

Week 4

Notable contractions

couldn't	he's	it'd
didn't	how'd	it'll
doesn't	how's	it's
don't	I'd	let's
hadn't	I'll	might've
hasn't	I'm	Must've
haven't	I've	
	isn't	
mustn't	must not	should've should have
needn't	need not	shouldn't should not
shan't	shall not	so's so as / so is
she'd	she had / she would	that's that has / that is
she'll	she shall / she will	there's there has / there is
she's	she has / she is	they'll they shall / they will
they're	they are	where's where has / where is
wasn't	was not	who'll who shall / who will
we'd	we had / we would	who's who has / who is
we'll	we will	why's why has / why is
we're	we are	won't will not
we've	we have	won't've will not have
weren't	were not	would've would have
what're	what are	wouldn't would not
what's	what has / what is	you'll you shall / you will
what've	what have	we're we are
when's	when has / when is	

WHEN TO USE A CONTRACTION?

Hey there, watcha doing?
Oh! I'm just chilling.

"You're tearing me apart!!!"
- Jim Stark,
Rebel Without A Cause (1955)


i'm lovin' it

"TALKING" DIRECTLY TO A READER

WRITING DIALOGUE IN A PLAY OR NOVEL

CREATING A SLOGAN OR ADVERTISEMENT

wild How to Use Contractions

Verb Tenses

Verb tenses are verb forms (went, go, will go), which English speakers use to talk about the **past**, **present**, and **future** in their language. There are twelve verb forms in English as well as other time expressions such as *used to*. For English learners, knowing how to use English tenses can be quite a challenge.

Verb Tense Chart

Simple Present

I [study](#) English every day.

Simple Past

Two years ago, I [studied](#) English in England.

Simple Future

If you are having problems, I [will help](#) you study English.

I [am going](#) to study English next year.

Present Continuous

I [am studying](#) English now.

Past Continuous

I [was studying](#) English when you called yesterday.

Future Continuous

I [will be studying](#) English when you arrive tonight.

I [am going to be studying](#) English when you arrive tonight.

Present Perfect

I [have studied](#) English in several different countries.

Past Perfect

I [had studied](#) a little English before I moved to the U.S.

Future Perfect

I [will have studied](#) every tense by the time I finish this course.

I [am going to have studied](#) every tense by the time I finish this course.

Present Perfect Continuous

I [have been studying](#) English for five years.

Past Perfect Continuous

I [had been studying](#) English for five years before I moved to the U.S.

Future Perfect Continuous

I [will have been studying](#) English for over two hours by the time you arrive.

I [am going to have been studying](#) English for over two hours by the time you arrive.

Principal Parts of Irregular Verbs

In the table below, you will find the [principal parts](#) of some of the most common [irregular verbs](#) in [English](#). To find the correct [past](#) or [past participle](#) form of a [verb](#) not included in the list, check your [dictionary](#). If the dictionary gives only the [present form](#) of the verb, presume that the verb is [regular](#) and forms the past and past participle by adding *-d* or *-ed*.

PRESENT	PAST	PAST PARTICIPLE
arise	arose	arisen
be	were (<i>singular was</i>)	been
beat	beat	beaten (<i>or beat</i>)
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost

cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived (<i>or dove</i>)	dived
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got (<i>or gotten</i>)
give	gave	given
go	went	gone
grow	grew	grown

PRESENT	PAST	PAST PARTICIPLE
hang (execute)	hanged	hanged
hang (suspend)	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt (or kneeled)	knelt (or kneeled)
knit	knitted (or knit)	knitted (or knit)
know	knew	known
lay	laid	laid
leave	left	left
lend	lent	lent
let	let	let
lie (recline)	lay	lain
lie (fib)	lied	lied
light	lighted (or lit)	lighted (or lit)
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow	mowed	mowed (or mown)
pay	paid	paid
prove	proved	proved (or proven)

put	put	put
read	read	read
rid	rid (or rided)	rid (or rided)
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
see	saw	seen
say	said	said
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewed (or sewn)
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank (or shrunk)	shrunk (or shrunk)
shut	shut	shut
sing	sang	sung
sink	sank (or sunk)	sunk (or sunken)

PRESENT	PAST	PAST PARTICIPLE
sit	sat	sat
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slit	slit	slit
speak	spoke	spoken
speed	sped (<i>or</i> speeded)	sped (<i>or</i> speeded)
spin	spun	spun
split	split	split
spread	spread	spread
spring	sprang (<i>or</i> sprung)	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank (<i>or</i> stunk)	stunk
strike	struck	struck (<i>or</i> stricken)
string	strung	strung

swear	swore	sworn
sweep	swept	swept
swell	swelled	swelled (<i>or</i> swollen)
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
wake	woke (<i>or</i> waked)	woke (<i>or</i> waked <i>or</i> woken)
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

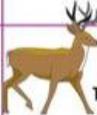
HOMONYMS

WORDS THAT SOUND ALIKE BUT HAVE DIFFERENT MEANINGS

Generally homonyms are two or more words with the same sound and different meanings. They can also differ in spelling.

