

ESOL Learning Centers Index: Supplemental Grammar Packet - Level 1

This grammar packet was designed to supplement the ESOLC curriculum and All-Star textbook series. It is an optional resource for teachers to use. Although the grammar topics below are presented in a suggested order, teachers can vary the order and teaching strategies as appropriate for their classes.

The table below displays a topic overview, along with All-Star references. The core pages contain topic details, while the last page presents additional grammar resources. Teachers may also want to refer to the Grammar Reference Guide on pages 169-174 of the L1 book for additional content.

Grammar Topic	Unit & Lesson	All Star pg.	All Star Wrkbk pg.
I. Alphabet	Pre-unit	2	
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- I. Alphabet: Identify vowels and consonants.
- II. Pronouns: word used in place of a noun (Example: Ted is 65. He is retired.)
- a. Subject pronouns: I, you, he, she, it, we, they. –
- Effective strategy for level 1:
 - Repetition- Demonstrate with a student. (Example: Bob is a student. **He** is a student.)
 - Point to a student and prompt class to assign correct subject pronoun.

III. Simple Present tense: verb tense representing the current time, not past or future

- Effective strategy for level 1:
 - Teach in correlation with subject pronouns; I have a book. He has a book. Point to a student with a book and prompt class to say "He/She has a book"
 - Grammar chants: begin each class with chants "I have, you have, he has, she has, it has, they have, we have.
 - Grammar Charts

Subject	Verb
I	Am
You, We, They	Are
He, She, It	Is

Make charts for commonly used verbs: have, live, go work,

IV. Yes/No Questions with Simple present: use **Do** and **Does** to ask simple present tense questions.

- Effective strategy for level 1:
 - Grammar Charts

Do verb	Subject	Main verb
Do	I, You, We, They	Work?
Does	He, She, It	Live ?

Yes	Subject	Do verb
Yes,	I, You, We, They	Do
Yes,	He, She, It	Does
No	Subject	Do verb + not
No,	I, You, We, They	Don't
No,	He, She, It	Doesn't

V. Negative Form of "be"

VI. Nouns: the name of a person, place or thing. (Examples: Joe, England, chair)

- a. Singular nouns: one object
- b. Plural nouns: indicating more than one
- c. Count nouns: things that are separate (you can count them). They have singular and plural forms. (Example: apple, apples)
- d. Non-count nouns: objects you cannot count because they are seen as one thing. They always take a singular verb.
 - Common non-count nouns: bread, coffee, sugar, rice, water, yogurt, fruit, milk, salt, meat, money, hair, time, paper, fun, snow, music...
 - Count nouns: slices of bread, cups of coffee, pieces of paper, and types of meat.
- e. Articles: when speaking about singular count nouns A vs. An can be introduced
 - A- article used when referring to singular count nouns beginning with a consonant.
 - An-article used when referring to a singular count noun beginning with a vowel.
 - The- article used when referring to plural nouns and definite subjects.

VII. Present Continuous/Present Progressive: to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

- Effective Strategy for teaching to level 1: with level 1 students it is not necessary to delve into the rules and spelling for present continuous. Focus on pronunciation of the "ing" and correct use.
 - Showing students actions: running, reading, standing, talking.
 - Grammar Chart

Subject	Be	Verb + ing
I	Am	Walking
He, She, It	Is	Living
You, We, They	are	Working

- Negative form: I am not working. Review contractions (I'm not working).

VIII. Simple Past Tense: a verb form used to express an action or state in the past (Example: You worked yesterday).

- Effective strategy for teaching to level 1: with level 1 students it is not necessary to delve into the rules and spelling for past tense. Focus on pronunciation of "-ed" and using the words correctly.
 - Emphasizing: "today I am in class" "Yesterday I was at home"
 - Begin with Simple Past tense of "be"

Subject	Be	Complement
I, He, She, It,	Was	a painter
We, You, they	were	cashiers.

- Give students irregular verb forms used frequently

IX. Yes/No questions with simple past: use **did** to ask simple past tense questions

- Effective strategy for teaching to level 1:
 - Ask student questions about their lives: Did you work yesterday? Did you go to school last year?
 - Grammar Chart

Did/Didn't	Subject	Present tense verb	Answer
Did	I, You, He, She, It, We, They	work	Yes, I did.
Didn't	I, You, He, She, It, We, They	work	No, I didn't.

X. Possessive Adjectives: an adjective expressing possession or ownership (Example: My book).

- Effective strategy for teaching to level 1:
 - Demonstrate with objects. My book, your book, his book, her book.
 - grammar chart with subject pronouns:

Subject Pronoun	Noun or Pronoun + complement	Possessive adjective + noun + complement
I	I have a book.	My book.
You	You have a book	Your book.
We	We have books.	Our books.
He	He has a book.	His book.
She	She has a book.	Her book.
It	It has books.	Its books.
They	They have books.	Their books.

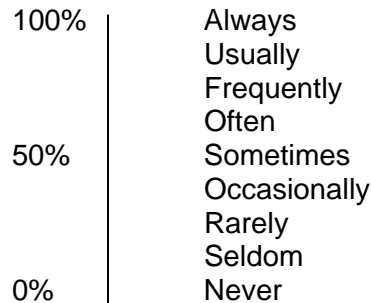
XI. Comparative Adjectives: word used to clarify the difference between two object/nouns. She is tall. He is *taller*. He is taller than her.

- Effective strategy for teaching to level 1: do not focus on rules and spelling in the comparative form, instead focus on pronunciation and correct use of comparative forms. Ensure that students understand that comparative adjectives indicate more or less.
 - Demonstration: have two students of different heights or hair lengths stand in front of class. (Jose is taller than Maria) (Jose's hair is shorter than Maria's).
 - Activity: students can compare pictures (clips from magazines).

XII. Adverbs of frequency: usually, sometimes, always, rarely, never.

➤ Effective strategy for teaching level 1:

- percentage chart



XIII. Prepositions of location: prepositions indicate relationships between objects. (on, over, above, next to, across from, behind, in front of, under.)

➤ Effective strategy for teaching to level 1:

- Demonstrate with a ball or objects. place objects around room and prompt students to say "on" or "under"
- Demonstrate with students: have 3 students stand (next to, behind....etc.) Prompt class to say "Enrique is **in front of** Jenny."

XIV. Wh-questions : Who, What, When, Where, Why (how much, how many). Who: person, What: object/idea/action, When: time, Where: place, Why: reason.

➤ Effective strategy for level 1: this topic may be too abstract for a level 1 student to comprehend. Quiz students about relevant information (to their lives or unit being covered)

- Example: Who is in your family? Where is English Class?

Other Grammar Resources

1. McGraw Hill- **Grammar Form and Function**.
 - a. Includes textbook and workbook with reproducible pages.
2. Thomson-Heinle- **Stand Out Grammar Challenge**
 - a. Levels available: **Basic, One, Two, Three**
 - b. Reproducible worksheets, most worksheets have a quick introduction to the topic and some sort of chart and followed by two activities.
3. Heinle & Heinle Publishers- **Grammar in Action**
 - a. Classroom activities and worksheets.
4. Oxford University Press-**Oxford Practice Grammar**
 - a. Very comprehensive. Each unit consists of an explanation of the grammar topic and is followed by practice exercises.
5. Longman Publishing-**Grammar to Go 1, 2, 3**
 - a. In a workbook format. Little explanation of grammar topics but easy to understand exercises.
6. Heinle ELT- **Grammar in Context**
 - a. Provides short explanation and 2-3 exercises per grammar topic. Very comprehensive as well, covering many grammar topics.