



Chapter 1

Using Be

CHAPTER SUMMARY

OBJECTIVE: In this chapter, students learn to describe themselves and their classmates by using pronouns in combination with the verb *be*. Students become comfortable making basic statements about the world, using the names of countries, the names of languages, and basic geographical vocabulary, and using nouns that describe categories of everyday things. This chapter presents singular and plural nouns, pronouns, affirmative and negative statements, and contractions. It also introduces basic vocabulary for people, family roles and jobs, and animals and combines these common nouns in *be*-statements, simple descriptive adjectives, and common prepositions.

APPROACH: This book presents basic English in its most recognizable style and register. For this reason, contractions, which are among the first important colloquialisms students are exposed to, are presented immediately after affirmative statements with *be*. The first exercise provides an opportunity for beginners to introduce themselves to classmates and exchange basic information. The charts and exercises then focus on the structure of *be*-statements with nouns, adjectives, and pronouns. Chart 1-1 conjugates the verb *be* with singular subject pronouns and highlights third person gender differences; Chart 1-2 highlights plural forms. Later charts model contractions and negative forms. The text emphasizes the accurate use of the verb *be* with common vocabulary. Chart 1-8 introduces the verb *be* in conjunction with prepositions of place, which allows beginners to describe the physical placement of objects. Finally, Chart 1-9 summarizes basic sentence patterns with *be* and provides written and aural practice with these patterns.

Beginning students have varying degrees of limited language to utilize when trying to comprehend classroom instructions and grammar explanations. It is critical that instructors make exercise instructions clear in every way possible—by writing on the board, of course, but also by being prepared to demonstrate and act out various instructions and speech acts until students can understand them. Teaching beginners requires strong communicative skills on the part of teachers, who should monitor their own reliance on the book to ensure that students truly understand the tasks.

TERMINOLOGY: The text uses the term *tenses* to describe verb forms that express time relationships, because most students are comfortable with the term. The idea of tense as related to time has meaning in many other languages. The text presents and explains structures with a minimum of technical terminology and a maximum of repetition to ensure ready acquisition. This strategy ensures that

students will gain good control of basic grammar structures and enough working terminology to further their study of the language.

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

Page 1

Time: 10 minutes

- Model the first cloze statements by writing them on the board with the blanks *uncompleted*.
- Tell the class that you are going to introduce yourself. Then complete the blanks with *your* information.
- Write the words and examples for each column on the board:

<i>first name (names):</i>	<i>Juan, Koji, Chun Hua, Madonna, Igor, Ahmed</i>
<i>country (countries):</i>	<i>Colombia, Japan, Korea, England, Russia, Saudi Arabia</i>
<i>city (cities):</i>	<i>Bogotá, Tokyo, Seoul, London, Moscow, Riyadh</i>
<i>language (languages):</i>	<i>Spanish, Japanese, Korean, English, Russian, Arabic</i>

- Beginning students may have little passive language to call on when listening to instructions. Provide support by modeling the exercise with a few students first.
- Erase the information that applies to you, and write a student's name above the model on the board.
- Complete the model with information from two or three students before asking students to complete their own information in their books.
- Once students have completed their own information in Exercise 1, ask them to stand up and move around the room, getting information from others.
- Circulate around the room, assisting first any students who did not immediately respond to your instructions / explanations. Students who do not immediately grasp an exercise will more readily understand what is asked of them if you model the exercise directly with them. True beginners will especially benefit from this approach.

Optional Vocabulary

Depending on the level of the students in your class, you will need to decide how much additional vocabulary to teach for active use or simply "use" without detailed explanation. This teacher's guide will provide lists of optional vocabulary; however,

you should be wary of overloading students with vocabulary. When deciding what vocabulary and associated words to teach with targeted material, you should take into account the combination of true beginners and near beginners in your class.

hi	talk
hello	from
speak	come from

□ EXERCISE 2. Warm-up. Page 1

Time: 5 minutes

- Write the words *happy* and *sad* on the board.
- Ask students if they know what the words mean and incorporate any responses actively into the discussion.
- Add students' contributions to the board work.
- Make simple drawings on the board to show the meaning.

happy = draw a smiley / smiling face

sad = draw a frowning face

- Write *he* = man and *she* = woman on the board.
- Ask one student to read item 1 aloud.
- As a class, circle the appropriate picture.
- Repeat the process for item 2.
- Ask students to complete item 3 individually.
- Tell students how you are and write this on the board, using a simple adjective.

I am happy.

Expansion: Invite students to use other adjectives they may know. Exercise 5 does just this, but you may find some students are bursting to show off what they know. A few minutes of spontaneous sharing will not take away from the impact of Exercise 5 and, in fact, may make students more confident when approaching it.

<i>bored</i>	<i>hungry</i>
<i>cold</i>	<i>nervous</i>
<i>excited</i>	<i>thirsty</i>
<i>hot</i>	<i>tired</i>

If students can readily produce *I am* + adjective, put student-generated sentences on the board, using students' names.

Juan is hungry.

Hiroko is nervous.

Ahmed is tired.

CHART 1-1. Singular Pronouns + Be. Page 2

Time: 10–15 minutes

Though students won't have full control of the verb *be* in its simple present form, most or many will have seen it before and some may be able to repeat it as a rote-learned task.

At this level, students will probably not be able to give full explanations in English. It is still important that you ask questions and incorporate whatever explanations they can produce—even something as basic as a raised index finger, to indicate *I*—into your board work. Doing so prompts students to respond immediately to your use of English and activates their passive knowledge of English. Using whatever language they can produce will help beginning students realize that they are communicating meaningfully, however stilted and limited it may seem.

