

INTERNATIONAL EDITION

BASIC

**E
ENGLISH
GRAMMAR**



Third Edition

with Answer Key



**Betty Schramper Azar
Stacy A. Hagen**



Photograph by Celia Bartram

Dear ESL/EFL colleagues,

I once met a teacher who had recently used one of my texts in her class. At the end of the term, one of her students said to her, “Thank you for teaching me the secrets of English.”

I still smile when I think of that comment. Of course, we know there are no “secrets,” but I think I understand what the student meant—that it’s sometimes helpful to understand what’s going on underneath the surface of a language. A second language can seem so dizzying and random. A little information about its patterns can help students make sense of it and give them a foundation for language growth.

The first book in the Azar series was published in 1981. It was the blue book, *Understanding and Using English Grammar*, which grew out of many years of creating my own materials for my own classes. I then wrote two other texts, the red and the black, creating *The Azar Grammar Series*.

All of the texts have undergone revisions over the years with many evolutionary changes, especially in the use of more interactive and communicative activities. But throughout this time, the original vision remains as stated in the very first book: the goal is the development of all usage skills from a grammar base by giving clear grammar information and employing a variety of practice modes, from controlled response to open communicative interaction.

When I published the first book, I hoped maybe a few other teachers might find the textbook useful, too. In all honesty, I never imagined there were so many teachers like myself who found a grammar-based skills approach to be effective and appropriate for their students. It turns out we are legion.

During the naturalist approach heyday in the 80s and into the 90s, when advocates of zero grammar held sway, grammar instruction largely disappeared from school curricula for native speakers of English. But because of teacher support for grammar-based materials like mine, grammar teaching did not disappear from curricula for second language learners.

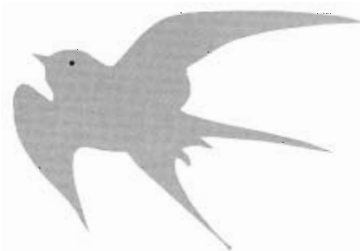
Because of you, grammar is today a viable and vigorous component in the ESL/EFL classroom—much to our students’ benefit. A great deal of current research shows that many if not most of our students benefit greatly from a grammar component blended with other approaches in a well-balanced program of second language instruction. Together we have served our students well.

My hat is off to you.

Betty Azar
Whidbey Island, Washington
2006

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**Betty Schramper Azar
Stacy A. Hagen**

**Basic English Grammar, Third Edition
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CONTENTS

Preface to the Third Edition	xi
Acknowledgment	xv
Chapter 1 USING BE	
1-1 Noun + is + noun: singular	2
1-2 Noun + are + noun: plural	4
1-3 Pronoun + be + noun	7
1-4 Contractions with be	8
1-5 Negative with be	10
1-6 Be + adjective	12
1-7 Be + a place	18
1-8 Summary: basic sentence patterns with be	21
Chapter 2 USING BE AND HAVE	
2-1 Yes/no questions with be	24
2-2 Short answers to yes/no questions	25
2-3 Questions with be : using where	28
2-4 Using have and has	30
2-5 Using my, your, his, her, our, their	33
2-6 Using this and that	38
2-7 Using these and those	40
2-8 Asking questions with what and who + be	42
Chapter 3 USING THE SIMPLE PRESENT	
3-1 Form and basic meaning of the simple present tense	53
3-2 Using frequency adverbs: always, usually, often, sometimes, seldom, rarely, never	56
3-3 Other frequency expressions	58
3-4 Using frequency adverbs with be	59
3-5 Spelling and pronunciation of final -es	61
3-6 Adding final -s/-es to words that end in -y	63
3-7 Irregular singular verbs: has, does, goes	64
3-8 Spelling and pronunciation of final -s/-es	66
3-9 The simple present: negative	69

3-10	The simple present: yes/no questions	74
3-11	The simple present: asking information questions with where	78
3-12	The simple present: asking information questions with when and what time	80
3-13	Summary: information questions with be and do	82

Chapter 4 USING THE PRESENT PROGRESSIVE

4-1	Be + -ing : the present progressive tense	92
4-2	Spelling of -ing	97
4-3	The present progressive: negatives	99
4-4	The present progressive: questions	102
4-5	The simple present vs. the present progressive	106
4-6	Nonaction verbs not used in the present progressive	111
4-7	See, look at, watch, hear, and listen to	114
4-8	Think about and think that	117

Chapter 5 TALKING ABOUT THE PRESENT

5-1	Using it to talk about time	121
5-2	Prepositions of time	123
5-3	Using it to talk about the weather	125
5-4	There + be	128
5-5	There + be : yes/no questions	130
5-6	There + be : asking questions with how many	133
5-7	Prepositions of place	134
5-8	Some prepositions of place: a list	135
5-9	Need and want + a noun or an infinitive	143
5-10	Would like	146
5-11	Would like vs. like	148

Chapter 6 NOUNS AND PRONOUNS

6-1	Nouns: subjects and objects	158
6-2	Adjective + noun	161
6-3	Subject pronouns and object pronouns	164
6-4	Nouns: singular and plural	168
6-5	Nouns: irregular plural forms	173

Chapter 7 COUNT AND NONCOUNT NOUNS

7-1	Nouns: count and noncount	181
7-2	Using an vs. a	183
7-3	Using a/an vs. some	185
7-4	Measurements with noncount nouns	191
7-5	Using many, much, a few, a little	195
7-6	Using the	199
7-7	Using Ø (no article) to make generalizations	203
7-8	Using some and any	205

