



Chapter 2

Using Be and Have

CHAPTER SUMMARY

OBJECTIVE: In this chapter, students learn yes / no questions and short answers with *be* as well as *where*-questions and answers with *be*. This practice gives them increased confidence in using *be* and prepares them to use *have*. Students learn the most common uses of *have*: to show possession of belongings, to describe having common ailments and conditions, and to explain the composition of one's family. Following the presentation of *have*, students learn possessive pronouns and the use of *this / that* and *these / those*, enabling them to indicate both their own and other people's possessions. Finally, they learn to ask questions with *What* and *Who*.

APPROACH: The chapter repeats and expands students' knowledge of the verb *be* and provides practice of spoken questions and answers in short yes / no forms. This practice enables students to use their English beyond the confines of the classroom as they learn how to ask practical questions. The presentation of the verb *have* highlights the third person singular form as distinct from all other forms of *have* and provides ample practice asking questions and answering them. Acquiring *have* allows students to talk about themselves, their bodies, their health, and their possessions more confidently and easily. The book provides repeated, short controlled practices as well as increasingly longer exercises that require more open-ended production.

TERMINOLOGY: In keeping with the goal of getting students to recognize and use the targeted structures, the book keeps the use of terminology to a minimum. *Yes / No questions* and *short answers* are standard and descriptive terms; thus, their inclusion allows students to identify the target structures as such. In the case of *this / that* and *these / those*, the term *demonstrative pronoun* is not used or mentioned as a type of pronoun, because it is far less important than students' immediate understanding of their meanings and readiness to use them. Teachers should take their cues about using terminology from the book itself. The names of the major parts of speech are useful for students to know as well as subject-verb-object word order. However, too much terminology will confuse students and could interfere with their ready acquisition of targeted structures.

EXERCISE 1. Warm-up. Page 28

Time: 5 minutes

- Ask students to read the questions in the Warm-up to the class as a whole.
- Ask students if they can think of other questions with *be* to prompt them to generate yes / no questions and answers. For example:

| | |
|---------------------------------------|---------------------------------------|
| <i>Are you thirsty?</i> | <i>Is your teacher tall or short?</i> |
| <i>Are you tired?</i> | <i>Is English easy?</i> |
| <i>Is the classroom warm or cold?</i> | <i>Is English hard?</i> |

- Write student-generated questions and short answers on the board.

CHART 2-1. Yes / No Questions with Be.

Page 28

Time: 10-15 minutes

Whenever possible, use students' lives and names when introducing new structures. Be sure to use all students' names and lives at varying times (to ensure no perception of favoritism). Make such examples very student specific, so as to involve everyone maximally in the content on the board, which differs from the generic content in the book. Always make sure such examples are positive and nonthreatening in content.

- Write the chart title on the board.
- Write a simple *be*-statement below the title, using content that can easily be derived from the actual context of your class and its unique makeup of students. For example:

Yukiko is early.

- Highlight the subject and verb by adding labels above the subject and verb in the sentence on the board.

S + V

Yukiko is early.

- Explain that in English, yes / no questions are formed by inverting, or changing the order of, the subject and the verb.
- Using arrows, show the change in position of the subject and verb when you ask a question.

| | | | |
|-----------|---|---------------|---------------|
| V | + | S | |
| <i>Is</i> | | <i>Yukiko</i> | <i>early?</i> |
| ↔ | | | |

- Explain that in addition to inverting the subject and verb, a question ends with a question mark.
- Stress that a yes / no question has only two possible answers: *yes* or *no*.
- Ask students to read sentences (a)–(c) in the chart aloud. Reiterate the notes on the right side of the chart, writing them on the board and referring to them as much as is useful.

□ EXERCISE 2. Looking at grammar.

Page 28

Time: 5–7 minutes

With newly introduced structures, do the exercises first as a class, providing ample guidance. You will need to lead some of your students to the appropriate responses. By directing these first controlled exercises, you will help your students gain confidence for later exercises. In addition, completions where the first few words are missing are often harder for students than completions where a few words at the end of a sentence are missing. As there is no example to model with Exercise 2, be prepared to complete the first item for students.

- Ask the strongest students in the class to complete the first two or three items in the exercise.
- Correct indicative word order to interrogative word order immediately and definitively, and use the board for further clarification.

□ EXERCISE 3. Looking at grammar.

