

UNIT 39

Desires: *Would like,* *Would rather*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are the people? (*In a restaurant.*)

Does the child want fruit or cake? (*Cake.*)

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 does ***would like*** mean? (*Want.*)

What kind of word comes after ***would rather***? (*A verb in the base form.*)

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. Their task is to find an activity that they can all agree upon doing at a specific time.

EXAMPLE:

A: Let's get together Tuesday after school and go to a movie.

B: I'd rather get together on Wednesday, and I'd like do something outside if the weather is nice.

etc.

Optional Writing Activity

Have students write a script for a phone conversation in which one person invites another person to go out on a date. There should be some negotiating before the two people agree on where they will go and what they will do.

Remind students to use ***would like*** and ***would rather***.

EXAMPLE:

A: Hello? Is this Susan?

B: Speaking.

A: Hi, Susan. This is Bill from your history class. I was wondering: Would you like to go to a movie with me on Thursday?

B: What kind of movie?

etc.

UNIT 40

Possibility: *May, Might, Could*

Illustration

Background Notes

Tornadoes are violent, unpredictable windstorms characterized by twisting, funnel-shaped clouds. The word “tornado” comes from the Spanish verb *tornar*, which means “to turn.” Tornadoes occur throughout the U.S. Midwest and South during a “season” lasting from March to August. The winds can reach speeds of 300 miles per hour and cause extensive damage. Tornadoes are less common in other countries but do occur in England, Canada, and elsewhere.

According to Canada’s Environment ministry, the chances of being killed by a tornado are 12 million to 1.

A 1995 movie, *Twister*, told the story of “storm chasers,” people who pursue tornadoes in order to photograph or study them. The 1939 classic film *The Wizard of Oz* begins with a tornado that lifts a house into the air.

Pre-reading Questions

Have students look at the photo. Ask these questions:

What is this? (*A tornado.*)

Where was this picture taken? (*In a field.*)

Was the photographer who took the picture near or far away? (*Far away.*)

How does it look? (*Dangerous, scary, dark.*)

Have students read the information about the tornado and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the caption. Ask:

Is the tornado definitely dangerous? (*No.*)

Will it certainly travel for miles and then disappear? (*No.*)

Why do the sentences use the words **may**, **might**, and **could**? (*Because the behavior of the tornado is not certain. It is unpredictable.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Bring in the weather page from a national newspaper. Have students read the forecasts for the coming weekend and make sentences using *will*, *be going to*, *may*, *might*, and *could*. Students can also discuss activities that may/might/could be suitable for the weather.

EXAMPLE:

A: There's a 30 percent chance of rain in St. Louis. It might rain.

B: But it might not. It could be a good weekend for a bike ride.

etc.

Optional Writing Activity

Have students write a paragraph about their future plans. Remind them to use *will* and *be going to* for the things they are certain about and to use *may*, *might*, and *could* for the things they think are possible.

EXAMPLE:

After I graduate from school, I might get a job for a few years. Then, I'm going to return to my country . . .

UNIT 41

Advice: *Should*, *Ought to*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who are the two Asian women in the doorway? (*Cho Mi and her mother.*)

What is the name of the young woman with the pony tail? (*Ana.*)

Why is she confused? (*She doesn't know how to greet Cho Mi's mother.*)

What are her choices? (*To kiss, shake hands, or bow.*)

What does the young woman with the dark hair suggest? (*She says Ana should leave.*)

Culture Note

In North America, it is usual for both men and women to shake hands when meeting for the first time, especially in business situations. Younger people meeting in casual circumstances might not shake hands.

North Americans expect a handshake to be firm. You should grasp the other person's hand and give a small squeeze. If you do not squeeze, people may say you shake hands like a "cold fish."

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:

Is Ana sure or unsure of the best way to greet her friend's mother? (*Unsure.*)

Do you know another phrase with the same meaning as **should**? (*Ought to.*)

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 with people from other countries, if possible. Imagine that their classmates are going to visit their country / culture. They should give etiquette advice about the following areas, using **should**, **shouldn't**, **ought to**.

eating	addressing older people	punctuality	numbers
greeting	standing distance	saying thank-you	holidays
gift-giving	eye contact	clothing	
touching	tipping	colors	

EXAMPLE:

- A: In the United States, you shouldn't stand too close when you are talking to someone. If someone invites you to dinner at their house, you ought to bring a gift.
 - B: In Austria you should wear formal clothes when you go to the opera.
 - C: In Iran you should never give someone yellow flowers. Iranian people will think you hate them.
- etc.

Optional Writing Activity

Have students write an imaginary letter to a pen pal who will be visiting their country for the first time. The letter should contain etiquette advice. Remind students to use *should*, *shouldn't*, and *ought to*.

EXAMPLE:

Dear Ron,

I'm so excited that you are coming to Korea! Before you come, I want to give you some advice about good manners in my country. First, when you meet my parents, you should not hug them . . .

UNIT 42

Necessity: *Have to, Must, Don't have to, Must not*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who are these people? (*Father and son.*)

What is the man reading? (*The dress code for his son's school.*)

What is the boy wearing? (*Pants, a shirt, and a tie.*)

How does the boy look? (*Casual, sloppy, not neat, informal.*)

How does the man look in the second picture? Why? (*He looks surprised/confused because he expected his son to look very neat.*)

Culture Note

Some U.S. schools require uniforms and others do not. There are schools that regulate only the colors students must wear (for example, white top and blue bottom) and others that regulate both the color and type of clothing to be worn. Policies regarding *dress* are determined by the individual school or school board. There is no state or national policy.

All schools, whether they require uniforms or not, have a dress code that spells out what clothes are acceptable.

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:

Are boys required to wear a white shirt and a tie? (*Yes.*)

Can they wear something different if they want to? (*No.*)

Which word has the same meaning as **have to**? (*Must.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

In small groups, have a discussion about dress codes. Write these questions on the board and instruct students to discuss them using ***must/have to, don't have to, must not***.

- Do you think a dress code is a good idea or a bad idea? Why?
- In your current school, do students have to wear uniforms?
- Are there any items that men/women must not wear at your school?
- Do men have to wear a tie? Do women have to wear a dress or skirt?
- If a student is wearing a hat, does he/she have to take it off in class?
- In your country, what kind of clothes do people have to wear in the following situations: a job interview, an elegant restaurant, a wedding, a movie
- Are there any clothes that people must not wear to these places?

Optional Writing Activity

Have students work in small groups and write a dress code for your school. Make sure they use *must/have to, don't have to, must not*.

EXAMPLE:

1. Students must not wear hats in class.
 2. Women don't have to wear dresses.
- etc.