



Chapter 3

Using the Simple Present

CHAPTER SUMMARY

OBJECTIVE: In this chapter, students learn to use the simple present tense to describe usual activities and habits. Because students have already gained familiarity with third person singular forms (with *be* and *have*), they are prepared to pay special attention to third person singular verb forms. The presentation of frequency adverbs allows students to master simple present verbs in a meaningful way, by describing their daily lives. They gain further linguistic autonomy and prepare to use infinitives by learning how to use *like to*, *want to*, and *need to*. Students round out their knowledge of the simple present by learning how to make negative statements, how to use the auxiliary *do / does* in questions, and how to give short answers. Finally, they learn how to ask and answer information questions using simple present verbs.

APPROACH: The chapter builds on students' knowledge of *be* and *have* and their familiarity with conjugations. Exercises move from more controlled (cloze completions) to more productive. Vocabulary is interwoven throughout the presentation of the simple present. The introduction and use of frequency adverbs promotes autonomous use of verbs. Finally, the chapter presents the use of negative forms and questions. By comparing the use of these previously learned forms (as taught with *be* and *have*) with regular verbs, students can identify patterns and thus gain confidence.

TERMINOLOGY: The introduction of the term *frequency adverbs* helps students to compare these common adverbs to adverbs of manner, which they will learn later. The verb terminology used in this chapter helps students compare and contrast what they have learned about verbs with new information about the simple present.

□ EXERCISE 1. Warm-up. Page 59

Time: 5 minutes

Some beginners will be familiar with the conjugation of regular verbs. In addition, all beginning students who have completed the first two chapters of this book will anticipate that, as with *is* and *has*, third person singular ends with a final *-s*.

- Ask students to take turns reading the paragraph aloud, sentence by sentence.
- Ask students to explain the vocabulary used in the paragraph, and write any related words and phrases

generated by students on the board, in categories. For example:

take videos: film students' experiments, make a movie, use a camera

post videos: place / put videos (on Facebook / Twitter), upload

share videos: show videos to others, friends watch my videos

- Have students work as a class to complete items 1–6 and underline the final *-s* used consistently with third person singular.

CHART 3-1. Form and Basic Meaning of the Simple Present Tense. Page 59

Time: 10–15 minutes

Because the simple present is review for many beginners, involve students and reactivate all that they have learned thus far by asking for their help in putting example sentences on the board. Remind students of all they learned in previous chapters, and, whenever possible, ask pointed questions to engage them further and activate their knowledge as they do board work. For example (from below):

Every morning and night, Ana brushes _____ teeth.

What possessive adjective goes before teeth? His? Her?

- Write the chart title on the board.
- Ask students when they use simple present tense and anticipate phrases to add to the board. For example:

something that usually happens

habits

everyday activities

- If students don't give you these expected responses, begin by stating that you use the simple present tense to show things you do regularly.
- Ask students, *What is something you do every day or every night?*
- Write students' responses on the board. For example:

eat

work

sleep

go to class

study

send email

- Using student-generated information, write simple sentences on the board and underline the verb forms.
- If your class is not very responsive, begin with / statements and the phrase *Every day* or *Every night*. For example,

Every day, I teach English grammar.
Every day, I send emails to my friends.
Every night, I sleep.

- Explain that there are some activities most people do every day. For example:

Every day, people eat.
Every day, people work.

- Ask students to read the conjugation for *talk* aloud as you write the complete conjugation on the board.
- You may wish to ask students if they can guess why the verb *talk* is used for all pronouns except *It*. If they cannot guess the reason, point out that *talk* is usually a human action and *it* is not a human subject; *it* describes impersonal actions.
- Have students take turns reading example sentences (a)–(d) aloud.
- Review the notes on the right with students and discuss the illustrated sentences beneath them.
- Remind students that the simple present expresses a habit and then ask students to discuss additional habits they may have.
- Write these on the board, using third person singular and the names of the students who contributed the ideas.
- Ask students for help in writing the sentences. For example:

Every night, Marcus makes dinner and eats it with his mother.
Every weekend, Jin Ok exercises at the gym.
Every morning and every night, Ana brushes her teeth.

□ EXERCISE 2. Looking at grammar.

Page 60

Time: 5–10 minutes

Lead controlled exercises immediately following presentation of new grammar as class-wide completions, calling on the stronger students to provide answers to the more challenging items.

- Without allowing prior preparation, have students complete the eleven items on sight with either *speaks* or *speaks*.
- Ask students to explain why they need a final -s and get them in the habit of identifying the subject as third person singular.

Optional Vocabulary

online
 experiments
 several
 fluently

□ EXERCISE 3. Let's talk: pairwork. Page 60

Time: 10–15 minutes

Give students plenty of time to complete this pairwork. They need the speaking practice, and the topic should naturally activate a lot of passive vocabulary.

- Put students into pairs.

Part I

- Ask students to read through the list of daily activities and check off those that they do.
- Tell students to discuss unfamiliar phrases with their partner. Let them know that you will also be going around the room to assist with vocabulary.
- Ask students to write independently the order of their own habits on the lines provided.

Part II

- Once students have ordered and prioritized their lists of activities, ask them to tell their partner their habits.
- Ask students to look at their books as little as possible while comparing schedules with their partner.
- Write down mistakes, mispronunciations, or any other questions that need clarification as a group and review these as board work.

