

CHAPTER 5

Talking About the Present

Overview

This chapter focuses on ways to talk about the present. It begins by showing how to use *it + be* to talk about time and weather, and *there + be* for descriptions. Two sections on prepositions of place follow. Common uses of the simple present to express needs, wants, and likes expand students' ability to talk about the present. Several pages of review for this chapter and previous ones complete the unit.

□ EXERCISE 1, p. 121. Preview: listening.

Your students may be familiar with talking about time. If so, this preview will go quickly. If not, you will know that Chart 5-1 needs to be explained in detail.

NOTE: The abbreviation A.M. describes the period from one minute after midnight to noon. P.M. describes the period from one minute after noon to midnight. This book uses small caps, but lowercase letters (a.m./p.m.) are also correct. The letters A.M. stand for the Latin words *ante meridiem*, meaning “before the half day” (before noon). P.M. stands for *post meridiem*, meaning “after the half day” (after noon).

CHART 5-1: USING *IT* TO TALK ABOUT TIME

- Speakers of the English language have developed the custom of using *it + be* to refer to time and weather. (See Chart 5-3, p. 125, in the student book.) Your students' home languages might not use this pattern. It is a very common pattern in everyday conversations, so it is helpful for learners to get used to it as soon as possible.
- These sentences use the pronoun *it* with no real meaning. Some grammar books call this “dummy *it*” or “filler *it*” because it merely fills the empty subject position in the sentence. If some students are puzzled about this required but meaningless pronoun, just assure them that languages are not always logical in their structures. Many phrases are a matter of history or custom, not pure logic.
- **WORKBOOK:** For additional exercises based on Chart 5-1, see *Workbook* Practices 1 and 2.

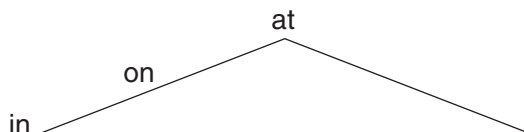
□ EXERCISE 2, p. 122. Question practice. (Chart 5-1)

Obviously, Speaker B's responses are not truthful for your students' situation. So, you might want to add a few more items about the current day, date, and time where you are.

ANSWERS: 2. What's the date today? 3. What time is it? 4. What month is it?
 5. What time is it? 6. What day is it? 7. What's the date today? 8. What year
 is it? 9. What time is it?

CHART 5-2: PREPOSITIONS OF TIME

• Few prepositions in English have exact meanings, so they are difficult to learn. The prepositions of time in the chart are important and fairly easy to understand. Some people find it helpful to see them on a pyramid:



On this pyramid, *at* is at the point, a very short, specific point in time. *In* is at the broadest, most general base of the pyramid. *On* is restricted to the middle, which represents a 24-hour period of time or a 2-day weekend. (Americans say “on the weekend” whereas the British say “at the weekend.”)

• The phrases “*at* night” and “*in* the evening/morning/afternoon” have no logical explanation. Students must simply memorize those phrases. Sometimes when students ask “Why?” a grammar teacher simply has to say, “That’s just the way it is.”

• **WORKBOOK:** For additional exercises based on Chart 5-2, see *Workbook* Practices 3 and 4.

□ EXERCISE 3, p. 123. Sentence practice. (Chart 5-2)

After you lead your students through the first three items, they should be able to finish the rest of the exercise pretty quickly. Go over the answers so that difficult items can be discussed.

ANSWERS: 2. from ... to 3. in ... in 4. in 5. at 6. in 7. in
 8. on 9. on 10. on 11. from ... to 12. at

□ EXERCISE 4, p. 124. Listening and sentence practice. (Chart 5-2)

You may need to play the audio more than once to give everyone sufficient time to identify the persons being described in Part I. You may choose to assign Part II as pairwork so students can discuss their answers.

TEACHING SUGGESTION: Have students answer Part II without looking back at Chart 5-2. When they’re done, ask them to exchange books and correct each other’s work. They can use Chart 5-2 to check their answers.

PART I ANSWERS: 1. Ann 2. Lisa 3. Ron 4. Tom

PART II ANSWERS: 1. in ... on ... Tom 2. in ... on ... Ann 3. in ... at ...
 Lisa 4. Ron ... in ... on ... in

CHART 5-3: USING *IT* TO TALK ABOUT THE WEATHER

- Remind students of the use of *it* when talking about time (Chart 5-1).
- **WORKBOOK:** For additional exercises based on Chart 5-3, see *Workbook* Practices 5 and 6.

