



NATIVE ENGLISH GRAMMAR SAMPLE

Level 1 — Beginner

Level 2 — High Beginner

Level 3 — Intermediate

Level 4 — High Intermediate

Level 5 — Advanced

Introduction to Native English

The Native English Curriculum is designed to maximize English acquisition for ESL students—no matter their background. This program, built by a team of language and education experts over 15 years, includes many unique features to help modern ESL learners achieve world readiness through English fluency. The Native English program is both innovative and advanced, and we believe it represents the future of English language learning globally.

This book, containing portions of each of the grammar textbooks, is designed to help learners from any language background build a degree of fluency in English. Each unit, and each lesson within each unit, uses a proven system of learning to help students develop an understanding of the mechanics of English. To that end, the curriculum incorporates a number of key features.

The Native English Curriculum operates under our Advanced Modular Enrollment System. We believe that adult learning can and should be modular, not linear. Each unit in this book is independent, meaning a student could start in Unit 1 or Unit 6; they won't ever be behind. All of the information in the unit is self contained and culminates in a final exam.

Each of the lessons within a unit builds off of one another. The student begins with the most basic principles of a unit's topic and gradually learns and applies more complicated constructions. The lessons within each unit support and reinforce each other. The final exam gives the student an accurate measurement of their comprehension of each lesson.

At the start of each lesson, the new grammar concept is explained, and key terms are defined. Then, the student is shown models of the relevant construction. In the next section, the student observes a real-world application of the construction. At this point, the student is ready to interact with the material. They start with a controlled exercise, *Practice It*, which has them identify the proper use of the construction. They then perform a semi-controlled exercise, *Polish It*, where they attempt to use the construction in different contexts. The final exercise, *Share It*, gives the student an opportunity to use the construction in an everyday application. All exercises contribute to the course objectives, which are outlined at the start of each lesson.

As the world changes, so too do the needs of English language learners. Our program, built to address these needs, has proven itself as an efficient and effective mode of ESL delivery. As students use this textbook, they will find that they can comprehend and retain more new grammar concepts than ever before, and by extension achieve true world readiness; that is the strength of the Native English Curriculum.

Level 1 Sample

Level 1 Contents

Unit 1: Using the BE Verb	Unit 5: Asking Questions
Unit 2: Using the Verb HAVE	Unit 6: Simple Past Tense
Unit 3: Talking About Present	Unit 7: Simple Future Tense
Unit 4: Simple Present Tense	Unit 8: Nouns and Pronouns

The sample lesson is taken from Unit 1 of the Native English Grammar Level 1 textbook. The content of this lesson may not be distributed for any reason without explicit permission from the publisher.

Lesson 1

Pronoun + BE Verb



Objectives

At the end of this lesson, you will be able to say . . .
 "I can find the subject of a sentence. I can find and use the BE verb in a sentence correctly."



Define

A **pronoun** is a word that takes the place of a noun. **Pronouns** can replace a **subject** or **object** in a sentence.

The **subject** of a sentence is the person or thing that is doing the action. The **subject** of a sentence does the action to the **object** of a sentence.

The verb **to be** has many forms. **BE** is used to talk about the condition or state of people, places, things, ideas, and qualities. The **BE verb** is one of the most common and important words in English. In this lesson, you will learn how to use the **BE verb** with different **subject pronouns**.



Model

The **subject** of a sentence can be replaced by a **subject pronoun**. The **subject pronoun** is different based on the person and number of the **subject**.

Subject Pronouns:

	singular	plural
1st person	I	we
2nd person	you	you
3rd person	he / she / it	they

The **BE verb** is used to say something about the **subject's** existence, position, or state. The **BE verb** is usually used when there is no other verb in the sentence.

Subject Pronouns with BE:

	singular	plural
1st person	I am	we are
2nd person	you are	you are
3rd person	he / she / it is	they are

The **BE verb** in the present tense has three forms: *am*, *are*, and *is*. The **BE verb** usually follows the **subject**.

In casual writing and speaking, it is very common to use contractions (two words joined together with an apostrophe).

BE verb contractions	
singular	plural
I am → I'm	we are → we're
you are → you're	you are → you're
he is → he's she is → she's it is → it's	they are → they're



Application

- I am a student. (I'm a student.)
- You are from Peru. (You're from Peru.)
- She is beautiful. (She's beautiful.)
- He is upset. (He's upset.)
- It is not ready. (It's not ready.)
- We are tired. (We're tired.)
- You are my friends. (You're my friends.)
- They are new to the school.
(They're new to the school.)



NOTES:

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Practice It

Part 1

For each sentence, find the subject and the BE verb.

