



CHAPTER 2

Using *Be* and *Have*

Overview

This chapter continues the study of forms of the verb *be*. Short questions and answers are introduced, followed by the use of *have* and *has*. Possessive adjectives build on the discussion of subject pronouns in Chapter 1. Demonstrative pronouns (*this, that, these, those*) complete the chapter.

EXERCISE 1, p. 24. Preview: listening.

This exercise introduces students to questions before they have been taught the correct word order. It will help you find out how much your students already know about asking simple questions.

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

CHARTS 2-1 AND 2-2: YES/NO QUESTIONS AND SHORT ANSWERS WITH *BE*

- Two important structures are presented here: (1) word order in questions with *be*, and (2) verb use in short answers. Point out that contractions are not used in affirmative short answers.
- **WORKBOOK:** For additional exercises based on Charts 2-1 and 2-2, see *Workbook Practices* 1–6.

EXERCISE 2, p. 24. Question practice. (Chart 2-1)

Students must understand basic question structure before they can complete this exercise. Lead the class carefully through the example and the first few items. Students should be able to complete the rest on their own. Make sure they understand the correct use of the question mark.

ANSWERS: 2. Is the sun a ball of fire? 3. Are carrots vegetables? 4. Are chickens birds?
5. Is Mr. Wu here today? 6. Are Sue and Mike here today?
7. Is English grammar fun? 8. Are you ready for the next grammar chart?

EXERCISE 3, p. 25. Question practice. (Charts 2-1 and 2-2)

Students can work alone or in pairs. Make sure students know that the words in parentheses are long answers and that they are to supply short answers only.

ANSWERS:

- | | |
|---|--|
| 3. A: Are you homesick?
B: No, I'm not. | 7. A: Are the chairs in this
room comfortable?
B: No, they aren't. |
| 4. A: Is Bob homesick?
B: Yes, he is. | 8. A: Are you married?
B: No, I'm not. |
| 5. A: Is Sue here today?
B: No, she isn't. | 9. A: Are Tom and you roommates?
B: Yes, we are. |
| 6. A: Are the students in
this class intelligent?
B: Yes, they are. | 10. A: Is a butterfly a bird?
B: No, it isn't. |

EXERCISE 4, p. 26. Let's talk: find someone who (Charts 2-1 and 2-2)

This interactive exercise gives students the opportunity to learn more about their classmates while engaging in real-world conversations.

NOTE: Students use their own words for phrases in parentheses in the box.

EXERCISE 5, p. 27. Let's talk: pairwork. (Charts 2-1 and 2-2)

Tell students to help one another with word meanings or to ask you for help. (Not using a dictionary keeps the focus on oral interaction.)

EXERCISE 6, p. 27. Question practice. (Charts 2-1 and 2-2)

If your class is advanced, this exercise can be done orally in pairs. Students can then write the answers for homework.

CHART 2-3: QUESTIONS WITH *BE*: USING *WHERE*

- The forms of two types of questions are compared:
 - (1) a yes/no question (i.e., a question that is answered by “Yes.” or “No.”)
 - (2) an information question (a question that begins with a question word, also called a Q-word or WH-word, such as *where, when, why, who*)
- You might write the examples on the board, aligning them as they are in the chart to show the positions of the sentence parts. The similarity in form between yes/no and information questions is emphasized throughout the text — whether the question uses *am/is/are, do/does, did, was/were, have/has*, or modal auxiliaries.
- **WORKBOOK:** For additional exercises based on Chart 2-3, see *Workbook Practices 7 and 8*.

EXERCISE 7, p. 28. Question practice. (Chart 2-3)

Students must decide which type of question is necessary in each short conversation. The words in parentheses are not part of the conversation, just part of the meaning; they give the full meaning of the short answer.

ANSWERS: 3. Is Cairo in Egypt? 4. Where is Cairo? 5. Are the students in class today? 6. Where are the students? 7. Where is the post office? 8. Is the train station on Grand Avenue? 9. Where is the bus stop? 10. Where are Sue and Ken today?

□ EXERCISE 8, p. 29. Let's talk: pairwork. (Chart 2-3)

Where-questions are the target structure here, but the response part of this exercise is just as important and far more challenging.

