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ABSTRACT

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

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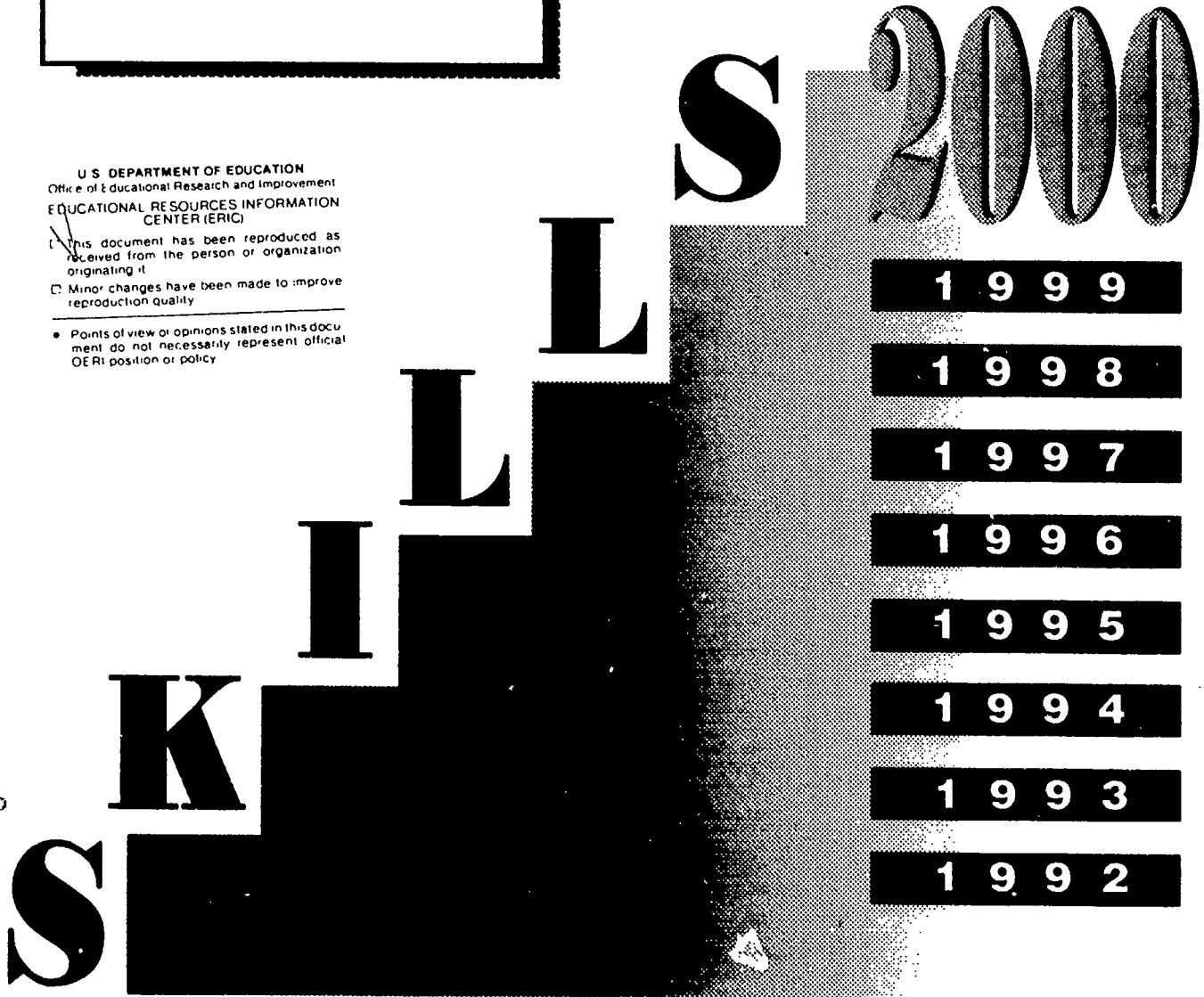
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READING LAB



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**Prepared under a United States Department of Education
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1994

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READING LAB

COURSE OVERVIEW:

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

STRATEGIES FOR ADULT REMEDIATION:

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

DIAGNOSTIC MATERIALS:

- TABE
- Nadine Rosenthal's Diagnostic Phonics and Comprehension Assessment

READING LAB

MATERIALS:

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

METHODS:

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

RESULTS:

Over two years increase in reading scores after 100+ hours of training

SELF EVALUATION

Comments made by students at the end of the class:

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

| |
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- ◇ Verb tenses review

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- ◇ Writing paragraphs

8. Pronouns

- ◇ Pronouns
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WORD SQUARES

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

CAR
A _ _
R _ _

TEA
E _ _
A _ _

NET
E _ _
T _ _

BUS
U _ _
S _ _

WAS
A _ _
S _ _

MAP
A _ _
P _ _

WORD GAMES

How many words can you make from the word **READING** ?

rage
read
red
ring
rain
ride
raid
rind
ran
rag
rein

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

near
nag
nerd

gain
gear
gin
grain
grid
grade
gird
grind
gran
gander

age
anger
and
are
aid
aide
an
ad

ear
era
earn

in
I
idea
ire
id

PRONUNCIATION AND SPELLING KEY

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

Long vowels:

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

Short vowels:

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

VOWEL SOUNDS

→at

at, hat, mat
cat, flat, rat
main

ate

ate, hate mate, date
crate, rate, late,

ai

wait, trait, train
brain, rain, pain,

→ap

cap, rap, tap
sap, lap

ape

cape, rape, tape

ea

great, break, steak

→ake

cake, bake, sake,
make, take, rake,
lake

ace

pace, space, face
race, grace, lace

able

able, table, cable,
fable

Dictation

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

VOWEL SOUNDS

→o

| | | | |
|------|------|-------|-------|
| top | mop | hope | mope |
| hot | not | vote | note |
| stop | cop | close | rose |
| flop | crop | phone | stove |
| lot | pop | rope | Pope |
| | | love | |
| | | dove | |
| | | move | |

Dictation

1. The cop stopped the hot rod.
2. It is not a note for Tom, but for Dot.
3. The vote was close for the new Pope.
4. My pop has a lot of pots on the stove.
5. The rope is close to the phone.
6. Move the note so it is not made hot by the stove.

| |
|---------------------|
| VOWEL SOUNDS |
|---------------------|

→i

| | | | |
|-------|--------|-------|--------|
| in | it | file | smile |
| fib | rib | while | mile |
| sit | kit | | |
| fit | is | pine | wine |
| thin | until | fine | mine |
| | | time | |
| fill | hill | | |
| still | mill | side | ride |
| bill | will | | |
| kill | skill | find | mind |
| | | kind | bind |
| thick | pick | | |
| sick | lick | white | kite |
| wish | fish | right | might |
| rich | | sight | flight |
| hitch | switch | | |
| give | | | |

Dictation

1. The bills are in the thick files.
2. The big hill is filled with pines and vines.
3. White wine is right with fresh fish and rice.
4. Tim fibs to his sister all the time.
5. The pile of tires is outside.
6. My dog bites my leg until I give him a biscuit.

VOWEL SOUNDS

7. In the winter he runs two miles.
8. I wish I might find a ride for tonight.
9. We smile while we participate in the Skills 2000 class.

SPELLING RULES – VOWELS

Vowel sounds change depending on what surrounds them in the word. For example, a vowel followed by a consonant is usually a short vowel sound; a vowel followed by a consonant and another vowel is usually a long vowel sound.

SHORT vowel

hat
pet
sit
not
us

LONG vowel

hate
Pete
site
note
use

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

pat
let
hit
hop
put
sum

patting
letting
hitting
hopping
putting
summary

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

tape
recede
bite
hope
use

taped
receding
biting
hoping
used

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

hope
late

hopeless
lateness

VOWEL COMBINATIONS

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

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

EA exceptions: dead, read

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

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

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

EI = usually sounds like EE
receive, deceive

VOWEL COMBINATIONS

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

REMEMBER: the rule is "I before E, except after C" – when the sound is "EE".
relieve, believe
deceive, receive
Exceptions: foreign, neighbor, either, neither, seize, leisure,
weird, sheik

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

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

EE = always long E sound
need, seed, indeed

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

- ⇒ I will **meet** you in the **meat** department.
- ⇒ He was feeling **weak** all of last **week**.
- ⇒ They left **their** coats over **there** and now **they're** walking to get them.
- ⇒ We need **two** pieces of wood to complete the desk, and some glue **too**.

