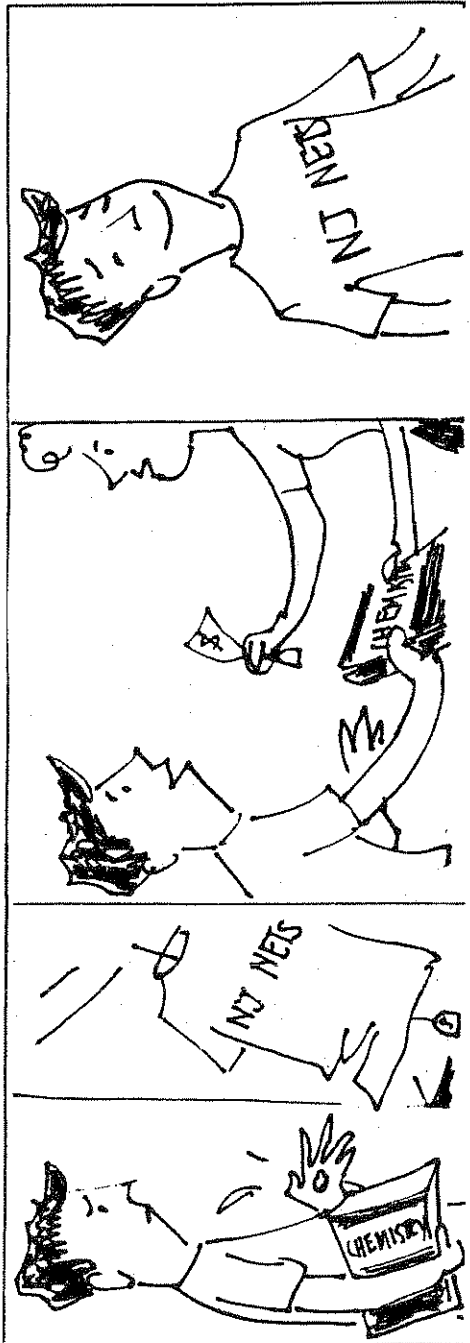
***More  
Little Stories***

# 1. More little stories

Instructions: You can use all of the grammar you learned in Unit Five to write these two Little Stories:

*and/but/so*      *didn't+ BASE FORM*      *him/her/them*  
*Then/Later*      *wanted to*                      *got+ COMPLEMENT*

The T-Shirt



At the Beach



| <b>SEQ./When?</b><br>OR<br>+ (and/but/so) | <b>SUBJECT</b>               | <b>VERB</b><br>and <b>VERB</b><br>(X) (Neg) <b>VERB</b> | <b>OBJECT<sub>1</sub></b><br>OR<br><b>OBJECT<sub>2</sub></b><br><b>COMPLEMENT</b> | <b>ADVERBIALS</b><br>to/for/from/about<br>How? How much?<br>Where? | <b>ADVERBIALS</b><br>with <input type="checkbox"/> Why? (to V)<br>When? What time?<br>How long? How often? |
|-------------------------------------------|------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|                                           | <i>Little Stories</i> title: |                                                         |                                                                                   |                                                                    |                                                                                                            |
|                                           |                              |                                                         |                                                                                   |                                                                    |                                                                                                            |
|                                           |                              |                                                         |                                                                                   |                                                                    |                                                                                                            |
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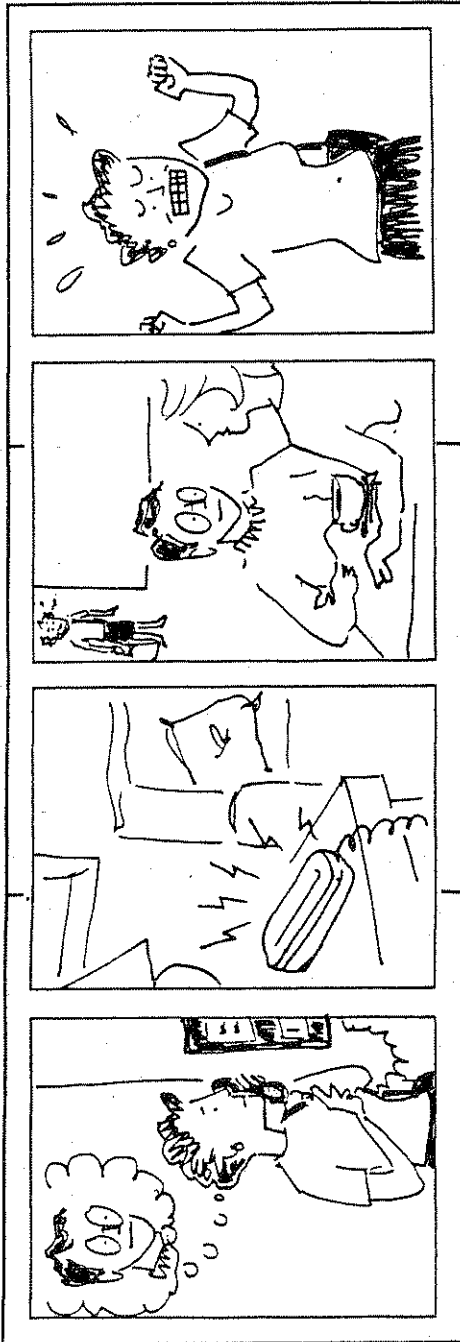
*Little Stories* title:

## 2. More little stories

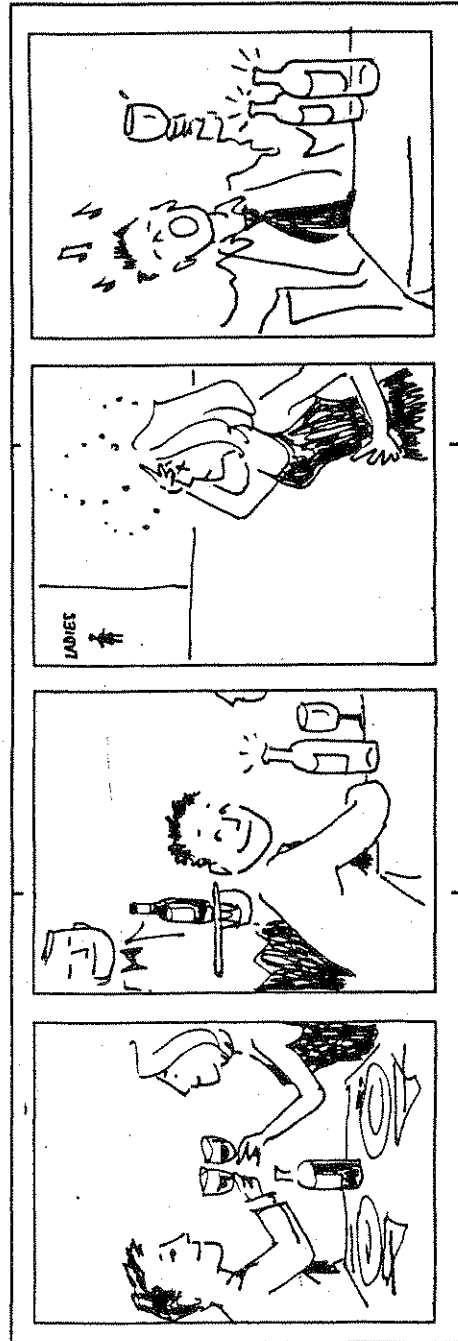
Instructions: You can use most of the grammar you learned in Unit Five to write these two Little Stories:

*and/but/so*    *didn't* + BASE FORM    *him/her/them*  
*Then/Later*    *wanted to*    *got* + COMPLEMENT

**The Phonecall**



**Two Bottles of Wine**





## 2. Unit 5 verbs

**Instructions:** Here is a complete list of the verbs you used in Unit 5.  
Find at least two verbs that go with each word below.

|         |            |             |       |          |           |
|---------|------------|-------------|-------|----------|-----------|
| adopt   | come       | fold        | knock | play     | stand up  |
| answer  | come along | frown       | know  | point    | start     |
| arrest  | cook       | get         | laugh | pour     | steal     |
| be      | count      | get dressed | leave | push     | stop      |
| brush   | crawl      | get up      | like  | read     | take      |
| buy     | cry        | give        | look  | say      | talk      |
| call    | draw       | go          | lose  | see      | throw     |
| carry   | drink      | grow        | make  | sell     | touch     |
| carve   | drive      | hang up     | meet  | serve    | visit     |
| catch   | drop       | have        | name  | shave    | walk away |
| choose  | dry        | help        | open  | sit down | walk in   |
| climb   | eat        | invite      | pack  | slap     | want to   |
| close   | finish     | kick        | paint | smile    | wash      |
| collect | floss      | kiss        | pay   | spend    | write     |

baby adopt, crawl, have, name bags \_\_\_\_\_

ball \_\_\_\_\_ beard \_\_\_\_\_

book \_\_\_\_\_ car \_\_\_\_\_

chair \_\_\_\_\_ crime \_\_\_\_\_

do \_\_\_\_\_ emotion \_\_\_\_\_

eyes \_\_\_\_\_ fence \_\_\_\_\_

finger \_\_\_\_\_ game \_\_\_\_\_

glass \_\_\_\_\_ go \_\_\_\_\_

goods \_\_\_\_\_ hand \_\_\_\_\_

money \_\_\_\_\_ phone \_\_\_\_\_

picture \_\_\_\_\_ routine \_\_\_\_\_

social \_\_\_\_\_ teeth \_\_\_\_\_

thermos \_\_\_\_\_ turkey \_\_\_\_\_

## unit six:

# *boxes*

|                                                       |     |
|-------------------------------------------------------|-----|
| boxes are noun structures                             | 131 |
| proper nouns                                          | 132 |
| countable nouns: singular & plural                    | 133 |
| <i>My First Days in New York</i>                      | 134 |
| possessives                                           | 137 |
| review of subject, object<br>and possessive referents | 139 |
| the box game                                          | 140 |
| S 7: More Boxes                                       | 141 |
| S 8: Correcting Boxes                                 | 145 |

## Teacher and Tutor Notes for Unit 6

This unit focuses on noun structures as they appear in SUBJECT, OBJECT and COMPLEMENT positions. It has only one new composition ***My First Days in New York***. As suggested in Unit 5, it can be worked on in small chunks of time in a class devoted to another unit. Ideally, you would reach this unit right after a midterm, so the midterm paper itself could become the composition out of which "boxes" work arises. This is the work that is described under "Day 1" below.

The main point of the unit is to have SS work with **whole noun structures** rather than the usual fragmented collection of grammar points: articles and plurals, countable vs. uncountable nouns, demonstratives, quantifiers, adjective order, etc. Unlike other grammar and syntax errors, which need to be seen in context to be understood (to even be errors, as a matter of fact), Level 1 "box" errors are almost always recognizably wrong even out of context, which is what makes the "Day 1" activity possible.

- Day 1 You have the results of the midterm. You have written a grade and/or evaluation at the top of that paper but nothing else on the paper except boxes where a nominal error has been made. (See the Supplement on page 146.) Don't return the papers yet. Instead, copy all SS "box" errors in boxes on the board. This takes time, so do it before class or while other SS work is going on. Use about half your total board space. Then write the word **Boxes** on another part of the board and make columns: a big double column for **singular**; a single column for **plural**; a divided column for **possessive** and **the**, and finally whatever small space is left for **uncountable** (Level 1 students don't use a lot of uncountables, and they appear rarely in this book—many as quantifiable food as in the supplement). When you finish, tell SS to walk up and recopy any box they think they can correct with its correction in the correct column. Anyone—or several people—can walk up, e.g. a student writes "a delicious meal" in the **singular** column, and you erase *delicious meal* and its box. Don't let SS erase; it's your way of monitoring corrections. I usually ask SS to initial their corrections, and I put a mark in my book for every correction each person makes, but this mildly competitive aspect is, of course, optional.

