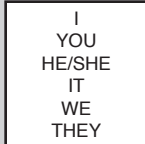


# LESSON 1 - SUBJECT PRONOUNS

**Prep:** Cube:



Overhead transparencies of pages 3 and 4

Copies of pages 3 and 4 for each student

**Note:**

Repeat all new words and actions three times.

Give students only the cube(s) for the lesson at hand.

A cube set can be shared by up to 6 students. Use multiple sets for larger classes.

**Vocabulary for teaching the lesson:**

one, two, three	Use the fingers to count.
point	Be sensitive about pointing--use the whole hand.
say	Use a talking hand signal--put straight fingers against the thumb and open and close.
repeat	Say, "One" a few times, then, "Repeat" and then draw your cupped hand toward you. Students should respond with, "One."
roll	Roll a cube to demonstrate.
find	Hide a cube, pretend to look for it, find it, and say, "Find."
how many?	Put one finger up, make a questioning face and say, "How many?" Put your finger up again and say, "One." Do the same with two fingers, etc.
write	Demonstrate by writing on the board.

## 1. Teach the pronouns:

Give each student a copy of page 3, and the cube for the lesson.

Pick up the cube, point to the print, and say, "What color?". If the students can't answer, say, "Blue....Pronouns are blue." Then rotate the cube so that students see each word. As you point to each respective word, say, "I...pronoun. You...pronoun. He...pronoun," etc. If you are demonstrating this for a large class, print the words on a gift box (7" square works well). (The Container Store has many sizes in white.)

Now start with page 3. Teach singular and plural. Say, "Singular...one," showing one finger, then, "Plural...2,3,4," showing the corresponding number of fingers.

Moving down the first column on page 3, teach the singular pronouns first. Use one hand to count and the other to point. Be sure to look and point in the appropriate direction. For example, say, "I," and point to and look down at yourself. Then point to the cube and say, "Find 'I'." (Students rotate the cube to find 'I'.) Have all students mimic your actions and repeat each word three times. Ask, "How many?" after each pronoun, then say, "One...singular." Be sure to make direct eye contact when you point to demonstrate 'you'. When you demonstrate 'he', 'she', and 'they', keep direct eye contact with your listener as you point away in the direction of the 'he', 'she', or 'they'. Use the drawings on page 3 as a guide.

## LESSON 1 - SUBJECT PRONOUNS

Using the same steps, teach the plural pronouns. Start with, “I...one...singular,” and then move across the page to “WE...2,3,4...plural.” Link arms and point at yourselves to demonstrate ‘we’. Move from the singular to the plural for all the pronoun forms to help the student understand the relationship between each singular form and its plural. Point out that ‘you’ is the same in singular or plural.

(See our website <[www.englishonaroll.com](http://www.englishonaroll.com)> for a demo of this lesson.)

### TEACHING NOTES:

All of the following exercises can be done individually or in groups. Give students only the cube or cubes that are needed for the lesson. If you are working in groups (up to six students on one set), make sure that the cubes are passed from one student to the next so that everyone gets time using them.

As soon as students know all the words on a cube, they may roll it. Do not roll a cube that contains words unfamiliar to them. Students rotate the latter to find the words they know. Normally, only one cube will be rolled at one time (rolling two or more is confusing for beginners).

To make the exercises seem even more like games, keep individual or group scores. For example, give one point for finding the word on the cube, one point for saying it correctly, and one for demonstrating its meaning by pointing and looking.


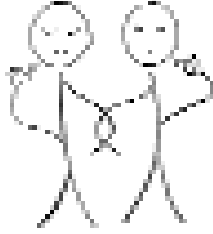

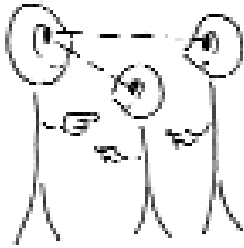
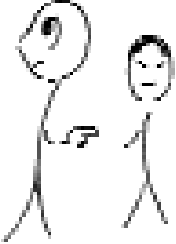
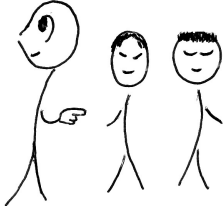

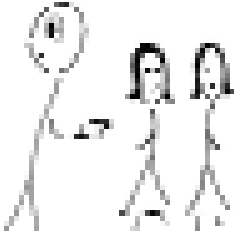


### 2. Conversation/games:

- A. Give the cube to the students. Point to yourself and say, “I.” Have students point to themselves and say, “I.” Point to the cube and say, “Find ‘I’.” Students turn the pronoun ‘I’ face up. Tell them, “Say, ‘I,’” while making the talking hand signal (see vocabulary) and point to yourself again. Students should respond with, “I,” and point to themselves. Repeat this process for all the subject pronouns. Do them in order first (I, you, he, she, it, we, you, they) and then randomly.
- B. One student in each group rolls the cube, says the word that turns up, tells if it’s singular or plural, and demonstrates its meaning by pointing and looking. The next student rolls the cube, and so forth. Give points for fun.

### 3. Written exercises:

Give page 4 to the students. Do the example first, and then one or two of the exercises together to make sure they understand what to do. Let them work alone or together, using page 3 as a guide if they wish. Encourage them to help each other. Check answers together.

# LESSON 1 - SUBJECT PRONOUNS

singular (1)	plural (2...3...4....)
 <p>I</p>	 <p>WE</p>
 <p>YOU</p>	 <p>YOU</p>
 <p>HE</p>	 <p>THEY</p>
 <p>SHE</p>	 <p>THEY</p>
 <p>IT</p>	 <p>THEY</p>

# LESSON 1 - SUBJECT PRONOUNS

## 3. Writing:

Write the word.

1.



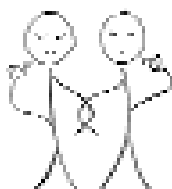
\_\_\_\_\_ / \_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

7.



\_\_\_\_\_

8.



\_\_\_\_\_

9.



\_\_\_\_\_

10.



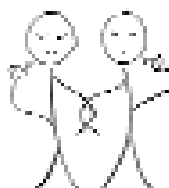
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11.



\_\_\_\_\_

12.



\_\_\_\_\_

## LESSON 2 - 'BE' VERB

**Prep:** Cubes:

I	AM
YOU	ARE
HE/SHE	IS
IT	WAS
WE	WERE
THEY	BE

Overhead transparencies of pages 7 and 8

Copies of pages 7 and 8 for each student

Pictures to illustrate the pronouns if you have only one or two students

Paper and pens

A picture of a family

**Note:** Repeat all words three times.

Give students only the cubes for the lesson.

**Vocabulary:**

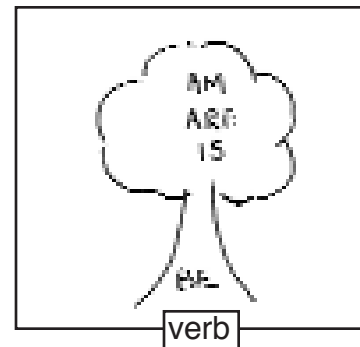
(same as Lesson 1, page 1)

first name	Write your name on the board. Use it to explain both 'first' and 'family' name. (Showing a family picture is helpful.)
family name	

same	Use pairs of objects to demonstrate (pencils, pens, chairs). i.e., hold up two identical pens and say, "Same."
------	--

### 1. Teach the concepts:

Draw a tree. Write 'BE' on the trunk, and 'AM', 'ARE', 'IS' in the middle of the the top.



Teach that 'BE' is the family name, and 'AM', 'ARE', and 'IS' are first names. Point at each word as you say it. Students repeat after you. Point back and forth between 'BE' and the other words, and say, "Same."

Give the students **only** the 'BE' cube. Pick up the 'BE' cube and point to the print. Ask, "What color?" If they can't answer, say, "Red." Then say, "Verbs are red." Rotate the cube, showing only the four words for the lesson (BE, AM, ARE, IS). Start by showing 'BE', and say, "Be...Verb." (for 'BE'), then, "'Am'...Same as 'Be'; 'Is'...Same as 'Be'; 'Are'...Same as 'Be'."

Now add the subject pronoun cube and give a copy of page 7 to each student. Work though the page together. Students build each combination ('I AM', etc.), say the words ("I AM") three times, tell if the form is singular or plural (singular in this case), and demonstrate meaning by pointing. (Here, each points at himself/herself.)

## LESSON 2 - 'BE' VERB

### 2. Conversation/games:

- A. Give students both cubes for this lesson. Tell them to find 'I' on the subject pronoun cube. When 'I' is face up, they **rotate** (not roll) the verb cube to find the correct verb match (in this case 'AM'). Students then read the words aloud ("I AM"), tell if they are singular or plural, and demonstrate their meaning by pointing. Work through all the subject pronouns in the same way.
- B. Give students both cubes. One student **rolls** the subject pronoun cube, and then **rotates** the verb cube to match the pronoun that turns up, says the words, tells if they are singular or plural, and demonstrates their meaning.
- C. Give students both cubes. Each writes his/her own first name (large print) on a piece of paper, and places the paper in front of himself/herself. (Do the same yourself.) Then:
1. Write 'I AM' on the board. Write your own first name at the end.
  2. Tell the students, "Find 'I AM'." (They turn the words up on the cubes.)
  3. Hold your name in front of you. Say, "I am (say your first name)."
  4. Point to yourself. Repeat the sentence at least three times.

Students then take turns saying the sentence using their own names, ("I am John," etc.) and pointing to themselves.


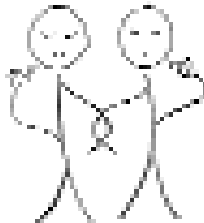

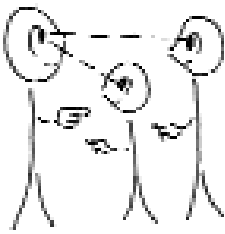
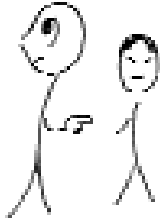
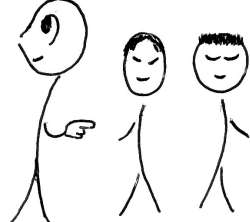

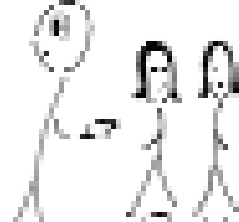


Change 'I AM' to 'YOU ARE', and demonstrate, using steps 1 to 4 above as a guide, and changing names and gestures as necessary. Work through all the forms. (Write 'AND' on a piece of paper to use in the plural, i.e., 'They are John and Maria'. Teach that 'AND' is the same as '+'.)

- D. Repeat exercise B, adding the names in exercise C. The student who matches the cube words completes the sentence by saying appropriate names, gesturing as needed, and telling if the sentence is singular or plural. For example, if 'HE' turns up on the cube roll, the student would look at you, point toward a male and say, "He is (John)....Singular."

### 3. Written exercises:

Give page 8 to the students. Do the example first, and then one or two of the exercises together to make sure they understand what to do. Let them work alone or together, using page 7 as a guide if they wish. Encourage them to help each other. Check answers together.





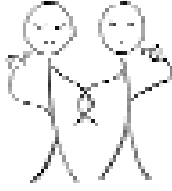







## LESSON 2 - 'BE' VERB

singular (1)	plural (2...3...4....)
 <p><b>I AM</b></p>	 <p><b>WE ARE</b></p>
 <p><b>YOU ARE</b></p>	 <p><b>YOU ARE</b></p>
 <p><b>HE IS</b></p>	 <p><b>THEY ARE</b></p>
 <p><b>SHE IS</b></p>	 <p><b>THEY ARE</b></p>
 <p><b>IT IS</b></p>	 <p><b>THEY ARE</b></p>

## LESSON 2 - 'BE' VERB

### Writing:

Write the word.

1. 	I <u>AM</u>
2. 	YOU _____
3. 	THEY _____
4. 	SHE _____
5. 	WE _____
6. 	IT _____
7. 	HE _____
8. 	THEY _____
9. 	IT _____
10. 	I _____
11. 	SHE _____
12. 	YOU _____



## LESSON 3 - CONSONANT START NOUNS AND THE 'A' ARTICLE

**Prep:** Cubes:

A  
AN  
THE

STUDENT  
STUDENTS  
TEACHER  
TEACHERS  
CAR  
CARS

Overhead transparencies of pages 11 and 12

Copies of pages 11 and 12 for each student

Removable sticky labels (See Note and Exercise B, page 10. Buy at office supply stores--3/4" x 1/2" work well.)

**Note:** Be sure that students say the words three times at least. Repetition is key.

### **Vocabulary:**

noun = name

Demonstrate by pointing at things in the room, saying their names and then, "Noun."

'A' = one = singular (A CAR = ONE CAR). 'A' is an article.

### **1. Teach the concepts:**

Give students the two cubes (only) and a copy of page 11.

Check for understanding of singular and plural (see page 1 if needed).

Pick up the noun cube, point to the print and say:

"What color?" "Blue...Dark blue." "Nouns. Nouns are dark blue."

Rotate the cube, showing each word, and saying:

"CAR'...One...Singular." "CARS'...2,3,4...Plural."

"STUDENT'...One...Singular." "STUDENTS'...2,3,4...Plural."

"TEACHER'...One...Singular." "TEACHERS'...2,3,4...Plural."

Pick up the article cube and say:

"What color?" "Blue...Dark blue." "Articles. Articles are dark blue."

"Articles go with nouns." (Put the two cubes together to demonstrate.)

Show only 'A', and say:

"A'...Article." "A'...One...Singular." (Don't teach 'AN' or 'THE' now.)

Next, work down the 'singular' column on page 11. Students repeat the words after you ('A STUDENT'), rotate the cubes to find them, and tell if they are singular or plural. Then work across the columns, starting with the singular ('A STUDENT') and moving to the plural ('STUDENTS'), showing that there is no 'A' with plural nouns.

As you work, ask your students, "'A'...how many?" and "Student' (etc.)...how many?"

Important concepts:

Articles go with nouns

Noun + 's' = plural (2,3,4....).

No 'A' with plural nouns

## LESSON 3 - CONSONANT START NOUNS AND THE 'A' ARTICLE

Note: The noun cube in this lesson represents nouns that start with a consonant sound and form their plurals with 's' (regular plural formation). It is very important for students to understand that many nouns--not merely the words on this noun cube--follow these rules. The following exercises will help.

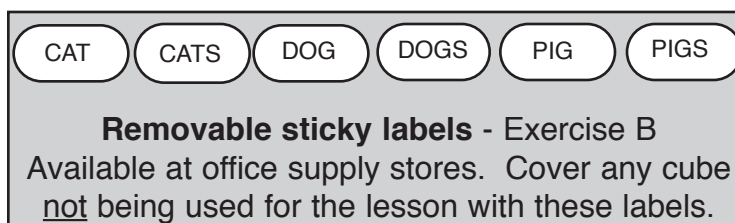
### 2. Conversation/games (Remember--repeat, repeat, repeat!):

A. Write this table on the board →

Singular		Plural	
Article	Noun (1)	Article	Noun (2..3..4)
A	PEN	X	PENS

- 1) Point to an object in the room and ask, "Name?" Choose only regular nouns that start with a consonant sound. (See Note above.)
- 2) Write the singular form in its column. Ask, "How many?" (Answer... "One... singular.")
- 3) Write the plural form. Emphasize the ending 's'. Ask, "How many?" (Answer... "Two, three, four...plural.")
- 4) Point to the singular form and ask, "'A'?" Write 'A' in its column, saying, "Yes."
- 5) Point to the plural form and ask, "'A'?" Mark an 'X' to indicate 'No'. Say, "No."

Repeat steps 1-5 with each new word. Have students do as much of the board work as possible. For example, you may write the singular form, and they write the plural, etc.




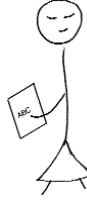
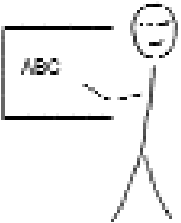






- B. Give students the article cube. Write on the board the singular and plural forms of three consonant start nouns whose plurals are made with 's'. Have students copy each word on a removable sticky label, using dark blue ink or pencil to color-code. Pick out any cube that you are not using for the lesson, and stick one label on each face. Students then take turns rolling the customized cube, saying the word, telling if it's singular or plural, and deciding if 'A' is used with the word or not. Keep points for fun.
- C. Help students find nouns (See Note above) from new words they are learning, and do exercises A and/or B.

### 3. Written exercises:

Give page 12 to the students. Show them that 'X' means no 'A'. Do the example first, and then one or two of the exercises together to make sure they understand what to do. Let them work alone or together, using page 11 as a guide if they wish. Encourage them to help each other. Check answers together.

# LESSON 3 - CONSONANT START NOUNS AND THE 'A' ARTICLE

singular (1)		plural (2...3...4....)	
<u>ARTICLE</u>	<u>NOUN</u>	<u>ARTICLE</u>	<u>NOUN</u>
A	 STUDENT	  	<del>A</del> STUDENTS
A	 TEACHER	 	TEACHERS
A	 CAR		CARS

# LESSON 3 - CONSONANT START NOUNS AND THE 'A' ARTICLE

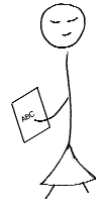
Writing:

Write **A** or **X**

1.   A   CAR



7. \_\_\_\_\_ STUDENT



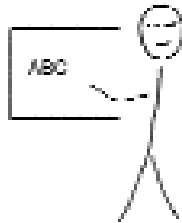
2.   X   CARS



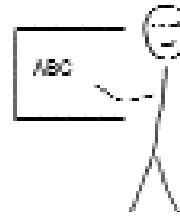
8. \_\_\_\_\_ STUDENTS



3. \_\_\_\_\_ TEACHER



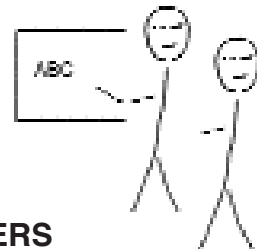
9. \_\_\_\_\_ TEACHER



4. \_\_\_\_\_ STUDENT



10. \_\_\_\_\_ TEACHERS



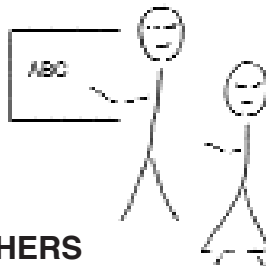
5. \_\_\_\_\_ STUDENTS



11. \_\_\_\_\_ STUDENT



6. \_\_\_\_\_ TEACHERS



12. \_\_\_\_\_ CARS



## LESSON 4 - MAKING STATEMENTS WITH 'BE'

**Prep:** Cubes:

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	NOT AS THAN ALSO TOO	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	? . ! ,
--	--------------------------------------	----------------------------------	----------------	---	------------------

Overhead transparencies of pages 15 and 16

Copies of pages 15 and 16 for each student

Removable sticky labels (See Note and Exercise B, page 10)

**Note:**

Be sure that students repeat the words aloud.

When cubes are rolled to make sentences, only one cube should be rolled. This cube becomes the 'anchor' (it does not change once it is rolled), and the other cubes are rotated (not rolled) to agree with it. Students should know all the words on a cube before it is rolled.

Starting with this lesson, the written exercises are in small case letters. Be sure your students know both large and small case forms.

**Vocabulary:**

statement	Use sentences on page 15 as examples ('I am a student.')
period (.)	Stops a statement. Say, "I am a student--stop....You are a student--stop," etc. Put your hand up to signal 'stop'.
not	Same as 'no'. Shake your head and use a thumbs-down gesture.

### 1. Teach the concepts:

Give students the cubes and a copy of page 15. Work through it together, paying particular attention to singular and plural. Use a thumbs-up sign for positive statements and thumbs-down for negative. Students build the sentences with the cubes. If necessary, tell them, "Find 'I'....Find 'AM'....," etc., and have them repeat each sentence at least three times as you progress.

Start with the first sentence ('I am a student.'). Point to it and say:

"Statement....'Yes' statement." (Thumbs up.)

Point to each word and say:

"Singular...Singular...Singular...Singular," to convey that all of the words are singular.

Move to the next sentence ('I am not a student.'). Point to it and say:

"Statement....'No' statement." (Thumbs down.)

Point to each word and say:

"Singular...Singular...Singular...Singular," to convey that all of the words are singular. Skip 'NOT' since it is neither singular nor plural.

Repeat the above with all the statements in the singular column. Then return to the first sentence ('I am a student.'). say it again, and work across the page to the plural form ('We are students.') in column 2. Use the same script as above,

## LESSON 4 - MAKING STATEMENTS WITH 'BE'

changing 'Singular' to 'Plural' for the forms in column two. Note that 'not' is the same in singular and plural.

Repeat the above process using 'TEACHER' and 'TEACHERS'.





### 2. Conversation/games:

- A. Give students the cubes for the lesson. Players roll the pronoun cube (the anchor cube) and rotate the remaining cubes to make statements that agree. For example, if 'IT' turns up, students rotate the remaining cubes to build 'IT IS A CAR.' and 'IT IS NOT A CAR.'. The student who rolls the anchor cube reads the statement aloud and tells if it is singular or plural. Have students write the sentences. Keep score for fun.
- B. Repeat exercise A above, using the noun cube as the anchor. For instance, if 'TEACHERS' turns up, the student(s) could build 'WE ARE TEACHERS.' or 'WE ARE NOT TEACHERS.' (or other plural forms).
- C. Make customized noun cubes (Exercise B, page 10) and use them in either A or B above.
- D. Put objects on a table (at least two of each), all of whose names begin with a consonant sound and end with 's' in the plural. Hold up one object. The student names it (i.e., "Pencil") and makes a statement orally ("It is a pencil.") Hold up two or more of the same object and repeat the process.

### 3. Written exercises:

Give page 16 to the students. Do the example first, and then one or two of the exercises together to make sure they understand what to do. Let them work alone or together, using page 15 as a guide. Encourage them to help each other. Check answers together.

## LESSON 4 - MAKING STATEMENTS WITH 'BE'

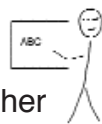
singular (1)	plural (2, 3, 4...)
	
<p>I am a student. I am not a student.</p>	<p>We are students. We are not students.</p>
<p>You are a student. You are not a student.</p>	<p>You are students. You are not students.</p>
<p>He is a student. He is not a student.</p>	<p>They are students. They are not students.</p>
<p>She is a student. She is not a student.</p>	<p>They are students. They are not students.</p>
	
<p>It is a car. It is not a car.</p>	<p>They are cars. They are not cars.</p>

# LESSON 4 - MAKING STATEMENTS WITH 'BE'

Write:

am are is not a .

teacher



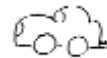
student



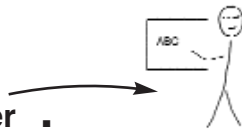
student



car



1. He is a teacher .



2. It is not a teacher.  
It is a car .



3. They \_\_\_\_\_ cars \_\_\_\_\_



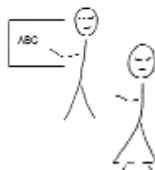
4. \_\_\_\_\_ am \_\_\_\_\_



5. We \_\_\_\_\_



6. You \_\_\_\_\_ teachers \_\_\_\_\_



7. You \_\_\_\_\_



8. She is \_\_\_\_\_ car.  
She is \_\_\_\_\_



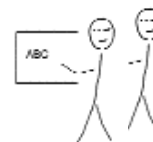
9. They \_\_\_\_\_



10. I am \_\_\_\_\_



11. We \_\_\_\_\_



12. She \_\_\_\_\_ student.



13. You are \_\_\_\_\_ teacher.  
You are \_\_\_\_\_ student.



14. I am \_\_\_\_\_ teacher \_\_\_\_\_





## LESSON 5 - 'YES/NO' QUESTIONS WITH 'BE'

**Prep:** Cubes:

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	? . ! ,
--	--------------------------------------	----------------	---	------------------

Overhead transparencies of pages 18 and 19

Copies of pages 18 and 19 for each student

Removable sticky labels (See Note and Exercise B, page 10)

**Note:** Teaching the subject-verb reversal in word order (I am--Am I?) can be difficult. Physically demonstrating the reversal with the cubes makes the task much easier.

### Vocabulary:

question      Explain 'question' (Am I a teacher? How many?, etc.) using hand signals and facial expressions

### 1. Teach the concepts:

Give students the cubes for the lesson and a copy of page 18. Work through it together. Point out the reversal in word order from statement to question. The first two words are numbered for the 'I am' and 'you are' examples to help illustrate the reversal. Students build the statements and questions and say them aloud. Call attention to the question mark.

### 2. Conversation/games:

- A. Give students the cubes for the lesson. One student rolls the subject pronoun cube (which becomes the anchor---see Note, page 13), builds a correct statement with the remaining four cubes, and says the words aloud. He/she then makes a question using the same words and says them aloud. Students take turns doing this exercise. As usual, keep points for fun and focus.
- B. Repeat exercise A above, using the noun cube as the anchor.
- C. Make customized noun cubes (Exercise B, page 10) and use them in either A or B above.
- D. Write nouns (singular and plural) on the board that start with a consonant sound and form their plurals with 's'. Students in the class take turns making oral statements and questions using the nouns.

### 3. Written exercises:

Give page 19 to the students. Do the example first, and then one or two of the exercises together to make sure they understand what to do. Check answers together.

## LESSON 5 - 'YES/NO' QUESTIONS WITH 'BE'

	Statements	Questions
<u>Singular</u>	(1) (2) <b>I am a student.</b>	(2) (1) <b>Am I a student?</b>
	(1) (2) <b>You are a student.</b>	(2) (1) <b>Are you a student?</b>
	<b>He is a student.</b>	<b>Is he a student?</b>
	<b>She is a student.</b>	<b>Is she a student?</b>
	<b>It is a car.</b>	<b>Is it a car?</b>
<u>Plural</u>	<b>We are students.</b>	<b>Are we students?</b>
	<b>You are students.</b>	<b>Are you students?</b>
	<b>They are students.</b>	<b>Are they students?</b>
	<b>They are cars.</b>	<b>Are they cars?</b>

## LESSON 5 - 'YES/NO' QUESTIONS WITH 'BE'

### Writing:

Make questions.

