

UNIT 1

Present Progressive

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.

UNIT 5

Imperative

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:

A: Press “Change.” Adjust the volume. Then press “Message.” Speak near the microphone. Do not speak too loudly. When you are finished, press “Stop.”

(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.