

English-Beginner Class

Class 0: The Alphabet and Phonics

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Intro

- English has 26 letters
- 21 Consonants: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z
- 5 Vowels: A, E, I, O, U, (sometimes) Y
- →This language is read going from right to left →
- Sometimes the letters will sound like their name

Aa

Big: A

Small: a

Letter Sound: Ay

All Sounds: Ay, aaa, ah, uh

Bb

Big: B

Small: b

Letter Sound: Bee

All Sounds: buh

Cc

Big: C

Small: c

Letter Sound: See

All Sounds: kuh, suh

Dd

Big: D

Small: d

Letter Sound: Dee

All Sounds: duh

Ee

Big: E

Small: e

Letter Sound: Ee

All Sounds: eh, ee, – (nothing)

Ff

Big: F

Small: f

Letter Sound: Ehf

All Sounds: fuh

Gg

Big: G

Small: g

Letter Sound: Jee

All Sounds: guh, juh

Hh

Big: H

Small: h

Letter Sound: Ay-ch

All Sounds: huh, –(nothing)

Ii

Big: I

Small: i

Letter Sound: AYe

All Sounds: aye, eh (short sound)

Jj

Big: J

Small: j

Letter Sound: Jay

All Sounds: juh

Kk

Big: K

Small: k

Letter Sound: Kay

All Sounds: kuh

Ll

Big: L

Small: l

Letter Sound: El

All Sounds: luh, ul

Mm

Big: M

Small: m

Letter Sound: Em

All Sounds: muh

Nn

Big: N

Small: n

Letter Sound: En

All Sounds: nuh

Oo

Big: O

Small: o

Letter Sound: Oh

All Sounds: ah, oo, o, uh, uo

Pp

Big: P

Small: p

Letter Sound: Pee

All Sounds: puh

Qq

Big: Q

Small: q

Letter Sound: Koo

All Sounds: kwuh

Rr

Big: R

Small: r

Letter Sound: Ar

All Sounds: ruh, ur

Ss

Big: S

Small: s

Letter Sound: Es

All Sounds: suh, zuh

Tt

Big: T

Small: t

Letter Sound: Tee

All Sounds: tuh, –(nothing), short 'tuh

Uu

Big: U

Small: u

Letter Sound: Yoo

All Sounds: uh, yoo, oo

Vv

Big: V

Small: v

Letter Sound: Vee

All Sounds: vuh

Ww

Big: W

Small: w

Letter Sound:

All Sounds: wuh, –(nothing)

Xx

Big: X

Small: x

Letter Sound: Eks

All Sounds: ks, zuh

Yy

Big: Y

Small: y

Letter Sound: Wah-e

All Sounds: yuh, ee, i

Zz

Big: Z

Small: z

Letter Sound: Zee

All Sounds: zee, zuh

Review

There are 26 letters in the Alphabet

We read and write → Left to Right →

Sometimes the letters sound like their names

English-Beginner Class

Part 1: Basic Grammar

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What is a 'noun'?

A 'noun' is the **name** of a person, place, or thing and is a large group of words that is split into two (2) categories:

- Common noun
- Proper noun

A **common noun**:

Is **not** capitalized

Not a name **of** a person, place or thing

A **proper noun**:

Is capitalized

Is the name of a **specific** person, place or thing

Common noun examples:

- bike
- mountains
- book
- mother

Proper noun examples:

- I
- Country names
- English
- Google

Basic Pronouns

Pronoun- A word that can replace a noun (name of a person, place, or thing), in a sentence.

Note: 'It' is typically not used for people or pets

Examples:

I

You (pl.)

You

We

He (m)

They (pl. / n.)

She (f)

It

Verbs, Adjectives, and Adverbs

Verb: Expresses an action, occurrence, or state of being

Examples:

- to learn
- to like
- to be
- to play

Adverb: Describes/modifies a verb, adjective, or another adverb. (B1: Try to keep these to a minimum) They are *usually* placed at the end of a sentence.

Examples:

- almost
- gently
- hopefully
- very

Verb examples:

- I **study** English.
- I **am** ____.