Homographs are homonyms that have the same pronunciation. **Homophones** are homonyms that have the same spelling and pronunciation such as, bank meaning river bank or money bank.

Word STUDY

 <p>boy The boy is going diving. 📖 boy: meaning a male child</p>	 <p>buoy The buoy floats. 📖 buoy: meaning a navigational aid in the sea</p>	 <p>there His house is over there. 📖 there: meaning at that place</p>	 <p>their Their toys are in the playroom. 📖 their: meaning belonging to them</p>
 <p>here You are here. 📖 here: meaning in this place</p>	 <p>hear I can hear music. 📖 hear: meaning receiving sound through the ears</p>	 <p>sum 2+3 The sum is five. 📖 sum: meaning the result of addition</p>	 <p>some Some sweets in a bowl. 📖 some: meaning a few</p>
 <p>male He is a male computer operator. 📖 male: meaning man</p>	 <p>mail The mail is fast. 📖 mail: meaning letters and things sent by post</p>	 <p>deer This male deer has antlers. 📖 deer: meaning a graceful animal</p>	 <p>dear The dear children are kind. 📖 dear: meaning of great value</p>
 <p>alter She will alter my jeans. 📖 alter: meaning change</p>	 <p>altar The altar has candles. 📖 altar: meaning raised place of worship</p>	 <p>see We can see with our eyes. 📖 see: meaning the sense of sight</p>	 <p>sea The deep sea is salty. 📖 sea: meaning salt water</p>
 <p>hail It is hail that is falling. 📖 hail: meaning frozen rain</p>	 <p>hale He is hale and hearty. 📖 hale: meaning strong and healthy</p>	 <p>bear Bear is a large mammal with thick fur. 📖 bear: meaning a four-legged animal</p>	 <p>bare John is bare. 📖 bare: meaning naked/wearing no clothes</p>
 <p>nay Nay you may not enter. 📖 nay: meaning no</p>	 <p>neigh The horse neighs. 📖 neigh: meaning a horse's cry</p>	<p>wood The wood is heavy. 📖 wood: meaning from trees</p>	<p>would I would attend the meeting. 📖 would: meaning will do</p>
 <p>right To the right. 📖 right: meaning in a direction</p>	 <p>write Write your name. 📖 write: meaning to inscribe</p>	 <p>fair She is fair. 📖 fair: meaning having blonde hair</p>	 <p>fare The fare is cheap. 📖 fare: meaning money charged for a ticket</p>
 <p>hare Hares are small mammals. 📖 hare: meaning a fast-running animal with long ears</p>	 <p>hair Her hair is thick. 📖 hair: meaning what grows from your head</p>	<p>might She might arrive late. 📖 might: meaning not sure/maybe</p>	<p>mite The mite is tiny. 📖 mite: meaning a small spider-like creature</p>
 <p>horse The horse is large and fast. 📖 horse: meaning a four-legged animal</p>	 <p>hoarse His voice is hoarse. 📖 hoarse: meaning rough voice</p>	 <p>buy We buy food at the store. 📖 buy: meaning to purchase</p>	 <p>by They are by the sea. 📖 by: meaning near the sea</p>
 <p>die The flowers will die. 📖 die: meaning to stop living</p>	 <p>dye The dye is purple. 📖 dye: meaning to colour</p>	 <p>vain She is vain. 📖 vain: meaning conceited</p>	 <p>vein The veins are visible. 📖 vein: meaning a part of a leaf</p>

ADVANCED COMPETENCIES		
COMPETENCIES	STUDENT	TUTOR
LISTENING	<p>Comprehends information given orally</p> <p>Follows instructions and directions</p> <p>Participates and responds to a variety of conversations</p>	<p>Uses normal vocabulary with typical cadence and speed</p> <p>Uses more homonyms and idioms</p>
SPEAKING	<p>Demonstrates basic fluency of speech</p> <p>Uses some idiomatic expressions</p> <p>Uses a range of vocabulary</p>	<p>Checks for pronunciation and correct word usage</p> <p>Checks for expression and rhythm</p>
READING	<p>Understands expository writing</p> <p>Identifies spelling, grammar and punctuation errors</p> <p>Reads and comprehends most types of literature forms, such as newspapers, journals, novels</p> <p>Identifies main idea in reading selections</p> <p>Uses a variety of context cues to determine meaning</p>	<p>Introduces multiple types of reading material</p> <p>Introduces different levels of reading</p>
WRITING	<p>Composes multi-paragraph essays</p> <p>Exhibits organized and cohesive writing with few mechanical errors</p>	<p>Practices American idioms</p> <p>Practices different types of writing</p> <p>Encourages self-correction techniques</p>

Future and Future Progressive

GRAMMAR IN CONTEXT

BEFORE YOU READ Look at the pictures. What topics do you think the article will discuss?

