**INTERMEDIATE ENGLISH READING ASSIGNMENTS**

**English Angels**: When working with the girls on these assignments, please let them take time to think about their answer.  It is tempting to want to jump in and answer the question for them when they hesitate. Have her tell you the answer, then you can discuss whether it was correct or why it was not.  They need to go through the mental process.

1. **NORTH STAR LESSONS; This is the format for the Basic/Low, Intermediate, Intermediate High, and Advanced books. Students, you have the books in your hand. English Angels, you can find the chapters on out English Angel page at** [**www.spiriteduc.org**](http://www.spiriteduc.org)**.**
2. Focus on the Topic
3. Predicting the Picture; Discussion questions relating to the picture **Previous Friday**
4. Sharing Information; **Monday**

1) Thinking exercise w/ list of answers to put in order

2) Group discussion regarding priorities in part 1)

1. Preparing to Listen; what to pre-consider on topic
2. Vocabulary building. Background info on topic
3. With partner answer questions, compare thinking answers
4. Vocabulary for Comprehension
5. Read sentences and guess meaning of underlines words
6. Match words with definitions
7. Focus on Listening **Tuesday**
8. Listen One: to recording
9. Answers questions on Listening One

Listen for main ideas; answer multiple choice questions

Listening for details; listen again to answer questions.

1. Listen to 2 excerpts
2. Discuss and give opinions

Were predictions correct? (Not always)

Reacting to listening; Multiple choice with “How do you know?”

Discuss and give your opinions. OR opinion discussion with English Angel

1. Listening two; **Wednesday**
2. Discuss pictures
3. Listen to discussion
4. Answer questions about recording
5. Link Listenings one and two
6. Questions on the topics
7. Small groups to explain your answers
8. Opinion- personal choice and reason for answer/ opinion
9. Focus on Vocabulary **Thursday**
10. Complete conversation – fill in the blank
11. Work in Pairs; to answer questions or role playing
12. Focus on Speaking
13. Pronunciation and Grammar

1) Problems to practice grammar

2) Grammar concept

3) Pairs – work on grammar topic

1. Style: conversational small talk
2. Interview type questions
3. Conversation practice
4. Grammar **Friday**
5. Pairs reading conversations out loud. Answer questions
6. Pairs ; reinforcing grammar exercises
7. Speaking topics also with English Angel
8. Interview partner
9. Give opinion to partner
10. Listening task

NEXT STORY PICTURES

**STUDENT DIRECTIONSFOR NORTHSTAR EACH WEEK:** according to the weekly plan above

For each week, students will be responsible for the following:

1. Doing the sections each day as in the program above. Each chapter has the same sections.
2. Prepare the two sections with your English Angel during the second lesson each week.
3. NEVER write on your copy of the book

**B. STUDENT DIRECTIONS FOR RETENTION PRACTICE EACH WEEK:**

You are starting on this beginning the second year because it is difficult, but ABSOLUTELY NECESSARY when interviewing for a call center job. I would like English Angels to work on this also.

1. Each student come to class with 5 sentences. These can be from a book, the internet or your own brain. Start with at least 5 words and we will be practicing with longer sentences as the weeks go by. Do not show these sentences to the other girls before class.
2. Listen to a sentence read ONLY ONCE by one student, then repeat, word for word, what you heard. Take turns doing this. If you are three in a group, have the third student correct or add to the repeat if not correct.
   1. Hint: listen carefully,
   2. stop and repeat the sentence in your head three time before starting to type or write down the answer. This should help you remember.
   3. Then start writing quickly without stopping for spelling errors.
   4. Now look for spelling and grammar errors and correct them.
3. Now, explain what the sentence meant in your words. \*\*\*\* REPEATING WHAT YOU HEARD IS DIFFERENT FROM TELLING THE MEANING IN YOUR OWN WORDS. THE FIRST IS ACTUAL- MAKING A COPY, THE SECOND IS YOUR INTERPRETATION
4. The class shall decide if the interpretation is correct
5. Listen to the sentence again

**GRAMMAR LESSON EACH WEEK**many lessons will be review because Alorica is focusing on these parts of speech and sentence structure.

**D. TELL ME MORE**: this is your continuing activity. Each week’s lesson means:

1. Doing the assigned activities
2. Writing down words you don’t know in your notebook
3. Learning to use those words
4. Learning to use the grammar presented in the lessons- Example; use of correct verb tense.

**WEEK 1**

**NORTHSTAR**Basic/ LowCh.1 Offbeat Jobs

RESEARCH- Present a job you think is Offbeat and explain why it is offbeat.

**RETENTION PRACTICE**

**GRAMMAR:** English Angels; for the rest of the English program, we will be reviewing AND using the English grammar. If the girls are not using correct forms of grammar, please stop them and ask that they rephrase their sentences. Then ask why the first attempt was wrong. Do not just give the correct form for the sentence.

