ENGL 101

Basic English
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Study Guide

Course Title: Basic English
Code: ENGL 101
Duration: Five Weeks
Pre-requisite: NONE

Description:
An intensive first-level English course. Emphasis is placed on the development of oral comprehension skills. Basic reading and writing skills are also introduced. It expands the students' vocabulary knowledge. Grammar instruction is also provided to improve student's proficiency.

Generals Objectives
As outcome of this course, students will:
1. Help students develop basic reading skills.
2. Provide useful techniques for vocabulary development.
3. Encourage students to read for understanding and enjoyment.
4. Improve students' knowledge of the English language through a review of basic oral and written communication skills.

Text and Resources
Materials

- Spanish – English dictionary
- English – Spanish dictionary
- English – English dictionary

Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assignment One</td>
<td>28</td>
<td>From workshop 1 – Due during Workshop 2, Student score will be divided by 28, Student Score/28 = %</td>
</tr>
<tr>
<td>2. Assignment Two</td>
<td>30</td>
<td>From workshop 2 – Due during Workshop 3, Student score will be divided by 30, Student Score/30 = %</td>
</tr>
<tr>
<td>3. Assignment Three – From Workshop 3 – Due during Workshop 4</td>
<td>55</td>
<td>Student score will be divided by 55, Student Score/55 = %</td>
</tr>
<tr>
<td>4. Assignment Four – From workshop 4 – Due during Workshop 5</td>
<td>60</td>
<td>Student score will be divided by 60, Student Score/60 = %</td>
</tr>
<tr>
<td>5. Participation (Appendix O)</td>
<td>50</td>
<td>Student score will be divided by 50, Student Score/50 = %</td>
</tr>
<tr>
<td>6. Final examination</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Note: No one will be excused from the final exam.

The following table shows the value of the letter grades given in the course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90</td>
</tr>
<tr>
<td>B</td>
<td>89 - 80</td>
</tr>
<tr>
<td>C</td>
<td>79 – 70</td>
</tr>
<tr>
<td>D</td>
<td>69 - 60</td>
</tr>
<tr>
<td>F</td>
<td>59 - 0</td>
</tr>
</tbody>
</table>
Writing Assignments Guidelines

- Neatly stapled, in the left corner
- Neatly handwritten or typed on white standard paper
- Place your name, the workshop assignment and date of submission in the top right corner
- Hand it in a legal envelope or folder

Guidelines for the course

1. Attendance at all class sessions is mandatory. Absences must be discussed with the facilitator. Students should make up for all presentations, papers, or other assignments that were due on the day of the absence. The facilitator will have the final decision on approval of absences. S/He reserves the right to accept or reject assignments due, and adjust the grade accordingly.

2. This course is delivered in an accelerated format and requires that students prepare in advance for each session, according to the course guide. Each class session requires approximately 10 hours of preparation.

3. It is expected that all work will be solely that of the student and should not be plagiarized. All quoted material must be properly cited. If the facilitator makes any changes to the study guide, these should be discussed with the students during the first workshop. Changes agreed upon should be indicated in writing and given to the students and to the program administrator.

4. The facilitator will establish the means of communication with the students.
Workshop One
Verb To Be: Introduction
Personal Information
Meeting People

Specific Objectives
At the end of this workshop, students will:

1. Introduce themselves
2. Introduce someone
3. Review alphabetization
4. Ask and exchange personal information
5. Use the verb be in the present tense

Websites
Verb Be
http://www.eslgold.com/site.jsp?resource=pag_stu_grammar_expl_exa_exer_lb_the_verb_b
http://www.lsilver.net/be.htm
http://www.mcwdn.org/Spanish/SpanSerVerb.html
http://academic.yorktech.com/department/learning_assistance/mysterious_verb_B_E.htm
http://www.englishelearning.com/en/intro_english/lessons_wordlist/basic_english_lesson_01/lesson01_main.html

Assignments Prior to Workshop One
1. Skim through you ENGL 151 Course Module and textbook to familiarize yourself with its contents.
2. Read in your textbook or in any other available resource on the topic of Verb BE.
3. Write a personal ad describing yourself, activities you do, hobbies, where you work, where do you live, etc. Focus on two or three questions available in Appendix A to write your ad.
4. Bring the ad to class.
5. Carry out some research on someone famous. Think of a person you would like to interview and do some research on the Internet on that person. It could be an athlete, and actress or actor, or the president. Make sure you have enough information on this person.

Activities

1. Ice breaker activity will be carried out. In order to do this, have students read their ads. Ask students to listen to the ads and have them jot down any similarity or striking fact they would like to hear more about. After everyone reads their ad, have students get up and go about the room and ask each other about specific details they thought were interesting. Let them converse among themselves.

2. After that, have students talk about something they found out or thought interesting about the people they talked to. Facilitator can participate in this activity.

3. Facilitator provides an overview of the course. Particular emphasis should be placed on objectives, evaluation criteria, student participation, and group work. If any changes are made to the grading evaluation criteria, these should be given in writing to the student and the office program during the first workshop.

4. Discuss evaluation criteria.

5. Select Student Representative.

6. Tell students they are going to review the alphabet and most of all review alphabetical order. Tell them you are going to give each student a card. Each card has the name of a different animal, or thing. Ask students to look at their card, but tell no one what they have. By acting (walking, acting, or making sounds) like the animal or thing they should go around the room and try to place themselves in correct alphabetical order. Facilitator should create his/her own list of things and animals, but these are some examples:
   a. Kangaroo
   b. Ostrich
   c. Tiger
   d. Bear
e. Clock
f. Snake
g. Bird
h. Train

7. Provide students with about 10 minutes to try to sort themselves alphabetically. Once students are sorted, have them read out their card. Did they get it right? Be sure to review any alphabetizing questions they may have.

8. Present students with a review of the VERB BE in present tense.

| am  | I am from Mexico City  
<table>
<thead>
<tr>
<th></th>
<th>(I am)</th>
</tr>
</thead>
</table>
| is  | What's your name?    
|     | (What is)            |
|     | My name is Maria     |
| are | Where are you from?  |

9. Have students pair up. Ask students to interview each other, making sure each student gets the name, phone number and address of the person he/she is interviewing.

10. Have students introduce the person by providing the details requested (phone number, name, and address). Have them use the phrases: This is _______ (name). His/Her address is__________. His/Her phone number is______.

11. As students say the information help them and guide them to say the addresses and phone numbers correctly concentrating on the numbers and on using the verb be correctly.

12. Have students again pair up. Facilitator should try pairing them up with someone different each time. Ask them to decide on a famous person they would like to interview. This famous person could be an athlete, actor, actress, or president. Use the research you carried out prior to the workshop.

13. Write up an interview for that famous person. Have one of the students portray the famous person and have the other person be the interviewer. Practice your interview and present the role play to the class. Be sure to use verb be correctly.
14. Have students complete the assignment presented in Appendix B. Students should hand in during the next workshop (Workshop 2). (HINT: Make copies of the assignment and hand in once you complete it.

15. Offer a preview of Workshop 2 and discuss upcoming homework. In order for students to complete the homework, ask them to work in groups. Make sure the composition of the group has been decided before they leave the classroom. Ask them to provide you with a list with the group members. Groups should not have more than four students.
Workshop Two
To Be + Location
Present Continuous Tense

Note to facilitator: Make sure that you have a floor plan of your own for a classroom and a house. Also make sure you have a town map as the ones described in the assignment. This is just in case some groups or no groups complete the assignments. That way the facilitator can still carry out the activities.

Specific Objectives
At the end of this workshop, students will:

1. Locate objects in a classroom using prepositions.
2. Identify the rooms in a house.
3. Identify places around town.
4. Talk about everyday activities using the present continuous.

