



Chapter 5

Talking About the Present

CHAPTER SUMMARY

OBJECTIVE: In this chapter, students learn to use accurate grammar to discuss their present situations. The text presents the present tense in combination with prepositional phrases of time and location to describe when and where scheduled events take place. Phrases and questions with *it* and *there* are taught in order to give students the ability to describe their surroundings concretely and ask for further specific information. By learning additional prepositions and prepositional phrases, students are able to describe the present more accurately. Finally, students learn to talk about their needs and wants grammatically, and they also learn to present these needs and wants more politely and formally by using *would like*.

APPROACH: The chapter begins with using *it* to talk about time and moves on to prepositions of time. It then presents *it* and *what* to talk about the weather, followed by statements and questions with *there + be* and prepositions of place. Finally, in teaching first how to express present needs and wants, and then how to express these needs and wants politely with *would like*, the chapter fosters more autonomy and productive speech, which in turn solidifies mastery.

TERMINOLOGY: The text continues to use a minimum of grammatical terminology and to refer to phrases using the grammar form so that students immediately grasp their purpose. Most grammar points are described as *using ___ to talk about ___*, which further emphasizes that the point of grammatical accuracy is meaningful expression.

□ EXERCISE 1. Warm-up. Page 125

Time: 5–10 minutes

Some beginners may already be familiar with *it + time* phrases. Capitalize on their knowledge by asking them to use what they know.

- Ask students to tell you what time it is, what day it is, and what month it is right now.
- Ask the questions above orally and then, with the assistance of students, write accurate and complete responses on the board. For example:

Ask: *What time is it?* Write the students' response:
It is 11:45 A.M.

Ask: *What day is it?* Write the students' response:
It is Friday.

Ask: *What month is it?* Write the students' response:
It is March.

- Ask students to look at the three pictures in the Warm-up and respond to items 1–3.
- Review students' responses as a class and write any additional vocabulary that arises on the board.

CHART 5-1. Using *It* to Talk About Time.

Page 125

Time: 10–15 minutes

The chart presents *it + is* with various time-and-date phrases. Although beginners will be familiar with many of these phrases, explain which ones are most common. For example, in speech, *September 15th* is more common than *the 15th of September*. Students will benefit from knowing which phrases they are most likely to hear and / or read.

- Write the chart title on the board.
- Ask different students to read the example questions and answers, (a)–(e), aloud.
- Write the questions and answers on the board.
- Ask students additional questions about times, dates, and months, and write their responses on the board. For example:

Ask: *What is your birthday?* Write: *It is October 1.*

Ask: *What is your favorite day of the week?* Write: *It is Friday.*

Ask: *What is your favorite month of the year?* Write: *It is June.*

□ EXERCISE 2. Looking at grammar.

Page 126

Time: 8–10 minutes

- Read the direction line and ask a student to read the completed example item aloud.
- Give students time to read the answers in each item and supply the correct question.
- Correct together, asking students to take turns reading the questions and answers aloud.

□ EXERCISE 3. Warm-up. Page 127

Time: 5 minutes

- Ask students to think about their weekly schedules.
- Have them read through and complete items 1–3.

- Ask students to read the items aloud as completed sentences.
- Invite students to share and compare other scheduled events that they may have in their lives by asking additional questions.
- Write your questions and student-generated information on the board. Underline the expressions of time. For example:

Ask: *Do you exercise every week? When?*

Write: *Marco exercises on Monday and Wednesday.*

Ask: *Do you do laundry every week? When?*

Write: *Pei-Lin and Noriko do laundry on Sunday.*

Ask: *What time do you go to bed every night?*

Write: *Gabriela, Fernanda, and Ahmad go to bed at 11:00 P.M.*

CHART 5-2. Prepositions of Time. Page 127

Time: 10–15 minutes

The chart presents prepositions of time, many of which beginners may already know. Prepositions often pose challenges for beginning and advanced students alike as there are so many prepositions used in English and their use is idiomatic rather than literal. In addition, though many patterns can be observed, there are many exceptions within these patterns.

One way to approach prepositions of time is to indicate the types of time periods governed by each preposition: *At* is used for the most specific time, an actual time on the clock. *On* is used for a day of the week or a specific date. *In* is used for periods of time, such as weeks, months, and years.

- Write the chart title on the board.
- Write *at* on the board and ask students to read example sentences (a)–(c) aloud.
- Discuss the notes on the right of the chart and write a few examples and notes on the board. For example, ask students what time their English class starts *at* and what time it finishes *at* and write their answers on the board. Underline the time phrases with *at*. For example:

What time does English class start at?

Class starts at 9:00 A.M.

Class finishes at 11:00 A.M.

- Write *in* on the board. Ask students to read example sentences (d)–(h) aloud.
- Explain that *in* is used for periods of time such as *the morning*, *the evening*, and *the afternoon*.
- Explain that *in* is also used for specific months, years, and centuries.
- Ask students questions to elicit the use of *in*. Write their answers on the board. Underline the time phrases with *in*. For example:

When do you prefer to study? In the morning or in the evening?

Lam prefers to study in the evening.

What month is Christmas in? It is in December.

