

Notes and Answers

Chapter 1: PRESENT TIME

ORDER OF CHAPTER	CHARTS	EXERCISES	WORKBOOK
First day of class: talking/writing		Ex. 1 → 3	Pr. 1
Simple present and present progressive	1-1 → 1-2	Ex. 4 → 8	Pr. 2 → 10
Frequency adverbs	1-3	Ex. 9 → 13	Pr. 11 → 15
Final -s	1-4	Ex. 14 → 18	Pr. 16 → 20
Non-action verbs	1-6	Ex. 19	Pr. 21
Present verbs: short answers to yes/no questions	1-7	Ex. 20 → 21	Pr. 25
<i>Cumulative review</i>		Ex. 22 → 23	Pr. 22 → 24, 26

General Notes on Chapter 1

- This chapter includes some of the most fundamental and useful structures in everyday English. Students learn to ask and answer questions that are useful in getting and giving information, describing, and keeping a conversation moving along.

The book emphasizes everyday English, a style and register acceptable in most situations. The first exercise models a simple dialogue for an interview to help classmates get acquainted. Then the charts and exercises focus on important details of a few fundamental verb structures.

- **TERMINOLOGY:** The text does not differentiate between verb “tenses” and “aspects.” The usual student understanding of the term “tense” is a verb form that expresses time relationships; most students are comfortable with the term. The goal is always to present and explain structures with a minimum of technical terminology. The hope is that the students will leave their formal study of English one day with good control of its structures; terminology can and probably will be soon forgotten.

The present progressive is also called the present continuous in some texts.

□ EXERCISE 1, p 1. Introductions.

First explain the purpose of the task: pairs of students are going to interview each other and then introduce their partners to the rest of the class. (If your students already know each other, you might ask them to pretend to be other people—famous film stars, historical figures, etc.)

PART I. The example of the conversation between Kunio and Maria is intended to show the learners what they are supposed to do during their own interviews.

SUGGESTIONS:

- Have two students read the dialogue aloud.
- Model some parts of the dialogue yourself. For example, you could model various ways a native speaker might say “Hi. My name’s (. . .)” and have the students try to imitate your intonation. You could model any of the sentences and have the whole class repeat.
- Model everyday contracted speech. For example: *Where are* becomes “*Where’re.*”
- Point out phrases that keep a conversation moving along. Discuss their meanings and functions: *And you?* (meaning “And where are you living now?” which refers to the immediately preceding question) and *How about you?* (meaning the speaker is asking the other person the same question that immediately preceded).

PART II. The students can complete the paragraph as seatwork prior to class discussion.

EXPECTED COMPLETIONS: . . . Maria is from Mexico. Right now, she’s living on Fifth Avenue in an apartment (OR: in an apartment on Fifth Avenue). She has been here for three days. She came here to study English at this school before she goes to another school to study computer programming. In her free time, she likes to get on the Internet.

PART III. The students are to use information from the dialogue to create an introduction, as practice for creating their own introductions later. Have the students, working individually or in small groups, write Maria’s introduction of Kunio. Then, the students can read their introductions aloud as you write their words on the board as a basis for discussion.

POSSIBLE INTRODUCTION:

I would like to introduce Kunio to you. He’s from Japan. Right now, he’s living in a dorm. He has been here for two months. Right now he’s studying English. Later, he’s going to study engineering at this school. In his free time, he reads a lot. He also likes to get on the Internet.

PART IV Elicit questions from the class on the given topics. Write the questions on the chalkboard, then call attention to the same or similar questions in the dialogue between Kunio and Maria.

EXPECTED QUESTIONS:

- What is your name?
- Where are you from? / What country are you from? / What’s your hometown?
- Where are you living now? / Where do you live?*
- How long have you been in (this city)?
- Why did you come here?
- What do you like to do in your free time? / Do you have any hobbies? / What do you enjoy doing in your spare time?

**Where are you living now?* (present progressive) is usually the form of a question about a current but probably temporary residence: a dormitory, an apartment, etc. *Where do you live?* (simple present) is more often the question about the resident’s permanent home. In addition to a street address, the question *Where do you live?* can elicit a response of a city or state/province (e.g., *I live in Kansas City, Kansas.*). The distinction between these forms is subtle. In this interview, either question is appropriate and will elicit the desired information.

The next step is to divide the students into pairs, mixing language groups in a multilingual class or mixing proficiency levels in a monolingual class. Give the pairs ten minutes or so to do the interviews and prepare their introductions. Allow the students to read from their notes during the introductions.

PART V: Encourage the class to write down the names of their classmates as a way of getting to know each other.