Expansion: Ask pairs how their routines change on the weekend. Write specific examples on the board to promote further discussion. Encourage students to do most of the talking; your role is to correct, clarify, and present, as needed. For example:

On the weekend, I don't turn off my alarm.
On the weekend, I get up later.

- Finally, ask each partner to tell the class one habit they learned about their peer's schedule, whether daily or weekend.
- Use this comparison of habits to further discussion of vocabulary when possible.

□ EXERCISE 4. Listening. Page 61

Time: 10 minutes

- Have the CD player ready and know which track you will play.
- Tell students they will hear complete sentences and will need to listen for the final -s, as it occurs in sentences with third person singular subjects.
- Play the track through once and correct as a class, having students say the correct verb form aloud.
- If students require further clarification, replay the items from the CD so they can hear the verb form themselves.

□ EXERCISE 5. Looking at grammar.

Page 61

Time: 10 minutes

- Give students time to complete the twelve items as seatwork.
- For review, have students read their completions aloud and discuss as a class.

- Write any items that posed particular challenges on the board, as needed.
- Ask students about nontarget grammar and vocabulary to get them and keep them speaking spontaneously as much as possible while reviewing.

Optional Vocabulary

shave bring
brush library
wash

□ EXERCISE 6. Warm-up. Page 62

Time: 5–10 minutes

- Write the percentages on the board and ask a student to write *always* or *usually* or *sometimes* or *never* beside each percentage.
- Ask students to take turns reading the Warm-up sentences.
- Ask students to tell you something they *always*, *usually*, *sometimes*, and / or *never* do.

CHART 3-2. Frequency Adverbs. Page 62

Time: 10–15 minutes

Because most students will probably know percentages well, write these on the board first.

- Write the chart title on the board.
- Ask students what *frequency* / *frequent* means and write both these key words and any related words on the board.
- From the Warm-up above, write *always*, *usually*, *sometimes*, and *never* on the board.
- Ask students to take turns reading sentences (a)–(g) from the chart aloud.
- Write the sentences on the board and underline the frequency adverb in each one.
- Explain that these frequency adverbs come between the subject and the verb, and explain that this is not the usual placement of adverbs.
- Introduce other frequency phrases to students.
- Ask students to explain how many times a day *once* is and write this on the board.
- Have students take turns reading examples (h)–(l) aloud.
- Explain that *a day*, *a week*, and *a month* are the same as *per day*, *per week*, and *per month*.
- Introduce *every day* / *week* / *month* / *year*, and have students read sentence (l) aloud.
- Have students close their books. Ask quick questions to elicit spontaneous use of frequency adverbs from the chart before moving on to controlled exercises.
- Write students' answers on the board. For example:

Marcia, do you always eat breakfast at the same time every day? Yes?

Marcia eats breakfast at 7:30 every day.

Wen, do you exercise every day? No?

He exercises twice a week.

□ EXERCISE 7. Looking at grammar.

Page 63

Time: 5–10 minutes

- Have students look at the chart.
- Lead students through this exercise on sight, having them pick the correct frequency adverb based on the number of cups of tea per name.

□ EXERCISE 8. Looking at grammar.

Page 63

Time: 10–15 minutes

- Ask students to explain what a subject and a verb are, and write the example on the board.
- Look at the completed example with students and ask which word is the subject and which is the verb. Have a student read the sentence with *always*.
- Tell students to write *S* above the subject and *V* above the verb in each sentence.
- Tell them to insert the frequency adverb between the subject and verb and then rewrite each sentence.
- Give students time to complete the exercise as seatwork.
- Review aloud as a class, correcting both pronunciation and accuracy.

□ EXERCISE 9. Let's talk: class activity.

Page 64

Time: 10–15 minutes

- Ask students to close their books.
- Lead the discussion by asking both the questions in the book and ones that you come up with and direct these questions to specific students.
- Write students' responses on the board in complete sentences.

□ EXERCISE 10. Looking at grammar.

Page 64

Time: 10 minutes

Explain and practice the phrase *that means* before starting the exercise.

- Read through the completed example with students, referring back to the chart.
- Give students time to complete the items.
- Review and correct as a class.

Optional Vocabulary

something happens cafeteria
carrots that means

□ EXERCISE 11. Warm-up. Page 65

Time: 5 minutes

- Have students take turns reading the sentences aloud and have the class answer *yes* or *no* as a group, and in reference to the city in which the class takes place.
- Write the sentences on the board.

- Ask student(s) to go to the board and underline the frequency adverbs.
- Ask students to explain how the position of the frequency adverbs in items 3 and 4 differs from their position in 1 and 2.

CHART 3-3. Position of Frequency Adverbs.

Page 65

Time: 10–15 minutes

This chart presents an exception to what students just learned in the previous chart, that frequency adverbs are placed between the subject and the verb. Irregular verbs and other exceptions to grammar “rules” can be particularly frustrating to beginners. Remind students that many of the exceptions in English grammar are related to irregular verbs. Therefore, when they are using irregular verbs, they can anticipate additional irregularities in the grammar. Discussing the fact that this chart shows an exception can help students feel better prepared.

