GRAMMAR EXPRESS Teacher's Manual

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General Procedures and Suggestions

Welcome to the *Grammar Express* online Teacher’s Manual.

There are many different ways to use Grammar Express in your classroom. A lot will depend upon your own teaching style and the learning styles of your students. Below are some general procedures and suggestions that can be used successfully with all of the units. For unit-specific suggestions, please see the Unit-by-Unit Notes.

**Illustration**

Each unit begins with an illustration (cartoon, comic strip, photo with speech bubbles, advertisement) that introduces the grammar point in natural language and sets the general theme of the unit.

Here are some general suggestions for presenting the illustration.

1. Ask *pre-reading questions*. These questions help set the context and focus the students’ attention on the meaning of the illustration. (*See the Unit-by-Unit Notes for suggested pre-reading questions and possible answers.*)

2. Have students read the text of the illustration to themselves. Alternatively, you may read the text to them as they follow along in their books. For cartoons that have more than one speaker, you may wish to have the students read the text in pairs.

3. Have students do the *Check Point*. This can be done individually or in pairs. Check their answers. Ask why they chose their answers and why they rejected the other answer choices.

4. Focus on the grammar point (usually the words in bold print) in the text. Ask students questions about its use and meaning. (*See the Unit-by-Unit Notes for suggested questions and answers.*)

**Charts**

The grammar point is always presented in charts that show its various forms.

1. Have the students study the charts. Then have them, individually or in pairs, answer the *Chart Check* questions. Alternatively, students can read the Chart Check questions before looking at the charts. Check their answers.

2. Put a sentence from each chart on the board. Ask the students to make substitutions.
   
   For example, for the first chart in Unit 1, you could write:
   
   *I’m waiting.*
   
   Ask the students to change the subject (*I’m waiting, We’re waiting, Jason is waiting, . . .*).
Then ask them to change the base form of the verb + -ing (We’re waiting, We’re studying English, We’re sitting in class, . . .).

3. After they work with all the grammar charts and do the Chart Checks, have the students, individually or in pairs, do the Express Check. Check their answers.

**Notes**

The grammar notes present Grammar Explanations and Examples. The Notes can be handled in two distinct ways.

For a deductive approach, read the note and then the example. Ask the students to come up with additional examples for each point, and put some examples on the board. For an inductive approach, have the students read the examples first, and then elicit the rule. Then have them read the note to check their understanding of the grammar point. As in the deductive approach, ask them to come up with additional examples.

**Exercises**

There are a variety of exercise types that practice the grammar point in context. Students can work individually or in pairs to complete the exercises in class, or the exercises can be assigned for homework. A typical unit has four exercises. Here are the most common exercise types along with suggestions for how to use them.

**Exercise 1**

Exercise 1 is always “for recognition only.” This means that students do not have to actively use the grammar structure yet. They only need to recognize the form or the meaning of the unit’s grammar structure. This type of activity raises consciousness and builds confidence. These are the types of exercises that can appear in the first exercise of a unit:

**Choose** This is a multiple-choice exercise. It checks that students understand the meaning of the grammar structure. For example, on page 64 in Unit 15 (Present Perfect Progressive), students have to choose the correct meaning of sentences using the present perfect progressive. In checking the answers, it is often helpful to ask why the wrong answer is wrong.

**Identify** In this exercise students read a text and underline or circle the grammar point. There are often words that look like the grammar point but are not the grammar point, so the students need to think about the meaning and not just the form of the structure. Have them read the whole text carefully. For example, on page 34 in Unit 8 (Used to), they are asked to read an article and underline all the examples of used to that refer to a habit in the past. Not every example of used to in the text has the meaning of past habit, so the students have to think about each example before they underline it. Have students explain why (or why not) they underlined or circled words that look like the grammar point.
**Match** In this exercise students decide which sentence or part of a sentence belongs with another sentence or part of a sentence. This exercise usually checks that the students understand the meaning of the grammar structure. For example, on page 20 in Unit 5 (Imperative), students need to match an imperative sentence with the situation in which they may hear or say that imperative. This exercise can be checked in pairs.

**Read and Answer** This exercise checks to see if students understand the meaning of the grammar structure. For example, on page 30 in Unit 7 (Simple Past Tense: Negative Statements and Questions), after reading some information, students answer some questions about the information (just by checking “Yes” or “No”). In checking the answers, ask students where in the text they found the information needed for each item.

**True or False** This exercise checks if students understand the meaning of the grammar structure. For example, on page 38 in Unit 9 (Past Progressive), the exercise checks if students understand when an action is finished or not finished. If students choose False, ask them to explain why.

**Exercises 2 and 3**
Exercises 2 and 3 ask students to actively practice the grammar structure. These are the most common exercise types:

**Ask & Answer** In this exercise, students practice writing questions (and short answers) using cues. The cues are words separated by slashes (/), as on page 30 in Unit 7 (Simple Past Tense: Negative Statements and Questions). This type of exercise gives students practice in both form and meaning. For exercises that only require students to ask questions, you may want to have them give answers, too, when checking their work.

**Choose** This exercise is often used in units that contrast two different forms that are often confused. For example, on page 68 in Unit 16 (Present Perfect and Present Perfect Progressive), students have to choose between these two forms to complete the statements. In checking the students’ answers, it is helpful to have them explain their choices.

**Choose & Complete** In this exercise students read a text that has blanks. They have to choose the correct word (based on meaning) from a box with several choices. They then have to fill in the blank with the correct form of the word they chose. For example, on page 21 in Unit 5 (Imperative), students read a paragraph and choose the correct verb from the box. They then have to decide if they need the affirmative or negative form of the imperative and write it in the blank. This type of exercise gives students practice in both form and meaning.
**Combine**  In this exercise students combine two sentences to form one sentence. They often need to think about the relationship of two events. For example, on page 43 in Unit 10 (Past Progressive and Simple Past Tense), students need to decide which event happened first, or if the two events happened at the same time. Ask students to explain their answers.

**Complete**  In this exercise students need to fill in the blanks. There is often a cue (words in parentheses) under the blank. For example, on page 4 in Unit 1 (Present Progressive), students complete a conversation by using the correct form of the verb in parentheses. This gives them practice in using the grammar structure in different forms (affirmative statements, negative statements, and questions). It also practices spelling. It often helps to have students read the sentences before and after the sentence with the blanks. This exercise type is often in the format of a conversation. After checking answers, students can practice reading the completed conversation in pairs.

**Describe**  This exercise always has an illustration (such as a cartoon, a drawing, or a handwritten note). Students have to look at the illustration and then write sentences about it using cues. For example, on page 65 in Unit 15 (Present Perfect Progressive), students see two pictures. They have to choose between affirmative and negative statements using the cues (in parentheses) to make sentences which describe the pictures. If possible, try to elicit additional sentences that describe the pictures.

**Report**  This exercise is similar to **Rewrite** and **Summarize** (described below), but it is found only in the Indirect Speech units (Units 73-75). Students read a sentence in direct speech and then report it using indirect speech. They have to make changes (in pronouns, verbs, time and place expressions) to keep the original meaning. This exercise type lends itself well to checking in pairs with students taking turns reading the direct and indirect speech.

**Rewrite**  This exercise is similar to **Summarize**. Students read one or more sentences. They have to think about the meaning and then rewrite the sentence without changing the meaning. For example, on page 165 in Unit 38 (Advisability in the Past), students read sentences about things that happened in the past. Then, using the verb in parentheses, students write a sentence that expresses a similar meaning to the original sentences.

**Summarize**  This exercise is similar to **Rewrite**. Students read a statement. They then summarize the statement (write the main point of the statement) by choosing a word from the box. In some exercises they have to use the word from the box with the correct form of the verb in parentheses under the line, as on page 201 of Unit 46 (Gerunds: Subject and Object). In other exercises they have to summarize using the words from the original statement, as on page 225 of Unit 52 (Gerunds and Infinitives).
Exercise 4

The last exercise is always Edit. Students read a text, find mistakes, and correct them. The instructions give the number of mistakes in the text. Remind students that this number includes the example. It is important that students look carefully each time they see the grammar structure in the text. Sometimes it is correct, but sometimes there is a mistake in the structure. When a word is incorrect, they should cross it out and write the correct word above it. When a word shouldn't be where it is, they should cross it out. When a word is missing, they should write it above the place where it should be. They should do the same for incorrect or missing punctuation. This exercise can be corrected in pairs and then reviewed with the entire class.

Background Notes/Culture Notes

In the Unit-by-Unit Notes you will find, when appropriate, a Background Note or a Culture Note with helpful information about the content of the opening illustration or the exercise.

Optional Extra Practice

In the Unit-by-Unit Notes you will find suggestions for a Communication Task that can be done in class and a Writing Task that can be done in class or assigned for homework.
Illustration

Pre-reading Questions
Have students look at the two cartoons. Ask these questions:

In the first cartoon, what is the woman's job? *(She's a TV news reporter.)*

What is FBC? *(A TV station.)*

In the second cartoon, who are the Airheads? *(A music group.)*

Where are they? *(In the air.)*

Have students read the cartoons and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the speech bubbles. Ask:

What form are the verbs in? *(Present progressive.)*

Why does the reporter use the present progressive? *(She’s reporting something that is happening at the moment/right now/at the time of her report.)*

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Bring in (or have students bring in) several magazine or newspaper photos. Put these time expressions on the board: *at the moment, right now, these days.*

Have students “report” what is happening using the time expressions on the board.
Alternatively, have students take turns being a reporter and reporting what is happening inside or outside the classroom.

**EXAMPLE:**
I’m standing in front of Ms. Brown’s classroom. The students are sitting at their desks and . . .

**Optional Writing Activity**

Ask students to write a short letter to a friend or relative. They should answer these questions:

- Where are you writing from?
- Are there other people around? If yes, what are they doing?
- What are you doing these days?

They should then give a reason why they have to stop writing, as Steph does toward the end of her letter in Exercise 1 on page 4 (e.g. The doorbell/phone is ringing, the baby is crying, my roommate is walking through the door, I’m running out of things to say, etc.).

**EXAMPLE:**

Dear Laura,
It’s 8:00 P.M. I’m sitting on the living room couch. My brother is watching TV.
UNIT 2

Simple Present Tense

Illustration

Pre-reading Questions
Have students look at the two cartoons. Ask these questions:

In the first cartoon, where is the man? (At work/In his office.)
How does he look? (Very busy/Very nervous.)
In the second cartoon, where is the man? (At the beach/On vacation.)
How does he look now? Is he relaxed or busy? (He's busy.)

Have students read the captions and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the cartoon captions. Ask:

What form are the verbs in? (Simple present tense.)
Why? (They describe habits./They describe what Hank always does, not just what he is doing now.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises

Background Notes for Exercise 1
Stress management has become a major goal in many countries including the United States. People try many different methods to relax (yoga, meditation, relaxation exercises, chamomile tea). After the students do the exercise, ask them how they manage stress.

Background Notes for Exercise 2
Psychologists have described two major personality types: Type A and Type B. Type A people typically talk and move fast, never relax, are very competitive, are impatient, try to do more than one thing at a time, get angry easily, and want to finish projects for others. They are also more likely to suffer from high blood pressure (although this has been disputed).
In contrast, Type B people are more “laid back.” They take things slowly, can relax without guilt, play to have fun rather than to win, are patient, are calm, and show little anger.

Ask students if Hank (in the cartoon on page 6) is a typical Type A or Type B personality and why.

**Optional Communication Activity**

Have students work in pairs and ask each other questions to complete each other’s schedules. (They can use the schedule in Exercise 3 as a model.)

**EXAMPLE:**

A: What time do you get up?
B: At 7:00.
A: Do you exercise?
B: Yes. I lift weights between 7:30 and 8:00. etc.

**Optional Writing Activity**

Ask students to decide if they are a Type A or Type B personality. (Alternatively, they can choose someone they know.) Have them write a paragraph explaining why. Have them write a second paragraph about another person who has the opposite personality type.

Remind them to use adverbs of frequency such as *always*, *sometimes*, and *never* in their paragraphs.

**EXAMPLE:**

I think I have a typical Type B personality. I generally feel quite calm and . . .
**UNIT 3**

**Non-Action Verbs**

**Illustration**

**Pre-reading Questions**
Have students look at the cartoon. Ask these questions:

- What are the fish doing? *(The one on the left is looking at the worm; the one on the right is eating the worm.)*
- Is the worm doing anything? *(No.)*

Have students read the cartoon and do the **Check Point**. Check their answers.

**Culture Note**
In the United States it has become a joke to answer questions about new or “unusual” foods with the response “It tastes like chicken.”

**Grammar Point Focus**
Have students look at the word in bold type in the speech bubbles. Ask:

- What tense are the verbs in? *(Simple present tense.)*
- Is the fish describing something that the worm is doing or is the fish describing a quality of the worm? *(A quality of the worm.)*

**Charts**

(See General Procedures and Suggestions)

**Notes**

(See General Procedures and Suggestions)

**Exercises**

(See General Procedures and Suggestions)

**Optional Communication Activity**

Have students work in pairs to role play a meal together *(in a restaurant, cafeteria, someone’s home)*. They should talk about the food. How does it look, smell, taste? How do they like it? Do they want or need anything? *(salt, a knife).*

Put some non-action verbs on the board for them to try to use: *want, need, look, smell, taste, like, love, hate, think*
EXAMPLE:

A: Your pasta looks good.
B: It tastes good too. Do you want some?

Optional Writing Activity

Ask students to write an end-of-the-day journal entry about how they feel. (Tell them that they can use their imaginations.) They should try to use non-action verbs such as feel, think, want, need, prefer, be, know, seem.

EXAMPLE:

It’s 11:00 P.M. I feel tired but happy. I think I’m finally . . .
UNIT 4

Present Progressive and Simple Present Tense

Illustration

Pre-reading Questions
Have students look at the two cartoons. Ask these questions:

- In the first cartoon, what is the man doing? (Standing in front of the woman’s door with flowers.)
- How does he look? (Surprised/Confused.)
- What is the woman wearing? (A robe. She also has rollers in her hair.)
- How does she look? (Surprised.)

- In the second cartoon, what is the man on the left doing? (Greeting/Leaning toward/Touching the other man.)
- How does he look? (Friendly.)
- What is the man on the right doing? (Leaning back/away from the other man.)
- How does he look? (Surprised/Uncomfortable.)

Background Notes
There have been many cross-cultural studies describing differences in people’s perception of time and space. Exercise 2 on page 16 will refer to some of these.

Have students read the cartoons and do the Check Point. Check their answers.

Grammar Point Focus
Ask the students to look at the words in bold type in the speech bubbles. Ask:

- What form are the verbs in? (Present progressive and Simple present tense.) Why is the present progressive used? (It’s describing what is happening now/at the moment.)
- Why is the simple present used? (The verbs are non-action verbs.)

Ask the students to look at the words in bold type in the cartoon captions. Ask:

- What form are the verbs in? (Simple present tense.)
- Why is the simple present tense used? (It describes something that is often/usually true.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)
Exercises
(See General Procedures and Suggestions)

Background Notes for Exercise 1
Students sometimes spend a school semester in a foreign country as an exchange student. They live with a host family or in a dormitory and take classes at a local college. In return, students from the host country spend similar time in the “guest’s” country.

Optional Communication Activity
After the students complete Exercise 2, you may want to lead a discussion about cross-cultural differences. Some topics to consider are:

- How late is it all right to arrive at different types of appointments (business, social)?
- How close can you stand to people when you are talking to them (business, social)?
- What do you say/do when you meet someone for the first time (shake hands, bow)?
- What kind of eye contact do people have in different situations?
- What type of body contact is considered appropriate in different situations (between men, between women, between men and women)?

Be sure to include the students’ own cultures and, if different, the culture they are studying in or intend to visit.

Optional Writing Activity
Have students write a journal entry in which they compare what they normally do with what they are doing right now and these days. (It is probably near the beginning of the semester when they do this unit, so they have a natural basis for comparison.) Ask them to try to include the following time words: now, these days, usually, sometimes, never, every day.

EXAMPLE:

It is 7:00 p.m. I usually watch TV at this time, but right now I’m sitting at my desk and doing my homework assignment, etc.
Illustration

Background Notes
The instructor is teaching kickboxing. Originally one of the martial arts (a sport such as karate, kung fu, or tai chi, in which you fight using your hands and feet), today kickboxing is also used non-competitively for fun, fitness, and stress management.

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

Where are these people? (In an exercise class/At the gym/health club.)
Who is the woman at the right? (The teacher/instructor.)
What is she doing? (Teaching/Demonstrating an exercise.)
Are all the students doing the exercise correctly? (No. The man in front is punching with the wrong arm. It looks like he’s punching himself in the face.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the speech bubble. Ask:

What form are the verbs in? (Imperative.)
How many people is the instructor talking to? (Several/Six.)
Do you think the teacher would use the same form to give instructions to just one student? (Yes.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Background Notes for Exercise 2
Smoothies are popular drinks usually made in a blender. They often contain fruit juice, fruit, and sometimes frozen yogurt.

Background Notes for Exercise 3
A black belt is a high rank in some types of Asian fighting sports, especially judo and karate. It is also the name for someone who has this rank. (Note that the people in the illustration are wearing black belts.)

Optional Communication Activity
Have the students work in small groups or pairs. Tell them to use the imperative to explain how to do a task (for example, an exercise, a dance step, wrapping a present, making a cup of tea, etc.). They should not say what the task is. The other student(s) will try to guess what the task is.

EXAMPLE:

(The student is giving instructions for changing the outgoing message on a telephone answering machine)

Optional Writing Activity
Have the students write out a recipe for some food or drink that they enjoy. Tell them to try to include negative as well as affirmative imperatives.
**UNIT 6**

**Simple Past Tense: Affirmative Statements**

**Illustration**

**Culture Notes**
In many countries it is common to visit the graves of family members and friends and to leave flowers at the gravesite. RIP (on the gravestone to the right) is short for *Rest in Peace*.

**Pre-reading Questions**
Have students look at the cartoon. Ask these questions:

- Where is the woman? *(At the cemetery.)*
- What is she doing? *(Visiting a grave/Bringing flowers to the grave.)*
- Tell the students to look at the last line of Albert Rimes’ gravestone. How long did he live? *(80 years.)*

Have students read the cartoon and do the **Check Point**. Check their answers.

**Grammar Point Focus**
Tell students to look at the words in bold type on the gravestone. Ask:

- What tense are the verbs in? *(Simple past tense.)*
- Why? *(Because they are about someone who is dead/whose life is in the past.)*

**Charts**
(See General Procedures and Suggestions)

**Notes**
(See General Procedures and Suggestions)

**Exercises**
(See General Procedures and Suggestions)
Background Notes for Exercise 1

You may want to show students the following three examples of haiku poetry by Basho:

The old pond;
the frog.
Plop!

As for that flower
By the road—
My horse ate it!

First day of spring—
I keep thinking about the end of autumn.

Background Notes for Exercise 3

Robert Frost (1874–1963) is one of the most popular poets in the United States. He was born in California but spent much of his life in the New England region of the States. The themes of many of his poems reflect his experiences living in the New England countryside. The language of his poetry is known for being straightforward, but the subject matter is often philosophical, dealing with life’s universal issues. Frost won four Pulitzer Prizes for his poetry. The poem that the student refers to in Exercise 3 is Frost’s very famous “The Road Not Taken.” You may wish to bring in a copy of the poem for the class to read.

Optional Communication Activity

Have students work in pairs. Ask them to reread the information about Matsuo Basho (Exercise 1) and Emily Dickinson (Exercise 2.) In what ways were the two poets similar? How were they different?

EXAMPLES:

A: Both Basho and Dickinson were poets.
B: Basho lived in the seventeenth century. Dickinson lived in the nineteenth century.

Optional Writing Activity

Have the students write a short biography of a famous writer or poet who is no longer living. They can use Exercises 1 and 2 as examples.
UNIT 7

Simple Past Tense: Negative Statements and Questions

Illustration

Background Notes
Amelia Earhart /ˈɛmɪli-ə ˈcr-hɑrt/ (1897–1937) was born in the state of Kansas, in the United States. As a young woman, she traveled a lot and was a volunteer nurse during World War I. After the war, she became very interested in flying. In 1932 she became the first female pilot to cross the Atlantic Ocean alone. The article in the illustration reports her mysterious disappearance over the Pacific Ocean on July 2, 1937, while trying to fly around the world with her navigator Fred Noonan. The plane was never found. Most researchers believe that her plane ran out of gas and crashed into the Pacific less than an hour after Earhart radioed that they were lost and low on fuel. Some researchers are still trying to locate remains of her plane. For more information about Earhart’s life, see Exercises 1 and 2 on page 30 in your book.

