

Level III Teacher Packet: Week 1

Week Goals:

Review: Keep in mind that they should know most of these concepts so it should be a brief review unless you find it necessary to go more in depth.

- o Practice introductions and common greetings
- o Practice asking questions about people
- o Verbs: to be/to have/to want/to go
- o Auxiliary verb "to do"
- o Possessive adjectives
- o Negations
- o Prepositions
- o Prepositions of Time
- o Adverbs of Frequency
- o Articles
- o Past Tense: To be/go/have and Regular Verbs
- o Say how often something happens
- o "There is/There are"

Monday:

- i. **Introductions and common greetings:** have students pair off and introduce themselves to each other (Name, where they are from, where they live, and how long they lived in the US) then have them present their partner to the class. Try to have them go beyond the simple bye and hi and my name is so and so.
- ii. **Verb "to be":** Make sure the students understand the verb "to be", how to use it, and conjugate it.
 - a. I **am**, You **are**, He/She/It **is**, We **are**, They **are**
 - b. **"To be" + adj:** have the students practice adding adj. to the conjugation of "to be" Ex.
The girl is sad.
When teaching to be try to relate it to nationality as well, "I am Canadian" "My mom is Cuban" "You are ____"

(Complete Activity #1 in the student packet)

- iii. **Question Words: Who, What, Where, When and Why**
 - c. Go over meanings of question words
 - d. Have students complete activity 2 and use question words to analyze understanding and utilize the question words. (ex: What happened? Where did it happen?)
- iv. **Asking questions about people**

- e. Have students pair off again (with different partners) and ask each other questions (What do you like to do? to eat? etc. Are you married? Are you sad? Are you good at English? How old are you? etc.)
- f. Remind them that to ask a question about someone we use the inverse conjugation of "to be." Example: She is happy./Is she happy?

(Complete Activity #3 in the Student Packet)

Tuesday:

i. **Review auxiliary verb "to do":**

- a. I do, you do, he/she/it does, we do, they do
- b. Explain that the "to do" is not used with the verb "to be."
- c. Negative Sentence: "to do"+ not+ regular verb. Ex. He does not work on Sundays

(Complete Activity # 4 in the Student Packet)

ii. **Verbs:** to have/to want/to go

- a. conjugate verbs with the class (I You He We They)
- d. Question: "to do"+ regular verb. Inverse of the negative sentence. Example: You do not have a book. Do you **have** a book? Does she **want** a pencil? Do you **go** to school?

iii. **Review Possessive adjectives:** Remind students that these adjectives refer to what possess not what is being possessed. These generally precede a noun.

Possessive Adjective	Example
My	My mom says..
Your	Your brother is nice
His	His girlfriend is pretty
Her	Her boyfriend is pretty
Their	Their son is young
Its	Its tires are new
Our	Our teacher is intelligent

iv. **Negations:** learn how to negate in the present.

Formula: Noun + do/does + not + verb + complement

- a. Explain contractions don't and doesn't. Emphasize that with "she" "he" or "it" we always use *doesn't* and **not don't**.

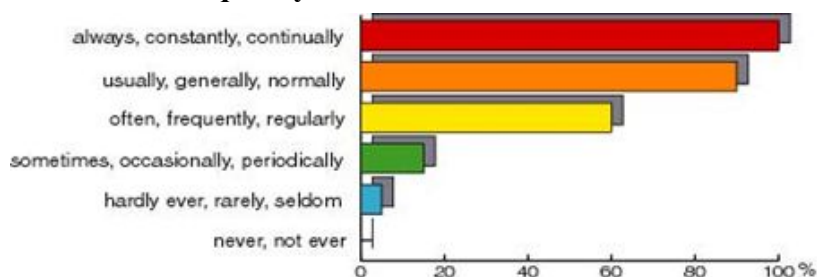
(Complete Activity #5 in the Student Packet)

Wednesday:

- i. **Prepositions:** On, in, from, for, at, to
- ii. **Prepositions of Time:** Before, After, While, Until

(Complete Activity #6 in the Student Packet)

iii. Adverbs of Frequency:



(Complete Activity #7 in the Student Packet)

- iv. **Articles:** a/an, the. Point out when you would use each of these.

(Complete Activity #8 in the Student Packet)

- v. **Read Activity #9:** "That Crazy Chimpanzee." Ask questions to test reading comprehension.

Thursday:

- i. Frequency vocabulary:** Frequency was taught a bit yesterday (See previous page, but today is supposed to go more in depth about specific frequencies. Review what was learned about frequency yesterday or incorporate it into your lesson today.) To say how often something happens, you can say:

- a. one time
- b. two times
- c. three times
- d. four times
- e. and so on

AND you can also say:

- f. once (= one time)
- g. twice (= two times)

To say how many times each day something happens, you can say:

- h. once a day
- i. twice a day
- j. three times a day
- k. and so on

The word every:

- l. Every day = Monday, Tuesday, Wednesday, Thursday...
- m. Every other day = Monday, Wednesday, Friday...
- n. Every hour = 12:00, 1:00, 2:00, 3:00...
- o. Every three hours = 12:00, 3:00, 6:00, 9:00...

ii. Review "There is/There are":

- a. Use "there is" for one item: a bee, a hat
 - i. "there is" "there's"
 - ii. "there is not" "there isn't"
- b. Use "there is" for non-count items: milk, water
 - i. "there is" "there's"
 - ii. "there is no" "there's no"
- c. Use "there are" to talk about two or more things: bees, hats

(Complete Activity #8 in the Student Packet)

- iii. Past tense to be/go/have and other regular verbs: make sure the students know the following irregular verbs. Also, review the past tense for regular verbs: -ed or -d.

Verb	I	you	he/she	they	we
To Be	was	were	was	were	were
To Go	went	went	went	went	went
To Have	had	had	had	had	had

a. More irregular verbs:

<u>Present</u>	<u>Past</u>
Feel	Felt
See	Saw
Know	Knew
Hear	Heard
Meet	Met
Take	Took
Sell	Sold
Buy	Bought

_(Complete Activity #10 in the Student Packet)