

CBS

Colegio Bautista Shalom



English Course 4

Fourth Grade

First Bimester

Contenidos**PRONOUNS**

- ✓ SUBJECT PRONOUNS.
- ✓ OBJECT PRONOUNS.

CONDITIONAL TIYPES

- ✓ AFFIRMATIVE SENTENCES.
- ✓ NEGATIVE SENTENCES.
- ✓ INTERROGATIVE SENTENCES.

EXPRESSING PURPOSE

- ✓ PURPOSE WITH TO, IN ORDER TO AND SO AS TO.
- ✓ PURPOSE WITH SO THAT.
- ✓ PURPOSE WITH FOR.

VOCABULARY

- ✓ TYPES OF VOCABULARY.
- ✓ THERE ARE 4 TYPES OF VOCABULARY.

BASIC ENGLISH VOCABULARY INCLUDES**VERBS WITH/WITHOUT**

- ✓ VERB (USED WITH OBJECT), USED, USING.
- ✓ VERB (USED WITHOUT OBJECT), USED, USING.

NOUN**BIOGRAPHY AND EGRAPHY (OF THE NEW CONTENT INCLUDED IN THIS VERSION OF THE DOCUMENT)****BIOGRAPHY**

1. The following information was based on information from Judy K. Montgomery's book: The Bridge of Vocabulary: Evidence Based Activities for Academic Success (NCS Pearson Inc, 2007).
2. Another Book suggestion: Bringing Words to Life, written by Beck, McKeown, and Kucan (2002).

EGRAPHY

1. http://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf

NOTE: As you progress in learning each of the topics developed you will find exercises to solve with the help of your teacher.

PRONOUNS

Pronouns are words we use in the place of a full noun.

We have both **subject** and **object** pronouns:

Subject	Object
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

We use **he/him** to refer to men, and **she/her** to refer to women. When we are not sure if we are talking about a man or a woman we use **they/them**.

This is Jack. He's my brother. I don't think you have met **him**.
 This is Angela. She's my sister. Have you met **her** before?
 Talk to a friend. Ask **them** to help you.
 You could go to a doctor. **They** might help you.

SUBJECT PRONOUNS

We use subject pronouns as **subject of the verb**:

I like your dress.
You are late.
He is my friend
It is raining
She is on holiday
We live in England.
They come from London.

Warning

Remember: English clauses **always** have a subject:

His father has just retired. ~~Was a teacher.~~ > **He** was a teacher.
 I'm waiting for my wife. ~~Is late.~~ > **She** is late.

If there is no other subject we use **it** or **there**. We call this a **dummy subject**.

OBJECT PRONOUNS

We use object pronouns:

- as the object of the verb:

Can you help **me** please?
 I can see **you**.
 She doesn't like **him**.
 I saw **her** in town today.
 We saw **them** in town yesterday, but they didn't see **us**.

- after prepositions:

She is waiting **for me**.
 I'll get it **for you**.
 Give it **to him**.
 Why are you looking **at her**?
 Don't take it **from us**.
 I'll speak **to them**.

EXERCISE 01:

Use the correct personal pronouns. Watch the words in brackets.

1. _____ often reads books. (*Lisa*)
2. _____ is dreaming. (*George*)
3. _____ is green. (*the blackboard*)
4. _____ are on the wall. (*the posters*)
5. _____ is running. (*the dog*)
6. _____ are watching TV. (*my mother and I*)
7. _____ are in the garden. (*the flowers*)
8. _____ is riding his bike. (*Tom*)
9. _____ is from Bristol. (*Victoria*)
10. _____ has got a brother. (*Diana*)

EXERCISE 02:**Personal Pronouns - Subject**

Replace the words in brackets by the correct personal pronouns. Note that **Sue** is the person speaking. The (*) means that you are asked a question.

1. My name is Sue. (Sue) _____ am English. And this is my family.
2. My mum's name is Angie. (Angie) _____ is from Germany.
3. Bob is my dad. (My dad) _____ is a waiter.
4. On the left you can see Simon. (Simon) _____ is my brother.
5. (Sue and Simon) _____ are twins.
6. Our dog is a girl, Judy. (Judy) _____ is two years old.
7. (Sue, Simon, Angie and Bob) _____ live in Canterbury.
8. (Canterbury) _____ is not far from London.
9. My grandparents live in London. (My grandparents) _____ often come and see us.
10. What can (*) _____ tell me about your family?

EXERCISE 03:**Personal Pronouns Object**

Aaron was on a business trip to California. He shows you the souvenirs he got for his family.