DICTION

Listen to the teacher for the first time and then as she reads a second time, write down what she tells you. When she reads it a third time, make corrections.

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

HOMONYMS

flee / flea
 to / too / two
 road / rode
 there / their / they're
 tow / toe
 choose / chose
 loose / lose
 feet / feat
 meat / meet
 beet / beat
 taught / taut
 poll / pole
 polish / polish
 bow / bow / bough
 threw / thorough
 seen / scene
 sleigh / slay
 wait / weight
 sail / sale
 eight / ate
 blue / blew
 or / oar / ore
 where / wear
 lyme / lime
 him / hymn
 so / sew
 pair / pear / pare
 flew / flu
 new / knew
 dear / deer
 tale / tail
 bale / bail
 hale / hail

right / write
 fare / fair
 knot / not
 know / no
 knight / night
 site / sight / cite
 flower / flour
 train
 wind / wind
 wound / wound
 four / for / fore
 be / bee / Bea
 plow / plough
 see / sea
 sent / scent
 way / weigh
 whales / Wales / wails
 pain / pane
 by / buy / bi / bye
 hour / our
 hear / here
 hire / higher
 time / thyme
 herd / heard
 hare / hair
 tear / tear
 use / use
 bare / bear
 mail / male
 pail / pale
 tea / tee
 guys / guise

HOMONYMS

boar / bore / Boer
one / won
rain / rein / reign
bridal / bridle
steel / steal
sure / shore
pea / pee

pore / pour / poor
ball / bawl
vein / vane / vain
vile / vial
skin / skein
dough / doe
bite / byte

HOMONYMS

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

A

ale / ail
aloud / allowed
ant / aunt

B

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

C

cell / sell
choose / chose
cite / sight / site

D

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

J

jam / jamb

K

knight / night
knot / not
know / no

L

lead / led
lose / loose
lyme / lime

M

made / maid
male / mail
meet / meat

N

need / knead
new / knew
nun / none / non

O

one / won
or / ore / oar

P

pail / pale
pain / pane
pair / pear / pare

T

tale / tail
taught / taut
tea / tee
tear / tier
there / their / they're
threw / through
tide / tied
time / thyme
to / too / two
tow / toe
train

V

vain / vein / vane
vile / vial

W

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

Y

you'll / Yule
your / you're

HOMONYMS

E

eight / ate

F

fare / fair

feet / feat

flea / flee

flew / flu

flour / flower

for / four / fore

G

gate / gait

grate / great

groan / grown

guise / guys

H

hale / hail

hare / hair

hear / here

herd / heard

him / hymn

hire / higher

hour / our

I

I / eye

I'll / isle / aisle

pea / pee

peace / piece

pea / peel

peer / pier

plow / plough

polish / Polish

poll / pole

pore / poor / pour

Q

quiet / quite

R

rain / reign

raise / raze / rays

real / reel

red / read

right / write

rode / road

rote / wrote

S

sail / sale

see / sea

seem / seam

seen / scene

sent / scent

skin / skein

slay / sleigh

so / sew

some / sum

son / sun

steak / stake

steel / steal

sure / shore

HOMONYMS

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

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

HOMONYMS

Circle the correct word to complete the sentence.

1. I gave **two / too / to** of my pencils **two / too / to** my colleague because he was **two / too / to** tired to get up and get his own.
2. She **knew / new** that the **knew / new** player had **one / won** an award as **one / won** of the best players on the **knew / new** team.
3. After you had to **weight / wait** for the doctor to **weigh / way** you, he told you that there was no **weigh / way** for you to **loose / lose** the extra **weight / wait** without exercise.
4. Because the noise **greated / grated** on his nerves, the **break / brake** operator took his **break / brake** and had a **great / grate** rest.
5. After they stopped at the shop **by / buy / bye** the traffic light to **by / buy / bye** a cake, they cut it into **ate / eight** and **ate / eight** the **pieces / peaces** in **piece / peace** and **quite / quiet**.

COMPLETE SENTENCES

A complete sentence must have the following:

1. subject
2. verb
3. complete thought

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

COMPLETE SENTENCES

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

1. The company is closed for the holiday.
2. Hoping to return.
3. the machine, a large and noisy collator.
4. In the cafeteria, there are new tables
5. Have to be cleaned everyday.
6. When I returned to work after my operation.
7. Even though he forgot to keep track of his hours.
8. Before I came to work here, I worked in many different jobs.
9. For example, machine operator, fast-food worker, and checkout clerk.
10. However, like this job best.