Internet Resources

Prepositions

http://owl.english.purdue.edu/handouts/esl/eslprep2.html
http://www2.actden.com/writ_den/tips/sentence/preposit.htm
http://www.better-english.com/grammar/prepositions.htm
http://www.uottawa.ca/academic/arts/writcent/hypergrammar/preposit.html
http://www.pacificnet.net/~sperling/quiz/prep3.html
http://a4esl.org/q/j/ni/fb-prepositions.html
http://a4esl.org/q/j/vm/mc-prep.html
http://a4esl.org/q/j/jb/fb-prepositions.html
http://iteslj.org/cw/1/vm-prep.htm

Classroom Objects – Vocabulary Development

http://iteslj.org/cw/2/mg-classroom.html
http://esl.vcc.ca/eslvc/ESLWEB/classroom.htm
http://www.eslkidstuff.com/classroom_objects_2Tour.htm
http://www.teachersdesk.com/lessons/esl/Misc/Asking%20About%20Classroom%20Objects%204.htm
Places around Town
http://a4esl.org/q/f/z/zz42bmt.htm
Everyday Activities
http://www.learnenglish.org.uk/words/activities/actions01.html
Present Continuous
http://www.englishpage.com/verbpage/presentcontinuous.html
http://esl.about.com/library/grammar/blpresentcont.htm
http://grammar.englishclub.com/verb-tenses_present-continuous.htm
http://grammar.englishclub.com/q_presentcontinuous.htm
http://www.teacher-training.net/companion/gg/verbs/tenses/vbtprescont1.htm
http://www.teacher-training.net/companion/gg/verbs/tenses/vbtprescont2.htm

Assignments Prior to Workshop 2
1. Scan the websites provided in this workshop. Read and complete as many exercises as you can. Come ready to bring your doubts and questions about your readings and exercises.
2. Make sure you understand the following vocabulary words:
   a. Attic
   b. Bank
   c. Basement
   d. Bathroom
   e. Bedroom
   f. Board
   g. Book
   h. Bookshelf
   i. Bulletin board
   j. Chair
k. Clock
l. Computer
m. Desk
n. Dictionary
o. Dining room
p. Garage
q. Globe
r. Hospital
s. Kitchen
t. Kitchen
u. Library
v. Living room
w. Map
x. Movie theater
y. Notebook
z. Park
aa. Pen
bb. Pencil
cc. Post office
dd. Restaurant
e. Ruler
f. Supermarket
g. Table
h. Wall
i. Yard
j. Zoo

3. Also make sure you understand the following vocabulary:
   a. Breakfast
   b. Cooking
   c. Dinner
d. Drinking
e. Eating
f. Flowers
g. Guitar
h. Lemonade
i. Listening to music
j. Lunch
k. Milk
l. Music
m. Newspaper
n. Planting
o. Playing baseball
p. Playing cards
q. Playing the piano
r. Radio
s. Reading
t. Singing
u. Sleeping
v. Studying
w. Swimming
x. Teaching
y. Watching TV

4. Meet with your group. In your group, make a map of a small neighborhood or town. Make sure you put names on the streets and identify as many places from the vocabulary as you can on the map (post office, library, school, etc.). Also make a classroom design and a house floor plan. In the classroom design floor plan students should include as many objects as they can that should belong in a classroom. In the house floor plan, also have students include the different rooms. Ask them to try to include as many of the vocabulary words as possible in the maps and floor plans for the house and the classroom.
Activities

1. Students hand in their assignment. (Due from Workshop 1) (From Appendix B)
2. Discuss doubts that students may have on vocabulary words (Assignments #2 and #3).
3. Have student groups tape up their classroom designs they did as part of their assignment. Tell students they will return to these designs in a little while.
4. Discuss the use and meaning of prepositions. Use some of the website materials in this workshop. Facilitator can create his/her own materials as well. A PowerPoint slide show or pictures, transparencies or realia may be used.
5. Using one or two of the students’ classroom designs, ask them where some of the objects from the vocabulary are. Elicit student responses. Watch for the correct use of prepositions.
6. Ask students to go to other people’s pictures in pairs and practice asking questions about the locations of objects. Facilitator should roam the room and listen for questions and answers and help students.
7. Ask students to sit down after five minutes and ask volunteers to ask a question asking about locations of objects and have someone else answer it.
8. Have students exchange their house floor plans.
9. Ask them also to make a paper doll of themselves or markers for those who cannot make paper dolls.
10. Tell students they are to practice asking “Where are you?” To do this, students will place their individual marker or paper doll in different parts of the house and in turns ask each other “Where are you?” Students will then respond with the appropriate “I am in the __________.”
11. Have students practice this for several minutes (5 to 10 minutes).
12. Afterwards, tape some or all of the house floor plans and have students ask each other “Where are you?” In turns have students answer the question by signaling the place they are at or in. For example, Student X asks Student Y, “Where are you?” Student Y answers by getting up and signaling a place on the floor plan and saying, “I am in the __________.”
13. Keep doing this until everyone has had a chance to ask or answer a question.

14. Follow the same procedure with town/neighbor maps. (Steps 8-13).

15. Facilitator presents the Present Continuous Tense. Facilitator can use some of the materials from the websites and other resources. A PowerPoint slide, realia, or just the board can be used. Elicit samples from students and guide them to understand what the present continuous is used for and how to put it together.

   f. [http://grammar.englishclub.com/q_presentcontinuous.htm](http://grammar.englishclub.com/q_presentcontinuous.htm)
   g. [http://www.teacher-training.net/companion/gg/verbs/tenses/vbtprescont1.htm](http://www.teacher-training.net/companion/gg/verbs/tenses/vbtprescont1.htm)

16. Complete the exercise in Appendix C. Have students orally ask and answer questions on what each person or animal is doing and have another student answer the question in a complete sentence. For example: (For number 1) “What is she doing? She is planting flowers.

17. Play charades. Tell students that charades is a game of pantomimes: you have to "act out" a phrase without speaking, while the other members of your team try to guess what the phrase is. The objective is for your team to guess the phrase as quickly as possible.

18. Divide the group into two teams and have someone be a neutral scorekeeper. The facilitator can be the scorekeeper.

19. You will need a stopwatch or other timing device, a notepad and pencil for scorekeeping, blank slips of paper and two baskets or other containers for the slips.
20. Divide the players into two teams, preferably of equal size. Divide the slips of paper between the two teams. Select a neutral timekeeper/scorekeeper, or pick members from each team to take turns. The teams temporarily adjourn to separate rooms, to come up with phrases to put on their pieces of paper. These phrases need to be about everyday activities, such as the ones discussed in class. It does not need only be those, but they should always be able to be guessed using the present continuous.

21. A player from Team A draws a phrase slip from Team B's basket. After he/she has had a short time to review the slip, the timekeeper for team B notes the time and tells the player to start. Team A then has three minutes to guess the phrase. If they figure it out, the timekeeper records how long it took. If they do not figure it out in three minutes, the timekeeper announces that the time is up, and records a time of three minutes.

22. A player from Team B draws a phrase slip from Team A's basket, and play proceeds as above.

23. Normally the game continues until every player has had a chance to "act out" a phrase. The score for each team is the total time that the team needed for all of the rounds. The team with the smallest score wins the game.

24. Put students in pairs, and have them create a drawing with people and write about the picture telling about the people in the picture, where they are and what they are doing. Make sure they use present continuous. They could also use a picture they find on the Internet or another source (book or magazine). For example, look at the picture and the writing below:
There are many people at the park today. Janet and Rex are jogging in the park. Katherine is skating while her mom and dad are sitting by the lake and talking. Thomas is riding his bicycle.