Since these are authentic "box" errors from a whole set of longer papers, there are usually a few left on the board that provoke some serious discussion. What's the matter with *I and my sister or the other car's people*?

- Day 2 This isn't necessarily a "Day 2" but rather some suggestions for ***My First Days in New York*** (pp. 131-136). A later edition of this book will have a map (or will not use New York specifically), but if you are a tester in New York, you need to draw a rough map of Manhattan and Queens to include JFK Airport, the approximate location of Elmhurst, Queens, Bayside, the 59th Street Bridge, Macy's, Central Park, etc. Page 131 is not too difficult because it uses all 24 noun structures. Page 132 is difficult, but the category labels and the map you draw will help. Pages 135-136 can be given as homework or done in class. Only the partner exercise on p. 136 specifically needs to be done in class.

- Day 3 Compared to the subtleties of articles, possessives like *my, your, his and her* may seem downright easy. But you probably know that they are not easy if a person's first language has them agree grammatically with the thing possessed rather than the possessor. And further, a language like Spanish has the all-purpose word *su* to mean *your, his and her*. So possessives need lots and lots of practice. Pages 137-138 can be assigned as homework, but they should be checked in class. Follow up with the box game on p. 140.

There is no test for this unit because every paper from here on in should be marked for boxes, and the "Day 1" activity described above can be repeated whenever you have time. I hope you will be pleasantly surprised at how much your students' boxes improve just through the continued focus on them as unifired construction types.



# ■ Unit 6 ■ BOXES

## A Boxes Are Noun Structures

Write each noun structure below in the correct box in the composition *My First Days in New York*.

|    |             |                              |
|----|-------------|------------------------------|
| I  | we          | hours                        |
| I  | she         | my mother                    |
| I  | a nap       | my brother                   |
| I  | my flight   | a delicious meal             |
| I  | Ecuador     | my sister-in-law             |
| I  | his home    | Elmhurst, Queens             |
| me | New York    | my brother's home            |
| us | the airport | my brother and sister-in-law |

### *My First Days in New York*

I came to New York on March 9, 2005.  
 \_\_\_\_\_ met \_\_\_\_\_ at  
 \_\_\_\_\_, and \_\_\_\_\_ drove \_\_\_\_\_  
 to \_\_\_\_\_ in \_\_\_\_\_. \_\_\_\_\_ was  
 very tired, so \_\_\_\_\_ took \_\_\_\_\_. \_\_\_\_\_ got up at 5:00,  
 and \_\_\_\_\_ made \_\_\_\_\_.  
 After dinner, \_\_\_\_\_ talked for \_\_\_\_\_. Then  
 \_\_\_\_\_ called \_\_\_\_\_ in \_\_\_\_\_, and \_\_\_\_\_  
 was very happy because \_\_\_\_\_ was safe  
 and on time, and \_\_\_\_\_ was at \_\_\_\_\_.

**B Proper Nouns**

Proper nouns name specific people and places and use CAPITAL LETTERS. Continue *My First Days in New York*. This time select 13 proper nouns to write in the correct boxes.

- |                            |                         |                                   |                       |
|----------------------------|-------------------------|-----------------------------------|-----------------------|
| <b><u>cities, etc.</u></b> | <b><u>countries</u></b> | <b><u>airports</u></b>            | <b><u>streets</u></b> |
| New York                   | Colombia                | LaGuardia Airport                 | 34th Street           |
| Queens                     | Ecuador                 | Kennedy Airport                   | Fifth Avenue          |
| Manhattan                  | Korea                   | Newark Airport                    | Queens Boulevard      |
| Elmhurst                   | Poland                  |                                   | Central Park West     |
| Bayside                    | the U.S.                | <b><u>tourist attractions</u></b> |                       |
|                            |                         | the Statue of Liberty             |                       |
| <b><u>people</u></b>       | <b><u>months</u></b>    | the World Trade Center            | <b><u>stores</u></b>  |
| Alberto                    | January                 | the Empire State Building         | Macy's                |
| Amelia                     | February                | the Staten Island Ferry           | Home Depot            |
|                            | March                   | <b><u>bridges</u></b>             | Toys 'R Us            |
| <b><u>parks</u></b>        |                         | the Queensborough Bridge          |                       |
| Central Park               |                         | the Brooklyn Bridge               |                       |
| Astoria Park               |                         | the George Washington Bridge      |                       |
| Flushing Meadow Park       |                         |                                   |                       |

The next day we got up early to visit my nephew  and his wife . We drove to  in northern  and visited our family first. Then we drove over  to  in . We looked for a parking spot near , but it was impossible, so we didn't go shopping. We drove north, parked on  and walked into . It was beautiful! We also took the subway downtown and rode on . From the ferry, we saw  and the hole in the skyline where  once was.

