

I am/You are/He, She, It is

Practice basic English sentence patterns.



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1. Warm up

How many verbs can you write down in 1 minute?

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.

2. Present Tense Verbs

A. Review the regular verb 'like' below.

We use the Simple Present tense to talk about something that is a habit or a fact. When using the Third Person, remember to use an 's'.

	Singular (1) Subject	Verb	Object	Plural (2-) Subject	Verb	Object
1. First person:	I	like	pizza.	We	like	pizza.
2. Second person:	You	like	pizza.	You	like	pizza.
3. Third person:	He/she/it	likes	pizza.	They	like	pizza.

B. Complete the sentences with a verb you wrote in Part 1. You will need to choose an object that matches your verb.

Subject	Verb	Object	Subject	Verb	Object
1. I	4. We
2. You	5. You
3. He, she, it	6. They

C. Review the verb 'be'. It is not a regular verb but it is very important to learn.

	Singular (1) Subject	Verb	Object	Plural (2-) Subject	Verb	Object
1. First person:	I	am	Japanese.	We	are	students.
2. Second person:	You	are	tall.	You	are	good students.
3. Third person:	He/she/it	is	funny.	They	are	my friends.

D. Write 4 sentences using the verb 'be'.

- 1.
- 2.
- 3.
- 4.

E. Complete the following sentences with verb 'be'.

- John in the garage. He fixing his bicycle.
- This cake for you because it your birthday.
- My mum in the kitchen. She cooking dinner.
- Our English teacher great! He also handsome.
- Where you? I at home.
- My brother tall, but my parents short.

3. Negative Sentences

A. Study the negative sentence patterns below. Notice the position of the negative.

Subject	Negative	verb	object	Subject	Verb	Negative	Object
1. I		like	pizza.	4. I	am		a student.
2. I	do not	like	pizza.	5. I	am	not	a student.
3. She	does not	play	tennis.	6. She	is	not	a student.

B. Make the following sentences negative.

- John has joined the gym but he is losing weight.
.....
- Have you cleaned your room? Of course, I am lazy.
.....
- Your brothers play tennis.
.....
- Jake and Emily are working today.
.....
- I am feeling well so I don't want to go out.
.....
- Emily drinks coffee, but she drinks tea everyday.
.....

4. Practice

Tell your partner something about yourself using the verbs you wrote in Part 1.

For example, if you wrote 'like': I like pizza. I don't like broccoli.
 'play': I play tennis. I don't play golf.
 How about you?

I am/You are/He, She, It is

Level: Beginner: A1
Elementary: A2

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Target: Grammar: Basic affirmative and negative sentence structure with regular and 'be' verbs.

Target time: 60 minutes.

Overview: This handout introduces basic affirmative and negative sentence structures. Students practice starting with a pronoun as the subject followed by a verb and a suitable object or adjective. Students also practice using an auxiliary verb and 'not' before a regular verb or 'not' after 'be' verb to make it negative.

1. WARM UP

Have students write as many verbs as they can in one minute. Timing isn't important but monitor their progress and stop when most have finished. Review the results by having students read the verbs they wrote. Write some verbs on the board for students to reference.

2. PRESENT TENSE VERBS

- A. If necessary, review the following terms with students: singular, plural, first person, second person, and third person. Discuss if necessary. Read the regular verb conjugation chart with your students. Have them repeat after you. Emphasize the 's' used for the third person.
- B. Individually, students should complete sentences 1-6 using a verb from Part 1. They will need to choose an object that is suitable for the verb they chose. Have students share their sentences with a partner or the class.
- C. As in Part 2A, read the 'be' verb conjugation chart with students. A chant will help student to remember 'be' verb conjugation: I am, you are, he, she, it, is. We are, you are, they are.
- D. Ask students to write four sentences using the verb 'be'. The sentences do not need to be true. Answers may vary. Ask students to share their sentences with their partner or the class.
- E. Individually or in pairs, students should complete sentences 1-6 using the verb 'be'. Check answers with the class when completed.
 1. John is in the garage. He is fixing his bicycle.
 2. This cake is for you because it is your birthday.
 3. My mum is in the kitchen. She is cooking dinner.
 4. Our English teacher is great! He is also handsome.
 5. Where are you? I am at home.
 6. My brother is tall, but my parents are short.

3. NEGATIVE SENTENCES

- A. Read sentences 1-6 with students. Explain that 'an auxiliary verb + not' is used BEFORE a regular verb to make the sentence negative, however 'not' is used AFTER 'be' verb. Answer any questions that arise.
- B. Have students rewrite sentences 1-6 to make them negative. They will need to read the sentences first as there are clues that will help them decide which verb should become negative. Answers can be written as 'I am' or as a contraction 'I'm'. Have students compare their answers in pairs or read them to the class when finished.
 1. John has joined the gym but he isn't losing weight.
 2. Have you cleaned your room? Of course, I'm not lazy.
 3. Your brothers don't play tennis.

4. Jake and Emily aren't working today.
5. I'm not feeling well so I don't want to go out.
6. Emily doesn't drink coffee, but she drinks tea everyday.

4. PRACTICE

Ask students to use the verbs they wrote in Part 1 to teach a partner something about themselves. They should practice both affirmative and negative statements. For example: I like pizza. I don't like broccoli. How about you?