ENGLISH CONVERSATION MANUAL
TABLE OF CONTENTS

What is a Conversation Partner ........................................ 2
Principles of Adult Learning ........................................ 3
Start Up of Class ....................................................... 4
Approach to Vocabulary ............................................... 5
Questions for Student to Think and Talk About ............... 6
English Conversation Topics ........................................ 7
  Get to Know Each Other ........................................... 7
  Student Goals ....................................................... 7
  Customs ............................................................. 7
  Communication and Language ................................... 8
  Family and Home .................................................. 8
  History .............................................................. 9
  Holidays (also see pages 15-16) ................................ 9
  Rites of Passage ................................................... 9
  Agriculture and Food .............................................. 10
  Health and Healing ................................................ 10
  Geography, Travel and Transportation ....................... 10
  Employment ......................................................... 11
  Numeric Systems .................................................. 11
  Dating, Marriage and Gender Issues ......................... 11
  Sports and Recreation ............................................ 12
  Arts and Entertainment .......................................... 12
  Current Events and Issues ...................................... 12
  Future Goals ....................................................... 13
  American Holidays ............................................... 14

Grammar ........................................................................ 16
  Pronouns ............................................................. 16
  Verbs ................................................................. 17
  Preposition Sentences ............................................. 20
  Making Questions ................................................... 21

Reading Class ............................................................ 22
  Thoughts on Teaching Reading .................................. 23
  Weather Pictures .................................................... 26
  Simple Simon Says (Game) ....................................... 29
  Writing a Survival Lesson Plan ................................... 30
  Group Discussions .................................................. 33
  Word Difficulties in the English Language ................... 34
What is a Conversation Partner?

We have students at all levels of English proficiency from a variety of educational backgrounds. Some of them have studied English in their home countries, and can read it fairly well. But they are not accustomed to speaking English in ordinary life. These students already know a good deal about English, but they find that they only understand a portion of what people say to them in day-to-day life, and are unable to express themselves as clearly as they would like. They sometimes feel reluctant to make conversation with native English speakers for fear of making mistakes or misunderstanding what people are telling them.

Conversation partners offer their students a non-threatening way to:

- Practice with a native English speaker, (and hopefully discover that they can make themselves understood most of the time!) We hope that they’ll develop enough confidence to use their English in ordinary settings, and become more assertive about interacting with American neighbors, classmates, or co-workers.

- Ask questions about language they hear but don’t fully understand. This often involves idiomatic expressions, slang, and reductions (How’d’y’like that?) They may also be confused by references to popular culture or events (e.g. news, politics, sports) that they are unfamiliar with.

- Get suggestions about better ways to express themselves, including pronunciation, word choice, or phrasing a sentence. Often our students have learned a formal “textbook” English that is grammatically correct, but doesn’t sound natural in real-life settings here in the U.S. In many cases, the best way to phrase something depends on who you are speaking with (for example you might address your supervisor differently than you would a young classmate). Students need to find ways of saying things that are suited to the particular situations/settings they find themselves in from day to day.

- Learn about American culture (why we say and do things that don’t always seem to make sense to them). You may be your student’s first American friend, and the only person he/she feels comfortable enough with to ask questions about American behaviors, values, customs, etc. (Keep in mind that the student has a great deal to teach you about his/her native culture—take advantage of this opportunity to learn about the world and get a new perspective!)

- Figure out how to navigate the various institutions and bureaucracies students come across in everyday life here (i.e. finding out where to get what they need, accessing information, resolving problems, figuring out how things work in the U.S).

Think of yourself as a guide to the language and culture of the U.S. You do not need to work through a textbook, or to prepare exercises or homework (unless your student asks for help with a particular skill). You need only make conversation and answer questions that come up. In the process you will be modeling correct, naturally spoken English, and giving the student a chance to experience an authentic language exchange.
Principles of Adult Learning

**Adults learn best what is relevant to their lives.** Adults like to see a connection between what they are learning and what they need or want to do in the “real world.” They want to make progress toward specific and often immediate goals. Relevant learning that advances goals and improves life is even more meaningful when adults discover something about self or situation that they hadn’t recognized before. In other words, they learn something both relevant and new. Adults are more willing to incur demands on their time and to take risks when they consider the learning relevant.

**Adults need to apply what they have learned.** They learn best by doing. Adults may prefer different ways of taking in, processing, and organizing new information. But in the end, they are not confident that they have learned something until they have applied the new information or the newly learned skill to a real task.

**Adults need and expect to be treated with respect.** Adults learn best when they feel valued, when their opinions are appreciated, and when they feel listened to. They want and deserve to have some say in the classroom and in the direction of their learning. They also want to feel safe in the learning situation—another aspect of respect. They want to know that it is okay to make mistakes and that those mistakes will not generate ridicule, either from the instructor or from other students.

**Adults have a wealth of skills and experiences that can serve as learning resources.** Each adult learner brings a lifetime of experience, problem-solving, negotiation, and accomplishment to the learning situation. Learning is much easier when you make use of these skills and connect the learner’s experiences to what is being learned. A student’s skills and experiences can become valuable learning resources for other students and for you. Taking on the teacher role is a great confidence- and esteem builder for adult students.

**Adults may have to overcome a number of barriers to learning.** Some of these may be emotional (low self-esteem, fear of failing, concern about what others think of them). Many barriers grow out of the pressures placed on students in their other adult roles (work and family responsibilities). Finally, many adult learners may be dealing with learning differences or disabilities that made traditional instructional approaches ineffective and frustrating. Your job is to accept, guide, and support. An effective instructor creates a safe environment for students, provides ample opportunity for success, allows errors to become positive teaching points, and helps students to identify and cherish their assets and accomplishments.
START UP

1. Student Registration Form
   - Before starting the session, have Student complete Registration form and sign contract.
   - Review Rules and Registration with student; emphasize no distractions during class (no young children).
   - Emphasize importance of calling in advance if need to cancel a scheduled class.
   - Record student’s name and start date, etc. on bottom of student’s registration form.
   - Send Student’s registration form and signed contract to the Director.

2. Have students introduce themselves – “why have you chosen this class”?

3. Facilitator to have 3 topics prepared for the students to choose which one they want to talk about although student can talk about anything if prepared topics are not of interest.

4. If class is predominantly Hispanic, tutor to have an English/Spanish dictionary
   - Use your personal dictionary. Show new words in English and point to the Spanish word. Then go to the Spanish section with that word to show student more definitions.
   - Student to repeat English word, then Spanish word and then English again for understanding
   - Student to write down new vocabulary words – both in English and (their language).
   - Student to spell new words to help in pronunciation
   - Student to use new words in sentences, and as a question

5. If another person wants to join the class, and tutor agrees, make sure he/she knows the rules and complete a registration form to be sent to the Director.

6. Record in your notebook each lesson date and note problems that need to be reviewed in subsequent sessions (i.e., mispronunciation). Tutor to write any additional new teaching in student’s notebook.

7. Student’s notebook to include tutor’s information and Office phone number – name and phone are important in case he/she needs to cancel a session.
Approach to vocabulary

How do you go about teaching vocabulary (and spelling) to your students? Do you teach it explicitly, or let students inquire and look up vocabulary as it comes up through instruction, reading and writing? When does new vocabulary become overwhelming?

One ESL teacher says: For each unit, my students have a notebook as a "Personal Dictionary." Each time a new content vocabulary word is introduced, the students add it to their notebook/dictionaries. Each entry includes the word, definition, picture, the new word used in a sentence and an antonym or synonym. The students refer back to their dictionaries often.