SPELLING RULES – WHEN WORDS END IN "Y"

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

◆ When you make a singular word plural

| | |
|---------|-----------|
| enemy | enemies |
| grocery | groceries |
| library | libraries |

◆ When you add "s" or "ed" to a verb

| | | |
|-------|---------|---------|
| try | tries | tried |
| carry | carries | carried |
| marry | marries | married |
| study | studies | studied |

◆ When you add other parts to the ends of words

| | |
|--------|------------|
| lonely | loneliness |
| marry | marriage |
| beauty | beautiful |

◆ However when you add "ing" you keep the "y"

| | |
|-------|----------|
| try | trying |
| study | studying |
| dry | drying |

SPELLING RULES – WHEN WORDS END IN "Y"

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

◆ When making nouns plural

| | |
|---------|----------|
| monkey | monkeys |
| holiday | holidays |
| display | displays |

◆ When adding "s" or "ed" to verbs

| | | |
|--------|---------|----------|
| employ | employs | employed |
| enjoy | enjoys | enjoyed |
| stay | stays | stayed |

◆ When you add other parts to the ends of words

| | |
|--------|------------|
| play | playful |
| employ | employment |
| pay | payment |

Exceptions:

| | |
|-----|-------|
| day | daily |
| pay | paid |
| lay | laid |

WHEN WORDS END IN "Y" – EXERCISES

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

1. She said that she liked her children at this age, but she (enjoy)
_____ them more when they were (baby) _____.
2. The (secretary) _____ said that they (try) _____ to
learn to use the computer, but they found it very difficult.
3. (Lonely) _____ is not a good reason for
(marry) _____.
4. In order to learn more about birds, she (study) _____ out of
some books she found in both her local and the college
(library) _____.
5. I hope that (employ) _____ (stay) _____ at the
same level it is now, or that it gets better and more people find jobs.
6. Do you get (pay) _____ weekly or (day) _____?

WHEN TO DOUBLE THE CONSONANT

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

1. The dog I had when I was a child always _____ his tail when I came back from school.
2. Stop _____ at me whenever I pronounce your name incorrectly.
3. Our softball team was the _____ team in this season's summer league.
4. She _____ forty cigarettes a day before she gave up last March.
5. I am _____ you will be able to come to my party on Saturday night.
6. He _____ the live wires together with insulation tape.
7. I like receiving letters, but I don't like _____ them.
8. My mother _____ for me when I was a child, and now I care for my children in the same way.
9. The machine operator is _____ parts from sheet metal.
10. She was _____ her lunch break when the fire alarm sounded.

SPELLING RULES

1. i before e, except after c, if the sound of the 2 letters combined is "ee":
 mischief receive

i before e if the sound of the 2 letters combined is "ee". If not, the pattern is reversed :
 foreign

Exceptions either, neither
 seize leisure
 weird sheik

2. If a word ends in "y" and the "y" comes after a **consonant**, change the y to i before adding more to the word:

| | | |
|-----------|-------------|---------|
| enemy | enemies | |
| secretary | secretaries | |
| try | tries | tried |
| study | studies | studied |
| lonely | loneliness | |

But when you add "ing" you keep the "y":

| | |
|-------|----------|
| try | trying |
| study | studying |

If the "y" comes after a **vowel**, you do not change it to "i":

| | | |
|---------|------------|-----------|
| holiday | holidays | |
| display | displays | displayed |
| employ | employment | |
| pay | payment | |

Exceptions: day daily
 pay paid
 lay laid

SPELLING RULES

3. Drop the final silent **e** when adding an ending that begins with a vowel:

| | |
|---------|-----------|
| accuse | accusing |
| dispute | disputing |

Keep the final silent **e** when adding an ending that begins with a consonant:

| | |
|-------|----------|
| hope | hopeless |
| spite | spiteful |

Exceptions: judgment courageous
dyeing argument truly

4. **Double** the final consonant, when adding an ending, when the vowel sound says its sound:

| | |
|---------|-------------|
| sum | summary |
| trim | trimming |
| program | programming |

Usually, in words of more than one syllable, when the accent is on the 1st syllable, **do not double** the consonant:

| | |
|--------|----------|
| layer | layering |
| offer | offered |
| cancel | canceled |

