

**INSTRUCTOR'S GUIDE**  
**PRONUNCIATION - Level 2 - - LESSON #55**  
**VOCABULARY: EXPRESSING FEELINGS & DESCRIBING THINGS**

**LESSON GOALS:** To increase students' ability to express their feelings and describe things to others.

**VOCABULARY:**

**Set 1:**

feelings

hot

thirsty

sleepy

cold

hungry

full

comfortable

uncomfortable

disgusted

calm

nervous

in pain

worried

sick

well

relieved

hurt

lonely

in love

**Set 2:**

sad

homesick

proud

excited

scared

embarrassed

bored

confused

frustrated

angry

upset

surprised

happy

tired

furious

terrified

overjoyed

exhausted

starving

humiliated

**TEACHING AIDES:** Picture Dictionary pages 30 & 31;  
Common Infinitive Phrases 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.

## LESSON #55 - cont.

### Developing Comprehension:

Step 3: Using the pictures on Picture Dictionary page 30, explain each Set #1 vocabulary word to the students.

### 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 pages 30 (yellow shaded section) and 31, explain each Set #2 vocabulary word to the students.

### Grammar Exercise:

Step 7: Introduce the concept of infinitives to the students by writing the following on the board as illustrated. As you write the explanations, verbalize it to the students. Have the students, using group response, pronounce the explanations and write them in their student journal.

***to* = a preposition expressing motion or direction to a place**

**I am talking to John.**

**I talked to Jose.**

**I am going to school.**

**I went to school.**

***an infinitive* = *to* + a simple verb that names the action  
or the condition of something**

***to watch***

***to go***

***an infinitive phrase* = a verb + *to* – a simple verb that names the action  
or the condition of something**

I need to take my medicine.

verb                      to + verb

Step 8: Give each student a copy of the Common Infinitive Phrases Student Handout. Explain to the students some of the most common verbs used with and in infinitive phrases by writing the following on the board as illustrated along with a sentence of your choice. As you write the verbs and infinitive clauses on the board, verbalize them to the students. Have the students, using group response, pronounce the clauses.

## LESSON #55 - cont.

### Common infinitive phrases

<u>Verbs</u>	+	<u>to + verb</u>
need		to come
want		to help
be able		to answer
have		to write
has		to buy
had		to do
be going		to call
like		to cash

Step 9: Explain the difference between the words “two,” “too,” and “to,” to the students by writing the following illustration on the board. As you write the illustration on the board, verbalize it to the students. Have the students, using group response, pronounce the words/sentences and write them in their student journals.

### Rules for using “two,” “too,” and “to”

**two = the number 2**

**I sat beside two men on the airplane.**

**too = means in excess or in addition/also**

**I got too scared on the roller coaster.**

**John was scared too. = also**

**to = a preposition that shows location or a part of an infinitive**

**We went to the library to check out books.**

**preposition of location** ↗

↖ **infinitive**

Step10: To further develop the students’ comprehension of the use of “two,” “too,” and “to” write the following sentences on the board, one at a time and have the students take turns coming to the board and filling in the blank with the proper “two,” “too,” or “to.” After the student fills in the blank, have them pronounce the sentence to the class. Note: If the number of sample sentences is insufficient for each student to have a turn, make up sentences of your own choosing using the vocabulary words from the lesson.

## LESSON #55 - cont.

1. The (two) people fell in love.
2. The little girl was (too) sick to go (to) school.
3. The children are being (too) noisy for me (to) sleep.
4. The (two) quiet children were playing a game.
5. He was driving (too) fast.
6. He was (too) tired (to) play with the children.

Step 11: Explain the use of the words “too” and “very” to the students by writing the following illustration on the board. As you write the illustration on the board, verbalize it to the students. Have the students, using group response, pronounce the words/sentences and write them in their student journals.

### Rules for using “too” and “very”

**too = means in addition/also or in excess**

**Jose checked out two books too. = also**

**It was too late to go to the movie. = in excess**

**too = also can imply a negative result**

**The coffee is too hot. - - negative result = I can't drink it.**

**The box is too heavy. - - negative result = I can't lift it.**

**very = means in excess too of more than you thought or than usual**

**The box is very heavy. - - heavier than you thought it would be**

**The coffee is very hot. - - hotter than you thought it would be, but you can drink it**

Step 12: To further develop the students' comprehension of the use of “too” and “very” write the following sentences on the board, leaving a blank in place of the words “very” and “too” in each sentence. One at a time and have the students take turns coming to the board and filling in the blank with the proper word. After the student fills in the blank, have them pronounce the sentence to the class. Note: If the number of sample sentences is insufficient for each student to have a turn, make up sentences of your own choosing using the vocabulary words from the lesson.

