

Tutor Exchange

SPRING 2005

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“Liberty is the one thing you can't have unless you give it to others.”

—William Allan White

Confusing Pronouns

Using personal pronouns can be very confusing. The personal pronouns are *I, me, we, us, you, he, him, she, her, they, and them*. Should we use *I* or *me*? *We* or *us*? *He* or *him*? There are a few tricks that can help a student know which personal pronoun to use.

In most sentences personal pronouns are found in one of two places: [1] as the subject of the verb. Examples: *We love pasta. She walks to the store.* [2] as the object of the verb or of a preposition. Examples: *Romeo loved her. Give the books to us. The car belongs to him.* We can use the location of the personal pronoun—in front of a verb, or after a verb or preposition—to help us select the right one.

To help with the process, introduce two groups of personal pronouns—the *subject group* and the *object group*. The subject group includes: *I, we, you, he, she, it, and they*. Practice using these pronouns in sentences, and your student will soon discover that they are used as subjects in front of verbs. Discuss that for every pronoun in the subject group there is a corresponding pronoun in the object group. Examples: *I/me, she/her, we/us*.

The object group includes: *me, us, you, him, her, it, and them*. Practice using these pronouns in sentences, and your

student will learn that they are used as objects after prepositions and/or after verbs—and many times at the end of sentences.

Your student will notice that the pronouns *you* and *it* are the same regardless of whether they are used before the verb, or after the verb or preposition. Examples: *You have a busy calendar.* (subjective); *I will give the book to you.* (objective); *It is broken.* (subjective); *I can give you thirty-seven dollars for it.* (objective)

Activity

From your student's reading material, work together to collect sentences containing personal pronouns. Ask him to write down three sentences with pronouns in the object group and three sentences with pronouns in the subject group. Make a chart with the first row labeled like the one below, but leave the columns and rows blank.

<i>Subject</i>	<i>Object</i>
I	me
we	us
you	you
he	him
she	her
it	it

please see Pronouns, page 8

That's a Lot!

Some words are commonly misused. Let's take a look at *a lot*, *much*, and *many*. To discuss how to use each of these, we need to first look at *uncountable nouns* and *plural nouns* to know whether to use *a lot*, *much*, or *many*.

Plural nouns include items that you can count, such as *cars*, *flowers*, *men*, *houses*, or *ideas*. It is easy to determine if a word is a plural noun. Simply put a number in front of it. If the phrase makes sense, then the noun is a plural noun. Example: *two cars*, *five flowers*, *three houses*, *eight ideas*. Since these phrases make sense, they are plural nouns. If you put a number in front of a noun and it doesn't make sense, it is probably an uncountable noun. Examples: *two water*, *five rain*, *three rice*, *four plastic*, *two money*, *five music*, *nine tennis*. These are uncountable nouns. While it is true we can count these items by adding additional words (*two glasses of water*, *five days of rain*, *three dishes of rice*, *four pounds of plastic*, *two boxes of money*, *five sheets of music*, and *nine games of tennis*), we have made these items countable because we added an additional noun that is countable: *glasses*, *days*, *dishes*, *pounds*, *boxes*, *sheets*, and *games*.

A Lot, Much and Many

When your student understands plural and uncountable nouns, you can work on when to use *a lot*, *much*, and *many*.

The word *much* has the most restrictions; in most instances, it is used with uncountable nouns, usually in interrogative sentences (sentences that ask a question), or negative sentences. Examples: *The family doesn't have much money. I don't play much tennis anymore. Do you drink much coffee?*

The word *many* is used with plural nouns in most sentences. Examples: *How many books do you have? I've been to New York many times.*

You can use *a lot* with both plural and uncountable nouns. Examples: *I have a lot of books. He plays a lot of golf.*

So, use *much* with uncountable nouns in sentences that are questions or contain negatives; use *many* with plural nouns; and use *a lot* with both plural and uncountable nouns.

Activity

Be sure your student knows what a noun is. Then work together to find nouns in his reading material or in his notebook. Discuss the difference between a plural noun and an uncountable noun. Ask him to tell you which ones are plural and which are uncountable.

please see A Lot, page 3

Tutor Exchange

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Editor Evey Renner, Anaheim
Copyeditor Corrie Miles, Oceanside

Please direct all correspondence to the editor at P.O. Box 15117, Anaheim, CA 92803-5117.
E-mail: SCLLNNews@aol.com
Fax: (714) 535-1929

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A Lot

continued from page 2

He may want to start two new pages in his notebook—one for plural nouns and one for uncountable nouns. Ask him to add new nouns he finds to one of the two lists. Then work together to decide whether *a lot*, *much*, or *many* should be used with the nouns on each list. Label the page of plural nouns with the words *many* and *a lot*, and the page of uncountable nouns with the words *much* and *a lot*.