Another cross-cultural communications specialist says: If the ESL learners are low level, go over super slow or repeat a few times and explain each of the new word. This is a very important task. You want to make sure that they understand the meaning of the new words. Have them write in their own words.

Others say:
1) Assign one word to each student or pair up with other student (not more than two per group). They can ask for help, if they need to. Circulate to check that they understand their definitions are clear.

2) Also have them write down an example sentence, so that their classmates will be able to understand the meaning of the new word. Circulate to check that the example sentences make sense.

3) The "personal dictionary" can be of help with memorizing words - the last five or ten pages of their “personal dictionary” or notebook dedicated specifically to noting down those new words. Address books are useful, since words can be placed in sections by the first letter and thus can be found easier.

4) Dictionary use with more advanced ESL students-- if the student looks up a word once, highlight it with one of those fluorescent markers. If the student has forgotten it and looks it up again, at least it will be seen quickly. Student can put a little red dot next to the word on the second look-up. If the student looks it up again and notices that it’s both highlighted and has that red dot, then it must be a pretty common, important word for the student and perhaps the student needs to spend some time copying it into their notebook (like we used to do for spelling quizzes as kids).

5) There are three conditions to learn vocabulary: context, context and context. The problem is that it is rarely possible to create a real-life context in class. Movies can best create a context.

- **TIP**: Regarding 'context'. Students have to study 4 things about each new word: how it is spelled, the literal meaning, context - or how it is used and finally how it sounds.

- Spelling doesn't show how words sound but colors do. (i.e., You, two, who, shoe, glue, few.... are Blue words regardless of spelling because they have the same vowel sound as the word Blue.)
QUESTIONS

Here are a few simple questions to get your students thinking and talking.

1. What do you think?
2. Why do you think that?
3. How do you know?
4. Where did you get that answer from?
5. Can you tell me anything else?
6. What questions do you still have?
7. How do you think we can find the answer?

What do you think? - You are asking the student to explain their thoughts and make a statement. This question is best used after a statement or observation is made. You can also make it known in class that students must first ask a friend before they come to you.

Why do you think that? - This question will really push students to think deeply. Challenge students to really take a moment and think about why they think what they think. Then move on to the next question below.

How do you know? Where did you get that answer from? - These questions are a follow-up from why do you think that. You are asking the student to show you evidence and prove to you why they think what they think.

Can you tell me anything else? By asking students to tell you more you are asking them to extend their thinking even further. Again, this type of thinking is critical in today's world. Educational goal is to make sure that all of American students are "college ready," able to think critically, and live in the 21st century where they must compete with other industrialized nations. By asking this question, you are forcing the student to think deeper.

What questions do you still have? Again, you are asking this question to extend your students' thinking skills. Give them a moment to really think about it and encourage them to come up at least one more question.

How do you think we can find the answer? This question will make students use their previous knowledge to think about where they can find the answer.

Remember, these are all open-ended questions. The goal is to get students to learn from the questioning process and be able to think critically while doing so. Asking thought-provoking questions encourages students to use their previous knowledge. Depending on the students age make sure to give each student ample enough time to think and respond to each question you ask. A first grader may need a little more time than a fifth grader. It also depends on the material. If the topic is easy then a few seconds will suffice, if it's hard, then make sure you stay quiet long enough for the student to respond.

Try allowing students to ask a friend first. With these tips your students will be reflecting and critical thinking in no time.
## ENGLISH CONVERSATION TOPICS

### 1. Topic: Getting to Know Each Other

**Objective:** Get to know each other and set the tone for future meetings.

**Preparation:** Read about your student’s country.

Ask and answer questions such as:

- What is the correct pronunciation of your name? How do you want to be addressed (first name, nickname, etc.)? How are names formed in your country (Family name first? Last? Is the father or mother’s name used? Does your given name have any special meaning?
- Tell me about your home town/city or country. If I visited there, what would you want to show me?
- When did you choose to come to the United States of America?
- What did you find to be surprising or difficult about coming to the United States? What other cities/states have you visited?
- Do you live in an apartment or house? How do your living conditions here compare to housing in your country?

Make a set time and place to meet each week. Tell your student he/she must call you if they cannot attend a scheduled session.

### 2. Topic: Conversation Student Goals

**Objective:** Find out why your student wants to improve conversational skills and what they hope to be able to do after they have done so.

**Conversation Ideas:**

- Discuss when and where your student began learning English and if possible share your own experience with learning another language.
- Discuss the reasons why your student wants to learn English and how he/she plans to use English conversation in the future—to talk to children, neighbors, doctor, etc.
- Ask your student to describe difficulties he/she has had with not being able to speak English or understand what is being said.
- Explain to your student why you wanted to be a conversation tutor and what you hope to learn more about.

**Possible Activities:**

- Role play calling 911 for emergencies.
- Role-play talking on the telephone, “small talk” with neighbors or people in the community.

### 3. Topic: Customs

**Objective:** Learn about interesting cultural behaviors, etiquettes, beliefs, proverbs, etc.

**Conversation Ideas:**

- Discuss and/or demonstrate American vs. your student’s cultural behaviors for greeting, visiting, tipping, dating, etc.
- Discuss differing conceptions of time and the problems this may cause you or your student.
- Ask whether your student is experiencing culture shock and how he/she is adapting to life in the USA.
- Ask about your student’s first impressions of the United States and how these have changed over time.
- Answer questions your student may have about American values and behaviors.
- Find out about the various stereotypes and enlighten each other about realities.
4. Topic: Communication and Language
Objective: Learn about language, expressions, gestures, and communication styles.

Preparation: Bring a current newspaper/magazine to the session.

Conversation Ideas:
- Share/demonstrate greetings and departure behaviors and rituals.
- Ask your student to talk about their native language. Discuss language and translation challenges, alphabets and writing (script or characters), pronunciation, vocabulary-building, etc. Can he or she show you an example?
- Talk about how various emotions are expressed and which of them are culturally and socially acceptable/permitted. Are there different expectations of men and women?
- Compare nonverbal communication (movement of the hands and body, symbolism of clothing and accessories, etc.)

Possible activities:
- Role-play communication etiquette in various situations in the United States and ask your student to describe etiquette in their country.
- If possible, go with your student to the bank, market, etc. to aid and provide an example about appropriate communication.
- If possible, tour the Police and Fire Departments and discuss their role in the community.
- Look at newspapers, magazines, or other media (such as websites) to observe what each culture may value.

5. Topic: Family and Home
Objective: Learn about family structures (nuclear or extended), values, and ideas about home.

Preparation: Bring a family photograph or album to the session. If possible, ask your student to bring an object from their home in their former country or that reminds them of their former home.

Conversation Ideas:
- Share favorite memories about your family, relatives, etc.
- Talk about parents’ professions and roles, your home, your family vacations, your upbringing, etc.
- Ask your student to describe the way people of different generations act toward each other. Is knowledge of ancestors or relationships with extended family important to them or you? Do you and your student agree about how to raise children?
- Ask your student to describe how their house looked in their native country. What do they miss about their old home?
- Tell each other about any pets (dog, cat, fish, bird, etc.) you or your family own(ed).

Possible Activities:
- If your student needs to find a new apartment or house, look at listings in the newspaper with them and discuss how to talk to a landlord and what questions to ask.
6. Topic: History
Objective: To learn about the history of your student’s country and to share about American history.

Preparation: Read about your student’s country. Bring an American history book with pictures and old maps.

Conversation Ideas:
- Discuss how old your student’s country is.
- Discuss some of the important historical events of your student’s country and the United States. What kinds of people make up the population of each country? Are most people native to your country, or are there many immigrant groups?
- What are some changes they have seen in their country and you in yours during the past 10 years?
- Discuss how both your countries will change 10 years in the future. How will technology affect this change?

