



CHAPTER 2

Using *Be* and *Have*

□ EXERCISE 1. Preview: listening.



Directions: Listen to the questions. Circle *yes* or *no*.

Example: Is Africa a continent? (yes) no

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

2-1 YES/NO QUESTIONS WITH *BE*

QUESTION	STATEMENT	
<i>BE</i> + SUBJECT (a) Is <i>Anna</i> a student? (b) Are <i>they</i> at home?	SUBJECT + <i>BE</i> <i>Anna</i> is a student. <i>They</i> are at home.	In a question, be comes in front of the subject. PUNCTUATION: A question ends with a question mark (?). A statement ends with a period (.).

□ EXERCISE 2. Question practice.

Directions: Make questions for the given answers.

1. A: Is Mrs. Lee a teacher?

B: Yes, Mrs. Lee is a teacher.

2. A: _____

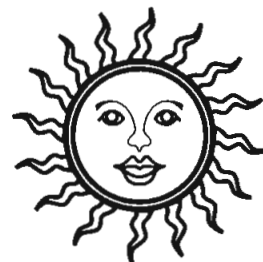
B: Yes, the sun is a ball of fire.

3. A: _____

B: Yes, carrots are vegetables.

4. A: _____

B: Yes, chickens are birds.



5. A: _____
B: Yes, Mr. Wu is here today.
6. A: _____
B: Yes, Sue and Mike are here today.
7. A: _____
B: Yes, English grammar is fun.
8. A: _____
B: Yes, I am ready for the next grammar chart.

2-2 SHORT ANSWERS TO YES/NO QUESTIONS

QUESTION	SHORT ANSWER	
(a) <i>Is Anna</i> a student?	→ Yes, <i>she is</i> . → No, <i>she's not</i> . → No, <i>she isn't</i> .	<p>Spoken contractions are not used in short answers that begin with <i>yes</i>. In (a): <i>INCORRECT: Yes, she's.</i></p> <p>In (b): <i>INCORRECT: Yes, they're.</i></p> <p>In (c): <i>INCORRECT: Yes, I'm.</i></p>
(b) <i>Are they</i> at home?	→ Yes, <i>they are</i> . → No, <i>they aren't</i> .	
(c) <i>Are you</i> ready?	→ Yes, <i>I am</i> . → No, <i>I'm not</i> .*	

**Am* and *not* are not contracted.

□ EXERCISE 3. Question practice.

Directions: Make questions and give short answers.

1. A: _____ *Are you tired?* _____
B: _____ *No, I'm not.* _____ (I'm not tired.)
2. A: _____ *Is Anna in your class?* _____
B: _____ *Yes, she is.* _____ (Anna is in my class.)
3. A: _____
B: _____ (I'm not homesick.)
4. A: _____
B: _____ (Bob is homesick.)

5. A: _____
B: _____ (Sue isn't here today.)
6. A: _____
B: _____ (The students in this class are intelligent.)
7. A: _____
B: _____ (The chairs in this room aren't comfortable.)
8. A: _____
B: _____ (I'm not married.)
9. A: _____
B: _____ (Tom and I are roommates.)
10. A: _____
B: _____ (A butterfly is not a bird.)

□ EXERCISE 4. Let's talk: find someone who

Directions: Walk around the room. Ask your classmates questions. Find someone who can answer *yes* to each question. Write down his/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/her name.*)

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

	First name
1. hungry	
2. sleepy	
3. thirsty	
4. married	
5. a parent	
6. single	
7. happy	

	First name
8. tired	
9. nervous	
10. friendly	
11. lazy	
12. cold	
13. comfortable	
14. from (<i>name of country</i>)	

□ EXERCISE 5. Let's talk: pairwork.

Directions: Work with a partner. Ask and answer questions. You can look at your book before you speak. When you speak, look at your partner.

Example: turtles: fast/slow

PARTNER A: Are turtles fast?

PARTNER B: No, they aren't.

PARTNER A: Your turn now.

OR

PARTNER A: Are turtles slow?

PARTNER B: Yes, they are.

PARTNER A: Your turn now.

Partner A	Partner B
1. a mouse: big/little	1. diamonds: expensive/cheap
2. lemons: sweet/sour	2. your grammar book: light/heavy
3. the world: flat/round	3. butterflies: beautiful/ugly
4. the weather: cool today/warm today	4. English grammar: easy/difficult
5. your dictionary: with you/at home	5. dolphins: intelligent/dumb
6. your shoes: comfortable/uncomfortable	6. the floor in this room: clean/dirty

□ EXERCISE 6. Question practice.

Directions: Complete the conversations with your own words.

1. A: Are you a student at this school?

B: Yes, _____.

A: _____ you from _____?

B: No, _____ from _____.

2. A: Are you a/an _____?

B: No, _____ not. I'm a/an _____.

3. A: Are _____ expensive?

B: Yes, _____.

A: Is _____ expensive?

B: No, _____.

4. A: _____ countries in Asia?
 B: Yes, _____ are.
 A: _____ a country in South America?
 B: Yes, _____ is.
 A: _____ a country in Africa?
 B: No, _____ not. It's a country in _____.

2-3 QUESTIONS WITH *BE*: USING *WHERE*

Where asks about place. *Where* comes at the beginning of the question, in front of *be*.