1. The tea is (very) hot, but I can drink it.
2. I can't put the book in my pocket. It is (too) thick.
3. The tea is (too) hot. I can't drink it.
4. An elephant is (very) big.
5. I can't eat this food because it is (too) salty.
6. A mouse is (very) small.
7. The sports car is (very) expensive, but the rich lady can buy it if she wants to.
8. The mountain is (too) steep to climb.
9. The mountain is (very) beautiful.
10. My classes are (very) hard, but I like them.
11. It is (too) late to go to the movie. It has started already.
12. Do you think Carol is smart? I think she is (very) smart.

## LESSON #55 - cont.

Step 13: Introduce the concept of “nonaction verbs” to the students by writing the following illustration on the board and explaining each verb and rule to them.

### Nonaction Verbs

VERB	RULE
want	expresses a physical or emotional need, not an action I want to go to the doctor for a check-up.
need	expresses an important physical or emotional need, not an action I need to go to the doctor because I am sick.
like	expresses emotion about something, not an action I don't like to go to the dentist.
love	expresses a romantic or passionate emotion about something or a great enthusiasm for something, not an action I love to go to the beach.
hate	expresses a great dislike for something, not an action I hate to go to the dentist.
hear	expresses a sensory experience, not an action I hear the music.
see	is a physical reaction because your eyes are open, not a planned action I see the letters on the eye chart.
smell	expresses a sensory experience through the nose, not an action I smell the cigar smoke.
taste	expresses a sensory experience through the mouth, not an action I taste the garlic on my meat.
understand	expresses a sensory experience through the brain, not an action I understand what the doctor told me.
know	expresses a sensory experience as fact or truth through the brain, not an action
believe	expresses a sensory experience as opinion or value through the brain, not an action I believe what she told me is true.
think (meaning you <i>believe</i> )	expresses a sensory experience through the brain, not an action I think I will get my tooth pulled.

Step 14: Explain the difference between the nonaction verbs “see” and “hear” and the action verbs of “look,” “watch,” and “listen” to the students by writing the following illustration on the board and explaining each verb and rule to them.

## LESSON #55 - cont.

<b>see</b>	<b>a nonaction verb - is a physical reaction because your eyes are open, not a planned action</b> <b>I see many things and people in this room.</b>
<b>look</b>	<b>an action verb – a planned action that happens when you move your eyes to see a particular thing for a short time</b> <b>I am looking at (pick one of the students and use his or her name). NOTE: remind the students that you add “ing” to present progressive verbs.</b>
<b>watch</b>	<b>an action verb – a planned action that happens when you look at a particular thing for a longer time</b> <b>I watch TV every night.</b>
<b>hear</b>	<b>a nonaction verb – is a physical reaction through the ears, not a planned action</b> <b>I hear the music.</b>
<b>listen</b>	<b>an action verb – a planned action that happens when you use your ears to hear a particular thing</b> <b>I listen to music on the radio in my car everyday.</b>

Step 12: To further develop the students’ comprehension of the difference between the nonaction verbs “see” and “hear” and the action verbs of “look,” “watch,” and “listen” ask the following questions, making sure each student has the opportunity to verbally answer one or more questions in a complete sentence.

1. What do you see in this room?
2. Look at something in the room and tell me what you see.
3. What programs do you like to watch on TV?
4. What do you hear when you walk down the street?
5. What type of music do you like to listen to?

**PRONUNCIATION - Level 2 - - LESSON #55**  
**STUDENT HANDOUT**

Common infinitive phrases

<u>Verbs</u>	+	<u>to + verb</u>	<u>Sample sentences</u>
need		to come	I need to come to school on time.
want		to help	I want to help you tomorrow.
be able		to answer	I am able to answer the question.
have		to write	I have to write a letter to my aunt.
has		to buy	I have to buy my prescription at Wal Mart.
had		to do	I had to do the dishes for my Mother.
be going		to call	She is going to call the doctor.
like		to cash	I like to cash my check at the bank.

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Uses one of the verbs listed above with one of the infinitives listed below and write a simple sentence.

to get

to go

to listen

to marry

to pay

to play

to take

to talk

to walk

to wash

to watch

to work

to cook

to learn

**INSTRUCTOR'S GUIDE**  
**PRONUNCIATION - Level 2 - - LESSON #56**  
**VOCABULARY: WEATHER CONDITIONS & EMERGENCIES**

**LESSON GOALS:** To increase students understanding of weather conditions, emergencies, and natural disasters

**VOCABULARY:**

**Set 1:**

degrees  
Fahrenheit  
Celsius  
hot  
warm  
cool  
cold  
freezing

**Set 2:**

sunny/clear  
cloudy  
raining  
snowing  
windy  
foggy  
humid/*humidity*  
icy  
smoggy  
heat wave  
thunderstorm  
lightning  
hailstorm  
hail  
*sleet*  
snowstorm  
*blizzard*  
dust storm  
*overcast*

**Set 3:**

lost child  
car accident  
airplane crash  
explosion  
earth quake  
mudslide  
fire  
firefighter  
fire truck

**TEACHING AIDES:** Picture Dictionary pages 10 & 102.  
Adding “y” to Make an Adjective Student Handout.  
Compound Word Student Handout  
Note: words in *italics* are not shown in Picture Dictionary.