Possible Activities:
- If possible, visit the Carson City Museums
- Do the Historical Walking Tour of Carson’s Capital and/or Legislature Building – Two of our tutors are docents. Ask when one is giving a tour.

7. Topic: Holidays
Objective: Learn about special days throughout the year and how they are celebrated by law or custom.

Preparation: Bring a current 12-month calendar to the session. Make a list of holidays celebrated in each country. (See Pages 15 and 16 for American holidays)

Conversation Ideas:
- Compare and contrast common holiday observations and activities—songs, dances, foods, etc. (New Year, Valentine’s Day, etc.)
- Discuss other special days, such as independence and legal holidays, religious celebrations, etc.
- What holidays will each student celebrate in the United States?

Possible Activities:
- Invite each other to celebrate a special holiday when in public places.

8. Topic: Rites of Passage
Objective: Learn about customs that commemorate important milestones people reach in their lives.

Preparation: Share photographs of occasions that you each have celebrated or attended.

Conversation Ideas:
- Compare and contrast birthday traditions, coming of age celebrations, marriage and wedding customs, death and funeral rites, etc.
- Inquire about special food, clothing, rituals, beliefs, superstitions, etc. associated with each occasion.

Possible Activities:
- Invite each other to witness these special events (when in public places)
9. Topic: Agriculture and Food

Objective: Learn about agricultural traditions, daily meals and special menus for celebrations and possibly try new foods and exchange recipes.

Preparation: Bring in a favorite recipe or home cooked dish from each other’s country.

Conversation Ideas:
- Discuss what food is served during a typical/traditional breakfast, lunch, and dinner. At what time of day do they take place? What is the biggest meal of the day?
- How traditional foods are typically prepared? Describe some of each person’s favorite dishes.
- Find out what special foods are prepared on holidays, birthdays, weddings, etc.
- Talk about rituals, etiquette/manners, eating utensils, etc. associated with food.
- Ask what kinds of agriculture (food crops, animal raising) are important in their country. What are the major foods produced?
- Discuss what American foods you and your student like and do not like. What food does your student miss most from their country?

Possible Activities:
If possible, meet at a café
- If possible, meet at an ethnic restaurant and sample new dishes.
- Go to a cultural festival sponsored by a community organization.
- Go grocery shopping together;

10. Topic: Health & Healing

Objective: Gain an understanding of varying conceptions of health and well-being.

Preparation: Read the profile about your student’s country

Conversation Ideas:
- Discuss what you do to feel and remain healthy—exercise, diet, stress reduction etc.
- Discuss conventional and alternative medical therapies. Are there traditional or spiritual ways of eliminating disease that you or your student knows about? How was healthcare used in your student’s country? Who were the healthcare practitioners and how were they trained?

Possible Activities:
- Share a healthy recipe, exercise or do yoga together.

11. Topic: Geography, Travel and Transportation

Objective: Learn about geography and climate and gain insights into tourism.

Preparation: Bring an atlas or maps of the world, USA, Nevada, and student’s country to the session. Share travel photos or brochures.

Conversation Ideas:
- Ask your student to show on the world map which routes he/she traveled to get to the USA, and explain his/her preparation for entry to the USA and travel to Nevada.
- Ask what countries border their country and about important geographical features of their country (rivers, mountains, deserts, beaches, etc.)
- Ask about the weather. How does it compare to the weather here? What sort of adjustments have they had to make (different clothing, etc.)? How many distinct seasons are there in their country (spring, summer, fall, winter)? What are typical activities during these seasons?
- Point out on the map of Nevada the location of Lake Tahoe and other popular places to visit in the state and neighboring states.
- Tell each other which places (countries and/or states) you have toured or visited.
- Make suggestions for travel or plans for vacations.
- Ask what your student likes or dislikes about life or the climate and geography in the United States.
12. **Topic: Employment**

**Objective:** Learn about employment opportunities in the Nevada area.

**Preparation:** Bring a classified ads page from the newspaper and an employment application (Walmart, etc)

**Conversation Ideas:**
- Talk about your job/internship/assistantship/fellowship experiences.
- Discuss how your student is or has prepared for his/her occupation.
- Compare and contrast what information may be included in a resume (and whether personal data, photographs, etc., are necessary.
- Consider what it would be like to work in your student’s country and internationally.
- Discuss career goals for the future.

**Possible Activities:**
- Find postings on bulletin boards around town for various job availabilities.
- Have student complete an employment application.
- Practice “interviewing” each other for a job. Ask possible questions and critique the answers for improvement and preparation for an actual job interview.


**Objective:** Learn about different currencies, weather temperatures, clothing sizes, and other measurements.

**Preparation:** Read information about your student’s country.

**Conversation Ideas:**
- Ask your student to bring coins and bills from his/her country and explain the Exchange rates and monetary values.
- Talk about the weather, climate extremes, and seasons.
- Discuss metric vs. USA measures, cooking (kitchen measures and oven temperatures), etc.

**Possible Activities:**
- If possible, go shopping together and compare prices and clothing sizes in various stores.

14. **Topic: Dating, Marriage and Gender Issues**

**Objective:** Learn about differing practices related to marriage and dating and alternate conceptions of gender.

**Preparation:** Read information you collect about your student’s country.

**Conversation Ideas:**
- In the U.S., teenagers often begin dating in groups or in pairs as young as 12 or 13 years old. Discuss differences in your student’s country. Do couples go on dates? Where?
- Americans (male and female) usually have several casual dating relationships before deciding on a permanent partnership such as marriage. How is this similar or different to dating in your country?
- Discuss whether marriages are ever arranged. If so, how does your student feel about this? What is a typical wedding ceremony like in his or her country? Who is responsible for paying for the wedding?
- The divorce rate in the U.S. is very high – most say over 50%. What is the divorce rate in your student’s country? If it is higher/lower, why?
- Share with your student your own dating and marriage experiences.
- Ask whether it is common for women to become professionals in business or other fields. Have there been many women leaders in government?
- What are the typical responsibilities/expectations of men and women? Can men and women have platonic friendships with one another?
15. **Topic: Sports and Recreation**

**Objective:** Learn about national pastimes and each other’s interests and hobbies.

**Preparation:** Bring a deck of cards or favorite board game to the session. Bring supplies needed to do a craft project or play a sport.

**Conversation Ideas:**
- Discuss what people enjoy doing as a pastime when not working or studying.
- Introduce each other to favorite hobbies and crafts (stamp or coin collecting, weaving, etc.).
- Explain the basics of popular national sports (for example, baseball vs. cricket).

**Possible Activities:**
- Work on a craft project together.
- Play a card, board or video game together.

16. **Topic: Arts and Entertainment**

**Objective:** Learn about fun activities and gain insights into cultural values.

**Preparation:** Read information you collect about your student’s country.

**Conversation Ideas:**
- Discuss stereotypes portrayed in the movies and television shows, storylines and characters, cultural values/themes, popular actors and actresses, etc.
- Compare and contrast music and dance styles in America and in your student’s county. Ask about popular singers, bands, and other entertainers.
- Talk about the symbolism of artistic designs and other creative expressions.

**Possible Activities:**
- Listen to music from your student’s country.
- Teach each other basic steps if you plan to go out dancing.

17. **Topic: Current Events and Issues**

**Objective:** Learn about various social, economic, religious, and political issues.

**Preparation:** Keep an open mind as this topic may be considered controversial and sensitive. Stay current with events reported from the news media.

**Conversation Ideas:**
- Discuss some current events (in the U.S., in your student’s country, in the world) that are especially interesting.
- Share about each other’s religious traditions and rituals, symbolism, doctrines, celebrations, and special days, etc. How has being in the United States affected the practice of religion?
- Talk about issues such as civil rights, ethnic relations, environment/animal protection, humanitarian aid, war, medical research, etc.