**VERBS: present – past - future**

Simple present forms- ROOT VERB = to write, to talk, to run

I write, you write, we write, they write/ talk/ run/ speak. ALL have the root verb.

She/he/it write**s**, talk**s**, run**s,** speaks. **Root verb + “S” (third singular only)**

Simple Future forms: WILL + ROOT VERB. (ALL FORMS THE SAME)

I will write, you will write, he/she/it/they will write/ talk, run, speak.

Simple Past form: ROOT VERB changes in all cases.

1. TO BE: I was, he/she/it was, you/ we/ they were
2. REGULAR PAST VERBS; ALL have same ROOT + ED/D
   1. Root ending in a consonant: add “ED”. Talked, walked, Only change +ED
   2. Root verb ending in a vowel. Add “D” only agreed, believe, live

I agreed, believed, lived. Only change +D

1. IRREGULAR VERBS; need to memorize this tense change only. It is the same for all simple past forms.

I/you/he/she/we/they Eat/ ate, speak/ spoke, run/ ran, write/ wrote.

In groups of 2-3, make a conversation about an event in the past and present. Present It to the class. THIS IS NOT A MEMORIZING OBJECTIVE. Simply decide on your topic and speak to each other.

Class members will look for grammar errors AND explain what the conversation was about (interpretation, not retention)

**TELL-ME-MORE;** each week as independent work. CD#1 Cultural Exercises: all 3 sections Plus sections on this week’s grammar – see TMM list

**WEEK 2**

**NORTHSTAR** **Basic/ Low** Ch.2 A piece of the country in the City

RESEARCH- Discuss how people in Coatepeque and Guatemala City have a piece of the country

**RETENTION PRACTICE**

**GRAMMAR:**

**PROGRESSIVE VERBS: present – past – future**

**Verb action is over a period of time.**

1. **She was eating when we came. (She was not finished). Simple past: She ate her dinner (she was no longer eating). The baby is sleeping. ( has no awakened yet). The baby slept. (he is now awake)**
2. **Present- Past – Future forms; (present/ past/future) “TO BE” (I am, I was, I will be) + ROOT VERB + ING ending. Example: I + AM + GO +ING = I am going. I was going. I will be going.**
3. **ALL progressive verbs are the same.**

**TELL-ME-MORE;** CD#1 Objects – first third of the topic Plus sections on this week’s grammar – see TMM list

**WEEK 3**

**NORTHSTAR Basic/ Low** Ch.3 A Penny Saved

RESEARCH- Do Guatemalans use a barter system? Each student should give examples.

**RETENTION PRACTICE**

**GRAMMAR:**

**VERBS: PUTTING IT ALL TOGETHER**: present, past, future and progressives. Color code the following on the board.

**PRESENT** = RIGHT NOW Verbs To TALK (regular verb), To SLEEP (irregular)

They talk in their sleep (sleep is a noun). The babies sleep in their beds.(sleep is a verb) General statememnt about babies.

They **are** talk**ing** in the room. The babies **are** sleep**ing** in their beds. “Right now” “still happening”

**PAST**

They talk**ed** in their sleep. The babies sl**e**pt in their bed. (Irregular)

They **were** talk**ing** in their sleep. The babies were sleep**ing** (action ongoing)

**FUTURE**

They will talk tomorrow. The babies will sleep in their beds.

The group **will be** talk**ing** tomorrow. The babies **will** be sleep**ing** in their beds.

**RULES: color coding**

**ROOT VERB** same in all verb forms

**TO BE**(all basis tenses): when used as helper verb in progressive. Same in all tenses.

Slept: irregular simple past form. Change in root verb

Talk**ing:** CONTINUOUS participle – same in all tenses.

Now look at colors to see where the changes are. Where are they the same?

**PRESENT (review) FUTURE AND PAST PROGRESSIVE**

Put the following examples on the board:

This would be a good time to review the past verb tenses. Write a sentence such as:

**“I am in a call center”** (stating a location)

**“I am going to a call center”** (telling about an action to a location)

**“I am going to work in a call center”** (an action with clarification -work)

What is the difference in meaning between present and present Progressive?

Then add past tenses (past and progressive). What is the difference in meaning between past and past progressive? DO NOT give meaning explanations until below.

**“I was in a call center”** (stating a past location)

**“I was going to a call center”** (an action in the past)

**“I was going to work in a call center”** (action and clarification)

Then add future tenses (future and progressive). What is the difference in meaning between future and future progressive? DO NOT give meaning explanations until below.

**“I will be in a call center”** (stating a past location)

**“I will be going to a call center”** (an action in the past)

**“I will be going to work in a call center”** (action and clarification)

Have students explain how each sentence combination has a specific meaning – how do the combinations change the meanings. Make sure each one can do this.

