



Chapter 5

Asking Questions

CHAPTER SUMMARY

OBJECTIVE: Although general question word order is introduced in earlier chapters, this chapter presents and summarizes those patterns, adds other types, and provides ample practice to help students gain control of and comfortable fluency with question words and forms.

APPROACH: Because questions occur primarily in conversational English, exercises on form are followed by ones that encourage a lot of speaking practice. Even though students can easily make themselves understood by simply raising their voices to indicate a question (rather than using correct question word order), they often don't receive enough correction of word forms. In our experience as teachers, many ESL students don't attempt question word order, and it quickly becomes a fossilized error. By providing immediate and specific correction, you can help students become aware of this habit and alert them to the need for self-correction.

TERMINOLOGY: Information questions are also called *wh*-questions because they use the words *who*, *which*, *when*, *where*, and *how*. The chapter generally uses the term "helping verb" for an auxiliary, to distinguish it from the "main verb" in a sentence or clause.

CHART 5-1. Yes / No Questions and Short Answers. Page 111
Time: 10–15 minutes

Students studied the forms of yes / no questions in conjunction with each verb tense presented in Chapters 1 through 4. Refer to Chart 5-2 if students need a reminder of basic question word order: *helping verb + subject + main verb*.

Remind students of the names of the tenses used in the examples, and review how questions are formed for each tense. For example: (a) simple present (discuss the use of *does*), (b) simple past, (c) present perfect, (d) present perfect progressive, and (e) the future with *will*.

If you skipped all or parts of 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 it 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.

- Write a simple statement on the board and transform it into a yes / no question.
- Label the parts of speech in both the sentence and the question. For example:

<i>Subject</i>	<i>Verb</i>	<i>Object</i>	
<i>I</i>	<i>like</i>	<i>chocolate ice cream.</i>	
<i>Helping Verb</i>	<i>Subject</i>	<i>Verb</i>	<i>Object</i>
<i>Do</i>	<i>you</i>	<i>like</i>	<i>chocolate ice cream?</i>

- Explain that short answers include **Yes / No** + *subject + helping verb*.
- Write student responses on the board and label the parts of speech.
- Then ask students to expand each short answer to a long answer. For example:

	<i>Subject</i>	<i>Helping Verb</i>
<i>Yes,</i>	<i>Maiko</i>	<i>does.</i>
	<i>(Maiko likes chocolate ice cream.)</i>	
	<i>Subject</i>	<i>Helping Verb</i>
<i>No,</i>	<i>Diego and Zara</i>	<i>don't.</i>
	<i>(Diego and Zara don't like chocolate ice cream.)</i>	

- Read through Chart 5-1 with your students.
- Remind students that they must correctly identify the appropriate helping verb in order to use it in a yes / no question and short answer.

□ **EXERCISE 2.** Looking at grammar.
Page 111
Time: 5–10 minutes

Emphasize that the tense determines whether a main or helping verb is needed in the formation of the yes / no question and short answer.

□ **EXERCISE 3.** Looking at grammar.
Page 112
Time: 5–10 minutes

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 the 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*.) The only negative questions practiced in this text are those preceded by *why*.

Optional Vocabulary

acupuncture
relieves

Expansion: Take the opportunity to improvise additional oral questions to engage students and allow them to use their new skills spontaneously.

Additional questions could include the following:

1. *Do you know my cousin?*
2. *Do salamanders have legs?*
3. *Is Portugal in North America?*
4. *Will you be at work later today?*
5. *Do you have a motorcycle or moped?*
6. *Has Simon returned?*
7. *Has Simon returned with Kate?*
8. *Does chiropractic relieve pain?*

□ **EXERCISE 5.** Let's talk: interview.
Page 113
Time: 5–10 minutes

- First, ask students to create the correct questions from the given words.
- Instruct students to stand up and move around the classroom, asking their questions to as many other students as possible.
- Ask students to write notes so that they can share their answers as a class.
- Review by asking students to read a question and the answer they received.

Expansion: You might want to have students not include the name in their answer, such as, *He has had a pet snake*. Then the class can guess who the person is.

□ **EXERCISE 6.** Listening. Page 113
Time: 10–15 minutes

Understanding contractions and reduced pronunciation is very important for students of English. Stress the importance of listening to the beginning of yes / no questions in order to understand the tense used.

Part I

- Play the audio through at least once.
- Go back over each item and exaggerate the pronunciation of the reductions.

Part II

- Play the audio through once without stopping. Then, play it again, stopping and replaying as necessary.
- Review completed questions with students and compare the reduced vs. the non-reduced forms by writing what students hear and the proper form on the board, side by side. For example:

1. *Is he available?* ⇒ *Is he available?*

□ **EXERCISE 7.** Warm-up. Page 114
Time: 5 minutes

Most students at this level have some experience with *wh*-questions. Before students answer the questions in the Warm-up, ask them what piece of information the question seeks.

CHART 5-2. Yes / No and Information Questions. Page 114
Time: 10–15 minutes

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 students understand that the inverted subject-verb form is the same in both types (yes / no and information) questions. However, there is an exception in examples (k) and (l). In those sentences, the question word itself is the subject of the question.

On the board, write the basic question pattern so that students will have it as a reference and reminder throughout the discussion of this chapter:

question word + helping verb + subject + main verb

Model and discuss rising intonation at the end of each question.

