



English Course I

First Grade

First Bimester

Pronouncing the English Alphabet

When you know the correct letter sounds, they can spell their names or new vocabulary clearly and avoid misunderstandings. For example, being able to spell words aloud helps in situations like giving your name over the phone or checking spelling in class. Emphasize that mastering the alphabet will make them more confident in speaking and learning new words.

Pronunciation Guide (A–Z)

Introduce the 26 letters of the English alphabet and demonstrate how to **pronounce each letter's name**. English has **5 vowels (A, E, I, O, U)** and **21 consonants**. Each letter has a distinct name and sound when you recite the alphabet. Pronounce each letter slowly and clearly, and have students repeat after you.

The English alphabet

A /eɪ/	H /eɪtʃ/	O /oʊ/	V /vi/
B /bi/	I /aɪ/	P /pi/	W /dʌbəl ju/
C /sɪ/	J /dʒeɪ/	Q /kju/	X /ɛks/
D /di/	K /keɪ/	R /aɹ/	Y /waɪ/
E /i/	L /ɛl/	S /ɛs/	Z /zi/, /zɛd/
F /ɛf/	M /ɛm/	T /ti/	
G /dʒi/	N /ɛn/	U /ju/	



English alphabet letters A–Z with the phonetic pronunciation (IPA) for each letter's name

Pronunciation Breakdown:

Go through the alphabet in order. For example, **A** is pronounced /eɪ/ (like “ay”), **B** is /bɪ:/ (“bee”), **C** is /sɪ:/ (“see”), **D** is /dɪ:/ (“dee”), **E** is /i:/ (“ee”), and so on. Continue this pattern up to **Z**, which in American English is pronounced /zɪ:/ (“zee”) and in British English is pronounced /zəd/ (“zed”). Encourage students to notice the pattern that many consonants are pronounced with an /ee/ sound (B, C, D, G, P, T, V, Z in “zee”, etc.), while others have unique endings (e.g. **F** = “ef”, **L** = “el”).

Stress Clarity: Make sure to **differentiate letters that sound similar**. For instance, **G** (/dʒi:/) vs. **J** (/dʒeɪ/) have different vowel sounds (“gee” vs “jay”), and **M** (/ɛm/) vs. **N** (/ɛn/) only differ by one sound. Exaggerate the differences when modeling these to help students hear it. Remind them that each letter's name is fixed, even though the sounds those letters represent in words can vary

Examples and Comparisons

To reinforce each letter's pronunciation, provide **word examples** and address common mistakes:

- **“A is for Apple” (and more):** Go through each letter with an example word. For example, **A** – apple, **B** – banana, **C** – cat, **D** – dog, **E** – elephant, etc. Have the class repeat each word, emphasizing the initial letter sound. This links the letter name to a familiar word (e.g. “**B**”, /bɪ:/, sounds

like the start of “bee”, the insect). You can use fun or age-appropriate words (e.g. **S** – smartphone, **T** – trainers (shoes), **Y** – YouTube) to keep 15-year-olds engaged. For each example, **stress the target letter’s sound** at the beginning of the word so students hear how it connects to the letter name.

Highlight and correct typical mistakes:

- **Vowel Letters:** The names of the vowels **A, E, I, O, U** in English can be tricky for learners because they **sound different than in many other languages**

(For instance, Spanish speakers might mispronounce E as “eh” or I as “ee.”) Emphasize: A = “ay”, E = “ee”, I = “eye”, O = “oh”, U = “you.” It may help to note that “**Y**” can sometimes be a vowel, but its name is pronounced “why.”

- **B vs. V:** Some learners mix up **B** (/bi:/) and **V** (/vi:/) sounds. **Explain** that in English, “**B**” is a hard /b/ sound made with both lips, while “**V**” is a /v/ sound made by biting the bottom lip with the top teeth. In some languages (like Spanish), band v can sound the same, but in English we must separate them. Practice by having students exaggerate the “vvv” sound for V and “bbb” sound for B in example words (very vs. berry).
- **G vs. J:** Point out that **G** (pronounced “jee”) and **J** (“jay”) start with the same sound /dʒ/, but their **vowel sound** differs (G ends in “ee” and J ends in “ay”). Write words like grape and jungle on the board and underline G and J. Even though those words don’t start with the letter’s name sound, spelling them out loud requires saying “**G**” or “**J**” clearly. Do a quick quiz: spell “GAME” vs “JAM” out loud and have the class identify which word it is, to ensure they hear the difference in G/J.

- **H:** Make sure students pronounce **H** as “**atch**” /eɪtʃ/, not adding an extra sound (some might say “**haich**” by mistake). A tip is that the letter **H** itself is **silent at the start** of its name. Have them practice by spelling a word with H (like hotel: “H-O-T-E-L”) and listening for the clear /eɪtʃ/ sound.
- **W:** Acknowledge that **W** has a longer name (“double u”) which is essentially two syllables. Practice it slowly (“dub-bel-yoo”) and have fun with it. Students often rush through W; ensure they pronounce both parts clearly. They can remember it as “**double V**” in shape but pronounced “double U.”
- **Z:** Explain the **regional difference** for **Z**: in the U.S. it’s “**zee**”, while in the U.K. it’s “**zed**”. Either is correct depending on the dialect you follow, but students should recognize both. (This can be a fun fact – for example, the word “zebra” would be pronounced “zee-bra” in American English and “zed-bra” in British English.)

Throughout these comparisons, have students repeat difficult letters and **correct gently** when they mispronounce. Encourage them to ask if they’re unsure about a letter. By addressing these common issues, students will gain confidence in reciting and using the alphabet.

Interactive Activities

Make pronunciation practice fun and engaging with interactive tasks. Here are a few activities suited for teens that will get everyone participating:

- **Spelling Bee Relay:** Divide the class into two teams for a friendly **spelling competition**. Instead of a traditional spelling bee, do a relay: give a word to Team A and have team members take turns saying one letter at a time to spell it out loud. For example, for “**SMART**” the first student says “**S**”, the next says “**M**”, and so on. If they complete it with



all letters pronounced correctly, they get a point. Then Team B tries a word. Use age-relevant words (technology, music, sports, or school-related terms) to keep interest high. This game turns spelling practice into a team challenge and reinforces correct letter pronunciation under a bit of fun pressure.

- **Alphabet Telephone (Whisper Game):**

Have students line up in two groups. Give the first student in each line a word or a short sequence of letters (whisper it to them, or show it on a card). That student whispers the letters **one by one** to the next person. The message is passed down the line. The last student in line must say the letters or the spelled word out loud. Compare it with the original to see if it stayed the same. For example, you whisper “D-O-G” to the first student, and the last student hopefully says “D-O-G” clearly (and not a misheard letter). This activity is great for practicing **clear enunciation** of each letter – if someone mumbles “B” vs “V”, the end result might get mixed up, leading to a funny reveal and a learning moment.



- **Tongue Twister Challenge:** While tongue twisters usually focus on sounds, not letter names, they can still help with pronunciation confidence and clarity. Give each student or pair of students a **tongue twister** that emphasizes a particular sound and have them practice and perform it. For example:

- “She sells seashells by the seashore.” (focuses on the “S” sound – good for practicing saying “ess” clearly at the start)
- “Peter Piper picked a peck of pickled peppers.” (focuses on the “P” sound –



- helps students pop the “pee” sound of letter P)
- “Red lorry, yellow lorry.” (focuses on R and L – making sure they can shape the R sound as in letter “R” /a:r/).
After a few minutes of practice, each group says theirs aloud. The goal is to **speak clearly** – if they can handle these tricky phrases, regular words (and letter names like R or S) will feel easier. This activity adds a light-hearted challenge and breaks up the session with laughter.
- **Alphabet Scavenger Hunt (I-Spy):** Play a quick round of “I spy” using letters. For example, say “I spy something that begins with **B**.” Students must find an object in the classroom (or think of one) that starts with that letter and **spell the word** for the class. If the letter was B and a student chooses “book,” they should say “Book – B-O-O-K.” This encourages them to connect letter names with real items. You can turn it into a game where each found item earns a point or reward. This activity reinforces both the letter sound (initial sound of the object) and spelling out the word using letter names.