Chapter 8	EXPRESSING PAST TIME, PART 1	
8-1	Using be : past time	213
8-2	Past of be : negative	214
8-3	Past of be : questions	216
8-4	The simple past tense: using -ed	221
8-5	Past time words: yesterday, last, and ago	225
8-6	The simple past: irregular verbs (Group 1)	227
8-7	The simple past: negative	231
8-8	The simple past: yes/no questions	234
8-9	Irregular verbs (Group 2)	238
8-10	Irregular verbs (Group 3)	241
8-11	Irregular verbs (Group 4)	244
Chapter 9	EXPRESSING PAST TIME, PART 2	
9-1	The simple past: using where, when, what time, and why	252
9-2	Questions with what	257
9-3	Questions with who	260
9-4	Irregular verbs (Group 5)	264
9-5	Irregular verbs (Group 6)	266
9-6	Irregular verbs (Group 7)	269
9-7	Before and after in time clauses	273
9-8	When in time clauses	276
9-9	The present progressive and the past progressive	278
9-10	Using while with the past progressive	281
9-11	While vs. when in past time clauses	282
9-12	Simple past vs. past progressive	284
Chapter 10	EXPRESSING FUTURE TIME, PART 1	
10-1	Future time: using be going to	294
10-2	Using the present progressive to express future time	299
10-3	Words used for past time and future time	301
10-4	Using a couple of or a few with ago (past) and in (future)	305
10-5	Using today, tonight, and this + morning, afternoon, evening, week, month, year	307
10-6	Future time: using will	310
10-7	Asking questions with will	312
10-8	Verb summary: present, past, and future	316
10-9	Verb summary: forms of be	318
Chapter 11	EXPRESSING FUTURE TIME, PART 2	
11-1	May/Might vs. will	325
11-2	Maybe (one word) vs. may be (two words)	327
11-3	Future time clauses with before, after, and when	334
11-4	Clauses with if	336
11-5	Expressing habitual present with time clauses and if -clauses	339
11-6	Using what + a form of do	342

Chapter 12 MODALS, PART 1: EXPRESSING ABILITY

12-1	Using can	354
12-2	Pronunciation of can and can't	356
12-3	Using can : questions	357
12-4	Using know how to	360
12-5	Using could : past of can	362
12-6	Using be able to	365
12-7	Using very and too + adjective	368
12-8	Using two , too , and to	373
12-9	More about prepositions: at and in for place	374

Chapter 13 MODALS, PART 2: ADVICE, NECESSITY, REQUESTS, SUGGESTIONS

13-1	Using should	379
13-2	Using have + infinitive (have to/has to)	383
13-3	Using must	387
13-4	Polite questions: may I , could I , and can I	391
13-5	Polite questions: could you and would you	393
13-6	Imperative sentences	395
13-7	Modal auxiliaries	398
13-8	Summary chart: modal auxiliaries and similar expressions	399
13-9	Using let's	402

Chapter 14 NOUNS AND MODIFIERS

14-1	Modifying nouns with adjectives and nouns	405
14-2	Word order of adjectives	410
14-3	Expressions of quantity: all of , most of , some of , almost all of	415
14-4	Expressions of quantity: subject-verb agreement	417
14-5	Expressions of quantity: one of , none of	419
14-6	Indefinite pronouns: nothing and no one	423
14-7	Indefinite pronouns: something , someone , anything , anyone	424
14-8	Using every	426
14-9	Linking verbs + adjectives	428
14-10	Adjectives and adverbs	431

Chapter 15 POSSESSIVES

15-1	Possessive nouns	436
15-2	Possessive: irregular plural nouns	439
15-3	Possessive pronouns: mine , yours , his , hers , ours , theirs	442
15-4	Questions with whose	446

Chapter 16 MAKING COMPARISONS

16-1	Comparisons: using the same (as) , similar (to) , and (different from)	449
16-2	Comparisons: using like and alike	452
16-3	The comparative: using -er and more	454
16-4	The superlative: using -est and most	461

16-5	Using <i>one of</i> + superlative + plural noun	469
16-6	Using <i>but</i>	475
16-7	Using verbs after <i>but</i>	476
16-8	Making comparisons with adverbs	480
APPENDIX	IRREGULAR VERBS	487
LISTENING SCRIPT		489
CD TRACKING SCRIPT		500
ANSWER KEY		501
INDEX		INDEX 1



Preface to the Third Edition

Basic English Grammar is a beginning level ESL/EFL developmental skills text in which grammar serves as the springboard for expanding learners' abilities in speaking, writing, listening, and reading. It uses a grammar-based approach integrated with communicative methodologies. Starting from a foundation of understanding form and meaning, students engage in meaningful communication about real actions, real things, and their own real lives in the classroom context.

Teaching grammar is the art of helping students look at how the language works and engaging them in activities that enhance language acquisition in all skill areas. The direct teaching of grammar to academically oriented adults and young adults is one component of a well-balanced program of second language instruction and can, much to students' benefit, be integrated into curricula that are otherwise content/context-based or task-based.

This third edition has the same basic approach as earlier editions, with new material throughout. It has

- student-friendly grammar charts with clear information that is easily understood by beginning students.
- numerous exercises to give students lots of practice.
- more illustrations to help students learn vocabulary, understand contexts, and engage in communicative language tasks.
- reorganized chapters with expanded practice for high-frequency structures.
- the option of a student text with or without an answer key in the back.