**Possible Activities:**
- If possible, tour the newspaper office of the Nevada Appeal or any local newspaper/media office.
18. Topic: Future Goals

Objective: Find out about your student’s plans for the future.

Preparation: None

Conversation Ideas:
Ask questions such as:

- As we approach the end of the year/spring/etc., what are some things that you were able to accomplish that you are happy about? What are some things that didn’t happen that you are disappointed about?

- What are some of your goals for this next year?

- What do you hope your life will be like in five years? Ten years? How do you plan to make these things happen?

- Have any of your goals/plans changed since you have been here in the U.S.?

- Talk about one thing that you have never done before that you would like to do

Add anything about what you feel is appropriate to discuss and have group conversations.
American Holidays

Holiday traditions are similar and different the world over. They also provide good discussion material, especially for classes from a variety of nationalities. This lesson plan provides a quick overview of federally celebrated holidays in the United States, as well as some of the more popular traditional holidays that (unfortunately) do not mean a day off work.

Outline:
- Begin class by asking students to name holidays they know in the USA (or other country).
- Ask students to compare the holidays in their own countries to the holidays discussed on the short reading comprehension.
- Have students get into small groups of two or three.
- Each group should choose two holidays that are similar to those they have in their own countries.
- Have students discuss the differences and similarities in their small groups.

Ask students to choose one of their own holidays that they feel is unique to their countries.

USA: Federally Celebrated Holidays
Federally celebrated holidays typically involve not having to work. Of course, there are a few poor souls that have to go to work as shops and stores are always open in the United States. However, these holidays generally give people a welcome day of rest from work.

New Year's Day - January 1st
New Year's Day celebrates the first day of the new year. In the United States, New Year's Day tends to be a relaxed day with people trying to get over their hangovers from New Year's Eve.

Martin Luther King, Jr. Day - Third Monday in January
Martin Luther King, Jr. Day celebrates the life and achievements of the great civil rights leader Martin Luther King.

Presidents' Day - Third Monday in February
Presidents' day celebrates all presidents in the United States, particularly George Washington (the first president) and Abraham Lincoln (president during the Civil War) whose birthdays occur around this time of year.

Memorial Day - Last Monday in May
Memorial day honors all those who have died in wars fought by the United States. However, it generally marks the beginning of the summer and memorial day is a favorite day for picnics.

Independence Day - July 4th
Independence Day marks the Declaration of Independence from Britain. July 4th generally is a time of picnics with family and friends and fireworks in the evening to celebrate the birth of the USA.

Labor Day - First Monday of September
Labor Day celebrates all those who work. It's interesting to note that May 1st - International Workers Day - is not celebrated in the USA as that holiday is traditionally associated with the communist party.
**Columbus Day - Second Monday in September**
Columbus Day celebrates the discovery of the United States. In recent years, there has been increasing controversy around this holiday due to the suffering of indigenous people after the "discovery" of America.

**Veterans Day - November 11th**
Veterans Day honors all veterans of the military in the United States. It's traditionally a day of lots of sales - especially new car sales in the US.

**Thanksgiving Day - Fourth Thursday in November**
Thanksgiving Day celebrates the collaboration between Native Americans and the first immigrants - the pilgrims - to the United States. Traditionally people gather with families and eat turkey and pumpkin pie.

**Christmas Day - December 25th**
*Christmas Day* marks the birth of Christ. However, in the United States, for many people it's the day Santa Claus brings presents to all the children.

**Common Holidays Celebrated but not Federally**

**Halloween - October 31st**
Halloween has become an international holiday, but it began in the UK as a celtic harvest festival. Here in the US, Halloween is traditionally celebrated with children dressing up in costumers, visiting other homes in the neighborhood and saying "Trick or Treat" to receive candy.

**New Year's Eve - December 31st**
It's the end of the year and it's time to party!

**Valentine's Day - February 14th**
The holiday of lover's Valentine's Day is celebrated with lots of candy and flowers and dinners out at expensive restaurants.

**St. Patrick's Day - March 17th**
St. Patrick’s Day is the holiday of the Irish and is celebrated by wearing something green and going to your local bar (or pub) and drinking a pint or two of beer.

**Easter - Usually in April**
Easter is another Christian holiday that is widely celebrated in the United States. Traditionally many families go to church and have brunch (a combination of breakfast and lunch) afterwards.

**Holiday Questionnaire**
1. Which national holiday do you feel is unique to your own country?
2. What does the country celebrate on this holiday?
3. Name three traditions that are associated with this holiday.

Name three activities that people in your country do on this holiday.
Question: What are the different types of pronouns?

Answer:

There are four types of pronouns: Subject Pronouns, Object Pronouns, Possessive Pronouns and Demonstrative Pronouns. Pronouns are one of the eight parts of speech.

Pronouns take the place of a person, place or thing in sentences once the context is understood. For example: *Peter enjoys walking his dog in the park. He often walks three or more miles with him.*

In this case, the pronouns 'he' in the second sentence replaces 'Peter', and the object 'him' replaces 'his dog'. Pronouns are used in all languages including English to simplify the language. English learners should learn the following types of pronouns, paying special attention to minor differences between each form.

Here is a list and explanation showing the different types of pronouns:

- **Subject Pronouns** - *I, you, he, she, it, we, you, they* function as the subject of a sentence:

  - I live in New York.
  - It won't be easy.
  - We are studying pronouns at the moment.
  - He doesn't want to come this evening.
  - You went to Paris last year, didn't you?
  - She works in London.
  - They bought a new car last month.
  - Do you like playing tennis?

- **Object Pronouns** - *me, you, him, her, it, us, you, them* serve as the object of a verb.

  - Give me the book.
  - He bought it at the store.
  - She picked us up at the airport.
  - He told you to come tonight.
  - The teacher asked you to finish your homework.
  - She asked him to help
  - I invited them to a party.
  - They visited her when they came to New York.
  - Do you like playing tennis?

- **Possessive Pronouns** - *mine, yours, his, hers, its, ours, yours, theirs* show that something belongs to someone. Note that the possessive pronouns are similar to possessive adjectives (my, his, her). The difference is that the object follows the possessive adjective but does not follow the possessive pronoun.

  - That house is mine.
  - Those books are hers. I'm sorry, that's his.
  - Those students are ours.
  - Those books are theirs. Well, that's his.
  - Look over there, those seats are yours.
  - Theirs will be green.
  - I invited them to a party.
  - This is yours.

- **Demonstrative Pronouns** - *this, that, these, those* refer to things. 'this' and 'these' refer to something that is near. 'that' and 'those' refer to things that are farther away.

  - This is my house.
  - These are my colleagues in this room.
  - That is our car over there.
  - Those are beautiful flowers in the next field.

- **Possessive Adjectives** *my, your, his, her, its, our, your, their* are often confused with possessive pronouns. The possessive adjective modifies the noun following it in order to show possession. The possessive adjective is one of the.