## LESSON #56 - cont.

### 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 10, explain each Set #1 vocabulary word to the students.

### 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 10, explain each Set #2 vocabulary word to the students.

### Introducing Vocabulary:

Step 7: 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.

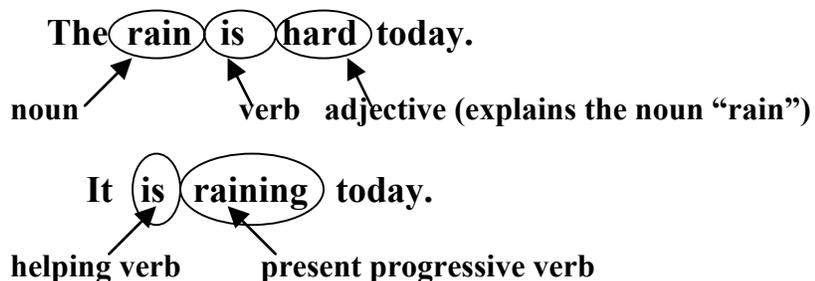
Step 8: Using *individual response*, have each student pronounce the words in vocabulary Set #3 and write the word(s) in their student journal.

### Developing Comprehension:

Step 9: Using the pictures on Picture Dictionary page 102, explain each Set #3 vocabulary word to the students.

### Grammar Exercise:

Step 10: Explain the concept of adding “y” to a noun or verb to make an adjective to the students by writing the following illustration on the board. As you write the illustration on the board, verbalize it to the students. Have the students, *using group response*, pronounce the words/sentences and write them in their student journals.



**Remember to add “ing” to make a verb present progressive – it is happening now.**

## LESSON #56 - cont.

It **is** **rainy** today.  
verb                  adjective

You can add a “y” to a noun or verb to make an adjective.

Step 11: Using the Adding “y” to Make an Adjective Student Handout, further develop the students’ comprehension of this concept by having them make adjectives from the nouns or verbs listed on the handout. When they have finished, have them take turns coming to the board and writing one of the examples.

Step 12: Explain the concept of “if” clauses to the students by writing the following illustration on the board. As you write the illustration on the board, verbalize it to the students. Have the students, using group response, pronounce the words/sentences and write them in their student journals.

### “if” clauses

the word “if” is used when something might happen (maybe)

**If it rains, we will stay home.**  
“if” clause                  main clause  
(maybe it will rain)

**We will stay home, if it rains.**  
main clause                  “if” clause

an “if” clause can come at the beginning or the end of the complete sentence

**If it rains, we will stay home.**

comma →

an “if” clause is always separated from the main idea by a comma when it is used first in the sentence

**If it rains, we will stay home.**

subject/noun ↑ ↑ verb    an “if” clause always has a subject and a verb

Step 13: To further develop the students’ comprehension of “if” clauses, write the following sentences on the board. As you do, model the sentences for the students and have the students, using group response, pronounce the sentences and write them in their student journals.

1. I am going to buy a new car next year if I have the money.
2. If I have the money, I am going to buy a new car next year.
3. If I feel better, I will go to work tomorrow.
4. I will go to work tomorrow if I feel better.
5. If my friends are busy tomorrow, I will go to the movie by myself.
6. I will go to the movie by myself tomorrow if my friends are busy.

## LESSON #56 - cont.

Step 14: Explain to the student that the word “if” is also used when you want to know something or do something that may be possible. Write the following examples on the board to illustrate this concept. As you do, model the sentences for the students and have the students, using group response, pronounce the sentences and write them in their student journals.

1. **She asked if I could go to the movie with her. (wants to know something)**
2. **I will ask my Mother if I can go to the movie. (wants to know something)**
3. **I will come to class everyday if I want to learn English. (want to do something)**

Step 15: Explain the concept of compound words to the students by writing the follow illustration on the board. As you write the illustration on the board, verbalize it to the students. Have the students, using group response, pronounce the words/sentences and write them in their student journals. Note: As you explain the compound words, explain the meaning of the two words that make the compound word. Example: “earth” means the ground we stand on; “quake” means to shake or tremble – both words are used by themselves; but when you put them together you have the word “earthquake” that means the ground is shaking or trembling.

