

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #47
VOCABULARY: Packaging

LESSON GOALS: To teach students how to various food items are packaged and purchased and where to locate various items in a grocery store.

VOCABULARY:

| Set 1: | Set 2: | Set 3: | Set 4: |
|---------------|------------------------|-------------------------|--------------------------|
| bottle | a bottle of soda | shelf | section |
| jar | a jar of jam | aisle | meat and poultry section |
| can | a can of soup | shopping basket | canned goods |
| carton | a carton of eggs | shopping cart | baked goods |
| container | a container of yogurt | customer | manager |
| box | a box of cereal | checker/checkout person | dairy section |
| bag | a bag of potatoes | scale | pet food |
| package | a package of cookies | cash register | produce section |
| six-pack | a six-pack of soda | check out counter | frozen foods |
| loaf | a loaf of bread | bag | baking products |
| roll | a roll of paper towels | packer/bagger | paper products |
| tube | a tube of toothpaste | bottle return | beverages |
| | | | snack foods |
| | | | checkstand |
| | | | checker |
| | | | line |
| | | | paper bag |
| | | | plastic bag |

TEACHING AIDES: Basic Picture Dictionary pages 39, 40 & 41;
Picture Dictionary pages 54, 55, & 56

Introducing Vocabulary:

Step 1: Introduce the vocabulary in Set #1 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 2: Using ***individual response***, have each student pronounce the words in vocabulary Set #1 and write the word(s) in their student journal.

LESSON #47 - cont.

Developing Comprehension:

Step 3: Using the pictures on the top half of Picture Dictionary page 56, explain each Set #1 vocabulary word. Using the pictures on the bottom half of Picture Dictionary page 56, explain the Set #2 vocabulary - different types of foods and what type of packaging they come in.

Step 4: Using the following points, explain each Set #1 & 2 vocabulary words to the students:

- The difference between a **bottle** and a **jar** is that the contents in a bottle are fluid enough that they can be poured compared to the contents in a jar that must be spooned, dipped, forked. (NOTE: **spooned, dipped, forked** are new vocabulary words that may need to be introduced, modeled, pronounced as in Step 1 & 2 and demonstrated. Use the teaching aides provided.)
- A **carton of eggs** is also called a **dozen eggs**.
- **Butter** and **margarine**, even though they are packaged in a box or tub, are purchased **by the pound – a pound of butter or margarine**
- **Cheese**, even though it is packaged in a bag or wrapper, is purchased **by the pound or block – a pound of cheese, a block of cheese**
- **Meat** and **poultry** are purchased **by the pound or by the package – a pound of bacon, a package of bacon** (use picture #2 on page 54 for this purpose)
- A **container**, as in picture #5, page 56, is also referred to as a **carton**
- Explain the different sizes of cans in picture #3, page 56.
- Produce – **vegetables** and **fruit** – are purchased by the **number of (two apples), bunch (a bunch of carrots or radishes), pound (a pound of cherries), or bag** (use the pictures on pages 50 and 51 of Picture Dictionary to further explain how produce is purchased).

Introducing Vocabulary:

Step 5: Introduce the vocabulary in Set #3 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 6: Using *individual response*, have each student pronounce the words in vocabulary Set #3 and write the word(s) in their student journal.

Developing Comprehension:

Step 7: Using the pictures on pages 40 and 41 of Basic Picture Dictionary, explain each Set #3 vocabulary word.

Introducing Vocabulary:

Step 8: Introduce the vocabulary in Set #4 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 9: Using *individual response*, have each student pronounce the words in vocabulary Set #4 and write the word(s) in their student journal.

Developing Comprehension:

Step 10: Using the pictures on the top half of pages 54 and 55 of Picture Dictionary, explain each Set #4 vocabulary word. In addition to the set of vocabulary words, write the following

LESSON #47 - cont.

words/phrases on the board, model them for the students and have the students, using individual response, pronounce the words/phrases and write them in their student journals. As you do this part of the step, point out the location of each word/phrase in the picture and explain the meanings of each word/phrase to the students.

- **sale sign** – on the end of aisle 2A – the soup is on sale at a price lower than its normal price
- **ring bell for assistance** – ring the bell for help
- **in – out** – signs on the door of the store – keeps people coming into the store from bumping into people who are leaving the store with a cart full of groceries or their arms/hands full of groceries
- **bulletin board** – on the wall by the door – a place in the store that you can post a flyer about something you have for sale or want to buy or want other people to know about

Student Interaction:

Step 11: Using the picture on the top half of Picture Dictionary pages 54 and 55, write the names of a variety of foods of your choice on board. Have the students take turns coming to the board and writing, in a complete sentence, which aisle or section they would find one of the foods on in the grocery store pictured. Have students model what they have written for the class and correct their pronunciation when necessary. Example: a bottle of soda – The soda is in the beverage section.

NOTE: Most of the students know where to find items in the grocery store – the importance of this step is that they can say/ask for a particular type of food, aisle, or section in clear, understandable English. So, as they model their answers correct their pronunciation as necessary.

Grammar Exercise:

Step 12: Write the following phrases and rules on the board. Model them for the students and have the students, using individual response, pronounce each phrase and rule and write it in their student journals.

How much?

How many?

RULE #1: Use “much” when something cannot be counted

RULE #2: Use “many” when something can be counted

Step 13: Use the following examples to explain the different usage of “how much” and “how many.” Write the examples on the board, model them for the students and have the students, using group response, pronounce each example.

Example 1: *I am going to buy an apple for my friend and me.
How many apples am I going to buy?
You are going to buy two apples.*

Example 2: *I am going to cook rice for dinner for my husband and me.
How much rice should I buy?
You should buy one box of rice.*

Example 3: *I am going to cook rice for dinner for my husband and me.
How many boxes of rice should I buy?
You should buy one box of rice.*

Note: After you have completed examples #2 and #3, point out the difference of the usage to the students – rice cannot be counted, boxes can be counted.