25. This assignment is due for the next workshops (Workshop 3). There should be at least 8 to 10 sentences.

26. Provide a preview of Workshop 3 and upcoming assignments. (Grading Criteria available in Appendix D)
Workshop Three

To Be: Short Answers
Possessive Adjectives
To Be: Yes/No Questions
Short Answers
Adjectives
Possessive Nouns

Note to facilitator: You might need miniature toys and maps of neighborhoods. You may also need miniature dolls (characters) that fit into the maps or towns/neighborhoods/locations created. You will need clipart, old magazines, scissors, and glue.

Specific Objectives
At the end of this workshop, students will:

1. Talk about everyday activities.
2. Review adjectives, subject pronouns and possessive pronouns
3. Describe people and things.

Internet Resources

Everyday Activities
http://www.learnenglish.org.uk/words/activities/actions01.html

Adjectives
http://www.uottawa.ca/academic/arts/writcent/hypergrammar/adjective.html
http://webster.commnet.edu/grammar/adjectives.htm
http://webster.commnet.edu/cgi-shl/quiz.pl/adjectives_quiz.htm
http://www.manythings.org/vq/mc-adj.html
http://www.manythings.org/vq/mc-adj.html
http://www2.actden.com/writ_den/tips/sentence/adjectiv.htm
http://www.english-zone.com/grammar/1adjectives.html
http://english-zone.com/grammar/pos-adj.html
http://english-zone.com/grammar/adjective-find01.html
http://www.rhlschool.com/eng3n4.htm
http://www.onestopenglish.com/News/Magazine/Vocab/worksheets/describ_people.pdf (You will need Adobe Acrobat)

Describing People

http://www.manythings.org/hmf/hm-adjpeople.html
http://www.eflworksheets.com/samplegaps/bodywordspeoplegap.htm

Subject pronouns

http://doug-j.org/subpronouns/ex1a.htm
http://www.dowlingcentral.com/MrsD/quizzes/grammar/subpronoun.htm
http://doug-j.org/subpro1b/subpro1b.htm
http://www.quia.com/mc/72262.html
http://www.grammarbook.com/default.htm

Possessive Pronouns/Possessive Adjectives

http://a4esl.org/q/h/vc-pronouns-lb.html
http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/poss1.htm
http://englishplus.com/grammar/00000023.htm
http://www.rhlschool.com/eng3n7.htm
http://doug-j.org/posadj/posadj.htm
http://www.learnenglish.org.uk/grammar/archive/possessiveadjectives01.html

Assignments previous to Workshop 3

1. Review vocabulary words and make sure you comprehend their meaning.
   a. brushing
   b. cleaning
   c. feeding
   d. fixing
   e. painting
   f. reading
   g. washing
   h. tall-short
i. young-old
j. heavy/fat – thin
k. new-old
l. married-single
m. handsome – ugly
n. beautiful/pretty – ugly
o. large/big – small/little
p. noisy/loud – quiet
q. expensive – cheap
r. easy – difficult
s. rich – poor

2. Visit the websites above and read and do as many exercises as possible. Come ready to discuss your questions and doubts.

3. Read in your textbook or any other resource on subject pronouns, possessive pronouns (possessive adjectives), and adjectives used to describe people.

Activities

1. Students hand in assignment due from Workshop 2.

2. Students will play “charades” to dramatize the vocabulary words. This time facilitator should have prepared the slips of paper with pictures and/or words demonstrating the vocabulary words. Sometimes they will be activities, other times they will be opposite adjectives (describing people).

3. Present the topic of Subject pronouns and Possessive Adjectives. Make sure students comprehend the differences and the relationships.

<table>
<thead>
<tr>
<th>I</th>
<th>My</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>His</td>
</tr>
<tr>
<td>She</td>
<td>Her</td>
</tr>
<tr>
<td>It</td>
<td>Its</td>
</tr>
<tr>
<td>We</td>
<td>Our</td>
</tr>
<tr>
<td>You</td>
<td>Your</td>
</tr>
<tr>
<td>They</td>
<td>Their</td>
</tr>
</tbody>
</table>

4. Review present continuous tense from previous workshops.
5. Present a picture like the ones in Appendix E. Present the phrase: What are you doing? Elicit students to present a sentence using the present continuous and possessive adjectives. Use the other pictures and the cues and have students ask and answer using present continuous and possessive adjectives.

6. Present questions and short answers.

I am. {he, she, it} am.
Yes, {we, you, they} are.

7. Look at the picture and the question made and the answer given. Looking at the other pictures in Appendix F, have students ask questions and answer using short answers.

| Are you busy? | Yes, I am. I'm washing my hair. |

8. Have students enhance their neighborhood maps from previous workshops and put people on it. Or create a new map. The students can use toys and miniatures to make a scale-size neighborhood. Have students create paper dolls as well for the people, or use miniature size dolls. Guide students use vocabulary words from other workshops such as library, restaurant, Laundromat, apartment, park.
9. Have students converse and make and answer questions about: "Where they are" and "What they are doing".
   a. Example:
      
      Where's Mr. Molina?
      He's in the park

      Where are Mr. and Mrs. Sharp?
      They're in the Laundromat.

10. Complete matching exercise available in Appendix G.
11. Present Yes/No Questions and Short Answers. Use the following chart to cover this idea.
    
    (I am)     I'm
    (He is)    He's    
    (She is)   She's
    (It is)    It's    }
    { tall
    (We are)   We're
    (You are)  You're
    They are   (They're)

12. Using pictures in Appendix H have students make questions and answer using short answers.
13. Discuss asking yes/no question, short negative and affirmative answers. Use the chart below to discuss this.

<table>
<thead>
<tr>
<th>Yes/No Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
</tr>
<tr>
<td>Is</td>
</tr>
<tr>
<td>Are</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>he</td>
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<tr>
<td>she</td>
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<tr>
<td>it</td>
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<td>we</td>
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<td>you</td>
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<td>they</td>
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<td>tall?</td>
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<td>affirmative</td>
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<tr>
<td>I am</td>
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<tr>
<td>Yes,</td>
</tr>
<tr>
<td>He</td>
</tr>
<tr>
<td>she</td>
</tr>
</tbody>
</table>

Prep.04-26-04 Carmen L. Lamboy, Ed.D. 23
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15. Assign students the following exercise: (Evaluation Criteria available in Appendix J)

16. Ask students to create an original picture and write a short story about the people in it. This is due in Workshop Four.
   a. Example:
      i. Everybody is busy at 559 Elm Street today. Mr. Price is cleaning his office. Ms. Hunter is painting her bathroom. Ricky Gomez is feeding his dog. Mr. and Mrs. Wong are washing their clothes. Mrs. Martin is doing her exercises. Judy and Larry are fixing their car.
      ii. I'm busy too. I'm washing my windows...and of course, I'm watching all my neighbors. It's a very busy day at 559 Elm Street.

17. Create or select a picture from a magazine that has people in it. Describe the people. Use adjectives to describe the people in the picture. Make sure to be able either to cut and paste the picture on your paper, or make a copy and paste the copy to the paper. Assignments will not be accepted without the pictures.
Workshop Four
Verb To Be Review
Present Continuous Tense
Prepositions of Location
Prepositions
There is/There are
Singular/Plural Introduction

Specific Objectives
At the end of this workshop, students will:

1. Identify and talk about family members by using appropriate vocabulary words, adjectives and the present continuous.
2. Use the Verb BE correctly.
3. Talk and write about towns, neighborhoods, and apartments by using appropriate vocabulary words and prepositions.
4. Use the expressions “There are” and “There is” appropriately.
5. Use singular and plural correctly.

