

# The Essential English 500

Teaching Curriculum

An Accelerated English Course



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Welcome to the “Essential English 500” curriculum!

The following curriculum was designed to enable conversation and proper English communication as quickly as possible by focusing on the 500 most frequently used words and the easiest to learn grammar in the English language, structured in a way that is easy to learn (and teach).

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The “Essential English 500” curriculum achieves this goal using 4 units structured as follows

**Unit 1:** Speaking about the present and asking questions

**Unit 2:** Speaking about the past

**Unit 3:** Speaking about the future and using the “finer parts of English speech”

**Unit 4:** Empowering conversation with situation specific vocabulary

By the end of the 4 units, students will be able to comfortably speak in the past, present, and future in most common situations and will have covered all 500 of the “essential words”.

### **How should you start using this curriculum?**

Take it slow. We recommend 1 to 2 lessons per class (depending on the students’ collective English knowledge) but don’t move forward to a new lesson until the lesson concepts have been retained. Be sure to do the lessons in order, as the “lesson concepts” build on each other.

### **In each class:**

1. Start class with a game or warmup to lightly introduce new words and get the energy up – we list recommendations for fun games and warmups at the end of each lesson and provide a list of ideas and game explanations at the end of this book
2. Review the major concepts and important vocabulary from the previous class
3. Introduce the new concepts highlighted for the current lesson
4. Introduce the vocabulary provided at the end of each lesson, providing the definition and tips for proper use.
5. Encourage speaking through sentence formation and conversation. Let students form sentences (even if incorrect) and avoid interrupting them. If correction is necessary, do so by repeating back the proper sentence, not by interrupting

If you have any questions about this guide, the content and concepts, or ideas on teaching English, feel free to email Stephen or Carlos at

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That’s it! Good luck teaching!

## Unit 1: Speaking about the Present

Unit	Concepts of Focus
1	<ul style="list-style-type: none"><li>• Present Simple Tense</li><li>• The infinitive</li><li>• The Top 5 essential verbs in simple present (to need, to be, to have, to go, to do)</li><li>• Pronouns</li><li>• Possessive Pronouns</li><li>• Basic Interrogative Words (who, what, where, when, why, how)</li></ul>

### Unit Learning Objectives:

- (Lesson 1.1) Conjugation of regular verbs for the present simple tense ( I go, I am)
- (Lesson 1.1) Conjugation of the verb “To Be” conjugated for simple present tense
- (Lesson 1.1) Pronouns (I, you, he, etc.) and possessive pronouns (my, your, his, etc.)
- (Lesson 1.1 & 1.2) Primary interrogative words (who, what, when, where, why, how, which)
- (Lesson 1.1) Basic vocabulary words (colors, numbers, days, and times)
- (Lesson 1.2) Simple present tense of the 5 most commonly used verbs and irregular verbs(to need, to be, to have, to go, to do)
- (Lesson 1.3) Forming questions using “are/is” and “do/does”
- (Lesson 1.4) Forming the present participle using the verb “to be” + the participle (-ing) of a verb

### Lesson 1.1

Lesson	Concepts of Focus
1.1	<ul style="list-style-type: none"> <li>• Simple present tense for regular verbs</li> <li>• The verb “to be”</li> <li>• Pronouns</li> <li>• Introduction to who, what, where, when why, how</li> </ul>

#### Lesson Learning Objective:

- (Lesson 1.1) Pronouns (I, you, he, etc.) and possessive pronouns (my, your, his, etc.)
- (Lesson 1.1) Conjugating regular verbs for the present simple tense
- (Lesson 1.1) Conjugating the verb “To Be” for present simple tense ( I am, you are, etc.)
- (Lesson 1.1) The primary interrogative words (who, what, when, where, why, how, which)

#### Concept 1: Pronouns

**Definition of a Pronoun:** A word that is used in place of the name of a person or object

The following chart lists pronoun forms for the various parts of a sentence

Personal Pronouns (Subject Form)	Possessive Adjectives	Personal Pronouns (Object Form)
I You He She They We It		

#### Concept 2: Possessive adjectives

**Definition of a possessive adjective:** Words that specify who an object (or person) belongs to

**How a possessive adjective is used:**

Possessive adjectives are used immediately before the nouns (that they modify) to indicate possession

The following chart lists pronoun forms for the various parts of a sentence

Personal Pronouns (Subject Form)	Possessive Adjectives	Personal Pronouns (Object Form)

I	My	
You	Your	
He	His	
She	Hers	
They	Their	
We	Our	
It	Its	

**Example sentences:**

- That is **his** water
- Where is **my** money
- We are going to **your** house

**Concept 3: Present simple tense conjugation of regular verbs**

**Definition of the Present Simple Tense:**

- The present simple tense is most commonly used when an action happens regularly or habitually for most verbs, such as “I run every morning” or “I start work at 8:00AM each day”
- For some verbs (to be, to need, to want, etc.) present simple tense is used to communicate something happening right now

**How to form the present simple tense with regular verbs and most irregular verbs:**

- For he, she, it, ad “s” to the end of the base of the verb (the base of the verb is the infinitive without “to”)
- For verbs ending in a vowel, for he, she, it, add “es” to the end of the verb

**Examples:**

To Want			
	Present	Past	Future
<b>I</b>	I want		
<b>You</b>	You want		
<b>He</b>	He want <u>s</u> (add “s”)		
<b>She</b>	She want <u>s</u> (add “s”)		
<b>It</b>	It want <u>s</u> (add “s”)		
<b>They</b>	They want		
<b>We</b>	We want		

**Example Verbs to Cover in Simple Present Tense:**

- To want
- To look
- To like
- To need

#### **Concept 4: Common Irregular Verbs in the Present Simple Tense**

There are only 4 common irregular verbs in the present tense. They are:

- To Be
- To Do (adds “es” instead of just “s” for he, she, and it)
- To Have
- To Go (adds “es” instead of just “s” for he, she, and it)

**(To Do, to have, and to go will be covered in the next section)**

#### **Conjugation of the verb “To Be” for the present simple tense**

“To Be” is the most commonly used verb and has an irregular conjugation in the present and past tenses. The verb and its conjugation should be memorized early

The Present tense conjugation for “to be” is provided below:

<b>1. To Be</b>			
	<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>I</b>	I <u>am</u>		
<b>You</b>	You <u>are</u>		
<b>He</b>	He <u>is</u>		
<b>She</b>	She <u>is</u>		
<b>It</b>	It <u>is</u>		
<b>They</b>	They <u>are</u>		
<b>We</b>	We <u>are</u>		

#### **Concept 5: Primary interrogative words**

Questions in English are commonly formed by voice inflection, using the verbs “to do” or “to be” and altering word order, or by using the 6 interrogative words below. The use of “to do” and “to be” for forming questions will be covered later.