- Before looking at the chart, elicit from students the basic question pattern and write the pattern on the board:
question word + helping verb + subject + main verb
- Ask students a variety of *wh*-questions.

- Instruct students to answer you with both the information and the category of information the *wh*-question elicits.
- Put students' responses on the board. For example:
Where are you from, Sasha?
I am from Kiev. "Where" asks for a location or place.
- Read through the examples (a)–(j) with students and highlight the notes on the right-hand side of the chart.
- Draw students' attention to the fact that (k) and (l) are different because in those examples the question words are also the subject of the sentences.

□ **EXERCISE 9.** Listening. Page 116

Time: 5–10 minutes

- Ask students to put their pencils or pens down. Play the audio through once.
- Ask students to paraphrase the situation or story.
- Play the audio again and instruct students to complete the statements and questions, accordingly.
- Review as a class.

Optional Vocabulary

around the corner
lately

CHART 5-3. *Where, Why, When, What Time, How Come, What ... For.* Page 117

Time: 10–15 minutes

Because many students have developed fossilized errors with question forms, it is important to bring students' attention to these and help them self-correct. Typical errors include: *Where you went? Where did you went? Why you stayed home? When your children do they go to school? Where your children go to school?*

Because the structure and word order of *How come _____?* and *What _____ for?* are not easy to explain, emphasize that these are idiomatic phrases that are used in speaking more than in writing. You may want to point out to students that these are very common questions, particularly in spoken English.

How come is another way of asking *why*, and it is used often when discussing a past event. It essentially means, *Why did this happen?* However, the tone is much more conversational.

What _____ for? also asks why something happened or will happen, and it refers to purpose of action. You can explain it to students by modeling the example, *What did you do that for?*

- Ask students to close their books. Write the *wh*-words presented across the top of the board. For example:
where why what time / when why / what for / how come

- Ask students to explain what each *wh*-word or phrase asks about. Write these categories underneath the *wh*-word or phrase presented. For example:

where what time / when why / what for / how come
place time expression reason

- Present the chart by having students take turns reading through each question, (a)–(f).
- Spend extra time introducing and giving practice of (e) and (f).
- Explain that both *How come _____?* and *What _____ for?* are used to ask why something happened or will happen.
- Point out that both phrases are especially useful in everyday speaking, especially when asking others about their intentions or purposes.
- Give students an opportunity to practice using these phrases by asking students what they did the previous weekend and *How come* they did these actions or *What they did them for.* For example:
Paulo, what did you do last weekend?
I stayed in my room all day.
How come you stayed in your room all day?
I was waiting for a call from my girlfriend.
Anya, what did you do last weekend?
I spent too much money!
What did you do that for?
I needed a haircut, so I went to a very expensive salon, but I didn't realize it would cost so much!
- Discuss the variety of answers for each question and review the notes in the chart.

□ **EXERCISE 11.** Looking at grammar.

Page 117

Time: 10–15 minutes

Optional Vocabulary

catch that transferring
downtown

Expansion: Prepare index cards with the name of a famous international landmark or site on each one. Possible landmarks are included below. It should be pointed out that some are man-made and some are natural. Put students into pairs. Tell the pairs that they will try to determine which famous site or landmark other pairs of students have on their cards by asking a series of *wh*-questions. Distribute the index cards and make sure that each pair is familiar with their own landmark. Have pairs get up and move around the classroom, asking *wh*-questions to determine each targeted landmark. After students have succeeded in learning all the landmarks, put the names of the landmarks on the board and ask students which question / answer combinations

allowed them to successfully guess the landmark in question.

Possible famous landmarks include:

- the Great Wall of China
- the Eiffel Tower
- Big Ben
- the Great Barrier Reef
- Ayers Rock
- the Great Pyramid
- the Coliseum
- Stonehenge
- Machu Picchu
- the Taj Mahal
- the Grand Canyon
- Mount Everest
- Angkor Wat
- the Panama Canal
- the Acropolis
- Disney World

EXERCISE 13. Reading and grammar.

Page 118

Time: 10–15 minutes

- Ask different students to read parts of the passage aloud.
- Ask students to create correct questions from the given words in items 1–5 and to ask them aloud.
- Instruct other students to respond to the questions. Review as a class.
- Ask the following additional questions and have students who haven't yet participated answer them orally.

- What was Nina doing when Tom arrived home?
- Why was Nina worried?
- When is Nina's birthday?
- What did Tom think?
- How come Tom landed in a ditch?
- Why wasn't Nina upset about her birthday present?

EXERCISE 15. Warm-up. Page 118

Time: 5 minutes

In this Warm-up, students are exposed to the fact that a question word can refer to a subject, an object, or an indirect object. Students need to read the questions very carefully in order to know which piece of information is sought.

CHART 5-4. Questions with *Who*, *Who(m)*, and *What*. Page 119

Time: 10 minutes

This grammar will be difficult unless students clearly understand the roles of subjects and objects in sentences. It is helpful to review subjects and objects before delving into this topic. Refer to Chart 6-3 (Subjects, Verbs, and Objects) in Chapter 6 if necessary.

