

GRAMMAR **EXPRESS** BASIC

For Self-Study and Classroom Use

Teacher's Manual

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GRAMMAR EXPRESS Companion Website
<http://www.longman.com/grammarexpress>



GRAMMAR EXPRESS BASIC Teacher's Manual

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General Procedures and Suggestions

Welcome to the *Grammar Express Basic* online Teacher's Manual.

There are many different ways to use *Grammar Express Basic* in your classroom. A lot will depend upon your own teaching style and the learning styles of your students. Below are some **general procedures and suggestions** that can be used successfully with all the units. For unit-specific suggestions, please see the **Unit-by-Unit Notes**.

Illustration

Each unit begins with an illustration (cartoon, comic strip, photo with speech bubbles, advertisement) that introduces the grammar point in natural language and sets the general theme of the unit.

Here are some general suggestions for presenting the illustration.

1. Ask **pre-reading questions**. These questions help set the context and focus the students' attention on the meaning of the illustration. (See the **Unit-by-Unit Notes** for suggested pre-reading questions and possible answers.)
2. Have students read the text of the illustration to themselves. Alternatively, you may read the text to them as they follow along in their books. For cartoons that have more than one speaker, you may wish to have the students read the text in pairs.
3. Have students do the **Check Point**. This can be done individually or in pairs. Check their answers. Ask why they chose their answers and why they rejected the other answer choices.
4. Focus on the grammar point (usually the words in bold print) in the text. Ask students questions about its use and meaning. (See the **Unit by-Unit Notes** for suggested questions and answers.)

Charts

The grammar point is always presented in charts that show its various forms.

1. Have the students study the charts. Then have them, individually or in pairs, answer the **Chart Check** questions. Alternatively, students can read the **Chart Check** questions before looking at the charts. Check their answers.

2. Put a sentence from each chart on the board. Ask the students to make substitutions.

For example, for the first chart in Unit 1, you could write:

I am tall.

Ask the students to change the subject (*I am tall, We are tall, Alice is tall, . . .*). Then ask them to use the negative form or a contraction (*I am tall, I am not rich, I'm a dancer, . . .*)

3. After they work with all the grammar charts and do the **Chart Checks**, have the students, individually or in pairs, do the **Express Check**. Check their answers.

Notes

The **Grammar Notes** present Grammar Explanations and Examples. The Notes can be handled in two distinct ways.

For a deductive approach, read the note and then the example. Ask the students to come up with additional examples for each point, and put some examples on the board. For an inductive approach, have the students read the examples first, and then elicit the rule. Then have them read the note to check their understanding of the grammar point. As in the deductive approach, ask them to come up with additional examples.

Exercises

There are a variety of exercise types that practice the grammar point in context. Students can work individually or in pairs to complete the exercises in class, or the exercises can be assigned for homework. A typical unit has four exercises. Here are the most common exercise types along with suggestions for how to use them.

Exercise 1

Exercise 1 is always “for recognition only.” This means that students do not have to actively use the grammar structure yet. They only need to recognize the form or the meaning of the unit’s grammar structure. This type of activity raises consciousness and builds confidence. These are the types of exercises that mostly commonly appear in the first exercise of a unit:

Find In this exercise students read a text and underline or circle the grammar point. For example, on page 98 of Unit 22 (Quantifiers: *Some* and *Any*), they are asked to read an article and underline **some** + a noun and **any** + a noun. Then students circle **some** and any without a noun.

Match In this exercise students decide which sentence or part of a sentence belongs with an illustration, another sentence, or part of a sentence. This exercise usually checks that the students understand the meaning of the grammar structure. For example, on page 38 in Unit 9 (The Imperative), students need to match an imperative statement with a picture illustrating the action in the statement.

Read This exercise checks to see if students understand the meaning of the grammar structure. Students read a text and then answer questions about the text; the questions are often in True or False or Match format. For example, on page 56 in Unit 13 (The Simple Past: Questions), after reading some information, students match questions with the correct answers.

True or False This exercise checks if students understand the meaning of the grammar structure. For example, on page 62 in Unit 14 (The Future with *Be going to*), students look at an illustration and then decide if sentences below the illustration are true or false. If students choose False, ask them to explain why.

Exercises 2 and 3

Exercises 2 and 3 ask students to actively practice the grammar structure. These are the most common exercise types:

Ask & Answer In this exercise, students practice writing questions (and short answers) using cues. The cues are words separated by slashes (/), as on page 16 in Unit 4 (The Present Progressive: Questions). This type of exercise gives students practice in both form and meaning. For exercises that only require students to ask questions, you may want to have them give answers, too, when checking their work.

Choose This exercise is often used in units that contrast two different forms that are often confused. For example, on page 178 in Unit 40 (Possibility: *May, Might, Could*), students use a weather forecast to help them choose between two options to complete the statements. In checking the students' answers, it is helpful to have them explain their choices.

Choose & Complete In this exercise students read a text that has blanks. They have to choose the correct word (based on meaning) from a box with several choices. They then have to fill in the blank with the correct form of the word they chose. For example, on page 139 in Unit 31 (Comparative Adjectives), students read short statements with comparative information and complete sentences by choosing the correct comparative adjective from the box.

Complete In this exercise students need to fill in the blanks. There is often a cue (word in parentheses) under the blank. For example, on page 83 in Unit 18 (Nouns: Common/Proper, Singular/Plural), students complete sentences by using the correct form of the noun and verb in parentheses. This gives them practice in using the grammar structure in different forms (singular, plural, common, and proper). It also practices spelling. It often helps to have students read the sentences before and after the sentence with the blanks. This exercise type is often in the format of a conversation. After checking answers, students can practice reading the completed conversation in pairs.

Describe This exercise has an illustration (such as a cartoon or a drawing). Students have to look at the illustration and then write sentences about it using cues. For example, on page 23 in Unit 5 (The Simple Past: Statements), students read a person's work schedule, then write affirmative or negative sentences about the person's day, using cues and the correct form of the verb.

Exercise 4

The last exercise is always **Edit**. Students read a text, find mistakes, and correct them. The instructions give the number of mistakes in the text. Remind students that this number includes the example. It is important that students look carefully each time they see the grammar structure in the text. Sometimes it is correct, but sometimes there is a mistake in the structure. When a word is incorrect, they should cross it out and write the correct word above it. When a word shouldn't be where it is, they should cross it out. When a word is missing, they should write it above the place where it should be. They should do the same for incorrect or missing punctuation. This exercise can be corrected in pairs and then reviewed with the entire class.

Background Notes/Culture Notes

In the **Unit-by-Unit Notes** you will find, where appropriate, a **Background Note** or a **Culture Note** with helpful information about the content of the opening illustration or the exercise.

Optional Extra Practice

In the **Unit-by-Unit Notes** you will find suggestions for a **Communication Task** that can be done in class and a **Writing Task** that can be done in class or assigned for homework.

UNIT 1

The Present of *Be*: Statements

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask:

Who is the man? (*A prince.*)

How does he look? (*Happy, nice, old-fashioned.*)

What is the woman's name? (*Cinderella.*)

Is she a princess? (*No.*)

How does she look? (*Nice, sweet, happy, modern, young.*)

Are they friends? (*No.*)

Culture Note

More and more people are using the Internet as a way to meet new friends and potential marriage partners. Typically, online dating sites require people to pay a subscription fee. Subscribers fill out questionnaires about themselves and about the type of people they're interested in, after which they are permitted access to a "library" of people whom they might like to meet.

"Internet dating" has become more respectable in recent years as more and more marriages have resulted from people meeting online.

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out look at the words in bold type in the cartoon. Ask the students:

Are these words nouns or verbs? (*Verbs.*)

How many forms of the be verb are there? (*Three.*)

What are they? (*is, 'm, 're.*)

Do they come before or after the subject of the sentence? (*After.*)

Where is the word not? (*After the verb.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Ask students to bring in photos of their families. Have them sit in small groups and take turns telling their classmates about their families.

EXAMPLE:

This is my father. He's from Paris. He's a doctor. He's 42 years old and he's very tall. This is my mother . . .

Optional Writing Activity

Have students write a paragraph in which they introduce themselves. Instruct them to include:

- their name
- where they're from
- their age
- their occupation
- their hobbies
- information about their family

EXAMPLE:

My name is Tanya. I am from Russia and I am 24 years old. In Russia I am a nurse, but now I am an English student. My hobbies are singing and playing piano. My family is very small. There are three people: my mother, my father, and me . . .

UNIT 2

The Present of *Be*: Questions

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

What is a phobia? (*A kind of fear.*)

What is the man afraid of? (*Fish.*)

Is the shark real? (*No.*)

How does the woman feel? (*Worried, confused.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out the word in bold type in the cartoon. Ask the students:

What is the first word of the question? (*Are.*)

Is it singular or plural? (*Singular.*)

What is the answer? (*Yes, I am.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students play a version of the game “Find Someone Who.” First, write a list of common phobias and give the list to the students. Students circulate and ask each other, “Are you afraid of _____?” They write the name of a classmate who answers “Yes.”

The list could include fear of:

snakes	spiders	heights	water	elevators
dogs	the dark	flying	bats	number 4

Afterwards, survey the class about the results. Ask “Who is afraid of _____?”

Students answer with short answers: “Hiro is.”

EXAMPLE:

A: Are you afraid of snakes?

B: Yes, I am.

