

## Chapter 5: ASKING QUESTIONS

ORDER OF CHAPTER	CHARTS	EXERCISES	WORKBOOK
Yes/no and information questions	5-1 → 5-2	Ex. 1 → 4	Pr. 1 → 6
<i>Where, why, when, and what time</i>	5-3	Ex. 5 → 7	Pr. 7 → 9
<i>Who, who(m), and what</i>	5-4	Ex. 8 → 10	Pr. 10 → 12
Contractions with question words	5-5	Ex. 11 → 13	
<i>What + a form of do</i>	5-6	Ex. 14 → 15	Pr. 13
<i>What kind of</i>	5-7	Ex. 16 → 17	Pr. 14
<i>Which vs. what</i>	5-8	Ex. 18 → 19	Pr. 15
<i>Who vs. whose</i>	5-9	Ex. 20 → 21	Pr. 16 → 17
<i>Summary review</i>		Ex. 22 → 23	
<i>How</i>	5-10 → 5-14	Ex. 24 → 36	Pr. 18 → 19
<i>Summary review</i>		Ex. 37 → 40	Pr. 20 → 21
<i>How about and what about</i>	5-15	Ex. 41 → 44	
Tag questions	5-16	Ex. 45 → 47	Pr. 22 → 23
<i>Cumulative review</i>		Ex. 48	Pr. 24 → 25

### General Notes on Chapter 5

- Although questions were introduced in earlier chapters, this chapter summarizes those patterns, adds other types, and provides ample practice to help students gain control of and comfortable fluency with question words and forms. Questions occur principally in conversational English; exercises on form are followed by ones that encourage a lot of speaking practice.
- **TERMINOLOGY:** Information questions are also called WH-questions because they use the words *who, which, when, where, and how*. This chapter generally uses the term “helping verb” for an auxiliary, to distinguish it from the “main verb” in a sentence or clause.

□ **EXERCISE 1, p. 120. Preview: asking questions. (Chapter 5)**

Ask students to create questions—any questions that will produce the given answers. Write the questions on the board (including any errors in form) and use them as the basis for introducing the principal grammar points in this chapter.

If you want to get an idea of your students' proficiency in the form and meaning of questions, ask them to write and hand in the questions (and the answers, too, to make it easier for you to correct). Copy questions with typical errors and create a photocopied worksheet for use in class the next day.

Students are expected to have some trouble with this exercise (incorrect word order, wrong question word, errors in verb forms, etc.). If they don't, this chapter can be covered very quickly!

The preview exercise in the *Workbook* may be a bit difficult for some students. You may wish to include a discussion of it in class at some point.

**SAMPLE ANSWERS:** 1. Where did you go yesterday afternoon? 2. Did you eat breakfast this morning? 3. What time did you get up this morning? 4. How long does it take to drive to (name of a place) from here? 5. Why were you late for class? 6. Which book is yours? 7. Is Maria in class today? 8. Whose book is this? 9. Who(m) are you living with? 10. How far is it from here to the post office? 11. How often do you go to the fresh fruit market? 12. What are you doing?

**CHART 5-1: YES/NO QUESTIONS AND SHORT ANSWERS**

- The students studied the forms of yes/no questions in conjunction with each verb tense presented in Chapters 1 through 4. See Chart 5-2 if students need a reminder of basic question word order: **HELPING VERB + SUBJECT + MAIN VERB.**
- Remind the students of the names of the tenses used in the examples and review how questions are formed: (a) simple present [discuss the use of *does* also], (b) simple past, (c) present perfect, (d) present progressive, and (e) the future with *will*.
- If you skipped Chapter 4 (Present Perfect and Past Perfect), you'll need to give a quick overview of the form of the present perfect at this juncture, explaining that *have* and *has* are used as auxiliary verbs. The present perfect occurs relatively infrequently in the exercise items in this chapter, so should not prove to be a problematic distraction. Use the examples and exercise items with the present perfect as a means of making a quick introduction to it, and tell your students they will concentrate on it more fully later in the term when you return to Chapter 4.
- Model the spoken form of the short answers. The emphasis is on the auxiliary verb (*Yes, I do. No, I don't.*). Additional information not given in the chart: If a negative contraction is not used in a short answer, the emphasis is placed on *not* rather than on the verb (*No, I'm not. No, I do not.*).
- The presentation pattern in this chart of *question + short answer + (long answer)* is used in the exercises on form in this chapter.
- Include an example with *can* in your discussion of this chart, relating it to *will* in question forms (both are modal auxiliaries). *Can* occurs in the exercises and in succeeding charts.

□ **EXERCISE 2, p. 121. Short answers to yes/no questions. (Chart 5-1)**

This is an exercise on the form of yes/no questions and short answers. It can be done as seatwork or in pairs.

The directions tell students not to use a negative verb in the question. It is better that negative yes/no questions not be discussed with students at this level, as negative questions

have complicated meanings and uses. (See *Understanding and Using English Grammar, Third Edition*, Chart B-4, p. A13.) The only negative questions practiced in this text are ones fronted by *why*.

“Uh huh” (item 6) is meant to represent the voiced but unspoken sound that signals *yes*, and “huh uh” (item 7) is meant to represent the sound of *no*.