- **Who** – Question word used to ask **which person** or people
- **What** – Question word asking information to **specify something**
- **When** – Question word asking “at what **time**”
- **Where** – Question word asking the **location** of something

- **Why** – Question word asking the reason or logic behind something
- **How** – Question word asking about the way, manner, condition, or quality of something
- **Which** – Question used to identify the item or person in an identified group or pair

These words are being introduced to facilitate learning. An in-depth review of the words for forming questions will be done later

### **Concept 6: Colors**

- Black
- Purple
- Blue
- Green
- Yellow
- Orange
- Red
- Black
- Gold
- Silver
- Clear

### **Concept 7: Numbers**

- 1 -20
- Counting by 10s from 20
- 100
- 1000
- 1,000,000
- Forming numbers: Phrased from the largest number to the smallest

### **Concept 8: Days**

- Monday through Sunday
- *Note: the assumed starting day of the week (e.g., Sunday, Monday) varies by language and culture*

### **Concept 9: Months**

- January through December
- *Note: the assumed starting month of the year (e.g., January) varies by language and culture*

**Concept 9: Times**

- “O’clock”
- Hour + Minute (e.g., 6:30)
- AM
- PM
- Quarter past...
- Quarter ‘til...
- Half past...

**Recommended Warm-Ups, Games, and Teaching Aids:**

- Warmups & Games:
  - Pictionary
  - Charades
  - Continuous story
  - Catch Phrase

<b>Lesson 1.1 Essential Vocabulary</b>			
<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Other</b>
To Have **	<b>Time</b>		
To Be **	Night		
To Do**	Day		
To Want	Morning		
To Use	Evening		
To Say**	Year		
To Write	Week		
To Make	Month		
To See**	Minute		
To Look	Hour		
To Go **	Way		
To Come **	Thing		
To Do **	Sound		
Do Not / Don't	Color		
	Number		
	Water		
	Side		
	Work		
	Part		
	Place		
	Name		
	Form		
	Help		
	Line		
	Cause		
	Air		

	End Money Credit Nothing Bank		
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## Lesson 1.2

Lesson	Concepts of Focus
1.2	<ul style="list-style-type: none"><li>• The infinitive</li><li>• Simple present of the 5 most essential verbs (to need, to be, to have, to go, to do)</li><li>• Common irregular verb conjugations</li><li>• In depth review of who, what, where, when why, how</li></ul>

### Lesson Learning Objectives:

- (Lesson 1.2) The infinitive of a verb (“to go”)
- (Lesson 1.2) The base of a verb (“go”)
- (Lesson 1.2) Present tense (Present Simple) of the 5 most commonly used verbs (to need, to be, to have, to go, to do)
- (Lesson 1.2) Students will have a basic understanding the primary interrogative words (who, what, where, when, why, how)

## Concepts

### Concept 1: The Infinitive and the Base of the Verb

- **The Infinitive of a verb:** The form of the verb that does not specify the doer (subject) or when the action occurred (tense). The infinitive is “To + the base of the verb” (e.g., to use, to like, to need).

The infinitive is important to understand as it is used to form other phrases in English, such as “I have *to go* to school” or “I need *to visit* the doctor.”

- **The base of a verb:** The simplest, root form of the verb (e.g., use, like, need). The base of the verb is commonly the infinitive without “to”

### Review: Review the simple present tense conjugation for the verb “to need”

### Concept 2: Simple present tense conjugation of verbs with irregular present tense conjugations

There are 4 commonly used verbs that have irregular conjugations in the present simple tense

- **To Be (Review – this was reviewed already in the previous lesson)**
- **To Go**
- **To Do**

- **To Have**

The verb “to be” has the most irregular simple present tense conjugation. The remainder of the irregular present tense verbs simply require adding an “s” sound, sometimes written as “es”, and in the case of “to have” require removal of the “v” to form “has”.

The guideline to provide students is *for he, she, or it in simple present tense, just add the “s” sound.*

The following 4 verbs are the most commonly used verbs with irregular simple present tense conjugations

1. To Be			
	Present	Past	Future
I	I <u>am</u>	I <u>was</u>	I <u>will</u> be
You	You <u>are</u>	You <u>were</u>	You <u>will</u> be
He	He <u>is</u>	He <u>was</u>	He <u>will</u> be
She	She <u>is</u>	She <u>was</u>	She <u>will</u> be
It	It <u>is</u>	It <u>was</u>	It <u>will</u> be
They	They <u>are</u>	They <u>were</u>	They <u>will</u> be
We	We <u>are</u>	We <u>were</u>	We <u>will</u> be
<b>Participle:</b> Being			
<b>Participle Example:</b> Are you interested in being a teacher?			

2. To Go			
	Present	Past	Future
I	I go	I <u>went</u>	I <u>will</u> go
You	You go	You <u>went</u>	You <u>will</u> go
He	He <u>goes</u>	He <u>went</u>	He <u>will</u> go
She	She <u>goes</u>	She <u>went</u>	She <u>will</u> go
It	It <u>goes</u>	It <u>went</u>	It <u>will</u> go
They	They go	They <u>went</u>	They <u>will</u> go
We	We go	We <u>went</u>	We <u>will</u> go
<b>Participle:</b> Going			
<b>Participle Example:</b> We are going to the house.			