INSTRUCTOR'S GUIDE

PRONUNCIATION - Level 2 - - LESSON #48

VOCABULARY: Labels and Warnings

LESSON GOALS: To teach students how to read and understand various types of labels and warnings regarding the use of various products and items.

VOCABULARY: **Note:** There is no prescribed vocabulary for this lesson. Generate the vocabulary from each set of labels as you complete the exercises by following the “Introduce Vocabulary” Steps 1 and 2, as follows, with words the students cannot pronounce correctly and/or have difficulty comprehending the meaning of.

Introducing Vocabulary:

Step 1: Introduce the vocabulary by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 2: Using *individual response*, have each student pronounce the words and write the word(s) in their student journal.

TEACHING AIDES: Product Label Student Handouts; Scolari’s Club applications

Developing Comprehension – Parts of a Label:

Step 1: Write the following parts of a label phrases on the board, model them for the students and have the students, using *individual response*, pronounce the phrases and write them in their student journals. As you write each phrase on the board, use the accompanying definition and your own imagination to explain the phrase to the students

- Start by explaining to the students that most all product labels have the following information one them:
 - ✓ *Product information* – name of the product and what the product is used for or will do
 - ✓ *Directions or instructions* – how to use the product
 - ✓ *Ingredients or contents* – what the product is made of
 - ✓ *Weight or volume* – how much product is in the container
 - ✓ *Caution or warning statement* – how the product can cause safety or health problems when used incorrectly
 - ✓ *Manufacturer’s name and contact information* – what company made the product and how you can contact them for more information about the product, give comments you have about the product, or register complaints about the product
 - ✓ *UPC code (Universal Price Code or Bar Code)* – can be scanned through the cash register computer to show the price of the product; also serves as the *proof of purchase* coupon when asking the manufacturer for a refund or discount or entering a product contest
 - ✓ *Recycle symbol* – designates the product container can be recycled when thrown away

Note: As you finish this exercise, on a far side of the board, write the list of parts of a label without the explanations, as you will be using them in other exercises in this Lesson.

LESSON #48 - cont.

Developing Comprehension – Food Labels:

Step 2: Using the “Meat Label Student Handout #1” have the students take turns reading the labels aloud to the class. As each student reads, generate the vocabulary words from words they have difficulty pronouncing or understanding, as suggested in the Vocabulary part of Lesson. When the students have finished reading the labels, explain the following points:

- **Safe Handling Instructions** – (caution or warning part of the label)
 - a. the word “bacteria” as something you cannot see with your eye that can make you sick; another word for “bacteria” is “germ”
 - b. the importance of washing the working surface, utensils, and your hands after handling raw meat because bacteria can multiply on these things
 - c. the importance of cooking meat thoroughly to kill bacteria
 - d. the importance of refrigerating leftovers immediately so they do not spoil
- **Sell by date** – the store’s or manufacturer’s way of guaranteeing freshness
- **Net Wt (weight) and Unit price (price per pound)** – using one of the meat labels, do the multiplication math exercise on the board to show them how to multiply the net weight times the unit price to get the total price
- **Scolari’s Club application (savings card)**- (make students aware that Smith’s and Safeway have similar programs)
 - a. gives you discounts on items in the store with this sticker on them – point out savings using club card on chuck clod roast price sticker
 - b. one penny of every dollar they spend when they show their Scolari’s Club Card goes to benefit a local charity
 - c. explain to the students that if they fill out the Scolari’s Club Card application one penny of every dollar they spend at Scolari’s can go to support their education here at NNLC.
 - d. explain that if they shop at Sak ‘n Save they can keep their sales receipts and turn them into the NNLC office and NNLC gets one penny of every dollar they spend

Step 3: Using the “Food Label Student Handouts #2, 3 and 4” have the students take turns reading the labels aloud to the class. As each student reads, generate the vocabulary words from words they have difficulty pronouncing or understanding, as suggested in the Vocabulary part of Lesson. When the students have finished reading the labels explain that food product labels will have other information that will not be found on other product labels such as the following points:

- **Nutrition Facts** – the part of the food that helps your body grow, stay healthy, or that provides your body with energy - - **Note:** if students want to know about the various nutrients, tell them they will learn that when they advance to Level 35
- **Serving size and/or number of servings per container** – show students, using the Birds Eye Handout, the serving size compared to container size
- **Daily values (nutritional)** – the recommended amount of a particular nutrient that you should eat daily
- **Recipes and tips** – suggested ways to cook the food product

Step 4: Using the “Household Product Label Student Handouts #5, and 6” have the students take turns reading the labels aloud to the class. As each student reads, generate the vocabulary words from words they have difficulty pronouncing or understanding, as suggested in the Vocabulary part

LESSON #48 - cont.

of Lesson. When the students have finished reading the labels explain that household product labels will have other information that will not be found on other product labels such as the following points:

- ***First Aid or Statement of Practical Treatment*** – instructions on what to do if you get the product in your eyes, on your skin or breathe the product fumes or a child swallows some of the product
- ***DANGER: Corrosive or Physical/chemical hazards and flammable***
 - a. ***corrosive*** – will “eat” at metal
 - b. ***flammable*** – will burst into flame if exposed to fire, sparks, or heated surfaces like a hot stove
- ***Manufacturers Coupon*** – show students actual product and explain how they would peel off the coupon and give it to the checker when they pay for the item

Step 5: Using the “Medicine Product Label Student Handouts #7, 8, and 9” have the students take turns reading the labels aloud to the class. As each student reads, generate the vocabulary words from words they have difficulty pronouncing or understanding, as suggested in the Vocabulary part of Lesson. When the students have finished reading the labels, show them the actual medicine products and explain that medicine product labels will have other information that will not be found on other product labels such as the following points:

- ***Active Ingredient*** – the ingredient that makes the medication work in your body
- ***Inactive Ingredient*** – the ingredients that hold the active ingredient together in a pill or capsule form or flavor the medication
- ***Drug Interaction Precaution*** – a warning regarding how the medication is affected in your body by other medications you may be taking
- ***Dosage/dose*** – the amount of the medication you are to take
- ***Poison Control Center*** – a government office that maintains records on how various poisons are to be treated
- ***Tamper resistant*** – the container is protected by a seal so other people cannot/should not open it
- ***First aide*** – care give for minor cuts or injuries that often do not require the attention of a doctor

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #49
VOCABULARY: Money & Purchasing

LESSON GOALS: To assist students in understanding the concepts of money denominations and the grammar concepts of direct and indirect objects.