In addition, the new edition has a greater variety of practice modes, including

- greatly increased speaking practice through extensive use of interactive pair and group work.
- the addition of numerous listening exercises, accompanied by audio CDs, with listening scripts included in the back of the book.
- more activities that provide real communication opportunities.

A new *Workbook* accompanies the student text to provide additional self-study practice. A *Test Bank* is also available.

HOW TO USE THIS TEXT

GRAMMAR CHARTS

The grammar charts present the target structure by way of example and explanation. Teachers can introduce this material in a variety of ways:

- a. Present the examples in the chart, perhaps highlighting them on the board. Add additional examples, relating them to students' experience as much as possible. For example, when presenting simple present tense, talk about what students do every day: come to school, study English, etc.
- b. Elicit target structures from students by asking questions. (For example, for simple past tense, ask: What did you do last night?) Proceed to selected examples in the chart.
- c. Instead of beginning with a chart, begin with the first exercise after the chart, and as you work through it with students, present the information in the chart or refer to examples in the chart.
- d. Assign a chart for homework; students bring questions to class. This works best with a more advanced class.
- e. Some charts have a preview exercise or pretest. Begin with these, and use them as a guide to decide what areas to focus on. When working through the chart, you can refer to the examples in these exercises.

With all of the above, the explanations on the right side of the chart are most effective when recast by the teacher, not read word for word. Keep the discussion focus on the examples. Students by and large learn from examples and lots of practice, not from explanations. In the charts, the explanations focus attention on what students should be noticing in the examples and the exercises.

FIRST EXERCISE AFTER A CHART

In most cases, this exercise includes an example of each item shown in the chart. Students can do the exercise together as a class, and the teacher can refer to chart examples where necessary. More advanced classes can complete it as homework. The teacher can use this exercise as a guide to see how well students understand the basics of the target structure(s).

SENTENCE PRACTICE

These exercises can be assigned as either oral or written practice, depending on the ability and needs of the class. Many of them can also be done as homework or seatwork.

LET'S TALK

Each "Let's Talk" activity is designated as one of the following: pairwork, small group, class activity, or interview. These exercises encourage students to talk about their ideas, their everyday lives, and the world around them. Examples for each are given so that students can easily transition into the activity, whether it be student- or teacher-led.

LISTENING

Listening exercises for both form and meaning give exposure to and practice with spoken English. Listening scripts for teacher use are in the back of the book. Two audio CDs also accompany the text. Many of the exercises also introduce students to common features of reduced speech.

Teachers may want to play or read aloud some listening scripts one time in their entirety before asking students to write, so they have some familiarity with the overall context. Other exercises can be done sentence by sentence.

WRITING

As students gain confidence in using the target structures, they are encouraged to express their ideas in paragraphs and other writing formats. To help students generate ideas, some of these tasks are combined with “Let’s Talk” activities.

When correcting student writing, teachers may want to focus primarily on the structures taught in the chapter.

REVIEW EXERCISES

All chapters finish with review exercises; some are cumulative reviews that include material from previous chapters, so students can incorporate previous grammar with more recently taught structures.

Each chapter review contains an error-correction exercise. Students can practice their editing skills by correcting errors commonly found in beginning students’ speaking and writing.

ANSWER KEY

The text is available with or without an answer key in the back. If the answer key is used, homework can be corrected as a class or, if appropriate, students can correct it at home and bring questions to class. In some cases, the teacher may want to collect the assignments written on a separate piece of paper, correct them, and then highlight common problems in class.

For more teaching suggestions and supplementary material, please refer to the accompanying *Teacher’s Guide*.



Acknowledgment

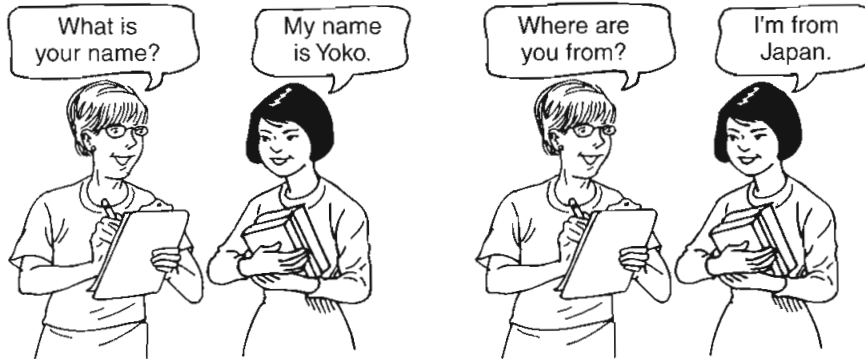
Janet Johnston was the finest editor an author could ever hope to work with. Wielding pencils of many colors (with purple seeming to be her personal favorite), she cheerfully held her authors to account for every single word they wrote. She saw the Azar Series through thousands of pages of manuscript and proof for more than fifteen years. Each published page bears the seal of her high standards and keen eye. Her delight in the process of shaping text was contagious and her technical expertise extraordinary, making all of us who worked with her enthusiastically reach for our highest level of professionalism. They simply don't make editors like Janet anymore. Working with her has been a privilege and a joy. As we grieve her untimely death from breast cancer, we will deeply miss her good, sweet friendship as well as her editorial wizardry. Simply stated, Janet Johnston was, and will always remain, the best of the best.

Betty Azar
Stacy Hagen
Shelley Hartle
Sue Van Etten



CHAPTER 1

Using Be



EXERCISE 1. Let's talk: class activity.