**a compound word is made by putting two words together  
to make a word that means something different  
than the two words by themselves mean**

<b>earth</b>	<b>quake</b>	<b>= earthquake</b>
<b>fire</b>	<b>fighter</b>	<b>= firefighter</b>
<b>police</b>	<b>man</b>	<b>= policeman</b>
<b>air</b>	<b>plane</b>	<b>= airplane</b>
<b>mud</b>	<b>slide</b>	<b>= mudslide</b>

Step 16: To further develop the students’ comprehension of compound words, pass out the Compound Word Student Handout and verbally review the word combinations with the students. After doing a few of the words yourself, have the students take turns reading the root words and the compound word.

**PRONUNCIATION - Level 2 - - LESSON #56**  
**STUDENT HANDOUT**

**Adding “y” to a noun or verb to make an adjective**

NOUN	VERB	ADJECTIVE
when the noun or verb ends in VCC, VCCC, or VVC just add “y” to make an adjective		
rain	raining	rainy
cloud		cloudy
snow	snowing	
storm	storming	
wind		
gloom		
chill		
need	need	
stick	stick	
health		
trick	trick	
mood		
bump	bump	
	sneak	
starch	starch	
room		
snoop	snoop	
curl	curl	
dirt		
thirst	thirst	
when the noun or verb ends in CVC double the last consonant before you add “y”		
fog		foggy
smog		
sun		
mud		
blur	blur	
run	run	
when the noun or verb ends in “e,” drop the “e” before adding “y”		
ice		icy
breeze		
juice		
grease	grease	
scare	scare	

**PRONUNCIATION - Level 2 - - LESSON #56**  
**STUDENT HANDOUT**  
**Compound Words**

<b>1<sup>st</sup> Root Word</b>	<b>2<sup>nd</sup> Root Word</b>	<b>Compound Word</b>
hair	brush	hairbrush
finger	print	fingerprint
quick	sand	quicksand
work	bench	workbench
left	over	leftover
land	mark	landmark
egg	plant	eggplant
wind	storm	windstorm
sun	glasses	sunglasses
stop	watch	stopwatch
drum	stick	drumstick
grand	father	grandfather
corn	starch	cornstarch
pitch	fork	pitchfork
under	water	underwater
yard	stick	yardstick
back	pack	backpack
black	smith	blacksmith
sand	paper	sandpaper
snap	shot	snapshot
river	bank	riverbank
short	stop	shortstop
birth	mark	birthmark
street	car	streetcar
step	mother	stepmother
north	west	northwest
snow	storm	snowstorm
arm	band	armband
week	day	weekday

**INSTRUCTOR'S GUIDE**  
**PRONUNCIATION - Level 2 - - LESSON #57**  
**VOCABULARY: CRIME & PUBLIC SAFETY**

**LESSON GOALS:** To increase students' understanding of crime and public safety.

**VOCABULARY:**

**Set 1:**

crime

commit a crime

criminal

victim

*witness*

vandalism

gang violence

drunk driving

illegal drugs

mugging

burglary

assault

murder

gun

*harm/harmful/harmless*

**Set 2:**

safety

Walk with a friend.

Stay on well-lit streets.

Hold your purse close to your body.

Protect your wallet.

Lock your doors.

Don't open your door to strangers.

Don't drink and drive.

Report crimes to the police.

Neighborhood Watch

designated drivers

*Secret Witness Hotline*

**Set 3:**

arrest a suspect

police officer

handcuffs

hire a lawyer/attorney

guard

defense attorney

appear in court

defendant

judge

stand trial

courtroom

jury

evidence

prosecuting attorney

witness

court reporter

bailiff

verdict

sentence

go to jail/prison

convict

be released

*post bail*

**TEACHING AIDES:** Picture Dictionary pages 99, 100, & 101;  
Suffix Student Handouts #1 & #2.

**NOTE:** Some vocabulary words appear in the bottom yellow shaded sections of the Picture Dictionary pages. Words in *italics* do not appear in Picture Dictionary – use your own imagination to explain them to the students.

## LESSON #57 - cont.

### **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 100, explain each Set #1 vocabulary word to the students.

### **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 101, explain each Set #2 vocabulary word to the students.

### **Introducing Vocabulary:**

Step 7: 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 8: 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 9: Using the pictures on Picture Dictionary page 99, explain each Set #3 vocabulary word to the students.

### **Grammar Exercise: word endings “ful” and “less”**

Step 10: Explain the concept of the suffixes “ful,” “less,” “ment,” and “ness” by writing the following illustration on the board. As you write the illustration on the board, verbalize it to the students. Have the students, ***using group response***, pronounce the words/sentences and write them in their student journals.