- Refer to the notes in the right column of the chart. Write the notes and sentences illustrating their use on the board. For example:

in + a specific month: Febria's birthday is in May.

in + specific periods of time: Mahmoud visits his mosque in the afternoon.

- Write *on* on the board.
- Ask students to read example sentences (i)–(k) aloud.
- Explain that *on* is used with specific days of the week and dates.
- Ask students questions that will elicit the use of *on* and write the questions and sentences on the board. For example:

When is your birthday?

My birthday is on October 31.

- Write *from . . . to* on the board.
- Explain that *from . . . to* is used to show the duration of an activity.
- Have a student read example sentence (l) aloud and write the accompanying note on the board.
- Ask students questions that elicit the appropriate use of *from . . . to*.
- Write questions, examples, and reminders on the board. For example:

When do you do your homework?

from + a specific time to + a specific time: I do my homework from 7:30 to 9:00 P.M.

□ EXERCISE 4. Looking at grammar.

Page 127

Time: 10–12 minutes

- Give students time to read through and complete the items as seatwork.
- Have students take turns reading their completed items aloud.
- Correct overtly and immediately, referring to notes on the board from Chart 5-2 (on page 127).

□ EXERCISE 5. Let's talk: pairwork. Page 128

Time: 10–15 minutes

- Put students into pairs.
- Read the direction line and review the completed model item.
- As students are working through the items, circulate and assist them.
- Encourage students by asking the questions of both partners at once.
- When students have completed the exercise, review by asking them to read their partner's responses aloud.

Expansion: Do a quick poll about students' study habits by comparing how many students prefer to study in the morning, in the afternoon, and in the evening. Write the results of the poll on the board, using students' names. For example:

Pierre, Hiro, and Sadaf study in the morning.

Carolina, Chun Ja, Francis, and Ahmad study in the afternoon.

Junko, Pedro, Maria C., Maria B., and Jing Wen study in the evening.

Marta studies at night.

□ EXERCISE 6. Listening and grammar.

Page 129

Time: 10–15 minutes

Part I

- Have the CD player ready and know which track you will play.
- Read the direction line and tell students they will hear four descriptions. They must match each description to one of the pictures.
- Play the appropriate track while students identify each description.

Part II

- Instruct students to complete the items by using the information they learned in the listening.
- Have students read the completed items aloud.
- Correct students for content and accuracy. Correct students' pronunciation as you go.

Optional Vocabulary

the day *versus* the date
express
be born
was born

□ EXERCISE 7. Warm-up. Page 129

Time: 5 minutes

- Write the word *weather* on the board.
- Ask students to tell you any words they know having to do with weather. Make a word web and write student-generated vocabulary on the board.
- Explain that some weather vocabulary has to do with temperature, some with the air quality or movement, and some with precipitation (rain and snow). For example:

<u>temperature</u>	<u>air</u>	<u>precipitation</u>
<i>mild</i>	<i>sunny</i>	<i>rainy</i>
<i>warm</i>	<i>clear</i>	<i>snowy</i>
<i>hot</i>	<i>cloudy</i>	
<i>chilly</i>	<i>foggy</i>	
<i>cool</i>	<i>windy</i>	
<i>cold</i>	<i>calm</i>	

- Have students read the questions in the Warm-up aloud.
- Compare responses among students and discuss the differences in weather in students' hometowns.
- Ask students to talk about their favorite weather.

CHART 5-3. Using *It* and *What* to Talk About the Weather. Page 130

Time: 10–15 minutes

- Write the chart title on the board.
- Write *It + is + weather adjective* on the board. Explain that English speakers use this formula to describe the weather.

- Ask a student to read example sentences (a)–(c) aloud.
- Ask students to describe the current weather by using specific adjectives.
- Ask other students to read example questions (d)–(f) aloud while you write the three questions on the board.
- Use these questions to ask about weather in parts of the world known to have extreme conditions.
- Write these questions and students' responses on the board. For example:

What's the weather like in the Sahara?

It's very windy and very hot.

How's the weather at the North Pole?

It's extremely cold.

What's the temperature in Jakarta, in summer?

It's above 100 degrees Fahrenheit!

□ EXERCISE 8. Let's talk: pairwork. Page 130

Time: 10–15 minutes

This activity can be a very interesting cross-cultural exercise if your students are from very different parts of the world. Before beginning, ask students what temperatures, for them, are cold, hot, and / or just right. Explain that peoples' perceptions of the weather are determined by the weather they are used to, along with their own personal preferences.

- Put students into pairs and read the direction line aloud.
- Write the question *How's the weather today?* on the board.
- Walk around the room, helping pairs as they compare their opinions on the weather.
- Review as a group.

Expansion: To illustrate the fact that people's perceptions of weather are determined by the weather they are used to as well as their personal preferences, draw a simple x-y graph on the board. Label one end *cold* and the other *hot*. Have students write temperature-related weather adjectives on the board and say what weather temperature they like best.

cold _____ | _____ *hot*

□ EXERCISE 9. Let's talk: small groups.

