

Section 2 *be, have and do*

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language notes

The CD-ROM has an exercise on perceiving unstressed forms of *be*.

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language notes

There is should be reasonably well known at this level, but the more complex structures covered on page 18 are likely to need practice. Note that the equivalent of *there is/are* in students' mother tongues probably does not have a singular-plural distinction:

**There is three candidates for the presidency.*

Note, however, that in informal standard English speech, *there's* can be used before plurals in certain cases.

There's two policeman at the door asking for you, Joe.

Note also that the pronunciation of *there* in *there is/are* (/ðəɪ/) is quite different from its pronunciation in, for instance, *over there* (/ðeə/). Students don't need to get this right in speech, but they do need to recognise the word when they hear it. The CD-ROM exercises for this Section will help.

possible further activities

Planning a town Individually or in groups, students imagine that they are planning a new town. They produce as many sentences as possible in ten minutes on the following patterns:

I/We would like there to be ...

I/We want there to be ...

I/We don't want there to be ...

There may be ...

There's no need for ...

Internet Ask students to find interesting sentences on the internet beginning:

"There has never been ..."

"There will never be a ..."

"There can never be ..."

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language notes

Uses of *have* in speech are currently something of a grammatical jungle, with a good deal of variation in the use of *got*-forms and progressives, and some ongoing changes in British English due to American influence. This is mostly unimportant for learners, who will generally just find that they have a choice of reasonably acceptable forms. The main thing for them to note is the avoidance of short question forms (e.g. *Have you a headache?*) in informal speech.

possible further activities

Internet: most frequent activities Can one use the internet to find out which activities are most frequent? Ask students to guess which of the following expressions will get most hits on the internet, listing them in order:

“having breakfast” “having lunch” “having dinner” “having a drink” “having coffee”
“having a baby”

Then get them to check up. They may find the results surprising.

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language notes

These uses of *do* for emphasis (like the use of stress for the same purposes) may not come easily to all students. Other languages may express the same kinds of meaning, for example, by changes in word order, or by special words or expressions whose purpose is to indicate emotive or contrastive emphasis.

A CD-ROM exercise practises stress in these structures.

possible further activities

Personalisation: strong likes Ask students to complete the following sentence:

I do like ...!

Contrastive ‘do’ Ask students to complete the following sentence in one or more ways:

People don’t think ..., but I/we/they do.

For example:

People don’t think that I pay attention in lessons, but I do.

Extending Exercise 3 Get students in groups to make up their own versions of Exercise 3, and then give them to other groups to do.