**ANSWERS:** 2. Does aspirin relieve pain? . . . it does. 3. Do snakes have legs? . . . they don't. 4. Can snakes move backward? . . . they can't. 5. Is the United States in North America? . . . it is. 6. Did you enjoy the movie? . . . I did. 7. Will you be at home tonight? . . . I won't. 8. Do you have a bicycle? . . . I do. 9. Has Paul left? . . . he has. 10. Did he leave with Kate? . . . he did.

### □ EXERCISE 3, p. 122. Short answers to yes/no questions. (Chart 5-1)

Having one student whisper to another is intended principally to add variation to student–student speaking/listening exercises. It is another way to encourage students to speak clearly and listen carefully—and have a little fun.

Give the students several more examples before dividing them into groups. Emphasize that the whisperer is whispering a true statement: in item 1, for example, the whisperer should use the name of someone who actually has curly hair.

Additional example to discuss with the class: (. . .) *doesn't have a pencil on his/her desk*. Point out that Speaker A (the whisperer) should be sure to choose the name of someone who does not have a pencil on his/her desk, and that Speaker B should not use a negative verb in the question.

SPEAKER A: *Josef doesn't have a pencil on his desk.* (whispered)

SPEAKER B: *Does Josef have a pencil on his desk?*

SPEAKER C: *No, he doesn't.*

Discuss additional examples as necessary to prepare the class for the group work.

**EXPECTED QUESTIONS AND ANSWERS:** 1. Does (Maria) have curly hair? Yes, she does. 2. Does (Omar) have a mustache? No, he doesn't. 3. Is (Mr. Wong) sitting down? Yes, he is. 4. Is the teacher talking to (Talal)? No, s/he isn't. 5. Were (Olga) and (Pierre) in class yesterday? Yes, they were. 6. Is this exercise easy? Yes, it is. (*also possible*: No, it isn't.) 7. Does that book belong to (Stephan)? Yes, it does. 8. Can an ostrich fly? No, it can't. 9. Is (Graciela) wearing earrings? Yes, she is. 10. Does this book have an index? Yes, it does. 11. Is (Olga)'s grammar book open? No, it isn't. 12. Do giraffes eat meat? No, they don't. [Speaker C may not know the correct answer. You might mention the use of *think so / not think so* to answer yes/no questions. See Chart 14-7.]

### CHART 5-2: YES/NO QUESTIONS AND INFORMATION QUESTIONS

- One purpose of this chart is to relate the form of yes/no questions to the form of information questions so that the students can see the overall pattern in English. Make sure they understand that the inverted subject-verb form is the same in both kinds of questions—with the exception of examples (k) and (l), where the question word is the subject of the question.

- Write on the board the basic question pattern so students will have it as a reminder and reference throughout the discussion of this chapter:

(QUESTION WORD) + HELPING VERB + SUBJECT + MAIN VERB

- Model and discuss rising intonation at the end of a question.

□ **EXERCISE 4, p. 123. Yes/no and information questions. (Chart 5-2)**

Draw a chart on the chalkboard with the question pattern headings:

(QUESTION WORD) + HELPING VERB + SUBJECT + MAIN VERB + (REST OF SENTENCE)
1. (a) (b)
2. (a) (b)
3. (a) (b)
Etc.

Ask the students to fill in the chart by writing on the board. Demonstrate how the pattern in questions is repeated again and again:

HELPING VERB + SUBJECT + MAIN VERB

Alternatively, draw a chart on paper, copy it, and pass it out; have the students fill it in as seatwork. No students should go any further in this chapter until they thoroughly grasp the basic question patterns in Chart 5-2 (with the possible exception of the pattern in examples (k) and (l)—which is dealt with in more depth in Chart 5-4).

ANSWERS: 1. Does she live there? Where does she live? 2. Do the students live there? Where do the students live? 3. Did Bob live there? Where did Bob live? 4. Is Mary living there? Where is Mary living? 5. Were you living there? Where were you living? 6. Are they going to live there? Where are they going to live? 7. Will John live there? Where will John live? 8. Can the students live there? Where can the students live? 9. Has Jim lived there? Where has Jim lived? 10. Has Tom been living there? Where has Tom been living?

**CHART 5-3: WHERE, WHY, WHEN, AND WHAT TIME**

- The text assumes that students are already thoroughly familiar with the meanings of the question words in this chart, but still need review and a lot of practice with the question patterns.
- Typical errors: *Where you went? Where did you went? Why you stayed home? Where your children do they go to school? Where go your children to school?*

□ **EXERCISE 5, p. 124. Information questions. (Charts 5-2 and 5-3)**

ANSWERS: 2. Where do your children go to school? 3. What time/When does class begin? 4. When [*but not* What time] did you meet the Smiths? 5. Why is the cat staring at the hole in the wall?

□ **EXERCISE 6, p. 125. Yes/no and information questions. (Charts 5-2 and 5-3)**

Pair work gives the students maximum opportunity for speaking practice. This exercise can also be written. Ask the students to write the entire dialogue, including the answer given in the text. Another possibility would be to have the students write the twelve questions in random order. Then these questions could be given to Speaker B, who would write in the appropriate responses from the text and the long answer. Speaker B could also be asked to correct Speaker A's question forms.