Directions: Ask your classmates their names. Write their first names in the spaces below. You can also ask them what city or country they are from.

FIRST NAME	CITY OR COUNTRY

□ EXERCISE 2. Preview: listening.



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

Paulo _____₁ *is a student* _____ from Brazil. Marie _____₂ _____ student from France. _____₃ _____ the classroom. Today _____₄ _____ exciting day. _____₅ _____ the first day of school, but they _____₆ _____ nervous. _____₇ _____ to be here. Mrs. Brown _____₈ _____ the teacher. She _____₉ _____ in the classroom right now. _____₁₀ _____ late today.

1-1 NOUN + IS + NOUN: SINGULAR

<p>NOUN + IS + NOUN (a) Canada <i>is</i> a country.</p>	<p><i>Singular</i> means “one.” In (a): <i>Canada</i> = a singular noun <i>is</i> = a singular verb <i>country</i> = a singular noun</p>
<p>(b) Mexico is a country.</p>	<p>A frequently comes in front of singular nouns. In (b): a comes in front of the singular noun <i>country</i>. A is called an “article.”</p>
<p>(c) A cat is an animal.</p>	<p>A and an have the same meaning. They are both articles. A is used in front of words that begin with consonants: <i>b, c, d, f, g, etc.</i> Examples: <i>a bed, a cat, a dog, a friend, a girl</i> An is used in front of words that begin with <i>a, e, i, and o</i>. Examples: <i>an animal, an ear, an island, an office</i></p>

***An** is sometimes used in front of words that begin with *u*. See Chart 7-2, p. 183.

Vowels = a, e, i, o, u.

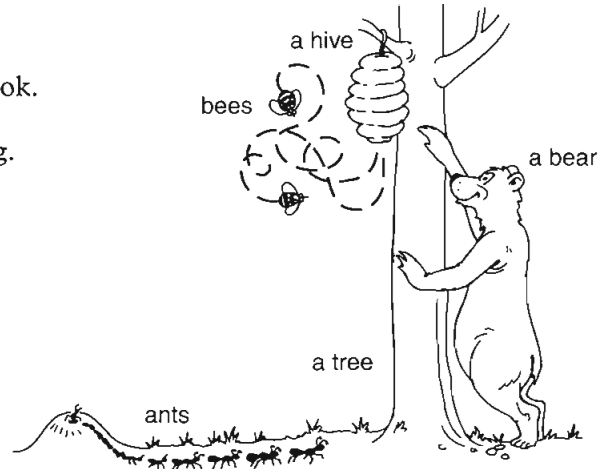
Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

□ EXERCISE 3. Sentence practice.

Directions: Complete the sentences. Use an article (**a** or **an**).

1. A horse is an animal.
2. English is _____ language.
3. Tokyo is _____ city.
4. Australia is _____ country.

5. Red is _____ color.
6. _____ dictionary is _____ book.
7. _____ hotel is _____ building.
8. _____ bear is _____ animal.
9. _____ bee is _____ insect.
10. _____ ant is _____ insect.

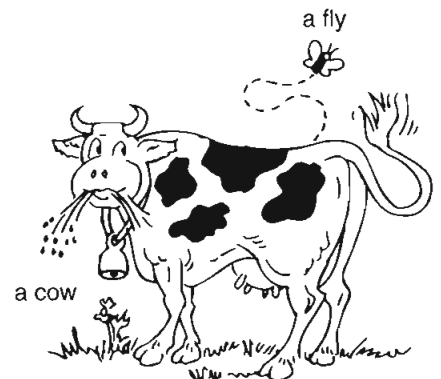


□ EXERCISE 4. Sentence practice.

Directions: Complete the sentences. Use **a** or **an** and the words in the list.

<i>animal</i>	<i>country</i>	<i>language</i>
<i>city</i>	<i>insect</i>	<i>sport</i>

1. Arabic is *a language* .
2. Rome is *a city* .
3. A cat is *an animal* .
4. Tennis is _____.
5. Chicago is _____.
6. Spanish is _____.
7. Mexico is _____.
8. A cow is _____.
9. A fly is _____.
10. Baseball is _____.
11. China is _____.
12. Russian is _____.



□ **EXERCISE 5. Let's talk: small groups.**

Directions: Work in small groups. Choose a leader. Only the leader's book is open.

Example: a language

LEADER: Name a language.

SPEAKER A: English is a language.

SPEAKER B: French is a language.

SPEAKER C: Arabic is a language.

LEADER: Japanese is a language.

SPEAKER A: Spanish is a language.

SPEAKER B: Etc.

(Continue until no one can name another language.)

- | | |
|--------------|--------------|
| 1. an animal | 4. a color |
| 2. a sport | 5. a country |
| 3. an insect | 6. a city |

1-2 NOUN + ARE + NOUN: PLURAL

<p>NOUN + ARE + NOUN (a) Cats are animals.</p>	<p><i>Plural</i> means "two, three, or more." Cats = a plural noun are = a plural verb animals = a plural noun</p>
<p>(b) SINGULAR: a cat, an animal PLURAL: cats, animals</p>	<p>Plural nouns end in -s. A and an are used only with singular nouns.</p>
<p>(c) SINGULAR: a city, a country PLURAL: cities, countries</p>	<p>Some singular nouns that end in -y have a special plural form: They omit the -y and add -ies.*</p>
<p>NOUN and NOUN + ARE + NOUN (d) Canada and China are countries. (e) Dogs and cats are animals.</p>	<p>Two nouns connected by and are followed by are. In (d): <i>Canada</i> is a singular noun. <i>China</i> is a singular noun. They are connected by and. Together they are plural, i.e., "more than one."</p>

*See Chart 3-6, p. 63, for more information about adding **-s/-es** to words that end in **-y**.