Get good at writing on the board without turning your back to the students! This allows you to maintain eye contact while continuing to elicit and encourage student interaction with both you and the material. Teaching beginners requires not only becoming a superb actor but also developing the ability to multitask and maintain a connection with students even more consistently than you would need to in more advanced classes, where you can use more English to explain English.

- Write the chart heading “Singular Pronouns + Be” on the board.
- Ask students if they know what *singular* means and write the word on the board.
- Ask students if they know what *plural* means and write the word on the board.
- Incorporate any and all feedback as inclusively as you can to define the words.

singular = 1

plural = 2, 3, 4, 5 . . . 10 . . . 50 . . . 500 . . . 1000, and so on.

- Ask student(s) to read the sentences (a)–(h) on the left side of Chart 1-1 aloud while you write them on the board.
- Write and say *singular pronoun* while demonstrating the person referred to:

I Point to yourself.

you Point directly to one student and one student only.

he Point to a male in the class.

she Point to a female in the class.

it Point to an object in the class.

- In the sentences you have written on the board, highlight the three singular forms of *be* by underlining them and drawing an arrow back to the singular pronoun that requires their use.

 *I am late.*

Expansion: Point to each student in the class and have the class say whether the person is a *he* or a *she*. Start by pointing at yourself. Keep track of *he* versus *she* on the board.

he = 7 students

she = 9 students + 1 teacher

Optional Vocabulary

refer to	bus
person	pronoun(s)
forms	feminine
late	masculine
early	

□ **EXERCISE 3.** Looking at grammar. Page 2
Time: 5–7 minutes

- Ask a student to read the completed example aloud.
- Explain that students have to choose which pronoun they need for each noun.
- Write *he, she, or it* on the board.
- Allow three to four minutes to complete and then have students read correct answers aloud.
- Stress that because the titles *Dr.* and *Professor* are not gender specific, two answers are possible.

□ **EXERCISE 4.** Looking at grammar. Page 2
Time: 5–7 minutes

- Write *am, is, and are* on the board.
- Without completing the blanks, give each student a sentence to read and complete.
- Ask students for explanations of *hot* and *cold*. Write on the board any helpful words that may come up (e.g., *weather, summer, winter, food, soup, ice cream, etc.*).

□ **EXERCISE 5.** Let's talk. Page 3
Time: 10 minutes

Part I

- Introduce the task by writing on the board a few adjectives that are true for you right now, in combination with a simple *be* sentence. For example:

Now I am happy and tired.

- Have students independently check adjectives that are true for them right now.
- Go around the room and assist students who do not recognize the adjectives given or who don't think enough are true for them. Assist them in coming up with more adjectives as needed.

Part II

- Pair students.

It can take more time for beginners to pick their own partners or even understand that you expect them to work in pairs. Thus, it can be more effective for you to pair students so that maximum time is spent on the speaking task and momentum is not lost.

- Ask pairs to tell their partners what is true for them right now.
- Write some of the sentences you hear students telling each other, on the board and in quotes.

Hiroko: "I am nervous."

Ahmed: "I am tired."

Part III

- Ask each pair to tell the class two things about their partner.
- Write a few third person sentences on the board below the *I* statements from Part II.

- Show the difference between an *I* statement and one about a third person by crossing out the *I* and *am* in an *I* statement and replacing the pronoun and verb form. For example:

"I~~am~~ tired."

She is tired.

□ **EXERCISE 6.** Warm-up. Page 3
Time: 5 minutes

- Read the question *How many people?* and write it on the board.
- Have students read each sentence and choose the correct response.
- Use your hands, gestures, and tone of voice to indicate whom each plural pronoun refers to. Monitor the different ways in which you act out target structures, to ensure that your actions illustrate without patronizing students.
- For item 1, clearly include the entire class or more than one student by using your hand to indicate that *we* is always plural and always first person (i.e., the people doing the speaking).
- For item 2, show that *you* can refer to one person or several people by speaking *directly to* either one student or more than one student.
- For item 3, show that *they* is always plural and always third person by speaking *about* more than one person and using appropriate gestures.

CHART 1-2. Plural Pronouns + *Be*. Page 4
Time: 10–15 minutes

Be prepared to tap into each student's learning style by presenting new material in several ways—for example, by writing on the board as well as modeling directly with students. Students will be ready for the presentation of plural pronouns in this chart both because they have probably been exposed to them before and because the singular forms have recently been presented. However, speak slowly and clearly and illustrate meaning by gesturing toward students and objects in the class. Be sure students understand that *be* has only one plural form.

- Write the chart title on the board, "Plural Pronouns + *Be*."
- Ask a student to remind the class what *plural* means and write it on the board:

plural = 2, 3, 4, 5 . . . 50, and so on.

- Demonstrate and write *we, you* (plural), and *they* on the board.
- Add *are* after all three plural pronouns.

We are

You are

They are

- Have three students read chart examples (a)–(c) aloud while you complete them on the board with *here*.
- Ask three more students to take turns reading (d)–(f), and write the examples on the board.

- Point out that plural pronouns and verbs are easy: each plural pronoun is followed by *are*.
- Tell students that for *be* and other verbs, the plural forms stay the same in every tense.

Optional Vocabulary

here
there
persons / people

□ EXERCISE 7. Looking at grammar. Page 4 Time: 5 minutes

- Read the example.
- Ask why *they* is circled.
- Lead students to the conclusion that *we* always includes *I*. Demonstrate *we* (*you, he, she, they + I*) if necessary.
- Complete the exercise by having students take turns reading each item and selecting the correct plural pronoun.
- Remind students that unlike third person singular (*he / she / it*), the plural form has no gender difference. *They* is used for all combinations of third person plural.