- Write the chart title on the board.
- Remind students that there are different rules for the placement of frequency adverbs with *be* than for the placement of frequency adverbs with other verbs in the simple present. However, the actual verb forms remain the same.
- Conjugate and write the forms of *be* on the board.
- Write a frequency adverb next to each subject-and-verb combination and then write the adjective *late*, as in the book, or another adjective (*cold*, *hot*, etc.).
- Have students read the conjugation of *be* aloud, sentence by sentence.
- Next have students read the sentences with *comes* aloud. Then ask them to compare the placement of the frequency adverb in the sentences with *be* with the placement of the frequency adverb in the sentences immediately below. What is different between the two groups of sentences?
- Before moving on, write on the board:

Frequency adverbs come before all simple present verbs except be.

EXERCISE 12. Looking at grammar.

Page 65

Time: 10 minutes

- Read the first two example sentences aloud, and write them on the board.
- Underline the frequency adverbs, and highlight the different placement in each item.
- Lead this exercise as a group, assigning the first items to stronger students to complete and read aloud.
- Continue through the exercise, giving different students items to complete and read aloud, and writing on the board as necessary.
- Correct immediately and overtly.

EXERCISE 13. Let’s talk: class activity.

Page 66

Time: 10–15 minutes

Part I

- Give students time to complete the chart as thoroughly as possible by describing their own habits and checking off the appropriate frequency adverb for each one.

Part II

- Assign partners.
- Ask students to exchange books.
- Give students several minutes to review their partner’s chart and write a few complete sentences based on their partner’s habits.
- Ask students to read two or three sentences about their partner’s habits aloud.

Expansion: Have partners write their sentences on the board and ask the rest of the class to read aloud, correct for accuracy, and compare similar habits among class members.

EXERCISE 14. Writing. Page 66

Time: 15–20 minutes

Lead writing exercises for beginners as class-wide activities in coauthoring a piece on the board. By collaborating on one piece on the board, you can model basic writing skills while also engaging all students in their newly acquired grammar mastery. This also promotes spontaneous contribution and speaking on the part of students. Because students write at very different speeds, doing one version together as a class on the board before assigning writing as homework works best for beginners.

Expansion: Have students collaborate on one paragraph, which you write on the board, from sentences students contribute. Ask students to describe what usually happens in your class and at different time(s). You can personalize the paragraph by referring to students’ particular behavior as long as this is done in a warm and supportive way. For example:

Class always starts at 9:00 A.M. Otavio sometimes arrives late and often brings coffee. Our teacher usually corrects our homework with us. We usually learn new grammar, but we never watch movies.

Optional Vocabulary

hometown
skip
have time
spend time
surf (the Internet)

□ **EXERCISE 15.** Warm-up: listening.

Page 66

Time: 5–10 minutes

Some beginners may be familiar with syllables, but in any case, clapping out syllables, which may seem juvenile at first, is often very helpful to beginners. As with all directions in this teacher's guide, complete instructions are written for exposing students to new concepts and structures. However, if your students don't need this step, proceed without overexplaining.

- Write the word *syllable* on the board.
- Elicit any student explanations of the word and write associated vocabulary on the board. For example:
syllable = sound, beat, clap
- Explain and write the following simple definition of *syllable* on the board:
A syllable is a part of a word or a whole word that has just one distinct vowel sound.
- Clap (or count by slapping a desk) the syllables in the names of some of the students in the class.
- Write the names of a few students and have students supply you with the number of related syllables. For example:
Mar-ta = 2 syllables
Hyun-chaе = 2 syllables
Rolf = 1 syllable
Abdullah = 3 syllables
- Now have students take turns reading items 1–6 and circling the correct number of syllables for each word.

CHART 3-4. Spelling and Pronunciation of Final *-es*. Page 67

Time: 10–15 minutes

The reason for this spelling presentation becomes clear if you try to have your students add a final *-s* to the end of a single-syllable word ending in *-sh*, *-ch*, *-ss*, or *-x*. It is physically impossible to do, and having students try to do it can show them why this rule exists.

- Write the chart title on the board.
- Write the verbs in (a)–(d) on the board.
- Ask students how they make the third person singular simple present of each verb and elicit that they should add a final *-s*.
- Have students try to do only that and pronounce the resulting words (*pushs*, etc.).
- Demonstrate the ease of adding an *-es* as opposed to just *-s*.
- Model and reiterate the spelling and pronunciation in the chart.

□ **EXERCISE 16.** Looking at grammar.

Page 67

Time: 10 minutes

- Read through the completed example (item 1) with students.
- Give students just a few minutes to look at the exercise so that they understand the task and then call on students to complete items on the spot.
- Correct immediately and overtly.
- Write out on the board the correct completion for each item as a student completes it and give others an opportunity to repeat the correct version aloud.

Optional Vocabulary

When teaching, practicing, and reviewing vocabulary, demonstrate physically as much as is possible and effective. Words like *stretch* and *yawn* lend themselves to gesture and physical demonstration.

fix	wash
watch	stretch
kiss	yawn
wear	

□ **EXERCISE 17.** Listening. Page 68

Time: 5–10 minutes

- Have the CD player and track number ready.
- Read the direction line aloud and make sure students understand the task.
- Play the track through once.
- Review as a class, correcting and clarifying as needed.
- Play the sentences and review a second time if needed.

□ **EXERCISE 18.** Looking at grammar.

Page 68

Time: 10–12 minutes

- Briefly review the direction line and completed example with students.
- Give students ample time to complete the exercise as seatwork.
- Ask students to read their completed responses aloud.
- Correct and review challenging items on the board.

Optional Vocabulary

leave	sit down to eat
turn on	pick up
schedule	

□ **EXERCISE 19.** Warm-up. Page 68

Time: 5–7 minutes

- Ask students to give you examples of consonants and vowels and write them on the board.
- Review the two *y*-ending verbs with students.