3. To Have			
	Present	Past	Future
I	I have	I <u>had</u>	I <u>will</u> have
You	You have	You <u>had</u>	You <u>will</u> have
He	He <u>has</u>	He <u>had</u>	He <u>will</u> have

<b>She</b>	She <u>has</u>	She <u>had</u>	She <u>will</u> have
<b>It</b>	It <u>has</u>	It <u>had</u>	It <u>will</u> have
<b>They</b>	They have	The <u>had</u>	They <u>will</u> have
<b>We</b>	We have	We <u>had</u>	We <u>will</u> have
<b>Participle:</b> Having			
<b>Participle Example:</b> He is having problems in his kitchen			

**Concept 3: To Do (simple present conjugation) – solely for expressing actions, not for formulating questions**

The verb “To Do” has two uses:

1. Expressing completion of an action in a statement
2. Formulating a question about the completion of an action

To simplify the explaining of “To Do” emphasize that the conjugation (and information) that follows solely applies to expressing actions in the present.

Also explain that using the verb “to do” and altering the word order of sentence in order to create a question will be covered later, so, this is the first of 2 concepts for “to do”

<b>3. To Do</b>			
	<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>I</b>	I do	I <u>did</u>	I <u>will</u> do
<b>You</b>	You do	You <u>did</u>	You <u>will</u> do
<b>He</b>	He <u>does</u>	He <u>did</u>	He <u>will</u> do
<b>She</b>	She <u>does</u>	She <u>did</u>	She <u>will</u> do
<b>It</b>	It <u>does</u>	It <u>did</u>	It <u>will</u> do
<b>They</b>	They do	They <u>did</u>	They <u>will</u> do
<b>We</b>	We do	We <u>did</u>	We <u>will</u> do
<b>Participle:</b> Doing			
<b>Participle Example:</b> <u>You are doing</u> your homework			

**Recommended Warm-Ups, Games, and Teaching Aids:**

- Warmup:
  - 21 Questions
  - Pictionary
  - Charades
  - Continuous story
  - Catch Phrase
  - Family Feud

Lesson 1.2 Essential Vocabulary			
Verbs	Nouns	Adjectives	Other
To Know **	<b>Home</b>	<b>Basics</b>	Of
To Like	House	This	To
To Dislike	Apartment	That	In
To Call	Door	Their	For
May	Room	Some	On
To Find **	Kitchen	Other	From
To Work	Bathroom	Only	<i>(See lesson 4.2 for definition and examples)</i>
To Take	Table	Every	
To Get **	Chair	Just	
To Make**	Bed	<b>Comparing</b>	
To Live	Hand	Like	
To Show	Port	Same	
To Give**	Act	Different	
To Think**		Best	
To Help		Better	
To Turn		Best	
To Cause		Bad	
To Mean		Worse	
		Worst	
		Which	

### Lesson 1.3

Lesson	Concept of Focus
1.3	<ul style="list-style-type: none"><li>Forming questions using the verbs “to be” and “to do” (e.g., are you..., do you...)</li></ul>

#### Lesson Learning Objective:

- (Lesson 1.3) Forming questions using “are/is” and “do/does”

### Concepts

#### Concept 1: Question formulation by changing word order

A question can be formed using the conjugated form of “to be” or “to do” for the subject (the doer) in the sentence.

When asking questions, “to be” and “to do” are used as auxiliary or helper verbs.

The question is formed by adding the appropriate auxiliary verb to the beginning of a sentence followed by the subject (the doer) the conjugated verb or object

#### Forming the question using are or do

Is/Are + subject (doer) + conjugated verb or participle

- Is he feeling well?
- Is the man happy?
- Are they smart people?

Do/Does + subject (doer) + conjugated verb

- Do you want to come with us?
- Does she think my mother is nice?

#### Guidelines for deciding between “Is/Are” and “Do/Does”

- If you are asking about someone’s state or using an “-ing” word in the question, use “is/are”
- If you are asking about someone performing an action or some action taking place (without the -ing word) use “do/does”.

#### Example Questions

- Do I need** money for the movie tonight?
- Do you want** to go to the restaurant for dinner?
- Does she sing** well?

- **Are they** happy?
- **Am I working** tomorrow?
- **Is he cooking** right now?

*Note: Sometimes when formulating questions “Are” is used with -ing words that appear to be verbs but are in fact nouns or adjectives based on their position in a sentence relative to other words and phrases*

**Recommended Warm-Ups, Games, and Teaching Aids:**

- Warmups & Games:
  - 21 Questions
  - Pictionary
  - Charades
  - Continuous story
  - Catch Phrase
  - Family Feud

Lesson 1.3 Essential Vocabulary			
Verbs	Nouns	Adjectives	Other
To Move	<b>People</b>	<b>Explaining Time &amp; Frequency</b>	As
To Tell**	Person	Early	At
To Set	Man/Men	Late	From
To Want	Woman/Women	Usual	By
To Play	Boy	<b>Describing People</b>	Out
To End	Girl	Young	<i>(See lesson 4.2 for definition and examples of prepositions)</i>
To Put**	Child	Fat	
To Read**	Change	Skinny	
To Spell	Picture	Mean	
To Add	Animal	Nice	
To Follow	Family	Angry	
To Act	Mother	Happy	
To Ask	Father	Sad	
To Change	Sister	Smart	
	Brother	Stupid	
	Aunt	Tall	
	Uncle	Short	
	Cousin	Kind	
	Grandmother	Cruel	
	Grandfather	Ready	
	Friend	Beautiful	
	Enemy	Ugly	
	Group	Strong	
	Individual		

	Age Love Hate Weight Height	Weak Special	
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## Lesson 1.4

Lesson	Concept of Focus
1.4	<ul style="list-style-type: none"><li>Forming the Present Participle of a Verb (To be + “-ing”)</li></ul>

### Lesson Learning Objectives:

- (Lesson 1.4) Forming the present participle using the verb “to be” + the participle (-ing) of a verb

## Concepts

### Concept 1: Forming and using the present participle or Present Tense -Progressive Form (-ing) of a verb (I am running)

#### What is the Present Participle (-ing form) of a verb

The “Present Participle” or “Present Tense - Progressive Form” is the “-ing” form of the verb that communicates something is happening continuously, in the present (e.g., running, jumping, playing).