□ EXERCISE 8. Looking at grammar. Page 4 Time: 7–10 minutes

- Instruct students to complete the sentences independently.
- Read each completed sentence aloud.
- Ask students the meanings of adjectives not yet discussed and write them on the board.

Expansion: After working through the meaning of *homesick* as a class, ask students what makes them homesick when they are away from home. Lead the discussion by suggesting things that make a person homesick. For example:

language
family
food
weather

Optional Vocabulary

ready homesick
late funny
sick

□ EXERCISE 9. Looking at grammar. Page 5 Time: 10–15 minutes

- Because this is the first exercise in the text requiring students to make original sentences from cue words, explain the task carefully.
- Model the example by writing the cue words and example sentence on the board.
- Tell students to make sentences using the words for each item. Go around the classroom to ensure that students understand the task and are able to work through it.

- Have students read the newly completed sentences aloud to you while you write the correct versions on the board.
- For those sentences students had trouble with, write very overt corrections on the board, crossing out the incorrect verb with a flourish and writing the new verb. For example, if a student produces the sentence “You and I am homesick,” cross out “am” and write “are” just above or below it.

are
You and I ~~am~~ homesick.

It is critical to students’ acquisition of new and unfamiliar grammar that you correct them overtly and definitively. Do so in a level-appropriate and supportive way, but do so readily and clearly. Many times newer teachers or teachers of beginning students are so concerned about inhibiting students’ production that they undercorrect speaking (and overcorrect writing). Often, when a teacher hears a mistake in the targeted structure, she will tell the student the correct form. However, the student may not recognize that a correction is being given. The student may even hear the correction as a repetition of what he or she said originally, or he may confuse the correction for a confirmation. It is far more useful to students, particularly beginners, to be very direct and overt in making corrections, and even to write errors on the board.

It is also important to choose carefully when and what to correct to avoid discouraging students. Most learners find clear corrections extremely helpful, particularly when they are beginning their study of English. Lengthy discussions of why something is incorrect may not always be helpful, because beginners simply don’t have enough language to follow such a detailed discussion. Therefore, keep explanations brief and clear and, above all, leave no doubt in the student’s mind what the correct form is.

Because beginning students can’t easily comprehend the “filler” language that teachers use when making supportive corrections, don’t give lengthy explanations in which you use many (possibly new) words to show your support of students’ efforts. Get students used to receiving straightforward feedback. For example: “Good try, Luis, but wrong. *Is*, not *are*, goes with the pronoun *he*.”

Correct overtly, definitively, and dynamically. Write corrections on the board, and modulate your voice to emphasize what is right or wrong grammatically.

□ EXERCISE 10. Warm-up. Page 5 Time: 5 minutes

- Ask students to name a few cities and countries they know.
- Write these on the board.
- Ask students if they know what an island is.
- Draw an island in the middle of water on the board.
- Have students complete the Warm-up independently and review as a class.

CHART 1-3. Singular Nouns + Be. Page 6

Time: 10–15 minutes

This chart presents singular indefinite articles. Students must be able to identify which words are preceded by *an* and which words by *a*. They thus need to recognize words that begin with vowels. It matters less whether they remember the terminology (*vowels* and *consonants*) or can name which letters are which. Recognition and production are more important than terminology at this stage.

- Write the chart title on the board, “Singular Nouns + Be.”
- Ask a student to remind the class what *singular* means and write the definition on the board. For example:

singular = 1

- Write the word *noun* on the board and elicit the working definition below and / or present it by writing it on the board.

noun = person, place, or thing

- Explain that *a* and *an* both mean “one” and that these words are called *articles*.
- Write on the board:

a / an = 1

a / an = articles

- Tell students that *a* is the more common article and it goes before most words.
- Write on the board:

a city

a country

a school

a student

- Explain that *an* is the form of the article used before words that begin with *vowels*.
- Ask students if they know what a *vowel* is. Write the following on the board:

an goes before words starting with vowels

vowels = a, e, i, o, u

an animal

an egg

an island

an office

an umbrella

- Ask a student to read sentence (a) in the chart while you write it on the board.
- Review the notes accompanying sentence (a) with students and write key words on the board.
- Ask another student to read sentence (b) while you write it on the board.
- Review the notes accompanying sentence (b) with students and write key words on the board.

□ EXERCISE 11. Looking at grammar.

Page 6

Time: 5–10 minutes

- Give students a few minutes to select the correct articles independently.
- Review as a class.

Optional Vocabulary

consonant(s)	street
vowel(s)	avenue
town	ocean
island	continent
place	

□ EXERCISE 12. Vocabulary and grammar.

Page 7

Time: 10–15 minutes

Part I

- Write the word *geography* on the board and create a quick word map.
- Ask students if they know any vocabulary words about *geography* and write any related words they come up with on the word map.

- Possibilities include:

<i>map</i>	<i>rivers</i>
<i>world</i>	<i>mountains</i>
<i>land</i>	<i>cities</i>
<i>countries</i>	<i>towns</i>
<i>oceans</i>	<i>areas</i>
<i>seas</i>	<i>continents</i>
<i>places</i>	<i>languages</i>
<i>islands</i>	

- Write each of the four headings in the exercise on the board.
- Tell students to put the words in the box above the chart into the appropriate categories in the chart.
- Give students five to seven minutes to complete the chart independently.

Part II

- Have students get into smaller groups.
- Ask students to make sentences similar to the examples given.

Expansion: Keep students in groups and circulate, providing help as needed. For groups and students who find the task less challenging, ask them to add to the appropriate column as many countries, languages, cities, and islands they can think of.

Next, give individual students one word from the original list in the box. Ask one student to make a sentence and write it under the correct column heading on the board.

Finally, invite those students who managed the task most quickly and easily to make additional sentences with geographical words and write their sentence in the correct columns on the board.