**CLASS EXERCISE**: Have each student make their own verb series, using other verbs. Each student should present a sentence chosen by the class leader. For example; ask for past progressive sentence. Have class determine if sentence is correct or not. Correct if necessary.

**TELL-ME-MORE;**CD#1 Objects – second third of the topic Plus sections on this week’s grammar – see TMM list

**WEEK 4**

**NORTHSTAR Basic/ Low** Ch.4 At Your Service- Service Animals

RESEARCH- Do you know of any service animals in Guatemala? What sort of animals woulod be a good idea and why?

**RETENTION PRACTICE**

**GRAMMAR: Subject MUST agree with the verb.**

1. **One subject + single tense verb. The girl is at the store. She was in many stores. The explanation can be single or plural. Only the subject noun/ pronoun has to agree with the verb.**
2. **Two subjects (plural) + plural verb. Ann and Mary were at the store.**
3. **Subject Pronouns:BI 6.1 Pg 45-46**They are words that replace a noun. Must know the noun though.

I = SINGULAR

YOU = SINGULAR

SHE / HE / IT = SINGULAR

WE /YOU / THEY = PLURAL

1. **When would you use a subject noun (need to define unknown subject) and when to use a pronoun (when subject is known by everyone**). Example: Mary is my friend. SHE is nice. (We know Mary is the subject)

**CLASS EXERCISE**: Make presentations on activities of you and your friends, using nouns and pronouns and correct verbs. The class should listen to our presentation for correct sentences AND be able to tell the class what you said.

**TELL-ME-MORE;**CD#1 Objects – finish the topic Plus sections on this week’s grammar – see TMM list

**WEEK 5**

**NORTHSTAR Basic/ Low** Ch.5 Celletiquete

RESEARCH- Give examples of people who have not shown good celletiquitte.

**RETENTION PRACTICE**

**GRAMMAR**

**ORDER OF ADJECTIVES** BI 7.8-7.9 Pg. 89-91More adjectives: Some sentences have more than 1 adjective for a noun. Discuss how this helps the reader enjoy the story.

In Class: Discuss the 3 adjective types: (make 3 columns on the board. Label them the following categories

1. Determinant: a, an, the, my, this, all, two
2. Adjectives that are opinions: funny, interesting, wonderful, (have students add to this list – on the board
3. Factual adjectives- order of: size, age, condition, form, color, place of Origin, material. Have students make a list of examples and list on the board. (You might make the above categories under this general heading)

Now have each student make a sentence using as many adjectives as possible. Ask the class to correct or approve the sentences that are given. Have them explain why the sentences are correct or incorrect.

**TELL-ME-MORE;** CD#1 Adjectives: first third. Focus on Singular and Plural Plus sections on this week’s grammar – see TMM list

**WEEK 6**

**NORTHSTAR Basic/ Low** Ch. 6 Is It Woman’s Work

RESEARCH- If you are a professional and married, what changes would you like to see in women’s and men’s roles?

**RETENTION PRACTICE**

**GRAMMAR DESCRIPTIVE ADJECTIVES**BI 7.1 Pgs 64-65 Adjectives are an explanation or characteristic of a person, animal or thing.

1. **Adjective explaining in predicate**: The dress is **RED.** Adjective RED is clarifying a subject that has not been explained. There is no further explanation about the dress. You could also say The dress is RED and in the closet.

**Explaining subject after the verb:** explain a subject after the verb- explanation.

I am happy. Mary is nice. She (Mary) is **tall**. He (Pedro) is **strong**. It (the dog) is strong. They (Pedro and Juan) are **fat**. You (all of you-many) are smart.

1. **to better explain noun.** Explain the position of adjectives in Spanish (after noun) versus English (before noun) Adjectives with nouns: the red house, the little girl, Ex: The **little** girl is Mary.
2. **Subject Adjective (with noun)+explanation adjective**. The **big, red**house is **tall**.

**Multiple adjectives before a noun**: Use of commas: The **pretty, long-sleeved, red**dress is my size. The dress is pretty, red and my size. Commas separate the adjective when “AND/ OR” does not.

**Compare two uses of adjectives:**

1. A sentence explanation with a subject noun + verb. The house is red
2. A noun explanation. The BIG, RED dress is Mary’s.

**Have the students make sentences** using subject, predicate and multiple adjectives. They should have a few minutes to do this with their dictionary. Who can have the sentence with the most adjectives? Example: The ten big, black, fat cats are in the pink house.

**TELL-ME-MORE;** CD#1 Adjectives: Second third. Focus on Singular and Plural Plus sections on this week’s grammar – see TMM list

**WEEK 7**

**NORTHSTAR Basic/ Low Ch. 7** Good Food Moods

RESEARCH- share what foods put you in a good mood. What do you like when you are stressed and in a bad mood?