QUESTION		SHORT ANSWER + (LONG ANSWER)
<i>BE</i> + SUBJECT		
(a)	Is <i>the book</i> on the table?	→ Yes, it is . (<i>The book is on the table.</i>)
(b)	Are <i>the books</i> on the table?	→ Yes, they are . (<i>The books are on the table.</i>)
<i>WHERE</i> + <i>BE</i> + SUBJECT		
(c)	Where is <i>the book</i> ?	→ On the table . (<i>The book is on the table.</i>)
(d)	Where are <i>the books</i> ?	→ On the table . (<i>The books are on the table.</i>)

□ EXERCISE 7. Question practice.

Directions: Make questions.

1. A: _____ *Is Kate at home?*
 B: Yes, she is. (*Kate is at home.*)
2. A: _____ *Where is Kate?*
 B: At home. (*Kate is at home.*)
3. A: _____
 B: Yes, it is. (*Cairo is in Egypt.*)
4. A: _____
 B: In Egypt. (*Cairo is in Egypt.*)



5. A: _____
B: Yes, they are. (The students are in class today.)
6. A: _____
B: In class. (The students are in class today.)
7. A: _____
B: On Main Street. (The post office is on Main Street.)
8. A: _____
B: Yes, it is. (The train station is on Grand Avenue.)
9. A: _____
B: Over there. (The bus stop is over there.)
10. A: _____
B: At the zoo. (Sue and Ken are at the zoo today.)

□ EXERCISE 8. Let's talk: pairwork.

Directions: Work with a partner. Ask questions. Use **where**. You can look at your book before you speak. When you speak, look at your partner.

Example:

PARTNER A: Where is your pen?

PARTNER B: It's in my hand. (or any other true answer)

PARTNER A: Your turn now.

Partner A	Partner B
1. your dictionary	1. your notebooks
2. your money	2. your wallet
3. your books	3. your glasses or sunglasses
4. your coat	4. your family
5. your pencil	5. your apartment
6. (name of a classmate)	6. (names of two classmates)
7. your hometown	7. your hometown
8. (name of a city in the world)	8. (name of a country in the world)

2-4 USING *HAVE* AND *HAS*

SINGULAR	PLURAL	
(a) I <i>have</i> a pen.	(f) We <i>have</i> pens.	$\left. \begin{array}{l} I \\ you \\ we \\ they \end{array} \right\} + \textit{have}$
(b) You <i>have</i> a pen.	(g) You <i>have</i> pens.	
(c) She <i>has</i> a pen.	(h) They <i>have</i> pens.	
(d) He <i>has</i> a pen.		$\left. \begin{array}{l} she \\ he \\ it \end{array} \right\} + \textit{has}$
(e) It <i>has</i> blue ink.		

□ EXERCISE 9. Sentence practice.

Directions: Complete the sentences. Use *have* and *has*.

- We have grammar books.
- I _____ a dictionary.
- Kate _____ a blue pen. She _____ a blue notebook too.
- You _____ a pen in your pocket.
- Bob _____ a notebook on his desk.
- Anna and Bob _____ notebooks. They _____ pens too.
- Samir is a student in our class. He _____ a red grammar book.
- I _____ a grammar book. It _____ a red cover.
- You and I are students. We _____ books on our desks.
- Mike _____ a wallet in his pocket. Sara _____ a wallet in her purse.
- Nadia isn't in class today because she _____ the flu.
- Mr. and Mrs. Johnson _____ two daughters.
- Ducks _____ feathers.
- A duck _____ a beak.



□ EXERCISE 10. Sentence practice.

Directions: Complete the sentences with **have** or **has** and words from the list.

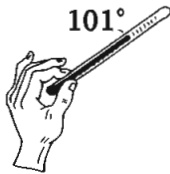
<i>backaches</i>	<i>a headache</i>	<i>a stomachache</i>
<i>a cold</i>	<i>a sore throat</i>	<i>toothaches</i>
<i>a fever</i>		



1. Mr. Wu _____.



2. The patients _____.



3. I _____.



4. Mrs. Ramirez _____.



5. You _____.



6. The workers _____.



7. Olga _____.

□ EXERCISE 11. Let's talk: pairwork.

Directions: Complete this conversation with a partner. You can look at your book before you speak. When you speak, look at your partner.

Partner A: How _____?

Partner B: Not so good. _____.

Partner A: That's too bad. Your turn now.

Example:

1. Jim? ... a toothache

2. Susan? ... a stomachache

PARTNER A: How's Jim?

PARTNER B: Not so good. He has a toothache.

PARTNER A: That's too bad. Your turn now.

PARTNER B: How's Susan?

PARTNER A: Not so good. She has a stomachache.

PARTNER B: That's too bad. Your turn now.

- | | |
|-----------------------------------|---|
| 1. you? . . . a headache | 5. your parents? . . . colds |
| 2. you? . . . a sore tooth | 6. the patients? . . . stomachaches |
| 3. your mother? . . . a sore back | 7. your little brother? . . . a sore throat |
| 4. Mr. Lee? . . . a backache | 8. Mrs. Wood? . . . a fever |

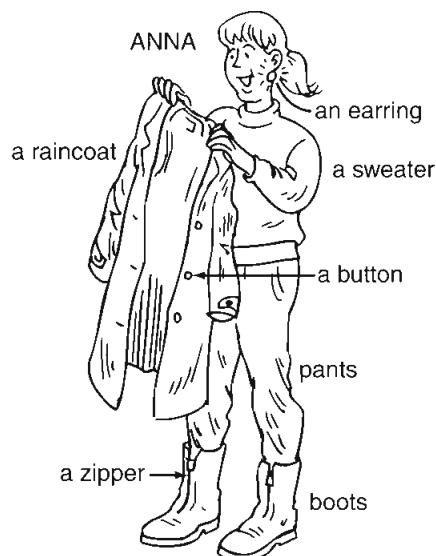
□ EXERCISE 12. Listening.