Page 130

Time: 5–10 minutes

- Put students into small groups.
- Ask them if they are familiar with the Fahrenheit temperature scale.
- Ask if they know places, other than the United States, that use the Fahrenheit scale. (It is used in the Bahamas, the Cayman Islands, Palau, and Belize.)
- Give the groups time to complete the items with Celsius temperatures from the box and also to describe the temperature in words.
- Discuss and compare as a class, and remind students that words such as *warm* and *cool* are not scientific: What one person thinks is *cool*, another person might find *mild*.

□ **EXERCISE 10.** Let's talk: small groups.

Page 131

Time: 10–15 minutes

When pair or small-group exercises follow one another, be ready to move students from one group to another. Sometimes, simply moving one person out of each group and into a new group can keep pair and small-group work dynamic. In any case, observe pair, group, and seatwork exercises carefully to see how you can optimize student attention and class momentum.

- Put students into new small groups if such a change could benefit class momentum.
- Explain to students that being able to convert temperature quickly from Celsius to Fahrenheit will allow them to function more independently in a setting where Fahrenheit is used.
- Discuss *exact* versus *approximate*.
- Have a student read the completed example aloud.
- Ask groups to complete the remaining six items.
- Review the items as a group.

□ **EXERCISE 11.** Let's talk: interview.

Page 132

Time: 10–15 minutes

- Read the direction line to students.
- Write the Student A questions on the board while having students read the modeled exchange aloud.
- Encourage students to get up and move around during this exercise.
- Review the interviews as a class, asking students to share information they learned about the persons they interviewed.
- Write shared information on the board, as much as possible.
- Correct for accuracy and pronunciation.

Optional Vocabulary

hometown	windy
cloudy	stormy
partly cloudy	location
humid	population
chilly	average temperature
freezing	

□ **EXERCISE 12.** Warm-up. Page 133

Time: 5–8 minutes

It is likely that some beginners will already be familiar with *there is / there are*.

- Ask students to look around the room.
- Ask students to take turns reading and completing items 1–3 on sight.

- Once students have supplied the correct form of *there is / there are*, ask them to make other observations about the classroom and surroundings.
- Write student-generated observations on the board. For example:

There is a wastebasket in the room.

There are maps on the wall.

CHART 5-4. *There + Be.* Page 133

Time: 10–15 minutes

- Write the chart title on the board.
- Explain that *there + be* is used to describe what is in a certain place.
- Preteach the word *exists* and give students examples of concrete things that physically exist in the classroom. For example:
 - a teacher: There is a teacher in the room.*
 - chairs: There are chairs in the room.*
 - tables: There are tables in the room.*
- Ask students to read example sentences (a) and (b) aloud.
- Write the accompanying notes on the board.
- Ask students to read example sentences (c) and (d) aloud.
- Write the accompanying notes about contracted forms on the board.

□ **EXERCISE 13.** Looking at grammar.

Page 133

Time: 10 minutes

- Read the direction line for students and review the two completed example items with the class.
- Have students complete the remaining items independently as seatwork.
- Correct the exercise by having students take turns reading items aloud.
- Ask students about additional vocabulary embedded within the exercise.

□ **EXERCISE 14.** Let's talk: pairwork.

Page 134

Time: 10 minutes

- Put students into pairs.
- Read the direction line aloud and stress that students should look at their partner, not at their books, while completing the exercise.
- Walk around the room, joining pairs and assisting them.
- Remind students to look at each other and remind them that the basic task is to switch from singular *There is* to plural *There are*.

□ **EXERCISE 15.** Let's talk: small groups.

Page 134

Time: 10–15 minutes

- Put existing pairs together into small groups.
- Ask everyone to put some of their own personal items on the table.
- Explain the direction line to students and write *There is . . . There are . . .* on the board if it is no longer there.
- Walk around the room, assisting and encouraging students and correcting them in close proximity.

Expansion: Alternatively, bring paper or opaque plastic bags containing odd items to give to each small group. Each bag can contain several of the same items, such as paper clips or rubber bands, along with an odd item or two that you have around your house (a ladle, a bow, a candle, a deck of cards, batteries, soap, etc.). Contents of a typical junk drawer are great for such exercises. To give students additional time practicing *There is / There are*, have students put their items back into their bag and close it up. You can then redistribute the bags to different groups, giving students a new set of items to name. This is also a fun way both to teach daily vocabulary and to invite students to share what they may already know about the names of random items found in a house.

□ **EXERCISE 16.** Listening. Page 134

Time: 5–10

- Have the CD player ready and know which track you will play.
- Read the direction line to students and review the completed example with them, emphasizing that they will hear both singular and plural contractions of *there + be*.
- Tell students to listen for a /z/ sound in the ending of *there's*. Listening for this final consonant sound will help them distinguish *there's* from *there're*.
- Remind students to listen also for other words and indicators of singular or plural, such as singular articles and the plural endings of nouns.
- Play the CD.
- Correct the exercise as a class, writing any challenging items on the board for further review.

Optional Vocabulary

comfortable
view
activities
difficult

□ **EXERCISE 17.** Warm-up. Page 135

Time: 5–10 minutes

Students will already be familiar with yes / no questions as well as *there + be*.

- Ask students to read the two questions in the Warm-up aloud and respond to them.

CHART 5-5. *There + Be*: Yes / No Questions.

Page 135

Time: 10–15 minutes

Remind students that they are already familiar with this basic form. They have answered questions with short answers and the verb *be*. Now they will learn how to ask these questions.