**RETENTION PRACTICE**

**GRAMMAR POSSESSIVE ADJECTIVES**.

**USED WITH A NOUN – explain who owns (dueno) of the noun.** My - Your - Her - His - Its - Our - Their (mi, su). Relate Spanish to English possessives

Examples:Possessive adjectives with descriptive-explanation adjectives

**My** house is big.

**Her** dog is beautiful

**His** notebook is big.

**Your** hair is long.

**Its** bone is small.

**Our** computers are big.

**Their**shoes are beautiful.

**Its** head is big.

Make: 2 sentences for every possessive adjective. Also use descriptive and explanation adjectives in the sentence adjectives. Share these in the next class. Students should listen and be able to explain the meaning of your sentences.

**TELL-ME-MORE;**CD#1 Adjectives: finish the topic. Focus on Singular and Plural Plus sections on this week’s grammar – see TMM list

**WEEK 8**

**NORTHSTAR** Basic/ Low Ch. 8 An Ice Palace to Stay

RESEARCH- Guatemala does not have an ice hotel, but what places would be popular for tourists and why. Do your research

**RETENTION PRACTICE**

**GRAMMAR Subjects, nouns, Objects review,**

**Homework first class:**Make 10 sentences using combinations of nouns, pronouns, descriptive and possessive adjectives with present, present progressive and past tense verbs (4 each verb tense).

CLASS 2: Present homework discussions and sentences. Have class correct as necessary. Have each girl write her examples on the board and explain the placement of the words and their meaning in the sentence.

**TELL-ME-MORE;** CD#1 Coming to America: first third of the topic. Plus sections on this week’s grammar – see TMM list

**WEEK 9**

**NORTHSTAR Basic/ Low** Ch.9 Staying Healthy

RESEARCH- Each student should explain something they have learned to protect their health.

**RETENTION PRACTICE**

**GRAMMAR–BI 6.2-6.21, pgs 47-51, 53 Object Pronouns- direct & indirect**

**Make** 3 columns on the board. Titles are Subject Pronouns, Possessive pronouns and Object pronouns. Fill in each column with correct pronouns

Subject Possessive Indirect Object

With noun AND direct object

I My Me

You your You

He/She/It His/her Him/Her/It

We Our Us

They Their Them

Class Exercise Example:

1. No pronouns: Mary has the book.
2. Subject Pronoun: She has the book.
3. Subject and object pronoun: She has it.
4. Subject + direct + indirect pronouns: She gave it TO me. (Must separate direct and indirect with TO.

Have each girl make sentences using all four sentence forms.

Now, see who can use the most pronouns in a sentence.

In pairs, make a conversation using all forms of pronouns, topic is the group choice. Present the conversation to the class.

**TELL-ME-MORE;**CD#1 Coming to America: second third of the topic. Plus sections on this week’s grammar – see TMM list

**WEEK 10**

**NORTHSTAR Basic/ Low** Ch.10 Endangered Languages

RESEARCH- Discuss the problem of endangered languages in Guatemala

**RETENTION PRACTICE**

**GRAMMAR – BI 6.5, 7.24 pgs.53, 75 Possessive Pronouns versus Adjectives**

**CLASS ACTIVITY as last week**

Subject Possessive Indirect Object Possessive Possessive

with noun AND object (“whose”) Adjective

I My Me mine my

You yours You yours your

He/She/It His/hers Him/Her/It his/ hers his/her/its

We Our Us ours our

They Theirs Them theirs their

Review previous pronouns homework. Have one of the girls put their homework examples on the board # 1-4.

Explain possessive = ownership. Possessive adjective from week 12 review. Possessive adjective is further explaining the noun it is connected to.

1. That is my book.
2. That is her pencil.

Showing possession without a noun. Possessive Pronoun.

1. That book is MINE
2. The pencil is HERS.

The difference is location. Adjectives have attached nouns, pronouns don’t. They are separated by a verb.

Class Exercise Example:

1. No pronouns: Mary has the book.
2. Subject Pronoun: She has the book.
3. Subject and object pronoun: She has it.
4. Subject + direct + indirect pronouns: She gave it TO me. (Must separate direct and indirect with TO.
5. Possessive adjective: That is my book.
6. Possessive pronoun; That book is mine.

Have each girl make sentences using all six sentence forms.

Now, see who can use the most pronouns in a sentence.

In pairs, make a conversation using all forms of pronouns, topic is the group choice. Present the conversation to the class.