Usually, in words of more than one syllable, when the accent is on the 2nd syllable, **double** the consonant:

| | |
|--------|------------|
| occur | occurring |
| refer | referred |
| prefer | preferred |
| remit | remittance |
| omit | omitted |

Do not double the final consonant, when adding an ending when the vowel sound says its own name:

| | |
|------|--------|
| time | timing |
| rage | raging |
| cope | coping |

REGULAR VERBS – PRESENT TENSE

Example: to come

Singular
(1 person)

I come
you come
he comes
she comes
it comes

Plural
(more than 1 person)

we come
you come
they come
they come
they come

Note: he, she and it need to add an s to the end of the verb.

SUBJECTS AND VERBS

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

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

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

Notice the difference between the verbs (present tense):

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

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

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

Make sure that singular nouns have singular verbs, and plural nouns have plural verbs.

PLURAL FORMS OF NOUNS

- ◇ To make most nouns plural, add **-s**.
 - chairs, tables, dogs, cats

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

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

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

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

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

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

- ◇ Some nouns have **irregular** plural forms.
 - children, men, women, people, feet, teeth, mice, geese

- ◇ Some plurals are the same as the singular.
 - deer, fish, sheep, species, offspring

Plurals that come from Latin and Greek.

bacterium –

bacteria

basis – bases

cactus – cacti

crisis – crises

criterion – criteria

hypothesis – hypotheses

phenomenon –phenomena

PLURAL FORMS OF NOUNS

Singular nouns that end in s

athletics
economics, mathematics, physics
news
politics
the United States

Nouns that are always plural

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

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

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

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

IRREGULAR VERBS

| PRESENT | PAST | PAST PARTICIPLE |
|---------|-------------|-----------------|
| am, be | was | been |
| bear | bore | born, borne |
| beat | beat | beat, beaten |
| become | became | become |
| begin | began | begun |
| bite | bit | bitten |
| bleed | bled | bled |
| blow | blew | blown |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| burst | burst | burst |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| creep | crept | crept |
| cry | cried | cried |
| cut | cut | cut |
| deal | dealt | dealt |
| dig | dug | dug |
| dive | dived, dove | dived |
| do | did | done |
| draw | drew | drawn |
| drink | drank | drunk |
| drive | drove | driven |
| dry | dried | dried |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| flee | fled | fled |
| fly | flew | flown |

| |
|------------------------|
| IRREGULAR VERBS |
|------------------------|

| PRESENT | PAST | PAST PARTICIPLE |
|----------------|---------|-----------------|
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| freeze | froze | frozen |
| fry | fried | fried |
| get | got | got, gotten |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| hang (person) | hanged | hanged |
| hang (thing) | hung | hung |
| has, have | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| hurt | hurt | hurt |
| know | knew | known |
| lay | laid | laid |
| lead | led | led |
| lie | lay | lain |
| lie | lied | lied |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| read | read | read |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| see | saw | seen |
| shake | shook | shaken |
| shine (polish) | shined | shined |
| shine (light) | shone | shone |
| show | showed | shown |
| shrink | shrank | shrunk |

| |
|------------------------|
| IRREGULAR VERBS |
|------------------------|

| PRESENT | PAST | PAST PARTICIPLE |
|---------|-------------|-----------------|
| sing | sang | sung |
| sink | sank | sunk |
| sit | sat | sat |
| slay | slew | slain |
| sleep | slept | slept |
| speak | spoke | spoken |
| spend | spent | spent |
| spread | spread | spread |
| spring | sprang | sprung |
| stand | stood | stood |
| steal | stole | stolen |
| sting | stung | stung |
| swear | swore | sworn |
| swim | swam | swum |
| swing | swung | swung |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| try | tried | tried |
| wake | woke, waked | woken, waked |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

EXPRESSIONS OF TIME

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

🕒 **PAST**

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

🕒 **NOW**

- Always
- Every day
- Usually
- Sometimes
- Often
- Generally
- Today

🕒 **FUTURE**

- In the morning
- Tomorrow
- The day after tomorrow
- In a couple of days
- Next week
- In a few days time
- Next month
- Next year
- Soon
- Later
- Eventually

VERB TENSES

Write the correct form of the verb in the sentences below. Remember to clue in to the Time Expressions.