CHART 2-4: USING HAVE AND HAS

- Students are now moving from the use of main verb *be* to the use of main verb *have*. The principal difficulty students have with this grammar is using *has* with third-person singular subjects (the pronouns *she/he/it* or singular noun subjects). A common mistake would be: **My teacher have a blue pen*. You might point out that the final *-s* is consistent in the forms *is* and *has*.
- WORKBOOK: For additional exercises based on Chart 2-4, see *Workbook* Practices 9–12.

□ EXERCISE 9, p. 30. Sentence practice. (Chart 2-4)

This exercise can be done in class or assigned as homework. Learners must decide whether each item requires the basic form of *have* or the *-s* form, *has*.

ANSWERS: 2. have 3. has . . . has 4. have 5. has 6. have . . . have
7. has 8. have . . . has 9. have 10. has . . . has 11. has 12. have
13. have 14. has

□ EXERCISE 10, p. 31. Sentence practice. (Chart 2-4)

Students learn about common ailments while practicing *have* and *has*.

ANSWERS: 1. has a headache 2. have toothaches 3. have a fever 4. has a sore throat
5. have a cold 6. have backaches 7. has a stomachache

□ EXERCISE 11, p. 31. Let's talk: pairwork. (Chart 2-4)

Remind students that this is a speaking, not a reading, exercise. They can look at their books when preparing to speak, but they must look at their partners while speaking.

NOTE: *Toothache* and *sore tooth* have essentially the same meaning, as do *backache* and *sore back*.

EXPANSION: Students often have questions about other ailments. You may want to give them the chance to ask questions, and then write important vocabulary on the board.

ANSWERS: 1. A: How are you? B: I have a headache. 2. A: How are you?
B: I have a sore tooth. 3. A: How is/How's your mother? B: She has a sore
back. 4. A: How is/How's Mr. Lee? B: He has a backache. 5. A: How are
your parents? B: They have colds. 6. A: How are the patients? B: They have
stomachaches. 7. A: How is/How's your little brother? B: He has a sore throat.
8. A: How is/How's Mrs. Wood? B: She has a fever.

□ EXERCISE 12, p. 32. Listening. (Chart 2-4)

Go over the vocabulary in the picture first.

EXPANSION: Ask for volunteers to show the class that they are wearing an item similar to one in the picture.

ANSWERS: 1. have 2. has 3. has 4. has 5. has 6. have
7. have 8. have

□ EXERCISE 13, p. 32. Let's talk: find someone who . . . (Chart 2-4)

Students practice the common question “Do you have . . . ?” *Do* and *does* in questions will be formally taught in Chapter 3, but by now students will have heard this question frequently. They do not need to understand how *do* and *does* work with verbs in order to practice this question and short answers.

CHART 2-5: USING MY, YOUR, HIS, HER, OUR, THEIR

- This chart builds upon the known (subject pronouns) to introduce the new forms (possessive adjectives).
- The terms “possessive adjective” and “possessive pronoun” can be confusing. *My, your, her,* etc., are pronouns in that they are noun substitutes, but they can also function as adjectives (i.e., they modify nouns); hence the term “possessive adjectives,” to distinguish them from “possessive pronouns” (*mine, yours, hers,* etc.). See Chart 15-3 for possessive pronouns.
- **WORKBOOK:** For additional exercises based on Chart 2-5, see *Workbook Practices* 13–15.

□ EXERCISE 14, p. 33. Sentence practice. (Chart 2-5)

Students have been practicing “It’s your turn” in pairwork, so they should be familiar with the meaning by now. You may want to practice “You’re next” by having students line up for a task (e.g., writing their name on the board) and then saying “You’re next” as each one takes a turn. (If you need to review “It’s your turn,” you can alternate between “It’s your turn” and “You’re next.”)

ANSWERS: 1. your 2. her 3. their 4. her 5. my 6. their
7. your 8. our 9. his 10. her

□ EXERCISE 15, p. 33. Sentence practice. (Chart 2-5)

Students learn important life-skill information including first name, middle initial, area code, etc. while practicing possessive adjectives.

NOTE: *Birthday* = the month and day a person celebrates a birthday: April 12. *Birthdate* refers to the month, day, and year a person was born: 4/12/02. In American English, the month is written first, followed by the day and year. For dates beginning in 2000, usually just the last two numbers are written: 4/12/02. For dates in the 1900s, all four numbers are included: 8/15/1998.

EXPANSION: Have students interview one another to get the following information: last name, middle name, middle initial, zip code, area code. Ask students to talk about other students in the class based on the information they received (e.g., *His middle initial is C. Her area code is 555.*).