1) He is in my class.

Subject: **He**
Verb: **is**

2) It is on the desk.

Subject: _____
Verb: _____

3) We are happy.

Subject: _____
Verb: _____

4) She is from Argentina.

Subject: _____
Verb: _____

5) They are students.

Subject: _____
Verb: _____

6) It's a dog.

Subject: _____
Verb: _____

7) They're in class.

Subject: _____
Verb: _____

NOTES:

Part 2

Finish the sentence with the correct form of the BE verb.

10) You **are** students.

11) He _____ a teacher.

12) They' _____ from China.

13) You' _____ late.

14) I _____ at school.

15) She' _____ a doctor.

16) We _____ tired.

17) He' _____ thirsty.

18) It _____ dark.

19) It' _____ a good day.

NOTES:

**Polish It****Part 1**

Finish each sentence with a subject pronoun and the BE verb.

- 1) I **am** happy.
- 2) _____ from Canada.
- 3) _____ in the classroom.
- 4) _____ sad.
- 5) _____ 45 years old.

**Share It**

Describe yourself using the BE verb.

_____ sentences

Ex. I **am** a university student.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

**Self Check**

On a scale of 1-5, how confident are you in your ability to complete the course objectives? 1 means not confident at all. 5 means very confident.

- _____ I can find the subject of a sentence.
- _____ I can find and use the BE verb in a sentence correctly

Level 2 Sample

Level 2 Contents

Unit 1: Present Progressive	Unit 5: Adjectives and Adverbs
Unit 2: Count/Noncount Nouns	Unit 6: Comparisons
Unit 3: Expressing Past Time	Unit 7: Expressing Ability
Unit 4: Expressing Future Time	Unit 8: Modals

The sample lesson is taken from Unit 4 of the Native English Grammar Level 2 textbook. The content of this lesson may not be distributed for any reason without explicit permission from the publisher.

Lesson 1

Main Clauses and Time Clauses in the Present and Future Tense



Objectives

At the end of this lesson, you will be able to say . . .
 "I can create sentences with future time clauses using *before*, *after*, and *when*. I can use a correct verb form in sentences with future time clauses."



Model

Time words like *before*, *after*, and *when* are used in a time clause to talk about things that might or will happen in the future. Use *will* or *be going to* in the main clause.

time clause	main clause
After he passes the TOEFL,	he will study at the university.
main clause	time clause
He is going to study at university	after he passes the TOEFL.

To express an action that will take place in the future after a future time clause, use future tense verbs in the main clause.

time clause	main clause
After Pamela arrives at school,	she will go to the office.

To express a habitual action after a future time clause, use the simple present in the time clause.

time clause	main clause
After Pamela arrives at school,	she goes to the office.



Application

I have a really busy day tomorrow. Before I go to class, I'm going to get my car fixed. I'll go shopping before I go home. When I get home, I'll start dinner. I make rice and beans most nights, so I will probably just make that. After I start dinner, I'll set the table and quickly clean the living room. Before guests come, I'll finish dinner and change my clothes. I hope I can get everything done.



Practice It

Part 1

Identify the time clause in each of the sentences below.

- 1) When Becky arrives home, she will go to bed.
- 2) Chris will train every day before he runs the marathon.
- 3) Eli does his homework before he comes to class.
- 4) After the movie is over, we'll go get some pizza.
- 5) Tom will take the test after he studies.
- 6) When Kim arrives, they will start the game.
- 7) After Pam eats dinner, she does the dishes.

NOTES:

NOTES:

Part 2

Identify the main clause in each of the sentences below.

- 8) I wash my car after I go camping.
- 9) Jimmy feeds the dog after he gets home from school every day.
- 10) When Kayla gets home, she'll take a nap.
- 11) Cesar will visit his family after the semester ends.
- 12) After Mike gets home and has a snack, he studies.
- 13) Karla goes to a movie every weekend after she cleans her apartment.
- 14) Before we go to bed, we watch the news on TV.



Polish It

Part 1

Complete the sentence with a main clause.

- 1) When I finish my homework, I will play outside.
- 2) Before she eats dinner in the evening, _____
- 3) After Tyler runs the race, _____
- 4) When we arrive at the airport, _____
- 5) After I wake up every morning, _____
- 6) Before Mark asks her on a date, _____

NOTES:

Part 2

Complete the sentence with a time clause.

- 7) Carlos will take the test after he studies.
- 8) Marie practices the piano _____
- 9) I exercise _____
- 10) Miriam is going to travel home _____
- 11) George watches TV _____
- 12) They will ride the bus home _____



Share It

Write a letter home describing what you do daily, using time clauses and the simple present tense in the main clause to express habitual actions.