**PREPARE FOR A TEST ON VERBS, NOUNS PRONOUNS AND POSSESSIVE ADJECTIVES**

**TELL-ME-MORE**;CD#1 Coming to America: finish the topic. Plus sections on this week’s grammar – see TMM list

**WEEK 12 TEST ON VERBS, NOUNS PRONOUNS AND POSSESSIVE ADJECTIVES**

**NORTHSTAR Intermediate** Ch.1 Advertizing on the Air

RESEARCH- Give examples of advertizing you have heard or read about and tell what you think is not logical or true

**RETENTION PRACTICE**

**TELL-ME-MORE;**CD #2 The Canoe Trip first third of the topic Plus sections on this week’s grammar – see TMM list Plus sections on this week’s grammar – see TMM list

**WEEK 13**

**NORTHSTAR Intermediate** Ch.2 Pushing the Limit

RESEARCH- Find an extreme sport on the internet and share why it is extreme with the class

**RETENTION PRACTICE**

**GRAMMAR**

**Superlative adjectives: BI 7.33 pgs. 85-87**

**Explain;**use when comparing one noun with another.

1. Add THE before the adjective + est/ st/ iest to noun

Mary is the slow**est** runner. He is the fun**niest**.

1. When explaining the most or more than any other noun. Add THE before the adjective +most or more + adjective.

John is **the most** responsible person in the family

Negative: John is **the least** responsible person

**TELL-ME-MORE;** CD #2 The Canoe Trip second third of the topic Plus sections on this week’s grammar – see TMM list

**WEEK 14**

**NORTHSTAR Intermediate** Ch.3 Too Good to be True

Research- bring an example of something you heard that is too good to be true. Explain why you think this is too good to be true.

**RETENTION PRACTICE**

**GRAMMAR**

**Comparison of descriptive Adjectives BI 7.32 pgs. 81-85**

First, read one sentence from each girl’s homework book and have the class evaluate them

**LESSON:** You are trying to say something is “ more than normal, more than other things.

Class work: have several adjectives to represent each rule. After explaining each rule, have the students use that rule with another adjective. For example:

**RULE OF ADDING ER:** cheap (ends in a consonant) add ER. Cheaper. It is not just cheap, it is more than that, it is cheaper (more cheap).

**Types =**

**+ER:** word ends in consonant: cheapER

**+R:** word ends in E, so only ad R: niceR

**“consonant+ER** Last work syllable ends in consonant-vowel-consonant; double last consonant+ER: thinNER

**Y to IER.** Words ends in Y, drop Y and add IER: happY – happier

**MORE:** Two syllable words- capable = MORE capable

**NEGATIVE WHEN MEANING NOT AS SPECIAL, ETC.**

**LESS - NOT AS** are used when trying to say something is not like normal. The lesson is less important than the other lesson.

Have student make sentences using all types of comparative descriptive adjectives in sentences. They may need a little time to do so and should use their Basico Ingles book if they need to. They must make new sentences, not repeat ones found in the book.

**TELL-ME-MORE;**CD #2 The Canoe Trip, finish the topic Plus sections on this week’s grammar – see TMM list

**WEEK 15**

**NORTHSTAR Intermediate** Ch.4 Art of Storytelling

Research- tell a story from your childhood or make a new story and tell it to the class IN ENGLISH

**RETENTION PRACTICE**

**GRAMMAR Questions?**

**BI 4.32, 12.3, 17.5 Pages 13-17, 175-176, 212-213** Question type sentences.

Explain Sentence Structure for questions for the various types of questions.

1. Who, Who, Whose, What, Which, Where, How, How many, How much, = interrogative word + to be verb + subject. EX: Whose book is this?
2. A yes or no answer question: To be + subject + attribute. EX: Are + you + sick?
3. First question + interrogative word + subject + subject + verb + ? EX: Do you know + who + that man + is + ?
4. Questions with prepositions. Interrogative + to be or auxiliary verb + subject + verb + preposition + ? EX: Where + are + you + from + ? What + are + you + thinking about + ?

**TELL-ME-MORE;**CD #2 Vacation Time; first third of the topic. Plus sections on this week’s grammar – see TMM list

**WEEK 16**

**NORTHSTAR Intermediate** Ch.5 Separated by Same Language

Research- how are Guatemalan separated by the same language

**RETENTION PRACTICE**

**GRAMMAR**

**BI 7.2-7.22, PGS 65-73 Use for the words “THE”, “A” AND “AN”. Does the noun start with an “A” -> use AN. Noun starts with a consonant -> use “A” Spanish = un, una but English does not have feminine and masculine, only consonant or vowel**

**Noun Examples:**

**AN APPLE A PINEAPPLE**

**AN ONION A STRAWBERRY**

**AN AREA A COMPUTER**

**AN ELEPHANT A BACKPACK**

**AN UMBRELLA A HOUSE**

**(noun with vowel) (noun with consonant)**

**Review Adjectives: Same A/AN rule applies when using a subject adjective.**

**A BIG BALL**

**A BEAUTIFUL BUS**

**AN ANGRY GIRL**

**A HANDSOME BOY**

**She has THE dress. We are only speaking of one dress. There are no more.**

**I see THE handsome boy. He is the boy you were talking about.**

**Class: have each student make a sentence using a, an or the- write on the board. Ask them to explain her choice.**

**A and AN using verbs practice: Examples using the verbs TO HAVE or TO SEE.**

**TO HAVE:**

I have a big car

She has a beautiful dress

He has a red ball

**TO SEE:**

I see a handsome boy.