Note that in sentences, the present participle (“ing” word) can become a noun or an adjective, depending on its usage

#### How to form the past present participle from the infinitive or base of a verb

- From the infinitive, remove “to” and add “ing” to the verb → this applies for all pronouns
- Example
  - “To run” becomes “running” (run + ing)
  - “To go” becomes “going” (go + ing)
  - “To watch” becomes “watching” (watch + ing)
  - “To try” becomes “trying” (run + ing)
  - “To build” becomes “building” (go + ing)
  - “To stand” becomes “standing” (watch + ing)

#### How to use the present participle

- Use the verb “To Be” conjugated for the subject (doer) of the sentence immediately followed by the verb expressed in the present participle
- Examples of the present participle used with the verb “to be”**
  - I am running right now through my city
  - She is cooking dinner
  - They are watching a movie
  - We are trying to learn English

- They are building their own house
- I am standing in line at the hospital

**Why is the present participle worth learning?**

- Because the present participle (I am running) is more commonly used to express what is happening right now than the simple present (“I run”) because it communicates that events are occurring in the present moment instead of routinely
- Forming a sentence with the present participle is easy, as long as you remember the conjugations of “To Be” for simple present and how to add “ing”

**Recommended Warm-Ups, Games, and Teaching Aids:**

- Warmups & Games:
  - 21 Questions
  - Pictionary
  - Charades
  - Continuous story
  - Catch Phrase
  - Family Feud

Lesson 1.4 Essential Vocabulary			
Verbs	Nouns	Adjectives	Other
To Try	<b>Transportation</b>	<b>Describing Objects</b>	Up
To Point	Car	Hot	About
To Build**	Motorcycle	Cold	Over
To Stand**	Motorbike	Long	After
To Own	Van	Short	Under
To Find**	Truck	New	Through
To Answer	Ship	Old	(See lesson 4.2 for definition and examples of prepositions)
To Grow**	Boat	Back	
To Study	Airplane	Front	
To Learn	Horse	Little	
To Cover	Donkey	Big	
To Let**	<b>Country &amp; Government</b>	Large	
To Keep**	State	Small	
To Cross	City	Heavy	
To Start	Town	Light	
	Neighborhood	Dark	
	Road	Off	
	Language	On	
	Culture	Still	
	King	Moving	
	Queen	Last	

	Prime Minister President War Peace	First Hard Soft Real Main Short Long Complete Incomplete Fast Quick Slow Simple Difficult True False Correct Incorrect Wrong Slow Free Common	
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## Unit 2: Speaking about the Past

Unit	Concepts of Focus
2	<ul style="list-style-type: none"><li>• Simple Past Tense Conjugation of Regular Verbs</li><li>• Simple Past Tense Conjugation of the 5 Essential Verbs</li></ul>

### Unit Learning Objectives:

- (Lesson 2.1) Conjugating regular verbs for simple past tense (past participle)
- (Lesson 2.2) Conjugating the top 5 essential irregular verbs for simple past tense (past participle)  
- (to need, to be, to have, to go, to do)

## Lesson 2.1

Lesson	Concept of Focus
2.1	<ul style="list-style-type: none"> <li>Simple Past Tense Conjugation of Regular Verbs</li> </ul>

### Lesson Learning Objective:

- (Lesson 2.1) Conjugating regular verbs for simple past tense (past participle)

### Review

- Simple present tense of “to use”, “to like”, “to need”

## Concepts

### Concept 1: Regular verb conjugation in the simple past tense

**Definition of the Present Simple Tense and usage:** The present simple tense expresses that an activity happened at a definitive point in the past (e.g., I jumped, they went)

**How to form the present simple tense with regular verbs and most irregular verbs:** add “ed” to the end of the verb for all pronouns

To Call			
	Present	Past	Future
<b>I</b>	I call	I called	I <b>will</b> call
<b>You</b>	You call	You called	You <b>will</b> call
<b>He</b>	He calls (add “s”)	He called	He <b>will</b> call
<b>She</b>	She calls (add “s”)	She called	She <b>will</b> call
<b>It</b>	It calls (add “s”)	It called	It <b>will</b> call
<b>They</b>	They call	They called	They <b>will</b> call
<b>We</b>	We call	We called	We <b>will</b> call
		<b>Add “ed” to all</b>	<b>Add “will” to all</b>

**Example sentence:** I called you yesterday night

To Work			
	Present	Past	Future
<b>I</b>	I work	I worked	I <b>will</b> work
<b>You</b>	You work	You worked	You <b>will</b> work
<b>He</b>	He works (add “s”)	He worked	He <b>will</b> work

<b>She</b>	She works <u>s</u> (add “s”)	She worked <u>d</u>	She <u>will</u> work
<b>It</b>	It works <u>s</u> (add “s”)	It worked <u>d</u>	It <u>will</u> work
<b>They</b>	They work	They worked <u>d</u>	They <u>will</u> work
<b>We</b>	We work	We worked <u>d</u>	We <u>will</u> work
		<b>Add “ed” to all</b>	<b>Add “will” to all</b>

**Example sentence:** *I worked* every day last week

**Recommended Warm-Ups, Games, and Teaching Aids:**

- Warmups & Games:
  - 21 Questions
  - Pictionary
  - Charades
  - Continuous story
  - Catch Phrase
  - Family Feud

<b>Lesson 2.1 Essential Vocabulary</b>			
<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Other</b>
To Draw**	<b>Directions</b>	<b>Describing Weather</b>	Before
To Run**	Left	Hot	Near
To Press	Right	Warm	Between
To Close	Map	Dry	Since
To Stop	Mile	Wet	Until
To Open	Kilometer	Rainy	(See lesson 4.2 for
To Seem	Block (city block)	Snowy	definition and examples
To Begin	Turn	Sunny	of prepositions)
To Walk	Front	<b>Describing Quantities</b>	
To Mark	Back	More	
To Care	Street	Less	
To Carry	Field	Most	
To Take	Lot	least	
To Rain**	Center	Thick	
To Eat**	North	Thin	
To Hear	South	Round	
	East	Straight	
	West	Very	
	Farm	Much	
		Few	
		Half	
		Whole	
		Several**	
		Many	

		Few All Many Few None	
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## Lesson 2.2

Lesson	Concept of Focus
2.2	<ul style="list-style-type: none"> <li>Simple Past Tense Conjugation of the 5 Essential Verbs</li> </ul>

### Lesson Learning Objective:

- (Lesson 2.2) Conjugating the top 5 essential irregular verbs for simple past tense (past participle) (to be, to need, to have, to go, to do) → (Was/were, needed, had, went, did)

### Review:

- Simple past tense conjugation (“ed”) of regular verbs to need, to work, to call

## Concepts

### Concept 1: Conjugation of essential irregular verbs in simple past tense

Several verbs have irregular conjugation patterns in the simple past tense and a few of these are used frequently in English conversation.