Directions: Listen to the sentences. Circle the verbs you hear.

Example: Anna ____ boots. (has) have

- | | |
|--------|------|
| 1. has | have |
| 2. has | have |
| 3. has | have |
| 4. has | have |
| 5. has | have |
| 6. has | have |
| 7. has | have |
| 8. has | have |



□ EXERCISE 13. Let's talk: find someone who . . .

Directions: Walk around the room. Ask your classmates questions. Try to find people who can answer *yes* to the questions. Write down their names. Use **Do you have . . . ?**

Example: . . . car?

SPEAKER A: Do you have a car?

SPEAKER B: Yes, I have a car. OR No, I don't have a car.

(You can also give additional information: I have a sports car.)

	First name		First name
1. brothers and sisters?		5. a job?	
2. children?		6. a favorite sport?	
3. pets?		7. a favorite movie star?	
4. hobbies?		8. a favorite movie?	

2-5 USING MY, YOUR, HIS, HER, OUR, THEIR

SINGULAR	PLURAL	SUBJECT FORM	POSSESSIVE FORM
(a) I have a book. My book is red.	(e) We have books. Our books are red.	<i>I</i> → <i>my</i>	
(b) You have a book. Your book is red.	(f) You have books. Your books are red.	<i>you</i> → <i>your</i>	
(c) She has a book. Her book is red.	(g) They have books. Their books are red.	<i>she</i> → <i>her</i>	
(d) He has a book. His book is red.		<i>he</i> → <i>his</i>	
		<i>we</i> → <i>our</i>	
		<i>they</i> → <i>their</i>	
		I possess a book. = I have a book. = It is my book.	
		My, our, her, his, our, and their are called "possessive adjectives." They come in front of nouns.	

□ EXERCISE 14. Sentence practice.

Directions: Complete the sentences with the correct possessive adjectives.

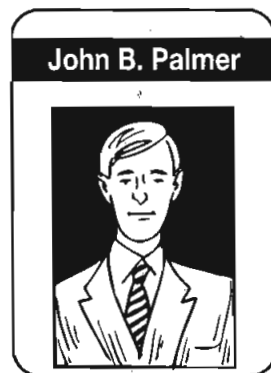
- You're next. It's _____ turn.
- Sue's next. It's _____ turn.
- John and Jane are next. It's _____ turn.
- My aunt is next. It's _____ turn.
- I'm next. It's _____ turn.
- The children are next. It's _____ turn.
- You and Sam are next. It's _____ turn.
- Marcos and I are next. It's _____ turn.
- Bill's next. It's _____ turn.
- Mrs. Brown is next. It's _____ turn.

□ EXERCISE 15. Sentence practice.

Directions: Complete the sentences with the information on the ID cards.

What information do you know about this person from his ID card?

- _____ last name is _____.
- _____ first name is _____.
- _____ middle initial is _____.



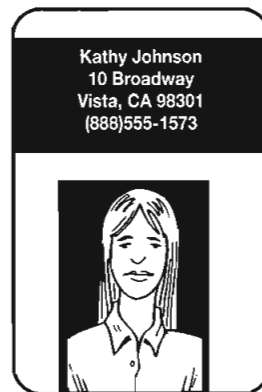
What information do the ID cards give you about Don and Kathy Johnson?

4. _____ zip code is

_____.

5. _____ area code is

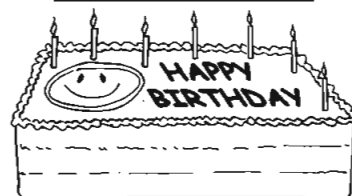
_____.



What do you know about Dr. Nelson?

April

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



6. _____ birthdate is _____.

7. _____ birthday is _____.

8. _____ middle name is _____.

Write about yourself.

9. _____ first name is _____.

10. _____ last name is _____.

11. _____ middle name is _____.

12. _____ middle initial is _____.

13. _____ area code is _____.

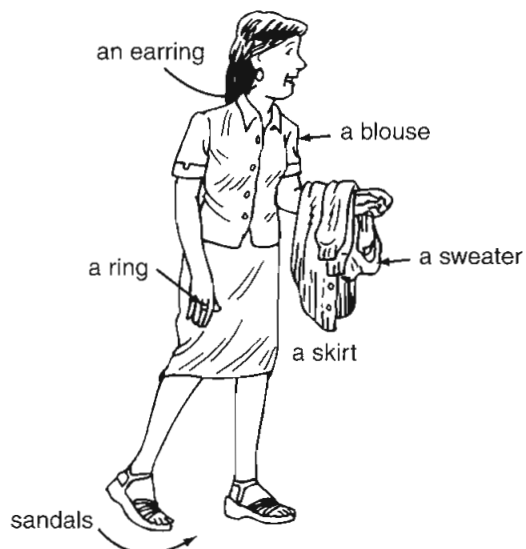
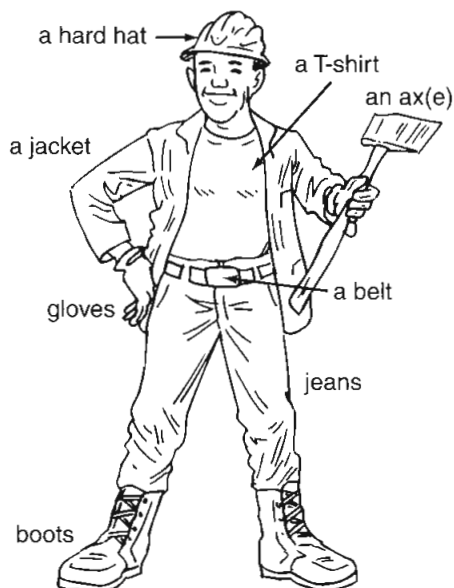
14. _____ phone number is _____.