Fill in the correct pronouns.

1. My sister Jane loves books. This novel is for (she)_____.
2. My children like Disney films. The video is for (they)_____.
3. My brother Matt collects picture postcards. These postcards are for (he)_____.
4. My parents like Latin music. The CD is for (they) _____.
5. I like watches. This nice watch is for (I) _____.
6. My wife and I love sweets. These sweets are for (we) _____.
7. My nephew likes cars. The toy truck is for (he) _____.
8. My neighbour wants to go to California next year. The guide book is for (she) _____.
9. Here is another souvenir. I don't know what to do with (it) _____.
10. You know what? - It's for (you) _____.

CONDITIONAL TYPES

Conditional sentences serve to express situations that probably (or certainly) will occur in the future if the specified condition is met.

Example:

If the price comes down, more people will buy it.

Si el precio baja, más gente lo comprará.

In this prayer it is called a conditional sentence of the first type. It expresses a condition that is very likely to be met.



If + condición + consecuencia

If + Present + Future Simple

These sentences are formed starting with IF and adding the condition expressed in the present tense. Then he adds what will happen if this condition, expressed in simple future tense (in will) is satisfied.

If it rains, I will stay home.

Si llueve, me quedaré en casa.



If I have a headache, I will take an aspirin.

Si tengo dolor de cabeza, tomaré una aspirina.



If I am better tomorrow, I will go to work.

Si me siento mejor mañana, iré a trabajar.



Note that in the last example, even though the word is used tomorrow after the verb should always go if present. It is incorrect to say If I will be better tomorrow.

After if it is possible to use can

If you can take your car, we will go with you.

Si tú puedes ir con tu coche, nosotros iremos contigo.



EXERCISE 04:

1. If she (invite) me, I (go)
2. If it (rain), we (cancel) the match.
3. If I (get) a promotion, I (buy) a car.
4. If she (be late), we (go) without her.
5. If you (ask) more politely, I (buy) you a drink.
6. If you (not behave), I (throw) you out.
7. If he (win) the first prize, his mother (be) happy.
8. If he (get) proper medical care, he (survive)
9. If the drought (continue), plants and animals (perish).

CONSTRUCTING SENTENCES

Below is a review of the basic structure of affirmative, negative and interrogative sentences is presented. For more information about the structure of sentences, see the lessons of tenses.

AFFIRMATIVE SENTENCES

Sujeto + verbo + nombre, adjetivo...

Example:

1. I'm happy.
2. She likes ice cream.
3. We live in Madrid.
4. They have [they've got] a car.

NEGATIVE SENTENCES

Depending on the verb, there are two ways to construct negative sentences:

As a general rule, to construct negative sentences need the auxiliary verb "to do". We combine the auxiliary verb ("to do ") in negative phrases . The main verb is in the infinitive form.

Sujeto + verbo auxiliar (to do) + auxiliar negativo (not) + verbo + nombre, adjetivo...

Example:

1. She does not [doesn't] like ice cream
2. We do not [don't] live in Madrid.
3. They do not [don't] have a car.

With the verbs "to be" (ser / estar) and "have got" (have) no need for an additional auxiliary negations. Note that the verb "have got" the negative particle is placed between "have" and "got".

Sujeto + verbo + auxiliar negativo (not) + nombre, adjetivo...

Example:

1. I'm not happy
2. They've not [they haven't] got a car.

Note: It is important to note the difference between the verbs "have" and " have got" .

The two verbs mean "to have". The only difference is the use of the auxiliary in time to interrogative sentences or negative sentences. In the form " have got" the verb "have" auxiliary ago , but the verb "have" does need the auxiliary " to do" to build the negative and interrogative sentence . For more information, see the lesson Have vs. Have got.

INTERROGATIVE SENTENCES

As negative phrases, there are two forms of interrogative sentences.

As a general rule, we need the auxiliary verb ("to do") to construct interrogative sentences. As in negative sentences, we combine the auxiliary verb ("to do") and the main verb is in the infinitive form.

Verbo auxiliar (to do) + sujeto + verbo + nombre, adjetivo...

Example:

1. Does she like ice cream?
2. Do you live in Madrid?
3. Do they have a car?

Con los verbos "to be" (ser/estar) y "have got" (tener).

Verbo + sujeto + nombre, adjetivo...

Example:

1. Is he happy?
2. Have they got a car?

EXERCISE 05:

Write the words in the correct order to form a sentence.