### C Countable Nouns: Singular and Plural

If you can count a noun, you need something to show **singular** (one) or **plural** (many). Look at the 22 nouns on this page. Make each one singular by adding **a** or **an** or plural by adding **-s** or **-es**. Note: One of them is never written as a singular noun. Three are already plural.

|                    | Singular       | Plural       |
|--------------------|----------------|--------------|
| wrong boxes!!      |                |              |
| application        | an application | applications |
| boot               |                |              |
| bottle of wine     |                |              |
| cold month         |                |              |
| e-mail             |                |              |
| good time          |                |              |
| mall               |                |              |
| grocery            |                |              |
| Italian restaurant |                |              |
| jacket             |                |              |
| liquor store       |                |              |
| lot of vegetable   |                |              |
| potato             |                |              |
| shower             |                |              |
| supermarket        |                |              |
| test               |                |              |
| tropical country   |                |              |
| two chicken        |                |              |
| two sweater        |                |              |
| very long name     |                |              |
| warm thing         |                |              |
| wonderful dish     |                |              |

**D My First Days in New York**

D-1 Continue **My First Days in New York**. Use all 22 nouns, and be sure each one has a or **an** to show singular or **-s** or **-es** to show plural.

|                |                    |                  |
|----------------|--------------------|------------------|
| application    | Italian restaurant | test             |
| boot           | jacket             | tropical country |
| bottle of wine | liquor store       | two chicken      |
| cold month     | lot of vegetable   | two sweater      |
| e-mail         | potato             | very long name   |
| good time      | shower             | warm thing       |
| mall           | supermarket        | wonderful dish   |
| grocery        |                    |                  |

That night we ate in  in Queens. I had , but it had , and I don't remember it. When we got home, I took , wrote  to my mother and went to bed.

The next day we shopped at . I had to buy  because Ecuador is , and I came to New York in . I bought ,  and .

Later we drove to LaGuardia Community College. I filled out  and took . Then we went to  to buy . We bought ,  and . Then we went to  and bought . We had .





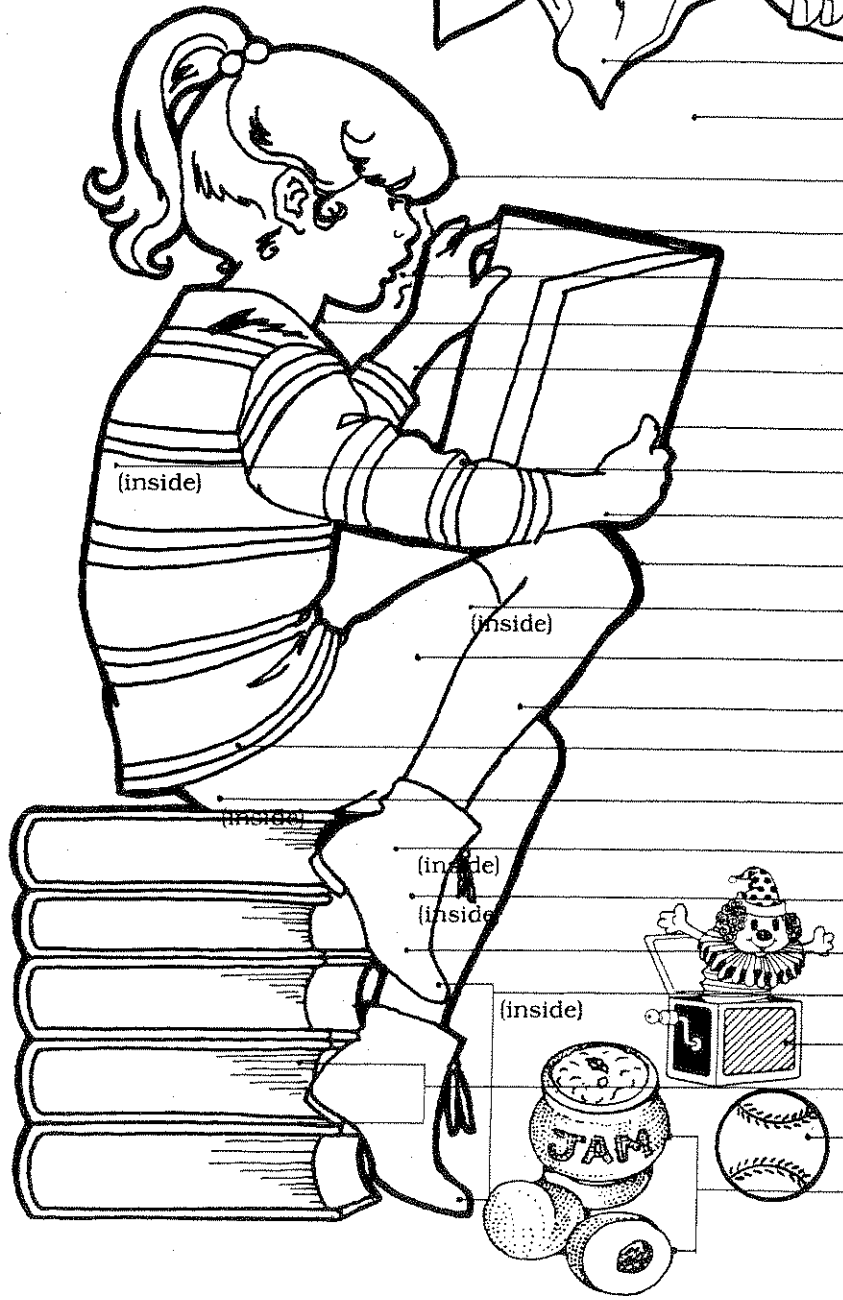
**E Possessives**

E-1 Name all the things indicated with *his* for the man or *her* for the girl.