She saw a pretty dog in the street. THE is used when if is a specific object, not one of many the same.

**Class: have each student make a sentence using a, an or the- write on the board. Ask them to explain her choice.**

**TELL-ME-MORE;** CD #2 Vacation Time; second third of the topic. Plus sections on this week’s grammar – see TMM list

**WEEK 17**

**NORTHSTAR Intermediate** Ch.6 Culture and Commerce

Research- Give your opinion WITH EXAMPLES on why tourism is good for Guatemalans or bad for Guatemalans

**RETENTION PRACTICE**

**GRAMMAR**

**THIS, THAT, THESE AND THOSE.**

**This (singular-here)**

**That (singular-over there)**

**These (plural-here)**

**Those (plural-over there)**

**Examples:**

**This is my backpack. (The backpack is near)**

**This is a pink and brown skirt (The skirt is near)**

**That is my blouse (The blouse is far)**

**These are my socks (The socks are near)**

**Those are my shirts (The shirts are far)**

**Have the students make a sentence referring to various objects around the house. Example; a computer at the end of the room = That computer is for Tell-Me-More practice.**

**TELL-ME-MORE;** CD #2 Vacation Time; finish the topic. Plus sections on this week’s grammar – see TMM list

**WEEK 18**

**NORTHSTAR Intermediate** Ch.7 Joking Around

Research- bring a joke to share in English

**RETENTION PRACTICE**

**GRAMMAR**

**Prepositions of place, direction. BI pgs. 203 – 205. 17.1-17.2**

1. **Comparisons**; Over, above, below, beneath, under, underneath, behind, in back of, in front of, ahead of, across from, opposite, against, by, beside, next to, between, among, near, close to, far from, beyond, on, off, in, inside, within, out of, outside of,
2. **Place location**; in, on, at. When do you use these three?

**In class make sentences for each of the prepositions in 1 and 2**

**TELL-ME-MORE;**CD#1 At the Shore: first third of the topic. Plus sections on this week’s grammar – see TMM list

**WEEK 19**

**NORTHSTAR Intermediate** Ch.8 Traditional or Trendy

Research- discuss the advantages and disadvantages of traditional dress in Guatemala

**RETENTION PRACTICE**

**GRAMMAR**

**BI 17.3- 17.4, pgs 208-212 Prepositions of time, others**

1. **Time**: Before, after, during, since, until, up to, around, about, by, for, through, in, in time, on, on time, at, at the moment.
2. **Other**: as, by, except, for, from, of, with, without, in, in a hurry.

**TELL-ME-MORE;**CD#1 At the Shore: second third of the topic Plus sections on this week’s grammar – see TMM list

**WEEK 20**

**NORTHSTAR Intermediate** Ch.9 Spank or not to Spank

Research- discuss ways of disciplining children. Explain why you think this is a good way or a bad way- does the way of disciplining work?

**RETENTION PRACTICE**

**GRAMMAR**

**SPECIAL USE VERBS: USING SAY and TELL BI 13-8 pg. 187. SPEAK and TALK BI13-5 Pg. 185**

**SAY - TELL**

1. Verb SAY – use “to” + direct compliment. EX: He said to me that he wanted to go home.
2. Verb TELL – (no “to”) EX: He told me that he wanted to go home.
3. The difference is TO used with say. WRONG: He say me that he wants to go home.

**SPEAK – TALK**

1. Speak is only used when talking about a language, telling something serious or talking about a presentation.
   1. I speak English and some Spanish
   2. I want to speak to you about your English results.
   3. She is going to speak to the group at 2:00.
   4. He spoke to her yesterday
2. Talk – when having a conversation, or talking about a conversation with someone.
3. I want to talk to you soon.
4. They were talking after class.
5. I heard her talking to him.
6. I will talk to you tomorrow

**TELL-ME-MORE;**CD#1 At the Shore: finish the topic Plus sections on this week’s grammar – see TMM list

**WEEK 21**

**NORTHSTAR Intermediate** Ch.10 Before You Say I Do

Research- Does being a professional woman change how you look at marriage? How and why?

**RETENTION PRACTICE**

**GRAMMAR**

**SPECIAL USE VERBS Ask – Ask for, BI13-3Pg. 184-185, Take – Bring BI 13-7 Pgs. 186-187 Borrow – Lend BI13.4 Pgs. 185**

**ASK – ASK FOR**:

1. Ask: making a question of someone. ask + person asking question to

Ask Dora if she is making dinner.

Ask Maria Jose if she can practice English with me.

1. Ask For: asking for something

Did you ask Dalia for help?

I want to ask for a hamburger.

I asked for a bus ticket.