Pre-reading Questions
Have students look at the illustration. Ask these questions:

- Where does this article come from? (A newspaper.)
- Where was the woman when the photo was taken? (In an airplane.)
- What was her job? (A pilot.)
- Do you know the woman’s name? (Amelia Earhart.)

Have students read the article and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the article. Ask:

- What word is often used in both negative statements and questions about the past? (Did.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Optional Communication Activity

This is a guessing game. Have students work in pairs. Each student should think of a famous person who is no longer alive. The students interview each other in order to guess the identity of the chosen person.

EXAMPLE:

A: Where was he or she born?
B: She was born in Poland.
A: Was she a writer?
B: No, she wasn’t.
A: When did she live?
B: The late 19th to early 20th centuries.
A: Did she spend her whole life in Poland?
B: No, she didn’t. She moved to France.
A: Did she work with her husband?
B: Yes, she did.
A: Is it Marie Curie?
B: Yes, it is.

Optional Writing Activity

Have students choose someone to interview about their past. (They can choose someone famous or someone they know such as a classmate, a friend, or a relative.) They should then write ten interview questions to ask. If they choose someone they know, they can actually interview the person and write their answers too.
**Illustration**

**Pre-reading Questions**
Have students look at the cartoon. Point out that the man in the cartoon is looking at a photograph. Ask these questions:

- Who is the man in the photograph? *(It’s the same man who is holding the photo.)*

Compare the man in the photograph to the man holding the photograph.
- What are some of the things that are the same? *(They are wearing the same clothes/the same T-shirt/the same jeans.)*
- What are some of the things that are different? *(The man in the photo is young. The man holding the photo is middle-aged. The man in the photo has more hair. The man holding the photo doesn’t have much hair. The man in the photo has dark hair. The man holding the photo has gray hair. The man in the photo is thin. The man holding the photo is heavy. The man in the photo is wearing loose/baggy clothes. The man holding the photo is wearing tight clothes.)*

Have students read the cartoon and do the **Check Point.** Check their answers.

**Grammar Point Focus**
Point out the words in bold type in the cartoon. Ask the students:

- When did the man wear baggy jeans? *(In the past/When he was young.)*
- Did he wear them only one time? *(No. He often wore them.)*
- Does he still wear baggy jeans? *(No.)*

Ask them to guess the meaning of **used to** *(To talk about something in the past that was a habit/that someone often did but that no longer happens.)*

**Charts**
*(See General Procedures and Suggestions)*

**Notes**
*(See General Procedures and Suggestions)*

**Exercises**
*(See General Procedures and Suggestions)*
Optional Communication Activity

Ask students to bring in photos of themselves when they were younger. Have them work in small groups. They can discuss how they used to be and how they are now. How did they use to look? How did they use to dress? What did they use to do?

EXAMPLE:

A: I used to have really long hair.
B: I never used to wear jeans.
   etc.

Optional Writing Activity

Have students write a two-paragraph composition contrasting their life in the past and their life now. In the first paragraph, they should describe how their life used to be at some time in the past. In the second paragraph, they should describe their present life.
UNIT 9

Past Progressive

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- Where is the woman? (*In the hospital.*)
- What happened to her? (*She broke her leg/She had an accident.*)
- Who is the man? (*A friend/visitor.*)
- How does the man look? (*Surprised/Confused.*)

Point out that the woman has two thought bubbles:
- What was she doing in the first bubble? (*Running after a bus/Trying to catch a bus.*)
- What was she doing in the second bubble? (*Snowboarding.*)
- What really happened? (*She was running after the bus.*)
- What did she say she was doing? (*Snowboarding.*)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Point out the words in bold type in the cartoon. Ask:

- What form is the verb in? (*The past progressive.*)

Tell the students to imagine that the woman had her accident at 2:05. Ask:
- When did she start running—before 2:05, at 2:05, or after 2:05? (*Before 2:05.*)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Optional Communication Activity

Have students work in small groups. Ask them to look again at the cartoon on page 36 and brainstorm other “excuses” for the accident. They should write down their ideas. Encourage creativity. Then ask the groups for their sentences and put them on the board. The class can vote for the “best” or funniest excuse.

EXAMPLES:

I was riding my bike.
My sister and I were climbing Mount Everest.
My cat was up in a tree. I was climbing the tree to get it.
I was walking a tightrope in the circus.

Optional Writing Activity

Have students write a paragraph describing what they were doing at a specific time yesterday. What were they wearing? What were they thinking about? What were other people around them doing?

EXAMPLE:

It was 9:00 p.m. I was at home watching TV. I was wearing jeans and a T-shirt and thinking about my homework, but I wasn’t doing it. My sister was in the next room sleeping. She was snoring . . .
UNIT 10

Past Progressive and Simple Past Tense

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- Who is the man on the left? (A police officer.)
- Who is the man on the right? (A witness/Someone who saw an accident.)
- What are they talking about? (A car accident.)
- What was the driver of the car on top doing? (Talking on his cell phone/the phone.)

Have students read the cartoon and do the Check Point. Check their answers.

Background Notes
Statistics have shown that it is very dangerous to talk on handheld phones while driving. As a result, many cities and some states in the United States have passed laws against driving and talking on hand-held phones except in cases of emergency. Ask students what the law is in other countries that they are familiar with.

Grammar Point Focus
Have the students look at the words in bold type in the cartoon. Ask:

- What form is was talking? (Past progressive.)
- What form is hit? (Simple past tense.)
- Which action happened first? (Was talking.)
- Which action lasted longer? (Was talking.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Optional Communication Activity

Think of an event that most of your students will be familiar with (an extreme weather condition, an accident, a political event, a classroom or school happening.) Lead a classroom discussion. Ask students to describe what they were doing when the event happened. Ask them what they did when the event happened.

EXAMPLE:

A: What were you doing when the lights went out last summer?
B: I was at home eating dinner.
A: What did you do when the lights went out?
B: I lit some candles and looked for batteries for my radio.

Optional Writing Activity

Have the students write a description of an event that they witnessed: an accident, a crime, a reunion, a wedding, or any other event. Remind them to use the past progressive and the simple past tense to describe what was happening and what happened during and after the event.

EXAMPLE:

I was walking down the street when all of a sudden I saw smoke coming from a building. I immediately looked for a phone and . . .
UNIT 11

Present Perfect:
Since and For

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

What is the man's profession? *(He's a tennis player.)*
Who is speaking in his right ear? *(A devil.)*
Who is speaking in his left ear? *(An angel.)*

Background Notes
Devil and angel symbolism is often used to represent a psychological conflict. The devil gives “bad” advice; the angel gives “good” advice.

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the cartoon. Ask:

What form is the verb in? *(Present perfect.)*
Why does the speech bubble say “You’ve been a pro since 1994” and not “You were a pro since 1994”? *(The man is still a pro. His professional career is not finished.)*

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Background Notes for Exercise 1
Professional tennis players, like Martina Hingis, travel all around the world to compete in tournaments for thousands of dollars in prize money. Among the most important *international tournaments* are Wimbledon (in England), The U.S. Open, the Australian Open, and the French Open. (They are called “Opens” because they allow both amateurs and professionals to compete in the same tournaments.) If a player wins these four tournaments, it is called a *grand slam*. These major tournaments are attended by thousands of fans and watched by millions on television around the world.
Optional Communication Activity

Have the students work in pairs. They should interview each other to find out how long their partner has been something or somewhere (a student, at this school, in this country.)

EXAMPLE:

A: How long have you been in this country?
B: For five years. What about you?
A: I’ve been here since 2000.

Then have the students report back to the class.

EXAMPLE:

Tanya has lived in this country since 2000. She has been a student at this school for one year.

Optional Writing Activity

Have students write a short composition on a famous living person. Remind them to use since and for with the present perfect.
UNIT 12

Present Perfect:

Already and Yet

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- Who is the man? (A doctor.)
- How does he feel? (Sick / Terrible.)
- What’s the matter with him? (He has a cold / the flu. His nose is running.)
- According to the chart, what’s happening to the number of cases of the flu? (It’s increasing.)

Background Notes
The flu (short for influenza) is an infectious disease caused by a virus. Symptoms include fever, chills, sore throat, cough, muscular aches and pains, fatigue and weakness, and, as seen in the cartoon, a runny nose. The disease is mostly spread through the air between people, often indoors where there are many people together (such as in schools and hospitals.)

The main way to prevent the flu is by getting a vaccine (a substance containing a weak form of the virus that causes the disease and is used for protecting people from that disease) every fall. The flu vaccine is given by injection into the shoulder before the flu season begins. The protection only lasts for a few months, and needs to be repeated each year. Also, because there are different varieties of the flu virus, and they are constantly changing, the type of vaccine can differ from year to year.

The flu often causes an epidemic—a rapid spread of the disease among many people in the same area. Before the flu vaccine and the development of antibiotics to treat secondary infections, millions of people died during flu epidemics. (Source: Larson, David E., Mayo Clinic Family Healthbook, William Morrow and Company, Inc, New York, 1990.)

Have the students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the speech bubble text. Ask:

- What does already mean? (Before now.)
- What does yet mean? (Before now.)

Charts
(See General Procedures and Suggestions)
Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Background Notes for Exercise 2
Smallpox was once a highly contagious, serious viral disease that spread in epidemics and caused death in 40 percent of infected people. Symptoms included severe headache, fever, and red spots that left scars on the skin. In the late 18th century, an English doctor, Edward Jenner, discovered that vaccination with cowpox virus prevented smallpox. It still took many years to get people all over the world vaccinated. The disease has now been eradicated and the smallpox vaccination is no longer necessary.

Tetanus (also called lockjaw) is a serious disease caused by a bacterial infection in a cut or wound. The disease makes your muscles, especially the muscles in the jaw, become stiff. Other symptoms include irritability, spasms of the jaw and neck muscles, and painful convulsions. The disease can lead to death, so prevention is very important. In the United States, the tetanus vaccine is usually given to children in a series of five shots starting at the age of two. They then receive “booster shots”—additional amounts of the drug to strengthen the original drug—every ten years or at the time of a major injury.

Flu (see Background Notes for the Illustration).

Polio (short for Poliomyelitis) is an infectious viral disease of the nerves in the backbone (spine) which, in its more serious forms, can result in paralysis (the inability to move the muscles). Symptoms include fever and headache, stiff neck and back, muscle weakness, and difficulty in swallowing. The virus enters the body through the mouth. There are two forms of vaccination. The Salk vaccine (named after Jonas Salk, the U.S. scientist who produced it in 1954), is given in a series of injections and boosters. The Sabin vaccine (named after Albert Sabin, the U.S. medical researcher who developed it in the late 1950s) is given orally. In the United States, the most common method is the Sabin vaccine, the first dose given at the age of two months. Today, polio has been eliminated in many regions of the world as a result of these two vaccines.

Measles (also known as rubeola) is a common, very infectious disease caused by a virus. It is most common in childhood, although adults can get it too. Symptoms include fever, cough, sneezing, swollen eyelids, sore throat, tiny white spots on the inside of the cheek, and a rash on the face and body. The disease is spread though the air. The infection usually lasts for ten days to two weeks. Once you have had measles, you become immune—you can’t get it again. The measles vaccine was developed in 1963 by a team of researchers led by John F. Enders of the United States. The vaccine is usually given to children at the age of fifteen months or older.

AIDS (short for acquired immune deficiency syndrome) is a very serious infectious disease that affects the entire body by preventing it from defending
itself against other infection. It is caused by **HIV (human immuno-deficiency virus)**. There are many symptoms, including fatigue, swollen glands, fever, night sweats, and weight loss. The disease can be spread through contact with infected body fluids, often during sexual contact, or use of contaminated needles. AIDS has become a worldwide epidemic. Although there is at this time no vaccine to prevent AIDS and no cure, there are drugs that extend people’s lives.

**Cancer** is a serious disease in which the body’s cells increase too fast, producing a growth that, if left untreated, may lead to death. There are many kinds of cancer and it can affect many different parts of the body. Some types affect just one organ; others are more generalized. The disease is not contagious. There are probably many different causes of cancer. Many doctors recommend avoiding risk factors such as smoking, too much exposure to the sun, heavy drinking of alcoholic beverages, and eating a diet high in fat. Although there is no vaccine, with early detection and treatment many people survive this disease.

**Malaria** is a disease common in tropical countries. It is caused by the bite of an infected mosquito. It can also be spread by contaminated blood transfusions and needles. Symptoms include chills, fever, sweating, headache, muscle pains, and anemia (low red blood cell count.) Left untreated, malaria can kill its victims. There are, however, drugs (although no vaccines) available for the prevention and treatment of malaria. Many people who are traveling to tropical areas take these drugs. They must start taking the drugs before the trip and continue to take them once a week during the trip, and for six weeks after it. Mosquito control is also important in the prevention of the disease.

The **common cold** is a viral infection. Symptoms include runny nose, sneezing, watering eyes, sore throat, cough, slight fever, mild body aches, and headache. Although not usually serious, colds make people very uncomfortable. Colds usually last under ten days. It is believed that they are most easily spread when an infected person who has been coughing into his or her hand touches another person. Therefore, many doctors recommend frequent hand washing when in contact with a person who has a cold.


### Optional Communication Activity

Have students work in pairs. Ask each student to create a *To Do* list for last week. (They can use Helmut’s and Gisela’s lists in Exercise 3 on page 53 as models.) The list should include both tasks they have done and tasks they have not done. Have students exchange their completed lists and ask each other questions with the present perfect and *already* and *yet*. The students should cross off tasks that their partner has already done.
EXAMPLE:
A: Have you bought a new notebook yet?
B: No, not yet. I’m going to get one after school today. Have you cleaned your room yet?
A: Yes, I have.
etc.

Then have the students report back to the class.

EXAMPLE:
A: B hasn’t bought a new notebook yet, but he/she has already. . . .

Optional Writing Activity
Tell the students to imagine that they and some friends are going to give a party next weekend. Have students write a note explaining what they have already done to prepare for the party, and what they have not done yet.

EXAMPLE:
Hi Jan,
I’m getting ready for the party on Saturday night. I’ve already vacuumed the apartment, but I haven’t dusted yet. Have you bought the soda yet? I’ve...
Present Perfect:
Indefinite Past

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- What is this? (An ad.)
- What is the ad for? (A TV program.)
- What type of program do you think “Feldstein” is? (A comedy/sit-com.)

Background Notes
The ad is based on a very popular sit-com (situational comedy) called “Seinfeld.” The show was on TV in the United States from 1990 to 1998. (You can still watch reruns.) It featured the lives of a group of friends living in New York City. Its topics were about the everyday small issues in life. For example, one episode focused on trying to remember where the characters parked their car in a mall garage. Because the characters were all unmarried and in their 30s, many of the themes had to do with dating (see Exercise 2 on page 56 in this unit).

Many of the lines from the show became so well known that they worked their way into the vocabulary of the general population. The last episode aired in May 1998. An estimated 76 million people watched it.

Have students read the ad and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the cartoon. Ask:

- What does recently mean? (Not long ago.)
- What does just mean? (Only a very short time before now.)
- What does ever mean? (At some time before now.)
- Look at the speech bubble for the man on the right. Does it have any time words? (No.)
- Does this use of the present perfect mention a specific time in the past? (No.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)
Exercises
(See General Procedures and Suggestions)

Background Notes for Exercise 4
There are many websites that feature online message boards like the one in this exercise. TV fans discuss their reactions to shows and to the actors.

This message board is discussing a blind date (a date, usually arranged by other people, where the people have not met before.)

Optional Communication Activity
Have students conduct a classroom survey about popular TV programs in order to find the most known TV show among your students. Have them ask questions with ever and the present perfect.

EXAMPLE:
Have you ever watched...?

Count the number of students who have watched each show and put the results on the board.

Optional Writing Activity
Have students write a paragraph about a character on a TV show that they watch regularly. What has the show been like lately? Has the character changed recently? Remind them to use the present perfect with lately, recently, and never.

EXAMPLE:
I watch “Frasier” every Thursday night. Recently, the show has been funnier than usual. Frasier’s father has just...
Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- Where are the people? *(At an airport, bus station, or train station.)*
- What are they doing? *(Hugging/Saying goodbye.)*
- Where is the man going? *(L.A./Los Angeles.)*
- Where is the woman going? *(Boston.)*
- What do you think their relationship is? *(Husband and wife/They are married.)*

Ask students to guess the meaning of commuter marriage. (See Background Notes below.)

Background Notes
Commuter marriages (marriages in which the husband and wife live in different cities and only spend some time, typically weekends and holidays, together) have resulted because of the difficulty of both people finding jobs in the same city. For example, it is often difficult to find a job as a college teacher. If both the husband and wife are college teachers, it may be impossible to find jobs in the same city. People who are in commuter marriages often keep trying to find employment in the same city.

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the speech bubbles. Ask:

- What form of the verb is used with *this month?* *(Present perfect.)*
- What form of the verb is used with *last month?* *(Simple past tense.)*

Charts
(See General Procedures and Notes)

Notes
(See General Procedures and Notes)
Optional Communication Activity

Have students work in pairs. Each student should tell his/her partner five facts about himself/herself. They should include information about the past (with used to) and the present.

EXAMPLE:

I’m married. I live in Detroit. I used to live in Miami. I’m a mechanic. I used to play the guitar.

Then have the students ask each other questions with How long and the simple past tense or the present perfect.

EXAMPLE:

A: How long have you been married?
B: For one year.
A: How long did you live in Miami?
B: We lived there for ten years.
etc.

Optional Writing Activity

Have students write a journal entry describing things they did last week/month/year and things they have done so far this week/month/year.

EXAMPLE:

Last month I visited my aunt twice. She made dinner for my sister and me. Unfortunately I haven’t seen her at all this month because I’ve had so much work . . .
Ty Warner was born in Illinois, in the United States. After college, he worked as a toy salesman and designer. In 1985 he began his own toy-manufacturing company. Today he is the largest and richest toy manufacturer in the world. In 1993 he introduced Beanie Babies—small, soft, flexible, and inexpensive dolls that come in a variety of animal forms. Each has a heart-shaped Beanie name tag.

Warner is a very private man. He doesn't give interviews, never makes public appearances, and doesn't advertise except on his own website. He is considered a marketing genius. Periodically Warner adds a new doll to his series of “retired” one (thus making it an immediate collectible worth hundreds or even thousands of dollars). In December 1999 Warner announced that he would retire the Beanie Babies at the end of the year. People were so upset that he did not do this. At the time of this writing (July 2001) Beanie Babies are still being manufactured.

Pre-reading Questions
Have students look at the illustration. Ask these questions:

What does the man have a lot of? (Toys/Beanie Babies.)
What do you think he does with the toys? (He makes/manufactures/plays with them.)

Have students read the speech bubble and photo caption and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the illustration caption. Ask:

What form are the verbs in? (Present perfect progressive.)
Is Ty Warner still making toys? (Yes.)
Are people still collecting them? (Yes.)

Now have students look at the words in bold print in the speech bubble. Ask:

What form is the verb in? (Present perfect progressive.)
Is Ty Warner still playing with Patti the Platypus? (No. He stopped very recently. You can still see the Beanie Babies around him.)

Charts
(See General Procedures and Suggestions)
Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Background Notes for Exercise 2
Pokémon was introduced in Japan by Nintendo in 1995. It started out in the form of a video game and has since become a multi-billion dollar international industry. What is Pokémon? According to its official website, it is “the general name given to the many creatures found in the Pokémon universe. There are 250 different types of Pokémon, and each type has a unique name (Pikachu, Charmander, etc.). These Pokémon are the stars of video games for Game Boy Color and Nintendo 64, trading card games and cartoons.” The games are considered suitable for people six years or older. In addition to the games, there are movies, TV shows, music CDs, comic books, shoes, bandages, and even Pokémon food products.

Optional Communication Activity
Have students work in pairs. Students should tell each other about a hobby or interest they have. Then they should ask each other how long they have been doing it.

EXAMPLE:
A: I collect Beanie Babies.
B: Oh, really? How long have you been collecting them?
   etc.

