

UNIT 27

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 . . . ?

UNIT 30

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

UNIT 31

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

UNIT 32

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** /pansi'əʊn/ 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-ə'-ri-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 . . .