Statements	Questions
1. I am a student.      —————→	1. <u>Am I a student ?</u>
2. She is a teacher.      —————→	2. _____ ?
3. They are cars.	3. _____ ?
4. It is a car.	4. _____ ?
5. We are teachers.	5. _____ ?
6. He is a student.	6. _____ ?
7. They are students.	7. _____ ?
8. You are a teacher.	8. _____ ?
9. We are students.	9. _____ ?
10. I am a teacher.	10. _____ ?
11. He is a teacher.	11. _____ ?
12. You are teachers.	12. _____ ?
13. She is a student.	13. _____ ?
14. It is ____ .	14. _____ ?
15. They are _____.	15. _____ ?
16. She is _____.	16. _____ ?
17. You are _____.	17. _____ ?
18. I am _____.	18. _____ ?

## LESSON 6 - ANSWERING 'YES/NO' QUESTIONS WITH 'BE'

**Prep:** Cubes:

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	? . ! ,	YES NO MAYBE	NOT AS THAN ALSO TOO
--	--------------------------------------	----------------	---	------------------	--------------------	----------------------------------

Overhead transparencies of pages 22 and 23

Copies of pages 22 and 23 for each student

Removable sticky labels (See Note and Exercise B, page 10)

**Note:** The commas after 'yes' and 'no' on pages 22 and 23 have been omitted for simplicity. If you wish to include commas, write them in before copying the pages, and use one of the blank cubes to make an extra punctuation cube (including a comma) for exercises with the cubes.

### Vocabulary:

question	Make two columns, one titled 'Question?' and one titled 'Answer.'.
answer	Use hand signals and facial expressions to demonstrate questions. For example, point to yourself and ask, "Teacher?" Then say, "Question." (Write 'Teacher?' in the question column.) Ask, "Teacher?" again, then pause for a moment, nod your head and answer, "Yes," followed by, "Answer." (Write 'Yes.' in the answer column.) Repeat as necessary. Point to a student and ask, "Teacher?", shaking your head and answering, "No". in response.
comma	(If used here), a pause. Demonstrate this by 'walking' the answers, i.e., 'yes' is the first step, pause for the comma, 'I' is the second step, and 'am' is the third. Bring your feet together and put up your hand to signal the period (stop).

### 1. Teach the concepts:

Give students the cubes for the lesson and a copy of page 22. Show that the singular forms are at the top of the page and plural forms at the bottom. Work through page 22 together. As usual, students say the sentences aloud and build them with the cubes. Use thumbs up, thumbs down to illustrate 'yes' and 'no'. (You may want to point out that a simple 'yes' or 'no' is also correct for answering the questions.)

### 2. Conversation/games:

- A. Give students the cubes for this lesson. One student rolls the subject pronoun cube (which becomes the 'anchor'---See Note, page 13), builds a correct question by rotating the remaining cubes, and says the words aloud. He/she makes a 'yes' answer and says it aloud, then a 'no' answer. Students take turns doing this exercise, or teams using two sets can play with one another, i.e., one team makes a question, and the other answers it.

## **LESSON 6 - ANSWERING 'YES/NO' QUESTIONS WITH 'BE'**

- B. Repeat exercise A above, using the noun cube as the anchor.
- C. Make customized noun cubes (See Exercise B, page 10) and use them in either A or B above.
- D. Oral. Write nouns on the board that start with a consonant sound and form their plurals with 's'. Students (or teams) in the class take turns making questions and answers with them, with or without the cubes.

### **3. Written exercises:**

Give page 23 to the students. Show that they will work across the page. Do the example first, and then one or two of the following exercises together to make sure they understand what to do. Let them work alone or together, using page 22 as a guide. Encourage them to help each other. Check answers together.

## LESSON 6 - ANSWERING 'YES/NO' QUESTIONS WITH 'BE'

	Questions	Answers
<u>Singular</u>	<b>Am I a student?</b> →	<b>Yes I am.</b> <b>No I am not.</b>
	<b>Are you a student?</b> →	<b>Yes you are.</b> <b>No you are not.</b>
	<b>Is he a student?</b> →	<b>Yes he is.</b> <b>No he is not.</b>
	<b>Is she a student?</b> →	<b>Yes she is.</b> <b>No she is not.</b>
	<b>Is it a car?</b> →	<b>Yes it is.</b> <b>No it is not.</b>
<hr style="border-top: 1px dashed black;"/>		
<u>Plural</u>	<b>Are we students?</b> →	<b>Yes we are.</b> <b>No we are not.</b>
	<b>Are you students?</b> →	<b>Yes you are.</b> <b>No you are not.</b>
	<b>Are they students?</b> →	<b>Yes they are.</b> <b>No they are not.</b>
	<b>Are they cars?</b> →	<b>Yes they are.</b> <b>No they are not.</b>

## LESSON 6 - ANSWERING 'YES/NO' QUESTIONS WITH 'BE'

### Writing:

Write the 'yes' and 'no' answers.

Questions	Yes Answers	No Answers
1. Is she a teacher?	1. <u>Yes</u> <u>she</u> <u>is</u> .	1. <u>No</u> <u>she</u> <u>is</u> <u>not</u> .
2. Am I a student?	2. Yes _____ .	2. No _____ .
3. Are they cars?	3. _____ .	3. _____ .
4. Is it a car?	4. _____ .	4. _____ .
5. Are we teachers?	5. _____ .	5. _____ .
6. Is he a student?	6. _____ .	6. _____ .
7. Are they students?	7. _____ .	7. _____ .
8. Are you a teacher?	8. _____ .	8. _____ .
9. Are we students?	9. _____ .	9. _____ .
10. Is he a teacher?	10. _____ .	10. _____ .
11. Is he a boy?	11. _____ .	11. _____ .
12. Are they teachers?	12. _____ .	12. _____ .
13. Is she a girl?	13. _____ .	13. _____ .
14. Is it _____ ?	14. _____ .	14. _____ .
15. Are they _____ ?	15. _____ .	15. _____ .
16. Is she _____ ?	16. _____ .	16. _____ .

## LESSON 7 - ARTICLES 'A' AND 'AN' WITH NOUNS

**Prep:** Cubes:

A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	ANIMAL ANIMALS EGG EGGS INSECT INSECTS
----------------	---	---

Overhead transparencies of pages 25 and 26

Copies of pages 25 and 26 for each student

Removable sticky labels (See Note and Exercise B, page 10.)

Dark blue pens

**Note:** Students will need to know the difference between consonant and vowel sounds.

### **Vocabulary:**

consonant sound

vowel sound

Demonstrate 'sound' by making lots of different ones: whistle, knock on the table, clap, etc. Say, "Sound," after each action. Review vowels and consonants. Then, starting with the consonants, say their sounds ("buh" for 'b', "duh" for 'd', etc.), repeating, "Consonant sound." Do the same for the vowels.

(See the lists on page 25 for new words.)

### **1. Teach the concepts:**

Give each student a copy of page 25. Read through it together (students repeat after you). Start with the consonant sound nouns, explaining that 'a' goes before consonant sounds. Then teach 'an' and the vowel sound nouns, and finally, the proper nouns (no 'a' or 'an').

Have each group write proper nouns (their first names, and at least one place---such as 'Ohio' or 'Seattle') on sticky labels, and attach the labels to any cube(s) not being used for the lesson. Practice singular proper nouns orally ('It is Seattle.', 'I am Maria.', etc.).

### **2. Conversation/games:**

- A. Give students the article and consonant start noun cube for this lesson and the following cubes: 1) subject pronoun, 2) 'be' verb (am, are, is), and 3) punctuation. Have them roll the noun cube and build a statement and/or a question. For example, if 'STUDENT' turns up, possible sentences are 'I am a student.', or 'Is he a student?', etc.
- B. Repeat exercise A with the vowel noun cube and then a customized proper noun cube (See above.). For more of a challenge, use all three noun cubes at the same time.

### **3. Written exercises:**

Give page 26 to the students. Let them work alone or together, using page 25 as a guide. Encourage them to help each other. Check answers together.



## LESSON 7 - ARTICLES 'A' AND 'AN' WITH NOUNS

Singular - Before consonant sounds		Singular - Before vowel sounds	
<u>Article</u>	<u>Noun</u>	<u>Article</u>	<u>Noun</u>
a	car	an	egg
a	student	an	insect
a	teacher	an	animal
a	woman	an	apple
a	man	an	umbrella
a	child	an	infant
a	baby	an	elephant
a	mother	an	author
a	father	an	orange

Singular - Before proper nouns	
<u>Article</u>	<u>Noun</u>
<del>a</del>	Maria
<del>an</del>	Africa
	Abdi
	Jose
	Amina
	Mexico
	Seattle

## LESSON 7 - ARTICLES 'A' AND 'AN' WITH NOUNS

### Writing:

Write 'a' 'an' or 'X'.

- |                                       |  |
|---------------------------------------|--|
| 1. It is <u>  a  </u> car.            | 17. Is he <u>        </u> teacher?       |
| 2. They are <u>  X  </u> cars.        | 18. Are you <u>        </u> teachers?    |
| 3. It is <u>  an  </u> animal.        | 19. Are they <u>        </u> women?      |
| 4. You are <u>        </u> man.       | 20. Is it <u>        </u> France?        |
| 5. It is <u>        </u> egg.         | 21. Am I <u>        </u> artist?         |
| 6. They are <u>        </u> eggs.     | 22. Is he <u>        </u> man?           |
| 7. It is <u>        </u> Korea.       | 23. Are they <u>        </u> eggs?       |
| 8. He is <u>        </u> child.       | 24. Are we <u>        </u> children?     |
| 9. I am <u>        </u> student.      | 25. Is he <u>        </u> Abdi?          |
| 10. You are <u>        </u> artist.   | 26. Are you <u>        </u> Anna?        |
| 11. They are <u>        </u> mothers. | 27. Are we <u>        </u> authors?      |
| 12. It is <u>        </u> Africa.     | 28. Is it <u>        </u> elephant?      |
| 13. He is <u>        </u> Juan.       | 29. Is it <u>        </u> South America? |
| 14. She is <u>        </u> Anna.      | 30. Are they <u>        </u> apples?     |
| 15. We are <u>        </u> women.     | 31. Am I <u>        </u> mother?         |
| 16. It is <u>        </u> apple.      | 32. Are we <u>        </u> mothers?      |

## LESSON 8 - REGULAR, IRREGULAR, AND NONCOUNT NOUNS

**Prep:** Cubes:

A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	CHILD CHILDREN MAN MEN WOMAN WOMEN	FOOD FRUIT HELP MONEY WATER WORK
----------------	---	---	---

Overhead transparencies of pages 28 and 29

Copies of pages 28 and 29 for each student

Removable sticky labels (See Note and Exercise B, page 10.)

**Note:** Each of the three noun cubes in this lesson represents different types of nouns:

- 1) Regular noun cube (car, cars, etc.)--nouns that form their plurals with 's'.
- 2) Irregular noun cube (man, men, etc.)--nouns that do not form their plurals with 's'.
- 3) Noncount noun cube (food, money, help, etc.)--nouns that have no plural.

**Vocabulary:**

See lists on page 28. Use pictures if needed to illustrate these words.

### 1. Teach the concepts:

Give each student a copy of page 28. Read through it together, working on vocabulary first. Then work down each column, pointing at the words and repeating them aloud together. Emphasize:

- 1) Regular nouns: noun + 's' (noun plus 's' for plural) (students, cars, teachers).  
Regular nouns add 's' in the plural and use 'a' or 'an' in the singular (a car, a man, a child).
- 2) Irregular nouns: no 's' (no 's' for plural) (men, women, children). Irregular nouns do not add 's' in the plural. They use 'a' or 'an' (a man, a child) in singular.
- 3) Noncount nouns: no plural (helps~~s~~), no 'a' or 'an' (~~a~~ help).

Give students the cubes and build the singular and plural forms of each type, using 'A' when appropriate. Start with regular nouns first, then irregular, then noncount.

### 2. Conversation/games:

- A. Give students the cubes for the lesson. Players roll the regular noun cube, say the word that turns up, tell if it is singular or plural, and make a sentence and/or a question with 'be', such as 'It is a car.'. Do this orally, or with the cubes from Lesson 5. Repeat the exercise with the irregular noun cube and finally the noncount noun cube.
- B. Make customized noun cubes (Exercise B, page 10) and repeat exercise A. Put regular, irregular and noncount nouns on their own respective cubes, or all types on one cube for more of a challenge.

### 3. Written exercises:

Give page 29 to the students. Show that they will work across the page. Do the example first, and then one or two of the following exercises together to make sure they understand what to do. Let them work alone or together, using page 28 as a guide. Encourage them to help each other. Check answers together.

LESSON 8 - REGULAR, IRREGULAR, AND NONCOUNT NOUNS					
Regular Nouns		Irregular Nouns		Noncount Nouns	
singular	plural	singular	plural (no 's')	singular	no plural.
a student	students	a man	men <del>s</del>	<del>a</del> food	X
a car	cars	a woman	women	fruit	X
a teacher	teachers	a child	children	help	X
a boy	boys	a foot	feet	money	X
a girl	girls	a person	people	water	X
a chair	chairs	a mouse	mice	work	X
a table	tables	a tooth	teeth	bread	X
an egg	eggs			butter	X
an animal	animals				
an insect	insects				
'a' or 'an' in singular	Noun + s = plural	'a' or 'an' in singular	No 's' in plural	No 'a'	No plural

## LESSON 8 - REGULAR, IRREGULAR, AND NONCOUNT NOUNS

### Writing:

Write the plural.

Singular	Plural
1. I am a student.      _____→	1. <u>We</u> <u>are</u> <u>students</u> .
2. It is a foot.      _____→	2. <u>They</u> <u>are</u> <u>feet</u> .
3. It is bread.	3. <u>X</u> <u>X</u> <u>X</u> .
4. I am a child.	4. _____
5. He is a teacher.	5. _____
6. You are a girl.	6. _____
7. She is a woman.	7. _____
8. He is a person.	8. _____
9. It is butter.	9. _____
10. It is a tooth.	10. _____
11. It is a mouse.	11. _____
12. She is a child.	12. _____
13. You are a person.	13. _____
14. It is a pen.	14. _____
15. It is money.	15. _____
16. I am a man.	16. _____
17. You are a child.	17. _____
18. It is a pencil.	18. _____

## LESSON 9 - NOUN/PRONOUN RELATIONSHIPS

**Prep: Cubes:**

I YOU HE/SHE IT WE THEY	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	CHILD CHILDREN MAN MEN WOMAN WOMEN
--	---	---

Overhead transparencies of pages 31 and 32

Copies of pages 31 and 32 for each student

Removable sticky labels (See Note and Exercise B, page 10)

Six blank index cards or pieces of paper and dark blue pens

### 1. Teach the concepts:

Give students the cubes for the lesson. Hold up the noun cubes and say, "Nouns...Dark blue."

Hold up the pronoun cube and say, "Pronouns...Blue." Pronouns take the place of nouns." Show students the difference between the two colors.

Give each student a copy of page 31. As you work through each noun and its pronoun substitute(s), one student writes the noun (in large letters so it's easily seen by everyone) on a card. For example, have a male student write 'man' on the first card, and hold the card in front of himself. Point at him (while looking away from him) and say, "Man....he." Next, have the student point at himself and say, "Man....I." You then look directly at him, point and say, "Man....you." Repeat this process for each noun. (See the figures on page 3 to review the pointing and looking patterns if necessary.) With nouns like 'child' and 'teacher', tell your students, "Sometimes 'she', sometimes 'he'." The 'X' marks in the 'he' and 'she' columns of the singular pronouns indicate that these words cannot be used with the noun in question, i.e., no 'she' with 'man'.

At the bottom of page 31, point out that the pronoun and the noun are the 'same' in each sentence, as indicated by the arrows, and they must both be the same number (singular/singular or plural/plural) in the statement.

### 2. Conversation/games:

A. Give students the cubes for the lesson. Players roll one of the noun cubes, say the word that turns up, tell if it is singular or plural, and rotate the pronoun cube to find a match. Note that multiple pronoun matches are possible for names of animate objects, i.e., 'I', 'you', and 'she' can all be used with 'woman'.

B. Make customized noun cubes (Exercise B, page 10) and repeat exercise A.
















### 3. Written exercises:

Give page 32 to the students. Show that they will work down the page, using all the possible pronouns for each noun. Do one or two of the exercises to make sure they understand what to do. Let them work alone or together, using page 31 as a guide. Encourage them to help each other. Check answers together.

## LESSON 9 - NOUN/PRONOUN RELATIONSHIPS

singular		plural	
<u>Nouns</u>	<u>Pronouns</u>	<u>Nouns</u>	<u>Pronouns</u>
MAN →	X HE I YOU	MEN →	THEY WE YOU
WOMAN	SHE X I YOU	WOMEN	THEY WE YOU
CHILD	SHE HE I YOU	CHILDREN	THEY WE YOU
STUDENT	SHE HE I YOU	STUDENTS	THEY WE YOU
TEACHER	SHE HE I YOU	TEACHERS	THEY WE YOU
CAR	IT	CARS	THEY

---

<div style="margin-bottom: 10px;"> <small>same</small>    <u>He</u> is a <u>man</u>.         </div> <div>   <u>They</u> are <u>men</u>.         </div>	<div style="margin-bottom: 10px;"> <small>same</small>    <u>They</u> are <u>men</u>.         </div> <div>   <u>We</u> are <u>men</u>.         </div> <div>   <u>You</u> are <u>men</u>.         </div> <div>           They are women.         </div> <div>           We are women.         </div> <div>           You are women.         </div> <div>           They are cars.         </div>
<div style="margin-bottom: 10px;">   <u>I</u> am a <u>man</u>.         </div> <div>   <u>You</u> are a <u>man</u>.         </div> <div>           She is a woman.         </div> <div>           I am a woman.         </div> <div>           You are a woman.         </div> <div>           It is a car.         </div>	

## LESSON 9 - NOUN/PRONOUN RELATIONSHIPS

### Writing:

Write statements using the noun.

#### Woman

1. **She is a woman .**
2. **I am a woman .**
3. **You are a woman .**

#### Women

1. **We are women .**
2. **You are women .**
3. **They are women .**

#### Man

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Men

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Car

1. \_\_\_\_\_

#### Cars

1. \_\_\_\_\_

#### Foot

1. \_\_\_\_\_

#### Feet

1. \_\_\_\_\_

#### Teacher

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### Teachers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Finger

1. \_\_\_\_\_

#### Fingers

1. \_\_\_\_\_

#### Tooth

1. \_\_\_\_\_

#### Teeth

1. \_\_\_\_\_

#### Child

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## LESSON 10 - 'WHO' AND 'WHAT' QUESTIONS WITH 'BE'

**Prep: Cubes:**

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	? . ! ,	YES NO MAYBE	NOT AS THAN ALSO TOO	WHAT WHEN WHERE WHICH WHO/WHOM WHY
--	--------------------------------------	----------------	---	------------------	--------------------	----------------------------------	---

Overhead transparencies of pages 34 and 35

Copies of pages 34 and 35 for each student

Removable sticky labels (See Note and Exercise B, page 10.)

### **Vocabulary:**

person/people  
thing/things

Demonstrate these by writing 'people' on one side of the board and 'things' on another. Point at students and list their names under 'people'. Make a corresponding list of inanimate objects and animals under the 'things' heading.

who?

information question for people

what?

information question for things

### **1. Teach the concepts:**

Give each student a copy of page 34 and the cubes for the lesson. Pick up the question word cube and say, "What color?" "Green...Question words are green." Show 'WHO' and 'WHAT', saying, "'WHO' is a question word... 'WHAT' is a question word."

Read across the page, starting with each question and following with its answer. Students build the sentences and say them aloud. Note that 'I', 'you', and 'we' questions may have two answers depending on who is speaking. Using hand signals and direct eye contact, ask students, "Who am I?" Their response should be, "You are a teacher." Say, "Yes." Then point and look at yourself, ask the question again, and answer it yourself with, "I am a teacher." (As though you are talking to yourself.) Do this for the 'you' and 'we' forms as well. Emphasize that 'who' is used for 'people' questions, and 'what' for questions about things.

### **2. Conversation/games:**

A. Give students the cubes for the lesson. A student rolls the subject pronoun cube, says the word that turns up, and forms a 'who' or 'what' question. The next student chooses a word on the regular noun cube (CAR, CARS, etc.), and makes a complete answer, i.e., 'It is a car.'. Repeat the process, keeping score for fun.

B. Using the irregular noun cube (MAN, MEN, etc.), repeat exercise A.

C. Make customized noun cubes (Exercise B, page 10) and repeat exercise A.

### **3. Written exercises:**

Give page 35 to the students. Show that they will work across the page.

## LESSON 10 - 'WHO' AND 'WHAT' QUESTIONS WITH 'BE'

	Information questions	Answers
<u>Singular</u>	<b>Who am I?</b> →	<b>You are a teacher. (I am a teacher.)</b>
	<b>Who are you?</b>	<b>I am a student. (You are a student.)</b>
	<b>Who is he?</b>	<b>He is a student.</b>
	<b>Who is she?</b>	<b>She is a student.</b>
	<b>What is it?</b>	<b>It is a car.</b>
<hr style="border-top: 1px dashed black;"/>		
<u>Plural</u>	<b>Who are we?</b> →	<b>You are students. (We are students.)</b>
	<b>Who are you?</b>	<b>We are students. (You are students.)</b>
	<b>Who are they?</b>	<b>They are students.</b>
	<b>What are they?</b>	<b>They are cars.</b>

## LESSON 10 - 'WHO' AND 'WHAT' QUESTIONS WITH 'BE'

### Writing:

Write the questions:

Questions	Answers
1. <u>Who</u> <u>is</u> <u>he</u> <u>?</u>	→ 1. He is a student.
2. _____	→ 2. I am a teacher.
3. _____	3. She is a woman.
4. _____	4. It is a car.
5. _____	5. You are women.
6. _____	6. We are teachers.
7. _____	7. They are men.
8. _____	8. They are women.
9. _____	9. They are chairs.
10. _____	10. They are tables.
11. _____	11. It is a chair.
12. _____	12. You are a man.
13. _____	13. It is a table.
14. _____	14. You are students.
15. _____	15. You are a student.
16. _____	16. It is a thing.

## LESSON 11 - THIS/THAT/THESE/THOSE

**Prep:** Cubes:

THIS THAT THESE THOSE HERE THERE	AM ARE IS WAS WERE BE	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	? . ! ,
---	--------------------------------------	----------------	---	------------------

Overhead transparencies of pages 37 and 38

Copies of pages 37 and 38 for each student

### **Vocabulary:**

here	Demonstrate these words using a ball or another object that you can toss back and forth with your students. Hold the ball close to yourself and teach 'here'. Throw it to a student and say, "There." Once students understand the concept, you can turn this into a 'Where is the ball?' game, in which students give the correct 'here' or 'there' answer depending on where the ball is in relation to them.
there	

### **1. Teach the concepts:**

Give students the cubes for this lesson and a copy of page 37. Work through it together (students repeat after you and build the statements). Concentrate on the concept of here and there, and singular/plural forms. Demonstrate by moving around the classroom and pointing to objects and people. For instance, go to a chair, point at it, and say, "This is a chair. Here." Then move away from the chair, point to it again and say, "That is a chair. There." Do the same in the plural.

Teach students that 'here' and 'there' can be used in both the singular and plural ("This chair is here. These chairs are here," etc.).


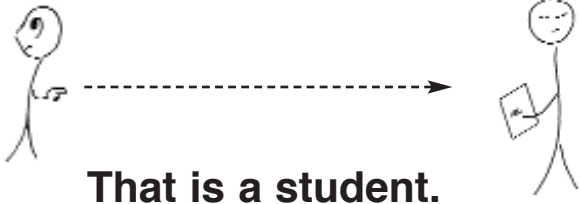
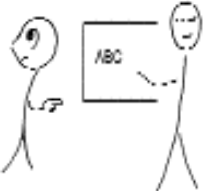
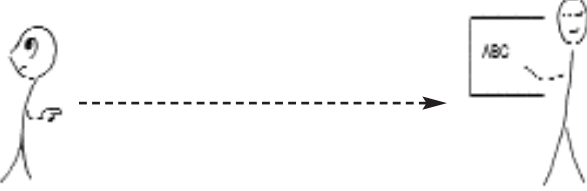

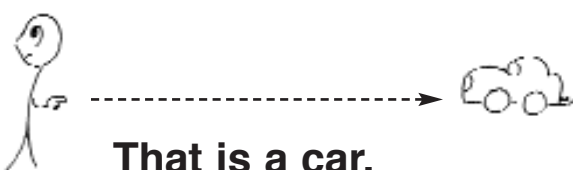




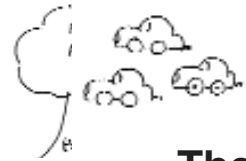

### **2. Conversation/games:**

- Students roll the 'THIS/THAT' cube and build a sentence with it and the other four cubes, say the sentence aloud, and demonstrate their understanding by pointing at pictures, objects or people. For instance, a student would point at pictures on his/her copy of page 37 to show "This is a car," and at the projection of page 37 on the wall to show "That is a car." Award points for fun.
- Give students the 'WHO/WHAT/WHEN' cube and have them make 'who' and 'what' questions ("What is this/that?", etc.). One student (or team) makes the question, another answers. See Lesson 10 if needed.
- Oral. Move around the room, pointing at things and people, asking 'who' and 'what' questions ("Who is this/that? What are these/those?"). Students answer. Then have students pose the questions as well.

### **3. Written exercises:**

Give page 38 to the students. Let them work alone or together, using page 37 as a guide. Encourage them to help each other. Check answers together.