Whom is rarely used in everyday conversation. Native speakers prefer *who*: *Who did you see at the party?* *Who did you talk to?* *Who does Bob remind you of?*

- First, revisit the difference between subjects and objects by referring to pronouns that students are already familiar with.
- Give students a simple sentence that has a subject and an object.
- Write the sentence on the board and label the parts of speech. For example:

<i>Subject</i>	<i>Verb</i>	<i>Object</i>
<i>I</i>	<i>called</i>	<i>Bob.</i>

- Show students how to change the above sentence into a question in which *Who* is the subject.
- Illustrate these changes on the board by crossing out the original subject and replacing it with *Who*. Point out that *Who* replaces the subject *I* and write the answer to the question on the board as well.

<i>Subject</i>	<i>Verb</i>	<i>Object</i>	
<i>I</i>	<i>called</i>	<i>Bob</i>	
<i>Who</i>	<i>called</i>	<i>Bob?</i>	<i>I did.</i>

- Using the same question, demonstrate how *whom* changes the focus of a question.
- First, write the question on the board using *whom*.
- Ask students what the answer to the question is, and write it on the board.

<i>Whom</i>	<i>did</i>	<i>I</i>	<i>call?</i>	
				<i>Bob. I called Bob.</i>

- Then, ask students to label the parts of the speech in the question and the answer.

	<i>Helping</i>		<i>Main</i>				
<i>O</i>	<i>Verb</i>	<i>S</i>	<i>Verb</i>	<i>O</i>	<i>S</i>	<i>V</i>	<i>O</i>
<i>Whom</i>	<i>did</i>	<i>I</i>	<i>call?</i>	<i>Bob.</i>	<i>I</i>	<i>called</i>	<i>Bob.</i>

- Now, have students look at the two sets of questions and answers, and ask them to try to explain the differences between *who*-questions and *whom*-questions.
- Next, ask students to create a sentence with a subject and object that could be replaced by *what*. Write the sentence on the board. For example:

<i>Subject</i>	<i>Verb</i>	<i>Object</i>
<i>A tornado</i>	<i>hit</i>	<i>the high school.</i>

- With the help of students, transform the sentence into a *wh*-question by crossing out the original subject and replacing it with *what*.

<i>Subject</i>	<i>Verb</i>	<i>Object</i>	
<i>A tornado</i>	<i>hit</i>	<i>the high school.</i>	
<i>What</i>	<i>hit</i>	<i>the high school?</i>	<i>A tornado.</i>

- Using the original sentence again, replace the object with *what*, and change the sentence accordingly.

A <i>tornado</i>	<i>hit</i>	the <i>high school</i> .	
Object	Helping Verb	Subject	Main Verb
<i>What</i>	<i>did</i>	<i>a tornado</i>	<i>hit?</i>
<i>The high school.</i>			

- Read through the chart with your students and provide additional examples on the board as needed.

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

Page 119

Time: 5–10 minutes

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

Help 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.

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

Page 120

Time: 10 minutes

The purpose of this exercise is to help students readily produce the question and answer forms in free practice with one another. Encourage responses longer than one sentence. Encourage the questioner to ask follow-up questions.

- Ask students to get into pairs.
- Model the example.
- Show students how to make further conversation by asking follow-up questions.
- Tell students that these follow-up questions don't have to use the target grammar but will help them practice "making small talk." For example:

Speaker A: What are you currently reading?

Speaker B: A book about a cowboy.

Speaker A: What is its title? Who is the main character?

- Walk around the classroom and interact with pairs of students. Help students expand on each exchange.

Optional Vocabulary

currently
memorable event
stresses you out

□ **EXERCISE 19.** Listening. Page 120

Time: 5–10 minutes

- After students complete the exercise, discuss the final sentence.

- Ask students if they really think Speaker B feels better and have them explain why or why not.

Optional Vocabulary

confidential

□ **EXERCISE 20.** Let's read and talk.

Page 121

Time: 10–15 minutes

It is helpful for students to refer to their dictionaries as needed throughout this exercise. However, it is also very useful for students to discuss the italicized words with one another and you, as you go around the room engaging pairs. Reminding students to ask you for vocabulary help provides them with additional opportunities for active practice of the target material.

Expansion: If it seems an appropriate task for the class, ask students to give examples of each type of book. In addition, you can ask students to discuss similar categories for films. Additional vocabulary could include:

<i>feature film</i>	<i>animated film</i>
<i>documentary</i>	<i>musical</i>
<i>blockbuster</i>	<i>short film</i>
<i>independent film</i>	<i>Academy Award winner</i>
<i>foreign film</i>	
<i>best picture / director / actor / actress / supporting actor / supporting actress</i>	

CHART 5-5. Using *What* + a Form of *Do*.

Page 121

Time: 10–15 minutes

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 are you and your friends going to do during vacation? What did Kazu do yesterday afternoon?*

Show the relationship between the verb form in the answer and the form of *do* in the question.

- Ask students questions about their lives that elicit the full range of tenses as shown in the chart.
- Write these questions on the board in order of the tenses in the chart.
- Write students' responses on the board and underline the tense to illustrate the connection between the verb tense in the response and the verb tense used in the *What + a form of do* question. For example:
*What does Seiko drink every morning?
She drinks coffee.*
- Have students open their books to Chart 5-5, and take turns reading the questions and answers in the chart.

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

Page 122

Time: 15–20 minutes

- Ask students to get up and move around the room while interviewing classmates.
- Interact with pairs and groups of students, writing down the most common question errors (usually with *verb + subject inversion*) for later review.
- Provide the vocabulary that students are seeking and assist in maintaining a conversational style among the groups.
- Review the exercise by asking students to tell you one piece of information learned about each member.
- Finish by writing on the board any errors you overheard, and correcting them together as a class.