CHART 3-5. Adding Final -s / -es to Words That End in -y. Page 69

Time: 10–15 minutes

- Write the chart title on the board.
- Explain that in verbs ending in a consonant + -y (where the vowel sound is /y/), the -y changes to -ies.
- Explain that if a vowel comes before the -y, -s is added immediately after the -y.
- Ask a student to read the sample items in example (a) aloud while you write them on the board. Then write two complete sentences using a verb with the -ies spelling. For example:

I cry sometimes. The baby cries sometimes.

- Ask another student to read the items in example (b) aloud while you write them on the board. Then write two complete sentences using a verb with the -ys spelling. For example:

You enjoy movies. Josephine enjoys movies.

EXERCISE 20. Looking at grammar.

Page 69

Time: 10 minutes

- Read the direction line and completed example.
- Have students complete each item on sight and then read each one aloud in turn.
- Correct and review immediately.

EXERCISE 21. Looking at grammar.

Page 69

Time: 10 minutes

- Read the direction line and completed example.
- Give students time to complete the items as seatwork.
- Correct and review by asking students to read items aloud.

Optional Vocabulary

enjoy	passengers
worry	debit card
employ	

EXERCISE 22. Warm-up. Page 70

Time: 5–7 minutes

Many beginners will know the third person singular forms of the three irregular verbs in the chart. The chart students create in this exercise gives them a chance to explain what they already know about regular third person singular forms; it also activates their passive knowledge of irregular verb forms.

- Ask students to complete the third person singular forms of *have*. Write these forms on the board while students write them in the chart.
- Ask students if they know the third person endings for *go* and *have*, and with their help, write these forms on the board while students write them in the chart.
- Review the completed chart.

CHART 3-6. Irregular Singular Verbs: *Has, Does, Goes*. Page 70

Time: 10–15 minutes

- Write the chart title on the board.
- Ask students to read example sentences (a)–(f) aloud.
- Write example sentences (b), (d), and (f) on the board and underline *has, does, and goes*.
- Have students practice the /z/ sound these forms end in.

EXERCISE 23. Looking at grammar.

Page 70

Time: 8–10 minutes

- Ask a student, perhaps a student who may have difficulty with on-sight production, to read the two example sentences.
- Lead this exercise as a class, having students complete the cloze questions on sight.
- Correct for accuracy and pronunciation as you complete the exercise.

EXERCISE 24. Listening. Page 71

Time: 10–15 minutes

- Have the CD player and track number prepared.
- Play only the first two example items and review with students to ensure they understood the first completions.
- Explain to students that they will complete each blank with the correct third person singular verb, as heard on the CD track.
- Once students have completed the missing items, have individual students read their completions aloud in turn, reading each whole sentence.
- Correct immediately, writing correct completions on the board as needed.
- Replay the track as needed.

EXERCISE 25. Looking at grammar.

Page 72

Time: 10–15 minutes

- Read the direction line with students and review the completed example in item 1.
- Give students ample time to complete the exercise independently as seatwork.
- Review as a class and make corrections both orally and on the board as needed.
- Ask students to paraphrase content and vocabulary to provide additional speaking opportunities while correcting.

EXERCISE 26. Let's talk: game. Page 72

Time: 10–15 minutes

Part I

- Tell students you will give them a verb from which to make a complete sentence.
- You may wish to prepare the verbs and verb phrases on index cards beforehand.

- Give students one to three minutes to create and remember a sentence for their respective verbs.
- Tell students to circulate around the room and tell their sentence to as many classmates as possible.

Part II

- Put students into teams of five to eight.
- Ask students in each team to elect one member to write all the sentences their team has heard.
- After five to ten more minutes, have students read their sentences aloud and have the originators of those sentences correct them for accuracy and content.
- The team with the most correct sentences wins.

□ EXERCISE 27. Let's talk: pairwork.

Page 73

Time: 10–15 minutes

Part I

- Put students into pairs.
- Have each pair use the chart to create sentences about the content of the chart.
- Walk around the room taking notes and assisting students.
- Review common errors and challenges as a class, using the board.

Part II

- Ask students to write ten complete sentences for homework.
- Collect the homework for correction at the following class meeting.

Expansion: Ask a few students to tell the class how often they do the five things listed in the chart. Have those students write their sentences on the board. Have the class correct the sentences.

□ EXERCISE 28. Looking at grammar.

Page 73

Time: 10–15 minutes

- Give students time to add -s or -es to each verb in the paragraph.
- When students have completed this task, have them take turns reading the correct sentences aloud.
- Ask students about content and correct pronunciation as well as target grammar.

□ EXERCISE 29. Speaking and writing:

pairwork. Page 73

Time: 10–15 minutes

- Put students into pairs and explain that they will share information and practice sentences in the third person, with final -s or -es.
- Instruct students in each pair to refer to the list they made for Exercise 3, if possible, or simply generate five to ten sentences about things they do every morning.

- Direct pairs to take turns telling each other their sentences.
- Have each listening partner take notes.
- Have each partner write a paragraph, either in class or for homework, describing the actions of his or her partner.
- Ask pairs to exchange paragraphs and pay special attention in the use of final -s and -es.