□ EXERCISE 5, p. 125. Let's talk: pairwork. (Chart 5-3)

This is principally a vocabulary development exercise. The list of terms comes from weather reports, and learners might not need or want to know all of them.

□ EXERCISE 6, p. 125. Let's talk: small groups. (Chart 5-3)

In the United States, the Fahrenheit scale is used much more than Celsius (which is sometimes called “Centigrade”). This exercise allows learners to associate both scales with descriptive terms.

NOTE: In the box, 0° C is spoken “zero degrees Celsius”; –18° C is spoken “minus 18 degrees Celsius” or “18 degrees below zero Celsius.”

ANSWERS: 2. 0° C = cold, freezing 3. 38° C = hot 4. 24° C = warm
5. –18° C = very cold, below freezing

□ EXERCISE 7, p. 126. Let's talk: small groups. (Chart 5-3)

These formulas are handy ways of converting Fahrenheit and Celsius temperatures. If your students are not interested in these calculations, you can omit this exercise.

TEACHING SUGGESTIONS: The following can lead to interactive problem-solving that encourages creative language use.

Show students how a mathematical statement is spoken:

$$12^{\circ} \text{ C} \times 2 = 24 + 30 = 54^{\circ} \text{ F}$$

“Twelve degrees Celsius times two equals twenty-four plus thirty equals (approximately) fifty-four degrees Fahrenheit.”

$$60^{\circ} \text{ F} - 30 = 30 \div 2 = 15^{\circ} \text{ C}$$

“Sixty degrees Fahrenheit minus thirty equals thirty divided by two equals (approximately) fifteen degrees Celsius.”

Divide the class into groups. Give each group new temperatures, and have them figure out the answers. Encourage them to say aloud the mathematical statements as they do the calculations. Ask for volunteers to write the answers on the board (while saying them aloud).

ANSWERS: 2. 34° F 3. 90° F 4. 50° F 5. 62° F 6. 7.5° C
7. 20° C 8. 14° C 9. 35° C 10. –5° C

□ EXERCISE 8, p. 127. Interview and paragraph practice. (Chart 5-3)

If you are teaching in an English-speaking country, your students could go outside the classroom and interview some people to practice these structures. They could take notes on a chart like the one in the book, and then write a brief report on their findings.

CHART 5-4: *THERE* + *BE*

• *There* + *be* is a way of introducing a topic or calling attention to something. The word *there* is another “dummy” subject (similar to *it* in Charts 5-1 and 5-3), also called an “expletive.” *There* does not receive much stress when spoken in this phrase. This is not the same as the adverb *there*. Notice the difference:

1. *There’s a book on the shelf.* (little stress on *There’s*)
2. *There’s my book! I’m glad I found it.* (heavy stress on the adverb *There*)

- Emphasize that including a place is integral to the structure in sentence 1 (above). For example, *There’s a bird* is an incomplete thought. A place needs to be stated: *There’s a bird in the tree.*
- **WORKBOOK:** For additional exercises based on Chart 5-4, see *Workbook* Practices 7 and 8.

EXERCISE 9, p. 128. Sentence practice. (Chart 5-4)

This exercise helps learners think about singular and plural subject-verb agreement. Agreement is a common problem in students’ use of this structure.

NOTE: Yes/no answers for items 5–12 will vary according to your classroom.

ANSWERS: 3. is (yes) 4. are (no) 5. is 6. are 7. are 8. is
9. are 10. is 11. are 12. are

EXERCISE 10, p. 129. Let’s talk: pairwork. (Chart 5-4)

Students need to pay special attention to singular and plural as they complete the sentences. This exercise is also a good review of classroom/community vocabulary. Go over any new words with students before they begin the exercise. They can also use words not already provided in the vocabulary list.

EXERCISE 11, p. 129. Let’s talk: small groups. (Chart 5-4)

TEACHING SUGGESTION: This exercise can be done in small groups to make sure everyone can see the items. It will go more quickly too. You could then ask everyone to visualize another place (e.g., some other part of the building or a nearby street) and tell the class what things they recall seeing in that place.

EXPANSION: Tell one student to turn his/her back to the table. Put four or five items on the table. Tell the student to turn around and study the table for a certain length of time (five or ten seconds), then turn away from the table again and report what he/she remembers seeing. This is a game. It’s supposed to be fun, not really a test of memory.