VOCABULARY:

Set 1:

penny/pennies
nickel/nickels
dime/dimes
quarter/quarters
half dollar/half dollars
dollar/dollars
dollar bill
five dollars
five dollar bill
ten dollars
ten dollar bill
twenty dollars
twenty dollar bill
fifty dollars
fifty dollar bill
one hundred dollars
hundred dollar bill

Set 2:

cash
cost
price
change
buy
bought
pay
paid
check/personal check
credit card
money order
cashier's check
traveler's check

Set 3:

regular (price)
sale (price)
discount
special
high (price)
fair (price)
low (price)
compare
cheap
expensive
bargain
quality
quantity

TEACHING AIDES: Picture Dictionary page 20; Money teaching aide

Introducing Vocabulary:

Step 1: Introduce the vocabulary in Set #1 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 2: Using ***individual response***, have each student pronounce the words in vocabulary Set #1 and write the word(s) in their student journal.

Developing Comprehension:

Step 3: Using the pictures on Picture Dictionary page 20 and the Money teaching aide, explain each Set #1 vocabulary word.

LESSON #49 - cont.

Introducing Vocabulary:

Step 4: Introduce the vocabulary in Set #2 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 5: Using *individual response*, have each student pronounce the words in vocabulary Set #2 and write the word(s) in their student journal.

Developing Comprehension:

Step 6: Using the pictures on Picture Dictionary page 20, explain each Set #2 vocabulary word.

- Explain to the students that checks, money orders, cashier check and traveler's checks are forms of money. Further explain that you can purchase money orders at a variety of places – 7-Eleven, grocery store, and post office; a cashier's check and a traveler's check can be purchased at a bank. Make the students aware that there is a cost to purchase money orders, cashier's checks, and traveler's checks.
- Explain to the students that things they buy with a credit card create a bill that must be paid back.

Step 7: Using the Money teaching aide, have the students take turns counting change for the amount of a purchase using the following steps: **NOTE:** teach the students to count change starting with the amount of the purchase to the amount tendered for the purchase – **EXAMPLE:** Purchase was \$6.39 and \$10.00 was tendered – start with \$6.39 – count coin first \$6.40, \$6.50, \$6.75, \$7.00; then bills \$8.00, \$9.00, \$10.00. Explain to the students that there are two ways to count change – this way, and then just counting the change as cashiers do at the grocery store.

- Write the amount of a large denomination of your choosing on the board and beside it write an amount of a purchase smaller than the denomination you wrote. (Use a different denomination and amount of purchase for each student)
EXAMPLE: \$10.00 (denomination) \$3.61 (amount of purchase)
- Have each student, one student at a time, count the change (difference between the denomination and the amount of purchase) aloud to the rest of the class.

Grammar Exercise:

Step 8: Explain the present, past, and future tenses of the verbs *buy* and *pay* to the students as you use them in the following sentences:

I buy milk at the grocery store.

I bought milk at the grocery store yesterday.

I will buy milk at the grocery store tomorrow.

I pay cash for the milk.

I paid cash for the milk yesterday.

I will pay cash for the milk tomorrow.

- Model the pronunciation of each sentence for the students.
- Using *individual response*, have each student pronounce each sentence and write the sentences in their student journal.

LESSON #49 - cont.

Introducing Vocabulary:

Step 9: Introduce the vocabulary in Set #3 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 10: Using *individual response*, have each student pronounce the words in vocabulary Set #3 and write the word(s) in their student journal.

Developing Comprehension:

Step 11: Use each of the Set #3 vocabulary words in a sentence of your choosing or the following examples to develop the students' comprehension of the words. Write the sentences on the board, modeling the pronunciation of them for the students.

EXAMPLES: The price of the sweater is \$19.97.
The regular price of the sweater is \$19.97
The sale price of the sweater is \$15.98.
The 20% discount on the sweater is \$3.99. The sweater is on special.

Step 12: Use following the examples to demonstrate the word *compare* to the students.

EXAMPLES: I want a red sweater. I need to compare the prices of three red sweaters.
The red cashmere sweater is \$89.95.
The cashmere sweater is good quality.
The price of the cashmere sweater is high.
The regular price of the red wool sweater was \$39.95.
The sale price of the red wool sweater is \$29.95
The price of the red wool sweater is fair.
The red nylon sweater is \$10.95.
The price of the red nylon sweater is low.
The nylon sweater is cheap.
The cashmere sweater is expensive.
The wool sweater is a bargain.

NOTE: Explain "quality" to the students by using the cashmere sweater example that it is a better grade of wool and will last longer than other wools or nylon.

Grammar Exercise:

Step 13: Print the following word on the board as illustrated.

expensive

Explain the following points to the students:

- Some words have more than one part – we call the parts *syllables*. Write the word *syllables* on the board under the word *expensive*, as illustrated, model it for the students and have them write it in their student journals

expensive

syllables

LESSON #49 - cont.