Internet Resources
Family Members/Family Trees
http://a4esl.org/q/h/vc-family-lb.html
http://a4esl.org/q/h/ck/sw-family.html
http://www.bridgeport.edu/Indexhtml/Centers/Disted/crsmaterials/korn101/word/truef.htm
http://www.collegeem.qc.ca/cemdept/anglais/familytb.htm
http://esl.about.com/library/vocabulary/blwordgroups_family.htm
http://esl.fis.edu/vocab/q12m/f-1ESL10.htm
Verb Be (Review)
http://www.eslgold.com/site.jsp?resource=paq_stu_grammar_expl_exa_exer_lb_the_verb_b
http://www.lsilver.net/be.htm
http://www.mcwdn.org/Spanish/SpanSerVerb.html
http://academic.yorktech.com/department/learning_assistance/mysterious_verb_BE.htm
http://www.englishelearning.com/en/intro_english/lessons_wordlist/basic_english_lesson_01/lesson01_main.html

Adjectives (Review)
http://www.uottawa.ca/academic/arts/writcent/hypergrammar/adjectve.html
http://webster.commnet.edu/grammar/adjectives.htm
http://webster.commnet.edu/cgi-shl/quiz.pl/adjectives_quiz.htm
http://www MANYTHINGS.ORG/VQ/MC-ADJ.HTM
http://www MANYTHINGS.ORG/VQ/MC-ADJ.HTM
http://WWW2.ACTDEN.COM/WRIT_DEN/TIPS/SENTENCE/ADJECTIV.HTM
http://www.english-zone.com/grammar/1adjectives.html
http://english-zone.com/grammar/pos-adj.html
http://english-zone.com/grammar/adjective-find01.html
http://www.rhlschool.com/eng3n4.htm
http://www.ONESTOPENGLISH.COM/NEWS/MAGAZINE/Vocab/Worksheets/describ_people.pdf (You will need Adobe Acrobat)

Present Continuous (Review)
http://www.englishpage.com/verbpage/presentcontinuous.html
http://esl.about.com/library/grammar/blpresentcont.htm
http://grammar.englishclub.com/verb-tenses_present-continuous.htm
http://grammar.englishclub.com/q_presentcontinuous.htm
http://www.teacher-training.net/companion/gg/verbs/tenses/vbtprescont1.htm
http://www.teacher-training.net/companion/gg/verbs/tenses/vbtprescont2.htm

Prepositions of Location
http://owl.english.purdue.edu/handouts/esl/eslprep2.html
http://www.eslpartyland.com/quiz%20center/preploc.htm
There is/There are
http://a4esl.org/q/h/9807/km-thereisare.html
http://www.english-zone.com/verbs/thereisare1.html
http://www.collegeem.qc.ca/cemdept/anglais/theremts.htm
http://esl.about.com/library/beginner/blabsolute_15.htm
http://esl.about.com/library/beginner/blabsolute_15.htm
http://www.clta.on.ca/EAOnline/GrammarCentral/thereis.html
http://www.collegeem.qc.ca/cemdept/anglais/therestr.htm

Singular/Plural
http://www.quia.com/jg/67715.html
http://www.stufun.com/singularplural/formplural.php3
http://www.better-english.com/grammar/sinplu.htm
Assignments before Workshop 4

1. Review vocabulary words and make sure you comprehend their meaning

<table>
<thead>
<tr>
<th>Family Relationships</th>
<th>Places Around Town</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Wife</td>
<td>a. Airport</td>
</tr>
<tr>
<td>b. Husband</td>
<td>b. Bakery</td>
</tr>
<tr>
<td>c. Parents</td>
<td>c. Bank</td>
</tr>
<tr>
<td>i. Mother</td>
<td>d. Barber shop</td>
</tr>
<tr>
<td>ii. Father</td>
<td>e. Book store</td>
</tr>
<tr>
<td>d. Children</td>
<td>f. Bus station</td>
</tr>
<tr>
<td>i. Daughter</td>
<td>g. Cafeteria</td>
</tr>
<tr>
<td>ii. Son</td>
<td>h. Church</td>
</tr>
<tr>
<td>iii. Sister</td>
<td>i. Clinic</td>
</tr>
<tr>
<td>iv. Brother</td>
<td>j. Clothing store</td>
</tr>
<tr>
<td>e. Grandparents</td>
<td>k. Department store</td>
</tr>
<tr>
<td>i. Grandfather</td>
<td>l. Drug store</td>
</tr>
<tr>
<td>ii. Grandmother</td>
<td>m. Fire station</td>
</tr>
<tr>
<td>f. Grandchildren</td>
<td>n. Gas station</td>
</tr>
<tr>
<td>i. Grandson</td>
<td>o. Hair salon</td>
</tr>
<tr>
<td>ii. Granddaughter</td>
<td>p. Health club</td>
</tr>
<tr>
<td>g. Aunt</td>
<td>q. Hospital</td>
</tr>
<tr>
<td>h. Uncle</td>
<td>r. Hotel</td>
</tr>
<tr>
<td>i. Niece</td>
<td>s. Laundromat</td>
</tr>
<tr>
<td>j. Nephew</td>
<td>t. Library</td>
</tr>
<tr>
<td>k. Cousin</td>
<td>u. Movie theater</td>
</tr>
<tr>
<td>l. Mother-in-law</td>
<td>v. Park</td>
</tr>
<tr>
<td>m. Father-in-law</td>
<td>w. Police station</td>
</tr>
</tbody>
</table>

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2. Visit the websites above and read and do as many exercises as possible. Come ready to discuss your questions and doubts.

3. Read in your textbook or any other resource on:
   a. There is/There are
   b. There is/There are
   c. Prepositions of Location
d. Present Continuous  

e. Singular/Plural  

f. Verb Be  

g. Family Members/Family Trees  

h. Adjectives  

4. Draw your family tree.  

5. Bring pictures of all or most of your family members. You can bring pictures where there is more than one person in the photo. Try to bring pictures where family members are carrying out activities. Such as weddings, parties, picnics, etc. The more action your photos depict the better they are. If you don't have any photos, you can use clipart or magazines. It is important you use copies of photos, if they are cherished and old. You will need them for an assignment.  

Activities  

1. Students hand in assignment from workshop 3.  

2. Discuss prepositions of location; what they are and how they are used. You may use materials from your textbook or from the websites visited. Make sure you discuss prepositions: in, at, on, in front of, next to, across from, between, around the corner, etc.)  

3. Ask students to take out ONE of the family pictures they brought. Ask them to tell who the picture depicts. Tell them to answer questions such as:  

   a. Who is he? /Who is she? /Who are they?  

   b. What's his name? /What's her name? /What are their names?  

   c. Where is he? /Where is she? What are they doing?  

   d. What's he doing? /What's she doing? / What are they doing?
These are my two sisters. Their names are Christina and Amanda. They are in their college dorm. Amanda is picking Christina up from the floor. (Alternative – Amanda is lifting Christina.)

4. If students don’t have photos of their own, provide them with clip art, old magazine cutouts, and have students be imaginative.

5. As students practice this with one picture, in turns, guide students to use the Verb Be, Present Continuous tense correctly. If facilitator notes any difficulty, go back to the discussion of those areas that students show trouble with.

6. Review once again prepositions of location.

7. Using Appendix K practice conversations such as:
   a. Where’s the restaurant?
   b. It’s next to the bank.

8. Ask students to complete the sentences in Appendix K as well. Discuss.

9. Review verb be and its use for singular and plural subjects. Also facilitator should discuss the use of There is and There are. And how to use these forms in statements and in questions.

| There’s (There is) a bank on Main Street. |
| Is there a bank on Main Street? |
| There are two parks in town. |
| Are there any parks in town? |

10. Ask students to complete the exercise on Appendix L and discuss.

12. Present the following conversation:

A. Is there a stove in the kitchen?
B. Yes, there is. There’s a very nice stove in the kitchen.
A. Oh, good.
13. Also model the question:

- How many bedrooms are there in the Apartment?
- There are two bedrooms in the apartment.
  - Two bedrooms?
  - Yes. That’s right.