**a suffix is added to the end of a word to expand the meaning of the word  
common suffixes are: ful – less – ly – ment – ness**

**you can add “ful” to a word to make a point, tell the amount needed to fill something,  
tell when something is full of or with something, or make a noun or verb and adjective  
to describe something**

**sin + ful = sinful (making a point)  
cup + ful = cupful (the amount needed to fill a cup)**

## LESSON #57 - cont.

**use + ful = useful (is full of use)**

**harm + ful = harmful (makes the verb “forget” an adjective to describe something)**

**you can add “less” to a word to tell when something is without something or has no value**

**sleeve + less = sleeveless (without sleeves)**

**use + less = useless (without use/has no use)**

**harm + less = harmless (has no value/will not harm you)**

**you can add “ly” to words ending in “ful” and “less” to describe how something is done**

**truth + ful = truthful (making a point) + ly = truthfully (how she answered the question)**

**She answered the question the defense attorney asked truthfully.**

**you can add “ment” to a verb to make it a noun – “ment” means the result or condition of something being done**

**appoint + ment = appointment (the result of setting a time to meet)**

**move + ment = movement (the result of something being moved)**

**pay + ment = payment (the result of something being paid)**

**you can add “ness” to an adjective to make it a noun – “ness” means the condition or state of being**

**sick + ness = sickness (the state of being sick)**

**He has a sickness.**

**kind + ness = kindness (the state of being kind)**

**She showed him kindness while he was sick.**

Step 11: To further develop the students’ comprehension of compound words, pass out the Suffix Student Handouts and verbally review the word combinations with the students. After doing a few of the words yourself, have the students take turns reading the root words and the compound word.

Step 12: If class time allows, randomly pick words from the Student Handouts and use them in a sentence. Write the sentences on the board and model them for the students; then have the students, **using group response**, pronounce the sentences.

## PRONUNCIATION - Level 2 - - LESSON #57

### STUDENT HANDOUT #1

### Suffixes

Root word	1 <sup>st</sup> suffix	“ly” suffix	new word
Add “ful” to these nouns to make adjectives that mean full of or with			
<b>care</b>	<b>ful</b>		<b>careful</b>
<b>cheer</b>	<b>ful</b>		<b>cheerful</b>
<b>help</b>	<b>ful</b>		<b>helpful</b>
<b>wonder</b>	<b>ful</b>		<b>wonderful</b>
<b>force</b>	<b>ful</b>		<b>forceful</b>
<b>law</b>	<b>ful</b>		<b>lawful</b>
when words end with a consonant and “y,” change the “y” to “i” and add the suffix			
<b>beauty</b>	<b>ful</b>		<b>beautiful</b>
<b>duty</b>	<b>ful</b>		<b>dutiful</b>
Add “ful” to these nouns to tell the amount need to fill something			
<b>cup</b>	<b>ful</b>		<b>cupful</b>
<b>spoon</b>	<b>ful</b>		<b>spoonful</b>
<b>house</b>	<b>ful</b>		<b>houseful</b>
<b>hand</b>	<b>ful</b>		<b>handful</b>
<b>mouth</b>	<b>ful</b>		<b>mouthful</b>
<b>room</b>	<b>ful</b>		<b>roomful</b>
<b>box</b>	<b>ful</b>		<b>boxful</b>
<b>glass</b>	<b>ful</b>		<b>glassful</b>
add “less” to these nouns to make adjective that mean without or not having			
<b>home</b>	<b>less</b>		<b>homeless</b>
<b>sleep</b>	<b>less</b>		<b>sleepless</b>
<b>worth</b>	<b>less</b>		<b>worthless</b>
<b>seed</b>	<b>less</b>		<b>seedless</b>
<b>sugar</b>	<b>less</b>		<b>sugarless</b>
<b>job</b>	<b>less</b>		<b>jobless</b>
<b>stain</b>	<b>less</b>		<b>stainless</b>
<b>sense</b>	<b>less</b>		<b>senseless</b>
add “ful” or “less” to these words to make them adjectives with or without something			
<b>use</b>	<b>ful</b>		<b>useful</b>
<b>use</b>	<b>less</b>		<b>useless</b>
<b>thought</b>	<b>ful</b>		<b>thoughtful</b>
<b>thought</b>	<b>less</b>		<b>thoughtless</b>
<b>power</b>	<b>ful</b>		<b>powerful</b>
<b>power</b>	<b>less</b>		<b>powerless</b>
<b>hope</b>	<b>ful</b>		<b>hopeful</b>
<b>hope</b>	<b>less</b>		<b>hopeless</b>
<b>thank</b>	<b>ful</b>		<b>thankful</b>
<b>thank</b>	<b>less</b>		<b>thankless</b>