Reinforcement Exercises

To solidify what students learned, assign practice tasks they can do in class or at home:

- **Spell & Say Word List:** Ask students to write down 5–10 new or favorite English words (or you can provide a list of words learned recently). Then, have them **practice spelling each word aloud**, saying each letter clearly. For example, if the word is “music”, they would say “M-U-S-I-C” out loud. They should do this at home for practice. The next day, you might start class by randomly asking a few students to orally spell one of their words, to check pronunciation. This exercise reinforces letter recognition and pronunciation through writing and speaking.
- **Pair-Up Spelling Practice:** In the next class, have students pair up and quiz each other. One student says a simple word and the other **spells it out loud**, or one student spells a word letter by letter and the other has to write down the word they hear. For instance, Student A says, “Spell **tree**,” and Student B says “T-R-E-E” aloud (and perhaps writes it down to double-check). Then they switch roles. This **partner practice** builds confidence, as students can gently correct each other and repeat tricky letters. It also simulates real-life situations (like one person dictating information to another).

End the lesson by **reviewing the key points**: the correct pronunciation of each letter and why it matters. Encourage students to keep practicing – mastering the alphabet will help them in all areas of English, from spelling new words to confidently communicating in everyday situations. By combining explanation, examples, and interactive practice, this lesson aims to make learning the English alphabet engaging and effective for teenage learners.

Personal Pronouns and Clear Communication

We'll explore **personal pronouns** – those little words like I, you, he, she, it, we, and they that we use every day. Pronouns might be small, but they're mighty important. They help us talk about ourselves and others without repeating names over and over. Ready to learn how to use them with confidence? Let's dive in!



English pronouns like **I**, **you**, **he**, **she**, **we**, and **it** are often taught with simple characters to show who each pronoun refers to. In everyday speech, pronouns stand in for people or things, so we don't have to repeat names all the time.

Comprehensive Explanations: Subject vs. Object Pronouns

What is a personal pronoun? A personal pronoun is a word that can **replace a noun**, usually a person or thing, in a sentence

This keeps us from repeating names. For example, instead of saying "Alex went to Alex's house because Alex forgot Alex's phone," we use pronouns: "Alex went to **his** house because **he** forgot **his** phone." Much

better! We use personal pronouns when it's clear who or what we're talking about. In short, pronouns stand in for nouns so our language flows smoothly.

Subject Pronouns: A subject pronoun is used as the subject of a sentence – the person or thing doing the action. It usually comes **before the verb** in the sentence

The English subject pronouns are **I, you, he, she, it, we, they**. For example: “**She** runs every morning.” Here **she** is the subject pronoun doing the action (running). “**I** play basketball.” **I** is the one doing the action (playing). Subject pronouns tell us **who or what the sentence is about**.

Object Pronouns: An object pronoun is used as the object of a verb or preposition – the person or thing receiving the action. It usually comes **after the verb** (or preposition) in the sentence.

The English object pronouns are **me, you, him, her, it, us, them**. For example: “The teacher called **me**.” Here **me** receives the action (being called). “Jake gave a gift to **her**.” **Her** is the object of the preposition “to,” receiving the gift. Object pronouns answer questions like “to whom?” or “for whom?” regarding the action.

Why two types? English changes the pronoun form depending on its **job in the sentence**

A subject does the action, an object receives it. For instance: “**I** love my sister, and she loves **me**.” **I** (subject) perform the loving, **me** (object) receives love. If we swap them incorrectly (“Me love my sister” or “she loves I”), it sounds wrong because the forms are in the wrong places.

Most English speakers choose the right form naturally, but it's good to know the rule.

Examples in context: Consider this mini-dialogue:

- Mum's calling. She's in Turkey. How's Daisy? Give her my love.

Here, we have two pronouns: she and her. She is a subject pronoun referring to Mum (who is doing the calling), and her is an object pronoun referring to Daisy (receiving love in the phrase "give her my love"). As one grammar guide explains, "You used she because it's the subject and her because it's the object."

This shows how we pick pronouns based on their role: subject pronouns for who is doing something, and object pronouns for who is affected by something.

Quick list – Subject vs Object: Every personal pronoun has these two forms (except "you" and "it," which are the same for subject and object). For example:

- I (subject) □ me (object) – "I am tall." "He called me."
- You (subject) □ you (object) – "You are my friend." "I'll help you."
- He (subject) □ him (object) – "He is studying." "We saw him yesterday."
- She (subject) □ her (object) – "She has a bike." "The gift is for her."
- It (subject) □ it (object) – "It is sunny." "I found it!"
- We (subject) □ us (object) – "We will win." "The teacher praised us."
- They (subject) □ them (object) – "They are here." "Can you see them?"

Don't worry, we'll practice these soon. The key point is: use one form when it's the subject of a sentence, and the other form when it's

the object. With a bit of practice, choosing I vs. me, he vs. him, she vs. her, etc., will become second nature!

Pronunciation Tips: How to Say Them Correctly

Pronouncing pronouns clearly is important so that listeners understand whom you’re referring to. Let’s go over each of the main personal pronouns with pronunciation:

- **I** – Pronounced like the word “eye.” (IPA: /aɪ/) It’s a long “I” sound. Practice by saying “I am” – it should rhyme with “eye am.”
- **You** – Pronounced “yoo.” (IPA: /ju:/)

It rhymes with “do” or “two.” Make sure the **y** sound is clear at the start (like **yes**).

- **He** – Pronounced “hee.” (IPA: /hi:/)

It rhymes with “bee” or “see.” In English, the “h” is sounded (unlike in some other languages where h might be silent). **He** should sound like **h** + “ee.”

- **She** – Pronounced “shee.” (IPA: /ʃi:/)

The **sh** sounds like the noise of quiet (like “shhh”). It’s not like s or ch alone, but a soft combination. Try saying “shoe” – the “shoo” part is the sound in **she**.

- **It** – Pronounced with a short **i** sound: “it” (rhymes with “bit” or “sit”). (IPA: /ɪt/)

Be careful not to stretch it to “eat” – it is a quick, short sound.

- **We** – Pronounced “wee.” (IPA: /wi:/)

It rhymes with “bee” as well. It’s just like the word **we** meaning “small” (as in **wee** little one).

- **They** – Pronounced “thay.” (IPA: /ðei/)

This one might be tricky because of the **th** sound. It’s the same **th** as in “this” or “that” (a voiced th). To make /ð/, put your tongue between your teeth and vibrate as you say a **d**-like sound. **They** should rhyme with “day.”

Now for the object forms (which mostly use similar sounds):

- **Me** – Pronounced “mee.” (Rhymes with “see” or “knee.”) (IPA: /mi:/). It has the long **ee** sound like in **he** or **she**. (In contrast, the word **me** in Spanish sounds like “meh,” but in English **me** has a long **ee**.)
- **Him** – Pronounce the **H** sound then “im” (like the name “Jim” without the **J**). (IPA: /him/). The **i** is short like in **it**. Make sure to pronounce the **h**: **him**, not **im**.
- **Her** – In American English, it sounds like “hur” (rhymes with “fur” or “purr”). (IPA: /hɜ:r/). The **h** is pronounced, and the **r** at the end is pronounced in American accent (in British accent it’s more like “huh” /hɜ:/ without a strong **r**). Either way, **her** has an **er** sound like in “teacher” or “sister.”
- **Us** – Pronounced like “uss.” (Rhymes with “bus” or “plus.”) (IPA: /ʌs/). It’s a short **u** sound, like the **u** in “fun.” Make sure it’s /ʌ/ (as in “cup”), not /oo/ or /uh/.
- **Them** – Pronounced “them” (rhymes with “gem” or “stem”). (IPA: /ðəm/). It starts with the same voiced **th** as “they.” So practice “they” and “them” together: **they** (/ðei/) vs **them** (/ðəm/). In casual speech,

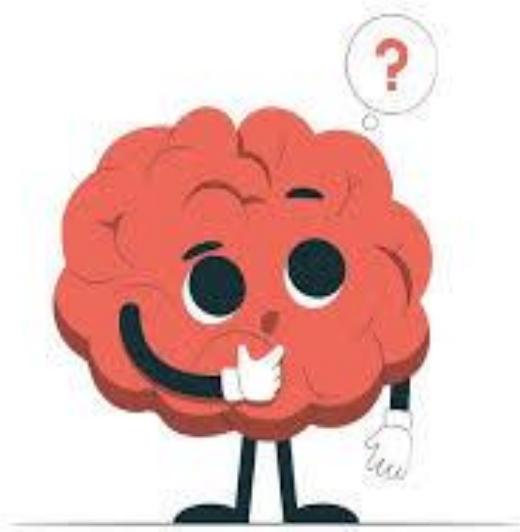
some people even say it like “’em” (dropping the th: “give ’em time”), but in clear pronunciation, try to say the **th**.