Optional Writing Activity

Arrange for a “mystery guest” to pay a visit to your English class. (If no real person is available, you can play the role of the guest.) Before the visit, instruct students to prepare a list of ten *yes/no* and *wh-* questions to ask the guest. During the visit, call on various students to ask their questions.

EXAMPLES:

Where are you from?
Are you married?
What is your job?
Are you afraid of anything?
etc.

UNIT 3

The Present Progressive: Statements

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are the people in the cartoon? (*On a train.*)

One person is getting on the train and one person is getting off. What is in their hands? (*Cell phones.*)

Who are they talking to? (*They are talking to each other.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students read the words in the speech bubbles. Ask:

What is the verb in the first and third sentences? (*Am getting.*)

What form is the verb in? (*Present progressive.*)

Is the time of the verb now or every day? (*Now.*)

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) magazine or newspaper photos of train stations, airports, etc. Put students in small groups and give each group three to four pictures.

Have students take turns describing something that is happening in one of the pictures. Classmates point to the picture being described.

Alternatively, have students take turns 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 pretend they are traveling and write a short letter to a friend or relative. They should answer these questions:

Where are you writing from?

Where are you going?

What are you doing?

Are there other people around? If yes, what are they doing?

What is something that is not happening?

EXAMPLE:

Dear Laura,

It's 8:00 P.M. I'm sitting on the hotel lobby. My brother is making a phone call. We are going to Venice today . . .

UNIT 4

The Present Progressive: Questions

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask:

What is the man doing in the first picture? (*Sleeping.*)

Is the man sleeping in the second picture? (*No.*)

How does he feel? (*Angry, unhappy, surprised.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students read the words in the speech bubbles. Ask:

What is the subject of the question? (*You.*)

Is the subject the first word of the question? (*No.*)

Which words are the verb? (*Are, sleeping.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students role play a phone conversation between two friends living in different countries. One of them is asleep when the other calls.

EXAMPLE:

A: Hi. Sergio. this is Marco.

B: (sleepy): Who? What?

A: What are you doing?

B: I'm sleeping. It's 2 o'clock in the morning. What are you doing?

etc.

Optional Writing Activity

Ask students to write an e-mail to a friend who lives in another country. Remind them to ask questions using the present progressive.

EXAMPLE:

Dear Steve,

It's 1:00 A.M. here in Los Angeles, but I'm not sleeping. I'm writing a composition for my English class. Well, actually, I'm very bored and that's why I'm writing to you. What are you doing right now? . . .

UNIT 5

The Simple Present: Statements

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are the people? (*At work / In an office.*)

Is Sara drinking coffee or tea? (*She's drinking coffee.*)

How does Sara look? (*Very nervous / tired / sick.*)

(Optional question) Why? (*She usually drinks tea, so she isn't used to the caffeine in coffee. It makes her nervous.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Culture Note

Many U.S. offices have coffee and tea available all day long, and workers can help themselves to a hot drink at any time. The “coffee room” is often a meeting place where workers can engage in casual conversation.

Coffee and tea both have caffeine, but coffee has much more.

Grammar Point Focus

Have students look at the word in bold type in the second thought bubble. Ask:

What form is the verb drink in? (*Simple present tense.*)

Why? (*It describes Sara's habit / what Sara usually does, not what she is doing today / right now.*)

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 and ask each other questions to complete each other's schedules. (They can use the schedule in Exercise 1 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 write a paragraph about a normal work or school day. Remind them to use adverbs of frequency such as always, usually, sometimes, and never in their paragraphs.

EXAMPLE:

On a normal work day I get up at 6:30 A.M. I always take a shower. Then I get dressed . . .

UNIT 6

The Simple Present: Questions

Illustration

Background Note

“Laughing clubs” are common in India, where they originated, and their popularity is growing in Europe and North America. Their purpose is to bring people together as a community engaged in positive communication. The theory behind these clubs is based on scientific findings that laughter can improve health and well-being. Sessions, which are led by trained Laughter Leaders, include exercises such as deep breathing and chanting, designed to help relieve tension and promote a positive outlook.

For further information, see the “World Laughter Tour” at <http://www.worldlaughtertour.com/>

Pre-reading Questions

Have students look at the photo. Ask these questions:

Where are these people? (*At a laughing club.*)

What are they doing? (*Laughing.*)

Do they do it every day? (*Yes, they do.*)

How do the people look? (*Happy.*)

Do you think they are strange? (*Yes, I do / No, I don't.*)

Have students read the photo text and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students read the captions next to the photo. Ask the students:

How many questions are there? (*Two.*)

Which word do they begin with? (*Do.*)

Is “do” also used in the answer? (*Yes.*)

Do the questions ask about the present or the past? (*Present.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Play the game “21 Questions.” The objective is for students to guess the identity of a mystery person by asking no more than 21 *yes/no* questions.

EXAMPLE:

Is it a man?
Does he live in the United States?
Does he sing?
etc.

Optional Writing Activity

Have students write an e-mail to the leader of a laughing club asking for information. Remind students to write their questions in the simple present.

EXAMPLE:

Dear Ms. Jones,

I would like to attend a meeting of your laughing club. Can you please answer some questions for me?

Where does it meet?
When are the meetings?
etc.

UNIT 7

Non-Action Verbs

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

What are the children doing? (*Looking at the moon.*)

What does each child see? (*A man, a woman, a rabbit, and a cow jumping over the moon.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Culture Note

The image of a cow jumping over the moon comes from an old nursery rhyme:

Hey diddle diddle
the cat and the fiddle
the cow jumped over the moon

The little dog laughed
to see such sport
and the dish
ran away with the spoon.

In the United States, many products made for babies show the image of a cow jumping over the moon.

Grammar Point Focus

Have students look at the words in bold type in the speech bubbles. Ask:
What tense are the verbs in? (*Simple present tense.*)

Are the children talking about actions or about senses and appearances?
(*Senses and appearances.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Bring in a copy of one or more famous paintings. Have students work in pairs to role play a visit to an art museum. They should talk about the painting(s). What do they see? How does it look, seem? How do they like it? Do they understand it? Would they like to own it?

Put some non-action verbs on the board for them to try to use:

know	think	understand	hate	like	love
want	need	see	feel	look	seem
have	own				

EXAMPLE:

A: I love that painting by Renoir.

B: Me too. It looks so peaceful . . .

Optional Writing Activity

Ask students to write a postcard from the art museum. They can write about a painting, or they can pretend they are sitting in the cafeteria or walking around the gift shop. They can use the postcard on page 31 as a model.

They should try to use non-action verbs such as *feel, think, remember, like, hate, know, have*.

EXAMPLE:

Dear Shayna,

Greetings from the art museum! I am in the gift shop. I want to buy a poster for my sister. Do you like the picture on this card? . . .

UNIT 8

Present Progressive and Simple Present

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

- Where is the woman reporting from? (*The Himalayas.*)
- Who is she talking to? (*The Abominable Snowman.*)
- How does the Abominable Snowman look? (*Interesting, scary, big.*)
- Does the cat think the Abominable Snowman is a person? (*No.*)

Background Note

The Abominable Snowman is a legendary creature said to live in the most remote area of the Himalayas. People who claim to have seen the Snowman describe it as a heavy, hairy, two-legged creature that resembles a giant ape. Sightings of similar creatures have been reported in the United States, where it is known as “Bigfoot,” and in Canada, where it is called “Sasquatch.”

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:

- 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? (*“Interviews” describes something that always happens, and “think” is a non-action verb.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

After the students complete Exercise 3, you may want to give them the opportunity to express their opinion about the running of the bulls and bullfighting. On the one hand, bullfighting is a very old and respected tradition in Spain. On the other hand, many people think it is cruel and should be abolished.

Ask students what they think. Remind them to use non-action verbs to express their opinions (*I think . . . , I feel . . .*)

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. (This unit will probably be completed near the beginning of the semester, so they should have a natural basis for comparison.) Ask them to try to include the following time words: ***now, 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 . . .

UNIT 9

The Imperative

Illustration

Background Note

“Hal” is the name of the computer in the science-fiction film *2001: A Space Odyssey* (1968). In the movie, Hal is capable of speech and independent thinking.

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who is Dave? Who is Hal? (*Dave is the man and Hal is the microwave oven.*)

What is the man getting ready to do? (*Eat dinner / eat chicken.*)

Who is talking in the first two pictures? (*The microwave oven*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Culture Note

Most American homes have a microwave oven, which is used for heating or cooking food very quickly. Most Americans do not think microwave ovens are dangerous.

Grammar Point Focus

Have students look at the words in bold type in the speech bubbles. Ask:

What form are the verbs in? (*Imperative.*)

Is Hal giving Dave instructions or asking Dave a question? (*Giving instructions.*)

Does Hal say “you” when he speaks to Dave? (*No.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

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:

Press “Change.” 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 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.

UNIT 10

The Past of *Be*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who are these people? (*Mother and son.*)

Where are they? (*At a museum.*)

How old is the dinosaur, probably? (*Millions of years old.*)

How old is the mother, probably? (*30-35.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out the word in bold type in the cartoon. Ask the students:

Is **were** past or present? (*Past.*)

What is the subject of the question? (*You.*)

Is **were** before or after the subject? (*Before.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students sit in pairs and talk about what they did the previous weekend. Remind them to form questions with **who / what / when / where / why / how**.

EXAMPLE:

A: Where were you last Friday night?