**PRONUNCIATION - Level 2 - - LESSON #57**  
**STUDENT HANDOUT #2**  
**Suffixes**

<b>Root word</b>	<b>1<sup>st</sup> suffix</b>	<b>“ly” suffix</b>	<b>new word</b>
add “ly” to these “ful” and “less” words to describe <i>how</i> things can be done			
<b>truth</b>	<b>ful</b>	<b>ly</b>	<b>truthfully</b>
<b>skill</b>	<b>ful</b>	<b>ly</b>	<b>skillfully</b>
<b>peace</b>	<b>ful</b>	<b>ly</b>	<b>peacefully</b>
<b>faith</b>	<b>ful</b>	<b>ly</b>	<b>faithfully</b>
<b>grace</b>	<b>ful</b>	<b>ly</b>	<b>gracefully</b>
<b>help</b>	<b>less</b>	<b>ly</b>	<b>helplessly</b>
<b>rest</b>	<b>less</b>	<b>ly</b>	<b>restlessly</b>
<b>care</b>	<b>less</b>	<b>ly</b>	<b>carelessly</b>
add “ment” to these verbs to make nouns that mean the result or condition of being done			
<b>retire</b>	<b>ment</b>		<b>retirement</b>
<b>employ</b>	<b>ment</b>		<b>employment</b>
<b>treat</b>	<b>ment</b>		<b>treatment</b>
<b>enjoy</b>	<b>ment</b>		<b>enjoyment</b>
<b>ship</b>	<b>ment</b>		<b>shipment</b>
<b>improve</b>	<b>ment</b>		<b>improvement</b>
<b>state</b>	<b>ment</b>		<b>statement</b>
<b>agree</b>	<b>ment</b>		<b>agreement</b>
<b>disappoint</b>	<b>ment</b>		<b>disappointment</b>
<b>advertise</b>	<b>ment</b>		<b>advertisement</b>
on some words you drop the “e” before you add “ment”			
<b>judge</b>	<b>ment</b>		<b>judgment</b>
<b>argue</b>	<b>ment</b>		<b>argument</b>
add “ness” to these adjectives to make a noun that means “the state of being”			
<b>neat</b>	<b>ness</b>		<b>neatness</b>
<b>fresh</b>	<b>ness</b>		<b>freshness</b>
<b>thick</b>	<b>ness</b>		<b>thickness</b>
<b>sad</b>	<b>ness</b>		<b>sadness</b>
<b>weak</b>	<b>ness</b>		<b>weakness</b>
<b>sore</b>	<b>ness</b>		<b>soreness</b>
<b>bright</b>	<b>ness</b>		<b>brightness</b>
to add “ness” to words that end with a consonant + “y,” change the “y” to “i”			
<b>lazy</b>	<b>ness</b>		<b>laziness</b>
<b>friendly</b>	<b>ness</b>		<b>friendliness</b>
<b>happy</b>	<b>ness</b>		<b>happiness</b>
to add “ness” to three-letter words that end in “y” do not change the “y” to “i”			
<b>sly</b>	<b>ness</b>		<b>slyness</b>
<b>shy</b>	<b>ness</b>		<b>shyness</b>
<b>dry</b>	<b>ness</b>		<b>dryness</b>

**INSTRUCTOR'S GUIDE**  
**PRONUNCIATION - Level 2 - - LESSON #58**  
**GRAMMAR: TYPES OF SENTENCES & CONTRACTIONS**

**LESSON GOALS:** To teach students how to use different types of sentences and contractions.

**VOCABULARY:** There is no set vocabulary for this lesson.

**TEACHING AIDES:** There are no teaching aides for this lesson

**Grammar Exercise:**

**Step 1:** Explain the different types of sentences to the students by writing the following illustration on the board. As you write the illustration on the board, verbalize it to the students. Have the students, **using group response**, pronounce the words/sentences and write them in their student journals.

**Different types of sentences**

**statement = a sentence that express a fact, idea, position, opinion, mood  
or request for action**

**It is cold today. = expresses a fact**

**I think I will buy a new car. = expresses an idea**

**I like to read. = expresses a position**

**She is very smart. = expresses an opinion (I/you think she is smart)**

**I am tired. = expresses a mood (may also be a fact)**

**Mary, when you come home do the dishes. = expresses a request for action**

**NOTE:** Explain to the students that a statement sentence always ends with a period

**Question = a sentence that asks someone about something you want to know**

**Is she smart?**

**Do you have a red dress?**

**How tall is he?**

**What you like to drink besides coffee?**

**NOTE:** Explain to the students that a question sentence always ends with a question mark.

**Answer = a sentence that gives a response to a question**

**NOTE:** Explain to the students that some questions are “yes/no” questions because the answer can be “yes” or “no”

**Question – Is she smart?**

**Answer – Yes, she is very smart.**

**Question – Do you have a red dress?**

**Answer – Yes, I have a red dress.**

## **LESSON #58 - cont.**

**NOTE: Explain to the students that some questions are “information questions” because the answer gives information**

**Question – How tall is he?**

**Answer – He is six feet tall.**

**Question – What do you like to drink besides coffee?**

**Answer – I like to drink tea.**

**exclamatory sentence (exclamation) = a sentence that expresses strong emotion or astonishment/amazement or an urgent command**