Optional Writing Activity
Ask students to write a thank-you note for a gift. Tell them to include the present perfect progressive in their note.

EXAMPLE:
Dear Lola,
Thank you very much for the blue sweater. I've been wearing it all week. It's really feels great . . .
UNIT 16

Present Perfect and Present Perfect Progressive

Illustration

Background Notes
The photograph is of an African elephant (Loxodonta africana), the largest living land mammal. They average about 10 feet (3 meters) in height and weigh about 6 tons (5,400 kilograms.) Both the males and females have tusks. Their diet is vegetarian and they eat about 500 pounds (227 kilograms) a day of roots, grass, leaves, fruit, and bark. They drink about 40 gallons (151.4 liters) of water at a time.

Pre-reading Questions
Have students look at the illustration. Ask these questions:

What kind of animal is in the photograph? (An elephant.)
What is the woman doing? (Taking pictures of the elephant.)
Where do you think they are? (In Africa.)

Have students read the elephant’s thought bubble in the illustration and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the elephant’s thought bubble. Ask:

Which verb is in the present perfect progressive? (follow.)
Which verbs are in the present perfect? (take, write, and give.)
Has the woman stopped following the elephant? (No.)
Has she finished taking 100 rolls of film? (Yes.)
Has she finished writing 42 pages of notes? (Yes.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
**Background Notes for Exercises 2–4**

*National Wildlife Magazine* is published by the National Wildlife Federation, a United States-based conservation group dedicated to the protection of wildlife and the environment. Students can visit their website at http://www.nwf.org for more information.

Many animal species have become *endangered*. This means that they are in danger of extinction throughout all or a significant portion of their range. The African elephant, although not endangered, is considered a *threatened* species—one that is likely to become endangered in the near future. Elephants have few natural enemies except for humans. They are in danger of extinction because of a loss of habitat and *poaching*—the illegal hunting of wild animals. Elephants are killed for their valuable ivory tusks.

**Optional Communication Activity**

Have students work in small groups. They should discuss their ongoing projects (reading a book, painting their apartment, studying English, collecting stamps.) Students should ask each other questions with *How long* and *How much/many?*

**EXAMPLE:**

A: I collect stamps.
B: How long have you been collecting them?
A: Since I was thirteen years old.
B: How many stamps have you collected?
A: I’ve collected over a thousand.

**Optional Writing Activity**

Have students select an animal on the endangered species list (for example, the American crocodile, Asiatic lion, black rhinoceros, blue whale, cheetah, giant panda, orangutan, snow leopard, or tiger). Ask them to write a paragraph about the animal. They will probably need to research the animal online or in an encyclopedia. They should write about:

- the animal’s name
- the animal’s size
- the animal’s diet
- its geographic location (habitat)
- the reason it has become endangered
- what governments or other groups have been doing to save it
UNIT 17

Past Perfect

Illustration

Pre-reading Questions
Have students look at the photograph. Ask these questions:

Who is the woman? (Oprah Winfrey/A TV celebrity.)
Where is she? (In front of an audience/At a TV studio.)
What are the people in the audience doing? (Clapping/Applauding.)
What is Oprah Winfrey’s job? (She’s a talk-show host.)

Background Notes
Oprah Winfrey is a very famous, successful, and influential American TV talk-show host, producer, and actor. Her TV show, “The Oprah Winfrey Show,” is watched by millions of people in more than 130 countries around the world. Winfrey deals with topics of everyday interest and concern to her viewers and audience members. She invites guests on the show, but she also involves her audience as she moves among them with her hand-held microphone. Because of her warm personality, Winfrey makes her TV guests feel comfortable, and they tend to reveal their innermost thoughts and feelings. In 1996, she started Oprah’s Book Club, an on-air reading club created to get people excited about reading. The club has been a tremendous success, and so far, every book selected has become an instant bestseller—testimony to her influence. For more information about Oprah Winfrey, see Exercise 2 on page 72, and visit her official website at http://www.oprah.com.

Have students read the speech bubble text and the caption and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the speech bubble text in bold type. Ask:

What form is the verb in? (Past perfect.)
When did Oprah decide on a career? (By the time she turned twelve/Before she turned twelve.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)
Exercises
(See General Procedures and Suggestions)

Optional Communication Activity

Put the following on the board:

By 9:00 a.m., ________________________________ .

By the time I got to work/school, ________________________________ .

By the time I had lunch, ________________________________ .

By the time I left work/school, ________________________________ .

By the time I had dinner, ________________________________ .

By 9:00 p.m., ________________________________ .

Ask the students to think about what they did yesterday. Have them work in pairs to complete the sentences on the board.

EXAMPLE:
A: By 9:00 a.m., I had already taken a shower, run a mile, eaten breakfast, and read the newspaper.
B: Really? By 9:00 a.m., I hadn’t even gotten up!

Optional Writing Activity

Have students complete a timeline with some important events in their lives. They can use the timeline on page 72 as an example. Then have them write a short report about their lives. They should include some of the events on their timeline and use the past perfect with already and not yet.
UNIT 18

Past Perfect Progressive

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- Who is the man on the right? (A TV news reporter.)
- What is he doing? (Reporting the news.)
- What is the report about? (A race.)
- Did runner number 17 cross the finish line? (Yes.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the speech bubble. Ask:

- What form is had been running? (Past perfect progressive.)
- Did the runner continue running after he crossed the finish line? (No.)

Put the following sentence on the board:

*He had been running for two hours when it started to rain.*

Ask:

- Did the runner continue running after it started to rain? (Maybe. We don’t know. The past perfect progressive focuses on the process, not the end result.)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

See General Procedures and Suggestions)

Background Notes for Exercises 2 and 3

A *marathon* is, officially, a race that covers 26 miles 385 yards (42.2 kilometers). It is an ancient race, named after the Greek city of Marathon. In 490 B.C., a long-distance runner ran from this city to Athens to spread the news of a Greek military victory. Today, marathons are held all over the world, although they are often shorter in distance. The New York City marathon, held yearly, is the largest, with more than 24,000 runners competing from all over the world.
Optional Communication Activity

Put these sentences on the board:

Marta’s eyes were red.
Paul’s hair was all wet.
Linda arrived home an hour late.
Tom and Lisa were laughing.

Have students work in pairs. Using the past perfect progressive, they should come up with as many explanations as possible for each situation. Encourage them to use their imagination. They should then compare their answers with the rest of the class.

EXAMPLE:

Marta’s eyes were red.
A: Maybe Marta had been crying.
B: Or maybe she’d been rubbing her eyes.
etc.

Optional Writing Activity

Ask students to write a journal entry explaining an achievement (running in a marathon, getting a driver’s license, learning a new skill, getting a job). What had they been doing before their achievement? How did they prepare for it?

EXAMPLE:

In 2001 I got my first job as a yoga instructor. Before that time I had been training for many years. I had been practicing with my friends before I took the exam...
UNIT 19

Future: Be going to and Will

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- What is the man doing? (Roller-blading.)
- Where is he going? (To a conference / To the Smart Transport Conference.)
- How is the weather? (It's going to rain.)
- Does the man see the hole in front of him? (No.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the speech bubble. Ask:

- What form is be going to? (Future.)
- What form is will? (Future.)
- How does the man know that it is going to rain? (He sees dark rain clouds and lightning.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Have students work in small groups. Ask them to predict what the classroom of the future will be like. How will it look? How will it be different from the classroom of today? How will it be the same? Then, have them share answers with the rest of the class.

EXAMPLE:

I don't think there will be classrooms in the future. Everyone will learn at home with computers . . .
Optional Writing Activity

Have students write an email message to a friend about their weekend plans. Tell them to include *will* and *be going to*.

EXAMPLE:

Sally,
Tomorrow I’m going to the mall with my sister. Do you want to come with us?
There are going to be a lot of good sales. I’ll call you tonight.
Ana
Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

Where are the people? (At a launching pad.)
Where is the space ship going? (Mars.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the cartoon. Ask:

How many different forms for the future are used in the cartoon? (Three.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Background Note for Exercise 1
The reference to the Mars Association is based on a real organization called the Mars Society. This is an international group whose goal is to send humans to Mars in the near future. The Mars Society holds conventions and tries to get government funding for the exploration of Mars.

Optional Communication Activity
Put the following weekend calendar on the board:

<table>
<thead>
<tr>
<th></th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>morning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>after</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evening</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask students to copy and complete it with their own weekend schedule. If they have no plans for a given time, they should write free.
Then have students work in pairs. Their goal is to try to find a time when they are both free to do something together.

**EXAMPLE:**

A: What are you doing Saturday afternoon? Do you want to go to the movies?
B: I'm studying at the library. How about Friday night? Are you doing anything then?

etc.

**Optional Writing Activity**

Have students write a paragraph describing the ideal car of the future. Tell them to use their imagination. What material will it be made of? What form of energy does it use?

**EXAMPLE:**

The ideal car of the future will look very different from today's car. First of all, it won't have wheels . . .
Illustration

Pre-reading Questions
Have students look at the illustration. Ask these questions:

Who is the woman in the thought bubble? *(The same person as the little girl.)*
What is her profession? *(She's a ballet dancer.)*
How do you know it's the same person? *(They're wearing clothes of the same pattern and material.)*

Have students read the speech bubble text and do the Check Point. Check their answers.

Grammar Point Focus
Explain or elicit the meaning of the grammar term **clause** *(A group of words that contain a subject and a verb but which is usually only part of a sentence).*

Have students look at the speech bubble text. Ask:

How many clauses are there? *(Two.)*
What are the two clauses? *(When I grow up and I'm going to be a ballet dancer.)*
Which clause is the future time clause? *(When I grow up.)*

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Have students work in pairs to discuss their English language goals.

EXAMPLE:
A: What will you do when you finish this course?
B: When I finish this course, I'll probably take another one. What about you? etc
Optional Writing Activity

Have students complete a Goal Planning Worksheet like the one in Exercise 3 on page 91.
Illustration

Pre-Reading Questions
Have students look at the cartoon. Ask these questions:

Who is Robo? (A robot/A robotic housekeeper.)
What is he doing? (Talking on the phone.)
What time is it? (11:45.)
Who is watching Robo? (A robotic dog.)
What do you think the dog wants? (To go for a walk.)

Background Notes
The word robot comes form the Czech word robota which means drudgery. Today they are used mostly in industry to perform tasks that are too dangerous, boring, or difficult for people to do. Very few robots resemble humans as shown in the cartoon.

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the speech bubble. Ask:

What form is this? (Future progressive.)
Does the future progressive tell you when an activity begins? (No.)
Does the future progressive tell you when an activity ends? (No.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Have students look at the two schedules in Exercise 3 on page 95. Tell them to imagine that they want Robo or Robota to do something for them. In pairs, they should have a conversation about Robo and Robota’s availability at specific times tomorrow.
EXAMPLE:
A: Can Robo help me with my homework tomorrow at 7:00?
B: No, he’ll be playing chess with Tony.
A: What about Robota?
B: She’ll be walking the dog.
A: What about at 6:00?
B: I think that’s possible. She won’t be doing anything then.

Alternatively, students can ask each other about their own availability.

EXAMPLE:
A: What will you be doing at 11:00 on Tuesday?
B: I’ll be taking a history test.

Optional Writing Activity
Have students write a paragraph about their life ten years from now. What will they be doing? Where will they be living? What hobbies will they be enjoying?

EXAMPLE:
In ten years I think I’ll be living in Mexico. I’ll be working at . . .
UNIT 23

Future Perfect and Future Perfect Progressive

Illustration

Pre-reading Questions
Have students look at the illustration. Ask these questions:

What is this? (A piggy bank.)
What is the person doing? (Putting money/a coin in the piggy bank.)
Why is the person putting money in the piggy bank? (To save money for something he wants.)

Background Notes
Piggy banks are not universal, but they are found in North America and many European countries. Their origin is not certain. One theory is that they date from the Middle Ages when people stored money in a clay jar. The clay it was made from was called “pygg.” By the 18th century in England, the name and shape of the container had evolved to “pig bank,” then later to “piggy bank.” (Source: Panati, C., Panati’s Extraordinary Origins of Everyday Things, HarperCollins, N.Y., 1989.)

Have students read the text in the thought bubbles and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the pig’s thought bubble. Ask:

What form is this? (Future perfect progressive.)

Have students look at the words in the person’s thought bubble. Ask:

What form is this? (Future perfect.)
Does the pig think the person will continue to save money after February? (Yes.)
Will the person continue to put money in the piggy bank after February? (No.)
Why not? (The person is going to buy a new car with the money in the piggy bank.)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)
Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students work in small groups. Put the following chart on the board and ask one student in each group to copy it.

<table>
<thead>
<tr>
<th>Event</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>take a vacation</td>
<td></td>
</tr>
<tr>
<td>get married</td>
<td></td>
</tr>
<tr>
<td>move</td>
<td></td>
</tr>
<tr>
<td>buy a new car</td>
<td></td>
</tr>
<tr>
<td>graduate</td>
<td></td>
</tr>
<tr>
<td>get a new job</td>
<td></td>
</tr>
<tr>
<td>(add your own)</td>
<td></td>
</tr>
</tbody>
</table>

Students should conduct a survey to find out how many of the people in their group will have done the things on the list by a year from now. After completing the chart, the groups can report back to the class.

EXAMPLE:

None of the students in our group will have moved. Three of the students will have gotten new jobs by next year...

Optional Writing Activity

Ask students to write a paragraph about a goal they are working toward. What steps will they take to achieve their goal? When will they have completed each step?

EXAMPLE:

I'm going to buy a used car next year. By January I will have been saving money for two years. Next month I'm going to start doing research about used cars. By the end of the month, I'll have decided which type of car I'll buy...
Illustration

Background Notes
In the United States, Canada, and England criminal cases (like the one in the cartoon) are presented before a judge and a jury (usually six to twelve people chosen by the lawyers for both sides). The prosecuting attorney (lawyer for the government) must prove that the person accused of the crime (the defendant) is guilty. The defendant is assumed innocent until proven guilty. The lawyer for the defendant is called the defense attorney. Witnesses (people who have seen the crime) are called to the stand to testify (to make a formal statement of what is true). A judge presides over the courtroom proceeding to make sure that the law is followed. The jury decides if the defendant is innocent or guilty. This decision is called the verdict. If guilty, the judge decides the punishment.

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- Where are these people? (In a courtroom/In court.)
- Who is the man? (A witness.)
- Who is the woman on the left? (A lawyer/An attorney.)
- Who is the woman on the right? (The judge.)
- What is the lawyer doing? (Asking the witness questions.)
- How does the witness look? (Nervous/Uncomfortable.)
- Has the witness answered the lawyer’s questions? (No/Not yet.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the speech bubble text in the cartoon. Ask:

- Which Wh-question words introduce these questions? (What, Where, Who, Why.)
- Which Wh-question word is used twice? (Who.)
- What are the differences between the two questions with Who? (One question uses Did and the base form of the verb. The word order is the same as in a Yes/No question. The other question doesn’t use Did. It uses the past tense form of the verb and the word order is the same as in a statement.)

Charts
(See General Procedures and Suggestions)
Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Background Notes for Exercise 2
This is a cross-examination. In a cross-examination, a lawyer has the opportunity to question a witness for the other side to try to find out if he/she is telling the truth. For example, a defense lawyer can cross-examine a witness for the prosecution. Likewise, the lawyer for the prosecution can cross-examine a witness for the defense.

(For more information about criminal trials, see the Background Notes for the Illustration.)

Background Notes for Exercise 3
An alibi is proof that someone was not where a crime happened and is therefore not guilty of the crime. The district attorney (D.A.) is a lawyer who works for the government in a particular geographic area (district) and brings people accused of crimes to court.

Optional Communication Activity

Play the game “Alibi” with your class. Tell the students that a crime has been committed and that they are all suspects. Have the students work in pairs to come up with an alibi for the time of the crime (make up a time frame of three hours.) The pairs should be able to account for all of their activities together for the three hours in question. (Allow about ten minutes for this preparation.) Choose a pair. One member of the pair goes into the “witness box,” the other must leave the room. The rest of the class acts as a team of lawyers, questioning the witness and taking notes of the answers. The second member of the pair is then called in and questioned too. The object of the game is to see if the witnesses can be caught making statements that do not agree with each other.

EXAMPLE:

A: Where were you at 9:00 p.m. last night?
B: I was at home making phone calls.
C: Who did you call?
B: My sister. We spoke for about an hour.
D: What did you do after your phone call?
   etc.

(This version of “Alibi” is adapted from Maley and Duff: Drama Techniques in Language Learning, Cambridge University Press, 1980.)
Optional Writing Activity

Tell students to imagine that they are police officers who are going to question a suspect for a crime committed last Tuesday night between 8:00 and 10:00 p.m. Have students prepare a list of eight questions to ask the suspect.

Ask them to include questions beginning with *Who, What, Where, When, Why*, and *How*.

**EXAMPLE:**

Where were you at 8:00 p.m.?
Illustration

Background Notes
Smog (as seen in the cartoon) is unhealthy air in cities that is a mixture of smoke, gases, chemicals, etc. (The word smog is a blend of the two words smoke and fog.) Cars are a major source of smog. Cities like Los Angeles, California (the city shown in the cartoon) have a lot of problems with smog because of the large number of cars. In addition, warm temperatures keep the smog from escaping.

Pre-reading Questions
Have students look at the cartoon. Ask these questions:
   Where is the man? (In a car/On the freeway.)
   What is he doing? (Driving and talking on his cell phone.)
   How does the weather look? (It’s sunny but there is a lot of smog/the air looks very bad/dirty.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the speech bubble text. Ask:
   Which part of the sentence is the tag? (isn’t it?)
   Which part of the sentence is the statement? (It’s a nice day.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Background Note for Exercise 3
Hollywood, California is the center of the movie industry in the United States.
Optional Communication Activity

Have students work in pairs. Tell them to use tag questions to check information that they think they know about their partner. They should each ask ten questions and keep count of the ones they get correct. Which student knows the other student better?

EXAMPLES:

A: You’re from Turkey, aren’t you?
B: Yes, I am. You’re from Poland, aren’t you?
A: No. I’m from Czechoslovakia.
   etc.

Optional Writing Activity

Tell students that they are going interview a classmate (or somebody else) about the city or town he or she comes from. Ask them to write eight tag questions. If possible, they should then conduct the interview and write the answers too.

EXAMPLE:

You’re from Tokyo, aren’t you?
There are a lot of cars there, aren’t there?
Crime isn’t a big problem, is it?
UNIT 26

Additions with So, Too, Neither, and Not either

Illustration

Pre-reading Questions
Have students look at the illustration. Ask these questions:

Where is the photograph from? (A newspaper / The Herald Sun.)
What does the man on the left do? (He’s a firefighter / fireman.)
What does the man on the right do? (He’s a firefighter / fireman too.)
What is the relationship of the two men? (They’re twins / brothers.)
How do they look? (Exactly the same / Identical.)
Describe the two brothers. (They both have dark hair and mustaches. They’re both smiling. They both are wearing firefighter uniforms.)

Have students read the newspaper headline and photo caption. Have them do the Check Point and check their answers.

Background Notes
There have been several studies on identical twins who have been separated at birth, raised by different families, and then reunited as adults. The purpose of these studies is to see the effects of nature (the genes someone is born with) versus nurture (the environment someone grows up in) on personality. The theory is that since identical twins have the same genetic information, only their environment can account for the differences in their personalities. Many of the twins in these studies (such as Mark and Gerald in the Illustration) show remarkable similarities in spite of growing up in different families. Many choose the same jobs, like the same foods, and have the same interests. There have even been some remarkable cases in which separated twins have chosen the same name for their pets or even married people with the same names!

Grammar Point Focus
Have students look at the caption for the photo. Ask:

What does So does Gerald mean? (Gerald likes hunting, fishing, and Chinese food too.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)
Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Put these sentence beginnings on the board:

I like ______.
I hate ______.
I don’t want to ______.
I can’t ______.
I shouldn’t ______.
I’ve always felt ______.
Last year I ______.
Tomorrow I’m going to ______.
Since last year I haven’t ______.

Have students work in pairs to complete the sentences and agree (or disagree) with their partner. How many of the items do they have in common?

EXAMPLE:
A: I like pizza.
B: So do I.
   or
A: I don’t like pizza.
B: I don’t either.