**SAMPLE RESPONSES:** 1. A: When was your math final? B: The day before yesterday. My math final was the day before yesterday. 2. A: Do you live in an apartment? B: Yes, I do. I live in an apartment. 3. A: Why did you buy a new hat? B: Because I wanted to. I bought a new hat because I wanted to. 4. A: What time do your classes begin each morning? B: At 8:30. My classes begin at 8:30 each morning. 5. A: Is Jacob your brother? B: Yes, he is. Jacob is my brother. 6. A: Where can I/you get fresh fruit? B: At a grocery store. You can get fresh fruit at a grocery store. 7. A: When are you and Gisela going shopping at the new mall? [This sample uses the present progressive with a future meaning. Any verb with a future meaning is possible.] B: Tomorrow afternoon. Gisela and I are going shopping at the new mall tomorrow afternoon. 8. A: Where is Mr. Nguyen from? B: Viet Nam. Mr. Nguyen is from Viet Nam. 9. A: Can you play the piano? B: No, I can't. I can't play the piano. 10. A: Why did you wear boots today? B: Because the weather is so cold today. I wore boots because the weather is so cold today. 11. A: Do you want a cup of tea? B: Yeah, sure. Why not? Yeah, sure. I'll have a cup of tea. Why not? 12. A: Do you think Ali would like to go to the concert with us? B: I don't know. Maybe. I don't know if Ali would like to go to the concert with us. Maybe. [This item requires a noun clause introduced by *if* in the long answer. Some students may have a question about this. Tell them they'll study it later and refer them to Chart 14-4.]

□ **EXERCISE 7, p. 125. Questions with WHY. (Chart 5-3)**

Mention that in normal conversation a person would probably not ask the full *why*-question. The students understand that they are producing the full question in order to practice a grammar pattern here. Tell Speaker A to be alert to the proper form in Speaker B's *why*-question. The form of *why*-questions is troublesome for many students at this level.

Reinforce the idea that *Because I have to study for a test* is a short answer to a question, not a complete sentence that can stand by itself in written discourse.

**SAMPLE RESPONSES:** 1. B: Why? Why did you eat two breakfasts this morning? A: Because I was very hungry. 2. B: Why not? Why don't you like to ride on airplanes? A: Because I'm afraid they'll crash. 3. B: Why? Why are you going to sell your guitar? A: Because I don't play it anymore and I need the money. 4. B: Why? Why didn't you go to bed last night? A: Because I was studying for an exam. 5. B: Why? Why are you happy today? A: Because I got a raise at work. 6. B: Why? Why did you have to call the police last night? A: Because someone broke into my car. 7. B: Why? Why can't you explain it to me? A: Because I don't have enough time. 8. B: Why not? Why aren't you speaking to your cousin? A: Because she was rude to my wife. [*To be not speaking to someone* is an idiom meaning to be so angry at someone that you won't talk to her/him.]

**CHART 5-4: QUESTIONS WITH WHO, WHO(M), AND WHAT**

- This grammar will be difficult unless students clearly understand subjects and objects. Refer to Chart 6-3 (Subjects, Verbs, and Objects) if necessary.
- *Whom* is rarely used in everyday discourse. Native speakers prefer *who*: *Who did you see at the party?* *Who did you talk to?* *Who does Bob remind you of?* Etc.

□ **EXERCISE 8, p. 126. Questions with WHO, WHO(M), and WHAT. (Chart 5-4)**

The purpose of this practice is to help the students figure out if the word order is or is not inverted when the question word is *who* or *what*.

Help the students make the connection between subjects and objects in statements and in questions by showing that the answer (*someone/something*) parallels the grammatical function of the question word. The question word can be substituted for *someone/something*. If it is a subject, no change is made in word order. If it is an object, the word order is inverted.

ANSWERS:

3. Who knocked on the door? (s)
4. Who(m) did Sara meet? (o)
5. What did Mike learn? (o)
6. What changed Ann's mind? (s)
7. Who(m) is Ann talking about? (o) OR About whom is Ann talking? (o)

□ **EXERCISE 9, p. 126. Questions with WHO, WHO(M), and WHAT. (Chart 5-4)**

Students should be asked to identify subjects and objects throughout. You might want to parse some of these items, pointing out the elements and patterns of the simple sentence in statements and questions.

- ANSWERS: 2. What did Mary see? 3. Who saw an accident? 4. Who(m) did Mary see? 5. Who saw John? 6. What happened? 7. What did Alice buy? 8. Who bought a new coat? 9. What are you looking at? (*very formal: At what are you looking?*) 10. Who(m) are you looking at? (*very formal: At whom are you looking?*) 11. Who(m) did you talk to? (*very formal: To whom did you talk?*) 12. What did Tom talk about? (*very formal: About what did Tom talk?*) 13. What did the teacher look at? (*very formal: At what did the teacher look?*) 14. Who looked at the board? 15. Who(m) did the teacher look at? (*very formal: At whom did the teacher look?*) 16. What is a frog? 17. What is an amphibian? 18. What do frogs eat?

□ **EXERCISE 10, p. 128. Questions with WHO, WHO(M), and WHAT. (Chart 5-4)**

The purpose of this exercise is to encourage free response interaction between students. Encourage responses longer than one sentence. Encourage the questioner, Speaker A, to ask follow-up questions if s/he wishes.