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

VERB TENSES

Write the correct form of the verb in the sentences below. Remember to clue in to the Time Expressions.

1. I usually _____ to work at about 7:00 a.m.
2. Lillie _____ on second shift from next week.
3. I _____ of changing my job.
4. I look as though I have been crying, because I _____ onions.
5. We _____ to the movies at 7:00 p.m. tonight.
6. I hope the weather _____ for the July 4 weekend.
7. The doctor _____ me that I _____ to wear glasses.
8. Last winter the pond at the bottom of our road _____.
9. He _____ the air conditioner on last night because the temperature _____ 95.
10. We _____ this worksheet during our next class.

VERBS

Write the correct form of the verb in the sentences below.

1. I _____ to Florida for my vacation last year.
2. The new supervisor _____ hands with everyone when he met hem yesterday.
3. My parents _____ me to treat people with respect.
4. When I met Jack last year, we _____ good friends.
5. So far this month the secretary _____ memos.
6. The doctor _____ me that I _____ to wear glasses.
7. _____ you ever _____ in the cafeteria?
8. He _____ pizza for everyone on Friday because made rate during the week.
9. When I first started working here, I _____ where the fire extinguishers were.
10. If I _____ the alarm, I would have left the building.

VERB TENSE REVIEW

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

Example:

TO COME

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

This week he has come to work late only once.

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

1. **TO BREAK**

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

2. **TO BRING**

I always _____ my own lunch to work. Yesterday I _____ a salami sandwich. This month I _____ a lot of different types of sandwiches. Tomorrow I think I _____ a chicken salad sandwich.

VERB TENSE REVIEW**3. TO WRITE**

The supervisor _____ the schedule every day.

Yesterday she _____ the schedule in the morning.

This month she _____ more than 20 schedules.

Next month she _____ a new group of schedules.

4. TO FALL

Sometimes the units _____ off the belts. Yesterday,

three units _____ on the floor. This week, only

those three units _____ on the floor. Next week,

maybe a few more _____ off the belts.

5. TO FEEL

My co-worker _____ sick today. Yesterday he

_____ okay. This month he _____

sick only twice. He _____ better tomorrow!

VERB TENSE REVIEW

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

Example:

TO COME

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

This week he has come to work late only once.

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

1. **TO KEEP**

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

2. **TO TAKE**

The inspector _____ units from the lines every day. This morning she _____ three units from the line. So far this week she _____ many units. Next week, do you think that she _____ more units?

VERB TENSE REVIEW3. **TO SPEAK**

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

4. **TO BUY**

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

5. **TO PUT**

He _____ the envelopes on the unit doors. Yesterday he _____ more than 120 envelopes in the units. So far this afternoon he _____ only 35 envelopes in the units. Tomorrow, he _____ any in the units because he will be working in the coil area.

VERB TENSE REVIEW

6. **TO THINK**

Sometimes I _____ about moving out of NJ. For example,
last night I _____ about moving to Alaska. So far this
month, I _____ about leaving NJ nearly every night.
If I am lucky, I _____ about moving to Maine, next year.

PARAGRAPHS

✍ A **paragraph** has several parts:

INTRODUCTION

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

BODY

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

CONCLUSION

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

WRITING PARAGRAPHS

Write a paragraph for two of the following topics.

1. my best vacation
2. my hobby
3. my children
4. my pet
5. my dream home

Be sure to include an **introduction**, **good support**, and a **conclusion**.

PRONOUNS

A pronoun replaces a noun and makes a sentences easier to read:

A pronoun replaces a noun and makes sentences easier to read:

❖ **Without pronouns:**

Frank took Frank's car out of Franks garage and then Frank took Frank's car to the mechanic.

❖ **With pronouns:**

Frank took his car out of his garage and then he took it to the mechanic.

^Subject Pronouns

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

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

^Object Pronouns

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

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

PRONOUNS

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

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

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

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

These words are also pronouns:

everyone, anyone, someone, no one, everybody, somebody, nobody, everything, something, nothing, neither, either

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

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

PRONOUNS

Pronoun Agreement

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

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

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

NOTE: EACH and EVERY are also singular.

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

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

CONFUSING PRONOUNS

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

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

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

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

Example:

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

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

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

PRONOUNS – EXERCISES

Fix the agreement problem in these sentences.

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

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

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

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

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