



CHAPTER 3

Using the Simple Present

Overview

This chapter focuses on the simple present tense. Many languages do not have the variety of verb tenses that English employs, so learners must adjust their assumptions about the relationships between real time and the meanings of verb tenses. The simple present tense, the subject of Chapter 3, is used in talking or writing about repeated, habitual activities. Its main complication is the addition of *-s* to a verb whose subject is a singular noun or *she/he/it*. Final *-s* has variations in spelling and pronunciation which are presented in this chapter. Negative and question forms of the simple present tense (including questions with *where*, *when*, and *what time*) are also introduced. The chapter concludes with a summary of information questions with *be* and *do*.

CHART 3-1: FORM AND BASIC MEANING OF THE SIMPLE PRESENT TENSE

- This chapter and chart focus on the most common use of the simple present tense: expressing habits, routine activities, and customary situations. Of course, there are other uses for this tense, but this is a good place to start.
- Help students recall the use of *-s* on a verb with a third-person singular subject (*she/he/it* or a singular noun). In Chapter 2, they learned to use *is* and *has*; now they see *-s* added to many verbs.
- **WORKBOOK:** For additional exercises based on Chart 3-1, see *Workbook* Practices 1–4.

□ EXERCISE 1, p. 54. Let's talk: pairwork. (Chart 3-1)

The purpose of this exercise is to provide vocabulary and phrases students can use to express their own habitual activities in the morning.

TEACHING SUGGESTION: First answer any questions about vocabulary in the left column. Then have students complete the sentences in the right column. Students choose the order of their morning activities and add the pronoun “*I*.” Remind them to end the sentence with a period.

EXPANSION: When students have finished writing, ask them to describe their mornings orally, books closed (or open if they wish). This oral work can be teacher-led, or students can be divided into pairs. Follow the oral part by having students describe their mornings in a written paragraph.

Note that *turn off the alarm clock* is checked because it was used for item 2. Checking off an item helps students keep track of which ones they have used in their lists. When an item contains a slash (/), the student can choose between the words before and after the slash. *Brush* and other verbs may need to be demonstrated.

Notice that the exercise introduces some common phrasal verbs. *Put on, pick up, and turn off* are separable phrasal verbs. In other words, they can be separated by a noun phrase (e.g., **put on my clothes** OR **put my clothes on.**) *On, up, and off* can function as prepositions, but here they function as particles. (“Particles” are connected to the verbs they follow; “prepositions” are linked with the nouns that follow them. Students don’t need to know the distinction between prepositions and particles at this stage of their language study.)

EXERCISE 2, p. 55. Listening. (Chart 3-1)

You may want to read the first item from the listening script and discuss the correct answer (*wake*). Then play the rest of the audio.

Final -s can be difficult for beginning students to hear. Sentences may need to be played more than once.

ANSWERS: 1. wake 2. wakes 3. gets 4. go 5. does 6. watches
7. take 8. takes 9. take 10. talk

EXERCISE 3, p. 55. Sentence practice. (Chart 3-1)

This exercise can be done in class or assigned as homework.

ANSWERS: 2. drinks 3. take 4. takes 5. study 6. walk 7. begins
8. stops 9. eat 10. go

CHART 3-2: USING FREQUENCY ADVERBS: ALWAYS, USUALLY, OFTEN, SOMETIMES, SELDOM, RARELY, NEVER

- Two points to learn here are the meaning of each adverb and its location in a sentence. Point out that the word *frequency* is used when talking about habits; therefore, frequency adverbs are frequently used with the simple present tense. (Frequency adverbs are also used with other tenses.)
- NOTE: *Often* may be pronounced with the /t/ sound, but it is usually pronounced without it.
- WORKBOOK: For additional exercises based on Chart 3-2, see *Workbook* Practices 5–8.

EXERCISE 4, p. 56. Sentence practice. (Chart 3-2)

Do this exercise in class with your students. The illustration with cups of tea shows that the percentages of frequency are not precise; learners should see them as generalizations, not as absolute quantities.