□ **EXERCISE 6. Sentence practice.**

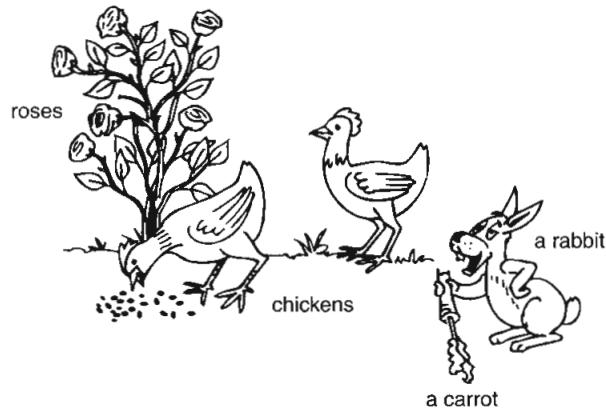
Directions: Change the singular sentences to plural sentences.

- | | | |
|-----------------------------|---|--------------------------|
| SINGULAR | | PLURAL |
| 1. An ant is an insect. | → | <u>Ants are insects.</u> |
| 2. A computer is a machine. | → | _____ |

SINGULAR

PLURAL

3. A dictionary is a book. → _____
4. A chicken is a bird. → _____
5. A rose is a flower. → _____
6. A carrot is a vegetable. → _____
7. A rabbit is an animal. → _____



8. Egypt is a country.
Indonesia is a country. → _____
9. Winter is a season.
Summer is a season. → _____

□ EXERCISE 7. Game.

Directions: Work in small groups. Close your books for this activity. Your teacher will say the beginning of a sentence. As a group, write the complete sentence. In the end, the group who completes the most sentences correctly wins the game.

Example:

TEACHER (*book open*): Spanish

GROUP (*books closed*): Spanish is a language.

- | | | |
|---------------------|------------------------------|-------------------------------|
| 1. A bear | 6. September and | 10. China |
| 2. An ant | October | 11. Winter and summer |
| 3. London | 7. Mexico and Canada | 12. Arabic |
| 4. Spring | 8. A dictionary | 13. A computer |
| 5. A carrot | 9. Chickens | 14. A fly |

□ **EXERCISE 8. Listening.**



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

Example: Cows are animals. (yes) no
 Horses are insects. 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 |

□ **EXERCISE 9. Let's talk: pairwork.**

Directions: Your partner will ask you to name something. Answer in a complete sentence. You can look at your book before you speak. When you speak, look at your partner.

Example:

Partner A	Partner B
1. a country	1. two countries
2. an insect	2. a season

PARTNER A: Name a country.

PARTNER B: Brazil is a country.

PARTNER A: Yes, Brazil is a country. Your turn now.

PARTNER B: Name two countries.

PARTNER A: Italy and China are countries.

PARTNER B: Yes, Italy and China are countries. Your turn now.

PARTNER A: Name an insect.

PARTNER B: A bee is an insect.

PARTNER A: Yes, a bee is an insect. Your turn now.

PARTNER B: Name a season.

PARTNER A: Etc.

Remember: You can look at your book before you speak. When you speak, look at your partner.

Partner A	Partner B
1. a language	1. two cities
2. two languages	2. an island
3. a city	3. two countries in Asia
4. an animal	4. a vegetable
5. two seasons	5. a street in this city

1-3 PRONOUN + BE + NOUN

SINGULAR			PLURAL			<i>I</i> <i>you</i> <i>he</i> <i>she</i> <i>it</i> <i>we</i> <i>they</i>	} = pronouns
PRONOUN + BE + NOUN			PRONOUN + BE + NOUN				
(a) I	am	a student.	(f) We	are	students.	} = forms of be	
(b) You	are	a student.	(g) You	are	students.		
(c) She	is	a student.	(h) They	are	students.		
(d) He	is	a student.					
(e) It	is	a country.					

(i) Rita is in my class. She is a student. (j) Tom is in my class. He is a student. (k) Rita and Tom are in my class. They are students.	Pronouns refer to nouns. In (i): <i>she</i> (feminine) = Rita. In (j): <i>he</i> (masculine) = Tom. In (k): <i>they</i> = Rita and Tom.
---	--

□ EXERCISE 10. Sentence practice.

Directions: Complete the sentences. Use a verb (**am**, **is**, or **are**). Use a noun (**a student** or **students**).

- | | |
|-----------------------------|--------------------------------------|
| 1. We <u>are students</u> . | 4. Rita and Tom _____. |
| 2. I _____. | 5. You (<i>one person</i>) _____. |
| 3. Rita _____. | 6. You (<i>two persons</i>) _____. |

□ EXERCISE 11. Let's talk: class activity.

Directions: Close your books. Complete the sentences with a form of **be** + **a student/students**. Point to the student or students as you name them.

Example:

TEACHER: (*name of a student in the class*) Yoko

STUDENT: (*The student points to Yoko.*) Yoko is a student.