As a follow-up to the in-class activity, you could ask the students to write the information from their interviews in a short composition (in class or out of class) and hand it in.

□ EXERCISE 2, p. 2. Introducing yourself in writing.

This practice is intended to reinforce the first exercise. It allows you to get to know your students and evaluate their proficiency.

The suggestions in the text for ways in which to handle the compositions resulting from this assignment can be used for any writing assignments throughout the term. You may wish to keep this first writing sample for now and return it to the students after several months so that they can see how much their English has improved since the first day of class.

□ EXERCISE 3, p. 3. Pretest (error analysis): present verbs. (Charts 1-1 → 1-6)

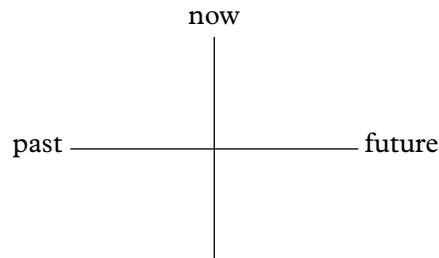
This exercise previews some common problems in using present verb forms.

Students should be given time in class to solve the exercise prior to class discussion. You might want to ask the students to write out and hand in the corrected sentences in order to evaluate their level of understanding and usage ability. Group or pair work would be another possibility. For example, a pair or group could write out all the corrected sentences and then give that paper to another pair or group to read and correct again if necessary. As another possibility, students could be asked to write the corrected sentences on the board for class discussion. (It's probably wise to ask for volunteers rather than assigning students to boardwork, especially the first day of class.)

ANSWERS: 1. **I am a** student at this school. (OR: **We are** students at this school.)
2. **I am not** living at home right now. 3. **I am** living in this city. 4. **I'm studying** English. 5. **I don't know** my teacher's name. 6. (*Teacher's name*) **teaches** our English class. 7. She/He **expects** us to be in class on time. 8. We always **come** to class on time. 9. **Does Omar go** to school? / **Is Omar** going to school? 10. Tom **doesn't** go to school. 11. My sister **doesn't** have a job. 12. **Does Anna have** a job?

CHARTS 1-1 AND 1-2: SIMPLE PRESENT vs. PRESENT PROGRESSIVE

- It is assumed that the students are already acquainted with these two present tenses, their negative and question forms, and contractions with *am*, *are*, *is*, and *not*. It is not assumed that the students have full control of these forms and their uses, however.
- The time-line diagram below is used to demonstrate tenses throughout the text, with the vertical crossbar representing “now” or the “moment of speaking.”



- The other tenses in the text are presented with the same time-line diagram. For example, see Chart 2-8 for the diagrams for the simple past and past progressive.

NOTES on presenting the grammar in Charts 1-1 and 1-2.*

- One option for presenting Chart 1-1 is to draw the diagrams on the board, discuss the examples briefly, then proceed immediately to the exercises.
- As another option, you could review all the grammar points in Charts 1-1 and 1-2 before turning to the exercises. Elicit examples from the class, write them on the board, discuss differences in meaning, manipulate forms, and orally model the contractions. You might, for example, use the verb *sit* and have the students make sentences about themselves and their classmates in statements, negatives, and questions such as these:

(Pedro) sits in class every day. (Pedro) is sitting (in that seat) right now. He doesn't sit in the back row every day. He isn't sitting in the back row right now. Does he usually sit in the center row? Is he sitting in the center row?

Ask leading questions so that the students will answer variously with *I*, *s/he*, and *they* as the subjects. Ask other questions so that students give short answers. For example: *Is (Talal) sitting next to (Janko)? Who is sitting in front of (Somchart)?*

- To get across the idea that the simple present expresses daily habits, ask the class to give you examples of their daily habits. To contrast with the present progressive, ask them if they are doing these things right now. An example of a daily habit: *I eat breakfast every day*. Contrast: *Are you eating breakfast right now?* Just a few examples should suffice to help the students understand the chart. The exercises that follow give them many opportunities to use the target structures.
- To emphasize that one use of the simple present is to express general statements of fact, ask the class to give you examples: *Rain falls. Birds fly. The earth is round*. Try to elicit eternal truths that exist in the past, present, and future.
- To emphasize the meaning of the present progressive, have students perform a few actions such as standing up or holding a pen for other students to describe. (Exercise 6 that follows has a list of actions that students can perform.)

*See the *Introduction: Classroom Techniques* (p. ix) for suggestions for presenting grammar charts.

□ **EXERCISE 4, p. 5. Simple present vs. present progressive. (Charts 1-1 and 1-2)**

Give the students a few moments to become acquainted with the illustration. Perhaps ask some students to describe what they see going on in the picture. Do items 1, 2, and 3 with the class to show them what they are supposed to do, then let them finish the exercise on their own prior to class discussion.