Audio practice: A great way to master these is to **listen and repeat**. Try using an online dictionary or pronunciation app to hear each pronoun spoken by a native speaker. For example, search for “pronounce they” and mimic the audio. You can also practice in front of a mirror to ensure your mouth shapes are correct (especially for that tricky **th** sound). Recording yourself and listening back is another useful trick – do you sound like the examples? Keep practicing the small differences: “ee” vs “ih”, and “th” vs “h” vs none.

Common pitfalls: Speakers of other languages sometimes mix up pronoun pronunciation. For instance, Spanish speakers might initially say **“Yoo”** for **“You”** (which is good) but have to remember not to roll any Rs or drop the H in **he** or **her**. Also, remember **“I”** is a diphthong (two sounds gliding) – ah + ee – but said quickly like one sound “eye.” If you pronounce **I** like “ee” it might sound like **“E”** or **“me”** – which could confuse listeners. So make that **I** strong and clear.

Interest Facts about Pronouns

Ready for some interesting trivia and cool facts about pronouns? Here are some fun tidbits that show pronouns are more fascinating than you might think:



• **“I” is always capitalized:** Ever wonder why we write I in uppercase even when it’s not at the start of a sentence? In English, the pronoun I is **always** capitalized. This is unique – we don’t capitalize “you” or “he” mid-sentence. Historically, the lowercase **i** was considered too small and easy to miss, so it was capitalized to stand out. In early manuscripts, a single “i” looked weak by itself, so making it “I” helped it look more like a full word. That’s why we write “Tom and

I” (not “Tom and i”) even though I is not a proper noun. Fun fact: I and a are the only single-letter words in English, and I is the only one that gets capitalized automatically

- **Origin of the word “pronoun”:** The term pronoun comes from Latin. It’s formed from **pro-** (“for” or “in place of”) + **noun** (“name”). So it literally means **“in place of a noun.”** That’s exactly what pronouns do – they take the place of nouns in a sentence. Knowing this origin can help you remember the purpose of pronouns.
- **English used to have more pronouns (thou vs. you):** If you’ve ever heard Shakespeare or read the King James Bible, you’ve seen **“thou”**, **“thee”**, **“thy”**, etc. These are old-fashioned singular forms of **you**. **Thou** (subject) and **thee** (object) were used to address one person in an informal way, and **you** was plural or formal singular. Over time, English dropped thou and thee entirely – now we just use **you** for both singular and plural, formal and informal. (This can be confusing, which is why in some dialects people say “you all” or “you guys” for plural to make it clear.) Next time you

see “Thou shalt not...” you’ll know it simply means “You shall not...” – a pronoun that has fallen out of use.

- **Pronouns are always changing:** Pronouns in English have evolved a lot through history. For example, Old English used **hē** for “he,” **hēo** for “she,” and **hīe** for “they.” The word “**she**” didn’t even exist yet – they said “heo.” Later, English adopted **she** from Scandinavian languages (thanks to Viking influence) to replace heo. Also, the original plural **hīe** got replaced by **they** (also from Old Norse). Even **it** was once “hit” with an h sound, which got dropped over time. Language is alive, and pronouns adapt with usage and society.
- **Singular “they” is older than you think:** Some people assume using **they** to refer to a single person (when gender is unknown or non-binary) is a new trend. Surprise – **singular “they” has been part of English since the 14th century**. Even Shakespeare and Jane Austen used **they** to refer to a single person in their writing. For example, one might say, “If anyone calls, tell **them** I’m busy,” where **them** refers to an indefinite person. Today, using **they/them** for a person who doesn’t go by “he” or “she” is becoming standard again. The English language kind of came full circle on this one!
- **Pronouns reveal things about us:** Psychologists have found that how we use pronouns can reflect our personality or feelings. Do you say “I” a lot or do you say “we”? Using **I** frequently might show you’re focusing on yourself or speaking personally. Using **we** can signal inclusion or teamwork. In fact, studies analyzing famous speeches, blogs, and even love letters show interesting patterns – for example, people who have gone through a breakup often shift pronoun use (perhaps from **we** to **I**). There’s even research by James Pennebaker where computer programs counted pronouns to gain

insight into emotions and relationships. So these tiny words can have big significance!

Pronouns may seem simple, but as you can see, they carry a lot of history and interesting details. The more you know about them, the more you can appreciate these little words we use hundreds of times a day!

Real-Life Applications: Pronouns in Action

How do personal pronouns show up in our **daily life**? The answer: Everywhere! Let's look at how we use pronouns when chatting with friends, posting online, or even in formal settings. Pronouns might change style a bit depending on the context, but their core function remains the same. Here are some real-life scenarios:

- **In everyday conversation:**

Pronouns help our speech sound natural. For example, if you're talking with your friend, you might say, "I enjoyed the movie, did **you** like **it**?" Instead of repeating the movie's name, you use **it**. If your friend replies, "Yeah, **it** was awesome! **We** should watch movies together more often," they've used **it** for the movie and **we** to mean "you and I." In families or among friends, people use pronouns without thinking: "Do **you** need help?" "Thanks, I got **it**." "Tell Mom I'll call **her** later." – All those pronouns make the conversation flow. Imagine how awkward it would be to repeat names: "Tell Mom I'll call **Mom** later." Pronouns to the rescue!



- **On social media and texting:** We often use a casual tone and sometimes abbreviations. Personal pronouns still appear all the time. You might text your friend: “OMG **I** just saw the funniest meme, **you** have to see **it!**” – **I**, **you**, **it** are doing their jobs. In texting, people sometimes even shorten pronouns: “**u**” for you is common in texts or online chat (e.g., “Miss **u!**” for “Miss you!”). Pronouns are so fundamental that even in quick text lingo, we include them (albeit in shorthand). On social media profiles, you might notice people listing their pronouns (e.g., “**she/her**”, “**he/him**”, “**they/them**”) to let others know how to refer to them. That’s an example of pronouns being used in a modern, conscious way about identity. Whether you’re writing a tweet, a TikTok caption, or a message in a game chat, pronouns are at play whenever you refer to yourself or someone else. “He’s going live at 5 pm – I’ll join **him** then.” Even in internet slang, pronouns sneak in: “IDK what **I**’m doing, SMH.” (Translation: “I don’t know what I’m doing, shaking my head.”) Here **I** is clearly important to express the thought.)



- **In the classroom or at work:** In more **formal** or **professional** settings, using pronouns correctly is crucial for clear communication. You’ll use pronouns in presentations (“Today **we** will learn about...”), in emails (“**I** am writing to inform **you** that...”), and in discussions (“**They** suggested a new project, and **we** agreed it was a good idea.”). One thing to watch in formal English is cases like “**John and I**” vs “**John and me**.” For

example, it's polite to put yourself second: "My colleague and **I** will attend the meeting." In that subject position, **I** is correct (not "me will attend"). Conversely, "The report was prepared by my colleague and **me**." Here, after the preposition by, **me** is correct (not "by my colleague and **I**"). People sometimes over-correct and say "by my colleague and **I**," but that's a mistake – a friendly tip for professional grammar!

