



CHAPTER 1

Using *Be*

Overview

This chapter presents very simple sentences for near-beginners. The assumption is that all students of this textbook can read words in English and that the teacher can both model and monitor good spoken and written English.

The purpose of the lessons in Chapter 1 is to give learners basic phrases for exchanging information with other speakers of English. Thus, they begin by getting acquainted with each other. Then the text presents simple statements of definition and description and introduces a basic vocabulary of nouns and adjectives. Negative verb phrases and contractions are also presented early so that learners get plenty of practice with them throughout the course. A few prepositions of place are also illustrated and practiced.

For general teaching suggestions and techniques, see the *Introduction* to this *Teacher's Guide*.

□ EXERCISE 1, p. 1. Let's talk: class activity.

This introductory exercise is designed as an ice-breaker for the first day of class. It shows learners how *be* is used in simple questions and answers while giving them an opportunity to get acquainted with classmates.

TEACHING SUGGESTIONS: Model the activity by choosing one student as your partner. Ask the two questions in the illustration on page 1 of the text; then, have the student ask you those two questions.

Introduce the student to the class, saying, "This is (. . .)" or "I would like you to meet (. . .)." Write the student's name and country on the board. Ask that student to do the same, introducing you to the class and writing your name and country on the board. Choose another student and model the pattern again, if necessary, until you are sure the class understands what they are supposed to do.

Divide the students into pairs and ask them to find out his/her partner's name and country of origin. The students should write this information down. Ask the students in turn to write their partner's name and country on the board as they orally introduce this person to the class.

If you are teaching a multicultural class, mix nationalities in the pairs. If you are teaching a monolingual class, ask one student in each pair to find out the other student's hometown or address instead of country of origin.

Encourage incidental communication and interaction; brief conversations may arise in their interviews. Spell names aloud to review the spoken alphabet.

CHART 1-1: NOUN + *IS* + NOUN: SINGULAR

- Chart 1-1 introduces some basic vocabulary for discussing grammar: *singular, noun, verb, article, consonant, vowel*. These terms are used frequently throughout the text, and students will become familiar with them very quickly. Give these terms attention when you discuss the chart with your students. See p. xi of this *Teacher's Guide* for suggestions on different ways of presenting charts in class.
- To convey the concept of what a noun is, you may ask students to name things and people in the classroom: *floor, door, desk, man, woman*, etc.
- In this lesson, names such as *Canada* and *Mexico* are called singular nouns because they require singular verb forms. Perhaps point out in Exercises 3 and 4 that names of people, places, and languages (i.e., proper nouns) are capitalized.
- Many languages do not use a verb where English requires a form of *be*, so a common error in spontaneous student usage of the grammar in the first eight charts of this chapter is omission of *be* (e.g., **I a student.* or **She not in class today.*).
- **WORKBOOK:** For additional exercises based on Chart 1-1, see *Workbook Practices 1–3*.

□ EXERCISE 2, p. 2. Preview: listening.

See p. xvii of this *Teacher's Guide* for suggestions on how to best use the listening exercises and audio CDs in the back of the student book.

This exercise has been designed as a diagnostic tool to see how advanced your class is. Beginning students sometimes feel they have been placed too low, and this exercise is meant to challenge those students.

ANSWERS: 2. is a 3. They're in 4. is an 5. It's 6. aren't
7. They're happy 8. is 9. isn't 10. She's

□ EXERCISE 3, p. 2. Sentence practice. (Chart 1-1)

Students practice indefinite articles as a step along the way to producing the sentence pattern in Chart 1-1. The main focus of the first half of this chapter is sentence patterns with *be*.

TEACHING SUGGESTIONS: After you discuss the chart with the class, give your students a few minutes to complete the exercise by themselves. Students can read their answers aloud while you point out the sentence structure as you go through the exercise.

Or, since the sentences are short, they could be written on the board by students. That would give you nine sentences to use as additional examples of the pattern in Chart 1-1. You could go through each one, pointing out nouns and articles and the position of *is*.

Alternatively, students may be more comfortable if they answer together rather than as individuals. You might proceed like this:

TEACHER: Look at the example. (*pause*) We use *a* with *horse*, not *an*.
What letter does *horse* begin with?

CLASS: "H."

TEACHER: Is "h" a vowel or a consonant?

CLASS: A consonant.

TEACHER: Why do we use *a*, not *an*, in front of *horse*?

CLASS: "H" is a consonant.