□ **EXERCISE 24.** Warm-up. Page 122

Time: 5 minutes

Expansion: Seemingly mundane topics often provide rich points of comparison. Exploit this Warm-up as a chance to learn more about your students' personal tastes as well as a bit about their culture. Though some version of ice cream is popular in most countries, its form can vary widely from country to country.

Because American English is being taught, ask your students to compare their ice cream to its American counterpart and describe how it is similar or different.

Additional questions to warm students up include:

- *Is ice cream from your country similar to that in the United States?*
- *Are any of these cold and / or frozen desserts popular in your country?*

<i>frozen yogurt</i>	<i>sherbet</i>
<i>frozen custard</i>	<i>ice milk</i>
<i>gelato</i>	<i>popsicles</i>
<i>sorbet</i>	
- *How often do people from your country eat ice cream? Once or twice a week? Once a month? On special occasions?*
- *Are specific ice cream-only restaurants common in your country?*
- *In the U.S., many ice cream shops offer 20–40 flavors. How many flavors are generally offered at similar establishments in your country?*
- *Is “gourmet” ice cream a specialty where you live?*
- *What other kind of desserts or sweets are popular where you come from?*
- *Do people eat dessert every evening?*

CHART 5-6. Using *Which* and *What Kind Of*.

Page 123

Time: 10–15 minutes

You might want to introduce the expressions *What sort of* and *What type of* as well. They have 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. You can ask students what kind of shoes they are wearing, what kind of watches they have, etc., but it may be wise to avoid a discussion of brands and labels among a socioeconomically mixed group of students. You can always steer exchanges headed in that direction toward functionality/ features as opposed to maker (For example: *What kind of watch do you have? Is it digital?*)

Which can also be used as a relative pronoun in adjective clauses, but unless a student asks a question about adjective clauses, it is best not to discuss this dual usage at this point. (See Chapter 12 if needed.)

One way to demonstrate the general difference between *which* and *what* is to put two different books on a student's desk. Focus the attention of the class on the two books and make sure students can see that they are different books (preferably different colors). Pick one of the books up and ask, *Which book did I just pick up? The red one or the blue one? (The grammar book or the dictionary?)* For contrast, walk to another student's desk and pick up any object from it. Hold it up so the class can see what you have in your hand and ask, *What did I just pick up?*

- Introduce *which* by giving students a choice among different class activity options. For example:

Do you want to listen to an explanation of the grammar in Chart 5-6, or do you want to have a surprise test?
Which class activity do you want to do?
- Highlight *or* in the first question and *which* in the second to illustrate the fact that *which* is used for known options and alternatives. Write a note about this on the board, such as:

Which: used for known alternatives
- Contrast *which* with *what* by asking students a new question and writing it on the board. For example:

What kind of class activity do you want to do next?
- If students don't immediately respond with original ideas, ask questions that will elicit these, such as:

Do you want to play a game?
Do you want to have a class party?
Do you want to have a class nap?
Do you want to have a break from grammar and questions?
What kind of class activity do you want to do?
- Emphasize that *which* is for known or established alternatives and choices, but *what kind of* asks for information about a specific kind. Write this explanation on the board:

What kind of: used for information about a specific kind
What kind of class activity do you want to do next?

- Explain to students that they can answer the *which* question with any category of class activity they can think of. Remind them they are not limited to known options.
- Ask students to take turns reading through sentences (a)–(f). Review the explanatory notes.

□ **EXERCISE 26.** Let's talk: interview.

Page 124

Time: 10–15 minutes

This exercise is intended to demonstrate how the target structure can elicit real information and is used in everyday conversation. Emphasize that *what kind of* refers to a variety of specific types within a category. The questions ask about a category, and the answers supply specific kinds.

- Ask students to first complete each question by looking at the specific answer given by Speaker B and generalizing to a whole category.
- Instruct students to move around the room as they interview one another and to ask further questions as they naturally arise.
- Join the conversations and engage reluctant speakers before asking the students to return to their seats.
- If time permits, ask students to report back something about the tastes and preferences of each member of the class.

CHART 5-7. Using *Whose*. Page 125

Time: 10 minutes

The two principal ways of asking questions about possession are to use *whose* and the verb phrase *belong to*. *Whose (book) is this?* vs. *Who(m) does this (book) belong to?*

Whose is more common and conversational than *belong to*.

Because most Americans do not use *whom* when speaking, it may be best to avoid teaching the object form of *who* at this stage. It can be introduced at a later stage, as needed.

Whose is also used in adjective clauses such as, *That's the man whose house burned down*. See Chapter 12 for more information on this usage.

In comparing the pronunciation of *whose* and *who's*, the text explains that *who's = who + is*. However, it is useful for students to know that *who's* can also be a contraction for *who + has* when *has* is used as the auxiliary of the present perfect. (Example: *Who's been to Disneyland?*) You can mention this meaning of *who's* if your students seem ready.

- Go to a student's desk and pick up his/her book, showing it to the class.
- Ask students, *Whose book is this?* and write the question on the board.

- Now ask students, *Who does this book belong to?* and write this related question underneath.
- Explain that *whose* is used to demonstrate a relationship of ownership or belonging between a person and another person or a person and an object.
- Add a note on this explanation to the boardwork. For example:

Whose: shows ownership or relationship

Whose book is this? = Who does this book belong to?

