



# Learning English Electronically

A Project from the Maricopa Center for Learning and Instruction

## Table of contents

Forword .....	2
List of Contributors .....	3
<b>Introduction .....</b>	<b>4 - 6</b>
What is L.E.E.? .....	4
For whom is L.E.E. intended? .....	4
Features of L.E.E. ....	4
What is included in L.E.E.? .....	5
Suggested uses of L.E.E. ....	6
Program requirements .....	6
<b>Unit Overview .....</b>	<b>7 - 8</b>
Unit components .....	7
Lesson structure .....	8
<b>Getting Around L.E.E. ....</b>	<b>9 - 12</b>
Launching L.E.E. ....	9
Navigating the program .....	10
Completing the exercises .....	11
Completing the assessment .....	11
Getting help .....	12
Quitting L.E.E. ....	12
<b>Unit Objectives and Assessment Keys .....</b>	<b>13 - 36</b>





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A Project from the Maricopa Center for Learning and Instruction

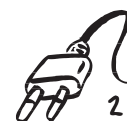
## Foreword

The needs of English as a Second Language (ESL) students continues to be a major priority for the Maricopa Community Colleges. In January 1986, Vice Chancellors Alfredo G. de los Santos Jr. and Ron Bleed made a commitment to address the need for quality ESL courseware. Faculty and the Maricopa Center for Learning and Instruction (MCLI) staff worked together to review and evaluate existing software and systems for the adult ESL population. Unfortunately, a comprehensive system could not be found. Consequently, a full-scale development project was designed.

Acknowledgment of several faculty and staff during the course of the past years must be made; they are identified on the following page. Major commitment from the Offices of Student and Educational Development, Information Technology Services, and Chancellor Paul A. Elsner helped to actualize this effort. Time, staff, and resources from the Maricopa Center for Learning and Instruction supported the completion of this multimedia project throughout the years.

Naomi O. Story, Ph.D.

Director, Maricopa Center for Learning and Instruction





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## List of Contributors

### Program Director

Naomi O. Story, Ph.D.

### Multimedia Development

Alan Levine

### Documentation Layout

Christina Emmons  
Theresa Price

### Additional Graphics

Derek Cline

### Contributing Faculty and Staff

Kay Ashley  
Donella Eberle  
Donna Kardell  
Carmen Marquez  
Karen Mills  
Jackie Moran  
Mary Lou Mosley, Ph.D.  
David Salazar  
Kathy Schulhoff  
Belen Servin, Ph.D.  
Gail Shay  
Shiji Shen  
Barbara Shovers  
Joan Thomas  
Lupe Villicana  
Judy Walsh  
Janet Wandry

### Instructional Design

Maria Harper-Marinick, Ph.D.

### Faculty Content Development

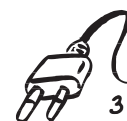
Jane Camp  
Char Howey

### Phoenix College Sound Studio

Henry Denman  
Brete Garrett

### Story Voices

William Clayten  
Christina Emmons  
Brete Garrett  
Melissa Hurley  
Alan Levine  
Liz O'Brien





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## Introduction

### What is L.E.E.?

Learning English Electronically (L.E.E.) is a computer-based educational program designed primarily for English as a Second Language (ESL) instruction. L.E.E. presents grammatical concepts which help adult learners improve their reading and writing skills in English.

The main goal of L.E.E. is to help students recognize the structural patterns of the English language and develop their writing skills at the sentence level.

For the latest information about L.E.E., visit the web site:

<http://www.mcli.dist.maricopa.edu/proj/lee/>

### For Whom is L.E.E. Intended?

L.E.E. is designed for adult college students who have a moderate level of proficiency in the English language, but have difficulty in writing accurate and effective sentences. L.E.E. is most appropriate for high beginning to advanced ESL students, but it may also be used by native English speakers who want a comprehensive overview of the major grammatical features of English.

### Features of L.E.E.

- Twenty-two grammar units
- Five lessons with survival skills orientations in each unit
- Clearly stated objectives
- Easy-to-read grammar rules
- Recorded conversations for listening practice
- Grammar activities
- Writing practice
- Assessment





# Learning English Electronically

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## Introduction

### What is Included in L.E.E.?

- **CD-ROM** - that contains the entire program (instruction, exercises, feedback, and assessment) to be used on either a Macintosh or Windows system.
- **Learner's Guide** - a set of written materials designed to accompany and supplement the L.E.E. software program. The Learner's Guide is not a substitute for the instruction provided on the CD, but a complement aimed at enhancing and reinforcing learning. It includes:
  - « General information on what L.E.E. is, how it is organized, and how it should be used.
  - « Unit-specific information regarding instructional objectives, a summary of grammar rules and examples, and charts and tables.
  - « Additional practice for each unit similar to the exercises included on the CD.
  - « Appendix: answer keys for the additional practice exercises.
  - « A complete version of the Learners Guide is available on the CD-ROM and is ready to be reproduced for the students.
- **Instructor's Manual** - an easy-to-follow guide which includes:
  - « A general description of the program.
  - « Suggested uses of L.E.E.
  - « An overview of the L.E.E. instructional units.
  - « Instructions on how to get started.
  - « Answer keys for the assessment.
  - « A copy of the Learner's Guide.