Note that for all verbs (except “to be”), the single word in past applies for all pronouns.

#### To have

1. To Have			
	Present	Past	Future
<b>I</b>	I have	I <u>had</u>	I <u>will</u> have
<b>You</b>	You have	You <u>had</u>	You <u>will</u> have
<b>He</b>	He <u>has</u>	He <u>had</u>	He <u>will</u> have
<b>She</b>	She <u>has</u>	She <u>had</u>	She <u>will</u> have
<b>It</b>	It <u>has</u>	It <u>had</u>	It <u>will</u> have
<b>They</b>	They have	The <u>had</u>	They <u>will</u> have
<b>We</b>	We have	We <u>had</u>	We <u>will</u> have
<b>Participle:</b> Having			
<b>Participle Example:</b> He is having problems			

#### To go

2. To Go			
	Present	Past	Future

<b>I</b>	I go	I <u>went</u>	I <u>will</u> go
<b>You</b>	You go	You <u>went</u>	You <u>will</u> go
<b>He</b>	He <u>goes</u>	He <u>went</u>	He <u>will</u> go
<b>She</b>	She <u>goes</u>	She <u>went</u>	She <u>will</u> go
<b>It</b>	It <u>goes</u>	It <u>went</u>	It <u>will</u> go
<b>They</b>	They go	They <u>went</u>	They <u>will</u> go
<b>We</b>	We go	We <u>went</u>	We <u>will</u> go
<b>Participle:</b> Going			
<b>Participle Example:</b> <u>We are going</u> to the store.			

**To do**

<b>3. To Do</b>			
	<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>I</b>	I do	I <u>did</u>	I <u>will</u> do
<b>You</b>	You do	You <u>did</u>	You <u>will</u> do
<b>He</b>	He <u>does</u>	He <u>did</u>	He <u>will</u> do
<b>She</b>	She <u>does</u>	She <u>did</u>	She <u>will</u> do
<b>It</b>	It <u>does</u>	It <u>did</u>	It <u>will</u> do
<b>They</b>	They do	They <u>did</u>	They <u>will</u> do
<b>We</b>	We do	We <u>did</u>	We <u>will</u> do
<b>Participle:</b> Doing			
<b>Participle Example:</b> <u>You are doing</u> your homework			

The following verbs are other common verbs that follow irregular simple past tense conjugation, with past tense conjugations included in parentheses. Note that the single past tense conjugation applies for all pronouns.

- To Become (Became)
- To bring (brought)
- To Buy (bought)
- To Catch (caught)
- To Come (came)
- To Do (did)
- To Drink (drank)
- To Eat (ate)
- To Feel (felt)
- To fight (fought)
- To Fly (flew)
- To Get (got)
- To Go (went)
- To Grow (grew)
- To Hear (heard)
- To Keep (kept)
- To Know (knew)
- To Lead (led)
- To Lose (lost)
- To Run (ran)
- To See (saw)
- To Sell (sold)

**Recommended Warm-Ups, Games, and Teaching Aids:**

- Warmups & Games:
  - 21 Questions
  - Pictionary
  - Charades
  - Continuous story
  - Catch Phrase
  - Family Feud

<b>Lesson 1.1 Essential Vocabulary</b>			
<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Other</b>
To Cut**	<b>Body &amp; Self</b>	<b>Describing Locations</b>	Above
To Watch	Head	Close	During
To Feel**	Chest	Far	Toward
To Talk	Stomach	Low	Against
To Leave**	Arm	High	Behind
To Measure	Leg	Closed	Among
To Happen	Hand	Open	<i>(See lesson 4.2 for definition and examples of prepositions)</i>
To Tell**	Eye	<b>Other Concepts</b>	
To Know	Mouth	Next	
To Pass	Foot/Feet	Good	
To Remember	Hand	Bad	
To Step	Ear	Great	
To Hold**	Face	Sure	
To Reach	Voice	Enough	
To Sing**	Sleep	Plain	
To Listen	Cut	Direct	
	Care	Half	
		Fine	
		Certain	
		Normal	
		Clear	
		Course	
		Full	
		Deep	
		Shallow	
		Busy	
		Possible	
		Impossible	

### Unit 3: Speaking about the future and expressing desires, intentions, and needs

Unit	Concepts of Focus
3	<ul style="list-style-type: none"><li>• Simple Future Tense</li><li>• Expressing obligation, desire, and need for action: “To have to...”, “To want to...”, “To need to...”</li></ul>

#### Unit Learning Objectives:

- (Lesson 3.1) using the future simple tense (I will go)
- (Lesson 3.2) Pairing “to have”, “to want”, and “to need” with verbs to communicate obligation, desire, or need for an action

### Lesson 3.1

Lesson	Concept of Focus
3.1	<ul style="list-style-type: none"> <li>Simple Future Tense</li> </ul>

#### Lesson Learning Objective:

- (Lesson 3.1) Conjugating verbs into the future simple tense (I will go)

#### Concepts to Cover:

#### What is the Future Simple Tense

- The simple future tense communicates that an action will occur in the future by using the helper verb “will”

#### Forming the Future Simple Tense

- Form the future tense by adding the helper verb “will” to the base form of the verb, and placing the subject (the doer) in front of “will – this applies to all pronouns
- Subject (doer) + will + base verb
- Examples of the simple future tense**
  - I will see the doctor next Tuesday
  - She will start running next Wednesday
  - John will cook dinner tonight