- ANSWERS: 1. What [also possible but far less usual: *who*, meaning what author(s) do you like to read] 2. Who(m) 3. What 4. Who(m) 5. Who 6. What 7. What 8. What 9. Who(m) 10. Who

**CHART 5-5: SPOKEN AND WRITTEN CONTRACTIONS WITH QUESTION WORDS**

- Emphasize that the contractions in examples (a) through (e) are **spoken** only, not written. Sometimes if students see a form written, as here, they assume it is a written form and don't pay attention to the information that these are representations of spoken English only.

□ **EXERCISE 11, p. 128. Spoken contractions with question words. (Chart 5-5)**

The quotation marks below indicate that the contraction is usually spoken but rarely, if ever, written.

ANSWERS:

- |               |                |
|---------------|----------------|
| 1. Where's    | 8. "Where'd"   |
| 2. What's     | 9. "What'd"    |
| 3. "Why's"    | 10. "Why'd"    |
| 4. Who's      | 11. "Who'd"    |
| 5. "Who're"   | 12. "Where'll" |
| 6. "Where're" | 13. "When'll"  |
| 7. "What're"  | 14. "Who'll"   |

□ **EXERCISE 12, p. 129. Information questions. (Charts 5-2 → 5-5)**

Students should create written questions. Perhaps they can correct each other's questions prior to class discussion. Alternatively, they can hand the dialogues in if you ask them to use a separate sheet of paper and write both the question and the answer.

*EXPANSION:* Give the students this list of question words: *where, why, when, what time, who, what*. Tell them to make up an exercise for a classmate in which these words need to be used (and only these question words at this point). The format of the exercise they make up can be like Exercise 12 (or Exercise 9). Outline exactly what you have in mind when you make the assignment. Asking the students to make up exercises for their classmates is a good technique for many areas of grammar. It puts the student in the role of the teacher and enhances student learning.

*SAMPLE ANSWERS:* 1. When did you see Omar? 2. What did you buy when you went shopping? 3. Who is your teacher? 4. What time did you get up? 5. Where did you go Saturday? 6. Why did you stay home last night? 7. What are you going to have for lunch? 8. What is Roberto going to do after class today? 9. When are you going to call your parents on the phone? 10. Who do you enjoy spending time with during holidays?

□ **EXERCISE 13, p. 129. Asking for the meaning of a word. (Chart 5-4)**

ANSWERS (*definitions in parentheses*):

1. What does *essential* mean? (extremely necessary)
2. What does *float* mean? (stay on the surface, not sink)
3. What does *mad* mean? (angry or insane)
4. What does *bury* mean? (put under the surface and cover up)
5. What does *beneath* mean? (under)
6. What does *grabbed* mean? (took quickly and firmly in one's hand)
7. What is an *orchard*? / What does *orchard* mean? (a field of fruit trees)
8. What is a *honeymoon*? / What does *honeymoon* mean? (a trip newlyweds take)
9. What is *small talk*? / What does *small talk* mean? (light, social conversation about unimportant things)
10. What are *hedges*? / What does *hedges* mean? (a row of trimmed bushes used as a boundary)

### CHART 5-6: USING *WHAT* + A FORM OF *DO*

- Use your students' lives and activities to demonstrate *what + do* questions. For example, *What is Miguel doing? What was Yoko doing before she sat down? What did you do yesterday? What is Keh Kooi going to do after class today?* Show the relationship between the verb form in the answer and the form of *do* in the question.

#### EXERCISE 14, p. 130. Using *WHAT* + a form of *DO*. (Chart 5-6)

This is an exercise on the form of the verbs in questions in which *what + do* is used to ask about activities.

ANSWERS: 2. What did you do 3. What are you going to do 4. What do you want to do 5. What would you like to do 6. What are you planning to do 7. What do you do 8. What do you do 9. What did the police officer do 10. What does a bear do 11. What should I do 12. What does Mr. Rice do . . . What does Mrs. Rice do

#### EXERCISE 15, p. 131. Using *WHAT* + a form of *DO* and verb tense review. (Chart 5-6)

Encourage conversational interaction.

### CHART 5-7: USING *WHAT KIND OF*

- You might want to introduce the expression *what sort of* as well. It has the same meaning as *what kind of*.
- Use objects in the classroom to demonstrate what information can be elicited when *what kind of* is used. Ask students what kind of shoes they're wearing, what kind of watches they have, etc.

#### EXERCISE 16, p. 132. Using *WHAT KIND OF*. (Chart 5-7)

This exercise is intended to give a basic survey of the information that can be elicited by asking *what kind of*. Emphasize the idea of specific kinds within a category. The question asks about a category. The answer supplies a specific kind.

ANSWERS: 3. music . . . classical/jazz/etc. 4. car . . . Ford, Toyota/etc. 5. books . . . novels/nonfiction/etc. 6.-8. *Free response.*

#### EXERCISE 17, p. 133. Using *WHAT KIND OF*. (Chart 5-7)

Have the students walk around and interview each other, then write a report of the information they learned.



## CHART 5-8: USING WHICH

- Demonstrate the difference between *which* and *what*: Put two books on a student's desk. Focus the attention of the class on the group of two books. Pick up one and ask, "Which one did I pick up, the grammar book or the dictionary?" For contrast, walk to another student's desk and pick up a pen or piece of paper, asking "What did I pick up?"