  - I'll get my books.
  - Their color is red.
  - Can we bring our children?
  - They bought their children a lot of presents.
  - You are welcome to invite your families.
  - Is that your car over there?
  - That is his teacher, Mr Jones.
  - I want to go to her store.
<table>
<thead>
<tr>
<th>VERBS</th>
<th>Singular</th>
<th>Plural</th>
<th>Plural</th>
<th>Plural</th>
<th>Singular</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronouns:</td>
<td>I</td>
<td>You</td>
<td>We</td>
<td>They</td>
<td>He</td>
<td>She</td>
</tr>
<tr>
<td>Walk</td>
<td>walked</td>
<td>walked</td>
<td>walked</td>
<td>walked</td>
<td>walked</td>
<td>walked</td>
</tr>
<tr>
<td>past</td>
<td>walk</td>
<td>walk</td>
<td>walk</td>
<td>walk</td>
<td>walk</td>
<td>walk</td>
</tr>
<tr>
<td>present</td>
<td></td>
<td>present</td>
<td>present</td>
<td>future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jump</td>
<td>jumped</td>
<td>jumped</td>
<td>jumped</td>
<td>jumped</td>
<td>jumped</td>
<td>jumped</td>
</tr>
<tr>
<td>past</td>
<td>jump</td>
<td>jump</td>
<td>jump</td>
<td>jump</td>
<td>jump</td>
<td>jump</td>
</tr>
<tr>
<td>present</td>
<td></td>
<td>present</td>
<td>present</td>
<td>future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kick</td>
<td>kicked</td>
<td>kicked</td>
<td>kicked</td>
<td>kicked</td>
<td>kicked</td>
<td>kicked</td>
</tr>
<tr>
<td>past</td>
<td>kick</td>
<td>kick</td>
<td>kick</td>
<td>kick</td>
<td>kick</td>
<td>kick</td>
</tr>
<tr>
<td>present</td>
<td></td>
<td>present</td>
<td>present</td>
<td>future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thank</td>
<td>thanked</td>
<td>thanked</td>
<td>thanked</td>
<td>thanked</td>
<td>thanked</td>
<td>thanked</td>
</tr>
<tr>
<td>past</td>
<td>thank</td>
<td>thank</td>
<td>thank</td>
<td>thank</td>
<td>thank</td>
<td>thank</td>
</tr>
<tr>
<td>present</td>
<td></td>
<td>present</td>
<td>present</td>
<td>future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shop</td>
<td>shopped</td>
<td>shopped</td>
<td>shopped</td>
<td>shopped</td>
<td>shopped</td>
<td>shopped</td>
</tr>
<tr>
<td>past</td>
<td>shop</td>
<td>shop</td>
<td>shop</td>
<td>shop</td>
<td>shop</td>
<td>shop</td>
</tr>
<tr>
<td>present</td>
<td></td>
<td>present</td>
<td>present</td>
<td>future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zip</td>
<td>zipped</td>
<td>zipped</td>
<td>zipped</td>
<td>zipped</td>
<td>zipped</td>
<td>zipped</td>
</tr>
<tr>
<td>past</td>
<td>zip</td>
<td>zip</td>
<td>zip</td>
<td>zip</td>
<td>zip</td>
<td>zip</td>
</tr>
<tr>
<td>present</td>
<td></td>
<td>present</td>
<td>present</td>
<td>future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yell</td>
<td>yelled</td>
<td>yelled</td>
<td>yelled</td>
<td>yelled</td>
<td>yelled</td>
<td>yelled</td>
</tr>
<tr>
<td>past</td>
<td>yell</td>
<td>yell</td>
<td>yell</td>
<td>yell</td>
<td>yell</td>
<td>yell</td>
</tr>
<tr>
<td>present</td>
<td></td>
<td>present</td>
<td>present</td>
<td>future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open</td>
<td>opened</td>
<td>opened</td>
<td>opened</td>
<td>opened</td>
<td>opened</td>
<td>opened</td>
</tr>
<tr>
<td>past</td>
<td>open</td>
<td>open</td>
<td>open</td>
<td>open</td>
<td>open</td>
<td>open</td>
</tr>
<tr>
<td>present</td>
<td></td>
<td>present</td>
<td>present</td>
<td>future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close</td>
<td>closed</td>
<td>closed</td>
<td>closed</td>
<td>closed</td>
<td>closed</td>
<td>closed</td>
</tr>
<tr>
<td>past</td>
<td>close</td>
<td>close</td>
<td>close</td>
<td>close</td>
<td>close</td>
<td>close</td>
</tr>
<tr>
<td>present</td>
<td></td>
<td>present</td>
<td>present</td>
<td>future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>studied</td>
<td>studied</td>
<td>studied</td>
<td>studied</td>
<td>studied</td>
<td>studied</td>
</tr>
<tr>
<td>past</td>
<td>study</td>
<td>study</td>
<td>study</td>
<td>study</td>
<td>study</td>
<td>study</td>
</tr>
<tr>
<td>present</td>
<td></td>
<td>present</td>
<td>present</td>
<td>future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pick</td>
<td>picked</td>
<td>picked</td>
<td>picked</td>
<td>picked</td>
<td>picked</td>
<td>picked</td>
</tr>
<tr>
<td>past</td>
<td>pick</td>
<td>pick</td>
<td>pick</td>
<td>pick</td>
<td>pick</td>
<td>pick</td>
</tr>
<tr>
<td>present</td>
<td></td>
<td>present</td>
<td>present</td>
<td>future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb</td>
<td>Past</td>
<td>Present</td>
<td>Future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>---------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wash</td>
<td>washed</td>
<td>wash</td>
<td>will wash</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>wrote</td>
<td>wrote</td>
<td>wrote</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>wrote</td>
<td>wrote</td>
<td>wrote</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look</td>
<td>looked</td>
<td>look</td>
<td>will look</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>looked</td>
<td>look</td>
<td>will look</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>looked</td>
<td>look</td>
<td>will look</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>passed</td>
<td>pass</td>
<td>will pass</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>passed</td>
<td>pass</td>
<td>will pass</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>passed</td>
<td>pass</td>
<td>will pass</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use</td>
<td>used</td>
<td>use</td>
<td>will use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>used</td>
<td>use</td>
<td>will use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>used</td>
<td>use</td>
<td>will use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat</td>
<td>ate</td>
<td>eat</td>
<td>will eat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ate</td>
<td>eat</td>
<td>will eat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ate</td>
<td>eat</td>
<td>will eat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get</td>
<td>got</td>
<td>get</td>
<td>will get</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>got</td>
<td>get</td>
<td>will get</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>got</td>
<td>get</td>
<td>will get</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give</td>
<td>gave</td>
<td>give</td>
<td>will give</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>gave</td>
<td>give</td>
<td>will give</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>gave</td>
<td>give</td>
<td>will give</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit</td>
<td>sat</td>
<td>sit</td>
<td>will sit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sat</td>
<td>sit</td>
<td>will sit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sat</td>
<td>sit</td>
<td>will sit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pronouns:**

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>I</th>
<th>You</th>
<th>We</th>
<th>They</th>
<th>He</th>
<th>She</th>
<th>It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say</td>
<td>said</td>
<td>say</td>
<td>will say</td>
<td>said</td>
<td>say</td>
<td>will say</td>
<td>said</td>
</tr>
</tbody>
</table>
| Stand   | stood | stand | will stand | stood | stand | will stand | stood | stand

**Drink**

<table>
<thead>
<tr>
<th>Drink</th>
<th>drank</th>
<th>drink</th>
<th>will drink</th>
<th>drank</th>
<th>drink</th>
<th>will drink</th>
<th>drank</th>
<th>drink</th>
<th>will drink</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>drank</td>
<td>drink</td>
<td>will drink</td>
<td>drank</td>
<td>drink</td>
<td>will drink</td>
<td>drank</td>
<td>drink</td>
<td>will drink</td>
</tr>
<tr>
<td></td>
<td>drank</td>
<td>drink</td>
<td>will drink</td>
<td>drank</td>
<td>drink</td>
<td>will drink</td>
<td>drank</td>
<td>drink</td>
<td>will drink</td>
</tr>
</tbody>
</table>