Another scenario: if you're answering the phone at work, you might say, "Hello, this is Sarah. How can **I** help **you**?" – using pronouns to sound polite and natural. Pronouns are also handy to avoid repeating job titles or names: "Mr. Lee is our new principal. **He** started last week," so we don't say Mr. Lee twice. Overall, in offices, emails, and interviews, pronouns let us focus on the message without redundancy.



- **In stories and media:** When you read books or watch movies, pay attention to pronouns. Narratives use pronouns constantly: "Harry opened **his** letter. **It** was the letter **he** had been waiting for." All stories would sound super repetitive without pronouns! In dialogue, characters use pronouns just like we do. Also, song lyrics use pronouns to connect with the listener ("**I** love **you**" is a common phrase in songs). Pronouns make storytelling and songs more relatable because we easily understand who's talking about whom.



- **Gender and identity in pronouns:** In real life, you'll meet people who prefer certain pronouns (like only **they/them** or **ze/zir**). Using the pronouns someone identifies with is an important way to show respect for their identity. For example, if Alex says, “My pronouns are **they/them**,” then in conversation about Alex you'd say things like “**They** are a great friend. I enjoy hanging out with **them**.” This usage is increasingly common in daily life, at least in many communities, and even in professional email signatures you might see something like: “Jordan Smith (they/them)”. Language adapts to society, and pronouns are a part of that adaptation in our current era.



TL;DR (Too Long; Didn't Read): Pronouns are everywhere – in casual chats, texts, academic essays, and office meetings. Mastering them means you'll sound natural in **any** setting. If you listen to how people speak or write around you, you'll start noticing the pronouns flying around. Try counting how many pronouns you use in a day – you'll be amazed! It's because they are essential for referring to people and things once those have been introduced. In real life, pronouns keep our language from sounding like a broken record of names and nouns. They are truly the **workhorses of communication**, from friendly “How are **you**?” messages to formal “It is **my** honor to meet **you**” statements.

Interactive Exercises: Practice Makes Perfect

Now it's **your turn** to play with pronouns! Below are some fun exercises to test your understanding. Grab a pencil and paper (or just do it mentally) and see if you can get them all. Answers are provided after each set, but try to solve them on your own first. No peeking at the answers until you've given it a shot!

Exercise 1: Fill in the Blanks

Fill in each blank with the correct personal pronoun (subject or object).

1. __ am ready for the test. (Hint: talking about yourself.)
2. Jack and I are brothers. __ love to play video games together. (Hint: Jack and I = what pronoun?)
3. Maria is calling Julia. **She** is calling __ right now. (Hint: object form referring to Julia.)
4. Where are my keys? I can't find __! (Hint: talking about "keys," a thing.)
5. __ are going to the park with __. (Fill the first blank with "we" or "us," and the second with "them" or "they" to make a correct sentence meaning: We are going to the park with them.)

Exercise 2: Choose the Right Pronoun

Circle or highlight the correct pronoun in each sentence.

1. (**I / Me**) went to the store with my mom.
2. The teacher gave (**we / us**) a tricky assignment.
3. My friend and (**I / me**) are on the same soccer team.
4. Can you help (**I / me**) with my homework?
5. This gift is for (**she / her**) and (**I / me**). (Hint: Both blanks are objects of "for.")

Exercise 3: Pronoun Matching Game

Match each phrase on the left with the correct pronoun on the right. Draw lines or write the letter answers.

A. “Samantha and I”	1. them
B. “The boys (those guys)”	2. it
C. “The book on the table”	3. we
D. “Me and my parents”	4. they

Match Answers:

A → 3. **“Samantha and I” = we.** (When Samantha and I are together as the subject, we say “we.” Example: Samantha and I went = We went.)

B → 4. **“The boys” = they.** (Talking about the boys as a group: They are playing outside.)

C → 2. **“The book on the table” = it.** (A book is a thing, singular, so “it” is the pronoun. It is an interesting book.)

D → 1. **“Me and my parents” = them.** (This phrase would be used as an object, for example: The teacher talked to me and my parents = The teacher talked to them.)

(Note: “Me and my parents” as a subject should be “My parents and I = we,” but as an object “me and my parents” becomes “us” or “them” from someone else’s perspective. In the matching above, we treated it as object from someone else’s view.)

Exercise 4: Rewrite with Pronouns

Rewrite the following sentences by replacing the **underlined** words with pronouns. Make sure to use the correct subject or object form.

1. **Alex** said **Alex** will join **Alex's** friends later.
2. I have a message for **Tom and you**.
3. **The cookies** are delicious. **The cookies** were baked by **my mom**.
4. **My sister and I** won the competition. The prize belongs to **my sister and me**.

Great job practicing! If some of these were challenging, that's okay. Pronouns take a bit of getting used to, especially choosing between "I" and "me" or "he" and "him" in certain sentences. Review the explanations if needed, and try the exercises again. Practice by writing your own sentences or converting dialogues from your favorite movie/book into ones with pronouns changed – it's actually a fun way to test yourself.

Introducing Yourself

Imagine it's the first day of class. You walk in, see new faces, and hear the buzz of students chatting. Suddenly, the teacher says, "Please introduce yourself." Your heart might race a little. What do you say? How do you start? This is where **self-introduction** comes in. A self-introduction is a brief, simple way to tell others who you are. In this chapter, we'll explore how to introduce yourself confidently in a classroom setting. We'll look at why introductions matter, the key parts of a good introduction, and practice with fun activities like role-playing and real-world scenarios. By the end, you'll be able to stand up, smile, and introduce yourself **like a pro** – no sweat!

What is a Self-Introduction?

A **self-introduction** is a short speech or statement that introduces you to others. It's basically answering the question, "**Who are you?**" in a few sentences. When you introduce yourself, you share important details like your name and maybe one or two facts about you. The goal is to help people get to know you quickly.

Think of a self-introduction as your personal trailer – a quick preview of who you are. It's not your whole life story, just the highlights. For example, on the first day of school, you might stand up and say: "Hello, my name is Alex. I'm 15 years old and I love basketball and painting. I'm excited to be in this class and get to know everyone!" In just a few lines, your classmates learn your name, age, and a bit about your interests.

A good self-introduction is **clear, brief, and friendly**. It helps break the ice when meeting new people. Whether you're starting at a new school, joining a club, or beginning a youth group, introducing yourself sets the stage for new friendships and teamwork.

Why Do We Introduce Ourselves?

Introducing ourselves serves an important purpose: it helps us connect with others. When we share who we are, it makes it easier to start conversations and build relationships. Here are a few reasons why self-introductions matter:

- **First Impressions:** You've probably heard the saying, "You never get a second chance to make a first impression." When you introduce yourself, you're creating a first impression. A warm and confident introduction can show you're approachable and polite. People often

form an opinion within seconds of meeting someone, so a positive introduction can go a long way.

- **Building Friendships:** In a classroom, everyone is new to each other at some point. Introducing yourself can be the first step to making a new friend. When you share something about yourself (like “I love video games” or “I have two dogs”), it gives others a chance to say “Me too!” and find common interests.
- **Creating a Friendly Environment:** If each student introduces themselves, the class feels more comfortable. It turns a group of strangers into a community. Everyone learns names and a little about each person. This can reduce anxiety, because it’s easier to talk to people once you know a bit about them.