ANSWERS: 2. usually 3. often 4. sometimes 5. seldom 6. rarely
7. never

EXERCISE 5, p. 57. Sentence practice. (Chart 3-2)

This exercise can be done in class or assigned as homework.

EXPANSION: After going over the answers with your class, ask students to make sentences about themselves: “I sometimes eat breakfast in the morning,” “I always eat lunch in the cafeteria,” etc.

ANSWERS:

	S	V	
2.	I	eat	I <u>never</u> eat carrots
3.	I	watch	I <u>seldom</u> watch TV
4.	I	have	I <u>sometimes</u> have tea
5.	Sonya	eats	Sonya <u>usually</u> eats lunch
6.	Joe	drinks	Joe <u>rarely</u> drinks tea.
7.	We	listen	We <u>often</u> listen to music
8.	The students	speak	The students <u>always</u> speak English

□ EXERCISE 6, p. 57. Let's talk: class activity. (Chart 3-2)

This is a teacher-led exercise. It gives students an opportunity to practice their verbal skills without relying on the text, and it tells you which grammar structures need more work.

EXPANSION: After one student gives an answer, you can ask another student to tell you what that student does. For example:

TEACHER: Ricardo, tell me something you always do in the morning.

RICARDO: I always brush my teeth.

TEACHER: Talal, what does Ricardo always do?

TALAL: He always brushes his teeth.

Etc.

CHART 3-3: OTHER FREQUENCY EXPRESSIONS

- These frequency expressions let speakers be more specific about how often something happens.
- *Once* = one time; *twice* = two times.
- Point out that *a* is necessary in the phrases *a day*, *a week*, *a month*, and *a year*.
- **WORKBOOK:** For additional exercises based on Chart 3-3, see *Workbook* Practice 9.

□ EXERCISE 7, p. 58. Sentence practice. (Chart 3-3)

This exercise focuses on a specific activity in one week. Thus *once a week* in this context would mean “rarely” whereas in other contexts it could mean “often.”

ANSWERS: 2. once . . . rarely 3. twice . . . seldom 4. six times . . . usually
5. five times . . . often 6. never 7. three times . . . sometimes

□ EXERCISE 8, p. 59. Listening. (Chart 3-3)

The endings of words can be very hard for beginning students to hear. You may want to play each sentence more than once.

ANSWERS: 1. morning. 2. year 3. years 4. day 5. days 6. times
7. night 8. month

CHART 3-4: USING FREQUENCY ADVERBS WITH *BE*

- Ask students to locate the verb in each example in this chart. Then ask them where the frequency adverb is located in relation to the verb. They should see the difference between sentences with *be* and with other verbs. You might use the board to show this.
- **WORKBOOK:** For additional exercises based on Chart 3-4, see *Workbook* Practices 10 and 11.

□ EXERCISE 9, p. 60. Sentence practice. (Chart 3-4)

This exercise can be done in class or assigned as homework. Students rewrite each sentence, adding the frequency adverb in correct word order. This exercise is written instead of oral so students have a visual representation of the word order differences presented in Charts 3-2 through 3-4.

Items 1–4: *on time* is the opposite of *late*; the preposition *for* follows *on time* and *late*.

ANSWERS: 3. Maria is often late for class. 4. Maria often comes to class late.
5. It never snows in my hometown. 6. It is never very cold in my hometown.
7. Bob is usually at home in the evening. 8. Bob usually stays at home in the evening.
9. Tom seldom studies at the library in the evening. 10. His classmates are seldom at the library in the evening. 11. I sometimes skip breakfast.
12. I rarely have time for a big breakfast. 13. I am usually very hungry by lunchtime. 14. Sue never drinks coffee.

□ EXERCISE 10, p. 60. Let's talk: class activity. (Chart 3-4)

Item 5: *spend time* = use a period of time for some purpose.

Item 11: *surf the Internet* = go to different Web sites for short periods of time.