ANSWERS:

- | | | |
|--------------|---------------|---------------|
| 1. right now | 6. habit | 11. right now |
| 2. right now | 7. right now | 12. habit |
| 3. habit | 8. right now | 13. habit |
| 4. right now | 9. habit | |
| 5. habit | 10. right now | |

As a follow-up, you could ask the students to cover the written text, but not the illustration, and write a paragraph about the picture, using their own words and what they remember from the class discussion.

□ **EXERCISE 5, p. 5. Simple present vs. present progressive. (Charts 1-1 and 1-2)**

Students need to prepare the exercise prior to class discussion; they can do it as seatwork, or this exercise could be assigned as homework for the next day as you proceed to Exercise 6 in class. See the *Introduction*, p. xii, for suggestions on a variety of ways to handle fill-in-the-blanks exercises in the classroom.

Assign practices in the *Workbook* to reinforce the students' classwork. The *Workbook* contains only self-study practices; all answers are given in an answer key at the back of the book.

ANSWERS: 2. am sitting . . . sit 3. speaks . . . is speaking 4. Does it rain . . . is
5. Is it raining . . . is starting [*sprinkle* = to rain lightly] 6. is walking 7. walks . . . Do
you walk . . . Does Oscar walk 8. am buying . . . buy

□ **EXERCISE 6, p. 7. Using the present progressive. (Charts 1-1 and 1-2)**

You might want to ask the class to close their books during this exercise; the teacher is the only one who needs to have his or her book open. Unfamiliar vocabulary can be written on the board. If, however, the vocabulary is difficult for your class, let them keep their books open.

Try to elicit definitions or demonstrations of meaning from the class before you supply them. Vocabulary that may be difficult: *whistle, hum, bite, fingernails, rub, palms, kick, knock, shake, scratch*. (NOTE: In India and some other cultures, whistling may be considered rude.)

The words in the text in an oral exercise such as this are not intended as a script for the teacher. They are prompts. For the first item, for example, the teacher would probably say to a student, "Would you please stand up? Thank you," and then elicit the present progressive from another student.

The complete sentence responses are designed to provide practice with the target structures. You might mention that short answers [e.g., *Maria (is).*] are more natural than complete sentences in response to conversational questions (e.g., *Who is standing there?*).

The directions for activities in this exercise could be written on slips of paper and handed to pairs of students, who could then perform the actions as a pair while the rest of the class describes the action using the present progressive. This would encourage the use of plural pronouns (*they, their, them*) and plural verb forms.

EXPANSION: Suggest to the learners that they talk to themselves during the day, either silently or aloud. For example, if they are entering their apartment: *I'm turning the doorknob.*

I'm opening the door. I'm walking into my apartment. I'm closing the door. They can get a lot of valuable practice with English by talking to themselves. Ask them if they ever talk to themselves in their own language. They may or may not admit it. Assure them that most people do talk to themselves and that it's a good language-learning technique.

EXPANSION: Here are some other ideas for eliciting present verbs:

- (1) Ask a student to pretend to be a television reporter. S/he is covering an event live. The event is an exciting ESL or EFL English class at (*name of your school*). The TV audience doesn't know much about this kind of class. The reporter needs to tell the audience the nature of the class and describe what is happening at the moment during the live broadcast. The reporter could also interview some of the class members. Students can take turns being the reporter. You should demonstrate being the reporter first, then ask for a volunteer to continue.
- (2) Use a video camera to make a movie of the class. Perhaps you could videotape pantomimes or some other predetermined activity. Show the movie in class and ask the students to describe what is happening on the screen.
- (3) Show a videotape in class without the sound. Have the students describe the actions, using present verbs. They will need to guess what is going on in addition to describing the physical activities.
- (4) Set up a pretend microphone. Ask one student at a time (preferably volunteers) to pretend to be a radio news reporter. The audience needs to be informed about important events in the world today. (The reporters will probably need to use past verbs as well. This role play could be postponed until Chapter 2.)

□ **EXERCISE 7, p. 7. Using the present progressive. (Charts 1-1 and 1-2)**

Ask half the class to perform activities. Each member of the group can perform a different action; several students can perform the same action if they wish. Then ask students in the other half of the class to identify a person or persons in the activity group and describe the activity, using the present progressive.

EXPANSION: After the groups have performed their activities, ask individual students to perform an activity of their choice while the rest of the class describes it in writing, using their classmates' names and the present progressive.