Not all countries have zip codes or area codes. Ask students how phone numbers and addresses are written in their countries.

ANSWERS: 1. His ... Palmer 2. His ... John 3. His ... B. 4. Their ... 98301 5. Their ... (888) 6. Her ... 4/12/1970 7. Her ... April 12 8. Her ... Ellen 9.-15. My ... (*free response*)

□ EXERCISE 16, p. 35. Let's talk: pairwork. (Chart 2-5)

Have students ask you questions about words they don't understand or would like you to pronounce. There are four illustrations to help explain the meaning of new vocabulary terms. Use items and colors in the classroom to broaden students' understanding of the vocabulary.

□ EXERCISE 17, p. 36. Sentence practice. (Chart 2-5)

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

One purpose of this practice is to familiarize students with the vocabulary for clothing and colors. Another is to provide a context for a passive understanding of the present progressive (e.g., *is wearing*). The first sentence in each item uses the present progressive, which is not explained until Chapter 4. The meaning of the verb form is "at this moment in time, right now" if students ask about it. It is not necessary to explain more about this until Chapter 4.

ANSWERS: 2. His 3. My 4. Their 5. Your 6. Our 7. Your 8. Her 9. His 10. Their 11. His 12. My

□ EXERCISE 18, p. 37. Let's talk: class activity. (Chart 2-5)

This exercise gives learners an opportunity to use the grammar they have been studying while practicing vocabulary. Encourage students to use complete sentences.

TEACHING SUGGESTION: Using the formats suggested in the examples, lead students through all or most of the colors and clothing types represented in the classroom. The method is for you to have a series of short conversations with individual students, using the true and present classroom context; the goal is for students to engage in effortless and clear communication using familiar structures and vocabulary — a real coup for a beginning student.

□ EXERCISE 19, p. 37. Sentence practice. (Charts 2-4 and 2-5)

This combines the lessons from Charts 2-4 and 2-5. If that grammar is a review for your students, not new, this exercise can be finished very quickly, assigned for homework, or skipped.

ANSWERS: 2. has ... His 3. have ... Your 4. has ... Her 5. have ... Their 6. have ... Their 7. have ... Our 8. have ... My 9. have ... Our 10. have ... Your 11. has ... Her 12. has ... His

CHARTS 2-6 AND 2-7: USING *THIS, THAT, THESE, THOSE*

- Some languages have very different systems for indicating near and far objects. Demonstrate the English system by putting a book near you (*this book*) and one away from you (*that book*). Use other objects in the classroom for additional contextualized examples.
- Chart 2-6 gives the singular English forms *this* and *that*; Chart 2-7 gives the plural forms *these* and *those*. These words are often called “demonstratives.”
- Learners often have difficulty differentiating the pronunciation of *this* and *these*. It may help to tell them that the vowel in *these* is spoken a bit longer, and the *-s* in *these* is pronounced /z/. The *-ese* in *these* should sound exactly like the *-ease* in *please*. The *-is* in *this* should sound exactly like the *-iss* in *kiss*.
- While you may wish to emphasize good pronunciation of the *th*-sound /ð/, it may be too early for some learners; it’s too difficult to think about correct forms and good pronunciation at the same time. Students can quickly slip into old pronunciation habits when they’re concentrating on form and meaning. It will all come together eventually as they gain experience.
- *This, that, these, and those* can be used both as adjectives and as pronouns. In Chart 2-6, (a) and (b) illustrate their use as adjectives; (c) and (d) illustrate their use as pronouns. This information is not crucial and does not need to be given to students at this time.
- **WORKBOOK:** For additional exercises based on Charts 2-6 and 2-7, see *Workbook Practices* 16–18.

EXERCISE 20, p. 38. Sentence completion. (Chart 2-6)

Students can complete this exercise in class, either individually or in pairs.

EXPANSION: Point to things in the classroom and ask “What is this/that?” Keep all the items singular at this point. Students must think about *this* vs. *that* as well as the possessive adjectives in their answers. Give students time to think of good answers.

Some students might naturally slip into use of possessive pronouns (*mine, hers, etc.*). For example, they might say *This book is mine. That book is yours.* If they already know how to use possessive pronouns, that’s great. Don’t discourage them simply because they didn’t follow the exact pattern of the exercise. Keep the focus on *this* and *that*.