Students in beginning classes may have a relatively wide range of abilities, so you should be ready to accommodate the different speeds at which they complete tasks. For controlled exercises presented and reviewed in class, have the most competent students tackle the more difficult questions and

invite students who struggle the most to read the completed exercise items and give synonyms for basic vocabulary. Because students don't know which vocabulary words you will ask about, all will benefit from discussing the words and formulating responses to your questions. In addition, have extra seatwork tasks for those students who tend to finish independent work more quickly than others. The Expansion on page 5 is an example of such an additional task, and it includes instructions for incorporating it into the exercise given.

□ **EXERCISE 13.** Warm-up. Page 7

Time: 5 minutes

- Ask students to complete the Warm-up with *book* or *books*.
- Ask students to explain how the two words differ and what the extra *-s* on *books* means.
- Ask students to compare the verbs in red. When is *is* used? When is *are* used?

Optional Vocabulary

textbooks
dictionaries
reference books

CHART 1-4. Plural Nouns + *Be*. Page 8

Time: 10–15 minutes

In this chart, you will present plural nouns with *be*. Because the text doesn't introduce the use of *some* at this stage, the use of a plural noun will always indicate the most general sense of the noun.

Spend ample time explaining that a singular noun + a singular noun = a plural noun, as this is the most challenging aspect of this chart.

- Write the chart title on the board, "Plural Nouns + *Be*."
- Ask a student to remind the class what *plural* means and write it on the board. For example:
plural = 2, 3, 4, 5 . . . 50, and so on.
- Ask students to remind you of the definition of a noun.
a noun = a person, place, or thing
- Explain that plural nouns end in *-s* and because *a / an* mean one, they are not used before plural nouns.
- Tell students that when we use a plural noun, we are talking about the noun in all cases, in the most general sense.
- Ask students to take turns reading (a)–(e) while you put the additional examples and explanatory notes on the board.
- Explain sentence (c) carefully and tell students that nouns ending in *-y* change their spelling to *-ies* in the plural.

- Write additional examples to illustrate sentences (d) and (e). For example:

Tokyo and Moscow are cities.
Textbooks and dictionaries are books.

□ **EXERCISE 14.** Looking at grammar.

Page 8

Time: 5 minutes

- Have students read the nouns on the left and select the appropriate number on the right.
- Remind students that when a noun has a final *-s*, it usually means the noun is plural.

□ **EXERCISE 15.** Looking at grammar.

Page 8

Time: 4–7 minutes

- Give students a few minutes to complete each blank with the plural form on their own.
- Have students read each correct plural aloud and check that they know the meanings of the words.

□ **EXERCISE 16.** Looking at grammar.

Page 9

Time: 7–10 minutes

- Ask a student to read the example sentences.
- Have students complete each sentence on their own.
- Review as a class.

□ **EXERCISE 17.** Looking at grammar.

Page 9

Time: 10–12 minutes

- Ask a student to read the example sentence.
- Explain to students that they will need to make three items in each sentence plural:
 1. *the first noun*
 2. *the verb be*
 3. *the second noun*
- Give students time to complete the exercise on their own. Circulate, helping any students who need support.
- Review and correct as a class. Assist students with the correct pronunciation of *vegetables* (sometimes difficult with so many syllables) and *months* (the *-ths* ending may be difficult to pronounce).

Optional Vocabulary

As the text progresses and students gain competence, the Optional Vocabulary lists will appear more sporadically, after several exercises. Discussing vocabulary gives beginning students a chance to use their newly acquired English in spontaneous ways. It also gives you the opportunity to encourage students to use the target structures (singular noun + *be* and plural noun + *be*) correctly as they describe the words you ask them about.

When you introduce new vocabulary, ask students about related words. Beginning students often have seen many more words than they can readily produce, and guiding them to think about words in topical categories may help them recall words they know passively. As you go through the list below, ask students to add to the names of animals, sports, vegetables, months, and seasons. Write all vocabulary on the board and encourage students to write notes.

animal	pea
dog	machine
cat	airplane
cow	month
horse	June
sports	July
tennis	season
soccer	winter
vegetable	summer

Expansion: Do the following quick oral exercise for additional practice with *be* + noun. (Charts 1-3 and 1-4) Ask students to close their books. Tell students they will complete the sentences with a form of *be* + a student / students. Indicate the student or students as you name them.

Example:

TEACHER: (name of a student in the class) Yoko

STUDENT: Yoko is a student.

- (name of a student)
- (name of a student) and (name of a student)
- I
- (name of a student) and I
- We
- (name of a student)
- (name of a student) and (name of a student)
- They
- You
- (name of a student) and (name of a student) and (name of a student)

□ EXERCISE 18. Game. Page 10

Time: 10–12 minutes

- Instruct all students to close their books.
- Put students into teams of two or three.
- Have each team pick one member to write their sentences.
- Tell students you will read ten nouns, and for each noun that you read, they will make a sentence using that noun and another noun in the same category.
- Model the example given in the book.
- Read each item included in the game.
- If students are readily engaged, give five to ten more items.
- Have teams write their answers on the board and correct as a class.
- Announce the winning team.

□ EXERCISE 19. Let's talk: pairwork.

Page 10

Time: 10–12 minutes

Remind students that pairwork practice helps them gain confidence with the structures.

Students often work well in pairs when background music is played at a low volume. The music helps students feel less self-conscious and can also be stopped and started to indicate when to begin speaking and when to stop.

Circulate with paper and pen and write down any common mistakes of production, pronunciation, or factuality that you hear. Bring common errors to the attention of the class and correct overtly and visually by explaining and illustrating on the board.