- Write the chart title on the board.
- Ask a student to read sample question (a) aloud while you write the elements of the structure of yes / no questions on the board. For example:

<u>Question</u>	<u>Answer</u>
<i>Be + there + subject?</i>	<i>Yes, there is / are.</i>
	<i>No, there isn't / aren't.</i>

- Ask another student to read sample question (b) aloud while you write both the question and the possible short answers on the board.
- Emphasize that students need to read the question carefully to determine if the subject is singular or plural.

□ **EXERCISE 18.** Let's talk: pairwork.

Page 135

Time: 10 minutes

Because students have not yet been exposed to quantity / container vocabulary, ask them to focus on the singular article *a* when identifying whether the phrase is singular or plural.

- Put students into pairs.
- Read the direction line to students and have them ask and answer questions about what is in the refrigerator, using the respective items (1–6) for Partner A and Partner B.
- Walk around the room, engaging with different pairs and helping students interact with each other.
- Lead the review of the exercise by asking questions for all twelve items of different members of the class.

□ **EXERCISE 19.** Let's talk: small groups.

Page 136

Time: 10 minutes

- Put students into groups.
- Read the direction line to the students.
- Write the name of the city where the class is being held on the board.
- Model the example questions and responses with students and then tell students to begin with one student asking the question.
- Move around the room and assist students.
- Review grammatical accuracy and content as a class by asking the class as a whole if *there is / there are* the items in 1–12 in this city.

□ **EXERCISE 20.** Let's talk: class activity.

Page 136

Time: 10 minutes

Turn to the grid on page 502 which has all the information needed for this exercise and solves "the puzzle" of which hotel students should choose.

- Ask students to take turns reading sentences about the Romero family.
- Explain that students must ask you questions, using the correct structure, to discover whether a particular hotel has a particular feature the family wants.
- As students ask questions about each hotel, answer with the appropriate form: *Yes, there is / are* or *No, there isn't / aren't*.
- The questions will lead students to the name of the correct hotel.

Optional Vocabulary

a bottle of	a public transportation system
a bowl of	hiking trails
a bag of	horses to ride
a subway system	ocean-view rooms

□ **EXERCISE 21.** Warm-up. Page 137

Time: 5 minutes

Teach students how to *estimate*, or give approximate numbers, in response to the Warm-up items. Point out that estimating is very useful when discussing numbers that are constantly changing or beyond an ordinary person's experience. Because students learned *approximate* before, encourage them to use this word. Teach *on average*, *about*, *almost*, and any other words (*population*, *guess*, *roughly*, *over*, *under*) that may help them with this task.

- Ask students the first question, *How many students are there at this school?*
- Write the question on the board and discuss with students how they could arrive at an estimate.
- Ask for students' ideas about estimating this number and encourage scientific reasoning, asking them how many classrooms there are and how many students are in each class, on average.
- Write students' responses on the board, along with any additional reasoning they provided.

There are 20 classes and there are, on average, 10 students in each class. So, there are about 200 students in this school.

- Have students read items 2 and 3 aloud and give you their best estimates of the populations of both their country and the world.
- Write student-generated answers on the board, using the target grammar.

*There are about 190 million people in Brazil.
There are almost 1.5 billion people in China.
There are over 7 billion people in the world.*

CHART 5-6. *There + Be: Asking Questions with How Many.* Page 137

Time: 10-15 minutes

- Write the chart title on the board.
- Ask a student to read question (a) aloud, along with its short answer, while you write the question's components on the board. For example:
How many + subject + are + there?
- Explain that the short answer to a question with *how many* must have a number, an amount, or a quantity word.
- Have another student read question (b) aloud, along with its short answer.
- Stress that *how many* must be followed by a plural noun.

□ **EXERCISE 22.** Let's talk: class activity.

Page 137

Time: 10 minutes

- Start this exercise by asking your students the sample question.
- Have various students ask the questions. Students can answer spontaneously or, alternatively, you can direct their questions.
- Correct immediately and clearly, referring back to the board work from the previous chart as needed.

Expansion: Instruct students to look around the room and observe as much as they can. Tell them to look carefully at what objects their classmates have with them, what they are wearing, and what objects are in the room. Then tell students to close their eyes and keep them closed. Ask students *how many* questions using the items from Exercise 22.

Add additional questions. For example:

*How many pairs of sneakers are there in this classroom?
How many students with glasses are there in this classroom?
How many students with dark / red / short / long hair are there in this classroom?
How many students with red shirts are in this classroom?
How many maps / posters are on the walls of this classroom?*

□ **EXERCISE 23.** Let's talk: pairwork.

Page 137

Time: 10-15 minutes

As students gain comprehension and confidence using English, they will be ready to start pairwork with minimal instruction.

- Put students into pairs.
- Model the example with a student. Then instruct students to ask and answer questions with the items for Partner A and Partner B in the book.
- Walk around the class and monitor student progress, taking notes on mistakes or other matters to address with the whole class.

- Review as a group by asking the whole class to respond to the partner items. Discuss any discrepancies that arise and encourage students to name the states in the United States, the provinces in Canada, and the countries in North America.