Items 13 and 14: *be in bed* and *go to bed*. Note the absence of an article before *bed*. A fairly common error students make is to say, **"I usually go to the bed at eleven."*

□ EXERCISE 11, p. 61. Paragraph practice. (Chart 3-4)

Most learners can write a simple paragraph in a chronological (time) sequence. Perhaps assign this as homework. When you mark it, focus on the correct use of final *-s* and the location of frequency adverbs. Don't penalize students for other errors; praise their successes.

The use of *after that* to show a sequence of events can be problematic. For example, students may write:

**I ate breakfast. After, I went back to my room.*

What they mean to say is:

I ate breakfast. After that, I went back to my room.

After is used both as a preposition and as a subordinating conjunction:

I went back to my room after breakfast. (preposition)

I ate breakfast. After that, I went back to my room. (preposition)

I went back to my room after I ate breakfast. (subordinating conjunction)

Sometimes students will punctuate an adverb clause incorrectly:

**I went back to my room. After I ate breakfast.*

Students aren't introduced to adverb clauses of time until Chart 9-7. These difficulties with the use of *after* may occur in the students' writing, but it is probably too soon to try to explain the grammar.

CHART 3-5: SPELLING AND PRONUNCIATION OF FINAL *-ES*

- There are three different pronunciations of final *-s*. This section teaches the /əz/ pronunciation of the *-s* ending.
- /s/ and /z/ pronunciations are taught in Chart 3-8. Because the difference in these endings is so difficult for students to hear or produce, correct pronunciation is not emphasized at this level. For some students, just having an ending is success.
- **WORKBOOK:** For additional exercises based on Chart 3-5, see *Workbook* Practices 12 and 13.

□ EXERCISE 12, p. 61. Sentence practice. (Chart 3-5)

This exercise can be done in class or assigned as homework.

In item 10, you may want to demonstrate the meanings of the words *stretch* and *yawn*.

ANSWERS: 2. teaches 3. fixes 4. drinks 5. watches 6. kisses
7. wears 8. washes 9. walks 10. stretches . . . yawns

□ EXERCISE 13, p. 62. Listening. (Chart 3-5)

This exercise focuses on hearing final *-es*, but it's also an important reminder of subject-verb agreement.

ANSWERS: 1. teaches 2. teach 3. fixes 4. fixes 5. watch
6. watches 7. brush 8. brushes 9. wash 10. washes

□ EXERCISE 14, p. 62. Verb form practice. (Chart 3-5)

This exercise serves a dual purpose: a review of when to use *-s* vs. *-es* endings as well as practice with the pronunciation of these endings. You can assign the written work for homework, but the pronunciation practice should be done in class. Walk around the room and listen as the groups read the paragraph aloud. Encourage students to make a distinction between the *-s/-es* endings (*brush vs. brushes*). It's more important that they have an ending than be able to correctly articulate a /z/ pronunciation at the end of *brushes*.

ANSWERS: gets . . . cooks . . . sits . . . washes . . . turns . . . watches . . . takes . . . brushes . . . reads . . . falls

CHART 3-6: ADDING FINAL *-S/-ES* TO WORDS THAT END IN *-Y*

- The focus here is on spelling. All of these endings take the /z/ pronunciation.
- **WORKBOOK:** For additional exercises based on Chart 3-6, see *Workbook* Practices 14–16.

□ EXERCISE 15, p. 63. Spelling practice. (Chart 3-6)

TEACHING SUGGESTION: This very basic exercise can be done quickly as seatwork. After correcting it as a class, make two columns on the board, one labeled *Singular* and the other labeled *Plural*. Write a sample answer under each heading (e.g., *tries* = singular; *study* = plural). Ask students to spell the others for you to write in the correct columns.

ANSWERS: 1. tries 2. studies 3. says 4. worries 5. flies 6. stays
7. enjoys 8. buys 9. pays 10. plays

□ EXERCISE 16, p. 63. Sentence practice. (Chart 3-6)

This exercise can be done in class or assigned as homework.