- Put students into pairs.
- Explain that each partner will ask the other to name a thing, an animal, a place, a food, and so on.
- After the first partner reads the category, the other partner must give an example and use a complete sentence in response.
- Model the example in the book with one of the stronger students.
- Tell students that as they work through the exercise, you will help each pair.
- Review the exercise as a class and invite students from each pair to share alternative answers.

□ EXERCISE 20. Warm-up: listening.

Page 11

Time: 5 minutes

Whenever using CDs, be fully prepared. Know which track number you will be using and make sure the player is turned on. Understanding a new language exclusively by listening is challenging. Students cannot see the mouths of those speaking, and the contexts are unknown. Students may become nervous or easily distracted when they are asked to listen to a CD, so give them very clear instructions about the task before you begin playing it.

- Play the CD.
- Write the contractions on the board.
- Invite students to tell you the long form for each contraction and write it on the board.

CHART 1-5. Contractions with *Be*. Page 11

Time: 10 minutes

Most students have already been exposed to contractions and will recognize them. Tell students they will hear contractions more often than they will see them in print and that contractions are extremely common in speaking.

- Write the chart title on the board.
- Ask the class if anyone can explain what a contraction is.
- Write the first example on the left side of the chart on the board.
I + am ⇒ I'm.
- Explain that the apostrophe (') takes the place of the verb *be*.
- Explain that in English, the sound is *I'm* . . . as though the two words are “pushed together,” with no verb and no space in between.
- Have students read examples (a)–(g) to you while you write them on the board.
- Pronounce each contraction in (b)–(g) carefully and have students repeat the contracted form after you.

□ **EXERCISE 21.** Looking at grammar.

Page 11

Time: 5–10 minutes

- Have students write the contraction for each long form.
- Correct both by writing the contractions on the board as students say them and by pronouncing them carefully.
- Overtly correct students' pronunciation of the contracted verbs.

□ **EXERCISE 22.** Looking at grammar.

Page 11

Time: 5–10 minutes

- Have students write the long form for each contraction individually, as seatwork.
- Review by having students read each item aloud.

□ **EXERCISE 23.** Looking at grammar.

Page 12

Time: 5–10 minutes

- Have a student read the example sentence.
- Point out that *Sara* was replaced with the correct subject pronoun in contracted form.
Sara is = She's
- To show the changes made, cross out *Sara* and the *i* in *is*.
- Without allowing prior preparation, have students complete each sentence aloud, correcting as you review.
- Have students write the pronouns and correct.

□ **EXERCISE 24.** Listening. Page 12

Time: 10 minutes

Part I

- Explain to students that they will write the contractions they hear but that these contractions are missing from the printed exercise.
- Play the track from the CD.
- Play the CD a second time if needed before correcting.

Part II

- Play the track again, pausing to correct with students.

Optional Vocabulary

substitute	early
contraction	cafeteria
push together	funny
apostrophe	too
nice / happy to meet you	seat
absent	same
late	nice

□ **EXERCISE 25.** Warm-up: pairwork.

Page 12

Time: 5–10 minutes

- Have students look at the list of nouns.
- Invite students to define any words they can.
- Ask students to make true sentences using *not* plus the words in the box.
- Ask students to make true affirmative sentences (sentences without *not*) if they can.

CHART 1-6. Negative with *Be*. Page 13

Time: 10 minutes

Most students will have heard *not* and understand that it negates the action of the verb.

- Write the chart title on the board.
- Ask students to define the word *negative*.
- Write some negative example sentences that apply to you and the class you are in and show students the negative with a contraction. For example:

I am not a doctor. (I am a teacher.) ⇒ I'm not a doctor.

We are not in England.

(We are in the USA.) ⇒ We're not in England.

AND

We aren't in England.

Satoko is not Spanish.

(She is Japanese.) ⇒ She's not Spanish.

AND

She isn't Spanish.

- Invite students to give you more examples and write these on the board. For example:

A city is not an animal. ⇒ A city's not an animal.

AND

A city isn't an animal.

- Ask students to take turns reading sentences (a)–(h) from the chart aloud. Then ask other students to read the contracted forms aloud.
- Spend adequate time on the stress and pronunciation of each contraction and have students repeat after you as you model each one.
- Review the notes to the right of the chart with students.
- Emphasize that *I + am* has only one contracted form:

I + am not tired. ⇒ I'm not tired.

□ **EXERCISE 26.** Looking at grammar.

Page 13

Time: 7–10 minutes

- Begin the exercise by asking a student to read the full form and then the contracted form in item 1 aloud.
- Go around the room, asking first one student to complete the full negative form and then two others to provide both contracted forms.
- Provide immediate pronunciation and stress correction of the two forms.

□ **EXERCISE 27.** Looking at grammar.

Page 14

Time: 7–10 minutes

- Begin the exercise by reading the two examples aloud.
- For seatwork, have students complete the exercise and create full sentences from the cues.
- Review as a class by having students read their completed sentences aloud.

□ **EXERCISE 28.** Vocabulary and listening.

Page 14

Time: 10–12 minutes

Most beginners know at least a smattering of family terms. Family vocabulary is considered essential, and practicing it gives students a chance to talk about their families. Allow this vocabulary work to take as much time as it naturally needs. Students may bring up additional family words (*niece, nephew, cousin, grandfather, grandmother, grandparents, in-laws, etc.*). Welcome discussion of passive vocabulary in relation to this topic.

Part I

- Ask students what a family tree is.
- Have students look at the Peterson family tree and, using the nouns to the left of the chart, identify the members by their family roles.
- Invite students to contribute other family words they may know: *niece, nephew, cousin, grandfather, grandmother, grandparents, in-laws, etc.*
- Expand on the Peterson family tree or create a family tree of your own, and write all related vocabulary on the board.
- Ask students to write the correct article in front of each noun listed.
- Have students take turns reading the items, correct their article choices, and discuss the meaning of each noun further.