B: I was at a party.

A: Who was with you?

B: Mehmet and Sasha.

etc.

Optional Writing Activity

Here is information about another dinosaur. Have students write a paragraph about it using the past with **be**. Students may use the sentences on the bottom of page 44 as models.

Apatosaurus



Size	70–90 feet (21–27 meters)
Weight	66,000–76,000 pounds (30,000–34,000 kilograms)
Body	very small head, small brain, very long tail, short legs
Food	plants
Characteristics	Slow, not intelligent

EXAMPLE:

The Apatosaurus was very long, but it wasn't very tall. Its neck was very long . . .

UNIT 11

The Simple Past of Regular Verbs: Statements

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who are the people in the picture? (*Father and son / man and boy.*)

What is in the boy's hand? (*Paintbrush.*)

Where are they? (*Boy's room.*)

Does the painting look like the man? (*No.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Tell students to look at the verb in the caption. Ask:

What tense is the verb in? (*Simple past tense.*)

Why? (*It expresses an action that is finished.*)

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. On the board, write the information about Frida Kahlo, the wife of Diego Rivera. Students should take turns making true or false statements about Frida using the past tense. Partners listen and respond by saying "true" or "false" and correcting false statements.

EXAMPLE:

A: Frida Kahlo started to paint in 1928.

B: That's false. She started to paint in 1925.

July 6, 1907

1925

1928

1929

1938

1940

1941

1953

July 13, 1954

Born in Mexico.

Starts painting after a serious bus accident

Shows her first paintings to Diego Rivera

Marries Diego Rivera

Exhibits paintings in New York City

Divorces Diego Rivera for one year

Remarries Diego Rivera

Exhibits paintings in Mexico

Died

Optional Writing Activity

Have students write a short biography of a famous painter who is no longer living. They can use Exercise 3 as an example.

UNIT 12

The Simple Past of Irregular Verbs: Statements

Illustration

Pre-reading Questions

Have students look at the painting. Ask these questions:

What is happening in the painting? (*The ship is sinking.*)

What is the name of the ship? (*Titanic.*)

How is the weather? (*Very cold.*)

What caused the accident? (*The ship hit an iceberg.*)

Are there enough lifeboats for everybody? (*No.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out the words in bold type. Ask the students:

How many different verbs are there? (*Five.*)

What are they? (*Was, thought, hit, sank, lost.*)

What is the time? (*Past.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Put students in pairs. Give each pair a piece of paper with one or two irregular verbs written on it (such as **catch, dig, get, give, keep, see, teach**, etc.) Give different verbs to each pair. Then have the students talk to each other using the simple past form of the verbs as much as possible (in the affirmative and negative).

EXAMPLE:

A: For my birthday, my brother gave me a new CD. I liked the CD. I kept it.
But my cousin gave a shirt. I didn't like the shirt. I didn't keep it. I gave it to my brother.

B: I was at a museum last week. I saw paintings. I saw a dinosaur exhibit. I didn't see the murals at the entrance.

Optional Writing Activity

Have students write a paragraph in which they summarize a movie plot. They can use the synopsis on page 52 as a model. Remind them to use verbs in the simple past.

EXAMPLE:

Movie: *The Sound of Music*

Captain Von Trapp was an officer in the Austrian army in 1939. He had seven children. He didn't have a wife. He found a young woman named Maria to be the children's governess . . .

UNIT 13

The Simple Past: Questions

Illustration

Pre-reading Questions

Have students look at the illustration. Ask these questions:

Where are the penguins? (*The South Pole.*)

Who made the sign “South Pole”? (*Humans; people.*)

How do the penguins feel about the sign? (*Confused, curious.*)

Have students read the illustration and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the illustration. Ask:

What kind of questions start with the word Did? (*Simple past yes/no questions.*)

What are some other words that can start simple past questions? (*Why, where, who, when, etc.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Background Note for Exercise 2

Liv Arnesen and Ann Bancroft are real people, but Will Frees is not. His name is a joke. (“A person who travels to the South Pole *will* freeze.”)

Optional Communication Activity

Have students role play an interview with Will Frees. Select one student to play the role of Will. The other students should ask him simple past questions about his trip to Antarctica.

EXAMPLES:

When did you travel to Antarctica?

What did you eat?

Where did you sleep?

Did you feel lonely?

Optional Writing Activity

Have students choose someone to interview about their past. (They can choose someone famous or someone they know, such as a classmate, a friend, or a relative.) They should then write ten simple past interview questions to ask. If they choose someone they know, they can actually interview the person and write their answers too.

UNIT 14

The Future with *Be going to*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are the people? (*In a computer store.*)

Who is the woman? (*A salesperson.*)

What is the mannequin wearing? (*Computer clothes; clothing that is also a computer.*)

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 is ***be going to***? (*Future.*)

Does the store have red computer clothes now? (*No.*)

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. Ask them to imagine what the cars of the future are going to be like. Then have them share their ideas with the rest of the class.

EXAMPLE:

In the future, cars are going to drive themselves. They are going to use hydrogen. They're not going to use gasoline.

Optional Writing Activity

Have students write an e-mail message to a friend about their weekend plans. Tell them to include *be going to*.

EXAMPLE:

Sally,

Jan and I are going to go to the mall tomorrow. Do you want to come with us? There are going to be a lot of good sales.

Ana

UNIT 15

The Future with *Will*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who is the woman? (*A fortune teller.*)

What time is it? (*4:55.*)

What are the woman's business hours? (*9:00 to 5:00.*)

Is her prediction correct? (*Yes.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out the words in bold type in the cartoon. Ask students:

What is the verb? (***Will** leave.*)

What is the time? (***Future.***)

What is another way of saying the woman's sentence? (***You are going to leave very soon.***)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students role play a visit to a fortune teller. One student should be the customer and the other the fortune teller. The customer should ask questions about his/her future, and the fortune teller should answer them.

EXAMPLE:

Customer: Will I be rich?

Fortune teller: You won't be rich, but you will be famous.

Optional Writing Activity

Have students write a paragraph in which they describe how their life will change in the next ten years. Tell them to include information about the following:

- personal
- family
- work

EXAMPLE:

I will live in the United States for two more years. After that, I will return to my country and find a job in a large accounting firm. I won't get married before age 30 . . .

UNIT 16

Word Order: Statements

Illustration

Background Note

The boy and the man in the photo appear to be at an event related to the Harry Potter series—perhaps a movie, book signing, or carnival. The boy is wearing round glasses like those worn by Harry Potter. The older man is dressed as Dumbledore, the 150-year-old Headmaster of the Hogwarts School of Witchcraft and Wizardry, where Harry Potter is a student.

The official Harry Potter website is at
<http://harrypotter.warnerbros.com/home.html>

Pre-reading Questions

Have students look at the photo. Ask these questions:

Are the Harry Potter books only for children? (*No, it is for children and adults.*)

What costume is the old man wearing? (*A wizard—Albus Dumbledore.*)

Why is the boy wearing big glasses? (*To look like Harry Potter.*)

Have students read the caption and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students read the caption above the photo. Ask:

Which words are subjects? (*Children, adults.*)

Which words come directly after verbs? (*Harry Potter, the books, Harry.*)

Which sentence has two nouns after the verb? (*Adults read the books to their children.*)

What are they? (*The books, children.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students write a list of gifts they received on a recent birthday, holiday, or other occasion. Then have them sit in small groups and take turns asking and answering questions about the gifts.

EXAMPLE:

a sweater
a box of chocolates
a CD

A: Who gave you the sweater?

B: My aunt gave me the sweater. / My aunt gave it to me.

Optional Writing Activity

Imagine that it is the day after a holiday or party. Have students write an e-mail to a friend telling about the celebration. They can use Exercise 4 as a model.

EXAMPLE:

Dear Teresa,

Yesterday was St. Valentine's Day. In the United States this is a day when people give each other romantic gifts. I don't have a boyfriend, so I didn't expect anything. But I got a surprise! Someone sent me flowers! . . .

UNIT 17

Word Order: *Wh-* Questions

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are these people? (*On a television quiz show.*)

What is the name of the show? (*What's the Question?*)

Who are John and Sara? (*Contestants; players.*)

Who is the man holding the card in his hand? (*The host of the show.*)

Who answered the question correctly? (*Sara.*)

Culture Note

The cartoon is modeled after a famous American quiz show called *Jeopardy*. In this show, contestants receive the answers and must respond by asking the correct question. Exercise 3 provides more information about *Jeopardy*.

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:

Which *Wh-* question words introduce these questions? (*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. In the first question, "the Mona Lisa" painted someone. In the second question, someone painted the Mona Lisa.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Play a classroom version of *Jeopardy*. Write a list of general-knowledge categories on the board. Examples: sports, geography, religion, music, holidays. Divide students into pairs or small groups. Give each group some blank cards and have them write two or three questions and answers per category. The questions should be on one side of the card, the answers on the other.

Collect the cards and keep them in decks by category. Go through the cards and eliminate questions/answers that are unsuitable. Then mix up the remaining cards.

Divide the class into three teams. Students from each team will take turns as contestants. Select one student to be the host. You should be the judge.

To begin playing, the first contestant selects a category. The host reads the answer from the first card from that category. If the contestant responds with the correct question (it must be correct factually and grammatically), the team receives a point.

Alternate the questions among the three teams, and have a different student be the contestant with each turn.