□ EXERCISE 24. Warm-up. Page 138
Time: 10 minutes

- Give students a chance to read items 1–3 aloud.
- Discuss any related vocabulary and correct pronunciation.

Expansion: To expand this Warm-up, prepare index cards describing famous people by location (expressed by using prepositions of place). Put students into groups of three or four and distribute index cards that can be used to elicit the names of famous people. There may be more than one correct response for each set of clues. For example:

- I live in Rome.*
- I live at St. Peter's Basilica, the Apostolic Palace.*
- I live on Vatican Hill.*
- I live in Washington DC.*
- I live on Pennsylvania Avenue.*
- I live at the White House.*
- I work in a firehouse.*
- I ride on a fire truck.*
- I arrive at the scene of a house fire.*
- I work on the ground floor of the building.*
- I work at a restaurant.*
- I work in the kitchen.*
- I sing on the stage.*
- I work at an opera house.*
- I wait in the wings.*
- I work on the maternity floor.*
- I work at Mass General Hospital.*
- I work in Boston.*

CHART 5-7. Prepositions of Place. Page 138
Time: 10–15 minutes

One way to approach prepositions is to use schematic diagrams to show what each preposition expresses. Make three diagrams: a specific point on an x-y axis, a specific point on a two-dimensional flat surface, and a point in a three-dimensional space big enough to hold a person. When *at*, *on*, and *in* are used as prepositions of place, *at* indicates a specific point or position, *on* shows location on a two-dimensional flat surface, and *in* shows location in a space that can enclose a person.

- Write the chart title on the board.
- Building on the general physical explanation given above, mention some specific examples of the types of locations governed by *on*, *in*, and *at*. For example:
 - on: used for two-dimensional flat surfaces (roads, etc.)*
 - in: used for a location big enough to contain the subject (in a city, in a country)*
 - at: used for specific places (at a street address, at the corner of x and y)*

- Have a student read example sentence (a) aloud while you write the corresponding notes in the right column of the chart on the board. Stress that *on* is for a flat surface, and draw a simple diagram to illustrate this. For example:



- Ask other students to read example sentences (b)–(e) aloud while you write the corresponding notes on the board. Explain that *in* is for a bigger, three-dimensional space, one that can enclose the subject. Draw a simple diagram to illustrate this. For example:



- Bring in a box and ask a couple of students to put a small object in it. Then ask, *Where is the pen? Where is your pencil?*
- Have other students read sentences (f)–(h) aloud. Explain that in addition to signifying very specific location, *at* shows engagement in certain activities. Illustrate the specificity of location and explain the importance of the activity done at this location. For example:
 - John works at the Green Market.*
 - I study at my friend's house.*
 - Linda is sitting at her desk.*
- Read the notes in the right column of the chart and write them on the board. Explain that people who are *at work* and *at school* are not just physically inside those buildings. Rather, they are doing work and school activities.
- Have students read example sentences (i)–(l) aloud. Write the corresponding notes on the board, and explain each of the situations expressed by the prepositional phrases.

□ EXERCISE 25. Looking at grammar. Page 139
Time: 10 minutes

- Read the direction line to students.
- Give them time to complete the exercise as seatwork.
- Have students read the completed sentences aloud.
- Call on more than one student to read answers to questions 8–11.
- Correct prepositional phrases and target grammar immediately.

□ EXERCISE 26. Game. Page 140
Time: 10–15 minutes

- Put students into small groups or teams.
- Read the direction line aloud.
- Because the direction line may not be clear to beginning students, explain that students need to do two things: First choose the correct preposition and then match the proper names from the box with the locations in items 1–3.
- Because the directions do not include a completed example, write one of your own on the board and complete it with students. For example:

Building:
I am _____ Pennsylvania Avenue.
I am _____ Washington, DC.
(The White House)

- Give students time to complete all items with their team.
- Review by having students read corrected items aloud and keep score visibly on the board.
- Remind students that in order to receive one point, they must get both the preposition and the name of the person, building, or company correct.

□ **EXERCISE 27.** Looking at grammar.

Page 140

Time: 10 minutes

- Ask students to complete this exercise on sight, with no independent preparation.
- Have different students read each completed item aloud.
- Correct and discuss as needed.

□ **EXERCISE 28.** Looking at grammar.

Page 141

Time: 10 minutes

- Give students time to complete as seatwork.
- Circulate, assisting any students who may need it.
- Review by having students take turns reading each item. Correct immediately for both accuracy and pronunciation.
- Review optional vocabulary for this section.

Optional Vocabulary

resting
prisoner
prison / jail
free
hall
surgery
fire extinguisher
headache

□ **EXERCISE 29.** Warm-up. Page 141

Time: 5 minutes

Some beginners will know more than the most basic prepositions. Before having students attempt the items in the Warm-up, model some of the prepositions of place presented in Chart 5-8 by using yourself as the object of the preposition.

- Look at the class and tell the students who is in front of you, and write this on the board. For example:
Mina is in front of me.
- As the board (or another classroom feature) is likely to be right behind you, say this and write the corresponding sentence on the board. For example:
The board is in back of me.
- Instruct students to answer the questions.
- Have different students tell you their answers in complete sentences.

