

CHAPTER 2

Using *Be* and *Have*

CHAPTER SUMMARY

OBJECTIVE: Students begin this chapter by learning how to use *this / that* and *these / those*. This knowledge, along with their activated use of articles from Chapter 1, helps students use increasingly sophisticated verb structures and compare noun subjects to one another. Students then 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, which allows them to indicate both their own and other people's possessions. Finally, they learn to ask questions with *What* and *Who*.

APPROACH: The chapter reviews and expands on students' knowledge of the verb *be* and provides practice with spoken *yes/no* questions and answers. This enables students to use their English beyond 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 with asking and answering questions. Acquiring *have* allows students to talk about themselves, their bodies, their health, and their possessions more confidently. The book provides repeated short, controlled practices as well as increasingly longer exercises that require a more open-ended approach.

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. Teachers should take their cues about using terminology from the book. The names of the major parts of speech as well as subject-verb-object word order are useful for students to know. However, too much terminology can confuse students and could impede their acquisition of targeted structures. As students progress through the series, they will learn the names of tenses in order to be able to distinguish when and how to use them correctly. However, functional terms for pronouns (i.e., calling *this / that*

"demonstrative pronouns") is not included because these terms don't make it easier for students to recognize and use them correctly.

CHAPTER RESOURCES

PRACTICE

- Workbook
- App
- Classroom PowerPoints
- MEL activities
- Self-Study PowerPoints in MEL

ASSESSMENT

- Test Bank
- App

PRETEST. What do I already know? Page 28.
Time: 10 minutes

The pre-tests are designed to check students' knowledge of the target grammar before they begin a chapter. Current research shows that taking a short test or quiz before studying new material can enhance and stimulate learning.

The pre-tests can be administered in a variety of ways including, but not limited to, a whole class discussion, in-class quiz, and/or individual self-assessment. These items can help students familiarize themselves with the new material.

- Read the directions and ask students to take turns reading the items from the Pretest. Have the class indicate if they think the item is correct or incorrect by saying, for example, "yes," "no," "correct," or "not correct."
- Write the numbers 1–8 on the board. Place a check mark next to the items that are correct, as indicated by the class.
- Emphasize how excellent students' passive knowledge is. It is likely that they will be able to identify which sentences and questions are incorrect, even if they cannot explain the reason.

Expansion

Ask about selected vocabulary items. For example, *What does comfortable mean?*

Even if students cannot define a term, they may be able to give related words and ideas. Write these on the board and emphasize all the communication students are achieving even at this beginner level.

► **EXERCISE 1.** Warm-up. Page 28.

Time: 5–10 minutes

- Read the directions aloud. Define *match*. For example, you can say it means that two things go together. Direct students to look at the pictures of cell phones.
- Have two students in turn read items 1 and 2 aloud and say which picture each item matches. Have the class confirm the answers.
- Ask students how they know which cellphone is new and which is old, eliciting some reference to size, apps, antenna, buttons, etc.
- Write any words that students generate on the board and continue to emphasize that they are already speaking and responding in English.

CHART 2-1. Using *This* and *That*. Page 29.

Time: 10–15 minutes

In order for students to understand *this* versus *that*, you will need to demonstrate that *this* refers to something close, perhaps within arm's reach, while *that* refers to an object that is farther away.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- Write the chart title on the board.
- Show the class your grammar book and say *This is my grammar book*. Point to yourself or hug your book when using *this* and write the example on the board, underlining *this*.
- Ask a student to show you his or her grammar book. Point to it and say, *That is (Pietro's) grammar book*. Write the sentence on the board and underline *that*.
- Have students take turns reading example sentences (a)–(d). Emphasize with pointing or other body language that *this* is for something near and *that* is for something farther away.
- Explain that it is hard to make a contraction with *this* and *is* (*this's*) because it is hard to make the two *s*'s sound distinct. Tell students that we do not use the contracted form in writing.

► **EXERCISE 2.** Grammar and vocabulary. Page 29. Time: 10 minutes

- Read the directions and the completed example items aloud.
- Ask students to take turns choosing *this* or *that* and reading the remaining items aloud, on sight.
- Correct students' answers immediately and overtly. Allow time for them to write the answers in their books.

