

Short Answers

Are you ...? Yes, I am. / No, I'm not.

1 Read: Practice the dialog.



Are you a student?
No, I'm not.
Are you the teacher?
No, I'm not.
Well, what are you?
I'm a visitor.



2 Pair Practice: Practice the dialog with another student.

Student 1: Are you a/an ...?

Student 2: Yes, I am. / No, I'm not.



student



teacher



man



woman



teenager



minor



citizen



immigrant



tourist



friend



kid



senior citizen



husband



wife



adult



brother



sister



mother



father



grand parent

3 Write: Answer the questions. Write **Yes, I am.** or **No, I'm not.**

1. Are you a student? Yes, I am.
2. Are you a tourist? No, I'm not.
3. Are you a teacher? _____
4. Are you an adult? _____
5. Are you a citizen? _____

6. Are you a brother? _____
7. Are you a sister? _____
8. Are you a kid? _____
9. Are you a minor? _____
10. Are you an immigrant? _____

Teacher's Notes

- Before distributing the worksheet, begin the lesson with a conversation to assess your students' knowledge of the terms used for family and community relationships. On the chalkboard list as many terms as you can elicit from your students. Make sure that you include some of the phrases below:

student
teacher
man
brother

woman
teenager
kid
sister

senior citizen
husband
wife
mother

adult
minor
citizen
father

immigrant
tourist
visitor
grand parent

- Distribute the worksheet. Identify the people by reading the word below each photo. Model the pronunciation of the words and have your students repeat them. Next, practice the use of the indefinite article "**a**" and "**an**" with each word. Continue practicing the vocabulary words by writing the article in front of each word and modeling the pronunciation of the article and nouns.
- Ask questions that elicit short answers. Ask questions such as "**Are you a student?**" Model the response, "**Yes, I am.**" and "**Are you a teacher? No, I'm not.**" Gradually direct students to ask one another question with a similar pattern.
- Direct the students to the short dialog at the top of the page. Model the questions and responses and have your students repeat them after you. Continue practicing the dialog by having several pairs of students perform for the rest of the students.
- Have the students continue the activity by having them work in pairs. Walk around the room and monitor their pronunciation especially in using the articles "**a**" or "**an**."
- Direct the students to the questions at the bottom of the worksheet. Read the sentences and ask individual students to respond. Then, show how to write the answers using the examples provided. Have the students finish the writing exercise on their own or as a homework assignment.
- In correcting the exercise, try projecting a copy of the worksheet onto a chalkboard on which the students can write their answers.

Follow-Up Activities:

- As a student mixer activity, have the students stand up, walk around the room, and ask other students "**Are you a/an?**" Allow five minutes for the activity. Then, ask your students to share any information they want to share about their classmates. (For this activity students should be familiar with the use of "**He's ...**," "**She's ...**," and "**They're ...**")
- As a follow-up exercise, repeat the exercise substituting the vocabulary below:

Professions: *cashier, accountant, manager, apartment manager, nurse, truck driver, police officer, electrician, engineer, salesperson, student, plumber*

Adjectives: *single, strong, honest, cold, married, friendly, hungry, warm, widowed, smart, thirsty, healthy*

Phrases: *in the class, at home, near the window, from Europe, at school, near the door, from Mexico, at work, at your desk*

- Repeat the activity by having the students answer with "**Yes, we are.**" or "**No, we aren't.**"

Do & Don't

Directions: Help Mike decide. Write **Do It!** or **Don't do it!** under the photos.

1



Listen to the teacher.

Do it!

2



Talk on your cell phone in class.

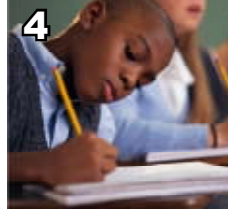
Don't do it!

3



Do your homework.

4



Work quietly.

5



Arrive late.

6



Ask permission to speak.

7



Chew gum.

Don't do it!



Do it!



8



Argue with other students.

9



Forget your books.

?



Cheat on a test.

11



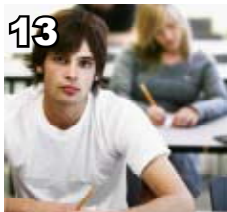
Make noise.

12



Dress neatly.