**Write**

<table>
<thead>
<tr>
<th>Write</th>
<th>wrote</th>
<th>write</th>
<th>will write</th>
<th>wrote</th>
<th>write</th>
<th>will write</th>
<th>wrote</th>
<th>write</th>
<th>will write</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>wrote</td>
<td>write</td>
<td>will write</td>
<td>wrote</td>
<td>write</td>
<td>will write</td>
<td>wrote</td>
<td>write</td>
<td>will write</td>
</tr>
<tr>
<td></td>
<td>wrote</td>
<td>write</td>
<td>will write</td>
<td>wrote</td>
<td>write</td>
<td>will write</td>
<td>wrote</td>
<td>write</td>
<td>will write</td>
</tr>
</tbody>
</table>

**Buy**

<table>
<thead>
<tr>
<th>Buy</th>
<th>bought</th>
<th>bought</th>
<th>bought</th>
<th>bought</th>
<th>bought</th>
<th>bought</th>
<th>bought</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bought</td>
<td>bought</td>
<td>bought</td>
<td>bought</td>
<td>bought</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>Present</td>
<td>Future</td>
<td>Buy</td>
<td>Buy will buy</td>
<td>Buy</td>
<td>Buy will buy</td>
<td>Buy</td>
<td>Buy will buy</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>-----</td>
<td>--------------</td>
<td>-----</td>
<td>--------------</td>
<td>-----</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Speak</strong></td>
<td>past</td>
<td>spoke</td>
<td>will speak</td>
<td>spoke</td>
<td>will speak</td>
<td>spoke</td>
<td>will speak</td>
</tr>
<tr>
<td>present</td>
<td>will speak</td>
<td>will speak</td>
<td>will speak</td>
<td>will speak</td>
<td>will speak</td>
<td>will speak</td>
<td>will speak</td>
</tr>
<tr>
<td>future</td>
<td>will speak</td>
<td>will speak</td>
<td>will speak</td>
<td>will speak</td>
<td>will speak</td>
<td>will speak</td>
<td>will speak</td>
</tr>
<tr>
<td><strong>Sell</strong></td>
<td>past</td>
<td>sold</td>
<td>sell will sell</td>
<td>sold</td>
<td>sell will sell</td>
<td>sold</td>
<td>sell will sell</td>
</tr>
<tr>
<td>present</td>
<td>will sell</td>
<td>will sell</td>
<td>will sell</td>
<td>will sell</td>
<td>will sell</td>
<td>will sell</td>
<td>will sell</td>
</tr>
<tr>
<td>future</td>
<td>will sell</td>
<td>will sell</td>
<td>will sell</td>
<td>will sell</td>
<td>will sell</td>
<td>will sell</td>
<td>will sell</td>
</tr>
<tr>
<td><strong>Read</strong></td>
<td>past</td>
<td>read</td>
<td>will read</td>
<td>read</td>
<td>will read</td>
<td>read</td>
<td>will read</td>
</tr>
<tr>
<td>present</td>
<td>read</td>
<td>will read</td>
<td>read</td>
<td>will read</td>
<td>read</td>
<td>will read</td>
<td>read</td>
</tr>
<tr>
<td>future</td>
<td>read</td>
<td>will read</td>
<td>read</td>
<td>will read</td>
<td>read</td>
<td>will read</td>
<td>read</td>
</tr>
<tr>
<td><em>The past tense</em> is 'read,' but it is pronounced 'red,' like the color. The <em>present tense and future tense</em> are 'read,' but sounds like 'reed.' The tense is understood through the context of the rest of the words in the sentence. (i.e... “I <strong>have read</strong> the book.” indicates past tense, not present tense.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Run</strong></td>
<td>past</td>
<td>ran</td>
<td>run will run</td>
<td>ran</td>
<td>run will run</td>
<td>ran</td>
<td>run will run</td>
</tr>
<tr>
<td>present</td>
<td>will run</td>
<td>will run</td>
<td>will run</td>
<td>will run</td>
<td>will run</td>
<td>will run</td>
<td>will run</td>
</tr>
<tr>
<td>future</td>
<td>will run</td>
<td>will run</td>
<td>will run</td>
<td>will run</td>
<td>will run</td>
<td>will run</td>
<td>will run</td>
</tr>
<tr>
<td><strong>Drive</strong></td>
<td>past</td>
<td>drove</td>
<td>drive will drive</td>
<td>drove</td>
<td>drive will drive</td>
<td>drove</td>
<td>drive will drive</td>
</tr>
<tr>
<td>present</td>
<td>drive</td>
<td>drive will drive</td>
<td>drive</td>
<td>drive will drive</td>
<td>drive</td>
<td>drive will drive</td>
<td>drive</td>
</tr>
<tr>
<td>future</td>
<td>drive</td>
<td>drive will drive</td>
<td>drive</td>
<td>drive will drive</td>
<td>drive</td>
<td>drive will drive</td>
<td>drive</td>
</tr>
<tr>
<td><strong>Put</strong></td>
<td>past</td>
<td>put</td>
<td>put will put</td>
<td>put</td>
<td>put will put</td>
<td>put</td>
<td>put will put</td>
</tr>
<tr>
<td>present</td>
<td>put</td>
<td>put will put</td>
<td>put</td>
<td>put will put</td>
<td>put</td>
<td>put will put</td>
<td>put</td>
</tr>
<tr>
<td>future</td>
<td>put</td>
<td>put will put</td>
<td>put</td>
<td>put will put</td>
<td>put</td>
<td>put will put</td>
<td>put</td>
</tr>
</tbody>
</table>
**PREPOSITIONAL SENTENCES**

Preposition sentences = -it's just a case of memorizing them."

I climbed down **to** the ground from the tree.

The night I experienced was **in** the summer.

The night we talked about was **in** 1949.

My pen was **in** the box.

The box was **above** the stage

The baseball park was **in** Sparks, Nevada

She was **behind** the sofa.

The book was **on** the table

The ballgame was **on** Sunday afternoon.

"**in**" = inside  
"**to**" = a place

**TIP:** Tutors/Facilitators – Don’t know the answer? Checkout [www.about.com](http://www.about.com) and ask. Great for grammar, tenses, verbs,
MAKING QUESTIONS

Making questions and giving answers using action words (verbs):
Am I jumping? No, you are sitting.
Am I looking at you? No, you are looking out the window.
Are you eating an apple? Yes, I am eating an apple.
Is your friend, Ana, going to the pet shop? Yes, my friend, Ana is going to the pet shop.
Am I picking up the pencil? No, I am picking up the pen.
Are you picking up the box of food? No, I am putting down the box of food.

Giving “Yes” and “No” answers
Are you a student? Yes, I am a student.
Are you from China? No, I am not, I am from Mexico.

’sell....for,' 'buy....for'
The man sells the box for a quarter.
I sell the sugar for two dollars and fifty cents.
The girl buys the fish for a dollar.
I buy the orange for a seventy five cents

Making a question asking “How much?”
How much is the pencil? The pencil is a nickle. / The pencil costs a nickel.
How much is the apple? The apple is a quarter. / The apple sells for a quarter.
How much does the computer cost? The computer costs four hundred dollars. / The computer sells for four hundred dollars.
How much does the car cost? The car costs twenty thousand dollars. / The car sells for twenty thousand dollars.

PLURAL:
‘these’ = things that are close to the person speaking.
These are pens.
These are pencils.
These are books.

‘those’ = things that are not as close to the speaking.
Those are pens.
Those are pencils.
Those are books.