- (*name of a student*)
- (*name of a student*) and (*name of a student*)
- I
- (*name of a student*) and I
- We
- (*name of a student*)
- (*name of a student*) and (*name of a student*)
- They
- You
- (*name of a student*) and (*name of a student*) and (*name of a student*)

1-4 CONTRACTIONS WITH *BE*

	PRONOUN + <i>BE</i> → CONTRACTION	
AM	<i>I</i> + <i>am</i> → <i>I'm</i>	(a) <i>I'm</i> a student.
IS	<i>she</i> + <i>is</i> → <i>she's</i>	(b) <i>She's</i> a student.
	<i>he</i> + <i>is</i> → <i>he's</i>	(c) <i>He's</i> a student.
	<i>it</i> + <i>is</i> → <i>it's</i>	(d) <i>It's</i> a city.
ARE	<i>you</i> + <i>are</i> → <i>you're</i>	(e) <i>You're</i> a student.
	<i>we</i> + <i>are</i> → <i>we're</i>	(f) <i>We're</i> students.
	<i>they</i> + <i>are</i> → <i>they're</i>	(g) <i>They're</i> students.

When people speak, they often push two words together. A *contraction* = two words that are pushed together.

Contractions of a *subject pronoun* + ***be*** are used in both speaking and writing.

PUNCTUATION: The mark in the middle of a contraction is called an "apostrophe" (').*

*NOTE: Write an apostrophe above the line. Do not write an apostrophe on the line.

CORRECT: *I'm* a student .

INCORRECT: *I,m* a student .

□ EXERCISE 12. Sentence practice.

Directions: Complete the sentences. Use contractions (*pronoun* + ***be***).

- Sara* is a student. *She's* in my class.
- Jim* is a student. _____ in my class.
- I have *one brother*. _____ twenty years old.
- I have *two sisters*. _____ students.
- I have *a dictionary*. _____ on my desk.
- I like *my classmates*. _____ friendly.
- I have *three books*. _____ on my desk.
- My brother* is twenty-six years old. _____ married.
- My sister* is twenty-one years old. _____ single.
- Yoko and Ali* are students. _____ in my class.
- I like *my books*. _____ interesting.
- I like *grammar*. _____ easy.
- Kate and I* live in an apartment. _____ roommates.

14. We live in *an apartment*. _____ on Pine Street.

15. I go to school. _____ a student.

16. I know *you*. _____ in my English class.

□ EXERCISE 13. Listening.



Directions: Listen to the sentences. Write the contractions you hear. Use the words in the list.

Example:

You will hear: You are in class. You're a student.

You will write: _____ *You're* _____ a student.

<i>I'm</i>	<i>She's</i>	<i>We're</i>
<i>You're</i>	<i>He's</i>	<i>They're</i>
	<i>It's</i>	

- _____ very nice.
- _____ in the classroom.
- _____ late.
- _____ a teacher.
- _____ her friend.
- _____ in the same class.
- _____ young.
- _____ very big.
- _____ very friendly.
- _____ fun.

□ EXERCISE 14. Listening.



Directions: Complete the sentences with the words you hear. Some of them will be contractions.

SPEAKER A: Hello. My name _____¹ Mrs. Brown.

_____² the new teacher.

SPEAKER B: Hi. My name _____³ Paulo, and

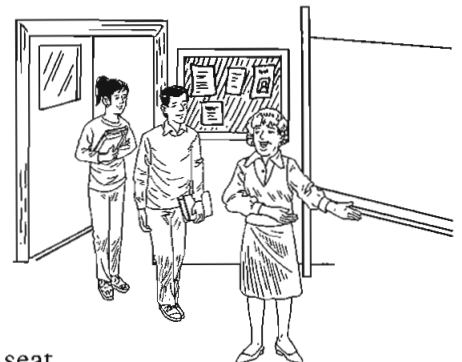
this _____⁴ Marie.

_____⁵ in your class.

SPEAKER A: _____⁶ nice to meet you.

SPEAKER B: _____⁷ happy to meet you too.

SPEAKER A: _____⁸ time for class. Please take a seat.



1-5 NEGATIVE WITH *BE*

	CONTRACTIONS
(a) I am not a teacher.	I'm not
(b) You are not a teacher.	you're not / you aren't
(c) She is not a teacher.	she's not / she isn't
(d) He is not a teacher.	he's not / he isn't
(e) It is not a city.	it's not / it isn't
(f) We are not teachers.	we're not / we aren't
(g) You are not teachers.	you're not / you aren't
(h) They are not teachers.	they're not / they aren't

Not makes a sentence negative.

CONTRACTIONS:

Be and **not** can be contracted.

Note that "I am" has only one contraction with **be**, as in (a), but there are two contractions with **be** for (b) through (g).

□ EXERCISE 15. Sentence practice.

Directions: Write sentences using **is**, **isn't**, **are**, and **aren't** and the given information.

Examples: Africa \ city . . . It \ continent

→ Africa isn't a city. It's a continent.

Baghdad and Chicago \ city . . . They \ continent

→ Baghdad and Chicago are cities. They aren't continents.

1. Canada \ country . . . It \ city

2. Jakarta \ country . . . It \ city

3. Beijing and London \ city . . . They \ country

4. Asia \ country . . . It \ continent

5. Asia and South America \ continent . . . They \ country

□ EXERCISE 16. Sentence practice.

PART I.

Directions: Write the name of the person next to his or her job.

artist Jim gardener _____
 bus driver _____ doctor _____
 police officer _____ photographer _____



Jim



Ann



Ms. Black



Mike



Mr. Rice



Sue

PART II.