**TAKE (llevar)– BRING (traer)**

1. Use TAKE with GO.

Go and take your books with you.

Go amd take Viviana with you.

1. Use BRING with COME.

Come to the party and bring a cake.

Come upstairs with me and bring your homework.

**BORROW – LEND**

1. BORROW: ask for a loan. (you)

May I borrow Q50?

1. LEND: To give the loan. (the banker)

Yes, I will lend you Q50.

**TELL-ME-MORE;** CD#2 Cultural Exercises all Plus sections on this week’s grammar – see TMM list

**WEEK 22**

**NORTHSTAR High Intermediate** Ch. 1 For News Resisters

Research- Are you a news resister? Why or why not? Give reasons why you think reading or watching the news is a good thing to do.

**RETENTION PRACTICE**

**GRAMMAR**

**SPECIAL USE VERBS; GET BI 13.1 pgs. 183-184, GO – COME BI 13.6 Pgs. 185-186, DO – MAKE BI 13.9 Pgs 187-188,**

1. **GET:Get + adjective.**

She will get angry.

If I eat that, I will get fat.

It hurts, but will get better

1. **GO: moving to a place where the person or listener isn’t now.**

Please go to the kitchen. (You are in the computer room now)

I’m going to my room. (I’m outside the house now)

She went home. (They left here.)

1. **COME: moving WITH the person listening**

I will come with you.

We came to your house yesterday.

I will come with you to school.

1. **DO: effort or work. Use after the noun**

Please (you) do the dishes. Will you do the washing?

1. **MAKE: Create, build,**

Make the dinner.

They made the lunch.

**PREPARE FOR GRAMMAR EXAM 2**

**TELL-ME-MORE;**CD#2 Arrival In New York; first third of the topic. Plus sections on this week’s grammar – see TMM list

**WEEK 23**

**GRAMMAR EXAM 2**

**NORTHSTAR High Intermediate** Ch. 2 The Achilles Heel

Research- share with the class an obstacle you have had to overcome and explain how you did it or are doing it.

**RETENTION PRACTICE**

**GRAMMAR Prepositions after adjectives** Exercise 36 BI 213-217

About, at, by, FOR, FROM, IN

**TELL-ME-MORE;** CD#2 Arrival In New York; second third of the topic. Plus sections on this week’s grammar – see TMM list

**WEEK 24**

**NORTHSTAR High Intermediate** Ch.3 Early to Bed, Early to Rise

Reasearch- Explain how your sleep habits are helping you or not. How would you change you sleep habits if you have a problem?

**RETENTION PRACTICE**

**Grammar Prepositions after adjectives** Exercise 36 BI 218-224 OF, TO, WITH

**ALORICA PRESENTATION TOPICS:** “What can I do?

Each student should prepare their own presentation.

1. You may prepare your presentation as homework.
2. You can not use notes when you give your presentation
3. Do not memorize your presentation.
4. If possible, work in the following points IF it can be part of your answer.
   1. You have come from a background with few economic resources.
   2. You have had to work very hard to reach your goal of being a professional with a future and working in a call center.
   3. You plan on going to university to become a better employee.
5. Example, if the question is “Tell me about your childhood”

You could talk about your brothers playing in the river. (Lost opportunity to promote yourself)

You could talk about playing in the river, while planning to be a professional someday. (Shows your goals are long term important goals)

1. Other students should listen, then ask a question about something in the presentation (to show they understood).
2. Answer the other student’s / English Angel’s questions

**TELL-ME-MORE;**CD#2 Arrival In New York; finish the topic. Plus sections on this week’s grammar – see TMM list

**WEEK 25**

**NORTHSTAR High Intermediate** Ch.4 The Eye of the Storm

Research- what natural disasters do you have in Guatemala and how would you prepare for them- both while experiencing the disaster and after the disaster.

**RETENTION PRACTICE**

**GRAMMAR Prepositions after verbs** BI 225-229

ABOUT, AT, FOR, FROM, IN

**ALORICA PRESENTATION TOPICS:** “What are three of your goals for next year?”

**TELL-ME-MORE;** CD#2The East Coast; first third of the topic. Plus sections on this week’s grammar – see TMM list

**WEEK 26**

**NORTHSTAR High Intermediate** Ch.5 You Will Be This Land

Research- Share what some of the symbols of your culture mean to you. Discuss whether these symbols are losing their importance or not and why.

**RETENTION PRACTICE**

**GRAMMAR Prepositions after verbs** BI 229-232

OF, ON, TO, WITH

**ALORICA PRESENTATION TOPICS:** “How did I learn English?”

**TELL-ME-MORE;** CD#2The East Coast; second third of the topic. Plus sections on this week’s grammar – see TMM list. Plus sections on this week’s grammar – see TMM list

**WEEK 27**

**NORTHSTAR High Intermediate** Ch.6 It’s Better to Give Than to Receive

Research- share whatever philanthropy you have experienced or would like to give some day. Who would benefit?

