

AUXILIARY VERBS

may, must, might

OBJECTIVE:

MATERIALS:

Language Development Practice, pp. 94-96



	Introduce the Concept	Model the Skill
I Do	<p>Remind students that an auxiliary or helping verb gives a special meaning to the action described in the main verb. Explain that <i>should</i>, <i>could</i>, <i>would</i> are also auxiliary verbs.</p> <p>Tell students that <i>should</i> refers to a recommended future action, <i>could</i> refers to a possible future action, and <i>would</i> refers to an unlikely future action.</p>	<p>Write and Read:</p> <ul style="list-style-type: none"> • I <i>should</i> leave early. • I <i>could</i> leave early. • I <i>would</i> leave early. <p>Point to and circle the auxiliary verbs as you paraphrase each sentence.</p> <ul style="list-style-type: none"> • <i>Leaving early is recommended. Leaving early is possible. Leaving early is unlikely.</i> <p>Repeat the exercise with the following sentences:</p> <ul style="list-style-type: none"> • Sun Lee <i>should/could/would</i> study for the test. • The team <i>should/could/would</i> practice.
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • Jake goes upstairs. (<i>recommended</i>) • How would you rewrite this sentence to show the mood in parentheses? • Have a volunteer rewrite the sentence using the correct auxiliary verb. (<i>Jake should go upstairs.</i>) <p>Repeat with the following sentences:</p> <ul style="list-style-type: none"> • Raoul has more ice cream. (<i>possible</i>) • January digs in the garden. (<i>unlikely</i>) 	<p>Students may have difficulty understanding when to use <i>would</i> and <i>could</i>. Help them understand that <i>could</i> implies the action is likely, while <i>would</i> implies the opposite. Give them these examples:</p> <ul style="list-style-type: none"> • I <i>could</i> organize a party very easily. • I <i>would</i> organize a party, but I am very busy. <p>Go over the difference in emphasis between <i>could</i> and <i>would</i> in these sentences.</p>
	Oral Practice	Written Practice
You Do		



	Introduce the Concept	Model the Skill
I Do	<p>Review the present tense with students. Explain that the present progressive tense combines a present-tense form of <i>to be</i> with the <i>-ing</i> form of the main verb. The present progressive tense describes what is happening now, at this exact moment. Demonstrate by sitting down.</p> <ul style="list-style-type: none"> • <i>I am sitting down.</i> 	<p>Write and Read:</p> <ul style="list-style-type: none"> • present tense of "to be" + [verb]-ing <p>Examples:</p> <ul style="list-style-type: none"> • <i>I write.</i> → <i>I am writing.</i> • <i>You take notes.</i> → <i>You are taking notes.</i> • <i>The present progressive tense has two parts: the present tense of to be plus the -ing form of the main verb. The present progressive tense tells what is happening right now, at this moment.</i>
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Cynthia goes to class.</i> • <i>How do I write this in the present progressive?</i> <p>Have a volunteer cross out <i>goes</i> and write <i>is going</i>.</p> <ul style="list-style-type: none"> • <i>What is the difference between the two sentences?</i> (One tells about Cynthia's everyday habit. The other is happening right now as we say the sentence.) <p>Repeat with the following sentences:</p> <ul style="list-style-type: none"> • <i>Anjuli feeds the goats.</i> • <i>Paco cooks breakfast.</i> • <i>We watch the movie.</i> 	<p>If students have trouble...</p>

OBJECTIVE:

- Understand and use the past progressive tense.