# LESSON 11 - THIS/THAT/THESE/THOSE

		HERE	THERE	
Singular		<b>This is a student.</b>		<b>That is a student.</b>
		<b>This is a teacher.</b>		<b>That is a teacher.</b>
		<b>This is a car.</b>		<b>That is a car.</b>
Plural		<b>These are students.</b>		<b>Those are students.</b>
		<b>These are teachers.</b>		<b>Those are teachers.</b>
		<b>These are cars.</b>		<b>Those are cars.</b>

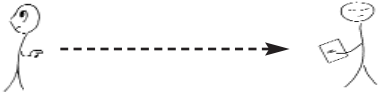
# LESSON 11 - THIS/THAT/THESE/THOSE

## Writing:

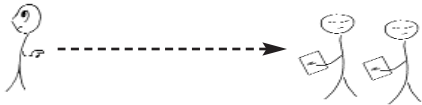
Write the sentences: Use This, That, These, Those



1. This is a student .



2. That is a student .



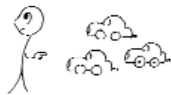
3. \_\_\_\_\_



4. \_\_\_\_\_



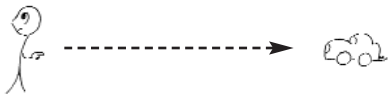
5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



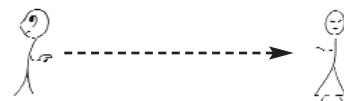
9. \_\_\_\_\_ woman



10. \_\_\_\_\_



\_\_\_\_\_



11. \_\_\_\_\_

12. \_\_\_\_\_

## LESSON 12 - ADJECTIVES AND ADJECTIVE PHRASES

**Prep:** Cubes:

A AN THE	HAPPY LOUD QUICK SAD SLOW SOFT	STUDENT STUDENTS TEACHER TEACHERS CAR CARS
----------------	---	---

Overhead transparencies of pages 40 and 41

Copies of pages 40 and 41 for each student

Blank paper and purple and dark blue marking pens

### **Vocabulary:**

happy

sad

soft

quick

loud

slow

Use pictures and physical demonstration to teach these words on the adjective cube.

### **1. Teach the concepts:**

Give students the cubes for this lesson. Pick up the adjective cube and say, "What color?...Purple. Adjectives are purple." Read the words on the cube, repeating, "Adjective," after each. Then do the following:

Adjectives tell about nouns. Draw a man on the board with no facial features. Write 'a \_\_\_\_\_ man' next to the face. Say, "Man...name...noun." Then draw a smile on his face, write in 'happy', and say, "A happy man... 'Happy' tells about the man (noun)... 'Happy' is an adjective." Change the smile to a frown, replace 'happy' with 'sad', and repeat, saying, "A sad man... 'Sad' tells about the man.... 'Sad' is an adjective."

Give students page 40 and work across the columns, building and repeating. Emphasize:

Adjectives go before nouns. Adjectives go between articles and nouns.  
Adjectives have no plural.

### **2. Conversation/Games:**

Using a purple marking pen, write the above adjectives on blank pieces of paper, one adjective per piece. In dark blue, write 'A' on its own piece of paper, and the following nouns (one noun per paper): student, students, car, cars, teacher, teachers. Students then come to the front of class, each holding one piece of paper. Start with a singular noun first, i.e., 'teacher'. Ask, "Noun?...Singular or plural?" Once you agree upon 'noun' and 'singular', ask them if the article 'a' goes with 'teacher' and have the two students holding the words arrange themselves in the proper order. As soon as 'a teacher' is in place, bring in an adjective. For instance, if you choose 'happy', the student holding 'happy' decides where to stand (between 'a' and 'teacher') and shows what 'happy' means (big smile). Work through the remaining singular nouns, and then progress to the plural, reminding students that adjectives have no plural form.

### **3. Written exercises:**

Give page 41 to the students. Let them work alone or together, using page 40 as a guide. Encourage them to help each other. Check answers together.

LESSON 12 - ADJECTIVES AND ADJECTIVE PHRASES				
<u>SINGULAR</u>			<u>PLURAL</u>	
<u>Article</u>	<u>Adjective</u>	<u>Noun</u>	<u>Article</u>	<u>Adjective</u> <u>Noun</u>
A	HAPPY	TEACHER	X	HAPPY      TEACHERS
A	LOUD	CAR	X	LOUD      CARS
A	SAD	CHILD	X	SAD      CHILDREN
A	SOFT	ANIMAL	X	SOFT      ANIMALS
A	QUICK	STUDENT	X	QUICK      STUDENTS
A	SLOW	MAN	X	SLOW      MEN
<div> before nouns between articles and nouns </div>			<div> No plural </div>	



## LESSON 12 - ADJECTIVES AND ADJECTIVE PHRASES

### Writing:

Write in the adjectives:

1. I am a teacher. (happy)

1. I am a happy teacher .

2. We are teachers. (happy)

2. We are happy teachers .

3. It is a car. (slow)

3. It is \_\_\_\_\_

4. They are cars. (slow)

4. They are \_\_\_\_\_

5. He is a student. (quick)

5. He is \_\_\_\_\_

6. They are students. (quick)

6. They are \_\_\_\_\_

7. She is a teacher. (sad)

7. She is \_\_\_\_\_

8. They are teachers. (sad)

8. They are \_\_\_\_\_

9. I am a man. (loud)

9. I am \_\_\_\_\_

10. We are men. (loud)

10. We are \_\_\_\_\_

11. She is a woman. (soft)

11. She is \_\_\_\_\_

12. They are women. (soft)

12. They are \_\_\_\_\_

13. He is a child. (happy)

13. He is \_\_\_\_\_

14. They are children. (happy)

14. They are \_\_\_\_\_

15. It is a car. (loud)

15. It is \_\_\_\_\_

16. They are cars. (loud)

16. They are \_\_\_\_\_

## LESSON 13 - ADJECTIVE PHRASES WITH 'A' OR 'AN'

**Prep:** Cubes:

A AN THE	ANGRY BEAUTIFUL CALM OLD UGLY YOUNG	HAPPY LOUD QUICK SAD SLOW SOFT	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	ANIMAL ANIMALS EGG EGGS INSECT INSECTS
----------------	--	---	---	---

Overhead transparencies of pages 43 and 44

Copies of pages 43 and 44 for each student

**Note:** Students need to know consonant and vowel sounds for this lesson.  
See Vocabulary, Lesson 7 if necessary.

**Vocabulary:**

angry  
calm  
old

beautiful  
ugly  
young

Use pictures and physical demonstration to teach these words.

### 1. Teach the concepts:

Give students the cubes for this lesson and a copy of page 43. Work through the page together, repeating the words aloud and building the phrases with the cubes. Start with the first column (article and nouns), reminding students:

‘A’ before a consonant sound (Point to ‘a’ and the first letter of the noun.)

‘An’ before a vowel sound (Point to ‘an’ and the first letter of the noun.)

Next, move across the page, starting with ‘a student’...‘a calm student’... ‘an old student’, pointing out that the article may change when adjectives are added. Continue reading across the page for all combinations.

Note: If your students have learned long and short vowel sounds, teach them that the long ‘u’ (as in unicorn) is an exception to the rule. Words that start with the long ‘u’ vowel sound take the article ‘a’ (a unicorn, a union).

### 2. Conversation/games:

Make three columns on the board with these headings:

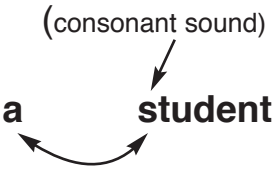
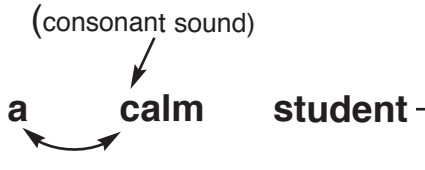
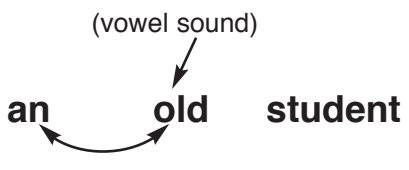
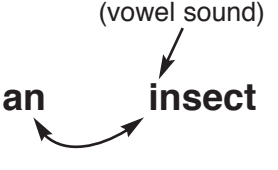
Article (A or AN?)..... Adjective.....Noun

Divide the class into teams. Together, make lists of adjectives and nouns, and write the words on the board in the correct columns. (Add words that start with vowel sounds if necessary.) Choose and say a noun from the list, i.e., “Table.” The first team must choose the article and say both words: “A table.” You then call out an adjective, for instance, “Ugly.” The team must answer with, “An ugly table,” in order to win a point. Choose another noun and repeat the exercise. Make sure everyone gets a chance to speak. If you have enough board space, the teams can write the answers, too.

### 3. Written exercises:

Give page 44 to the students. Let them work alone or together, using page 43 as a guide. Encourage them to help each other. Check answers together.

## LESSON 13 - ADJECTIVE PHRASES WITH 'A' OR 'AN'

Article    Noun	Article    Adjective    Noun	Article    Adjective    Noun
<div style="text-align: center;">           (consonant sound)   </div>	<div style="text-align: center;">           (consonant sound)   </div>	<div style="text-align: center;">           (vowel sound)   </div>
a            teacher	a            young    teacher	an          angry    teacher
a            car	a            beautiful    car	an          ugly      car
<div style="text-align: center;">           (vowel sound)   </div>	a            slow      insect	an          angry    insect
an          egg	a            soft        egg	an          old        egg
an          animal	a            sad        animal	an          ugly      animal

## LESSON 13 - ADJECTIVE PHRASES WITH 'A' OR 'AN'

### Writing:

Write in the articles: a, an

1. It is an old car.
2. She is \_\_\_\_\_ student.
3. She is \_\_\_\_\_ beautiful student.
4. She is \_\_\_\_\_ old student.
5. I am \_\_\_\_\_ angry teacher.
6. He is \_\_\_\_\_ sad student.
7. It is \_\_\_\_\_ ugly car.
8. She is \_\_\_\_\_ young child.
9. That is \_\_\_\_\_ quick insect.
10. This is \_\_\_\_\_ beautiful animal.
11. He is \_\_\_\_\_ slow man.
12. She is \_\_\_\_\_ happy child.
13. She is \_\_\_\_\_ unhappy child.
14. That is \_\_\_\_\_ orange car.
15. Here is \_\_\_\_\_ ugly apple.
16. There is \_\_\_\_\_ red apple.
17. It is \_\_\_\_\_ rotten apple.

## LESSON 14 - ADJECTIVES WITH 'BE' STATEMENTS

### Prep:Cubes:

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	A AN THE	ANGRY BEAUTIFUL CALM OLD UGLY YOUNG	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	ANIMAL ANIMALS EGG EGGS INSECT INSECTS	CHILD CHILDREN MAN MEN WOMAN WOMEN	? . !
--	--------------------------------------	----------------	--	---	---	---	-------------

Overhead transparencies of pages 46 and 47

Copies of pages 46 and 47 for each student

Removable sticky labels (See Exercise B, page 10.)

### 1. Teach the concepts:

Give students the cubes for this lesson and a copy of page 46. Work through the page, repeating the words aloud and building the sentences with the cubes.

Start with the first column, reminding students:

'A' and 'an' go with singular nouns.

No 'a' or 'an' with plural nouns.

Read down the second column, teaching:

No noun, no article. (If there is no noun after the adjective, there is no article.)

Read down the third column, pointing out that:

Adjectives go between the article and the noun.

Next, move across the page, starting with 'I am a student', and showing that the two statements in columns one and two are combined into one sentence in column three.

### 2. Conversation/games:

A. Following the format of page 46, a student starts by making a statement about someone or something. For example, "She is a mother." The next student must describe her, i.e., "She is young." The third then combines both statements into, "She is a young mother." Continue around the room. Write lists of nouns and adjectives on the board to help.

B. Help your students pick out nouns and adjectives from stories you are reading. Make customized adjective and noun cubes with removable sticky labels, and form statements using A above as a guide.

### 3. Written exercises:

Give page 47 to the students. Let them work alone or together, using page 46 as a guide. Encourage them to help each other. Check answers together.

## LESSON 14 - ADJECTIVES WITH 'BE' STATEMENTS

Article    Noun			Adjective			Article    Adjective    Noun		
I	am	a student.	I	am	young.	I	am	a young student.
You	are	a teacher.	You	are	calm.	You	are	a calm teacher.
He	is	a man.	He	is	angry.	He	is	an angry man.
She	is	a child.	She	is	beautiful.	She	is	a beautiful child.
It	is	an animal.	It	is	loud.	It	is	a loud animal.
We	are	X students.	We	are	happy.	We	are	X happy students.
You	are	X men.	You	are	old.	You	are	X old men.
They	are	X animals.	They	are	soft.	They	are	X soft animals.

## LESSON 14 - ADJECTIVES WITH 'BE' STATEMENTS

### Writing:

Write (a, an, X)

1. I am   **a**   student.

I am   **X**   old.

I am   **an**   old student.

2. You are \_\_\_\_\_ teacher.

You are \_\_\_\_\_ calm.

You are \_\_\_\_\_ calm teacher.

3. He is \_\_\_\_\_ artist.

He is \_\_\_\_\_ good.

He is \_\_\_\_\_ good artist.

4. She is \_\_\_\_\_ child.

She is \_\_\_\_\_ unhappy.

She is \_\_\_\_\_ unhappy child.

5. It is \_\_\_\_\_ egg.

It is \_\_\_\_\_ old.

It is \_\_\_\_\_ old egg.

6. They are \_\_\_\_\_ cars.

They are \_\_\_\_\_ new.

They are \_\_\_\_\_ new cars.

## LESSON 15 - SUBJECT PRONOUNS, POSSESSIVE ADJECTIVES AND NOUNS

### Prep: Cubes

I YOU HE/SHE IT WE THEY
--

MY YOUR HIS/HER ITS OUR THEIR
--

STUDENT STUDENTS TEACHER TEACHERS CAR CARS
---

Overhead transparencies of pages 49 and 50

Copies of pages 49 and 50 for each student

Two toy cars (or two pictures of a car)

Removable sticky labels (See Exercise B, page 10.)

### 1. Teach the concepts:

Give each student a copy of page 49 and the cubes for the lesson. Work through 49 together as follows, finding the words on the cubes and repeating them aloud.

Point at 'I' on page 49 and then at yourself, saying, "I." Next point at 'MY' and again at yourself to indicate the relationship between 'I' and 'MY'. Say, "My."

Take a car (or a picture of one) in your hand. Say, "Car," and point at 'CAR' on page 49 and in your hand. Saying, "My car," point at yourself with one hand and pull the car to your chest with the other. Students mimic your movements (pointing at themselves) and repeat. Ask, "'My'...How many?...Singular or plural?... 'Car'...How many?...Singular or plural?"

Using two cars, repeat the above, helping students to understand that singular and plural can be mixed in these combinations, i.e., 'MY CARS'. Show students that possessives come before nouns.

Continue through 49 in the same manner. Act out the different combinations with students as you progress. Use a picture of a dog to demonstrate 'ITS CAR', placing the car next to the dog.

### 2. Conversation/games:

- A. Roll the subject pronoun cube. If, for example, 'I' comes up, the student rotates the possessive adjective cube to find the corresponding possessive ('MY'), puts it together with a noun ('MY TEACHER'), and tells if the words are singular or plural. (In this example, all are singular: 'I', 'MY', 'TEACHER'.)
- B. Customize noun cubes and repeat A above. (Body parts work well, i.e., 'LEG, LEGS, EYE, EYES, FINGER, FINGERS'.) Give points for fun.
- C. Students make as many combinations as possible with the possessive and noun cubes (HIS CAR, HER TEACHER, OUR TEACHER, MY STUDENTS, etc.) Have them write the combinations and say them aloud.

### 3. Written exercises:

Give page 50 to the students. Check answers together.



# LESSON 15 - SUBJECT PRONOUNS, POSSESSIVE ADJECTIVES AND NOUNS

Subject Pronoun		Possessive	Possessive		Noun
<div>Singular</div>	I	MY	MY →	CAR, CARS	
	YOU	YOUR	YOUR	CAR, CARS	
	HE	HIS	HIS	CAR, CARS	
	SHE	HER	HER	CAR, CARS	
	IT	ITS	ITS	CAR, CARS	
<div>Plural</div>	WE	OUR	OUR	CAR, CARS	
	YOU	YOUR	YOUR	CAR, CARS	
	THEY	THEIR	THEIR	CAR, CARS	
	THEY	THEIR	THEIR	CAR, CARS	

## LESSON 15 - SUBJECT PRONOUNS, POSSESSIVE ADJECTIVES AND NOUNS

### Writing:

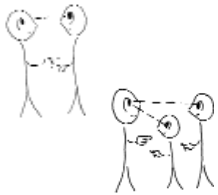
Write the possessive (my, your, his, her, its, our, their)

1. ( I )      my car



my cars

2. (you)      \_\_\_\_\_ house



\_\_\_\_\_ houses

3. (he)      \_\_\_\_\_ child

\_\_\_\_\_ children

4. (she)      \_\_\_\_\_ brother

\_\_\_\_\_ brothers

5. (it)      \_\_\_\_\_ color

\_\_\_\_\_ colors

6. (we)      \_\_\_\_\_ family

\_\_\_\_\_ families

7. (they)      \_\_\_\_\_ school

\_\_\_\_\_ schools

## LESSON 16 - POSSESSIVE ADJECTIVES - 'BE' STATEMENTS - 'WHOSE' QUESTIONS

### Prep: Cubes

I YOU HE/SHE IT WE THEY	MY YOUR HIS/HER ITS OUR THEIR	AM ARE IS WAS WERE BE	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	? . ! ,	HOW HOW FAR HOW MANY HOW MUCH HOW OFTEN WHOSE
--	--	--------------------------------------	----------------	---	------------------	--

Overhead transparencies of pages 52, 53 and 54

Copies of pages 52, 53 and 54 for each student

Removable sticky labels for customizing cubes (See Exercise B, page 10.)

**Note:** 'S' and 'P' on page 52 represent singular and plural.

If you wish to use a comma with the answers to 'Yes/No' questions, write them in on page 53, and customize a punctuation cube (commas) with sticky labels.

### 1. Teach the concepts:

Give students a copy of page 52 and the cubes for the lesson. Work across the page together, building the sentences as you go and saying them aloud. Tell them: No article (a, an, the) with possessive adjectives.

Point out that the subject pronoun and noun complement are the 'same' in these sentences and must agree with each other and the 'be' verb (singular-singular-singular or plural-plural-plural). Conversely, the possessive adjectives can be either singular or plural in any sentence.

Give each student a copy of page 53. Work across the page, building the sentences. Point out the change in word order when the 'whose' question is formed. Show that 'his' in the information answer column can be replaced by any of the possessives on the cube.

### 2. Conversation/games:

- A. Roll the noun cube. If, for example, 'TEACHER' comes up, the student makes a statement using 'TEACHER', i.e., "She is a teacher." Then make a question from the same statement, using 'WHOSE' ("Whose teacher is she?"), and finally, answer the question with a word (or words) on the possessive cube, i.e., "She is our teacher." Students use hand gestures to show their understanding, pointing at the same person for 'she' and 'teacher', and indicating themselves for 'our', etc.
- B. Customize noun cubes from vocabulary lessons or reading and repeat A.
- C. Students hold up or point at things or people in the room, and make statements, questions and answers as in A and B above.

### 3. Written exercises:

Give page 54 to the students. Do the example first, and then one or two of the exercises to make sure they understand what to do. Let them work alone or with others, using pages 52 and 53. Check answers together.

# LESSON 16 - POSSESSIVE ADJECTIVES - 'BE' STATEMENTS - 'WHOSE' QUESTIONS

Statement	Possessive Statement
<p>S S S S I am a teacher. →</p> <p>P P P We are teachers.</p>	<p>S S S S I am <del>a</del> his teacher.</p> <p>P P S P We are his teachers.</p>
You are a student.	You are my student.
You are students.	You are my students.
He is a child.	He is her child.
They are children.	They are her children.
She is a girl.	She is your girl.
They are girls.	They are your girls.
It is a dog.	It is our dog.
They are dogs.	They are our dogs.
It is a pencil.	It is their pencil.
They are pencils.	They are their pencils.

LESSON 16 - POSSESSIVE ADJECTIVES - 'BE' STATEMENTS - 'WHOSE' QUESTIONS			
'Yes/No' Question	'Yes' Answer	'No' Answer	Information Question
Am I his teacher?	Yes I am.	No I am not.	<u>Whose</u> teacher am I?
Are you his teacher?	Yes you are.	No you are not.	Whose teacher are you?
Is she his teacher?	Yes she is.	No she is not.	Whose teacher is she?
Is he his teacher?	Yes he is.	No he is not.	Whose teacher is he?
Is it his car?	Yes it is.	No it is not.	Whose car is it?
Are we his teachers?	Yes we are.	No we are not.	Whose teachers are we?
Are you his teachers?	Yes you are.	No you are not.	Whose teachers are you?
Are they his teachers?	Yes they are.	No they are not.	Whose teachers are they?
Are they his cars?	Yes they are.	No they are not.	Whose cars are they?
			Information Answer
			<p>I am <u>his</u> teacher.</p> <p>You are his teacher.</p> <p>She is his teacher.</p> <p>He is his teacher.</p> <p>It is his car.</p> <p>We are his teachers.</p> <p>You are his teachers.</p> <p>They are his teachers.</p> <p>They are his cars.</p>

# LESSON 16 - POSSESSIVE ADJECTIVES - 'BE' STATEMENTS - 'WHOSE' QUESTIONS

<b>Writing:</b> Write the possessive.	<b>Writing:</b> Write the 'WHOSE' question
<p>1. (He) She is <u>his</u> teacher. →</p> <p>They are <u>his</u> teachers. →</p> <p>2. (I) It is _____ car.</p> <p>They are _____ cars.</p> <p>3. (She) This is _____ pen.</p> <p>These are _____ pens.</p> <p>4. (You) He is _____ child.</p> <p>They are _____ children.</p> <p>5. (They) He is _____ son.</p> <p>They are _____ sons.</p> <p>6. (We) She is _____ student.</p> <p>They are _____ students</p> <p>7. (It) This is _____ foot.</p> <p>These are _____ feet.</p> <p>8. (You) That is _____ house.</p> <p>Those are _____ houses.</p> <p>9. (She) She is _____ sister.</p> <p>They are _____ sisters.</p>	<p>1. <u>Whose teacher is she?</u></p> <p>2. <u>Whose</u> _____ ?</p> <p><u>Whose</u> _____ ?</p> <p>3. _____ ?</p> <p>_____ ?</p> <p>4. _____ ?</p> <p>_____ ?</p> <p>5. _____ ?</p> <p>_____ ?</p> <p>6. _____ ?</p> <p>_____ ?</p> <p>7. _____ ?</p> <p>_____ ?</p> <p>8. _____ ?</p> <p>_____ ?</p> <p>9. _____ ?</p> <p>_____ ?</p>

## LESSON 17 - PREPOSITIONS OF LOCATION AND PREPOSITIONAL PHRASES

### Prep: Cubes

IN ON OVER NEXT TO BETWEEN UNDER	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS
---	----------------	---

Overhead transparencies of pages 56 and 57

Copies of pages 56 and 57 for each student

Removable sticky labels (See Exercise B, page 10.)

### Vocabulary:

the Tell students that 'the' is an article, and that articles (a, an, the) go with nouns. 'The' goes with singular and plural nouns (the car, the cars).

### 1. Teach the concepts:

Give students the preposition cube and a copy of page 56.

Point to the print on the cube and say: "What color?...Dark blue....Prepositions are dark blue....Prepositions go with nouns." (Hold the noun cube next to the preposition cube to demonstrate that the color is the same.)

Show each word on the cube, saying "'ON' is a preposition....'IN' is a preposition....'OVER' is a preposition," etc.

Work down the 'Preposition' column on page 56, demonstrating the words. Cups and a pen work well for this. For example, lay the pen on top of the cup and say, "On." Students rotate the cube, find 'ON', and repeat it after you. Test for understanding by passing the cups and pen(s) from student to student and having them demonstrate the prepositions.

Give students the remaining cubes and work across the page, first saying the preposition and then the phrase, repeating as usual. Students build the phrases with the cubes as you progress.

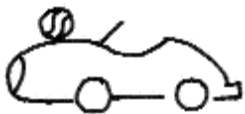
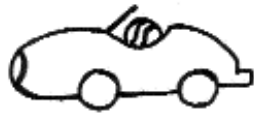
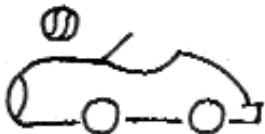
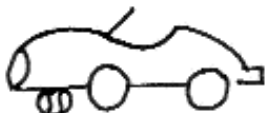
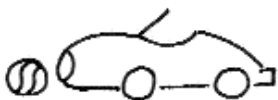
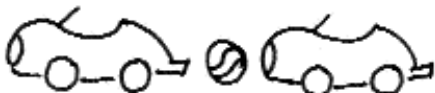
### 2. Conversation/games:

- One player rolls the preposition cube, says the word that comes up and demonstrates it, i.e. puts a hand on the table to show 'on', etc.
- Customize noun cubes (see part B, page 10) and repeat A above. For example, make a cube with cup/cups/table/tables/chair/chairs.
- One student physically demonstrates a preposition, the next guesses and says the word (or phrase).

### 3. Written exercises:

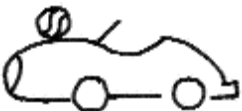
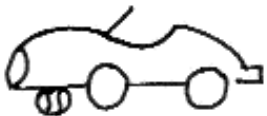
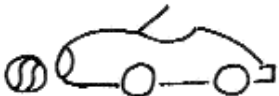
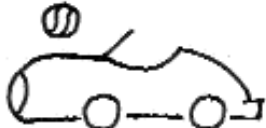
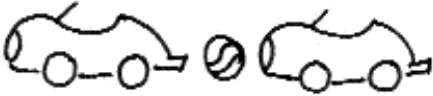
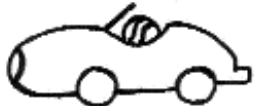
Give page 57 to the students. Do the example first, and then one or two of the exercises to make sure they understand. Use page 56 as a guide. Check answers together.