CHART 5-8. More Prepositions of Place:

A List. Page 142

Time: 10–15 minutes

Many beginners are familiar with many of the prepositions in this chart. Before presenting the explanations in the chart, have students demonstrate their knowledge by physically positioning themselves according to the meaning of each preposition, as indicated in the instructions below. This will help activate students' knowledge of these prepositions and will engage them more fully in the material.

- Write the chart title on the board.
- Before having students read through the example sentences, tell them you want them to demonstrate the meanings of all the prepositions they already know.
- Using yourself as a point of reference, ask a specific student to stand *beside* you and write *beside me* on the board as you do so.
- Move through the prepositions listed in the box by asking different students to stand in various places around the room, demonstrating the meanings of the prepositions. For example:
Say: Shinko, please stand at the door.
Write: at the door
- Write each preposition on the board as you work through the list.
- When you have completed the list, have students read the sample sentences (a)–(p) aloud.
- If any prepositional phrase is still not clear, write the corresponding sentence on the board and draw or physically demonstrate the preposition and its relationship to the object until you are sure students understand.

□ **EXERCISE 30.** Looking at grammar.

Page 143

Time: 10 minutes

- Give students time to work through this exercise as seatwork.
- Correct and review by having students read completed sentences aloud.
- Accept all answers that could be correct (for example, *under* and *below*).

□ **EXERCISE 31.** Let's talk: pairwork.

Page 144

Time: 10 minutes

- Put students into pairs.
- Read and explain the direction line.
- Call on one student to model the role of Partner A while you take the role of Partner B.
- Have students work through the first nine items before changing roles.
- Circulate around the room, assisting students as you go.

- Review by having the class respond to some of the questions as a group and writing their responses on the board.

□ **EXERCISE 32.** Listening. Page 145

Time: 10 minutes

- Have the CD player ready and know which track you will play.
- Read direction line to students and stress that for all fifteen items, they will need to listen for the prepositional phrase in order to respond with *T* or *F*.
- Play the CD track.
- Correct by either replaying the track or reading the script aloud, calling on individual students to provide the *true* or *false* responses.
- For false statements, make sure students understand which part of the statement was false.

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

Page 145

Time: 10 minutes

- Put students into pairs.
- Explain that they will practice using prepositions of place with *be*.
- Because students have not yet studied the imperative, briefly reintroduce its form and use. Explain that you give orders by using the basic verb without a subject. In every case, the subject *you* is understood. Because the subject is always *you*, it does not need to be stated each time.
- Ask a student to be Partner B and model the first exchange.
- Give students time to instruct each other and perform the actions accordingly.
- Circulate throughout the room, assisting students as you go.

□ **EXERCISE 34.** Vocabulary and grammar.

Page 146

Time: 10–15 minutes

Gauge how well your students are responding to pairwork. As they will have had a couple of pairwork exercises in a row, it may be more effective for you to lead this exercise as a class-wide activity.

Give those students who struggle more or seem reluctant to respond in a class-led activity an opportunity to speak by calling on them by name while also asking open-ended questions to the class.

Part I

- Have students look at the vocabulary and invite them to explain words to the class.
- Direct students to look at the illustration as you ask the first question, inviting more than one response.
- To draw in reluctant students and / or those whose level is lower than average, ask those students to read the questions aloud.

- Have students correct one another spontaneously, and put any challenging items on the board.

Part II

- Ask students to complete the cloze exercise as seatwork.
- Correct as a class by asking students to take turns reading their completions aloud.

□ **EXERCISE 35.** Vocabulary and grammar.

Page 147

Time: 10–15 minutes

Part I

- Have students look at the vocabulary and invite them to explain words to the class.
- Direct students to look at the illustration as you ask the first question, inviting more than one response.
- To draw in reluctant students and / or those whose level is lower than average, ask specific students to read questions aloud.
- Have students correct one another spontaneously, and put any challenging items on the board.

Part II

- Ask students to complete the cloze exercise as seatwork.
- Correct as a class by asking students to take turns reading their completions aloud.

□ **EXERCISE 36.** Vocabulary and grammar.

Page 148

Time: 10–15 minutes

Part I

- Have students look at the vocabulary and invite them to explain words to the class.
- Direct students to look at the illustration as you ask the first question, inviting more than one response.
- To draw in reluctant students and / or those whose level is lower than average, ask specific students to read questions aloud.
- Have students correct one another spontaneously, and put any challenging items on the board.

Part II

- Ask students to complete the cloze exercise as seatwork.
- Correct as a class by asking students to take turns reading their completions aloud.

Optional Vocabulary

boots	server
bridge	cut
butterflies	circulation desk
fishing pole	shelf / shelves
picnic bench	cash a check
picnic table	bank teller
burn	line of people
candle	counter
saucer	beard

□ **EXERCISE 37.** Warm-up. Page 149

Time: 5–10 minutes

- Ask students what phrases and words they know to make their English more polite.
- Beginners will certainly know *please* and *thank you* and may also be familiar with using modals to make polite questions, so encourage students to tell you all the expressions they know.
- Write the phrases they produce on the board. For example:

Please

Thank you.

You're welcome.

Could I _____?

Pleased to meet you.