Key Elements of a Good Self-Introduction

Now that we know why introductions are important, let’s break down the **key elements** that make up a great self-introduction. Think of these as

the building blocks or ingredients. Whenever you introduce yourself, try to include these parts:

- 1. Greeting:** Start with a polite greeting. A simple “Hello”, “Hi”, or “Good morning” works well. This sets a friendly tone. For example: “Hi everyone!”
- 2. Name:** The most important detail – your name! Clearly state your first name (and last name, if appropriate). Speak confidently so people catch your name. “My name is Jordan Smith.”
- 3. Basic Info:** Share one or two basic facts about you. In a classroom, this might be your age, grade, or where you’re from. “I’m 15 years old and just moved here from Chicago.” In another setting, you might mention your role (e.g., team captain, club member).
- 4. Interests or Hobbies:** Include a personal touch by mentioning a hobby, interest, or something you enjoy. This makes your introduction more memorable and can spark conversation. “I love playing soccer and I’m also into drawing comics.” Now people who like those things know they have something in common with you.
- 5. Closing or Context:** End your introduction with a friendly closing or a statement about why you’re there. In class, you could say what you look forward to. “I’m excited to be in this science class and hope to learn a lot this year.” You might also thank everyone for listening if it’s a more formal setting. “Thank you for the opportunity to introduce myself.”
- 6. Smile and Eye Contact:** (This is a non-verbal element, but very important!) When introducing yourself in person, **smile** and try to make eye contact with your audience or a few people around you. It shows confidence and warmth. Even if you’re nervous, a little smile can make you appear friendly and approachable.

Putting it all together, a self-introduction might sound like: “Hello, I’m **Ariana**. I’m in 10th grade and I enjoy **playing guitar** and **reading**

mystery novels. I also run track. I'm really glad to be here and can't wait to meet everyone.” This short intro included a greeting, name, a bit of personal info (grade and hobbies), and a positive closing.

Remember, you can adjust these elements depending on the situation. If it's a very casual setting (like meeting peers during lunch), you might just say, “Hey, I'm Ariana. I play guitar. What about you?” If it's formal (like a speech contest or a new club meeting), you might include a polite thank you at the end. The key elements remain the same, and they help you cover the basics every time you introduce yourself.

Different Contexts, Different Introductions

The way you introduce yourself can change slightly depending on **where you are** and **who you're talking to**. Let's look at a few scenarios and how you might tailor your self-introduction in each:

- **In the Classroom:** This is usually semi-formal. You should address the whole class or group. Example: “Good morning, I'm Maria. I'm 15 and I've lived here all my life. I love history and I'm looking forward to this class. Nice to meet you all.” In a classroom, you might mention your academic interests (e.g., favorite subject) because it's relevant.
- **Meeting New Friends (Informal):** When you're just chatting with peers during a break or at lunch, you can be more relaxed. Example: “Hey, I'm Sam. I saw you like Marvel movies – me too! My favorite is Black Panther. What's yours?” In a casual setting, after saying your name, you might immediately jump to an interest or a question to keep the conversation going. It turns an introduction into a two-way dialogue.
- **Clubs or Teams:** If you join a club (like drama club or math club) or a sports team, everyone may do a round of intros. Here, you can

mention your role or experience. Example in drama club: “Hi, I’m Anika. I’m a sophomore. I’ve been in two school plays so far and I absolutely love acting. I’m excited to work with you all on the next production!” On a sports team: “Hey, I’m Marcus. I usually play midfield. Soccer’s my passion and I can’t wait for a great season with you all.” Notice you include your relevant experience or role (actor, soccer player) because it’s a shared interest in that group.

- **Formal Settings:** Sometimes you might need to introduce yourself to an audience (like giving a presentation, or at a competition). You would be a bit more formal: “Good evening, my name is Jonathan Lee. I’m a 10th-grade student at Riverside High School. I’m here to talk about our science project on renewable energy. Thank you for having me.” This includes full name and context, and it’s more formal in tone.
- **Real-World Situations:** Imagine you’re at a part-time job interview or a volunteer orientation – how you introduce yourself matters. You’d want to sound **professional and mature**. Example (job interview intro): “Hello, I’m Priya Patel. I’m a high school student at Central High, and I’m very interested in the internship position here because I plan to study computer science. It’s nice to meet you.” Even at 15, having a polished introduction in these settings shows confidence and respect.

The core structure of greeting, name, and something about you stays consistent. What changes is the **focus** of what you share. In class or with friends, it’s hobbies and personal tidbits. In formal or professional contexts, it’s your role, goals, or relevant interests. Being aware of context is part of good communication.

Tip: You can prepare a basic introduction for yourself and then tweak it for different situations. Think ahead: “What might I say if the teacher asks

me to introduce myself? How about if I meet a new teammate?" Having a mental outline can make you feel more ready and less nervous.



Dialogue Example: First-Day Introductions

Let's look at a **sample dialogue** of two students meeting for the first time in class. This will show how a self-introduction might go back-and-forth in a real conversation:

[Scene: The beginning of a new school year. Students are sitting at their desks before class starts.]

Student A: (smiling) Hi, I'm **Emily**. Is this Ms. Garcia's math class?

Student B: Yeah, it is. I'm **Tyler**. Nice to meet you, Emily.

Student A: Nice to meet you too! (brief pause) Are you a freshman?

Student B: I'm a sophomore, actually. I'm 15. How about you?

Student A: Same, 15 and in 10th grade. I had Ms. Garcia last year for Algebra.

Student B: Oh cool, so you already know her. I just moved here, so everything's new to me.

Student A: Welcome to the school! Where did you move from?

Student B: From Lakeside Middle School across town. I'm a bit nervous being at a new high school.

Student A: I can imagine. It was nerve-racking for me last year. If you need any help finding classes, let me know.(friendly)

Student B: Thanks, I appreciate that! By the way, do you play any sports or join any clubs?

Student A: I'm on the volleyball team and also in art club. What about you?

Student B: I love soccer. I might try out for the team. And I'm into science, so I'll probably join the science club.

Student A: That's awesome. Hey, maybe we can catch up after class and I can show you where the science lab is.

Student B: That'd be great, thanks!

(At this point, the teacher begins class and the introductions end.)

In this dialogue, notice how both **Emily** and **Tyler** introduced themselves: they shared names early on. Then, instead of a formal one-way introduction, they naturally mixed in questions and answers about themselves (grade, being new, interests). Introductions often lead to finding common ground, like discussing sports or clubs.

The key takeaway from this example is: **introductions in real life are often two-way**. You introduce yourself, and the other person introduces themselves back, and you both ask simple questions. This conversation style introduction is very common among peers. It's less formal than standing up in front of the class, but it's just as important. It's how friendships start!

Interactive Activity: Role-Playing Introductions

One of the best ways to get comfortable with introducing yourself is to **practice through role-play**. Let's try a fun activity. You can do this with a classmate or friend:

Activity – Partner Introductions

1. Pair Up: Find a partner. Decide who will introduce themselves first.

2. Choose a Scenario: Pretend you are in a specific scenario. For example:

- It's the first day of school and you're seated next to each other.
- You're new members of a school club meeting for the first time.
- You're at a summer camp, and it's introduction time.
- You're strangers stuck in an elevator (just for a fun twist!).

3. Introduce Yourselves: Each person takes a turn to introduce themselves as if it's that scenario. Remember to include the key elements: greeting, name, and a few personal details. If you're feeling creative, you can even make up details for the scenario (like a club related hobby). For instance, "Hey, I'm Mark. I just joined the photography club. I mostly take photos of nature. I'm excited to learn more about cameras with everyone."

4. Swap Roles: After both of you have introduced yourselves, switch to a different scenario or have Person B start first this time. This gives you a chance to practice both being the newcomer and the responder.

5. Give Feedback: Tell each other one thing that was great about the introduction. Did they speak clearly? Did they smile or seem friendly? Also share one thing to improve. Maybe speak a bit slower, or add an interest to be more engaging. This feedback helps you refine your introduction skills.

6. Group Share (Optional): If you're doing this in class, a few pairs can volunteer to perform their role-play in front of everyone. This can be entertaining and educational. The class can observe and then discuss what made the introductions effective.

By role-playing, you get to **simulate real-world introductions** in a low-pressure setting. It might feel silly at first, but it really builds confidence. The more you practice saying "Hello, my name is...", the easier it will roll off your tongue when it's for real. You'll also learn to think on your feet, especially if your partner responds unexpectedly or asks a question.

Remember, there's no perfect introduction. The goal is to be **clear** and **authentic**. With practice, you'll develop a natural style that fits you.