1. lives/she/New York/in

2. don't/like/I/ice cream

3. a/they/dog/got/have

4. not/is/tired/he

5. we/Spain/don't/live/in

6. got/car/has/he/a/?

7. are/happy/?/they

8. does/like/he/?/dogs

9. go/Caryl/doesn't/the/cinema/to

EXPRESSING PURPOSE

PURPOSE WITH **TO**, **IN ORDER TO** AND **SO AS TO**

Use **to**, **so as to**, and **in order to** to express purpose in the affirmative form.

Examples:

- ✓ He is looking for a part time job **to** save some pocket money.
- ✓ She wakes up early **in order to** be on time to work.
- ✓ They visited him **so as to** offer their condolences for the death of his wife.

Use **so as not to** and **in order not to** to express purpose in the negative form.

Examples:

- ✓ They woke up early **in order not to** be late.
- ✓ She exercises regularly **so as not to** get fat.
- ✓ He helped the new policewoman **so as not to** fail in her first mission.

PURPOSE WITH **SO THAT**

You can also express purpose with **so that**. In this case you generally need to use a modal.

Examples:

- ✓ He turned down the music **so that** he wouldn't disturb the neighbors.
- ✓ He got a visa **so that** he can travel to the USA.
- ✓ He decided to stay in England for a while **so that** he could practice his English.

PURPOSE WITH **FOR**

Purpose can be also expressed by using **for**. **For** may be followed by either a noun or a verb + ing.

Examples:

- ✓ I stopped there **for** a chat.
- ✓ This mop is **for** cleaning the floor.

1. We worked hard just before Christmas _ we could really enjoy the holiday.

- to.
- so that.
- in order to.

2. John just popped out _ the paper.

- buy.
- to buy.
- for buy.

3. Take your house keys in case I _ out when you come back.

- will go.
- have gone.
- went.

4. This oven is used _ bread.

- to make.
- for making.
- for make.

5. This bracelet is _ Sarah. It's her birthday tomorrow.

- in order to.
- for.
- to.

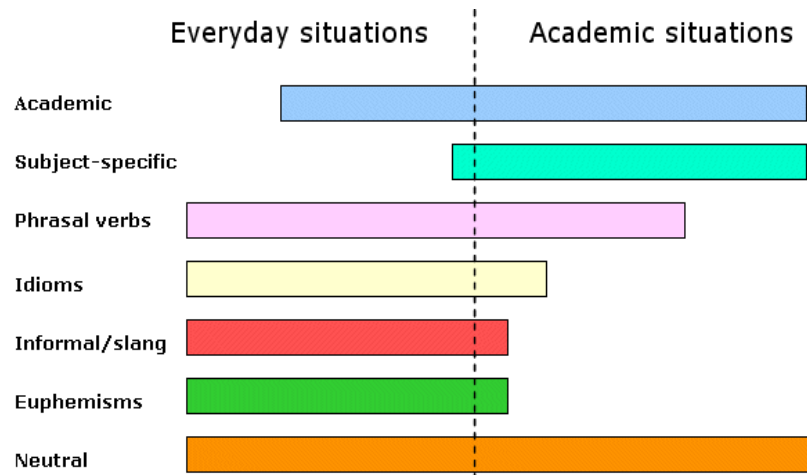
6. John whispered _ disturb the other passengers on the flight.

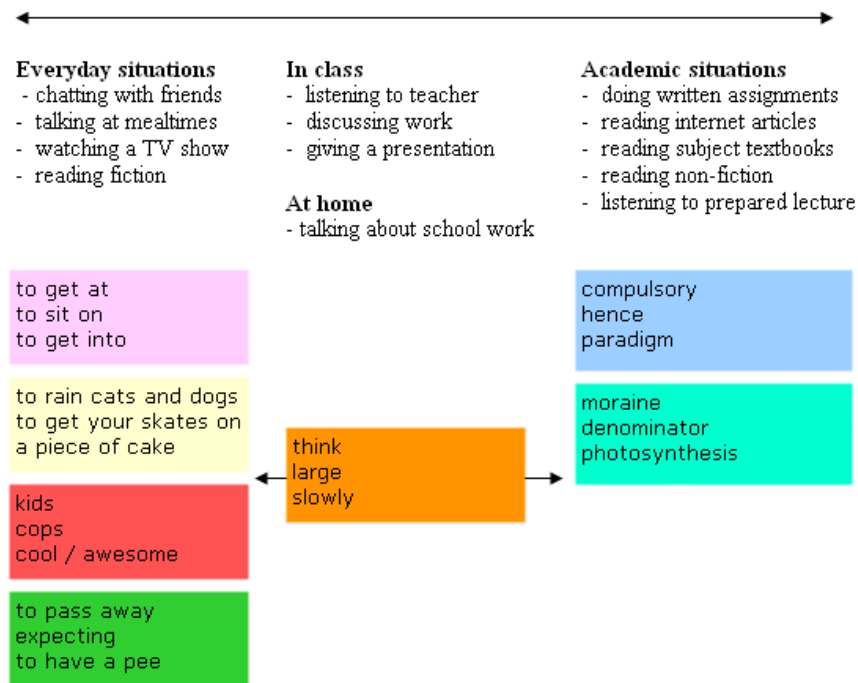
- so as not to.
- to.
- for.