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## Introduction

### Suggested Uses of L.E.E.

L.E.E. may be used as a complete instructional program for ESL students or as an instructional aid for students taking ESL courses.

- **Instruction in self-paced or open-entry laboratory setting:** Students may use L.E.E. at their own pace to learn and review English grammar. The writing practices and assessment activities in the program and booklet allow the students and instructor to evaluate progress.
- **Instruction in controlled laboratory setting:** L.E.E. may be used as the primary instructional tool for grammar in an ESL lab supervised by an instructor.
- **Supplemental instruction:** Instructors may recommend L.E.E. to students as an aid in reviewing and practicing specific skills learned in grammar and writing classes.

### Program Requirements

The L.E.E. CD-ROM can be run on Macintosh, PowerMacintosh, Windows 3.1, or Windows 95 systems. Basic requirements are a 640 x 480 color monitor (256 colors), 8 MB RAM, 2X CD-ROM, sound card, and access to a printer. L.E.E. was developed in Macromedia Director 5.0.





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## Unit Overview

L.E.E. comprises 22 **units** that discuss the following grammar concepts:

- |                            |                               |
|----------------------------|-------------------------------|
| 1. Verb “to be”            | 12. Adjective Word Order      |
| 2. Subject/Object Pronouns | 13. Adverbs                   |
| 3. Subject-Verb Agreement  | 14. Spelling                  |
| 4. Do/Does                 | 15. Future                    |
| 5. Information Questions   | 16. Continuous Tenses         |
| 6. Prepositions            | 17. Perfect Tenses            |
| 7. Articles                | 18. Comparative & Superlative |
| 8. Count/Noncount Items    | 19. Infinitives & Gerunds     |
| 9. Past Tense              | 20. Adverbial Clauses         |
| 10. Modals                 | 21. Adjective Clauses         |
| 11. Separable Verb Phrases | 22. Noun Clauses              |

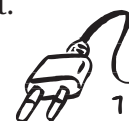
All units are independent from each other, and there are no prerequisites. L.E.E. allows the learners to complete the unit of their choice at any time. However, since the units are listed in the Unit Menu in order of difficulty, L.E.E. recommends that they are completed in the sequence they appear.

### Unit Components

Each unit includes five equivalent **lessons** that deal with different topic areas: **employment, food, health, school, and transportation.**

Lessons within a unit have the same instructional objectives and set of grammar rules and examples. The main difference among the individual lessons lies in the story content, vocabulary, and exercise items.

There is one assessment included for each unit, which is designed to ascertain if learners have attained the unit objectives. The number and complexity of the objectives determines the length and level of difficulty of each assessment. Learners may complete the assessment at any time; however, they should be encouraged to review all the lessons within the unit before attempting to do the test. This is especially important for units 6 (Prepositions) and 11 (Separable Verb Phrases) since each lesson covers different content.





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## Unit Overview

### Lesson Structure

Each lesson includes the following options:

- A **Story** that provides a preview of the grammar concept introduced in the unit used in a particular context. The story is presented twice. The first time learners may read and listen to the story to get familiar with its content. The second time they see the examples of the grammar concept included in the story highlighted.
- **Rules** that explain the grammar concept and **examples** that illustrate its use. A **summary** is presented at the end of each Rules section as a review of the key elements taught.
- **Exercises** that allow learners to practice the rules that they have just learned. Each lesson has five exercises. The difficulty level increases with each exercise. The last exercise of each lesson is the writing practice (see below). For exercises 1-4, immediate feedback is given after each response.
- **Writing** practice that asks learners to create original sentences applying the concepts learned in the unit. The results of this exercise will be printed and handed in to the instructor for individualized feedback.
- **Review** that allows learners to access a summary of the rules at any time while working on any of the exercises.
- **Unit Assessment** that determines how well learners have achieved the unit objectives. Ideally, learners complete the assessment after reviewing all five lessons within a unit. Learners are asked to print a completed copy of the assessment and hand it in to the instructor to receive feedback.





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## Getting Around L.E.E.