- *Syllables* are the beats or parts you hear when you say a word. Pronounce the word *expensive* for the students putting an emphasis on each syllable as you do. After you pronounce the word emphasizing the syllables, print the word again leaving space between the syllables, as illustrated and pronounce it again in syllable form:

expensive

syllables

ex pen sive

- Have the students, using ***individual response***, pronounce the word and the syllable form of the word
- Using the following list of words, print the words on the board as whole words and in syllable form.

bargain
compare
special
discount
dollar
quality
quantity

bar gain
com pare
spe cial
dis count
dol lar
qual i ty
qaun ti ty

- Model each word as a whole word and then in syllable form for the students
- Have the students, using ***individual response***, pronounce each word and the syllable form of the word and write them in their student journals
- Print the following word on the board as illustrated:

sale

- Model the word ***sale*** for the students and explain that some words have only one syllable
- Print the word ***special*** on the board beside the word ***sale*** as illustrated:

sale special

- Model the two words for the students emphasizing the difference between a one-syllable word and the two-syllable word.
- Have the students, using ***individual response***, pronounce each word and the syllable form of the word ***special*** and write them in their student journals
- Using the following list of words, print the words on the board

sale
price
fair
high

low
buy
cheap

LESSON #49 - cont.

- Model each word for the students explaining, again, that they are all one syllable words
- Have the students, using *individual response*, pronounce each word and write them in their student journals
- Print the following list of words on the board

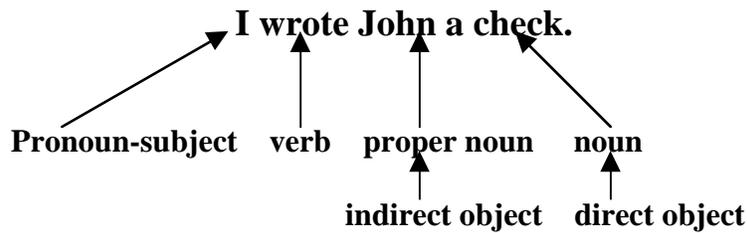
| | |
|--------------------|-------------------|
| purchase | address |
| weight | good |
| telephone | directions |
| volume | young |
| ingredients | check |
| contents | paid |
| code | money |
| old | credit |
| green | cost |
| beans | cash |

- Pronounce the words, one word at a time, for the students. As you pronounce each word, have the students take turns pronouncing the word and telling you how many syllables the word has. The answers are as follows:

| | |
|---------------------------|--|
| pur chase (2) | ad dress (2) (the 1st d is silent) |
| weight (1) | good (1) |
| tel e phone (3) | di rec tions (3) |
| vol ume (2) | young (1) |
| in gre di ents (4) | check (1) |
| con tents (2) | paid (1) |
| code (1) | mon ey (2) |
| old (1) | cred it (2) |
| cost (1) | cash (1) |

LESSON #50 - cont.

Erase the board and print the following sentence and diagram on the board:



Explain the following point to the students:

- The preposition *to* is not used when the indirect object (*who*) is first and the direct object (*what*) is second in the sentence

Using the following groups of words, write the groups of words, one group at a time, on the board and have the students take turns coming to the board to write a complete sentence using the group of words and the preposition *to*.

My book / Maria / I gave

I mailed / Jim / a letter

John handed / a book / Maria

Gail / I passed / the pepper

Jeff / a birthday card / I sent

Mary / I told / a joke

The newspaper / I wrote / a letter

The class / a story / I told

A gift / Jeff / she gave

I lent / Maria / twenty dollars

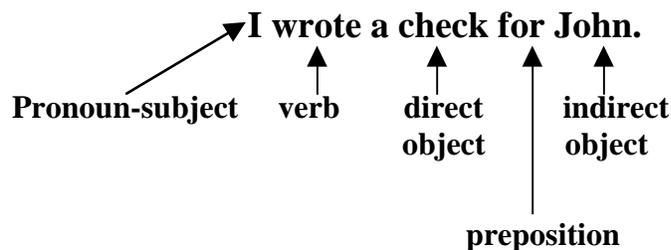
Us / a book / Jose showed

Us / a story / tell

Some candy / John / I gave

I showed / a picture / Maria

Erase the board and print the following sentence and diagram on the board:



Explain the following points to the students:

- With some verbs, the preposition *for* is used with the indirect object
- With these verbs, the indirect object always follows the direct object and *for* is never left out
- Often, when *for* is used as the preposition in sentences with a direct and indirect object, the sentence gives the idea that someone is helping another person – example: I was helping Jose when I wrote the letter for him.

LESSON #50 - cont.

- When the verbs *buy*, *get*, and *make* are use, the preposition *for* introduces the indirect object

Using the following groups of words, write the groups of words, one group at a time, on the board and have the students take turns coming to the board to write a complete sentence using the group of words and the preposition *for*. (More sentences appear on next page of Lesson Plan)

A book / Maria / I bought

John opened / Jim / the door

Cash / I paid / the sweater

Us / he fixed / the car

Maria / got / candy / the class

I will buy / a sweater / my mother

The school / the students / I teach

She answered / me / the question

Twenty dollars / she gave / change

A check / the teller cashed / me

The class / Maria / the candy / made

Me / could you please get / a pencil

INSTRUCTOR'S GUIDE
COMPREHENSION - Level 31/32 - - LESSON #51
VOCABULARY: Money & Purchasing

LESSON GOALS: To assist students in understanding the concepts of money and purchasing and to teach students the grammar concepts of comparison adjectives.

VOCABULARY: **NOTE:** There is no additional vocabulary for this lesson. The lesson uses the vocabulary from Lesson #25 and other previous vocabulary words.

TEACHING AIDES: Comparison Adjectives Student Handout
Making Comparisons Student Worksheet

Grammar Exercise:

Step 1: Print the following sentences on the board as illustrated and model them for the students.

- Have the students, using **individual response**, pronounce the sentences and write them in their student journals

Jose is 30 years old.

Maria is 27 years old.

Jose is three years older than Maria.

Explain the following points to the students:

- As you underline the word ***old*** in the first two sentences, remind the students that the word ***old*** is an ***adjective*** and that an ***adjective*** describes a noun, proper noun, or a pronoun. Write the word ***adjective*** across from the word ***old*** and draw an arrow to it as illustrated:

Jose is 30 years old. ← **Adjective – describes a noun, proper noun or pronoun**

Maria is 27 years old.