(Real *Jeopardy* rules can be found by doing a simple Internet search.)

Optional Writing Activity

Have students select one of the people in Exercise 3 to interview. Instruct them to write at least eight Wh-questions to ask the person they choose. They should write questions about both the subject and the object. Questions should start with the following Wh-words: when, where, what, who.

EXAMPLE:

QUESTIONS FOR LEONARDO DA VINCI

Who was the Mona Lisa?

Why did you decide to paint her?

UNIT 18

Nouns: Common/Proper, Singular/Plural

Illustration

Pre-reading Questions

Have students look at the advertisement. Ask these questions:

Where is Harrods? (*In London.*)

Is it a large department store or a small shop? (*Large department store.*)

What can you buy there? (*Gucci shoes, Rolex watches, Calvin Klein jeans, Henckel knives, Yamaha pianos, and more.*)

Have students read the advertisement and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in brown type. Ask:

Not including the title, how many nouns begin with a capital letter?
(*Twelve.*)

What are they? (*Gucci, Italy, Rolex, Switzerland, Calvin Klein, United States, Henckel, Germany, Yamaha, Japan.*)

How many nouns are plural? (*Five.*)

What are they? (*Shoes, watches, jeans, knives, pianos.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Play a memory game. Students sit in a circle. One student speaks first and says, "I'm going shopping at Harrods and I'm going to buy _____." The student fills in the blank with a singular or plural noun.

The second student repeats the first student's sentence and adds another item to the list. Each successive student repeats everything that the previous students have listed and adds one item. If a student forgets an item or says the items in the wrong order, that student is "out."

EXAMPLE:

Student 1: I'm going shopping at Harrods and I'm going to buy a pair of jeans.

Student 2: I'm going shopping at Harrods and I'm going to buy a pair of jeans and an elephant.

Student 3: I'm going shopping at Harrods and I'm going to buy a pair of jeans, an elephant, and . . .

Optional Writing Activity

Ask students to write a postcard, similar to the one on page 83, about an imaginary shopping trip to a famous department store like Harrods. They should include information about what they bought and any other interesting details they want, but it must all fit in the space of a postcard.

EXAMPLE:

Dear Alex,

Last night was so exciting! Mom and I went shopping at Bloomingdale's for my birthday. I got a cashmere sweater! And then . . .

UNIT 19

Nouns: Count/Non-Count

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where is the woman? (*In a supermarket.*)

What does she want to buy? (*Ice cream.*)

What are the ingredients? (*Cream, milk, sugar, cocoa, eggs.*)

What is the problem? (*It has a lot of calories; it's fattening.*)

Is the woman going to buy it? (*Yes.*)

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 nouns are singular? (*Cream, milk, sugar, cocoa, serving.*)

Which noun can have “a” or “one” before it? (*Serving.*)

Which noun is plural? (*Eggs, calories.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students write a list of all the foods they ate and drank yesterday. Tell them to sit in groups and tell their classmates what they had for (1) breakfast, (2) lunch, (3) dinner, and (4) snacks. Remind them to use measure words as needed.

EXAMPLES:

For breakfast I had an egg, a piece of toast, and a cup of coffee.

For lunch I had French fries and a hamburger.

Optional Writing Activity

Have students make a list of the contents of their refrigerator or pantry.

Remind them to refer to Appendix 13, page 235, for a list of measure words. A fun follow-up is to have students compare their lists in class.

EXAMPLE:

a carton of milk
6 apples
a lemon
a jar of pickles
etc.

UNIT 20

Articles: *A/An* and *The*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are the people? (*In an apartment.*)

Who is the man on the left? (*The manager / rental agent / owner.*)

Who are the other man and the woman? (*A couple looking for an apartment to rent.*)

Which room are they looking at? (*The kitchen.*)

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 ad. Ask:

Which article is indefinite? (*A.*)

Which article is definite? (*The.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Put students in pairs. Have them role play a conversation between an apartment manager and a prospective renter. The renter likes the apartment and is eager to rent it, but the manager keeps pointing out all the problems. It turns out that the manager would really like to move into the apartment him/herself.

Optional Writing Activity

Have students write a note to their apartment manager about one or more problems in their apartment. They should explain the problem(s) and ask the manager to take care of them. Students can use Exercise 4 as a model.

EXAMPLE:

Dear Mrs. Banks,

I have two problems in my kitchen. Last night the oven stopped working.

Also, . . .

UNIT 21

No Article (ø) or *The*

Illustration

Pre-reading Questions

Have students look at the cartoons. Ask these questions:

Where are the man and woman in the first cartoon? (*At a theater.*)

What are they looking at? (*Posters for concerts.*)

Which concert does the woman want to go to? (*The rock concert.*)

Where are they in the second cartoon? (*At the rock concert.*)

How does the man feel? (*Bored, sleepy.*)

How does the woman feel? (*Happy, excited.*)

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 cartoon speech bubbles.

Ask:

Which nouns have no articles? (*Music, tickets.*)

Which nouns use ***the***? (*Rock concert, music, tickets.*)

Are these nouns singular, plural, or both? (*Both.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Background Note for Exercises 2 and 3

Wu Bai was born on January 12, 1968. In English his name means “500.”

Besides being a rock star throughout Asia, he has acted in two movies, *Time and Tide* and *The Personals*.

Optional Communication Activity

Students can work in groups, or you can go around the room and have each student speak individually. Ask students to talk about their favorite type of music. They should answer these questions:

- What is your favorite style of music?
- What is the origin of this music?

- What are the special characteristics (e.g., instruments, melody, rhythm) of this music?
- Why do you like it?

EXAMPLE:

My favorite kind of music is classic rock 'n' roll. This music started in the 1950s with Elvis Presley. The basic instruments are guitar, bass, and drums. I like this music because it has a strong rhythm, and it is very energetic.

Optional Writing Activity

Tell students to write a short review of the last CD they bought or a new performing group they have discovered. Who is the singer or group? What is the style of the music? What are the songs about? Do you recommend this singer or group to others?

EXAMPLE:

Harem is the latest recording by Sarah Brightman. The songs on this CD are based on traditional Middle Eastern music. The melodies and rhythms are very unusual. . . .

UNIT 22

Quantifiers: **Some** and **Any**

Illustration

Culture Note

The young people in the picture are at a flea market. Flea markets are large, open shopping areas, usually outdoors, where vendors set up temporary stands or stalls. Prices are usually discounted, and it is sometimes possible to bargain for even lower prices. The name “flea market” comes from the French *marche aux puces*, a name originally given to a market in Paris. The goods were thought to be infested with fleas. The earliest English use of the term dates from 1922.

Source: <http://www.askoxford.com/asktheexperts/faq/aboutwordorigins/flea>

Pre-reading Questions

Have students look at the photo. Ask these questions:

- Where is the couple? (*A flea market.*)
- Is this their first visit? (*No.*)
- What is the woman holding? (*A sweater.*)
- What does she want to buy? (*A black sweater.*)

Have students read the photo caption and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type. Ask:

- What kind of nouns come after **some** and **any**? (*Plural.*)
- Which word is used in a question? (*Any.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Two friends are planning to host a picnic for their classmates. They are working on a shopping list. Each of them already has some of the necessary items. Divide students into pairs and give each student one of the cards below.

The students should ask and answer questions with *some/any*. If neither of them has an item, they should write it on their shopping list. At the end of the activity, have students compare their shopping lists.

Student A's list	Student B's list
You have: plastic forks and knives napkins paper cups grapes hot dog buns	You have: plastic spoons 3 bottles of Coca-Cola paper plates hot dogs corn chips ketchup
Ask your partner about: plastic spoons ice Coca-Cola potato chips hot dogs ketchup	Ask your partner about: paper cups plastic forks and knives napkins hamburger buns mustard watermelon

EXAMPLE:

A: Do you have any napkins?

B: Yes, I have some. Do you have any paper plates?

A: No, I don't have any paper plates, but I have some plastic ones.

Optional Writing Activity

A man is shopping at a supermarket. He calls his wife on his cell phone to tell her about items that are on sale. Have students write a script of this phone conversation. Remind them to use *some* and *any* with plural and non-count nouns.

EXAMPLE:

Man: Hi Honey, I'm at the market. Peaches are on sale for \$1.30 a pound. Should I get some?

Woman: No, don't get any peaches. We already have some. But what about apricots? Do they have any?

Man: I don't see any . . .

UNIT 23

Quantifiers: *Many, Much, A few, A little, A lot of*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who is the young man? (*A college student.*)

What is he doing? (*Packing a suitcase.*)

Where is he going? (*To college.*)

What is his problem? (*There's not enough room in his suitcase for books.*)

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 different quantifiers are there? (*Five.*)

What are they? (*A lot of, a few, a little, many, much.*)

What kind of word comes after quantifiers? (*Nouns; plural or non-count nouns.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students tell about the items they packed on their last vacation or trip. Where did they go? What did they pack? Instruct them to use the following quantifiers: ***a lot of, (not) much / many, a little, a few.***

EXAMPLE:

On my last vacation I went to Seattle, Washington. I packed a lot of sweaters, a few pairs of pants, and a lot of film for my camera. It's cold in Seattle, so I didn't take many pairs of shorts.

Optional Writing Activity

Ask students to write an e-mail to a friend or family member in which they describe their dorm room or their bedroom. What does it look like? Is it comfortable? Remind them to use quantifiers.