ANSWERS: 2. seldom cries 3. studies 4. usually stays 5. flies
6. always carries 7. seldom buys 8. worries 9. enjoys

CHART 3-7: IRREGULAR SINGULAR VERBS: HAS, DOES, GOES

- Irregular verbs in English have unusual pronunciations and spellings. Students must simply learn them.
- It is also true in English that some words that look like they ought to rhyme simply do not. *Do* and *go* do not rhyme. Similarly, *meat* and *great* do not rhyme. There are many other examples: *rough* and *cough*; *know* and *now*; *says* and *pays*; *heard* and *beard*. This feature of English can be quite frustrating for students.
- **WORKBOOK:** For additional exercises based on Chart 3-7, see *Workbook* Practices 17 and 18.

□ EXERCISE 17, p. 64. Sentence practice. (Chart 3-7)

This exercise can be done in class or assigned as homework. It's a quick check of students' understanding of the information in Chart 3-7.

ANSWERS: 3. have 4. has 5. goes 6. has 7. does 8. do
9. goes . . . go 10. go

□ EXERCISE 18, p. 65. Listening. (Chart 3-7)

TEACHING SUGGESTION: First, play the audio one time through so students have some context for the overall meaning of the story. Then play/read it a second time and have students write the verbs they hear.

ANSWERS: 3. is 4. has 5. has 6. goes 7. has 8. does 9. has
10. does 11. has 12. goes 13. is 14. is

CHART 3-8: SPELLING AND PRONUNCIATION OF FINAL *-S/-ES*

- Beginning learners usually have great difficulty hearing and saying these forms. You should not expect perfection now but continue to help students as they use these forms. Problems with correct use of final *-s/-es* continue well into the advanced stages of most learners' study of English, well beyond the point at which they understand the grammar. Use of final *-s/-es* needs teacher attention and student self-monitoring.
- In this chart and the following exercises, have students exaggerate the pronunciation of final *-s*. In actuality, final /s/ and /z/ are tiny, unstressed sounds; students have difficulty hearing them and, subsequently, often omit them in their speaking and writing.
- The vocabulary used to explain the information in this chart is difficult for learners. Take some time to make sure students understand the terms "voiced" and "voiceless." Perhaps start out with the vocabulary item *voice*. Then explain that *voiced* means "with the voice," and *voiceless* means "without the voice." (Explain that the suffix *-less* means "without.") Voiced means we use our voice boxes; model sounds for students to repeat, and have them feel their voice boxes. For voiceless sounds, we're simply pushing air out of our mouths with our lips, teeth, and/or tongue in particular formations. For example, for /f/, we put our upper front teeth on top of the bottom lip and blow air out.
- You may want to draw a bumble bee on the board saying, "bzzzzz," and a snake saying, "hsssss" to illustrate the difference between voiced and voiceless sounds.
- In example (b), point out that the *-gh* in *laugh* is pronounced /f/, a voiceless sound.
- This summarizes the pronunciation and spelling rules given in Charts 3-5 through 3-7.
- **WORKBOOK:** For additional exercises based on Chart 3-8, see *Workbook* Practices 19–22.

□ EXERCISE 19, p. 66. Let's talk: class activity. (Chart 3-8)

Students' books are closed. This exercise gives practice in using singular and plural verbs. Learners not only must think about those correct forms and the correct pronunciation of forms with final *-s*, but must also produce complete sentences from their own experience.

In item 13, *put on* is a separable two-word verb, so both *put on my clothes* and *put my clothes on* are correct. The verb phrases in items 7 and 11 cannot be separated in this way.

□ EXERCISE 20, p. 67. Sentence practice. (Chart 3-8)

This exercise can be done in class or assigned as homework.

TEACHING SUGGESTION: Students may work in pairs and help each other complete the sentences correctly. You may want to use item 12 as a test or ask students to write out the entire paragraph.