14. Elicit students to make some questions using this floor plan.

15. Direct students to complete Appendix M. Discuss.

16. Talk to students about the next assignment: (Due Workshop 5) (Evaluation Criteria available in Appendix N)

- Assign students to create a project where they introduce their family members. The first thing the family project should have is a family tree with the names of the people we will meet throughout the project. Then they should have a page per each family member with a picture and the description, such as the one provided in class. This assignment is due in
workshop 5. Remember to use a copy of the photo if you do not want to hand it in to the facilitator. The project will not be accepted without photos or pictures or clip art. There must be a picture.

b. Assign students to create a floor plan of an apartment, building or house. Have them create 10 questions as the ones practiced in class. Have them answer the questions as well. The project must have a floor plan. They can find one on the Internet or create their own.
Workshop Five
Singular/Plural
Adjectives
This/That /These/Those

Specific Objectives
At the end of this workshop, students will:
1. Use vocabulary correctly to identify pieces of clothing.
2. Use adjectives correctly.
3. Use “This/That/These/Those” correctly.

Internet Resources
Clothing/Colors/Descriptions
http://hub1.worlded.org/docs/clothing/color.html
http://hub1.worlded.org/docs/clothing/trivia.html
http://hub1.worlded.org/docs/clothing/clothes.html
http://hub1.worlded.org/docs/clothing/clothesquiz.html
http://a4esl.org/q/h/vc-clothes-lb.html
http://iteslj.org/questions/clothes.html
http://www.teachersdesk.com/lessons/esl/clothes/pictures_for_clothing.htm
http://www.caslt.org/research/clothingclipart.htm
http://www.1-language.com/wordsearch/clothing2.htm
http://www.enchantedlearning.com/language/english/label/clothes/
http://www.enchantedlearning.com/language/english/label/clothes2/
http://hub1.worlded.org/docs/clothing/clothesquiz.html
This/That /These/Those
http://esl.about.com/library/beginner/blthis.htm
http://www.eslgold.com/site.jsp?resource=pag_stu_grammar_expl_exa_exer_lb_this_that
http://www.eslgold.com/site.jsp?resource=pag_stu_grammar_expl_exa_exer_lb_this_that
http://assoc.wanadoo.fr/une.education.pour.demain/rodsex/thisthat/01.htm
http://www.easyenglish.com/lesson.asp?this.txt
Adjectives
http://www.uottawa.ca/academic/arts/writcent/hypergrammar/adjectve.html
http://webster.commnet.edu/grammar/adjectives.htm
http://webster.commnet.edu/cgi-shl/quiz.pl/adjectives_quiz.htm
http://www.manythings.org/vq/mc-adj.html
http://grammar.englishclub.com/adjectives.htm
http://www.rhlschool.com/eng3n4.htm
Singular/Plural (Review)
http://www.quia.com/jg/67715.html
http://www.stufun.com/singularplural/formplural.php3
http://www.better-english.com/grammar/sinplu.htm
http://www.teacher-training.net/companion/gg/nouns/nounnubb1.htm
Singular/Plural (Use of A/An/The)
http://owl.english.purdue.edu/handouts/esl/eslart.html
http://www.english-zone.com/grammar/a-an.html
http://a4esl.org/q/h/mc008-ld.html
http://esl.about.com/library/beginner/blathe.htm
http://esl.about.com/library/beginner/blathe.htm
http://www.collegeem.qc.ca/cemdept/anglais/brkfastp.htm
http://www.world-english.org/articles.htm

Assignments before Workshop 5

1. Review vocabulary words and make sure you comprehend their meaning

<table>
<thead>
<tr>
<th>Belt</th>
<th>purse/pocketbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blouse</td>
<td>raincoat</td>
</tr>
<tr>
<td>Boots</td>
<td>shirt</td>
</tr>
<tr>
<td>Bracelet</td>
<td>shoe</td>
</tr>
</tbody>
</table>
2. Visit the websites above and read and do as many exercises as possible. Come ready to discuss your questions and doubts.

3. Read in your textbook or any other resource on the use of:
   a. Singular/Plural
   b. Adjectives
   c. This/That /These/Those

4. Study for Final Test.

**Activities**

1. Students hand in assignment from Workshop 4.

2. Students and facilitator can play a Jeopardy-Style game on clothing and adjectives. The facilitator can create the questions from the various websites listed, the textbook or other resources. If the facilitator wants to he/she can use templates available in the Internet to create Jeopardy games in PowerPoint. The list below offers some URLs for just that. If not, questions on index cards will suffice.
   a. [http://www.meadowthorpe.fcps.net/powerpoint_jeopardy_template.htm](http://www.meadowthorpe.fcps.net/powerpoint_jeopardy_template.htm)


3. The game will actually help students discuss their doubts and questions on the vocabulary words and the use of adjectives.

4. Discuss the use of “s” and “es” to form the plural of clothing items. Also review the sound “s”, “z”, and ‘es’.

<table>
<thead>
<tr>
<th>S</th>
<th>Z</th>
<th>IZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>a shirt – shirts</td>
<td>a tie – ties</td>
<td>a dress – dresses</td>
</tr>
<tr>
<td>a coat – coats</td>
<td>an umbrella – umbrellas</td>
<td>a watch – watches</td>
</tr>
<tr>
<td>a hat – hats</td>
<td>a sweater - sweaters</td>
<td>a blouse – blouses</td>
</tr>
<tr>
<td>a belt - belts</td>
<td></td>
<td>a necklace - necklaces</td>
</tr>
</tbody>
</table>

5. Ask students to make the plural of the following words and classify under the appropriate column (sounds).
boot  mitten
briefcase  hat
earring  necklace
glass  umbrella
glove  suit
purse  shoe
sock  skirt

6. Discuss how to use words “This/That/These/Those”.
7. Have students use this, that, these, and those in sentences using the vocabulary words from step 5.
8. Students complete final exam.
9. Students complete End of Course Evaluation Form.
Appendixes
Appendix A

Questions for Personal Ad

1. Are you good at cooking/swimming/etc?
2. Are you married or single?
3. Do you have brothers and sisters?
4. Are they older or younger than you?
5. Do you like baseball?
6. Do you live alone?
7. Do you live in a house or an apartment?
8. Have you ever lived in another country?
9. Have you ever met a famous person?
10. How do you spend your free time?
11. How long have you been studying English?
12. How old are you?
13. How tall are you?
14. Tell me about a favorite event of your adulthood.
15. Tell me about a favorite event of your childhood.
16. What are your hobbies?
17. What countries have you visited?
18. What country are you from?
19. What do you do on Sundays?
20. What do you do? What's your job?
21. What do you like to do in your free time?
22. What hobbies do you have?
23. What is the nearest bus stop or train station to your house?
24. What is your motto?
25. What is your religion? (Perhaps not a good question in some situations.)
26. What kind of food do you like?
27. What kind of people do you like?
28. What kind of people do you not like?
29. What languages do you speak?
30. What two things could you not do when you were a child, but you can do now?
31. What's something you do well?
32. What's your address?
33. What's your father like?
34. What's your mother like?
35. What's your name?
36. What's your phone number?
37. What's your telephone number?
38. When did you start to study English?
39. Where are you from?
40. Where do you live?
41. Where do you live? How long have you lived there?
42. Where were you born?
43. Which sports do you like?
44. Who do you live with?
45. Who do you respect the most?
46. Who has had the most influence in your life?
47. Why did you decide to take this course?
48. Why do you want to learn English?
49. Would you like to be famous?
50. What do you think you will be doing five years from now?
51. Where do you think you'll be living five years from now?
52. What is your goal in life?
53. Who is your next door neighbor in your home country?
54. What is he or she like?
55. Did you get along with each other?
56. What is the best memory of our country that you will take back home you?