13



Pay attention.

14



Treat people with respect.

15



Play fair.

16



Text messages in class.

17



Follow directions.

18



Eat and drink in class.

19



Keep your desk clean.

20



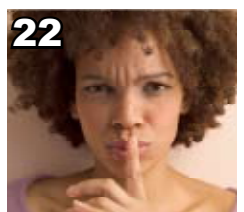
Correct your mistakes.

21



Come to class regularly.

22



Talk quietly.

Teacher's Notes

- 1** Before distributing the worksheet, begin the lesson with a conversation to assess your students' knowledge of general school rules. On the chalkboard list as many rules as you can elicit from your students. Make two lists, one under the word "**DO**" and the other "**DON'T**." Make sure that you cover some of the phrases below:

DO

Ask permission to speak. Keep your desk clean.
Come to class regularly. Listen to the teacher
Correct mistakes. Pay attention.
Do your homework. Play fair.
Dress neatly. Talk quietly.
Follow directions. Treat people with respect.
Help the teacher. Work quietly.

DON'T

Argue with other students. Make noise.
Arrive late. Run in the hall.
Cheat on a test. Sit on the desk.
Chew gum. Smoke at school.
Eat and drink in class. Talk on your cell phone in class.
Forget your books at home. Text messages in class.
Forget your books. Write on the desk.

- 2** Distribute the worksheet. Identify what the people are doing in the photos by reading the expression below the photos. Tell the students to say "**Do it!**" or "**Don't do it!**" for each phrase.
- 3** Ask questions in the simple present tense using "**Do**." Model the short answers, "**Yes, I do.**" and "**No, I don't.**" Have your students repeat both the questions and short answers.

Expand the activity by asking the students to respond to the same questions with full sentences. Ask questions such:

Do you listen to the teacher? *Yes, I listen to the teacher.*
Do you do your homework? *Yes, I do my homework.*
Do you eat in class? *No, I don't eat in class.*
Do you chew gum in class? *No, I don't chew gum in class.*

- 4** Explain how to write "**Do it!**" and "**Don't do it!**" on the blank line below the photo and phrases. (See examples.) In correcting the activity, try projecting a copy of the worksheet onto the chalkboard where students can go up to the board and write the answers.
- 5** Expand the exercise by doing an oral drill using the following mini-dialog, the commands on the worksheet, and the additional commands below.

Student #1: **Hold it!**
Student #2: **What's the matter?**
Student #1: **Don't or(imperative form).....!**

Open the window.	Pick up the desk.	Chew gum.
Close the door.	Drink in the classroom.	Eat in class.
Run in the hall.	Do your homework.	Write on the walls.

Follow-Up Activities

- 6** • Play a pantomime game. Divide the class into two teams. Have members of each team take turns acting out a series of actions. The opposite team must guess the actions. Keep count of each team's correct guesses.
- 7** • As an additional activity, teach other common expressions in the imperative:

Take care!	Don't do that!	Keep out!
Watch out!	Wait!	Do not enter!
Look out!	Stop!	Handle with care!

Present Tense: **Do & Don't**

1 Read the story about George, Will, Helen, and Ann.



Ann

Helen

George and Will like sports.
 They play basketball.
 They play soccer.
 They play baseball.
 They don't play football.
 They don't play hockey.

Helen and Ann like sports, too.
 They go to a gym.
 They do aerobics.
 They swim.
 They don't play football.
 They don't lift weights.



George

Will

2 Write the missing words.

1. Do George and Will play basketball?
2. Do George and Will play football?
3. _____ George and Will play soccer?
4. _____ they play hockey?
5. _____ Helen And Ann play football?
6. _____ Helen and Ann do aerobics?
7. _____ they go to a gym?
8. _____ they lift weights?

Yes, , they do. .
No , they don't .
 _____ , they _____ .
 _____ , they _____ .
 _____ , they _____ .
 _____ , they _____ .

3 Read the story about Bob and Harriett.



Bob and Harriett don't work.
 They are retired.
 They exercise often.
 They walk.
 They ride. They bicycle.
 They don't jog.
 They don't run.

4 Write the missing words.

9. _____ Bob and Harriett exercise?
10. _____ Bob and Harriett walk?
11. _____ they jog?
12. _____ they run?