Optional Writing Activity
Ask students to write two-paragraph compositions comparing themselves to another person (a brother or sister, a friend, a classmate, a movie star.) The composition should discuss things the two people have in common using So, too, Neither, and not . . . either.

EXAMPLE:
My roommate and I have a lot of things in common. He’s from Brazil and so am I. He doesn’t like . . .
Ability: *Can, Could, Be able to*

**Illustration**

**Pre-reading Questions**
Have students look at the cartoon. Ask these questions:

- What do you think the relationship is between the little girl and the man? *(They are father and daughter.)*
- Where is the little girl? *(At a desk in front of a computer.)*
- What is the father doing? *(He is carrying a box and briefcase with a lot of papers.)*
- How does he look? *(Worried/Nervous/Stressed.)*
- How does the little girl look? *(Calm.)*

Have students read the cartoon and do the Check Point. Check their answers.

**Grammar Point Focus**
Have students look at the speech bubble text. Ask:

- What do you think the little girl's answer is? *(Yes, I can/No, I can’t.)*
- The father asks, “Can you do spreadsheets?” How else can he ask the same question? *(Are you able to do spreadsheets?)*

**Charts**
*(See General Procedures and Suggestions)*

**Notes**
*(See General Procedures and Suggestions)*

**Exercises**
*(See General Procedures and Suggestions)*

**Optional Communication Activity**
Put these activities on the board:
- speak three languages
- drive a car
- play a musical instrument
- climb a mountain
- bake a cake
  (add items of interest to your students)
This activity is a “mixer.” Have students walk around the class trying to find students who can do the activities.

**EXAMPLE:**
A: Can you speak three languages?
B: Yes, I can. I can speak Chinese, English, and a little French. What about you?

Have a whole class summary and write the names of some of the students next to the activities on the board.

**Optional Writing Activity**

Ask students to write a paragraph about things that they can do now that they weren’t able to do a year ago.

**EXAMPLE:**

Last year I wasn’t able to drive, but I took lessons and now I can. At first I couldn’t park well, but I’ve been practicing and now . . .
UNIT 28

Permission: *May, Can, Could, Do you mind if...*

**Illustration**

**Pre-reading Questions**
Have students look at the cartoon. Ask these questions:

- Where are the people? *(In a classroom/an English class.)*
- What are they doing? *(Taking a final exam.)*
- Who is the woman behind the desk at the front of the room? *(The teacher.)*
- Who is talking to her? *(A student.)*
- What's wrong with the student on the left? *(She is sitting in a wheelchair. She has bandages on her head, arm, and leg.)*
- What do you think happened to this student? *(She was in an accident.)*
- What is this student doing? *(Taking the test.)*

Have students read the cartoon and do the Check Point. Check their answers.

**Grammar Point Focus**
Have students look at the speech bubble text. Ask:

- What does the student say to ask for permission? *(Could I take the test tomorrow?)*
- What do you think the teacher's answer will be? *(Yes, you can/No you can't/Yes, you may/No, you may not.)*
- How else can the student ask for permission? *(May I take the test tomorrow?/Can I take the test tomorrow?/Do you mind if I take the test tomorrow?)*
- Which form do you think is the most polite? *(Do you mind if I take the test tomorrow?)*

**Charts**
*(See General Procedures and Suggestions)*

**Notes**
*(See General Procedures and Suggestions)*

**Exercises**
*(See General Procedures and Suggestions)*
Background Notes for Exercise 4
Many of your students will be familiar with the TOEFL® (Test of English as a Foreign Language). It is a standardized test that measures the ability of non-native speakers of English to understand North American English as it is used in colleges and universities. At present, it is required by more than 2,400 colleges and universities in the United States. The test can be taken on computer in most countries around the world. The computer-based test has four sections: Listening, Structure, Reading, and Writing. The questions in this exercise, as well as all the SelfTests in Grammar Express, are similar to the Structure questions on the TOEFL. For more information about the TOEFL, you and your students can visit their official website at http://www.toefl.org.

Optional Communication Activity
Put the following situations on the board:

- You’re visiting some good friends. The weather is very cold, but they don’t seem to mind. Their windows are open, and the heat is off. You’re freezing.
- You have a small apartment. Two friends are coming to visit your town for a week, and they want to stay with you. What can you say to your roommate?
- You’re at a concert with some friends. You like the performer very much. You have your tape recorder and your camera with you. Sometimes this performer talks to fans and signs programs after the concert.

Have students work in small groups. Tell them to read the situations and decide what to say. They should think of as many things to say as possible. When they are done, compare answers with the whole class. Alternatively, you can ask the students to role-play the situations.

EXAMPLE:
I’m cold. Do you mind if I close the window?

Optional Writing Activity
Ask students to write two short notes asking for permission. They can write to a teacher, friend, roommate, boss, or classmate.

EXAMPLE:
Hi Yoko,
I missed class yesterday. Could I borrow your notes?
Thanks.
Mika

You can also have the students exchange notes and write responses.

EXAMPLE:
Hi Mika,
Of course you can borrow my notes. I’ll give them to you after class.
Yoko
UNIT 29

Requests: Will, Can, Would Could, Would you mind . . .?

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- Where are these people? (In an office.)
- Who is the man? (The boss / A businessman.)
- Who is the woman? (The secretary / office assistant.)
- What does the man have around his neck? (A snake / boa constrictor.)
- Have the students cover the caption and guess what request the boss is making. (Answers will vary.)

Grammar Point Focus
Have students look at the caption. Ask:

- How else could the boss make his request? (Will you dial 911 for me? Can you dial 911 for me? Would you dial 911 for me? Could you dial 911 for me?)
- Which form do you think is the most polite? (Would you mind dialing 911 for me?)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Have students work in pairs to role-play the following situation:

Student A is going to miss class next week. He/She makes several requests of Student B.

EXAMPLE:

A: I can’t come to class on Monday. Will you record the class?
B: Of course, if the teacher says it is OK.
A: And, would you . . .
   etc.
Optional Writing Activity

Tell students to imagine that they are going to have some friends over for dinner. Ask students to write a note to a roommate making several requests.

EXAMPLE:

Hi Carlos,
Don’t forget about dinner tomorrow night. Could you wash the dishes and vacuum the living room? Also, would you mind . . .?
Advice: Should, Ought to, Had better

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:
- Where are these people? (At an employment agency.)
- Who is the woman? (An interviewer/employment counselor.)
- Who is the man? (A job applicant.)
- How does the man look? (Very relaxed/informal/casual.)
- How does the woman look? (Shocked/Annoyed/Disapproving.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the interviewer’s speech bubble. Ask:

- What other ways can the woman give this advice? (Maybe you should consider a job as an elevator operator/Maybe you’d better consider a job as an elevator operator.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Have individual students tell the class about a problem they are having (it can be real or imaginary). Their classmates can give advice. Make a list on the board. At the end, have the students vote for the best piece of advice.

EXAMPLE:
A: My neighbors make a lot of noise. I can’t sleep at night.
B: Maybe you should talk to them.
C: Maybe you ought to wear earplugs at night.
D: I think you’d better think about moving!
   etc.
Optional Writing Activity

Ask students to write a letter to a friend who has a problem (trying to make new friends, looking for a job, having trouble with a class at school, not getting along with a roommate, etc.) Tell them to give the friend advice using should, shouldn’t, ought to, had better and had better not.

EXAMPLE:

Dear Ron,
I’m sorry to hear that you are having trouble in your math class. Maybe you should talk to your teacher. You’d better not wait too long. It’s easier to do something at the beginning of the semester . . . .
Suggestions: Could, Why don’t . . .?, Why not . . .? Let’s, How about . . .?

Illustration

Pre-reading Questions
Have students look at the illustration. Ask these questions:

- What is this? (An advertisement/ad.)
- What is the ad for? (Traveling/Hostelling/Youth hostels.)
- What’s in the photograph? (A castle.)
- Would you like to stay at the castle in the photo? (Answers will vary.)
- Why or why not? (Answers will vary.)

Background Notes
Hostelling International is a non-profit worldwide organization that offers more than 4,000 hostels in more than 70 countries. Hostels provide inexpensive, safe, and clean overnight accommodations, often, as in the ad, in interesting historic buildings. Hostels can also be in urban high-rise buildings with hundreds of beds or small houses in the country with just a few beds. People of all ages can stay at hostels, although they are particularly popular with students because they are much less expensive than hotels and provide the opportunity to meet other travelers from all over the world. One of the goals of the organization is “to promote international understanding of the world and its people through hostelling.” Your students might be interested in visiting their website at http://www.hiayh.org

Grammar Point Focus
Have students look at the ad. Ask:

- How many ways does the ad make suggestions? (Four.)
- What are they? (Let's travel! Why not stay at a youth hostel? How about a magnificent one like Atlena Castle? Why don't you make our castle your home?)
- Which way of making a suggestion is not in the ad? (Could.)
- Can you make a suggestion with Could for the ad? (Possible answers: You could stay at a youth hostel. You could make our castle your home.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)
Exercises

(See General Procedures and Suggestions)

Background Notes for Exercises 1 and 2

_Hong Kong_ is a special administrative region of China. It has a population of over six and a half million people. It is a peninsula located on China’s southern coast and has more than 235 islands. _Hong Kong Island_ is the main island. The two most important areas are _Kowloon_ and _Hong Kong_. They are connected by ferries, car tunnels, and an underwater subway. Tourism is a major industry. There are many open markets, restaurants, hotels, small shops, and high-rise buildings in these cities.

_Dim sum_ is a traditional Chinese type of meal consisting of a variety of items, such as small pieces of meat, chicken, or vegetables inside dumplings (coverings made of flour and water) that are cooked in steam or hot oil.

Optional Communication Activity

Have students work in small groups. Tell them to imagine that they are all going to do something together and that they need to make plans. They should make suggestions using _Could, Why don’t...?, Why not...?, Let’s, and How about...?_ as they decide when and where to go, how to get there, where to stay, where and what to eat, and what to do there.

EXAMPLE:

A: Let’s go to the beach.
B: It’s not hot enough for the beach. How about a picnic in the park?
C: That’s a good idea. Why don’t we go this Saturday?
   etc.

Optional Writing Activity

Ask students to write a short letter to a friend or relative who is coming for a visit. The students should make suggestions for things they can do together.

EXAMPLE:

Dear Tomás,
I’m so happy that you are coming to visit next month! There are so many things we can do. How about going to a concert one night? We could ask Elisa and Shao Fen to join us . . . .
Preferences: Prefer, Would prefer, Would rather

Illustration

Pre-reading Questions
Have students look at the bar graph. Ask these questions:

- What is this? (A bar graph.)
- What does a bar graph do? (It compares things.)
- What activities is this bar graph comparing? (Watching TV, reading, listening to music, and shopping.)
- What percent of teenagers like to watch TV? (About 61%.)
- What percent of teenagers like to shop? (About 21%.)
- Which activity is the most popular? (Watching TV.)
- Which activity is the least popular? (Shopping.)

Have students read the caption of the graph and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the caption of the bar graph. Ask:

- What does prefer mean? (To like something better than something else.)
- Do you prefer watching TV to reading? (Yes, I do/No, I don't.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Background Notes for Exercise 3
A pension /pənsiˈɔn/ is a small hotel or boarding house common in Italy or other continental European countries. It is often run by a family and is generally more intimate and personal than a hotel. A continental breakfast (coffee, tea, and bread or pastry) is usually included in the price. Sometimes you also can eat lunch or dinner there.

A trattoria /træt-ɔr-ə/ is usually a small Italian restaurant that is family-run. The atmosphere is usually casual and friendly with good “home-style” cooking.
**Optional Communication Activity**

Have students work in small groups. Their task is to find an activity that they can all agree upon doing at a specific time.

**EXAMPLE:**

A: Let’s get together Tuesday after school and go to a movie.
B: I’d prefer getting together on Wednesday, and I’d rather do something outside if the weather is nice.

**Optional Writing Activity**

Have students complete the Preferred Activities chart in Exercise 1 on page 138. Alternatively, they can ask someone else to complete the chart. Ask them to write a short report describing the results of the preference chart.

**EXAMPLE:**

I asked my roommate to complete the Preferred Activities chart. She prefers listening to music to all the other activities on the chart. She also likes to play the guitar, but she’d rather . . .
Illustration

Background Note
Statistics have shown that seat belts save lives and help prevent serious injuries in case of accident. As a result, it is the law in the United States and in many countries around the world for both drivers and front and rear seat passengers to wear seat belts.

Pre-reading Questions
Have students look at the illustration. Ask these questions:

- What is this? (A poster.)
- What does it show? (A driver with a very large seat belt.)

Have students read the poster and the caption. Have them do the Check Point and check their answers.

Grammar Point Focus
Have students look at the caption to the poster. Ask:

- Which word expresses necessity? (Must.)
- How else can you express the caption? (You have to buckle your seat belt/You have got to buckle your seat belt.)
- Do people have to wear seat belts in (this country/the country you come from)? (Yes, they do/No, they don’t.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Background Notes for Exercise 1
In the United States (where this conversation takes place), driving regulations vary from state to state. Each state issues its own driver’s license. It is possible to drive all over the United States with a license from any state. However, residents of a state must have a license issued by that state. Therefore, when people move from one state to another, it is important for them to find out the requirements for obtaining a new license from that state.
**Background Notes for Exercise 3**

Many countries use international road signs that are the same from country to country (as in Europe). The United States, however, has its own signs, three of which are shown in this exercise.

**Background Notes for Exercise 4**

In the United States, many teenagers learn to drive by taking *driver’s ed* (education) classes in high school. In these classes they learn driving rules. Safety is emphasized and behind-the-wheel practice is also provided. The age at which a person can get a *learner’s permit* (permission to learn to drive) varies from state to state. People with learner’s permits can only drive with a licensed adult driver in the car. To get a regular license, in addition to taking driver’s ed classes, they then must pass a written test, a road test, and an eye test.

**Optional Communication Activity**

Lead a class discussion on driving regulations in different countries. Some questions to consider:

- How old must you be to get a license?
- Do you have to take driver’s ed classes?
- Do you have to take a written test?
- Must you take an eye test?
- How often do you have to renew your license?
- Do you have to take a road test/eye test to renew your license?
- Do you have to wear seat belts?

**Optional Writing Activity**

Ask students to write a short essay on things they had to do when they moved to or traveled to another city or country. Tell them to consider such issues as: passports, visas, vaccinations, driver’s licenses, registering with the police, etc.

**EXAMPLE:**

Last year my family and I took a trip to France. We didn’t have to get visas, but my passport had expired so I had to go to the post office to get an application to renew it . . .
Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- What is the woman in the van doing? *(Looking at a map.)*
- How does she look? *(Very confused.)*
- How does the driver look? *(Angry.)*
- Do they know where they are? *(No. They're lost.)*
- What's strange about where they are? *(The trees have faces and arms. Animals are dressed in clothing. There’s a centaur—half man and half horse. There’s a dragon. There’s a Cyclops (person with one eye in the middle of his head).)*

Culture Note
This cartoon makes fun of the widely-held view that men never want to ask directions—even when they are very lost, like the driver in the cartoon. Ask students if they believe that men are less likely to ask directions than women.

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the speech bubble text and the sign in the cartoon. Ask:

- Where can you use *can’t* instead of the words in bold type? *(The sign: Drivers can’t park in the crosswalk.)*
- Where can you use *It isn’t necessary* instead of the words in bold type? *(The speech bubble text: It isn’t necessary to stop and ask directions.)*

Charts
*(See General Procedures and Suggestions)*

Notes
*(See General Procedures and Suggestions)*

Exercises
*(See General Procedures and Suggestions)*
Exercises

(See General Procedures and Suggestions)

Background Note for Exercise 2
The United States requires safety seats for children under a certain age, usually four.

Background Note for Exercises 3 and 4
MOTELS (motor hotels) are hotels that are usually on or near a highway. Many people use them when they are making a car trip and need a place to stay overnight. In the United States and Canada, they are usually just one-or two-story buildings, and your car is parked close to your room.

Optional Communication Activity
Write the name of your school and/or your class on the board. Put two column heads underneath it:

SCHOOL/CLASS: __________

Don’t have to Must not/Can’t

Have students work in pairs or small groups. They should come up with a list of school and classroom rules and regulations using don’t have to and must not. Have them share their ideas with the rest of the class and write the results on the board.

EXAMPLES:
A: Guys don’t have to wear jackets, and women don’t have to wear dresses or skirts.
B: But you can’t wear shorts to school.

Optional Writing Activity
Tell students to imagine that they are going to have a friend stay at their home for a few days while they are away. Have them write a note with instructions telling their friend what he/she must not or can’t do, and what he/she doesn’t have to do.

EXAMPLE:
Hi,
I hope you enjoy staying in my apartment. Here are a few things you should know:
I watered my plants, so you don’t have to water them while you’re here. The walls are pretty thin, so you can’t make noise after 10:00 p.m. (that means no loud TV or music) . . .
UNIT 35

Expectations: Be supposed to

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

Where are these people? (At a wedding.)
What do you think is happening? (A photographer is taking their picture.)

Culture Notes
Wedding customs vary greatly from country to country and among different religious and ethnic groups within the same country. The wedding party (important people in the ceremony) shown in the cartoon is just one of the possibilities in the United States. The bride is the woman getting married. She often wears a long white gown and a veil and carries a bouquet of flowers. (In the cartoon, the bride is not wearing a veil.) The groom (bridegroom) is the man getting married. He usually wears a black tuxedo and bow tie. The best man is usually a friend of the groom or the groom’s brother. He is responsible for making sure that the groom arrives at the wedding on time and for giving him the wedding ring (which is thought to symbolize eternity) during the ceremony. After the ceremony he usually makes a speech. (That’s why the best man in the cartoon is upset that he forgot to prepare a speech.) Bridesmaids are usually female friends or relatives of the bride. The most important one is called the maid of honor.

Professional photographs (like the one in the cartoon) are often taken immediately after the ceremony. They are ordered and paid for by the bride’s family. (That’s why the groom’s father in the cartoon is relieved that he doesn’t have to pay for the photographer.)

After the photographs are taken there is usually a reception—a special meal and party to celebrate the wedding. After many weddings, the guests throw rice at the bride and groom. Rice is an ancient symbol of fertility, happiness, and long life. The bride often throws the bouquet behind her back toward the unmarried women guests. The woman who catches the bouquet is supposed to be the next to marry.

Grammar Point Focus
Tell the students that be supposed to has several different meanings. Ask them to look at the speech bubbles in the cartoon. Ask:

Who is talking about a custom—the way something is usually done? (The groom’s father.)
What is that custom? (The groom’s parents pay for the photographer.)
Who is talking about a prediction? (The bride.)
What is the prediction? *(It’s going to rain.)*  
Who forgot to do something? *(The best man.)*  
What did he forget? *(To prepare a speech.)*

**Charts**

(See General Procedures and Suggestions)

**Notes**

(See General Procedures and Suggestions)

**Exercises**

(See General Procedures and Suggestions)

**Culture Notes for Exercise 2**

This exercise refers to more wedding customs and traditions typical for many weddings in the United States.

**Item 3** refers to the *rehearsal*. Before the wedding (often the evening before) members of the wedding party usually get together to practice what they are going to do and say during the real ceremony. This is often followed by a special dinner called the *rehearsal dinner*.  
**Item 4** refers to a wedding superstition that says it is bad luck on the day of the wedding for the groom to see the bride before the ceremony. **Item 5** refers to another superstition requiring the bride to wear *something old, something new, something borrowed, and something blue*. This is supposed to ensure good luck. These items are often provided by members of the wedding party.  
**Item 6** refers to the *honeymoon*—a vacation taken by people who have just gotten married. The couple often leaves for their honeymoon directly after the wedding reception. In the United States, popular honeymoon destinations include tropical islands such as Aruba, in the Caribbean.

**Optional Communication Activity**

Lead a class discussion about wedding customs in different cultures. Some questions to consider:

- What are people supposed to wear? What are people *not* supposed to wear?  
- Who is supposed to pay for the wedding?  
- Where is the wedding supposed to take place?  
- Are you supposed to take pictures during the ceremony?  
- Who is supposed to send the invitations?  
- Are guests supposed to bring gifts? If yes, what kinds?  
- Is the couple supposed to exchange wedding rings? What hand are you supposed to wear the ring on?  
- What are guests supposed to say to the bride? To the groom?
EXAMPLE:

A: In traditional Japanese weddings, the bride and groom are supposed to wear kimonos.