VOCABULARY

TYPES OF VOCABULARY

The graphic below shows the different types of English vocabulary and the situations in which they are likely to be found. The vocabulary types are shown vertically down the left and the situations in which they are used are shown horizontally along the bottom:





Note: The words in the coloured boxes above are examples of those that would normally be found only in the situation under which they are placed.

For example: it would be unusual to meet in everyday situations the academic word hence (meaning therefore or so) or the subject-specific word denominator (meaning the number below the line in a fraction). Conversely, it would be surprising to read the informal word cops (meaning police) or the idiom a piece of cake (meaning easy) in an academic text. Neutral words (orange box) are of course found in all types of situation.

Important: Phrasal verbs, idioms, informal (colloquial) language and euphemisms are useful for learners who want to understand everyday spoken English. However, I do not recommend that ESL students spend a lot of time trying to learn these vocabulary types. Much better is to learn neutral and general academic vocabulary, together with the key subject-specific words.

THERE ARE 4 TYPES OF VOCABULARY

□ LISTENING □ SPEAKING □ READING □ WRITING

The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

Listening Vocabulary:

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

Speaking Vocabulary:

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

Reading Vocabulary:

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

This is the 2nd largest vocabulary IF you are a reader. If you are not a reader, you cannot "grow" your vocabulary.

Writing Vocabulary:

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

Think about it:

When reading, a child with hearing will say all the phonemes related to a word to sound it out. They will then guess a word they know. This is dependent upon their lexicon (mental dictionary). Children would not guess a word they didn't know. Deaf students do not use auditory memory to sound out a word. They mostly memorize spelling patterns. Therefore, students who are deaf typically use a reduced variety of words in writing while they are learning.

How many words are needed for Vocabulary Knowledge?

The English Language has a very large vocabulary, estimated to between 450,000 and 750,000 words (Stahl, 1999; Tompkins, 2005). English has evolved from contact with AngloSaxon English, Spanish, French, Greek and Latin to name a few.

Vocabulary learning can be demanding:

Students must learn 3,000 words per year by 3rd grade. Only 400 words a year are directly taught by teachers to hearing students. Children with learning difficulties learn an average of 45-50 words per year making the gap large. This number may be even less for students who are deaf or hard of hearing since they may need word lists reduced in order to memorize spelling patterns. And they may not get the extra listening/incidental vocabulary exposure to reinforce the new words. Think about how many times you may "overhear" conversations or might listen in on two conversations at once. "Overhearing" does not happen as frequently to deaf/hard-of-hearing students. They can only "overhear" what they can see.

Vocabulary Intervention involves three tiers:

Tier 1 – basic words (happy, clean, fast).

Tier 2 – high frequency words; mature language users; multiple meanings; used in many settings (cluster, sympathy, estimate).

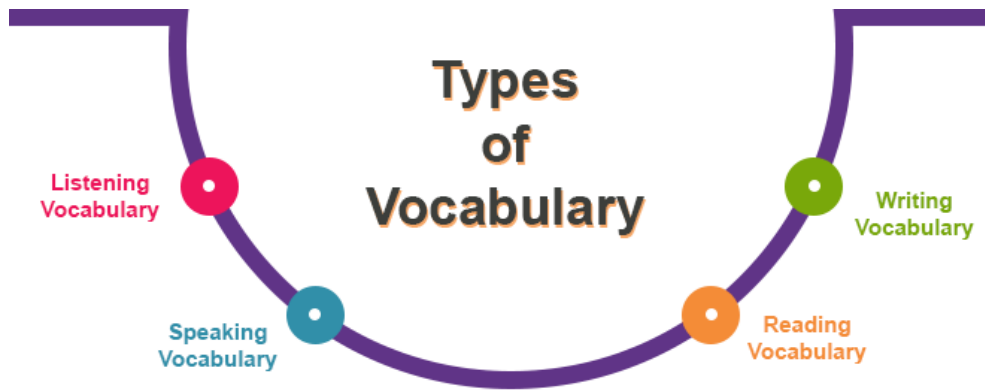
Tier 3 – low frequency, specific to classes such as: science/math/social studies (lathe, chasm, warp).