Optional Vocabulary

part-time job	strange
do dishes	bite fingernails
snack	pay attention
exercises	get up
volleyball	put on
unusual	catch a bus
take a break	communicate
come up	roommate

□ EXERCISE 30. Warm-up. Page 73

Time: 5 minutes

- Have three students read the sentences aloud.
- Ask various class members to respond with *yes* or *no* and discuss content.

CHART 3-7. Like To, Want To, Need To.

Page 74

Time: 10–15 minutes

Many beginners will understand these verbs without necessarily understanding their use in an infinitive verb phrase. However, some students may understand the infinitive verb phrases. Discuss verbs with students and encourage them to compare the differences in meaning among these three verb phrases and their similarity in terms of form.

- Write the chart title on the board.
- Ask students what an infinitive is and write any student feedback on the board.
- Have a student read example sentence (a) to the class while you write it on the board.
- Discuss the meaning of *like to* with the class and elicit sentences from students explaining what they *like to* + verb (*do*).
- Repeat the steps above for example sentences (b) and (c) with the class.
- Illustrate the differences among the verbs as needed, especially explaining the difference between *want to* and *need to*.

□ EXERCISE 31. Looking at grammar.

Page 74

Time: 5–10 minutes

- Lead this exercise as a class activity after reviewing the completed example in item 1.
- Ask students in turn to create sentences from the cues on sight and read the new sentences aloud.

- Correct the target structures and pronunciation of each item so that students can hear the *to* part of the verb.

□ **EXERCISE 32.** Reading and grammar.

Page 74

Time: 10–15 minutes

Part I

- Have students take turns reading parts of the story aloud.
- Ask students to explain vocabulary and paraphrase sentences to give them spontaneous speaking practice.

Part II

- Lead the students in completing the cloze exercise with the correct words.
- Have students give corrected answers and discuss content.

Expansion: Ask students questions about cooking and cleaning to get them using some of the vocabulary spontaneously and in reference to their own lives. Get students speaking as much as possible and put student-generated sentences on the board.

Sample questions to expand the conversation:

- Do you like to cook?*
- Do you like to invite friends for meals?*
- Do you need to cook? Who cooks in your home?*
- Do you need to use recipes?*
- Do you like to clean up?*
- Do you have favorite recipes?*
- What is your favorite food?*
- Is it easy to make?*
- Do you like to try new recipes?*

□ **EXERCISE 33.** Let's talk: pairwork.

Page 75

Time: 10–15 minutes

- Put students into teams of three or four.
- Have students take turns reading the statements about mosquitoes and choosing *yes* or *no*.
- When the teams have completed the exercise, have team members read the statements aloud while you provide the correct responses. The team with the most correct answers wins.

Optional Vocabulary

- | | |
|-----------|-----------|
| sweets | pots |
| quietly | stove |
| wonderful | delicious |
| recipes | clean up |
| arrive | invite |

□ **EXERCISE 34.** Warm-up. Page 75

Time: 5 minutes

- Have students read the sentences and, for each item, choose whether a or b is true for them.

- Discuss other tastes and preferences that students / people have in terms of food.
- Ask students if they know people who don't eat any meat products. What are they called? (*Vegetarians*).

Expansion: Have students get together with a partner and write five sentences about what food they think their partner *likes* and *doesn't like*. Have students read their sentences aloud while their partner says *true* or *false*.

You may want to include yourself. Have the class make up sentences about what you like or don't like. You respond with *true* or *false*.

CHART 3-8. Simple Present Tense: Negative.

Page 76

Time: 10–15 minutes

Many beginners will already know how to form the negative of the simple present tense. If they don't know how to produce this form, they will almost certainly recognize it. Therefore, when writing the conjugation of the verb in the chart on the board, encourage students to provide the words needed in the correct order. This is also an ideal opportunity to get students talking about their own likes and dislikes.

- Write the chart title on the board.
- Explain that in order to make a simple present verb negative, the helping verbs *do* and *does* are needed.
- Ask students to tell you some foods, drinks, or conditions they don't like.
- Write their responses as complete sentences on the board, and underline the complete verb. For example:

- Maya does not like fish.*
- I do not like soda.*
- Jun Long does not like any sweets.*
- Ahmad does not like snow.*

- Use one of these student-generated sentences to conjugate the verb *like*. Underline the complete verb and circle the third person singular helping verb.
- Have students tell you the words to write as you complete this conjugation.

- I do not like snow.*
- You do not like snow.*
- He / She / It does not like snow.*
- We do not like snow.*
- You do not like snow.*
- They do not like snow.*

- Explain that the final *-s* on the third person singular is found on the helping verb *does*.
- Review the notes on contractions with students and make sure they know when to anticipate them.

□ **EXERCISE 35.** Looking at grammar.

Page 76

Time: 10 minutes

- Review item 1 with students.
- Have students complete the items in the exercise on sight by calling on individual students to read each correct item aloud.

□ **EXERCISE 36.** Looking at grammar.

Page 77

Time: 10 minutes

- Read the direction line and completed example items 1 and 2 with students.
- Remind students that the third person singular is the only negative form that requires the helping verb *does*. The other forms take the helping verb *do*.
- Have students complete the items in the exercise on sight by calling on individual students to read the completed items aloud.
- Correct items immediately and make sure that students enunciate *doesn't* / *don't* sufficiently so that others can distinguish between the two.

□ **EXERCISE 37.** Let's talk: pairwork.

Page 77

Time: 10–12 minutes

- Put students into pairs.
- Read the direction line and tell students to take turns, with one partner making a positive sentence and one making a negative one.
- Go around the classroom and help students working in pairs.