L.E.E. is very flexible and easy to use. Simply insert the CD-ROM into your computer and follow the directions below.

### Launching L.E.E.

For **Macintosh**

Double-click the L.E.E. icon

For **Windows 3.1**

Use the File Manager to launch the file LEE16.EXE from the L.E.E. CD

For **Windows 95**

Double-click the LEE32.EXE icon from the L.E.E. CD





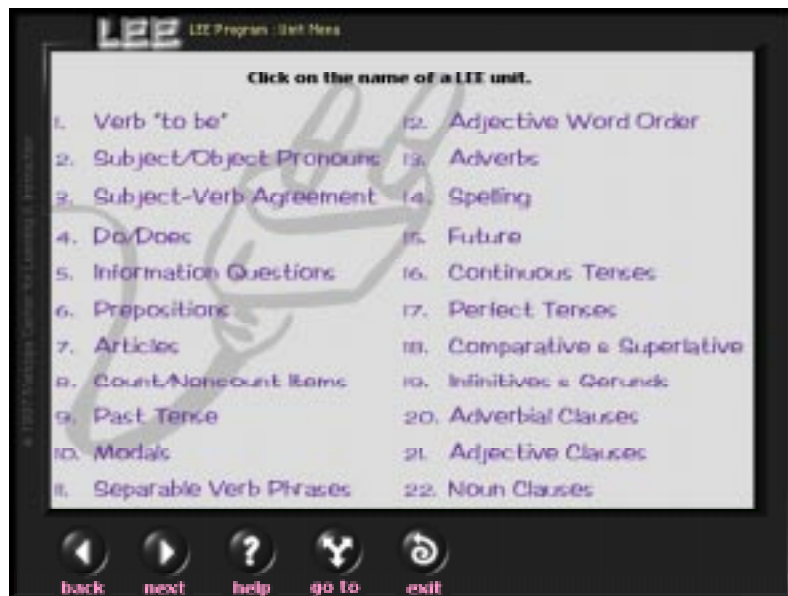
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## Getting Around L.E.E.

### Navigating the Program

Users will see a short introduction about L.E.E. and will get a Unit Menu. They can, then, navigate through the program at their own pace. Users decide which unit to complete by selecting it from the Menu.



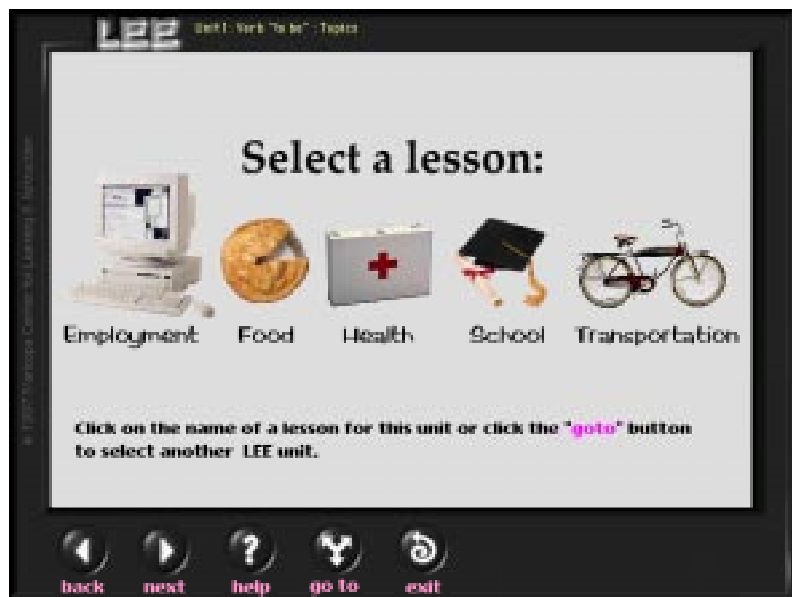



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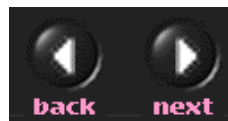
## Getting Around L.E.E.

Users select which lesson within a unit to work on by clicking on the related icon.



Once they have selected a lesson, users can always exit it and go to another one within the unit by clicking on the  button to access the lesson options screen.

To go from one screen to the next users should follow the written directions on the screen or use the buttons available for that screen.





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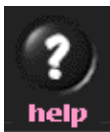
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## Getting Around L.E.E.

### Completing the Exercises

Every lesson within a unit includes five different exercises. Directions for doing the exercises appear on screen or are embedded in the text. Some items require that users click on a response, others that they type it. If users are not quite sure how to complete an exercise, they can click on the

*help* button



for additional information.

To review the rules again while working on an exercise, users simply click

on the *review* button



. This option allows them to access a summary

of the rules and to then return to the exact screen they were on.