EXERCISE 12, p. 130. Listening. (Chart 5-4)

Point out that *there’re* is very common in spoken English, but not used in writing. Students who have trouble hearing endings might not be able to tell the difference between *there’re* and *there’s*. You may need to play the sentences several times.

ANSWERS: 1. There’re 2. There’s 3. There’re 4. There’s 5. There’s
6. There’re 7. There’re 8. There’s

□ EXERCISE 13, p. 130. Let's talk: small groups. (Chart 5-4)

You could have several students give answers to each item. Note the progression in these items from a building to the whole universe.

CHART 5-5: *THERE* + *BE*: YES/NO QUESTIONS

- This chart explains the question form of *there* + *be*, with *there* in the subject position.
- This chart also passively introduces *any*. Students will have to use *any* in the following exercises. The determiner *any* is similar in meaning to *some* — an inexact quantity. *Any* is used with plural count nouns or noncount nouns in questions and in negative statements. (See Chart 7-8.) Exercise 14 contains only plural count nouns and noncount nouns, so students don't have to make choices at this point in their use of *any*.
- Learners have difficulty with noncount nouns, such as *milk*, because they require singular verb forms. (See Chart 7-4, p. 191, in the student book.)
- **WORKBOOK:** For additional exercises based on Chart 5-5, see *Workbook* Practices 9 and 10.

□ EXERCISE 14, p. 131. Let's talk: pairwork. (Chart 5-5)

You may want to tell students that all nouns that have *-s* in the list are plural and take the verb *are*; those without *-s* are singular and take the verb *is*.

EXPANSION: Students ask a new partner about his/her refrigerator (real or imagined): "Is there any cheese in your refrigerator? Is there any fruit in your refrigerator?" Etc.

□ EXERCISE 15, p. 131. Let's talk: small groups. (Chart 5-5)

Encourage free conversation in small groups.

□ EXERCISE 16, p. 132. Let's talk: class activity. (Chart 5-5)

TEACHING SUGGESTIONS: Read the information about the Johnson family. Discuss the words in the list. Choose three students (A, B, C) to model the example with you. As students complete the task, be sure that everyone gets a chance to ask a question; otherwise, a few students may dominate the conversation. Give students enough time to find each item and write the answers in the grid.

EXPANSION: Tell students to imagine the perfect hotel or vacation spot. Ask them to make a list of its attractions. Then have students describe them to a partner using *there is* and *there are*.

NOTE: If it looks like your class will figure out the answer before they have asked many questions, you can always change the answers in the key as you go along to make it more challenging.

In the Teacher's Key on the following page, the words in parentheses are answers that are already given in the student book.

<i>TEACHER'S KEY:</i>					
	a swimming pool	a beach	tennis courts	horses	ocean-view rooms
Hotel 1	(yes)	yes	yes	no	yes
Hotel 2	yes	(yes)	yes	yes	no
Hotel 3	yes	yes	(yes)	yes	yes
Hotel 4	yes	yes	no	(yes)	yes
Hotel 5	no	yes	yes	yes	(yes)

CHART 5-6: *THERE* + *BE*: ASKING QUESTIONS WITH *HOW MANY*

- This chart introduces the useful question phrase *how many* by putting it into one of its usual grammatical contexts: questions with *there* + *be*.
- Word order is difficult in these questions. Many other languages form this question with very different sequences. The following exercises give plenty of practice.
- *How many* is used only with plural count nouns. Students will be introduced to this grammar in Chapter 7. For the time being, they do not need this information since the exercises contain only plural count nouns; students can focus on word order and meaning.
- **WORKBOOK:** For additional exercises based on Chart 5-6, see *Workbook* Practices 11–13.

EXERCISE 17, p. 133. Let's talk: class activity. (Chart 5-6)

TEACHING SUGGESTION: Ask for a volunteer to be Speaker A. Speaker A asks another student about item 1. After answering, that student (Speaker B) then asks a different student about item 2. Continue through the exercise this way.

Students may want to omit *are there* in the question. Because word order is difficult, lead the whole class through the example. All verbs with *how many* are plural, so students can focus on the word order in this exercise.