ANSWERS: 3. This 4. That 5. That 6. This 7. This 8. That
9. That 10. This

EXERCISE 21, p. 39. Let’s talk: pairwork. (Chart 2-6)

This is a review of colors while the target structure is being practiced. Continue to model the pronunciation of the *th*-sound /ð/.

EXERCISE 22, p. 39. Listening. (Chart 2-6)

The purpose of this exercise is to expose students to the spoken forms of *this* and *that*. Some students have trouble hearing the difference between the two, especially in questions. The contracted forms “that’s” and “this’s” are very common in spoken English. *That’s* can also be used in writing, but not *this’s*.

ANSWERS: 1. This 2. That 3. That 4. This 5. that 6. This
7. this 8. that 9. This 10. That

□ EXERCISE 23, p. 40. Sentence practice. (Chart 2-7)

This exercise type is identical to Exercise 20, except that it practices the plural forms.

EXPANSION: Point to things in the classroom and ask, “What are these/those?” Keep all the items plural. Students must think about *these* vs. *those* as well as the possessive adjectives in their answers. Give them time to think of a good answer. If this becomes easy for your students, you might want to add *this* and *that*.

ANSWERS: 1. These 2. Those 3. Those 4. These 5. Those
6. These

□ EXERCISE 24, p. 40. Sentence practice. (Charts 2-6 and 2-7)

Errors in singular-plural usage of *this*, *that*, *these*, and *those* are common. This exercise encourages students to pay careful attention to singular and plural.

Emphasize the pronunciation differences between *this* and *these*, with *this* ending in an /s/ sound and *these* ending in a /z/ sound. The vowel sounds are also different (*these* is longer).

ANSWERS: 2. This . . . Those 3. These . . . Those 4. This . . . That
5. These . . . Those 6. This . . . Those 7. these . . . those 8. This . . . Those

□ EXERCISE 25, p. 41. Let’s talk: pairwork. (Charts 2-6 and 2-7)

Students practice *this*, *that*, *these*, and *those* while using possessive adjectives.

CHART 2-8: ASKING QUESTIONS WITH *WHAT* AND *WHO* + *BE*

- The words in parentheses are usually omitted in conversations because both speaker and listener can see the same thing or person.
- NOTE: In singular questions with *who*, the demonstrative pronoun *that* (or possibly *this*) is used to ask about a person (*Who is that?/Who is this?*), but in the plural, *these* and *those* are not used as pronouns. (INCORRECT: **Who are those?*) Correct plural questions are *Who are they?* or *Who are those people?* Students don’t need this information, but an unusually alert student might have a query about it.
- WORKBOOK: For additional exercises based on Chart 2-8, see *Workbook* Practices 19 and 20.

□ EXERCISE 26, p. 42. Sentence practice. (Chart 2-8)

Students can work in pairs, but they should exchange roles so that everyone has a chance to supply answers. They have to think about the differences between singular and plural as well as between people and things.

ANSWERS: 2. What are 3. Who is 4. What is 5. Who are 6. What is
7. Who is 8. Who are 9. What is 10. What are

□ EXERCISE 27, p. 43. Let's talk: pairwork. (Charts 2-6 → 2-8)

This is intended as a short exercise that gives students a little practice with these very common questions.

□ EXERCISE 28, p. 44. Let's talk: pairwork. (Charts 2-6 → 2-8)

Part I of this exercise is designed to familiarize students with the vocabulary they will need to use in Part II. Be sure to go over Part I answers before proceeding with Part II.

□ EXERCISE 29, p. 45. Let's talk: class activity. (Charts 2-6 → 2-8)

This is a teacher-led activity. After students have learned the vocabulary in Exercise 28, they close their books and use that vocabulary while they practice using *this*, *that*, *these*, and *those*.

□ EXERCISE 30, p. 45. Let's talk: pairwork. (Charts 2-6 → 2-8)

This is a very natural way to exchange information. Students should work in pairs, helping each other learn the vocabulary that is illustrated in the drawing on p. 46 of the student book. Supply vocabulary meanings only if asked.

TEACHING SUGGESTION: It's very tempting to use this illustration as a preview of the present progressive (after the class is done with the exercise as pairwork). If you think your class is ready and will enjoy the challenge rather than feel frustrated, ask them leading questions using the present progressive (e.g., "What is the cow doing?"), but be prepared to supply the answer yourself, as well as spend some time explaining new vocabulary. Some examples: "The cow is eating grass. The bat is hanging from a branch in the tree. The bat is sleeping. The bird is flapping/moving its wings. The dog is sitting. The horse is facing us. The bees are flying."