- Explain that *whose* can easily be confused with the contraction of *who + is*.
- Write an example of a question using *who's*. For example:
Who's = who + is
Who's going to come to our party?
- Tell students they need to pay attention to a question's subject and verb to distinguish the uses when relying on listening.
- Also, explain that only *whose* will be followed immediately by a noun.
- Ask students to take turns reading the example sentences from the chart. Elaborate on the notes included in the chart as needed.

□ **EXERCISE 28.** Let's talk: pairwork.

Page 125

Time: 10–15 minutes

Expansion: Tell students they are going to practice using *whose* while also exploring how observant they are about each other and each other's possessions. Ask three to four students to leave the room for 5 minutes and make sure they are not able to see what is going on during their absence. During their absence, ask the remaining students to bring one personal item up to the front of the room to be temporarily displayed on a table/desk. Not every student need do this, but a collection of 5–10 items works well. Students should bring up possessions that differ from one another's. (For example, because everyone will have the same book, the text itself is not an option, but dictionaries could be.) However, students should be encouraged to contribute easily removed personal items such as watches, cell phones, notebooks, earrings, necklaces, scarves, dictionaries, handbags, and backpacks. The items should not have names or monograms on them.

Now invite the students who had left the room back in. They should be instructed to show an item to the rest of the class, ask an appropriate *whose* question, and guess who the owner of the item is. Their classmates can give hints as needed. Finally, the students should continue asking questions until they have been answered and the objects returned to the correct people.

□ **EXERCISE 30.** Listening. Page 126
Time: 5–10 minutes

Emphasize that the task is to distinguish between *whose* and *who's* when listening.

Remind students to listen for the subject and the verb and that only *whose* can be immediately followed by a noun.

CHART 5-8. Using *How*. Page 127
Time: 10–15 minutes

In general, *how* asks about manner, means, condition, degree, and extent. Because these terms themselves are not easy for students at this level, it is not always useful to use them when explaining *how*. In fact, because *how* doesn't lend itself to an easy definition, it is better for students that you don't attempt one. It is enough to say that *how* is used to get more information about some part of a sentence.

Starting with this chart, the text introduces common uses of *how* in four separate charts so that students may slowly build their understanding of its meanings and uses.

- Ask your students *how* they got to class and write the question on the board. For example:

How did you get to class today?

- Write students' responses on the board, in full sentences. For example:

How did you get to class today?

Mika took the bus.

Chang and Layla walked.

You drove to class.

- Explain that one distinct use of *how* is to discuss means of transportation. Explain that *means* also answers the question of *in what way?*
- Introduce the second use of *how*, as presented in the chart.
- Explain that *how* can also be used with adjectives or adverbs.
- Ask students some simple *how* + *adjective* questions and put both their questions and answers on the board. For example:

How old is your mother?

My mother is sixty-three years old.

How tall are you?

I am 5' 4", if I stretch myself.

- Ask students to read the example sentences. Put them on the board, as is useful.
- Review the notes included on the right-hand side of the chart.

□ **EXERCISE 32.** Reading and grammar.
Page 127
Time: 10 minutes

- Give students ample time to read independently and complete the questions.
- Then ask students to take turns reading sentences from the passage aloud.
- Answer the questions as a class.
- Ask students in what way the question in item 5 is different from those in questions 1–4.

CHART 5-9. Using *How Often*. Page 129
Time: 10 minutes

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 given in the chart. *How many times* is used to elicit more specific information about a given length of time. *How many times* also limits the ways in which the listener can respond to it, as in (b).

Discuss the frequency expression included in the chart, and write notes to show how they are used with *how often*. Even though some of the frequency expressions are hard to define precisely, your attempt to do so will support students' understanding of these terms.

- Remind students that they have already met *How often* when using simple present tense.
- Ask students a question in this form and write both the question and the answers it generates on the board, for further exploration. For example:

How often do you speak to your parents in your country?

I speak to my parents at least once a week.

How often do you go to the doctor?

Jose goes to the doctor once a year, for a checkup.

- Underline students' use of the simple present in their responses and ask them why they need to use this tense. You should be able to elicit an answer linking simple present tense to regularly scheduled or occurring events. For example:

How often do you speak to your parents in your country?

I speak to my parents at least once a week.

How often do you go to the doctor?

Jose goes to the doctor once a year, for a checkup.

- Introduce *How many times* by asking students a newly generated question and writing both the question and response on the board. For example:

How many times a week do you eat dessert?

I eat dessert two times a week.

- Explain that when using *How many times* questions, the response has to include a number of times.
- Have students take turns reading sentences under sections (a) and (b) while also reviewing the notes on the right-hand side of the chart.

- Contrast the two forms with a direct comparison on the board:

How often do you go grocery shopping?

I go grocery shopping frequently, whenever I need something.

How many times a week do you go grocery shopping?

I go grocery shopping three or four times a week.

- Remind students that the answers to *How many times* questions must include a number of times. *How many times* questions cannot be answered with a frequency adverb such as *often*.

□ EXERCISE 36. Let's talk: pairwork.

Page 130

Time: 10–15 minutes

This exercise focuses not only on questions with *How often* but, just as importantly, 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.