Contractions:
I am = I’m
You are not = You aren’t
She is not = She isn’t
He is not = He isn’t
We are not = We aren’t
They are not = They aren’t
do not = don’t
does not = doesn’t
Adam and Eva live in Gardnerville. They don’t live in Carson City.
I do not live in Gardnerville. I live in Minden. / I don’t live in Gardnerville, I live in Minden.
1. Topics covered:
   - Phonics,
   - Word Work
   - Comprehension

2. Do you see a need with your students?

3. Easy way to teach basic phonics
   a. Teach letter sounds
   b. Give your student pictures: short vowel pictures, tell them the word and ask them to spell the word under the picture.
   c. Dictate short vowel spelling words to them for more practice. See packet
   d. Teach the rule for long and short vowel sounds. Have student read and spell simple long vowel words
   e. Teach your student how to break a word into syllables. Now, can they read each chunk? Can they take a spoken word and divide it into syllables verbally, then spell each chunk? Practice.

Other helpful materials provided:
   - list of letter blends and diagraphs
   - flashcards of some vowel combinations representing a sound
Thoughts on Teaching Reading

What makes a good reader?

- Fluency — Can you say all of the words on the page? Does it sound good when you read out loud? Do you give the text life such as expressing the “!” or the “?”
- Comprehension
- Vocabulary
- Love of reading

1. Fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.
   a) phonics
   b) syllables (how do I sound out a word that long? — break it into syllables first )
   c) rules of spelling — adding prefixes and suffixes, changing housewife to the plural housewives, for example.
   d) Learning sight words by memory — words that cannot be sounded out.
   e) It can be helpful to reread the same page in a book over and over to practice your fluency. Practice so that you sound just like you are speaking the words using proper expression.
   f) Reader's Theater offers an entertaining and engaging means of improving fluency and enhancing comprehension.

2. Comprehension means understanding. It involves thinking while you read. Different text books may give different lists of strategies, the tools of comprehension. You should start by teaching Monitoring for Understanding and Clarifying. After that it doesn’t matter what order you teach the strategies in. Also, strategies interrelate and overlap. It is relevant to use the same text to teach multiple strategies. If you use the same picture book to teach questioning and visualizing, your student will see that you can get more meaning out of a book when you use a variety of strategies together.

Comprehension Strategies:

A. Monitoring for Understanding — Stop when you don’t understand a word, idea, or paragraph. Use Clarifying Strategies to gain understanding.

B. Clarifying — Make it clear by:
   1) Reread — the sentence, the sentences before and after, or the paragraph
   2) Chunk it — break the word into syllables
   3) S — t — r — e — t — ch out the word by saying each letter sound phonetically
   4) Use context clues. Cover up the word with your finger. Reread. What word or definition would fit under your finger?
   5) Use background knowledge. That word you don’t know — does it look just like one you do know in Spanish? You don’t know introduction, but you do know introduce. Maybe the two words have about the same meaning?
   6) You could use the dictionary; however, good readers use the tools above, usually without thinking about it. How many of us get a dictionary out for every word we do not understand? Also, the dictionary often has multiple definitions for a word. What was the author trying to tell you? You may need to use the clarifying strategies above to figure it out which meaning in the dictionary to choose.
C. **Questioning.** I wonder why...? I wonder how...? Asking questions to gain understanding before, during and after reading. You can read with your questions in mind. “I want to know...”

D. **Visualizing**—let the words make a picture in your mind. Each reader’s picture will be different. This is one reason that books can be better than movies.

E. **Summarizing.** Retelling is saying everything that happened. Summarizing is just a few sentences.

F. **Inferring**—reading between the lines.

G. **Predicting.** Read the title; look at the illustration on the front and back of the book. What do you predict will happen? What is your proof? Different people will make different predictions. Some will come true and some won’t. It doesn’t matter if you were right or wrong when you guessed what will happen. Predictions help you think about the book. You will make predictions before, during and after reading. When you learn more details from the text, you will revise your predictions and make new ones. Do you like surprise endings?

H. **Making Connections**
   - Text to self-connections (This book reminds me of that vacation I had when I was 8 years old!)
   - Text to text connections (In this book the main character goes hang gliding. I read a book about hang gliding. I know a lot about it.)
   - Text to world connections (This book happens in North Korea. North Korea has been in the news lately.)

I. **Determining importance in text/Text features.** Know the parts of a book:
   - Table of contents
   - Index
   - Glossary
   - Captions
   - Graphs
   - Structure of a paragraph—topic sentence, details, conclusion, etc.
   - Main Idea—what does the author want you to know?
   - What genre is the text?
   - What is the purpose of the author? To entertain? Inform? Persuade? Is it fiction or nonfiction?

J. **How to Teach Reading Comprehension**
   1) Explain the strategy and how to do it.
   2) Model it—demonstrate it by doing a **Think Aloud**
      Think Aloud—you will read out loud to your student while thinking out loud. The student hears your thinking while you use the strategy.
   3) As you practice your strategy out loud, invite your student to help you.
   4) The goal is to teach your student the strategy so that they can use it independently.
**Tutor Tips:**

- Use a variety of texts, genres, and contexts (maybe a recipe, or how to build a Lego structure also)

- Students should talk about their learning. This reinforces the learning. Tutor can learn what their student understands about the text and what they don’t understand.

- Be a good role model. Let your student see and hear how much you like reading.

- What does the student want to read? Sometimes a student will work harder when it is a book they really want to read.

- Teach your student how to pick out an easy book, a just right book (only a few words they don’t know on the page), and a challenging book.

- Make a bookmark for your student to use with the strategy they are learning on it, plus tips.

- Have a sheet to fill in during/after reading to show reader’s thinking.

- Sticky notes are good for your student to use. Then the tutor can follow their thinking. Example: redundant—I used context clues. It means...

- GED books have one page lessons in the social studies section on a variety of reading strategies such as Cause and Effect, Main Idea, etc.
sun/sunny  partly sunny/partly cloudy  cloud/cloudy  rain/rainy  thunder and lightening

snow/snowy  hail/hailing  wind/windy  fog/foggy  humid  freeze/freezing
tornado  hurricane  flood  blizzard  fire
Simple Simon (Game)

Every teacher has their own personal teaching style. The supplemental things (games, music, etc.) I do in my class may not suit all teachers or all students.

--I like to play "Simon Says" to practice using verbs, or "touch your nose--body parts"

1. I write down sentences the students can use. "Simon says jump".

2. Everyone has a copy. We read through it and explain the vocabulary again--Simon Says is a review.

3. Teacher models first-- I am Simon first.

4. Each student has a turn.

---We do songs and dance--Hokey Pokey--Head and Shoulders Knees and Toes, etc.
---We had a fashion show for clothing vocabulary. Some were too shy and only announced the outfits while others announced and walked.
---Students can draw maps of their houses and label the rooms.
---Teach them how to write their own poetry?

There are unlimited possibilities. I like to have activities that reinforce the vocabulary the students are learning from their books. They always need more practice with their vocabulary. When you teach the same thing different ways "scaffold" the students learning, make a more complex and rich weaving of information in their brains--use visual, kinesthetic, audio, etc.

Have fun! Don't let them fall asleep! Check out Madeline Hunter's Lesson Plan for a procedure for teaching. There are books on this subject too.
Writing a Survival English Lesson Plan

It is very important that the things you teach in your English class relate to the needs of your student.

The Laubach Way to English teacher's manuals (TM) are guides to enable you to cover the elements of English which your student has to learn. However, you should develop the ability to write a lesson from "scratch" on a topic that is relevant to an immediate need your student might have.

For example, your student might need to make an appointment to see a doctor, or he might need to open a savings account at a bank. He can't wait until you reach the skill book lesson which includes the materials related to "doctors" or "banking".

