Students work together on a science class project in Bahrain.

2 The Simple Present of *Be*

**OBJECTIVES**
- Write sentences with the verb *be*
- Spell common words with the sound of *e* in *bed*
- Write about your classmates or friends

**FREEWRITE**
Write about what makes a good classroom partner.
The Verb *Be*: Affirmative

*Be* is a common verb in English. It has three forms in the simple present: *am*, *is*, and *are*.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>BE</th>
<th>OTHER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>from Canada.</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>in the classroom.</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You*</td>
<td>are</td>
<td>happy.</td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*You can be singular (one person) or plural (more than one person).*

We often use these contractions in speaking and in informal writing, such as in email. A contraction is two words combined with an apostrophe (’). Do not use contractions in formal writing.

* I am—I’m
* you are—you’re
* he is—he’s
* she is—she’s
* it is—it’s

**ACTIVITY 1 | Identifying subjects and forms of the verb be**

Circle the verb *be* in each sentence. Underline the subjects.

1. I am in an English class.
2. English is my second language.
3. I am from Mexico.
4. My class is big.
5. My classmates are from different countries.
6. We are the same age.
7. I am happy in the class.
8. This class is fun.
9. The teacher is very good.
10. It is my favorite class.

**ACTIVITY 2 | Writing sentences with *be***

Write sentences to tell where these people are from. Follow the example.

1. (Luisa) Luisa is from Italy.
2. (Wei) Wei is from China.
3. (Marco) Marco is from Brazil.
4. (Toshio) Toshio is from Japan.
5. (Atsuro) Atsuro is from Japan.
6. (Valentina) Valentina is from Italy.
7. (Faisal) Faisal is from Saudi Arabia.
8. (Maria) Maria is from Guatemala.

The Verb *Be*: Negative

Add *not* after *am*, *is*, or *are* to make a negative.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>BE + NOT</th>
<th>OTHER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am not</td>
<td>a teacher.</td>
</tr>
<tr>
<td>He</td>
<td>is not</td>
<td>from Canada.</td>
</tr>
<tr>
<td>She</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You*</td>
<td>are not</td>
<td>busy.</td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
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</tr>
</tbody>
</table>

The contraction for *is not* is *isn’t*; the contraction for *are not* is *aren’t*. Do not use these contractions in formal writing.
**ACTIVITY 3 | Writing negative and affirmative sentences**

These sentences are not true. Work with a partner. Correct each sentence with a negative and affirmative sentence. Follow the example.

1. Tokyo is in China.
   a. Tokyo is not in China.
   b. Tokyo is in Japan.

2. New York is a small city.
   a. ______________________
   b. ______________________

3. Sushi and maki are foods from Greece.
   a. ______________________
   b. ______________________

4. I am 5 years old.
   a. ______________________
   b. ______________________

5. Today is January 1.
   a. ______________________
   b. ______________________

6. A gold ring is a cheap gift.
   a. ______________________
   b. ______________________

**Sentence Patterns with Be**

Several types of information can follow the verb *be*.

**SENTENCES WITH BE** | **PATTERNS WITH BE**
--- | ---
I am a student. | be + noun
I am smart. | be + adjective
I am a smart student. | be + adjective + noun
You are in California. | be + place phrase
My meeting is at eleven o’clock. | be + time phrase

**ACTIVITY 4 | Scrambled sentences**

Unscramble the words to write sentences. Use correct capital letters and punctuation. Then write what type of information follows the verb *be* in each sentence.

1. cook a mother my is good
   My mother is a good cook. adjective + noun

2. are from my cousins california

3. am swimmer i not excellent an

4. our next to india trip is month

5. the math the table books are on

6. michael on and rob are a boat

7. the questions are math easy

8. football are sports and tennis

**Common Mistakes**

<table>
<thead>
<tr>
<th>MISTAKE</th>
<th>PROBLEM</th>
<th>CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary a good person.</td>
<td>verb missing</td>
<td>Mary is a good person.</td>
</tr>
<tr>
<td>The boys is in the kitchen.</td>
<td>wrong form of be</td>
<td>The boys are in the kitchen.</td>
</tr>
<tr>
<td>That computer no is expensive.</td>
<td>wrong negative</td>
<td>That computer is not expensive.</td>
</tr>
</tbody>
</table>
BUILDING BETTER VOCABULARY AND SPELLING

ACTIVITY 6 | Matching
Match each picture with a word from the Words to Know list.

1. ______________ 4. ______________
2. ______________ 5. ______________
3. ______________ 6. ______________

ACTIVITY 7 | Spelling words with the sound of e in bed
Fill in the missing letters to spell words with the sound of e in bed. Then copy each word.

1. br ______ d ________ 6. g ________ t________
2. d_______d ________ 7. n _______ver __________
3. t _______ st __________ 8. wh_______n __________
4. b_______st __________ 9. s ______ s __________
5. m_______ny __________ 10. r _______dy __________

*List is from: Spelling Vocabulary List © 2013 Keith Folse
ACTIVITY 11 | Cumulative spelling review, Units 1–2
Circle the word in each set that is spelled correctly.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>language</td>
<td>language</td>
<td>language</td>
</tr>
<tr>
<td>B</td>
<td>language</td>
<td>never</td>
<td>haper</td>
</tr>
<tr>
<td>C</td>
<td>language</td>
<td>never</td>
<td>happen</td>
</tr>
<tr>
<td>D</td>
<td>language</td>
<td>never</td>
<td>never</td>
</tr>
</tbody>
</table>

