

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. . . .