# LESSON 17 - PREPOSITIONS OF LOCATION AND PREPOSITIONAL PHRASES

Prepositions	Preposition	Article	Noun
 <b>ON</b>	<b>ON</b>	<b>THE</b>	<b>CAR</b>
 <b>IN</b>	<b>IN</b>	<b>THE</b>	<b>CAR</b>
 <b>OVER</b>	<b>OVER</b>	<b>THE</b>	<b>CAR</b>
 <b>UNDER</b>	<b>UNDER</b>	<b>THE</b>	<b>CAR</b>
 <b>NEXT TO</b>	<b>NEXT TO</b>	<b>THE</b>	<b>CAR</b>
 <b>BETWEEN</b>	<b>BETWEEN</b>	<b>THE</b>	<b>CARS</b>



# LESSON 17 - PREPOSITIONS OF LOCATION AND PREPOSITIONAL PHRASES

<b>Writing:</b> Write the prepositional phrase	<b>Writing:</b> Write the statement.
 1. <u>on the car</u>	1. <u>The ball is on the car.</u>
 2. _____	2. _____
 3. _____	3. _____
 4. _____	4. _____
 5. _____	5. _____
 6. _____	6. _____

## LESSON 18 - QUESTIONS OF LOCATION WITH 'WHERE'

### Prep: Cubes

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	IN ON OVER NEXT TO BETWEEN UNDER	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	? . ! ,	YES NO MAYBE	NOT AS THAN ALSO TOO
<p>Overhead transparencies of pages 59 and 60</p> <p>Copies of pages 59 and 60 for each student</p> <p>Removable sticky labels (See Exercise B, page 10.)</p> <p>Paper, pens, pencils, containers, etc.</p>							WHAT WHEN WHERE WHICH WHO/WHOM WHY

### Note:

If you wish to use a comma with the answers to 'Yes/No' questions, write them in on page 59, and customize a punctuation cube (commas) with sticky labels.

### 1. Teach the concepts:

Give students a copy of page 59. Point to all the sentences as you proceed.

Start with the first row in column one of page 59 and move across the page. Sit in a chair and say, "I am on the chair." Point to the second column (top row), asking, "Am I on the chair?" Students respond with, "Yes, you are." You say, "Yes, I am." Move off the chair and ask the same question. Students should respond with, "No, you are not." You say, "No, I am not." Next, sit back on the chair and ask, "Where am I?" Students say, "You are on the chair." You finish with, "I am on the chair." (Column 1). Follow this procedure for all of the rows, recruiting students to demonstrate.

### 2. Conversation/games:

- A. Students make a stack of different articles, i.e., a paper on a table, two cups on the paper, a pen between the cups, pencils in the cup(s). One player asks a 'where' question, i.e., "Where is the paper?" The next answers it, and then asks another 'where' question about the stack. Alternatively, students (alone or in teams) write as many 'where' questions and answers as possible about the stack. Make new stacks and repeat. Give points for fun.
- B. Customize noun cubes for the stack props (PAPER/PAPERS/CUP/CUPS..., etc.). Students roll one of the customized cubes and make a stack with the noun that comes up. For instance, if 'PAPERS' comes up, students might lay papers on a cup. They then form the 'where' question with the cubes (Where are the papers?) Other players form the answer using the subject pronoun cube (They are on the cup.)

### 3. Written exercises:








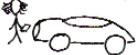
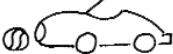
Give page 60 to the students. Show them how to work back and forth across the page. Let them work alone or with others, using page 59 as a guide. Check answers together.

<b>LESSON 18 - QUESTIONS OF LOCATION WITH 'WHERE'</b>			
<b>Statement/Answer</b>	<b>'Yes/No' Question</b>	<b>'Yes' Answer</b>	<b>'No' Answer</b>
<b>I am on the chair.</b>	<b>Am I on the chair?</b>	<b>Yes I am.</b>	<b>No I am not.</b>
<b>You are in the car.</b>	<b>Are you in the car?</b>	<b>Yes you are.</b>	<b>No you are not.</b>
<b>She is next to the door.</b>	<b>Is she next to the door?</b>	<b>Yes she is.</b>	<b>No she is not.</b>
<b>He is between the chairs.</b>	<b>Is he between the chairs?</b>	<b>Yes he is.</b>	<b>No he is not.</b>
<b>The pen is under the paper.</b>	<b>Is it under the paper?</b>	<b>Yes it is.</b>	<b>No it is not.</b>
<b>We are next to the table.</b>	<b>Are we next to the table?</b>	<b>Yes we are.</b>	<b>No we are not.</b>
<b>You are on the floor.</b>	<b>Are you on the floor?</b>	<b>Yes you are.</b>	<b>No you are not.</b>
<b>The students are on the table.</b>	<b>Are they on the table?</b>	<b>Yes they are.</b>	<b>No they are not.</b>
<b>The pens are over my hand.</b>	<b>Are they over my hand?</b>	<b>Yes they are.</b>	<b>No they are not.</b>
		<b>Where am I?</b>	<b>Where are you?</b>
		<b>Where is she?</b>	<b>Where is he?</b>
		<b>Where is the pen?</b>	<b>Where are we?</b>
		<b>Where are you?</b>	<b>Where are the students?</b>
		<b>Where are the pens?</b>	

## LESSON 18 - QUESTIONS OF LOCATION WITH 'WHERE'

### Writing:

Write the question or answer.

Question	Answer
1. <u>Where is the ball?</u> ←	 1. It is on the table.
2. Where is she?      →	 2. <u>She is in the car.</u>
3. Where is he?	 3. _____
4. Where are they?	 4. _____
5. _____	 5. You are between the balls.
6. _____	 6. It is under the table.
7. _____	 7. I am in the car.
8. Where is she?	 8. _____
9. Where is the car?	 9. _____

## LESSON 19 - VERB TENSE CONCEPTS

**Prep:** Cube:



Overhead transparencies of pages 63, 64, 65 and 66

Copies of pages 63, 64, 65, and 66 for each student

**Note:** The cube used in this lesson is a time prompt for verb tenses:

Yesterday = past tense (I looked yesterday.)

Tomorrow = future tense (I will look tomorrow.)

Right now = present progressive tense (I am looking right now.)

Every day = simple present tense (I look every day.)

‘Every day’ conveys the idea of again and again--habitual actions (I sleep every night.) and ongoing states of being (I am a student.). ‘Right now’ signals actions that are in progress now, this minute, etc. (I am talking.). As students become familiar with the time prompt words and concepts, help them understand that the prompts represent more than their literal meanings. For instance, ‘yesterday’ represents many past times: yesterday, two minutes ago, three years ago, etc.

**Vocabulary:**

See page 63 for time phrases.

### 1. Teach the concepts:

Give students the cube and a copy of page 63. Students rotate the cube to find the four time prompt words (yesterday, every day, right now, and tomorrow) for this lesson as you talk about them.

Pick up the cube and point to the print. Say:

“What color?...Orange....Adverbs are orange....Adverbs tell ‘when’”.

As you point to the four words, say:

“‘YESTERDAY’ is an adverb....‘EVERY DAY’ is an adverb....

‘RIGHT NOW’ is an adverb....‘TOMORROW’ is an adverb.”

Point out the three columns (Past--yesterday, Present--right now, Future--tomorrow). Demonstrate these using your body and referring to page 63 as you proceed. Start with ‘present’. Face your students, point at the floor, and say, “Present---now, right now.” Make a check mark on the arrow in the ‘present’ column. Turn sideways, point backwards over your shoulder and say, “Past---yesterday,” marking the arrow in the ‘past’ section. Remain in the sideways position, point forward, and say, “Future---tomorrow,” and mark the arrow in the ‘future’ section.

Use the days of the week to reinforce the concepts. For instance, if today is Tuesday, write ‘Tuesday’ in the ‘Right now’ column, ‘Monday’ in the ‘Yesterday’ column, and ‘Wednesday’ in the ‘Tomorrow’ column. Do the same with time, months, and years, teaching the phrases listed below ‘Yesterday’ and ‘Tomorrow’.

## LESSON 19 - VERB TENSE CONCEPTS

Continue with page 64, teaching the concept of 'every day'. Show that even though it is in the 'Present' column, it includes past and future as well. The important idea to convey here is that 'every day' represents actions that happen again and again (every day, once a week, three times a year, etc.). Make check marks on the arrow to highlight this (under 'past', 'present', and 'future').

### 2. Conversation/games:

Call out time phrases (i.e., a year ago, last night, etc.). Students tell if the phrase expresses yesterday, tomorrow, right now, or everyday.

### 3. Written exercises:

Give page 65 to the students, and demonstrate how they are to write the phrases in the appropriate column below. When they finish, give them page 66. Show how to work back and forth across the page. (If this is difficult, do both pages together.) Let students work alone or with others, using pages 63 and 64 as guides. Check answers together.

## LESSON 19 - VERB TENSE CONCEPTS

### PAST

#### Yesterday

yesterday  
last week  
last month  
last year  
five minutes ago  
two hours ago  
one week ago  
a month ago  
three years ago

### PRESENT PROGRESSIVE

#### Right Now

now  
right now  
at the moment

### SIMPLE PRESENT

#### Every Day

### FUTURE

#### Tomorrow

next week  
next month  
next year  
in five minutes  
in two hours  
in one week  
in a month  
in three years  
tomorrow

LESSON 19 - VERB TENSE CONCEPTS

**PAST**

Yesterday

**PRESENT**

Right Now

now

right now

at this minute

**FUTURE**

Tomorrow

E v e r y   D a y

every month

once a year

twice an day

three times a week

again and again and again

**Yesterday** +

a minute ago

+

**Now**

right now

**+ Tomorrow**

in one minute



## LESSON 19 - VERB TENSE CONCEPTS

Write the words in the columns:

five minutes ago	six days ago	at this minute	in four hours
in two hours	a day ago	every night	at the moment
twice a year	once a week	yesterday	tomorrow
right now	last year	last month	next week
one hour ago	in five minutes	last week	three months ago
in six months	four years ago	in seven years	every morning

YESTERDAY (Past)	RIGHT NOW (Present Progressive)	EVERY DAY (Simple Present)	TOMORROW (Future)
Example: <i><b>five minutes ago</b></i>			

## LESSON 19 - VERB TENSE CONCEPTS

Write: weekdays, months, years, times

YESTERDAY	RIGHT NOW	TOMORROW
Example:		
1. yesterday -Tuesday	→ today <u>Wednesday</u>	→ tomorrow <u>Thursday</u>
2. 1 hour ago _____	now - 10:30	in two hours _____
3. last year - 2005	this year _____	next year _____
4. 2 months ago _____	this month _____	in 2 months - September
5. last month _____	this month - April	next month _____
6. 5 years ago - 2000	now _____	in three years _____
7. a day ago _____	today - Saturday	in a week _____
8. 5 minutes ago - 6:30	now _____	in 10 minutes _____
9. yesterday _____	today _____	in three days - May 5
10. 10 years ago _____	this year - 2006	in 10 years _____
11. half an hour ago - 6:00	now _____	in half an hour _____
12. yesterday _____	today _____	tomorrow _____

## LESSON 20 - SIMPLE PRESENT OF 'BE', STATEMENTS AND CONTRACTIONS

### Prep: Cubes:

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	WOMAN WOMEN MAN MEN CHILD CHILDREN	? . !	EVERY DAY YESTERDAY TOMORROW RIGHT NOW IF FOR	NOT AS THAN ALSO TOO
--	--------------------------------------	----------------	---	---	-------------	--	----------------------------------

Customize a contraction cube with 'I'M, YOU'RE, HE'S/SHE'S, IT'S, WE'RE, THEY'RE'. (See B, page 10, regarding customizing.)

Overhead transparencies of pages 69 and 70

Copies of pages 69 and 70 for each student

I'M YOU'RE HE'S/SHE'S IT'S WE'RE THEY'RE
---

### Note:

What's important here is to teach that verbs tell time and that 'AM, ARE, IS' are the 'EVERY DAY' (simple present) forms of the verb 'be'. See Lesson 19 if needed.

### 1. Teach the concepts:

Give students the 'BE' cube. Remind them, "Verbs are red." (Show the verb cube, pointing to the print.) Tell them:

"Verbs tell time....'BE' is a verb....'AM, ARE, IS'...'BE' verb family."

Rotate the cube to show the words as you say them. (Omit 'WAS' and 'WERE'.)

Say:

"Every day... again and again....'Am, are, is'...'every day' time...again and again."

Demonstrate 'every day' by saying:

"Yesterday, now, tomorrow...every day" and using hand gestures. (Point over the shoulder for 'yesterday', straight at the floor for 'now', forward for 'tomorrow', and use a circular motion of the hand for 'every day'.)

Repeat:

"Again and again and again...every day." (Make the circular motion.)

Finish by pointing at yourself. Say:

"Teacher...yesterday (point back over your shoulder),...Teacher...now (point at the floor),...Teacher...tomorrow (point forward)....I AM a teacher...every day." (circular motion).

Repeat this as needed with other nouns and 'every day' verb forms, i.e., "Book... yesterday,... Book...now,...Book...tomorrow....It IS a book...everyday."

### Contractions:

Give students the 'I', 'AM', 'NOT', and 'I'M' cubes and page 69. Teach the contractions. (I am = I'm, You are = You're, etc.) Show how the apostrophe replaces the vowel in each verb. Students first set up 'I AM' and then find the corresponding contraction ('I'M') on the customized cube. Do the same for negative statements. (I AM NOT = I'M NOT.) (Note that 'isn't' and 'aren't' are not on a cube. Customize another cube with these words if you want to practice them.) Work through page 69.

Model the pronunciation of contractions, pointing out that 'I, you, he, she, it, we, they' are pronounced the same. The only (sound) change occurs in the verbs (all of them lose their vowel sounds). For instance, 'am' becomes the sound 'm'. Monitor students' pronunciation as you work through the contractions.

## LESSON 20 - SIMPLE PRESENT OF 'BE', STATEMENTS AND CONTRACTIONS

### 2. Conversation/games:

#### A. Cubes

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	I'M YOU'RE HE'S/SHE'S IT'S WE'RE THEY'RE	EVERY DAY YESTERDAY TOMORROW RIGHT NOW IF FOR
--	--------------------------------------	---	--

Turn 'EVERY DAY' up on the time prompt cube and place it near the other cubes. (Do not rotate this cube.) Refer to it often during the exercise. Students start by setting up 'I AM'. They then rotate the contraction cube to find 'I'M'. Make sure they understand that 'I AM' and 'I'M' are the same. Next, have them roll the subject pronoun cube, rotate the verb cube to find the appropriate match, and then rotate the contraction cube to find the corresponding contraction. Remember to have them say the words aloud.

- B. Using all the cubes in this lesson, students make sentences, beginning with the subject pronoun and verb cubes, and then substituting the contraction cube. For instance, start with 'He is a man.' and then form 'He's a man.'. Follow with negative statements in the same fashion, i.e., 'She is not a man.', 'She's not a man.'. 'EVERY DAY' can be placed a short distance away from the other cubes.
- C. Make a list of count nouns (nouns that have both singular and plural, i.e., table, tables, chair, chairs, etc.) that your students are learning. Write down both the singular and plural forms. Students take turns rolling the subject pronoun cube and making sentences using the word list and the long forms (i.e., 'They are tables.') and corresponding contractions ('They're tables.').

### 3. Written exercises:

Give page 70 to the students and show them how to work back and forth across the page. Let students work alone or with others, using page 69 as a guide. Check answers together. Encourage students to help one another.

## LESSON 20 - SIMPLE PRESENT OF 'BE', STATEMENTS AND CONTRACTIONS

singular (1)	plural (2...3...4....)
<u>Pronoun</u> + <u>Verb</u> = <u>Contraction</u> I AM = I'M <u>Pronoun</u> + <u>Verb</u> + <u>NOT</u> = <u>Contraction</u> I AM NOT = I'M NOT	<u>Pronoun</u> + <u>Verb</u> = <u>Contraction</u> WE ARE = WE'RE <u>Pronoun</u> + <u>Verb</u> + <u>NOT</u> = <u>Contraction</u> WE ARE NOT = WE'RE NOT = WE AREN'T
I + am = I'm I + am + not = I'm not  You + are = You're You + are + not = You're not = You aren't  He + is = He's He + is + not = He's not = He isn't  She + is = She's She + is + not = She's not = She isn't  It + is = It's It + is + not = It's not = It isn't	We + are = We're We + are + not = We're not = We aren't  You + are = You're You + are + not = You're not = You aren't  They + are = They're They + are + not = They're not = They aren't  They + are = They're They + are + not = They're not = They aren't  They + are = They're They + are + not = They're not = They aren't

## LESSON 20 - SIMPLE PRESENT OF 'BE', STATEMENTS AND CONTRACTIONS

### Writing:

Write the words.

Long	Short (Contraction)
<b>Example:</b>	
1. I am a woman. (every day) →	1. <u>I'm</u> a woman.
2. <u>They</u> <u>are</u> children. ←	2. They're children.
3. It is not a table.	3. _____ not a table.
4. We are men.	4. _____ men.
5. _____ students.	5. You're students.
6. You are a student.	6. _____ a student.
7. He is a man.	7. _____ a man.
8. _____ a teacher.	8. She's not a teacher.
9. _____ teachers.	9. We're teachers.
10. _____ a book.	10. It's a book.
11. They are not books.	11. _____ not books.
12. I am a doctor.	12. _____ a doctor.

## LESSON 21 - PRESENT PROGRESSIVE (RIGHT NOW) STATEMENTS

**Prep:** Cubes:

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	LOOK LOOKS LOOKING LOOKED TO LOOK LOOK	EVERY DAY YESTERDAY TOMORROW RIGHT NOW IF FOR	? . ! ,	NOT AS THAN ALSO TOO	CUSTOMIZED CUBE:	I'M YOU'RE HE'S/SHE'S IT'S WE'RE THEY'RE
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Customize a contraction cube with 'I'M, YOU'RE, HE'S/SHE'S, IT'S, WE'RE, THEY'RE'.  
(See B, page 10 regarding customizing.)

Overhead transparencies of pages 73, 74, and 75

Copies of pages 73, 74, and 75 for each student

### Vocabulary:

action verbs such as: look, eat, sleep, think, walk, talk, laugh, listen, jump, work

sentence A statement (Maria is here.) or question (Is she here?)

### 1. Teach the concepts:

Pick up the 'BE' and 'LOOK' cubes, point to the print, and remind students:

"Verbs are red....Verbs tell time....'BE' is a verb....'LOOK' is a verb."

Give students a copy of page 73 and all the cubes for this lesson except the 'NOT' cube. Teach the main verb as the 'number one', the most important verb. Teach the helping verb as the 'number two', the helper. Use page 73 to do this, and to explain how to form the present progressive, and what time (right now) it conveys.

Work down the first column on page 74, manipulating the cubes to form the sentences and repeating the words. Next, point out that the underlined words in column one (i.e., 'I am') become the underlined contractions in column two ('I'm'). Have the students set up the column one sentences again, and then substitute the appropriate contraction on the custom cube. For instance, 'I am looking.' becomes 'I'm looking.' and so forth.

Now give students the 'NOT' cube and work through columns three and four in the same fashion as above. Show them how the contractions in column four can be formed two ways: from the pronoun and verb ('You' and 'are' become 'You're'), or from the verb and 'not' ('are' and 'not' become 'aren't'). The only exception is 'I am', since 'I'm' is the only possible contraction. (Customize a cube with 'ISN'T' and 'AREN'T' if you want to build sentences with these forms, too.)

## LESSON 21 - PRESENT PROGRESSIVE (RIGHT NOW) STATEMENTS

### 2. Conversation/games:

- A. Using the verb list from the vocabulary section on page 71, customize a cube with only the 'ing' forms of the verbs (WALKING, EATING, SLEEPING, etc.). Give students all but the customized contraction cube and have them make as many 'right now' sentences as possible.
- B. Customize a contraction cube and repeat exercise A above.
- C. Play 'Guess the Verb'. One or more students pantomimes an action. The others guess the verb and make the correct 'right now' sentence.

### 3. Written exercises:

Give page 75 to the students and show them how to work across the page, first making the long form in column one and then the short (contraction) form in column two. Let students work alone or with others, using page 74 as a guide. Encourage students to help one another. Check answers together.



## LESSON 21 - PRESENT PROGRESSIVE (RIGHT NOW) STATEMENTS

Sometimes one verb in a sentence: She IS a student.

IS = MAIN VERB (Number 1)

Sometimes two verbs in a sentence: She IS LOOKING.

IS = HELPING VERB (Number 2 - Helper)

LOOK = MAIN VERB (Number 1 - Most Important))

**Helping verb + (Main verb + ing) = Present Progressive**

(am, are, is) + ( look + ing) = RIGHT NOW

I am looking right now.  
You are looking right now.  
He is looking right now.

Am, are, is - - - Sometimes main verbs, sometimes helping verbs

**Remember: Verbs tell time (every day, yesterday, right now, tomorrow).**

## LESSON 21 - PRESENT PROGRESSIVE (RIGHT NOW) STATEMENTS

Statement	Contraction	'No' Statement	'No' Contractions
<u>I am</u> looking.	<u>I'm</u> looking.	<u>I am</u> not looking.	<u>I'm</u> not looking. (X)
<u>You are</u> looking.	<u>You're</u> looking.	<u>You are</u> not looking.	<u>You're</u> not looking. (You aren't looking.)
<u>He is</u> looking.	<u>He's</u> looking.	<u>He is</u> not looking.	<u>He's</u> not looking. (He isn't looking.)
<u>She is</u> looking.	<u>She's</u> looking.	<u>She is</u> not looking.	<u>She's</u> not looking. (She isn't looking.)
<u>It is</u> looking.	<u>It's</u> looking.	<u>It is</u> not looking.	<u>It's</u> not looking. (It isn't looking.)
<u>We are</u> looking.	<u>We're</u> looking.	<u>We are</u> not looking.	<u>We're</u> not looking. (We aren't looking.)
<u>You are</u> looking.	<u>You're</u> looking.	<u>You are</u> not looking.	<u>You're</u> not looking. (You aren't looking.)
<u>They are</u> looking.	<u>They're</u> looking.	<u>They are</u> not looking.	<u>They're</u> not looking. (They aren't looking.)

Helping verb + Main verb + ing = Present Progressive  
be  
 (am, are, is) + look + ing = RIGHT NOW

## LESSON 21 - PRESENT PROGRESSIVE (RIGHT NOW) STATEMENTS

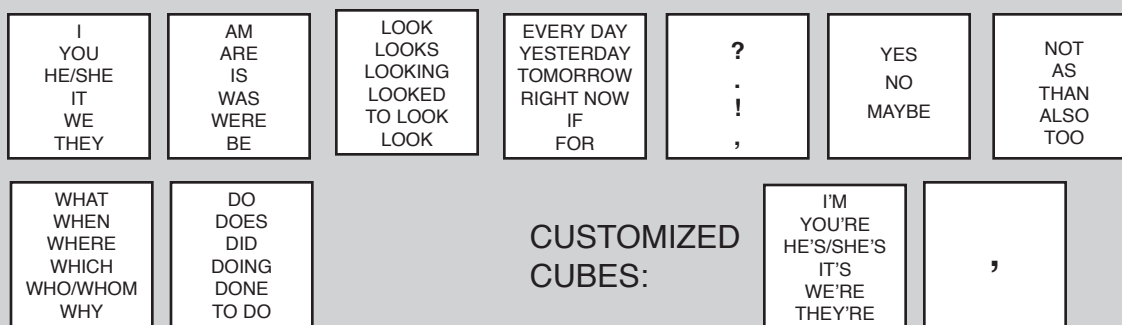
### Writing:

Write the sentence.

Long	Short (Contraction)
<b>Example:</b>	<b>Example:</b>
1. (be) She <u>is</u> looking. —————→	1. <u>She's</u> looking.
(look) She is <u>looking</u> . —————→	She's <u>looking</u> .
2. (be) They _____ looking. —————→	2. _____ looking.
3. (be) I _____ not eating.	3. _____ not eating.
4. (be) We _____ walking.	4. _____ walking.
5. (walk) It is _____.	5. It's _____.
6. (talk) You are _____.	6. You're _____.
7. (be) They _____ sleeping.	7. _____ sleeping.
8. (be) He _____ thinking.	8. _____ thinking.
9. (be) You _____ not looking.	9. _____ not looking.
10. (jump) It is _____.	10. It's _____.
11. (be) We _____ working.	11. _____ working.

## LESSON 22 - PRESENT PROGRESSIVE (RIGHT NOW) QUESTIONS AND ANSWERS

**Prep: Cubes:**



Customize a contraction cube with 'I'M, YOU'RE, HE'S/SHE'S, IT'S, WE'RE, THEY'RE'. (See Exercise B, page 10, regarding customizing.)

If you wish to use commas in building 'yes/no' answers, make a comma on one of the blank cubes.

Make overhead transparencies of pages 78, 79 and 80.

Make copies of pages 78, 79 and 80 for each student.

### Vocabulary:

Action verbs. Use verbs that end in 'e' to teach the spelling rule: Verbs that end in 'e' drop the 'e' and add 'ing'. Demonstrate this on the board.

smile	smiling	write	writing
drive	driving	give	giving
ride	riding	hide	hiding

### 1. Teach the concepts:

Give students the cubes and a copy of pages 78 and 79.

Do page 78 together ('Yes/No' Questions and Answers), working across the page. Point out that contractions may be used in all statements (I'm looking.), but are not used with questions (Am I looking?) or short 'yes' answers (Yes, I am.)

Next, work across page 79 (Information Questions and Answers). Teach that 'WHAT' and 'DOING' are used to make information questions about actions (What am I doing?). The answer will be a verb + ing, i.e., 'eating' (I am eating.). Be sure to show your students that 'doing' is the verb 'do' + 'ing' and the time it tells is 'right now' (present progressive). Note that contractions are not used with the short 'yes' answers for 'WHO' and 'WHAT' (Yes, it is., Yes, ~~it's~~). However, negative answers may use contractions (No, I am not., or No, I'm not.).

Teach that 'WHO' makes information questions about people (Who is talking?), and 'WHAT' makes information questions about things (What is falling?). 'Doing' is not used in these question forms unless it is the main verb, i.e., 'Who is doing the dishes?'.