EXERCISE 18, p. 133. Let's talk: pairwork. (Chart 5-6)

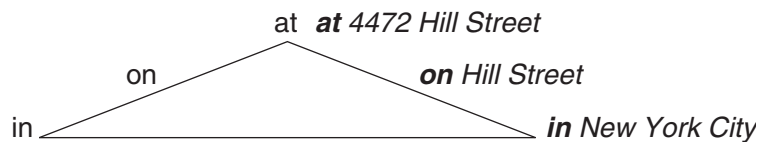
Lead the whole class in the example. As in Exercise 17, all nouns are plural.

PARTNER A'S QUESTIONS: 1. How many chapters are there in this book? 2. How many doors are there in this room? 3. How many floors are there in this building? 4. How many states are there in the United States? [Answer: 50] 5. How many countries are there in North America? [Answer: 3]

PARTNER B'S QUESTIONS: 1. How many pages are there in this book? 2. How many people are there in this room? 3. How many letters are there in the English alphabet? [Answer: 26] 4. How many provinces are there in Canada? [Answer: 10] 5. How many continents are there in the world? [Answer: 7]

CHARTS 5-7 AND 5-8: PREPOSITIONS OF PLACE

- To help learners remember the general meanings of these prepositions, you could draw a triangle like the one below. This is the same as the one given in this *Teacher's Guide* for Chart 5-2. It illustrates that *at* is for a specific point, *in* is for large areas, and *on* is between them.



This relationship does not hold for other meanings of these prepositions, however.

- Lead students through a discussion of the illustrations in Chart 5-8. Compare (a) and (e); (f) and (i); (k) and (m) [note the use of *the* in (m)]; and (n) and (o). In (h), one could also say, “The cup is beneath (or below) the book.” In (j), one could also say, “The cup is in the hand.”
- Also in Chart 5-8, pay special attention to the difference in meaning between *in back of* vs. *in the back of* as well as *in front of* vs. *in the front of*. It’s good for students to know that the inclusion or omission of *the* can change the meaning of a phrase.
- A note on the historical development of the English language: Early English used noun endings and cases to show relationships such as the location of one thing relative to another. Modern English has lost those endings and cases, so it uses prepositions to show location and other relationships. This feature of English is very different from many other languages and takes a long time to learn.
- **WORKBOOK:** For additional exercises based on Charts 5-7 and 5-8, see *Workbook* Practices 14–16.

EXERCISE 19, p. 134. Sentence practice. (Chart 5-7)

Items 1–7 can be done in class, and items 8–11 can be assigned as homework.

ANSWERS: 1. in 2. in 3. on 4. at . . . in 5. First Street 6. Miami / Florida / Miami, Florida 7. 342 First Street 8.–11. (*free response*)

EXERCISE 20, p. 136. Sentence practice. (Charts 5-7 and 5-8)

This exercise can be done in class or assigned as homework. If done in class, lead students through the items slowly so they have time to understand. Ask for alternative answers when they are possible.

ANSWERS: 2. under/in front of 3. above/behind 4. beside/near/next to
5. far (away) from 6. in/inside 7. between 8. around 9. outside/next to
10. front 11. back 12. the front/inside 13. the back/inside

EXERCISE 21, p. 137. Let’s talk: pairwork. (Charts 5-7 and 5-8)

Suggest an object that’s small enough for students to manipulate easily.

□ EXERCISE 22, p. 138. Let's talk: pairwork. (Charts 5-7 and 5-8)

Students can also ask about things that are not in the picture. Encourage them to help each other with vocabulary as well as grammar.

If you go over the words in the list first, you may give away some answers. Let students ask questions about the vocabulary as they work through the exercise.

For a test, you might find a similar picture.

□ EXERCISE 23, p. 138. Listening. (Charts 5-7 and 5-8)

Make sure that everyone is looking at the picture in Exercise 22 before you play the audio for Exercise 23.

ANSWERS: 1. yes 2. no 3. yes 4. no 5. yes 6. yes 7. no
8. yes 9. yes 10. yes 11. no 12. yes 13. no 14. yes 15. yes

□ EXERCISES 24–27, pp. 139–142. Review. (Chapters 4 and 5)

Exercises 24–27 build vocabulary and give students plenty of review practice.

TEACHING SUGGESTIONS: Students can work in pairs, and they don't need to do every item in every exercise. Devote whatever time your class has available. Perhaps assign an exercise for pairwork outside of class, or students could do the exercises as written homework.