TEACHER: Yes, we use *a* in front of *horse* because *a* is used in front of a consonant. Then we say **an** animal. Why?
CLASS: *Animal* begins with a vowel.
TEACHER: Right! Now, look at sentence number 2. (*pause*)
Everybody, say this sentence now.
CLASS: English is a language.
TEACHER: Yes—**a** language. English is **a** language. Great!
Etc.

You may have to spend some time reviewing the alphabet and distinguishing between vowels and consonants.

Try to help learners understand new vocabulary words without the use of a dictionary. Some of the difficult vocabulary is illustrated (*bee, bear, ant*). This vocabulary is recycled in subsequent exercises. You may have to explain some of the other vocabulary in this exercise (for example, by drawing a horse, or by using or drawing maps).

A large map of the world would be helpful for this and following exercises. There is a map of the world at the back of this *Teacher's Guide*, pp. 180-181, that you can photocopy if a wall map is not readily available. Also, there is a picture of a horse on p. 93 of the student book. Note that giving students page numbers to look at is a way of reviewing and practicing numbers.

EXPANSION: After you finish going through the exercise, have students close their books. Then, using a few of the items in this exercise, write sentences on the board that contain errors and ask the class to correct them; e.g., write **English is language.* or **A bee is a insect.* or **Korea a country is.* You may want to include errors in capitalization.

ANSWERS: 2. English is a language. 3. Tokyo is a city. 4. Australia is a country. 5. Red is a color. 6. A dictionary is a book. 7. A hotel is a building. 8. A bear is an animal. 9. A bee is an insect. 10. An ant is an insect.

□ EXERCISE 4, p. 3. Sentence practice. (Chart 1-1)

Again, a map would be helpful for this exercise.

TEACHING SUGGESTION: Pronounce the words in the box and have the class repeat them. Everyone can read the first three sentences in chorus; then, either the whole class or individuals can call out the rest.

It's not necessary for students to write every answer in their books; some students will put their pens aside and simply join in orally, but others will insist on writing every answer completely and correctly. Learning styles differ.

ANSWERS: 4. Tennis is a sport. 5. Chicago is a city. 6. Spanish is a language. 7. Mexico is a country. 8. A cow is an animal. 9. A fly is an insect. 10. Baseball is a sport. 11. China is a country. 12. Russian is a language.

□ EXERCISE 5, p. 4. Let's talk: small groups. (Chart 1-1)

This exercise gives students a chance to use their own knowledge to complete the sentences. Help them with pronunciation, and congratulate them on their answers.

TEACHING SUGGESTION: Divide the students into small groups. Choose one group and have them model the example. After students finish the exercise, ask for different completions from a number of students. This is an exercise that allows the more advanced students to display their abilities and vocabularies. If a student uses a word that most of the rest of the class is unfamiliar with, ask that student to locate the place on a map or draw the animal or insect.

EXPANSION: If your class is more advanced, you may want to take some of the more common languages and have students come up with the names of the countries (Spanish–Spain; Japanese–Japan, etc.). You can put the answers in two columns on the board: one for language and one for country.

CHART 1-2: NOUN + *ARE* + NOUN: PLURAL

- This chart introduces the grammatical term “plural.” You can write sentence (c) from Chart 1-1 and sentence (a) from Chart 1-2 to show the differences. Allow students to discover all the differences between the two; then, lead them through the rest of the points in Chart 1-2.
- Note the spelling variations of the plural *-s* ending. Model pronunciation of final *-s* and have the class repeat after you. (Focused work on pronunciation of final *-s/-es* follows in Chapter 3.)
- **WORKBOOK:** For additional exercises based on Chart 1-2, see *Workbook* Practices 4–8.

□ EXERCISE 6, p. 4. Sentence practice. (Charts 1-1 and 1-2)

This exercise can be done in class or assigned as homework. These sentences are simple definitions and introduce vocabulary. Some of these words are illustrated in the drawing: *a rose, a rabbit, a carrot, a chicken.*

Model pronunciation of final *-s* and have the class repeat after you.

ANSWERS: 2. Computers are machines. 3. Dictionaries are books.
4. Chickens are birds. 5. Roses are flowers. 6. Carrots are vegetables.
7. Rabbits are animals. 8. Egypt and Indonesia are countries. 9. Winter and summer are seasons.

□ EXERCISE 7, p. 5. Game. (Charts 1-1 and 1-2)

TEACHING SUGGESTION: Divide students into small groups. Each group chooses a leader who writes the group’s sentence. Encourage all members of the group to contribute.