## LESSON 22 - PRESENT PROGRESSIVE (RIGHT NOW) QUESTIONS AND ANSWERS

### 2. Conversation/games:

- A. Using the cubes, one student (or team) rolls the subject pronoun cube and makes 'yes/no' questions in the present progressive, i.e., 'Are you looking?'. Other students form the answers (both 'Yes, I am.' and 'No, I am not.').
- B. Customize a contraction cube (page 76) and repeat exercise A above. (Note that the only time the contraction cube will be used is for the negative answers, i.e., 'No, we're not.')
- C. Customize a cube with only the 'ing' forms of the vocabulary verbs on page 76 (or other verbs of your choice). Students make as many 'right now' information questions as possible using the cubes for this lesson. Start with 'What \_\_\_\_\_ doing?' questions, followed by 'Who' (Who is smiling?) and 'What' questions (What is hiding?). Other students form answers.

### 3. Written exercises:

Give page 80 to the students and show them how to work across the page. Let students work alone or with others, using pages 78 and 79 as guides. Encourage students to help one another. Check answers together.

## LESSON 22 - PRESENT PROGRESSIVE (RIGHT NOW) QUESTIONS AND ANSWERS

### 'Yes/No' Questions and Answers

Statement	'Yes/No' Question	'Yes/No' Answers (Contractions)
I am looking. →	Am I looking? ↗	Yes, I am. → ( <del>Yes, I'm.</del> ) No, I am not. → (No, I'm not.)
You are looking.	Are you looking?	Yes, you are . X No, you are not. (No, you're not.)
He is looking.	Is he looking?	Yes, he is. X No, he is not. (No, he's not.)
She is looking.	Is she looking?	Yes, she is. X No, she is not. (No, she's not.)
It is looking.	Is it looking?	Yes, it is. X No, it is not. (No, it's not.)
We are looking.	Are we looking?	Yes, we are. X No, we are not. (No, we're not.)
You are looking.	Are you looking?	Yes, you are. X No, you are not. (No, you're not.)
They are looking.	Are they looking?	Yes, they are. X No, they are not. (No, they're not.)

No contractions in 'Yes/No' questions

No contractions in short 'yes' answers:

~~Yes, I'm.~~  
Yes, I am.

~~Yes, you're.~~  
Yes, you are.

# LESSON 22 - PRESENT PROGRESSIVE (RIGHT NOW) QUESTIONS AND ANSWERS

Information Questions (Contractions)	Information Answers (Contractions)
<b>ACTION:</b>	<b>ACTION:</b>
↓ ↓ <b>What am I <u>doing</u>?</b> ( <del>What'm</del> )	I am listening. I'm listening.
<b>What are you <u>doing</u>?</b> ( <del>What're</del> )	You are <u>talking</u> . You're talking.
<b>What is he <u>doing</u>?</b> (What's he doing?)	He is smiling. He's smiling.
<b>What is she <u>doing</u>?</b> (What's she doing?)	She is writing. She's writing.
<b>What is it <u>doing</u>?</b> (What's it doing?)	It is singing. It's singing.
<b>What are we <u>doing</u>?</b> ( <del>What're</del> )	We are sleeping. We're sleeping.
<b>What are you <u>doing</u>?</b> <del>XXXX</del>	You are looking. You're looking.
<b>What are they <u>doing</u>?</b> <del>XXXX</del>	They are walking. They're walking.
<b>PEOPLE:</b>	<b>PEOPLE:</b>
↓ <b>Who is <u>talking</u>?</b> (Who's talking?)	I am. <del>I'm.</del> I'm not.
<b>Who is <u>listening</u>?</b> (Who's listening?)	You are. <del>You're.</del> You're not.
<b>Who is <u>smiling</u>?</b> (Who's smiling?)	He is. <del>He's.</del> He's not.
<b>Who is <u>writing</u>?</b> (Who's writing?)	She is. <del>She's.</del> She's not.
<b>Who are <u>walking</u>?</b> ( <del>Who're</del> )	We are. <del>We're.</del> We're not.
<b>Who are <u>sleeping</u>?</b> <del>XXXX</del>	You are. <del>You're.</del> You're not.
<b>Who are <u>walking</u>?</b> <del>XXXX</del>	They are. <del>They're.</del> They're not.
<b>THINGS:</b>	<b>THINGS:</b>
↓ <b>What is <u>creaking</u>?</b> (What's creaking?)	<u>It</u> is. <del>It's.</del> It's not.
<b>What are <u>sleeping</u>?</b> ( <del>What're</del> )	They are. <del>They're.</del> They're not.

## LESSON 22 - PRESENT PROGRESSIVE QUESTIONS AND ANSWERS

Write the words.

Example:	
1. What is she <u>doing</u> ? Who's laughing? Is she laughing?	1. <u>She's</u> laughing. <u>She</u> is. Yes, <u>she</u> <u>is</u> . No, <u>she's</u> not.
2. What are they _____ ? Who are walking? Are they walking?	2. They're walking. _____ are. Yes, _____ . No, _____ not.
3. What is it _____ ? What's eating? Is it eating?	3. _____ eating. _____ is. Yes, _____ . No, _____ not.
4. What _____ you _____ ? Who's writing? Are _____ writing?	4. _____ writing. _____ am. Yes, _____ am. No, _____ not.
5. _____ are _____ ? Who are _____ ? _____ we looking?	5. We're looking. We _____ . Yes, _____ . No, _____ not.
6. What's he _____ ? Who's driving? Is _____ driving?	6. _____ driving. _____ . Yes, _____ is. No, _____ not.
7. What am _____ doing? _____ singing? _____ I singing?	7. _____ singing. _____ . Yes, _____ .



## LESSON 23 - SIMPLE FUTURE (TOMORROW) STATEMENTS WITH 'WILL'

**Prep:** Cubes:



Customize a contraction cube with 'I'LL, YOU'LL, HE'LL/SHE'LL, IT'LL, WE'LL, THEY'LL'. (See B, page 10, regarding customizing.)

Overhead transparencies of pages 83, 84 and 85

Copies of pages 83, 84 and 85 for each student

**Note: (for teachers only):**

'Will' can be used as a main verb as well as a helping verb. For example, 'The man wills his money to charity'. However, only the helping verb forms (will and would) are used on this helping (modal auxiliary) verb cube.

**Vocabulary:**

See the insert at the bottom of page 83 for 'TOMORROW' words.

### 1. Teach the concepts:

Remind students that two verbs can work together, and that one is the main verb and the other is the helping verb. Give students page 83 and teach the concepts:

<u>Helping verb</u>	+	<u>Main verb</u>	=	<u>Future</u>
will	+	be	=	TOMORROW
will	+	go	=	TOMORROW

(Note: No 's')

Learn the 'TOMORROW' words and make sentences using them (orally).  
For example, 'She will go in a week'.

Give students the cubes for the lesson and work across page 84 together. Turn 'TOMORROW' up on the time prompt cube, and place it above the sentences. Refer to it often as you teach. Students build the sentences and say them aloud.

Help students pronounce the contractions by showing them that the sounds of the pronouns (I, you, he, she, etc.) remain the same, and all of them simply add the sound of 'L'. Be sure they understand that the respective 'yes' and 'no' statements and contractions are the same ('I will go.' is the same as 'I'll go.', etc.). Teach that 'won't' is the contraction of 'will not'.

## LESSON 23 - SIMPLE FUTURE (TOMORROW) STATEMENTS WITH 'WILL'

### 2. Conversation/games:

- A. One student (or team) rolls the subject pronoun cube and makes a future statement using 'WILL' and one of the other verb cubes. (For example, 'I will look.')
- B. Customize a contraction cube (page 81). Students first roll the subject pronoun cube and make a pronoun/verb combination with 'WILL'. They then rotate the contraction cube to find the match. For instance if 'SHE' turns up on the roll, the pronoun/verb combination is 'SHE WILL', and the contraction, 'SHE'LL'.
- C. Customize a cube with the following words: DAY/DAYS/WEEK/WEEKS/YEAR/YEARS. Find the preposition cube with 'IN' on one of its faces, and the cardinal/ordinal numbers adjective cube (ONE, TWO, THREE, FIRST...). Using these three cubes, students practice making the 'future words' from page 83. They can roll the customized noun cube and rotate the other two cubes to make correct phrases. For instance, if 'DAY' comes up on the rolled cube, students will rotate the other two cubes to find 'IN' and 'ONE', forming 'in one day'. Bring in the article cube (A, AN, THE) and show students that the article 'A' can be substituted for 'ONE' ('IN ONE DAY' or 'IN A DAY'). Bring in the other cubes in this lesson and make complete sentences using either contractions or the long form (separate pronoun and verb combination).

### 3. Written exercises:

Give page 85 to the students and show them how to work across the page. Let students work alone or with others, using pages 83 and 84 as guides. Encourage students to help one another. Check answers together.

## LESSON 23 - SIMPLE FUTURE (TOMORROW) STATEMENTS WITH 'WILL'

<u>Helping verb</u>	+	<u>Main verb</u>	=	<u>Future</u>
will	+	go	=	TOMORROW
will	+	be	=	TOMORROW
will	+	look	=	TOMORROW

### Future (TOMORROW) words:

#### Singular

in one minute (in a minute)  
in one hour (in an hour)  
in one day (in a day)  
in one week (in a week) (next week)  
in one month (in a month) (next month)  
in one year (in a year) (next year)

#### Plural

in two minutes  
in two hours  
in three days  
in four weeks  
in three months  
in two years

LESSON 23 - SIMPLE FUTURE (TOMORROW) STATEMENTS WITH 'WILL'			
'Yes' Statement	'Yes' Contraction	'No' Statement	'No' Contraction
<u>I will go.</u> <u>You will go.</u> <u>He will go.</u> <u>She will go.</u> <u>It will go.</u> <u>We will go.</u> <u>You will go.</u> <u>They will go.</u>	<u>I'll go.</u> <u>You'll go.</u> <u>He'll go.</u> <u>She'll go.</u> <u>It'll go.</u> <u>We'll go.</u> <u>You'll go.</u> <u>They'll go.</u>	<u>I will not go.</u> <u>You will not go.</u> <u>He will not go.</u> <u>She will not go.</u> <u>It will not go.</u> <u>We will not go.</u> <u>You will not go.</u> <u>They will not go.</u>	<u>I won't go.</u> <u>You won't go.</u> <u>He won't go.</u> <u>She won't go.</u> <u>It won't go.</u> <u>We won't go.</u> <u>You won't go.</u> <u>They won't go.</u>

## LESSON 23 - SIMPLE FUTURE (TOMORROW) STATEMENTS WITH 'WILL'

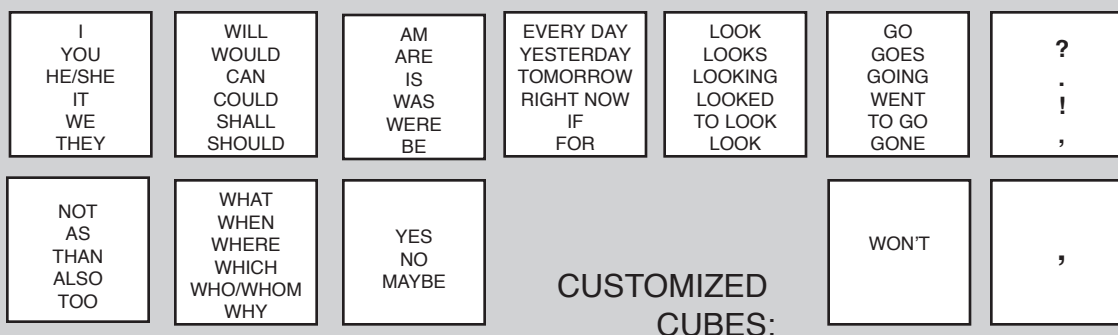
### Writing:

Make the sentences. Use 'will', contractions, and main verbs (be, look, eat, go...).

Long	Short (Contraction)
<b>Example:</b> <b>Tomorrow:</b> (be) 1. She <u>will</u> <u>be</u> . (look) 2. They _____ . (eat) 3. I _____ . (go) 4. We _____ . (sing) 5. It _____ . (leave) 6. You _____ . (ride) 7. They _____ . (work) 8. He _____ . (play) 9. You _____ . (run) 10. It _____ . (be) 11. We _____ .	<b>Example:</b> <b>Tomorrow:</b> 1. <u>She'll</u> be a student tomorrow. 2. _____ look in one hour. 3. _____ eat in two hours. 4. _____ go in a day. 5. _____ sing tomorrow. 6. _____ leave in an hour. 7. _____ ride in two weeks. 8. _____ work in a year. 9. _____ play in a minute. 10. _____ run tomorrow. 11. _____ be there in two days.

## LESSON 24 - SIMPLE FUTURE (TOMORROW) QUESTIONS WITH 'WHEN'

**Prep: Cubes:**



Customize a contraction cube with 'WON'T'. (See B, page 10, for customizing.)

Customize a punctuation cube with a comma.

Make overhead transparencies of pages 88, 89, and 90.

Make copies of pages 88, 89, and 90 for each student.

### Vocabulary:

when	questions about time (yesterday, today, tomorrow)
what time	questions about <u>clock</u> time (2:00, 3:00, 4:00)
maybe	Use a questioning face and say, "Maybe yes?...Maybe no?...Maybe." Turn your thumb up for 'yes', down for 'no', and move it up and down for 'maybe'.

### 1. Teach the concepts:

Give students the above cubes and a copy of page 88 and work through it together, building the sentences and saying them aloud.

Turn 'TOMORROW' up on the time prompt cube, and place it above the sentences. Refer to it often as you teach, saying "When?... What time?...Future."

As you work across the columns, point out that there are no contractions in the 'Yes' Answers with 'will'. After the 'long' negative answers to the yes/no questions ('You will not'), move to the negative contraction, reminding students that 'will not' and 'won't' are the same.

Show how 'maybe' is used ('Maybe I will go....Maybe I will not go.', etc.)

Next, pass out page 89 and work across the columns together.

## LESSON 24 - SIMPLE FUTURE (TOMORROW) QUESTIONS WITH 'WHEN'

### 2. Conversation/games:

- A. Yes/No questions and answers: One student (or team) rolls the subject pronoun cube and makes a 'yes/no' question using 'WILL' and one of the other verb cubes. (For example, 'Will he look?') Taking turns, the students make the 'Yes' answer ('Yes, he will.'), the 'No' long answer ('No, he will not.') and the 'No' short answer ('No, he won't.'). The subject pronoun cube is then rolled again, and the exercise repeated. (You will need to customize a contraction cube to do the short answer, and a comma cube to use after 'Yes' and 'No'.)
- B. Oral: Information questions and answers. Make a list of verbs on the board (eat, sleep, sing, study, dance, walk...) that can be used with both 'when' and 'where' questions. One student rolls the subject pronoun cube and makes a future tense information question with 'WHEN' and one of the verbs from the list, (i.e., 'When will she eat?'). Other students answer orally, using the 'future words' on page 83, first making the long answer ('She will eat in a day.') and then the short ('She'll eat in a day.'). Next, change 'WHEN' to 'WHERE' and repeat the exercise ('Where will she eat?'). Write destinations (at home, at work, at school, etc.) on the board to make this easier.
- C. Customize a cube with the simple forms of the verb list from B above. Give students this cube and the cubes for the lesson, and have them make as many 'tomorrow' sentences as possible, first forming the sentences with the cubes and then writing them down. They should use only 'WHEN' and 'WHERE' for the information questions. Put a time limit on this exercise.

### 3. Written exercises:

Give page 90 to the students. Show them how to first fill in the blanks for number 1,A,B,C, in the first column, and then 1,A,B in the second column. Do Number 2 with them in the same way, making sure they understand the procedure. Let students work alone or with others, using pages 88 and 89 as guides. Encourage them to help one another. Check answers together.

LESSON 24 - SIMPLE FUTURE (TOMORROW) 'YES/NO' QUESTIONS			
'Yes/No' Questions	'Yes' Answers	'No' Answers	'No' Contractions
Will I go?	Yes, I will.	<del>Yes, I'll.</del> No, I <u>will not</u> .	No, I <u>won't</u> .
Will you go?	Yes, you will.	X	No, you won't.
Will he go?	Yes, he will.	X	No, he won't.
Will she go?	Yes, she will.	X	No, she won't.
Will it go?	Yes, it will.	X	No, it won't.
Will we go?	Yes, we will.	X	No, we won't.
Will you go?	Yes, you will.	X	No, you won't.
Will they go?	Yes, they will.	X	No, they won't.
Will they go?	Maybe they will.	X Maybe they will not.	Maybe they won't



LESSON 24 - SIMPLE FUTURE (TOMORROW) INFORMATION QUESTIONS WITH 'WHEN'		
Information Questions	Information Answers	Contraction Answers
<p>↓  <u>When will I go?</u> —————→</p> <p>When will you go?</p> <p>When will he go?</p> <p>When will she go?</p> <p>When will it go?</p> <p>When will we go?</p> <p>When will you go?</p> <p>When will they go?</p> <p>↓  <u>What time will you go?</u> —————→</p>	<p>————→  I will go in <u>one hour</u>.</p> <p>You will go in two days.</p> <p>He will go tomorrow.</p> <p>She will go next year.</p> <p>It will go in one week.</p> <p>We will go in five minutes.</p> <p>You will go in three months.</p> <p>They will go next week.</p> <p>————→  You will go at <u>3:00</u>.</p>	<p>————→  <u>I'll</u> go in one hour.</p> <p>You'll go in two days.</p> <p>He'll go tomorrow.</p> <p>She'll go next year.</p> <p>It'll go in one week.</p> <p>We'll go in five minutes.</p> <p>You'll go in three months.</p> <p>They'll go next week.</p> <p>————→  You'll go at 3:00.</p>

# LESSON 24 - SIMPLE FUTURE (TOMORROW) QUESTIONS WITH 'WHEN'

'Yes/No' questions and answers	Information questions and answers
Write <u>will</u> or <u>won't</u> .	Write questions with <u>when</u> . Write long and contraction answers.
<p>Example:</p> <p>1. <u>Will</u> he go tomorrow? →</p> <p>A. Yes, he <u>will</u> .</p> <p>B. No, he <u>will</u> not.</p> <p>C. No, he <u>won't</u> .</p> <p>2. _____ they be happy in a year?</p> <p>A. Yes, they _____ .</p> <p>B. No, they _____ not.</p> <p>C. No, they _____ .</p> <p>3. _____ you go next week?</p> <p>A. Yes, I _____ .</p> <p>B. No, I _____ not.</p> <p>C. No, I _____ .</p> <p>4. _____ it eat in an hour?</p> <p>A. Yes, it _____ .</p> <p>B. No, it _____ not.</p> <p>C. No, it _____ .</p> <p>5. _____ we work next year?</p> <p>A. Yes, you _____ .</p> <p>B. No, you _____ not.</p> <p>C. No, you _____ .</p> <p>6. _____ she sing tomorrow?</p> <p>A. Yes, she _____ .</p> <p>B. No, she _____ not.</p> <p>C. No, she _____ .</p>	<p>Example:</p> <p>1. <u>When</u> will he go?</p> <p>A. He <u>will</u> go tomorrow.</p> <p>B. <u>He'll</u> go tomorrow.</p> <p>2. _____ will they be happy?</p> <p>A. They _____ be happy in a year.</p> <p>B. _____ be happy in a year.</p> <p>3. _____ will you go?</p> <p>A. I _____ go next week.</p> <p>B. _____ go next week.</p> <p>4. _____ will it eat?</p> <p>A. It _____ eat in an hour.</p> <p>B. _____ eat in an hour.</p> <p>5. _____ will we work?</p> <p>A. You _____ work next year.</p> <p>B. _____ work next year.</p> <p>6. _____ will she sing?</p> <p>A. She _____ sing tomorrow.</p> <p>B. _____ sing tomorrow.</p>

## LESSON 25 - SIMPLE PRESENT TENSE (EVERY DAY) OF 'HAVE'

**Prep:** Cubes:

I YOU HE/SHE IT WE THEY	HAVE HAS HAD HAVING TO HAVE HAVE	EVERY DAY YESTERDAY TOMORROW RIGHT NOW IF FOR
--	---	--

Overhead transparencies of pages 93 and 94

Copies of pages 93 and 94 for each student

**Note:**

Review the concept of 'every day' (again and again). See Lesson 19 if needed.

**Vocabulary:**

**have** Demonstrate by holding up objects. For example, hold up a pen, pull it close to your chest, and say, "I have a pen." Give the pen to your student, and say, "You have a pen." Do the same with two pens, etc.,. Point out that 'have' is a verb and that verbs are red.

**subject** In a sentence, a noun or pronoun that tells who acts. (The boy eats. He eats.) The subject usually comes before the verb.

**object** In a sentence, a noun that follows a verb. (I have a car.) Objects of verbs often answer the question 'What?'. For example, 'car' in the above sentence is the object of the verb 'have', and tells what I have. Objects of verbs do not have to agree in number with the subject and verb (I have a car. I have cars.).

**Note:** Nouns that follow the verb 'be' are not objects. They are subject complements (which tell about the subject) and must agree in number with the subject and verb. In the sentence 'I am a student.', 'I' is the subject, 'be' is the verb, and 'student' is the subject complement, and all three are singular.

### 1. Teach the concepts:

Give students the cubes and a copy of page 93. Turn 'EVERY DAY' up on the time prompt cube and place it above the other cubes. Work through the verb conjugation together. Emphasize the 's' at the end of the verb form for he, she, and it (hass).

Tell your students:

Noun + 's' = plural (carss, studentss, teacherss, bookss...)

Verb + 's' = singular (hass) (she talkss, he walkss, it singss...)

(Write examples to illustrate.)

## LESSON 25 - SIMPLE PRESENT TENSE (EVERY DAY) OF 'HAVE'

Do the sentences next, telling students that the subject and verb in a sentence must always agree in number (singular/singular or plural/plural). In sentences with the 'be' verb, nouns following 'be' must also agree in number with the subject and verb (I am a student.) or plural (We are students.). However, with 'have' (and most verbs), even though the subject and verb must agree, the object, (i.e., 'car' in 'We have a car.) can be either singular or plural ('We have cars.').

### 2. Conversation/games:

- A. Students roll the subject pronoun cube and rotate the 'have' verb cube to find the matching form of the verb (present tense only).
- B. Oral. Give students different classroom objects (pens, pencils, cups, erasers, etc.). Call out the name of a student. The student holds up one object (or more) and makes a sentence ("I have a pen."). Call on another student, and have him/her make a sentence about the first student ("You have a pen," or "She has a pen.")
- C. Give students the cubes for this lesson, the CAR/STUDENT/TEACHER and ANIMAL/INSECT/EGG noun cubes, the article (A, AN, THE) cube, and the punctuation cube. Students build as many statements as possible (no questions), say the words, and write them down.

### 3. Written exercises:

Give page 94 to the students. Let them work alone or with others, using page 93 as a guide. Encourage them to help one another. Check answers together.

## LESSON 25 - SIMPLE PRESENT TENSE (EVERY DAY) OF 'HAVE'

singular (1)	plural (2...3...4....)
<p><b>I HAVE</b></p> <p><b>YOU HAVE</b></p> <div style="border: 1px dotted black; padding: 5px; margin: 10px 0;"> <p><b>HE HAS</b></p> <p><b>SHE HAS</b></p> <p><b>IT HAS</b></p> </div>	<p><b>WE HAVE</b></p> <p><b>YOU HAVE</b></p> <p><b>THEY HAVE</b></p> <p><b>THEY HAVE</b></p> <p><b>THEY HAVE</b></p>
<p>NOUN + S = PLURAL (cars<u>s</u>, students<u>s</u>, teachers<u>s</u>)</p> <p>VERB + S = SINGULAR (has)</p>	
verb: BE	verb: HAVE
<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><sup>s</sup> <b>I</b></p> <p><sup>p</sup> <b>We</b></p> <p>↑ Subject</p> </div> <div style="text-align: center;"> <p><sup>s</sup> <b>am</b></p> <p><sup>p</sup> <b>are</b></p> <p>↑ Verb</p> </div> <div style="text-align: center;"> <p><sup>s</sup> <sup>s</sup> <b>a student.</b></p> <p><sup>p</sup> <b>students.</b></p> <p>↑ Complement</p> </div> </div> <p style="text-align: center; margin-top: 20px;"><b>Always the same number</b></p> <p style="text-align: center;">(singular singular singular singular) (plural plural plural)</p> <p style="text-align: center; margin-top: 20px;">The complement tells about the subject.</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><sup>s</sup> <b>She</b></p> <p><sup>s</sup> <b>She</b></p> <p><sup>p</sup> <b>We</b></p> <p><sup>p</sup> <b>We</b></p> <p>↑ Subject</p> </div> <div style="text-align: center;"> <p><sup>s</sup> <b>has</b></p> <p><sup>s</sup> <b>has</b></p> <p><sup>p</sup> <b>have</b></p> <p><sup>p</sup> <b>have</b></p> <p>↑ Verb</p> </div> <div style="text-align: center;"> <div style="border: 1px dotted black; padding: 5px; margin-bottom: 10px;"> <p><sup>s</sup> <sup>s</sup> <b>a car</b></p> <p><sup>p</sup> <b>cars</b></p> </div> <p><sup>s</sup> <sup>s</sup> <b>a car</b></p> <p><sup>p</sup> <b>cars</b></p> <p>↑ Object</p> </div> </div> <p style="text-align: center; margin-top: 20px;"><b>Always the same number</b></p> <p style="text-align: center;">(singular singular or plural plural)</p> <p style="text-align: center; margin-top: 20px;"><b>Sometimes the same number</b></p> <p style="text-align: center;">(singular singular singular singular) (plural plural plural)</p> <p style="text-align: center; margin-top: 20px;"><b>Sometimes not the same number</b></p> <p style="text-align: center;">(singular singular plural) (plural plural singular singular)</p>

## LESSON 25 - SIMPLE PRESENT TENSE (EVERY DAY) OF 'HAVE'

Write:

Write 'have' or 'has'

**Example:**

1. I have a pen.

2. I \_\_\_\_\_ a teacher.

3. I \_\_\_\_\_ teachers.

4. We \_\_\_\_\_ a teacher.

5. We \_\_\_\_\_ teachers.

6. The dog \_\_\_\_\_ an egg.

7. The dog \_\_\_\_\_ eggs.

8. The dogs \_\_\_\_\_ an egg .

9. The dogs \_\_\_\_\_ eggs .

10. It \_\_\_\_\_ an egg.

11. It \_\_\_\_\_ bones.

12. It \_\_\_\_\_ eggs.

13. They \_\_\_\_\_ an egg.

14. They \_\_\_\_\_ eggs.

15. The woman \_\_\_\_\_ a child.

16. The woman \_\_\_\_\_ children.

17. She \_\_\_\_\_ a child.

18. She \_\_\_\_\_ children.

19. The women \_\_\_\_\_ a child .

20. The women \_\_\_\_\_ children.

21. They \_\_\_\_\_ a child.

22. They \_\_\_\_\_ children.

## LESSON 26 - 'HAVE', 'BE', AND POSSESSIVE ADJECTIVES

**Prep:** Cubes:

I YOU HE/SHE IT WE THEY	HAVE HAS HAD HAVING TO HAVE HAVE	AM ARE IS WAS WERE BE	MY YOUR HIS/HER ITS OUR THEIR	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	A AN THE	? . ! ,
--	---	--------------------------------------	--	---	----------------	------------------

Overhead transparencies of pages 97 and 98

Copies of pages 97 and 98 for each student

Classroom items: pens, pencils, erasers, books, rulers, etc.