Before pairwork begins, students should look at the vocabulary list and ask about words that are unfamiliar. You or their classmates can explain the meanings.

EXPANSION: After students have had time to do an exercise in pairs, hand out photocopies of the illustration for oral or written work. Students should be able to describe a picture confidently, effortlessly, clearly, and completely.

EX. 24 ANSWERS:

PART I. 1. Mary is eating at/in a restaurant. 2. I see a cup of coffee, a vase of flowers, a candle, a bowl of salad, a glass of water, a plate, and a piece of meat.
3. Mary is holding a knife in her right hand. She is holding a fork in her left hand.
4. There's some salad in the bowl. 5. There's a steak/a piece of meat on the plate.
6. There's coffee in the cup. 7. A candle is burning. 8. No, Mary isn't eating breakfast. 9. No, Mary isn't at home. She's at/in a restaurant. 10. She's cutting a steak/a piece of meat.

PART II. 11. at 12. on 13. in 14. is . . . in 15. at/in 16. isn't
17. isn't

EX. 25 ANSWERS:

PART I. 1. John is studying. 2. I see a clock, a sign, some books, some bookshelves, a librarian, a desk, a plant, a table, three chairs, and two students. 3. No, John isn't at home. He's at the library. 4. No, John isn't reading a newspaper. 5. The librarian is standing behind the circulation desk. 6. John is right-handed.

PART II. 7. at/in 8. at 9. in/on 10. under 11. on 12. on
13. on 14. isn't 15. is . . . behind 16. beside/near/next to

EX. 26 ANSWERS:

PART I. 1. Mary is signing/writing a check. 2. Mary's address is 3471 Tree Street, Chicago, Illinois 60565. 3. Mary's full name is Mary S. Jones. 4. Mary's middle initial is S. 5. Mary's last name is Jones. 6. Mary wants fifty dollars. 7. Mary's name and address are in the upper-left corner of the check. 8. The bank's name and address are in the lower-left corner of the check. OR Mary's bank account number is in the lower-left corner of the check. 9. The name of the bank is First National Bank.

PART II. 10. check 11. her 12. of 13. at 14. in 15. in ... of

EX. 27 ANSWERS:

PART I. 1. Mary is cashing a check. 2. No, Mary isn't at a store. She's at/in a bank. 3. I see a bank teller, a clock, a sign, a line of people, a check, a purse/handbag/pocketbook, a briefcase, a tie/necktie, eyeglasses, a suit, a T-shirt, a beard and mustache, pants, jeans, and a dress. 4. A woman is standing behind Mary. 5. A man is standing at the end of the line. 6. There are three men in the picture. 7. There are two women in the picture. 8. There are five people in the picture. 9. There are four people standing in line.

PART II. 10. at/in/inside 11. are 12. at/in front of 13. behind/in back of 14. is ... behind/in back of 15. isn't ... at ... of 16. is ... at ... of 17. is ... between

CHART 5-9: NEED AND WANT + A NOUN OR AN INFINITIVE

- The purpose of this chart is to introduce common, simple statements formed with infinitives. Their use following these two extremely frequent verbs, *need* and *want*, is only the starting point. Students will encounter infinitives in other structures as the text progresses.
- For pedagogical purposes, this text defines an infinitive as **to** + *the simple form of a verb*, which is the most common form of infinitive by far. Strictly speaking, an infinitive is the uninflected form of a verb, either with or without *to* in front of it. In this text and the others in the series, the uninflected form of a verb is called the “simple form of a verb.”
- A common error in infinitive usage after a main verb is the omission of *to*: **I want go to a movie tonight*.
- Be sure students understand that *need* and *want* must add *-s* with a singular noun or pronoun subject, e.g., *He needs food*; *She wants to eat*. The text might be misleading since it gives no example of third-person singular with *need* or *want*.
- “Want to” is often reduced to “wanna” in spoken English. Because it is so common, it's likely your students have already noticed it.
- **WORKBOOK:** For additional exercises based on Chart 5-9, see *Workbook* Practices 17–19.

□ **EXERCISE 28, p. 143. Sentence practice. (Chart 5-9)**

You could write this simplified rule on the board before students begin this exercise:

want + noun = no *to*

want + verb = *to*

ANSWERS: 3. Linda wants to go to the bookstore. 4. (no change) 5. I need to make a telephone call. 6. (no change) 7. Do you want to go to the movie with us? 8. (no change)

□ EXERCISE 29, p. 143. Let's talk: class activity. (Chart 5-9)

TEACHING SUGGESTION: Before beginning this activity, give students time to think about their day tomorrow. What do they need to do? What do they want to do? They could jot down ideas. Then proceed to the questions.