1. lenguage
2. naver
3. happen
4. neaxt
5. rdey
6. weather
7. heavy
8. meny
9. sayed
10. agan
11. friend
12. breakfast
13. travl
14. efter
15. inter
16. enswer
17. laff
18. wint

ACTIVITY 8 | Scrambled letters
Unscramble the letters to write words that have the sound of e in bed.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1. llew</td>
<td>7. pells</td>
<td></td>
</tr>
<tr>
<td>2. rewathe</td>
<td>8. letl</td>
<td></td>
</tr>
<tr>
<td>3. netx</td>
<td>9. aain</td>
<td></td>
</tr>
<tr>
<td>4. fnodei</td>
<td>10. e mn</td>
<td></td>
</tr>
<tr>
<td>5. welloy</td>
<td>11. der</td>
<td></td>
</tr>
<tr>
<td>6. elph</td>
<td>12. ntwe</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY 9 | Spelling practice
Write the words that you hear. You will hear each word two times.

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
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<td>5.</td>
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<tr>
<td>6.</td>
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<td>7.</td>
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<td>8.</td>
<td></td>
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<tr>
<td>9.</td>
<td></td>
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<tr>
<td>10.</td>
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</table>

ACTIVITY 10 | Which spelling is correct?
Read each pair of words. Circle the word that is spelled correctly.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1. wether</td>
<td>weather</td>
<td>11. seven</td>
<td>sevn</td>
</tr>
<tr>
<td>2. wint</td>
<td>went</td>
<td>12. already</td>
<td>already</td>
</tr>
<tr>
<td>3. bed</td>
<td>baid</td>
<td>13. any</td>
<td>eny</td>
</tr>
<tr>
<td>4. ready</td>
<td>raidy</td>
<td>14. bred</td>
<td>bread</td>
</tr>
<tr>
<td>5. sais</td>
<td>says</td>
<td>15. dead</td>
<td>ded</td>
</tr>
<tr>
<td>6. heallo</td>
<td>hello</td>
<td>16. weall</td>
<td>well</td>
</tr>
<tr>
<td>7. many</td>
<td>meny</td>
<td>17. tel</td>
<td>tell</td>
</tr>
<tr>
<td>8. agein</td>
<td>again</td>
<td>18. test</td>
<td>tst</td>
</tr>
<tr>
<td>9. breakfast</td>
<td>brekfast</td>
<td>19. spell</td>
<td>spell</td>
</tr>
<tr>
<td>10. friend</td>
<td>frend</td>
<td>20. egg</td>
<td>egg</td>
</tr>
</tbody>
</table>
ACTIVITY 13 | Finding and correcting mistakes
Circle the mistake(s) in each sentence. The number in parentheses ( ) is the number of mistakes in that sentence. Then write the sentences correctly.

1. Ecuador are a beautiful country in South america. (2)

2. The name Ecuador is means equator. (1)

3. About 15 million people live in ecuador. (1)

4. Three big cities in Ecuador are guayquil, quito, and cuenca. (3)

5. many tourists come to Ecuador each year (2)

6. These tourists come to see the beautiful Mountains. (1)

7. These tourists also come to see the animals on the galapagos Islands. (1)

BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 12 | Scrambled sentences
Unscramble the words to write sentences. Sometimes more than one answer is possible. Use correct capital letters and punctuation.

1. not is a my math brother teacher

2. california from sofia not and emily are

3. my with james meeting is nine at o’clock

4. brazil not são paolo is the capital of

5. very city in large vancouver is a canada

6. vegetable a a tomato not is

7. the colors of yellow and red the chinese are flag

8. these not are very watches expensive

Vancouver is on the west coast of Canada.

A Galapagos Land Iguana
ACTIVITY 14 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with correct capital letters and punctuation.

<table>
<thead>
<tr>
<th>best</th>
<th>bread</th>
<th>many</th>
<th>never</th>
<th>pet</th>
<th>ready</th>
<th>says</th>
<th>test</th>
<th>well</th>
</tr>
</thead>
</table>

1. my ____________ is a black and white cat

2. ____________ is your birthday

3. ____________ people live in china and india

4. anna and emily are my ____________ friends

5. you can make a good sandwich with meat and ____________

6. my brother and I ____________ eat meat

7. susan can speak english very ____________

8. my best friend always ____________ hello to everyone

9. are you ____________ to eat dinner now

10. we have a big spelling ____________ tomorrow

ACTIVITY 15 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Then copy the paragraph on a separate piece of paper.

a lot  country  is  photo
capital  from  Mi Sun  United

My Math Class

1. this is a ____________ of my math class. 2. kyoko ____________ from japan. 3. ahmad and mohamad are from the ____________ arab emirates. 4. the united arab emirates is a small ____________ in the middle east. 5. ____________ is from seoul. 6. seoul is the ____________ of korea. 7. carlos is ____________ costa rica. 8. i like the men and women in this class ____________.

ACTIVITY 16 | Guided writing

Write the paragraph from Activity 15 again, but make the changes listed below.

Title: Change Math to English.
Sentence 1: Change Math to English.
Sentence 3: Change Ahmad and Mohamad to Omar. Use the correct form of be.
Sentence 4: Change the United Arab Emirates to Saudi Arabia.
Sentence 6: Change Seoul to Busan. Add not in the correct place.
Sentence 7: Change Carlos to Juan and Pedro. Use the correct form of be.

ACTIVITY 17 | Writing sentences

Write five to ten sentences on a separate piece of paper. Write about your classmates or friends. Tell their names and the country or city where they are from. For help, you can follow the examples in Activity 15 and Activity 16.