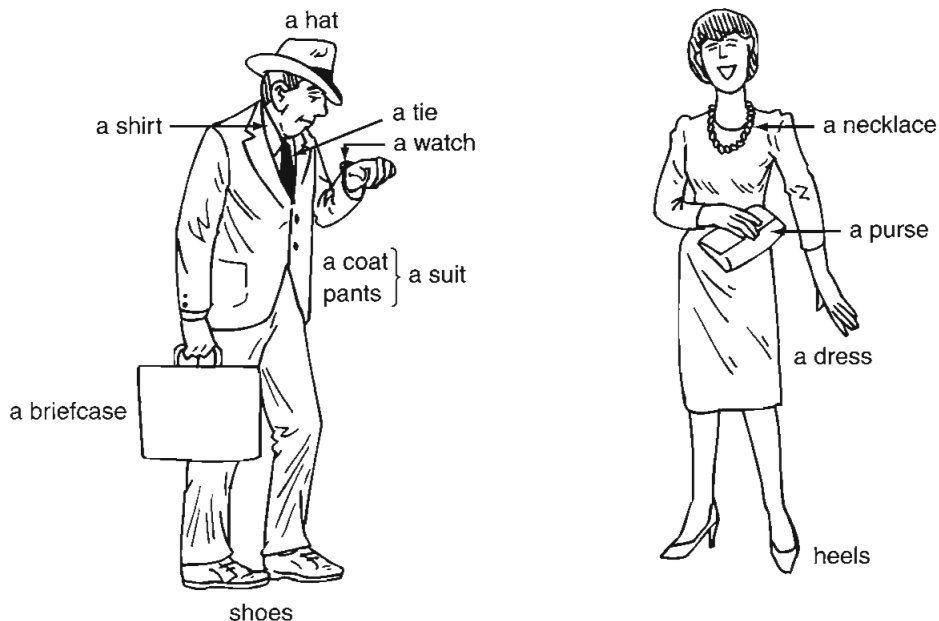
15. _____ zip code is _____.

□ **EXERCISE 16. Let's talk: pairwork.**

Directions: Work with a partner. Look at the vocabulary. Put a check (✓) beside the words you know. Ask your partner about the ones you don't know. Your teacher can help you. The pictures below and on the next page illustrate clothing and jewelry.

VOCABULARY CHECKLIST		
Colors	Clothes	Jewelry
___ black ___ blue, dark blue, light blue ___ blue green ___ brown, dark brown, light brown ___ gold ___ gray, dark gray, light gray ___ green, dark green, light green ___ orange ___ pink ___ purple ___ red ___ silver ___ tan, beige ___ white ___ yellow	___ belt ___ blouse ___ boots ___ coat ___ dress ___ gloves ___ hat ___ jacket ___ jeans ___ pants ___ sandals ___ shirt ___ shoes ___ skirt ___ socks ___ suit ___ sweater ___ tie, necktie ___ T-shirt	___ bracelet ___ earrings ___ necklace ___ ring ___ watch/wristwatch





□ EXERCISE 17. Sentence practice.

Directions: Complete the sentences with **my**, **your**, **her**, **his**, **our**, or **their**.

1. Rita is wearing a blouse. Her blouse is light blue.
2. Tom is wearing a shirt. _____ shirt is yellow and brown.
3. I am wearing jeans. _____ jeans are blue.
4. Bob and Tom are wearing boots. _____ boots are brown.
5. Sue and you are wearing dresses. _____ dresses are red.
6. Ann and I are wearing sweaters. _____ sweaters are green.
7. You are wearing shoes. _____ shoes are dark brown.
8. Sue is wearing a skirt. _____ skirt is black.
9. John is wearing a belt. _____ belt is white.
10. Sue and Ann are wearing socks. _____ socks are dark gray.
11. Tom is wearing pants. _____ pants are dark blue.
12. I am wearing earrings. _____ earrings are gold.

□ EXERCISE 18. Let's talk: class activity.

Directions: Your teacher will ask you questions about people and their clothing. Then describe an article of clothing/jewelry and its color. Use this pattern:
possessive adjective + noun + is/are + color. Close your book for this activity.

Examples:

TEACHER: Look at Ali. Tell me about his shirt. What color is his shirt?

STUDENT: His shirt is blue.

TEACHER: Look at Rosa. What is this?

STUDENT: A sweater.

TEACHER: Tell me about her sweater. What color is it?

STUDENT: Her sweater is red.

TEACHER: Look at me. What am I touching?

STUDENT: Your shoes.

TEACHER: Tell me about the color.

STUDENT: Your shoes are brown.