Real-World Scenarios to Practice

Aside from role-playing in class, let's explore a few real-world scenarios. These are situations you either have faced or will face soon. For each scenario, we'll give a quick example of how to introduce yourself or engage with others:

- 1. First Day of High School:** You Walk into homeroom and see someone you don't know sitting next to you. Instead of staying quiet, you take initiative. "Hi, I'm Cara." It can be that simple. Maybe follow up with, "Have you had Mr. Lee



before? I'm new here." This breaks the ice. Even if the other person is shy, they'll usually respond with their name and the conversation can go from there.

- **Joining a New Club (e.g., Science Club):** The club president says everyone will introduce themselves. You stand up (or sit in circle) and say, "Hello, I'm Jamal. I'm a junior. I joined the science club because I'm really into biology and I'm thinking about a career in medicine. I'm excited to work on projects with you all." This kind of intro shares your interest (biology) which is relevant to the club, and your enthusiasm.
- **Sports Team Tryouts:** You arrive at soccer tryouts and the coach asks each player to introduce themselves and say what position they play. You might say, "Hey, I'm Luis. I usually play defender. I've been playing for 3 years and really love the game." This introduction is short but tells the coach and team who you are and where you might fit on the team.
- **Meeting Parents' Friends or Adults:** Sometimes your parents might have you meet someone and introduce yourself, like a neighbor or their friend. In this case, you use respect and a bit more formality. "Hello, I'm Sophia, nice to meet you." You might shake hands if it seems appropriate (though at 15, a simple hello is fine too). Speak clearly – adults appreciate a teenager who can converse politely.
- **Class Presentation Introduction:** If you need to introduce yourself before presenting (say, at a school contest or student council election speech), prepare a one-liner intro. "Good afternoon, my name is Aiden Clark and I'm running for student council treasurer. I'm here to tell you how I will serve our class." In this scenario, you combine your intro with the purpose of your presentation.



- **Online Introduction:** These days, we even introduce ourselves in virtual classrooms or forums. If your class has an online discussion board and everyone must post an intro, you'd write something similar to what you'd say. "Hi, I'm Natalia. I love coding and I'm hoping to learn a lot in this computer science class. Fun fact: I built my own PC last year." In video calls, look into the camera, smile, and speak up when introducing yourself (online can be awkward, but treat it like in-person).

By practicing with these scenarios, you become flexible in your introduction skills. You learn what to emphasize in each case. The key is to **stay true to yourself**. If you're not actually a loud, extroverted person, you can be a bit more low-key in your intro – you don't have to suddenly become super energetic. Just aim to be **friendly and clear**. If you're very shy, start by at least saying your name and one interest. Over time, push yourself to add more. You'll likely find that people respond positively, which makes it easier.

A group of students chatting casually, perhaps after class or at lunch. Notice the smiles and relaxed body language – a friendly self-introduction can lead to easy conversation and new friends.

Tips for Making Your Introduction Engaging

We've covered what to include in an introduction. Now let's talk about how to deliver it in an engaging way that people will remember (in a good way!). Here are some tips and tricks:

- **Be Confident (or at least act confident):** Speak clearly at a medium volume – not too quiet, not yelling. Even if you feel shy, try to fake a bit of confidence. Stand or sit up straight. Confidence makes people

pay attention to your introduction. It also shows you respect yourself and what you're saying.

- **Keep it Short and Sweet:** Especially in a group setting, everyone will get a turn. It's best to keep your intro brief – a few sentences, about 30 seconds or so. If you ramble on too long, people might lose interest. Short intros are usually more impactful. Think of it as giving just enough information that someone could ask a follow-up question if they're curious.
- **Use Appropriate Tone:** In a classroom, a warm and polite tone is ideal. You can be enthusiastic ("I absolutely **lovescience**" – if you truly do). Showing a bit of excitement or passion can make your intro stand out. But also match the tone of the setting – if others are very formal, you might be a bit more formal too. If it's a fun camp setting, you can be more playful.
- **Include a "Hook":** A hook is something interesting or unique about you. It gives people something to remember you by. It could be a hobby, a talent, or an unusual fact. "I've traveled to 5 countries", "I can solve a Rubik's cube in under one minute", "I have a twin brother" – these are cool hooks. In a class intro, maybe you say: "I love writing short stories, and I'm actually working on one right now." Hooks often lead others to say "Really? That's cool!" and then conversation flows.
- **Body Language Matters:** Your words introduce your mind; your body language introduces your attitude. Smile (as mentioned earlier). If you're standing, try not to fidget too much. It's okay to use a hand gesture or two, but you don't need to overdo it. If you're sitting, keep an open posture (don't fold your arms tightly, for example, as it can seem closed-off). Nod or acknowledge others if you're doing a round-robin introduction. This shows you're also listening to them.
- **Practice a Few Lines:** It might feel funny, but practicing your introduction in front of a mirror or with a family member can help.

You can see your facial expression and posture. Practice saying your name confidently. Sometimes we rush through saying our name (maybe due to nerves) and people miss it. Emphasize it: “I’m **[Your Name]**,” with a smile. You’ll get more comfortable each time you practice.

- **Adapt as You Go:** Pay attention to how people react. If you mention a hobby and everyone’s eyes light up, you picked a great detail to share! If you notice people couldn’t hear you, speak up next time. Introductions get better with experience. Every time you meet new people is a chance to refine how you introduce yourself.
- **Listen to Others’ Introductions:** This is part of being a good communicator. When others introduce themselves, listen. You might find things in common or things you’re curious about. Then, when it’s your turn, you can even reference someone else if it’s relatable. For instance, “Like Anna mentioned, I also love painting,” if you truly do. This shows you were paying attention and helps build connections.

Remember, an introduction is just the start. It opens the door, but you’ll walk through that door with further conversation and interaction. So while you want your introduction to be good, don’t put too much pressure on it. Everyone in your class is in the same boat, and everyone understands that it’s a bit nerve-wracking to speak about yourself in front of a group. Often, you’ll find that after everyone introduces themselves, the atmosphere relaxes – because now you’re not strangers anymore.

Quick Exercises to Reinforce Learning

Let’s do a few quick and fun exercises to make sure we’ve got the hang of self-introductions:

Exercise 1: Fill-in-the-Blanks Intro

Complete the following introduction by filling in details about yourself:

“Hello, my name is _____. I am ____ years old, and I’m in ____ grade. One thing I really enjoy is _____. A fun fact about me is _____. I’m excited to _____ this year.”

(Example completed: “Hello, my name is **Alex**. I am **15** years old, and I’m in **10th** grade. One thing I really enjoy is **sketching cartoons**. A fun fact about me is **I’ve moved houses 5 times**. I’m excited to **make new friends and learn a lot** this year.”)

Share your filled-in intro with a partner or write it down. This helps you structure your thoughts.

Exercise 2: Two Truths and a Dream

Introduce yourself by stating two true facts about you and one “dream” (something you hope or plan, said as if it’s current). For instance: “I’m Noah. I have a little sister. I play guitar. And I **own a pet dragon**.” Clearly the pet dragon is not true – it’s a dream (maybe you wish you had one!). This makes introductions fun. After each intro, others can guess which “fact” was actually a dream/fake. This game helps you loosen up and also learn fun things about classmates.

Exercise 3: Speed Introductions

Imagine you have to introduce yourself in **10 seconds** – what would you say? Time yourself. This trains you to get the most important info out fast. Now imagine you have **2 minutes** to introduce yourself – what else would you add? This shows how introductions can scale up or down. Discuss with friends what was essential in the 10-second version (likely your name and one key fact) versus the longer version (where you can tell a short story or more details).

Exercise 4: Mirror Practice (to do at home): Stand in front of a mirror and say your introduction out loud. Pay attention to your facial expression. Do you look friendly? Practice smiling while you talk (it's possible!). Check your posture. This might feel awkward, but it builds self-awareness. You could also record a video of yourself and watch it – sometimes you catch things you wouldn't notice in the moment, like if you were twirling a strand of hair nervously or saying “um” a lot.

After doing these exercises, you should feel more prepared and relaxed about introducing yourself. It's normal to still feel a bit nervous when the moment comes – even adults feel that way sometimes – but with these tools and practice, you can handle it gracefully.