When you have finished all the sentences, give the groups time to check their sentences. If you have time, check each group’s answers immediately. Because this is a game, students are generally excited to know who won. Whether you correct the sentences in class or later, you can choose some of the sentences for error correction the next day.

EXPANSION: For more advanced groups, this can turn into a fast-paced competition by asking the group leader to raise his/her hand as soon as the group decides it has the correct answer. The points will add up as the exercise continues.

ANSWERS: 1. A bear is an animal. 2. An ant is an insect. 3. London is a city.
4. Spring is a season. 5. A carrot is a vegetable. 6. September and October are months. 7. Mexico and Canada are countries. 8. A dictionary is a book.
9. Chickens are birds. 10. China is a country. 11. Winter and summer are seasons.
12. Arabic is a language. 13. A computer is a machine. 14. A fly is an insect.

□ EXERCISE 8, p. 6. Listening. (Charts 1-1 and 1-2)

Play the audio. Students can give choral responses for the examples. When you are sure they understand the task, play the remaining sentences. You may need to stop the audio if students need more time to figure out the answers.

ANSWERS: 1. yes 2. no 3. yes 4. no 5. no 6. yes 7. no
8. yes 9. yes

□ EXERCISE 9, p. 6. Let's talk: pairwork. (Charts 1-1 and 1-2)

TEACHING SUGGESTION: Choose a student to help you model the example so that the class understands the task.

Walk around the room ready to answer questions and to be sure partners are looking at each other as much as possible when they speak.

When the pairs are finished, ask for answers from a number of students. Pairs that finish early can write their answers.

CHART 1-3: PRONOUN + *BE* + NOUN

- Languages of the world construct these simple sentences very differently. Some do not require *be*; others do not require articles; and others have the same pronoun for *he* and *she* (just as English has only the pronoun *they* for the plural). These differences may cause many mistakes as students try to learn the system of English. Encourage them to keep experimenting, and don't expect perfection.
- Some alert learners may ask about *my*, a possessive adjective in sentences (i)–(k). You might then point out that either an article or a possessive adjective — not both — may be used in front of a singular noun. (INCORRECT: **She is a my teacher.*) Possessive adjectives are introduced in Chart 2-5.
- Another possible problem is the pronoun *you*, which can be either singular or plural in meaning but always requires the plural form of *be*. This is an accident of English history.
- In discussing Chart 1-3 and Exercise 10, use yourself and students as props to demonstrate the meanings of the pronouns. For example, for *she*, point to a woman; for *we*, group yourself with another student or other students.
- **WORKBOOK:** For additional exercises based on Chart 1-3, see *Workbook* Practices 9–11.

□ EXERCISE 10, p. 7. Sentence practice. (Chart 1-3)

This exercise is a quick way of ascertaining whether or not your students have understood the core grammar in the preceding chart. You may want to do it in class.

Chapter 1 presents grammar and vocabulary slowly and deliberately, giving beginners no more than they can handle comfortably. If your class is more advanced, much of the material in this and the next chapter can be handled quickly and exercises can be shortened or deleted.

ANSWERS: 2. I am a student. 3. Rita is a student. 4. Rita and Tom are students.
5. You are a student. 6. You are students.

□ EXERCISE 11, p. 7. Let's talk: class activity. (Charts 1-1 → 1-3)

This is a teacher-led exercise.

Much of the emphasis in this exercise should be on the students' knowing one another; it's a follow-up, getting-to-know-each-other exercise, so include as many names as is practical in the course of the exercise to encourage the students' familiarity with one another's names. The grammar is secondary here.

Some beginners may have difficulty using all the correct singular and plural forms, but with patient encouragement they will improve.

CHART 1-4: CONTRACTIONS WITH *BE*

- Some learners — and even some teachers — are not comfortable with contractions. But these are the most natural forms in spoken English, so they are introduced early in this chapter. You should encourage students to use contractions when they speak answers to the lessons in this book, but don't insist.
- NOTE: Contractions are not used in formal written English, but you should encourage them in written answers to exercises in this book.
- Start familiarizing the students with the term "apostrophe." They will meet it again whenever you discuss contractions and in the unit on possessive nouns.
- WORKBOOK: For additional exercises based on Chart 1-4, see *Workbook* Practice 12.

□ EXERCISE 12, p. 8. Sentence practice. (Chart 1-4)

This exercise reviews pronouns while practicing contractions of *be*.