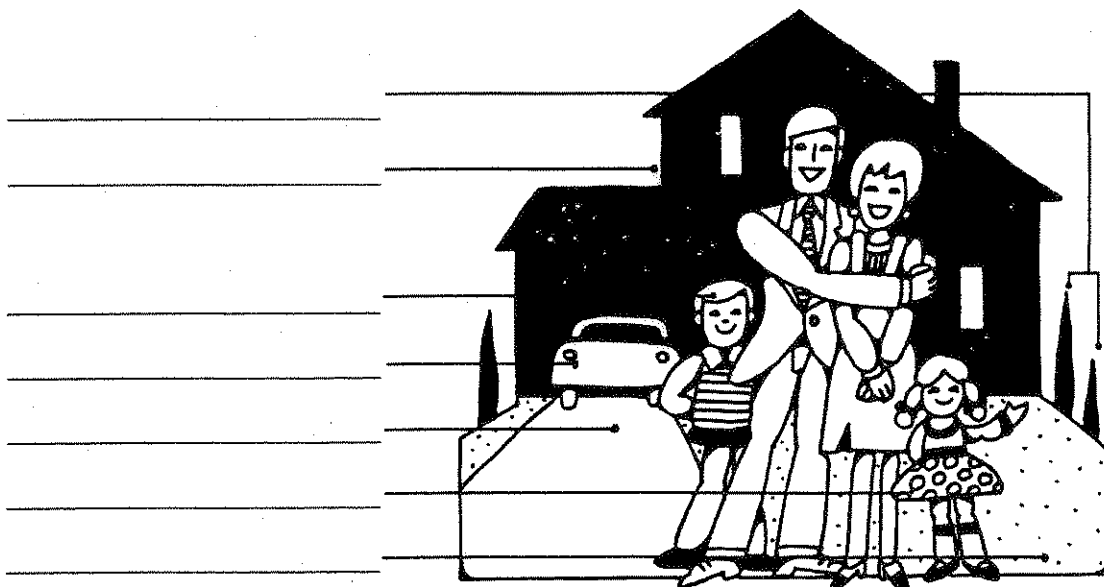
*the man's head*  
*his hair*



*the girl's hair*  
*her face*



E-2 Name all the things indicated with **their** because they belong to two people, the Smiths.



**possessive rule**

**examples**

**first time: -'s or -s'**

**singular: my classmate's routine, Mr. Smith's children**

**plural: my classmates' routines, the Smiths' children**

**second time:**

**singular: his routine, her routine, his children**

**his, her, their**

**plural: their routines, their children**

E-3 Tell about pages 139 and 140 using the words **the man's, the girl's** or **the Smiths'**.

1. What is in the driveway? the Smiths' car
2. What are very big? \_\_\_\_\_
3. What is very long? \_\_\_\_\_
4. What has stripes and sleeves? \_\_\_\_\_
5. Who's wearing a dress? \_\_\_\_\_
6. What is open? \_\_\_\_\_
7. What is dark and wavy? \_\_\_\_\_
8. What is probably green? \_\_\_\_\_



## F Review of Subject, Object and Possessive Referents

F-1 Referents refer to people and things you have named. Only *I* and *you* are both first time and second time because everybody knows who "I" and "you" are.

| Subject                | Verb         | Object              | Where? How? etc.                 |
|------------------------|--------------|---------------------|----------------------------------|
| <b>Bob</b>             | <i>lives</i> | —                   | <i>in an apartment building.</i> |
| <b>His neighbors</b>   | <i>like</i>  | <b>him.</b>         | —                                |
| <b>He</b>              | <i>plays</i> | <b>his stereo</b>   | <i>with headphones.</i>          |
| <b>Tina</b>            | <i>lives</i> | —                   | <i>in an apartment building.</i> |
| <b>Her neighbors</b>   | <i>like</i>  | <b>her.</b>         | —                                |
| <b>She</b>             | <i>plays</i> | <b>her stereo</b>   | <i>with headphones.</i>          |
| <b>Ann and Ted</b>     | <i>live</i>  | —                   | <i>in an apartment building.</i> |
| <b>Their neighbors</b> | <i>like</i>  | <b>them.</b>        | —                                |
| <b>They</b>            | <i>play</i>  | <b>their stereo</b> | <i>with headphones.</i>          |
| <b>I</b>               | <i>live</i>  | —                   | <i>in an apartment building.</i> |
| <b>My neighbors</b>    | <i>like</i>  | <b>me.</b>          | —                                |
| <b>I</b>               | <i>play</i>  | <b>my stereo</b>    | <i>with headphones.</i>          |

F-2 Here is one more set of referents.

|                      |             |                   |                                  |
|----------------------|-------------|-------------------|----------------------------------|
| <b>My wife and I</b> | <i>live</i> | —                 | <i>in an apartment building.</i> |
| <b>Our neighbors</b> | <i>like</i> | <b>us.</b>        | —                                |
| <b>We</b>            | <i>play</i> | <b>our stereo</b> | <i>with headphones.</i>          |

## G The Box Game

Make a team of three people. Try to find 10 real things in our classroom and identify them correctly with the word **the** if there is only one or with a possessive if the object belongs to somebody. REMEMBER YOUR FIRST TIME/SECOND TIME RULE! The team will get one point for every complete, correct box.

1. Find something dirty.
2. Find something red.
3. Find something empty.
4. Find something full.
5. Find something thin.
6. Find something wrinkled.
7. Find something striped.
8. Find something beautiful.
9. Find something ugly.
10. Find something plastic.

Try again.

1. Find something clean.
2. Find something green.
3. Find something silver.
4. Find something square.
5. Find something broken.
6. Find something triangular.
7. Find something very soft.
8. Find something expensive.
9. Find something powerful.
10. Find something torn.