57. What is the worst memory of our country?

58. How many times did you move as a child?

59. Are you a task oriented person or a people oriented person?

60. What is the profile of the wife/husband you would meet?

61. What kind of woman/man would you like to marry?
Appendix B

Homework from Workshop 1 – Due in Workshop 2

What are they saying? (28 points)

<table>
<thead>
<tr>
<th>what’s</th>
<th>is</th>
<th>my</th>
<th>from</th>
<th>name</th>
<th>phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>where</td>
<td>are</td>
<td>your</td>
<td>I’m</td>
<td></td>
<td>address</td>
</tr>
</tbody>
</table>

1. _____ your name?
   - My _____ is Janet Miller

2. What’s your ______?
   - _____ address
     - _____ 456 Main Street

3. What’s ______ phone number?
   - My ______ is
     - _____ 555-4587
4. What's _____ name?

My _____ is Janet Greene.
5. What's your _____ address?

My _____ is 15 Lee Road.

6. What's your _____ number?

My phone _____ is 407-8597.
7. From where are you from? 

8. My name is Marta Gonzalez. My address is 235 Main Street. My phone number is 741-8906.
How about you? What's your name, address and phone number?

<table>
<thead>
<tr>
<th>STUDENT IDENTIFICATION CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: _______________</td>
</tr>
<tr>
<td>First Name       Last Name</td>
</tr>
<tr>
<td>Address: _______________</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Number: _______________</td>
</tr>
</tbody>
</table>

My name ___ __________ __________. My ______ ______. My ______ ______. ______ ____________.
Appendix C

**Everyday Activities Exercise**

Match the picture with the activity. Make complete sentences.

|---|-----------|------------|-------------|------------|-------------|-------------|------------|-------------|-------------|---------------|-------------------|----------------------|--------------------|-----------------------|----------------------|
Appendix D

Evaluation Criteria for Assignment Workshop 2
(Due Workshop 3): (Points possible – 30)

Students’ names:

In pairs, create a drawing with people and write about the picture telling about the people in the picture, where they are and what they are doing. Make sure you use present continuous. You could also use a picture you find on the Internet or another source (book or magazine). There should be at least 8 to 10 sentences. For example, look at the picture and the writing below:

There are many people at the park today. Janet and Rex are jogging in the park. Katherine is skating while her mom and dad are sitting by the lake and talking. Thomas is riding his bicycle.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness</td>
<td>Assignment was turned in at the beginning of the class.</td>
<td>Assignment was turned in during the class, but after it was requested.</td>
<td>Assignment was turned in at the end of the class.</td>
<td>Assignment was turned in less than 24 hours after the class.</td>
<td>Assignment was not turned in or was turned in more than 24 hours after the class.</td>
<td></td>
</tr>
<tr>
<td>Completeness</td>
<td>Assignment has the picture/drawing and complies or exceeds with the 8 to 10 sentences.</td>
<td>Assignment has the picture but only has 5 to 7 sentences.</td>
<td>Assignment has the picture but only has 3 to 4 sentences</td>
<td>Assignment has the picture but only has 2 to 1 sentences</td>
<td>Assignment is missing the picture and/or has the picture but has no sentences.</td>
<td></td>
</tr>
<tr>
<td>Present Continuous</td>
<td>Present Continuous is used appropriately in 8-10 sentences</td>
<td>Present Continuous is used correctly in 5 to 7 sentences.</td>
<td>Present Continuous is used correctly in 3 to 4 sentences</td>
<td>Present Continuous is used correctly in 2 to 1 sentences</td>
<td>Present Continuous is not used, but other tenses are used correctly</td>
<td>Much difficulty is observed in the use of present continuous or other verb tenses.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary words are used correctly most of the time.</td>
<td>Vocabulary words are used correctly some of the time.</td>
<td>Vocabulary words are obviously incorrect through most of the paragraph.</td>
<td>Vocabulary words are obviously incorrect through most of the paragraph.</td>
<td>Vocabulary words are obviously incorrect through most of the paragraph.</td>
<td>Vocabulary words are difficult to understand or used incorrectly</td>
</tr>
<tr>
<td>Paragraph Conventions</td>
<td>Paragraph is indented and on one topic. It completely develops the idea. It has more than one sentence. It has an introduction and conclusion.</td>
<td>Paragraph doesn't show indentation, yet it completely develops the idea. It has more than one sentence. It has an introduction and conclusion.</td>
<td>Paragraph does not show indentation and does not have a logical introduction and/or conclusion yet the idea is expressed.</td>
<td>No demonstration of indentation, logical conclusion and introduction. Difficult to understand the idea.</td>
<td></td>
<td>No mastery</td>
</tr>
<tr>
<td>Spelling Mechanics</td>
<td>Clearly checked writing. No spelling mistakes.</td>
<td>Some spelling mistakes (3 or 4).</td>
<td>Spelling mistakes affect clarity of ideas.</td>
<td>Spelling mistakes affect clarity of ideas.</td>
<td>Spelling mistakes affect clarity of ideas.</td>
<td>No way of understanding idea, because of many spelling mistakes.</td>
</tr>
</tbody>
</table>
## Appendix E

### Present Continuous and Possessive Adjectives

<table>
<thead>
<tr>
<th>Hi! What are you doing?</th>
<th>I’m fixing my sink.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Ask about Mary)</td>
<td>(clean/room)</td>
</tr>
<tr>
<td>(Ask about Bob)</td>
<td>(Fix/car)</td>
</tr>
<tr>
<td>(Ask about the Janet, Mary and Vivian)</td>
<td>(Clean/house)</td>
</tr>
<tr>
<td>(Ask about Stephen’s kids)</td>
<td>Kids/homework</td>
</tr>
</tbody>
</table>
# Appendix F

## Short Answers, Present Continuous, and Possessive Pronouns

<table>
<thead>
<tr>
<th>are you busy?</th>
<th>Is Frances busy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>doing my homework</td>
<td>cleaning her apartment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>is frank busy?</th>
<th>is kim busy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>feeding his cat</td>
<td>washing her clothes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>are jeanne and lisa busy?</th>
<th>are ed and rudy busy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>painting their room</td>
<td>painting their garage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>is wendy busy?</th>
<th>are anwar and ken busy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>reading her e-mail</td>
<td>cleaning the yard</td>
</tr>
</tbody>
</table>
### Appendix G

**Matching Exercise – Adjectives Describing People**

Match the opposites. (Antonyms)

<table>
<thead>
<tr>
<th>Your answers</th>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>1. Beautiful/pretty</td>
<td>a. Cheap</td>
</tr>
<tr>
<td></td>
<td>2. Easy</td>
<td>b. Difficult</td>
</tr>
<tr>
<td></td>
<td>3. Expensive</td>
<td>c. Old</td>
</tr>
<tr>
<td></td>
<td>4. Handsome</td>
<td>d. Old</td>
</tr>
<tr>
<td></td>
<td>5. Heavy/fat</td>
<td>e. Poor</td>
</tr>
<tr>
<td></td>
<td>6. Large/big</td>
<td>f. Quiet</td>
</tr>
<tr>
<td></td>
<td>7. Married</td>
<td>g. Small/little</td>
</tr>
<tr>
<td></td>
<td>8. New</td>
<td>h. Short</td>
</tr>
<tr>
<td></td>
<td>9. Noisy/loud</td>
<td>i. Single</td>
</tr>
<tr>
<td></td>
<td>10. Rich</td>
<td>j. Thin</td>
</tr>
<tr>
<td></td>
<td>11. Tall</td>
<td>k. Ugly</td>
</tr>
<tr>
<td></td>
<td>12. Young</td>
<td>l. Ugly</td>
</tr>
</tbody>
</table>
## Appendix H
### Asking Yes/No Questions/short Answers/Adjectives Describing People

<table>
<thead>
<tr>
<th>Bob</th>
<th>Bill</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of Bob and Bill" /></td>
<td><img src="image2.png" alt="Image of Bob and Bill" /></td>
</tr>
</tbody>
</table>