Read this magazine article about the future.

PRESENTING THE FUTURE!

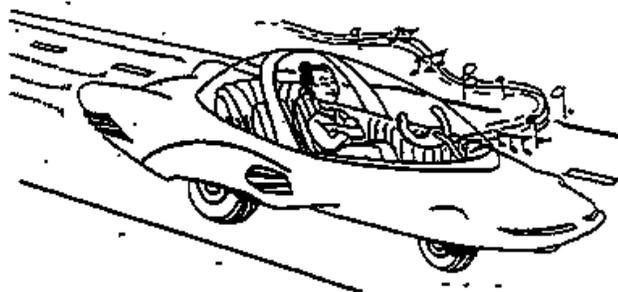
BY TRUONG LENH

The year 2000 was the beginning of a new millennium as well as a new century. With it came a powerful feeling that a new era had begun. Where *will* we *be working* in this new era? How *will* we *be traveling*? What *will* we *be wearing*? Here's what futurists predict.



WORK By the middle of the new millennium, most people *will* probably *be telecommuting* – working at home with computers. As a result, families *will be spending* more time together, and neighborhoods *will become* friendlier.

TRANSPORTATION For those times when you must go to the office, you'll still *be using* a car. However the power sources *will be* a non-polluting combination of hydrogen and electricity. The freeway *will have* a guidance system so you *won't actually be driving* most of the distance. You'll *be free* to listen to music or watch a movie.



FUTURE PROGRESSIVE

STATEMENTS

Subject	Be (not) Going to / Will (not)	Be + Base Form + -ing	
People	are (not) going to will (not)	be living	on Mars by 2050.

YES / NO QUESTIONS

Be / Will	Subject	Going To	Be + Base Form + -ing
Are	they	going to	be living on Mars by then?
Will	you		

SHORT ANSWERS

Affirmative

Yes, they are
I will

SHORT ANSWERS

Negative

No, They're not.
I won't.

WH- QUESTIONS

Wh- Word	Be / Will	Subject	Going To	Be + Base Form + -ing
When	<u>are</u> will	they you	going to	be living on Mars?

LEAVING EARTH

Complete this ad for the Mars shuttle. Use the correct form -the future progressive or the simple present tense- of the verbs in parentheses.

The Sky's Not the Limit

Leave all your earthly problems behind. Call today and in just one week you

I'll be flying (fly) on the new shuttle to Mars! Imagine while everyone
_____ (be) stuck back here on Earth, you _____ (defy) gravity in
our spacious, comfortable, modern spaceship. You _____ (float) in your own
compartment when one of our friendly flight robots _____ (offer) you a freshly
reconstituted meal. You _____ (read) your complimentary copy of
StarMagazine while the gentle swaying of the spacecraft _____ (rock) you to
sleep. And before you know it, you _____ (get ready) to land on the planet of
your dreams. So don't delay! Call for a reservation. Once aboard, we guarantee it you
_____ (not think) about anything except returning again and again and again...

EDITING

Read the flight announcement on the shuttle to Mars. The captain has made seven mistakes in the use of the future and future progressive. Find and correct them. The first mistake is already corrected. (Note: There is often more than one way to correct a mistake.)

is
"Good evening, ladies and gentlemen. This ~~will be~~ your captain speaking. We are going to be leave the Earth's gravity field in about five minutes. When you will hear the announcement, you'll be able to unbuckle your seat belts and float around the cabin. Host robots take orders for dinner soon. They'll serving from 6:30 to 7:30. The shuttle arrives on Mars tomorrow morning at 9:00. Tonight's temperature on the planet is a mild minus 20 degrees Celsius. When you arrive tomorrow morning, the temperature is 18 degrees, but it will be feeling more like 20 degrees. Enjoy your flight."

FUTURE PROGRESSIVE OR SIMPLE PRESENT TENSE

Look at Azize and Kiral Yazgan's schedules for tomorrow. Complete the statements.