L.E.E. also provides immediate feedback for every response entered, to let users know if their answer was correct or incorrect.

### Completing the Assessment

Directions for taking the exam are provided on screen. Items are presented one at a time. While working on an item, users can change their answer as many times as they want. However, once they input a final response and move on to the next item, they can not go back and make changes.

After the assessment is completed, users will be instructed to print a copy and give it to the instructor for feedback.



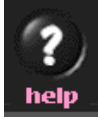


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## Getting Around L.E.E.

### Getting Help

**Help** is available for every section of the program at any time. By simply clicking on the  button, users access specific information concerning the part of the unit on which they are working.

### Quitting L.E.E.

Users can exit L.E.E. at any time by clicking the  button.





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## Unit 1: Verb "TO BE"

The verb *to be* is the most used verb in English. This unit deals with the present tense forms of the verb *to be* and how to use them correctly.

### Objectives

After completing this unit, learners will be able to:

- Use *am*, *is*, and *are* in affirmative sentences
- Use *am*, *is*, and *are* in negative sentences
- Use *am*, *is*, and *are* in question sentences

### Assessment Answer Key

- Item 1**
- a. is
  - b. am
  - c. are
  - d. are
  - e. is

- Item 2**
- a. are
  - b. is
  - c. am
  - d. is
  - e. are

- Item 3**
- |            |    |        |    |         |
|------------|----|--------|----|---------|
| a. are not | or | aren't | or | 're not |
| b. are not | or | aren't | or | 're not |
| c. is not  | or | isn't  | or | 's not  |
| d. is not  | or | isn't  | or | 's not  |
| e. am not  | or |        |    | 'm not  |

- Item 4**
- a. Are the students in the classroom?
  - b. Is Maria's bakery open today?
  - c. Am I the new car mechanic?
  - d. Is Dr. Peterson very busy today?
  - e. Are you the president of the company?





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## Unit 2: Subject/Object Pronouns

Pronouns are words that can be used in the place of nouns in a sentence. There are several pronouns in the English language. This unit deals with subject and object pronouns.

### Objectives

After completing this unit, learners will be able to:

- List the subject pronouns and object pronouns
- Use subject pronouns and objects pronouns correctly

### Assessment Answer Key

#### Item 1

	Subject		Object	
	Singular	Plural	Singular	Plural
First person	I	we	me	us
Second Person	you	you	you	you
Third Person				
(male)	he	they	him	them
(female)	she	they	her	them
(thing)	it	they	it	them

- Item 2**
- they
  - she
  - they
  - he
  - you

- Item 3**
- them
  - her
  - it
  - you
  - us





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## Unit 3: Subject-Verb Agreement

Verbs in English change forms for different persons and different tenses. The topic of this unit is subject-verb agreement.

### Objectives

After completing this unit, learners will be able to:

- Change verbs into the correct form of the third person singular in the present tense
- Keep the base form of the verb in the present tense for the persons that are not third person singular
- Use *am*, *is*, and *are* correctly for different persons

### Assessment Answer Key

- Item 1**
- a. flies
  - b. watch
  - c. carries
  - d. start
  - e. opens

- Item 2**
- a. studies
  - b. goes
  - c. washes
  - d. has
  - e. supervise

- Item 3**
- a. are
  - b. are
  - c. is
  - d. is
  - e. is

- Item 4** Answers will vary.





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## Unit 4: DO and DOES

This unit deals with the auxiliary verbs *do* and *does*, which are very useful when forming negative sentences and asking questions.

### Objectives

After completing this unit, learners will be able to:

- Use the auxiliary verbs *do* and *does* to form negative sentences
- Use the auxiliary verbs *do* and *does* to ask questions

### Assessment Answer Key

- Item 1**
- a. does
  - b. does
  - c. do
  - d. do
  - e. does

- Item 2**
- a. a
  - b. b
  - c. b
  - d. a
  - e. c

- Item 3**
- a. The men's department does not (doesn't) have an opening.  
Does the men's department have an opening?
  - b. Paul does not (doesn't) like tomatoes on his sandwich.  
Does Paul like tomatoes on his sandwich?
  - c. You and I do not (don't) have medical insurance.  
Do you and I have medical insurance?
  - d. The students do not (don't) make a solar cooker at school every year.  
Do the students make a solar cooker at school every year?
  - e. My new car does not (doesn't) get good gas mileage.  
Does my new car get good gas mileage?





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## Unit 5: Information Questions

Information questions are questions that begin with words such as *who*, *what*, *when*, *where*, *why*, *how old*, and *how many*. This unit deals with forming information questions.