□ EXERCISE 19. Sentence practice.

Directions: Complete the sentences. Use **have** or **has**. Use **my**, **your**, **her**, **his**, **our**, or **their**.

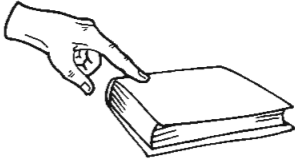

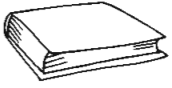
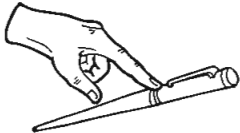




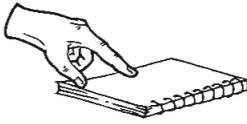





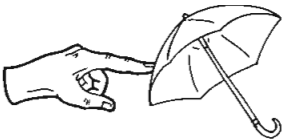
1. I have a book. My book is interesting.
2. Bob _____ a backpack. _____ backpack is green.
3. You _____ a raincoat. _____ raincoat is brown.
4. Kate _____ a raincoat. _____ raincoat is red.
5. Ann and Jim are married. They _____ a baby. _____ baby is six months old.
6. Ken and Sue _____ a daughter. _____ daughter is ten years old.
7. John and I _____ a son. _____ son is seven years old.
8. I _____ a brother. _____ brother is sixteen.
9. We _____ grammar books. _____ grammar books are red.
10. Tom and you _____ backpacks. _____ backpacks are brown.
11. Ann _____ a dictionary. _____ dictionary is red.
12. Mike _____ a car. _____ car is blue.

2-6 USING *THIS* AND *THAT*

(a) I have a book in my hand. <i>This book</i> is red. (b) I see a book on your desk. <i>That book</i> is blue. (c) <i>This</i> is my book. (d) <i>That</i> is your book.	<i>this</i> book = the book is near me. <i>that</i> book = the book is not near me.
(e) <i>That's</i> her book.	CONTRACTION: <i>that is</i> = <i>that's</i>
(f) <i>This is</i> (" <i>This's</i> ") her book.	In spoken English, <i>this is</i> is usually pronounced as " <i>this's</i> ." It is not used in writing.

□ EXERCISE 20. Sentence completion.

Directions: Complete the sentences with *this* or *that*.

 1. <u> This </u> is my book.	  2. <u> That </u> is your book.
 3. <u> </u> is a pen.	  4. <u> </u> is a pencil.
  5. <u> </u> is his notebook.	 6. <u> </u> is her notebook.
 7. <u> </u> is my dictionary.	  8. <u> </u> is your dictionary.
  9. <u> </u> is his umbrella.	 10. <u> </u> is our umbrella.

□ **EXERCISE 21. Let's talk: pairwork.**

Directions: Work with a partner. Use **this** and **that**. Touch and point to things in the classroom.

Example: red \ yellow

PARTNER A (*book open*): red \ yellow

PARTNER B (*book closed*): This (book) is red. That (shirt) is yellow.

(*Partner B touches a red book and points to a yellow shirt.*)

1. red \ blue
2. red \ green
3. red \ yellow
4. blue \ black
5. white \ black
6. orange \ green

Switch roles.

PARTNER A: Close your book.

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

7. red \ pink
8. dark blue \ light blue
9. black \ gray
10. gold \ silver
11. dark brown \ tan
12. purple \ red

□ **EXERCISE 22. Listening.**



Directions: Listen to the sentences. Circle the words you hear.

Example: ____ is my pen. (This) That

1. This That
2. This That
3. This That
4. This That
5. this that
6. This That
7. this that
8. this that
9. This That
10. This That

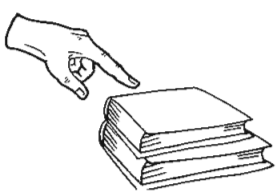


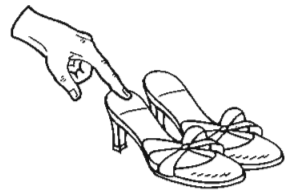

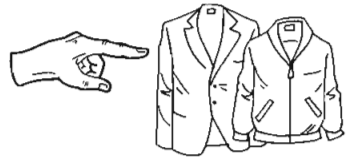
2-7 USING *THESE* AND *THOSE*

- (a) My books are on my desk. ***These*** are my books.
 (b) Your books are on your desk. ***Those*** are your books.

SINGULAR		PLURAL
<i>this</i>	→	<i>these</i>
<i>that</i>	→	<i>those</i>

□ EXERCISE 23. Sentence practice.

Directions: Complete the sentences with *these* or *those*.

 <p>1. _____ are my books.</p>	 <p>2. _____ are your pencils.</p>
 <p>3. _____ are his boots.</p>	 <p>4. _____ are her shoes.</p>
 <p>5. _____ are your hats.</p>	 <p>6. _____ are their jackets.</p>

□ EXERCISE 24. Sentence practice.

Directions: Complete the sentences. Use the words in parentheses.

1. (*This, These*) These books belong to me. (*That, Those*)
 That book belongs to Kate.
2. (*This, These*) _____ coat is black. (*That, Those*)
 _____ coats are tan.