Adverb examples:

- **Fortunately**, I brought an umbrella.
- He sings **very** loudly.

Verbs, Adjectives, and Adverbs cont.

Adjectives are used to describe a noun. They can be a word or phrase and are placed **before** a noun.

List of adjectives:

- Big
- Small
- Tall
- Short
- Good
- Bad

Basic English sentence structure: Subject + Verb + Object

Sometimes it can look like this: Subject + Adverb + Verb + Object

Review Reading Practice– The Irregular Verb: To Be

To Be- to exist

I am You are

He is She is

They are We are

It is

If you are something:

I am happy.

You are happy.

He is happy.

We are happy.

This is the most common verb in English.

Review Reading Practice– The Verb: To Like

Like- to enjoy something

I like You like

He likes She likes

They like We like

It likes

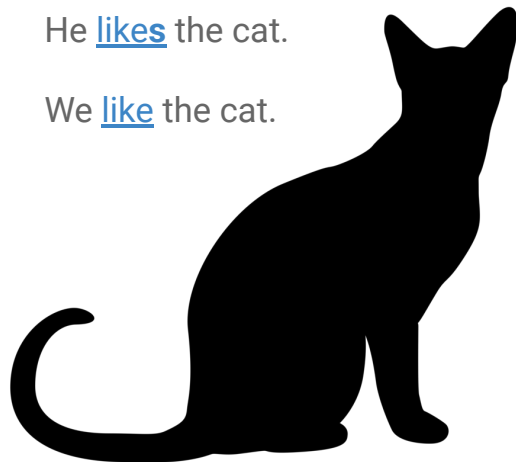
If you like something:

I like the cat.

You like the cat.

He likes the cat.

We like the cat.



If you like an ACTION, add 'to':

I like to walk.

You like to walk.

She likes to walk.

They like to walk.



Reading Practice–Asking a question and ‘Do Not’

Do Not- Helper Verb: Do, Negative: Not

‘Do’ asks a question if used at the beginning of a sentence and answers a question if it’s used *after* a pronoun.

I/You/We/They: do

He/She/It: **does**



Question: Do you like cats?

Answer: I do like cats.

She does like the cat.

To express a negative, add ‘**not**’:

Question: Do you like the cat?

Answer: I do not like the cat.

He does not like the cat.

Asking a Question Cont.

Using a question word: (5 W and 1 H)

- Who, What, When, Where, Why, How

Asking Yes / No questions:

- Do, Don't, Can, Have, Did, Are, Is

Inflection:

- **?** means an upward inflection with your voice
- **.** means a flat inflection with your voice and is not a question
- **!?** means an upward inflection and an increase in volume

Positive Statement + Negative Contraction:

- You should leave soon, **shouldn't** you?
- My time at the cat cafe is almost up, **isn't** it?

This is implying that the answer to the question is “yes”.

Negative Statement + Positive Contraction:

- They can't swim, **can** they?
- There wasn't enough time in the museum, **right?**

This is implying that you're going to agree with a “no” .

- **No**, they can't swim
- **No**, there wasn't enough time.

Asking a Question Cont.

When asking a question or making a request in English, there are situations when it's important to soften your question with one of the following:

May I...? / Can I...?

Could you...? / Can you...?

Sometimes if you're asking about a situation you can use:

Is there a chance that...?

It's important to soften your question in the following situations:

You are requesting something

You are speaking to a server

You are talking to someone you don't know

You are speaking to someone in a position of authority

You don't have to soften your question in the following situations:

When you are in a position of authority

Note: Sometimes questions can accidentally come off demanding or judgemental. In some cases they might be too broad and people won't understand. Or they can be downright insulting.

Ex:

Will someone get that?

Why do you think that?

What's the whole thing about?

B1 Speaking Practice

A2 Listening Practice

If you are B1: Talk about your day

If you are A2: Listen to B1 people talk about their day and be ready to answer a question about what the B1 people did/are going to do.

A2 and B1 Recall Practice

A2 Speaking Practice

Think about what this lesson was about, if you are B1 describe in your own words without writing it down first.