### Objectives

After completing this unit, learners will be able to:

- Ask information questions correctly
- Answer information questions correctly

### Assessment Answer Key

- Item 1**
- a. where
  - b. when
  - c. how many
  - d. where
  - e. who
- Item 2**
- a. at the store
  - b. a sandwich
  - c. Jane
  - d. thirty five
  - e. a broken arm
- Item 3**    Answers will vary.





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## Unit 6: Prepositions

Prepositions are words that are always used with nouns, noun phrases, or object pronouns in a sentence. Each preposition has a basic meaning and has many different idiomatic uses.

This unit will discuss several prepositions of location and time. Please note that each lesson in this unit may cover different content. L.E.E. suggests that learners complete all five lessons for Unit 6 in order to learn the meaning and use of all the prepositions covered.

### Objectives

After completing this unit, learners will be able to:

- Use prepositions correctly to indicate location and time

### Assessment Answer Key

- Item 1**
- a. at
  - b. above
  - c. on
  - d. at
  - e. behind

- Item 2**
- a. under
  - b. above    in    over
  - c. at
  - d. on
  - e. out

- Item 3**    Answers will vary.





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## Unit 7: Articles

This unit discusses articles. In English, articles are used before nouns. There are two types of articles:

definite article = *the*

indefinite articles = *a* and *an*

### Objectives

After completing this unit, learners will be able to identify:

- When to use the definite article *the*
- When to use the indefinite articles *a* and *an*
- When not to use articles

### Assessment Answer Key

- Item 1**
- a. an
  - b. the
  - c. an
  - d. a
  - e. the

- Item 2**
- a. the
  - b. an
  - c. a
  - d. 0
  - e. 0

- Item 3** Answers will vary.





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## Unit 8: Count/Noncount Nouns

Most nouns in English represent items that can be counted, but some nouns indicate something that can be measured but not counted. For example, in baking a cake, you can't count the flour or sugar, but can measure it into cups and count the cups. This unit discusses the use of count and noncount nouns.

### Objectives

After completing this unit, learners will be able to:

- Identify several common count and noncount nouns
- Identify the correct use of count and noncount
- Use count and noncount nouns correctly

### Assessment Answer Key

Item 1	COUNT	NONCOUNT
	suitcase	information
	hour	patience
	orange	money
	customer	butter
	piece	stress

- Item 2**
- a. some
  - b. a lot of
  - c. many
  - d. a few
  - e. some





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## Unit 8: Count/Noncount Nouns

- Item 3**
- a. Tim got advice from his friend.  
**or** Tim got some advice from his friend.
  - b. Before I started my new job, I filled out many forms.  
**or** Before I started my new job, I filled out a lot of forms.  
**or** Before I started my new job, I filled out several forms.
  - c. Do you have homework for tomorrow?  
**or** Do you have any homework for tomorrow?
  - d. Sally needs to buy some suitcases for her trip to Chicago.  
**or** Sally needs to buy several suitcases for her trip to Chicago.  
**or** Sally needs to buy two (or another number) suitcases for her trip to Chicago.
  - e. You can call the Referral Department for the information you need.
- Item 4**    Answers will vary.





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## Unit 9: Past Tense

In English when you talk about activities or situations that began and ended in the past, the verbs take the past tense form. This unit discusses how to form and use verbs in the past tense.

### Objectives

After completing this unit, learners will be able to:

- Write regular past tense verbs
- Write irregular past tense verbs
- Use past tense verbs in statements
- Use past tense verbs in negative sentences
- Use past tense verbs in general questions

### Assessment Answer Key

- Item 1**
- |            |           |
|------------|-----------|
| a. waited  | f. got    |
| b. went    | g. had    |
| c. replied | h. tasted |
| d. took    | i. stayed |
| e. stopped | j. put    |

- Item 2**
- lent
  - chose
  - orgot
  - was
  - bought





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## Unit 9: Past Tense

- Item 3**
- a. Oscar did not go to visit the Museum of Native American Art.  
Did Oscar go to visit the Museum of Native American Art?
  - b. Janet and Mia did not enjoy the drive around the city.  
Did Janet and Mia enjoy the drive around the city?
  - c. My sisters did not speak with a college counselor.  
Did my sisters speak with a college counselor?
  - d. David did not make the most wonderful chicken dish.  
Did David make the most wonderful chicken dish?
  - e. I did not see Dr. Harry at the county hospital yesterday.  
Did I see Dr. Harry at the county hospital yesterday?





## Unit 10: Modals

The topic of this unit is modals. **Modals** are special “helping verbs” that we use all the time, such as *can*, *may*, *should*, and *must*.