Expansion

Ask students more detailed questions about the items in the exercise. For example:

Teacher: *Where do you usually find (a stapler, a calculator, etc.)?*

Students: *In school (in class, etc.).*

Try to guide a mini-discussion about the relative merits of hard versus soft copies of books and schoolwork in an age when the use of paper, pens, and erasers is less common than in the past. As always, when students contribute words to a mini-discussion, write these on the board and highlight whatever communication their passive vocabulary allows for.

► **EXERCISE 3.** Let's talk: pairwork. Page 30.

Time: 10–15 minutes

- Put students into pairs.
- Read the directions and give students time to preview the items in the box. If you prefer, say each item and have the class repeat.
- With one of the stronger students, model the back-and-forth between Partner A and Partner B in the example prompts.
- Have students continue selecting items from the box and making sentences. Encourage them to use gestures to indicate *this* (near) and *that* (farther away). Circulate and help as needed.
- Bring the class back together and have a member of each pair say a sentence for you to write on the board (*This is an eraser, etc.*).
- Correct the sentences as a class.
- Invite students to describe additional classroom items using *this* and *that*.



Assess Now

► **EXERCISE 4.** Warm-up. Page 30.

Time: 5 minutes

- Direct students to look at the art. Then have them check the sentence that uses the correct pronoun for *keys*. Have one student read it aloud.
- Reinforce that *these* and *those* are the plural forms of *this* and *that*.

CHART 2-2. Using *These* and *Those*.
Page 30. Time: 10 minutes

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- Ask two shy or quiet students to read aloud sentences (a) and (b) from the chart. This is one way to give students who do not normally speak out a chance to participate.
- Read and explain the notes on the right.
- Demonstrate using a pair of pencils or other small items and pointing as in the Chart 1-2 presentation. For example: (holding two pencils in front of the body) *These are pencils.* (pointing to objects on a desk) *Those are pens.*
- Optional: Explain to students that the contractions for *these + are* and *those + are* are common in speaking but not used in writing.

► **EXERCISE 5.** Grammar and vocabulary.
Page 31. Time: 10 minutes

- Have students look over the images and then read the items aloud, inserting *these* and *those* on sight.
- Write the sentences on the board. Elicit corrections from the class as needed.

► **EXERCISE 6.** Looking at grammar.
Page 31. Time: 5–10 minutes

- Read the directions and the example.
- Have students transform the singular sentences on the left into the plural ones on the right without prior preparation.
- Give them time to write the sentences in their books.
- Call students to the board to write the sentences. Call on other students to read the items and make corrections as needed.

Expansion

Read the plural sentences again and have students repeat. Correct students' pronunciation.

Write any items that prove difficult to pronounce on the board.

► **EXERCISE 7.** Vocabulary and grammar.
Page 32. Time: 10–15 minutes

- Read the directions and give students time to look over the illustration.
- Go over the vocabulary in the illustration and invite students to name additional items they see. Write these on the board.
- Point out the heading of the exercise, "In Our Dorm Room." Explain that *dorm* is short for *dormitory* and that this sort of living arrangement is common for university students in the United States.

- Ask a student to read the example sentence aloud, and then have students take turns reading each item aloud and saying the answer.
- Correct errors as needed.

Optional Vocabulary

window	bookshelf
bed	books
desks	pencils
chairs	notepads
computers	waterproof
erasers	

► **EXERCISE 8.** Let's talk: pairwork. Page 32.
Time: 10–15 minutes

- Read the directions and clarify that pairs of students will get up and walk around together. Model the example with a student, taking the role of Partner A.
- Remind students of the cases in which *these / those* are used. As needed, point to objects near and farther away.
- Circulate as students practice.
- Draw students' attention to vocabulary items used in the exercise. Ask students for definitions and write related words on the board.



Assess Now

► **EXERCISE 9.** Warm-up. Page 32.
Time: 5–10 minutes

- Ask two students to take turns reading and answering the questions.
- Explain that students will learn about *yes/no* questions with the verb *be*.
- Write the words *cafeteria* and *library* on the board and have students tell you where they can find a *cafeteria* and a *library*. Elicit *college, university, etc.*

CHART 2-3. Yes/No Questions with *Be*.
Page 33. 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.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- Write the chart title on the board.

- Write a simple *be*-statement below the title, using content that can easily be derived from the context of your class or students. For example:

Yukiko is early.

- Add labels above the subject and verb:

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
Is Yukiko early?

- 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.
- Emphasize that in writing, a question ends with a question mark.
- Stress that a *yes/no* question has only two possible answers: *yes* or *no*.

► EXERCISE 10. Looking at grammar.

Page 33. 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 early, controlled exercises, you will help your students gain confidence for later exercises.

- Read the directions and the exercise title.
- Ask skilled students to complete the first two or three items in the exercise and read them aloud as models.
- Write the items on the board and reinforce that *yes/no* questions begin with forms of the verb *be*.
- Explain that the intonation of a question rises at its end, and write a question on the board with a line rising above the end. For example:

Are you ready?

- Have students complete the remaining items individually.
- Check by having students take turns reading the items aloud. Correct pronunciation and have students repeat the completed questions after you to demonstrate question intonation.

► EXERCISE 11. Looking at grammar.

Page 33. Time: 5–10 minutes

Having practiced the target structure in the previous exercise, students are ready to try supplying the missing questions independently. 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.
- Before students begin working, explain that they will need to find the subject and verb in the responses and then to invert these to create the missing question. If needed, illustrate the inversion with arrows as in the explanation of Chart 2-3.
- Give students time to complete the exercise individually.
- Pair students to read the short dialogues aloud. Correct their pronunciation and write the completions on the board to help them check their answers.

► EXERCISE 12. Let's talk: pairwork.

Page 34. Time: 10–15 minutes

- Read the directions.
- Write the example on the board. Model expanding the examples and cues into sentences.
- Put students into pairs. Walk around the class and correct students as they speak.
- Take notes on students' mistakes.
- Bring the class together to check answers. Invite pairs of students to come to the board to write up their dialogues. Then call on other pairs to read the items on the board and say if they are correct.

Jump-start your English. Page 34.

Time: 10 minutes

Part I

- Have the audio ready to play.
- Read the red exercise title, "Classroom questions." Elicit examples of classroom questions (For example, *Are you ready? Do you understand?*) but do not correct ungrammatical sentences.
- Have students look at the photo and describe what they see. Ask additional questions as needed to elicit language, for example, *Who are the speakers? What are they doing?*
- Explain that students will hear questions and answers with *be*.
- Play the audio. Instruct students to listen carefully to the speakers' pronunciation. Then play the audio again.

Part II

- Read the directions.
- With a skilled student, model forming questions and answers using the cues in the chart.
- Give students time to preview the chart.
- Pair students and have them form all possible questions and answers. Circulate while students are talking.
- Finish the activity by having pairs take turns reading one of their dialogues.

Assess Now

► EXERCISE 13. Warm-up. Page 34.

Time: 5–7 minutes

- Tell students they will learn how to give short answers to *yes/no* questions.
- Read the directions. Clarify that all answers are correct. Students' task is to decide which negative contractions they prefer.
- Have students read the items individually. Ask a number of students which contraction they prefer and why.
- Tell students that most native speakers use both negative forms interchangeably.

CHART 2-4. Short Answers to Yes/No Questions. Page 35. 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 might seem strange to native speakers.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- Write the chart title on the board. Give students time to preview the chart silently.
- Using an example similar to sentence (a) in the chart, write a specific example on the board, referencing one of your students. For example:
Q: *Is Nouf from France?*
A: *Yes, she is.*
- Explain to students that when they respond in the affirmative, there is only one possible short answer and it is never contracted. In response to the question *Is Nouf from France?*, it is not possible to say *Yes, she's*.
- Draw a line through this mistake and repeat that responses with *yes* cannot be contracted:
Yes, she's.
- Have students take turns reading sentences, (a)–(c) in the chart and go over the notes on the right.

- Emphasize that one of the negative contracted forms is the pronoun + the verb *be*. Write this as option 1 on the board.
- Explain that the other negative contraction uses the verb *be* + *not*. Write this on the board as option 2.
- Change your student example from above to force a negative response.
A: *Is Hyo Jung from Brazil?*
- Have students give you both possible negative forms:
No, he's not.
No, he isn't.

► EXERCISE 14. Looking at grammar. Page 35. Time: 10–15 minutes

This exercise requires students to create whole questions and sentences rather than simply filling in blanks. This level of production can be challenging for students early in the course, so provide lots of support. Be ready to write the example items on the board.

- Read the directions and the red exercise title. Show students that they will form both the questions and the short answers based on the sentence in parentheses.
- Call on two students to read the example conversations aloud.
- Give students time to complete the exercise as seatwork.
- Circulate and help students who need support. For example, provide the first word of the question they need to write. (The completely blank first line can be daunting to beginners.)
- Check answers by having students take turns reading both their questions and their responses aloud.
- Emphasize the accuracy of students' correct production by writing key words on the board.

Expansion 1

Engage students by asking content questions derived from the exercise. For example:

What time is lunchtime for you?
Why are people absent?
What is the opposite of hungry?

Write students' responses on the board.

Correct overtly and stress correct pronunciation.

Expansion 2

Prepare a set of factual *yes/no* questions before class.
For example:

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?
10. Is Hawaii cold?

In class, have students write the numbers 1–10 on paper. Read the questions aloud and tell students to respond to each one by writing *Yes, it is* or *No, it isn't*.

Expansion 3

Reproduce the chart below and give a copy to each student. 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 ... ?*

FIND SOMEONE WHO ...

Example:

Student A: *Are you hungry?*

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

Student A: *[Ask another student.] Are you hungry?*

Student 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 (name of country)	

► EXERCISE 15. Grammar and speaking.

Page 36. Time: 10–15 minutes

Part I

- Put students into pairs.
- Read the red exercise title and the directions. With a student, model the first exchange for the class.
- Pair students. Walk around the room and interact while they are working. Help with vocabulary as needed.

Part II

- Read the directions and model the task with a student. Be sure to model looking up when speaking.
- Circulate while pairs practice their conversations.
- Call on students to share one of their conversations with the class. Most students will feel more comfortable if they can remain seated, but encourage them to stand if they are willing to do so.

Jump-start your English. Page 36.

Time: 10 minutes

Part I

- Have the audio ready to play.
- Read the directions and the red exercise title.
- Start the audio and listen while students repeat the days of the week.
- It may help students if you also say the days of the week and write them on the board. Students find *Thursday* very challenging, so give them many opportunities to repeat after you or the audio.
- Ask students random questions about days of the week, such as *What is the best / worst day of the week?* Draw happy and sad faces on the board to illustrate. This will provide them a reason to say a day of the week spontaneously and also realize that many people hate Sunday evenings!

Part II

- Play the audio once or twice while students follow along.

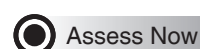
Part III

- Read the directions. To clarify the steps, ask students what they will do first, second, etc.
- Monitor while pairs practice the conversations. Encourage them to practice again, switching roles.
- Help students as needed to create a conversation similar to the one they have practiced. (They may want to write it down.)
- Have pairs perform their conversations for one another while you circulate and assist.

Optional Vocabulary

lunchtime
break time
test
cafeteria

library
computer lab
due



► **EXERCISE 16.** Warm-up. Page 37.

Time: 5 minutes

- Tell students they will learn how to ask questions with *Where*.
- 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.
- Have students look at the image. Ask them what they see.
- Read the responses in the box aloud.
- Ask two students to read the conversation. Student A reads the questions and Student B chooses the correct responses.

CHART 2-5. Questions with *Be*: Using *Where*.
Page 37. 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 knowledge of other question words and how to use them during this discussion.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- Write the chart title on the board. Read the introductory sentence aloud.
- Ask students to take turns reading questions and short 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.
- Reiterate the complete long answers (with the full verb form) to help students understand where the short answers come from.
- 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 form of 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:
Question: *Where is the board?*
Answer: *It's in the front of the room.*
Question: *Where is the door?*
Answer: *It's in the back of the room.*
Question: *Where is Eun Jung?*
Answer: *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. 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 white board eraser?*

Answer: *It's behind the DVD player.*

► **EXERCISE 17.** Looking at grammar.
Page 38. Time: 5 minutes

- Clarify the directions by saying that there are two questions, but only one matches the 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.
- Follow up by having pairs of students read the questions and answers aloud.

► **EXERCISE 18.** Looking at grammar.
Page 38. Time: 10 minutes

Because it can be hard for students to supply whole original questions, be ready to spend time showing them how to complete the exercise by presenting the examples on the board and demonstrating where these questions come from. If students struggle to do this exercise independently (and you will know because you will walk around helping them), then lead the whole exercise from the center.

- Read the directions and the red exercise title.
- Have pairs of students read the examples (items 1 and 2) aloud.
- Direct students to look at the art so that they understand Broadway is the name of a street.
- Give students time to see if they can complete this exercise independently.
- Check answers as a class by having pairs of students take turns reading the completed items aloud.
- Correct grammar and pronunciation immediately, writing challenging items on the board.

► **EXERCISE 19.** Let's talk: pairwork.
Page 39. Time: 5–10 minutes

- Put students into pairs.
- Read the directions aloud and ensure students understand by asking them what they will do first, second, etc.
- Demonstrate the vocabulary items in the box. Display or distribute a map for all the students to see. Describe locations using the vocabulary. For example:
Our school is in downtown Boston.
The subway stop is across the street from this building.
- Give students time to preview the locations in the Partner A/ Partner B chart. Clarify vocabulary as needed.
- Read the examples with a student, 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.
- Have pairs of students share one of their conversations with the class.

Optional Vocabulary

glasses	bus stop	grocery store
head	restroom	gas station
boxes	movie theater	park
bank	train station	pharmacy
ATM		



Assess Now

► **EXERCISE 20.** Warm-up. Page 39.
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. For example: *What things do you have with you in class today?*

- Ask students to look at the photos and to talk about what they see. Read the text under each photo and have the class repeat.
- Write related vocabulary and phrases on the board. For example: *hurt, nose, cover your mouth.*
- Ask students if they often have headaches or if anyone has a headache now. Reinforce the correct pronunciation of *headache*.
- Ask students to take turns reading the sentences in the Warm-up aloud and saying if they are true.

CHART 2-6. Using *Have* and *Has*. Page 40.
Time: 10–15 minutes

Depending on the native languages of the students in your class, 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.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- Write the chart title on the board.
- Stress that *have*, like *be*, is an irregular verb.
- Read sentences (a)–(e) with the students.
- Write new sentences with *have* and *has* on the board, using a common object, such as the students' grammar book. 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 has 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 sentence on the board.
- Have students take turns reading through the chart aloud and, again, giving special emphasis to the third person singular form *has*.

► **EXERCISE 21.** Looking at grammar.
Page 40. Time: 10 minutes

- Lead this exercise from the center. Read or say the directions.
- Direct students to look at the photo. Ask: *What is the man's problem?*
- Prompt students to explain: *He has a toothache.* Write the sentence on the board.
- Have students take turns reading and completing the sentences on sight, correcting promptly and overtly.
- Write correct completions on the board, along with any vocabulary that arises.

► **EXERCISE 22.** Vocabulary and grammar.
Page 40. Time: 10–15 minutes

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

- Read the directions.

- Explain that students will learn new vocabulary for body parts and common health problems. Give them a moment to look at the photos.
- Read the words in the box and ask students to repeat them.
- Have students look at item 1 and read the example. Point out the check mark in the vocabulary box.
- Ask students to complete this exercise independently.
- Check answers as a class, having students take turns reading the completed sentences aloud. Write the sentences on the board.
- Ask students if they can think of other common health problems. Elicit new vocabulary and write it on the board. 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 headache</i>
<i>muscle pain</i>	<i>diabetes</i>

Expansion

Bring in 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 23. Let's talk: pairwork.

Page 41. 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 this will prepare them to speak in real exchanges with native speakers.

- Read the directions and make sure students know what they will do first, second, etc.
- Model the example with a student. You are Partner A. Demonstrate looking at the book, then looking up to speak.
- Pair students. As they practice, walk around the room taking note of mistakes in grammatical accuracy, pronunciation, and intonation.
- Check by discussing each item and going over overheard mistakes. Write corrections 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.

Jump-start your English. Page 42.

Time: 10 minutes

Part I

- Have the audio ready to play.
- Read the directions and the red exercise title.
- Direct students to look at the images. Name the foods (*wheat, eggs, etc.*).
- Write *I am allergic to _____* on the board. Have students make statements about themselves. For example, *I am allergic to fish.*
- Ask students if they have any other allergies, and be ready to write different foods and/or other allergens on the board. For example:

<i>hay fever</i>	<i>dust</i>
<i>dogs</i>	<i>shellfish</i>
<i>cats</i>	

- Play the audio. Then have students close their books and listen to the audio again.

Part II

- Put students into pairs. Give them time to preview the chart.
- With a skilled student, model forming questions and answers using the cues in the chart.
- Tell students to practice asking and answering questions with their partner.
- Circulate and help while they are speaking.
- Call on pairs to perform one of their conversations for the class. Correct grammar and pronunciation directly.

► EXERCISE 24. Looking at grammar.

Page 42. Time: 10 minutes

- Read the directions and the red exercise title. Have students look at the photo and describe what they see.
- Explain to students that they will rewrite each sentence in the paragraph so that *Dr. Tran* 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 from first person to third person.
- When students have rewritten all sentences in the paragraph, check answers as a class. Have students read the transformed sentences aloud. Then select students to write the paragraph on the board, sentence by sentence.
- Discuss the following related vocabulary:

patients
clinic
hospital
downtown
hard work

Optional Vocabulary

backache	allergies
the chills	nuts
a fever	peanuts
high blood pressure	eggs
a sore throat	wheat
a stomachache	dairy
colds	shellfish

Assess Now

► EXERCISE 25. Warm-up. Page 43. 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 (*him*, *them*, etc.). Help students show what they know by encouraging them and writing their contributions on the board.

- Read the directions aloud. Then read the words in the box and have students repeat. Explain that these words are called *possessive adjectives*. We use them to talk about things we have. For example:

I have a hat = It is my hat.

- Have students fill in the blanks, working alone or in pairs.
- Check answers as a class.
- Expand by naming class members and asking students to call out the appropriate pronoun word to show that something belongs to each person. For example:

Maria: *her*

Slav: *his*

Hiroko and Sam: *their*

- 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:

Maria = *her*

Slav = *his*

Hiroko = *her*

Hiroko and me = *our*

Slav and Maria = *their*

Aya and you = *your*

CHART 2-7. Using *My, Your, Her, His, Our, Their*. Page 43. 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 a similar item.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- Write the chart title on the board.

- Show the class your grammar book and say, *My grammar book is red*. Write the sentence on the board.
- 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's* and replacing it with *his*:
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.

► EXERCISE 26. Looking at grammar. Page 44. Time: 5–10 minutes

- Read the directions aloud. Have students look over the words in the box.
- Tell students they will complete the sentences aloud without prior preparation.
- Read the example. With the help of students, explain what a *turn* is and write related notes on the board. For example:
chance
opportunity
time
- Have students take turns completing the items. Correct as needed.

► EXERCISE 27. Vocabulary and grammar. Page 44. Time: 10–15 minutes

Part I

- 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.
- Read the directions. Model the first item or two, writing the completed statements on the board.
- Give students time to look over the ID cards.
- Give students time 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, check answers as a class.

Part II

- Have students complete the items, referring to themselves.
- Ask students to share some of the less personal information. (They may not want to read their phone number aloud, but the other prompts are probably fine.)
- Correct pronunciation and usage immediately. Use the board to write up and correct errors.

► EXERCISE 28. Looking at grammar.

Page 45. Time: 10 minutes

- Read the directions and the red exercise title.
- Without allowing prior preparation, ask students to take turns completing each sentence.
- Correct students immediately and ask them to suggest alternative vocabulary during the review.

► EXERCISE 29. Looking at grammar.

Page 46. Time: 10–15 minutes

- Read the directions and the red exercise title. Have students look at the photo and ask them how they think it is related to the exercise.
- Read or have a student read the example.
- Remind students that before deciding which possessive adjective to use, they will need to identify the subject of each sentence. If the subject includes more than one person, the subject pronoun must be plural.
- Tell students that they must also identify the subject pronoun before selecting the corresponding possessive adjective.
- Circulate to help any students who are having difficulty choosing the correct forms or comprehending the optional vocabulary.

Optional Vocabulary

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

► EXERCISE 30. Reading and grammar.

Page 46. Time: 10–15 minutes

Part I

- Have students look at the photo on the bottom of page 47 and describe what they see. Read the red exercise title, “One Big Happy Family.” Ask students if they think all the people in the photo are from the same family.
- Before assigning the reading to students, have them look at the vocabulary on the yellow sticky note and discuss the words.
- Put the words on the board and invite students to participate in defining them. Write student-generated words and descriptions on the board.

- Read the directions aloud.
- Have students read sentences from the paragraph aloud. Ask both vocabulary and paraphrasing questions based on the text.
- Ask students to complete the *yes/no* items on their own. Then check answers 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.
- Check answers as a class.

Part III

- Ask students to complete the story individually.
- Check answers. 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.

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 31. Vocabulary and grammar. pairwork. Page 48. Time: 10–15 minutes

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

Part I

- Ask a student to read the directions aloud.
- Have students look at the photos and match the vocabulary in the box to the clothing in the photo. Remind them to check the words they know.
- Put students into pairs.
- Write the phrases *has on* / *have on* and the verb *wear* on the board.
- Explain what you are wearing or *have on* and write a few examples on the board. For example:

I have on pants, a shirt, a sweater, and boots. It is cold today!

I have on my favorite scarf.

Part II

- Have students, in pairs, complete each sentence using the correct possessive adjectives.
- Circulate as students are working, helping each pair and engaging students around any additional vocabulary that arises.
- Check answers by having students take turns reading the completed sentences aloud.

Optional Vocabulary

belt	jacket	skirt
blouse	jeans	socks
boots	pants	suit
coat	sandals	sweater
dress	shirt	tie, necktie
gloves	shoes	T-shirt
hat		

Expansion

Ask students to explain which of the clothing items from the vocabulary box they would wear in the following settings:

<i>a classroom</i>	<i>a restaurant</i>
<i>home</i>	<i>a wedding</i>
<i>an office</i>	

You can also ask students about other clothing vocabulary they may know. For example:

Teacher: *What do people have on when they go to sleep?*

Student: *Pajamas.*

Teacher: *What do people have on when they are watching TV at home?*

Student: *Lounge pants and a T-shirt.*

Teacher: *What do people have on at the gym?*

Student: *Shorts and a T-shirt, exercise tights, sneakers.*



Assess Now

► EXERCISE 32. Warm-up. Page 48. Time: 5 minutes

- Tell students they will learn how to ask questions with *What* and *Who* + *be*. If desired, review Chart 2-5 and the form of questions with *Where* + *be*.

- Explain that *What* is used to get information about a thing, and *Who* is used to ask for a person's name.
- Direct students to look at the photos.
- Have two students complete the Warm-up aloud. Have other students say if the answers are correct.

CHART 2-8. Asking Questions with *What* and *Who* + *Be*. Page 49. 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.

For Front of Classroom PowerPoint practice with the chart, see the Teacher Resources on the Pearson English Portal or in MyEnglishLab.

- Write the chart title on the board.
- Ask students to take turns reading items (a)–(f) aloud.
- Read or have students read the notes on the right. Match the information in the Note to the corresponding questions. For example:
Question: *What is this thing?* (singular)
Answer: *It's a pen.* (singular)
- Explain the contracted forms and write these on the board.

► EXERCISE 33. Looking at grammar. Page 49. Time: 10 minutes

- Read the directions. Emphasize that some items have two correct answers.
- Model item 1 by taking the role of speaker A and having a student read the response of speaker B.
- Without prior preparation, have students in pairs read through the remaining items and complete the exercise on sight.
- Have students take turns reading the completions aloud, correcting their answers immediately.

► EXERCISE 34. Looking at grammar. Page 49. Time: 10 minutes

- Read the directions. Model item 1 by taking the role of speaker A and having a student read the response of speaker B.
- Without prior preparation, ask students in pairs to read through the remaining items and complete the exercise.
- Have pairs take turns reading the completions aloud. Correct their answers immediately.

► **EXERCISE 35.** Vocabulary and speaking: pairwork. Page 50. Time: 10–15 minutes

Because this exercise requires discussing body parts, you may want to pair students of the same gender, depending on the cultural makeup of your class. (For example, it might 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

- Say the names of the body parts in the box and have students repeat. Tell them to look at the illustration and think about the meaning of the words as they say them.
- Model the activity by pointing to one of the body parts and asking students which word you should write on the line.
- Put students into pairs. Circulate as they work to write the body parts on the lines.
- Go over the answers by pointing to the body parts and having students say the names.

Part II

- Read the directions and model the example with a student. Clarify that students will point to the image when doing this exercise.
- Have students remain in the same pairs and use the examples to ask and answer questions about the body parts.
- Circulate and help students who need assistance.

► **EXERCISE 36.** Let's talk: class activity. Page 50. Time: 10–15 minutes

This is a teacher-led activity, meaning 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.
- Read the directions and then read the examples with a student. Write one example on the board and circle the words *this* and *that*. Have students review the change in pronouns. Optional: Elicit an additional example with *these* and *those*.
- Tell students to close their books.
- Lead the exercise, calling on various students in the class to respond. Repeat body parts with different students to give everyone a chance to practice.
- Correct pronunciation as well as accuracy.

► **EXERCISE 37.** Looking at grammar. Page 51. Time: 10 minutes

This review will help students self-correct. Go through this exercise at a quick clip when possible to train students' ears so that they can better self-correct.

Part I

- Read the directions and the example. Stress the subject, *she*.
- Without allowing prior preparation, have students take turns reading the sentences aloud and choosing the correct completion.
- Correct errors immediately. For example:
Student: *Tia has nice.*
Teacher: *We use is with adjectives. Try again.*
Student: *Tia is nice.*
Teacher: *Right!*
- 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.

Part II

- Read the directions and make sure students understand the new prompt.
- Stress the new subject, *Two students / They*.
- Follow the approach for Part I.

► **EXERCISE 38.** Listening. Page 51. Time: 10–15 minutes

Be ready to play the audio a couple of times if needed. Students may need additional time to complete the exercises. Because listening exercises can unduly stress beginner students, be generous with time and repetition.

Part I

- Have the audio ready to play.
- Read the directions. Clarify that the audio will present four short conversations.
- Assure students they will have a chance to listen and complete the sentences more than once.
- Play the audio once all the way through.
- Play the audio again, stopping after each conversation for students to write the missing words. Then ask two students to "perform" A and B's parts. Repeat after each conversation.
- Write any challenging items from the audio on the board as needed.

Optional Vocabulary

cousin	ear	neck
island	elbow	nose
flower	fingers	shoulder
snacks	foot	thigh
peanuts	hand	smartphone
apartment	hair	smart
erasers	head	pet bird
arm	knee	messy
back	leg	parties on the weekends
chest	mouth	low grades

Part II

- Put students in pairs. Read the directions. Clarify that students will choose one of the conversations from Part I to create a new conversation. Then they will say it for the whole class.
- Model making up a new conversation with a student, or call on two skilled students to do so.
- Circulate while students practice. Encourage them to look up from their books when they are speaking.
- Call on pairs to say their conversations for the class. Take notes on errors and correct them following each presentation.

► EXERCISE 39. Check your knowledge. Page 52. Time: 10 minutes

- Read the directions. Write item 1 on the board and model crossing out the incorrect form and writing the correct one above.
- Optional: Do item 2 with the class in the same manner. Call on students to find the error and say the correction. Write it on the board.
- Give students time to complete the exercise as seatwork.
- Check answers. Have students take turns identifying and correcting each mistake.

► EXERCISE 40. Grammar and writing. Page 53. Time: 60–75 minutes

Part I

- Have students look at the photo. Ask questions to stimulate their interest. For example: *Who is this? How does he look? What does introduction mean? Who is the writer?*
- Go over the vocabulary on the yellow sticky note. Have students define the words they know. Provide definitions of unknown words.

- Read the directions and the examples. Have the class call out the answer to item 3.
- Circulate while students complete the rest of the exercise as seatwork. Alternatively, assign this as homework.
- Check answers. Ask students to read their completions aloud to each other in small groups while you visit each group, clarifying answers as needed.

Part II

- Ask a student to read the directions aloud. If needed, define *format*—the way a piece of writing looks and is organized.
- Have students look at Carlos's composition. Tell them to notice the paragraph indents. Ask them how many paragraphs there are and have them read the first sentence of each paragraph.
- Direct students to look at the outline. Explain that each paragraph has one topic. The topics in the outline correspond to the information in Carlos's composition. Confirm this by asking the class questions about each paragraph. For example:

Paragraph 1 (information about Carlos): *Where is Carlos from? Is he a student? How old is he?*

Paragraph 2 (information about his parents): *Where is Carlos's family? What is his father's job?*

- Clarify the task. Students will write a four-paragraph composition that follows the outline. Explain that they can copy sentences from Carlos's composition, replacing his information with theirs; or they can write original sentences.
- Assign the composition as homework.

Part III

- Read the directions. Review the meaning of *edit* and the mechanical conventions of writing, including capitalization, punctuation, and indentation.
- Have students take turns reading the items in the editing checklist and finding an example of the item in Carlos's composition.
- Have students edit their own writing by using the checklist provided. Alternatively, pair students and have them exchange papers. Circulate and offer suggestions while they edit each other's writing.
- Write common errors on the board and review as a class.
- Have students write a clean draft and turn it in.