#### Recommended Warm-Ups, Games, and Teaching Aids:

- Warmups & Games:
  - 21 Questions
  - Pictionary
  - Charades
  - Continuous story
  - Catch Phrase
  - Family Feud

Lesson 1.1 Essential Vocabulary			
Verbs	Nouns	Adjectives	Other
To Travel	<b>Writing &amp; Music</b>		
To Lay	Song		
To love	Record		
To Serve	Book		
To Appear	Letter		

To Govern To Pull To Fall** To Fly** To Lead** To Cry To Wait To Figure To Rest To Drive** To Stand**	Page Story Example Paper List Word Paragraph Sentence Question Answer Note Start Finish Life Death		
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### Lesson 3.2

Lesson	Concept of Focus
3.2	<ul style="list-style-type: none"><li>Using “To have to...”, “To want to...”, “To need to...”</li></ul>

#### Lesson Learning Objective:

- (Lesson 3.2) Pairing “to have”, “to want”, and “to need” with the infinitive of a verb to express obligation, desire, and need for action

#### Concept 1: Expressing obligation, need, and desire for action using “to have”, “to want”, and “to need”

- Expressing obligation for action with “to have to...”
- Expressing desire for action with “to want to...”
- Expressing need for action with “to need to...”

A speaker can express the obligation, desire, or need for something to happen by respectively pairing “to have”, “to want”, or “to need”, conjugated for the subject with the infinitive of the verb that should be completed.

#### Example sentence structures

- Subject + To Have** (conjugated) + the infinitive... – *I have to go...to the store*
- Subject + To Want** (conjugated) + the infinitive... – *She wants to eat...ice cream for dinner*
- Subject + To Need** (conjugated) + the infinitive... – *They need to work...more*

#### What is the difference between “have to”, “need to”, and “to want to”?

- “**To have to...**” implies the requirement of an action from an external need (an obligation)
- “**To need to...**” implies the requirement of an action from an internal need (need)
- “**To want to...**” implies that the action is desired but not necessary

#### Recommended Warm-Ups, Games, and Teaching Aids:

- Warmups & Games:
  - 21 Questions
  - Pictionary
  - Charades
  - Continuous story

- Catch Phrase
- Family Feud

<b>Lesson 1.1 Essential Vocabulary</b>			
<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Other</b>
To Contain	<b>Education</b>		
To Teach**	School		
To Give**	University		
To Develop	Teacher		
To Sleep	Student		
To Produce	Class		
To Stay	Thought		
To Force	Idea		
To Decide	Knowledge		
To Record	Mind		
To Wonder	Fact		
To Laugh	Final		
To Check	Test		
To Miss	Record		
To Bring**	Game		
To Sit**	Science		
To Fill	Problem		

## Unit 4: Improving Conversation

Unit	Concepts of Focus
4	<ul style="list-style-type: none"><li>• Conjunctions, articles, and determiners (list)</li><li>• Prepositions (list)</li><li>• Object pronoun usage</li><li>• Review of the 5 basic sentence structures</li></ul>

### Unit Learning Objectives:

- (Lesson 4.1) Students will be introduced to a full list of essential conjunctions, articles, and determiners (taken from the “Essential 500” list)
- (Lesson 4.2) Students will understand the use of object pronouns (me, him, her, etc.)
- (Lesson 4.3) Review the 5 basic sentence structures as an introduction for how to properly structure a sentence

### Lesson 4.1

Lesson	Concept of Focus
4.1	<ul style="list-style-type: none"><li>Useful adverbs, articles, and conjunctions (list)</li></ul>

#### Lesson Learning Objective:

- (Lesson 4.1) Introduce the list of essential adverbs, articles, and conjunctions and examples of their proper usage (taken from the “Essential 500” list)

#### For Teacher Reference:

**Adverb:** A word that modifies the meaning of a verb by providing information on the manner, place, time, or degree of an action

**Article:** A word that modifies and provides information on a noun (i.e., person, place, object, or idea)

**Conjunction:** a word used to connect clauses or sentences or to coordinate words in the same clause (e.g. and, but, if, etc.)

#### Concept 1: Review the list of essential adverbs, articles, and conjunctions

The following is a list of the most commonly used adverbs, articles, and conjunctions in the English language. Each word has a definition or meaning and example of proper usage to encourage proper use

- The** - Denotes one or more people or things already mentioned or assumed to be common knowledge
  - I turned left at the street in front of your house
- A** – Used when mentioning someone or something for the first time in conversation
  - May I have **an** apple?
- An** – Used when mentioning someone or something for the first time in conversation instead of “A” when the word “A” potentially precedes a word beginning with a vowel
  - I will by **a** car
- Some** - used to refer to someone or something that is unknown or unspecified that exists in an unspecified amount or number that is more than one
  - Would you like **some** food?
- Then** – “After that”, “next” OR “at the time in question”
  - We will go to the grocery store and **then** we will go to the movies
- So** – To express a great extent **OR** to refer back to something previously mentioned
  - I miss my friend **so** much
  - So**, do you remember that student I told you about?
- Now** – At present moment
  - Now**, let’s talk about music