Directions: Complete the sentences with the correct information.

1. Ann isn't a gardener. She 's a photographer.
2. Mike is a gardener. He _____ an artist.
3. Jim _____ a bus driver. He _____.
4. Sue _____ a photographer. She _____.
5. Mr. Rice _____ a police officer. He _____.
6. Ms. Black isn't a _____ . She _____.
7. I'm not a _____ . I'm a _____.

1-6 BE + ADJECTIVE

NOUN	+	BE	+	ADJECTIVE	<i>round</i> <i>intelligent</i> <i>hungry</i> <i>young</i> <i>happy</i>
(a) A ball		is		<i>round.</i>	
(b) Balls		are		<i>round.</i>	
(c) Mary		is		<i>intelligent.</i>	
(d) Mary and Tom		are		<i>intelligent.</i>	} = adjectives
PRONOUN	+	BE	+	ADJECTIVE	
(e) I		am		<i>hungry.</i>	
(f) She		is		<i>young.</i>	
(g) They		are		<i>happy.</i>	Adjectives often follow a form of be (<i>am, is, are</i>). Adjectives describe or give information about a noun or pronoun that comes at the beginning of a sentence.*

*The noun or pronoun that comes at the beginning of a sentence is called a "subject." See Chart 6-1, p. 158.

□ EXERCISE 17. Sentence practice.

Directions: Find the adjective in the first sentence. Then complete the second sentence with **be + an adjective** that has an opposite meaning. Use the adjectives in the list. Use each adjective only once.

<i>beautiful</i>	<i>expensive</i>	<i>noisy</i>	<i>short</i>
<i>clean</i>	<i>fast</i>	<i>old</i>	<i>tall</i>
<i>easy</i>	<i>✓happy</i>	<i>poor</i>	

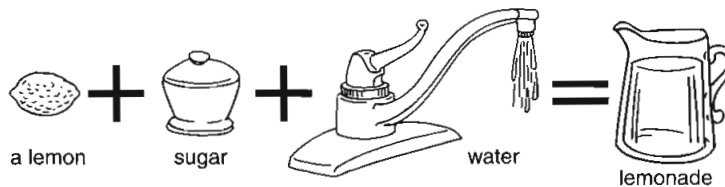
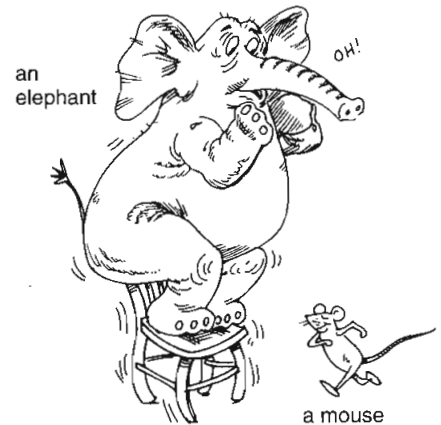
- I'm not sad. I 'm happy_____.
- Mr. Thomas isn't rich. He _____.
- My hair isn't long. It _____.
- My clothes aren't dirty. They _____.
- Flowers aren't ugly. They _____.
- Cars aren't cheap. They _____.
- Airplanes aren't slow. They _____.
- Grammar isn't difficult. It _____.
- My sister isn't short. She _____.
- My grandparents aren't young. They _____.
- The classroom isn't quiet. It _____.

□ EXERCISE 18. Sentence practice.

Directions: Write sentences using *is* or *are* and an adjective from the list. Use each adjective only once.

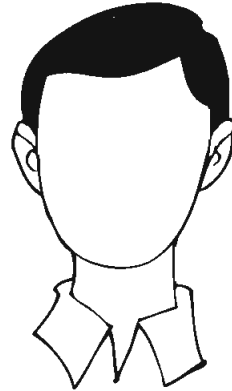
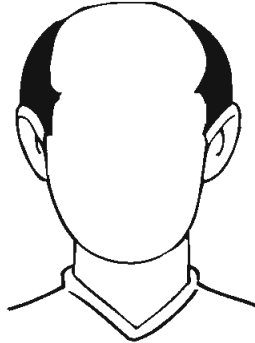
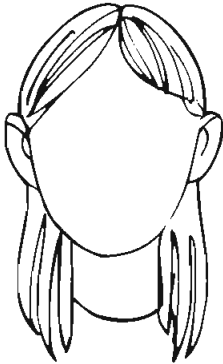
<i>cold</i>	<i>funny</i>	<i>round</i>	<i>sweet</i>
<i>dangerous</i>	✓ <i>hot</i>	<i>small/little</i>	<i>wet</i>
<i>dry</i>	<i>important</i>	<i>sour</i>	
<i>flat</i>	<i>large/big</i>	<i>square</i>	

1. Fire is hot.
2. Ice and snow _____.
3. A box _____.
4. Balls and oranges _____.
5. Sugar _____.
6. An elephant _____, but a mouse _____.
7. A rain forest _____, but a desert _____.
8. A joke _____.
9. Good health _____.
10. Guns aren't safe. They _____.
11. A coin _____ small, round, and _____.
12. A lemon _____.



□ EXERCISE 19. Let's talk: pairwork.

Directions: Complete the drawings by making the faces **happy**, **angry**, **sad**, or **nervous**. Then show your drawings to your partner. Your partner will identify the emotions in your drawings.



□ EXERCISE 20. Sentence practice.

