

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 *marché 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. . . .