Jose is three years older than Maria.

- When we use adjectives to compare two people or two things, the adjectives have special forms. As you explain this concept, underline the word ***older*** in the third sentence and the word ***comparison*** across from the sentence, as illustrated:

Jose is 30 years old. ← **Adjective – describes a noun, proper noun or pronoun**

Maria is 27 years old.

Jose is three years older than Maria. ← **comparison**

- Explain to the students that in this sentence Jose's age is being compared to Maria's age – how old they are compared to each other.

LESSON #51 - cont.

- Write the following rules on the board under the third sentence, circling the *er* ending and the word *than* as illustrated:

when the adjective is a one syllable word, add ending "er"

the word "than" always follows the comparison form of the adjective

Jose is 30 years old. ← Adjective – describes a noun, proper noun or pronoun

Maria is 27 years old.

Jose is three years older than Maria. ← comparison

When the adjective is a one syllable word, add the ending er.

The word "than" always follows the comparison forms the adjective.

- Have the students, using *group response*, pronounce the rules and write them in their student journals
- Print the following list of words on the board, underlining the *er* ending. Model each group for the students

| | |
|--------------|-----------------------|
| old | <u>older</u> |
| young | <u>younger</u> |
| cheap | <u>cheaper</u> |
| cold | <u>colder</u> |
| warm | <u>warmer</u> |
| sick | <u>sicker</u> |

- Write the following sentences on the board and model them for the students. Have the students, using *individual response*, pronounce the sentences and write them in their student journals.

Jose is getting old. He is older than Maria.

Maria is young. She is younger than Jose.

This red sweater is cheap. It is cheaper than the blue sweater.

It is cold outside. It is colder outside than it is inside.

It is warm in Las Vegas. It is warmer in Las Vegas than it is in Reno.

Jose and Maria are sick. Maria is sicker than Jose.

Student Interaction:

Step 2: Write the following words, one word at a time, on the board. Have the students take turns coming to the board and write the comparison form of the adjective and use it in a sentence. Have each student pronounce his/her sentence for the class.

| | | |
|---------------|--------------|---------------|
| small | kind | poor |
| long | fresh | rich |
| sweet | long | high |
| clean | short | strong |
| bright | tall | low |

LESSON #51 - cont.

Step 3: Write the following words and their comparison form on the board and model them for the students. Explain to the students that when a comparison adjective ends in *e* you just add *r*. Write the rule on the board under the list of words, as illustrated, and model it for the students.

| | |
|--------|---------|
| nice | nicer |
| ripe | riper |
| little | littler |
| large | larger |

When a comparison adjective ends in *e* you just add *r*.

- Have the students, using *individual response*, pronounce the words and their comparison forms and write them and the rule in their student journals.
- Use the words in a comparison sentence of your choice. Model the sentence for the students and have the students, using *group response*, pronounce the sentences and write them in their student journals.

Step 4: Write the following words and their comparison form on the board and model them for the students. Explain to the students that when a comparison adjective ends in one vowel and one consonant you double the consonant and add *er*. Write the rule on the board under the list of words, as illustrated, and model it for the students. (Circle the one vowel and consonant as illustrated.)

| | |
|------|---------|
| big | bigger |
| fat | fatter |
| thin | thinner |
| hot | hotter |

When an adjective ends in one vowel and one consonant you double the consonant and add *er* to make the comparison form.

- Have the students, using *individual response*, pronounce the words and their comparison forms and write them and the rule in their student journals.
- Use the words in a comparison sentence of your choice. Model the sentence for the students and have the students, using *group response*, pronounce the sentences and write them in their student journals. EXAMPLE: Reno is bigger than Sparks.

Step 5: Write the following words and their comparison form on the board and model them for the students. Explain to the students that when a comparison adjective ends in *y* you change the *y* to *i* and add *er*. Write the rule on the board under the list of words, as illustrated, and model it for the students.

| | | | |
|--------|----------|-------|---------|
| pretty | prettier | easy | easier |
| funny | funnier | heavy | heavier |
| lazy | lazier | sunny | sunnier |

When a comparison adjective ends in *y* you change the *y* to *i* and add *er*.

LESSON #51 - cont.

- Have the students, using *individual response*, pronounce the words and their comparison forms and write them and the rule in their student journals.
- Use the words in a comparison sentence of your choice. Model the sentence for the students and have the students, using *group response*, pronounce the sentences and write them in their student journals.

Step 6: Write the following words and their comparison form on the board and model them for the students. Explain to the students that when a comparison adjective has two or more syllables you use the word *more* in front of the adjective. Write the rule on the board under the list of words, as illustrated, and model it for the students.

| | | |
|--------------------|-----------------------|-------------------------|
| expensive | ex/pen/sive | more expensive |
| important | im/por/tant | more important |
| interesting | in/ter/est/ing | more interesting |
| wonderful | won/der/ful | more wonderful |
| difficult | dif/fi/cult | more difficult |

When a comparison adjective has two or more syllables use the word “more” in front of the adjective.

- Have the students, using *individual response*, pronounce the words and their comparison forms and write them and the rule in their student journals.
- Use the words in a comparison sentence of your choice. Model the sentence for the students and have the students, using *group response*, pronounce the sentences and write them in their student journals.

Step 7: Write the following words and their comparison form on the board and model them for the students. Explain to the students that some comparison adjectives are *irregular* and the whole word changes. Write the rule on the board under the list of words, as illustrated, and model it for the students.

| | |
|-------------|------------------------|
| good | better |
| bad | worse |
| far | farther/further |

When a comparison adjective is irregular, the whole word changes.

- Have the students, using *individual response*, pronounce the words and their comparison forms and write them and the rule in their student journals.
- Use the words in a comparison sentence of your choice. Model the sentence for the students and have the students, using *group response*, pronounce the sentences and write them in their student journals.