3. (*This, These*) _____ earrings are gold. (*That, Those*)
_____ earrings are silver.
4. (*This, These*) _____ pencil belongs to Alex.
(*That, Those*) _____ pencil belongs to Olga.
5. (*This, These*) _____ sunglasses belong to me.
(*That, Those*) _____ sunglasses belong to you.
6. (*This, These*) _____ exercise is easy. (*That, Those*)
_____ exercises are hard.
7. Students are sitting at (*this, these*) _____ desks, but
(*that, those*) _____ desks are empty.
8. (*This, These*) _____ book is on my desk. (*That, Those*)
_____ books are on your desk.

□ EXERCISE 25. Let's talk: pairwork.

Directions: Work with a partner. Use **this**, **that**, **these**, or **those**. Touch and point to things in the classroom.

Example:

PARTNER A (*book open*): book

PARTNER B (*book closed*): This is my book. That is your book.

PARTNER A (*book open*): books

PARTNER B (*book closed*): These are my books. Those are your books.

- | | |
|-------------|---------------|
| 1. notebook | 4. dictionary |
| 2. coat | 5. purse |
| 3. coats | 6. glasses |

Switch roles.

Partner A: Close your book.

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

- | | |
|--------------|----------|
| 7. notebooks | 10. pens |
| 8. shoes | 11. pen |
| 9. wallet | 12. desk |

2-8 ASKING QUESTIONS WITH *WHAT* AND *WHO* + *BE*

(a) What is this (thing)? (b) Who is that (man)? (c) What are those (things)? (d) Who are they?	It's a pen. That's Mr. Lee. They're pens. They're Mr. and Mrs. Lee.	What asks about things. Who asks about people. Note: In questions with what and who , • is is followed by a singular word. • are is followed by a plural word.
(e) What's this? (f) Who's that man?	CONTRACTIONS <i>what is</i> = <i>what's</i> <i>who is</i> = <i>who's</i>	

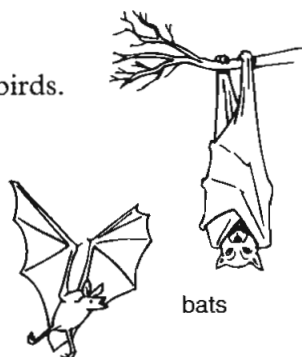
□ EXERCISE 26. Sentence practice.

Directions: Complete the questions with **what** or **who** and **is** or **are**.

- A: Who is that woman?
 B: She's my sister. Her name is Sonya.
- A: those things?
 B: They're ballpoint pens.
- A: that?
 B: That's Ms. Walenski.
- A: this?
 B: That's my new notebook.
- A: Look at those people over there. they?
 B: I'm not sure, but I think they're new students from Thailand.
- A: your name?
 B: Anita.
- A: your grammar teacher?
 B: Mr. Cook.
- A: your favorite teachers?
 B: Mr. Cook and Ms. Rosenberg.

9. A: _____ a rabbit?
B: It's a small furry animal with big ears.

10. A: _____ bats?
B: They're animals that can fly. They're not birds.



□ EXERCISE 27. Let's talk: pairwork.

Directions: Work with a partner. Talk about things and people in the classroom. You can look at your book before you speak. When you speak, look at your partner.

Example: What's this?

PARTNER A (*book open*): What's this? (*indicating a book*)

PARTNER B (*book closed*): This is your grammar book.

PARTNER A (*book open*): Who's that? (*indicating a classmate*)

PARTNER B (*book closed*): That's Ivan.

1. What's this?
2. Who's that?
3. What's that?
4. What are these?
5. Who's this?
6. What are those?

Switch roles.

PARTNER A: Close your book.

PARTNER B: Open your book. Your turn to ask questions. Use new people and things in your questions.

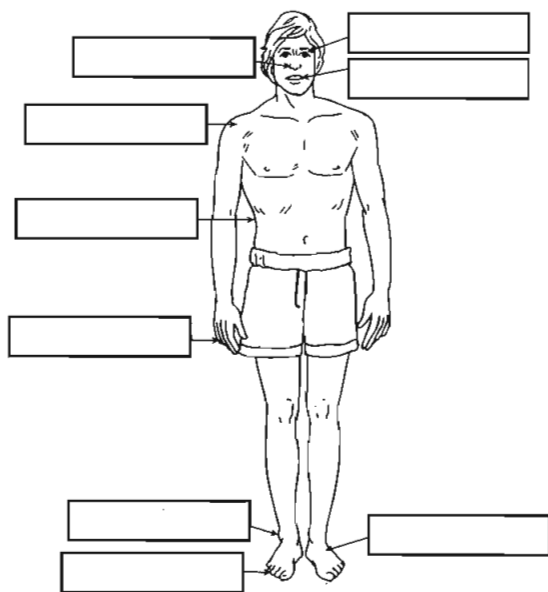
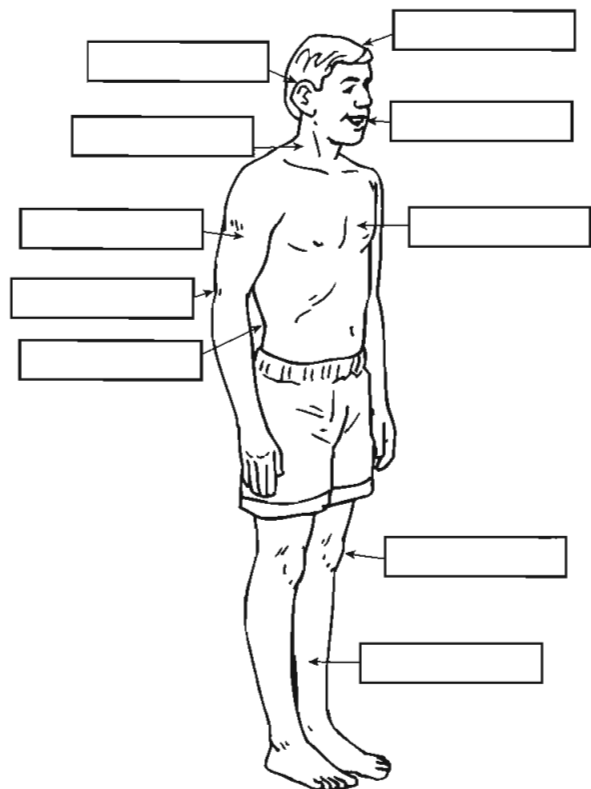
7. Who's this?
8. What's this?
9. What are those?
10. What's that?
11. Who's that?
12. What are these?