Supplement 7

# *More Boxes*

# 1. Four-word boxes

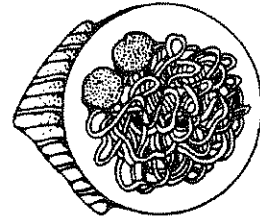
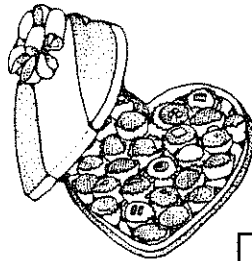
Instructions: Write four words in every box below like the example. Use these words as the second word: *bag, bar, bottle, box, bunch, cup, glass, loaf, piece, plate, pot.*



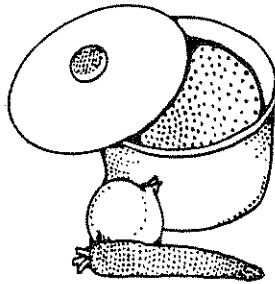
*a cup of coffee*

\_\_\_\_\_

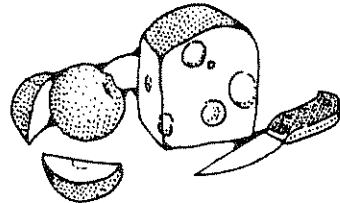
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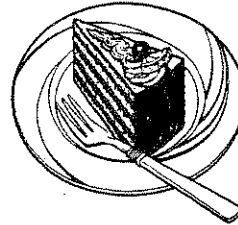
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



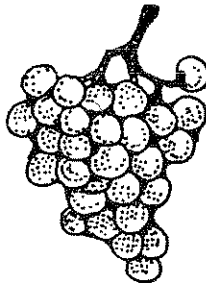
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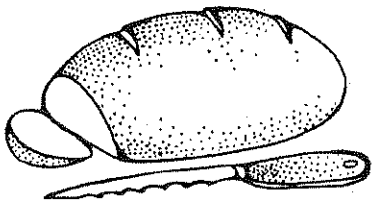
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



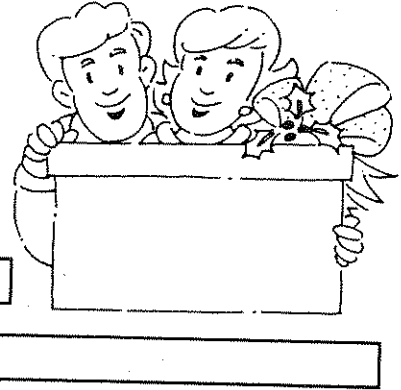
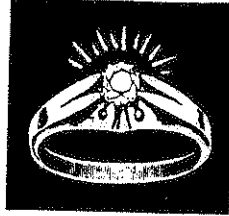
\_\_\_\_\_



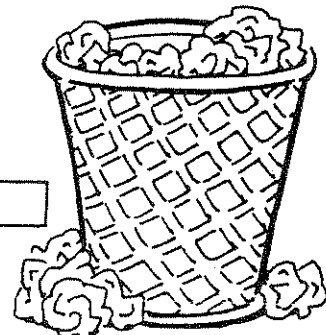
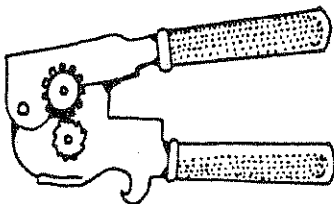
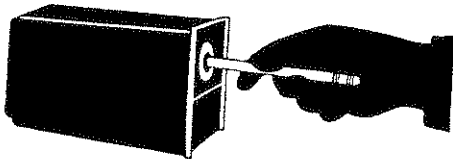
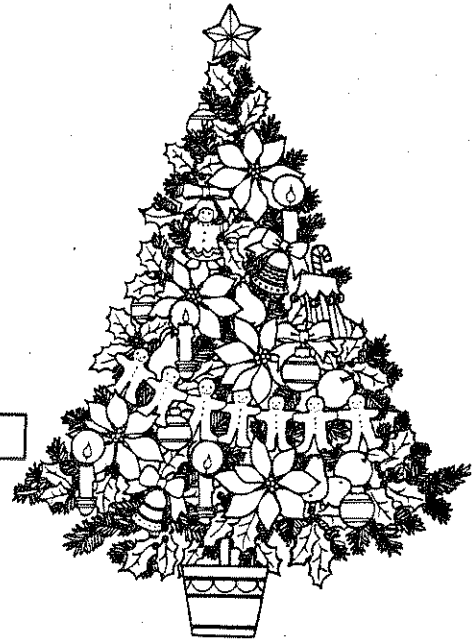
\_\_\_\_\_

## 2. Noun-noun boxes

Instructions: Write three words in every box below like the example.  
Use these words as the second word: birthday, bottle, can, Christmas, engagement, pencil, trash, wedding.

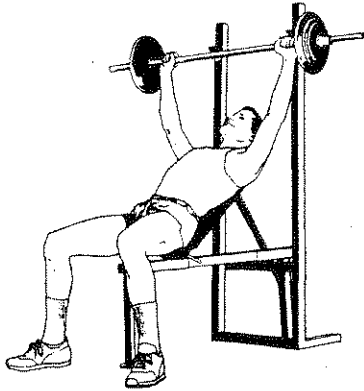


*a wedding ceremony*

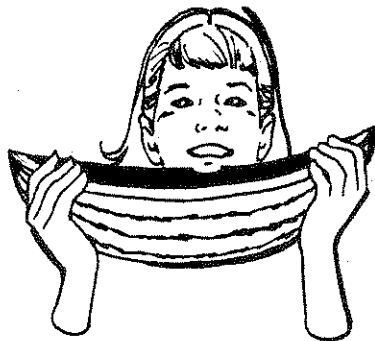


### 3. Verb-*ing* boxes

Instructions: Write two words in every box below like the example. Use these words as the first word: *doing, drinking, eating, lifting, playing, reading, riding.*



*lifting weights*



Supplement 8

# ***Correcting Boxes***

# 1. Correcting box errors

Instructions: Correct every box error in the space right above the box.  
Do not recopy.

## My First Kiss

When I was 14, I went to new high school  
and for me the life changed.