Part II

- Tell students you will play the CD track for the exercise.
- Explain that they will determine whether the verb in each statement is affirmative or negative and circle the form they hear.

- Before you begin, instruct students to listen carefully for the final *-t* sound as it can be hard to hear in negative contractions.
- Review the correct answers with students.

□ **EXERCISE 29.** Looking at grammar.

Page 15

Time: 10–15 minutes

This exercise is ideal for vocabulary expansion. Write words that students produce on the board, as often as possible, showing that their production is meaningful. Writing student-generated vocabulary gets students into the habit of writing words, which aids both memory and appropriate categorization.

- Before having students look at the names of jobs in the book, ask them to look at the pictures.
- Ask students to identify the jobs they see and name any other objects they see in the pictures. (Naming these objects may help other students recall the names of the jobs themselves.)
- Write the vocabulary that students produce on the board.

Part I

- Give students time to complete this exercise as seatwork.
- Review as a class, encouraging any further discussion of the jobs named.

Part II

- Have students complete this part as seatwork.
- Correct as a class.

□ **EXERCISE 30.** Warm-up. Page 16

Time: 5 minutes

- Begin by writing a few basic *be* + adjective sentences about yourself on the board. For example:

I am *short.*

I am *hungry.*

I am not *tired.*

- Complete the Warm-up with students.
- Ask students how they know Bill is old and Sam is young. What age clues can they see in the picture?
- Invite any other *be* + adjective combinations and write these on the board.
- Ask the class if anyone can explain what an adjective is.
- If no one can, go to the three sample sentences you wrote and circle the adjectives.
- Doing so may lead students to give you other examples of adjectives, rather than a definition. Write the words students produce on the board for further discussion.

CHART 1-7. *Be* + Adjective. Page 16

Time: 10–15 minutes

This chart presents sentences in which the subject of the verb *be* is described by an adjective. Explain that adjectives tell us more about the subject (and nouns in general). Stress that adjectives do not change in terms of person or number. Point out that *round* and *intelligent* used in example sentences (a)–(d) do not change in form at all.

- Write the chart title on the board.
- Ask students to take turns reading example sentences (a)–(d) on the left aloud while you write these on the board.
- Underline the subjects of each sentence as well as the adjective.
- Explain to students that though the subject changes in person and number, the adjective form always remains the same, whether it describes a singular or plural noun.
- Remind students that the noun subject can be replaced by a pronoun, and invite other students to read (e)–(g) aloud, while you write these sentences on the board.
- Review the notes on the right side of the chart with students.

□ EXERCISE 31. Grammar and vocabulary. Page 16

Time: 10–12 minutes

- Write the word *opposite* on the board and ask students to give you examples of opposites.
- Write any examples students give on the board. For example:
sick ≠ healthy
- Ask one student to read the completed example to the class.
- Without allowing prior preparation, have students complete the rest of the exercise. Give other students different sentences to complete aloud.
- As students complete the sentences, they may use other vocabulary words and adjectives.
- Write any additional vocabulary on the board along with examples of opposites that students use.

□ EXERCISE 32. Grammar and vocabulary. Page 17

Time: 10–15 minutes

- Instruct students to complete the exercise independently as seatwork.
- Remind students that they will need to supply the correct form of the verb *be*.
- Correct the exercise by having students read their individual completions aloud.
- Discuss all possible completions and ask students to explain and justify their choices of adjectives.

Optional Vocabulary

intelligent	round
hungry	square
thirsty	flat
happy	triangular
sad	dangerous
dirty	safe
tidy	sweet
clean	sour
ugly	elephant
beautiful	rain forest
rich	joke
poor	coin
cheap	bill
expensive	

□ EXERCISE 33. Let's talk: game. Page 18

Time: 10–15 minutes

- Explain to the class that you are going to play a game but first you will model how it goes.
- Write on the board *Things that are big* . . .
- Ask student to come up with names of things that are big and write these on the board. For example:
an elephant
a continent
a country
a planet
- Put students into groups of three or four and ask one student to be the writer.
- Using the nine adjectives in the exercise, have each group write as many items for each adjective as they can.
- Compare lists.

Expansion: Explain to your class that you would now like them to try the negative version of the game. With this version, they have to write lists of things that are *not* each of the nine adjectives above. Compare the lists as above.

□ EXERCISE 34. Let's talk: pairwork.

Page 18

Time: 10–15 minutes

- Put students into pairs or keep students in their previous groups from the last activity.
- Explain that they will create sentences using *be* + adjective and *be* + *not* + adjective to describe the pictures they see.

Expansion: Ask students to come up with their own adjectives for the pictures and to make affirmative and negative sentences to describe each picture in their own words. Write students' contributions on the board and review all as a class.

□ **EXERCISE 35.** Grammar and vocabulary.

Page 19

Time: 10–15 minutes

- Ask students to complete the exercise as seatwork.
- Circulate around the room as students are working and assist with any vocabulary questions that come up.
- While reviewing, ask students for additional names of colors, fruits, vegetables, or other foods.
- Ask students which of the foods included in the exercise they like, and so on.
- Put all additional vocabulary on the board.

□ **EXERCISE 36.** Let's talk: game. Page 20

Time: 10–15 minutes

Part I

- Give students time to check all the words they know. Given their collective passive vocabulary, there should be strong familiarity with all or most of the words.
- Write words that few students know on the board and, with the help of students, explain these words.