□ **EXERCISE 38.** Let's talk: game. Page 79

Time: 10–15 minutes

- Have students pull their chairs into a circle.
- Start by giving students one verb to use from the box below the example.
- Instruct the first student to make a sentence that is true for him or her, using the verb in the negative.
- Tell the next student to repeat the first student's sentence and then add another sentence.
- Continue around the circle and add your own sentence last.
- Correct students' pronunciation and use of the target grammar as you use the other verbs for the game.

□ **EXERCISE 39.** Looking at grammar.

Page 79

Time: 10 minutes

- Read the direction line aloud and review the completed example sentence in item 1.
- Explain to students that they need to both select the appropriate verb from the box above the exercise and put the verb in the appropriate negative form, using the correct helping verb.

- Give students time to complete the exercise on their own as seatwork.
- Move around the room and help those students who need additional support.
- Correct and review as a class by having students read their completions aloud.
- Write any particularly challenging items on the board.

□ **EXERCISE 40.** Looking at grammar.

Page 80

Time: 10 minutes

- Explain that completing the two charts in this exercise will help students see the difference between the negative forms of the verb *be* and the negative forms of an action verb, which requires the helping verb *do* / *does*.
- Give students a few minutes to complete the charts.
- Have students read the correct completions aloud; for direct comparison of any forms, write them on the board.

□ **EXERCISE 41.** Looking at grammar.

Page 80

Time: 10 minutes

- Read the direction line and discuss the completed example with students.
- Remind students that if the verb *be* is used, it will be followed directly by an adjective, noun, or prepositional phrase.
- Give students time to complete the exercise.
- Review as a class. Emphasize which words and parts of speech indicate whether the verb *be* or another verb is used.

□ **EXERCISE 42.** Let's talk: class activity.

Page 80

Time: 10–15 minutes

Part I

- Put students into pairs.
- Explain the direction line and examples to students and have them make true sentences using the negative simple present.
- Circulate and assist pairs making sentences. Write down any common errors for later correction.

Part II

- Tell students to remain with their partner.
- Have students write true sentences from the cues in Part II.
- Correct and review all possible sentences from both Part I and Part II as a class.
- Write any common errors you overheard on the board, and write the correction for each error on the board.

Optional Vocabulary

play soccer	shaves
understand	cigarettes
rain / snow	smoke
much	careful
strangers	barefoot
umbrella	citizens
showers / baths	tails
beard	serve
mustache	driver's license
puts on	whiskers

□ EXERCISE 43. Warm-up. Page 81

Time: 5–7 minutes

- Ask a student to read the questions in the speech bubble aloud.
- Ask students to say what the situation is, why the woman is asking these questions, and where the two women are.
- Ask students specifically which verbs need helping verbs to form questions.

CHART 3-9. Simple Present Tense: Yes / No Questions. Page 82

Time: 10–15 minutes

Many beginners know how to make simple yes / no questions for simple present tense verbs. Again, this is an ideal chance to have students supply you with the correct verb forms as you write on the board. In this way you will maximally involve students in this class presentation of the target grammar.

- Write the chart title on the board.
- Ask students a simple question, other than the one in the chart, in order to engage the class in actively presenting yes / no questions. For example:
Do you exercise?
- Write the question on the board.
- Explain that as with negative forms of simple present regular verbs, the helping verb *do* / *does* must be used with yes / no questions.
- Write the pronouns on the board to prompt formation of questions:

I
You
He / She / It
We
You
They

- Ask a student to use *do* to make the question you have written on the board into one that uses the pronoun *I*. From there, have students give you the correct question forms by looking at the chart and by activating their passive English.
- Write the entire conjugation on the board.

- Underline the helping verbs.

I *Do* *I* exercise?
You *Do* *you* exercise?
He / She / It *Does* *he / she / it* exercise?
We *Do* *we* exercise?
You *Do* *you* exercise?
They *Do* *they* exercise?

- Have students read the questions (h)–(m) aloud.
- Ask students to read questions (n) and (o) aloud.
- Remind students of the short-answer forms and correct use of the helping verbs.
- Read sentences (p) and (q) aloud and explain that *do* is also used as a main verb, meaning “to complete an action or execute a task.”

□ EXERCISE 44. Looking at grammar.

Page 82

Time: 10 minutes

- Give students a few minutes to read through the items and decide what the original question in each item should be.
- Have one student read the correct question (created from cues in each item) and ask a second student to respond with the correct short answer (a or b).
- Correct right away and put any challenging items on the board.

□ EXERCISE 45. Speaking and grammar: pairwork. Page 83

Time: 10–15 minutes

Part I

- Put students into pairs.
- Read the direction line and completed examples at the beginning of the exercise.
- If necessary, write the examples on the board so that students understand the task thoroughly.
- Explain that the first student (Partner A) asks a question about another class member based on the cues given.
- The second student (Partner B) responds with a short answer, using the cues given.
- Explain that for Part I, students should first do the entire exercise orally and not write the questions and answers until they are finished working with their partner.

Part II

- Ask students to work in pairs to write the correct questions and answers in their books.
- Review as a class and write the more challenging items on the board.

□ EXERCISE 46. Vocabulary and speaking.

Page 84

Time: 10 minutes

Part I

- Ask students to go through the items individually and check the activities they do at least once a week, as indicated in the direction line.