ANSWERS: 2. usually studies 3. bites 4. cashes 5. worry . . . never worries . . . studies 6. teach . . . teaches 7. fly . . . have 8. flies . . . has
9. always does . . . never goes 10. always says 11. always pays . . . answers . . . listens . . . asks 12. enjoys . . . often tries . . . likes . . . invites . . . go . . . watch . . . has . . . watches . . . makes . . . washes . . . cleans . . . never cook . . . is . . . loves

□ EXERCISE 21, p. 68. Let's talk: pairwork. (Chart 3-8)

The frequencies of the activities listed are relative. For example, doing homework once a week can be *rarely* or *seldom* because the overall time frame is a week, but surfing the Internet once a week can be *sometimes* because the time frame is a day, a week, and a month. You may see some variation in your students' answers.

Encourage students to make sentences not just in the singular but also in the plural:

Billy and Jenny sometimes watch TV.

Billy, Jenny, and Peter often read for pleasure. (also possible: *usually*)

□ EXERCISE 22, p. 69. Let's talk and write: pairwork. (Chart 3-8)

This exercise uses listening, speaking, writing, and grammatical knowledge. When students mark each other's papers, they should mark only the use of the verbs and frequency adverbs since that is the focus here.

CHART 3-9: THE SIMPLE PRESENT: NEGATIVE

- Allow students time to look carefully at the examples. The grammar term “negative” was introduced in Chart 1-5. Students should notice that two words are necessary in a negative sentence: a helping verb (or auxiliary) and *not*. They should also notice that the *-s* ending is added only to the helping verb, not to the main verb. This will be difficult to learn and remember; you must expect it to be a recurring problem.
- Another recurring problem is that some learners may be tempted to place *no* before the main verb: **I no like*. You may want to put some incorrect examples of this on the board as you work through the chart.
- Students learned the formation of the negative with main verb *be* in Chart 1-5. Remind them of this when you discuss this chart and point out that when the main verb is *be*, you cannot add the helping verb *do* to form the negative. Only *not* is used with a form of *be*.
- WORKBOOK: For additional exercises based on Chart 3-9, see *Workbook Practices 23–27*.

□ EXERCISE 23, p. 69. Sentence practice. (Chart 3-9)

If you do this exercise orally in class, allow students time to figure out the answers before you ask them to respond. When they respond, be sure they pay attention to the word order and the *-s* endings, and encourage them to use contractions when they speak.

NOTE: The verb is *be* in items 7, 10, 11, and 14, so the helping verb *do* cannot be added.

ANSWERS: 3. doesn't know 4. don't need 5. doesn't snow 6. don't speak
7. 'm not 8. don't live 9. doesn't have 10. isn't 11. aren't
12. don't have 13. doesn't have 14. isn't 15. doesn't rain

□ EXERCISE 24, p. 70. Let's talk: pairwork. (Chart 3-9)

Explain the use of the “~~strikethrough~~,” which means “no.” Do the first two items (the examples) with your students.

EXPANSION: After completing the exercise with a partner, students can write the answers for items 2–10 for homework.

□ EXERCISE 25, p. 72. Let's talk: game. (Chart 3-9)

If your class is large, you may want to divide it into two groups. Eight to ten students is a good size for this exercise. Rather than joining your students in the circles, you would need to walk around the room and monitor the groups.

Students whose turn comes toward the end may become nervous because they have so many sentences to remember. The goal of this game is practice with the target structures, not memorization. If students are having trouble remembering the preceding sentences, encourage other students to help them.

□ EXERCISE 26, p. 72. Sentence practice. (Chart 3-9)

This exercise can be done in class or assigned as homework. Students are asked to use the words in the list, but accept and discuss any correct completion.

ANSWERS: 2. don't speak 3. doesn't shave 4. don't go 5. doesn't smoke
6. don't eat 7. don't do 8. doesn't drink 9. doesn't make 10. don't do
11. doesn't put on

□ EXERCISE 27, p. 73. Let's talk: class activity. (Chart 3-9)

This exercise is usually fun because students have to tell the truth, which sometimes depends on their opinions. Some of the vocabulary may be difficult, but you can help your students understand it.

As seen in the example, students can change the given vocabulary to make truthful sentences.