Part II

- Ask students to move their desks into a circle.
- Explain that using the list of words in Part I, they will make sentences about themselves.
- Model the Student A–Student B–Student C pattern with one or two students.
- Tell students the goal is to recall what all the other students have said about themselves, using *be* and *not* as required.
- As the teacher, you will be in the last position and will need to restate what all students have said.

□ **EXERCISE 37.** Let's talk: pairwork.

Page 20

Time: 10–15 minutes

- Ask students to think about the city or town they are now studying in.
- Explain that the list of adjectives in the book can be used to describe cities, towns, and other places.
- Have students first check all the adjectives that describe the city or town they are currently studying in.
- Circulate around the room, helping students as needed while they go through the list and decide which adjectives describe their current location.
- After students have chosen the adjectives they think apply to their cities or towns, put them into pairs to compare notes.
- Have each pair dictate a sentence to you and discuss whether both partners agree on the content of the sentence.

Expansion: While students are still in pairs, ask them to use the same list of adjectives to describe either their favorite city or town or their favorite place in the world. Have them write five sentences on a piece of paper and then circulate and find a new partner. Using these sentences, new partners have to guess

each other's favorite places. Ask students to read their sentences to the class to see if the class can guess the place as a group.

Optional Vocabulary

well	married
easy	single
difficult	lazy
banana	hardworking
orange	famous
apple	shy
pea	dangerous
strawberry	safe
fruit	inexpensive
vegetable	

□ **EXERCISE 38.** Warm-up. Page 21

Time: 5 minutes

- Ask students to read items 1–3.
- Ask students what information items 1–3 give us and lead them to the answer, *where*.
- Explain that *be* + a place lets us say *where* things are.

CHART 1-8. *Be* + a Place. Page 21

Time: 10 minutes

Beginners will already know at least some prepositions of place and will recognize them in the chart. Prepositions have many uses in English, and some students will also be familiar with their use in time phrases. Because prepositions are also used in phrasal verbs and idioms, and the varied ways they are used challenge even advanced students, stress only their use to show location for now.

- Write the chart title on the board.
- In order to help students understand what *place* means, write the following list of words on the board and ask them to tell you which are places.
school summer grocery store airport face tree
- Ask students to tell you some of the places they are in or at during the day and write these on the board. Accept all nouns that can be considered a place (for example, *class* can be a place and also a group of people or a course in a subject). For example:

<i>the bathroom</i>	<i>class</i>
<i>the shower</i>	<i>school</i>
<i>my room</i>	<i>the bus</i>
<i>a café</i>	<i>the subway</i>
<i>work</i>	
- Even at this early stage, show students that some of these places are always used with an article or personal pronoun.
- Ask students to tell you any prepositions they already know that can be used with these places. If they are not able to give you any, introduce *at*, *in*, and *on*.
- Explain that *at*, *in*, and *on* show general location and are used very frequently in English.

- Explain that the meaning of *at* is similar to *in* but *at* indicates a less specific physical place than *in* or *on*. *At* stresses the activity done in this place rather than exact physical location inside the place. For example, *at the gym, at the dentist, at the movies*.
- Put a number of examples with *at* on the board. *At* is more difficult to illustrate physically than *in* or *on*, and students can best master it through repeated examples.

at school
at work
at the movies
at the supermarket
at the airport
at the hospital
at home
at a restaurant

- Draw examples of *on* and *in*, using the illustrations in the chart as a guide. For example, draw an illustration of a book on a table.
- Explain to students that you are *on* a flat surface (floor, street, etc.) but that you are *in* anything that is three-dimensional and can physically hold you inside of it (e.g., a room).
- Explain that people frequently use *in* and *on* with some of the same places. This happens because one person may be thinking of the floor or surface of the place (*I was on the bus*) and someone else may be thinking of the capacity of the place—the fact that his or her whole body was inside (*I was in the bus*).
- Tell students not to worry about that difference for now but rather simply to get used to using prepositions + places to describe locations.
- Have students take turns reading the example sentences from the chart while you reiterate the particular points included on the right side of the chart.
- When looking at the illustrations of the boxes, explain that certain prepositions give very exact locations and are even more specific than *at*, *in*, and *on*.

□ EXERCISE 39. Looking at grammar.

Page 22

Time: 10 minutes

- Give students time to complete the exercise independently as seatwork.
- Review the exercise by having different students read each item aloud.
- Invite students to give other prepositions that they know and that accurately describe each picture. For example, for item 4, students could also say, “The cat is near the desk.”

□ EXERCISE 40. Let’s talk: pairwork.

Page 23

Time: 10–15 minutes

- Put students into pairs.
- Explain that they will practice using prepositions of place with *be*.

- Because students have not yet studied the imperative, briefly introduce (or reintroduce) its form and use. Explain that you give orders by using the basic verb without a subject. In every case, the subject *you* is understood. Because the subject is always *you*, it does not need to be stated each time.
- Ask a student to be Partner B and model the first exchange.
- Give students time to instruct each other and perform the actions accordingly.
- Circulate throughout the room, assisting students as you go.

Expansion: To give students more practice with prepositions, have them give and follow directions by drawing objects in relation to one another. This exercise allows students to tap into their own visual and creative styles of learning and apply additional learning styles to the acquisition of structures. Put students into pairs and distribute paper. Begin by asking one student to go to the board and give the student an instruction.

Example: Draw a box under a table.

Once the student has drawn this recognizably, thank the student and ask him or her to be seated. Explain that students will now continue this exercise by giving instructions and drawing in pairs.

Pairwork:

Work with a partner. Give and follow directions.

Partner A: Give directions. Your book is open. You can look at your book before you speak. When you speak, look at your partner.

Partner B: Draw the pictures Partner A describes. Your book is closed.

Example: Draw a ball on a box.

Partner A (book open): “Draw a ball on a box.”