Optional Writing Activity

Ask students to write a short essay describing the customs for an important event. Remind them to use *be supposed to*. They can choose their own topic or write about one of the following:

- a graduation
- a birth
- a funeral
- a birthday
- an engagement to be married
- a wedding anniversary
- a special holiday (Ramadan, Christmas, Passover)
Future Possibility: *May, Might, Could*

**Illustration**

**Pre-reading Questions**
Have students look at the illustration. Ask these questions:

- What is this? *(A weather map.)*
- Where can you find a map like this? *(In a newspaper.)*
- What’s the weather forecast for Stockholm? *(Snow.)*
- What’s the weather forecast for Budapest? *(Sunshine/Sunny.)*
- What’s the weather forecast for Rome? *(Partly cloudy.)*
- What’s the weather forecast for Paris? *(Rain.)*
- Are the temperatures in Fahrenheit or Celsius? *(Celsius.)*
- What do the two numbers for each city mean? *(The high and low temperatures for the day.)*

**Background Notes**
Since this weather map is supposed to appear in a British newspaper, the temperatures are given in Celsius. The formula to convert Celsius to Fahrenheit is:

\[ \text{(number of degrees Fahrenheit)} = \frac{9}{5} \times (\text{number of degrees Celsius}) + 32. \]

The wind speed is given in *mph* *(miles per hour)*. The formula to convert miles to kilometers is: *(number of kilometers) = 1.609 \times (number of miles).*

Have students read the weather forecast for London in the caption and do the **Check Point**. Check their answers.

**Grammar Point Focus**
Have students look at the caption for the weather map. Ask:

- Is the temperature in London *definitely* going to drop eleven degrees by tomorrow morning? *(No.)*
- Are the winds *definitely* going to reach 40 miles per hour? *(No.)*
- Why does the weather forecast use words such as *may, might,* and *could*? *(Because weather forecasts often talk about future possibility. Their predictions are often not definite.)*

**Charts**
*(See General Procedures and Suggestions)*

**Notes**
*(See General Procedures and Suggestions)*
Exercises

(See General Procedures and Suggestions)

Culture Notes for Exercise 2
A *day-care center* is a place where working parents can leave their children during the day. The center provides supervised activity and care for the children.

In the United States, students can attend *graduate school* after four years at a *college* or *university* where they have received a *Bachelor of Arts* degree (*B.A.*) or *Bachelor of Science* degree (*B.S.*). In graduate school, students study to receive advanced degrees in specific areas of study, for example, English, math, psychology, chemistry, computer sciences, and many others. Advanced degrees include a *Master of Arts* degree (*M.A.*), a *Master of Science* degree (*M.S.*), and the highest degree, *Doctor of Philosophy/Doctorate* (*Ph.D.*).

Optional Communication Activity
Have students work in pairs to discuss their weekend plans.

EXAMPLE:
A: What are you going to do this weekend?
B: I'm not sure. I might visit some friends or I might just stay home and read. What about you? etc.

Optional Writing Activity
Have students write a paragraph about their future plans. Remind them to use *will* and *be going to* for the things they are certain about and to use *may*, *might*, and *could* for the things they think are possible.

EXAMPLE:
After I graduate from school, I might get a job for a few years. Then, I'm going to return to my country . . .
Assumptions: *May, Might, Could, Must, Have (got) to, Can’t*

**Illustration**

**Background Notes**
The cartoon shows *Sherlock Holmes* and *Dr. Watson*. Sherlock Holmes is one of the most famous detectives in fiction. He was created by the British author *Sir Arthur Conan Doyle*, who lived from 1859 to 1930. The detective appears in four novels and fifty-six short stories. Sherlock Holmes is known for his ability to solve crimes through the power of observation and logical deduction. His friend Dr. Watson helps him on his cases and often expresses amazement at Holmes’s ability to draw conclusions through the observation of very small details.

**Pre-reading Questions**
Have students look at the cartoon. Ask these questions:

- Do you know the man standing in the middle? *(It’s Sherlock Holmes.)*
- What is his job? *(He’s a detective.)*
- What is he doing? *(Looking at/Studying the woman through a magnifying glass.)*
- What is the woman wearing? *(A dress, a hat, and a necklace.)*
- What can you see on her dress, necklace, and hat? *(The letters GL.)*
- Do you know the man standing behind Sherlock Holmes? *(It’s Doctor Watson.)*
- What is he doing? *(Smoking a pipe and watching Sherlock Holmes.)*

Have students read the cartoon and do the **Check Point**. Check their answers.

**Grammar Point Focus**
Have students look at Sherlock Holmes’s speech bubble. Ask:

- How certain is Holmes? *(Very certain/ Almost 100% certain.)*

Have students look at Dr. Watson’s thought bubble. Ask:

- How certain is Dr. Watson? *(Very certain/ Almost 100% certain.)*

**Charts**
(See General Procedures and Suggestions)

**Notes**
(See General Procedures and Suggestions)
**Exercises**
(See General Procedures and Suggestions)

**Optional Communication Activity**
Put the following situations on the board:

You’ve been calling your sister on the phone for three days. No one has answered.
You are on the street. You have asked a woman three times for the time. She hasn’t answered you.
You go to dinner with a good friend. Your friend hardly eats anything.
You’re at a party, and no one is talking to you.

Have students work in small groups to discuss possible explanations for each situation. Encourage them to use their imagination. Then have the groups share their explanations with the rest of the class.

**EXAMPLE:**
A: My sister hasn’t answered the phone in several days.
B: She must be away.
A: She can’t be away. She has school.
B: The phone could be out of order.
   etc.

**Optional Writing Activity**
Ask students to write a journal entry about something that has been puzzling them. Ask them to come up with possible explanations for the situation using words like *may, may not, might, might not, could, couldn’t, must, must not, have (got) to,* and *can’t*.

**EXAMPLE:**
I haven’t seen one of my neighbors in a few months. I hope nothing is the matter with him. He couldn’t be away because I see lights on in his apartment, and I sometimes hear the TV . . .
UNIT 38

Advisability in the Past

Illustration

Pre-reading Questions
Have students look at the illustration. Ask these questions:

What is this a photograph of? (A statue of a man/“The Thinker”.)
How does the man look? (Very thoughtful/Unhappy/Depressed.)
What is he doing? (Thinking.)

Background Note
This is a photograph “The Thinker,” a statue by French sculptor Auguste Rodin. Rodin lived during the years 1840–1917. Many of his statues show human figures.

Have the students read the thought bubbles and do the Check Point. Check their answers.

Grammar Point Focus
Have the students look at the thought bubbles. Ask:

Did the man go to college? (No.)
Is the man a doctor? (No.)
Did the man’s parents encourage him a lot? (No.)
Did he become rich and famous? (No.)
How does the man feel about all these things? (He’s unhappy about them/He regrets them.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Lead a group discussion about some event in your school, neighborhood, city, or country that your students will be familiar with. Ask the students what should have, should not have, ought to have, ought not to have, could have, and might have happened instead.
EXAMPLE:

They built a parking lot on the corner of Tenth and Park Avenue.  
A: They shouldn’t have built a parking lot.  
B: They could have made a park instead.  
C: Or they might have asked people’s opinions first.  
   etc.

Optional Writing Activity

Ask students to write a journal entry about some regrets (real or imaginary) they have about the past.

EXAMPLE:

Last June I was invited to my cousin’s wedding, but I decided not to go because it was too far away. I didn’t even send a gift. My cousin felt very hurt and I regret that decision. I could have tried to find another guest to give me a ride . . .
Illustration

Background Notes
The photograph shows some of the more than 600 giant statues that are found on Easter Island, located in the South Pacific Ocean about 2,300 miles (3,700 kilometers) west of Chile. They are thousands of years old, are made of stone, weigh as much as 90 tons (82 metric tons), and range in height from 11 feet (3.4 meters) to as high as 40 feet (12 meters.) No one knows for sure why or how they were built. One of the strangest speculations comes from Swiss author Erich von Däniken. According to von Däniken, the native Easter Islanders did not have the tools, knowledge, population, or ability necessary to build and transport these statues. His explanation: visitors from advanced civilizations on other planets came to earth and helped them.

Von Däniken’s theory has been disproved. In 1955 an experiment was carried out. Working with ancient stone tools, seven Easter Islanders carved the rough shape of a statue in just three days. Two hundred men were able to move a twelve-ton statue across the island, proving that the ancient islanders could have carved and transported these statues without any help from alien visitors.

Pre-reading Questions
Have students look at the photograph. Ask these questions:

What is this a photograph of? (Statues.)
Do you think that they were built recently or a long time ago? (A long time ago.)

Have students read the caption and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the caption. Ask them to answer the question in the caption. (Answers will vary. See Short Answers box on page 166 for possible answers.) Have them give a reason for their answers.

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)
Exercises

(See General Procedures and Suggestions)

**Background Notes for Exercise 1**
This exercise has information about Erich von Däniken. (See Background Notes for the Illustration.) He has written many best-selling books that have been translated into many languages.

**Optional Communication Activity**
Have students look at the photographs on page 166 and 169 and speculate on their origin and meaning. Alternatively, bring in photos of other “unexplained mysteries” such as the figures at Stonehenge. Ask:

- Who do you think made these?
- How do you think they did it?
- What do you think they were for?

**EXAMPLE:**

A: The statues could have been religious figures.

**Optional Writing Activity**
Ask students to think about something that happened in the past that puzzled or confused them. Have them write a journal entry describing the event and speculating on explanations.

**EXAMPLE:**

Two years ago I had a good friend. We spoke on the phone almost every day and saw each other every week. All of a sudden she stopped calling me. I didn’t know why. At first I thought she must have been angry with me, but when I asked her she said no . . .
Adjectives and Adverbs

Illustration

Pre-reading Questions
Have the students look at the cartoon. Ask these questions:

What is the man doing? *(Looking at apartment ads in the newspaper/Looking for an apartment/Circling an apartment ad.)*
Who is the woman? *(The apartment owner/landlord.)*
How is the apartment? *(Very small and hot.)*

Culture Notes
Ads for apartments sometimes exaggerate the apartment’s good points or try to disguise its bad points. Words like “cozy,” “cute,” and “charming” can mean very small. “Needs loving care” often means the apartment needs a lot of work to make it livable. “Near public transportation” might mean that a loud train runs right near the apartment. In the cartoon, “warm” means “very hot” instead of “friendly and comfortable.”

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have the students look at the cartoon. Ask:

Which words describe how something is? *(Warm and cozy.)*
What do they describe? *(The apartment.)*
Which word says how something is done? *(Perfectly.)*
Which word does perfectly describe? *(Describe.)*

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have the students work in small groups to brainstorm adjectives and adjective + adverb combinations that describe their school or classroom. Then have them compare ideas with the whole class. Put (or have students put) some of their descriptions on the board.
EXAMPLES:

The classrooms are extremely quiet.
The halls are very narrow.

etc.

Alternatively, bring in, or have students bring in, some apartment ads. Have students work in pairs to discuss the ads. If the ads are not in English, have the students translate them and then discuss them. Students should try to agree upon a place to look at.

Optional Writing Activity

Ask students to write a “for rent” notice for the apartment, dormitory room, or home they are living in (they can use real information or their imagination.) They can use the ad in Exercise 1 on page 174 as an example.
Illustration

Culture Notes
Many people in countries like the United States try to meet other people through personal ads. These ads can be in newspapers, magazines, or, as in this illustration, online. In personal ads, for safety and privacy reasons, people usually do not at first use their real names. In online ads, they use a screen name (in this case it is the woman’s email address.)

Pre-reading Questions
Have students look at the illustration. (They will also need to skim the top part of the ad to answer the pre-reading questions.) Ask these questions:

- What is this? (A personal ad.)
- Where can you find it? (Online.)
- Look at the top part of the ad. How old is the woman in the photo? (20.)
- Where does she live? (Miami, Florida.)
- What is she looking for? (New friends.)

Have students read the entire ad and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the body of the ad. Ask:

- How many kinds of participial adjectives are there? (Two.)
- What letters do they end in? (–ed and –ing.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Optional Communication Activity
Have students work in pairs. They should ask each other to recommend a movie/video/book/CD. Remind them to use participial adjectives.

EXAMPLE:
A: Can you recommend a good video to rent?
B: Sure. What types of movies are you interested in?
A: Something exciting but not too frightening.
   etc.

Optional Writing Activity
Ask students to write a paragraph about the first time they met someone they know. What qualities did they notice about the person? How did they feel about him or her? Has their opinion changed? Remind them to use some participial adjectives. They can use look at Appendix 11 on page 339 for a list.

EXAMPLE:
When I first met my roommate I thought she was very quiet and I didn’t feel relaxed with her. But when I got to know her better, I was pleased to discover . . .
Illustration

Culture Notes
This is an ad for mountain bikes. Mountain bikes became very popular in the United States and other countries in the late 1980s. They are strong bikes with many gears (to control the power and speed as the road changes), large wheels, and powerful brakes. They are especially good for use on rough and hilly ground, although many people use them on city streets. Notice that the riders in the ad are wearing helmets to protect their heads. This is becoming more and more common even when people ride regular bikes.

Pre-reading Questions
Have students look at the illustration. Ask these questions:

- What is this? (An ad.)
- What is the ad for? (Bikes/Mountain bikes.)
- Are the bikes exactly the same? (No.)
- What is one difference between his and her bike? (Her bike has smaller handlebars.)

Have students read the ad and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the ad. Ask:

- Which words are adjectives? (Wide and long.)
- Which words are adverbs? (Fast and well.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Background Notes for Exercise 3
This chart is typical of ones found in consumer reports which rate and compare similar products, often using symbols. Before having the students do the exercise, check that they understand the meaning of the symbols. Ask:

Which bike is best in comfort? *(The Huff.)*
Which two bikes are the same in comfort? *(The Trax and the Gordo.)*
Which bike is worst in braking speed on dry ground? *(The Gordo.)*

Optional Communication Activity

Bring in ads (or have students bring in ads) for similar products. Have students work in small groups. Their task is to discuss the products and decide which one to buy. Alternatively, they can use the chart in Exercise 3 on page 183.

**EXAMPLE:**

A: I think we should get the Gordo. It isn’t as expensive as the other two.
B: But it isn’t as safe. It doesn’t brake as well as the others.
 etc.

Optional Writing Activity

Ask students to write a paragraph comparing two items of their choice (such as cars, computers, electric blenders, coats, couches, or toaster ovens). Remind them to use equatives.

**EXAMPLE:**

I just bought a new computer. It isn’t as large as my old one, but . . .
Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:
- What is Pete’s Place? (A restaurant.)
- What is the couple doing? (Reading a sign.)
- How do they look? (Unhappy.)

Have the students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the sign. Ask:
- How many comparatives are there? (Four.)
- What are they? (Bigger, lower, better, longer.)
- Which form is irregular? (Better.)
- What adjective is better the comparative of? (Good.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Culture Note for Exercise 1
Luigi’s restaurant advertises an early-bird special. This is available in some cities in the United States. It is a meal that is cheaper if ordered before a certain time. Often you can only choose from among a limited number of dishes. The name early-bird special comes from the saying “The early bird catches the worm,” which means that someone who does things before other people will have success. Early-bird specials are usually offered in restaurants that are not very formal or expensive. In some large cities in the United States, such as New York, more formal restaurants sometimes have similar offers, but call them “pre-theater dinners.”
**Optional Communication Activity**

Have students work in pairs. Tell them to look at the two restaurant ads in Exercise 1 on page 186. Alternatively, choose two restaurants that your students are familiar with, or bring in real newspaper ads or menus. Ask students to try to agree on a restaurant to eat at together. Remind them to use the comparative in their discussions. At the end, have the pairs share their choice with the rest of the class to decide which restaurant is more popular among the students and why.

**EXAMPLE:**

A: Let’s eat at Luigi’s. It’s probably cheaper than Antonio’s.
B: But Antonio’s sounds nicer.
   etc.

**Optional Writing Activity**

Ask students to write a review of a place that serves food (a restaurant, cafeteria, pizza place, snack bar, or someone’s home). They should compare it to another place that also serves food. Remind them to use comparatives in their review.

**EXAMPLE:**

I love pizza. Both Joe’s and Stromboli’s serve pizza. The pizza at Joe’s is cheaper than the pizza at Stromboli’s, but . . .
Illustration

Pre-reading Questions
Have students look at the illustration. Ask these questions:

What is this? (A card/greeting card.)
What kind of card is it? (Romantic/Valentine’s Day.)
Who do you think people send this kind of card to?
(Husbands/Wives/Girlfriends/Boyfriends.)

Culture Notes
Many people send greeting cards throughout the year. Apart from Valentine’s Day cards (the card in the illustration), people in the United States buy and send cards on occasions such as birthday’s, wedding anniversaries, religious holidays (Christmas, Hanukkah, Easter), Thanksgiving (third Thursday in November), Mother’s Day, Father’s Day, graduations, hospital stays, births, and deaths.

Ask students on which occasions, if any, people in their cultures send cards.

Have students read the card. Point out that the text in the inset is found on the inside of the card. Have students do the Check Point and check their answers.

Grammar Point Focus
Ask students to look at the Valentine’s Day card. Ask:

How many superlative forms of the adjective are there? (Four.)
What are they? (The loveliest, most original, most vibrant, most exciting.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Culture Note for Exercise 1
In the United States, Mother’s Day is on the second Sunday in May. (In Britain it is on the fourth Sunday in Lent, the 40-day period before Easter.) People give cards and often presents to their mothers to express their love and appreciation. In addition, mothers are often taken out to lunch or dinner. Young children often make their own cards, as in Exercise 1. Father’s Day is on the third Sunday in June (in both the United States and Britain). As with Mother’s Day, people give cards and presents to their fathers.

Ask students if, when, and how these days are celebrated in their cultures.

Culture Note for Exercise 4
Ramadan is a holy month in the Islamic religion. During this time Muslims do not eat or drink from dawn until sunset. After sunset they have a light meal and then engage in prayer. The holiday falls at different times of the year because the Islamic calendar is based on the moon. Ramadan celebrates the time that the prophet Muhammad received the first of the revelations that make up the Koran (holy book of Islam.)


Optional Communication Activity
Have students work in pairs. Ask them to discuss gifts they have received. Which was the most wonderful? The most surprising? The most unusual? The funniest? The worst? The most/least practical?

EXAMPLES:

A: Once my boyfriend gave me a bathroom scale. At the time I thought it was the worst gift in the world. Today I think it was the funniest.

B: I once got a broom. That was definitely the worst gift.

etc.

Optional Writing Activity
Ask students to write about a holiday or other occasion that they celebrate. What are some of the best things about this occasion? The most interesting? The most difficult? The least fun?

EXAMPLE:
I really like celebrating birthdays because I think they are the most significant day in a person’s life. However, sometimes choosing the correct gift can be the most difficult thing in the world for me . . .
Illustration

Background Notes
Basketball is a very popular sport in the United States, where it is played both on an amateur (high school and college/university) and professional level. The photograph shows professional players Michael Jordan (on the left) and Kobe Bryant (on the right). Jordan, who played for the Chicago Bulls and then returned from retirement to play with the Washington Wizards, and Bryant, who plays for the Los Angeles Lakers, are considered two of the best players in the sport.

Pre-reading Questions
Have students look at the illustration. Ask these questions:

- What sport is this? (Basketball.)
- Do you recognize the players? (They are Michael Jordan on the left and Kobe Bryant on the right.)
- What is the man in the crowd doing? (Reporting the game.)
- What is the woman in the crowd doing? (Cheering/Shouting.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the cartoon speech bubbles. Ask:

- Are there any examples of comparative adverbs? (Yes.)
- What are they? (More, harder, better.)
- Is more regular or irregular? (Irregular—It's the comparative of much or a lot of.)
- Is harder regular or irregular? (Regular.)
- Is better regular or irregular? (Irregular—It's the comparative of well.)
- Are there any examples of superlative adverbs in the speech bubbles? (No.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)
Optional Communication Activity

Brainstorm with the class the names of three people who have the same profession. They can be, for example, athletes, actors, singers, musicians, dancers, politicians, or teachers. Put the names on the board. Have students work in pairs comparing the three people. Then have the pairs share their answers with the rest of the class. Do most of the students agree?