□ **EXERCISE 28. Let's talk: pairwork.**

Directions: Work with a partner.

PART I. Write the names of the parts of the body on the illustration. Use the words in the list.

<i>ankle</i>	<i>ear</i>	<i>foot</i>	<i>leg</i>	<i>shoulder</i>
<i>arm</i>	<i>elbow</i>	<i>hand</i>	<i>mouth</i>	<i>side</i>
<i>back</i>	<i>eye</i>	<i>head</i>	<i>neck</i>	<i>teeth</i>
<i>chest</i>	<i>fingers</i>	<i>knee</i>	<i>nose</i>	<i>toes</i>



PART II. With your partner, take turns asking questions with *this*, *that*, *these*, and *those*.

Note: Both partners can ask about both pictures.

Example:

PARTNER A: What is this?

PARTNER B: This is his leg.

PARTNER B: What are those?

PARTNER A: Those are his fingers.

□ **EXERCISE 29. Let's talk: class activity.**

Directions: Close your books for this activity. Your teacher will ask questions. Answer with **this**, **that**, **these**, and **those**.

Example: hand

TEACHER: What is this? (*The teacher indicates her or his hand.*)

STUDENT: That is your hand.

OR

TEACHER: What is that? (*The teacher indicates a student's hand.*)

STUDENT: This is my hand.

- | | |
|----------|-------------|
| 1. nose | 6. knee |
| 2. eyes | 7. foot |
| 3. arm | 8. shoulder |
| 4. elbow | 9. fingers |
| 5. legs | 10. ears |

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

Directions: Ask your partner questions about the picture on p. 46. Use **What's this?** **What's that?** **What are these?** **What are those?**

Partner A: Use the list below to point out items on the picture.

Partner B: Look at the picture on p. 46 and name the items your partner points to.

Example: apples

PARTNER A: What are these? (*pointing to apples in the picture*)

PARTNER B: These are apples.

Example: tree

PARTNER A: What's this? (*touching a tree in the picture*)

PARTNER B: This is a tree.

- | | | | |
|-----------|---------------|-----------|------------|
| 1. apples | 4. ears | 7. clouds | 10. bat |
| 2. fence | 5. apple tree | 8. dog | 11. trees |
| 3. log | 6. cow | 9. egg | 12. turtle |

Switch roles.

Partner B: Use the list to point out items on the picture.

Partner A: Look at the picture on p. 46 and name the items your partner points to.

- | | | | |
|-------------|------------|-------------|-----------|
| 13. animals | 16. bee | 19. beehive | 22. wings |
| 14. grass | 17. fences | 20. bird | 23. tree |
| 15. birds | 18. bees | 21. chicken | 24. hill |



□ **EXERCISE 31. Chapter review: error analysis.**

Directions: Correct the errors.

- are*
1. We ~~is~~ students.
 2. I no hungry.
 3. I am student. He is teacher.
 4. Yoko not here. She at school.
 5. I'm from Mexico. Where you are from?
 6. Roberto he is a student in your class?
 7. Those pictures are beautifuls.
 8. This is you dictionary. It not my dictionary.
 9. Mr. Lee have a brown coat.
 10. They are n't here today.
 11. This books are expensive.
 12. Cuba is a island.

□ **EXERCISE 32. Chapter review.**

Directions: Circle the correct completion.

Example: Those _____ expensive.

A. book is **(B.) books are** C. books is

1. Ann _____ a grammar book.
A. have B. is C. has
2. This floor _____.
A. dirty is B. dirty C. is dirty
3. _____ yellow.
A. A banana are B. A banana is C. Bananas is

4. BOB: _____ is your apartment?

ANN: It's on Forest Street.

- A. What B. Where C. Who

5. Mike is _____ engineer.

- A. a B. an C. on

6. Give this to Ann. It is _____ dictionary.

- A. she B. an C. her

7. YOKO: _____ these?

GINA: My art books. I'm taking an art history course.

- A. What is B. Who are C. What are

8. TOM: Are you hungry?

SUE: Yes, _____.

- A. I'm B. I'm not C. I am

9. _____ books are really expensive.

- A. Those B. They C. This

10. TINA: _____ that?

JIM: That's Paul Carter.

- A. Who's B. What's C. Where's

11. That is _____.

- A. a mistakes B. mistakes C. a mistake

12. PAUL: _____ in your class?

ERIC: No.

- A. Mr. Kim B. Is Mr. Kim C. Mr. Kim is he

□ EXERCISE 33. Chapter review.