LESSON #51 - cont.

Step 8: Write the following rules on the board and model them for the students. Have the students, using ***group response***, pronounce the rules and write them in their student journals.

Comparative (comparison) adjectives compare two people or things.

Superlative adjectives compare three or more people or things.

- In a chart format as illustrated, write the adjectives and their comparative and superlative forms, along with the rules, on the board and model each group for the students.

| | Adjective | Comparative form Compares 2 | Superlative form Compare 3 or more |
|--|------------------------|--|--|
| Adjectives with one syllable | old big | Add "er" older bigger | Add "est" oldest biggest |
| Adjectives with one syllable that end with "e" | nice large | Add "r" nicer larger | Add "st" nicest largest |
| Adjectives that end with "y" | pretty easy | Change the "y" to "i" and add "er" prettier easier | Change the "y" to "i" and add "est" prettiest easiest |
| Adjective with two or more syllables | expensive important | Use "more" in front of the adjective more expensive (than) more important (than) | Use "most" in front of the adjective most expensive (of all) most important (of all) |
| Irregular adjectives | good bad | Change the whole word better (than) worse (than) | Change the whole word best (of all) worst (of all) |

- Use the words in a comparison sentence of your choice. Model the sentence for the students and have the students, using ***group response***, pronounce the sentences and write them in their student journals.
- Give each student a copy of the **Comparison Adjectives Student Handout**

Step 9:

Give each student a copy of the **Making Comparisons Student Worksheet**. Have the students write one sentence about each of the statements on their worksheet. To show them how to do the exercise, write the following on the board as an example:

1. Write about how tall you are.
I am 5 feet 7 inches tall.
2. Write about how tall someone you know is.
Joe is 6 feet 2 inches tall.
3. Write a sentence to compare how tall you are to how tall the person you know is.
Joe is taller than I am.

When the students have complete the written exercise, have them take turns reading one or two of their comparisons to the class. Correct their comparisons and sentence structure as necessary.

**COMPARISON ADJECTIVES
PRONUNCIATION - Level 2 - - LESSON #51**

STUDENT HANDOUT

| | Adjective | Comparative form Compares 2 | Superlative form Compare 3 or more |
|---|------------------------|--|--|
| Adjectives with one syllable | old big | Add "er" older bigger | Add "est" oldest biggest |
| Adjectives with one syllable that end with "e" | nice large | Add "r" nicer larger | Add "st" nicest largest |
| Adjectives that end with "y" | pretty easy | Change the "y" to "i" and add "er" prettier easier | Change the "y" to "i" and add "est" prettiest easiest |
| Adjective with two or more syllables | expensive important | Use "more" in front of the adjective more expensive (than) more important (than) | Use "most" in front of the adjective most expensive (of all) most important (of all) |
| Irregular adjectives | good bad | Change the whole word better (than) worse (than) | Change the whole word best (of all) worst (of all) |

**MAKING COMPARISONS
PRONUNCIATION - Level 2 - - LESSON #51**

STUDENT WORKSHEET

DIRECTIONS: Using an adjective and its comparative or superlative forms, complete each group of comparisons in this exercise.

GROUP A:

1. Write one sentence about this city.

2. Write one sentence about the city or town you lived in before you came to this city.

3. Write one sentence to compare this city with the last city or town you lived in.

GROUP B:

1. Write one sentence about the house or apartment you live in.

2. Write one sentence about the house or apartment you lived in before the one you live in now.

3. Write one sentence to compare the house or apartment you live in now to the one you lived in before.

GROUP C:

1. Write one sentence about someone you know.

2. Write one sentence about two other people you know.

3. Write one sentence to compare these three people.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #52
VOCABULARY: Money & Purchasing

LESSON GOALS: To assist students in further understanding the concepts of money and purchasing.

VOCABULARY:

Set 1:

buy 1 get 1 free
buy 1 get 1 at half price
20% off original price
reduced 20%
sales tax
rain check
package – pkg.
each – ea.

Set 2:

take back/return
exchange
refund
store credit
non-refundable
return within 10 days
reason for return
free delivery
set up/installation charge

Set 3:

coupon
cut on dotted line
expiration date
valid through
proof of purchase
UPC (universal price code)
limit one per purchase

TEACHING AIDES: Picture Dictionary page 21; Coupon Student Handout

Introducing Vocabulary:

Step 1: Introduce the vocabulary in Set #1 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 2: Using ***individual response***, have each student pronounce the words in vocabulary Set #1 and write the word(s) in their student journal.

Developing Comprehension:

Step 3: Using your own imagination, explain each Set #1 vocabulary word. Also, teach the abbreviations of “package” and “each.”

Student Interaction:

Step 4: Using a hypothetical price of your choosing, show the students how to compute the discounts mentioned in the vocabulary. Have the students take turns coming to the board and computing a discount. NOTE: This is the students’ first exposure to percentages.

Step 5: Sales tax in our county is 7.25%. Have the students take turns coming to the board and figuring the sales tax on a hypothetical price you put on the board. Choose a different price for each student. NOTE: Explain to the students that there is no sales tax in our state on basic food items; but there is on non-food items and such items as soda pop, tobacco, liquor or beer.

LESSON #52 - cont.

Introducing Vocabulary:

Step 6: Introduce the vocabulary in Set #2 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 7: Using *individual response*, have each student pronounce the words in vocabulary Set #2 and write the word(s) in their student journal.

Developing Comprehension:

Step 8: Using Picture Dictionary page 21 and your own imagination, explain each Set #2 vocabulary word.

Two-way dialogue:

Step 9: Using the following groups of sentences and ones of your chose, write the sentences, one group at a time on the board and model the group for the students. With the students taking turns, have one student play the role of clerk and one student play the role of customer as they ask and answer the questions in each group.