### Objectives

After completing this unit, learners will be able to:

- Use the modals correctly in affirmative sentences
- Use the modals correctly in negative sentences
- Use modals correctly in general questions

### Assessment Answer Key

- Item 1**
- a. A
  - b. B
  - c. A
  - d. C
  - e. A

- Item 2**
- a. I may not borrow my father’s car to go to the movies.
  - b. Patricia could not (couldn’t) eat chocolate cake for her birthday.
  - c. Jorge cannot (can’t) use a computer to write his English assignments.
  - d. You should not (shouldn’t) go on vacation before the end of the month.
  - e. Claudia must not (mustn’t) ride her bicycle to work every morning.

- Item 3**
- a. Can Hilda be at the Doctor’s office by 8:00 a.m. tomorrow?
  - b. Must the car pass the emissions test?
  - c. May you turn in your assignment before Friday?
  - d. Should the apple pie be baked for an hour?
  - e. Could new employees get a raise by the end of the year?

- Item 4** Answers will vary.



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## Unit II: Separable Verb Phrases

In English, some verbs are used together with particles (*up, out, in, etc.*). The verb and the particles are used together as a single verb called a **verb phrase**.

Some verb phrases can have nouns or pronouns placed between the verb and the particle. We call them **separable verb phrases**, the topic of this unit.

Please note that each lesson in this unit may cover different content. L.E.E. suggests that learners complete all five lessons for Unit 11 in order to learn the meaning and use of all the separable verb phrases covered.

### Objectives

After completing this unit, learners will be able to:

- Identify the correct use of given separable verb phrases
- Use separable verb phrases correctly

### Assessment Answer Key

- Item 1**
- fill out
  - put in
  - figure out
  - fill up
  - crossed out

- Item 2**
- He will check over the repairs. **or** He will check the repairs over.
  - Can I cross out my answers? **or** Can I cross my answers out?
  - Jose can measure out the sugar. **or** Jose can measure the sugar out.
  - She called up the doctor. **or** She called the doctor up.
  - The man must turn in the application. **or** The man must turn the application in.

- Item 3**
- ...give it back
  - ...threw them way
  - ...level it off
  - ...put it off
  - ...picked them up

- Item 4** Answers will vary.





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## Unit 12: Adjective Word Order

There are many adjectives in the English language. Sometimes we use more than one adjective to describe a noun. There is a certain adjective word order in which these words should be placed before the noun. This unit deals with the correct order for adjective words.

### Objective

After completing this unit, learners will be able to:

- Use adjectives in the correct order in sentences

### Assessment Answer Key

- Item 1**
- a. quantity/age/color
  - b. article/general description/national origin
  - c. quantity/shape/color
  - d. pronoun/age/noun as adjective
  - e. quantity/general description/size

- Item 2**
- a. tall green water glasses
  - b. my beautiful new clothes
  - c. two smart gray cats
  - d. his bright Mexican blankets
  - e. those tiny pink seashells

- Item 3**
- a. an Italian sports
  - b. a clever young
  - c. two large green
  - d. tiny new silver
  - e. a tall refreshing

- Item 4**
- a. a beautiful green African
  - b. three juicy Italian plum
  - c. that tall new brick
  - d. a pleasant young Hispanic
  - e. several beautiful large purple

- Item 5** Answers may vary.



## Unit 13: Adverbs

Adverbs are words used to modify verbs. They describe how something is done. This unit discusses how to use adverbs correctly.

### Objectives

After completing this unit, learners will be able to:

- Identify adverbs
- Place adverbs in the correct position in a sentence

### Assessment Answer Key

- Item 1**
- a. briefly
  - b. happily
  - c. fast
  - d. slowly
  - e. careful
- Item 2**
- a. All employees are expected to arrive early.
  - b. Stephen finally finished the project.
  - c. The store usually has job openings.
  - d. Everyone left the plane rapidly.
  - e. I have never had a toothache.
- Item 3**    Answers will vary.



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## Unit 14: Spelling

This unit discusses the rules about adding *s* to a word or verb and doubling the last consonant of a word. It is very important that learners understand why we add *s* to a word or verb and why we double consonants; therefore, they should be encouraged to review the L.E.E. units on Subject-Verb Agreement (Unit 3), Count/Noncount Nouns (Unit 8), and Past Tense Verbs (Unit 9) before completing unit 14.

