

# 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?