- Can I go home **now**?
- 8. **Too** – To a higher degree than desirable **OR** in addition to something else
  - You are driving **too** fast
  - I want to learn English **too**.
- 9. **Here** – In or at *this* place or position
  - Please put the flowers **here**, on this table.
- 10. **There** – In or at *that* place or position
  - Please put the flowers **there** on that table
- 11. **Again** – once more, another time
  - Please play that song **again**
- 12. **Never** – at no time in the past or future
  - I will never eat at that restaurant **again**
- 13. **Together** – at the same time
  - We went to the beach **together**
- 14. **Often** – frequently, many times
  - We go to the beach **often**
- 15. **Always** – at all times, on all possible occasions
  - I **always** wear my seat belt when driving my car
- 16. **Both** – Used to refer to two things identified together
  - I would like to eat **both** the cake and the ice cream
- 17. **Once** – Occurring only one time
  - I have only visited Rome **once**
- 18. **Ever** – At any time
  - Will you **ever** go back to your university?
- 19. **Soon** – In or after a short time
  - I will go back to work **soon**
- 20. **Yet** – Up until the present time **or** up until a specified moment in time
  - I have not eaten **yet**
- 21. **Ago** – at a specified point in time before the present
  - The dog ate 10 hours **ago**
- 22. **Perhaps** – Expresses uncertainty or possibility
  - **Perhaps** I will not have to work tonight
- 23. **Maybe** – Perhaps
  - **Maybe** I will not have to work tonight
- 24. **Possibly** – Perhaps
  - **Possibly** I will not have to work tonight
- 25. **Well** – Expresses that an action is performed in a good or satisfactory manner
  - I did **well** on my exams.
- 26. **Or** – Used to link alternatives
  - Do you want an apple **or** an orange?
- 27. **But** – Used to introduce a phrase or idea that contrasts the idea already expressed
  - I want to go with you to dinner **but** I have lots of work to do tonight
- 28. **If** – Introduces a conditional clause
  - **If** I complete my work tonight **then** I will go to dinner with you

- 29. **Then** – In that case (when used with “if”)
  - *If* I complete my work tonight **then** I will go to dinner with you
- 30. **And** – used to connect words or phrases that should be understood together
  - I will eat cake **and** ice cream.
- 31. **Than** – used to introduce the second element in a comparison
  - I am taller **than** you
- 32. **Though** – “despite the fact that”
  - **Though** I don’t like my job I will still go to work
- 33. **Each** – used to refer to every one of two or more people or things, regarded and identified separately
  - **Each** apple costs \$1.50

**Recommended Warm-Ups, Games, and Teaching Aids:**

- Warmups & Games:
  - 21 Questions
  - Pictionary
  - Charades
  - Continuous story
  - Catch Phrase
  - Family Feud

Lesson 1.1 Essential Vocabulary			
Verbs	Nouns	Adjectives	Other
	<b>Food</b> Drink Fruit Vegetable Meat Bread Fish Order Piece <b>Outdoors</b> Earth Sea Area Land Ground River Lake Ocean Beach Mountain		

	Island Wood <b>Weather</b> Wind Rain Snow Clouds Sun Plant Tree Flower World Fire Sun Moon Water Heat Cold Base		
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## Lesson 4.2

Lesson	Concept of Focus
4.2	<ul style="list-style-type: none"><li>• Prepositions (list)</li></ul>

### Lesson Learning Objective:

- (Lesson 4.2) Introduction to a full list of essential prepositions and their proper usage (taken from the “Essential 500” list)

### Concept 1: Essential Prepositions and Proper Usage

#### For Teacher Reference

**A preposition** word that usually precedes a noun (e.g., person, place, object, or idea) and provides information on the relationship between that noun and another noun

The following is a list of the most essential and commonly used prepositions in the English language, their definitions or meanings, and examples of their proper usage

#### Essential Prepositions

1. **Of** – Expresses belonging or connection **OR** expresses that one thing is part of a whole
  - The president **of** America
  - A piece **of** an apple
2. **To** – Shows the direction of movement of something
  - I will give the shoes **to** him
  - I am walking **to** work
3. **In** – Expresses that something is enclosed or surrounded by something else **OR** used to express the amount of time that will pass before an event
  - The dog is **in** the house
  - I will see you **in** five days
4. **For** – Used to express that something is done on behalf of another **OR** tells about the use of something and the reason or purpose for its use
  - I bought the shoes **for** him
  - I did it **for** my country and freedom
5. **On** – Physically in contact with and supported by something else **OR** used to note the day or date of an event
  - Your cup of coffee is **on** the table
  - My birthday is **on** Wednesday
  - My birthday is on the 1<sup>st</sup> of January
6. **As** – Used to explain a comparison

- The food at the restaurant was good, but not as good as my mother’s cooking
- 7. **At** – Expresses the location of something or arrival in a particular location **OR** expresses the time when an event occurs
  - I am **at** my home
  - I will leave for work at 7:00PM
- 8. **From** – Expresses the origin or starting point of an action, motion, process, or activity
  - I received a gift **from** my friend
  - I walked to work **from** the bus stop
- 9. **By** – Identifies the doer performing an action **OR** details the way in which an action is done
  - The meal was cooked **by** the chef
  - I go to work **by** bus everyday
- 10. **Up** - Details movement from a lower point to a higher point
  - The sun comes **up** every morning
- 11. **Down** – Details movement from a higher point to a lower point
  - The sun goes **down** every night
- 12. **About** – On the subject of or concerning
  - The television show was **about** Africa
- 13. **Over** - At a higher level or layer than something else
  - The flowers are hanging **over** the table
- 14. **Under** – At a lower level or layer than something else
  - The box is sitting on the ground **under** the table
- 15. **Before** – In front of something else **OR** during the period of time preceding
  - He is **before** me in line
  - I went to Portugal **before** coming to Greece
- 16. **After** – Behind or in the time following
  - She is **after** me in line
- 17. **Behind** – Following or further back than
  - He is **behind** me in line
- 18. **Through** – Moving in one side and out the other
  - I walked **through** the doorway
- 19. **Near** – Close to something physically or in time
  - The Island of Lesbos is **near** Turkey
- 20. **Between** – In or along the space between two objects
  - The child must sit **between** her parents
- 21. **Since** – In the period of time between a specified point in time and the present
  - I have lived in Europe since I was 10 years old
- 22. **Until** – Up to a specified time, event, or period
  - I will stay in Greece **until** July
- 23. **Above** – At a higher level or layer
  - I live in the apartment **above** the cafe
- 24. **During** – Throughout the duration of a period of time
  - I will be in Brazil **during** the festival
- 25. **Toward** – In the direction of
  - I am driving **toward** London

- 26. **Away** – In the opposite direction of
  - I am driving **away** from France
- 27. **Against** – In opposition to
  - My team is playing **against** your team
- 28. **Among** – situated within a group of other things
  - He is **among** the smartest people in his country

**Recommended Warm-Ups, Games, and Teaching Aids:**

- 29. Warmups & Games:
  - 21 Questions
  - Pictionary
  - Charades
  - Continuous story
  - Catch Phrase
  - Family Feud

Lesson 1.1 Essential Vocabulary			
Verbs	Nouns	Adjectives	Other
	<b>Animals</b> Bird Dog Cat Horse Donkey Tail Top Bottom Size <b>Other</b> Work Power Machine Plan Box Rock Interest Noun Vowel Consonant Object Rule Notice Unit Figure		

	Pound Inch Wheel Surface Shape Pattern		
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## Lesson 4.2

Lesson	Concept of Focus
4.2	30. Object pronoun usage

### Lesson Learning Objective:

- (Lesson 4.2) Students will understand the use of object pronouns (me, him, her, etc.)