EXAMPLE:

My dorm room is small and crowded. It doesn't have much space or many closets. However, it has a lot of light.

UNIT 24

There is, There are

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are the people? (*At a restaurant.*)

Who is the man? (*A waiter.*)

What is in the woman's soup? (*A fly.*)

How does the woman look? (*Alarmed, upset, worried, surprised.*)

Does the waiter apologize? (*No.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out the words in bold type in the cartoon. Ask the students:

Is the noun after ***There's*** singular or plural? (*Singular.*)

Is this the first or second time we read about the fly? (*First.*)

What is the subject of the sentence? (*A fly.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Bring in simple sketches of two rooms. Put students in pairs and give one sketch to each student. Students should not look at their partners' drawings. They should take turns describing their rooms while partners draw a picture based on what they hear. Remind students to use ***there is / there are*** to describe the locations of objects.

EXAMPLE:

There's a round table in the corner. There's a vase on the table, and in the vase there are three roses.

Optional Writing Activity

Imagine that you are going out of town and a friend is going to stay in your home and take care of your cat. Write a note telling your friend where to find the following items:

cat food
towels
sheets, blankets, pillow
flashlight (in case of emergency)
a chocolate cake
lemonade
an extra key
popcorn

EXAMPLE:

Dear Hal,

Thanks for taking care of Whiskers for me. Please make yourself at home.
There are sheets, pillows, and towels in the hall closet. . . .

UNIT 25

Pronouns: Subject and Object

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who are these people? (*A mother and son.*)

Does the man like motorcycles? (*Yes.*)

Is the woman happy with the gift? (*Maybe; she is smiling, but she wonders if the gift is for her or for her son. It isn't clear if she is happy.*)

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. Ask:

How many different pronouns are there? (*Four.*)

What are they? (*It, you, me, him.*)

What does It's mean? (*It is.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students sit in small groups and discuss the topic of gifts. If possible, put people from different countries together. Write the following questions on the board:

1. On what occasions do people in your culture give each other gifts? For example, birthdays, graduation, dinner invitations.
2. What are some "rules" for giving gifts? For example, what kind of paper should you use?
3. Are there any items that you should not give as gifts? Why?
4. Do you prefer to give or receive gifts? Why?

EXAMPLE:

In the United States, you should bring a small gift if someone invites you to their home for dinner. However, you shouldn't give a gift when you go out on a date with someone.

Optional Writing Activity

Have students write a thank-you note for a real or imaginary gift they received. They should start by thanking the giver for the gift. Then they should include a few more details, such as:

- why they like the gift (color, style)
- when / where they will use it
- how much they appreciate the giver's thoughtfulness or generosity

EXAMPLE:

Dear Greg,

Thank you very much for the new fishing pole. I love it! It was a big surprise . . .

UNIT 26

Possessives

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who is speaking in the first picture? (*The woman.*)

What is the woman holding? (*A cape.*)

Who is the man? (*Superman; a superhero.*)

Culture Note

The “Lost and Found” is a place where people can turn in items they have found or go to if they have lost something to see if someone has turned it in. In schools or businesses, the Lost and Found is sometimes just a box kept in the office. At large events such as fairs or conventions, there is often a Lost and Found booth or counter.

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out the word yours in the cartoon. Ask students:

What kind of word is it? (*Possessive pronoun.*)

Does it have an apostrophe? (*No.*)

Is it necessary to put an -s at the end of this word? (*Yes.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students in pairs role play the following situation: Student A comes to school wearing a new leather jacket. Student B is shocked to see Student A wearing the jacket he/she lost the week before. Student A insists she found the jacket in the park, and that the jacket is his/hers. The students need to work out a compromise.

EXAMPLE:

A: Do you like my new jacket?

B: *Your* jacket? That jacket is mine! I lost it last week!

Optional Writing Activity

Write the following situation on the board; students should respond in writing.

Imagine that you are walking down the street and you see a wallet. You pick it up and open it. You find \$400 inside. There is no driver's license or identification in the wallet. However, there is a picture of a man, a woman, and two small children. There is a police station down the street.

What will you do? Why? Do you think the money is yours now?

EXAMPLE:

I will take the wallet to the police station because I think the money is not mine . . .

Alternatively, you could have students write a paragraph about a time they either lost or found something: what they lost/found, what happened after that, and how they feel about it to this day.

UNIT 27

This, That, These, Those

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are the speakers? (*At an airport.*)

Who are the speakers? (*A porter and a passenger.*)

Does the passenger have a few bags or a lot of bags? (*A lot.*)

How does the porter look in the second picture? (*Unhappy, surprised.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out the words in bold type in the cartoon. Ask the students:

Are the words ***these*** and ***those*** singular or plural? (*Plural.*)

Which word is used to talk about things that are near? (*These.*)

Which word is used to talk about things that are far away? (*Those.*)

Does a noun come before or after these and those? (*After.*)

Is it necessary to use a noun? (*No.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students bring in photos from a vacation or outing. Put them in small groups and have them tell each other about the people, places, and things in the pictures.

EXAMPLE:

These pictures are from my trip to Hawaii last December. This is my brother Johann, and that's his girlfriend. . . .

Optional Writing Activity

Have students write a dialogue between a “difficult” customer and a patient salesperson in a shoe store or flower shop

EXAMPLE:

Customer: I'd like to buy some flowers for my mother-in-law. It's her birthday.

Salesperson: What do you think of these roses? They're lovely.

Customer: Roses are too expensive. What about those carnations? . . .

UNIT 28

One, Ones

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are the women? (*In a bedroom.*)

What is the woman in the black dress trying to decide? (*Which shoes to wear.*)

Can the woman walk easily in the white shoes? (*No.*)

Which shoes will she probably wear? (*The black ones.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out the words in bold type in the cartoon. Ask the students:

Are these words nouns or pronouns? (*Pronouns.*)

What does **ones** refer to? (*Shoes.*)

Does **ones** have an apostrophe? (*No.*)

Is it necessary to say *the*? (*Yes.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Bring in sets of similar objects, e.g., earrings, doughnuts or other sweets, pens, CDs, etc. (You can also have the students bring in the items.) Put students in pairs and have them pretend to be window-shopping. They should use **one** and **ones** to state their preferences.

Alternatively, put students in groups of four (i.e., two pairs) and have the pairs take turns role playing for each other.

EXAMPLE:

A: Look at the beautiful earrings! I love the blue ones. Which ones do you like?

B: I prefer the gold ones. And what about these rings? Which one do you like?

Optional Writing Activity

Have students write a dialogue between two friends. One of them is getting dressed for a very important engagement—a job interview, a date, an important meeting. The other friend is helping by giving advice. Remind students to use *one* and *ones*.

EXAMPLE:

A: I want to wear the gray wool slacks and this brown jacket. What do you think?

B: A brown jacket? I don't know . . . Why don't you wear your black one?

A: I don't have a black one. . . .

UNIT 29

Adjectives

Illustration

Background Note

The Doberman breed is known for its speed, agility, strength, and intelligence. These working dogs are often used in police work or as guide dogs for the blind. They are extremely loyal and make good family pets. Contrary to stereotype, Dobermans are not vicious by nature. Rather, their ferocity is the result of poor breeding or mishandling.

Pre-reading Questions

Have students look at the advertisement. Ask these questions:

What kind of dog is this? (*A Doberman pinscher.*)

What is his name? (*Tiger.*)

How does he look? (*Mean, cruel, vicious, unfriendly, dangerous, scary.*)

Would you like to have him for a pet? Why? (*Answers will vary.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out the words in bold type in the advertisement. Ask students:

How many adjectives are there? (*Seven.*)

What are they? (*Cute, friendly, young, sweet, lovable, great, small.*)

Do these words come before or after nouns? (*Before.*)

Do they have an -s ending? (*No.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Put students in small groups for a conversation about animals. Encourage students to use adjectives as they discuss the following questions:

In general, do you like animals? Why or why not?

What is your favorite animal? Why?

Do you have a pet? What kind? What does it look like?

How does it behave?

What is the most unusual pet you have ever heard of?

Which animals are commonly used for food in your culture? Are there any animals that people are forbidden to eat?

EXAMPLE:

My favorite animal is a horse. I love horses because they are beautiful and intelligent, and I love riding them.

Optional Writing Activity

Have students write a paragraph about an interesting person they have recently met. They should say who the person is and where or how they met. Then they should describe the person using some of the criteria on page 129, such as size, age, appearance, etc.

EXAMPLE:

Last Saturday night I met an unusual person. His name is Pedro, and he is my girlfriend's cousin. Pedro is a tall man with brown hair, brown eyes, and very white teeth. He is very friendly . . .

UNIT 30

Comparisons: As . . . As

Illustration

Culture Note

Many North American cities have “sister cities” in other countries. The purpose of these relationships is to promote understanding, tourism, and commerce between different countries and cultures. Exchanges may take place at many levels; for example, members of the respective city governments may visit one another, a class of schoolchildren may be “twinned” with a similar class in the other country, and groups of tourists from one city may go on organized visits to the other one.

Pre-reading Questions

Have students look at the two illustrations. Ask these questions:

Where do Ryoko and Anne live? (*Ryoko lives in Yokohama, Japan; Anne lives in Vancouver, Canada.*)

What is their relationship? (*They are penpals.*)

Are they tall or short? (*They're both short.*)

Have students read the ad 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:

Which words are adjectives? (*Short, long.*)

Are Ryoko and Anne similar or different? (*Similar.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Ask students to bring in postcards, photos, or posters of their native cities or towns. Have students sit in small groups and share information about their cities. Their task is to form at least ten sentences about the similarities and differences between cities using (*not*) *as . . . as + adjective*.