Optional Vocabulary

podcasts
attend
download

CHART 5-10. Using *How Far*. Page 131

Time: 10–15 minutes

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

One way to introduce the topic is to gradually give pieces of information about a well-known distance until students know what the distance is and what its significance is. As students participate in contributing what they know about this universally recognizable distance, write notes on the board. Possible distances include: marathon distance, distance from earth to moon, length of Great Wall of China, the circumference of the world.

- Write *26.2 miles / 42.195 kilometers* on the board.
- Write the phrase *Olympic Event* nearby.
- Because a marathon is an internationally recognized distance, ask questions about the distance and put any information generated by students on the board.
- It is likely that at least one student will know about the legend of the marathon, and that a marathon represents the distance from Marathon to Athens.

- Write as many notes as possible about this on the board. Students may be able to contribute the following:

Greek warrior Pheidippides

Battle of Marathon

Ran to announce Athens victory

Died on arrival

- Explain that *How far* is used to find out more about distance.
- Once you have enough facts to pose a question regarding the distance of a marathon, form a related *How far* question and write it on the board. For example: *How far is a marathon? How far is it from Marathon to Athens?*
- With your students taking turns, read sentences/questions (a)–(g) aloud and further explain the notes on the right-hand side of the chart.
- Remind students that just like when using *How many times*, *How many miles* requires a very specific response that provides an actual number of miles.

□ EXERCISE 40. Looking at grammar.

Page 132

Time: 10 minutes

This exercise is intended for discussion of known distances, and it lends itself to a competition. Before you begin, find the information required to complete the questions so that you will immediately have a sense of whose guess is close and whose is not. In order to engage students maximally, ask them to both come up with the correct form of the question and take a guess at the answer. Part of the fun will become seeing who comes close to these famous distances and who is not even close to the answer.

Expansion: Prior to class, make a list of local distances that students would have some idea of. Using an Internet mapping tool, learn how far each local distance is. Write only the names of two locations on each card and distribute one to each student. Each student must come up with the correct form of the question and then should poll classmates to see who can come closest to the actual distances. Points can be awarded to the student who comes closest to the actual distance without exceeding it.

Though most start points and destinations will be known proper names, some common distances to have students guess are:

this school ←————→ *the nearest bank*

my desk ←————→ *the closest bathroom*

this classroom ←————→ *the closest ice cream shop*

the school ←————→ *the X dormitory*

the school ←————→ *the nearest international airport*

the school ←————→ *the nearest movie theater*

□ **EXERCISE 41.** Warm-up. Page 132
Time; 5–10 minutes

Students may or may not be familiar with the idiomatic use of *take* featured here. You can help students engage with this topic by talking about the huge variation in the amount of time different people spend on different everyday tasks.

Expansion: Prepare additional conversation questions to use with this Warm-up. Ask random questions (such as the ones listed below) modeling the correct word order and being careful to pronounce the third person -s in *takes*. Offer information about yourself, your commute, and your daily habits to further heighten students' interest.

Possible Questions:

Who takes longer to get ready to go out at night: men or women?

How long does it take you to fully wake up in the morning? Do you jump out of bed or press the snooze button?

How long does it take you to shower?

How long does it take you to get to class here?

When you are at home, how long does it take you to go to work? Do you have a long commute?

Which takes longer to prepare, a breakfast of hot cereal and fruit or one of eggs and bacon?

How long does it take you to fall asleep at night? Do you fall asleep as soon as your head hits the pillow, or do you need to count sheep?

CHART 5-11. Length of Time: *It + Take* and *How Long*. Page 132
Time: 10 minutes

In this section, the text is teaching expletive *it + take* for expressing length of time as well as *how long* to ask questions about length of time.

The text deals with infinitives following expletive *it* in Chapter 13.

Using two examples of activities whose duration can easily and definitively be compared is a useful way to start the chart presentation.

- Ask your students which takes longer: making a cup of tea or baking and decorating a cake.
- Write the two related questions on the board, using the new target grammar and underlining the important parts. For example:
How long does it take to make a cup of tea?
How long does it take to bake a cake?
- Explain that this question, *How long does it take*, asks for an informed estimate of time spent.
- Explain that the above form can be modified to include one particular person's or subject's experience by adding a person between *take* and *to*.

- Write new examples, using the same questions. For example:

How long does it take you / one / a person / your mother to make a cup of tea?

How long does it take you / one / a person / your mother to bake a cake?

- Ask students to take turns reading through questions (a)–(g) from the chart and to review the notes carefully.

CHART 5-12. Spoken and Written Contractions with Question Words. Page 134
Time: 10–15 minutes

It is critical for students to understand that the contractions in (a)–(i) are regularly used in spoken English but are not used in written English.

Tell students that in their everyday interactions with native speakers they are likely to hear a great deal of contracted English. Explain that at this stage in their learning, it is more important for them to understand spoken contractions than to speak them. By learning the correct and non-contracted form, they will be prepared to comprehend the spoken form. It is important for them to have a strong grasp of *what*-questions and verbs in their standard form before they attempt using contractions.

- Begin by writing in capital letters across the top of the board:

SPOKEN ONLY; NOT IN WRITING

- Explain that the question word contractions in (a)–(i) are not used in written English, but that you will be writing the questions just so students can see how to pronounce the contractions.
- Ask students why they are studying English and write this question on the board. For example:

Why are you studying English?