## Concepts

### Concept 1: Understanding what object pronouns are

#### What are object pronouns

An object pronoun is a pronoun used to communicate the receiver of an action

#### Example

- I gave the baseball **to him**
- I took **her** to dinner
- They all sang **to him**

#### What are the object pronouns?

Personal Pronouns (Subject Form)	Personal Pronouns (Object Form)	Possessive Adjectives
I	Me	My
You	You	Your
He	Him	His
She	Her	Hers
They	Them	Their
We	Us	Our
It	It	Its

#### Recommended Warm-Ups, Games, and Teaching Aids:

31. Warmups & Games:
  - 21 Questions
  - Pictionary
  - Charades

- Continuous story
- Catch Phrase
- Family Feud

<b>Lesson 1.1 Essential Vocabulary</b>			
<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Other</b>

## Unit 5: Improving Conversation with Situational Vocabulary

Unit	Concept of Focus
5	Expanding students' vocabulary useful in specific situations

### Unit Learning Objectives:

- (Lesson 5.0) Essential phrases for conversation
- (Lesson 5.1) Discussing oneself (experiences, physical descriptions, feelings)
- (Lesson 5.2) Hospital/medical
- (Lesson 5.3) Police
- (Lesson 5.4) Commerce (Grocery store, restaurant, hotel, apartment, negotiation)
- (Lesson 5.5) Polite conversation
- (Lesson 5.6) Registration for school or university
- (Lesson 5.7) Job Interview (Questions)
- (Lesson 5.8) Daily life & routines
- (Lesson 5.9) Directions & Travel
- (Lesson 5.10) Food, drink, and cooking
- (Lesson 5.11) Hobbies and leisure

### (Lesson 5.0) Essential phrases for conversation

- How many
- How much

### (Lesson 5.1) Discussing oneself (experiences, physical descriptions, feelings)

Verbs	Nouns	Adjectives	Other

**(Lesson 5.2) Hospital/medical**

<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Other</b>
To hurt To feel To drink To eat To take To come To stop To check To check-in To register To cut To vomit	Medication Pills IV Injection/Syringe Headache Head Arms Legs Stomach Back Chest Mouth Bandage Cast Crutches Diagnosis Flu Fracture/Break Pain Surgery Diarrhea Allergy	Sick Daily	Two times

**(Lesson 5.3) Police/Emergency**

<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Other</b>
To register To report To call To help To assist To escape To rob To steal To injure	Emergency Police Fire Firefighter Ambulance Report Station (fire, police) Injury	Fast Slow Wrong Right Innocent Guilty	

**(Lesson 5.4) Commerce (Grocery store, restaurant, hotel, apartment, negotiation)**

<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Other</b>
To buy To pay To sell To rent To lease	Apartment House Room Kitchen Bathroom Price Payments	Cheap Expensive	How much How many Now Too much

**(Lesson 5.5) Polite conversation**

<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Other</b>

**(Lesson 5.6) Registration for school or university**

<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Other</b>
To teach To study To register To write	College University Course Catalog Science Math English		

**(Lesson 5.7) Job Interview (Questions)**

<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Other</b>

**(Lesson 5.8) Daily life & routines**

Verbs	Nouns	Adjectives	Other

**(Lesson 5.9) Directions & Travel**

Verbs	Nouns	Adjectives	Other

**(Lesson 5.10) Food, drink, and cooking**

<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Other</b>

**(Lesson 5.11) Hobbies and leisure**

<b>Verbs</b>	<b>Nouns</b>	<b>Adjectives</b>	<b>Other</b>

## Explanation of Warmups, Games, and Teaching Aids

### How to use the following games as warm-ups and teaching aids

The following games are fun, engaging ways to get students involved through friendly competition and humorous topics.

As a warm-up, these games can get your students active and ready to learn

As teaching aids, these games can be used to introduce new vocabulary to your students, or reinforce knowledge of existing vocabulary through use and recall

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**Headbands** – one student wears a headband with a word on it, which the student does not know (because the student can't see it). The student's team shouts clues (in English) while the student tries to guess the word

**Pictionary** – students pick a single word from a pile and attempt to help their team guess the word by drawing it where both teams can see. The student has one minute for their team to guess the word.

**Charades** – students pick a single word from a pile and attempt to help their team guess the word by acting out the word. The student acting must remain silent the entire time. The student has one minute for their team to guess the word.

**21 Questions** - Students divide into two teams and take turns asking questions to guess what person, place, thing, or activity the teacher is thinking. Both teams get 21 questions total before the end of the

**Continuous Story** – Students go around a circle creating a story by taking turns saying two words each and adding to the story.

**Catch Phrase** – Students split into two teams and take turns letting one player draw a word. The student attempts to help his team guess the word by describing it without saying what the word is.

The goal for each player is to get their team to say the word or word phrase displayed in the disc. One member of a team starts the timer and tries to get his or her team to guess the displayed word or phrase. A clue-giver can make any physical gesture and give almost any verbal clue, but may not say a word that rhymes with any of the words, give the first letter of a word, say the number of syllables, or say part of any word in the clue (e.g., "worry" for "worry wart").

**Family Feud** – In the style of the game show, students split into two teams taking turns answering a question posed by the "host". The host asks a question that has been posed to 100 people, and the students attempt to guess the most popular answers.

For a list of the questions and answers, go to <https://hobbylark.com/party-games/family-feud-quiz-free-questions-and-answers> for sample family feud questions or Google "family feud questions and answers"

**Jeopardy**

**NOTES**