- Have one student read aloud the statement from the woman in the illustration. Have another student read aloud the statement from the man in the illustration.
- If students are able to do so, invite discussion of the ways they express politeness in their language. Compare their responses with the ways people express politeness in English.

CHART 5-9. *Would Like.* Page 149

Time: 10–15 minutes

Explain that when a request is made, *I would like* is much more polite than *I want*. Be ready to discuss the effect that *I want* statements tend to have on others.

There is a lot of information in this chart, and students will probably not grasp all of it equally well. Stress the use of *would like* as a polite way to state a want or need. The remainder of the chart presents structural variants of this phrase. Try to keep students' focus on the main presentation of *would like* and, most important, the usefulness of this phrase.

Students have not yet had an introduction to the infinitive in the text. To minimize the focus on grammatical terminology, explain that the infinitive is the *to* form. Many beginners will understand this. Stress that the infinitive allows verbs to combine with other verbs to create very specific meanings.

- Write the chart title on the board.
- Have students read example sentences (a) and (b) aloud while you write both on the board.
- Repeat each sentence in an appropriate tone of voice so that students can hear how differently each sentence is received by native speakers and readily identify the softness in *would like*.
- Ask different students to take turns reading the sentences in example (c) aloud.
- Emphasize that neither *would* nor *like* is conjugated, and thus there is no final *-s* on either.
- Write both the long forms in (c) and the contracted forms in (d) on the board. Read aloud so students can hear the correct pronunciation of the contracted version.
- Explain the corresponding chart notes for contractions of *would* in (d).

- Have a student read example sentence (e) while you write it on the board.
- Explain that *would like* can be followed by the *to* form of the verb to show what people *would like to do*.
- Put example question (f) on the board and write its elements above each corresponding word.
- Emphasize that in a question, *would* comes before the subject.
- Ask a student to read short answer (g) aloud. Write it on the board and remind students of the way that *Yes, I would* is similar to *Yes, I am*.

□ **EXERCISE 38.** Grammar. Page 150

Time: 10 minutes

- Read the direction line and review the completed examples with students.
- On sight, have students read item 3 aloud and then transform it, using *would like*.
- Provide immediate correction.
- Complete the exercise in this fashion—reading, transforming, and correcting each item.
- Have students read the sentences aloud, contracting *would* and *like*.
- Have students practice repeating the contracted form.

□ **EXERCISE 39.** Let's talk: class activity.

Page 150

Time: 15 minutes

- Tell students that they will answer questions about their current state of mind and mood and what they would like to do right now.
- Write *I would like to ____* and *I'd like to ____* on the board.
- Instruct students to close their books and direct different questions to different students.
- Expand on the items in the book by including your own and tailoring them to specific students in your class.
- If the class activity is building momentum, use one of the Expansion questions below to maximize student production.

Expansion: Ask students additional questions to promote the use of *would like*. Explain the term *bucket list* and write it on the board. Encourage students to share their bucket lists using *would like*. Put student-generated sentences on the board.

If you could have a party and invite famous people, dead or alive, who would you like to invite?

If you had unlimited time and money, what would you like to do?

If you could relive any day in your life, what day would you like to relive?

Optional Vocabulary

polite
infinitive
bucket list
party
invite
relive

□ **EXERCISE 40.** Warm-up. Page 151

Time: 5–10 minutes

- Have students describe some of their likes, in terms of food, drink, ways to relax.
- Write student-generated responses on the board. For example:

I like movies.

I like to watch movies.

I like Italian food.

I like to eat Italian food.

- Ask students what they *would like* right now.
- Write their responses on the board. For example:
I would like a snack. I am hungry.
I would like to take a nap. I am tired.
- Have students read the two Warm-up sentences aloud and discuss the difference.
- Focus on the fact that *like* indicates a general preference, something that is *always* true.
- Stress that *would like* indicates something a person wants to do or have *now*.

CHART 5-10. *Would Like vs. Like.* Page 151

Time: 10–15 minutes

- Write the name of the chart on the board.
- Ask a student to read example sentence (a) aloud.
- Write the sentence on the board and discuss the accompanying notes.
- Ask a different student to read example sentence (b) aloud.
- Write the sentence on the board and review the accompanying notes.

□ **EXERCISE 41.** Listening. Page 151

Time: 5–10 minutes

- Have the CD player ready and know which track you will play.
- Write *like* and *'d like* on the board.
- Say these sentences and ask a volunteer to circle *like* or *'d like* for each one:
 1. *They like coffee.*
 2. *They'd like a cup of coffee.*
 3. *We like basketball.*
 4. *We'd like to play basketball tonight.*
- Review the example item with students before playing the track and instruct them to listen specifically for the difference between *like* and *'d like* (the contraction for *would like*).
- Either replay or read the items aloud in order for students to correct and review the exercise.

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

Page 152

Time: 10–15 minutes

- First give students an opportunity to think about and write completions to the items.

- Leading the discussion, ask various students to share their completions and expand on their likes and dislikes and so on.
- Put student-generated sentences on the board and, as much as possible, get students to speak in full sentences and explain their completions.

□ **EXERCISE 43.** Let's talk: pairwork.