Group 1: **How much is this sweater?
That sweater is \$20.94**

Group 2: **If this sweater doesn't match my skirt can I bring it back?
It is on sale, so you will have to bring it back within four days.**

Group 3: **I want to return these pants and get a refund.
Do you have the receipt?**

Group 4: **I want to exchange this dress. I have the receipt.
Go get a different dress and come back here. Then, I'll make the
exchange.**

Introducing Vocabulary:

Step 10: Introduce the vocabulary in Set #3 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 11: Using *individual response*, have each student pronounce the words in vocabulary Set #3 and write the word(s) in their student journal.

Developing Comprehension:

Step 12: Using the Coupon Student Handout, explain each Set #3 vocabulary word.

Step 13: Divide the students into teams of three. Give each student team an NNLC Coupon kit to use in this step.

- Explain to the students that there are several sources of manufacturer's or store coupons, as you do, write the sources on the board as follows, and using *individual response*, have each student pronounce each source and write it in their student journal:

LESSON #52 - cont.

COUPON SOURCES:

newspaper coupon inserts (generally on Sunday)
store ads in newspapers (generally on Wednesday)
magazines (mostly women's type magazines)
on products

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #53
VOCABULARY: COMMUNITY

LESSON GOALS: To assist students in understanding of and ability to use community facilities, services, and resources with emphasis on recognizing the relationship of a local community to a county, state, country, and the world.

VOCABULARY:

| Set 1: | Set 2: | Set 3: | Set 4: |
|---|--------------------|---------------|---------------------|
| world | community | house | left |
| country/countries | neighborhood | apartment | right |
| United States of America | next door neighbor | rent | north |
| state/states | citizen | own | east |
| state of Nevada | resident | | south |
| county/counties | member | | west |
| Washoe County, Nevada | | | turn |
| city | | | block |
| city of Reno – Reno, Nevada | | | turn left |
| town | | | go one block |
| town of Spring Creek – Spring Creek, Nevada | | | It's on your right. |

TEACHING AIDES: World map Picture Dictionary pgs. 124 & 125
United States map on Picture Dictionary pgs. 122 & 123
Places to live – Picture Dictionary pg. 34
Nevada maps (1 per every three students)

Introducing Vocabulary:

Step 1: Introduce the vocabulary in Set #1 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 2: Using ***individual response***, have each student pronounce the words in vocabulary Set #1 and write the word(s) in their student journal.

Developing Comprehension:

Step 3: Using the various map teaching aides and your own imagination, explain each Set #1 vocabulary words.

- Explain/show to the students the many countries in the world – particularly point out those countries that are countries of origin for the students in the class
- Explain/show to the students there are 50 states in the United States and that each state has a state **Capital** – ***the seat of state government*** and that each ***state Capital has a Capitol building***. Write these two variations on the board and point out the difference in spelling of the words ***capital/capitol*** to the students. Explain that the words are

LESSON #53 - cont.

pronounced the same; but have different spellings and different meanings – *capital is a place – capitol is a building.*

- Explain/show to the students, using the state of Nevada map, that each of the 50 states have several counties, as example, Nevada has 17 counties compared to the state of Texas which has 254 counties. Further explain that each county has a *county seat – where the county government is located – Reno is the county seat of Washoe County, Nevada.*
- Explain to the students that a city usually has over 10,000 people living in it and has a government – Reno is a city with over 250,00 people living in it and has a government. A city's government usually has a Mayor and a City Council.
- Explain to the students that a town usually has fewer than 10,000 people living in it and is governed by the County. Some towns have Town Boards that tell the county the needs of the town. Spring Creek, Nevada is a town governed by Elko County. It has a Town Board.

Grammar Exercise:

Step 4: Write the following diagram on the board, as illustrated.

- Write the following rules and examples on the board and model them, one at a time, for the students. Have the students, using *individual response*, pronounce each rule and example and write it in their student journal.

To show that something happened in the past, you add “d” to the action word (verb) when it ends in “e”

present tense

past tense

live in

I live in Reno, Nevada.

lived in

I lived in Los Angeles, California.

you add “ed” to the action word (verb) when it ends with a vowel, consonant, and consonant

present tense

past tense

work at

I work at the Eldorado Hotel.

worked at

I worked at the Silver Legacy last year.

you double the consonant and add “ed” to the action word (verb) when it ends with a consonant, vowel and consonant

present tense

past tense

stop at

I stop at the store everyday.

stopped at

I stopped at the store yesterday.

- Using the following list of words, have the students take turns telling you how to change the present tense to reflect the past. Write the present on the board, one word at a time. .

jump jumped

ask asked

hunt hunted

spot spotted

pass passed

rock rocked

rob robbed

like liked

check checked

LESSON #53 - cont.

Introducing Vocabulary:

Step 5: Introduce the vocabulary in Set #2 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 6: Using *individual response*, have each student pronounce the words in vocabulary Set #3 and write the word(s) in their student journal.

Developing Comprehension:

Step 7: Using the following explanations and your own imagination, explain each Set #3 vocabulary words.

- Explain to the students that a city or town is often referred to as a *community* – community means that most of the people who live there like the same things – in Reno, most of us who live here like the mountains, the river, and the trees.
- Explain to the students that a *neighborhood* is the group of homes or apartments that you live in.
- Explain to the students that a *next-door neighbor* is the person or family that lives in the house next to your house or the apartment next to your apartment.
- Explain to the students that a *citizen* is a person who lives in a country, state, county, city, or town that believes in the government and has earned the right of protection by the government.
- Explain to the students that a *resident* is a person who lives in a country, state, county, city, or town – **resides in**
- Explain to the students that a *member* is a person who belongs to a community by being involved in the community – helps with community projects like cleaning up the river or coaching a soccer team.

NOTE: Explain to the students that a hyphen is used to connect a group of words used as an adjective before a noun - - “**next-door**”(adjective) **neighbor (noun)**. Another example: My neighbor is a **well-known** (adjective) **singer (noun)**.