**RETENTION PRACTICE**

**GRAMMAR Verbs as adjectives BI 88-89**

**ALORICA PRESENTATION TOPICS:** “What do you like to do.”

**TELL-ME-MORE;** CD#2The East Coast; finish the topic. Plus sections on this week’s grammar – see TMM list. Plus sections on this week’s grammar – see TMM list

**WEEK 28**

**NORTHSTARHigh Intermediate** Ch.7 Emotional Intelligence

Research- share how one or more of the following have change for you in the last 2 years, self-awareness, self-control, motivation, responsibility, people skills

**RETENTION PRACTICE**

**GRAMMAR Adverbs of place BI 249-251**

**ALORICA PRESENTATION TOPICS:** “How did you hear about Alorica? (Go on the internet to their web site to show you know something about them.

**TELL-ME-MORE;**CD#2 The Housing Search: first third of the topic. Plus sections on this week’s grammar – see TMM list. Plus sections on this week’s grammar – see TMM list

**WEEK 29**

**NORTHSTAR High Intermediate** Ch. 8 Goodbye to the Sit-Down Meal

Research- find reasons to defend the sit down mean in your life and future and reasons why it won’t be an important part of your future life.

**RETENTION PRACTICE**

**GRAMMAR Adverbs of change of place BI 251**

Across, around, by, down, in, past, out, over, through, up, away,

**ALORICA PRESENTATION TOPICS:** “What do you know about call center work?

**TELL-ME-MORE;**CD#2 The Housing Search: second third of the topic. Plus sections on this week’s grammar – see TMM list. Plus sections on this week’s grammar – see TMM list

**WEEK 30**

**NORTHSTAR High Intermediate** Ch.9 Finding a Niche

Research- you have all come from small villages and poverty, hoping to find a better future niche. What is required to be successful in your search for a nitch?

**RETENTION PRACTICE**

**GRAMMAR Adverbs of time BI 252-255**

**ALORICA PRESENTATION TOPICS:** “What are your favorite school subjects? Why?” (Be careful! You want to relate your favorites to your future call center work. Ex: saying you favorite is geography, is not a helpful as computer)

**TELL-ME-MORE;**CD#2 The Housing Search: finish the topic. Plus sections on this week’s grammar – see TMM list. Plus sections on this week’s grammar – see TMM list

**WEEK 31**

**NORTHSTAR High Intermediate** Ch.10 Technology A Blessing or a Curse?

Research- what technology do you have now that your grandparents didn’t have when they were your age. How has it made your life better or worse?

**RETENTION PRACTICE**

**GRAMMAR Adverbs of occasion and frequency BI 255-6**

**ALORICA PRESENTATION TOPICS:** “Do you have work experience?” (Careful! They are probably asking about call center experience which most applicants don’t. Can you find something in your past to explain reliability, dedication, punctuality in other types of work, even if it is only washing clothes for a salary?)

**TELL-ME-MORE;**CD#2 Visiting a House: first third of the topic. Plus sections on this week’s grammar – see TMM list. Plus sections on this week’s grammar – see TMM list

**WEEK 32**

**NORTHSTAR** Advanced Ch.1 The Internet & Other Addictions

Research- look on the internet for information on another addiction. Why do you think this your choice an addiction? Do you know anyone with this addiction? Does it affect you and your future?

**RETENTION PRACTICE**

**GRAMMAR Adverbs of manner BI 256-257**

**TELL-ME-MORE;**CD#2 Visiting a House: second third of the topic. Plus sections on this week’s grammar – see TMM list. Plus sections on this week’s grammar – see TMM list

**WEEK 33**

**NORTHSTAR** Advanced Ch.2 Celebration, Florida: Disney Utopia

Research- throughout history, people have tried to find utopia. Is a utopia place possible over the long term? Why or why not? You need to think about what is necessary to provide for a utopian place.

**RETENTION PRACTICE**

**GRAMMAR Adverbs of occasion and frequency BI 255-8**

**TELL-ME-MORE;**CD#2 Visiting a House: finish the topic. Plus sections on this week’s grammar – see TMM list. Plus sections on this week’s grammar – see TMM list

**WEEK 34**

**NORTHSTAR** Advanced Ch.3 The Bold and the Bashful

Research- are you bold or bashful. How does your character affect you now and how might it affect you in the future?

**RETENTION PRACTICE**

**GRAMMAR Adverbs that compare BI 258-60**

**TELL-ME-MORE;** CD#2 Cultural - all. Plus sections on this week’s grammar – see TMM list

**WEEK 35**

**NORTHSTAR** Advanced Ch.4 The Tipping Point

Research- do you have some idea you want to promote? Share some steps you might take to make this happen.

**GRAMMER TEST**