Introduce the Concept		Model the Skill									
I Do	<p>Explain that a pronoun is a word that is used in place of a noun. A personal pronoun is used to replace the name of a person. Personal pronouns can be used to name yourself; a person you are talking to; or a person outside the conversation.</p> <ul style="list-style-type: none"> • <i>To refer to the self, say I.</i> • <i>To refer to the person being addressed, say you.</i> • <i>To refer to another person, say he or she.</i> <p>Demonstrate by pointing to yourself and saying <i>I</i>. Point to a female student and say <i>she</i>. Point to a male student and say <i>he</i>.</p>	<p>Display the following chart:</p> <table border="1"> <thead> <tr> <th colspan="2">Personal Pronouns Singular</th> </tr> </thead> <tbody> <tr> <td>first person</td> <td>I</td> </tr> <tr> <td>second person</td> <td>you</td> </tr> <tr> <td>third person</td> <td>he, she</td> </tr> </tbody> </table> <p>Review the meaning of each pronoun:</p> <ul style="list-style-type: none"> • <i>I refers to the self. It is always capitalized.</i> • <i>You refers to a person being directly addressed.</i> • <i>She refers to a girl or woman not being directly addressed. He refers to a boy or man not being directly addressed.</i> 		Personal Pronouns Singular		first person	I	second person	you	third person	he, she
	Personal Pronouns Singular										
first person	I										
second person	you										
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Interactive Examples		Corrective Feedback									
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Karen goes to the gym.</i> • <i>Which word should I replace with a personal pronoun? (Karen) Which pronoun should I use? (She)</i> <p>Have a volunteer write the new sentence. €)</p> <p>Repeat for the following sentences:</p> <ul style="list-style-type: none"> • <i>Bill likes to bake bread.</i> • <i>Bruno and Sylvie washed the car.</i> 	<p>Many students will already be accustomed to using pronouns; these are among the first English words they learned. Point out the difference in the use of <i>she</i> and <i>her</i> if they misuse them. Work with them to clarify that it is not always necessary or useful to substitute a pronoun for a proper noun"; like proper nouns, it is always written with a capital letter.</p>									
	Oral Practice		Written Practice								
You Do	<p>Have students explain whom each underlined pronoun refers to.</p> <ul style="list-style-type: none"> • <u>I</u> like walking the dog. • <u>You</u> are late for school. • <u>He</u> broke TJ (lass)20(.)TJ T* [(• 39 -1.t c)35(aught in the r)40.2(ain.)TJ ET /GS4 gs BT 10.5 0 0 										







	Introduce the Concept	Model the Skill
I Do	Remind students that most pronouns are used to refer to specific people, animals,	

OBJECTIVE:



	Introduce the Concept	Model the Skill				
I Do	<p>Review possessive nouns with students. Explain that you can use a possessive pronoun to replace a possessive noun to show what someone owns. There are singular and plural possessive pronouns. Demonstrate by holding up a book.</p> <ul style="list-style-type: none"> • <i>This is the teacher's book. This is my book.</i> <p>Gesture to indicate the classroom.</p> <ul style="list-style-type: none"> • <i>This classroom is where we work and study. This is our classroom.</i> 	<p>Display the following chart:</p> <table border="1"> <thead> <tr> <th>Singular Possessive Pronouns</th> <th>Plural Possessive Pronouns</th> </tr> </thead> <tbody> <tr> <td>my, mine your, yours his, her, hers, its</td> <td>our, ours your, yours their, theirs</td> </tr> </tbody> </table> <p>Explain that there are two ways to use a possessive pronoun to show belonging to. For each way, we use a different form. Write and read:</p> <ul style="list-style-type: none"> • This is my book. This book is mine. • This is your book. This book is yours. 	Singular Possessive Pronouns	Plural Possessive Pronouns	my, mine your, yours his, her, hers, its	our, ours your, yours their, theirs
Singular Possessive Pronouns	Plural Possessive Pronouns					
my, mine your, yours his, her, hers, its	our, ours your, yours their, theirs					
	Interactive Examples	Corrective Feedback				
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • George's jacket is the blue one with the letter on it. • What is the possessive noun? (George's) What possessive pronoun can I use to replace it? (His) <p>Have a volunteer write the new sentence. (<i>His jacket is the blue one with the letter on it.</i>)</p> <p>Repeat for the following sentences:</p> <ul style="list-style-type: none"> • Stephanie's sweater is a beautiful color. • We can use the library's computer to do our research. 	<p>Point out that <i>your</i> and <i>yours</i> do not change form in the plural. Context shows whether <i>your</i> or <i>yours</i> is singular or plural. Remind students that possessive pronouns, unlike possessive nouns, do not have apostrophes. You may have to repeat this rule several times. Post it in the classroom as a constant reminder.</p> <p>If students make the very common mistake of using <i>it's</i> as a possessive pronoun, write on the board: IT'S = IT IS.</p>				
	Oral Practice	Written Practice				
You Do	<p>Have students replace the possessive nouns with appropriate possessive pronouns.</p> <ul style="list-style-type: none"> • The doctor's coat is in the closet. • My cat's bed is a soft cushion. • I used the neighbors' new computer. • Sara's umbrella got broken. 	<p>Provide each student with a copy of Practice pages 118-120 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>				