EXAMPLES:

- The Three Tenors: Luciano Pavarotti; José Carreras; Placido Domingo
  - A: I think Pavarotti sings more beautifully than Carreras.
  - B: I think Domingo sings the most beautifully of all three and acts the best too.
  - etc.

Optional Writing Activity

Ask students to write a paragraph comparing two or three sports figures. They can choose people they know or famous athletes.

EXAMPLE:

- My friends Paulo and Nick are both good soccer players, but they have different styles. Nick plays more aggressively than Paulo, but Paulo runs faster and . . .
Gerunds: Subject and Object

Illustration

Pre-reading Questions
Have the students look at the cartoon. Ask these questions:

What is the woman doing? (Jogging/Running and smoking.)
How does she look? (Sick/Hot.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the speech bubble text. Ask:

What kind of word is jogging? (A gerund.)
Is it the subject or the object of the sentence? (It’s the object.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Put these sentence stems on the board under the category of “Ways to Stay Healthy.”

WAYS TO STAY HEALTHY
__________ is a great form exercise.
__________ is bad for your health.
I enjoy ____________.
I hate ____________.

Have students brainstorm ideas and put their responses on the board. How many people agree with each statement?

EXAMPLES:
Ten students think running is a great form of exercise.
Twenty students hate trying to lose weight.
etc.
Optional Writing Activity

Ask students to write a journal entry about their attitudes towards physical fitness. They should try to use some of these verbs plus gerunds:

enjoy appreciate avoid can’t stand consider detest dislike
feel like give up imagine keep love mind practice
prefer quit regret resent resist risk

EXAMPLE:

I think physical fitness is important, and I enjoy working out several times a week . . .
Gerunds after Prepositions

Illustration

Culture Notes
Many colleges, universities, and high schools in the United States have a Student Council—a group of students (often elected) to represent the interests of the entire student body. The student council is the "voice" of the students. Students who have concerns or complaints can bring these issues to the Student Council, who then tries to resolve the issues with the school administration. In addition to its representative function, the Student Council also plans social events.

A campus is the grounds and buildings (classrooms, administrative offices, library, dormitories, gym, athletic field, etc.) of a university or college. In the United States, many campuses are located outside of a town with a lot of grass and trees between the buildings.

Pre-reading Questions
Have students look at the illustration. Ask these questions:
- What is this? (A notice and photograph.)
- Where do you think you can find a notice like this? (On a bulletin board.)
- Who do you think is in the photo? (Students/Friends.)
- Where are they? (Outside/At school/On a school campus/In a park.)
- How do they look? (Happy/Friendly.)

Have students read the notice and do the Check Point. Check their answers.

Grammar Focus Point
Have students look at the words in bold type in the notice. Ask:
- How many prepositions are there? (Three.)
- What are they? (In, of, to.)
- How many gerunds are there? (Four.)
- What are they? (Improving, hearing, finding, seeing.)
- Which preposition goes with the gerund finding? (Of.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)
Exercises

(See General Procedures and Suggestions)

Culture Notes for Exercise 2

Many colleges and universities in the United States have *spring breaks* (usually one to two weeks off in March or April.) In addition there are *winter breaks* (usually in December and January) and *summer breaks* (usually three months from some time in May or June to some time in September.) Many colleges have a summer session, though most students do not attend.

Optional Communication Activity

Put some of these verb + preposition and adjective + preposition combinations on the board:

- advise against
- believe in
- complain about
- happy about
- object to
- talk about
- worry about

- afraid of
- bored with
- interested in
- pay for
- tired of

- approve of
- choose between
- excited about
- look forward to
- plan on
- wonder about

Have students work in small groups. Ask them to imagine that they are members of the student council for their school. They should come up with a list of suggested improvements for the school. Then have the groups report back to the class using some of the verb + preposition and adjective + preposition combinations from the board (or Appendices 7 and 8 on page 338 in their books).

EXAMPLE:

We’re bored with having the same choice of food in the cafeteria. We think there should be more types of food.

Optional Writing Activity

Ask students to write a short letter to a friend about school or a job. Have them use some of the verb + preposition and adjective + preposition combinations from Appendices 7 and 8 on page 338 in their books.

EXAMPLE:

Dear Sonia,
How are you? I’m fine but very busy. I’ve been taking classes at a language institute since September. Classes are good, but I’m looking forward to taking a break . . .
Unit 48

Infinitives after Certain Verbs

Illustration

Culture Notes
Many newspapers and magazines have advice columns like “Ask Annie.” People write to the columnist asking for personal advice about problems with their family, friends, health, romantic lives, or jobs. The writer usually does not sign the letter with his or her real name. Often, as in the letter to Annie, the person makes up a name that somehow relates to the problem. The columnist publishes and answers some of these letters (see Exercise 1 on page 208). Ask the students if newspapers in their countries have advice columns.

Pre-reading Questions
Have students look at the illustration. Ask these questions:

- Where does this article come from? (A newspaper.)
- What is it? (A letter.)
- What type of letter do you think it is? (A letter asking for advice.)
- Who is the woman in the photograph? (Annie / The person who writes the column / The person who answers the letters.)
- How does she look? (Friendly / Kind / Nice.)
- Who signed the letter? (Impatient.)
- Is that the writer’s real name? (No.)
- Why doesn’t the writer use his or her real name? (The writer doesn’t want anyone to know who sent the letter.)

Have students read the letter and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the article. Ask:

- How many infinitives are there? (Three.)
- What are they? (To marry, to think, to wait.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Optional Communication Activity

Put some of these verbs on the board (or ask students to look at Appendices 4 and 5 on page 338 of their books):

<table>
<thead>
<tr>
<th>advise</th>
<th>appear</th>
<th>ask</th>
<th>attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>can’t afford</td>
<td>choose</td>
<td>decide</td>
<td>deserve</td>
</tr>
<tr>
<td>expect</td>
<td>get</td>
<td>help</td>
<td>hope</td>
</tr>
<tr>
<td>need</td>
<td>promise</td>
<td>refuse</td>
<td>seem</td>
</tr>
<tr>
<td>tell</td>
<td>urge</td>
<td>wait</td>
<td>want</td>
</tr>
</tbody>
</table>

If possible, bring in, or have students bring in, some real advice column letters. (The letters can be in a language other than English if all the students speak that language.) Alternatively, they can use the letter on page 206. Have the students work in small groups to discuss one of the letters. Ask them to use the verbs on the board in their discussion. What do they think of the problem? What should the people do?

EXAMPLE:

A: I think “Impatient” needs to slow down.
B: I think he needs to meet some other women before making a decision.
   etc.

Optional Writing Activity

Ask students to write a letter to “Ask Annie.” Tell them they can use their imagination as they ask Annie for advice. They should use some of the verbs from Appendices 4 and 5 on page 338 of their books. Tell them not to sign the letters with their real names, but to make up a name like “Impatient.”

As a follow up activity, collect the letters, mix them up, and redistribute them to the class. Have the students write a response to the letter, again, using the verbs from Appendices 4 and 5. You may wish to “publish” some of the letters to share with the entire class.
Background Notes
The photograph shows a young man standing in front of a *McDonald’s* restaurant in Tokyo, Japan. *McDonald’s* is the best known of all multinational fast-food restaurant chains. It is recognizable from its “Golden Arch” (the gold-colored letter *M*) as seen in the photo. The first *McDonald’s* opened in 1955 in the state of Illinois in the United States. Today there are more than 26,000 *McDonald’s* restaurants in 120 countries around the world. Hamburgers, French fries, and sodas are probably the most common orders. People give their order at a counter, and then carry their food on trays to a table, or they take the food out to eat outside (like the man in the photo) or at home. Many people like the convenience, predictability, and relatively low prices of fast-food chains like *McDonald’s*. (The average adult in the United States visits a fast-food restaurant six times a month.) However, many people complain about the unhealthiness of the food and the fact that you can find the same restaurant all over the world.

Pre-reading Questions
Have students look at the illustration. Ask these questions:

- What is the man doing? (*Eating and drinking.*)
- What is he eating? (*French fries.*)
- What do you think he’s drinking? (*Soda.*)
- Where did he buy the food? (*At McDonald’s/A fast-food restaurant.*)
- What country is he in? (*Japan.*)
- Have you ever eaten food from *McDonald’s*? (*Answers will vary.*)
- Are there *McDonald’s* or other fast-food restaurants in your country? If yes, what are they? (*Answers will vary.*)

Have students read the speech bubble text and do the **Check Point**. Check their answers.

Grammar Point Focus
Have students look at the speech bubble text. Ask:

- What part of speech is the word *hard*? (*An adjective.*)
- What part of speech is *to find*? (*The infinitive.*)

Charts
(See General Procedures and Suggestions)
Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Background Notes for Exercise 2
*Taco Bell* is a fast-food restaurant chain that serves Mexican food such as tacos and enchiladas. The first Taco Bell opened in 1962 in the state of California in the United States. Today there are thousands of Taco Bells around the world.

Optional Communication Activity
Have students work in pairs to ask each other the questions from the fast-food questionnaire in Exercise 1 on page 212. Then have a class summary, and put their responses on the board.

EXAMPLE:
Ten students say they are likely to eat at a fast-food restaurant 1–3 times a week.

etc.

Optional Writing Activity
Ask students to write a paragraph about their opinion of fast-food restaurants like McDonald’s. Remind them to use some infinitives after nouns and adjectives. They can use Appendix 9 on page 338 for help.

EXAMPLE:
I am upset to see a McDonald’s wherever I go . . .
UNIT 50

Infinitives with Too and Enough

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

   Where is the older couple? (At home/In bed.)
   What were they doing before the younger man walked in? (Reading.)
   Who do you think the man standing in the door is? (Their son.)
   How old do you think he is? (Answers will vary, but probably over 30 years old.)
   What do you think he wants? (Answers will vary.)

Have students read the cartoon caption and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the cartoon caption. Ask:

   What is the infinitive? (To get.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Culture Notes for Exercise 3 and 4
In Exercise 3, item 7 refers to a curfew. In many countries, including the United States, parents allow their children to go out at night, but they give them a curfew—a time they must be home. In addition, some communities have curfews forbidding young people below a certain age to be out without an adult past a certain time. The journal entry in Exercise 4 refers to a community curfew.
Optional Writing Activity

Ask students to write a short essay on curfews. Do they agree with curfews? Why or why not? Who should decide the time of the curfew? Parents? School authorities? The government?
UNIT 51

Infinitives of Purpose

Illustration

Pre-reading Questions
Have the students look at the illustration. Ask these questions:

What is this? (An ad for an electronic organizer.)

What are some things an electronic organizer can do? (Organize your schedule, store addresses and phone numbers, make lists, look up the time and date, look up words, do math calculations, do word processing.)

Have students read the ad and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the ad. Ask:

How many infinitives of purpose are there in the ad? (Six.)

What are they? (To look up, to store, to add, to subtract, to write down, to look.)

When there are two verbs separated by and, do you have to repeat the to? (No—Use me to add and subtract.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Have students reread the ad on page 218. Would they like to have an electronic organizer like the Datalator? Why or why not? What would they use it to do? What wouldn’t they use it to do? Have a class discussion.

EXAMPLE:

A: I’d use it to keep a record of my appointments.
B: I wouldn’t use it to add two plus two!
Optional Writing Activity

Ask students to write an ad for a new electronic gadget. They can describe a real item or invent one. Remind them to use the infinitive of purpose.
UNIT 52

Gerunds and Infinitives

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- What are the two women talking about? (The man.)
- Does the man look unusual? (Yes.)
- What is he wearing? (A shirt with flowers. Plaid shorts. Hiking boots. High socks.)
- What’s his name? (Bob.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the speech bubble. Ask:

- Is the word after remember a gerund or an infinitive? (Infinitive.)

Write these two sentences on the board:
1. I didn’t remember meeting Bob.
2. I didn’t remember to meet Bob.

Ask:

- Is the meaning of these two sentences the same or different? (Different.)
- True or False? In sentence 1, I met Bob. (True.)
- True or False? In sentence 2, I met Bob. (False.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
**Optional Communication Activity**

Have students work in small groups. Ask them to reread the memory tips in Exercise 2 on page 224 and to discuss these questions:

- Do you have trouble remembering people’s names?
- Do you follow any of the expert’s memory tips?
- What other things do you have trouble remembering?
- What tricks do you use to remember things?

**EXAMPLE:**

A: I sometimes forget to pay my rent.

B: Oh, I always make a note on my calendar when the rent is due.

**Optional Writing Activity**

Ask students to write a journal entry about a recent social activity. Ask them to include some of these verbs: *enjoy, feel good/nervous about, expect, forget, try, remember, stop.*

**EXAMPLE:**

Last Friday night I went to a party. I didn’t expect to have a good time, but . . .
Illustration

Pre-reading Questions
Have students look at the photograph. Ask these questions:

Where are these people? (In a classroom / At school.)
Who is the man? (A teacher / Jaime Escalante.)
Who are the two other people? (Students.)
How does the teacher look? (Angry / Strict / Serious.)

Background Notes
Jaime Escalante /'hai-mi es-ka'lun-teu/ was born in La Paz, Bolivia in 1930. He taught physics and mathematics in his country before moving to the United States. (See Exercise 2 on page 228 for more information about Escalante.) Escalante, now retired, received many awards for his tremendous teaching success. He used unconventional methods to inspire his students to achieve the highest goals. Escalante and his students are the subject of the 1988 movie, Stand and Deliver. If available, you might want to recommend that your students watch the video.

Have students read the speech bubble text and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the speech bubbles. Ask:

What does let mean? (Allow / Permit.)
What does make mean? (Force.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Optional Communication Activity

Put these verbs on the board:

Make       Have       Let       Help       Get

Have students work in small groups to discuss what parents *should make, have, let,* and *help* their teenage children do and what they should get their teenage children to do. Have the groups share their answers with the rest of the class and put them up on the board under the appropriate verb.

**EXAMPLE:**

I think parents should let their kids choose their own friends.

Optional Writing Activity

Ask students to write a journal entry about someone who helped them learn something (for example, a parent, other relative, teacher, or friend). What did the person get them to do that they never did before? How did this person help them? Did he or she let them make mistakes in order to learn?

**EXAMPLE:**

My uncle John helped me learn to ride a bike . . .
Phrasal Verbs

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

Where are these people? (At home/In their kitchen.)
What have they just done? (Gone shopping for food.)
How does the kitchen look? (Very messy.)
How do the people look? (Unhappy.)

Have the students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the speech bubble text. Ask:

Does eat out have the same meaning as eat? (No.)
What does eat mean? (Put food in your mouth and swallow it.)
What does out mean? (Not inside.)
What does eat out mean? (Eat in a restaurant.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Background Notes for Exercise 1
Feng Shui /fɛŋ ˈʃuɪ/, the ancient Chinese art of placing things in the environment, is based on five elements—water, wood, fire, earth, and metal. The goal is to balance the different elements in order to allow chi, positive energy, to flow. When this balance is achieved in a building, room, or office, the inhabitant’s health, happiness, and professional success are positively affected. Feng Shui has become very popular in Europe and North America in the past few decades. There are many books on the subject.
Optional Communication Activity

Have students work in groups. Ask them to discuss how their environment (their home, their school, their office) makes them feel. Put some questions on the board:

Think about your home. How do you feel when you first get up and look around?
Think about your home/classroom/office. How does it look when you first come in? Are you happy to be there?
If someone drops by your home, do you feel good about how it looks?
If you go on a trip, how do you feel when you get back?
How did your home look when you were growing up?

EXAMPLE:

A: When I get up, I usually feel good. My room is very sunny and I can see a tree outside my window. How do you feel when you get up?
B: It depends. Sometimes I don’t feel so good if I didn’t straighten up the night before and everything looks messy.

Optional Writing Activity

Ask students to write a paragraph about someone who has made their lives more pleasant or enjoyable. It can be someone they know or a famous person (architect, musician, artist, politician.) They should try to answer some of these questions:

Where was the person born?
Where did he/she grow up?
What did he/she accomplish? How did it come about?
Did the person’s efforts pay off? Why?

Tell the students to try to include some inseparable phrasal verbs from Appendix 17 on pages 341–342 in their books.

EXAMPLE:

My cousin Emilia was born in 1967 and grew up in Italy. Her father was a chef, and Emilia turned out to be a great cook too . . .
Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- Where are the man and his dog? (In the mountains.)
- What does the dog have in its fur? (Burrs—rough or prickly envelopes of fruit.)
- What is happening to the man's glove? (It's sticking to the burrs.)

Background Notes
The man in the cartoon is George de Mestral (1907–1990), a Swiss engineer and the inventor of Velcro®. De Mestral started inventing at a very young age. He got his first patent at the age of twelve. De Mestral always loved the outdoors and he had great respect for nature, which he viewed as the best inventor of all. When De Mestral examined under a microscope the burrs that stuck to his clothes and to his dog's fur, he noticed the hundreds of tiny hooks that were able to grab onto the loops of fabric or fur. In 1951 De Mestral applied for a patent for his hook-and-loop tape fastener. A year later he established the first Velcro® company. The name Velcro® comes from a blend of the French words for velvet (velour) and hook (crochet.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the phrasal verbs in the speech bubbles. Ask:

- What does work out mean? (Solve.)
- What does George want to work out? (A problem/The reason the burrs stick to the dog's fur.)
- What does dream up mean? (Invent.)
- According to the dog, what is George inventing? (A weird invention.)
- Ask students to guess the name of the invention. (Velcro®.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
**Background Notes for Exercise 1**

*Eureka* (the title of the article) is Greek for “I have found it!”

The first paragraph in the article makes reference to the inventors of the first *personal computer*—Steven Jobs and Stephen Wozniak. The two young men first met at Hewlett-Packard, an electronics firm in California. Jobs was a high-school student and Wozniak was an engineer. The two designed the *Apple I* computer in Jobs’s bedroom, and they put the prototype together in his garage. They introduced the computer in 1976. Four years later Apple Computers had a market value of $1.2 billion.

**Optional Communication Activity**

Have students work in small groups. Ask them to brainstorm ideas for inventions that the world needs. Have them choose their top three ideas and share them with the rest of the class.

**EXAMPLE:**

I think we need a solar-powered car. Solar energy is clean and cheap.

**Optional Writing Activity**

Ask students to research a famous inventor and to write a paragraph about him or her. Remind them to use some of the separable phrasal verbs from Appendix 17 on pages 341–342 in their books.
Thor Heyerdahl (1914–) was born in Norway. He is an explorer, ethnologist, (person who studies different cultures), and author. In 1970 he and a crew of seven sailed the Ra II, a papyrus reed boat, from Morocco to Barbados in the West Indies to prove that the ancient Egyptians could have sailed similar boats to the west. (See Exercise 1 on page 244 for more information about this trip.) Earlier, in 1947 he sailed a wood raft named Kon-Tiki from Peru to the Tuamotu Islands in eastern Polynesia to prove that the islands could have been settled by native populations from South America.

Pre-reading Questions
Have students look at the illustration. Ask these questions:

- Where can you find an article like this? (In a newspaper.)
- When was this article written? (May 17, 1970.)
- According to the map, what did the two boats do? (Cross the Atlantic Ocean / Sail from Africa to South America.)

Have students read the article and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the article. Ask:

- Not including the title of the article, how many nouns begin with a capital letter? (Eight.)
- What are they? (Barbados, May, Thor, Heyerdahl, Atlantic Ocean, Ra, Egyptians.)
- How many nouns are plural? (Two.)
- What are they? (Egyptians, days.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Christopher Columbus (1451–1506), born in Genoa, Italy, is famous for “discovering” America in 1492. In search of a route from Europe to Asia, Columbus made four trips departing from Spain. His first expedition landed on an island in the Caribbean, which he mistakenly believed was in the East Indies. For that reason, he named the island’s inhabitants “Indians.” Columbus made three more trips, still believing that he was near China. Today, Columbus has been largely discredited. Not only was he mistaken in his geographic calculations, but he badly mistreated the native populations, and he and his crews inadvertently brought many deadly diseases to the part of the world they explored.

Optional Communication Activity

Have the students work in small groups. Tell them to imagine they are going to spend a weekend on a deserted tropical island. They can only take eight things with them. What will they take? Why? Ask them to agree upon the eight items and to make a list of them. Then have them share their answers (and reasons) with the rest of the class.

EXAMPLE:

I think we have to take water. We may not find drinkable water on the island.