Page 29

Time: 5–10 minutes

Now that students have practiced the target structure in the previous exercise, they are ready to try supplying the missing questions independently as seatwork. Students often find it difficult to supply missing words (or in this case entire questions) at the beginning of an item, so be prepared to help individuals as they work through the exercise.

- Write item 1 on the board and model with a student.
- Tell your students to find the subject and verb in the response, and then to invert these to create the appropriate question.
- Give students time to complete as seatwork and review completions as a class.

□ EXERCISE 4. Listening. Page 29

Time: 7–10 minutes

Stress to students that one way to identify questions is to listen for the rising intonation at the end of the sentence. They should both listen for rising intonation and recreate it when they speak. But even in a listening exercise, they should then model what they have heard.

- Explain to students that they will hear sentences spoken by Speaker A and questions spoken by Speaker B.
- Tell them to listen and then complete Speaker B's questions for each item.
- Explain to students that they will write the correct form of *be* for each question.
- Review aloud as a class, correcting intonation.

Optional Vocabulary

Though some words in this Optional Vocabulary serve as review of vocabulary in the previous chapter, asking students to explain some of the words below allows them to produce English using simple descriptors and the verb *be*. Frequent vocabulary checks allow students to use their newly acquired English in fresh ways and thus help build student confidence, self-correction, and autonomy.

| | |
|------------|----------|
| late | absent |
| early | planets |
| new | exercise |
| vegetables | sick |

□ EXERCISE 5. Warm-up. Page 30

Time: 5 minutes

- Ask students to read through the Warm-up and discuss which contractions they prefer for the negative statements.
- Tell students that most native speakers use both interchangeably.

CHART 2-2. Short Answers to Yes / No Questions. Page 30

Time: 10–15 minutes

Explain to students that native speakers give short answers to yes / no questions very frequently. In fact, to give a long response to a yes / no question would seem odd to most native speakers.

- Write the chart title on the board.
- Using an example similar to sentence (a) in the chart (and based on actual students' lives), create a question that will resonate with the whole class. For example:
Is Juan from Mexico?
- Explain to students that when they respond in the affirmative, there is only one possible short answer and it is never contracted.
- Stress that the verb *be* is never contracted in short answers that begin with *yes*. In response to the question *Is Juan from Mexico?* it is not possible to say, *Yes, he's*.
- Draw a line through this mistake and repeat that responses with *yes* cannot be contracted.

Yes, he's.

- Tell students that *Yes, he is* is the correct and only short answer.
- Explain that students may choose to contract or not contract if the short answer begins with *no* and that there are two negative contractions with *be*.
- Explain that one negative contraction uses the pronoun contracted with *be*. Write *pronoun + be* as option 1 on the board.
- Explain that another negative contraction uses the verb *be* contracted with the word *not*. Write *be + not* as option 2 on the board.
- Repeat the example above, but change the country of origin to force a negative response. For example:

Is Juan from Holland?

- Write the two possible answers on the board, inviting students to give you each word.

No, he's not.

No, he isn't.

- Finally, ask students to change both responses back into their noncontracted forms and write these forms on the board.

No, he is not.

No, he is not.

□ EXERCISE 6. Looking at grammar.

Page 30

Time: 10–15 minutes

This exercise requires students to create whole questions and sentences rather than simply complete cloze exercises. Because this level of production can be challenging for students this early on, be ready to support them by writing the example items on the board.

- Explain that students will be creating both the questions and the short answers based on the sentence in parentheses.
- Give students time to complete the exercise as seatwork.
- Circulate and help those students who need extra support.
- Review by having students take turns reading both their questions and their responses aloud.
- Correct target grammar, pronunciation, and intonation and put challenging items on board for further clarification.

Expansion: Listening (questions with *be*). (Teacher makes questions.)

1. *Is Boston a city?*
2. *Are tigers cats?*
3. *Are oceans salty?*
4. *Is Great Britain a city?*
5. *Is the president of the United States a man?*
6. *Is New Zealand a continent?*
7. *Are fast-food restaurants cheap?*
8. *Is English easy?*
9. *Is Indonesia a country?*

Listen to the questions. Circle (or write) *yes* or *no*.