Partner B (book closed): (Draw the picture Partner A described.)

1. Draw a ball on a box.
2. Draw a ball above a box.
3. Draw a ball next to a box.
4. Draw a ball under a box.
5. Draw a ball in a box.
6. Draw a banana between two apples.
7. Draw a house. Draw a bird above the house. Draw a car next to the house. Draw a cat between the car and the house.
8. Draw a flower. Draw a tree next to the flower. Draw a bird above the tree. Draw a turtle under the flower.

Switch roles.

Partner A: Close your book.

Partner B: Open your book. Your turn to talk now.

9. Draw a circle next to a triangle.
10. Draw a circle in a triangle.
11. Draw a circle above a triangle.
12. Draw a triangle between two circles.
13. Draw a circle under a triangle.
14. Draw an apple on a banana. Draw an apple above a banana.

15. Draw a tree. Draw bananas in the tree. Draw a person next to the tree. Draw a dog between the person and the tree.
16. Draw a cloud. Draw a bird under the cloud. Draw a bird above the cloud. Draw a bird in the cloud.

EXERCISE 41. Listening. Page 23

Time: 10 minutes

- Ensure that the CD player is ready and you have the correct CD track number.
- Tell students you will be playing a CD recording and that they must complete the missing information with the words they hear in the recording.
- Explain that among other words, students will need to write the verb *be* in its contracted form.
- Monitor how successfully students are able to complete the cloze exercise after just one listening.
- If needed, play the track a second time.
- Review by having students read their completions aloud.
- Correct the spelling and pronunciation of the completions. Use the board as much as possible.

EXERCISE 42. Reading and writing.

Page 23

Time: 10 minutes

- Give students an opportunity to read the paragraph through once, at their own pace, as seatwork.
- Have students then take turns reading aloud each sentence in the paragraph. Ask students to define the adjectives. For example, ask students if they know another word for *good* or another way to say *at home*—(*in his house*).
- Ask for volunteers to complete items 1–5 on the board. Do not require complete sentences, only completions.
- Because the cues are somewhat open-ended, invite as many completions as are accurate and have students write the different options on the board.

CHART 1-9. Summary: Basic Sentence Patterns with *Be*. Page 24

Time: 15–20 minutes

Stress that this chart is a review and that students will benefit from seeing all the patterns they have learned thus far in one place.

- Write the chart title on the board.
- Have students read patterns (a)–(d) aloud. Take time after each sentence is read to ask questions that will lead to the notes on the right side of the chart.
- For example, after sentence (a), ask students what the noun or pronoun at the beginning of the sentence is called.
- Review the notes on the right side as interactively as possible and write additional examples on the board.

EXERCISE 43. Looking at grammar.

Page 24

Time: 10 minutes

- Explain to students that this exercise requires them to think about the noncontracted form of *be*.
- Explain that they also need to consider the part of speech that follows the verb.
- Give students ample time to complete the exercise on their own and then review and correct as a group.

Optional Vocabulary

basement
library
downtown
explanations
clear
upstairs
downstairs

EXERCISE 44. Listening. Page 25

Time: 10 minutes

- Have the CD ready and tell students that in this listening exercise they will hear contracted versions of the sentences they see.
- First have students listen to the sentences. Then have them try pronouncing the contracted versions with your help.
- Correct immediately and overtly so that students learn the standard pronunciation of contractions definitively.

EXERCISE 45. Looking at grammar.

Page 25

Time: 10 minutes

- Have students complete this exercise without prior preparation, as seatwork.
- Have students take turns reading and completing. The approach used here will help them quickly recognize the right forms, both by reading and by trying out the different options to hear what sounds right.
- Correct immediately and clearly.

EXERCISE 46. Reading and writing.

Page 26

Time: 15–20 minutes

Part I

- Have students take turns reading aloud the sentences that make up the paragraph.
- Correct pronunciation and ask vocabulary questions that naturally present themselves for the words included under the heading *Do you know these words?* For example, *What does bright mean?* Name something that is bright.

Part II

- Give this writing assignment as homework after reviewing the conventions of a simple paragraph.
- Review paragraph format, referring back and forth to the Venus paragraph in Part I.

- Teach the elements targeted in Part III in class by composing a simple paragraph on the board as a class.
- Start a sample paragraph on the board about a topic everyone knows well, such as the city in which students are currently studying or learning English.
- Have students contribute ideas and expand these into full sentences.

Part III

- As you expand each sentence, check for all elements included in Part III:

capital letter at the beginning of each sentence
period at the end of each sentence
indenting the first line of the paragraph
a subject and a verb in each sentence
correct spelling

- After students have completed Part II as homework, have students exchange paragraphs and use the five items in Part III to edit their partner’s work.
- Give students a chance to correct mistakes and then collect a final draft after peer editing.

Expansion: The following simple review activities can be used at any point either following a cumulative review or while presenting the various charts and points.

Suggested review activities:

1. Describe yourself.

Ask students to write twenty sentences about themselves. Tell them to use the verb *be* + adjective,

nouns, prepositions, and noun phrases of place. These sentences can then become a poem about the student. Alternatively, students can exchange papers and read some of the sentences about one another aloud, prompting the rest of the class to guess who is being described.

2. Picture writing prompts.

Use pictures that show many items that students are able to name, describe with adjectives, or describe in terms of location. Norman Rockwell reproductions or actual photos can prove good writing prompts.

3. Peer-editing sentences.

Have students complete the following sentences by using *is* or *are*. Ask students to exchange papers and correct each other’s sentences.

1. _____ an animal.
2. _____ here.
3. _____ languages.
4. _____ not cheap.
5. _____ friendly.
6. _____ not expensive.
7. _____ an insect.
8. _____ countries.