TEACHING SUGGESTIONS: Some students may not know whether certain names are masculine or feminine, so you may need to supply that information. The names the students encounter here will be encountered again as the text uses many common names.

You might have students work in pairs for this exercise. One speaks while the other listens carefully and helps with correct answers and pronunciation. They can change roles after every item, after every four items, or halfway through.

ANSWERS: 2. He's in my class. 3. He's twenty years old. 4. They're students. 5. It's on my desk. 6. They're friendly. 7. They're on my desk. 8. He's married. 9. She's single. 10. They're in my class. 11. They're interesting. 12. It's easy. 13. We're roommates. [In American English, "we're" has the same pronunciation as "were."] 14. It's on Pine Street. 15. I'm a student. 16. You're in my English class. [In American English, "You're" has the same pronunciation as "your."]

□ EXERCISE 13, p. 9. Listening. (Chart 1-4)

Play the audio. Make sure students understand from the example that they will hear the first sentence but will see only the second sentence on their page. It may help to write the second sentence on the board, and write the answer in the blank after listening to the audio.

TEACHING SUGGESTION: If your class is having trouble with the apostrophe, tell them to write the words they hear in the blanks; then, go back after the audio is finished and add the apostrophes in the correct places.

ANSWERS: 1. They're very nice. 2. I'm in the classroom. 3. He's late.
4. You're a teacher. 5. I'm her friend. 6. We're in the same class. 7. They're young.
8. It's very big. 9. She's very friendly. 10. It's fun.

□ EXERCISE 14, p. 9. Listening. (Chart 1-4)

This exercise adds a new level of difficulty by asking students to recognize contractions in extended discourse. Remind students to add apostrophes to the contracted words.

EXPANSION: For homework, more advanced students might like to make up a short dialogue containing some contractions and present it to the class the next day.

ANSWERS: 1. is 2. I'm 3. is 4. is 5. We're 6. It's 7. We're
8. It's

CHART 1-5: NEGATIVE WITH BE

- The form and meaning of *be + not* are the focus of this chart. “Negative” is a grammar term the students will find useful.
- A common mistake of beginners from some language groups is the use of *no* instead of *not*: e.g., **Tom is no a teacher*. Another common mistake is the omission of *be*: e.g., **I not a teacher*.
- In example (c), you can point out that the only contracted form of *I am not* is *I'm not*.
- WORKBOOK: For additional exercises based on Chart 1-5, see *Workbook* Practices 13–16.

□ EXERCISE 15, p. 10. Sentence practice. (Chart 1-5)

Give students time to complete this exercise prior to class discussion. Students could work alone or in pairs. The exercise looks easy, but it is a little tricky; students need to think about meaning as they complete the sentences.

You may want to review the plural spellings for *country* and *city*.

ANSWERS: 1. Canada is a country. It is not/isn't a city. 2. Jakarta is not/isn't a country. It is/It's a city. 3. Beijing and London are cities. They are not/aren't countries. 4. Asia is not/isn't a country. It is/It's a continent. 5. Asia and South America are continents. They are not/aren't countries.

□ EXERCISE 16, p. 11. Sentence practice. (Chart 1-5)

Vocabulary from earlier exercises is used again here, and the drawings should help learners understand the new vocabulary: *artist, photographer, gardener, bus driver, doctor, and police officer*. If your class is interested, discuss other vocabulary suggested by the illustrations: *steering wheel, paintbrush, uniform, gloves, binoculars, stethoscope, etc.*

You may want to point out that *Ms.* is used for both married and single women, and *Mr.* is for men. *Mrs.*, first seen in Exercise 2, is only for married women. While some married women prefer *Ms.*, others prefer being called *Mrs.*

EXPANSION: Bring to class pictures of people with different occupations. Have students make sentences with *is / isn't / am / am not*. If students have jobs, use their occupations. If not, their occupation is “student.”

PART I ANSWERS:

bus driver: Ms. Black
police officer: Mr. Rice

gardener: Mike
doctor: Sue

photographer: Ann

PART II ANSWERS: 2. is . . . He isn't an artist. 3. isn't . . . He's a painter.