_____, they _____ .
 _____ , they _____ .
 _____ , they _____ .
 _____ , they _____ .

Teacher's Notes

- 1 Before distributing the worksheet, begin the lesson with a conversation to assess your students' knowledge of the use of "**do**," "**don't**," and the names of some sports and individual physical exercises. On the chalkboard list as many sports and activities as you can elicit from your students. Make sure that you include some of the phrases below:

basketball
soccer
baseball

hockey
aerobics
swim

lift weights
walk
ride a bicycle

jog
run

- 2 Distribute the worksheet and read the story about George, Will, Helen, and Ann to the students as a listening comprehension exercise. *(If possible, project a copy of the worksheet onto a screen or chalkboard so that your students do not write at this point in the lesson.)*
- 3 Ask simple "yes/ no" comprehension questions using "**Do**." Example: Question: "**Do George and Will like sports?**" Have students answer "**Yes, they do.**" or "**No, they don't.**"
- 4 Read the stories again while the students underline unfamiliar vocabulary. Then explain the vocabulary.
- 5 Use the fill-in exercises in Section 2 as oral drills. *(Discourage students from writing. This should be a time for oral practice.)* Continue the drill by having students ask questions using "**do**."
- 6 Next, have students write in the missing words. *(See examples.)*
- 7 Correct the sentences. You may want to project a copy of the handout that has been transferred to an overhead transparency directly onto a chalkboard or whiteboard where students can write and see the correct answers.
- 8 Repeat the same procedure for Sections 3 and 4.

Follow-Up Activities

- 9 • As a class, write a four-line text modeled on the stories on the worksheet about two students in your class. Practice asking and answering questions about the new story.
- 10 • Discuss the verbs that are associated with sports:

play hockey
play baseball
play basketball
play football
play soccer
play tennis
play volleyball
play racquetball
play handball
play ping-pong

hike
swim
surf
jog
run
walk
exercise
ride bicycles
golf
roller skate

ice skate
ski
water ski
bowl
box
do aerobics
do gymnastics
lift weights

- 11 • On a subsequent day, give the stories as a dictation.

See the worksheet on teaching **does** and **doesn't** (Item 0044)

Present Tense: Does & Doesn't

1 Read the story about Mike and Tom



Mike

Mike lives in Canada.
 Tom lives in Brazil.
 Mike rents a house.
 Tom rents an apartment.
 Mike works outside.
 Tom works in an office.
 Mike drives a truck.
 Tom drives a car.

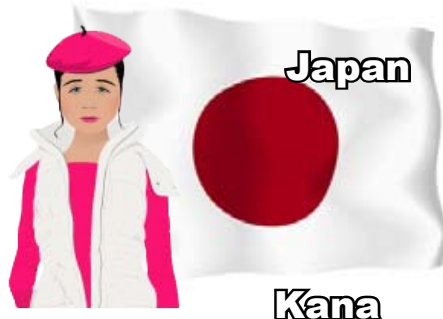


Tom

2 Write the missing words.

1. Mike _____ in Canada; he _____ in Brazil.
2. Mike _____ a house; he _____ an apartment.
3. Mike _____ outside; he _____ in an office.
4. Mike _____ a truck; he _____ a car.
5. Does Mike live in Canada? Yes, he does.
6. Does Mike rent an apartment? No, he doesn't.
7. _____ Mike _____ outside? _____, he _____.
8. _____ Mike _____ a car? _____, he _____.
9. _____ Mike _____ a truck? _____, he _____.
10. _____ Mike _____ in New York? _____, he _____.

3 Read the story about Ella and Kana.



Kana

Ella lives in Moscow.
 Kana lives in Tokyo.
 Ella works in a store.
 Kana works in a factory.
 Ella eats lunch at home.
 Kana eats lunch at work.



Ella

4 Write the missing words.

11. Ella _____ in Moscow; she _____ in Tokyo.
12. Kana _____ in Tokyo; she _____ Moscow.
13. Ella _____ in a store; she _____ in a factory.
14. Kana _____ lunch at work; she _____ at home.
15. _____ Ella _____ in Moscow? _____, she _____.
16. _____ Ella _____ in Tokyo? _____, she _____.
17. _____ Ella _____ in a store? _____, she _____.
18. _____ Ella _____ at work? _____, she _____.