Part II

- Have students move around the room and ask other students questions about their daily / weekly habits.
- Instruct students to keep asking questions (and changing the time frames, etc.) until they get yes responses.
- Review both parts of the exercise in a class discussion.
- Ask students to share the yes responses they got from other students with the class.

Expansion: Ask students to write five sentences about themselves, telling what they do at least once a week. (Ten minutes.) Then have students exchange papers with a student they have not exchanged with before. That student reports the five sentences to the class, using the student's name or *he* or *she*.

□ EXERCISE 47. Looking at grammar.

Page 84

Time: 10–15 minutes

Part I

- Ask students to complete the statement forms of both *live* and *be* as directed.

Part II

- Have students complete the negative forms of both verbs as directed.
- Tell students they can use the full form or the contracted form, as they choose.

Part III

- Have students complete the sentences for both verbs, using question forms.
- Finally, have students compare all three lists perhaps by writing the completed forms on the board.

□ EXERCISE 48. Let's talk: game. Page 85

Time: 10 minutes

- Put students into teams of three or four.
- Instruct teams to form the correct question and answer it correctly. Tell them they may not use their smart phones!
- When the teams have completed the questions, have team members read the questions and answers aloud while you provide the correct responses.

Optional Vocabulary

wear jeans	go around (orbit)
take a nap	planets
make a snack	easy / hard to see
do the laundry	windy

□ EXERCISE 49. Warm-up. Page 86

Time: 5 minutes

- Ask students what a “lost-and-found” is and encourage discussion of the term.
- Have students read each question on the left aloud as a class and decide which answer corresponds.

CHART 3-10. Simple Present Tense: Asking Information Questions with *Where* and *What*.

Page 86

Time: 10–15 minutes

Because information questions are so important at the earliest stages of learning a new language, it is very likely that this chart will be review for many of your students. Remind them that information questions and yes / no questions are formed in different ways.

- Start by asking students yes / no questions as in the chart and write them on the board.
- To engage students, ask questions based on what you know about the actual people in your class. For example:

Do your parents live in this city, Monica?

Does your sister want a new bike, Akiko?

- Ask the class to tell you how to change these yes / no questions into information questions.
- Ask what kind of words introduce information questions, and elicit any information words students know, such as *what*, *where*, *who*, *when*, and *how*. Tell students this chart focuses only on *where* and *what*.
- Elicit help from students to write information versions of the above yes / no questions on the board. For example:

Do your parents live in this city, Monica? Where?

Where do your parents live?

Does your sister want a new bike, Akiko? What?

What does your sister want?

- Have students read example sentences (a) and (b) and then (c) and (d) from the chart aloud, while you write them on the board.
- Ask other students to read the short answers and write them on the board.
- Review the notes in the right column with students and underline the inverted word order in the questions in the left column that use the helping verb *do* / *does*.
- Ask other students to read example sentences (e) and (f) and (g) and (h) aloud while you write them on the board.
- Ask still other students to read the short answers aloud and write them on the board.
- Review all the notes from the chart and, if needed, generate additional examples with the help of students.

□ EXERCISE 50. Looking at grammar.

Page 86

Time: 10 minutes

- Have students read the direction line.
- Make sure they understand the task by highlighting the completed example items 1 and 2 with them, guiding them to start with the statement in parentheses that follows each item.
- Ask students to create the appropriate questions by looking at Speaker B's answer and rephrasing the information in parentheses to form an information question.

- Without having students prepare as seatwork, walk around the room, giving the first items to stronger students.
- Correct immediately and write more challenging items on the board.

□ **EXERCISE 51.** Let's talk: pairwork.

Page 87

Time: 10 minutes

- Put students into pairs.
- Ask each student to look at the book in order to prepare information questions based on the cues given for Partner A and Partner B.
- Tell students there may be more than one information question that can be made from the information included in this exercise.
- Move around the room and help students speak more fluidly by providing them with vocabulary and / or help getting started.

□ **EXERCISE 52.** Reading. Page 87

Time: 10 minutes

- Ask students to describe the word *opposite*.
- Ask them if they have a roommate or have lived with a roommate before. Tell them to talk about some of the challenges, as best they can.
- Write any student-generated information you can on the board and involve students as much as possible by asking questions. For example:
 - Is your roommate messy or clean?*
 - Does your roommate go to bed early or late?*
 - Do you like your roommate?*
 - Do you want to have a roommate?*
- Ask students to take turns reading the paragraph aloud and answer the related questions as a group.

Expansion: As a class, write a paragraph about how a dog and a cat act very differently. Show an action picture of a cat and one of a dog. (Perhaps the dog is jumping all over its owner as the person arrives home, and the cat is looking very independent.) Encourage students to volunteer sentences that you then write on the board.

□ **EXERCISE 53.** Let's talk: class activity.

Page 88

Time: 10 minutes

- Explain to students that you have more information about the lives of each character named in the chart on page 88.
- Tell students that in order for them to complete the chart, they have to ask you information questions about the lives of these characters.
- Tell students that in order for you to give them more information, they must use the correct format in their questions.
- When students ask you *correct* questions, give them the information they requested.

- Write incorrect questions on the board and correct them with the help of the entire class.
- When everyone has the correct information, have students compare the lives of the people in the exercise. Discuss who has the best life and why.

