

UNIT 56

Nouns

Illustration

Background Notes

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)

Background Notes for Exercise 1

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 . . .

UNIT 57

Quantifiers

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 /'mɑːʒɑŋ/ 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 . . .

UNIT 59

Ø (No Article) and *The*

Illustration

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.)

(Sources: Don B. Wilmeth, "Amusement park" and "Roller coaster": *World Book Online Americas Edition*, <http://www.aolsvc.worldbook.aol.com>)

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 . . .

UNIT 60

Reflexive Pronouns and

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 . . .