At first I was shy and a little unhappy.  
I didn't know anybody, and I had mathematics  
teacher very strict But then I met other student  
and they invited me for soda and ice creams

My first party in this new place was at  
my best friend house There I met Carlos. He  
had deep brown eyes and curly hair, and he  
was very polite. At end of party he walked  
with me to my house and asked me for a  
kiss. I said yes, but I didn't tell him it  
was my first kiss. It was very happy time



## 2. Correcting more box errors

**Instructions:** Correct every box error in the space right above the box.  
Do not recopy.

### A Wonderful Trip

Last year my husband, my childrens and I took a wonderful trip to New Mexico.

We flew to Albuquerque and stayed in motel for two nights. We spent much money in Old

Town, and we whole family enjoyed learning about culture Native American.

We also visited Santa Fe and Taos, but my older child liked Chaco Canyon the most. Here the ancient ones built buildings de four storeys, and we watched a movies that explained this great history.

I and my husband loved the many beautiful sunset. They were so romantic!

### 3. Finding and correcting box errors

**Instructions:** Find ten box errors in the composition below. Draw a box around each error. Then correct it in the space above.

|  |                                           |
|--|-------------------------------------------|
|  |                                           |
|  | <h3>Something I Lost</h3>                 |
|  | My worse day in America was June 18,      |
|  | 2005. That was day I lost my purse.       |
|  | I know I had my purse when I left         |
|  | house because I put my house's key in it. |
|  | It was beautiful day, so I went to the    |
|  | restaurant for tea and also ate some      |
|  | cookies delicious. Then I wanted to pay,  |
|  | but my purse was gone!                    |
|  | My roommate gave me your key so           |
|  | that I could go home, but next day I      |
|  | had to go to Service of Immigration to    |
|  | apply for a new green card.               |
|  |                                           |
|  |                                           |

**unit seven:**

# ***longer stories***

|                                 |     |
|---------------------------------|-----|
| what is in a longer story?      | 151 |
| <i>The Memory Problem</i>       | 152 |
| <i>Wilbur Grunch</i>            | 154 |
| <i>A Big Problem</i>            | 157 |
| <i>etc.</i>                     |     |
| INSERT: Quotation Model         |     |
| INSERT: Time & Sequence Signals |     |
| S 9: More Stories?              |     |
| S 10: Correcting with notes     |     |

## Teacher and Tutor Notes for Unit 7

Unit 7 provides a transition from picture stories to personal stories and continues to highlight particularly useful grammar items: xx, xx etc.

- Day 1
  - 1 Page 153 points out features of a longer story. If time allows, have one or more SS read **The One-Legged Crane** aloud for intonation practice. Some of the questions below are more difficult than others, so use other prompts to get to some idea of outstanding features.
  - 2 Pages 154-5 is this dictation, which should be written on the worksheet: A woman went to the doctor and said, "Doctor, 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." [new paragraph] The doctor said, "This is serious. Tell me more about your problem." [new paragraph] The woman said, "Problem? What problem?" You can do the B-1 exercise before or after the dictation, and B-2 definitely follows it.
- Day 2
  - 1 Page 153 points out features of a longer story. If time allows, have one or more SS read **The One-Legged Crane** aloud for intonation practice. Some of the questions below are more difficult than others, so use other prompts to get to some idea of outstanding features.
  - 2 Pages 154-5 is this dictation, which should be written on the worksheet: A woman went to the doctor and said, "Doctor, 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." [new paragraph] The doctor said, "This is serious. Tell me more about your problem." [new paragraph] The woman said, "Problem? What problem?" You can do the B-1 exercise before or after the dictation, and B-2 definitely follows it.

# Unit 7

## LONGER STORIES

### A What is in a longer story?

Read the longer story below and answer the questions after it.

#### *The One-legged Crane*

<sup>1</sup>A man killed a crane and gave it to his servant. <sup>2</sup>The servant cooked the crane and ate one of its legs. <sup>3</sup>Then he put it on a plate on the dinner table. <sup>4</sup>The master came to the dinner table and looked at the crane. <sup>5</sup>"Where is the other leg?" he asked. <sup>6</sup>The servant replied, "Sir, you have seen cranes! <sup>7</sup>Everyone knows a crane has only one leg." <sup>8</sup>The master wasn't happy, but he decided to wait.

<sup>9</sup>The next morning the master and the servant went together to the river. <sup>10</sup>There was a crane standing in the water on one leg. <sup>11</sup>The master clapped his hands, and the bird lowered the other leg and flew away. <sup>12</sup>The master turned to his servant and said, "Isn't that strange? <sup>13</sup>**That** crane had two legs, not one." <sup>14</sup>The servant replied, "That's true, Sir, but yesterday you didn't clap your hands, so you couldn't see that yesterday's crane didn't have another leg."

1. How many sentences are there in the story? \_\_\_\_\_
  2. How many paragraphs? \_\_\_\_\_
  3. How are the paragraphs different? \_\_\_\_\_
  4. What new punctuation do you see? \_\_\_\_\_
  5. What is this punctuation for? \_\_\_\_\_
  6. What other negatives (-n't) do you see besides *didn't*? \_\_\_\_\_
-

**B The Memory Problem**

Listen to the teacher's dictation and write the story *The Memory Problem*. You will need two new things: the **B** position and quotation marks.

| rule                                                                          | examples                                                                                                       |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| The <b>B</b> position is for particles before or after an object of the verb. | <i>I took <b>off</b> my glasses.</i><br><i>I took my glasses <b>off</b>.</i><br><i>I took them <b>off</b>.</i> |

B-1 Write *it* or *them* in the object blanks. Write *off* or *on* in the B position.

|    | SUBJECT | VERB | B   | OBJECT         | B |
|----|---------|------|-----|----------------|---|
| 1. |         | Take | off | your jacket.   |   |
|    |         | Take |     |                |   |
| 2. |         | Put  | on  | your bathrobe. |   |
|    |         | Put  |     |                |   |
| 3. |         | Turn | on  | the radio.     |   |
|    |         | Turn |     |                |   |
| 4. |         | Turn | off | the lights.    |   |
|    |         | Turn |     |                |   |

B-2 After you write the story *The Memory Problem*, count each of the items listed below. Don't count anything in the title.