Self Check

On a scale of 1-5, how confident are you in your ability to complete the course objectives? 1 means not confident at all. 5 means very confident.

- _____ I can create sentences with future time clauses using *before*, *after*, and *when*.
- _____ I can use a correct verb form in sentences with future time clauses.

Level 3 Sample

Level 3 Contents

Unit 1: Present Time	Unit 5: Nouns and Pronouns
Unit 2: Past Time	Unit 6: Modals
Unit 3: Future Time	Unit 7: Connecting Ideas
Unit 4: Questions	Unit 8: Comparisons

The sample lesson is taken from Unit 2 of the Native English Grammar Level 3 textbook. The content of this lesson may not be distributed for any reason without explicit permission from the publisher.

Lesson 3

Statements in Simple Past Tense



Objectives

At the end of this lesson, you will be able to say . . .
"I can create affirmative and negative statements in the simple past tense."



Define

You can talk about events in the past using the **past affirmative** or the **past negative**.

The **past affirmative** tells you that something **did** happen in the past.

The **past negative** tells you that something **did not** happen in the past.



Model

To form an affirmative statement in the past tense, use **SUBJ. + PAST TENSE V.**

SUBJ.	past tense VERB
She	worked.

To form a negative statement in the past tense, use **SUBJ. + did + not + BV.**

SUBJ.	did + not / didn't	VERB
She	did not	work.
She	didn't	work.

grammar tip:

Remember contractions? *Did not* can also be said as *didn't*. Put the two words together and put an apostrophe (') where the missing letter usually goes.

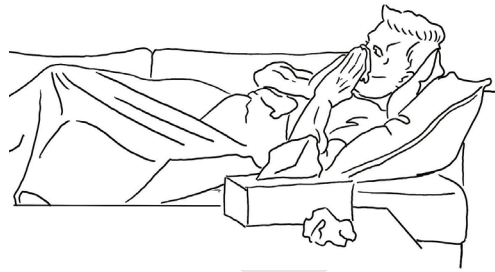
You can use either form, but in professional writing, we usually **AVOID** using contractions.

NOTES:



Application

I was sick last week, so I didn't go to school. I didn't take the test, and I didn't turn in my assignments, so I made them up this week. My teacher allowed me to do everything I missed when I was sick. She told me I did well. I got good grades on everything.



Practice It

Part 1

Fill in the blank with the Simple Past form of the verb in parentheses.

- 1) We (watch) **watched** TV last night.
- 2) Sam (eat) _____ dinner at a restaurant.
- 3) I (go) _____ to school yesterday.
- 4) Pat (do) _____ his homework early.
- 5) They (work) _____ last weekend.
- 6) You (sleep) _____ a long time this morning.

Part 2

Fill in the blank with the negative simple past form of the verb in parentheses.

- 7) John (work/not) **did not work** late.
- 8) I (call/not) _____ yesterday.
- 9) They (come/not) _____ early.
- 10) We (run/not) _____ the race.
- 11) Kate (write/not) _____ a letter.
- 12) You (cook/not) _____ dinner.



Polish It

Part 1

Write an affirmative statement using the subject and verb given.

- 1) we/live **We lived in our old house for 5 years.**
- 2) she/play _____
- 3) I/write _____
- 4) dad/drive _____
- 5) they/try _____
- 6) you/go _____

Part 2

Change the affirmative statement to a negative statement.

- 7) John worked late.
John didn't work late.
- 8) I called yesterday.

- 9) They came early.

- 10) We ran the race.

- 11) Kate wrote a letter.

- 12) You cooked dinner.

NOTES:

Lesson 1

Passive Voice with Simple Tenses



Objectives

At the end of this lesson, you will be able to say . . .
 "I can convert sentences from active to passive voice and recognize when it is appropriate to drop the agent."



Define

The **passive voice** moves the object of an active sentence to the role of subject. Remember that the object is what receives the action in a sentence. When we move the object to make it the subject of the sentence, we must change the verb.

We use the **passive voice** because sometimes we want to focus more on the object that was acted upon than on the **agent** that was doing the action. An **agent** is a noun that is doing an action on another noun. In the **passive voice**, the inclusion of the **agent** is optional depending on the sentence. Let's look at some examples.



Model

The **passive voice** is made as follows: BE + PAST PARTICIPLE. Note that the verb BE changes according to time. The **agent** comes last after the participle *by*.

Simple Present:

ACTIVE	AGENT	VERB	OBJECT
	Kelly	opens	the door.