If you are A2, write down in English what you learned. You will then read your sentence out loud. This will help develop your ear so you can spot grammatical errors.

Study...

A2 People:

Try to write the alphabet

Try to read the sentences

Make one sentence about something you **like** and one sentence about something you **do not like**.

If you like or do not like an **ACTION** add 'to'.

B1 People:

Write about what you **like** and **dislike** like in past tense.

Compare your **likes** and **dislikes** with one another.

Describe what you **hope** to do in the future.

Write the alphabet in cursive

For both levels: Look up prefixes and suffixes in English. Knowing these will help you guess the meaning of words. Prefixes and suffixes are taught all the way up to the 10th year of schooling in the States.

Hard Mode: Look up an idiom to share next time.

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Part 2- Mistakes Native Speakers Make

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B1 Speaking Practice

A2 Listening Practice

If you are B1: Talk about your idioms (if you have them)

If you are A2: Listen to B1 people talk about their idioms (If they have them)

Examples of idioms:

Don't put all your eggs in one basket: That's risky

Get a taste of your own medicine: Get treated how you've been treating others. (Only used negatively)

Give them the cold shoulder: Ignore someone (This is sometimes shown in cartoons as ice on a character's shoulder)

Under the weather: Being sick

It's your funeral: That's a bad idea, but I'm not stopping you. (Typically used humorously)

Your/My neck of the woods: Describes your neighborhood/ country/ region

Contractions

- Shortened form of two (or more) words
- Contractions are used a lot in both written and spoken English, but the amount of use varies depending on region

Examples:

Do + Not = Don't

I **don't** like that.

Will + Not= Won't

You **won't** do that.

I + Am= I'm

I'm from ____.

You + Are= You're*

You're late.

They + Are= They're*

They're hungry.

Can + Not= Can't

She **can't** swim here.

* **You're** is sometimes confused with **Your** by native speakers.

* **They're** is sometimes confused with **Their** and **There** by native speakers.

Can't, Cannot, and Can Not

All of these are correct and can be used in sentences, **however**:

- **Can't** is a contraction of Can + Not and is **informal**.
- **Cannot** is **formal**.
- **Can not** is not as *common* due to its clunky nature in speech and is used only to **enunciate** (speak clearly) or to emphasize.

Examples:

- You **can't** do that.
- They **cannot** pursue that course of action
- He **can not** say that to you.

You're vs. Your

These two words can cause a lot of confusion, even for native speakers. This is because they are **homophones** (**homo= same, phone= sound**). This means they sound the same in spoken English but have different spellings and different meanings.

You're is a contraction of You + Are and is correct to use in sentences that would work with You + Are

- **You're** late.
- **You are** late.

This only works in present tense and future tense, not past tense.

- **You're** going to be late.
- You **were** late.

Your is meant to show that you **own** something.

- Is that **your** water?
- Here is **your** sweater.

Your works in present, past, and future tense because it is not a contraction.

Their, There, and They're

Their shows that something belongs to a person or animal. *This can be plural or singular based on context. It is *technically* not grammatically correct to use in a singular context, but the [definition of the word is actively changing](#). Thus, it is appropriate to use in informal speech but (as of now) not formal.

- That's **their** house.
- Did you see **their** new cat?

There refers to a **place**. You can remember this because **there** has the word “**here**” in it.

- **There's** a hill over **there**.
- He lives over **there**.

They're is a contraction of **They + are**.

- **They're** going to be here soon.
- I don't know where **they're** going.

Effect vs. Affect

Affect is a verb which means: to **act** on or change something/someone. You can remember this word because it has the word “**act**” in it. **Affect**.

- They're trying not to let their emotions **affect** their decisions.
- Her fear of dogs has **affected** her.

Effect is a noun which means: a change **created by** something. This is used to discuss the end result of something and can be remembered because this word starts with “**E**” like the word “**end**”.

- That had no **effect** on me.
- The new law goes into **effect** on the 17th of this month.

Whom, Whose, Who's, Who

Who is a pronoun referring to a subject such as a person or a group of people or animals. It can be used to ask a question or to reference a past subject.