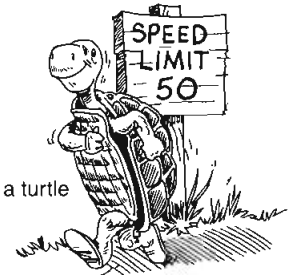
Directions: Complete the sentences. Use *is*, *isn't*, *are*, or *aren't*.

1. A ball isn't square.
2. Balls are round.
3. Lemons _____ yellow.
4. Ripe bananas _____ yellow too.
5. A lemon _____ sweet. It _____ sour.
6. My pen _____ heavy. It _____ light.
7. This room _____ dark. It _____ light.
8. My classmates _____ friendly.
9. A turtle _____ slow.
10. Airplanes _____ slow. They _____ fast.
11. The floor in the classroom _____ clean. It _____ dirty.
12. The weather _____ cold today.
13. The sun _____ bright today.
14. My shoes _____ comfortable.

bananas



a turtle



□ EXERCISE 21. Let's talk: pairwork.

Directions: Work with a partner. Take turns making two sentences for each picture. Use the given adjectives. You can look at your book before you speak. When you speak, look at your partner.

Example: The girl . . . happy/sad

PARTNER A: The girl isn't happy. She's sad.

Your turn now.

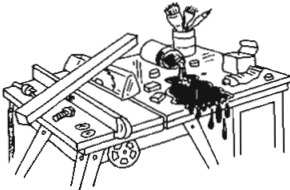



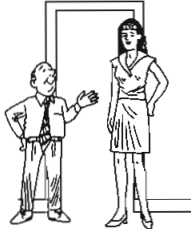
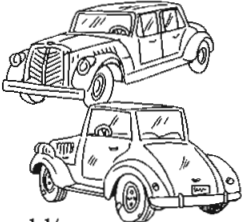



Example: The flower . . . beautiful/ugly

PARTNER B: The flower is beautiful. It isn't ugly.

Your turn now.



Partner A	Partner B
 <p>1. The table . . . clean/dirty.</p>	 <p>1. The man . . . friendly/unfriendly.</p>
 <p>2. The little boy . . . sick/well.</p>	 <p>2. The coffee . . . cold/hot.</p>
<p>$x^2 + 5 + 4 = (x + 4)(x + 1)$</p> <p>3. The algebra problem . . . easy/difficult.</p>	 <p>3. The woman . . . tall/short.</p>
 <p>4. The cars . . . old/new.</p>	 <p>4. Ken's sister . . . old/young.</p>

□ EXERCISE 22. Let's talk: game.

Directions: Practice using adjectives.

PART I. Look at the words. Check (✓) all the words you know. Your teacher will explain the words you don't know.

- | | |
|------------------|----------------------|
| 1. ____ hungry | 11. ____ angry |
| 2. ____ thirsty | 12. ____ nervous |
| 3. ____ sleepy | 13. ____ quiet |
| 4. ____ tired | 14. ____ lazy |
| 5. ____ old | 15. ____ hardworking |
| 6. ____ young | 16. ____ famous |
| 7. ____ happy | 17. ____ sick |
| 8. ____ homesick | 18. ____ healthy |
| 9. ____ married | 19. ____ friendly |
| 10. ____ single | 20. ____ shy |

PART II. Sit in a circle. Speaker 1 makes a sentence using “I” and the first word. Speaker 2 repeats the information about Speaker 1 and makes a new sentence using the second word. Continue around the circle until everyone in class has spoken. The teacher is the last person to speak and must repeat the information about everyone in the class.

Example:

SPEAKER A: I'm not hungry.

SPEAKER B: He's not hungry.

I'm thirsty.

SPEAKER C: He's not hungry.

She's thirsty.

I'm sleepy.

□ **EXERCISE 23. Let's talk: pairwork.**

Directions: Check (✓) each adjective that describes this city/town (the city or town where you are studying now). When you finish, compare your work with a partner. Do you and your partner have checks beside the same adjectives? Report to the class on things you disagree about.

- | | |
|-------------------|---------------------------|
| 1. ___ big | 11. ___ noisy |
| 2. ___ small | 12. ___ quiet |
| 3. ___ clean | 13. ___ crowded |
| 4. ___ dirty | 14. ___ not crowded |
| 5. ___ friendly | 15. ___ hot |
| 6. ___ unfriendly | 16. ___ cold |
| 7. ___ safe | 17. ___ warm |
| 8. ___ dangerous | 18. ___ cool |
| 9. ___ beautiful | 19. ___ expensive |
| 10. ___ ugly | 20. ___ inexpensive/cheap |

□ **EXERCISE 24. Let's talk: game.**

Directions: Sit in small groups. Close your books for this activity. Your teacher will ask you to name things. As a group, make a list. The teacher will give you only a short time to make the list. Share the list with the rest of your class. The group that makes the longest list gets a point. The group with the most points at the end of the game is the winner.

Example: round

TEACHER: Name something that is round.

GROUP A's LIST: a ball, an orange, the world

GROUP B's LIST: a baseball, a basketball, a soccer ball

GROUP C's LIST: a ball, a head, an orange, the world, the sun, a planet

Result: Group 3 wins a point.

- | | | |
|-----------|--------------|---------------|
| 1. hot | 6. flat | 11. beautiful |
| 2. square | 7. little | 12. expensive |
| 3. sweet | 8. important | 13. cheap |
| 4. sour | 9. cold | 14. free |
| 5. large | 10. funny | 15. delicious |