**Illustration**

**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.
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.

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...
Illustration

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 . . .
UNIT 68

Wish: Present and Past

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 . . .