EXAMPLES:

Riyadh is hotter than Rome.

In the winter, Berlin is much colder than Athens.

Hotels in Lima aren't as expensive as hotels in Osaka.

Optional Writing Activity

Ask students to write a paragraph comparing themselves to another member of their family. Remind them to use *(not) as . . . as + adjective*.

EXAMPLE:

I have a sister named Katrina. She is 16 and I am 18, so she isn't as old as I am, but we are similar in many other ways. Katrina is just as tall as I am, so we can wear the same clothes. . . .

UNIT 31

Adjectives: Comparative Adjectives

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who are the two speakers? (*Two brothers.*)

Are the brothers similar or different? (*Different.*)

Which brother looks happier? Why? (*The younger one, because he is more popular.*)

Is competition a normal part of “brotherly love”? (*Yes, in most families it is.*)

Have the 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. Ask:

How many comparatives are there? (*Seven.*)

What are they? (*Older, cuter, taller, stronger, more intelligent, smarter, more popular.*)

Which comparatives consist of two words? (*More intelligent, more popular.*)

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) advertisements for two different brands of the same product, e.g., cell phones, laundry detergents, cars, food items, airline flights, or personal products such as toothpaste. Put students in pairs and have them compose sentences describing the differences between the two brands using the structures on page 137. In the end they should decide which brand they will buy and explain why.

EXAMPLE:

A: Soap A is more expensive than soap B, but it also kills more bacteria.

B: But Soap B smells better than Soap A, and the color is prettier.

A: Which one should we buy?

B: We should buy Soap b because it's cheaper . . .

Optional Writing Activity

Tell students to imagine they are writers for a consumer magazine. As they did in the previous activity, they should write about the differences between two competing brands and end by recommending the product they think is better.

EXAMPLE:

For this report I compared two brands of spaghetti sauce, Viva Italy and Ralph's. The Viva Italy brand was more expensive, but it was much more delicious than the Ralph's brand because the ingredients were fresher.

UNIT 32

Superlative Adjectives

Illustration

Pre-reading Questions

Have students look at the illustration and the caption next to it. Ask these questions:

Who is the person in the picture (*Michael Sorge*.)

How many noodles are there in the bowl? (*One*.)

How long is it? (*418 feet / 127.4 meters*.)

What is special about it? (*In 2001 it was the longest noodle in the world*.)

Have students read the caption and do the **Check Point**. Check their answers.

Grammar Point Focus

Ask students to look at the caption. Ask:

How many superlative forms of the adjective are there? (*One*.)

What is it? (*The longest*.)

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. Ask them to discuss gifts they have received. Which was the most wonderful? The most surprising? The most unusual? The funniest? The worst? The most/least practical?

EXAMPLE:

A: Once my boyfriend gave me a bathroom scale. At the time I thought it was the worst gift in the world. Today I think it was the funniest.

B: I once got a broom. That was definitely the worst gift.
etc.

Optional Writing Activity

Ask students to write about their favorite person. They should use the superlative to explain why this person is special to them.

EXAMPLE:

My favorite person in the whole world is my sister Joyce. She is the funniest, most energetic, most interesting person I know . . .

UNIT 33

Adjectives with *Very*, *Too*, and *Enough*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

How many clowns are there? (*Thirteen.*)

What is the problem? (*The car is too small; it isn't big enough.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out the words in bold type in the cartoon. Ask the students:

Which word is an adjective? (***Big.***)

Which word is an adverb? (***Enough.***)

Is it possible to change the order of the words? (*No.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Put students in small groups for a discussion about the age at which people are too old or too young to do the activities below. Remind students to use the structures ***too + adjective and (not) adjective + enough.***

5-go to school	18, 40-have a child
8-walk to school alone	18-move away from home
10-take the bus alone	20, 40-get married
16-get a driver's license	60-learn a new language
18-vote	80-live alone
18-own a firearm	80-drive a car
15-see an R-rated movie	

EXAMPLE:

In my opinion, a 16-year-old is too young (isn't old enough) to get a driver's license.

Optional Writing Activity

Have students write a paragraph in which they compare two items and conclude which item they prefer. For example, cars, grammar textbooks, homes, hamburgers, pets. Students can use the sentences in Exercise 3 as examples.

EXAMPLE:

For me, a cat is a better pet than a dog. Cats are very independent, and they sleep a lot. Dogs are too active, and I don't have enough time to walk a dog every day . . .

UNIT 34

Adjectives and Adverbs

Illustration

Background Note

Ice skating and ice dancing are different sports. Pairs skating is considered much more athletic, with spectacular throws, spins, and lifts. In ice dancing some minor lifts are permitted, but no throws. Partners in ice dancing are expected to mirror one another, just as dancers do on land. Ice dancing is more artistic than ice skating; thus the two events are judged very differently.

Pre-reading Questions

Have the students look at the photo/cartoon. Ask these questions:

What are the young man and woman doing? (*Ice skating / dancing.*)

Who are the people behind the table? (*Judges.*)

How do they look? (*Serious, bored, cold, etc.*)

How do the skaters look? (*Beautiful, good, young, etc.*)

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 thought bubbles. Ask:

Which words describe how something is? (*Nice, bad, cold.*)

Which words do they describe? (*Nouns—the music, the jump, judge #5.*)

Which words say how something is done? (*Beautifully, perfectly.*)

Which words do they describe? (*Verbs—skate, jump.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Go around the room and have each student compose a sentence with an adjective and an adverb to describe a skill they perform either well or poorly.

EXAMPLES:

A: I cook Chinese food very well. I'm a good cook.

B: I run very slowly. I'm a slow runner.

etc.

Optional Writing Activity

Have students write a paragraph about their favorite sport. Some possible questions to discuss include:

- Why do you like this sport?
- Is it easy or difficult for you? Why?
- When did you start playing this sport?
- How often do you play it?

Remind them to use adjectives and adverbs in their writing.

EXAMPLE:

My favorite sport is swimming. I can't swim fast, but I can swim for a long time without stopping. On a hot day I love jumping into the cool water . . .

UNIT 35

Ability: *Can, Could*

Illustration

Pre-reading Questions

Have students look at the illustration. Ask these questions:

Where are the speakers? (*At a movie theater.*)

What is the character in the movie doing? (*Running, jumping, flying.*)

How does he look? (*Strong, determined, serious, angry.*)

Culture Note

In the illustration, the character in the film is patterned after Superman, the comic-book hero with superhuman abilities. Superman wears a cape. In North America many children (and some adults!) enjoy reading comic books with superheros such as Superman, Spiderman, and Batman.

Have students read the speech bubbles 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:

Which words come after **can** and **can't**? (*Run, fly.*)

Is it correct to put an -s after **can**? (*No.*)

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 couldn't do a year ago.

EXAMPLE:

Last year I couldn't drive, but I took lessons and now I can. At first I couldn't park well, but I've been practicing and now . . .

UNIT 36

Suggestions: *Why don't, Let's, How about*

Illustration

Background Note

Suggestion boxes are common in North American schools, workplaces, and businesses. They allow people to make suggestions anonymously. The girl in the second picture is wearing a cheerleader's uniform. (Such uniforms often consist of a short skirt and a turtleneck sweater. The sweater always has a large letter in the center representing the school's name.) Thus it is clear that the setting of the cartoon is a school.

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are the people in the second picture? (*A school.*)

What is the girl wearing? (*A cheerleader's uniform.*)

Who wrote the note? (*The boy.*)

What is the boy doing? (*Putting the note in the suggestion box.*)

Is the note serious? (*No, it is a joke.*)

How does he feel? (*Embarrassed.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the note in the first picture. Ask:

Which words are used to make a suggestion? (*Why don't you.*)

What kind of word comes after **why don't you**? (*Verb; base form of the verb.*)

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 they are all going to do something together and that they need to make plans. They should make suggestions using **Why don't**, **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 having a picnic in the park?

C: That's a good idea. Why don't we go this Saturday?

etc.

Optional Writing Activity

Bring an empty shoebox to class. Tell students it is a suggestion box. Instruct them to write a list of suggestions and to put their lists in the box. Remind them to use *why don't*, *Let's*, and *How about*. Later, open the suggestion box and read (or have students read out loud) all the suggestions. Keep a tally of the most frequent suggestions. If it is feasible, try to implement the top three to four ideas.

EXAMPLE:

How about cancelling the final exam?

Let's have a class picnic.

Why don't you show us pictures of your family?

UNIT 37

Requests: *Will, Would, Can, Could*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are Tina and Brenda? (*In an apartment.*)

How are Tina and Brenda probably related? (*They are probably roommates.*)

What is Brenda's problem? (*She can't open the door.*)

What is Tina doing? (*Listening to music.*)

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:

Do **can** and **could** have the same meaning? (*Yes.*)

Is the time past or present? (*Present.*)

What other words have the same meaning as **can / could**? (*Will, would.*)

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 buy some chips . . . ?

UNIT 38

Permission: *May, Can, Could*

Illustration

Background Note

The people in the photo are engaging in a sport called “white-water rafting.” “White water” refers to fast-moving river water. The sport consists of maneuvering a rubber boat, or raft, through the fast-moving water, or *rapids*. Participants in the sport wear safety gear, including helmets and life-vests.