Example: *Is Africa a continent?* (yes) *no*

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

Let's talk: find someone who . . . (questions with *be*)

Print the chart below and give it to students. Tell them to walk around the room and ask their classmates questions. Ask them to find someone who can answer *yes* to each question and write down his or her name. Use *Are you . . . ?*

Example:

SPEAKER A: *Are you hungry?*

SPEAKER B: *No, I'm not.*

SPEAKER A: (*Ask another student.*) *Are you hungry?*

SPEAKER C: *Yes, I am. (Write down his or her name.)*

(*Now ask another student a different question.*)

| | First name | | First name |
|-------------|------------|-------------------------------------|------------|
| 1. hungry | | 8. tired | |
| 2. sleepy | | 9. nervous | |
| 3. thirsty | | 10. friendly | |
| 4. married | | 11. lazy | |
| 5. a parent | | 12. cold | |
| 6. single | | 13. comfortable | |
| 7. happy | | 14. from (<i>name of country</i>) | |

□ EXERCISE 7. Let's talk: pairwork. Page 31

Time: 10 minutes

- Put students into pairs.
- Model the examples with a student by reading Partner A's role.
- Tell students to read the cues first and then form their questions. Tell them to look at their partner when they ask their *yes / no* questions.
- Remind partners that they can choose between two ways of contracting negatives.

Expansion: While students are working through Exercise 7, write additional examples on the board. When one pair has completed the exercise in the book, direct them to the extra examples on the board. For example:

rain: wet / dry

the desert: dry / wet

chairs in class:

ice cream:

comfortable / uncomfortable

sweet / bitter

your cell phone:

chess: easy / difficult

with you / at home

sharks: cute /

rock music: loud / soft

dangerous

□ EXERCISE 8. Looking at grammar.

Page 31

Time: 10 minutes

- Give students time to complete the exercise on their own as seatwork.

- Review completions as a class, correcting accuracy and pronunciation.
- Discuss and compare the content of each item.

□ **EXERCISE 9.** Warm-up. Page 32

Time: 5 minutes

- Remind students that in the last chapter, they used *be* with prepositions to describe exact location.
- Explain that by using *where*, they can ask questions about exact location.
- Complete the Warm-up with students.

CHART 2-3. Questions with *Be*: Using *Where*.

Page 32

Time: 10–15 minutes

Explain to students that questions with *Where* ask for specific information, not for yes / no confirmation or negation. Some beginners may already know other information question words (*what, who, when, how*), and you should encourage students to demonstrate their passive knowledge during this discussion.

- Write the chart title on the board.
- Ask students to take turns reading questions and answers (a)–(d) aloud.
- Write sentences (a)–(d) on the board, underlining the verb *be*. In sentences (c) and (d), underline *where* for additional emphasis.
- Emphasize the long answer as opposed to the short answer and be sure students understand what the short answer is short for. Students should easily be able to produce both but should know that short answers are more common.
- Using the classroom as a physical context, ask and write *where*-questions on the board. For example:

Where is the board?

Where is the door?

Where is Eun Jung?

- Underline the verb *be* and draw an arrow back to the word *where*, showing that the verb comes after the word *where*.
- Elicit answers from students and write the responses beneath the original questions. For example:

Where is the board?

It's in the front of the room.

Where is the door?

It's in the back of the room.

Where is Eun Jung?

She is next to Pablo.

Expansion: Send two to three students out of the room for five minutes. During their absence, hide or remove from the classroom an item that is usually in plain sight of all class members. For example, put the board eraser in a book bag or briefcase, move the wastebasket behind a desk, or even hide a student. When the students who have left the room return, they

have to identify what has been removed or hidden and formulate a grammatically correct question, which the rest of the class can answer. For example:

Question: Where is the eraser?

Answer: It's behind the DVD player.

□ **EXERCISE 10.** Looking at grammar.

Page 33

Time: 5 minutes

- Clarify the directions by saying that there are two questions but only one matches the one response given.
- Remind students that if they see *Yes* or *No* as the first word of the response, the question must begin with a form of *be*. If the answer consists of a statement indicating place, the question must begin with *Where*.
- Because students may find the format of this exercise challenging, do it as a group, helping them identify key words.

□ **EXERCISE 11.** Looking at grammar.

Page 33

Time: 5–10 minutes

- Give students time to complete this exercise independently first as seatwork.
- Review as a class by having students take turns reading completed items aloud.
- Correct grammar and pronunciation immediately and definitively.

□ **EXERCISE 12.** Let's talk: pairwork. Page 34

Time: 5–10 minutes

- Put students into pairs.
- Model with one student by taking the role of Partner A.
- Remind students to look at the book for the cues but at their partner when speaking.
- Circulate, assisting pairs as needed.