Around the World

The earth is diverse and fascinating. Here are some interesting places to talk about and investigate with your student. See the end of this column for the answers.

1. What is the smallest capital city in the Americas?
2. What country produces most of the world's diamonds?
3. What are the six countries the Danube River traverses?
4. What country abolished slavery in 1980?
5. What country contains sixty thousand lakes and has thirty thousand islands off its shores?

Activity

Take the opportunity to discuss any new words your student encounters. Then find out what information your student would like to further explore. For example, you can use the library or Internet to investigate and discuss the issue of Apartheid in South Africa and the events that led to its demise; to research the history of countries along the route of the Danube River; to investigate the history of slavery both in the United States and in other

WANT MORE?

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countries around the world; to learn why the founding fathers of the United States felt the separation of church and state was a critical cornerstone to establishing a democracy; and to compare that philosophy to current governments that have religious political leadership.

Answers

1. What is the smallest capital city in the Americas? The capital of Belmopan, in Belize. Belize is located on the Caribbean coast of Central America and was formerly a British Colony known as the British Honduras. It achieved its independence in 1981. It is a densely forested nation about the size of New Hampshire.
2. What country produces most of the world's diamonds? The independent nation of South Africa, located on the southern tip of Africa. It is also rich in many other natural resources, such as coal and gold.
3. What are the six countries the Danube River traverses? The Danube River is over seventeen hundred miles long and runs through Germany, Austria, Slovakia, Hungary, Yugoslavia, and Romania.
4. What country abolished slavery in 1980? The Islamic Republic of Mauritania, located on the west coast of Africa.
5. What country contains sixty thousand lakes and has thirty thousand islands off its shores? The Republic of Finland, in northern Europe.



*“Education is not
the filling of a pail,
but the
lighting of a fire.”*

— William Butler Yates



Cut It Out ~ Cut It Out ~ Cut It Out

Activities to clip and use

Calumny and Permeate

We have found some great, fun words to add to our vocabularies. By adding a few new words each week, we can express ourselves better when speaking or writing. Here are some we found particularly interesting.

Calumny—a negative and potentially damaging statement. Example: *The angry customer's calumny severely damaged my small company's reputation.*

Postulate—an assumption that certain things are true or real. Here's an example of that verb using the past tense: *When police saw the same blue van in both videos, they postulated that the same men were involved in both bank robberies.*

Enigma—a mystery or mysterious circumstance. Example: *Salmon swimming over two thousand miles to spawn is a biological enigma.*

Permeate—to penetrate or spread throughout. Example: *After the batter hit the final home run, excitement permeated the stands.*

Remiss—negligent or ignoring responsibility. Example: *The investigator was not thorough in his interview and his report was incomplete. He was remiss in his duties as an investigator.*

Corroborate—proving something is true. Here's an example of that verb using the past tense: *His best friend saw the accident and corroborated his story.*

Pugnacious—argumentative or quarrelsome. Example: *The teenager's pugnacious nature often landed her in the principal's office.*

Activity

Discuss a few of these words that may interest your student because they are unique. Ask him to list them on a page in his notebook and then compose a sentence or two for each. Encourage him to use these new words at home and at work when opportunities arise.

Fruit Slang

Can you name the slang words that describe each of the following phrases? (Hint: They are named after common fruits.)

1. a defective car
2. a hand grenade
3. something that is well-liked, such as a car or person
4. a bright red object

Answers

1. A defective car is a *lemon*. Example: *This is the third time the transmission has broken! This car is a real lemon.*
2. A hand grenade is called a *pineapple* because it looks like and is shaped somewhat like a small pineapple. Example: *The soldier launched a pineapple at the empty hole to demonstrate its power to the new recruits.*
3. Something that is well-liked, such as a car or a person, is called a *peach*. Example: *This is a peach of a car.*
4. An object that is bright red is sometimes called a *cherry* or *cherry red*. Example: *That 1962 Corvette is cherry red.*



“Some people like to understand what they believe in, while others like to believe in what they understand.”

Cut It Out ~ Cut It Out ~ Cut It Out

Activities to clip and use



Go Metric!

The metric system is becoming increasingly common. Around the world, a metric measurement called kilometers is used to measure long distances, but in the United States we use miles. When someone says the shopping center is two kilometers away, we can convert that to miles very easily.