□ EXERCISE 30, p. 144. Sentence practice. (Chart 5-9)

This exercise can be done in class or assigned as homework. Students don't have to limit their completions to the words in the box; they can make up their own completions.

In the verb phrase *listen to*, *to* is a preposition. Tell students that the word *to* has more than one grammatical use: it can be used as a preposition or as part of an infinitive.

ANSWERS: 2. to go . . . to buy 3. to watch 4. to play 5. to call 6. to go . . . to cash 7. to do 8. to wash 9. to marry 10. to take 11. to go 12. to listen to 13. to take . . . to walk 14. to pay

□ EXERCISE 31, p. 145. Listening. (Chart 5-9)

As explained in Exercises 25 and 26 in Chapter 4 of this *Teacher's Guide*, supplying longer portions of sentences can be very difficult for beginners. Let them know that even though it seems hard now, it will become easier with more practice.

ALTERNATIVE PRACTICE: You can use this type of exercise for helping students predict what they might hear. Tell them beforehand that the verbs to be practiced in this exercise are *need* and *want*. Ask them to look at one or more dialogues and predict what Speakers A and B might say. Do this before they listen to the audio.

EXPANSION: After you've corrected the exercise with the class, you might ask pairs of students to read some of the dialogues aloud.

ANSWERS: 1. do you want to go 2. do you want to go 3. doesn't want to go . . . she needs to study 4. I want to take 5. We don't need to come 6. wants to go back . . . he wants to change 7. A: do you want to go B: I want to visit 8. I need to look up 9. A: Do you want to go B: I need to get

CHART 5-10: WOULD LIKE

- Charts 5-10 and 5-11 deal with the use of *want* and *would like*. They are common words that students need to know how to use in order to express their thoughts in everyday conversation.
- *Would like* is a useful phrase that allows learners to communicate politely. It also introduces them to patterns of modal auxiliaries: i.e., both the helping and main verbs are uninflected, and the modal precedes the subject in a question. The next modal students will encounter is *will* in Chapter 10, followed closely by *may* and *might*. Chapter 12 deals with *can* and *could*, and Chapter 13 introduces *should* and *must*. The modals *be going to*, *be able to*, and *have to* are also included. *Would* is just the beginning.
- **WORKBOOK:** For additional exercises based on Chart 5-10, see *Workbook Practice 20*.

□ EXERCISE 32, p. 147. Sentence practice and listening activity. (Chart 5-10)

Do this exercise in class with your students. Learners often omit final contracted sounds in their own production, both oral and written, because they don't hear them. Final contracted sounds /s/ and /d/ are unstressed and difficult for students to hear.

One of the benefits of studying grammar is that students can understand the underlying structures of what they hear; they learn what they are "supposed to hear." Say aloud to yourself, "Bob'd like some tea" and "My friend's not coming." Notice how the /d/ is practically swallowed and the /s/ is just a very tiny sound. It's easy to understand that learners are reproducing what they think they hear when they say or write **"Bob like some tea"* or **"My friend not coming."* Hearing (as opposed to seeing) the unstressed contracted sounds of basic grammatical structures helps students become more attuned to their use and frequency.

ANSWERS: 3. Ahmed and Anita would like 4. They would like 5. A: Would you like B: I would 6. I would like to thank 7. My friends would like to thank 8. A: Would Robert like to ride B: he would

□ EXERCISE 33, p. 148. Let's talk: class activity. (Chart 5-10)

TEACHING SUGGESTIONS: You should ask these questions as naturally as possible, using your students' names. Keep the pace lively, and add an occasional comment (e.g., "Really? Me too!") to a student's answer so that it becomes a real exchange of information. Occasionally ask another student to follow up the first student's answer with a comment.

Depending on how much information your class gives, you may want to ask item 10 earlier.

CHART 5-11: WOULD LIKE vs. LIKE

- Confusion between the use of *like* and *would like* is a common problem for new learners. The purpose of this chart is to clarify these uses.
- **WORKBOOK:** For additional exercises based on Chart 5-11, see *Workbook* Practices 21 and 22.