### Objectives

After completing this unit, learners will be able to:

- Spell nouns in plural form correctly
- Spell verbs in the third-person singular correctly
- Spell verbs with *-ing* or *-ed* suffixes correctly

### Assessment Answer Key

- Item 1**
- potatoes
  - watches
  - employers
  - radios
  - knives

- Item 2**
- says
  - leaves
  - carries
  - works
  - does

- Item 3**
- preferred
  - opened
  - planned
  - fried
  - wrapped

- Item 4**
- stopping
  - permitting
  - enjoying
  - reviewing
  - setting





## Unit 15: Future Tense

Future tense is used to express actions that have not happened yet. This unit will discuss how to express and use the future tense of verbs.

### Objectives

After completing this unit, learners will be able to:

- Express the future using *will* and *be going to*
- Change from affirmative to negative future
- Make questions expressing the future
- Use affirmative and negative contractions to express the future
- Write sentences using the future

### Assessment Answer Key

- Item 1**
- a. Joanna will work the morning shift at Tysons’.
  - b. David and Gina will bring the potato salad and fruit.
  - c. The doctor will take several x-rays.
  - d. The students will write a thank you note.
- Item 2**
- a. They are going to travel to Los Angeles by train.
  - b. She is going to eat out for every meal.
  - c. The police officer is going to warn the students about drug use.
  - d. Alfred is going to take pain medication for a week.
- Item 3**
- a. They are not (aren’t) going to pay her more money at the new job.
  - b. David’s mother will not (won’t) help with the party.
  - c. Tabrina will not (won’t) take the plane to New York tomorrow morning.
  - d. Tommy is not (isn’t) going to apply for a new job at the factory.
- Item 4**
- a. Will Alfred be able to rollerblade again soon?
  - b. Is Tommy going to buy a new outfit for the job interview?
  - c. Is Oscar, a policeman, going to visit Sunset elementary School?
  - d. Will my friend make a chocolate cake for the party?
- Item 5**    Answers will vary.



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## Unit 16: Continuous Tenses

Continuous tenses are used to express actions that go on over a period of time in the present, past, or future. Continuous tenses are sometimes called progressive tenses. This unit discusses the uses and formation of the present, past, and future continuous tenses.

### Objectives

After completing this unit, learners will be able to:

- Form present, past, and future continuous tenses correctly
- Form and identify correct forms of continuous tenses with contractions
- Write continuous tenses sentences

### Assessment Answer Key

**Item 1** a. will be driving      **or**      are driving  
b. was making  
c. is crying  
d. am working

**Item 2** a. is working  
b. are playing  
c. are telling  
d. are taking

**Item 3** a. were driving  
b. was writing  
c. were preparing  
d. was hiring

**Item 4** a. will be thinking  
b. will be worrying  
c. will be playing  
d. will be selling

**Item 5** Answers will vary.





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## Unit 17: Perfect Tenses

There are several perfect tenses in English. This unit deals with the formation and use of the present perfect, past perfect, and future perfect tenses.

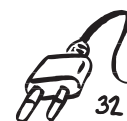
### Objectives

After completing this unit, learners will be able to:

- Form present, past, and future perfect
- Change from a simple tense to a perfect tense
- Make negative sentences using the three perfect tenses
- Make a question using the three perfect tenses
- Place adverbs in the correct position in the sentences that use perfect tenses
- Write sentences using perfect tense

### Assessment Answer Key

- Item 1**
- a. The instructor will have assigned new books to read and review next week.
  - b. I have parked my new car in the covered parking lot.
  - c. The doctor had said Thelma needed to take vitamins daily.
  - d. Bob and Ann have eaten juicy steaks every Friday night.
- Item 2**
- a. Have I heard that there is a job opening at your company?
  - b. Will David and Maria have gone to New Mexico by next Thursday?
  - c. Had Richard filled out the job application when I called?
  - d. Has the nurse placed the medicine out of reach?
- Item 3**
- a. The children have not (haven't) understood all the rules posted at the playground.
  - b. She had not (hadn't) bought all the books required for the science class.
  - c. Tim has not (hasn't) worked 10-hour days since last June.
  - d. The bakery will not (won't) have made the wedding cake .
- Item 4**
- a. Our company had offered a better insurance plan previously.
  - b. We have always driven to the mountains to fish in the summer.
  - c. The battery in my car will have finally been fixed.
  - d. The doctor had already seen Pat when I came to pick her up.
- Item 5**    Answers will vary





## Unit 18: Comparative and Superlative

**Unequal comparison** shows the difference between two things. **Superlatives** show that one thing, place, or person stands out above all others in a group. **Comparisons of equality** show that two things or actions are the same. This unit teaches how to form and use comparatives and superlatives.