There is more distance in a mile than in a kilometer. In fact, a mile is approximately 1.6 times larger than a kilometer. So, to convert miles to kilometers, we simply multiply the number of miles by 1.6 (since 1 mile = 1.6 kilometers). For example, 100 miles would be about 160 kilometers. ($100 \times 1.6 = 160$)

Conversely, since we multiplied miles by 1.6 to calculate kilometers, we can divide kilometers by 1.6 to get miles. Therefore, 100 kilometers would be about 62.5 miles. ($100 \div 1.6 = 62.5$)

Activity

Mathematical skills are an important part of literacy. When your student encounters a number in kilometers, take the opportunity to discuss how to convert miles to kilometers and kilometers to miles. It will help develop division and multiplication skills and, since many jobs use metric measurements, this activity can help him with potential job skills.



*The expression Snafu
originated in the Army
and stands for
Situation normal; all fouled up!*

Something in Common

There have been many people who contributed to the history of the world by their leadership, their political or social philosophies, the remarkable lives they have led, or their deaths. Here is a list of some very important people who contributed to the world's history:

Franz Ferdinand (1862-1914)
Indira Gandhi (1917-1984)
Julius Caesar (100-44 BCE)
Leon Trotsky (1879-1940)
Malcolm X (1925-1965)
Martin Luther King, Jr. (1929-1968)
Benigno Simeon Aquino (1932-1983)
Mohandas Karamchand Gandhi (1869-1948)

Activity

Work with your student to learn about two or more of the world figures listed above. Their lives may have been very different, but they all have one thing in common. Using the Internet and reference materials at the library, find out about their lives and accomplishments. Discuss how these people helped change the world. Learn about their political views, philosophies, and accomplishments. Then work together to find out what they have in common. See the answer on page 8.

We Welcome Your Comments

Address your questions or comments to Editor, *Tutor Exchange*, P. O. Box 15117, Anaheim, CA 92803-5117 or EveyRenn@sbcglobal.net. Please include your name, library or program, and phone number. For a list of criteria for articles submitted, please contact the editor. Please submit articles by May 5, 2005, August 5, 2005, or December 12, 2005 for consideration in subsequent issues. Articles or letters appearing in *Tutor Exchange* become the property of SCLLN and are subject to editing for clarity, message and space.

Collecting Verbs

Verbs are the words we use to express action. Each verb has different forms that indicate the timing of the action—past, present, or future. Verbs can be hard to learn because of these different forms. We’re going to look at how irregular verbs are spelled in the past tense.

Irregular verbs do not follow special rules to form their past tenses. Because of this, perhaps the best way to learn how to spell irregular verbs is to put the verbs into groups that have similar spelling. For example, we can group *lend/lent*, *spend/spent*, *send/sent*, *build/built* in the same group since they change the last letter, *-d* to *-t*. In a similar way, we can group *sell/sold* and *tell/told* together since they change the same group of letters, *-ell* to *-old*, to form the past tense. Introducing irregular verbs in groups by similar spelling can give your student a way to remember how to spell and say the past tenses of these verbs.

Activity

For lower-level students, there is a less confusing method because it introduces a few verbs at a time. The method involves adding to his notebook irregular verbs he encounters. First, draw a line down the center of three or four pages, and label the top of each column with a group of letters that forms a past tense. (See below for a list of these groups.) Then, as the verbs are encountered in the lesson through conversation or in the reading material, ask your student to enter them in the appropriate column. Until your student has several groups learned, avoid verbs that do not fall into one of the groups.

For more advanced students, try introducing a group of irregular verbs that have similar spelling. Use the groups of verbs listed in the next column. This method would involve making columns in his notebook and introducing a group of these verbs all at one time. If he seems overwhelmed with this approach, use the method for lower-level students described above. For those verbs that don’t

belong in any group, discuss making a list of “crazy verbs.” We have also listed some of the crazy verbs below. You and your student will probably find lots of other irregular verbs that can be grouped together, and many other crazy verbs, too.

Regardless of the method used, after the verbs are listed in the columns, ask him to use the verbs in sentences to be sure he understands their meanings. Here are some of the irregular verbs grouped by spelling:

same spelling group: *cut/cut*, *cost/cost*, *hit/hit*, *hurt/hurt*, *let/let*, *put/put*, *shut/shut*, *beat/beat*, *read/read* (The past tense of *read* is pronounced differently.)