□ **EXERCISE 8, p. 8. Using the present progressive. (Charts 1-1 and 1-2)**

NOTE: In a pantomime, one pretends to do something, using no words, only actions. You yourself should demonstrate the art of pantomime for the class before breaking the students into groups. Pretend to comb your hair, blow up a balloon, be asleep, etc. Your relaxed manner and willingness to perform publicly will encourage shy students to at least try a pantomime themselves. You might want to put suggestions for actions to pantomime on note cards and hand them out. If not, help the class brainstorm some ideas in addition to the suggestions in the text. Additional suggestions: brushing your hair, typing, talking on the phone, swimming, laughing, drinking through a straw, erasing something, shaking hands with someone, reading a newspaper.

CHART 1-3: FREQUENCY ADVERBS

- Discuss the meanings of frequency adverbs. Perhaps present to the students the specific frequency of some activity and ask them which adverb would be best. Examples:

I drink coffee every morning of the week. = **always**

I drink coffee six mornings a week. = **usually**

I drink coffee four or five mornings a week. = **often**

I drink coffee two, three, or four mornings a week. = **sometimes**

I drink coffee once every two weeks. = **seldom**

I drink coffee once or twice a year. = **rarely**

- Other possible points to discuss:

(1) *Usually* and *often* are close in meaning. If any students want to pursue a distinction, you might say that *usually* is 95% of the time, and *often* is 90% of the time. Or you might say that *usually* means “most of the time, regularly” and *often* means “many times, repeated times, frequently.”

(2) *Often* can be pronounced /ɔfən/ or /ɔftən/.

(3) In discussing the difference between *seldom* and *rarely*, you might describe *seldom* as 5% of the time and *rarely* as 1% of the time.

EXERCISE 9, p. 9. The meaning of frequency adverbs. (Chart 1-3)

Elicit more than one response to the items to create various contexts for the frequency adverbs. Keep the focus on the meaning of the frequency adverbs. If a student says, “I seldom watch TV,” ask him or her exactly how often he watches TV in order to review the meaning of *seldom*.

EXERCISE 10, p. 10. Position of frequency adverbs. (Chart 1-3)

This is an exercise on usual midsentence word order of frequency adverbs.

ANSWERS: 2. Tom is always at 3. The mail usually comes 4. The mail is usually here 5. I generally eat 6. Tom is generally in 7. . . . do you generally eat
8. Are you usually in

EXERCISE 11, p. 10. Frequency adverbs in negative sentences. (Chart 1-3)

Emphasize that *seldom*, *rarely*, *hardly ever*, and *never* are negative adverbs; they already carry a negative meaning, so *not* is not used with them. INCORRECT: *He doesn't rarely shave.* (The double negative, *doesn't rarely*, would give the meaning that he shaves a lot.)

ANSWERS:

- | | |
|-------------------------------------|----------------------------------------|
| 1. c. Jack frequently doesn't shave | 2. a. I usually don't eat breakfast. |
| d. Jack occasionally doesn't shave | b. I don't always eat breakfast. |
| e. Jack sometimes doesn't shave | c. I seldom eat breakfast. |
| f. Jack always shaves | d. I don't ever eat breakfast. |
| g. Jack doesn't ever shave | |
| h. Jack never shaves | 3. a. My roommate generally isn't home |
| i. Jack hardly ever shaves | b. My roommate sometimes isn't home |
| j. Jack rarely shaves | c. My roommate isn't always home |
| k. Jack seldom shaves | d. My roommate is hardly ever home |

□ **EXERCISE 12, p. 10. Using the simple present with frequency adverbs. (Charts 1-1 → 1-3)**

In this exercise the students talk about themselves, sharing “real” information while using the target structures.

See the *Introduction*, p. xiv, for suggestions about handling oral pairwork in the classroom.

□ **EXERCISE 13, p. 11. Topics for discussion or writing. (Charts 1-1 → 1-3)**

If you use small groups for this exercise, appoint a leader or have each group elect their leader. (See the *Introduction*, p. xi, for suggestions on setting up group work.) The leader can change for Parts I and II. The questioner should choose only one of the frequency adverbs for each question. With luck, you’ll soon have a room full of students enjoying conversations with each other and using the target structures.