**I’m confused! = expresses strong emotion (confusion)**

**I’m confused about what the doctor told me. = statement expresses position**

**This coffee is hot! = expresses strong astonishment**

**This coffee is too hot to drink right now. = statement expresses opinion**

**The mountains are awesome! = expresses strong amazement (of the beauty)**

**The mountains are beautiful. = statement expresses opinion**

**Mary, do the dishes! = expresses an urgent command (do it now)**

**Mary, when you come home do the dishes. = statement request for action**

**Be careful! = expresses an urgent command**

**Jim, be careful driving the care. = statement request for action**

**NOTE: Explain to the students that exclamatory sentences always end with an exclamation point.**

**NOTE: Explain to the students that some exclamatory sentences don’t require a subject when you are speaking directly to or about something**

Step 2: To further develop the students’ comprehension of the different types of sentences write the following sentences on the board, one at a time and have the students take turns coming to the board and putting the right punctuation mark at the end of the sentence and write the type of sentence it is beside it. After the student fills in the blank, have them pronounce the sentence to the class. Note: If the number of sample sentences is insufficient for each student to have a turn, make up sentences of your own choosing.

- 1. This tea is too hot (exclamation)**
- 2. When will you be home (information question)**
- 3. Make your bed when you come home from school (statement of request for action)**
- 4. Be quiet (exclamation)**

## LESSON #58 - cont.

5. It would be fun to go shopping (statement expresses and idea)
6. What time will you be home (information question)
7. I think the red team will win (statement expresses opinion)
8. Do you drive a car or a truck (information question)
9. I drive an old truck (answer to information question)
10. I am nervous about my new job (statement expresses mood)
11. Do you drive a car (yes/no question)
12. Yes, I drive a car (answer to yes/no question))
13. The sun came up at six this morning (statement expresses fact)
14. Do you drive a truck (yes/no question)
15. No, I drive a car (answer to yes/no question)

Step 3: Explain the following types of questions to the students by writing the following illustration on the board. As you write the illustration on the board, verbalize it to the students. Have the students, using group response, pronounce the words/sentences and write them in their student journals.

**“where,” “when,” “what time,” “why,” “what,” “who,” “whom,” and “how”**  
**question words**

**where = asks about location**

**Where are the books?**

**when = asks about an expression of time**

**When did you go to the store?**

**what time = asks about a specific time**

**What time did you take your medicine?**

**why = asks the reason something was done**

**Why did you buy a truck?**

**what = asks about things**

**What did you buy at the store?**

**who = asks about people**

**Who did you see at the store?**

**whom = asks about people in a formal setting**

**Whom did you wish to see at the Senator’s office?**

**NOTE:** Explain to the students that “whom” is seldom used in American English because of the formal nature of the word

**how = asks in what way, by what means, or to what extent/condition**

**How did the fire start? = asks in what way**

**How are you getting to school? = asks by what means**

**How is the baby? = asks condition**

**How much money did it cost? = asks to what extent**

**How many people are coming to the party? = asks to what extent**

**How long are you staying here? = asks to what extent**

## LESSON #58 - cont.

**NOTE:** Explain to the students the following points about how much, how many, and how long:

- “how much” is used with non-count nouns = you can’t count the specific number of items (this could be confusing when used with the word money, as most people would think you can “count” money. You can’t count money, you can count dollars, quarters, etc.)
- “how many” is used with count nouns = things you can specifically count (if the question was “How many dollars did it cost?” you can count dollars)
- “how long” is used with time or dimension = three months/three feet

Step 4: To further develop the students’ comprehension of the these types of question sentences write the following sentences on the board, one at a time and model them for the students. Have the students, using group response, pronounce the question sentences. Note: If the number of sample sentences is insufficient for each student to have a turn, make up sentences of your own choosing.

1. Where did you put the salt?
2. When are you going shopping?
3. What time do you want to go shopping?
4. Why did you buy a truck?
5. What are you going to buy?
6. Who is your dentist?
7. How did you learn to do that?
8. How did you get your house cleaned that fast?
9. When are you cleaning the house?
10. Why are you driving fast?
11. What time does the movie start?
12. Where are we going for dinner?
13. Who are we going to ask to the party?
14. How are you today?
15. What are you going to cook?
16. Where did you buy your dress?
17. How much did you eat?
18. When are you going to study?
19. Why do you want to learn English?
20. How many pickles did you eat?
21. How long did it take to pick the fruit?