-d to -t group: *lend/lent*, *send/sent*, *spend/spent*, *build/built*

-ep to -pt group: *sleep/slept*, *keep/kept*

-ought group: *bring/brought*, *buy/bought*, *fight/fought*, *think/thought*

-aught group: *catch/caught*, *teach/taught*

-ell to -old group: *tell/told*, *sell/sold*

-and to -ood group: *stand/stood*, *understand/understood*

drop the -e group: *hide/hid*, *bite/bit*

-ow to -ew group: *grow/grew*, *blow/blew*, *know/knew*, *throw/threw*

-ear to -ore group: *wear/wore*, *tear/tore*

-an group: *begin/began*, *drink/drank*, *ring/rang*, *sing/sang*

-ome to -ame group: *become/became*, *come/came*

crazy verbs: *get/got*, *light/lit*, *sit/sat*, *feel/felt*, *leave/left*, *meet/met*, *mean/meant*, *find/found*, *have/had*, *hear/heard*, *hold/held*, *say/said*, *break/broke*, *choose/chose*, *speak/spoke*, *steal/stole*, *wake/woke*, *run/ran*.



“The things that come to those who wait
may be the things
left by those who got there first.”

Roman Numerals

Roman numerals use certain letters to represent numbers. They were developed in ancient times and were used the same way we use our contemporary numbers. Roman numerals are still used today for such things as diplomas, legal documents, and for writing outlines.

The following is a chart showing the value of Roman numerals.

1	5	10	50	100	500	1000
I	V	X	L	C	D	M

As the chart indicates, Roman numerals consist of I, V, X, L, C, D, and M. They represent 1, 5, 10, 50, 100, 500 and 1000 respectively. The order of these numbers is important. When one Roman numeral appears before another that is of larger value, the first one is subtracted from the numeral it precedes. Therefore, IV represents the number 4. Since the Roman numeral of smaller value (I) is to the left of the larger Roman numeral (V), it is subtracted from it. So I minus V, or 1 minus 5, equals 4. Here is another example: The number 40 would be

represented by XL.

The Roman numeral of smaller value, X, which is 10, appears to the left of the larger Roman numeral L, which is 50. To calculate the value of the number we would subtract 10 from 50, which is 40.

Here are some additional examples:

- 451 = CDLI
- 234 = CCXXXIV
- 39 = XXXIX
- 2005 = MMV

Activity

Ask your student to make a chart that shows him the value of each of the Roman numerals and the corresponding value to our number system. Then, using materials from the library, or other books, check for copyright dates that are written in Roman numerals. Work together to convert copyright dates to our number system. In a similar way, write down dates that are written using our numbers and work with your student to write the dates using Roman numerals.

*“But words once spoken can
never be recall’d.”*

—Earl of Roscommon (1633-1685)

Laugh Out Loud

We want to thank Jerry Edwards for sending us these classified ads!

Free Yorkshire Terrier. Eight years old. Hateful little dog.

Free Puppies. Half German Shepherd, half something else.

German Shepherd. Eighty-five lbs. Speaks German. Free to good home.

Snow blower for sale. Only used on snowy days.

Exercise equipment for sale. Only used once. Call Chubby.

Georgia peaches! California grown. 89¢ a pound.

Nice parachute. Never opened. Used once. Best offer.

Complete set of encyclopedias for sale by owner. Forty-five volumes. Excellent condition. \$1,000 or best offer. No longer needed. Got married last week. Wife knows everything.

Open House. Body Shapers and Toning Salon. Free coffee and donuts!

Found: Dirty white dog. Looks like a rat. Been out a while. Better be a reward.

Tired of working for only \$9.75 an hour? We offer profit-sharing and flexible hours. Starting pay: \$7.00 - \$9.00 an hour.

Pronouns

continued from page 1

It is important to remind your student that for every pronoun in the subject group there is a corresponding pronoun in the object group. Ask him to review the sentences collected and find the personal pronouns. Be sure he looks for the verbs and prepositions. He can use that information to determine if a pronoun is a member of the subject group or the object group. If it is in the subject group ask him to write the pronoun on one of the rows in the first column, and if it is in the object group ask him to write the pronoun on one of the object rows. Remember, he will need to list each subject pronoun on the same line as its corresponding object pronoun. By completing this chart, your student will become familiar with when to use these pronouns.

Something in Common

continued from page 5

Answer: They were all assassinated.

Got Web Sites?

Using technology with our students helps develop job-related skills and gives them the confidence that ultimately provides greater job opportunities.

If your student is looking for a job, go to latimes.com. You can search for a job, post an online resume, and find out about job fairs. This Web site has both local and national listings. If your student needs information on career management, search tips, ideas on writing good electronic resumes, and other kinds of career help, go to the Orange County Register Job Finder at <http://www.ocjobfinder.com> and click on "Ask Michele."

We have also discovered a Web site with lesson plans for English as a second language students. Go to <http://www.csun.edu/~hcedu013/eslplans.html> for great ESL ideas and links to a variety of ESL Web sites.