4. isn't . . . She's a doctor. 5. is . . . He isn't an artist / a bus driver / a gardener / a doctor / a photographer. 6. police officer / gardener / doctor / photographer / an artist . . . She's a bus driver. 7. (*free response*)

CHART 1-6: *BE* + ADJECTIVE

- The term “adjective” might need more explanation, either from examples you make up or from the examples of adjective usage in the exercises that follow. The eight exercises that follow this chart are designed to help students understand what an adjective is and to learn some common ones.
- Again, in this type of sentence many languages do not use a form of *be*, but *be* is required in English. You might want to point out that adjectives in English do NOT add *-s* when the noun is plural, as in example (b) — contrary to the use of adjectives in some other languages.
INCORRECT: **Balls are rounds.*
- SUGGESTION: Bring to class several balls to illustrate the meaning of *round*. You may also want to use a box to compare *round* and *square*.
- WORKBOOK: For additional exercises based on Chart 1-6, see *Workbook* Practices 17 and 18.

□ EXERCISE 17, p. 12. Sentence practice. (Chart 1-6)

TEACHING SUGGESTIONS: Explain the word “opposite” in the directions. This exercise builds a vocabulary of basic adjectives by using opposites (*sad-happy, hot-cold, etc.*).

Encourage learners to figure out the meanings of new words without using a dictionary. Help them with pronunciation, including the use of contractions in their answers.

EXPANSION: Write pairs of adjectives on the board (*happy/sad, etc.*) Ask students to make sentences (e.g., _____ (*name of city*) *isn't cheap. It's expensive.*). This can be done in groups or pairs.

ANSWERS: 2. He's poor. 3. It's short. 4. They're clean. 5. They're beautiful. 6. They're expensive. 7. They're fast. 8. It's easy. 9. She's tall. 10. They're old. 11. It's noisy.

□ EXERCISE 18, p. 13. Sentence practice. (Chart 1-6)

TEACHING SUGGESTION: You may want to go over the words in the vocabulary list first to be sure the students know their meanings. Make sure the definitions you have chosen won't give away the answers to the sentences.

ANSWERS: 2. Ice and snow are cold. 3. A box is square. 4. Balls and oranges are round. 5. Sugar is sweet. 6. An elephant is large/big, but a mouse is small/little. 7. A rain forest is wet, but a desert is dry. 8. A joke is funny. 9. Good health is important. 10. They are/They're dangerous. 11. A coin is small, round, and flat. 12. A lemon is sour.

EXERCISE 19, p. 14. Let's talk: pairwork. (Chart 1-6)

This is a quick exercise that encourages spontaneous production of the target structure.

TEACHING SUGGESTION: Demonstrate what students are supposed to do by drawing faces on the board.

EXERCISE 20, p. 14. Sentence practice. (Chart 1-6)

Students again work with meaning in this exercise; they need to write true sentences.

ANSWERS: 3. Lemons are yellow. 4. Ripe bananas are yellow too. 5. A lemon isn't sweet. It is/It's sour. 6. My pen isn't heavy. It is/It's light. 7. This room isn't dark. It is/It's light. 8. My classmates are friendly. 9. A turtle is slow. 10. Airplanes aren't slow. They are/They're fast. 11. The floor in the classroom is/isn't clean. It isn't/is dirty. 12. The weather is/isn't cold today. 13. The sun is/isn't bright today. 14. My shoes are/aren't comfortable.

EXERCISE 21, p. 15. Let's talk: pairwork. (Chart 1-6)

TEACHING SUGGESTIONS: Choose a student to help you model the example so that the class understands the task.

Walk around the room ready to answer questions and to be sure partners are looking at each other as much as possible when they speak.

After most of the pairs have finished this exercise, you may want to go over the answers with the class.

PARTNER A SENTENCES: 1. The table isn't clean. It's dirty. 2. The little boy is sick. He isn't well. 3. The algebra problem isn't easy. It's difficult. 4. The cars are old. They aren't new.

PARTNER B SENTENCES: 1. The man is friendly. He isn't unfriendly. 2. The coffee isn't cold. It's hot. 3. The woman is tall. She isn't short. 4. Ken's sister isn't old. She's young.

EXERCISE 22, p. 16. Let's talk: game. (Chart 1-6)

TEACHING SUGGESTION: Help the class with vocabulary as necessary.

If you have a large class, you may want to divide it into two groups. You can walk around the room and monitor both groups.

Students whose turn comes toward the end may become nervous because they have so many sentences to remember. The goal of this game is practice with the target structures, not memorization. If students are having trouble remembering the preceding sentences, encourage other students to help them.

☐ EXERCISE 23, p. 17. Let's talk: pairwork. (Chart 1-6)

Use this exercise as an opportunity for general class discussion of your city. Encourage students to express their opinions and perhaps relate their experiences in this city.