Teacher's Notes

- 1 Before distributing the worksheet, begin the lesson with a conversation to assess your students' knowledge of the use of "**does**" and "**doesn't**." Ask questions about some of your students in class. Ask questions such as

<p><i>Does [name] live in this country?</i></p> <p><i>Does [name] rent an apartment?</i></p> <p><i>Does [person] work?</i></p>	<p><i>Does [person] drive a car?</i></p> <p><i>Does [person] drive a truck?</i></p> <p><i>Does [person] eat lunch at school?</i></p>
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- 2 Distribute the worksheet and read the story about Mike and Tom to the students as a listening comprehension exercise. *(If possible, project a copy of the worksheet onto a screen or chalkboard so that your students do not write at this point in the lesson.)*
- 3 Ask simple "yes/ no" comprehension questions using "**Does**." Example: Question: "**Does Mike rent a house?**" Have students answer "**Yes, he does.**" or "**No, he doesn't.**"
- 4 Read the stories again while the students underline unfamiliar vocabulary. Then explain the vocabulary.
- 5 Use the fill-in exercises in Section 2 as oral drills. *(Discourage students from writing. This should be a time for oral practice.)* Continue the drill by having students ask questions using "**does**."
- 6 Next, have students write in the missing words. *(See examples.)*
- 7 Correct the sentences. You may want to project a copy of the handout that has been transferred to an overhead transparency directly onto a chalkboard or whiteboard where students can write and see the correct answers.
- 8 Repeat the same procedure for Sections 3 and 4.
- 9 **Grammar Notes:** Explain the spelling rules for the third person singular ending:
 - Add "**-es**" to verbs that end with "**s**," "**sh**," "**ch**," "**z**," and "**x**" sounds.
 - When words end in "**y**" preceded by a consonant, change the "**y**" to "**i**" and add "**-es**." This is the same rule for forming plural nouns.
 - Add "**-s**" to most other verbs.

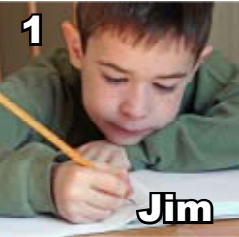
Examples: "**She punches in at 8 a.m.**"; "**She finishes at 5 p.m.**"; and "**He studies in the evening.**"
 (Other verbs include: **change**, **catch**, **teach**, **wash**, **watch**, **dress**, **miss**, **marry**, and **study**.)

Follow-Up Activities

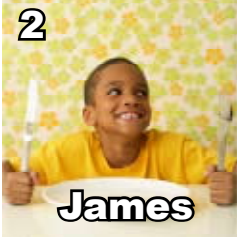
- 10 As a class, write a six-line text about two students in your class modeled on the stories on the handout. Practice asking and answering about the new story using "**does**" and "**doesn't**."
- 11 Locate Canada, Brazil, Moscow, Russia, and Tokyo, Japan on a map.
- 12 Locate the homes of the students in the class on a map or by using "Google Earth."
- 13 On a subsequent day, give the stories as a dictation.

Present Continuous Tense

1 Read the sentences below the photos.



1
Jim
read, write



2
James
sit, wait



3
Bob Sue
play, run



4
Kim
work, plant



5
fish cat
swim, watch



6
Mark
stand, sing



7
Amy Carla
listen, speak



8
Adam
look at, study



9
Jack Jill
eat, drink



10
Jan Ruth
make, wear



11
Frank
paint, smile



12
Don Ed
laugh, listen

2 **Pair-Practice:** Practice answering and asking questions with another student. See examples. ►

Student 1: Is/Are _____ [name] _____ ?

Student 2: Yes/No, _____ .



3 **Pair-Practice:** Practice answering and asking questions with another student. See examples. ►

Student 1: What's/are _____ [name] _____ doing?

Student 2: He/She/They _____ .



4 **Pair-Practice:** Practice answering and asking questions with another student. See examples. ►

Student 1: Is/Are _____ [name] _____ ?

Student 2: No, he/she/they _____ .
He/she/they _____ .