Directions: Complete the sentences with **am**, **is**, or **are**. Use **not** if necessary.

1. Lemons _____ vegetables.

2. A lemon _____ a kind of fruit.

3. I _____ from the United States.

4. We _____ human beings.

5. Eggs _____ oval.

6. Chickens _____ birds, but bats _____ birds.

7. Salt _____ sweet. Sugar _____ sweet.
8. Soccer _____ a sport.
9. Soccer and basketball _____ sports.
10. Africa _____ a country. It _____ a continent.

☐ **EXERCISE 34. Chapter review.**

Directions: Complete the conversations.

1. A: Where _____ your book?
B: Yoko _____ it.
A: Where _____ your notebooks?
B: Ali and Roberto _____ my notebooks.
2. A: _____ this?
B: It _____ picture of my family.
A: _____ this?
B: That's _____ father.
A: _____ they?
B: My brother and sister.
3. A: What's _____?
B: I don't know. Ask someone else.
A: What's _____?
B: It's _____.
4. A: _____ an animal?
B: Yes.
A: _____ animals?
B: Yes.
A: _____ an insect?
B: No, it's not. It's an animal too.

5. A: Where _____?

B: He's _____.

A: Where _____?

B: They're _____.

6. A: _____ turtle?

B: Just a minute. Let me look in my dictionary. Okay. A turtle is a reptile.

A: _____ reptile?

B: _____ animal that has cold blood.

A: _____ snake a reptile too?

B: Yes. _____ reptiles too.

□ EXERCISE 35. Review: pairwork.

Directions: Work with a partner. Give directions using the given prepositions. You can look at your book. When you speak, look at your partner.

Example: in

PARTNER A: Put your pen in your pocket.

PARTNER B: (*Partner B puts her/his pen in her/his pocket.*)

PARTNER A: Your turn now.

Partner A	Partner B
1. in	1. in
2. on	2. between
3. above	3. behind
4. under	4. above
5. between	5. on
6. next to	6. next to
7. behind	7. under

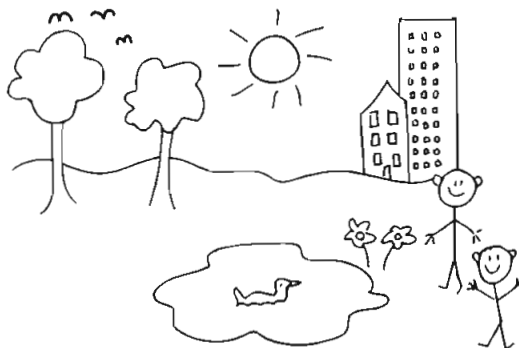
□ EXERCISE 36. Activity: let's talk.

Directions: Do one or more of these activities. In each activity, ask **What's this? What's that? What are these? What are those?** and any other questions you want to ask.

ACTIVITY 1. Pairwork.

Use a blank sheet of paper. Draw a simple picture of an outdoor scene: for example, things you can see in a park, on a city street, in the country, at a marketplace. Show your picture to a partner and answer questions about it.

Sample drawing:



ACTIVITY 2. Group work.

Volunteers can draw pictures of outdoor scenes on the chalkboard, and the class will ask questions about the pictures.

ACTIVITY 3. Pairwork or group work.

Bring to class pictures without people in them: postcards, photographs, magazine ads, etc. Show them to a partner or the class and answer questions about them. Your teacher will help answer questions about vocabulary.

ACTIVITY 4. Pairwork or group work.

Draw the floor plan of your dream house. Show where the kitchen is, the bedrooms, etc. Show the drawing to a partner or the class and answer questions about it.

□ EXERCISE 37. Chapter review.

Directions: Complete the sentences in this composition by Carlos.

My name is₁ Carlos. I am OR I'm₂ from Mexico.
₃ a student. ₄ twenty years old.
 My family lives in Mexico City. ₅ father ₆ a
 businessman. ₇ fifty-one years old. ₈ mother
₉ a housewife. ₁₀ forty-nine years old.

I _____ two sisters and one brother. The names of my sisters
 _____ Rosa and Patricia. Rosa _____ a teacher.
 _____ twenty-eight years old. Patricia _____ a student.
 _____ eighteen years old. The name of _____ brother
 _____ Pedro. _____ an engineer. He is married. He
 _____ two children.
 I live in a dormitory. _____ a tall building on Pine Street. My address
 _____ 3225 Pine St. I live with my roommate. _____ name is Bob.
 _____ from Chicago. _____ nineteen years old.
 I like my classes. _____ interesting. I like _____
 classmates. _____ friendly.

□ EXERCISE 38. Review.

Directions: Write a composition by completing the sentences. (Use your own paper.)
Note: A sentence begins with a capital letter (a big letter), and a sentence ends with a period (.)*

My name _____. I _____ from _____. _____ a student.
 _____ years old.

My family lives in _____. _____ father _____ years old. _____
 mother _____ years old.

I have _____ sister(s) and _____ brother(s). The name(s) of my sister(s)
 _____ is a/an _____. _____ years old.

(Write about each sister.) The name(s) of my brother(s) _____. _____
 is a _____. _____ years old. (Write about each brother.)

I live in (a dormitory, a house, an apartment) _____. My address _____. I
 live with _____. _____ name(s) _____.

I like _____ classes. _____ are _____ and _____. I like _____
 classmates. They _____.

*In British English, a period is called a "full stop."