□ EXERCISE 34, p. 148. Listening. (Chart 5-11)

Students may have trouble hearing the contracted /d/ sound. You could read the exercise more slowly to the class from the listening script in the back of the student book. Point out how subtle the /d/ sound is in spoken English contractions.

ANSWERS: 1. 'd like 2. like 3. 'd like 4. likes 5. 'd like 6. likes
7. like 8. like 9. 'd like 10. 'd like

□ EXERCISE 35, p. 149. Let's talk: class activity. (Chart 5-11)

This exercise encourages students to express their own ideas using the target structures. See p. xv in this *Teacher's Guide* for ways of handling open-ended exercises.

NOTE: Items 9 and 10 are a little tricky. Item 9 encourages the use of parallel infinitives: e.g., *I need **to go** to the library and (**to**) **look up** some information.* Students have not yet been introduced to the concept of parallelism. You may need to explain it briefly, and possibly explain that *to* is usually omitted in the second parallel infinitive. Other parallel structures are possible in item 9 (e.g., *I need to talk to **Maria and Toshi.***)

Item 10 is looking for a question word: *Where would you like to go this evening? What would you like to do this evening? What time would you like to leave this evening?*

□ **EXERCISE 36, p. 149. Let's talk: pairwork. (Chart 5-11)**

This exercise should clarify the difference in meaning between *would like* and *like*.

□ **EXERCISES 37–40, pp. 150–153. Review. (Chapters 4 and 5)**

Exercises 37–40 build vocabulary and give students plenty of practice.

TEACHING SUGGESTIONS: Students can work in pairs. They don't need to do every item in every exercise. Devote whatever time your class has available. Perhaps assign an exercise for pairwork outside of class or have students do one as written homework.

Before the pairwork begins, students should look at the vocabulary list and ask about words that are unfamiliar. You or their classmates can explain the meanings.

EXPANSION: After students have had time to do an exercise in pairs, hand out photocopies of the illustration for oral or written work. Students should be able to describe a picture confidently, effortlessly, clearly, and completely.

EX. 37 ANSWERS:

PART I. 1. John/He is cooking/making dinner. 2. I see a kitchen, a stove, a pot, a salt shaker, a pepper shaker, a clock, a refrigerator, a spoon, and a shopping/grocery list. 3. John is in the kitchen. / John is at the stove. 4. Yes, John/he is tasting his dinner. 5. No, John isn't a good cook. [because he doesn't like the taste of the food] 6. The refrigerator is beside/near/next to the stove. [behind John] 7. There's a shopping/grocery list on the refrigerator. 8. The food on the stove is hot. 9. The food in the refrigerator is cold.

PART II. 10. in 11. on 12. beside/near/next to 13. on 14. to go
15. on 16. on ... of 17. in

EX. 38 ANSWERS:

PART I. 1. John and Mary are sitting on a sofa. They're watching TV. 2. I see a TV set, a table, a fishbowl, a fish, a rug, a dog, a cat, a lamp, a clock, and a sofa. 3. No, John and Mary aren't in the kitchen. They're in the living room. 4. The lamp is on the floor. The lamp is beside/near/next to the sofa. 5. The rug is on the floor in front of the sofa. 6. The dog is on the rug. 7. The cat is on the sofa. OR The cat is beside/next to Mary. 8. No, the cat isn't walking. The cat's sleeping. 9. The dog is sleeping (too). 10. A fishbowl is on top of the TV set. OR There's a fishbowl on top of the TV set. 11. No, the fish isn't watching TV. 12. There's a singer on the TV screen. John and Mary are watching a singer on TV.

PART II. 13. are ... to 14. are ... on 15. aren't 16. on 17. is ... on
18. is ... on

EX. 39 ANSWERS:

PART I. 1. John and Mary are talking to each other on the phone. 2. I see a clock, a refrigerator, a calendar, two phones, a table, a pen, a chair, a piece of paper, a telephone book, and a picture on the wall. 3. Yes, John/he is happy. Yes, Mary/she is happy. Yes, John and Mary/they are smiling. 4. No, they aren't sad./No, they're not sad. 5. John is standing. Mary is sitting. 6. No, John isn't in his bedroom. He's in his kitchen. 7. Mary is drawing a heart. 8. There's a telephone book on Mary's table. OR There's a piece of paper. OR There's/are a telephone book and a piece of paper on Mary's table. 9. There's a clock on the wall next to the refrigerator. OR There's a calendar on the wall next to the refrigerator. OR A clock and a calendar are on the wall next to the refrigerator. 10. The clock is on the wall next to the refrigerator. 11. It's eight-thirty/half past eight. 12. There's a picture of a mountain on the wall above the table.