CHART 3-10: THE SIMPLE PRESENT: YES/NO QUESTIONS

- These are called yes/no questions because they produce simple answers beginning with “Yes” or “No.” English has two categories, depending on the main verb in a sentence. Examples (a)–(g) introduce the helping verb *do/does* in questions. Students should recall the similarity with the use of *do/does* in negative sentences (Chart 3-9). Example (h) shows the other category of yes/no questions: with *be* as the main verb. The verb *be* is the first word in these questions.
- It is not easy for learners to remember to use *do/does* in some questions and to put the words in correct order. You will have to help them with these structures throughout the course.
- **WORKBOOK:** For additional exercises based on Chart 3-10, see *Workbook* Practices 28–31.

□ EXERCISE 28, p. 74. Question practice. (Chart 3-10)

This exercise can be done in class or assigned as homework. The words in parentheses don't need to be spoken. They just give information for the responses.

ANSWERS:

- | | |
|---|--|
| 3. A: Do you speak Chinese?
B: No, I don't. | 7. A: Does Sue have a cold?
B: Yes, she does. |
| 4. A: Does Ann speak Italian?
B: Yes, she does. | 8. A: Does Jim do his homework
every day?
B: No, he doesn't. |
| 5. A: Do Ann and Tom speak
Arabic?
B: No, they don't. | 9. A: Does it rain a lot in April?
B: Yes, it does. |
| 6. A: Do you exercise every
morning?
B: Yes, I do. | 10. A: Do frogs have tails?
B: No, they don't. |

EXERCISE 29, p. 75. Interview and question practice: pairwork. (Chart 3-10)

This exercise provides practice with authentic questions as students learn more about one another.

EXPANSION: You might ask students to share one of their answers without revealing the name of the classmate they interviewed. The rest of the class can try to guess who the person is, based on what they already know about him/her.

EXERCISE 30, p. 76. Let's talk: pairwork. (Chart 3-10)

Lead your class through the examples carefully so that they understand they are supposed to use their classmates' names. In the examples, substitute your students' names for *Ali* and *Yoko*.

EXERCISE 31, p. 77. Let's talk: pairwork. (Chart 3-10)

TEACHING SUGGESTIONS: Before students begin the activity, use the pictures in this exercise to introduce or review vocabulary terms: *the newspaper, send e-mails, truck, boots*.

Go over the answers with a different pair performing each exchange.

CHART 3-11: THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS WITH *WHERE*

- This chart contrasts two types of questions: yes/no questions and information questions. You might want to write (a) and (b) on the board and ask students to point out all the similarities and differences between them. The key points are the use of the same word order and the use of final *-s* on the helping verb with a singular subject.
- **WORKBOOK:** For additional exercises based on Chart 3-11, see *Workbook* Practices 32–34.

EXERCISE 32, p. 78. Question practice. (Chart 3-11)

Point out the similarity in sentence structure in the pairs of sentences in items 1 and 2; 3 and 4; and 5 and 6. Perhaps draw a grid on the board showing the placement of *do/does*, the subject, and the main verb.

ANSWERS: 3. Where does Peter work? 4. Does Peter work at the post office?
5. Do you live in an apartment? 6. Where do you live? 7. Where does Bill eat
dinner every day? 8. Where do you sit during class? 9. Where does Jessica go to
school? 10. Where is your book? 11. Where do you go every morning?
12. Where are the students? 13. Where do kangaroos live?

□ EXERCISE 33, p. 79. Let's talk: pairwork. (Chart 3-11)

Encourage students to use each other's names. After most pairs have finished, ask for volunteers to perform some of the exchanges.

**CHART 3-12: THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS
WITH *WHEN* AND *WHAT TIME***

• Questions with *when* and *what time* follow the same pattern as questions with *where* (see Chart 3-11). Ask students why examples (a) and (b) use the helping verb *do*, whereas (c) and (d) use *does*. They should see that *Anna* is a singular noun that requires *does*.

• A question with *what time* usually asks about time on a clock:

A: What time do you have class?

B: At eight-thirty.