Introducing Vocabulary:

Step 8: Introduce the vocabulary in Set #3 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 9: Using *individual response*, have each student pronounce the words in vocabulary Set #3 and write the word(s) in their student journal.

Developing Comprehension:

Step 10: Using the following explanations and your own imagination, explain each Set #3 vocabulary words. Explain the following points to the students and as you do, write the explanations on the board and model them for the students and have the students, using *group response*, pronounce the explanations and write them in their student journals.

- a *house or apartment is called a building*
- the *land a building is located on is called property*
- a *building manager is a person that takes care of the building and property for the person who owns it*

LESSON #53 - cont.

- the *person who own a apartment building is the landlord*
- when a *person pays to live in an apartment they rent the apartment*
- the *person who rents an apartment is called a tenant*
- when a *person buys a house they own the house*
- the *person who owns a house is called the owner or homeowner*

Step 11: Write the following words on the board, as illustrated, and model them for the students. Have the students, using *individual response*, pronounce the words and write them in their student journals.

house

home

- Explain to the students that in America they will hear both words used when talking about a house.
- Explain to the students that the word *house* means *a building where someone lives*
- Explain to the students that the word *home* means *where a person lives with the things they like – books, music, art work, etc. or where a family lives with the things they like and share love with each other.*

Introducing Vocabulary:

Step 12: Introduce the vocabulary in Set #4 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 13: Using *individual response*, have each student pronounce the words in vocabulary Set #4 and write the word(s) in their student journal.

Developing Comprehension:

Step 14: Using the U. S. Map on Picture Dictionary pages 122 & 123, explain the compass symbol to the students and directions of north, east, south, and west.

Step 15: Using Picture Dictionary pages 88 & 89, further develop the students' understanding of giving directions using the Set #4 vocabulary words by using points of origin of your choosing and explaining to the students how to reach a destination of your choosing.

Example: You are at the Handyman Tools and want to go to an office in the high-rise building – You would go east on Main Street to Oak, turn left and go two blocks to Second Street, and then turn right. The high-rise building is in the middle of the block on the north side of the street.

As you give examples to the students, write your examples on the board and have the students follow your directions on the street layout on pages 88 & 89. Give the students several examples.

NOTE: For this exercise explain to the students that the top of the page is north, the bottom is south, the Fire Station is to the west, and the Post Office is to the east.

Step 16: Using the street layout, give each student a point of origin and a destination and have them verbally give the class directions on how to get from their point of origin to their destination. Choose a different starting point and destination for each student.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #54
VOCABULARY: MOTION VERBS

LESSON GOALS: To assist students in understanding of and ability to use community facilities, services, and resources with emphasis on local street terminology.

VOCABULARY:

There is no specific vocabulary for this Lesson. Generate the vocabulary using the motion verbs of what the different characters in the picture are doing – walking, waving, parked, etc.

TEACHING AIDES: Picture Dictionary pgs. 90 & 91

Developing Comprehension:

Step 1: Using Picture Dictionary pages 90 & 91 and your own imagination, develop the students' comprehension of the activities that are taking place in the picture.

Grammar Exercise:

Step 2: Using the verb in an activity on pages 90 & 91, explain the following verb tenses to the students. As you explain, write your example on the board as illustrated in the following example. Model the pronunciation of your example and the rule(s) to the students. Have the students, using **individual response**, pronounce the example(s) and the rule(s) and write them in their student journals. Repeat this exercise using a variety of verbs (5 or 6) to develop the students' comprehension of the "present progressive tense."

EXAMPLE:

VERB TENSES

Present Tense – happens (takes place) today:

I drive the bus.

Past Tense – happened yesterday:

I drove the bus yesterday.

Future Tense – will happen tomorrow:

I will drive the bus tomorrow.

Present Progressive – happens at this point in time/right now - - add "ing" to the verb to make the verb present progressive tense - - a present progressive verb always needs a helping verb:

I am driving the bus down the street.

▲ ▲
helping verb main verb – present progressive tense

Step 3: Write the following "helping verb" rules on the board and model them for the students. Have the students pronounce the rules and write them in their student journals.

LESSON #54 - cont.

Helping Verb Rules

Use the helping verb “am” when talking directly about yourself. - - I am driving.

Use the helping verb “is” when talking indirectly about yourself. - - My head is hurting.

Use the helping verb “is” when talking to someone about someone else.

The blond-haired lady is waving.

Use the helping verb “are” when talking to someone else about themselves.

You are crossing the street.

Step 4: Write the following “ing” spelling rules on the board and model them for the students. Have the students pronounce the rules and write them in their student journals.

“ing” Spelling Rules

When a verb ends with vowel-consonant-consonant (VCC) – add “ing”

walk – walking - - She is walking her dog across the street.

When a verb ends with consonant-consonant-consonant (CCC) – add “ing”

catch – catching - - He is catching the bus.

When a verb ends with CVC and has only one syllable – double the last letter and add “ing”

run – running - - The man is running through the park.

When a verb ends with CVC and has two syllables with the stress on the last syllable – double the last letter and add “ing”

per/mit' - permitting - - She is permitting her daughter to have an ice cream cone.

When a verb ends with CVC and has two syllables with the stress on the first syllable – add “ing” - - vis'/it – visiting - - The ladies on the bus are visiting.

When a verb ends with “x” – add “ing”

mix – mixing - - Someone was mixing up the newspapers.

When a verb starts with “qu” think of “qu” together as a consonant – add “ing”

quit – quitting - - She is quitting her job at Mel’s Donuts.

When a verb ends VVC – add “ing”

look – looking - - He is looking at the street light.

When a verb ends in “e” drop the “e” – add “ing”

drive – driving - - She is driving down the street.

When a verb ends in “y” – add “ing” - - fly – flying - - He is flying a kite.

When a verb ends in “ie” – change the “ie” to “y” – add “ing”

tie – tying - - He is tying the newspapers together.