Azize	Kiral
8:00 go to the post office	8:00 take the car in the inspection
9:00 fax reports	9:00 meet with the boss
10:00 have phone conference with John Smith	10:00 attend the time-management seminar
11:00 work on the Jansen report	11:00
12:00 lunch with Sara Neumann	12:00 lunch with Jack Allen
1:00 bill clients	1:00 draft the A E W proposal
4:00 take Saril to the dentist	4:00 pick up the car
5:00 shop for food	5:00 take Dursan to the barber
7:00 pay bills	7:00 cut the grass

1. While Azize _____ goes to _____ the post office, Kiral _____ will be taking the car in for inspection _____.
2. Kiral _____ his boss while Azize _____.
3. While Kiral _____ a time-management seminar, Azize _____.
4. While Azize _____ lunch with Sara Neumann, Kiral _____.

FUTURE PROGRESSIVE: AFFIRMATIVE AND NEGATIVE STATEMENTS

Complete this article with the future progressive form of the verbs in parentheses. Choose affirmative or negative.

An Old Approach to a New Problem



Next year, Azize and Kiral Yazgan _____ *will be moving* _____ (1. move) from their rented two-bedroom city apartment to a place called Glenn Commons. There they _____ (2. live) in one of a row of houses facing other houses, all without fences or hedges. They _____ (3. park) in an area in back of the houses. And even though there is a nice kitchen with a large window, the Yazgans _____ (4. prepare) dinners there. Azize, Kiral and their two children _____ (5. eat) most evening meals along with twenty other families in a common house. And they _____ (6. drive) there. They _____ (7. walk) along paths and greenery.

This doesn't sound like the suburbs. What's going on? The Yazgans, along with a growing number of other people, _____ (8. move) to one of the many planned communities that are now being built around the world. Called "co-housing," these communities have cooperative living arrangements that avoid some of the isolation and loneliness of suburban life.

While the Yazgans get to know their neighbors, they _____ also _____ (9. save) money. For starters, they _____ (10. buy) a lawn mower or washer-dryer since the community shares large equipment. And they _____ (11. pay) food, utility or child care bills as individuals either.

THE PRINCE AND THE SERVANT

by Caleb P.

The servant and the prince were like two peas in a pod even though the prince was born with a silver spoon in his mouth and the servant was born with chicken feed. The king had a very hard time with that because he was a fat cat. It was like a bolt from the blue when the prince asked the king to buy the servant new clothes, the king chewed up the scenery at that. The prince said that him and the servant were going to hit the road. The king was down in the mouth. He didn't know what to do. He felt like he was in the doghouse. The king let them go out of the clear blue sky. So the servant and the prince set off. They were up until the eleventh hour walking away from the castle. The prince felt like a fish out of water because he was out of the castle for so long. The prince wanted to drop the servant like a hot potato, but he didn't.

The servant led them to London. He said we had to look for what sounded like a shack. It would be like trying a needle in a haystack. Every time we thought we found it we were barking up the wrong tree. The prince got hot under the collar but when they got there he was tickled pink. The prince felt home sick so he said that there is more than one way to skin a cat and that he was going home. When he got home the king jumped down his throat but was glad to have him home. After that the king and prince always saw eye to eye.

Advanced (Toward Full Production)

In this stage, students will continue to review and reinforce previously learned material with a greater emphasis on grammar and written language skills. The student will be introduced to new vocabulary, which will be incorporated with previously learned subject areas to establish a greater working knowledge of a subject area. The student will also write short descriptive paragraphs, autobiographical essays, short letters and brief summaries of selected reading materials.

Assessment:

Can understand spoken English in most situations.

Can speak in complete sentences with correct grammar in most everyday situations.

Can be generally understood when speaking.

Can read and write at least at a second-grade level.

Concepts:

Regular verbs – all tenses

Consumer information

Irregular verbs – all tenses

Health and Safety

Pronunciation exercises

Employment

Spelling and punctuation in written English

Managing finances: Credit information

Sequence of tenses

Paying taxes – filing tax return

Idioms and compound verbs: Get up, get on, get going

Getting driver's license

Giving and following directions

Vocabulary enrichment: Synonyms antonyms, homonyms

Community life

Comparative – Superlative structures

Home and family

The following types of creative activities can also be introduced in earlier language development stages:

Music & Poetry: Expose students to meaningful words/sounds through music and poetry. Anxiety is reduced, as well as inhibitions. Idiomatic expressions, symbolic content and forms of humor can be internalized, as well as pronunciation and intonation patterns.

Role Play & Drama: Attention to human experience can be highly motivating to students. Eventually students can work on their own tales, stories, mini-dramas, etc.