Explain that *which* is used when the speaker and listener(s) are thinking about the same known group (e.g., the books on Ahmad's desk), and that *what* is used when there is no known group. The answer to *what* can be anything that exists in the universe. The answer to *which* can only be something that is part of a limited and specific group.

- In the text, the examples and exercises deal only with *which* as an object of a verb or preposition, but *which* can also be used as the subject or part of the subject of a question.

Example: *Which book has the best information?* Perhaps pose to your students this philosophical question that is familiar to most English speakers: *Which came first, the chicken or the egg?*

- *Which* is also used in adjective clauses. (*The book, which no one liked, was required reading.*) See Chapter 12. You may or may not wish to mention this dual usage at this point.

### □ EXERCISE 18, p. 134. WHICH vs. WHAT. (Chart 5-8)

ANSWERS: 3. Which 4. What 5. What 6. which . . . which

### □ EXERCISE 19, p. 134. WHICH vs. WHAT. (Chart 5-8)

ANSWERS: 3. Which pen / Which one / Which would you like? 4. What did Chris borrow from you? 5. What do you have in your hand? Which piece of candy / Which one / Which would you like? 6. Which tie / Which one / Which are you going to buy? 7. What did Tony get? 8. What countries / Which countries did you visit? . . . Which country / Which one / Which did you enjoy visiting the most?

## CHART 5-9: USING WHOSE

- The two principal ways of asking questions about possession are to use *whose* or *belong to*: *Whose (book) is this?* vs. *Who(m) does this (book) belong to?*

• *Whose* is also used in adjective clauses. (Example: *That's the man whose house burned down.*) See Chart 12-7 in the *FEG 3e* student book. The use of *whose* in questions is of much higher frequency than its use as a relative pronoun.

- In comparing the pronunciation of *whose* and *who's*, the text says that *who's* = *who is*. *Who's* can also be a contraction for *who has* when *has* is used as the auxiliary in the present perfect. (Example: *Who's been to Disneyland?*) You may or may not wish to mention this meaning of *who's*.

□ **EXERCISE 20, p. 136. Using WHOSE. (Chart 5-9)**

One focus of this exercise is on distinguishing between *whose* and *who's*. Oral practice with *whose* alone follows in Exercise 21.

ANSWERS:

- |                      |                      |                   |
|----------------------|----------------------|-------------------|
| 3. Whose notebook is | 6. Whose clothes are | 9. Who is         |
| 4. Whose tapes are   | 7. Whose coat is     | 10. Whose hair is |
| 5. Who is            | 8. Who is            |                   |

□ **EXERCISE 21, p. 137. Using WHOSE. (Chart 5-9)**

This is an exercise on possessive nouns and pronouns (see Charts 6-11 and 6-12 in the *FEG 3e* student book) in addition to questions with *whose*.

Notice the two patterns for asking yes/no questions about possession using *be* and possessive nouns or pronouns. (Examples: *Are these Yoko's pens?* and *Are these pens Yoko's?*) Students can use whichever pattern they are comfortable with.

In discussing the examples in the text, point out that Speaker B's first response should be negative. In other words, Speaker A asks a question to which s/he knows that the answer is *no*.

□ **EXERCISE 22, p. 137. Review: information questions. (Charts 5-2 → 5-9)**

This is a general review of question words and forms covered so far in this chapter. Encourage Speaker B to listen for any errors in Speaker A's grammar.

SAMPLE ANSWERS: 1. Whose books are these? 2. What are you going to do this evening? 3. What kind of car do your parents drive? 4. Who is the director of this English program? 5. Whose dictionary is that? 6. What does "little" mean? 7. What kind of music is New Orleans famous for? 8. Why didn't you come to class yesterday? 9. Which pen do you want? 10. Whose bookbag is that? 11. When did you go downtown? 12. What country was Gandhi from?

□ **EXERCISE 23, p. 138. Asking questions. (Charts 5-1 → 5-9)**

You might have to clarify the directions because this is a one-of-a-kind exercise; the students aren't familiar with the format. Emphasize that Speaker A should choose an answer at random and then make up a question that will produce that answer.

**CHART 5-10: USING HOW**

- In general, *how* asks about manner, means, condition, degree, extent. It doesn't lend itself to a quick definition. Starting with this chart, the text introduces common uses of *how* in six separate charts so that students may slowly build their understanding of its meanings and uses.

□ **EXERCISE 24, p. 139. Using HOW. (Chart 5-10)**

This exercise consists of further illustrations of the uses of *how* presented in Chart 5-10.

ANSWERS: 2. How important is education? 3. How do you get to school? 4. How deep is the ocean? 5. How are you going to get to Denver? 6. How difficult was the test? 7. How high is Mr. Everest? 8. How did you get to school today?

### CHART 5-11: USING *HOW OFTEN*

- COMPARE: *How often* is the common way to ask for general information about frequency, as in (a). The listener can respond in many different ways, as indicated by the sample answers in the chart. *How many times* is used to elicit more specific information about a given length of time and limits the way in which the listener can respond, as in (b).

#### □ EXERCISE 25, p. 140. Using *HOW OFTEN*. (Chart 5-11)

This exercise focuses not only on questions with *how often* but, just as important, on common ways to answer such questions. Even though these frequency expressions are not presented in a separate chart, some of your teaching should focus on them.

### CHART 5-12: USING *HOW FAR*

- This chart teaches expletive *it* for expressing distances as well as how to ask questions about distance. Elicit further examples of the grammar patterns in (b) by using local places your class is familiar with.