Optional Vocabulary

front row
 school supplies
 go on vacation
 neat
 smell
 make his bed
 hang up his clothes
 put things away

□ **EXERCISE 54.** Warm-up. Page 88

Time: 5 minutes

Any time you can get students to produce language using newly acquired structures, it should be encouraged. Thus, even with very short Warm-ups, get students to compare the contexts described in the book with their real lives.

- Ask students to look at the two pictures to answer the questions.
- Engage students in the topic by asking them what time their alarm goes off and what time they wake up. Have questions ready to go to provide opportunities for conversation. For example:
 - Do you use an alarm clock to wake up?*
 - What time do you get up Monday to Friday?*
 - Is this time different on Saturday and Sunday?*
 - Is it ever hard for you to sleep?*
 - How many hours of sleep do you need?*
- Write student-generated information on the board.

CHART 3-11. Simple Present Tense: Asking Information Questions with *When* and *What Time*. Page 89

Time: 10-15 minutes

As with the last chart, it is likely students will be familiar with these information words. Correct students right away so that they use the question forms accurately.

- Write the chart title on the board.
- Ask students yes / no questions that have to do with time first and write them on the board. For example:
 - Do you wake up early on weekends?*
 - Does your father work late?*
- As with the previous chart, ask students what question words and phrases can be used to ask questions about time.

- Write the question words that will elicit answers explaining *when* and *what time*. For example:

*Do you wake up early? When?
When do you wake up?*

*Does your father get home late? What time?
What time does your father get home?*

- Ask students to answer the questions. Put student-generated information on the board.
- Ask students to read each section of the chart aloud while you write the actual questions on the board.
- Ask students to help you write the word order for information questions. For example:
*Tell me the word order for information questions.
Question word + does / do + subject + main verb.*
- Write one of the sentences from the chart on the board. Then point to each word or phrase and identify it. For example:
When do you go to class?
- Review the note on the placement of frequency adverbs in the last cell of the right column of the chart.

□ EXERCISE 55. Looking at grammar.

Page 89

Time: 10 minutes

- Without having students prepare the exercise as seatwork, have students look at the exercise as you read the direction line to them.
- Make sure students know they have to form correct information questions that ask *when* or *what time*.
- Give the first item to one of the stronger students.
- Move from student to student, and have each one complete the question aloud.
- Have other students provide the short answer.
- Correct by writing on the board whenever necessary.

□ EXERCISE 56. Let's talk: interview.

Page 90

Time: 10–15 minutes

- Instruct students to move around the room with their books, asking peers *when / what time* questions with the correct format.
- Circulate around the room yourself to help any students who are struggling and to provide immediate correction and assistance with word order and / or vocabulary.
- Have students compare answers as a class by writing on the board grammatically correct sentences that describe the habits of the classmates they talked to.
- Remind those students writing sentences to use the third person singular correctly in their responses. Have those students not writing provide feedback on the grammar.

□ EXERCISE 57. Looking at grammar.

Page 91

Time: 10 minutes

- Read the direction line to students and highlight the completed examples in items 1 and 2.
- Give students time to complete the remainder of the exercise as seatwork.
- Review as a class by having students read both questions and answers aloud.
- Correct target grammar and all associated words.
- Correct pronunciation.

□ EXERCISE 58. Looking at grammar.

Page 91

Time: 10 minutes

- Give students time to complete each of the three conversations independently as seatwork.
- Walk around the room, helping as needed and making notes on anything that should be raised with the group.
- Correct as a class by having students read the completions. Provide immediate and clear correction.
- Then have pairs read the completed conversations aloud.

□ EXERCISE 59. Check your knowledge.

Page 93

Time: 10 minutes

- Explain the direction line and highlight the corrected word in item 1.
- Without having students prepare as seatwork, ask them to read each sentence as it is aloud and then correct it on the spot.
- Correct for accuracy and pronunciation.

□ EXERCISE 60. Looking at grammar.

Page 93

Time: 10 minutes

- Have students think of questions that will elicit the answers given.
- Give students time to complete the exercise as seatwork.
- Review as a class and allow any natural conversation that begins to unfold.
- Correct grammar and put challenging items on the board, as needed.

□ **EXERCISE 61.** Speaking and writing:
pairwork. Page 94
Time: 15–20 minutes

Because students often complete writing at different speeds, have them do the preparation for writing in class and with their partner. Assign independent writing as homework, and remind students that this exercise allows them to practice everything they have learned in Chapter 3.

Part I

- Put students into pairs.
- Read the direction line as well as the example section.
- Have students take turns asking each other about what they do and do not have. Tell them to ask questions not only about material objects. They can also ask about other things such as friends, health, etc. For example:

Do you have some good friends?

Do you have a backache? A headache?

- Ask students to take notes on their partner's responses.

Part II

- Tell students they will now discuss what they like and what they do not like, and read the direction line aloud.
- Have students exchange information and take notes on what they learn from their partner.

Expansion: Ask students questions about what they *like to do*. This structure is used in the sample paragraph, so it would be good to practice.

Do you like to eat pizza?

Do you like to go to movies?

Do you like to listen to rock music?

Do you like to come to school?

Part III

- Tell students to read the sample paragraph very carefully.
- Ask them to describe their partner in writing as homework.

Part IV

- Tell students to exchange papers.
- Explain to students that they should complete the editing check with their partner.
- When both partners are satisfied that their paragraphs have been appropriately edited, ask them to turn in their completed work.

Optional Vocabulary

opens / closes

office hours

pocket

set of keys

good luck

carry

physical description