Pre-reading Questions

Have students look at the photo. Ask these questions:

- Where are the people? (*In a river.*)
- What are they doing? (*White-water rafting.*)
- Is the water moving slowly or fast? (*Fast.*)
- Do you think it is safe to swim in this water? (*No.*)

Have students read the speech bubbles and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the speech bubble text. Ask:

- What does the man with the sunglasses say to ask for permission? (*Can we swim here?*)
- What is the answer? (*No, you can't.*)
- What are other ways of asking the same question? (*Could we swim here? / May we swim here?*)
- Which form do you think is the most polite? (*May we swim here?*)

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 at the beach with friends. You went swimming, but you forgot to bring a towel. You are wet and cold. Ask for permission to use a friend's towel.

- You're at an elegant restaurant. Your fork fell on the floor. What can you say to the waiter?
- You have a driver's license, but you don't have a car. You want to drive to a concert with friends. The concert is in a town two hours away. Ask your parent for permission to borrow the family's car.

Have students work in pairs. Tell them to read the situations and to compose mini-conversations that include (a) asking for permission and (b) giving or denying permission. Have several pairs of students role play their conversations in front of the class.

EXAMPLE:

A: I can't find my pencil. Could I borrow yours?

B: Sorry, I'm using it. Would you like to borrow a pen?

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.

UNIT 39

Desires: *Would like,* *Would rather*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are the people? (*In a restaurant.*)

Does the child want fruit or cake? (*Cake.*)

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:

What does ***would like*** mean? (*Want.*)

What kind of word comes after ***would rather***? (*A verb in the base form.*)

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. 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 rather get together on Wednesday, and I'd like do something outside if the weather is nice.

etc.

Optional Writing Activity

Have students write a script for a phone conversation in which one person invites another person to go out on a date. There should be some negotiating before the two people agree on where they will go and what they will do.

Remind students to use ***would like*** and ***would rather***.

EXAMPLE:

A: Hello? Is this Susan?

B: Speaking.

A: Hi, Susan. This is Bill from your history class. I was wondering: Would you like to go to a movie with me on Thursday?

B: What kind of movie?

etc.

UNIT 40

Possibility: *May, Might, Could*

Illustration

Background Notes

Tornadoes are violent, unpredictable windstorms characterized by twisting, funnel-shaped clouds. The word “tornado” comes from the Spanish verb *tornar*, which means “to turn.” Tornadoes occur throughout the U.S. Midwest and South during a “season” lasting from March to August. The winds can reach speeds of 300 miles per hour and cause extensive damage. Tornadoes are less common in other countries but do occur in England, Canada, and elsewhere.

According to Canada’s Environment ministry, the chances of being killed by a tornado are 12 million to 1.

A 1995 movie, *Twister*, told the story of “storm chasers,” people who pursue tornadoes in order to photograph or study them. The 1939 classic film *The Wizard of Oz* begins with a tornado that lifts a house into the air.

Pre-reading Questions

Have students look at the photo. Ask these questions:

What is this? (*A tornado.*)

Where was this picture taken? (*In a field.*)

Was the photographer who took the picture near or far away? (*Far away.*)

How does it look? (*Dangerous, scary, dark.*)

Have students read the information about the tornado and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the caption. Ask:

Is the tornado definitely dangerous? (*No.*)

Will it certainly travel for miles and then disappear? (*No.*)

Why do the sentences use the words **may**, **might**, and **could**? (*Because the behavior of the tornado is not certain. It is unpredictable.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Bring in the weather page from a national newspaper. Have students read the forecasts for the coming weekend and make sentences using *will*, *be going to*, *may*, *might*, and *could*. Students can also discuss activities that may/might/could be suitable for the weather.

EXAMPLE:

A: There's a 30 percent chance of rain in St. Louis. It might rain.

B: But it might not. It could be a good weekend for a bike ride.

etc.

Optional Writing Activity

Have students write a paragraph about their future plans. Remind them to use *will* and *be going to* for the things they are certain about and to use *may*, *might*, and *could* for the things they think are possible.

EXAMPLE:

After I graduate from school, I might get a job for a few years. Then, I'm going to return to my country . . .

UNIT 41

Advice: *Should*, *Ought to*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who are the two Asian women in the doorway? (*Cho Mi and her mother.*)

What is the name of the young woman with the pony tail? (*Ana.*)

Why is she confused? (*She doesn't know how to greet Cho Mi's mother.*)

What are her choices? (*To kiss, shake hands, or bow.*)

What does the young woman with the dark hair suggest? (*She says Ana should leave.*)

Culture Note

In North America, it is usual for both men and women to shake hands when meeting for the first time, especially in business situations. Younger people meeting in casual circumstances might not shake hands.

North Americans expect a handshake to be firm. You should grasp the other person's hand and give a small squeeze. If you do not squeeze, people may say you shake hands like a "cold fish."

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:

Is Ana sure or unsure of the best way to greet her friend's mother? (*Unsure.*)

Do you know another phrase with the same meaning as **should**? (*Ought to.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students sit in small groups with people from other countries, if possible. Imagine that their classmates are going to visit their country / culture. They should give etiquette advice about the following areas, using **should**, **shouldn't**, **ought to**.

eating	addressing older people	punctuality	numbers
greeting	standing distance	saying thank-you	holidays
gift-giving	eye contact	clothing	
touching	tipping	colors	

EXAMPLE:

- A: In the United States, you shouldn't stand too close when you are talking to someone. If someone invites you to dinner at their house, you ought to bring a gift.
 - B: In Austria you should wear formal clothes when you go to the opera.
 - C: In Iran you should never give someone yellow flowers. Iranian people will think you hate them.
- etc.

Optional Writing Activity

Have students write an imaginary letter to a pen pal who will be visiting their country for the first time. The letter should contain etiquette advice. Remind students to use *should*, *shouldn't*, and *ought to*.

EXAMPLE:

Dear Ron,

I'm so excited that you are coming to Korea! Before you come, I want to give you some advice about good manners in my country. First, when you meet my parents, you should not hug them . . .

UNIT 42

Necessity: *Have to, Must, Don't have to, Must not*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who are these people? (*Father and son.*)

What is the man reading? (*The dress code for his son's school.*)

What is the boy wearing? (*Pants, a shirt, and a tie.*)

How does the boy look? (*Casual, sloppy, not neat, informal.*)

How does the man look in the second picture? Why? (*He looks surprised/confused because he expected his son to look very neat.*)

Culture Note

Some U.S. schools require uniforms and others do not. There are schools that regulate only the colors students must wear (for example, white top and blue bottom) and others that regulate both the color and type of clothing to be worn. Policies regarding *dress* are determined by the individual school or school board. There is no state or national policy.

All schools, whether they require uniforms or not, have a dress code that spells out what clothes are acceptable.

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. Ask:

Are boys required to wear a white shirt and a tie? (*Yes.*)

Can they wear something different if they want to? (*No.*)

Which word has the same meaning as **have to**? (*Must.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

In small groups, have a discussion about dress codes. Write these questions on the board and instruct students to discuss them using ***must/have to, don't have to, must not***.

- Do you think a dress code is a good idea or a bad idea? Why?
- In your current school, do students have to wear uniforms?
- Are there any items that men/women must not wear at your school?
- Do men have to wear a tie? Do women have to wear a dress or skirt?
- If a student is wearing a hat, does he/she have to take it off in class?
- In your country, what kind of clothes do people have to wear in the following situations: a job interview, an elegant restaurant, a wedding, a movie
- Are there any clothes that people must not wear to these places?

Optional Writing Activity

Have students work in small groups and write a dress code for your school. Make sure they use *must/have to, don't have to, must not*.

EXAMPLE:

1. Students must not wear hats in class.
 2. Women don't have to wear dresses.
- etc.

UNIT 43

Gerunds and Infinitives

Illustration

Background Note

The United Nations estimates that in 2000, there were 180,000 centenarians throughout the world. By 2050, this number is projected to number 3.2 million, an increase of about eighteen times.

Source:

<http://www.seniorjournal.com/NEWS/SeniorStats/3-06-02centenarians.htm>

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who are these three people? (*A grandmother and her grandchildren.*)

What are they doing? (*Hiking.*)

Who looks strong and energetic? (*The grandmother.*)

Who looks tired? (*The grandchildren.*)

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:

What is the form of the word after keep? (*Verb + ing; gerund.*)

Which words come directly after need? (*To rest; infinitive.*)

Is it possible to change the form of the words after keep and need? (*No.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Play a game using the lists of verbs on page 191. Divide the class into two teams. Within each team students should take turns speaking. To play, say one of the verbs. Students should respond by making a sentence using the verb followed by the infinitive or gerund. Alternate teams, and give a team one point for each correct sentence.

EXAMPLE:

Teacher: Practice.

Student: I practice playing my guitar every day.

Optional Writing Activity

Have students write about a grandparent or another old person they know. They should describe the person using the verbs on page 191.

EXAMPLE:

The oldest person I know is my mother's grandmother. Her name is Lina, and she is 93 years old. Lina's body is old, but her attitude is very young. She enjoys learning new things. For example, last year she decided to start studying French . . .

