

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 superheroes 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.