PASSIVE	SUBJECT	BE	PAST PARTICIPLE	by	AGENT
	The door	is	opened	by	Kelly.

The following sentences are written in both active and passive voice.

ACTIVE	PASSIVE
Raul reads a book.	A book is read by Raul.
Mike bakes cookies.	Cookies are baked by Mike.
Max suggests an idea.	An idea is suggested by Max.

Simple Past:

Passive voice can also be used in the past tense.

ACTIVE	AGENT	VERB	OBJECT
	Kelly	opened	the door.

PASSIVE	SUBJECT	BE	PAST PARTICIPLE	by	AGENT
	The door	was	opened	by	Kelly.

ACTIVE	PASSIVE
Raul read a book.	A book was read by Raul.
Mike made cookies.	Cookies were made by Mike.
Max suggested an idea.	An idea was suggested by Max.

Simple Future:

The **passive voice** can also be used in the future tense.

ACTIVE	AGENT	VERB	OBJECT
	Kelly	will open	the door.
Kelly	is going to open	the door.	

PASSIVE	SUBJECT	BE	PAST PARTICIPLE	by	AGENT
	The door	will be	opened	by	Kelly.
The door	is going to	opened	by	Kelly.	

ACTIVE	PASSIVE
Raul will read a book.	A book will be read by Raul.
Mike will make cookies.	Cookies are going to be made by Mike.
Max will suggest an idea.	An idea will be suggested by Max.

NOTES:

NOTES:



Application

The materials used to create paper have changed over time. The first paper was called papyrus. It was made from the pith of the papyrus plant. The plant is still grown around the Nile delta in Egypt. It was used as a writing material, just as paper is today. Modern paper is typically made from the pulp of trees. Paper will likely be made from trees for many years to come, as it is inexpensive and less difficult than making it from smaller plants like papyrus.



Practice It

Part 1

Convert the following passive sentences into active voice. If the agent isn't clear, use your best judgement.

- 1) The first paper was called *papyrus*.
Ancient people called the first paper *papyrus*.
- 2) It was made from the pith of the papyrus plant.

- 3) The plant is still grown around the Nile delta in Egypt.

- 4) Modern paper is typically made from the pulp of trees.

- 5) Paper will likely be made from trees for many years to come.

NOTES:



Polish It

Part 1

Convert the following active sentences into passive sentences. If it isn't possible, write *not possible*.

- 1) The toddler dropped the cup.
The cup was dropped by the toddler.
- 2) A hurricane is going to destroy the village.

- 3) The manager interviewed me.

- 4) Corn is grown in Iowa.

- 5) My aunt made this sweater.

Part 2

Create passive sentences using the given words and the given tense.

- 6) Alex / Russian / speaks future tense
Russian is going to be spoken by Alex.
- 7) we / the fine / paid present tense

- 8) Justin / coach / baseball team past tense

- 9) Felice / forget / keys past tense

- 10) I / wash / the car future tense

NOTES:



Share It

Write four sentences about how things are made. Each sentence should be in the passive voice.

sentences

Ex. **The metal is melted in the furnace.**

- 1) _____
- 2) _____
- 3) _____
- 4) _____



Self Check

On a scale of 1-5, how confident are you in your ability to complete the course objectives? 1 means not confident at all. 5 means very confident.

- _____ I can convert sentences from active voice to passive voice.
- _____ I can select when it is not appropriate to convert a sentence to passive voice.
- _____ I can recognize when it is okay to drop the agent.

NOTES:

Level 5 Sample

Level 5 Contents

Unit 1: Simple vs. Progressive Form	Unit 5: SV Agreement
Unit 2: The Perfect Aspect	Unit 6: Nouns
Unit 3: Passive Voice	Unit 7: Pronouns
Unit 4: Modals	Unit 8: Conditionals

The sample lesson is taken from Unit 7 of the Native English Grammar Level 5 textbook. The content of this lesson may not be distributed for any reason without explicit permission from the publisher.

Lesson 1

Subject Pronouns vs. Object Pronouns



Objectives

At the end of this lesson, you will be able to say . . .
 "I can recognize the different forms for subject and object pronouns. I can select either a subject or object pronoun based on location and function in the sentence. I can apply rules of agreement for subject pronouns correctly. I can apply rules of agreement for object pronouns correctly."



Define

Pronouns are words that can replace nouns in a sentence.

Subject pronouns take the place of the subject in a sentence. They do the action in a sentence or clause.

