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). These points are likely to need some revision.

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 CD-ROM exercises will help with this.

possible further activities
Quotations  The quotations are simply intended for introductory reading. However, if you want to base an activity on them, you could get students to find some more quotations (after class) containing be, have, there is on a quotations website (typing “quotations” into an internet search engine will bring up plenty). In the next lesson, get them to share their quotations. Or get students to write the quotations on pieces of paper, collect them, cut them in half and distribute the halves round the class. Then students walk round saying (not showing) their halves to each other in order to match up the halves. When they’ve done this, they can read out their completed quotations, vote for their favourite, and perhaps write them out again and put them up on the classroom wall / notice board.

Another possibility: get students to think of favourite quotations or sayings in their own language(s) which would be expressed in English with be or have. Ask them to translate them (help with vocabulary) and share them with the class.

pages 2–3
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.

Vocabulary expansion: personality  Teach some words for personality types and characteristics. For example:
- self-confident, shy, optimistic, pessimistic, warm, sociable, reserved, energetic, dynamic,
- hard-working, lazy, critical, easy-going, ambitious, generous, mean (= ‘stingy’ in American English), calm, excitable, impulsive, radical, conservative, religious

Get students to write some sentences about themselves or other people, saying what they are or are not. Adverbs of degree will be useful: very, rather, quite, not very, …

An asterisk (*) indicates an incorrect form or use.

Section 1 continues
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, in similar form.
You’ll need to check the ages in advance.

Vocabulary expansion: 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; 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). Help with vocabulary. Then 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…’).

Mime: physical and mental states  Divide students into pairs or groups of three. Give each
group a card with the name of a physical or mental state. For example:
• cold, hot, hungry, thirsty, tired, happy, depressed, excited, sleepy, frightened, calm
• Pairs or groups mime their state in turn; the class guess what they are miming and say
• ‘You’re thirsty’ or whatever.

Possessions  Students each write down six things they have got (beginning ‘I’ve got …’),
and six that they haven’t.

Quiz: past of ‘be’  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 be and have got. 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 isn’t a policeman.’ ‘You haven’t got a
Ferrari.’) Students can then work to write their own sets of statements and play the game in
a group or with the whole class.

Vocabulary expansion: weather forecasts  Revise or teach adjectives for talking about the
weather. For example:
• hot, cold, wet, freezing, cloudy, foggy, humid, fine, sunny.
Students write a forecast for the area where they are, using ‘It will be,’ ‘It may be,’ ‘It might be,’
‘It won’t be’ etc. 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 … ’)
There is is complicated and can be difficult to learn, particularly when it is used in more complicated structures such as those introduced on page 5. 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 (/ðeə/). Students don’t need to get this right in speech, but they do need to recognise the word when they hear it. The CD-ROM exercises for this section will help.

**Possible further activities**

**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; I’m sure there is / isn’t.’ Or they reply using some of the more advanced structures from page 5 (‘There may/must/can’t be a … in your bag’; ‘There’s likely / There isn’t likely to be …’).

**Vocabulary expansion: Observation** Students stand at the window for a few minutes while you teach them the names of some things they can see. 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 a place where you were yesterday evening (this doesn’t have to be true). They can only ask eight 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, taking turns to be the person questioned.

**Predictions** Students extend Exercise 2, saying or writing what they think there will/won’t/may/might be in the year 2100.

**Or:** 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, …’)

**Two pictures** Choose two volunteers. Give each an envelope: one contains a suitable picture; the other is empty. The volunteers go out of the class for a few minutes. When they come back, each describes the picture (real or imaginary) that was in their envelope. (‘There’s a man. He’s sitting in an armchair. He’s reading a newspaper. There’s a big bird on his head. …’) The class decides who had the real picture.
**Similar pictures**  Give two students similar, but not identical, pictures. (For example two different advertisements for cars.) Without seeing each other’s pictures, they have to find three differences by talking to each other. (‘There’s a woman in my picture. She’s looking at a blue car.’ ‘There’s a man in my picture. He’s looking at a black car.’ …) If you prepare a lot of pairs of pictures, this can be done with the whole class working in pairs, and passing pictures round as they succeed in finding the differences.

**Houses and rooms**  Students write or say things about their homes, their rooms or the houses where they are living, using there is/are. Help with vocabulary. (‘There’s a bed.’ ‘There are two windows.’ ‘There are some posters on the wall.’ ‘There’s a big garden.’

**Dream houses**  Students describe their dream houses, using ‘I’d like there to be’ or ‘I want there to be’. (‘I’d like there to be a big garden.’ ‘I want there to be a TV in the toilet.’)

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**pages 6–7**

**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: lies**  Students mention three or more things they have, including one lie. The other students answer ‘OK’ or ‘It’s not true’.

**OR:** Students ask the teacher ‘Do you have a/any …?’ or ‘Have you got a/any …?’

The teacher answers with some lies. Responses as above.

**Possessions: mime**  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 …’).

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

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

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

**Future possessions**  Students write a few sentences about what they will have when they are 30, or in ten years, or whatever. They tell each other in groups.

**Vocabulary expansion: families**  Revise or teach the names for family relationships, including cousin, great-aunt, brother-in-law and similar words. Note that English kinship terms may not match exactly with those in students’ languages, which may have different terms for male and female cousins, for uncles and aunts by marriage or not by marriage, for father’s and mother’s parents, and so on. Get students to say, for example, how many cousins / uncles / aunts / nephews / nieces they have. Or get different students to question the class and establish statistics about one or other relationship (‘People in the class have 74 cousins.’).
Vocabulary expansion: physical appearance  Revise and teach vocabulary used for describing people’s appearance. Some possible expressions (among many others!):  
long/short/thick/silky/curly/straight hair; black/brown/dark/fair/blond/red hair  
long/short/delicate/sensitive/stumpy fingers  
an oval/round/square face  
round/narrow/slanted/bulging eyes  
bushy eyebrows  
high cheekbones  
a prominent/receding chin  
big/small/tiny/delicate ears  
broad/narrow shoulders  
a big chest  
muscular arms/legs  
a slim waist; slim hips  
long/short legs  
big/small feet  
Then get students to write descriptions of people they know (or themselves) with some of this vocabulary, using have got as much as possible.

page 8

possible further activities

Class survey  Revise common frequency adverbs and adverbial expressions: often, quite often, sometimes, occasionally, from time to time, hardly ever, never. Then get students to go round the class asking how often the other students experience repeated situations, using ‘How often do you have …?’ Possible things to ask about:  
headaches, nightmares, colds, flu, accidents, big meals, coffee, eggs for breakfast, holidays, quarrels, business meetings, a lie in, brilliant ideas, toothache, trouble sleeping, parties at home, too much spare time, too much work, crazy impulses, imaginary conversations in your head, trouble with the police, music lessons

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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 so. Each group mimes their action; the class has to guess what they are doing (‘You’re having a party / a conversation / a shower / …’).