A question with *when* can be answered by any time expression:

A: When do you have class?

B: At eight-thirty. / Every day. / Monday morning. / In the afternoon. / Etc.

This information is presented in Chart 9-1, but you may wish to mention it at this point.

• WORKBOOK: For additional exercises based on Chart 3-12, see *Workbook* Practices 35–37.

□ EXERCISE 34, p. 80. Question practice. (Chart 3-12)

TEACHING SUGGESTION: Two students can read one exchange as a short dialogue. If everyone is satisfied with the response, two more students can read the next one. As you listen to the students, remind them to look at each other when they talk. Encourage them to speak so everyone can hear. Be sure that they say *do* or *does* clearly in every question, but it's not necessary to correct every pronunciation mistake.

Review ways of saying the time as you go through the exercise in class. For example, 6:45 can be said, "six forty-five," "a quarter to seven," "fifteen (minutes) before seven," etc.

ANSWERS: 3. When/What time do you get up? 4. When/What time does Maria
usually get up? 5. When/What time does the movie start? 6. When/What time do
you usually go to bed? 7. When/What time do you usually eat lunch?
8. When/What time does the restaurant open? 9. When/What time does the train
leave? 10. When/What time do you usually eat dinner? 11. When/What time do
your classes begin? 12. When/What time does the library close on Saturday?

□ EXERCISE 35, p. 81. Let's talk: class interview. (Chart 3-12)

Students who finish early can write out their answers in complete sentences.

□ EXERCISE 36, p. 82. Interview and paragraph practice. (Chart 3-12)

TEACHING SUGGESTION: You may want to refer students to Exercise 14, p. 62, for a paragraph sample they can model in their writing.

CHART 3-13: SUMMARY: INFORMATION QUESTIONS WITH BE AND DO

- Learners benefit greatly from a contrastive summary like this. You might write the grammatical categories (Q-WORD + BE + SUBJECT) on the board and point to each as you say one of the examples. Discuss singular and plural verb use. Proceed in a similar way with the examples that use the helping verb *do/does*.
- **WORKBOOK:** For additional exercises based on Chart 3-13, see *Workbook* Practices 38 and 39.

□ EXERCISE 37, p. 82. Question practice. (Chart 3-13)

TEACHING SUGGESTION: Divide the class into pairs. Give each pair time to read a complete dialogue and write a form of the verb *be* or the helping verb *do/does*. Then ask partners to practice the dialogue and to discuss any differences in their answers. After that, ask a pair to perform the dialogue for the rest of the class so that everyone can make sure they have the correct completions.

ANSWERS: 2. Do 3. is 4. Are 5. are 6. do 7. Do 8. Are
9. Does 10. Do 11. Does 12. Is 13. does 14. Does 15. Are
16. Do

□ EXERCISE 38, p. 84. Let's talk: small group activity. (Chart 3-13)

This is a challenging exercise. You may want to review *be* + **adjective**, *be* + **noun**, and *do/does* + **verb**. For example:

Are you cold? / *Is the room cold?*

Is Tom a student?

Do you want a coat?

Does Tom like English?

The answers to the questions shouldn't be given until the groups have had a chance to come up with their own answers. They'll enjoy seeing how many they get right.

REMEMBER: The object of this exercise is not a lesson in astronomy but a test of *is*, *are*, *do*, and *does*. The facts given below are just for fun.

ANSWERS:

- 2. Does (no)
- 3. Do (yes)
- 4. Is (no) [It's a star.]
- 5. Are (no)
- 6. Is (yes) [about 900 degrees Fahrenheit]
- 7. Is (no) [You need a telescope.]
- 8. Is (yes) [The winds are stronger than the earth's winds.]
- 9. Do (yes)
- 10. Do (yes) [Saturn has at least 24; Uranus has at least 21.]

□ EXERCISE 39, p. 85. Question practice. (Chart 3-13)

TEACHING SUGGESTIONS: This exercise can be assigned as homework since students will need time to think of good questions and answers. Then in class you could elicit completions from several students for each item.

