

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.