1. Is Bill tall or short?  
   2. He’s tall.

1. Is Bob tall or short?  
   2. He’s short

<table>
<thead>
<tr>
<th>Howard</th>
<th>Mike</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Image of Howard and Mike" /></td>
<td></td>
</tr>
</tbody>
</table>

1. Is Howard young or old?  
   2. Is Mike young or old?

<table>
<thead>
<tr>
<th>Orville</th>
<th>Stan</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Image of Orville and Stan" /></td>
<td></td>
</tr>
</tbody>
</table>

1. Is Orville tall or short?  
2. Is Stan short or tall?
1. Is Orville heavy or thin?  

2. Is Stan heavy or thin?

1. Is Gloria married or single?  

2. Is Jennifer married or single?

1. Is Artemio’s car old or new?  

2. Is Antonio’s car old or new?

1. Is Robert handsome or ugly?  

2. Is George handsome or ugly?

1. Is Marigold beautiful or ugly?  

2. Is Hilda beautiful or ugly?

1. Is the food at the Plaza restaurant expensive or cheap?  

2. Is the food at Burger Town expensive or Cheap?
1. Are Fred’s neighbors quiet or noisy?  
2. Are Mari’s neighbors quiet or noisy?
Appendix I

Yes/No Question, Short Negative and Affirmative Answers

Facilitator should bring in pictures, clip art, old magazines, etc. Divide students into groups of three students. Have students look for pictures that could identify the following:
A boss
A computer
Neighbors
A restaurant
A tall person
A short person
Dog
Cat
Sister
Married
Single
Easy/difficult homework
Thin/heavy person

Once every group has identified photos for each person, have groups in turn ask each other about the description of these people. For example:

Group A has the following picture about their boss:

(boss)

Group B asks: Is your boss young?
Someone from Group A answers: No, he isn’t. He’s old.
Appendix J

Evaluation criteria for Assignment from Workshop 3
Due in Workshop 4 (55 points)

Description:

1. Ask students to create an original picture and write a short story about the people in it. This is due in Workshop Four.
   a. Example:

      i. Everybody is busy at 559 Elm Street today. Mr. Price is cleaning his office. Ms. Hunter is painting her bathroom. Ricky Gomez is feeding his dog. Mr. and Mrs. Wong are washing their clothes. Mrs. Martin is doing her exercises. Judy and Larry are fixing their car.

      I’m busy too. I’m washing my windows…and of course, I’m watching all my neighbors. It’s a very busy day at 559 Elm Street.

2. Create or select a picture from a magazine that has people in it. Describe the people. Use adjectives to describe the people in the picture. Make sure to be able either to cut and paste the picture on your paper, or make a copy and paste the copy to the paper. Assignments will not be accepted without the pictures.

Criteria:

<table>
<thead>
<tr>
<th>Criteria (Both Parts)</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness</td>
<td>Assignment was turned in at the beginning of the class</td>
<td>Assignment was turned in during the class, but after it was requested.</td>
<td>Assignment was turned in at the end of the class.</td>
<td>Assignment was turned in less than 24 hours after the class.</td>
<td>Assignment was turned in or was turned in more than 24 hours after the class.</td>
<td>Assignment was not turned in or was turned in more than 24 hours after the class.</td>
</tr>
<tr>
<td>Completeness</td>
<td>Assignment has the pictures or drawings and complies or exceeds with the sentences.</td>
<td>Assignment has the picture but sentences do not describe the picture totally.</td>
<td>Assignment has the picture but only has 3 to 4 sentences</td>
<td>Assignment has the picture but only has 2 to 1 sentences</td>
<td>Assignment is missing the picture and/or has the picture but has no sentences.</td>
<td>Assignment is missing the picture and/or has the picture but has no sentences.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Part A</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>----------</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Subject Possessive Pronouns</strong></td>
<td>Subject Possessive Pronouns is used appropriately in all sentences</td>
<td>Subject Possessive Pronouns is used correctly in most sentences</td>
<td>Subject Possessive Pronouns is used correctly in some sentences</td>
<td>Subject Possessive Pronouns is used correctly in several sentences</td>
<td>Subject Possessive Pronouns is not used, but nouns are used correctly</td>
<td>Much difficulty is observed in the use of Subject Possessive Pronouns</td>
</tr>
<tr>
<td><strong>Present Continuous</strong></td>
<td>Present Continuous is used appropriately in all sentences</td>
<td>Present continuous is used correctly in most sentences.</td>
<td>Present continuous is used correctly in some sentences</td>
<td>Present continuous is used correctly in several sentences</td>
<td>Present continuous is not used, but other tenses are used correctly</td>
<td>Much difficulty is observed in the use of present continuous or other verb tenses.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Vocabulary words are used correctly most of the time</td>
<td>Vocabulary words are used correctly some of the time.</td>
<td>Vocabulary words are obviously incorrect through most of the paragraph.</td>
<td>Vocabulary words are difficult to understand or used incorrectly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paragraph Conventions</strong></td>
<td>Paragraph is indented and on one topic. It completely develops the idea. It has more than one sentence. It has an introduction and conclusion.</td>
<td>Paragraph doesn’t show indentation, yet it completely develops the idea. It has more than one sentence. It has an introduction and conclusion.</td>
<td>Paragraph does not show indentation and does not have a logical introduction and/or conclusion yet the idea is expressed.</td>
<td>No demonstration of indentation, logical conclusion and introduction. Difficult to understand the idea.</td>
<td>No mastery</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling Mechanics</strong></td>
<td>Clearly checked writing. No spelling mistakes.</td>
<td>Some spelling mistakes (3 or 4).</td>
<td>Spelling mistakes affect clarity of ideas.</td>
<td>No way of understanding idea, because of many spelling mistakes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria Part B</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>----------------</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Adjectives, Subject pronouns and Possessive pronouns</td>
<td>Adjectives, Subject pronouns and Possessive pronouns are used appropriately in all sentences</td>
<td>Adjectives, Subject pronouns and Possessive pronouns are used correctly in most sentences.</td>
<td>Adjectives, Subject pronouns and Possessive pronouns are used correctly in several sentences</td>
<td>Adjectives, Subject pronouns and Possessive pronouns are not used, but other tenses are used correctly</td>
<td>Much difficulty is observed in the use of Adjectives, Subject pronouns and Possessive pronouns.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary words are used correctly most of the time</td>
<td>Vocabulary words are used correctly some of the time.</td>
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<td></td>
</tr>
<tr>
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<td>Paragraph doesn't show indentation, yet it completely develops the idea. It has more than one sentence. It has an introduction and conclusion.</td>
<td>Paragraph does not show indentation and does not have a logical introduction and/or conclusion yet the idea is expressed.</td>
<td>No demonstration of indentation, logical conclusion and introduction. Difficult to understand the idea.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling Mechanics</td>
<td>Clearly checked writing. No spelling mistakes.</td>
<td>Some spelling mistakes (3 or 4).</td>
<td>Spelling mistakes affect clarity of ideas.</td>
<td>No way of understanding idea, because of many spelling mistakes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix K

Map Exercise

Using the map below, complete the sentences using the prepositions.

1. The bank is next to the restaurant.
2. The bus station is __________ the fire station.
3. The library is __________ the movie theater and the barber shop.
4. The laundromat is ______ the video store.
5. The laundromat is ______ the clinic.
6. The clinic is ______ the laundromat and the gas station.
7. The clinic and the gas station are ______ the hotel.
8. The barber shop is __________ the post office.
9. The restaurant is _________ the supermarket.
10. The school is __________ the laundromat.
11. The school is __________ the supermarket and the hotel.
Appendix L

Using Prepositions Of Location, Verb Be, “There Is”, “There Are” In Statements And In Questions And Short Affirmative And Negative Answers.

Looking at the map below, students answer the questions.