PART II. 13. are ... on 14. is ... to ... is ... to ... are ... each 15. in ... in front of/near/next to/beside 16. on 17. is ... at ... drawing 18. talk 19. on 20. of ... above

EX. 40 ANSWERS:

PART I. 1. Mary is sleeping. She's dreaming about John. 2. John is sleeping. He's dreaming about Mary. 3. Mary and John are sleeping and dreaming about each other. 4. I see an alarm clock, two pillows, two heads, and two beds. 5. Yes, she is. Mary is in her bedroom. 6. No, John isn't in class. He's in his bedroom. 7. John is/He's lying down. 8. Yes, Mary is/she's dreaming. 9. Yes, Mary and John/they are dreaming about each other. 10. Yes, Mary and John/they are in love.

PART II. 11. are ... in 12. is ... about/of ... is ... about/of ... are ... about/of 13. on 14. aren't 15. are ... aren't 16. in 17. to

EXERCISE 41, p. 154. Let's talk: pairwork. (Chapters 4 and 5)

ALTERNATIVE PRACTICE: You could supply the picture(s). Students could work in small groups and check one another's work.

EXERCISE 42, p. 154. Paragraph practice. (Chapters 4 and 5)

Students could correct one another's papers.

ALTERNATIVE PRACTICE: You could use this exercise as homework or a test. Check for verb tenses, spelling, and prepositions.

EXERCISE 43, p. 154. Chapter review. (Chapter 4)

This is not a difficult or tricky multiple-choice test. Students should score 100% with little effort. Errors probably result from inattention, not lack of understanding.

ANSWERS: 2. B 3. A 4. C 5. B 6. C 7. C 8. C

□ EXERCISE 44, p. 154. Chapter review: error analysis. (Chapter 4)

Errors in this exercise include spelling, verb forms, singular-plural agreement, prepositions, and words omitted or added. Finding the errors is a good way to review the grammar in this chapter, and it forces learners to pay close attention to details as they develop their self-monitoring skills.

ANSWERS: 1. Do you want to go downtown with me? 2. There are many problems in big cities today. 3. I'd like to see a movie tonight. 4. We need to find a new apartment soon. 5. Mr. Rice would like to have a cup of tea. 6. How many students are there in your class? 7. Yoko and Ivan are studying grammar right now. They want to learn English. 8. I would like to leave now. How about you? 9. Please put the chair in the middle of the room. 10. The teacher needs to check our homework now.

□ EXERCISE 45, p. 154. Review. (Chapters 4 and 5)

Students can complete this exercise orally with a partner, or you may collect their written work.

□ EXERCISE 46, p. 156. Review. (Chapters 1 → 5)

Students must think about the verb tenses that match the adverbs of time, some irregular forms, and using *is/are/do/does/did* with negatives.

Assign this and other review exercises as homework whenever possible. If that is not practical, be sure to give students time to think before they respond. There is no benefit to the students going through a fill-in-the-blanks review exercise by writing in the correct answers they hear other students give. It's important for students to come up with their own completions before the correct answers are discussed.

You may want to assign this exercise in parts.

ANSWERS:

- | | | |
|-----------------------|-----------------------|------------------------|
| 1. is sitting | 16. is rising | 31. needs |
| 2. is reading | 17. doesn't like | 32. to go |
| 3. is sitting | 18. knows | 33. is eating |
| 4. is studying | 19. is making/makes | 34. thinks |
| 5. is listening to | 20. is thinking about | 35. tastes |
| 6. hears | 21. gets | 36. doesn't see |
| 7. isn't listening to | 22. loves | 37. doesn't smell |
| 8. is reading | 23. wants | 38. is sleeping |
| 9. is studying | 24. take | 39. is dreaming about |
| 10. likes | 25. is standing | 40. is playing |
| 11. thinks | 26. is taking off | 41. doesn't see |
| 12. is thinking about | 27. is wearing | 42. is looking at |
| 13. understands | 28. is thinking about | 43. is singing |
| 14. is cooking | 29. wants | 44. isn't listening to |
| 15. is making | 30. to watch | |