5 Answer the questions in writing. Use the present continuous tense.

1. What's Jim doing? *He's reading and writing.*
2. Is James sitting and waiting? *Yes, he is.*
3. What are Bob and Sue doing? _____
4. Is Kim eating? _____
5. What are the fish and cat doing? _____
6. Is Mark singing and sitting? _____
7. What's Amy doing? _____
8. Is Jill drinking milk? _____
9. What are Don and Ed doing? _____
10. What are you doing now? _____
11. Are the students in your class writing now? _____
12. What are you wearing? _____
13. What's your teacher doing now? _____

Teacher's Notes

- Before distributing the worksheet, begin the lesson with a conversation to assess your students' use of the present continuous tense. Ask questions such as:

What are you doing?
Is [a student's name] sitting/standing?
What are they doing? (pointing to someone?)

Are you sitting/standing?
Are [two student's names] listening/speaking?
What am I (the teacher) doing now?

- Distribute the worksheet. Identify the people and what they are doing in the photos. Ask the question, "**What's Jim doing?**" Model the response, "**Jim's reading and writing.**" Have the students repeat both question and answer. Continue asking similar questions about the people in the photos.

- Drill the verb forms "**am**," "**is**," and "**are**" with yes/no questions.

Is James waiting?
Are Bob and Sue swimming?
Are you sitting?

Yes, he is.
No, they aren't. They're playing and running.
Yes, I am. or No, I'm not.

- After modeling the questions and responses several times, have one student ask another student similar questions about the other people in the photos.

- Tell one student to ask another student a question requiring a negative response. The second student must respond with a short negative answer followed by a statement describing the true activity. For example: Student 1: **Is Jim eating?** Student 2: **No, he isn't. He's writing.** Continue by having one student ask another student a question patterned after one above.

- For variety, have students ask each other questions with the word "**where**" such as "**Where's James?**" Students should reply, "**He's sitting at the table.**"

- Ask students questions using "**you**" such as, "**Are you sitting now?**" Have students respond with an appropriate answer. After a while, have the students ask each other original questions using the verbs under the photos.

- With the help of a student, demonstrate how to do the pair practice exercises 2, 3, and 4 using the photos. Then have the students continue by working in pairs. Walk around the classroom listening to the pairs of students. Correct their pronunciation as needed.

- Direct your students to exercise 5 at the bottom of the worksheet. Read the questions with the students and ask for volunteers to answer the questions orally using the subject pronouns (*he, she, it, they, we, you*) in place of names. Then, have students complete the questions in writing. Answers: 1 He's reading and writing. 2 Yes, he is. 3 They're playing and running. 4 No, she isn't. She's working. 5 The fish is swimming, and the cat is watching the fish. 6 He's singing. He's not sitting. He's standing. 7 She's listening and speaking. 8 No, she isn't. She's eating. 9 Don's smiling, and Ed's speaking to Don. 10, 11, 12, and 13 (Answers will vary.)

Note the Spelling Rules:

- When a word ends in a consonant-vowel-consonant pattern and the final vowel is stressed, the last consonant is doubled before adding "**-ing**." A final "**w**," "**x**," or "**y**" is never doubled. The combination "**qu**" is counted as one consonant.

Double Consonants: swim → **swimming**, sit → **sitting**, run → **running**
Single consonants: drink → **drinking**, eat → **eating**, play → **playing**

- If the word ends in silent "**e**," drop the "**e**" before adding "**-ing**." Examples: **make** → **making**, **come** → **coming**
- Exceptions: **lie** → **lying**, **die** → **dying**, **tie** → **tying**
- If a word ends in a "**c**," a "**k**" is inserted when adding "**-ing**." Examples: **picnic** → **picnicking**, **panic** → **panicking**

Note that verbs referring to conditions rather than actions cannot be used in the present continuous. This restriction is especially common with verbs describing mental and physical states. Examples: **want**, **like**, **need**, **know**, **believe**, **own**, **see**, **hear**

Compare: **I see the sign.** **I'm looking at the sign. (action)**
I have a car. **I'm having dinner. (action)**
I like this movie. **I'm enjoying this movie. (action)**

- Follow Up Activity:** Pantomime can be used as a game. Divide the class into two teams. Have the students guess the action. Have a student keep count of each team's correct guesses. Some examples are: **opening a door**, **closing a window**, **reading a book**, and **playing the piano**.