How many paragraphs in the story? \_\_\_\_\_ How many sentences? \_\_\_\_\_

How many capital letters did you use? \_\_\_\_\_ How many periods? \_\_\_\_\_

How many question marks did you use? \_\_\_\_\_

How many pairs of quotation marks did you use? \_\_\_\_\_

How many times did you use the word *the*? \_\_\_\_\_

How many times did you use the word *a*? \_\_\_\_\_

How many times did you use the word *and*? \_\_\_\_\_

SEQ/when?

OR  
+ (and, but, so)

OR  
+ (because, when)

**SUBJECT**

**VERB**  
and VERB  
(X) (N) VERB (B)

**OBJECT**<sub>1</sub> OR **OBJECT**<sub>2</sub>  
COMPLEMENT

**B**  
(on, off, etc)

**ADVERBIALS**

to/at/for/about   
How? How much?  
Where?

**ADVERBIALS**

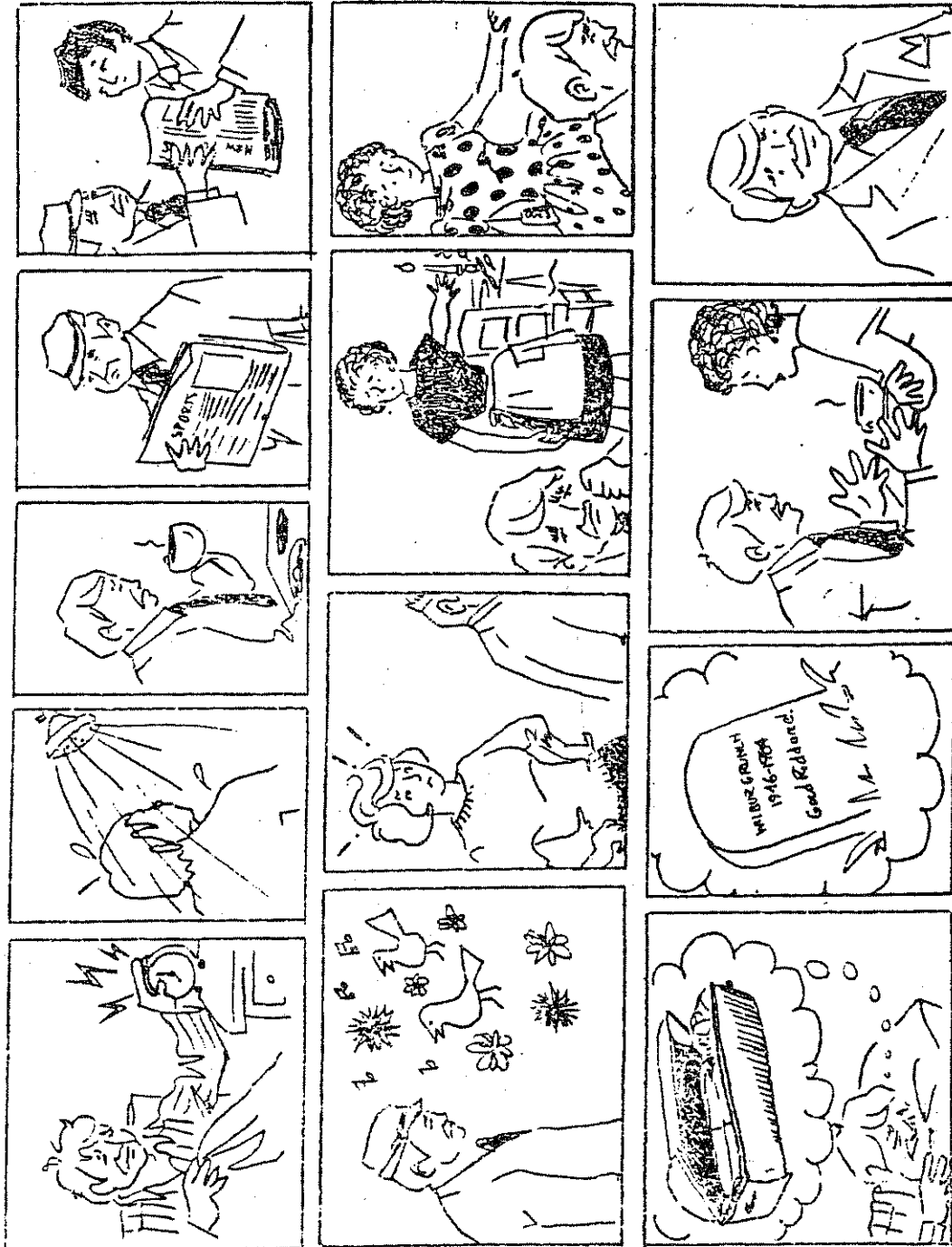
with  Why? (to V  
When? What time?  
How long? How often

Title: \_\_\_\_\_

C **Wilbur Grunch**

Write the title **Wilbur Grunch** in the title box on page 157, and use both sides of the worksheet to tell Wilbur's story. Use the negative **didn't** with a many verbs as possible. Start this way:

**Wilbur Grunch was a very unhappy man. Last week he got up,...**





SEQ/When?

OR

+ (and, but, so)

OR

+ (because, when)

**SUBJECT**

VERB

*and* VERB

(X) (N) VERB (B)

**OBJECT<sub>1</sub>**

OR

**OBJECT<sub>2</sub>**

COMPLEMENT

B

(on,

off,

etc)

ADVERBIALS

to/at/for/about

How? How much?

Where?

ADVERBIALS

with

Why? (to v

When? What time?

How long? How often?

Title:

