Section 1  **be and have**

**language notes**

If you are teaching students with whose language(s) you are not familiar, note that the apparently simple verbs *be* and *have* may not be straightforward for your students. (See notes on the following pages.)

The grammar of *have* is complicated (there are uses with or without *do*, with or without *got*, with or without progressives). With lower-level students, it may be better to postpone some aspects (e.g. *got*-forms) until later.

Pronunciation: the unstressed forms of *am*, *are*, *was*, *were*, *have*, *has*, *had* and *there* (in *there is*) can be difficult for some students to hear. The ‘Pronunciation for grammar’ exercises will help with this.

**possible further activities**

*Quotations* These are simply intended for introductory reading. However, if you want to base an activity on them for more advanced students, find some more quotations containing *be*, *have*, *there is* from a quotations website (to find some, type “quotations” into an internet search engine). Cut the quotations in half, distribute the halves round the class, and get students to walk round saying (not showing) their halves to each other in order to match up the halves. When they've done this, they read out their completed quotations, vote for their favourite quotation, and perhaps write them out and put them up on the classroom wall / notice board.

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**language notes**

Not all languages have a direct parallel to English *be*, used to connect a subject to a description or definition. The students' mother-tongue equivalent of 'I'm American', for instance, might translate literally as 'I American'.

Those languages that do have equivalents of *be* and *have* may distribute them a little differently – for instance, English speakers *are* warm or cold, while speakers of some languages *have* warm or cold.

**possible further activities**

*Contractions* Write up or say full-form sentences and get students to say them with contractions.

*Negatives* Students write down things that they (or you) are not. Who can think of the most? They read some of their ideas aloud.

*Guessing ages* Students each write a sentence to guess your age. ('I think you're …') Or they can guess the ages of some currently important entertainers, using a similar form. You'll need to check the ages in advance.

*Star signs* Teach students the names of the star signs. Then they guess your sign. ('I think you're Aries.') You say 'You're wrong' or 'You're right'. Then you all guess somebody else's star sign; he/she says 'You're wrong' or 'You're right'.

*Class survey: interests* Each learner writes down three things they are interested in (you can participate too). They do a class survey by walking round and asking everyone 'Are you interested in…?', and noting down the answers. They report the results to the class orally or in writing. ('11 other people are interested in…').
possible further activities

**Quiz**  Learners work in small groups. Each group makes up a test containing five questions about famous people in the country or the world beginning ‘Who was …? / Who were…?’. (‘Who were the Premier League football champions in 2006? Who was president in 2009? Who was the first woman in space?’ …) A representative from each group reads the questions out to the class and the rest of the class tries to answer. Learners exchange papers and answers are checked.

‘Where were you?’  You begin. (‘Last night at 7, I was at the cinema. Where were you, Isabel?’) Each learner repeats the previous answers, gives their own answer (true or not) and nominates the next player. Like this:

**Isabel:** Last night at 7, Ms López was at the cinema and I was at the swimming pool. Where were you, Jorge?

**Jorge:** Last night at 7, Ms López was at the cinema, Isabel was at the swimming pool, and I was at the supermarket. Where were you, Ramón?

Once you have done this as a whole-class activity, students can do it in (large) groups, choosing a different time to ask about.

**Lies**  Tell the class five things about yourself or your family using was and were. Include one or more lies. Students should raise their hands when they think they hear a lie, and if called upon should correct the lie. (‘Your father wasn’t a policeman.’) Students can then write their own sets of statements and play the game in a group or with the whole class.

possible further activities

**Weather forecasts**  Students write a forecast. In the next lesson, check who got it right.  **OR:** Students guess what the weather will be in some other places. (‘I think it will be cold in Berlin.’) Help them with vocabulary as necessary. Then you/they check on the Internet to see what the official forecasts say. They could also do the activity by discussion in threes. (‘We think it will be …’)

language notes

‘There is’ is complicated and can be difficult to learn. Your students’ mother-tongue equivalent will probably not have a singular/plural distinction corresponding to *there is*/*are*. Note also that the pronunciation of *there* in *there is/are* (/ðər/) is quite different from its pronunciation in, for instance, *over there* (/ˈoʊvər/). Students don’t need to get this right in speech, but they do need to recognise the word when they hear it. The ‘Pronunciation for grammar’ exercises for this Section will help.
possible further activities

*A guessing game*  Bring some unusual things to class in your bag (e.g. a toy car, a picture of a beautiful woman, a toy bear). Ask students to guess whether named things are in your bag, like this:

**YOU:** A piece of paper.
**STUDENTS:** There's a piece of paper in your bag.
**YOU:** A car.
**STUDENTS:** There isn't a car in your bag.
**YOU:** A book. / A beautiful woman. / … etc

Then you reveal what's really there.

Then (or later, giving students time to prepare some surprises), they do it in groups.

**OR:** You ask 'Is there a …?' and they reply with short answers: ‘Yes, there is / No, there isn’t’. Or they reply ‘I think / don’t think there is …’. (these structures may need teaching).

**Observation**  Students stand at the window for one minute. They sit back down in groups of three and write sentences beginning 'There's a … / There are two/some etc … in the street / outside / …'. Who can write most?

**OR:** Students observe as above, but you say what there is/are and isn’t/aren’t, including some lies and inaccuracies. They say 'You’re right' or 'You’re wrong'.

**'Where was I?**'  Tell students they have to guess where you were yesterday evening (this doesn’t have to be true). They can only ask 8 questions, all beginning ‘Was there …’ or ‘Were there …’. (‘Were there a lot of people? Was there any music?’) They then have to try and guess where you were. Students can then play the game in groups.

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possible further activities

**Predictions**  Extend Exercise 4 with some more items of your choice, with students saying what they think there will/won’t be in the year 2100.

**OR:** Extend Exercises 3 and 4. Each student goes round asking a different question about the year 2100. ('Will there be …?'). They then report to the class. ('Seven people think there will be banks in the year 2100, 18 people don't think there will be banks in the year 2100, …')

**pages 8–9**

language notes

Not all languages have a single direct parallel to English *have*, used to refer to possession and many other ideas. The students’ mother-tongue equivalent of ‘I have an old car’, for instance, might translate literally as ‘To/With me (is) old car’, or something similar. Some languages have different structures for inalienable possession (of things that belong to you permanently, like your eyes), and alienable possession (of things that don’t, like cars or shoes).

possible further activities

**Possessions**  Students write five things they have, including one lie. They tell partners / their group / the class, who answer 'OK' or 'It's not true'.

**OR:** Students ask the teacher ‘Do you have a/any …?’ The teacher answers with some lies. Responses as above.

**Past possessions**  Students say what they had /didn't have when they were small.

**OR:** Students ask the teacher what she/he had when she/he was small.

**OR:** Students write sentences about what their parents had when they were young. Help with vocabulary.

➔ Section 1 continues
Future possessions  Students write a few sentences about what they will have when they are 30, or in ten years etc. They tell each other in groups.

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language notes
These uses of have will probably be expressed in other ways in students’ languages.

possible further activities

Mime  Write out on cards the names of some ‘have’ activities and hand them out to groups of three or four. Each group mimes their action; the class has to guess what they are doing (‘You’re having a party / a conversation / a shower / …’).

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possible further activities

Mime  As for page 10, but with have got. Write out on cards the names of some things whose possession can be mimed. Hand them out to groups. Students in groups mime ‘We’ve got a fast car / a dog / three children / …’. The others guess (‘You’ve got …’).

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possible further activities

Family trees  Students prepare information about their families using language from Exercise 8. Then they work in pairs: A gives B the information, B draws A’s family tree, then vice versa.