UNIT 44

Infinitives of Purpose

Illustration

Pre-reading Questions

Have the students look at the photo. Ask these questions:

Where are the people? (*At an Internet café.*)

Why do people go there? (*To check e-mail, play computer games, play the piano, use the Internet, get information.*)

Have students read the speech bubbles 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:

Which words tell the speakers' purpose in coming to the Internet café?
(*To check, to play.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students play the following game: Students take turns describing a tool or instrument and telling what it is used for. Listeners guess what the object it.

EXAMPLE:

A: It's made of steel. People use it to cut paper.

B: Scissors!

Optional Writing Activity

Ask students to describe the last three to five items they bought and explain their purpose in buying each one.

EXAMPLE:

Last week I bought a new black skirt and new shoes. The skirt is long and it is made of velvet. I bought it to wear to my office Christmas party. I bought the shoes to match the skirt. They are flat in order not to hurt my feet.

UNIT 45

Prepositions of Time

Illustration

Background Note

The Concorde began flying in January 1976. It was a joint Anglo-French venture, and only twenty planes were built. A trans-Atlantic flight took less than four hours, with the plane cruising at twice the speed of sound (about 1,370 miles per hour or 2,200 km per hour). A ticket for a Concorde flight cost \$11,000. Air France and British Airways were the two airlines that flew the Concorde. The last Concorde flight took place on October 24, 2003. Flights were suspended due to the high of cost of operating the planes.

Pre-reading Questions

Have students look at the photo. Ask these questions:

What is the name of the airplane? (*The Concorde.*)

What is special about it? (*It's very fast.*)

Culture Note

Have students read the caption and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the caption. Ask:

What kind of word comes after on? (*Day of the week.*)

What kind of word comes after in? (*The number of hours.*)

What phrase comes after at? (*The same time.*)

What are some other prepositions? (*After, during, before, across, etc.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Bring in the entertainment section of a daily newspaper. Put students in small groups and have them look at ads for movies or concerts. Instruct them to choose a day and time to out together. Then they should find an event that all of them want to attend.

EXAMPLE:

A: I'm free Monday night after 7 P.M. How about you?

B: I'm not free on Monday, but I can go on Tuesday.

A: OK, let's see if there's a good movie on Tuesday at 8 P.M. Here's one . . .

Optional Writing Activity

Have students write a paragraph about their typical school day.

EXAMPLE:

On schooldays I normally get up at 6:30 A.M. I catch the bus at 7:23 and arrive at school just before 8:00. I always get a cup of coffee before class. . . .

UNIT 46

Prepositions of Place

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

What is the woman looking for? (*Her glasses.*)

Where are they? (*On her head.*)

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. Ask:

What information do these words give? (*Location, place, where something is.*)

What kind of word or phrase comes after these words? (*Noun.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students do a “jigsaw” map activity as follows: First, draw a blank map of a neighborhood. Six or eight square blocks is sufficient. Write in the names of the streets and some of the businesses or landmarks. Photocopy this map. On Map A fill in the names of five or six additional locations. On Map B fill in the names of five or six different locations.

At the bottom of Map A, list the names of the locations on Map B. At the bottom of Map B, list the names of the locations on Map A. Thus, the two maps will have some information in common and some information that is different.

In class, put students in pairs and give each partner a different map. Their task is to take turns asking their partner to describe the locations of the items on the bottom of their respective maps. Once they identify the locations, based on their partners’ descriptions, they should write the names on their maps.

When students finish this activity, their maps should contain all the same information.

EXAMPLE:

A: Could you please tell me where the flower shop is?

B: The flower shop is on Maple Drive, next to the music shop and across from the bakery.

A: OK.

B: Could you tell me where the Japanese restaurant is?

etc.

Optional Writing Activity

Have students write a paragraph describing their neighborhood. They should begin with their address and then describe the area around their home.

Encourage them to include information about anything special or unusual in their area.

EXAMPLE:

My house is at 115 Rose Avenue in the city of Gardena. My house is between two other houses, and there is an apartment building across the street. There's a drugstore on the corner.

UNIT 47

Prepositions of Movement

Illustration

Pre-reading Questions

Have students look at the photo. Ask these questions:

Which city is this? (*Istanbul.*)

What is unusual about it? (*It is located on two continents.*)

Have students read the photo text and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out the words in bold type in the caption. Ask the students:

Which preposition is used with the place a person is leaving? (*From.*)

Which preposition is used with the place where the person is going? (*To.*)

Which preposition is used with the word *bridge*? (*Across.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students pretend that they are giving a party at their home. They need to give their classmates directions explaining how to get from the school to their home either (a) by car, or (b) using public transportation and walking.

Put students in small groups. As one student gives directions, the other students should write them down.

EXAMPLE:

To get to my house by bus, start from the school entrance and walk down Gayley Avenue to the bus stop. Take bus #20 going south. You'll go past the football stadium. Get off the bus at National Avenue . . .

Optional Writing Activity

Have students write a real or imaginary journal page describing a walking tour or hike they went on.

EXAMPLE:

I went to La Mesa park with Katya this afternoon. We drove along Sunset Blvd. and saw a gorgeous view of ocean. At the park entrance we drove across a little bridge that went over a stream, and we parked near a huge oak tree. . . .

UNIT 48

Two-Word Verbs: Inseparable

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

What are the names of the two people in the cartoon? (*Lee and Eva.*)

Where does the man want to take the woman? (*To a restaurant.*)

Does the woman understand the man's invitation? (*No.*)

Does the woman agree to go out with the man? (*No.*)

Have the students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the speech bubble text. Ask:

Does *eat out* have the same meaning as eat? (*No.*)

What does *eat* mean? (*Put food in your mouth and swallow it.*)

What does *out* mean? (*Not inside.*)

What does *eat out* mean? (*Eat in a restaurant.*)

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 groups. Ask them to discuss their ideas about dating.

Put some questions on the board:

- In your culture, is it usual for young people to get together in groups, or do couples go out alone?
- What do you like to do on a date? Do you enjoy eating out?
- Do you like to dress up when you go out on a date?
- How do you feel if your date shows up late?
- Do you think it is necessary for people to have similar backgrounds in order to get along well?

EXAMPLE:

In the United States, young people get together in groups when they are 12 or 13. They might go out to a movie together or just hang out at someone's home. Boys and girls begin to go out in couples around the age of 15 or 16.

Optional Writing Activity

Ask students to write a paragraph about a memorable date or outing with friends. If possible, the story should have a “twist”—a surprising or unexpected event, such a running out of gas or getting caught in a rainstorm.

Tell the students to try to include some inseparable phrasal verbs from Appendix 7 on pages 231-232.

EXAMPLE:

September 17, 2003, was a day I will never forget. I got up late that morning and decided to go out for breakfast. Just then the phone rang. It was my boyfriend, Donald. He said he wanted to drop by because he had something to give me. . . .

UNIT 49

Two-Word Verbs: Separable

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

What information does this cartoon give? (*How to get to work on time.*)

What happens at 7:00 A.M.? (*The alarm clock wakes you up.*)

What does the man do before he leaves the house? (*He turns on the shower, washes, and gets out; picks out a clean shirt and puts it on; picks up his briefcase.*)

Does the man eat breakfast? (*No.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the phrasal verbs in the speech bubbles. Ask:

How many separable phrasal verbs are in this cartoon? (*Six.*)

What are they? (*Wake up, turn off, turn on, pick out, put on, pick up.*)

Which two-word verbs have opposite meanings? (*Turn on, turn off.*)

Do pick out and pick up have the same meaning? (*No; pick out means “choose” and pick up means “lift.”*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

In small groups, have students talk about the custom of New Year's resolutions.

Write the following questions on the board:

- When do you celebrate the New Year in your culture?
- Does your culture have the custom of making New Year's resolutions?
- Have you ever made a New Year's resolution? Did you keep it?
- What are some common resolutions that people make? (Example: to give up smoking)

Remind students to consult Appendix 7, pages 231-232 for a list of common two-word verbs.

Optional Writing Activity

Have students write a “to do” list with at least ten items related to school and their personal lives. They may consult Appendix 7, pages 231-232.

EXAMPLE:

- Clean up my room
- Hand in my English composition
- Call back my mother

etc.

UNIT 50

Sentence Connectors: *and, but, or, so, because*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

- Who is Ringo? (*A boy.*)
- What is Ringo like? (*He's nice, but he's not very smart.*)
- Who is Kenji? (*A robot monkey.*)
- Is he smart? (*Yes.*)

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. Ask:

- What comes before the words **and, but, so**? (*A comma.*)
- What comes after them? (*A sentence.*)
- Can you start a sentence with these words? (*No.*)
- Is **so** the same as **because**? (*No.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students sit in small groups. Instruct them to tell their classmates a story about something out of the ordinary that happened to them. It can be surprising, shocking, scary, or funny. Provide these guidelines:

- When and where did the story happen?
- What were you doing?
- What happened?
- What was the result?

EXAMPLE:

About a month ago I was home alone in the evening. My mother was out shopping, and my father was working late. I was doing my homework. It was very, very quiet, so I was feeling a little nervous. Suddenly . . .

Optional Writing Activity

Find one or more cartoon strips that tell stories without using words. (In the United States, it's best to use the Sunday comics from a large newspaper.) Have students write the story. Remind them to use sentence connectors.

EXAMPLE:

One morning Charlie Brown woke up early. He looked out the window, and he saw that it was snowing. "Should I go outside, or should I eat breakfast first?" he asked himself. . . .