Optional Vocabulary

single / married

boxes

intelligent / dumb

closet

sweet / sour

kitchen counter

glasses

□ **EXERCISE 13.** Warm-up. Page 34

Time: 5–10 minutes

Most beginners are familiar with *have*. You may therefore wish to have students complete the Warm-up independently. To support students unfamiliar with this verb, write an open-ended question using *have* on the board and direct their attention to it as necessary. For example: *What other things do you have with you in class today?*

- Ask students to complete the Warm-up and then read each item aloud, discussing who has what.
- Correct *have / has* errors right away and very directly from this point on.

CHART 2-4. Using *Have* and *Has*. Page 34
Time: 10–15 minutes

Depending on the native languages of students in your classroom, you may want to mention that *have* is not used to describe a person's age or whether a person feels hungry or thirsty. If you have Romance language speakers, be ready to correct such direct translations.

- Write the chart title on the board.
- Using an observable classroom object in the example, conjugate *have* on the board. For example:

| | |
|---|--|
| <i>I have a red grammar book.</i> | <i>We have red grammar books.</i> |
| <i>You have a red grammar book.</i> | <i>You have red grammar books.</i> |
| <i>Ahmad <u>has</u> a red grammar book.</i> | <i>Ahmad and Kyung Min have red grammar books.</i> |

- Stress that the only form that differs from *have* is the third person singular, *has*. Underline this form in the written conjugation.
- Have students take turns reading through the chart aloud and again, giving special emphasis to the third person singular form *has*.

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

Page 35

Time: 5–10 minutes

- Without allowing prior preparation, have students take turns completing the sentences in the exercise.
- Discuss types of vehicles known to students. Ask questions that will allow students to show their passive knowledge of vehicles and to tell you what kinds of vehicles they have.
- Write related questions on the board to help students use prior knowledge. For example:

Who has a van?
Who has a motorcycle?
Who has a bike?
Who has a truck?
Who has a bus?

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

Page 35

Time: 5–10 minutes

- Give students a chance to work through the exercise on their own, as seatwork.
- Remind students that third person singular is followed by *has*.
- Circulate and help students as needed.
- Review by having students read their completions aloud, with the correct circled response.
- Discuss optional vocabulary.

Optional Vocabulary

daughter
interesting

journalist
laptop computer
screen
website designer
battery / batteries

Expansion: In Exercise 15, one item states that being a journalist is an interesting job. Ask your students what other jobs are interesting. Use yes / no questions and short answers to allow students to practice recently learned structures and write on the board to prompt discussion. For example:

Does a teacher have an interesting job?
Does a doctor have an interesting job?
Does a police officer have an interesting job?
Does an army member have an interesting job?
Does a cleaner have an interesting job?
Does an athlete have an interesting job?
Does a computer programmer have an interesting job?
Does a website designer have an interesting job?
Do you have an interesting job?

□ **EXERCISE 16.** Vocabulary and grammar.

Page 36

Time: 10–15 minutes

While you do need to be respectful of students' privacy, most students enjoy knowing the names for common ailments and feel empowered when they can discuss their own health.

- Before beginning the exercise, explain that students will learn new vocabulary for body parts and common health problems.
- Tell students that some common health problems are considered temporary and are therefore used with an article. Write some examples on the board. For example:

a headache
a stomachache

- Explain that other health problems are considered ongoing conditions or diseases and are therefore not used with an article. Write examples on the board. For example:

high blood pressure
diabetes

- Allow students to complete this exercise as seatwork.
- Review as a class, having students take turns reading the correct matches aloud.
- This topic will likely prompt students to ask about additional common ailments and symptoms. Encourage this and write new vocabulary on the board as words and phrases arise. For example:

| | |
|--------------------|-------------------|
| <i>a fever</i> | <i>joint pain</i> |
| <i>allergies</i> | <i>a rash</i> |
| <i>asthma</i> | <i>a sunburn</i> |
| <i>migraine</i> | <i>a sore</i> |
| <i>muscle pain</i> | |

Expansion: Bring in some additional pictures or photos that show various ailments. Show each picture and have a volunteer describe the health problem using *have* or *has*. Write the descriptions on the board as each student speaks.

□ **EXERCISE 17.** Let's talk: pairwork. Page 37
Time: 10–15 minutes

Remind students that they will benefit most from pairwork if they first read the cues in the book and then look at each other to speak. Doing so will prepare them to speak in real exchanges with native speakers.

- Model the Partner A–Partner B exchange by taking Partner A's role and having a strong student take Partner B's role.
- As students practice, walk around the room taking note of mistakes in grammatical accuracy, pronunciation, and intonation.
- Review by discussing each item and reviewing overheard mistakes on the board.

Expansion: The scene is in a doctor's office. Put students into groups of three (the doctor, the parent, the son or daughter). The parent describes the son's or daughter's health problem to the doctor. One student in the group writes down the conversation. Then the group presents the conversation to the class.

□ **EXERCISE 18.** Looking at grammar. Page 37
Time: 10 minutes

- Explain to students that they will rewrite each sentence in the paragraph so that Dr. Lee becomes the person talked about (grammatically, the third person) rather than the person doing the talking (grammatically, the first person).
- Remind them that subject pronouns and verbs will need to be changed to switch from first person to third person.
- When students have rewritten all sentences in the paragraph, review as a class.
- Have students read the transformed sentences aloud.
- Discuss the following related vocabulary:

patients
clinic
experience
hospital
downtown

□ **EXERCISE 19.** Looking at grammar. Page 37
Time: 10–15 minutes

Part I

- Give students time to complete each sentence with either *is* or *has*, according to the context of the sentence.

- Remind students that an adjective can be preceded only by the verb *be* and never *have*.
- Review as a class by asking students to read completions aloud.

Part II

- Tell students that in this part they will use either *are* or *has*.
- Explain that they should look at the picture and be prepared to discuss what parts of the picture give them exact information.
- Review as a class, inviting students to read their completions aloud.

Optional Vocabulary

| | |
|-------------|-------------------------|
| smart phone | noisy |
| quiet | messy |
| pet bird | parties on the weekends |
| serious | low / high grades |

□ **EXERCISE 20.** Warm-up. Page 38
Time: 5–10 minutes

Most beginners have some knowledge of possessive adjectives, though they may confuse *his* and *her*, for example, or confuse these adjective forms with object pronouns. Help students show what they do know by encouraging them and writing their contributions on the board.

- Give students time to match the possessive adjective to the person.
- Review as a class.
- Expand by naming class members and asking what the appropriate pronoun word is to show that something belongs to each person—for example, *Maria*, *Slav*, *Hiroko*, *Hiroko* and *me*, and so on.
- Write these names and pronouns on the board. Use an equal sign to show the correct possessive adjective to use with each one. For example:

| | |
|----------------------------|-------------------------------|
| <i>Maria = her</i> | <i>Slav and Maria = their</i> |
| <i>Slav = his</i> | <i>Aya and you = your</i> |
| <i>Hiroko = her</i> | <i>you = your</i> |
| <i>Hiroko and me = our</i> | <i>I = my</i> |

CHART 2-5. Using *My*, *Your*, *Her*, *His*, *Our*, *Their*. Page 39
Time: 10–15 minutes

Stress the usefulness of these possessive adjectives in distinguishing one owner of an item (for example, the red Azar grammar book) from another owner of the same item.

- Write the chart title on the board.
- Show the class your grammar book and say, *My grammar book is red*.
- Write the above sentence on the board.
- Ask a student to give you his or her grammar book.

- Say and write the following sentence on the board:

Ali's grammar book is also red.

- Explain that *Ali* can be replaced with the possessive adjective *his*.
- Rewrite the above sentence by crossing out *Ali* and replacing it with *his*. For example:
His Ali's grammar book is also red.
- Ask students to take turns reading example sentences (a)–(g) aloud.
- Write the material on the right side of the chart (the comparison between the subject form of pronouns and the possessive adjective form) on the board while you say each form aloud.
- Review additional notes on the right side of the chart with students, encouraging them to show you what they already know.

□ EXERCISE 21. Looking at grammar.

Page 39

Time: 5–10 minutes

- Tell students you will ask them to complete the sentences aloud without prior preparation.
- Have students take turns completing the items given.
- To involve more students, give students alternative sentences to transform. For example, as an alternative for item 1:

Susana and Slav are next. It's their turn.

□ EXERCISE 22. Vocabulary and grammar.

Page 40

Time: 10–15 minutes

- Begin by discussing what an ID card is and what types of ID students have and / or carry.
- Ask students what types of information are included on different types of IDs, such as passports, student IDs, driver's licenses, and so on.
- If students feel comfortable doing so, ask them to show their own IDs to their peers and ask about whether different types of information (for example, street address, date of birth, height, etc.) are included on various types of ID. This can be interesting if you have a class made up of students from a wide variety of countries.
- Give students four to five minutes to complete each part of the exercise.
- Circulate to ensure that students are referring to the correct ID for each set of information.
- When students have completed the entire exercise on their own as seatwork, review as a class.
- Encourage students to discuss the ID content by using the target grammar and to be prepared to discuss the various items (zip code, area code, etc.) they refer to.
- Correct readily and overtly to prepare students for using these necessary parts of speech independently.

Expansion: Make copies of a blank ID card with the zip code, area code, and birth date required. You can create a simple one on a computer. Have students work with a partner. First, they fill out their own form.

Then they exchange IDs and report the information on their partner's ID to the class.

This is Maria. Her last name is _____. Her first name is _____.

□ EXERCISE 23. Vocabulary: pairwork.

Page 42

Time: 10–15 minutes

- Put students into pairs.
- Explain that together with their partner, they will first check vocabulary words they know independently and then discuss the words their partner knows but they don't.
- Tell students to refer to page 43 to see clothing items illustrated.
- Ask pairs to try to expand upon the lists they see in the exercise with more specific terms for colors they may know, as well as additional clothing and jewelry items or other accessories.
- Discuss these items as a group and encourage questions.

In general, beginning students want to know terms for practical items like the ones in these lists and they can use this vocabulary readily, helping build both their confidence and their active vocabulary.

Expansion: Ask pairs to write the items of clothing, jewelry, and accessories their partners are wearing today. Ask pairs to be specific and use actual color names, and so on.

□ EXERCISE 24. Looking at grammar.

Page 42

Time: 10–15 minutes

- Without allowing prior preparation, ask students to take turns completing each sentence.
- Correct students readily and ask them to describe optional vocabulary during the review.

□ EXERCISE 25. Listening. Page 43

Time: 10 minutes

- Have all equipment ready to go and be prepared with the CD track you will play.
- Ask students to look at the illustration of Anna before you play the CD, so they can anticipate what they are listening for.
- Play the audio through once and review with students.
- Depending on students' comfort level for listening to a CD, you may need to play the CD a second time to allow them to review what they have written.
- Repeat appropriate pronunciation and correct any incorrect completions.

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

Page 43

Time: 10–15 minutes

- Give this exercise to students as seatwork.
- Remind students that before deciding which possessive adjective to use, they will need to identify the subject of each sentence and, if the subject includes more than one person, the subject pronoun that can replace it.
- Tell students that after identifying the subject pronoun, they will need to choose the corresponding possessive adjective.
- Circulate to help any students having difficulty choosing the correct forms or comprehending the associated vocabulary.

Optional Vocabulary

turn
next
first / middle / last name
initial
birth date / birthday
address
zip code
area code

□ **EXERCISE 27.** Reading and grammar.

Page 44

Time: 10–15 minutes

Part I

- Before assigning the reading to students, have them look at the vocabulary listed to the right and discuss these words.
- Put the words on the board and invite students to participate in defining them. Write student-generated words and descriptions on the board.
- Have students read sentences from the paragraph aloud. Ask both vocabulary questions and paraphrasing questions based on the text.
- Ask students to complete the yes / no items on their own and then review as a class.

Part II

- Ask students to complete the sentences with the possessive adjectives *his*, *her*, or *their* and remind them that in one sentence more than one completion is possible.
- Review as a class.

Part III

- Ask students to complete the story as seatwork.
- Have students take turns reading the completions aloud. Correct pronunciation and grammatical accuracy immediately.
- Discuss more optional vocabulary, as useful.

Expansion: Invite students to discuss the title, “One Big Happy Family.” If you have adult students, even those who have limited language, this topic lends itself to a somewhat sophisticated discussion. Beginning students enjoy the chance to use their newly acquired language to discuss a topic that is real to them.

Specific Expansion Questions: The following questions will serve as a preview for questions with *Who* and *What*, which will be taught later in the chapter. Most beginners will have encountered these forms and be able to handle them receptively.

Is the title true for most families?

What is good about a big family? What is challenging?

Ask questions about students’ own families:

Is your family big or small?

Who are the people in your family? What are their names?

Are they busy?

Optional Vocabulary

| | |
|------------------|---------------|
| nice | several |
| cousins | different |
| friendly | countries |
| brother / sister | busy |
| college | airline pilot |
| doctor | overnight |
| disabled | stay-at-home |
| adopted | helpful |
| single | |

□ **EXERCISE 28.** Warm-up. Page 45

Time: 5 minutes

- Model *this* / *that* differences by touching *this* items (those close to you and belonging to you), and pointing at *that* items (those far from you).
- Have two students complete the Warm-up aloud.

CHART 2-6. Using *This* and *That*. Page 45

Time: 10–15 minutes

In order for students to understand *this* versus *that*, you will need to emphasize that *this* refers to something close, or something that a person owns or has claim to. *That* refers to an object that is not close, and generally not one the person owns.

- Write the chart title on the board.
- Show the class your grammar book and say, *This is my grammar book.*
- Point to yourself when using *this* and write the example on the board, underlining *this*.
- Ask a student to show you his or her grammar book and say, *That is (Pietro’s) grammar book.*
- Write this sentence on the board and underline *that*.
- Have students take turns reading example sentences (a)–(f).
- Review the contraction of *that* and *is* (*that’s*) and model correct pronunciation. Tell students they will hear this frequently.
- Explain that it is harder to make a contraction with *this* and *is* (*this’s*) because it is hard to make the two s’s sound distinct. Tell students they will not see the contracted form in writing.

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

Page 46

Time: 5–10 minutes

- Have students do this exercise on sight, without prior preparation.
- Have students read the completed sentences aloud.

□ **EXERCISE 30.** Let's talk: pairwork.

Page 47

Time: 10 minutes

Part I

- Put students into pairs.
- Encourage students to look at each other when speaking.
- Review the vocabulary items included in the exercise.

Part II

- Ensure that students feel comfortable using their own items from school bags, backpacks, purses, and so on, in order to practice their use of *this / that*.

Expansion: Bring additional items (school, office, personal) into class to allow students plenty of practice using the target grammar with additional and sometimes unknown items.

Optional Vocabulary

backpack
credit card
checkbook
business card
computer bag

□ **EXERCISE 31.** Warm-up. Page 48

Time: 5 minutes

- Explain that *these* and *those* are simply the plural forms of *this* and *that*.
- Have two students complete the Warm-up aloud.

CHART 2-7. Using *These* and *Those*. Page 48

Time: 10–15 minutes

- Ask students who may participate more reluctantly to read sentences (a) and (b) from the chart aloud.
- Review the notes to the right.
- Explain to students that the contractions for *these + are* and *those + are* are commonly heard in English but less frequently seen in writing.

□ **EXERCISE 32.** Looking at grammar.

Page 48

Time: 10 minutes

- Have students do this exercise on sight, without prior preparation.
- Have students read the completed sentences aloud.

□ **EXERCISE 33.** Vocabulary and grammar.

Page 49

Time: 10 minutes

- Point out the heading of the exercise, "In our dorm room."
- Explain that *our* indicates that the dorm room is shared and, therefore, that some of the objects will be plural.
- First review the vocabulary presented in the exercise: *pillow, sheets, blankets, mattresses, TV*. Then review optional vocabulary, inviting students to name additional items they see in the illustration for Exercise 33.

Optional Vocabulary

| | |
|-----------|------------|
| window | books |
| bed | pencils |
| desks | notepads |
| chairs | waterproof |
| computers | erasers |
| bookshelf | |

□ **EXERCISE 34.** Looking at grammar.

Page 49

Time: 5–10 minutes

- Give students time to complete the items as seatwork, using *this / that / these / those* as appropriate.
- Review the completions with students and discuss the Optional Vocabulary included above.

□ **EXERCISE 35.** Let's talk: pairwork.

Page 50

Time: 5–10 minutes

- Model Partner A with a student, who will take the role of Partner B.
- Remind students of the cases in which *this / these* are used.
- Circulate as students practice with each other.
- Review vocabulary items used in the exercise.

□ **EXERCISE 36.** Listening. Page 52

Time: 10 minutes

- Ensure that the CD player is ready to go and be prepared with the CD track you will play.
- Read the example sentences and remind students that all sentences describe items found in the kitchen.
- Review students' completions and write corrected answers on the board.
- Replay the CD track if necessary.

□ **EXERCISE 37.** Warm-up. Page 52

Time: 5 minutes

- Explain that *What* is used to get information about an object and *Who* is used to ask for a person's name.
- Have two students complete the Warm-up aloud.