Step 5: If class time allows, further develop the students’ comprehension of the lesson by having the students take turns coming to the board and writing different types of sentences and questions. As they write their sentence/question, have them pronounce it for the class. Examples: Have a student write a yes/no question and have another student come to the board and write an answer. Write the word “when” on the board and have a student come to the board and complete the question with their own words.

**INSTRUCTOR'S GUIDE**  
**PRONUNCIATION - Level 2 - - LESSON #59**  
**VOCABULARY: RECREATION**

**LESSON GOALS:** To increase students' understanding of recreational opportunities.

**VOCABULARY:**

**Set 1:**

zoo  
animals  
zookeeper  
botanical gardens  
greenhouse  
gardener  
art museum  
painting  
sculpture  
movie/movies  
seat  
screen  
amusement park  
puppet show  
rollercoaster  
carnival  
rides  
game

**Set 2:**

county fair  
first place/first prize  
exhibition  
swap meet/flea market  
booth  
merchandise  
baseball game  
stadium  
announcer  
*event*  
*schedule*  
*admission*  
*performance*  
*reserved seating*  
*program*  
*ticket*

**TEACHING AIDES:** Picture Dictionary page 152 **Note:** vocabulary words in *italics* are not in Picture Dictionary – use your own imagination to explain them..

**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 152, explain each Set #1 vocabulary word to the students.

## LESSON #59 - 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 152 and your own imagination, explain each Set #2 vocabulary word to the students.

### Grammar Exercise:

Step 7: Explain the concept of modal auxiliaries to the students by writing the following illustration on the board. As you write the illustration on the board, verbalize it to the students. Have the students, ***using group response***, pronounce the words/sentences and write them in their student journals.

**a modal auxiliary is a helping verb  
that expresses that the person speaking feels something is  
necessary – needs to be done,  
advisable – the right thing to do,  
permissible – gives consent for something to be done,  
possible/probable – a degree of certainty that something will happen or be done,  
a person has the ability to do something,  
or something that is to happen in the future**

Step 8: Further explain the concept of modal auxiliaries to the students by writing the following illustration on the board. As you write the illustration on the board, verbalize it to the students. Have the students, ***using group response***, pronounce the words/sentences and write them in their student journals.

<b>Modal Auxiliary</b>	<b>Meaning</b>	<b>Example</b>
<b>can</b>	ability (to do something)	I can dance.
<b>could</b>	past ability	I could dance if I had a partner.
<b>may</b>	possible	It may rain tomorrow.
<b>might</b>	possible (if something else happens to make it possible)	I might go to the football game. (if I have someone to go with.)
<b>must</b>	necessary	I must pay my bills.
<b>ought (to)</b>	advisable (if another result is wanted)	I ought to pay my bills today. (if I want them paid on time.)
<b>should</b>	advisable	You should go to your son's baseball game.
<b>will</b>	future happening	I will meet you at the dance.
<b>would</b>	past future	He would go to the game if someone ask him.
<b>be able to</b>	ability	I am able to go to the dance.
<b>be going to</b>	Future happening	I am going to the dance.
<b>has/have to</b>	necessary	I have to pay my bills.
<b>had</b>	past necessary	I had to pay my bills.

## LESSON #59 - cont.

Step 9: Further develop the concept of modal auxiliaries with the students by writing modal auxiliaries on the board, one at a time, and having the students take turns coming to the board and using the modal auxiliary in a sentence. Have the student pronounce the sentence to the class.

Step 10: Teach the students the concepts of “would like to,” “know how to,” and “learn how to” By writing the following illustration on the board. As you write the illustration on the board, model the phrases for the students. Have the students, using group response, pronounce the phrase.

**would like (to) = want to**  
**like (to) = enjoy**  
**know how (to) = expresses ability to do something**  
**want to know how (to) = expresses desire to learn how to do something**  
**want to learn how (to) = expresses desire to acquire a skill**

### Two-way dialogue:

Step 11: Have a discussion with the students about what types of recreational activities they do by themselves, with friends, and with their family by asking them lead questions. Make sure each student has the opportunity to answer in each category – by themselves, with friends, and with family. Have the students answer your questions in complete sentences. NOTE: As each student answers, take notes about their answer for the next step of the lesson.

Step 12: Using the notes you took in Step 10, have each student further explain (in complete sentences) one of the things they do. Example: If one of the students likes to collect things – what do they collect? How do they find pieces for their collection?

Step 13: Using the Grammar Exercise phrases, have a discussion with the students about what types of recreational activities they would like to do that they don’t do now. What it would take for them “to learn how to,” or “know how to” the activity they would like to do?