**Note:** Review possessive adjectives (Lesson 15) if necessary. Note that possessive adjectives are pronouns which are used as adjectives because (like adjectives) they modify nouns.

### Vocabulary:

**subject** The person, place or thing that 1) does something ( I go); or 2) the person, place or thing that we are talking about (He is rich.) The subject can be a noun (man) or a pronoun (he). Subjects and their modifiers (such as a, an, and the) usually come first in a statement (The man is rich.). In a question, they usually come second--after a verb (Is the man rich?).

### 1. Teach the concepts:

Give students the cubes and page 97. Start with the 'HAVE' sentences in column one (singular subject and verb). Name each subject and verb as you work down the column ("I...subject; 'Have...verb; 'You'...subject; 'Have'...verb....").

Emphasize:

The subject and verb must always be the same in number (always singular/singular or always plural/plural).

Other words in the sentence (here, objects and their modifiers) are sometimes the same in number as the subject and verb (I have a car.), and sometimes not (I have cars). See Lesson 25 if needed.

Next, work across the page from column one to column two. Help students understand the relationships between the pronouns and nouns in the 'HAVE' sentences and those in the 'BE' sentences. For example, pronoun 'I' in column one becomes the possessive 'my' in column two, and the noun 'car' in column one is 'It' in column two.

Point out that the subject, verb, and complement in 'BE' sentences (column two) must agree in number, i.e., singular/singular/singular (It is my car.) and plural/plural/plural (They are my cars). Note that possessive adjectives do not change, i.e., 'my' is the same in both singular and plural sentences.

Continue with the sentences in columns three and four in the same manner.

## LESSON 26 - 'HAVE', 'BE', AND POSSESSIVE ADJECTIVES

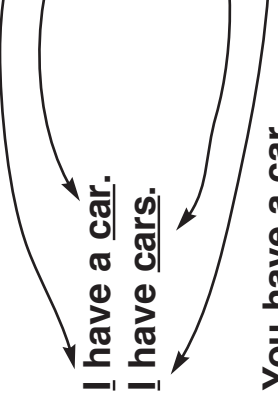
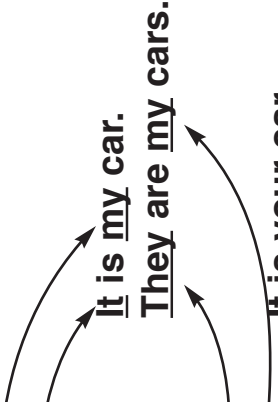
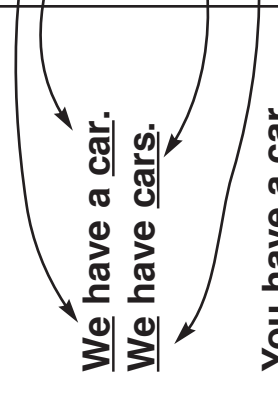
### 2. Conversation/games:

- A. Students roll the subject pronoun cube and the noun cube and make a sentence with 'have'. (The pronoun cube must come first in these sentences.) For instance, if 'THEY' and 'CAR' come up, the correct sentence would be 'They have a car.' Students say the sentence and write it down. Next, they rotate the cubes to form the corresponding possessive adjective sentence with 'be', i.e., 'It is their car.'
- B. Give students various classroom items. Be sure some students have two or more of the same items in order to practice plural forms. Students take turns making 'have' ('I have a pen.') and 'my' statements ('It is my pen.', 'They are my erasers.', etc.) Next, they make statements about others ('He has a cup.', 'It is his cup.', etc). This exercise may be done orally, or with the cubes for this lesson and cubes customized with the singular and plural forms of the classroom objects. (See B, page 10 for customizing.)
- C. Using the classroom items from B, take turns making 'whose' questions and answers. (Review Lesson 16 if necessary.) Do this orally, or with the 'WHOSE' cube, the cubes for this lesson, and customized cubes of classroom items.

### 3. Written exercises:

Give page 98 to the students and show them how to work across the page. Do one or two exercises together, or the entire worksheet if necessary. Let students work alone or with others, using page 97 as a guide. Encourage them to help one another. Check answers together.



LESSON 26 - 'HAVE', 'BE', AND POSSESSIVE ADJECTIVES			
'HAVE' sentence singular subject and verb	'BE' sentence singular subject - verb - complement plural subject - verb - complement	'HAVE' sentence plural subject and verb	'BE' sentence singular subject - verb - complement plural subject - verb - complement
 <p><u>I</u> have a <u>car</u>. <u>I</u> have <u>cars</u>.</p> <p>You have a car. You have cars.</p> <p>He has a car. He has cars.</p> <p>She has a car. She has cars.</p> <p>It has a bed. It has beds.</p>	 <p><u>It</u> is <u>my</u> car. <u>They</u> are <u>my</u> cars.</p> <p>It is your car. They are your cars.</p> <p>It is his car. They are his cars.</p> <p>It is her car. They are her cars.</p> <p>It is its bed. They are its beds.</p>	 <p><u>We</u> have a <u>car</u>. <u>We</u> have <u>cars</u>.</p> <p>You have a car. You have cars.</p> <p>They have a car. They have cars.</p> <p>They have a car. They have cars.</p> <p>They have a bed. They have beds.</p>	<p>It is <u>our</u> car. <u>They</u> are <u>our</u> cars.</p> <p>It is your car. They are your cars.</p> <p>It is their car. They are their cars.</p> <p>It is their car. They are their cars.</p> <p>It is their bed. They are their beds.</p>

## LESSON 26 - 'HAVE', 'BE', AND POSSESSIVE ADJECTIVES

**Write:**

**Write the word.**

**Example:**

1. I have a car.

1. It is my car.

2. I have two cars.

2. They are my cars.

3. We have a child.

3. He is our child.

4. We have children.

4. \_\_\_\_\_ are our children.

5. He \_\_\_\_\_ a pencil.

5. It is \_\_\_\_\_ pencil.

6. They have pencils.

6. They are \_\_\_\_\_ pencils.

7. She has children.

7. They are \_\_\_\_\_ children.

8. The dogs \_\_\_\_\_ a bone .

8. It is \_\_\_\_\_ bone .

9. The dogs \_\_\_\_\_ bones .

9. \_\_\_\_\_ are \_\_\_\_\_ bones.

10. The dog \_\_\_\_\_ a bone.

10. \_\_\_\_\_ is \_\_\_\_\_ bone.

11. The dog \_\_\_\_\_ bones.

11. \_\_\_\_\_ are \_\_\_\_\_ bones.

12. You \_\_\_\_\_ a car.

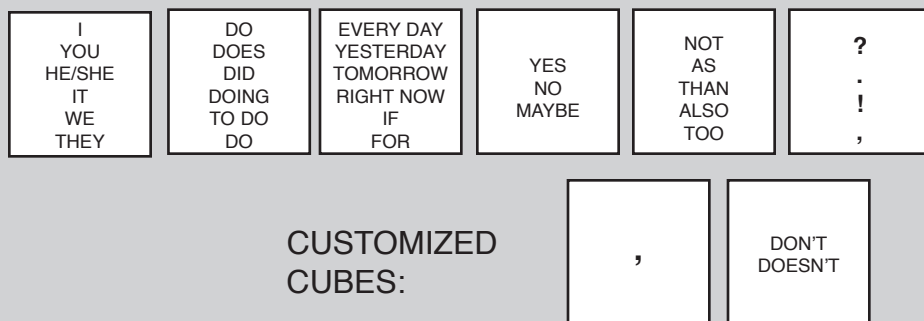
12. \_\_\_\_\_ is \_\_\_\_\_ car.

13. You \_\_\_\_\_ cars.

13. \_\_\_\_\_ are \_\_\_\_\_ cars.

## LESSON 27 - SIMPLE PRESENT, 'DO' VERB, 'YES/NO' QUESTIONS AND ANSWERS

**Prep:** Cubes:



(See B, page 10, for customizing.)

Overhead transparencies of pages 101 and 102

Copies of pages 101 and 102 for each student

### **Note:**

Mention the role of 'do' as a helping verb, but don't dwell on it in this lesson. It will be covered in more detail in Lesson 28.

### **Vocabulary:**

do

Do is sometimes a main verb, describing action.  
I do the dishes, I do my work, I do the laundry, I do my hair.

Do is usually used as a helping verb, to make questions (Do you sing?), 'yes' or 'no' answers (Yes, I do....No, I do not.), or negative sentences (I do not sing.). ('Sing' is the main verb in these sentences.)

### **1. Teach the concepts:**

Give students page 101 and the cubes for this lesson.

Introduce the columns and then work across the page. Students build the combinations and say the words aloud. Show that the word order for 'do' is the same as for 'be' in all the columns: 'I am.'... 'I do.'... 'Am I?...' 'Do I?', etc.

Contractions with 'be' and 'do' are formed differently, however. 'Be' contractions are usually formed by combining the subject pronoun and the verb ('I' + 'am' = 'I'm'). 'Do' contractions--which are used only in negative sentences--are made by joining 'do' or 'does' with 'not' (don't, doesn't).

Point out the 's' at the end of the verb following he, she, and it (verb + s = singular).

## LESSON 27 - SIMPLE PRESENT, 'DO' VERB, 'YES/NO' QUESTIONS AND ANSWERS

### 2. Conversation/games:

- A. Give students the cubes for this lesson. On the board, write a few common action verbs that everyone does daily, i.e., eat, sleep, talk, walk. Look at one student and:
1. Say, "I eat every day... Do You?"
  2. The student answers, "Yes, I do." and forms the answer with the cubes.
  3. Repeat the above pattern using different action verbs until everyone is comfortable with it. Then change the question in #1 to 'Does she?' and start again. Do this until each subject pronoun has been practiced.
  4. Change the starting verb to one that most people do not do daily and practice the negative answers. For example, "I do not swim every day....Do you?" Most students will answer with, "No, I do not," or "No, I don't."
- B. Write common action verbs on the board, such as

walk read smile run swim drive shower  
think sing laugh talk read write breathe

Taking turns, each student starts by choosing a verb and saying, "I (sing) every day." He/she then rolls the subject pronoun cube and makes a 'do' question with the word that comes up. So if 'THEY' turns up, the question will be, "Do they sing?", and the answer will be either, "Yes, they do....No, they don't....or No, they do not." Students say the questions and answers aloud and build the answers with the cubes.

### 3. Written exercises:

Give page 102 to the students and show them to work down column one first. Note that each group of five sentences uses only one subject pronoun throughout and its corresponding forms of 'do'. Let them work alone or with others, using page 101 as a guide. Encourage students to help one another. Check answers together.

LESSON 27 - SIMPLE PRESENT (EVERY DAY), 'DO' VERB, 'YES/NO' QUESTIONS AND ANSWERS			
'Do' verb	'Yes/No' Questions	'Yes' Answers	'No' Answers & Contractions
I <u>do</u> .	Do I?	Yes, I do.	No, I <u>do not</u> . No, I <u>don't</u> .
You <u>do</u> .	Do you?	Yes, you do.	No, you do not. No, you don't.
He <u>does</u> .	Does he?	Yes, he does.	No, he <u>does not</u> . No, he <u>doesn't</u> .
She <u>does</u> .	Does she?	Yes, she does.	No, she does not. No, she doesn't.
It <u>does</u> .	Does it?	Yes, it does.	No, it does not. No, it doesn't.
We <u>do</u> .	Do we?	Yes, we do.	No, we do not. No, we don't.
You <u>do</u> .	Do you?	Yes, you do.	No, you do not. No, you don't.
They <u>do</u> .	Do they?	Yes, they do.	No, they do not. No, they don't.

# LESSON 27 - SIMPLE PRESENT, 'DO' VERB, 'YES/NO' QUESTIONS AND ANSWERS

Write:

Write the form of 'do'.

Example:

1. She does .

2. Does she?

3. Yes, she does .

4. No, she does not .

5. No, she doesn't .

6. I \_\_\_\_\_ .

7. \_\_\_\_\_ I?

8. Yes, I \_\_\_\_\_ .

9. No, I \_\_\_\_\_ .

10. No, I \_\_\_\_\_ .

11. We \_\_\_\_\_ .

12. \_\_\_\_\_ we?

13. Yes, we \_\_\_\_\_ .

14. No, we \_\_\_\_\_ .

15. No, we \_\_\_\_\_ .

16. They \_\_\_\_\_ .

17. \_\_\_\_\_ they?

18. Yes, they \_\_\_\_\_ .

19. No, they \_\_\_\_\_ .

20. No, they \_\_\_\_\_ .

21. It \_\_\_\_\_ .

22. \_\_\_\_\_ it?

23. Yes, it \_\_\_\_\_ .

24. No, it \_\_\_\_\_ .

25. No, it \_\_\_\_\_ .

26. You \_\_\_\_\_ .

27. \_\_\_\_\_ you?

28. Yes, you \_\_\_\_\_ .

29. No, you \_\_\_\_\_ .

30. No, you \_\_\_\_\_ .

## LESSON 28 - SIMPLE PRESENT, QUESTIONS AND ANSWERS WITH 'DO' AND 'HAVE'

**Prep: Cubes:**

I YOU HE/SHE IT WE THEY	DO DOES DID DOING TO DO DO	HAVE HAS HAD HAVING TO HAVE HAVE	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	EVERY DAY YESTERDAY TOMORROW RIGHT NOW IF FOR	? . ! ,
YES NO MAYBE	NOT AS THAN ALSO TOO	WHAT WHEN WHERE WHICH WHO/WHOM WHY	CUSTOMIZED CUBES:		,	DON'T DOESN'T

(See B, page 10, for customizing.)

Overhead transparencies of pages 105 and 106

Copies of pages 105 and 106 for each student

A picture or drawing of a car

Pennies, nickles, dimes, quarters

### 1. Teach the concepts:

Give students page 105 and the cubes for this lesson. Remind them how to turn a 'do' statement (I do) into a 'yes/no' question (Do I?) by reversing the word order.

Now work through columns 1 & 2 on page 105. Show students how the statement 'I have a car.' is made into a question by simply putting 'DO' or 'DOES' before the statement (Do I have a car?). Point out that the question has two verbs, 'do', and 'have', and that 'have' is the main verb and 'do' is the helping verb. Work through all the conjugations in columns 1 and 2, saying the statements and questions and forming them with the cubes as you proceed.

Next work through column 2 again and include the 'yes/no' answers in column 3, i.e., 'Do I have a car?'... 'Yes, I do.'... 'No, I do not.'. If you use the customized contraction cube, have students form the 'no' answer with 'DON'T' or 'DOESN'T' as well.

Now, write 'Do I have...?' on the board and hold the picture of a car in one hand. Ask the 'yes/no' question, "Do I have...?" a number of times, making the questions with words other than 'a car'. For example, "Do I have a pencil?...Do I have a pen?...Do I have a cat?" (All of the answers will be negative.) Each time your student answers, "No," write it on the board under the 'yes/no' question. When there are lots of 'no's' on the board, pretend to get bored/impatient with the slow process, saying, "Do I have?...No.", several times. Then show students the information question 'What do I have?' in column 4 and write it on the board. There is only one answer students can make (You have a car.), and only one answer you can make (I have a car.). Write these on the board and show your students that the answers to column 4 questions are found in column 1. Work through the questions and answers in these two columns, pointing out that the answer to 'what?' is information ('a car' or 'cars').

Bring in the ANIMAL/ANIMALS/EGG...cube to show your students that other nouns can be used in place of 'car' and 'cars'.

## LESSON 28 - SIMPLE PRESENT, QUESTIONS AND ANSWERS WITH 'DO' AND 'HAVE'

### 2. Conversation/games:

- A. Give students the cubes for the lesson. One of them takes the noun cube and rotates it to find a word, hiding the word from the others. The other students form 'yes/no' questions ('Do you have a car?'... 'Do you have teachers?'...) The student with noun cube forms the answers (No, I do not. or Yes, I do.). When the correct 'yes' answer is made, the noun cube is passed to another student and the exercise repeated. Make sure the students say the questions and answers aloud.
- B. Repeat A above using the information question ('What do you have?') instead of 'yes/no' questions.
- C. Give students the 'ANIMAL, ANIMALS...' noun cube and repeat A & B.
- D. Oral. Put pennies, nickles, dimes and quarters (2 or 3 of each) in a bag. Write the singular and plural forms of the various coins on the board (a penny, pennies, etc.). One student picks out one or more coins from the bag, hiding them in his/her hand. The others ask up to four 'yes/no' questions. If the 'yes' answer hasn't been made by then, they may ask the information question ("What do you have?"). The student hiding the coins answers, i.e., "I have dimes." The bag is then passed to the next student and the game repeated. Keep this simple by having the players pick one or more of the same coin, i.e., one or more pennies, or let students pick different combinations for more of a challenge. The 'yes/no' questions must agree (singular or plural) with the number of coins that are hidden. In other words, a player who holds two dimes would answer, "No" if the question is, "Do you have a dime?" The correct question is, "Do you have dimes?" Keep points for fun, i.e., the student hiding the coins gets a point if the others have to ask the 'What do you have?' question (provided that he/she answers correctly).

### 3. Written exercises

Give page 106 to the students and show them to work down column one first. Note that each group of five sentences uses only one subject pronoun throughout and its corresponding forms of 'do' or 'have'. Let students work alone or with others, using page 105 as a guide. Encourage them to help one another. Check answers together.



LESSON 28 - SIMPLE PRESENT, QUESTIONS AND ANSWERS WITH 'DO' AND 'HAVE'			
'HAVE' Statements	'Yes/No' Questions	'Yes/No' Answers	Information Questions
↓ I have a <u>car</u> . I have <u>cars</u> . You have a car. You have cars. He has a car. He has cars. She has a car. She has cars. It has a car. It has cars. We have a car. We have cars. You have a car. You have cars. They have a car. They have cars.	Do I have a car? Do I have cars? Do you have a car? Do you have cars? Does he have a car? Does he have cars? Does she have a car? Does she have cars? Does it have a car? Does it have cars? Do we have a car? Do we have cars? Do you have a car? Do you have cars? Do they have a car? Do they have cars?	Yes, I do. No, I do not. Yes, you do. No, you do not. Yes, he does. No, he does not. Yes, she does. No, she does not. Yes, it does. No, it does not. Yes, we do. No, we do not. Yes, you do. No, you do not. Yes, they do. No, they do not.	↓ What do I have? What do you have? What does he have? What does she have? What does it have? What do we have? What do you have? What do they have?

# LESSON 28 - SIMPLE PRESENT, QUESTIONS AND ANSWERS WITH 'DO' AND 'HAVE'

Write: have, has, do, does, don't, doesn't, what

**Example:**

1. Do you have a car?

2. Yes, I do .

3. No, I don't .

4. What do you have?

5. I have a car.

6. \_\_\_\_\_ she have cats?

7. Yes, she \_\_\_\_\_ .

8. No, she \_\_\_\_\_ .

9. What \_\_\_\_\_ she have ?

10. She \_\_\_\_\_ cats.

11. Do we \_\_\_\_\_ an egg?

12. Yes, we \_\_\_\_\_ .

13. No, we \_\_\_\_\_ .

14. \_\_\_\_\_ do we have?

15. We \_\_\_\_\_ an egg.

16. Do they \_\_\_\_\_ dogs?

17. Yes, they \_\_\_\_\_ .

18. No, they \_\_\_\_\_ .

19. \_\_\_\_\_ do they have?

20. They \_\_\_\_\_ dogs.

21. Does it \_\_\_\_\_ a bone?

22. Yes, it \_\_\_\_\_ .

23. No, it \_\_\_\_\_ .

24. What \_\_\_\_\_ it \_\_\_\_\_?

25. It \_\_\_\_\_ a bone.

26. Do I \_\_\_\_\_ an animal?

27. Yes, you \_\_\_\_\_ .

28. No, you \_\_\_\_\_ .

29. What \_\_\_\_\_ I \_\_\_\_\_ ?

30. You \_\_\_\_\_ an animal.

## LESSON 29 - SIMPLE PRESENT (EVERY DAY), REGULAR VERBS

Prep: Cubes:

I  
YOU  
HE/SHE  
IT  
WE  
THEY

LOOK  
LOOKS  
LOOKED  
LOOKING  
TO LOOK  
LOOK

NEED  
NEEDS  
NEEDED  
WANT  
WANTS  
WANTED

EVERY DAY  
YESTERDAY  
TOMORROW  
RIGHT NOW  
IF  
FOR

?  
.  
!  
,

DO  
DOES  
DID  
DOING  
TO DO  
DO

NOT  
AS  
THAN  
ALSO  
TOO

DONT  
DOESN'T

Overhead transparencies of pages 109 and 110  
Copies of pages 109 and 110 for each student

CUSTOMIZED  
CUBE:

Note:

(If you choose to work on pronunciation of verbs ending in 's', do this part after teaching the regular verb formation on page 109.)

The letter 's' can be pronounced either as a voiced [z] sound (zzz) or unvoiced [s] (sss) sound. Voiced consonant sounds are produced with a final 'uh', for example, 'buh' for the sound of 'b', or a humming sound, such as (mmm) for the letter 'm'. Unvoiced sounds are produced by blowing, without any sound from the vocal chords. See page 109 for a list of voiced and unvoiced consonant sounds.

When the letter 's' is added after a voiced consonant sound, it is voiced [z] (rainsz, rubs). After an unvoiced consonant it is unvoiced [s] (talks, jumps).

				Sound of 's'
Voiced consonant	+	s	→ [z]	Voiced
need	+	s	= needs	[need <u>z</u> ]
Unvoiced consonant	+	s	→ [s]	Unvoiced
want	+	s	= wants	[want <u>s</u> ]

### 1. Teach the concepts:

Give students page 109 and the cubes for the lesson.

Remind them that 'verbs are red'. Work through 109 together, showing that regular verbs in the simple present (every day) use the simple form of the verb (look, need, want) for 'I, you, we, they', and add the letter 's' for 'he, she, it' (needs, wants).

Point out that the negative statement is made with 'do' and 'not'. Also, there is no 's' on the main verb in negative statements; the 's' is on the verb 'do' instead (She does not loo). As usual, students form the word combinations with the cubes and read aloud as you progress. If you wish, make a customized cube of 'DON'T' and 'DOESN'T' to use for building the negative statements.

If you teach the pronunciation rules, write 's' above the 's' for every 'looks', and 'z' above 's' for every 'needs'. (The voiced and unvoiced consonant sounds appear on page 109. Stress that these symbols are **sounds**, not the letters of the alphabet.)

When you reach page 110, you may want to remind students that there is no article (a, an, the) before an adjective unless it is followed by a noun. (Articles go with nouns...no noun, no article.) Review Lesson 14 if necessary.

## LESSON 29 - SIMPLE PRESENT (EVERY DAY), REGULAR VERBS

### 2. Conversation/games:

A. Give students the subject pronoun cube, time prompt cube, and both verb cubes. Turn 'EVERY DAY' up on the time cube and place it above the others. Players take turns rolling the subject pronoun cube and rotating both verb cubes to make correct 'every day' (simple present tense) sentences (We need a teacher....You want a car., etc.). Help them notice that all of the verbs will have an 's' on the end when 'he', 'she', or 'it' is rolled.

B. Oral. Make two columns on the board as follows:

subjects  
(nouns, pronouns)

regular verbs

Make a list of subject pronouns and nouns (and their articles) under the 'subjects' heading, i.e., he, we, the man, a woman, the men....

Then make a list of regular verbs (simple form only) in the second column (walk, look, jump, talk, listen, like, love...).

Pick a verb from the list and say it aloud. Then pick a subject and say it. Students repeat the words and then make a sentence, adding 's' to the verb if necessary. (I walk....The man walks....We listen., etc.) Once the players understand the procedure, they pick the verbs and subjects for each other.

C. Repeat B, this time making negative sentences (I do not walk.,etc.). Work with contractions (don't, doesn't) also.

### 3. Written exercises:

Give page 110 to the students. Let them work alone or with others, using page 109 as a guide. Encourage students to help one another. Check answers together.

## LESSON 29 - SIMPLE PRESENT (EVERY DAY), REGULAR VERBS

LOOK		NEED	
singular	plural	singular	plural
<b>I LOOK</b> I DO NOT LOOK	<b>WE LOOK</b> WE DO NOT LOOK	<b>I NEED</b> I DO NOT NEED	<b>WE NEED</b> WE DO NOT NEED
<b>YOU LOOK</b> YOU DO NOT LOOK	<b>YOU LOOK</b> YOU DO NOT LOOK	<b>YOU NEED</b> YOU DO NOT NEED	<b>YOU NEED</b> YOU DO NOT NEED
<b>HE LOOKS</b> HE DOES NOT LOOK	<b>THEY LOOK</b> THEY DO NOT LOOK	<b>HE NEEDS</b> HE DOES NOT NEED	<b>THEY NEED</b> THEY DO NOT NEED
<b>SHE LOOKS</b> SHE DOES NOT LOOK	<b>THEY LOOK</b> THEY DO NOT LOOK	<b>SHE NEEDS</b> SHE DOES NOT NEED	<b>THEY NEED</b> THEY DO NOT NEED
<b>IT LOOKS</b> IT DOES NOT LOOK	<b>THEY LOOK</b> THEY DO NOT LOOK	<b>IT NEEDS</b> IT DOES NOT NEED	<b>THEY NEED</b> THEY DO NOT NEED

Regular Verbs - Simple present (EVERY DAY) LOOK verb					
I, YOU, WE, THEY	+	VERB	=	LOOK	
HE, SHE, IT	+	VERB	+	S	= LOOKS

English consonant sounds are voiced or unvoiced.