#### □ EXERCISE 26, p. 141. Using *HOW FAR*. (Chart 5-12)

ANSWERS: 2. How far is it from Montreal to Quebec? 3. How far is it to the post office? 4. How far did you get . . . ?

#### □ EXERCISE 27, p. 141. Using *HOW FAR*. (Chart 5-12)

This exercise is intended for small group discussion of regional geography. The purposes are to familiarize the students with the geography of the surrounding area, make sure they know how to read a map in English and decipher a mileage chart, practice the target structures, and engage in directed conversation with their classmates.

Supply one road map to each small group. (Perhaps some of the students have road maps and can bring them to class. If not, it might require a small investment from a visual-aids budget.) Students can ask *how far* questions using place names on the map, make guesses about distance, and then figure out exact distances. Another possibility is for you to supply several pairs of place names (e.g., the names of this city and that city) and see which groups can figure out the correct distances from their maps. You could make it a game with prizes (such as chocolates or post cards).

### CHART 5-13: LENGTH OF TIME: *IT + TAKE AND HOW LONG*

- In this section, the text is teaching expletive *it + take* for expressing length of time as well as teaching how to ask questions about length of time using *how long*.
- The text deals with infinitives following expletive *it* in Chapter 13.

□ **EXERCISE 28, p. 142. Length of time. (Chart 5-13)**

This is a quick exercise on form: *it + take + infinitive*.

ANSWERS: 2. It takes me twenty minutes to walk to class. 3. It took Gino an hour and a half to finish the test. 4. It will take us forty-five minutes to drive to the airport. 5. It took Alan two weeks to hitchhike to Alaska. 6. It takes me two hours to wash my clothes at the laundromat.

□ **EXERCISE 29, p. 142. Length of time. (Chart 5-13)**

This is free-response reinforcement practice with *it + take + infinitive*. You can pose the questions, and several students can respond to each.

□ **EXERCISE 30, p. 142. Length of time. (Chart 5-13)**

You may wish to model normal contracted speech, as represented below in the brackets for some of the items.

ANSWERS: 2. How long will ["how long'll"] Mr. McNally be in the hospital? 3. How long does it ["how long'uzit"] take to learn a second language? 4. How long have ["how long've"] you been living here? 5. How long did you live in Istanbul? 6. How long have ["how long've"] you known Nho Pham? 7. How long has ["how long's"] he been living in Canada? 8. How long does a person have to do something consistently before it becomes a habit?

□ **EXERCISE 31, p. 143. Length of time. (Chart 5-13)**

To clarify the instructions, write another example on the chalkboard and ask three students to model the form of the exercise for the rest of the class.

For optimal listening and speaking practice, only Speaker A's book should be open. The open book can be rotated as the students switch roles.

**CHART 5-14: MORE QUESTIONS WITH *HOW***

- This chart consists of some miscellaneous common questions with *how*.
- In (d) through (f), the answer *so-so* means "not bad, but not good." It means things are okay, but one might wish they were better.
- In (f), *How's everything going?* is another way of asking *How's it going?*
- In the answers in (g), students might be interested in the derivation of *lousy*. It means "very bad," but the word itself comes from the noun *louse*, the plural of which is *lice*. Lice are international pests that infect humans. The literal meaning of *lousy* is "full of lice," but in everyday conversation, native speakers don't connect the word with the pest. They use it simply to mean *very bad* or *miserable*.
- Example (h) needs a little discussion and perhaps role-playing. Ask Speaker A to introduce B to C. Ask B and C to use *How do you do?* Have them shake hands at the same time. You might take a little time to talk about the forms of introductions in general, and compare the more formal *How do you do?* with the casual *Hi. Nice to meet you.*

□ **EXERCISE 32, p. 144. More questions with HOW. (Chart 5-14)**

This exercise can be a spelling game in small groups. Many of the words on this list are frequently misspelled by second-language students—and native speakers as well.

Item 1: a mnemonic device of this oft-misspelled word is to remember it consists of three individual words: *to + get + her*.

Items 4, 5, 9, 13, and 15: Remind the class of the spelling rules they learned in Chart 2-5.

Item 6: The old spelling rule is: “i” before “e” except after “c” or when pronounced /ey/ as in *neighbor* and *weigh*. That rule accounts for the spelling of *receive* and *neighbor*; it does not, however, account for the spelling of *foreign* in item 8. Tell your students you sympathize with them in any difficulties they have spelling English words. Remind them they can always look words up in their dictionaries.

□ **EXERCISE 33, p. 144. More questions with HOW. (Chart 5-14)**

Expand the exercise to include other words or phrases students may want to know in one another’s languages.

In some languages there is no direct translation for *thank you*. Surveying the language groups in your class, discuss various ways of expressing thanks.

Some classes like to list all the ways to say “I love you” in as many languages as they can. Some students assiduously copy down each one.

□ **EXERCISE 34, p. 144. More questions with HOW. (Chart 5-14)**

This is intended as a fun, change-of-pace exercise. Prepare the class for doing the exercise by pronouncing all the words in List A first. Have the students repeat them. Then pronounce one word and have the class tell you the number of the word you said. Open the discussion of the pronunciations. At least some students should spontaneously produce correct *how*-questions.

