

# UNIT 24

## Wh-Questions: Subject and Predicate

### 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.?



# UNIT 25

## Tag Questions

### 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 . . .