Another possibility would be to ask students to write the dialogues on paper to hand in. You can decide how to mark their papers. To save time with a large class, you could choose to mark only the same three items on everyone's paper, probably one each with *be*, *do*, and *does*. Or, take some of the most common errors and write them on the board for students to correct.

□ EXERCISE 40, p. 85. Chapter review. (Chapter 3)

Exercises 40–47 give learners more complete contexts for using the structures in this chapter.

TEACHING SUGGESTIONS: You might save one part of each exercise to use in a test but assign the rest as either seatwork or homework.

Exercises 41, 44, and 45 require students to use their own words and ideas, so you should check their accuracy on these tasks before testing them.

You could either mark written homework or walk around the classroom as students work in pairs to answer their questions or to comment on their responses. It's advisable to praise their successes more than criticize mistakes.

ANSWERS: (2) walks = walk + /s/ (3) catches = catch + /əz/ (4) shares = share + /z/ (5) comes = come + /z/ (6) (no change) (7) (no change) (8) speaks . . . speaks = speak + /s/ (9) (no change) (10) tries = try + /z/ . . . gives = give + /z/ [Note: Do not add -s to an infinitive (e.g., to teach, to speak).] (11) (no change) (12) enjoys = enjoy /z/ . . . misses = miss + /əz/

□ EXERCISE 41, p. 86. Chapter review: pairwork. (Chapter 3)

This exercise encourages authentic language use of the target structures in this chapter.

□ EXERCISE 42, p. 87. Chapter review: question practice. (Chapter 3)

ANSWERS: 1. Do you study 2. study 3. studies 4. Do you spend 5. spend 6. don't like 7. are you 8. want 9. don't want 10. think

□ EXERCISE 43, p. 88. Chapter review. (Chapter 3)

ANSWERS: 1. have 2. washes 3. Do you know 4. is 5. doesn't change 6. keeps 7. never washes 8. wears 9. is always 10. is always 11. says 12. takes

□ EXERCISE 44, p. 88. Chapter review: let's talk. (Chapter 3)

Divide students into pairs. Walk around the room to help partners get started and to answer questions.

□ EXERCISE 45, p. 89. Chapter review. (Chapter 3)

In item 9, *south of the United States* = outside of its borders.

In the southern part of the United States or *in the South* = a region inside its borders.

□ EXERCISE 46, p. 90. Chapter review: let's talk. (Chapter 3)

This information-gap exercise provides authentic contexts for asking *wh*-questions. Be sure to go over all the example answers before proceeding with the exercise.

EXPANSION: With a more advanced class, discuss the advantages and disadvantages of each lifestyle. Ask students to describe a perfect lifestyle for themselves.

ANSWER GRID: (Answers in parentheses are answers already given in the student book.)

Name	Where does she/he live?	What does he/she do?	Where does she/he work?	What pets does he/she have?
Peter	(on a boat)	catches fish	on his boat	a turtle
Kathy	in a cabin in the mountains	(teaches skiing)	at a ski school	ten fish
Ron	in an apartment in the city	makes jewelry	(at a jewelry store)	three cats
Lisa	in a beach cabin on an island	surfs and swims	has no job	(a snake)
Jack	in a house in the country	designs web pages	at home	a horse

□ EXERCISE 47, p. 91. Chapter review: error analysis. (Chapter 3)

See p. xvi of this *Teacher's Guide* for suggestions on how to handle error-analysis exercises.

ANSWERS: 2. Ann usually comes to class on time. 3. Peter uses his cell phone often. 4. Amy carries a computer notebook to work every day. 5. She enjoys her job. 6. I don't know Joe. 7. Mike doesn't like milk. He never drinks it. 8. Tina doesn't speak Chinese. She speaks Spanish. 9. Are you a student? 10. Does your roommate sleep with the window open? 11. A: Do you like strong coffee? B: Yes, I do. 12. Where do your parents live? 13. What time does your English class begin? 14. Olga doesn't need a car. She has a bicycle. 15. Does Pablo do his homework every day?