Following are the phonetic transcriptions for the exercise items:

*LIST A:*

- |                   |                     |
|-------------------|---------------------|
| (1) beat = /biyt/ | (6) bat = /bæt/     |
| (2) bit = /bit/   | (7) but = /bət/     |
| (3) bet = /bet/   | (8) boot = /buwt/   |
| (4) bite = /bayt/ | (9) boat = /bowt/   |
| (5) bait = /beyt/ | (10) bought = /bɔt/ |

*LIST B:*

- |                     |                    |
|---------------------|--------------------|
| (1) zoos = /zuwz/   | (6) chose = /čowz/ |
| (2) Sue’s = /suws/  | (7) those = /ðowz/ |
| (3) shoes = /šuwz/  | (8) toes = /towz/  |
| (4) chews = /čuwz/  | (9) doze = /dowz/  |
| (5) choose = /čuwz/ | (10) dose = /dows/ |

NOTE: In List B, items (4) and (5) have the same pronunciation.

□ **EXERCISE 35, p. 144. Review of HOW. (Charts 5-10 → 5-14)**

*ANSWERS:*

- |              |             |                   |
|--------------|-------------|-------------------|
| 2. How long  | 6. How far  | 10. How           |
| 3. How far   | 7. How many | 11. How heavy     |
| 4. How many  | 8. How fast | 12. How . . . How |
| 5. How often | 9. How many |                   |

□ **EXERCISE 36, p. 146. Review of HOW. (Charts 5-10 → 5-14)**

If you assign this as written homework, ask the students to write both the question and the answer to facilitate your task of reading their papers.

*SAMPLE RESPONSES:* 1. How expensive is a ticket to a basketball game? 2. How did you get to the airport? 3. How long did the exam last? 4. How old is your brother? 5. When will class be over? 6. How do you cut meat? 7. How often do you eat lunch at the cafeteria? 8. How far is the post office from here? 9. How's everything going? 10. How do you spell "written"? 11. How cold does it get in Siberia? 12. How is the food at Al's Restaurant?

□ **EXERCISE 37, p. 146. Review of questions. (Charts 5-1 → 5-14)**

If there is any interest in baseball among your students, you might discuss a little baseball vocabulary as shown in the illustration: the outfield (left fielder, center fielder, right fielder), infield, first base, second base, two men on base. The net is protection for the spectators immediately behind home plate so they don't get hit by a foul ball.

*EXPECTED COMPLETIONS:* 2. Which one are you going to 3. Did you go to the game 4. Did you go (to it) 5. Did you go 6. Who went 7. Who(m) did you go 8. Can you walk 9. How far is it? 10. How did you 11. How long did (does) it take you to 12. What time does the game 13. How often do you go 14. Why do you like to go 15. What do you do

□ **EXERCISE 38, p. 148. Review of questions. (Charts 5-1 → 5-14)**

This is a summary review exercise of Chapter 5. It can be used as a game, with teams getting points for well-crafted questions. Or it can be used as a written quiz (unannounced). Or it can be used as a quick oral review, with the class calling out possible questions. Or pairs can be assigned items to prepare to role-play for the class.

*SAMPLE ANSWERS:* 1. What does "large" mean? 2. When did you talk to Pedro? 3. How often do you go to the market? 4. How are you getting along? 5. How do you get to school? 6. Whose notebook is this? 7. What kind of books do you like to read? 8. How do you spell "beautiful"? 9. Where do you like to go on the weekends? 10. Why did you come to this school? 11. How far is it to . . . ? 12. What are you going to do after class today? 13. How are you feeling? 14. How do you do? 15. How long does an average movie last? 16. What time do you usually eat dinner? 17. Who is your roommate? 18. What is your favorite color? 19. What's the weather like in Seattle in winter? 20. Which book is yours? 21. Whose book is that? 22. How do you spell "occurred"? 23. Who's coming with us tonight? 24. How far is it to the nearest ATM machine? 25. When was your son born? 26. What is your sister's field of study? 27. What are we doing? 28. Where are you from? Where is it located? What is the principal product of Saudi Arabia? What is the capital of Saudi Arabia?

□ **EXERCISE 39, p. 148. Review of questions. (Charts 5-1 → 5-14)**

Students will find this exercise easy and should be pleased with their own fluency.

*SAMPLE ANSWERS:* 1. What kind of fruit do you like best? 2. What country is south of the United States? 3. How many times a week do you eat fish? 4. What are you going to do tomorrow? 5. How far is it from (name of a place) to (name of a place)? 6. How long have you been living in this city? 7. Who is sitting next to (Pedro)? 8. What should I do this weekend? 9. What do you do for a living? 10. How do you spelled "happened"? 11. How long does it take to go to your apartment from the airport? 12. How are you getting along in your English classes?

□ **EXERCISE 40, p. 149. Review of questions. (Charts 5-1 → 5-14)**

Tell the groups that they are “brainstorming” questions, i.e., saying whatever comes into their minds about the topic; groups brainstorm in order to come up with interesting and new ideas. (*Brainstorming* is AmE. In BrE, a *brainstorm* is something that occurs when you are unable to think clearly.)

Ask the groups to write down their most interesting questions to ask the rest of the class. Maybe you could give a prize for the best question or to the group with the best questions—explaining that you’re looking for originality and insight and that your judgment is purely subjective.