CHART 1-4: FINAL -S

- You might mention to your students that final *-s* causes ESL/EFL students a lot of trouble, usually in omitting it erroneously, although sometimes also by adding it when it’s not needed. Students need to pay special attention to their usage of final *-s*, from beginning through advanced levels of study.
- It is important for students to understand that added to a noun, final *-s* indicates plural number. Added to a verb, it indicates singular. (Students might rightfully object that this is a less-than-ideal way to indicate number!) Review with your students the terms “noun” and “verb.” Refer them to Chart 6-3, “Subjects, Verbs, and Objects,” p. 159, for information about nouns and verbs.
- Spelling rules for adding final *-s* are in Chart 1-5 on p. 13 of the textbook.
- It is a good idea for you to inform the class of the three pronunciations of final *-s* at this point: /s/, /z/, and /əz/. Students need to become aware of and begin to work with the pronunciations even though the text itself delays concentrated work on this area until Chapter 6, “Nouns and Pronouns” (Chart 6-1, p. 157).

□ **EXERCISE 14, p. 12. Using final -S. (Chart 1-4)**

Emphasize that final *-s* indicates singular on verbs (simple present) and indicates plural when added to nouns.

ANSWERS: 3. listens = a *singular verb* 4. students = a *plural noun* 5. helps = a *singular verb*
6. Planets = a *plural noun* 7. lists = a *singular verb* 8. likes, takes, sits, feeds = *singular verbs*; bus = a *singular noun* [Make the point that some words simply end in *-s* as their regular spelling: *bus, guess, always, politics, business, gas, address.*]; birds, Ducks, pigeons = *plural nouns*

□ **EXERCISE 15, p. 12. Preview: spelling of final -S/-ES. (Chart 1-5)**

Ask the students to quickly complete this exercise without looking at Chart 1-5. Perhaps you could tell them to cover page 13 with a sheet of paper. One of the points in using previews is for students to discover what parts of a chart they do and do not already know.

All of the spelling rules in Chart 1-5 are represented in the items in this exercise. As you discuss the correct answers in class (perhaps written on the board by volunteers), iterate the spelling rule each item illustrates.

During class discussion, give the students the pronunciations of the endings and have them practice saying them themselves.

If your students seem to be having difficulty with the spellings and need more practice adding *-s*, write some verbs on the board and ask students to add final *-s/-es* to them. The *Workbook* provides additional practice.

ANSWERS:

- | | | |
|-----------------|----------------|-----------------|
| 1. talks /s/ | 6. kisses /əz/ | 11. studies /z/ |
| 2. wishes /əz/ | 7. pushes /əz/ | 12. buys /z/ |
| 3. hopes /s/ | 8. waits /s/ | 13. enjoys /z/ |
| 4. reaches /əz/ | 9. mixes /əz/ | 14. flies /z/ |
| 5. moves /z/ | 10. blows /z/ | 15. carries /z/ |

CHART 1-5: SPELLING OF FINAL *-S/-ES*

- Give additional examples of the points made in the chart and have students supply the correct endings. Suggestions of verbs to use:

(a) *begin* → *begins*; (b) *come* → *comes*; (c) *watch* → *watches*, *push* → *pushes*, *guess* → *guesses*, *mix* → *mixes*, *fizz* → *fizzes* [very few verbs end in *-z*]; (d) *worry* → *worries*; (e) *play* → *plays*; (f) *goes* and *does* are oddities.

- A common error is adding *-es* when only *-s* is needed (INCORRECT: *visites*, *growes*). Emphasize when *-es* is and is not added.

- In connection with example (e), *pays*, you may wish to point out that *pays* is pronounced /peyz/, but that when final *-s* is added to *say*, the pronunciation of the vowel changes: *says* is pronounced /səz/.

- Discuss the pronunciation of *does* /dəz/ and *goes* /gowz/. Tell them you know that they look like they should be pronounced similarly, but that English has some funny little oddities, just as any other language. In fact, some of the most common short words in English are the most unusual in spelling and pronunciation (e.g., *their*, *says*, *was*, *has*). As with most things, frequent use has caused them to change shape.

- In conjunction with discussing spelling, present the pronunciation of final *-s/-es* (which is presented in Chapter 6, Chart 6-1, p. 157). A summary of the pronunciation of final *-s/-es* follows:

It is pronounced /s/ after voiceless sounds, e.g., *meets*.

It is pronounced /z/ after voiced sounds, e.g., *needs*.

It is pronounced /əz/ after *-sh*, *-ch*, *-s* [including *-ks*], *-z*, and *-ge/-dge* sounds (e.g., *wishes*, *watches*, *passes*, *mixes*, *sizes*, *judges*).

□ EXERCISE 16, p. 13. Simple present verbs: using final *-S/-ES*. (Charts 1-4 and 1-5)

The focus of this exercise is on (1) identification of subjects and verbs in simple sentences; (2) the use of final *-s/-es* in the simple present; and finally (3) the spelling of final *-s/-es*. Ask the students to find the subjects and verbs in the sentences. The ability to recognize subjects and verbs is essential to their successful use of this textbook. If necessary, refer the students to Charts 6-3 (Subjects, Verbs, and Objects) and 6-4 (Objects of Prepositions) on pp. 159 and 161, respectively.