1. Is there a fire station on Oak Street? No, there isn’t.
2. Is there a hair salon across the barber shop?
3. Is there a supermarket around the corner from the bank?
4. Is there a police station next to the hospital?
5. Is there a department store across from the school?
6. Is there a drug store on Oak Street?
7. Is there a Laundromat next to the park?
8. Is there a Church on River Avenue?
9. Is there a bank between the barber shop and the bakery?
Now write about five questions of your own, like:
Is there a supermarket on Oak Street?
Is there a department store around here?
Where is the park?
Write them down and when the facilitator asks you, you may ask these questions to others in your group and have them answer them.

1. __________________ _________________________________________
2. __________________ _________________________________________
3. __________________ _________________________________________
4. __________________ _________________________________________
5. __________________ _________________________________________
# Appendix M

**Organize the items in the apartment.**

Have students ask each other questions about their floor plan and housing items. For example: Student A would ask: “Is there a toaster in your kitchen?” Student B would respond: “Yes, there is.”

<table>
<thead>
<tr>
<th>Garage</th>
<th>Kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bedroom</td>
</tr>
<tr>
<td></td>
<td>Bathroom</td>
</tr>
<tr>
<td>Living Room</td>
<td>Dinning room</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Patio</td>
</tr>
</tbody>
</table>

---

Prep.04-26-04 Carmen L. Lamboy, Ed.D.  
ENGL 101 Basic English
Appendix N

Evaluation Criteria for Assignment from Workshop 4

Due in workshop 5 (60 points)

Description:

a. You will create a project where you introduce your family members. The first thing the family project should have is a family tree with the names of the people the reader will meet throughout the project. Then you should have a page per each family member with a picture and the description, such as the one practiced in class. This assignment is due in workshop 5. Remember to use a copy of the photo if you do not want to hand it in to the facilitator. The project will not be accepted without photos or pictures or clip art. There must be a picture. Remember to use prepositions of location. The description should be a short paragraph for each picture, where you answer:
   i. Who is he? /Who is she? /Who are they?
   ii. What’s his name? /What’s her name? /What are their names?
   iii. Where is he? /Where is she? /What are they doing?
   iv. What’s he doing? /What’s she doing? /What are they doing?

b. You must create a floor plan of an apartment, building or house. Create 10 questions as the ones practiced in class. Have them answer the questions as well. The project must have a floor plan. They can find one on the Internet or create their own. Remember to use “there is” and “there are”. Also use “Is there” and “are there” forms. Remember also to use question asking about “How many”
### Criteria for Part A

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeliness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment was turned in at the beginning of the class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment was turned in during the class, but after it was requested.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Assignment was turned in at the end of the class.</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Assignment was turned in less than 24 hours after the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment was not turned in or was turned in more than 24 hours after the class.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment has the family tree, pictures or drawings and complies or exceeds with the sentences. (4 sentences)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment has family tree and pictures but sentences do not describe the pictures totally.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assignment has the pictures but not the family tree and only has 3 to 4 sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment has the pictures, no family tree but only has 2 to 1 sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment is missing the pictures, family tree and/or has the pictures but has no sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prepositions of Location</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepositions of Location are used appropriately in all sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepositions of Location are used correctly in most sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepositions of Location are used correctly in some sentences</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Prepositions of Location are not used, but other tenses are used correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much difficulty is observed in the use of Prepositions of Location.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Vocabulary words are used correctly most of the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Vocabulary words are used correctly some of the time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary words are obviously incorrect through most of the paragraph.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary words are difficult to understand or used incorrectly</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Paragraph Conventions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraph is indented and on one topic. It completely develops the idea. It has more than one sentence. It has an introduction and conclusion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraph doesn’t show indentation, yet it completely develops the idea. It has more than one sentence. It has an introduction and conclusion.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Paragraph doesn’t show indentation and does not have a logical introduction and/or conclusion yet the idea is expressed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No demonstration of indentation, logical conclusion and introduction. Difficult to understand the idea.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No mastery</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spelling Mechanics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly checked writing. No spelling mistakes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some spelling mistakes (3 or 4).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling mistakes affect clarity of ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>No way of understanding idea, because of many spelling mistakes.</td>
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</table>
# Criteria for Part B

<table>
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<tr>
<th>Criteria</th>
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<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td><strong>Completeness</strong></td>
<td>Assignment has the family tree, pictures or drawings and complies or exceeds with the sentences. (4 sentences)</td>
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<td>Assignment has the pictures, no family tree but only has 2 to 1 sentences</td>
<td>Assignment is missing the pictures, family tree and/or has the pictures but has no sentences.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of There is There are Is there How many</strong></td>
<td>Forms are used appropriately in all sentences</td>
<td>Forms are used correctly in most sentences.</td>
<td>Forms are used correctly in some sentences</td>
<td>Forms are used correctly in several sentences</td>
<td>Forms are not used, but other tenses are used correctly</td>
<td>Much difficulty is observed in the use of the Forms.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Vocabulary words are used correctly most of the time.</td>
<td>Vocabulary words are used correctly some of the time.</td>
<td>Vocabulary words are obviously incorrect through most of the paragraph.</td>
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<tr>
<td><strong>Paragraph Conventions</strong></td>
<td>Paragraph is indented and on one topic. It completely develops the idea. It has more than one sentence. It has an introduction and conclusion.</td>
<td>Paragraph doesn’t show indentation, yet it completely develops the idea. It has more than one sentence. It has an introduction and conclusion.</td>
<td>No demonstration of indentation, logical conclusion and introduction. Difficult to understand the idea.</td>
<td></td>
<td></td>
<td>No mastery</td>
</tr>
<tr>
<td><strong>Spelling Mechanics</strong></td>
<td>Clearly checked writing. No spelling mistakes.</td>
<td>Some spelling mistakes (3 or 4).</td>
<td>Spelling mistakes affect clarity of ideas.</td>
<td></td>
<td></td>
<td>No way of understanding idea, because of many spelling mistakes.</td>
</tr>
</tbody>
</table>

Prep.04-26-04 Carmen L. Lamboy, Ed.D.  
ENGL 101 Basic English
Appendix O

**Participation Appraisal**

Name: ____________________________ Date: ________________________

This appraisal form is to be used to evaluate your in-class participation and leadership. *This is how I will evaluate* how you got involved in both class discussions and group activities. I will circle the value I believe best describes the value to be assessed in each area. Then I will total the score at the bottom of the form to determine your overall participation level. The maximum score is 50 points.

**Attendance:** Based on number of class absences.

<table>
<thead>
<tr>
<th>0</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missed all</td>
<td>Missed four</td>
<td>Missed three</td>
<td>Missed two</td>
<td>Missed only one</td>
<td>Didn’t miss any!</td>
</tr>
</tbody>
</table>

**Group Involvement:** (Rate 0-low to 4-high) *Circle One*

1. Added to group discussion frequently | 0 | 1 | 2 | 3 | 4 |
2. Showed interest in the group discussion and activities | 0 | 1 | 2 | 3 | 4 |
3. Led group discussions | 0 | 1 | 2 | 3 | 4 |
4. Asked questions of others | 0 | 1 | 2 | 3 | 4 |
5. Was prepared for group discussions | 0 | 1 | 2 | 3 | 4 |
6. Participated freely and cooperated to assist the group | 0 | 1 | 2 | 3 | 4 |

**Class Involvement** (Rate yourself from 0-low to 4-high)

1. Added to class discussions frequently | 0 | 1 | 2 | 3 | 4 |
2. Showed interest in class discussions | 0 | 1 | 2 | 3 | 4 |
3. Asked pertinent questions in class | 0 | 1 | 2 | 3 | 4 |
4. Came prepared to each class (Brought homework, had read) | 0 | 1 | 2 | 3 | 4 |

**FINAL GROUP AND CLASS PARTICIPATION GRADE** ___________/50