The goal is creative, spontaneous use of the target structures in a fun and relaxed setting.

**CHART 5-15: USING HOW ABOUT AND WHAT ABOUT**

- *How about* and *what about* invite the listener to respond with how s/he feels about the idea the questioner suggests. The questioner is saying: “I think this is a possible idea for us/you to consider. What do you think?”
- The *-ing* form in examples (c) and (d) is a gerund. Gerunds are introduced in Chapter 13.
- In examples (e) and (f), *how about* and *what about* are “conversation continuers.” They are used to promote the sharing of information in polite conversation. In some situations, if someone asks you if you are hungry, it is polite to ask if s/he is hungry, as in (f).

□ **EXERCISE 41, p. 149. HOW ABOUT and WHAT ABOUT. (Chart 5-15)**

*POSSIBLE COMPLETIONS:* 2. Let’s get together Tuesday for lunch. . . . Wednesday?  
3. . . . Olga . . . the park . . . She . . . she has to work. . . . Fatima . . . . She might like to go with us. I’ll ask her. 4. . . . you . . . you . . . Yes, I think I’ll have fish tonight, too.

□ **EXERCISE 42, p. 150. HOW ABOUT and WHAT ABOUT. (Chart 5-15)**

This controlled-completion oral exercise allows students to experiment with *how/what about* in typical contexts and is intended to prepare them for pair work in the following two exercises.

□ **EXERCISE 43, p. 151. HOW ABOUT and WHAT ABOUT. (Chart 5-15)**

Be sure to tell students how useful *how/what about* is in everyday informal conversations, such as they’re practicing in this exercise.

□ **EXERCISE 44, p. 151. HOW ABOUT and WHAT ABOUT. (Chart 5-15)**

The directions to Speaker A say to look “directly into the eyes of Speaker B.” In some cultures, looking another person directly in the eye is not polite or has hierarchical implications. In much of the English-speaking world, people look each other straight in the eye. There is no need for international students of English to adopt English-speakers’ cultural mannerisms, but it’s good for them to be made aware of these mannerisms. And in the environment of the classroom, they may want to experiment with cultural mannerisms different from their own.

## CHART 5-16: TAG QUESTIONS

- It's important for students to understand that a question with a tag indicates the speaker's belief about the validity of the idea being expressed. The speaker believes to be true what is expressed in the statement before the tag.

- Students are already familiar with the idea of a rising intonation at the end of a question. In the examples and exercises on tags, a rising intonation would be appropriate throughout.

The text keeps the focus on tag questions with rising intonations, but the footnote to the chart introduces tag questions with falling intonation, to be emphasized or not as you decide. In sum: If the speaker is truly seeking information, his/her voice rises: *This is your hat, isn't it?* If the speaker is expressing his/her opinion, the voice falls at the end: *This is a good class, isn't it.* (The period instead of a question mark here helps show a falling rather than rising intonation.) In this case, the speaker is simply making a comment and inviting conversation. S/he is not asking if this is a good class, whereas in the previous example the speaker is asking if the hat belongs to the listener.

- Other possible informal tags that turn statements into questions follow:

*It's really cold today, eh?*

*This food is delicious, huh?*

*You borrowed my dictionary yesterday, no?*

- Point out the "polarity" of tags, explaining what the plus and minus signs mean. (Plus is used for affirmative verbs, minus for negative verbs.)

### □ EXERCISE 45, p. 152. Tag questions. (Chart 5-16)

ANSWERS: 2. didn't he . . . Yes, he did. 3. wasn't he . . . Yes, he was. 4. won't she . . . Yes, she will. 5. can't you . . . Yes, I can. 6. did he/she . . . No, he/she didn't. 7. have you . . . No, I/we haven't. 8. don't they . . . Yes, they do.

### □ EXERCISE 46, p. 153. Use of auxiliary verbs in tag questions. (Chart 5-16)

This is an exercise on both auxiliary verbs and pronouns.

ANSWERS:

- |                 |                  |                               |
|-----------------|------------------|-------------------------------|
| 2. can't they   | 7. hasn't she    | 12. isn't it                  |
| 3. doesn't he   | 8. doesn't she   | 13. isn't it                  |
| 4. is he        | 9. shouldn't you | 14. aren't they               |
| 5. wouldn't you | 10. won't she    | 15. isn't it . . . can't they |
| 6. doesn't she  | 11. did you      |                               |

### □ EXERCISE 47, p. 154. Tag questions. (Chart 5-16)

After you discuss the examples, tell the students to close their books. You give the cues.

ANSWERS:

- |                 |                  |                                       |
|-----------------|------------------|---------------------------------------|
| 1. wasn't s/he? | 5. can s/he?     | 9. doesn't s/he?                      |
| 2. did s/he?    | 6. doesn't s/he? | 10. hasn't s/he?                      |
| 3. is s/he?     | 7. won't s/he?   | 11. didn't s/he?                      |
| 4. isn't s/he?  | 8. can't s/he?   | 12. doesn't s/he? [BrE: hasn't s/he?] |

### □ EXERCISE 48, p. 155 Summary: creating and role-playing dialogues. (Chapter 5)

Assign one dialogue per pair. Have some or all of the pairs role-play their dialogues in front of the class or small groups. The given situations for the dialogues are intended to encourage students to ask questions of all types.