Students engaged in a group discussion, similar to a class or club setting. In scenarios like this, having introduced yourself well means you can contribute confidently because everyone knows each other's names and a bit of background.

Recap: You Are Ready to Introduce Yourself!

Let's summarize the key points we learned in this chapter:

- **Self-Introduction** is a brief explanation of who you are, used when meeting new people. It includes your name and a few key details about you.
- **Purpose:** Introductions help create good first impressions, build connections, and set a friendly tone in group settings. They are important in social, academic, and future professional situations.

- **Key Elements:** Always include a greeting, your name, some relevant personal info (age, role, or interests), and a friendly closing. Adjust the details based on context (casual with friends vs. formal in an interview). Don't forget confident body language like smiling and eye contact.
- **Interactive Practice:** Through dialogues and role-plays, we saw introductions in action. Practicing with classmates in various scenarios (first day of school, new club, etc.) can improve your comfort level. Role-playing and fun exercises make learning interactive.
- **Real-Life Scenarios:** We discussed how to handle introductions in different situations: in class, at clubs, on teams, with adults, and even online. Being adaptable is key – but the core introduction skills remain the same.
- **Tips and Tricks:** Be confident, clear, and concise. Use a hook to be memorable and always be respectful. Listen to others when they introduce themselves. Practice makes perfect (or at least much better!).

You've learned not just what to say, but how to say it in a way that others will find engaging and genuine. The more you introduce yourself, the easier it gets. Soon, you might even enjoy it – it's an opportunity to share a bit about the awesome person you are!



A Biblical Perspective on Self-Introduction

In thinking about introducing ourselves, there's a meaningful biblical principle we can connect. The Bible encourages us to be an **example** to others and to communicate with grace and confidence.

One powerful verse is **1 Timothy 4:12**, which says: “Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith...” This verse, written to a young person named Timothy, reminds us that even if we are young, we can and should present ourselves in a way that earns respect. In the context of introductions, it means we shouldn’t be afraid to speak up about who we are. Our age does not define how effectively we can communicate.

When you introduce yourself with confidence, honesty, and kindness, you are “setting an example in speech.” You show others that you value the unique person God made you to be. Also, showing interest in others (by listening to their introductions and caring about what they say) is a way of showing love and respect, which is very much in line with Christian character.

Another biblical idea is to “love your neighbor as yourself” (Mark 12:31). A friendly introduction is a first step in loving your “neighbor” (classmates, new friends), because it’s how we begin relationships. By saying hello and sharing about yourself, you’re essentially saying, “I’m open to knowing you and letting you know me.” It’s an act of hospitality and openness.

Lastly, consider Proverbs 15:13, “A happy heart makes the face cheerful.” Smiling when you meet people shows a positive spirit. It reflects the joy inside you. As you introduce yourself, your smile and

warmth can actually brighten someone else's day – maybe they were worried about being in a new place until you smiled and said hello.

So, when you next stand up to introduce yourself, remember you have every right to be confident (don't let them look down on you for being young!), and that by doing so with warmth, you are following the golden rule of treating others kindly. You never know — your simple introduction could be the start of a lifelong friendship or the moment that inspires someone else to come out of their shell.

Go ahead and shine in that introduction! You've got this. And as you do, you're not just representing yourself, but also reflecting the values of confidence, kindness, and love that we're all encouraged to live by. Good luck, and I can't wait for the world to meet **you**!

- Learning to introduce yourself is not just a school thing – it's a life skill. In the future, you might introduce yourself in job interviews, college orientations, or networking events. Practicing now, in a friendly classroom, prepares you for those moments so you won't panic when someone says "Tell us about yourself" in a job interview.

In short, self-introductions help break the ice. They turn awkward silence into an opportunity to share and connect. By understanding why we introduce ourselves, we can appreciate the value of doing it well.

Have, Has, and the Verb To Be

Learning to use "**have/has**" and the verb "**to be**" (am/is/are) is essential for building basic English sentences. These verbs may seem simple, but they can be tricky – especially if your first language is Spanish. (For example, Spanish speakers say "**Yo tengo 15 años**" whereas in English we say "**I am 15 years old.**") In this chapter, we'll break down the rules step by step, provide fun memory aids, and practice with interactive activities.

By the end, you'll feel more confident using **have/has** and **am/is/are** in any situation!

Grammar Breakdown

Using “Have” and “Has” (The Verb “To Have”)

The verb “**to have**” usually means to possess or to own. In present simple tense, it has two forms: “**have**” and “**has**.” Here’s how to use them:

1. Use “have” or “has” based on the subject:

- **I, You, We, They** – use “**have**.”
- **He, She, It** – use “**has**.”

(“**Has**” is simply the -s form of “**have**” for third person singular subjects.)

For example, “**I have a book**”, but “**She has a book**.”

2. Forming the negative: To make a negative sentence with **have/has**, add the helping verb “**do/does**” + “**not**” and use “**have**.” We **don’t** add s in the negative form.

- **I/You/We/They: do not have** (often contracted as **don’t have**).
- **He/She/It: does not have** (contracted as **doesn’t have**).

Example: “**She doesn’t have a car**.” (Instead of “**She has not a car**”, we normally say “**doesn’t have**”.)

3. Forming questions: To ask a question about possession, start with “**Do**” (for I/you/we/they) or “**Does**” (for he/she/it), then the subject, then “**have**.”

- **Do I/you/we/they have...?**
- **Does he/she/it have...?**

Example: “**Do you have a pen?**” “**Does she have any siblings?**”. (Notice we use “**have**” in the question,

never “**has**.”)

4. Short answers: We often answer these questions with “**Yes/No + subject + do/does.**” For example: “**Yes, I do**” / “**No, she doesn’t.**” (This avoids repeating the whole sentence.)

Examples with “to have”:

- **Affirmative:** “**I have** a laptop. You **have** a notebook. He **has** a tablet.”
- **Negative:** “**I do not have** (don’t have) homework today. She **does not have** (doesn’t have) any pets.”
- **Question:** “**Do** they **have** class today?” – “Yes, they **do**.” / “**Does** he **have** a brother?” – “No, he **doesn’t**.”

Remember: “Have” is used with I/you/we/they (and plural nouns), while “has” is used with he/she/it (and singular nouns). For instance, “My parents **have** a car” but “My father **has** a car.”

Using the Verb “To Be” (Am / Is / Are)

The verb “**to be**” is used to describe what something is, how someone is, or who someone is. In the present tense, “**to be**” has three forms: **am**, **is**, and **are**.

Here’s the breakdown:

1. Use “am/is/are” based on the subject:

- **I** – use “**am**” (✓ I am)
- **You, We, They** – use “**are**” (✓ You are, We are, They are)
- **He, She, It** – use “**is**” (✓ He is, She is, It is)
(These are irregular forms of “to be” – you don’t add s, you use the special form.)

For example: “**I am hungry. She is 15 years old. They are friends.**”

2. Forming the negative: To make “to be” negative, simply add “**not**” after **am/is/are**.

You can use contractions to sound more natural.

- **I am not** (contracted: **I’m not**).
- **He/She/It is not** (contracted: **isn’t** or **He’s not**).
- **You/We/They are not** (contracted: **aren’t** or **We’re not**).

Example: “**It is not late.**” = “**It isn’t late.**”

“**We are not tired.**” = “**We aren’t tired.**”

3. Forming questions: “To be” doesn’t need an extra helping verb to form questions. **Invert the subject and the verb:** put **am/is/are** before the subject.

- **Am I ...?** (e.g. “Am I early?”)
- **Is he/she/it ...?** (e.g. “Is she your sister?”)
- **Are you/we/they ...?** (e.g. “Are they at school?”)

Example: “**Are you ready?**”, “**Is it cold outside?**”, “**Am I correct?**”. The verb comes first in the question.