Include a discussion of pronunciation; the goal at this point is for students to become aware of the three different pronunciations of *-s/-es*. Further and more concentrated work on the pronunciation of final *-s/-es* follows in Chapter 6.

EXPANSION: Give a spelling test. Give the simple form of a verb and ask students to write the correct *-s/-es* form. They can grade each other's papers or correct each other's boardwork. Possible verbs to use (some of which students will be unfamiliar with, but should still be able to figure out how to spell with final *-s/-es*): *stay, supply, hiss, flash, taste, disappear, break, match, cry, enter, explain, finish, exist, occur, marry, rely, relay*.

ANSWERS: 1. barks /s/ 2. bark (*no change*) 3. floats /s/ 4. flow (*no change*)
5. worries /z/ 6. buys /z/ 7. fly (*no change*) 8. teaches /əz/ 9. asks /s/
10. watches /əz/ [*game shows* = programs where contestants play games in order to win prizes]
11. consists /s/ 12. sleep (*no change*) 13. contains /z/ 14. freezes /əz/ . . .
boils /z/ [F = Fahrenheit; C = Centigrade or Celsius] 15. crosses /əz/ . . . walks /s/ . . . uses /əz/
16. [Note that the subject is *parts; of the world* is a prepositional phrase, not the subject of the sentence. The subject here can also be called the "head of the noun phrase."] enjoy (*no change*) . . .
[The subject is *each season*. Note that *each* is always grammatically singular; it is immediately followed by a singular noun.] . . . lasts /s/ . . . brings /z/ [Point out the parallel verbs: one subject (*each season*) has two verbs connected by *and*. The second verb also needs to agree with the singular subject.]

□ EXERCISE 17, p. 14. Simple present verbs: using final *-S/-ES*. (Charts 1-4 and 1-5)

The principal purpose of this exercise is to get students up, moving, and talking to each other while they are focusing on the correct use of the target structures.

The vocabulary in this practice will be difficult for many of the students; vocabulary development is one of the intentions. You could ask for and answer questions about the meanings of words prior to the students doing the practice, or you could leave them on their own as they explain to each other the meanings of the words with the aid of their dictionaries. Both approaches to vocabulary discussion have their own advantages. A teacher can give quick and accurate information; in peer teaching, the students have the chance to practice various communication skills.

An alternative way of handling this exercise is to write out the items yourself on slips of paper and simply pass them out. This approach shortens the time needed to explain the directions.

If you have more than 24 students in your class, you will need to add more items of your own. If you have fewer than 24 students, some students will have two slips of paper that they will need to find matches to.

You may wish to add to the directions that the student whose slip has the subject of the sentence should do the writing on the board.

Once all the sentences are written on the board, you may wish to ask students to underline the subjects and verbs. The sentences can also be used for pronunciation practice.

If class time is limited, this exercise can be assigned for out-of-class written homework.

ANSWERS:

1. (+8) A star shines in the sky at night.
2. (+23) Automobiles cause air pollution.
3. (+19) A rubber band stretches when you pull it.
4. (+18) A hotel supplies its guests with clean towels.
5. (+22) Newspaper ink stains my hands when I read the paper.
6. (+15) Oceans support a huge variety of marine life.
7. (+20) A bee gathers nectar from flowers.
9. (+13) A hurricane causes great destruction when it reaches land.
10. (+21) A river flows downhill.

12. (+24) Does physical exercise improve your circulation and general health?
 12. (+16) An elephant uses its long trunk like a hand to pick things up.
 14. (+17) Brazil produces one-fourth of the world's coffee.

□ **EXERCISE 18, p. 15. The simple present and the present progressive.**
(Charts 1-1 → 1-5)

The term *progressive* comes from the idea of an activity being “in progress.” The emphasis in this exercise is on connecting the use of the progressive with the idea of an activity in progress (all of the pictures show activities in progress) and then to contrast that with the use of the simple present for habitual activities and generalizations.

Encourage the students to use their imaginations and make free associations in interpreting what is going on in the pictures—whatever comes into their minds that is related to the pictures. The answers given below are only samples; the students will create different responses.

The illustrations are intended as a spur to spontaneous talk in which the target structures are practiced. If working in pairs or small groups, the students do not need to be closely monitored to make sure the directions for the exercise are being followed exactly. Almost any conversation involving the pictures and the target tenses is good.