Object pronouns take the place of the object in a sentence. They receive the action in a sentence or clause. **Object pronouns** can be used as either the direct object or indirect object of a sentence.

object pronoun as indirect object	object pronoun as direct object
Juan kicked a ball to me .	Juan kicked me .
Juan kicked a ball to you .	Juan kicked you .
Juan kicked a ball to him .	Juan kicked him .
Juan kicked a ball to us .	Juan kicked us .

Note: If the gender of an animal is known, usually *he/him* or *she/her* are used instead of *it*.

NOTES:

Pronoun Chart:

	singular		plural	
	subject	object	subject	object
1st person	I	me	we	us
2nd person	you	you	you (all)	you (all)
3rd person	he/she/it	him/her/it	they	them



Application

We played a fun game of hot potato in the preschool class that I teach. Because it's close to Thanksgiving, each child was supposed to say one thing that they were thankful for when the toy potato was tossed to them. Little Joseph needs some encouragement to get involved in games, so I tossed the potato to him first. He is grateful for his mom. He looked at Stella, giggled, and tossed the potato to her. She is grateful for her home. She is best friends with a set of twins, so she tossed the potato right in between them. They felt shy and kicked it away to me. I told them how grateful I am for them.



Practice It

Part 1

Create five simple sentences with both a subject and an object using the nouns below. Then, replace the subjects and objects in your sentences with pronouns. You should have a total of ten sentences.

Alyssa	Jasper, the dog	my brother and I	shoes	the students
ducks	Jorge	orange	the neighbors	your friend and you

1) **Alyssa took Jasper on a walk. She played catch with him at the park.**

2) _____

3) _____

4) _____

5) _____

NOTES:



Polish It

Part 1

As appropriate, rewrite each sentence by replacing the nouns with pronouns.

- 1) My friends and I just ate dinner.
We just ate it.
- 2) Juan kissed Gia?

- 3) Ulysses has the books.

- 4) Please train your dogs!

- 5) That child doesn't listen to her father.

- 6) The umbrella wouldn't open.

- 7) Hanni is upset with Jessica.

- 8) They hugged their kids for some time.

- 9) Mary is bringing salad tonight.

- 10) That fly won't stop trying to land on my soda!

NOTES:

Part 2

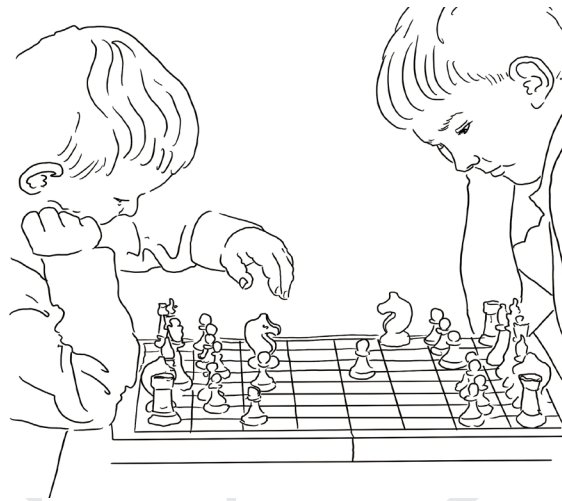
Identify the pronouns in the following sentences. Fill in the blanks with the pronoun and the nouns they refer to.

	pronoun	corresponding noun
11) Many of my classmates speak Arabic. They are also often Muslim.	they	my classmates
12) My friend Kay is so wise. She taught school for many years.	_____	_____
13) People are usually friendly if you are kind to them.	_____	_____
14) Henry is a thoughtful child. He always thinks of others first.	_____	_____
15) The buses usually arrive on time. They follow a strict schedule.	_____	_____
16) My sister and I are both reading the same book. We discuss it every day.	_____	_____
17) Frogs live on water and land. They are amphibians.	_____	_____
18) That dog must be really tired! I can't believe it is sleeping through all this noise!	_____	_____

NOTES:



Share It



Look at the image of these people playing a game. Describe their actions using at least four subject and object pronouns.

sentences

Ex. **They sit around the board.**

- 1) _____
- 2) _____
- 3) _____
- 4) _____



Self Check

On a scale of 1-5, how confident are you in your ability to complete the course objectives? 1 means not confident at all. 5 means very confident.

- ___ I can recognize the different forms for subject and object pronouns.
- ___ I can select either a subject or object pronoun based on location and function in the sentence.
- ___ I can apply rules of agreement for subject pronouns correctly.
- ___ I can apply rules of agreement for object pronouns correctly.

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PUBLISHING ENGLISH NATIVE

Have more questions about the Native English Collection?

Contact one of our curriculum representatives at administrator@nativeenglishpublishing.com