Voiced sounds → b d g(go) j l m n r v w y z th(the)

Unvoiced sounds → f h k p s t ch sh x(ks) th(thin) wh(what)

				<u>Spelling</u>	<u>Sound</u>
Voiced consonant	+	s			[z]
need <u>ed</u>	+	s	=	needs	[needz]
Unvoiced consonant	+	s			[s]
want <u>ed</u>	+	s	=	wants	[wants]

# LESSON 29 - SIMPLE PRESENT (EVERY DAY), REGULAR VERBS

Write the verb.

**Example:**

Every day

1. (need) I need a car.

2. (look) She looks happy.

3. (want) He wants a teacher.

4. (look) You \_\_\_\_\_ sad.

5. (need) I \_\_\_\_\_ a house.

6. (look) It \_\_\_\_\_ young.

7. (like) He \_\_\_\_\_ children.

8. (talk) You \_\_\_\_\_ to John.

9. (walk) She \_\_\_\_\_ to work.

10. (like) Women \_\_\_\_\_ cats.

11. (need) They \_\_\_\_\_ friends.

12. (cook) He \_\_\_\_\_ an egg.

13. (jump) They \_\_\_\_\_ .

14. (jump) It \_\_\_\_\_ .

15. (sing) We \_\_\_\_\_ at home.

16. (sing) He \_\_\_\_\_ every day.

17. (love) You \_\_\_\_\_ dogs.

18. (work) We \_\_\_\_\_ at night.

19. (work) She \_\_\_\_\_ at home.

20. (play) I \_\_\_\_\_ every day.

21. (play) It \_\_\_\_\_ with Maria.

22. (want) The dog \_\_\_\_\_ a bone.

23. (run) The girl \_\_\_\_\_ .

24. (run) They \_\_\_\_\_ home.

## LESSON 30 - SIMPLE PRESENT (EVERY DAY), REGULAR VERBS, QUESTIONS AND ANSWERS

**Prep: Cubes:**

I YOU HE/SHE IT WE THEY	NEED NEEDS NEEDED WANT WANTS WANTED	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	? . ! ,	EVERY DAY YESTERDAY TOMORROW RIGHT NOW IF FOR	YES NO MAYBE
NOT AS THAN ALSO TOO	WHAT WHEN WHERE WHICH WHO/WHOM WHY	DO DOES DID DOING TO DO DO	CUSTOMIZED CUBES:		,	DON'T DOESN'T

Overhead transparencies of pages 113 and 114

Copies of pages 113 and 114 for each student

### 1. Teach the concepts:

Review the formation of regular verbs in the previous lesson.

Give students page 113 and the cubes for the lesson.

Show/read the column headings, and then work across the page. Have students repeat after you and form the sentences with the cubes. Answer the information question in the last column by repeating the statement in column one. For example, 'What do I need?' is answered with 'I need a car.'. ('Car' is the information answer.)

Make students aware that there are usually no contractions with regular verbs. The only contractions here ('don't' and 'doesn't') are made with 'do' (which is not regular).

Remind them:

Noun	+	s	=	plural	(cars <u>s</u> , students <u>s</u> , teachers <u>s</u> )
Verb	+	s	=	singular	(she needs <u>s</u> , he wants <u>s</u> , it jumps <u>s</u> )

## LESSON 30 - SIMPLE PRESENT (EVERY DAY), REGULAR VERBS, QUESTIONS AND ANSWERS

### 2. Conversation/games:

- A. Give students the cubes for the lesson. Using the column format below, have students make as many statements with the cubes as possible, and number and write them in the 'statement' column.

Statement	Yes/No Question	Yes/No Answer	Info Question
1. I want a car.	Do I want a car?	Yes, I do. No, I don't.	What do I want?
2. I need a car.			
3. He needs a car.			

Once they have finished (Set time limits.), have them work across the page, building questions and answers for each statement. Give points for more of a game.

### B. Oral

<u>Subject</u>	<u>Verb</u>

Make a list of pronouns and nouns (and their articles) under the 'subject' heading, i.e., he, we, the man, a woman, the men.... Then make a list of regular verbs (simple form only) in the second column (walk, look, jump, talk, listen, like, love...).

Pick a verb and say it aloud. Then pick a subject and say it. Students repeat the words and then make a statement and a question, adding 's' to the verb if necessary. For instance, if the verb is 'listen', and the subject is 'he', the statement would be 'He listens.', and the question, 'Does he listen?'. Once the players understand the procedure, they pick the verbs and subjects for each other.

### 3. Written exercises:

Give page 114 to the students and show them to work down column one first. Note that each group of five sentences uses only one subject pronoun throughout and its corresponding forms of 'do', 'need', or 'want'. Let them work alone or with others, using page 113 as a guide. Encourage students to help one another. Check answers together.



LESSON 30 - SIMPLE PRESENT (EVERY DAY), REGULAR VERBS, QUESTIONS AND ANSWERS			
'NEED' Statements	'Yes/No' Questions	'Yes/No' Answers	Information Questions
I need a <u>car</u> . I need <u>cars</u> .	Do I need a car? Do I need cars?	Yes, I do. No, I do not.	What do I need?
You need a car. You need cars.	Do you need a car? Do you need cars?	Yes, you do. No, you do not.	What do you need?
He needs a car. He needs cars.	Does he need a car? Does he need cars?	Yes, he does. No, he does not.	What does he need?
She needs a car. She needs cars.	Does she need a car? Does she need cars?	Yes, she does. No, she does not.	What does she need?
It needs a car. It needs cars.	Does it need a car? Does it need cars?	Yes, it does. No, it does not.	What does it need?
We need a car. We need cars.	Do we need a car? Do we need cars?	Yes, we do. No, we do not.	What do we need?
You need a car. You need cars.	Do you need a car? Do you need cars?	Yes, you do. No, you do not.	What do you need?
They need a car. They need cars.	Do they need a car? Do they need cars?	Yes, they do. No, they do not.	What do they need?

**LESSON 30 - SIMPLE PRESENT (EVERY DAY), REGULAR VERBS,  
QUESTIONS AND ANSWERS**

Write: need, needs, want, wants, do, does, not, doesn't, don't.

**Example:**

1. (need) He needs a car.
2. Does he need a car?
3. Yes, he does .
4. No, he does not . (*doesn't*)
5. What does he need?

6. (need) She \_\_\_\_\_ a job.
7. \_\_\_\_\_ she \_\_\_\_\_ a job?
8. Yes, she \_\_\_\_\_ .
9. No, she \_\_\_\_\_ .
10. What \_\_\_\_\_ she need ?

11. (need) We \_\_\_\_\_ an egg.
12. \_\_\_\_\_ we \_\_\_\_\_ an egg?
13. Yes, we \_\_\_\_\_ .
14. No, we \_\_\_\_\_ .
15. What \_\_\_\_\_ we need?

**Example:**

16. (want) I \_\_\_\_\_ a car.
17. \_\_\_\_\_ I \_\_\_\_\_ a car?
18. Yes, I \_\_\_\_\_ .
19. No, I \_\_\_\_\_ . (*don't*)
20. What \_\_\_\_\_ I want?

21. (want) They \_\_\_\_\_ a job.
22. \_\_\_\_\_ they \_\_\_\_\_ a job?
23. Yes, they \_\_\_\_\_ .
24. No, they \_\_\_\_\_ .
25. What \_\_\_\_\_ they want ?

26. (want) It \_\_\_\_\_ an egg.
27. \_\_\_\_\_ it \_\_\_\_\_ an egg?
28. Yes, it \_\_\_\_\_ .
29. No, it \_\_\_\_\_ .
30. What \_\_\_\_\_ it want?

## LESSON 31 - SIMPLE PAST (YESTERDAY), POSITIVE AND NEGATIVE STATEMENTS WITH 'BE'

**Prep: Cubes:**

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	YOUNG OLD BEAUTIFUL ANGRY CALM UGLY	? . ! ,	EVERY DAY YESTERDAY TOMORROW RIGHT NOW IF FOR	NOT AS THAN ALSO TOO
--	--------------------------------------	--	------------------	--	----------------------------------

Overhead transparencies of pages 117, 118 and 119

Copies of pages 117, 118, and 119 for each student

**Note:**

Check for understanding of 'every day' (simple present tense) and 'yesterday' (simple past). See Lesson 19 if necessary.

**Vocabulary:**

See list on page 116, part B.

### 1. Teach the concepts:

Use the thumbs-up sign for positive statements (I am a student.) and thumbs-down for negative (I am not a teacher.).

Give students the subject pronoun cube, verb cube, and 'NOT/AS/THAN... cube for the lesson and a copy of page 117. Students build the sentences and repeat them aloud as you do the lesson together.

Review the simple present tense forms in columns 1 and 2 on page 117, stressing 'now' and 'every day'. Point out that 'not' follows the verb. (See Lesson 20 for present tense contractions if needed.) Continue with the simple past forms in columns 3 and 4, stressing 'yesterday'.

Give a copy of page 118 to each student. Do columns 1 and 2, showing that the only contractions are in the negative statements. Continue with the plural forms in columns 3 and 4.

## LESSON 31 - SIMPLE PAST (YESTERDAY), POSITIVE AND NEGATIVE STATEMENTS WITH 'BE'

### 2. Conversation/games:

- A. Give students all the cubes for the lesson. Have them build as many sentences as they can--both positive and negative--and write them down. The student (or team) with the most correct statements wins. Set time limits.

- B. Oral: Make two columns as follows:

<u>nouns</u>		<u>every day and yesterday words</u>
egg	eggs	now
animal	animals	5 minutes ago
insect	insects	last week
doctor	doctors	every day
student	students	yesterday
table	tables	last year
(or your choice of nouns)		a week ago
<u>adjectives</u>		two years ago
happy	old	an hour ago
angry	beautiful	at this moment
young	sad	
calm	etc.	etc.

Give students the subject pronoun cube (I/ YOU/ HE...). Make sure they understand which words and phrases in column 2 are used for 'every day' (simple present) and which signal 'yesterday' (simple past). Review Lesson 22 if necessary.

One player chooses a time word or phrase, i.e., 'last week'. The next player rolls the pronoun cube and makes a sentence using the word that turns up (i.e., 'WE'), the proper form of 'be', a noun or adjective from the first column, and the time words. For example, 'We were happy last week.'. Once students are familiar with the game, add a thumbs-up/thumbs-down signal for making positive or negative statements.

### 3. Written exercises:

Give page 119 to the students. Tell them to look at the end of the sentence to determine if the verb is present tense ('now' and 'every day' words) or past tense ('yesterday' words). Check answers together.

LESSON 31 - SIMPLE PAST (YESTERDAY), POSITIVE AND NEGATIVE STATEMENTS WITH 'BE'			
simple present (everyday)		simple past (yesterday)	
singular	plural	singular	plural
<p>I am I am not</p> <p>You are You are not</p> <p>He is He is not</p> <p>She is She is not</p> <p>It is It is not</p>	<p>We are We are not</p> <p>You are You are not</p> <p>They are They are not</p> <p>They are They are not</p> <p>They are They are not</p>	<p>I was I was not</p> <p>You were You were not</p> <p>He was He was not</p> <p>She was She was not</p> <p>It was It was not</p>	<p>We were We were not</p> <p>You were You were not</p> <p>They were They were not</p> <p>They were They were not</p> <p>They were They were not</p>
Now, every day		Yesterday, last week, 2 hours ago	

**LESSON 31 - SIMPLE PAST (YESTERDAY), POSITIVE AND NEGATIVE STATEMENTS WITH 'BE'**

simple past (yesterday) long forms and contractions

singular long forms	singular contractions	plural long forms	plural contractions
<p>I was → X</p> <p>I was not → I wasn't</p> <p>You were X</p> <p>You were not You weren't</p> <p>He was X</p> <p>He was not He wasn't</p> <p>She was X</p> <p>She was not She wasn't</p> <p>It was X</p> <p>It was not It wasn't</p>		<p>We were → X</p> <p>We were not → We weren't</p> <p>You were X</p> <p>You were not You weren't</p> <p>They were X</p> <p>They were not They weren't</p> <p>They were X</p> <p>They were not They weren't</p> <p>They were X</p> <p>They were not They weren't</p>	

No contractions in positive 'yesterday' statements  
 Contractions only in negative 'yesterday' statements

**LESSON 31 - SIMPLE PAST (YESTERDAY), POSITIVE AND NEGATIVE STATEMENTS WITH 'BE'**

**Write: am, is, are, was, were.**

**Example:**

1. He was angry yesterday.

2. She is a doctor now.

3. I \_\_\_\_\_ at home an hour ago.

4. They \_\_\_\_\_ students last year.

5. The boy \_\_\_\_\_ young now.

6. The man \_\_\_\_\_ a boy in 1940.

7. She \_\_\_\_\_ at work now.

8. She \_\_\_\_\_ at work last week.

9. You \_\_\_\_\_ in the car yesterday.

10. \_\_\_\_\_ you at school now?

11. We \_\_\_\_\_ there two days ago.

12. We \_\_\_\_\_ not there now.

13. \_\_\_\_\_ he old now?

14. Yes. He \_\_\_\_\_ an old man now .

15. He \_\_\_\_\_ young 30 years ago.

16. He \_\_\_\_\_ a child 30 years ago.

17. They \_\_\_\_\_ new cars last year.

18. It \_\_\_\_\_ an old car now.

19. I \_\_\_\_\_ at home every day.

20. The animals \_\_\_\_\_ calm now.

21. They \_\_\_\_\_ angry yesterday.

22. My dog \_\_\_\_\_ large now.

23. It \_\_\_\_\_ small two years ago.

24. \_\_\_\_\_ you sick last week?

## LESSON 32 - SIMPLE PAST (YESTERDAY), QUESTIONS AND ANSWERS WITH 'BE'

**Prep: Cubes:**

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	? . ! ,	EVERY DAY YESTERDAY TOMORROW RIGHT NOW IF FOR	YES NO MAYBE
NOT AS THAN ALSO TOO	WHAT WHEN WHERE WHICH WHO/WHOM WHY			Customized Cubes:	,	WASN'T WEREN'T

Overhead transparencies of pages 122 and 123

Copies of pages 122 and 123 for each student

**Note:**

Check for understanding of 'every day' (simple present tense) and 'yesterday' (simple past). See Lesson 19 if necessary.

Use the thumbs-up sign for positive answers (Yes, I was.) and thumbs-down for negative (No, I was not.).

### 1. Teach the concepts:

Give students the cubes for the lesson and a copy of page 122.

Introduce the columns on page 122, and then work across each row on the page, building the sentences and saying them aloud. As in previous exercises, note that the information question (Who was I?) in the last column is answered by the statement in column one (I was a student.).

Point out the subject/verb reversal from statements to questions ('I was.' becomes 'Was I?') Also, show that there are only two contractions in the simple past form (wasn't and weren't) and both are negative. (In the simple present form of 'be', there are nine! See Lesson 20, page 69.)

Remind students that 'who' is used for questions about people and 'what' for things. However, 'what' is sometimes used for questions about occupations. For instance, 'What were you?' would be answered by 'I was a doctor.'.



## LESSON 32 - SIMPLE PAST (YESTERDAY), QUESTIONS AND ANSWERS WITH 'BE'

### 2. Conversation/games:

A. Give students all the cubes for the lesson. One player rolls the subject pronoun cube and builds as many 'yesterday' statements, questions and answers as possible from the word that turns up. For instance, if 'SHE' comes up, sentences such as 'She was a teacher.'...'Was she a teacher?'...'Yes, she was.'.... 'Who was she?...etc., can be formed. The noun cube can also be rolled and sentences built from it. (Do not roll both the subject pronoun and noun cubes at the same time, however.) Students write down the sentences, working together as a team or alone. Set time limits and keep score if you wish.

B. Substitute the noun cube with the adjective cube and repeat A.

YOUNG
OLD
BEAUTIFUL
ANGRY
CALM
UGLY

C. Bring back the noun cube and repeat A, using both an adjective and noun whenever possible.

D. Customize cubes with nouns and adjectives your students are learning. Keep the same color-coding (dark blue for words on the noun cubes, purple for adjectives). Repeat exercises A, B, and/or C

### 3. Written exercises:

Give page 123 to the students and tell them to work down column one first. The numbered sentences are in groups of five, and most groups use only one subject pronoun and its corresponding forms of 'be'. The exception is 'I' and 'You'. These two subject pronouns occur in the same group. Let students work alone or with others, using page 122 as a guide. Encourage them to help one another. Check answers together.

LESSON 32 - SIMPLE PAST (YESTERDAY), QUESTIONS AND ANSWERS WITH 'BE'			
'BE' Statements	'Yes/No' Questions	'Yes/No' Answers	Information Questions
<p>I was a <u>student</u>.</p> <p>You were a student.</p> <p>He was a student.</p> <p>She was a student.</p> <p>It was a car.</p> <p>We were students.</p> <p>You were students.</p> <p>They were students. They were cars.</p>	<p>Was I a student?</p> <p>Were you a student?</p> <p>Was he a student?</p> <p>Was she a student?</p> <p>Was it a car?</p> <p>Were we students?</p> <p>Were you students?</p> <p>Were they students? Were they cars?</p>	<p>Yes, I was. No, I <u>was not</u>. (<u>wasn't</u>)</p> <p>Yes, you were. No, you were not. (weren't)</p> <p>Yes, he was. No, he was not. (wasn't)</p> <p>Yes, she was. No, she was not. (wasn't)</p> <p>Yes, it was. No, it was not. (wasn't)</p> <p>Yes, we were. No, we were not. (weren't)</p> <p>Yes, you were. No, you were not. (weren't)</p> <p>Yes, they were. No, they were not. (weren't)</p>	<p>Who was I?</p> <p>Who were you?</p> <p>Who was he?</p> <p>Who was she?</p> <p>What was it?</p> <p>Who were we?</p> <p>Who were you?</p> <p>Who were they? What were they?</p>

# LESSON 32 - SIMPLE PAST (YESTERDAY), QUESTIONS AND ANSWERS WITH 'BE'

Write: was, were, not, wasn't, weren't

**Example:**

1. He was a bus driver.

2. Was he a bus driver?

3. Yes, he was .

4. No, he was not . (wasn't)

5. What was he?

6. She \_\_\_\_\_ at work last night.

7. \_\_\_\_\_ she at work?

8. Yes, she \_\_\_\_\_ .

9. No, she \_\_\_\_\_ .

10. Where \_\_\_\_\_ she last night?

11. It \_\_\_\_\_ a kitten a year ago.

12. \_\_\_\_\_ it a kitten a year ago?

13. Yes, it \_\_\_\_\_ .

14. No, it \_\_\_\_\_ .

15. What \_\_\_\_\_ it a year ago?

16. They \_\_\_\_\_ my friends in 1970.

17. \_\_\_\_\_ they your friends?

18. Yes, they \_\_\_\_\_ .

19. No, they \_\_\_\_\_ .

20. Who \_\_\_\_\_ they?

21. You \_\_\_\_\_ sick an hour ago.

22. \_\_\_\_\_ you sick an hour ago?

23. Yes, I \_\_\_\_\_ .

24. No, I \_\_\_\_\_ .

25. How \_\_\_\_\_ you an hour ago?

26. I \_\_\_\_\_ in bed 4 hours ago.

27. \_\_\_\_\_ you in bed 4 hours ago?

28. Yes, I \_\_\_\_\_ .

29. No, I \_\_\_\_\_ .

30. Where \_\_\_\_\_ you 4 hours ago?

## LESSON 33 - SIMPLE PAST (YESTERDAY), REGULAR VERBS

**Prep:** Cubes:

I  
YOU  
HE/SHE  
IT  
WE  
THEY

LOOK  
LOOKS  
LOOKING  
LOOKED  
TO LOOK  
LOOK

?  
.  
!  
,

EVERY DAY  
YESTERDAY  
TOMORROW  
RIGHT NOW  
IF  
FOR

DO  
DOES  
DID  
DOING  
TO DO  
DO

NOT  
AS  
THAN  
ALSO  
TOO

Customized  
Cube:

DON'T  
DOESN'T

Overhead transparencies of pages 126 and 127

Copies of pages 126 and 127 for each student

**Note:**

Pronunciation tips: Do this part after you have taught the formation of simple past.

When students say the past tense of regular verbs, they often pronounce the vowel sound [e] of the 'ed' ending. For example, they pronounce 'jumped' as two syllables [jum / ped] instead of the correct, one-syllable [jumpɪ]. (A syllable is one vowel sound .)

Teach:

- 1) The vowel 'e' in 'ed' is silent (no sound). (Write JUMP~~ED~~.)
- 2) The 'd' in 'ed' is pronounced two ways: [d] (voiced) and [t] (unvoiced). (See Note on page 107 about voiced and unvoiced consonants.)
- 3) If the consonant at the end of the main verb is voiced, the letter 'd' in 'ed' is also voiced [d], i.e., RAIN - RAIN~~ED~~[d].
- 4) If the consonant at the end of the main verb is unvoiced, the letter 'd' in 'ed' is also unvoiced [t], i.e., LOOK - LOOK~~ED~~[t].  
(The reason for this voiced/voiced, unvoiced/unvoiced pattern is that it's hard to switch quickly from voiced to unvoiced consonant and vice versa. Pronouncing 'looked' with an unvoiced [t] sound at the end is simply easier than switching to a voiced [d]. Try it yourself.)
- 5) Exception: If a regular verb ends in the letters 't' or 'd', the vowel 'e' in the simple past 'ed' ending IS pronounced (which creates an additional syllable), and the final 'd' is always voiced [d], i.e., 'need' becomes [nee / ded], 'want' becomes [wan / ted]

### 1. Teach the concepts:

Formation of the simple past is much easier than the simple present tense.

Give students the cubes for the lesson and a copy of page 126. Start by reviewing the concept of 'yesterday' (simple past) if necessary. Then show them:

- 1) Regular verbs add 'ed' or 'd' (looked, listened, rained, jumped, liked, loved).  
Most verbs are regular.
- 2) There is only one verb form in simple past (No 's' on 'he', 'she', or 'it' in the past).
- 3) Some verbs are not regular. 'Do' forms its past as 'did', not 'doed'.

Work through the page as usual, building the forms and saying the words aloud.

## LESSON 33 - SIMPLE PAST (YESTERDAY), REGULAR VERBS

### 2. Conversation/games:

- A. Give students all the cubes for the lesson. The first player rolls the subject pronoun cube and builds a positive and a negative 'yesterday' statement, i.e., 'I LOOKED.' and 'I DID NOT LOOK.'. The subject pronoun cube is passed to the next player and the process repeated. Students should realize after a few rounds that nothing changes except the subject pronoun. Help them if necessary by telling them to find 'I', 'YOU', 'HE', 'SHE', 'IT', 'WE', 'THEY'.
- B. Customize a verb cube (red ink) with 'WALK', 'WALKS', 'WALKED', 'CALL', 'CALLS', 'CALLED'. Repeat A, listening carefully for pronunciation of the verb endings (both 's' and 'd'). See pages 107 and 124 if necessary.
- C. Introduce the 'NEED/WANT' verb cube and repeat A, so that students get a chance to practice the sounded 'e', voiced 'd' exception. (See Note 5, page 124.)
- D. Oral. Make a list of regular verbs from stories you are reading. Write them on the board, and then write 'yesterday' and 'every day' off to the side. Pick a verb, and say 'yesterday' or 'every day'. The player who is 'up' first makes a positive statement and then a negative one. For example, if 'walk' is the verb, and 'yesterday' the time, the first statement would be, "He walked.", and the second, "He did not walk."

### 3. Written exercises:

Give page 127 to the students. Show them how to work back and forth across the two columns to answer the problems. Let them work alone or with others, using page 126 as a guide. Encourage students to help one another. Check answers together.

## LESSON 33 - SIMPLE PAST (YESTERDAY), REGULAR VERBS

<div> <div> VERB + ED = YESTERDAY (SIMPLE PAST)</div> <div>look + ed = looked (yesterday)</div> </div> <div> <div>VERB + D</div> <div>like + d = liked (yesterday)</div> </div>			
LOOK (REGULAR VERB)			
POSITIVE		NEGATIVE	
singular	plural	singular	plural
I LOOKED	WE LOOKED	I DID NOT LOOK	WE DID NOT LOOK
YOU LOOKED	YOU LOOKED	YOU DID NOT LOOK	YOU DID NOT LOOK
HE LOOKED	THEY LOOKED	HE DID NOT LOOK	THEY DID NOT LOOK
SHE LOOKED	THEY LOOKED	SHE DID NOT LOOK	THEY DID NOT LOOK
IT LOOKED	THEY LOOKED	IT DID NOT LOOK	THEY DID NOT LOOK

NO 'S' AFTER SIMPLE PAST VERBS

HE LOOKED~~S~~  
SHE DID~~S~~

### PRONOUNCIATION:

Vowel 'e' is silent.      LOOKED~~S~~      LISTENED~~S~~

Voiced consonant at end of verb--Voiced 'd' [d]

LISTEN ED    [li send]

Unvoiced consonant at end of verb--Unvoiced 'd' [t]

LOOK ED    [lookt]

Exception: Letter 't' or 'd' at end of verb (WANTED    NEEDED)

Vowel 'e' is sounded.

Letter 'd' at end is always voiced [d]    [wan ted]    [nee ded].

# LESSON 33 - SIMPLE PAST (YESTERDAY), REGULAR VERBS

Write the verb.