EXPANSION: Ask students to come up with miscellaneous vocabulary suggested by the pictures. For example, in the example for Exercise 18: *palm tree, tropical island, drops of water, splash, kick, elbow.*

SAMPLE RESPONSES: 1. The girl **is kicking** a soccer ball. She probably **plays** soccer frequently. Soccer **is** a sport that both boys and girls enjoy. (*foot, shirt, soccer shoes, shorts, fist, ponytail, socks*) 2. The man **is cooking** something. He probably **doesn't cook** very often. Cooking **requires** skill and experience. (*frying pan, burn, stove, burner, chef's hat, spatula, apron*) 3. The man **is whistling**. He **is driving** a taxi. He probably **drives** a taxi every day. He probably **whistles** only when he doesn't have a passenger. Taxi drivers **don't** usually **whistle** when they have passengers. (*musical notes, steering wheel, button, blow*) 4. The man **is kissing** the baby on the top of his/her/its head. He's **carrying** a briefcase. The baby **is sitting** in a high chair. The man probably **kisses** the baby every day before he **goes** to work. Parents **show** affection to their children by kissing them. (*high chair, bowl, briefcase, suit, tie*) 5. The woman **is pouring** a glass of juice. She probably **pours** a glass of juice every morning for breakfast. Juice **is** part of a healthy breakfast. (*blouse, short sleeves, polka dots, carton*) 6. The little boy **is crying** because his ice cream fell out of the cone. He probably **cries** a lot when things happen that make him unhappy. Children **cry** when bad things happen. (*ice cream cone, stripes, tears, shorts, melt*) 7. The woman **is dreaming** about herself. In her dream, she **is smelling** flowers. She **is smiling**, both in the dream and in real life. She probably **dreams** a lot. Most people **dream** every night, but not all dreams **are** happy like this one. (*pillow, mattress, covers, blanket, bedstead*) 8. The woman **is tying** her shoe. She **looks** like a runner. She probably **runs** often. Running **is** good exercise. (*stripes, shoe laces*) 9. The man **is climbing** a mountain. He probably **climbs** mountains frequently. He **looks** like he's an expert. Mountain climbing **requires** a lot of skill and equipment. (*steep, boots, rope, hammer, spike or piton*) 10. The men **are running**. They probably **run** for exercise. Running **is** good exercise. (*sweat, V-neck shirt*) 11. The woman **is riding** a motorcycle/motorbike. She **looks** comfortable on it; she probably **rides** a motorcycle often. Motorcycles **are** fun to ride. (*engine, wheels, shorts, helmet, goggles, handlebars*) 12. The man **is hitting** a golf ball. He probably **doesn't** play golf a lot. Golf **is** a difficult game to play well. (*golf club, swing*)

CHART 1-6: NON-ACTION VERBS

- The key point is the difference between “states” and “activities.” No verb is inherently nonprogressive. The intention of this chart and its terminology is simply to inform the students that certain common verbs are usually not used in the progressive form.
- The list of non-action (i.e., stative or nonprogressive) verbs is by no means complete. It presents only a few common verbs.
- Remind students about negative verb forms:
Progressive: *I'm studying English now.* *I'm not studying French.*
Nonprogressive: *I like tea.* *I don't like coffee.*
- Vocabulary:
look at = focus attention on sights vs. *see* = notice, become aware of
listen to = pay attention to sounds vs. *hear* = notice, be aware of

□ EXERCISE 19, p. 17. Progressive verbs vs. non-action verbs. (Chart 1-6)

This exercise emphasizes non-action (i.e., stative) verbs, which describe a state that exists now, not an activity that is in progress now.

ANSWERS: 1. am looking . . . see 2. Do you need . . . Do you want 3. think . . . know . . . forget . . . remember 4. Do you believe . . . are you talking . . . exist 5. are . . . are having . . . have . . . are playing . . . like . . . are sunbathing [Note the correct spelling with no “e.”] . . . are trying . . . are listening . . . hear 6. are you thinking . . . am thinking . . . Do you like . . . think 7. do you prefer . . . like . . . am reading . . . prefer . . . are . . . value . . . means . . . is . . . loves . . . sounds 8. spins . . . is spinning . . . Are you trying . . . Do you really think . . . Do you believe . . . are growing . . . are getting . . . are taking . . . are speaking

CHART 1-7: PRESENT VERBS: SHORT ANSWERS TO YES/NO QUESTIONS

- Students need to understand that auxiliary verbs can substitute for verb phrases. For example, in the first short answer in the chart (*Yes, he does*), *does* means “likes tea.”

□ EXERCISE 20, p. 20. Short answers to yes/no questions. (Chart 1-7)

Discuss the meaning of the short answers. For example, in item 1: *Yes, she does* means “Yes, she has a bicycle.”