CHART 2-8. Asking Questions with *What* and *Who + Be*. Page 52
Time: 10–15 minutes

Many beginners have some practice using *Who* and *What* to get information. Invite them to participate in the descriptions and explanations found in the chart. You can draw on their knowledge by asking questions such as *Who is your teacher? What is your class?* and so on.

- Write the chart title on the board.
- Ask students to take turns reading (a)–(f) aloud.
- Review with students the notes on the right.
- Explain the contracted forms and write these on the board.

EXERCISE 38. Looking at grammar.
Page 53
Time: 10 minutes

- Model item 1 by taking the role of speaker A and having a student read the response of speaker B.
- Without their preparing the remainder of the exercise as seatwork, ask students to read it through and complete the exercise on sight.
- Have students take turns reading the completions aloud, correcting their answers immediately.

EXERCISE 39. Vocabulary and speaking: pairwork. Page 54
Time: 10–15 minutes

Because this exercise requires discussing general body parts, you may want to pair students of the same gender, depending on the cultural makeup of your class. (For example, it would not be appropriate for a female student from Saudi Arabia to discuss ankles with a male student of any nationality.) Also, be prepared for students to ask about additional body parts and organs.

Part I

- Put students into pairs.
- Using the body words in the box and each partner's prior knowledge of these words, encourage students to write in all the body parts for which there are boxes.

Part II

- Have students remain in the same pairs and use the examples given to ask and answer questions about all the body parts.
- Circulate around the room and help those students who need additional assistance.

EXERCISE 40. Let's talk: class activity.
Page 54
Time: 10–15 minutes

This is a teacher-led activity and you will interact with all of your students as you work through the exercise. Be ready to choose items that work best with the students you call on.

- Write the words *this*, *that*, *these*, and *those* on the board.
- Tell students to close their books and be ready to respond in complete sentences using *this*, *that*, *these*, and *those*.
- Model the examples in the book with some of the strongest students.
- Complete the exercise, calling on other students in the class. Repeat different body parts with different students to give everyone ample practice.
- Correct pronunciation as well as accuracy.

EXERCISE 41. Check your knowledge.
Page 55
Time: 10 minutes

- Give students time to complete as seatwork.
- Have students take turns identifying and correcting each mistake, as review.

EXERCISE 42. Looking at grammar.
Page 55
Time: 10 minutes

This review will help students self-correct and identify which completion among the three possible choices sounds correct. Go through this exercise at a quick clip when possible to train students' ears so that they can better self-correct.

- Without allowing prior preparation, have students take turns reading the sentences aloud and choosing the correct completion as “automatically” as possible.
- When questions arise, discuss with the class what other changes would have to be made in the item to allow an incorrect completion to work.
- Particularly because you may move through this exercise quickly, write on the board as much as possible to support students who are challenged by the material.

EXERCISE 43. Looking at grammar.
Page 56
Time: 10 minutes

- Give students time to prepare this exercise on their own as seatwork.
- Correct and review by having students read aloud.

Optional Vocabulary

| | |
|---------------------------|-------------|
| keys | favorite |
| dessert plates | only child |
| sponges | bats |
| dishcloths | banana |
| frying pan | math book |
| saltshaker, pepper shaker | apartment |
| empty | art history |
| camera | |

□ EXERCISE 44. Looking at grammar.

Page 57

Time: 10 minutes

Tell students to complete the conversations within the exercise with any words that work and remind them that multiple completions can be correct.

- Give students time to complete the conversations.
- Circulate and help those students who need it.
- Ask students to read their completions aloud, discuss the content, and write alternative versions on the board.

□ EXERCISE 45. Grammar and writing.

Page 57

Time: 10–20 minutes

Part I

- Have students complete the cloze exercise independently.
- Ask students to read their completions aloud to each other in small groups while you visit each group, checking on content.
- Point out the conventions of writing in paragraphs and giving descriptions—that is, the type of information usually given when people are described. Read corrected versions aloud or write a completed and correct version on the board.

Part II

- Assign students the four paragraphs outlined in Part II.
- Have student read the information for each paragraph carefully and write notes that can be expanded into sentences.
- Give students ample time to plan and write (perhaps as homework) their paragraphs.

Part III

- Discuss again the mechanical conventions of writing, including capitalization, punctuation, and indentation.
- Remind students to use *be* and *have* correctly, in person (first, second, or third) and number (singular or plural), and to be ready to edit their own work or others' work.
- Remind students to check that each sentence is complete and that it has a subject and a verb.
- Have students edit their own work or share as peer editing.
- Put common errors on the board and review as a class.