Optional Writing Activity

Ask students to describe a trip that they have taken. Where did they go, and when? How long did they stay? Who went with them? What did they take along? What did they do there?

EXAMPLE:

Three years ago I went to Venezuela with my family. My mother was on a short vacation, so we couldn’t spend much time there . . .
Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- How is the weather? (*There's a storm/*It's raining and there's lightning.*)
- What happened to the electricity? (*The lights have gone out.*)
- How many people are in the room? (*Three.*)
- Who do you think they are? (*Parents and a child/*Two adults and a child.*)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the speech bubbles. Ask:

- How many quantifiers are there? (*Three.*)
- What are they? (*A lot of, any, enough.*)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Ask students to think about their favorite comfort foods—foods they like to eat when they are upset. (See Exercise 2 on page 248.) Make a list on the board. Do students share the same comfort foods? Is there a difference between what men and women like? Are there cultural differences? Have a class discussion.

EXAMPLE:

A: When I'm feeling upset, I always eat a lot of chocolate ice cream.
B: When I'm upset, I always drink some hot tea with honey.
   etc.
Optional Writing Activity

Ask students to write a journal entry describing their experience during a difficult time (a storm, a heat wave, an illness). What did they do? What did they eat? Remind them to use quantifiers.

EXAMPLE:

Two summers ago we had a heat wave. It lasted many days. We didn’t have any air conditioning, so I took several cold showers a day to keep cool . . .
UNIT 58

Articles: Indefinite and Definite

Illustration

Pre-reading Questions
Have students look at the illustration. Ask these questions:

What is *Space Defender*? (*A video game.*)
Do you think the man in the middle is good or evil? (*Evil.*)
What does he want to do? (*Control/Rule the world.*)

Background Notes
*Video games* were first developed in the early 1970s. They are played using an electronic device and displayed on a television, computer monitor, or other type of screen. The games are *interactive*. The player’s responses determine what happens next. They are also *multimedia*, using text, sound, graphic images, and moving pictures. The themes of the games vary, but they usually involve mystery, action, adventure, and sometimes violence. Many video games are based on popular movies. There are also video games based on sports, card games, and board games. Video games have become an international industry. Two of the leading manufacturers are Nintendo and Sega from Japan.

Have students read the video ad and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the ad. Ask:

Which articles are indefinite? (*An, a.*)
Which article is definite? (*The.*)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Background Notes for Exercise 2

*Mah Jong* /'ma-ʒɑŋ/ is a Chinese game similar to cards but played with small, rectangular tiles engraved with Chinese drawings and symbols. The game became popular in China in the 1800s, but it is probably based on ancient games dating from 500 B.C. It can be played from two to six people.

Optional Conversation Activity

Have students work in pairs. Ask them to explain how to play a favorite game. Encourage students to ask each other questions for clarification.

EXAMPLE:

A: To play badminton you need a net, rackets, and something called a shuttle.
B: How many people play the game?
   etc.

Optional Writing Activity

Ask students to write a short summary of a TV show or movie they have seen or an article or book they have read.

EXAMPLE:

Last week I saw a movie called *Stand and Deliver*. The movie was about a teacher . . .
Pre-reading Questions
Have students look at the cartoon. Ask these questions:

Where are the girl and boy? (At an amusement park/At a ticket booth/In front of a roller coaster.)
In the first picture, how does the girl look? (Confident/Happy/Encouraging.)
How does the boy look? (Worried/Frightened/Skeptical.)
Does the boy want to go on the roller coaster? (No.)

In the second picture, how does the girl look? (Very frightened/Terrified.)
How does the boy look? (Happy/Satisfied/Smug.)
Ask students if they have ever been on a roller coaster or similar amusement park ride.

Background Notes
The cartoon shows a roller coaster at an amusement park. Roller coasters are rides that look dangerous but are actually safe. The first ride resembling a roller coaster was built in Russia in the 1400s. Amusement parks are permanent outdoor entertainment sites with rides, games, and shows. They are found in many countries, but the United States has most of the largest amusement parks. They were very popular in the early 1900s, but many of them have closed. They have been replaced by theme parks that focus on particular themes such as historical events, cartoon characters, or nature. (See Exercise 2 on page 256 for more information about roller coasters and amusement parks.)


Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the cartoon speech bubbles. Ask:

Which nouns have no articles? (Rides, life.)
Which noun has an article? (Ride.)
Is the article definite or indefinite? (Definite.)

Charts
(See General Procedures and Suggestions)
Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Background Notes for Exercise 2

Disney World is a huge entertainment complex located in Orlando, Florida. It contains four theme parks (Magic Kingdom, Disney’s Animal Kingdom, Epcot, and Disney-MGM Studios) and many other attractions. Students can learn more about Disney World at its website: http://www.disneyworld.com.

Coney Island is located in Brooklyn, New York. It was the first amusement park in the United States. The first roller coaster in the United States was built there in 1884.

Optional Communication Activity
Have students work in pairs. Ask them to discuss what they like to do for entertainment. Put a list of suggested topics on the board:

- amusement parks
- the beach
- parks
- the movies
- sports events

(Students’ suggestions)

EXAMPLE:
A: I like to go to amusement parks. I like to eat hot dogs and go on the roller coaster.
B: I don’t like amusement parks. The rides are too scary.

Optional Writing Activity
Tell students to imagine that they are away on vacation. Ask them to write a post card to a friend. Where are they? What are they doing? How is the food?

EXAMPLE:
Hi!
Paris is great! The bread here is awesome, and you know how I love bread . . .
Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

What is the man doing? *Walking along the street.*
How does he look? *Unhappy/Depressed.*

Have students read the cartoon caption and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the cartoon caption. Ask:

Is there a reflexive pronoun in the caption? *Yes.*
What is it? *Myself.*
Is there a reciprocal pronoun in the caption? *No.*

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Put the following situations on the board:

• you’re going to take a big test
• you’re stuck in traffic
• you have a roommate you don’t like
• you’re going to compete in a sport event
• you’re having an argument with a friend or relative
• you forgot something important

Have students work in pairs. Ask them to discuss each other’s self-talk in the situations on the board. What do they say to themselves?
EXAMPLE:
A: What do you tell yourself when you’re going to take a big test?  
B: I tell myself that I prepared well and that I'll do fine. What about you? etc.

Have some students report back to the class.

EXAMPLE:
When Elisa has a big test, she tells herself that she’ll do fine. When I have a big test, I tell myself to relax.

Optional Writing Activity
Ask the students to write a journal entry. Tell the students to think about one of their relationships (for example, with a friend, relative, coworker, or classmate.)

Which activities do they do by themselves? Which do they with each other?

EXAMPLE:
I spend a lot of time with my brother. We talk to each other every day and we share a lot of the same interests. For example, we both really like to do crossword puzzles. The only problem is, my brother likes to do them by himself, and I have more fun when we help each other . . .
The Passive: Overview

Illustration

Background Notes
Reader's Digest was founded in 1922, as the ad says, by Lila and DeWitt Wallace. Today it is published in 48 editions and 19 languages. Every month, it is read by almost 100 million people around the world. The magazine contains inspirational stories and articles about health, money, family, home, and famous people. Students can visit their website at http://www.rd.com

Pre-reading Questions
Have students look at the illustration. Ask these questions:

What is this? (An ad/An ad for Reader’s Digest.)
Who is in the photo? (A mother and her daughter/A woman and little girl.)
What are they doing? (Reading.)
What do you think they are reading? (Reader’s Digest.)
Where do you think they are? (In a European city/Budapest.)
Ask the students if they have ever read Reader’s Digest.

Have students read the ad and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the ad. Ask:

What form are these words in? (The passive.)
Who founded Reader’s Digest? Does the ad have that information? (No.)
Who reads Reader’s Digest? Does the ad have that information? (Yes. People in every country in the world.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Optional Communication Activity

Have students discuss their textbook. Ask them to work in pairs to examine the book and find out:

Who published the book and when?
Who wrote the book?
Who designed the cover?
How many people illustrated it?
How many people reviewed it?
Who took the photograph on the cover?

They should use the passive in their answers.
(They will find all the answers in the pages before Unit 1.)
Have the pairs share their answers with the rest of the class.

EXAMPLE:

A: Who published the book?
B: It was published by Addison Wesley Longman.
   etc.

Optional Writing Activity

Ask students to write a short essay about a country that they know well. Alternatively, they can research a country in an almanac, encyclopedia, or online. Some topics to consider:

location (including bordering countries)
crops grown
animals raised
natural resources found
products manufactured
languages spoken

EXAMPLE:

Bolivia is located in the western central part of South America. It is bordered by Peru and Chile on the west, Paraguay on the south, and Brazil on the east and north. The grain quinoa is grown in the mountains . . .
UNIT 62

The Passive with Modals

Illustration

Background Notes
The photograph shows Unity, part of the International Space Station, a major international project that was launched in 1998. More than 15 countries, including Belgium, Brazil, Canada, Denmark, France, Germany, Italy, Japan, the Netherlands, Norway, Russia, Spain, Sweden, Switzerland, the United Kingdom, and the United States, are participating in the project. When complete, the station will have about eight different modules. Each module will be launched separately from Earth and then connected in space. The first module, Zarya (meaning Sunrise) was built by Russia and launched in November 1998. Six months later, Unity, built by the United States, was launched. Among the purposes of the Space Station is to study the Earth and the Earth’s atmosphere, and to observe the sun and other space objects. Astronauts will also measure what effects being in space have on humans. The astronauts will live on the station, which will orbit the Earth. Supplies will be brought to them by shuttles launched from Earth.

Pre-reading Questions
Have students look at the photograph. Ask these questions:

What is this a photograph of? (Part of a space station/A satellite.)
Are there people in the Space Station? (Yes.)
What are two of them doing? (Talking.)
What is one of them doing? (Sleeping/Snoring—as indicated by the Zs.)

Have students read the speech bubbles and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the speech bubbles. Ask:

Which sentence talks about present ability? (He can be heard back on Earth!)
Which sentence talks about necessity? (Bill, something has to be done about Ed.)
What is the active form of Something has to be done? (Somebody has to do something.)
Does Carla say who has to do something? (No.)
What is the active form of He can be heard? (Somebody/People can hear him.)
Background Note for Exercise 4
The journal notes refer to *Star Trek*, a very popular American science-fiction TV series featuring the multicultural starship *Enterprise* as it travels through the galaxy. The original series ran from 1966 to 1969, but there have been *Star Trek* TV sequels and movies. Today it can be watched all over the world.

Optional Communication Activity
Have students work in small groups. Tell them to imagine that they will be participating in a space mission. In preparation, they have to spend a week together in a one-room apartment. They will not be able to leave the apartment for the entire time. Ask them to make a list of rules for themselves, using the passive with modals. When they are done, they should compare their list with that of another group. Put this list of Issues to Consider on the board:

**SOME ISSUES TO CONSIDER**

- food
- clothes
- room temperature
- noise
- neatness
- cleanliness
- privacy
- language
- entertainment

**EXAMPLES:**

- Dinner will be served at 6:00 p.m.
- The dishes must be washed immediately after each meal.
- etc.

Optional Writing Activity
Ask students to write a paragraph about space exploration. Do they think it is worth all the money? Should money be spent on other things instead? Why or why not?

**EXAMPLE:**

- I don’t think so much money should be spent on space projects. Money could be spent here on Earth to...
The Passive Causative

Illustration

Culture Notes
People in all cultures decorate their bodies in different ways. In the past decade, body piercing and tattooing (as seen in the cartoon) have become more common among young people in the United States and other countries. Pierced ears have been very popular for a long time, especially for women who usually have them done in their teens. Lately, however, many young women and men are getting several holes pierced in each ear. Getting the nose, lip, tongue, or other parts of the body pierced for jewelry is also more common. Tattoos, which were created thousands of years ago, have again become popular. In the past, most tattoos could be found on men’s arms or chests, but today more and more people of both genders are having them done on various body parts.

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

Look at the two pictures of Emily. How does she look different in the second picture? (In the first picture, she has blonde hair. In the second picture, her hair is dark. In the first picture, she is wearing a headband in her hair. In the second picture, she isn’t wearing a headband. In the first picture, she isn’t wearing earrings. In the second picture, she is wearing three earrings and a nose ring. In the first picture, she doesn’t have a tattoo. In the second picture, she has a tattoo of a flower on her forehead.)

What is the same about Emily? (The length of her hair. The top she is wearing.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the speech bubble. Ask:

What would Emily’s friend ask her if he thought she cut her hair herself? (Did you cut your hair?)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)
Optional Communication Activity

Have a class discussion about other forms of body art. What can people have done to change their appearance? Have the students try to come up with as many ideas as possible.

Things to consider: hair, nails, teeth, nose, eyes

EXAMPLES:

A: Many people have their hair colored.
B: You can also get your hair permed or straightened.
   etc.

Optional Writing Activity

Ask students to write a short letter to someone they know. They should write about their activities, including things they have recently done or have had done. They should also talk about things they are going to do or are going to have done.

EXAMPLE:

Dear Olga,
Sorry I haven’t written sooner, but I’ve been so busy! I found a new apartment, but there were so many things I had to have done to it before I could move in . . .
Background Notes
Because so many people are flying these days, many airlines have strict rules about the number of suitcases a passenger can carry on board. There are also often size and weight restrictions for suitcases. Sometimes there is a “cutout” form (as seen in the cartoon) for passengers to place their luggage in to see if it will fit in the overhead compartment. The cartoon makes fun of these rules by extending the size restriction to the passengers themselves.

Pre-reading Questions
Have students look at the cartoon. Ask these questions:
- Where are these people? (At an airport.)
- Who is the woman? (An airport employee.)
- Who is the man? (A passenger.)
- Describe the man. (He’s very big and tall.)
- What is he looking at? (A cutout of a person.)
- Describe the cutout. (It’s very small/smaller than the man.)
- How does the man look? (Surprised/Worried.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Explain or elicit the meaning of the grammar term clause (A group of words that contain a subject and a verb but which is usually only part of a sentence.)

Have students look at the speech bubble text. Ask:
- How many clauses does the second sentence in the speech bubble have? (Two.)
- What are they? (If you don’t fit and you can’t board.)
- Which clause states the condition? (If you don’t fit.)
- Which clause states the result? (You can’t board.)
- Does the woman think it is a real possibility that the man won’t fit through the cutout? (Yes.)
- What will happen if he can’t fit? (He won’t be allowed to board the plane.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)
**Exercises**

(See General Procedures and Suggestions)

**Background Notes for Exercise 1**

(For information on *Hong Kong*, see Unit 31, **Background Notes for Exercises 1 and 2.**)

**Optional Communication Activity**

Have students work in small groups, asking for and giving travel advice.

**EXAMPLE:**

A: If I visit your country, what should I see?
B: If you go to Ecuador, you should take a trip to the Galápagos Islands.
   etc.

**Optional Writing Activity**

Tell students to imagine they are preparing a travel brochure for the city or town they are now living in. Using factual conditional sentences, they should write travel tips for visitors. You may want to “publish” the different ideas.

**EXAMPLES:**

If you come to Providence, visit the new mall. It’s in the historic part of town.
If you like seafood, you shouldn’t miss Legal Seafoods. They have the freshest fish.
   etc.
UNIT 65

Factual Conditionals: Future

Illustration

Background Notes

Political cartoons are a very old art form. Today political cartoons (like the one in the illustration) are usually found in newspapers and news magazines. Their subject matter is current events. They usually express the cartoonist's (or publication's) point of view on a specific political issue or personality. The treatment is often symbolic (as in the cartoon, in which the mayor is depicted as a lasso-throwing cowboy). The drawing style is often very detailed and uses caricature—a way of illustrating people that exaggerates their appearance to make them look more amusing than they really are.

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

What kind of cartoon is this? (A political cartoon.)
Where can you find political cartoons? (In newspapers and news magazines.)
Who is the man on the horse? (Mayor Baker/The mayor.)
Who is the other man? (A businessman.)
What is he carrying? (A briefcase.)
The briefcase is a symbol. What is it a symbol for? (Small business.)
What is Mayor Baker trying to do? (Catch/Lasso the businessman.)
The lasso is a symbol. What is it a symbol for? (Higher taxes.)
What is the businessman doing? (Running away/Trying to escape.)

Have students read the cartoon caption and do the Check Point. Check their answers.

Grammar Point Focus

Explain or elicit the meaning of the grammar term clause (A group of words that contain a subject and a verb but which is usually only part of a sentence.)

Have students look at the cartoon caption. Ask:

How many clauses does this sentence have? (Two.)
What are they? (If Baker raises taxes and small business will leave.)
Which clause states the result? (Small businesses will leave.)
Which clause states the condition? (If Baker raises taxes.)

Charts

(See General Procedures and Suggestions)
Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Have students work in small groups. Tell them to imagine that each group is going to try to win an election for leadership of the school. As a group, the students should try to think of campaign promises—what the group will do if it wins the election. Encourage the students to use their imagination. They should write down their ideas. Then, each group should come to the front of the classroom and read its campaign promises. Ask the students to listen carefully to the campaign promises and decide which ones they like the best. Finally, after all the groups have spoken, hold an “election” to see which group wins.

EXAMPLES:
If our group wins, we’ll make sure we have better food in the cafeteria.
If you vote for our group, you’ll never have to wait in line to register.
etc.

Optional Writing Activity
Tell students that they are going to write about their future plans. Before they write, have them make a “decision tree” like the one in Exercise 3 on page 285 of their book. Then have them write sentences about their decisions, using future factual conditional sentences.

EXAMPLE:
If I save enough money, I’m going to buy a car.
If I buy a car, I’ll drive across the country.
etc.
Illustration

Background Notes
“Peanuts” is the world’s most widely read comic strip. Created by Charles Schulz (1922–2000), the first “Peanuts” appeared in 1950 in seven U.S. newspapers. Today, it appears in almost 2,600 newspapers in 75 countries around the world. It is published in over 40 languages and read by more than 350 million people a day. All of the characters are children and animals—there are no adults. For more information, you and your students may want to visit their official website at http://www.peanuts.com

Pre-reading Questions
Have students look at the illustration. Ask these questions:

- What is this? (A comic strip.)
- Do you recognize the comic strip? (It’s “Peanuts”.)
- What is the boy (Schroeder) doing? (Playing the piano.)
- What is the girl (Lucy) doing? (Looking at him/Watching him.)
- How does Schroeder look in the first picture? (Angry.)
- How does Lucy look in the first picture? (Calm/Patient.)

Have students read the comic strip and do the Check Point. Check their answers.

Grammar Point Focus
Explain or elicit the meaning of the grammar term clause (A group of words that contain a subject and a verb but which is usually only part of a sentence.)

Have students look at Schroeder’s first speech bubble. Ask:

- How many clauses are there? (Two.)
- What are they? (I wouldn’t marry you and unless you were the last girl on Earth.)
- Which clause expresses the condition? (Unless you were the last girl on Earth.)
- Which clause expresses the result? (I wouldn’t marry you.)
- Is Lucy the last girl on Earth? (No.)
- Is Schroeder going to marry her? (No.)

You may want to explain (or elicit) that the punch line of this cartoon is that Lucy really thinks she may one day become the last girl on Earth! Clarify the differences between these two sentences:

- I wouldn’t marry you if you were the last girl on Earth. (You’re the last girl on Earth. I won’t marry you.)
I wouldn’t marry you unless you were the last girl on Earth. (You’re the last girl on Earth. I will marry you.)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Background Notes for Exercise 1
Although it isn’t necessary for students to be familiar with these “Peanuts” characters in order to do the exercise, here is a brief who’s who of each. To see pictures of the characters, you can visit the “Peanuts” official website.

Snoopy is Charlie Brown’s dog. He’s very smart.

Lucy is one of the main characters. She is bossy and likes to give people advice. She’s in love with Schroeder.

Linus is Lucy’s little brother. He is the most intellectual of the characters. He is known for always carrying his “security blanket” with him.

Woodstock is a tiny bird. He spends a lot of time with Snoopy.

Schroeder is always at his piano. He loves Beethoven.

Background Notes for Exercise 3
Although it isn’t necessary for students to be familiar with these “Peanuts” characters in order to do the exercise, here is a brief description of the characters in Exercise 3 that don’t appear in Exercise 2:

Charlie Brown is one of the main characters. He worries a lot and is a “born loser.”

Sally is Charlie Brown’s little sister.