There are approximately 7,000 words in Tier 2. Teach 400 per year or 10 per week. Research shows this will have an impact. For students who are on intervention or IEPs and need a reduced set of words and frequent repetition, 3 words a week should be chosen and reinforced in reading and writing.

Skip the dictionary! Typically words used in the dictionary to explain the target word are even harder to explain. Use student friendly definitions from context. Use Tier 1 vocabulary to explain a Tier 2 word. For more information, check out [The Bridge of Vocabulary](#).

Myth: There is such a thing as "grade level" vocabulary.

Fact: Students learn words based on their experiences not based on their age or grade. A 2- year-old can know "periwinkle" from a crayon box (exposure).



BASIC ENGLISH VOCABULARY INCLUDES

Alphabets	Animals	Colours	Days & Dates	Greetings	Numbers
Seasons	Shapes	Time	Nationalities	Countries	Weather
People	Buildings	Clothes	Food & Drinks	Education	Entertainment
Life & Death	Politics	Money	Shopping	Sport	Transport
Profession	Idioms	Synonyms	Phrases	Proverbs	Songs
Antonyms	Sizes	Language	Appearances	Football	Elections

VOCABULARY EXERCISE (EXERCISE 6):

Brag	Disgraceful	Ability	Numb	Stuttered	Accurate	Grin
Timid	Enormous	Leap	Clumsy	Shrieked	Hiccough	Contradicted

Fill the appropriate Vocabulary in the sentences below.

- The word _____ is pronounced hiccup.
- She has a lot of _____ in tennis; in fact she's the best player in middle school!
- Your behavior is _____. Report to the headmaster at once!
- "Get away from me!" she _____.
- Your work is very _____; it contains no mistakes at all.
- What are you _____ about? Did I say something funny?
- "I c-c-c-can't f-f-find my b-b-b-book." he _____.
- "No, that's not right - he comes from Belgium, not France," she _____.
- "I'm the best-looking boy in the school," he _____.
- Have you ever seen dolphins _____ out of the water? It's a wonderful sight!

11. My sister is the _____ person I know.
12. When I came back from skiing, my fingers were _____ and I couldn't unzip my jacket.
13. Simon is as _____ as a mouse.
14. My neighbour has an _____ dog.

VERB (USED WITH OBJECT), USED, USING

- to employ for some purpose; put into service; make use of:
 - to use a knife.
- to avail oneself of; apply to one's own purposes:
 - to use the facilities.
- to expend or consume in use:
 - We have used the money provided.
- to treat or behave toward:
 - He did not use his employees with much consideration.
- to take unfair advantage of; exploit:
 - to use people to gain one's own ends.
- to drink, smoke, or ingest habitually:
 - to use drugs.
- to habituate or accustom.

VERB (USED WITHOUT OBJECT), USED, USING

- to be accustomed or customarily found (used with an infinitive expressed or understood, and, except in archaic use, now only in the past):

He used to go every day.
- Archaic. to resort, stay, or dwell customarily.

NOUN

- the act of employing, using, or putting into service:
 - the use of tools.
 - the state of being employed or used.
- an instance or way of employing or using something:
 - proper use of the tool; the painter's use of color.
- a way of being employed or used; a purpose for which something is used:
 - He was of temporary use. The instrument has different uses.
- the power, right, or privilege of employing or using something:
 - to lose the use of the right eye; to be denied the use of a library card.
- service or advantage in or for being employed or used; utility or usefulness:
 - of no practical use.
- help; profit; resulting good:
 - What's the use of pursuing the matter?

EXERCISE 07: USED TO

Complete the sentences with the affirmative, negative or interrogative form of *used to* and the words in brackets. Use contractions where possible.

used to didn't use to didn't use to Did they use to used to did you use to didn't use to used to

1. David Beckham_____ play for Manchester United.
2. We_____ have a computer, but we do now.
3. _____(they) work together?
4. That restaurant_____be a clothes shop.
5. She_____ like him, but now they're married.
6. Where_____ you) go to school?
7. There_____ e a police station here.
8. I_____ ike vegetables, but I do now.