- Write a few student responses on the board. For example:

I'm studying English because my boyfriend is from California.

I'm studying English because I want to get a job in an American trading company.

- Now, contract *why* and *are* and ask the question again. For example: *Why're you studying English?*
- Expand on this by asking, *What's your purpose in studying English?*
- Have students repeat after you and correct their pronunciation.
- Ask students more contracted *wh*-questions and have students repeat after you. For example:
What's your favorite part of studying English?
How've you enjoyed studying prepositions?
When're you going to return to your country?
How're you going to maintain your English there?

- Now that students have had practice using *wh*-contractions, ask them to take turns reading each question in examples (a)–(i) aloud.
- Stress that the contractions shown in (j) are found in writing but that they are not used in formal writing.

□ **EXERCISE 47.** Listening. Page 135
Time: 5–10 minutes

Expansion: Prepare discussion questions (preferably on a handout) to engage students in a discussion of this topic. Students can use contracted *wh*-forms when providing the typical questions their parents asked them at this age. In addition, this discussion topic gives students practice with many of the question forms they have studied in Chapter 5.

Possible Discussion Questions:

How old were you when you began going out with your friends at night?

In general, how old are teenagers in your country when they begin doing so?

What sort of questions do / did your parents ask you before you go / went out with friends?

How often do / did you go out with your friends?

What sort of questions do / have you ask(ed) your teenage children when they go / have gone out with friends?

How late do / did your parents allow you to stay out at night?

How often do / did you stay out later than your parents allowed?

In the United States, many parents would agree that teenagers want to spend a lot of time with their peers and friends and relatively little time with their families. Is this situation also true in your country?

If so, why do you think this is true?

What do teenagers learn from spending time with their friends?

How much time do teenagers in your country spend socializing via computer on Facebook, Twitter, MySpace, or similar social networking sites?

What are some concerns that parents have about social networking sites?

CHART 5-13. More Questions With *How*.
Page 137
Time: 10–15 minutes

This chart consists of some miscellaneous but common questions with *how*. Explicitly teaching these questions, especially (d)–(f), is extremely beneficial for students and will help them become more confident users of English.

Most students have been using questions (a)–(c) already to refine their language skills. Being able to form the expected question (*How do you _____?*)

enhances their English language learning experience. With these forms, students can autonomously seek new information, correction, and refinement from native speakers who are not teachers.

When explaining (d)–(f), emphasize that these questions are often used as greetings themselves and in conjunction with *Hi there/Hey*. Though most students are familiar with similar linguistic exchanges in their languages (“Ça va?” “¿ Qué pasa?”), this type of greeting may be less common in other languages. By teaching the use of these questions and the most common responses explicitly, students are much better prepared to use their English with native speakers and in a variety of social settings.

In (f), *How’s it going?* is another way of asking *How’s everything going?*

Example (h) needs a little discussion and perhaps role-playing. Ask Speaker A to introduce B to Speaker C. Ask B and C to use *How do you do?* Have them shake hands at the same time. You should take time to discuss forms of introduction and compare the much more formal (and now quite old-fashioned) *How do you do?* with the more common *Hello. Nice to meet you.*

Because students desperately want to use the language that will make them fit in best, discussing register and what phrases are most common is beneficial for non-native speakers. You may find that many students have been taught a more formal register than suits their purposes. While it is far better for students to learn standard, written grammatical forms first before they begin breaking rules and reducing their English, register is a somewhat different matter. Students appreciate when you correct them if they begin to use a formal phrase that is no longer common in spoken English.

- Ask students to pick a word in English that they find difficult to spell or say/ pronounce.
- Write on the board *How do you _____?*
- Have students go to the board and write questions using their “difficult” word choices. For example:
How do you say “knowledge”?
- Ask other students to respond with correct spelling and pronunciation.
- Ask students to turn to the chart. Review (a)–(c).
- Begin presenting (d)–(f) by asking students to think about what sort of a greeting is commonly exchanged between people in their country meeting in an informal setting.
- If practical, ask them to share with the class what the greeting translates to (roughly) in English.
- Ask students to take turns reading (g).
- Review the notes and discuss responses as well as context.
- Finish by presenting (h) and stress that this greeting is not commonly used.

□ **EXERCISE 50.** Game. Page 137

Time: 10–15 minutes

This exercise is a spelling game and works best 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 is to remember that it consists of three individual words *to + get + her*.

Items 4, 5, and 9: Remind students 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 the word *foreign* in item 5. Tell your students that you sympathize with them as they face challenges in English spelling. Remind them that they can always look up words in their dictionaries.

□ **EXERCISE 51.** Let’s talk. Page 138

Time: 10–15 minutes

Students generally enjoy this discussion, but obviously it works best in a multilingual classroom. You can expand this exercise to include other words and phrases that students may want to know in one another’s languages.

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

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

Expansion: Additional expressions include:

I love you.

I’m sorry.

I don’t want to go out with you anymore.

That’s great! (or any other way to show enthusiasm)

Congratulations.

CHART 5-14. Using *How About* and *What About*. Page 138

Time: 10 minutes

How about and *What about* invite the listener to respond with how he/she feels about the idea the questioner suggests. The questioner is saying, *I think this is a possible idea for you / us to consider. What do you think about it?*

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 he / she is hungry, as in (f).