Rerun is Lucy’s youngest brother.

Pigpen is a little boy who is always very dirty.

Optional Communication Activity
Put these cues on the board:

What/do/if/be a millionaire?
What/do/if/be the leader of this country?
What/do/if/have more free time?
What/do/if/not have to work?
If/can meet a famous person/who/want to meet?
Have students work in small groups. Using the cues on the board, they should ask and answer the questions.

**EXAMPLE:**

A: What would you do if you were a millionaire?  
B: If I were a millionaire, I would travel around the world.

**Optional Writing Activity**

Ask students to write an email message to a friend giving advice with If I were you... They can invent a problem or use one of these situations:

Your friend is lonely. He/She has just moved to a new city and hasn’t met any people yet.  
Your friend never has an opportunity to practice English outside of class.  
Your friend has been invited to dinner. The main dish is going to be shrimp, and he/she hates shrimp.

**EXAMPLE:**

Hi Jared,  
I know how hard it can be to meet new people. If I were you, I would...
Background Notes
This newspaper article recommends the 1946 movie classic, *It’s A Wonderful Life*, directed by *Frank Capra*. Because of its inspirational message (that each person’s life touches the lives of others), the movie is often shown on TV at Christmas time. (Part of the movie also takes place at Christmas.) In the photo, the angel Clarence has just saved *George’s* life. George was going to commit suicide by jumping off a bridge. Clarence jumped off the bridge first, knowing that George would try to save him. A depressed George says, “I suppose it would have been better if I had never been born at all.” “You’ve got your wish: you’ve never been born,” responds Clarence. Clarence then teaches George a hard lesson. In a series of painful episodes, he shows him what life would have been like in Bedford Falls without George Bailey.

The movie stars James Stewart (as George), Donna Reed (as his wife Mary), Lionel Barrymore (as the wealthy, mean Mr. Potter), Thomas Mitchell (as George’s Uncle Billy), and Henry Travers (as Clarence the angel). The running time is 129 minutes.

If available, you may want to recommend that your students rent the video. In the United States, they can watch it on TV around Christmas time.

Pre-reading Questions
Have students look at the illustration. Ask these questions:

Where can you find an article like this? *(In a newspaper/In the entertainment section of a newspaper.)*
What do you think this is a recommendation for? *(A movie.)*
Does the reviewer like the movie a lot? *(Yes.)*
How do you know? *(It gets a rating of four stars out of four stars/It gets the highest rating.)*
How does George *(the man in the photo who is sitting)* look? *(Very depressed.)*

Grammar Point Focus
Have students look at the first conditional sentence in the article. Ask:

How many clauses are there? *(Two.)*
What are they? *(What would have happened and if you had never been born.)*
Which clause expresses the condition? *(If you had never been born.)*
Which clause asks about the result? *(What would have happened.)*
Have students look at the second conditional sentence in the article. Ask:

Which clause expresses the condition? *(If George hadn’t been there.)*
Was George there? *(Yes.)*
Which clause expresses the result? *(Life in Bedford Falls would have been a lot different.)*
Was life in Bedford Falls different? *(No.)*
Why not? *(Because George was there.)*

**Charts**

*(See General Procedures and Suggestions)*

**Notes**

*(See General Procedures and Suggestions)*

**Exercises**

*(See General Procedures and Suggestions)*

**Optional Communication Activity**

Put the following situations on the board:

George Bailey was going to go to jail. He had no money. He tried to kill himself.
A man was walking down the street when he found ten $100 bills lying on the ground. There was no one else around. He picked them up and put them in his pocket.
A woman came home late and found her apartment door unlocked. She was sure she had locked it. No one else had the keys. She went inside.
A teenage boy was walking home when he saw two men fighting. One had a knife. The other was screaming “Help!” The teenager ran away.

Have the students work in small groups to discuss what they would have done for each situation.

**EXAMPLE:**

If I had been George, I would have tried to borrow money. I wouldn’t have tried to kill myself. 

etc.

**Optional Writing Activity**

Ask students to write a paragraph about how life would have been different for their family, friends, classmates, coworkers, or community if they hadn’t been born. Alternatively, they can write about how their lives would have been different if another person they know hadn’t been born.

**EXAMPLE:**

My life would have been very different without my friend Dania. If she hadn’t been born, I never would have . . .
Illustration

Background Notes
The illustration is of a fairy tale—a story written for children featuring imaginary beings (note the elf looking through the window) who have magical powers. Characters in fairy tales are often granted three wishes, as in this story. Many cultures around the world have fairy tales.

Pre-reading Questions
Have students look at the illustration. Ask these questions:

- What is happening in the picture? (A man is trying to pull sausages off a woman’s nose.)
- Do you think this is a true story? (No. It’s a fairy tale.)
- What is a fairy tale? (A story, usually for children, in which magical things happen.)

Have students read the fairy tale and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the fairy tale. Ask:

- What are the three wishes? (I wish I had some sausages. I wish those sausages were hanging from your nose. I wish I hadn’t made that wish.)
- Is the first wish about the past or present? (Present.)
- Is the second wish about the past or present? (Present.)
- Is the third wish about the past or present? (Past.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Optional Communication Activity

In fairy tales, people are often granted three wishes. Tell students to imagine that they have just three wishes. They can be wishes about the present or the past. What would they be? Ask them to write their wishes down and discuss them with a classmate.

EXAMPLE:

A: I wish I were famous.
B: Why?
A: Because if I were famous, people would recognize me on the street.
B: But you wouldn’t have much privacy!

etc.

Optional Writing Activity

Ask students to write a paragraph about a situation in their lives that they have regrets about. They can write about something real or use their imagination. Tell them to describe the situation and describe what they wish had happened and why.

EXAMPLE:

Last year someone asked me to go to a party the night before a test. I didn’t feel like studying, so I decided to go to the party. The next day, I failed the test, and I had to repeat the course. I wish I hadn’t gone to the party. I wish I had stayed home and studied. If I had . . .
UNIT 69

Adjective Clauses with Subject Relative Pronouns

Illustration

Pre-reading Questions
Have students look at the illustration. Ask these questions:

Where are these people? (At a party / a business meeting / a conference.)
Describe the man who is talking. (He has a pony tail. He is wearing heart-shaped glasses and a necklace. He’s also wearing a black jacket and white pants.)
What is unusual about one of the women? (She looks just like the man. She also has a ponytail, heart-shaped glasses, and a necklace. And she’s wearing a black jacket and white pants.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the words in the speech bubble. Ask:

Which is the adjective clause? (Who has changed my life.)
Which word is the relative pronoun? (Who.)
Which word does who refer to? (Woman.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Background Notes for Exercise 1
Margaret Mead (1901–1978) was an American anthropologist who studied how culture influenced personality. Her best-known book is Coming of Age in Samoa.

Optional Communication Activity
Put these words on the board:
friend/acquaintance
friend/best friend
friend/colleague
Have students work in groups to discuss the differences between the terms on the board. Then have the groups report back to the class.

**EXAMPLE:**

A: A friend is someone you know very well. An acquaintance is someone you know, but not as well as a friend.

etc.

**Optional Writing Activity**

Ask students to write a paragraph about friendship using one of the following quotations. What does the quotation mean? Do they agree with the quotation?

The best mirror is an old friend.

> —George Herbert (English poet and novelist, 1593–1633)

Friendship is a plant which we must often water.

> —German proverb

Chance makes our relatives, but choice makes our friends.

> —Jacques Delille (French poet, 1738–1813)

A true friend is somebody who can make us do what we can.

> —Ralph Waldo Emerson (U.S. writer, 1803–1882)

**EXAMPLE:**

A writer once said that the best mirror is an old friend. This means that a friend who knows you well . . .
UNIT 70

Adjective Clauses with Object Relative Pronouns or When and Where

Illustration

Background Notes
The photograph is of Cracow (also spelled Krakow), a city in south-central Poland. Cracow has a population of over 751,000 people. It is a cultural center with many historic buildings (as seen in the photograph) and museums.

Pre-reading Questions
Have students look at the illustration. Ask these questions:

- What is this? (A postcard/A letter and a photograph.)
- Where do you think this city is? (In Europe/Poland.)
- What is circled in the photograph? (Tables with umbrellas/A café.)
- Why do you think it is circled? (The writer of the postcard was there.)

Have students read the postcard and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the postcard. Ask:

- How many adjective clauses are there? (Two.)
- What are they? (Where I spend all my time and that I made yesterday.)
- What does the first adjective clause describe? (The café.)
- What does the second adjective clause describe? (The new friend.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Have students bring in some family photographs to share with their classmates. They can be recent photographs or ones taken some time ago. Have students work in small groups. They should explain the people and places in their photographs.
EXAMPLE:
A: This is the street where we lived before we moved here.
B: Is that the house you grew up in?
   etc.

Optional Writing Activity
Ask students to write about a place they remember from their childhood. Tell them to use adjective clauses to help explain where things were and why they were important.

EXAMPLE:
Kochel am See is the small town in southern Germany where I grew up.
Our house was near the lake where we went swimming in the summer . . .
UNIT 71

Adjective Clauses: Identifying and Non-Identifying

Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- What was the woman doing? *(Working at/Using her computer.)*
- What is happening to her computer? *(A monster is coming out of the monitor.)*
- How does the woman look? *(Shocked/Frightened.)*

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the speech bubble text. Ask:

- Which is the adjective clause? *(He told me not to open.)*
- Is there a relative pronoun in the clause? *(No.)*
- Which relative pronoun could you use to introduce this adjective clause? *(That/Which.)*

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have a class discussion about technophobia (see Exercise 2 on page 310). Have any of your students experienced it? Do they know anyone who else who has experienced it? Ask for details.

EXAMPLES:

A: My cousin is afraid to use the new computer his boss just bought. He was used to the one he had been using for two years.
B: My company switched from IBM to Apple computers. I wanted to stay with the one I was familiar with.
Optional Writing Activity

Ask students to write a paragraph about an electronic device that they use, for example, a computer, cell phone, DVD player, VCR, or an electronic organizer. When did they first get it? How did they like it at first? How do they like it now?

EXAMPLE:

The VCR I now own was a gift from my parents. I loved it right away. It had a lot of features that my older one didn't have . . .
Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

What is the woman in bed doing? *(Eating.)*
Is it just a snack? *(No. It’s a big meal.)*
How does her roommate look? *(Surprised.)*

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the speech bubble text. Ask:

What is the example of indirect speech? *(Not to eat a heavy meal before bed.)*
Which verb introduces the indirect speech? *(Told.)*

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Optional Communication Activity
Put this list of health problems on the board:

insomnia
minor kitchen burns
headaches
snoring
insect bites
a cold
a sore throat
poison ivy

Have students work in pairs. What advice have they heard for these problems? What have they been told to do and not to do? After their discussion, they should share the information with the whole class.
EXAMPLE:

A: My mother always told me to hold a burn under cold water.
B: People used to put butter on a burn, but now they say not to do that.

etc.

Optional Writing Activity

Ask students to write a paragraph about advice that have gotten (or given) for some problem (health, school, work, social). What was the problem? Who gave the advice? What was the advice? Remind students to use indirect imperatives.

EXAMPLE:

Last month I kept getting headaches so I went to the doctor. She told me not to eat chocolate or cheese. She said to . . .
Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

Where is the woman (At a clothing store.)
What is she doing? (Trying on dresses.)
Describe the woman’s dress in the first picture. (It has very big/puffy sleeves. The skirt is very long and large and has big circles on it.)
Do you like it? (Answers will vary.)
Do you think the man likes it? (No.)

Look at the second picture. What is the woman doing? (Trying on another dress.)
How does she feel? (Happy/Pleased.)
Who is the woman looking through the curtain? (The salesperson.)
How does she look? (Surprised.)
Describe the two other dresses. (They are the same as the first dress, but they have different patterns. The dress the woman is trying on has stripes. The dress hanging on the wall is plaid.)

Have the students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the speech bubble text. Which sentence is indirect speech? (He said it looked great on me.)

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Optional Communication Activity

Play the game “To Tell the Truth” with the whole class. Three people leave the room. They choose one experience to report to the class. Only one student has actually had the experience. The other two must tell convincing lies to make the class believe that they are the ones who have had the experience.

After the students choose the experience, they go back into the room and sit in front of the class. Each student states the experience. Then, class members ask each student detailed questions about it.

EXAMPLE:

A: Once I climbed a 10,000-meter-high mountain.
B: Once I climbed a 10,000-meter-high mountain.
C: Once I climbed a 10,000-meter-high mountain.

CLASSMATES’ QUESTIONS:

D: A, how long did it take you?
A: A few hours.
D: B, How long did it take you?
B: Two days.
   etc.

After each student has answered questions, the class must decide which student is telling the truth. They should explain which statement convinced them that someone was lying or telling the truth.

EXAMPLE:

I believed B because she said that it had taken her two days . . .

Optional Writing Activity

Ask students to write a journal entry reporting a situation in which they thought someone was not telling the truth.

EXAMPLE:

Last month I asked my boss for a raise. He told me that the company had had a bad year. He said he wasn’t able to give me one . . .
Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- Where does this take place? *(At the beach.)*
- How is the weather? *(Very windy/Stormy.)*

Background Notes
The cartoon shows the beginning of a **hurricane**, a very dangerous tropical storm with winds of at least 74 miles (119 kilometers) per hour. Hurricane winds often exceed 150 miles (241 kilometers) per hour near the center, or “eye,” of the storm. Hurricanes occur over the North Atlantic Ocean, the Caribbean Sea, the Gulf of Mexico, or the Northeast Pacific Ocean. (When they occur in the Northwest Pacific Ocean they are called **typhoons**.) Hurricanes occur mostly in the summer and early fall.

The World Meteorological Organization, an agency of the United Nations, names hurricanes to avoid confusion when more than one storm is being observed. Hurricanes used to be given only women’s names. Today they alternate between men’s and women’s names in alphabetical order (Alex, Bonnie, Charley, Danielle, etc.). Names beginning with the letters Q, U, X, Y, or Z are not used. When a storm results in a large loss of life or property damage, its name is “retired.” Meteorologists are predicting an increase in hurricanes because of global warming. Hurricanes can be predicted using weather balloons, satellites, and radar.

Have the students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus
Have students look at the words in bold type in the speech bubble. Ask:

- What does **would** mean in this indirect statement? Is it conditional or future? *(Future.)*

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)
Background Notes for Exercise 4

Meteorologists predict and track tropical storms. When conditions are right for a hurricane, the National Weather Service (in the United States) issues a hurricane watch. This means a hurricane might strike within 36 hours. If an area is in danger of being struck within 24 hours, a hurricane warning is issued. Sometimes evacuation (moving to a safe area) is recommended. In order to prevent damage by wind and flying objects, many people tape their windows. Power outages are common, so it is advisable to have batteries for flashlights and radios. Since power outages can result in loss of water too, many people keep a good supply of bottled water and fill their bathtubs with water before the hurricane hits. If your students are interested in learning more about hurricanes, they can visit the website of the National Weather Service at http://www.nws.noaa.gov

Optional Communication Activity

Put this list of extreme weather conditions on the board:

- hurricane
- very hot weather
- very cold weather
- drought
- flood
- sandstorm
- earthquake
- Other: __________

Have students work in small groups. Have any of them experienced extreme weather conditions? How did they feel? What did they do to protect themselves? What advice would they give someone in the same situation? Have the students report their findings to the class.

EXAMPLE:

Arielle told me she had experienced a very hot summer when temperatures were over 40°C. She told me that she had felt sick a lot of the time. She said she had stayed indoors until evening every day . . .

Optional Writing Activity

Ask students to write a paragraph reporting someone else’s experience in an extreme weather condition or natural phenomenon. They can use information from their Communication Activity interview or they can interview another person.
Illustration

Background/Culture Notes
The cartoon illustrates a stress interview. For information on this, see Exercise 1 on page 328.

It should also be noted that the interviewer’s question about the applicant’s marital status is illegal in many countries. In the United States, for example, employers must hire only on the basis of skills and experience. An interviewer cannot ask an applicant certain questions unless the information is related to the job. The following are some of the questions an interviewer in the United States may not ask:

- How old are you?
- What is your religion?
- Are you married?
- What does your husband (or wife) do?
- Have you ever been arrested?
- How many children do you have?
- How tall are you?
- What country were you born in?

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- What is the title of the cartoon? (The Stress Interview.)
- Who is the woman holding the paper? (The job applicant/interviewee/person applying for the job.)
- Who are the other people across the table? (The interviewers.)
- How do the interviewers look? (Unfriendly/Serious/Angry.)
- How does the job applicant look? (Confused/Puzzled.)
- Would you like to be at this job interview? (Answers will vary.)
- Why or why not? (Answers will vary.)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the speech bubble text. Ask:

Is the interviewer asking about the present or the past? (The present.)

Charts
(See General Procedures and Suggestions)
Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)

Culture Note for Exercise 1
The end of the article discusses questions that are illegal in some countries, such as the United States. (See Background/Culture Notes for the Illustration.) It is important to note, however, that these same questions may be legal in other countries. You may want to have a class discussion as to the legality of these questions in different countries.

Optional Communication Activity
This is a role-play activity. Have students work in small groups. Ask them to imagine that they are interviewing candidates for a specific job (teacher, restaurant server, taxi driver, flight attendant, etc.). All the groups should be interviewing for the same job. Each group should pick a student to be the job applicant. The rest of the students in the group are the interviewers.

EXAMPLE: (FOR THE JOB OF TAXI DRIVER)

Interviewer 1: How long have you had your driver's license?
Applicant: Two years.
Interviewer 2: Have you had any accidents?
Applicant: No. etc.

Then have each applicant report back to the class. What questions did the interviewers ask?

EXAMPLE:

Applicant: They asked me how long I had had my driver's license.

Elicit the direct question and put, or have a student put, it on the board. Discuss with the class the relevancy of each question.

EXAMPLE:

A: That seems like a fair question. It’s important to know how much experience a taxi driver has had.

Optional Writing Activity
Ask students to write a journal entry about an interview they have had (for work or school.) They can use real or imaginary information. What questions did the interviewer ask? What did they answer?

EXAMPLE:

Last year I had an interview for a part-time job as a sales clerk in a clothing store. The interviewer asked me if I had ever sold clothes before. I told her that . . .
Illustration

Pre-reading Questions
Have students look at the cartoon. Ask these questions:

- Where are these people? *(In a restaurant.)*
- Who is the man standing? *(The waiter/server.)*
- What is he doing? *(Clearing the table/Removing the dishes.)*
- What is the man at the table doing? *(Looking at/Examining the check.)*
- How does he look? *(Puzzled/Confused.)*
- Are they asking each other questions? *(No.)*

Culture Notes
The cartoon deals with the topic of *tipping*. This custom varies greatly from country to country. In some countries, like New Zealand, it is uncommon. In other countries, like the United States and Canada, it is very common, but does not follow many logical rules. (You tip a restaurant server but not a flight attendant who brings you food.) In other countries, like Germany, it is included in the bill.

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus
Have students look at the woman’s speech bubble text in the cartoon. Ask:

- What does I wonder mean? *(I want to know.)*

Have students look at the second speech bubble text. Ask:

- What does whether mean? *(If.)*
- What kind of words can begin an embedded question? *(if, whether, a wh-question word.)*

Charts
(See General Procedures and Suggestions)

Notes
(See General Procedures and Suggestions)

Exercises
(See General Procedures and Suggestions)
Optional Communication Activity

Put these phrases on the board:

- I don't know . . .
- I'd like to know . . .
- Do you know . . .?
- Can you tell me . . .?
- I wonder . . .
- I'd like to find out . . .
- I wonder . . .
- I'm never sure . . .

Have a class discussion on tipping. Discuss these questions:

- Do you have any questions about tipping?
- Do you think tipping is a good system? Why or why not?
- Were you ever in a situation where you didn’t know what to do about a tip?
- How is tipping different in countries you know?

EXAMPLE:

A: I’m not sure whether tipping is good or not. I think people should get paid enough so that they don’t have to depend on tips.
B: I wonder if you would still get good service if the tip were included. etc.

Optional Writing Activity

Ask students to think about a time when they were traveling. They should write about a situation that confused or surprised them. Remind them to use embedded questions.

EXAMPLE:

When I was an exchange student in Germany, I was surprised when a stranger sat down at my table in a restaurant. I wondered what he wanted. I didn’t know what to do . . .