4. Short answers: We often answer, “**to be**” questions with “**Yes/No + subject + am/is/are.**” For example: “**Yes, I am.**” / “**No, it isn’t.**”

Examples with “to be”:

- **Affirmative:** “**I am** (I’m) a student. **You are** excited. **He is** tall. **We are** best friends. **They are** at school.”
- **Negative:** “**I am not** (’m not) late. **It is not** (isn’t) difficult. **You are not** (aren’t) alone.”

- **Question:** “Are you okay?” – “Yes, I am.” / “Is it your birthday?” – “No, it isn’t.” / “Am I next?” – “Yes, you are.”

Note: The verb “**to be**” is also used for age, feelings, and characteristics in English. For example, we say “I **am** 15”, “She **is** happy”, “They **are** from Guatemala.” In Spanish, you might use **tener** (“to have”) for some of those, but in English we use “**to be**” for states and ages.

Memory Aids

- **He/She/It – ‘S’ Must Fit:** A simple rhyme to remember the -s rule: “**He, She, It – ‘S’ must fit!**” This means whenever the subject is **he, she**, or **it**, you add an **s** to the verb in present simple. For example, “He **has** a bike” (not “he **have**”) and “She **is** my friend” (not “she **are**”).
- **“Have” vs “Be” – Own it or Be it:** Remember this difference: “**I have**” means you **possess** something, whereas “**I am**” describes **who/what you are**. If you can hold it or own it, use **have**. If it’s describing you (your age, feelings, characteristics, role), use **am/is/are**. For example: “I **have** a phone” (possession) but “I **am** a student” (identity). You **have** a bicycle, but you **are** tall. (In Spanish, “tengo” means “have” and “soy/estoy” means “am,” which highlights this difference.)
- **Think in Pictures:** To avoid confusion, imagine two scenarios:
 - **Having (holding):** Picture yourself holding something in your hand for “**have**.” If you **have** something in your hand or life (a book, a pet, an idea), use **have/has**.

- **Being (being/character):** Picture yourself in front of a mirror for “**to be.**” Whatever words describe the person in the mirror (happy, a student, 15 years old) will use **am/is/are**. This trick reminds you that who you are or how you are = “**to be**,” but what you own = “**to have**.”

Interactive Learning

Two students practicing a dialogue.

Role-Playing Activity: “Getting to Know You”

Practice in pairs. Use **to be** and **to have** in a casual conversation. One student can be A and the other B. For example:

A: Hi, I’m Alex. What’s your name?

B: Hello Alex, I’m Bella. Nice to meet you!

A: Nice to meet you too. How old are you?

B: I am 15 years old. How old are you?

A: I am 14. I have a brother in your grade. **Do you have** any siblings?

B: Yes, I have two sisters.

A: Wow! By the way, **are you** in ninth grade?

B: No, I am in tenth grade. I have Ms. Torres for English class. **Is she** your teacher too?

A: Yes, she is my teacher as well. I have English first period.

B: Me too! **It’s** my favorite class because I am good at English.

Try creating your own dialogues! For instance, pretend one of you is a tourist and the other is a local guide – ask each other questions using **have** and **to be** (e.g., “**Do you have** a map?” “Yes, I do. This city **is** big!”). The more you practice, the more natural it will feel.

Scenario-Based Exercise: “Meet the Garcías”

Fill in the blanks with the correct form of “**to have**” or “**to be**” (use **am**, **is**, **are**, **have**, or **has**). This scenario describes a family. Use context to decide whether each blank should describe what they have or what/who they are.

Example: “Lucía **is** 16 years old and she **has** a cat.”

Now you try:

1. Lucía ____ 16 years old and she ____ a cat named Whiskers.
2. Her cat ____ very playful and naughty. (Hint: playful = describes the cat)
3. Lucía’s parents ____ both teachers. Her mom ____ a math teacher and her dad ____ an English teacher.
4. Lucía ____ two brothers, and they ____ twins (both 10 years old).
5. Her brothers ____ a lot of comic books. Their favorite comic ____ about superheroes.
6. The whole family ____ happy because it’s summer vacation. They ____ plans to travel together.

Write your answers, then read the completed story aloud to check if it makes sense. (For extra practice, translate the completed sentences to Spanish – notice how sometimes Spanish uses **tener** where English uses “**to be**,” for example, age.)

Fill-in-the-Blank Practice

Choose the correct form (**have**, **has**, **am**, **is**, or **are**) to complete each sentence:

1. I ____ a new bicycle. (Hint: I = have? has?)
2. She ____ my best friend.

3. You ____ very tall.
4. David ____ two dogs and a cat.
5. We ____ hungry. Let's eat lunch.
6. My teacher ____ not angry; she ____ very patient.
7. ____ you ____ any questions? (Hint: this is a question form!)
8. I ____ not tired, but I ____ a lot of homework to do.

(Check your answers at the end of the chapter.) These sentences cover different uses – make sure you understand why each answer is correct. If you're unsure, revisit the grammar breakdown above.

Quick Multiple-Choice Quiz

Test your understanding with a quick quiz. **Circle the correct answer** for each question:

1. **Q:** ____ you have a pencil I can borrow?
A: a) **Do** b) **Are** c) **Has**
(Which word starts a question with “you have” – do, are, or has?)
2. **Q:** Maria ____ three sisters.
A: a) **have** b) **has** c) **is**
(Maria = she, so use?)
3. **Q:** I ____ excited for the trip.
A: a) **have** b) **am** c) **has**
(Talking about feeling excited = use a form of “to be.”)
4. **Q:** They ____ not at home right now.
A: a) **are** b) **have** c) **is**
(They = plural, and it’s a negative statement with “to be.”)
5. **Q:** Does John ____ a car?
A: a) **is** b) **has** c) **have**
(After “Does John ...?”, do we use have or has?)

6. Q: “_____ your friend from here?” – “Yes, she ____.”

A: a) **Is / is** b) **Has / has** c) **Is / has**

(First blank: asking about location (to be). Second blank: short answer to “Is she...?”)

Check your answers with the class. If you got any wrong, don't worry! Review the explanations above and remember the memory aids. With practice, it will become intuitive.

Illustrations & Visual Aids

- **Pronoun-Verb Table:** It can help to see everything in one chart. Here's a quick reference:

Subject	“To Have” Form	“To Be” Form
I	have	am (I am)
You	have	are (You are)
He / She / It	has classnotes.org.in	is (He is)
We	have	are (We are)
They	have	are (They are)

- Use this table to double-check which form to use. For example, find “She” on the chart: “She **has**” and “She **is**.”
- **Contraction Reminder:** A contraction is a short form. For instance, “I am” = “I'm,” “She is” = “She's,” “do not” = “don't,” “does not” = “doesn't.” Using contractions will make your English sound more natural. Try saying some: “I'm a student, you're my friend, we aren't late, he doesn't have class today,” etc., to get comfortable with them.

(Visualize these rules with the images and scenarios provided. The cartoon of students talking can remind you how to ask and answer questions, and the table above is like a “cheat sheet” for quick reference.)

Biblical Verse

In the **Reina Valera 1960** Bible, there’s a verse that beautifully uses the verb “**to have**.” It reminds us of something very important that one can **have**:

“El que **tiene** al Hijo, **tiene** la vida; el que no **tiene** al Hijo de Dios no **tiene** la vida.” – **1 Juan 5:12**

This translates to, “**He who has the Son has life; he who does not have the Son of God does not have life.**” Notice the word “**tiene**” (has) in Spanish appears four times. In English, we also use “**has**” in the same way here – to show possession of something vital (in this case, having Jesus = having eternal life). This verse reinforces our lesson: the verb “**to have**” can indicate possessing something meaningful. It’s a reminder that in language, as in life, what you **have** (and don’t have) can make all the difference. And who you **are** is also important – as children of God, **we are** loved and **we are** valued.

By understanding **have/has** and **am/is/are**, you’re building a strong foundation in English. Keep practicing these in your daily speech. You could talk about what you have (“I have a dream...”) and who you are (“I am a child of God”!). With these tools, you’ll be crafting correct sentences in no time. Happy learning!

EGRAPHY (OF THE NEW CONTENT INCLUDED IN THIS VERSION OF THE DOCUMENT)

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