- Write on the board *How about . . . ?* and *What about . . . ?*
- Explain that:
 - both questions can be used to make a suggestion and to invite others to make suggestions
 - both questions are most commonly used when more than one person is involved in a plan
- Introduce a hypothetical situation to students such as a class vacation structured to improve students’ speaking.
- Provide an example and write it on the board. For example:

How about traveling to a small town in the middle of the United States where there are very few people who speak other languages?
- Ask students for other ideas for a class vacation structured to enhance their English. Have them use *How about . . . ?* and *What about . . . ?*
- Write some of the most imaginative or interesting suggestions using the target grammar on the board.
- If it makes sense to do so, ask students to vote on the best suggestion.
- Ask students to take turns reading (a)–(d) aloud.
- Discuss and expand on the notes included in the chart.
- Next, explain that another use of *How about* and *What about* is to check in with others’ feelings and physical condition at the moment.
- Explain that when using *How about* and *What about*, the speaker first states his/her feelings, and condition, then asks about yours.

□ **EXERCISE 53.** Grammar and listening.

Page 138

Time: 5–10 minutes

This listening exercise allows students to become familiar with *How about* and *What about* as they are used in everyday conversations.

- Make sure that students realize the task: choosing the best response to either a *How about* or *What about* question.
- While reviewing the answers, ask students if they can also give you a question that would call forth the incorrect responses.

CHART 5-15. Tag Questions. Page 140
Time: 15–20 minutes

It is 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 should be used throughout. By explicitly pointing out intonation to students now, as they master tags, you will help them become more confident when having actual conversations with native speakers.

You may want to stress that falling intonation is used when speakers are quite sure of the intention or response of the person they are speaking to. This makes the question “rhetorical.” The questioner, in this case, is not genuinely seeking information. In these cases, the speaker is really confirming information but using a question form to do so. The best way to teach your students this is to model and exaggerate the falling intonation that is used. For example:

Max, English grammar is easy, isn't it?

You assume Max agrees that English grammar is easy.

Lin-Fang, you don't want to take a test today, do you?

You assume that Lin-Fang doesn't want to take a test today.

Other possible informal tags that turn statements into questions follow:

It's really cold today, eh?

We take Route 66, right?

The thunder is deafening, huh?

You borrowed my dictionary, no?

Point out the polarity or opposition of tags, explaining what the plus and minus symbols indicate. The plus is for affirmative verbs, and the minus is for negative verbs. Be prepared to spend ample time on this aspect of tags. Though they are very commonly used, and non-native speakers have probably heard them before this, they can be challenging to form and master use of.

- Explain that tag questions are often ways of confirming what you think is true.
- Tell students that in order to form tag questions, the speaker states his / her supposition and immediately follows it with a question.
- This question is the tag, and it is formed with the original statement's auxiliary verb and the subject, inverted to make a question.
- Explain that if the statement is positive, the tag is negative, and the expected response is affirmative. Write the formula on the board:
*Affirmative Statement + Negative Tag ⇒
Affirmative Expected Answer*
- Explain that if the statement is negative, the tag is positive, and the expected response is negative. Write the formula on the board:
*Negative Statement + Affirmative Tag ⇒
Negative Expected Answer*

- Ask a student to observe something about the class and state it.
- Write his / her statement immediately beneath the formula and add a comma to indicate a tag question is coming. For example:

Affirmative Statement + Negative Tag ⇒

Affirmative Expected Answer

It's a bit stuffy in here,

- Now with the help of the class, identify the verb and subject and create a negative tag. Write this after the original statement.

Affirmative Statement + Negative Tag ⇒

Affirmative Expected Answer

It's a bit stuffy in here, isn't it?

- Now complete the whole exchange by adding the expected response.

Affirmative Statement + Negative Tag ⇒

Affirmative Expected Answer

It's a bit stuffy in here, isn't it? Yes. (Yes, it is.)

- Take time to draw students' attention to the falling intonation used with these tag questions.
- Explain to students that these tag questions and the falling intonation used are ways to confirm the listener's agreement with the speaker and are not part of a genuine question.
- Tell students that falling intonation (rather than rising intonation, as used with a real, information-seeking question) further indicates that the speaker assumes the listener agrees with the “question.”
- Model the following “questions” with tags and falling intonation with students.
- Ask students what the speaker / you expect the listener's response will be. For example:

You: It is warm out today, isn't it?

You: Do I think my listener agrees with my opinion of the weather?

Students: Yes.

You: How do you know what I think when I ask this question?

Students: You are using a tag and falling intonation.

- Follow the same step-by-step boardwork using a student-generated negative statement.
- Ask students to take turns reading (a)–(e) aloud.
- Review the notes on the right-hand side of the chart.
- Present intonation and demonstrate the difference between seeking information and inviting conversation.

EXERCISE 56. Listening and grammar.

Page 140

Time: 5 minutes

- Play the audio through once without stopping. Play it again with pauses as many times as necessary.
- Discuss the responses as a class. Make sure to model the falling or rising intonation.

□ **EXERCISE 63.** Let's read and write.

Page 144

Time: 20–35 minutes

This exercise reviews Chapters 1–5. Because it has several distinct parts, and students often need different lengths of time to absorb the same material, it can be helpful to break this exercise up into seatwork, group work, and homework.

Optional Vocabulary

futures

village

jewels: emerald, ruby, diamond

announced

claim

grand

lonely

drowning

miserable

affection

castle

poorly