Note that it may seem impolite to give only a short answer and then stop talking. A short answer is often followed by more detailed information or another question that keeps the conversation open. A short answer might cut off the dialogue and appear a bit rude in everyday conversational situations.

Refer students to Chart 5-1, p. 121, if they need more information about the forms of yes/no questions.

ANSWERS: 2. Is it raining . . . it isn't . . . don't think 3. Do your friends write . . . they do . . . get 4. Are the students taking . . . they aren't . . . are doing 5. Does the weather affect . . . it does . . . get 6. Is Jean studying . . . she isn't . . . is . . . is playing . . . Does Jean play . . . she doesn't . . . studies . . . Is she . . . she is . . . plays . . . Do you play . . . I do . . . am not

□ **EXERCISE 21, p. 21. Short answers to yes/no questions. (Chart 1-7)**

This exercise can be led by you, with the students' books closed, or the students can work in pairs, one with book open and the other with book closed. It is good practice for students to listen and reply without reading from the text.

EXPECTED ANSWERS: 1. Yes, I do. OR No, I don't. 2. Yes, s/he is. OR No, s/he isn't / No s/he's not. 3. Yes, s/he does. OR No, s/he doesn't. 4. Yes, they are. [No contraction possible.] OR No, they're not / No, they aren't. 5. Yes, I am. [No contraction possible.] OR No, I'm not. 6. No, it's not / No, it isn't. 7. No, they don't. 8. Yes, it does. OR No, it doesn't. 9. Yes, they are. [No contraction possible.] OR No, they aren't / No, they're not. [The preferred answer is a matter of opinion or of the definition of "intelligent."] 10. Yes, s/he is. [No contraction possible.] OR No, s/he isn't / No s/he's not. 11. Yes, it is. [No contraction possible.] 12. No, they don't.

□ **EXERCISE 22, p. 21. Review: present verbs. (Chapter 1)**

See the *Introduction*, p. xii, for suggestions on ways of handling fill-in-the-blanks exercises.

All of the items in this exercise are dialogues. Two students can be asked to read the two roles.

You may wish to model normal contracted speech for questions: *Do you* = "D'you"; *Where are* = "Where're"; *What are* = "What're"; etc.

ANSWERS: 2. Are they watching . . . aren't . . . are playing 3. hear . . . Do you hear . . . do 4. are you listening . . . want 5. am . . . are you doing . . . am trying . . . is resting 6. do you think . . . think . . . don't think 7. ["A penny for your thoughts" is an idiom meaning roughly "You look like you're thinking seriously. What are you thinking about? I'd like to know."] ["Huh?" is an informal and possibly impolite way of saying "What?" or "Excuse me?"] are you thinking . . . am thinking . . . am not thinking . . . don't believe 8. Do you see . . . am talking . . . is wearing . . . Do you know . . . don't think [*So* means "I know him."] 9. Do you know . . . do . . . is . . . doesn't make . . . know [Students may have fun playing around with the tongue-twisters. Ask them to see how fast they can say "She sells seashells down by the sea shore," an old and familiar English tongue-twister. The second one is simply made up and contains sounds that many ESL/EFL students have difficulty distinguishing between /s/ vs. /sh/; /s/ vs. /z/; /č/ vs. /š/. This item is intended as a fun pronunciation activity.]

□ **EXERCISE 23, p. 23. Error analysis: present verbs. (Chapter 1)**

Students can benefit from rewriting the entire passage and incorporating the corrections. The corrected passage can be written on the board by volunteers. Students can read over each other's papers to make sure all the corrections were properly made. (See the *Introduction*, p. xv, for suggestions on various ways of handling error analysis exercises.)

ANSWERS:

(1) My friend Omar **owns** his own car now. It's brand new. Today he **is** driving to a small town north of the city to visit his aunt. He **loves** to listen to music, so the CD player is **playing** one of his favorite CDs—loudly. Omar is very happy: he **is driving** his own car and **listening** to loud music. He's **looking** forward to his visit with his aunt.

(2) Omar **visits** his aunt once a week. She's elderly and **lives** alone. She **thinks** Omar **is** a wonderful nephew. She **loves** his visits. He **tries** to be helpful and considerate in every way. His aunt **doesn't hear** well, so Omar ~~is~~ speaks loudly and clearly when he's with her.

(3) When he's there, he **fixes** things for her around her apartment and **helps** her with her shopping. He **doesn't stay** with her overnight. He usually **stays** for a few hours and then **heads** back to the city. He **kisses** his aunt good-bye and **gives** her a hug before he **leaves**. Omar is a very good nephew.