EVERY DAY	YESTERDAY
Example:	
1. He walks to school every day. →	1. He <u>walked</u> to school yesterday.
2. We <u>look</u> at our children. ←	2. We looked at our children.
3. She waits for her mother.	3. She _____ for her mother.
4. They do not work on Sundays.	4. They _____ not work on Sunday.
5. I need a job now.	5. I _____ a job last week.
6. Dad _____ every night.	6. Dad called last night.
7. She looks for Maria every Friday.	7. She _____ for Maria last night.
8. I _____ not like her cats.	8. I did not like her cats.
9. She does not like my dog.	9. She _____ not like my dog.
10. Dogs play with balls.	10. Dogs _____ with balls.
11. He does not listen.	11. He _____ not listen.
12. They _____ a child now.	12. They wanted a child a year ago.
13. You jump over the chair.	13. You _____ over the chair.
14. We jump in the lake.	14. We _____ in the lake.
15. I walk home every night.	15. I _____ home last night.
16. She _____ not walk at night.	16. She did not walk last night.

## LESSON 34 - SIMPLE PAST (YESTERDAY), 'HAVE' AND 'DO' VERBS

**Prep:** Cubes:

I YOU HE/SHE IT WE THEY	DO DOES DID DOING TO DO DO	HAVE HAS HAD HAVING TO HAVE HAVE	EVERY DAY YESTERDAY TOMORROW RIGHT NOW IF FOR	NOT AS THAN ALSO TOO	? : ! ,	Customized Cube:	DO DOES DID DIDN'T
--	---	---	--	----------------------------------	------------------	---------------------	-----------------------------

Overhead transparencies of pages 130 and 131

Copies of pages 130 and 131 for each student

**Note:**

The customized cube is for making negative statements with 'do' as a main verb, i.e., 'I did not do'.... 'I didn't do'.... (Two 'DO' cubes are necessary for this.)

### 1. Teach the concepts:

Remind students (write this on the board):

'Do' - Sometimes main verb, sometimes helping verb

Main verb: (I do my work. I do the dishes.) one verb (do)

Helping verb 'do':

Makes questions (Do I look?) two verbs (do, look)

Makes negatives (I do not look.) two verbs (do, look)

Give students the cubes for the lesson and a copy of page 130.

Work down column one together, pointing out that 'did' is the only simple past form (no 's' on 'he', 'she', 'it'). 'Did' doesn't change with any of the pronouns.

Next, work across the first three columns, starting with column one, 'I did', then moving to 'I did not do', and finally 'I didn't do'. Use thumbs-up for the positive statements and thumbs-down for negatives. Tell that 'I did not do' and 'I didn't do' are the same. Also, show that 'did' in column one is the main verb. In columns 2 and 3, 'did' and 'didn't' are helping verbs, and 'do' (the simple verb form) is the main verb. Note that the helping verb tells the time (yesterday) in the simple past (I did not do my work.) as well as the simple present (She doesn't do her work.) The main verb 'do' in these sentences does not tell time.

Ask students if 'do' is a regular verb. (Regular verbs add 'ed' or 'd' to the verb to form the simple past (walked, liked). 'Do' is IRREGULAR (not regular) because it does not add 'ed' to make the simple past. Instead of 'doed' (which would be regular), it becomes 'did'.

Repeat the above steps with columns four through six. 'Have', like 'do', is irregular, since it does not follow the regular verb formation rules, either.



## LESSON 34 - SIMPLE PAST (YESTERDAY), 'HAVE' AND 'DO' VERBS

### 2. Conversation/games:

- A. Give students all the cubes for the lesson (including the customized cube). The first player rolls the subject pronoun cube and builds a positive and a negative 'yesterday' statement, i.e., 'I DID', 'I DID NOT DO', or 'I HAD', 'I DID NOT HAVE'..., etc. The subject pronoun cube is passed to the next player and the process repeated. Students should realize after a few rounds that nothing changes in each form except the subject pronoun. Help them if necessary by telling them to find 'I', 'YOU', 'HE', 'SHE', 'IT', 'WE', 'THEY'. Make the 'have' and 'do' statements separately if mixing them is confusing.
- B. Make a list of irregular verbs on the board as follows (or verbs of your choice):

every day	yesterday
sleep, sleeps	slept
drive, drives	drove
fly, flies	flew
eat, eats	ate
go, goes	went
read, reads	read

Together, customize one or two cubes with these verb forms (two verbs to a cube) and make 'every day' and 'yesterday' statements ('I sleep everyday.'... 'He sleeps every day.'... 'I slept yesterday.'... 'I didn't sleep yesterday.', etc.). You can also do this orally if you wish, writing the statements on the board.

### 3. Written exercises:

Give page 131 to the students. Working down each column, they make past tense forms of the verbs in parentheses. Let them work alone or with others, using page 130 as a guide. Encourage students to help one another. Check answers together.

## LESSON 34 - SIMPLE PAST (YESTERDAY), 'HAVE' AND 'DO' VERBS

simple past (yesterday) positive statements, negative statements, and contractions

'Do'		'Do' negatives and contractions			'Have'		'Have' negatives and contractions	
I did	→	I did <u>not</u> do	→ I didn't do		I had	→	I did <u>not</u> have	→ I didn't have
You did		You did not do	You didn't do		You had		You did not have	You didn't have
He did		He did not do	He didn't do		He had		He did not have	He didn't have
She did		She did not do	She didn't do		She had		She did not have	She didn't have
It did		It did not do	It didn't do		It had		It did not have	It didn't have
We did		We did not do	We didn't do		We had		We did not have	We didn't have
You did		You did not do	You didn't do		You had		You did not have	You didn't have
They did		They did not do	They didn't do		They had		They did not have	They didn't have

# LESSON 34 - SIMPLE PAST (YESTERDAY), 'HAVE' AND 'DO' VERBS

Write the 'yesterday' form of the verb: had, did, looked, wanted, needed

**Example:**

(YESTERDAY - past)

1. (have) He had three teachers.
2. (do) She did not have dogs.
3. (do) They \_\_\_\_\_ their lessons.
4. (do) They \_\_\_\_\_ not work.
5. (need) She \_\_\_\_\_ a job.
6. (have) Dad \_\_\_\_\_ an old car.
7. (do) Mom \_\_\_\_\_ not like cats.
8. (want) I \_\_\_\_\_ to play.
9. (look) You \_\_\_\_\_ sad.
10. (do) We \_\_\_\_\_ not sing.
11. (want) It \_\_\_\_\_ some food.
12. (have) They \_\_\_\_\_ a house.
13. (do) We \_\_\_\_\_ not go there.
14. (do) I \_\_\_\_\_ the dishes.
15. (have) She \_\_\_\_\_ two friends.
16. (do) She \_\_\_\_\_ not walk home.

(YESTERDAY - past)

17. (look) He \_\_\_\_\_ happy.
18. (do) He \_\_\_\_\_ not look old.
19. (want) She \_\_\_\_\_ her mother.
20. (do) We \_\_\_\_\_ not work.
21. (have) I \_\_\_\_\_ a job.
22. (need) She \_\_\_\_\_ some water.
23. (want) It \_\_\_\_\_ a banana.
24. (do) It \_\_\_\_\_ not want an apple.
25. (have) He \_\_\_\_\_ three dogs.
26. (do) The dog \_\_\_\_\_ not like Maria.
27. (do) He \_\_\_\_\_ not do his work.
28. (need) They \_\_\_\_\_ their family.
29. (look) You \_\_\_\_\_ for Bob.
30. (do) We \_\_\_\_\_ our homework.
31. (have) I \_\_\_\_\_ a rabbit.
32. (do) She \_\_\_\_\_ not go for a walk.

## LESSON 35 - SIMPLE PAST (YESTERDAY), 'YES/NO' QUESTIONS AND ANSWERS

**Prep:** Cubes:

I YOU HE/SHE IT WE THEY	DO DOES DID DOING TO DO DO	HAVE HAS HAD HAVING TO HAVE HAVE	LOOK LOOKS LOOKED LOOKING TO LOOK LOOK	NEED NEEDS NEEDED WANT WANTS WANTED	EVERY DAY YESTERDAY TOMORROW RIGHT NOW IF FOR	NOT AS THAN ALSO TOO	? . ! ,
GO GOES WENT GONE TO GO GOING	YES NO MAYBE	Customized Cubes:				,	DO DOES DID DIDN'T

Overhead transparencies of pages 134 and 135

Copies of pages 134 and 135 for each student

**Note:**

Introduce 'go' if your students are unfamiliar with it. Do the simple present and past conjugations.

### 1. Teach the concepts:

Ask students how regular verbs form the past tense (verb + 'ed' or 'd').

Give students the cubes for the lesson and a copy of page 134.

Begin by working through columns one and two together. Start by saying, "Have' is a verb," and pointing to it in column one. Then move across to column two, pointing at 'have' and saying, "Had' is the past of 'have'." Ask if 'have' is regular. (Show them it is not, because it doesn't form the past tense by adding 'ed' to make 'haved'.) Also, point out that 'had' in column two is the main (m) verb, and that there is only one verb in the sentence. Proceed down the two columns in the same way. Note that all the verbs are regular except 'have', 'do', and 'go'.

Now return to the top of the page and repeat column two with column three. Show that the main verb in column two (had) becomes the simple verb form (have) in the question in column three and no longer tells time. The helping verb 'did' in column three makes the question and tells the time (past--yesterday). (Note that the letter 'm' stands for main verb, and 'h' stands for helping verb.) Work down these two columns together, helping your students understand that 'did' in column three does not change for any of the subject pronouns, and that the main verb changes to the simple form.

Return to 'have' at the top of column one and work together across the page, building the subject and verb forms and repeating the statement, question and answers for each verb.

Summarize by showing students that 'did' starts every 'yesterday' question, and answers every question (alone in the 'yes' answer and together with 'not' in the 'no' answer). Repeat, "Did, did, did...", and "Did not, did not, did not...", pointing at the words as you move down the individual columns.

## LESSON 35 - SIMPLE PAST (YESTERDAY), 'YES/NO' QUESTIONS AND ANSWERS

### 2. Conversation/games:

- A. Give students all the cubes for the lesson. Customize a comma cube. (Keep 'do' aside for making questions and answers unless you have customized a second 'do' cube.) The first player finds 'I' on the subject pronoun cube, picks a verb cube, builds, and writes sentences in the following format:

- |                              |   |
|------------------------------|---|
| 1) a 'yesterday' statement   | (I needed.)                             |
| 2) a 'yes/no' question       | (Did I need?)                           |
| 3) a 'yes' answer            | (Yes, I did.)                           |
| 4) a 'no' answer             | (No, I did not.)                        |
| 5) a 'no' contraction answer | (No, I didn't.) (Use customized cubes.) |

The following players repeat the process with 'you', 'he', 'she', 'it', 'we', 'they'. If possible, write the first 5 sentences on the board, and simply replace the subject pronouns as students rotate the subject pronoun cube, emphasizing that nothing else changes in the past tense.

- B. Oral. Draw the following columns on the board:

Who	Verbs		Where	When
I	go	went	home	yesterday
you	drive	drove	to school	last night
he	walk	walked	to the bank	a year ago
she	run	ran	to work	5 hours ago
it	hurry	hurried	to the beach	last month
we	skip	skipped	to the park	last year
they	race	raced	to the hospital	2 years ago

Explain new vocabulary words, and show students that the first word in the verb column is the 'verb' (simple form) and the second is the 'yesterday' (past) form. Students pick a word or phrase from each column and make:

- |                              |                                  |
|------------------------------|----------------------------------|
| 1) a 'yesterday' statement   | (I went to school last month.)   |
| 2) a 'yes/no' question       | (Did I go to school last month?) |
| 3) a 'yes' answer            | (Yes, I did.)                    |
| 4) a 'no' answer             | (No, I did not.)                 |
| 5) a 'no' contraction answer | (No, I didn't.)                  |

### 3. Written exercises:

Give page 135 to the students and tell them to work down column one first. The numbered sentences are in groups of five, and each group uses only one subject pronoun, one main verb (in parentheses) and 'did', 'did not', or 'didn't'. Let students work alone or with others, using page 134 as a guide. Check answers together.

**LESSON 35 - SIMPLE PAST (YESTERDAY), 'YES/NO' QUESTIONS AND ANSWERS**

verbs	'yesterday' statement	'yes/no' question	'yes' answer	'no' answer	contractions
<b>have</b>	<sup>m</sup> I <u>had</u> a car.	<sup>h</sup> Did I <u>have</u> a car? <sup>m</sup>	Yes, I did.	No, I did not.	No, I didn't.
<b>do</b>	<sup>m</sup> You <u>did</u> your work.	<sup>h</sup> Did you <u>do</u> your work? <sup>m</sup>	Yes, you did.	No, you did not.	No, you didn't.
<b>look</b>	He <u>looked</u> for a car.	Did he <u>look</u> for a car?	Yes, he did.	No, he did not.	No, he didn't.
<b>go</b>	She <u>went</u> in the car.	Did she <u>go</u> in the car?	Yes, she did.	No, she did not.	No, she didn't.
<b>need</b>	It <u>needed</u> a car.	Did it <u>need</u> a car?	Yes, it did.	No, it did not.	No, it didn't.
<b>want</b>	We <u>wanted</u> a car.	Did we <u>want</u> a car?	Yes, we did.	No, we did not.	No, we didn't.
<b>like</b>	You <u>liked</u> that car.	Did you <u>like</u> that car?	Yes, you did.	No, you did not.	No, you didn't.
<b>rent</b>	They <u>rented</u> a car.	Did they <u>rent</u> a car?	Yes, they did.	No, they did not.	No, they didn't.

# LESSON 35 - SIMPLE PAST (YESTERDAY), 'YES/NO' QUESTIONS AND ANSWERS

Write the 'yesterday' sentence.

Example:

1. (have) He had a new car.

2. Did he have a new car?

3. Yes, he did .

4. No, he did not .

5. No, he didn't .

6. (want) She \_\_\_\_\_ a ring.

7. \_\_\_\_\_ she \_\_\_\_\_ a ring?

8. Yes, she \_\_\_\_\_ .

9. No, she \_\_\_\_\_ .

10. No, she \_\_\_\_\_ .

11. (need) It \_\_\_\_\_ a bath.

12. \_\_\_\_\_ it \_\_\_\_\_ a bath?

13. Yes, it \_\_\_\_\_ .

14. No, it \_\_\_\_\_ .

15. No, it \_\_\_\_\_ .

16. (like) They \_\_\_\_\_ my friends.

17. \_\_\_\_\_ they \_\_\_\_\_ my friends?

18. Yes, they \_\_\_\_\_ .

19. No, they \_\_\_\_\_ .

20. No, they \_\_\_\_\_ .

21. (look) You \_\_\_\_\_ sick.

22. \_\_\_\_\_ you \_\_\_\_\_ sick ?

23. Yes, you \_\_\_\_\_ .

24. No, you \_\_\_\_\_ .

25. No, you \_\_\_\_\_ .

26. (go) I \_\_\_\_\_ to bed.

27. \_\_\_\_\_ I \_\_\_\_\_ to bed?

28. Yes, I \_\_\_\_\_ .

29. No, I \_\_\_\_\_ .

30. No, I \_\_\_\_\_ .

## LESSON 36 - SIMPLE PAST, QUESTIONS AND ANSWERS WITH 'HAVE'

**Prep: Cubes:**

I YOU HE/SHE IT WE THEY	DO DOES DID DOING TO DO DO	HAVE HAS HAD HAVING TO HAVE HAVE	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	EVERY DAY YESTERDAY TOMORROW RIGHT NOW IF FOR	? . ! ,	YES NO MAYBE
NOT AS THAN ALSO TOO	WHAT WHEN WHERE WHICH WHO/WHOM WHY	CUSTOMIZED CUBES:				,	DO DOES DID DIDN'T

Overhead transparencies of pages 138 and 139

Copies of pages 138 and 139 for each student

Classroom items: pens, pencils, books, erasers, cups, etc. (for games)

See B, page 10, for customizing.

### 1. Teach the concepts:

Give students the cubes for the lesson and a copy of page 138.

Students build the sentences and say them aloud as you work through the columns.

Work across page 138, reminding students that the verb in the statement 'I had' changes to 'have' in the 'yes/no' question ('Did I have?'). The 'X' in the 'yes/no' answer column indicates that there is no contraction for the 'yes' answers.

As usual, the information question in the last column ('What did I have?') is answered by the statement in column one ('I had a car.').

### 2. Conversation/games:

A. Give students all the cubes for the lesson.

Players roll the subject pronoun cube and the noun cube, and make as many 'yesterday' sentences as possible with the words that turn up and the other cubes. For example, if 'HE' and 'CAR' turn up, possible sentences are:

#### Statements

He had a car.  
He did not have a car.  
He didn't have a car.

#### Questions

Did he have a car?  
Did he not have a car?  
Didn't he have a car?  
What did he have?

#### Answers

Yes, he did.  
No, he did not.  
No, he didn't.  
Maybe he did.  
He had a car.

B. Replace the noun cube with the 'ANIMAL/ANIMALS/EGG...' noun cube, or customize a noun cube with three words of your choice (singular and plural forms). Repeat A above.

C. Using the noncount noun cube (FOOD/HELP/WATER...), repeat exercise A. Remind students that noncount nouns have no plural forms, and do not take 'a' or 'an'. (The correct statement using 'help' is 'I had help.', not 'I had a help.'.)



## LESSON 36 - SIMPLE PAST, QUESTIONS AND ANSWERS WITH 'DID' AND 'HAVE'

- D. Oral. Put a number of classroom items in front of your students. Player A chooses one or two items and makes a 'now' statement (i.e., "I have a pencil."). Player A gives the pencil to someone else, and then says, "I had a pencil."

Player B asks player A 'yes/no' questions ("Did you have a pen?...Did you have a pencil?") Player A answers each question as it's asked, saying, "No, I didn't." or "Yes, I did." as appropriate.

After "Yes, I did." is answered, Player B then asks the information question, "What did you have?" In this example, player A would answer, "I had a pencil."

It is helpful to write the following list on the board, and to model player A yourself the first time through.

- A) a 'now' (every day) statement (I have a pencil.)
- A) a 'yesterday' statement (I had a pencil.)
- B) 'yes/no' questions (Did you have a pen?)(Did you have a pencil?)
- A) 'yes/no' answers (No, I didn't.) ( Yes, I did.)
- B) an information question (What did you have?)
- A) a 'yesterday' statement (I had a pencil.)

Repeat the process with other items. Keep score for fun.

### 3. Written exercises:

Give page 139 to the students and tell them to work down the columns. The numbered sentences are in groups of five, and are all the same pattern:

1) 'yes/no' question; 2) 'yes' answer; 3) 'no' answer; 4) information question; 5) information answer. Encourage students to help each other. Check answers together.

**LESSON 36 - SIMPLE PAST, QUESTIONS AND ANSWERS WITH 'HAVE'**

'HAVE' Statements	'Yes/No' Questions	'Yes/No' Answers	Information Questions
<p>↓</p> <p>I had <u>a car</u>. I had <u>cars</u>.</p> <p>You had a car. You had cars.</p> <p>He had a car. He had cars.</p> <p>She had a car. She had cars.</p> <p>It had a car. It had cars.</p> <p>We had a car. We had cars.</p> <p>You had a car. You had cars.</p> <p>They had a car. They had cars.</p>	<p>Did I have a car? Did I have cars?</p> <p>Did you have a car? Did you have cars?</p> <p>Did he have a car? Did he have cars?</p> <p>Did she have a car? Did she have cars?</p> <p>Did it have a car? Did it have cars?</p> <p>Did we have a car? Did we have cars?</p> <p>Did you have a car? Did you have cars?</p> <p>Did they have a car? Did they have cars?</p>	<p>Yes, I did.                    X No, I did not.            No, I didn't</p> <p>Yes, you did.                X No, you did not.        No, you didn't.</p> <p>Yes, he did.                X No, he did not.        No, he didn't.</p> <p>Yes, she did.                X No, she did not.        No, she didn't.</p> <p>Yes, it did.                 X No, it did not.          No, it didn't.</p> <p>Yes, we did.                X No, we did not.        No, we didn't.</p> <p>Yes, you did.                X No, you did not.        No, you didn't.</p> <p>Yes, they did.                X No, they did not.        No, they didn't.</p>	<p>↓</p> <p><u>What</u> did I have?</p> <p>What did you have?</p> <p>What did he have?</p> <p>What did she have?</p> <p>What did it have?</p> <p>What did we have?</p> <p>What did you have?</p> <p>What did they have?</p>

# LESSON 36 - SIMPLE PAST, QUESTIONS AND ANSWERS WITH 'HAVE'

Write: have, had, did, didn't.

Example:

1. Did you have a car?

2. Yes, I did .

3. No, I didn't .

4. What did you have ?

5. I had a car.

6. \_\_\_\_\_ she \_\_\_\_\_ cats?

7. Yes, she \_\_\_\_\_ .

8. No, she \_\_\_\_\_ .

9. What \_\_\_\_\_ she \_\_\_\_\_ ?

10. She \_\_\_\_\_ cats.

11. \_\_\_\_\_ we \_\_\_\_\_ food?

12. Yes, we \_\_\_\_\_ .

13. No, we \_\_\_\_\_ .

14. What \_\_\_\_\_ we have?

15. We \_\_\_\_\_ food.

16. \_\_\_\_\_ they \_\_\_\_\_ dogs?

17. Yes, they \_\_\_\_\_ .

18. No, they \_\_\_\_\_ .

19. What \_\_\_\_\_ they have?

20. They \_\_\_\_\_ dogs.

21. \_\_\_\_\_ it \_\_\_\_\_ a bone?

22. Yes, it \_\_\_\_\_ .

23. No, it \_\_\_\_\_ .

24. What \_\_\_\_\_ it \_\_\_\_\_ ?

25. It \_\_\_\_\_ a bone.

26. \_\_\_\_\_ you \_\_\_\_\_ an animal?

27. Yes, I \_\_\_\_\_ .

28. No, I \_\_\_\_\_ .

29. What \_\_\_\_\_ you \_\_\_\_\_ ?

30. I \_\_\_\_\_ an animal.

## LESSON 37 - REVIEW: SIMPLE PRESENT, PAST, FUTURE, AND PRESENT PROGRESSIVE

**Prep: Cubes:**

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	LOOK LOOKS LOOKED LOOKING TO LOOK LOOK	DO DOES DID DOING TO DO DO	EVERY DAY YESTERDAY TOMORROW RIGHT NOW IF FOR	? . ! ,	YES NO MAYBE	NOT AS THAN ALSO TOO
--	--------------------------------------	---	---	--	------------------	--------------------	----------------------------------

Overhead transparency of page 142  
A copy of page 142 for each student  
See B, page 10 for customizing.

CUSTOMIZED  
CUBE:

,
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**Note:**

Use 'look' as the main verb for this review.

### 1. Teach the concepts:

For each of the four tenses in this review, students will build:

- 1) a 'yes' statement
  - 2) a 'no' statement
  - 3) a 'yes/no question
  - 4) a 'yes' answer
  - 5) a 'no' answer
- (I, you, he, she, it, we, they)
- ↓

Students build the sentences, say them aloud, and write them down. Use the time prompt cube in each sentence.

Start with the present tense (every day). For example:

- |                             |                              |                                |
|-----------------------------|------------------------------|--------------------------------|
| 1) I look every day.        | 1) You look every day.       | (Do all the subject pronouns.) |
| 2) I do not look every day. | 2) You do not look everyday. |                                |
| 3) Do I look every day?     | 3) Do you look every day?    |                                |
| 4) Yes, I do.               | 4) Yes, you do.              |                                |
| 5) No, I do not.            | 5) No, you do not.           |                                |

Continue with the simple past (I looked yesterday.), then the future (I will look tomorrow.), then the present progressive (I am looking right now.)

There will be 35 sentences for each verb tense for a total of 140 sentences!

**2. Conversation/games: ('Look' must be the main verb for both these games.)**

- A. Give students all the cubes for the lesson. Write 'EVERY DAY' and 'YESTERDAY' on two removable sticky labels. (See B, page 10.) Use these two labels to cover the 'IF' and 'FOR' faces on the time cube. Students roll the time cube and the subject pronoun cube and make statements, questions and answers for the tense that comes up ('EVERY DAY', 'YESTERDAY', 'RIGHT NOW', or 'TOMORROW'). For instance, if 'WE' and 'RIGHT NOW' turn up, the positive statement would be 'We are looking right now.'. Keep score for fun.
- B. Cover the 'TO LOOK' face of the 'look' verb cube with 'LOOKS'. Students roll the cube and rotate the other cubes to make as many statements, questions and answers as possible based on the form of 'look' that turns up. Be sure they change the time cube to match the conjugation. For example, if 'LOOKS' turns up, the positive statement would be 'She looks every day'.

**3. Written exercises:**

Give page 142 to the students. Tell them to look at the end of the sentence to determine the verb tense to use. Check answers together.

Write the verb

Examples:

1. (look) She looked at a new car yesterday.
2. (do) (walk) Does he walk home every night?
3. (will) (go) We will go to school tomorrow.
4. (be) (listen) I am listening to music right now.
5. (rent) We \_\_\_\_\_ a house every summer.
6. (do) (have) \_\_\_\_\_ she \_\_\_\_\_ cats a month ago?
7. (be) (talk) She \_\_\_\_\_ to her mother right now.
8. (look) You \_\_\_\_\_ happy last week.
9. (will) (drive) \_\_\_\_\_ they \_\_\_\_\_ to town next week?
10. (be) (call) \_\_\_\_\_ he \_\_\_\_\_ a doctor right now?
11. (do) (eat) \_\_\_\_\_ it \_\_\_\_\_ an egg every morning?
12. (need) I \_\_\_\_\_ some help a year ago.
13. (be) (do) They \_\_\_\_\_ their work at the moment.
14. (do) (talk) \_\_\_\_\_ he \_\_\_\_\_ to his teacher every week?
15. (cook) We \_\_\_\_\_ eggs for breakfast on Sundays.
16. (help) The girls \_\_\_\_\_ their father last night.
17. (do) (do) \_\_\_\_\_ she \_\_\_\_\_ the dishes an hour ago?