### Objectives

After completing this unit, learners will be able to:

- Form regular and irregular comparative and superlative forms
- Use unequal comparison
- Use equal comparison
- Write sentences using comparatives and superlatives

### Assessment Answer Key

Item 1	Comparative	Superlative
a. Much	more	most
b. Tired	more tired	most tired
c. Carefully	more carefully	most carefully
d. Little	less	least
e. Quick	quicker	quickest

**Item 2** Answers will vary but should include:

- faster than
- more frequently
- more qualified
- worse
- wittier

**Item 3** Answers will vary but should include:

- the tallest building
- the healthiest dish
- the best doctor
- the most active girl
- the fattest puppy

**Item 4** Answers will vary.



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## Unit 19: Infinitives and Gerunds

Infinitives and gerunds, the topic of this unit, are verb forms that function as nouns. In English some verbs and prepositions are followed by gerunds; other verbs are followed by infinitives. The best way to learn which verbs take gerunds and which take infinitives is through memorization. Learners should be encouraged to do so.

### Objectives

After completing this unit, learners will be able to:

- Use gerunds after verb phrases containing prepositions
- Use infinitives after certain verbs
- Use gerunds after certain verbs
- Write sentences using infinitives and gerunds

### Assessment Answer Key

**Item 1**    a. to enroll  
              b. making  
              c. to keep  
              d. to buy  
              e. to give

**Item 2**    a. to pay  
              b. traveling  
              c. riding  
              d. leaving  
              e. to learn

**Item 3**    Answers will vary.



## Unit 20: Adverbial Clauses

Adverbial clauses allow us to write complex sentences showing relationships of time, contrast, and cause/effect. This unit teaches how to write sentences containing adverbial clauses.

### Objectives

After completing this unit, learners will be able to:

- Identify adverbial clauses
- Punctuate adverbial clauses correctly
- Write sentences containing adverbial clauses

### Assessment Answer Key

- Item 1**
- a. Because
  - b. Even though
  - c. after
  - d. before
  - e. So that
- Item 2**
- a. I have started exercising so that I may stay in shape. NC
  - b. Although the sun was shining, it was raining.
  - c. After she lost weight, Susan decided to buy new clothes.
  - d. I am taking a computer class so that I can get a better job. NC
  - e. Although Pete just bought a new car, he still likes to take the bus to school.
- Item 3**    Answers will vary.



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## Unit 21: Adjective Clauses

Adjective clauses contain a subject and a verb and describe a word, usually in front of the clause, in a detailed manner. This unit teaches how to write sentences containing adjective clauses.

### Objectives

After completing this unit, learners will be able to:

- Identify and write correct introductory words to form adjective clauses
- Write sentences using adjective clauses

### Assessment Answer Key

- Item 1**
- a. when
  - b. whose
  - c. that
  - d. where
  - e. that

- Item 2**
- a. that
  - b. when
  - c. when
  - d. who or that
  - e. whose

- Item 3** Answers will vary.





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## Unit 22: Noun Clauses

Noun clauses function as grammatical subjects or objects in English sentences. Often they identify what a person says, thinks, or asks. This unit teaches how to write sentences containing noun clauses.

### Objectives

After completing this unit, learners will be able to:

- Distinguish between noun and adjective clauses
- Identify noun clauses
- Choose the proper words to introduce noun clauses
- Change sentences in direct speech to reported speech
- Write sentences using noun clauses

### Assessment Answer Key

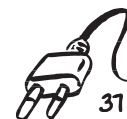
- Item 1**
- a. N
  - b. A
  - c. A
  - d. N

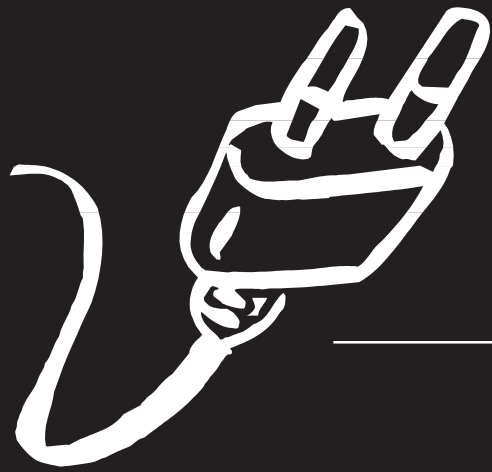
- Item 2**
- a. where you bought your backpack
  - b. What you said in class
  - c. that he would bring the meat for the party
  - d. how we could improve our diets.

- Item 3**
- a. who
  - b. whether
  - c. how
  - d. Where

- Item 4**
- a. The doctor said to Peter that he needed to exercise more frequently.
  - b. Sabrina wondered how much they would pay her if she got a promotion.
  - c. My mother asked if I was eating properly at school.
  - d. The mechanic said that he could have my car fixed by the end of the week.

- Item 5** Answers will vary.





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## Instructor's Guide

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