How do you create this type of survival English lesson plan? The lesson format will be similar to that used in the TM........ that is, you will include:

- a list of visual aids;
- a dialog;
- a list of vocabulary words;
- structure focus;
- pronunciation; and
- reading and writing (if necessary).

You will be teaching the dialog, vocabulary, structure focus, and pronunciation using the same procedures described in the IMF teacher's manuals and in this handbook.

There are eight basic steps in developing a survival English lesson plan.

1. Select the topic.

This is not as easy as it might seem. For example, it is not enough to just select a topic such as "Going to the Doctor." You will have to narrow this down to a more focused topic.

For example, "Going to the Doctor" might really mean a lesson constructed around telephoning for an appointment, giving a case history to a nurse, or the actual conversation the student might have with the doctor.

It will be up to you to determine the specific topic you will use in your survival English lesson. Your decision will be based on:

- your student's language ability;
- what he actually needs to do;
- how much time you'll have to work with him before he really needs to use this survival English.

It is possible to select several subtopics and construct a lesson around each one.

2. "Brainstorm" to create a vocabulary list.

Although you won't actually teach the vocabulary to the student until after you have taught him the dialog, you'll want to start here when you're planning the lesson.
The key word in this step is brainstorm. Just start writing out as many words as you can think of that relate to the topic. Don't consider which vocabulary words your student needs most or which words are the most important for him to learn for this topic. And don't be at all concerned about whether each word is appropriate to teach. You'll decide that later. For now, you're trying to be imaginative and creative.

3. **Create the dialog.**

When deciding what to include in the dialog, keep one very important thing in mind: You are not trying to create a dialog that will provide everything your student could possibly need for this particular situation.

Not only is it impossible to know in advance what will transpire in an actual conversation between your student and someone else, but such a dialog would be much too long to teach and to learn.

The real intent of this exercise is to teach a rather simple dialog to your student so that the two of you will then be able to do a role play on the selected topic. The dialog is really just a "springboard" to help your student develop conversation ability during this role play.

The dialog should be limited to about three or four exchanges. For example:

<table>
<thead>
<tr>
<th>Tutor:</th>
<th>Can I help you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td>Yes, I'd like to see the doctor.</td>
</tr>
<tr>
<td>Tutor:</td>
<td>Have you been here before?</td>
</tr>
<tr>
<td>Student:</td>
<td>No, I am a new patient.</td>
</tr>
<tr>
<td>Tutor:</td>
<td>Please fill out this form.</td>
</tr>
<tr>
<td>Student:</td>
<td>Thank you.</td>
</tr>
</tbody>
</table>

Teach the dialog according to the four steps listed on page 15 of this handbook. However, during the role play, do not be concerned about your student's errors. Do not correct him. Let him concentrate on "getting his point across"—even if he uses imprecise English.

4. **Select the vocabulary you will teach.**

Go back now and look at the list of vocabulary words you generated in step 2. Choose six or seven words to teach in the survival English lesson.

There are three categories of vocabulary words that you will teach your student:

- **Words** he will have to say, such as *patient* ("I am a patient").
- **Words** someone else may say to him, such as *fever* ("Do you have a fever?").
- **Words** he will have to know in order for you to explain the survival English setting although he might not have to say them himself and no one will say them to him. For example, you might have to teach the word *thermometer* if you want to be able to explain that the doctor or nurse will put a thermometer in the student's mouth. You could teach the word by using a picture or by putting an actual thermometer in your own mouth.
5. Decide what visual aids you will need.
   Make a list of things that will help you teach the lesson. These include pictures as well as actual objects.

6. Select two or three structural patterns to focus on.
   Teach these according to the steps used in MU, for teaching structure focus (described on page 20 of this handbook). For example:
   
   - have/has
     I have a fever.
     She has a fever.

   - I'd like/we'd like.
     I'd like to see the doctor.
     We'd like to see the doctor.

7. Decide what sounds, pronunciation you will work on.
   Choose sounds that your student might have difficulty producing and which might appear in the words he will need to say. Teach the pronunciation as described on page 48 in Unit D of ESOL Teacher's Manual 1. Or use the steps listed on pages 15-16 of this handbook.
   
   An example of a sound to work on would be the final /s/ in nurse.

8. Determine what your student might have to read.
   Choose words or phrases that your student might encounter in the survival English setting.
   For a beginning student who doesn't read English, this might be as simple as learning to read in and out at the entrance to the post office or supermarket. For a more advanced student, it might involve reading a job application or an application for a driver's license.
   
   An important thing to keep in mind regarding survival English lessons is that it will probably take several classes or sessions to teach one of these lessons. The word "lesson" may be misleading. Do not expect to teach one "lesson" in one meeting with your student.
   
   However, you should plan to do a little of each part of the lesson in each session. That is, teach some of the dialog, vocabulary, structure focus, pronunciation, and reading in each lesson.
   
   Remember that it isn't necessary to work on survival English only when your student has an immediate, pressing need. It's a good idea to include this in each session with your student. By doing so, you are helping your student feel a close connection between what he does during English class and what he needs to do in his daily life. This support will help to keep your student's motivation high.
GROUP DISCUSSIONS

Instead of starting with a discussion, set up some sort of communication activity that only requires short answers.

Ask questions about what people like and do not like. Just get yes or no, as answer to start. Then introduce the idea that they have to use a complete sentence.

Do you like to read?
Yes

Do you like to read?
Yes, I like to read?

Do you like to read?
Yes, I do.

What do you like to read?

Why do you like to read that?

Can you tell us a little bit about what you are reading?

Do the same with movies, food, music, and whatever else you can think of.

Make conversation cards. Each card has a question. Hand out 10 cards to each person. Everyone stands up, walks around the room, and gets answers. Or they choose a conversation partner. But the idea is that the questions are on the cards. This relieves them from having to think of a question, which is to say be creative in a foreign language, and now they just have to ask a question that another person likely knows the answer to.

Use simple and easy questions. Opinion questions might be difficult.

Questions that require them to say more can be based on telling about something or someone, describing a place, telling a story, as in what did you do last night?

Tell us about this "person"?
Describe this "place".

Give sentences using past, present, future tense. (e.g., I have, I had)

Ask student to tell a story about what happened since the last class.

Ask students' where they get stuck with language daily life

Students need to repeat, repeat, and repeat to master all new material.
Word Difficulties in the English Language

There is no egg in eggplant, nor ham in hamburger, neither apple nor pine in pineapple. And while no one knows what is in a hotdog, you can be pretty sure it isn’t canine.

English muffins were not invented in England or French fries in France.

Sweetmeats are candies, while sweetbreads, which aren’t sweet, are meat. We take English for granted. But if we explore its paradoxes, we find that quicksand can work slowly, boxing rings are square, and guinea pig is neither from Guinea nor is it a pig. And why is it that writers write, but fingers don’t fing, grocers don’t groce, and hammers don’t ham?

If the plural of tooth is teeth, why isn’t the plural of booth, beeth? One goose, 2 geese. So one moose, two meese? Is cheese the plural of choose? One mouse, 2 mice. One louse, 2 lice. One house, 2 hice?

If teachers taught, why didn’t preachers praught? If a vegetarian eats vegetables, what does a humanitarian eat? Why do people recite at a play, and play at a recital? Ship by truck or car and send cargo by ship? Have noses that run and feet that smell? Park on driveways and drive on parkways?

How can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites? How can the weather be hot as hell one day and cold as hell another? When a house burns up, it burns down. You fill in a form by filling it out and an alarm clock goes off by going on. You get in and out of a car, yet you get on and off a bus. When the stars are out, they are visible, but when the lights are out, they are invisible. And why, when I wind up my watch, I start it, but when I wind up this essay, I end it? (Author unknown)