☐ EXERCISE 24, p. 17. Let's talk: game. (Chart 1-6)

This exercise encourages students to use their own knowledge and imaginations to answer your cue. Depending on how long it takes groups to make lists, you may want to limit the number of adjectives to ten or fewer.

CHART 1-7: BE + A PLACE

- Some students may ask about prepositions with similar meanings, e.g., *above/over, under/below/beneath, behind/in back of*. You may not wish to discuss those now because some learners might be confused. If you decide to explain the differences, be prepared with clear examples, perhaps from a dictionary for ESL/EFL students.
- The preposition *at* is usually difficult to explain and understand. Uses of *at* and *in* are emphasized and differentiated in Chart 12-9, p. 374, of the *BEG* student book.
- Note the new grammar terms “preposition” and “prepositional phrase.” It is suggested that you not attempt to define a preposition but rather allow students’ understanding to come from the examples. If students press you for a definition, you might say a preposition is a word that shows a particular relationship between nouns. For example, in the illustration, *on* shows the relationship between the ball and the box. A humorous definition of prepositions is “little words that cause learners big problems.” Some simple definitions of the term “phrase” are “a group of related words that do not have a subject and a verb” (to contrast a phrase and a clause), or “a group of words that form a unit.” These definitions are probably too confusing for students at this level. Perhaps easier is to define a phrase as “a short group of words.” Easier still is not to attempt definitions at all at this point and to let the understandings emerge from the examples.
- Lead the students through an examination of the illustration. Use other objects in the classroom (e.g., an eraser and a book) to similarly demonstrate the meanings of the prepositions.
- **WORKBOOK:** For additional exercises based on Chart 1-7, see *Workbook* Practices 19 and 20.

☐ EXERCISE 25, p. 19. Sentence practice. (Chart 1-7)

This exercise is simply another series of illustrations of the meanings of prepositions. Students can call out the answers and write them in later.

ANSWERS: 2. under 3. on 4. next to 5. above 6. behind
7. between

☐ EXERCISE 26, p. 20. Let's talk: class activity. (Chart 1-7)

This is a teacher-led activity.

The symbol “(. . .)” throughout the text means that you should supply the name of a student.

EXPANSION: If your class is advanced, let students assume the role of teacher, and have them take turns giving simple commands.

□ EXERCISE 27, p. 20. Let's talk: pairwork. (Chart 1-7)

Students draw what their partner describes. When the class is finished, ask for volunteers to show their pictures.

If some pairs finish early, have them think of additional objects to draw. Partners can give each other their new instructions.

CHART 1-8: SUMMARY: BASIC SENTENCE PATTERNS WITH BE

- This chart (1) summarizes the three completions for sentences with the main verb *be*, and (2) introduces the two very important grammar terms “subject” and “verb.”
- For review, ask students to make the example sentences negative. You could also preview the next chart by asking them to change the example sentences to questions (even though you would end up with the somewhat unnatural question “Am I a student?”).
- If structure recognition and identification are not important to your goals and purposes, skip class discussion of Chart 1-8 and omit Exercise 28.
- WORKBOOK: For additional exercises based on Chart 1-8, see *Workbook* Practices 21–23.

□ EXERCISE 28, p. 21. Sentence practice. (Chart 1-8)

This exercise can be done in class or assigned as homework.

ANSWERS: 4. are + a noun 5. is + a place 6. is + an adjective 7. are + a noun
8. am + a place 9. is + a place 10. are + an adjective

□ EXERCISE 29, p. 22. Listening. (Chart 1-8)

The purpose of the exercise is to expose students to contractions that follow nouns. Pronunciation can help reinforce the listening, so the suggestion to practice saying the sentences is included in the directions; however, pronunciation is not a primary goal. The emphasis here should be on listening.

□ EXERCISE 30, p. 22. Listening. (Chart 1-8)

The symbol “Ø” is included because many students don’t hear the verb, and think that not having one is a possible option here. It’s important for them to know that a missing verb is NOT an option. Even if they don’t hear a verb in a sentence, they need to assume that one is there. This exercise helps them develop a better awareness of that.

ANSWERS: 1. B 2. A 3. A 4. B 5. A 6. B 7. B 8. A
9. A 10. B

□ EXERCISE 31, p. 23. Sentence review. (Chapter 1)

From time to time, it’s useful for students to edit another student’s work. It gives them the opportunity to identify errors other than their own and to help one another learn. Some students enjoy being the “teacher” whereas others may resist. Explain to those students that they are learning to edit, an important part of learning how to write well in English.