- **Who** is the new girl?
- My father, **who** is the CEO, will be hearing about this.

Whom is objective and can be used to replace **me/her/him/them/us**. It can be used to ask a question or as a part of the sentence. It's formal and is typically not used these days, in fact, you might sound like someone's grandparent or (in America) you might get some weird looks if you attempt to use **whom** casually.

- To **whom** it may concern.
- She was picked by the conductor, **whom** he deemed perfect to play the solo.
- To **whom** do I have to speak with to set up an appointment?

Whom, Whose, Who's, Who

Who's is a contraction of Who + Is and is used to help improve the flow of sentences. If you can replace **who's** with "who is" then you are using the correct word.

- **Who's** coming with me?
- Do you know **who's** going to the show?

Whose indicates ownership and is commonly mixed up with **Who's**.

- **Whose** jacket is this?
- I spoke with the new kid in class today, **whose** name escapes me, and he was really nice!

Its vs. It's

This is another homophone that trips up native speakers, though **it's** rather easy to get the hang of.

It's is a contraction of It + Is (or It + Has) and is used to help improve the flow of a sentence or shorten it

Fun Fact: In school, students sometimes don't contract "it's" in order to make the word count on their papers higher. They think **it's** sneaky, but **it is** the oldest trick in the book.

- **It's** sunny outside today.
- Do you know when **it's** going to start?

Its shows ownership of something. This is used for objects and non-living things or animals and can be used to reference a previous subject.

- Did you feed the dog?
Yes, that's **its** food.
- The sun is so bright today, it blinded me with **its** rays.

Study...

A2 People:

Try the grammar exercises

Try to write two questions you have

B1 People:

Try to write about something that will happen

Try to write about something that you learned in the past

Try the grammar exercises

For both levels: Try to attend the weekly speaking practice to work on your pronunciation and expose yourself to new words, phrases, and grammar.

Hard Mode: Watch a video without subtitles on (if applicable) and leave a comment talking about what you liked. You can also read a story/article and leave a comment saying what you liked.

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Part 3- Reading Comprehension

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Review of the Grammar Exercises

If you have any questions, don't be afraid to ask!

B1 Reading Practice

A2 Listening (and Reading) Practice

B1: Read the following passage either out loud or to yourself

A2: Listen to B1 read out loud or try to read it yourself, note down any words you don't know

Located in the beautiful state of Alaska, a little town called Whittier is tucked away in a picturesque area surrounded by mountains and the ocean. This hidden gem is hard to reach: the only ways to and from Whittier are either by ferry or through a one-lane tunnel that cuts through the mountains. This tunnel is unique because it is shared by both vehicles and trains, necessitating a precisely managed schedule to accommodate both modes of transportation and both directions of traffic.

Whittier's economy thrives on its port, the town's main source of employment, where cargo ships drop off their containers for rail transportation across Alaska. The town also has a grocery store, a museum, two hotels, and various other job opportunities for all its citizens: police officers, municipal workers, educators at the local school, and marina staff. Tourism has grown over the last few years to become an alternative source of income, drawing visitors to attractions such as the Anton Anderson Memorial Tunnel, glacier jet ski tours, and scenic boat excursions that offer breathtaking views of marine wildlife and icebergs.

But the most fascinating aspect of Whittier is perhaps the fact that nearly all of its 200-odd residents live under the same roof. The Begich Towers, a 14-story building, is more than just an apartment complex; it's a self-contained town! The harsh winter weather helps to explain the convenience of this unusual way of living. Whittier's winter months are known for their heavy snowfalls and fierce winds. By having all the necessary facilities and services in one building, the residents don't have to brave the cold weather every time they need to run an errand or go to church. Not even the children need to step outside to attend school, which is in an adjacent building connected through a tunnel. It's an ingenious solution that makes life in such an extreme climate much more manageable.

A2 and B1 Recall Practice

A2 Speaking Practice

Think about what the reading was about, if you are B1 describe in your own words without writing it down first.

If you are A2, write down in English what you understood. You will then read your sentence out loud.

For both: Write a question based on the text.