Page 152

Time: 10 minutes

- Put students into pairs.
- Read and explain the direction line to students.
- Model the completed Partner A and Partner B dialogues with a few students and put example questions and short answers on the board.
- Have students determine who is Partner A and who is Partner B and work through each item.
- Circulate around the room, assisting students and ensuring that they understand their partner and can respond in complete sentences.
- Take notes on common mistakes and present these on the board while reviewing and discussing the items.

□ **EXERCISE 44.** Vocabulary and grammar.

Page 153

Time: 15–20 minutes

Many students may never have written a check in their own language, let alone in English. Use this exercise as an opportunity to ask students how they usually pay for things in their countries, whether they use credit and debit cards more frequently than cash and what kinds of uses a written check has.

Part I

- Have students read through the vocabulary in the box.
- Ask students to explain the vocabulary in their own words as best they can and ask specific questions to help them. For example:

When do you use your full name? What documents is it on?

- Lead the exercise or put students into pairs, but give students an opportunity both to read each question in Part I aloud and to answer it.

Part II

- Give students a few minutes to complete each item.
- Correct by having students read their completed items aloud.

□ **EXERCISE 45.** Vocabulary and grammar.

Page 154

Time: 15–20 minutes

Most students have some experience with cooking. Engage them in the topic by asking questions about whether they like to cook, what they like to cook, and so on.

Part I

- Have students read through the vocabulary in the box.
- Ask students to explain the vocabulary in their own words as best they can and ask specific questions to help them. For example:

When you go to the grocery store, do you always bring a grocery list?

- Lead the exercise or put students into pairs, but give students an opportunity both to read each question in Part I aloud and to answer it.

Part II

- Give students a few minutes to complete each item.
- Correct by having students read their completed items aloud.

□ EXERCISE 46. Vocabulary and grammar.

Page 155

Time: 15–20 minutes

Engage students by asking what they like to watch on TV and how often they do so. Ask questions that allow students to use newly acquired vocabulary and structures and that provide an opportunity for them to talk about their own lives.

Expansion: Ask a variety of questions to engage students.

What do you like to do in the evening?

Do you like to watch TV?

Do you like to watch TV alone or with friends and family?

How often do you watch TV during the week?

What are your favorite shows?

Do you know the term reality TV?

Part I

- Have students read through the vocabulary in the box.
- Ask students to explain the vocabulary in their own words as best they can and ask specific questions to help them.
- Lead the exercise or put students into pairs, but give students an opportunity both to read each question in Part I aloud and to answer it.

Part II

- Give students a few minutes to complete each item.
- Correct by having students read their completed items aloud.

□ EXERCISE 47. Let's talk: game. Page 156

Time: 15 minutes

- Put students into groups of three or four and tell them they will be functioning as a team.
- Explain the direction line.
- Explain that each team needs to make as many sentences as possible and that every sentence they write must have at least one preposition. Further, tell them that all the sentences must be grammatically correct.

- Have students choose a writer to record their team's sentences on one piece of paper.
- Give students ten minutes to write their sentences.
- Collect each team's sentences and read them aloud, having all students correct for grammatical accuracy.
- Write sentences on the board as needed.

□ EXERCISE 48. Looking at grammar.

Page 156

Time: 10–12 minutes

- Give students time to complete this review as seatwork.
- Have students take turns reading the corrected items aloud. Discuss any challenging items and write them on the board.

□ EXERCISE 49. Check your knowledge.

Page 157

Time: 10–15 minutes

- Read the direction line and review the completed example.
- Give students time to correct the items on their own, as seatwork.
- Ask students to take turns reading the corrected sentences aloud.
- Discuss those items that contain more than one correction.

□ EXERCISE 50. Looking at grammar.

Page 157

Time: 10–15 minutes

- Ask students to read these items aloud, completing them on sight.
- Compare content among different class members by inviting several completions to each item.
- Should any discussions arise naturally, encourage students to engage with one another and simply correct for accuracy and pronunciation.

□ EXERCISE 51. Reading and writing.

Page 158

Time: 15–20 minutes

Expansion: To engage students in the topic, ask them questions about dreaming in general and their own dreams in particular. For example:

What do you dream about?

Do you have good dreams and bad dreams? Do you ever have nightmares?

Do you usually remember your dreams?

Do you know what a recurring dream is? Have you ever had the same dream more than once?

Do you dream in color?

Part I

- Ask students to read through the passage, "A Happy Dream," underlining the verbs.

- Have students take turns reading the sentences in the passage aloud and ask about any words or phrases you choose. Doing so will provide students with an opportunity to speak English in a spontaneous fashion.

Part II

- Read through the direction line with students.
- Encourage students to think about dreams they have actually had or can imagine.
- Tell students to use the questions to write about their own dreams.

Part III

- Have students exchange paragraphs with a partner and use the editing check to check and correct each other's work. Alternatively, tell students to use the editing check to correct their own work.

Expansion: Have students as a class collaborate on writing a paragraph on the board by asking them to contribute to a common theme—a collective dream that they have for their own lives. Use the editing check to edit the collaborative work.

Invite students to collaborate on a paragraph about an ideal English class. They should write as “we” while working as a whole class, creating their sentences right on the board. They should discuss and write about what they envision as the perfect class.