□ EXERCISE 31, p. 47. Chapter review: error analysis. (Chapter 2)

These sentences contain typical errors. This kind of exercise encourages students to pay attention to important details as they develop self-monitoring skills. See p. xvi of this *Teacher's Guide* for more information about error-analysis exercises.

At this point, learners should be able to correct each error and understand the underlying grammar. If they can do this exercise easily and well, you and they have done a really good job in Chapters 1 and 2! Congratulate them lavishly and don't forget to congratulate yourself too.

ANSWERS: 2. I am not/I'm not hungry. 3. I am/I'm a student. He is a teacher.
4. Yoko is not here. She is at school. 5. I'm from Mexico. Where are you from?
6. Is Roberto ~~he~~ a student in your class? 7. Those pictures are beautiful.
8. This is your dictionary. It is/It's not my dictionary. 9. Mr. Lee has a brown coat.
10. They aren't here today. 11. These books are expensive. OR This book is expensive.
12. Cuba is an island.

□ EXERCISE 32, p. 47. Chapter review. (Chapter 2)

This is a multiple-choice exercise, similar to parts of international English tests. Some students may not be familiar with this type of test.

EXPANSION: You may ask your students to do this exercise individually in class as though they were actually taking a test. The usual amount of time allotted per item in a multiple-choice test is 30 seconds, so you would give students six minutes to complete this

exercise. Since this is a beginning class, however, be flexible. If some students don't finish in six minutes, give them some more time.

This is not a tricky or difficult exercise. The expectation is that students will easily mark the correct answers and gain self-confidence.

ANSWERS: 1. C 2. C 3. B 4. B 5. B 6. C 7. C 8. C
9. A 10. A 11. C 12. B

□ EXERCISE 33, p. 48. Chapter review. (Chapter 2)

Again, this is a simple exercise. Students have to supply truthful answers using correct grammar. They should be able to do this confidently and effortlessly.

ANSWERS: 1. are not/aren't 2. is 3. am/am not 4. are 5. are
6. are . . . are not/aren't 7. is not/isn't . . . is 8. is 9. are
10. is not/isn't . . . is

□ EXERCISE 34, p. 49. Chapter review. (Chapter 2)

This exercise is more complicated than it may look. Students must have control of a number of basic structures to complete these dialogues. If learners find this exercise easy, they should be pleased by their progress and proud of themselves.

ANSWERS:

- | | |
|---|---|
| 1. A: is
B: has
A: are
B: have | 3. A: this/that . . . this/that
B: <i>(free response)</i> |
| 2. A: What is/What's
B: is a
A: Who is/Who's
B: my
A: Who are | 4. <i>(free response)</i>
5. <i>(free response)</i>
6. A: What is/What's a . . . What is/What's a
B: It is/It's an
A: Is a
B: They are/They're |

□ EXERCISE 35, p. 50. Review: pairwork. (Chapter 1)

This is a review of the prepositions of place in Chapter 1. One of its main purposes is for students to have fun while interacting with each other. Give them entertaining examples and set a jovial mood by making up funny directions such as "Put your foot on your desk" or "Put your pen in Ali's pocket." Students will take their cue from you. In some classes, students will vie with each other to give the funniest or most outrageous directions.

□ EXERCISE 36, p. 51. Activity: let's talk. (Chapter 2)

This exercise contains four interactive activities for review. You may choose to intersperse them among the other chapter review exercises as you complete this chapter.

□ EXERCISE 37, p. 51. Chapter review. (Chapter 2)

This exercise is most effective when students copy the whole thing so that it looks like an essay. Tell them to indent the beginning of each paragraph. This exercise is good preparation for Exercise 38, which follows.

ANSWERS: 3. I am/I'm 4. I am/I'm 5. My 6. is 7. He is/He's
8. My 9. is 10. She is/She's 11. have 12. are 13. is 14. She is/
She's 15. is 16. She is/She's 17. my 18. is 19. He is/He's
20. has 21. It is/It's 22. is 23. His 24. He is/He's 25. He is/He's
26. They are/They're 27. my 28. They are/They're

EXERCISE 38, p. 52. Review. (Chapters 1 and 2)

As in Exercise 37, students should copy the entire exercise. The blanks in the book are purposefully not long enough for the necessary information. What students should end up with is an essay about themselves using the structures they practiced in Chapters 1 and 2.